I. Course Description: HLTH 4389 addresses the concepts and procedures of health assessment and intervention, interpretation of assessment, processes of planning, program implementation, and program and process evaluation. This course also examines research related to intervention programs. Creation of a health intervention program plan is expected in this course. Health assessment and intervention is a face to face course that will meet 150 minutes of classroom time per week for 15 weeks. This course addresses NCHEC responsibility areas I, II, III, IV, VI, and VII. The major assignment for this course is a group program plan assignment in which students must gather and synthesize health research and design a health program plan to submit for their final project. Portions of the program plan are submitted throughout the semester. The final program plan related submissions are a combined 36% of the student’s final grade and this document is a critical assignment tied to accountability and accreditation. In addition, students will complete text chapter/course material quizzes, exams, class discussion/activities, and text related assignments. These activities average at a minimum of 6 hours of work each week to prepare outside of the engagement time with the course content. The James I. Perkins College of Education Diversity Statement is found at the following link: http://coe.sfasu.edu/about-us/.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

All standards can be found on the PCOE web page at http://coe.sfasu.edu.
This course links with SFA’s Envisioned Goal 2: Our students will be engaged and empowered.
This course links with SFA’s PCOE Goal 1: We will provide transformational experiences for our students.
This course links with SFA’s Envisioned Goal 5: We will be an innovative university.
This course links with SFA’s PCOE Goal 5: We will provide academic and co-curricular innovations.

Program Learning Outcomes (Community Health):

1. The student will be able to plan and evaluate a community/classroom-based health lesson (NCHEC I, II, IV).
2. The student will construct professional documents (resume and cover letter) to be used as a personal career-marketing tool for employment opportunities (NCHEC VII).
3. The student will demonstrate the knowledge and skills to search for and write a grant proposal to address a specific health-issue (NCHEC I, II, IV, VII).
4. The student will be able to communicate health information (NCHEC VI).
5. The student will design and implement a health behavior change plan that they will monitor for the semester (NCHEC I, II, III).

Student Learning Outcomes - The student will be able to:
1. Understand the basic concepts and principles of health program planning from needs assessment, through program development and implementation, and evaluation (NCHEC I, II, III, IV, VI).
2. Understand the broader context (social, political, economic) within which needs assessment, program planning, and evaluation take place and be able to adapt strategies in light of that context (NCHEC I, II, III, IV).
3. Apply the principles of needs assessment, program planning, or evaluation to a real-life situation (NCHEC I, II, III, IV).
4. Identify the limitations and advantages of various approaches, and practical techniques to carry out effective health planning and evaluation (NCHEC IV, VI).
5. Differentiate among goals, measurable objectives, related activities and expected outcomes for a community health program (NCHEC II, IV).
6. In collaboration with others, prioritize individual, organizational, and community concerns and resources for public health programs (NCHEC I, II, VI).
7. Differentiate between qualitative and quantitative evaluation methods in relation to their strengths, limitations, and appropriate uses (NCHEC IV).

III. Course Assignments, Activities, Instructional Strategies, Use of Technology:

- **INSTRUCTIONAL STRATEGIES** This course will be conducted in a face to face format which may also include livestream/zoom instruction as well as Brightspace (D2L) and LiveText. Instructional activities in this class will include classroom education, group activities, research activities, writing activities, and online activities. Technology will be used to view research and educational materials as well as for submission of work.

Any messaging contact with the instructor should be via email, not D2L. The instructor can be reached via email at hawkinsmi@sfasu.edu. Make sure to include your name and the class in the email. Also, the instructor will check emails at least once a day, but not after 5 pm on any given day and not on the weekends. Students can expect a response to email within 24-48 hours of their contact efforts within these parameters. If students need to discuss anything with the instructor, email for an appointment or please schedule a face to face, telephone, or video meeting.

- **RESEARCH ASSIGNMENTS** (NCHEC I, II) – Students will complete two research assignments. One assignment will be related to the target population of their program plan (50 pts). One assignment will be a fact sheet reference list/review of literature related to their program topic and target (50 pts). Students will be expected to find at least 4 program plans from reliable sources for the fact sheet reference list. Guidelines for the fact sheet reference list are provided on D2L. These assignments are individual work for the group project and topic.

- **RATIONALE** (NCHEC I, II) – Students will complete the Research Assignments and use this information to build a rationale. A rationale is a justification of why the program needs to be conducted including information about the target audience, the review of literature, and a brief description of the proposed plan. The rationale should indicate....
the basics related to the health issue, factors related to the health issue, the stats associated with the health issue, what groups are most affected, where it is most common, what is being done to address the health issue (program plan info here), and how the proposed program will be different. The document will be typed, double spaced, and in paragraph format in formal language and professional presentation. It should include references and data that are current (2011 or later), reliable, and peer reviewed. The guidelines will be provided on D2L. The final document will be submitted by the student group to D2L. The topic for this assignment is related to the program plan topic and is the program plan rationale.

