I. Course Description: This course introduces contemporary public health theory and approaches to strengthen health promotion planning and evaluation.

Course Justification:

This is a face-to-face course lasting 17 weeks (including Spring Break Week), culminating in a comprehensive final examination (2 hours in duration). [During a semester in which there are only 14 weeks of class time this course may include instructional time that is delivered asynchronously. Examples of asynchronous instruction may include (but are not limited to): written content, video content, discussion, case studies, synthesis exercises, reflection activities, peer review, and skills practice.] Students will have out-of-class assignments. The major assignments for this course are research article moderation and discussion activities, learning exercises, quizzes, and a personal wellbeing project. To adequately prepare for and complete this course, students can expect to work a minimum of 8.5 hours each week, on average.

This course addresses NCHEC responsibility areas I, II, IV, VI, and VII.

Prerequisites: None

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

The complete listing of the standards associated with the PLOs, SLOs, assignments, and assessments are located on the PCOE website.

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. Define health, public health, and health behavior
2. Differentiate and describe contemporary public health theories
3. Explain how public health theory supports health promotion planning
4. Describe basic public health measurement and evaluation strategies
5. Identify common public health data sources
6. Discuss common data quality concerns
7. Describe basic public health research designs
8. Identify types of research bias and discuss bias implications
9. Discuss published examples of contemporary peer-reviewed public health research

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

LEARNING EXERCISES – Learning exercises are intended reinforce, supplement, and extend content presented in class. There will be a total of 3 exercises. Exercises are worth 10 points each (30 points total). All exercises will be posted online and will include detailed instructions and due dates/times.

QUIZZES (NCHEC I) – There will be 6 online quizzes administered during the semester related to topics addressed in the course. Quizzes are worth 10 points each (60 points total). Each quiz will cover material recently presented (i.e., quizzes are not cumulative). Quizzes are NOT scheduled; they may be administered at any time during the semester. Students cannot retake missed quizzes without a valid documented excuse.

ARTICLE MODERATION (NCHEC I, II, IV, VI, VII) – Working in pairs, students will moderate/lead a class discussion of one public health research article specified by the Instructor. Detailed instructions will be provided in class and on D2L.

ARTICLE DISCUSSION/PARTICIPATION – During the semester, each student is
expected to read, comprehend, and meaningfully discuss in class a set of public health research articles identified by the Instructor. Detailed instructions will be provided in class and on D2L. PLEASE NOTE: Article Discussion/Participation points (60 points possible) are NOT extra credit points.

WELLBEING PROJECT – During the semester, each student will develop a personal wellbeing resource portfolio. Detailed instructions will be provided in class and on D2L.

FINAL EXAM (NCHEC I) - There will be one online final exam, worth 100 points. The comprehensive final exam may include a variety of question types including multiple choice, true/false, and brief essays.

IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Exercises</th>
<th>30 pts</th>
<th>Grading Scale is as follows:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>60 pts</td>
<td>A = 90%+</td>
</tr>
<tr>
<td>Article Moderation</td>
<td>10 pts</td>
<td>B = 80-89%</td>
</tr>
<tr>
<td>Article Discussion/Participation</td>
<td>60 pts</td>
<td>C = 70-79%</td>
</tr>
<tr>
<td>Wellbeing Project</td>
<td>80 pts</td>
<td>D = 60-69%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100 pts</td>
<td>F = Below 60%</td>
</tr>
</tbody>
</table>

FINAL POINT TOTAL 340 pts.

V. Tentative Course Outline/Calendar: Scheduled topics are subject to change. Changes to the Schedule, if necessary, will be announced in class and on D2L.

<table>
<thead>
<tr>
<th>Week</th>
<th>&quot;Tentative&quot; Topic Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course introduction</td>
</tr>
<tr>
<td></td>
<td>Syllabus review</td>
</tr>
<tr>
<td></td>
<td>Getting started in public health theory and research</td>
</tr>
<tr>
<td>2</td>
<td>How theory informs health promotion and public health practice</td>
</tr>
<tr>
<td></td>
<td>Article moderation/discussion and personal wellbeing project introduced</td>
</tr>
<tr>
<td>3</td>
<td>PRECEDE-PROCEED planning model</td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>Stage models for health promotion: Transtheoretical Model of Change</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Value-expectancy theory: Health Belief Model</td>
</tr>
<tr>
<td>5</td>
<td>Social cognitive theory</td>
</tr>
<tr>
<td>6</td>
<td>Health communication theory</td>
</tr>
<tr>
<td>7</td>
<td>Social network theory Diffusion of innovations theory</td>
</tr>
<tr>
<td>8</td>
<td>Ecological and structural approaches to improving public health</td>
</tr>
<tr>
<td>9</td>
<td>SPRING BREAK: NO CLASSES!!</td>
</tr>
<tr>
<td>10</td>
<td>Public health research Scientific method</td>
</tr>
<tr>
<td>11</td>
<td>Quantitative versus qualitative research Common research designs Types of bias</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>12</td>
<td>Data sources, data quality</td>
</tr>
<tr>
<td>13</td>
<td>Descriptive statistics for populations</td>
</tr>
<tr>
<td>14</td>
<td>Inferential statistics for samples</td>
</tr>
<tr>
<td>15</td>
<td>Translating research to practice</td>
</tr>
<tr>
<td>16</td>
<td>Public health research, ethics and politics</td>
</tr>
<tr>
<td>17</td>
<td>Final Exam (Date to be Announced)</td>
</tr>
</tbody>
</table>

