HLTH 4350: Health Advocacy and Policy
Credits: 3 hours
Fall 2023
Department of Kinesiology & Health Science

Instructor Name | Muswamba Mwamba, DrPH, MPH, IBCLC, RLC
Email Address | Muswamba.mwamba@sfasu.edu
Emails will be responded to in 24-48 hours, Monday through Friday.
Office & Phone | HPE 217 & 936-468-XXXX
Other Contact | 936-468-3503 (Main Office)
Office Hours | Friday 10 am to 2 pm or by appointment
Course Time & Location | Hybrid – Friday 9-9:50
Course description | This class is an advanced-level course in health in which students will identify the process of health advocacy as it relates to the development of health policy.

HLTH 4350 “Health Advocacy and Policy” Course Justification (3 credits): This course will meet 150 minutes of hybrid classroom time/direct instruction per week for 16 weeks. There will be three online quizzes and a three-part Health Advocacy Project. Students will also upload various “class participation” assignments to enhance their in-depth knowledge and application of advocacy and lobbying. These activities average at least six weekly work hours to prepare outside of classroom hours.

Prerequisites: N/A

James I. Perkins College of Education Diversity Statement: The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

I. Intended Learning Outcomes/Goals/Objectives:
- This course links with SFA Initiative #4: Develop a learner-centered environment.
- This course links with SFA’s COE Goal and Initiative #2: Prepare educators and industry professionals.
- This course links with SFA Initiative #5: Create new learning opportunities through additional interdisciplinary, international, service learning, and civic engagement experiences.
- This course links with SFA’s COE Goal and Initiative #6: Collaborate with external partners.

Program Learning Outcomes (Public Health):
1. The student will design and implement a health behavior change plan (NESPA I, II, IV)
2. The student will be able to communicate health information (NESPA VI)
3. The student will be able to deliver health information (NCHEC I, III, VI, VII)
4. The student will apply principles of cultural competence in selecting and/or designing strategies/interventions (NCHEC I, II, VI, VII)
5. The student will demonstrate the knowledge and skills to develop a health proposal for a specific health issue (NCHEC I, II, V)

Specific Learning Outcomes: The student will be able to:
- Acknowledge the differences between advocacy and lobbying (HESPA V)
- Develop skills in advocacy and lobbying (HESPA V)
- Describe the legislative process in which a policy is supported (NESPA I, II, V)
- Influence the executive branch of government to support policy positions (NESPA VIII)

II. Course Assignments, Activities, Instructional Strategies, Use of Technology

Advocacy Project – The Advocacy Project is a three-part assignment. Parts 2 and 3 will cover the same public health issue. A rubric can be located on D2L/BrightSpace for each part.

Part 1 - I Advocated for… (worth 50 points) - NESPA I, II, III, V, VII
In 1-2 pages (double-spaced with 1” margins), answer the following questions:
- Introduction paragraph
- What did you want (what did you advocate for)?
- Why did you do it?
- Was it difficult?
- How did you do it?
- What were the consequences (did you get it? What did you lose or gain?)
- If you have never advocated for anything, why not? What should you have advocated? Consequences of not advocating.
- Conclusions

Part 2 – Health Advocacy Literature Review (worth 50 points) - NESPA I, IV, V
Identify a public health issue. Provide a thorough Literature Review of that public health issue in a minimum of three pages. APA formatting is required. The last page will be your citation page.

- Introduction paragraph
  - Written first person
  - Why is this public health issue important to you?
- Description of the advocacy issue
  - Written third person
  - Why is this a public health or advocacy issue (background, current data/statistics)?
- Identification of decision makers (what agencies/associations/people were involved in previous advocacy efforts)
  - Written third person
- Result of advocacy efforts?
  - Were previous efforts successful? Was a policy passed? Was something built/developed?
• Conclusions
  o Can be written first and third person

Part 3 – Health Advocacy Presentation (worth 50 points) - NESPA I, V, VI
Using the public health issue identified in Part 2, prepare a 5-minute presentation advocating for that issue.