- **PROGRAM PLAN** (NCHEC I, II, IV, VI) – Students will be placed into groups and will create a program plan document. The document will be typed, double spaced, and in paragraph format in formal and professional language. The guidelines and rubric for the program plan will be on D2L and LiveText. The student will submit the program plan to both D2L and LiveText on the due date or receive a 0 for the assignment. There are multiple components of the program plan and they will be submitted throughout the semester. Specific components of the plan such as the fact sheet/reference list, target population information, and partner evaluation will be evaluated separately and discussed by the instructor. ******Students are required to complete this entire project as a team. Students must cooperate with each other on the final project research and materials. Failure to participate with a partner will result in a score of 0 for the project participant who failed to collaborate. Failure to submit the project to both D2L and LiveText will result in a 0 for the project.***** The final program plan is due by 11:59 pm on Sunday, 12/5. *****

- **EXAMS** (NCHEC I) - There will be three online exams, worth 80 points each. Exams may include a variety of question types including multiple choice, true/false, short answer, and essay. Exams cover text, zoom, lecture, video, and any additional information used for course materials. **Proper spelling, grammar, and punctuation are expected.**

- **QUIZZES** (NCHEC I) – There will be quizzes for every chapter and topic addressed during this course. Students will take quizzes on D2L over the required readings and supplemental materials provided by the professor. **Quizzes will be required prior to class discussion of course material.** Students will typically have one week to complete quizzes on D2L. Students cannot retake missed quizzes without a valid documented excuse.

- **PARTICIPATION AND HOMEWORK** (NCHEC I, II, VI) – There will be class activities and discussion that students will need to participate in during every scheduled class. Participation in this course requires group work and some class dates are specifically for those activities. Students can miss 2 regularly scheduled class periods without penalty. Missing 2 or more classes will negatively affect the participation and homework grade. Students will be awarded points for participation and class contribution in conjunction with attendance. Attendance will be taken. Situations may arise which make using the camera unwise or distracting and the student should contact the professor as soon as possible to indicate why the student cannot engage their camera during the class session. Homework to explore and show mastery of
course topics will be assigned, utilized during class sessions, and may be submitted. Failure to arrive on time, to attend the entire class, and to participate in class activities will negatively affect the participation and homework grade.

IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population research</td>
<td>50 pts.</td>
<td>(6.6%)</td>
</tr>
<tr>
<td>Fact Sheet Ref/List (Indiv)</td>
<td>50 pts.</td>
<td>(6.6%)</td>
</tr>
<tr>
<td>Rationale</td>
<td>50 pts.</td>
<td>(6.6%)</td>
</tr>
<tr>
<td>Program Plan</td>
<td>150 pts.</td>
<td>(19.7%)</td>
</tr>
<tr>
<td>Group Project Partner Eval (Indiv)</td>
<td>30 pts.</td>
<td>(4%)</td>
</tr>
<tr>
<td>Exams (3 @ 80 pts. Each)</td>
<td>240 pts.</td>
<td>(31.5%)</td>
</tr>
<tr>
<td>Quizzes</td>
<td>90 pts.</td>
<td>(11.9%)</td>
</tr>
<tr>
<td>Participation and Homework</td>
<td>100 pts.</td>
<td>(13.1%)</td>
</tr>
<tr>
<td>FINAL POINT TOTAL</td>
<td>760 pts.</td>
<td>(100%)</td>
</tr>
</tbody>
</table>

Grading Scale is as follows:

- **A** = 90%+ 684-760
- **B** = 80-89% 608-683
- **C** = 70-79% 532-607
- **D** = 60-69% 456-531
- **F** = Below 59% 0-455

