

## Course Syllabus – Fall 2022

Welcome to HSC 3211: Concepts of Health Promotion and Disease Prevention (3 credit hours)

### WHO TO CONTACT

<b>Instructor:</b>	Will Baldwin, MPH, CPH
<b>Email:</b>	baldwin.will@spcollege.edu
<b>Phone:</b>	(727) 302-6642; Please email within MyCourses for appointments – I do not want to miss your call
<b>Office Location:</b>	<b>You may reach me at the phone number above; leave an email message at any time.</b> Physical Location: Health Education Center (HEC), 7200 66 <sup>th</sup> St. N. Pinellas Park, FL Room 205E
<b>Office/Virtual Hours:</b>	<b>I am easily available by appointment on most any day; please email for an appointment – I do not want to miss you!</b>
<b>Instructor Web Page:</b>	<a href="https://web.spcollege.edu/instructors/id/baldwin.will">https://web.spcollege.edu/instructors/id/baldwin.will</a>

### Program Administration

<b>Dean, College of Health Sciences:</b>	Deanna Stentiford, Ed.S., RDH
<b>Administrative Services Specialist:</b>	Sandy Malkin
<b>Administrative Services Specialist Phone:</b>	727-341-3771
<b>Office Location:</b>	HEC 216, 7200 66 <sup>th</sup> St. N. Pinellas Park, FL

### IMPORTANT COURSE INFORMATION – Read Carefully!

**Important Dates:** Please view the [Academic Calendar](#) and [Financial Aid Dates](#). **Note:** Financial Aid Recipients - withdrawing from all courses on or before the dates of your Session may require repayment of Federal Financial Aid funds:

- Last day to drop with a full refund: August 19, 2022
- Last day to withdraw with a “W”: September 15, 2022

### Required Textbooks:

Edberg, M. (2019). *Essentials of health behavior: Social and behavioral theory in public health* (3<sup>rd</sup> ed). Jones and Bartlett Learning.

- ISBN: 9781284145359.
- View the textbook sites: [Pay for Your Textbooks](#); [SPC Bookstore](#); [Find Course Materials](#). If you have questions regarding course textbook(s), contact the [SPC Barnes & Noble bookstore](#) at (727) 202-3603.

### Required Materials (Required for all Students in This Course)

- SPC Library Libguide for APA 7<sup>th</sup> Ed. (<https://spcollege.libguides.com/hecapa>)
- **Please note:** Materials provided via MyCourses are copyrighted and for personal and educational use only during the course.

**How and Where to Start This Course:** Information changes over time and so at the beginning of each course, students need to read and are responsible for the most current information:

- 1) SPC Syllabus Addendum page ([How to Be a Successful Student](#)) containing important student success resources and links that may change over time such as the academic calendar;

- 2) This course syllabus orients students to specific tasks, expectations and definitive course due dates. Print and save this syllabus and all graded assignments for reference during the final Capstone Experience.

**Computer Issues:**

If you experience problems accessing the course or course materials online, posting assignments or any other hardware or software issues, please contact the Technical Support Desk at 727-341-4357, visit [SPC Technical Support Center](#), or email [onlinehelp@spcollege.edu](mailto:onlinehelp@spcollege.edu) available daily from 7:00 a.m. to midnight.

- It is your responsibility to contact your instructor *immediately* should a problem arise. Do not wait until after the assignment deadline to notify the instructor. The Tech Support Desk will note the time, date and nature of your issue. Computer issues will not extend the due date for course work.
- MyCourses tutorials are located at the beginning of the course and most features are accessible on mobile devices, although it is recommended that you use a computer for quizzes, tests, and essay assignments.

**LEARNING RESOURCES:**

SPC offers Learning Resources available to all students either online or in person (schedule an appointment first), at no cost. Explore the [Learning Resources](#) web page to learn more about what is available. At the HSA Program home campus, the Health Education Center (HEC), students may schedule time via email with the Learning Support Center staff.