• First, identify who you would talk to (who are the decision makers?)
• Tell them who you are and introduce the issue
• Identify public health issue
  o Support with data/statistics
  o Benefits of supporting the issue
  o Consequences of not supporting the issue
  o Include a “personal story” as to why you want them to support the issue
• Conclusion
  o Summarize what you want them to do

“In-Class” Assignments – There will be various required assignments throughout the semester for a total of 50 points (5 points each). To earn the assignment points, the student must be present in class (unless documented school-sponsored event/s.) NESPA I-VI & VIII

Extra Credit Participation Points (ECPs) – You are eligible for a maximum of 5 ECP points. All must be typed (check Section V for DUE date). It can and will be used for attendance purposes. If you have more than two weeks of absences and/or tardies, you are not eligible for ECP points (unless documented school-sponsored event/s). If you are not eligible or you are eligible but do not upload the ECPs by the due date, no rounding of the final grade will occur. ECPs will be uploaded to D2L. NESPA I-VI & VIII

Exams (NCHEC I) - There will be three online quizzes. Exams may include various question types, including multiple choice, true/false, short answer, and essay. Proper spelling, grammar, and punctuation are expected. If unable to take a quiz on a scheduled date and time, the students must notify me before test time to make up the quiz; if not notified before the quiz date and time, the student will earn a “0.” They are worth 100 points each. NESPA I-VIII.

III. Evaluation and Assessments (Grading):

| Quiz 1 | 100 points | A = 90%+ | 450+ pts |
| Quiz 2 | 100 | B = 80-89% | 400-449 |
| Quiz 3 | 100 | C = 70-79% | 350-399 |
| Advocacy Project | 3 @ 50 pts each | D = 60-69% | 300-349 |
| In Class Assignments | 10 @ 5 pts each | F = Below 59% | Below 299 |

Extra Credit Participation = 5 points maximum
Attendance (see VIII for attendance policy)

FINAL POINT TOTAL 500 points
IV. **Tentative Course Outline/Calendar** - Dates may change at the instructor's discretion. Should a date change be required, it will be announced through D2L email, D2L course news, and on the D2L calendar. All assignments are due (uploaded into D2L) by 5 p.m. on the below-mentioned date. Should a date change be required, it will be announced through D2L email, D2L course news, and on the D2L calendar. All assignments are due (uploaded into D2L) by 5 p.m. on the below-mentioned date. Quizzes #1 & 2 will be taken during class time. Quiz #3 will be taken on the final schedule.

DUE dates for the In-Class Assignments will be throughout the semester. Must be present in class to earn the points.

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<thead>
<tr>
<th>Weeks</th>
<th>Assignment &amp; DUE date</th>
<th>“Tentative” topic covered</th>
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<tbody>
<tr>
<td>1</td>
<td>• WELLcome!</td>
<td>Be the Change PPT</td>
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<td></td>
<td>• Seating Chart on W, August 30</td>
<td>Chap. 1 – Why Advocacy and Policy Matter? PPT</td>
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<td>2</td>
<td>• Discuss Health Advocacy Project on M, Sept. 4</td>
<td>Chap. 2 – Advocacy Terminology PPT</td>
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<td>3</td>
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<td>Chap. 3 – Everyday Opportunities PPT</td>
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<td>4</td>
<td><strong>Part 1 DUE F, Sept. 22</strong></td>
<td>Chap. 4 – Advocacy: An Essential Skill for Health Education PPT</td>
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<td>5</td>
<td><strong>Quiz #1 in class on F, Sept. 29</strong></td>
<td>Chap. 5 – Ethics of Public Policy Frameworks PPT</td>
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<td>Quiz Review</td>
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<td>6</td>
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<td>Chap. 6 – The Policy Process PPT</td>
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<td>Chap. 7 – Policy Arenas PPT</td>
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<td>8</td>
<td><strong>Part 2 DUE on F, Oct. 20</strong></td>
<td>Chap. 8 – Advocating for Health Equity PPT</td>
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<td>9</td>
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<td>Chap. 9 – Advocacy Strategies PPT</td>
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<td>10</td>
<td><strong>Quiz #2 in class on F, Nov. 3</strong></td>
<td>Chap. 10 – Partnerships and Coalition Building PPT</td>
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<td>Review Quiz #2</td>
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<td>11</td>
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<td>Chap. 11 – Community Organizations</td>
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<td>12</td>
<td><strong>Part 3 DUE on MWF</strong></td>
<td>Chap. 12 Media Advocacy &amp; Social Marketing</td>
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<td>13</td>
<td><strong>Thanksgiving Break</strong></td>
<td><strong>Thanksgiving Break</strong></td>
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<td>15</td>
<td>• ECPs DUE on M, Dec 4</td>
<td>Chap. 14 – Advocacy for the Long Haul PPT</td>
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<td>• Course evals DUE by 11:59 pm on Sunday, Dec. 10</td>
<td>Presentations</td>
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<td>16</td>
<td><strong>3rd (final exam) on W, Dec. 13 @ 8 am</strong></td>
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V. **Readings (Required and recommended – including texts, websites, articles, etc.):**