V. “DUE Date” Outline/Calendar:

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignments &amp; Due Dates</th>
<th>&quot;Tentative&quot; Topic Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 8/23</td>
<td>Orientation • Discuss research for project • Discuss identifying &amp; analyzing health problems and risk factors • Syllabus Quiz posted • Chapter 1 Quiz posted • Identifying &amp; Analyzing Health Problems Quiz posted • Chapter 2 Quiz posted</td>
<td>Course introduction; Identifying and Analyzing Health Problems and Risk Factors; Research instructions</td>
</tr>
<tr>
<td>2 8/30</td>
<td>Group assignments • Potential project topics due • Syllabus, Ch. 1, Ch 2, &amp; Identifying Health Problems Quizzes due • Chapter 4 Quiz posted</td>
<td>Identifying and Analyzing Health Problems and Risk Factors; Health Education, Health Promotion, Health Education Specialists, &amp; Program Planning (Ch. 1), Starting the Planning Process (Ch. 2), Ch. 4 Needs Assessment</td>
</tr>
<tr>
<td>3 9/6</td>
<td>Discussion of Chapters 1, 2, &amp; 4 • Ch. 4 Quiz due • Target Population Research Due</td>
<td>Ch. 1, Ch. 2, Ch. 4</td>
</tr>
<tr>
<td>4 9/13</td>
<td>CH 6 Quiz posted • Individual Fact Sheet Reference List due</td>
<td>Ch. 1, Ch. 2, Ch. 4</td>
</tr>
<tr>
<td>5 9/20</td>
<td>Ch. 6 Activities • CH. 6 Quiz due</td>
<td>Ch. 6 Mission, Goals, &amp; Objectives &amp; Ch. 8 Interventions</td>
</tr>
<tr>
<td>6 9/27</td>
<td>Exam 1 (Ch. 1,2,4, Research info &amp; Analyzing Health Problems) • CH. 8 Quiz posted</td>
<td>Ch. 6 &amp; 8</td>
</tr>
<tr>
<td>7 10/4</td>
<td>Class discussion &amp; activity for Ch. 8 • CH. 8 Quiz due • Project Rationale due</td>
<td>Ch. 8</td>
</tr>
<tr>
<td>Date</td>
<td>Event Details</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>-------------------------------------------------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>
| 10/11-10/17| • Group Project Meetings with Professor  
• Ch. 13 Quiz posted |
| 10/18-10/24| • Exam 2 (Ch. 6 & 8)  
• Class discussion and activity for Ch. 13  
• Ch. 13 Quiz due |
| 10/25-10/31| • Ch. 13 Activities |
| 11/1-11/7  | • Ch. 13 Activities  
• Ch. 10 Quiz Posted |
| 11/8-11/14 | • Budget Quiz posted  
• Ch 10 Quiz due  
• Allocation of Resources & Budgets |
| 11/15-11/21| • Budget Quiz due  
• Allocation of Resources & Budgets |
| 11/22-11/28| THANKSGIVING HOLIDAY |
| 11/29-12/5 | • Program Plan Assignments due to D2L and Live Text by 11:59 pm on Sunday,12/5  
• Group peer evaluations due by 11:59 pm on Sunday,12/5 |
| 12/6-12/10 | • Exam 3 (Ch. 10 Allocation of Resources, Budget & Ch. 13 Evaluation) |

VI. Readings:


No access or internet resources are needed with the text.

**LiveText/Watermark Statement:** This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

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If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936-468-2395 or email LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

VII. Course Evaluations:
Near the conclusion of each semester, students in the Perkins College of Education (PCOE) electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. **Your response is critical.**

In the PCOE, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, **all ratings and comments are confidential and anonymous**, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:

**Class Attendance and Excused Absence: Policy 6.7**
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12-day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

**Academic Accommodations for Students with Disabilities: Policy 6.1 and 6.6**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/)
Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one's own. Examples of plagiarism include, but are not limited to:

- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4
Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter's ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. Bystanders, if their
presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person is in violation of this policy. This includes fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm.

The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support student mental health and wellness. Many of these resources are free and all of them are confidential.

**On Campus Resources:**
SFASU Counseling Services  
www.sfasu.edu/counselingservices  
3rd floor Rusk Building  
936-468-2401

SFASU Human Services Counseling Clinic  
www.sfasu.edu/humanservices/139.asp  
Human Services Room 202  
936-468-1041

**Crises Resources:**
Burke 24 hr. Crisis Line  
1 (800) 392-8343
Suicide Prevention Lifeline  
1 (800) 273-TALK (8255)
Crisis Text Line  
Text HELLO to 741-741

**IX. Other Relevant Course Information/Course Policies:**

1. **Late Work:** No late work will be accepted. This is a 400-level class and students should be submitting high quality professional level work when it is due. I am happy to provide feedback on some components and clarify instructions, but I will not give feedback on entire assignments prior to submission. Late assignments turned in or posted after a deadline will not be accepted unless an official extension has been granted by the instructor prior to the deadline.

2. **Make Up Exams/Tests/Quizzes:** Students who are absent/miss test days without advance, person-to-person communication with the instructor shall receive a zero for the exam and shall forfeit the opportunity of taking a “make up” test. Make up tests/exams/quizzes will not be permitted (unless you have a legitimate medical emergency or personal problem and have been granted an official extension prior to the exam/test/quiz).

3. **Class Attendance, Class Tardies, and Participation:** Arriving on time to class is important and as such two tardies will be counted as one absence. Any absences after 1 will negatively affect the final grade. Students who miss more than 3 weeks of classes without an approved excused absence will lose all participation and homework points and receive an entire letter grade reduction.

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