- Please provide the name of your instructor, the course and specific assignment instructions.
- Once you have scheduled time, have your assignment completed and ready for the Writing Tutor or Learning Specialist no later than Thursday at 5 p.m. of the week in which the assignment is due.
- Note that Learning Resource staff do not work 7 days a week.
- It is not the responsibility of the Writing Tutor or Learning Specialist to correct the students' work, but rather, to help the student improve their writing skills and critical thinking abilities.
- Instructors may refer students to Learning Resources by providing the HEC Library/Writing Help Referral Form to the student. The student will need to provide the assignment, assignment instructions (Originality Report – if applicable) and the Library/Writing Help Referral Form. Once assistance is received please have the tutor email the instructor.

**Online Library:**

To logon to the Online Library through the SPC homepage (<https://go.spcollege.edu/Libraries/>), use your Student ID number and the last 4 numbers of your Social Security Number. For library help you may contact the Health Education Center library for assistance.

- Joshua Brown, [brown.josh@spcollege.edu](mailto:brown.josh@spcollege.edu). (727) 341-3657
- Shilo Smith, [Smith.Shilo@spcollege.edu](mailto:Smith.Shilo@spcollege.edu). (727) 341-3673

**Turn It In:**

The instructor of this course may require use of Turnitin.com as a tool to promote learning. The tool flags similarity and mechanical issues in written work that merit review.

- Use of the service enables students and faculty to identify areas that can be strengthened through improved paraphrasing, integration of sources, or proper citation. Submitted papers remain as source documents in the Turnitin database solely for the purpose of detecting originality. Students retain full copyright to their works. Review the [Turnitin Usage Agreement](#).
- Students who do not wish to submit work through Turnitin must notify their instructor via course email within the first seven days of the course. In lieu of Turnitin use, faculty may require a student to submit copies of sources, preliminary drafts, a research journal, or an annotated bibliography. View the [Reviewing a TurnItIn/Originality Report](#) tutorial.

## NEED ADDITIONAL ASSISTANCE?

### Accessibility Services:

SPC recognizes the importance of equal access for all students. [Accessibility Services](#) is the campus office that works with students who experience qualifying challenges (e.g. learning disability, medical/orthopedic, ADD/ADHD, psychiatric, vision, and/or hearing) to provide and/or arrange reasonable accommodations.

- Students who have, or think they may have, a disability, are invited to contact Accessibility Services for a confidential discussion at 727-341-3721 (V/TTY) or at [silvers.stefanie@spcollege.edu](mailto:silvers.stefanie@spcollege.edu).
- These requests need to be made prior to the semester starting or the in the first few weeks. Students with accommodations from Accessibility Services should notify their instructors early in the semester as we may not grant accommodations without proper notification from this Office.
- **Note:** This course is designed to be accessible by everyone. **Be sure to notify me *immediately*** if you encounter a required element or resource in the course that is not accessible to you so I may resolve the issue for you.

### Titans Care:

SPC cares about our students and has brought together resources to support you with your courses and beyond! You can access Titans Care resources on the Community Resources Page (<https://www.spcollege.edu/current-students/student-affairs/student-support-resources/student-assistance-programs/resources-for-life-issues>). This site contains a variety of resources to support students academically as well as their general wellbeing. If you or a loved one are considering suicide, please call the National Suicide Prevention Lifeline at 1-800-273-8255.

### Additional College Resources:

Please see your MyCourses homepage (<http://mycourses.spcollege.edu>) to access important resources/links.

## HOW TO PARTICIPATE IN THIS CLASS

### Contacting the Instructor:

The best way to contact me is via course email. Include days/times you are available to talk. Meetings may also be scheduled through web conferencing (i.e., Zoom), via telephone. Expect a response in 24-48 hours. **Note:** I am not able to respond to non-SPC emails (i.e., accounts from Yahoo, Gmail, etc.) and they often go to SPAM.