- D2L/BrightSpace
VI. **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.

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.

VII. **Student Ethics and Other Policy Information:** Found at http://www.sfasu.edu/policies/

**Attendance and Excuse 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.

- See Section V for how ECP can and will be used for attendance.

**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/

**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
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. 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 iCare: Early Alert Program at SFA. Information regarding the iCare program is found at http://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

VIII. Academic Integrity
The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation.
Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

**Withheld Grades Semester Grades Policy (5.5)**

*Please copy and paste the following information regarding Withheld Grades into your syllabus. Add additional information as needed to meet your departmental or course needs.*

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to [https://www.sfasu.edu/policies/course-grades-5.5.pdf](https://www.sfasu.edu/policies/course-grades-5.5.pdf).

**Students with Disabilities**

*Please copy and paste the following statement and place it in your course syllabus.*

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 promptly may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Student Wellness and Well-Being**

SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.
If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**

**The Dean of Students Office** (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

**SFA Human Services Counseling Clinic** Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

**The Health and Wellness Hub** “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

**Crisis Resources:**

- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- johCrisis Text Line: Text HELLO to 741-741

**IX. Other Relevant Course Information:**

- **Late Work:** I do not accept late work. Please read that sentence again – I do not accept late work. Late assignments turned in or posted after a deadline will not be accepted unless I have granted you an official extension prior to the deadline.

- **Email etiquette (adapted from Dr. John Janowiak at UNC Chapel Hill) and Professionalism:** When you e-mail friends, you can be as informal as you wish. However, when you write to your employer, professor, or supervisor you should use proper and polite language. By training yourself to write properly, you develop skills necessary to deal with future clients and supervisors, who are unlikely to tolerate bad e-mail manners. Please use the following guidelines when e-mailing me and other professors.
  - Even telephone conversations start with “Hello” and end with “Goodbye.” Therefore, **please use a formal salutation when e-mailing professors**, such as: “Dear Dr. Rust,” or “Professor Rust,”
o When e-mailing faculty, remember that you are not communicating with a friend or relative, therefore do not use informal language in your e-mails.

o If you have a request, say it politely. You can start with “I would like to ...”, “I wonder if you can ...,” “May I ...,” “Is it possible to ...,” “Do you mind ....” DO NOT WRITE: “I want to know ....,” “I want you to,” “Send this to me”, “Tell me when ....” Just adding the word “please” does not mean that you are being polite.

o Your identity is an important clue to the context of the message. Every semester I teach hundreds of students in numerous classes; therefore, identify yourself as a student in the class you are enrolled in, such as: “Dear Dr. Rust, I am a student enrolled in your online HLTH 4350 course.” Also, please include a brief description of the subject of your email in the subject line of the email.

o Be concise.

o Always re-read your e-mails and check for spelling and grammatical mistakes before sending them. (Also, recommended for the assignments you submit).

o When needing to schedule an appointment outside of my office hours, please suggest a few time slots, but always say something like “If these times do not suit you, please feel free to let me know any other time that you prefer / that is convenient to you.” If you cannot make the date suggested, say, “I am sorry, but I cannot come to see you on [Monday].” Do not say, “I am not available on [Monday].”

o In conclusion, if you do not use a formal salutation and my name (Dr./Professor Rust) or establish who you are and in what class you are enrolled, your e-mail message will not be read or responded to.