**VI. Readings**


**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.

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.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that all PCOE faculty are committed to excellence in teaching and continued improvement.
VIII. Student Ethics and Policy

**Institutional Absences (HOP 04-110)**

- An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

  Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

  For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

  More information on Institutional Absences, including how to apply, can be found at [https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences](https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences).

**Code of Student Conduct and Academic Integrity**

- **The Code of Student Conduct and Academic Integrity (HOP 04-106)** 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.
For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.

Withheld Grades Semester Grades Policy (HOP policy 02-206)

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/docs/hops/02-206.pdf.

• Students with Disabilities
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/.

• 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.
• Other important course-related policies:
  ***Other SFA policy information is found in the Handbook of Operating Procedures (HOP)***

IX: Resources

• On-campus Resources:
  o The Dean of Students Office (Rusk Building, 3rd floor lobby)
    www.sfasu.edu/deanofstudents
    936.468.7249
dos@sfasu.edu
  o SFASU Counseling Services • www.sfasu.edu/counselingservices
    Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401
  o SFASU Human Services Counseling Clinic •
    www.sfasu.edu/humanservices/139.asp
    Human Services Room 202 • 936-468-1041
  o 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)
    ❖ Crisis Text Line: Text HELLO to 741-741

X: Additional Information Specific to Educator Preparation

• Code of Ethics for the Texas Educator:
  o The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall
cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

- Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators.

- **To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:**

  - Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

  - A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a **non-refundable fee**. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification. You are eligible to request a Preliminary Criminal History Evaluation if:
    - You enrolled or planning to enroll in an educator preparation program or,
    - You are planning to take a certification exam for initial educator certification, and
    - You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

  - You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

  - In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a **national criminal history** review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

  - Provide one of the following primary ID documents:
    - Passport
    - Driver's license, state or providence ID cards
    - A national ID card, or military ID card to take the TExES exams
    - YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

  - Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFA.

  - For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.
XI. Other Relevant Course Information:

1. This is a face-to-face (in-person) course.

2. Cell phones, laptops, Netbooks, E-readers, iPods and similar devices may be used ONLY at the discretion of the Instructor and ONLY for classroom learning purposes.

3. Students sleeping or giving the appearance of sleeping, reading outside materials (not course-related), listening to MP3 devices, or wearing ear phones or ear buds during class will be counted absent for the class period.

4. **Respect is extremely IMPORTANT.** Students from many different backgrounds and majors may enroll in this course. People have a variety of experiences and opinions regarding the material covered in this class. It is critically important that all students respect others’ opinions and respect the privacy of students who share their thoughts and experiences in class and online. RESPECT yourself, your classmates, your Instructor, and the classroom and online learning environment. Disorderly, disruptive, or distracting behavior that interferes with classroom or online learning **will not be tolerated**, and may result in a letter grade reduction or grade of “F” for the course.

5. Assignments handed in after a specified due date/time **WILL NOT** be accepted and make-up work (e.g., exercises, quizzes, and exams) **WILL NOT** be allowed unless a legitimate reason exists and alternative arrangements have been approved previously by the Instructor (see Section VII of the syllabus, Attendance).

6. Email etiquette and Professionalism (adapted from Dr. John Janowiak at UNC Chapel Hill):
   
   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. Stewart.”
   
   - **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.**
   
   - **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.
   
   - **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 and section you are enrolled in, such as: “Dear Dr. Stewart, I am a student enrolled in your HSC 121 MWF @ 10 am course.”
   
   - **Also, please include a brief description of the subject of your email in the subject line of the email.**
○ Be concise.

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

○ 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].”

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

FAILURE TO FOLLOW THE EXPECTATIONS OUTLINED ABOVE CAN RESULT IN BEING DISMISSED/DISENROLLED FROM CLASS.