### Course Navigation:

**Important!** When navigating through the course, it is important to begin by reviewing each module landing page through the **Course Content Tab** so as not to miss information not accessible through the **Submission Review Tab**. Relevant content as well as reading assignments and supplemental materials may appear on the landing page.

### Participation and Attendance:

Active participation is essential for learning in online environments. It is determined by actively participating in graded discussion forums **and** completing course assignments each week. Simply logging in does *not* constitute attendance. View the college-wide attendance policy included in [How to Be a Successful Student](#).

- As in the professional workplace, it is important to promptly notify instructors immediately when other events (i.e., illness) may interfere with normal class participation and submitting timely coursework.
- Exceptions **may** be made to deadlines for valid reasons. Note that I may need appropriate documentation that may be archived in the course to support any exception (i.e., hospital discharge paperwork with private information blacked out or a doctor's note with limitations and the date range for when the exception should apply). A key factor in this situation is timing of the notice to the instructor.
- Do not wait several days or weeks to notify me of your absence.
- Holidays occurring during the course do not impact due dates (See Course Snapshot); plan ahead.

**Course Time Commitment:**

This course is organized into 8 weekly Modules with the 8<sup>th</sup> week being shorter. Because of this, it is important to plan accordingly using the course snapshot. Expect to spend **8-12 hours** or more of time per week for **each** course. This course is not self-paced, the course snapshot (last 2 pages of the syllabus) details important dates for each module/week. The Capstone course is the only exception to this timeframe, as it is scheduled in a 16-week, semester format.

**Confidentiality**

Because we are encouraged to share our personal and professional experiences to enhance the learning process, we are bound by our personal ethics to honor confidences. In order to assure that we have free and open discussions, it is expected that each of us respect the confidentiality of what is shared by our colleagues. Our enrollment and participation in this class is an acknowledgment of our agreement to maintain confidentiality.

**Instructional Continuity Plan:**

To be prepared in the event of weather or other emergency disruptions, review the [Emergency Preparedness Procedures for Students](#). **This is an online course and will continue as normal unless students are notified by college administration or your instructor.**

**COURSE ASSIGNMENTS****Assignments and Due Dates:**

Always check the snapshot for specific due dates. Specific due dates/deadlines for individual assignments are posted in each course Snapshot as well as in the assignment instructions. Students will need to have access to appropriate technology to actively participate in course activities such as MS Office (Word, PowerPoint, Excel), YouTube, email, etc. Instructors may also utilize additional software applications such as Zoom, Teams, or other webinar tools.

**Written Assignments/Activities:**

A variety of assignments and activities are due each week as specified in the assignment/discussion forum instructions and on the course snapshot. Although most written assignments are due each week before 11:59 p.m. EST on Sunday, some assignments may be due earlier in the week. This highlights the importance of reviewing the course snapshot each week.

**Discussion Postings:**

The purpose of the discussion forums is to take the place of traditional lecture and discussion/engagement among students in the classroom. These discussions allow students the opportunity to practice and demonstrate professional communication skills necessary in the workplace. The ability to clearly articulate written thoughts and viewpoints with support from factual evidence is critical to effective communication in a professional environment. In the case of online courses, engagement is deemed to be represented by multiple posts among peers throughout the week.

- **Post First:** Most discussion forums are set to require students to post their thoughts/ideas first, before reading the thoughts/ideas of other students. This strategy is aimed at allowing for a wider range of discussion points and content, creating a richer discussion and promoting more in-depth critical thinking skills. Bypassing this feature by posting something irrelevant in order to gain access to peer posts and then editing the initial post, will result in no points being awarded for that post.
- **Due Dates:** All initial discussion postings are due before 11:59 p.m. EST Thursday. All peer replies are due before 11:59 p.m. EST Sunday (Exception: See course snapshot for Module 8 due dates).
  - Note that submitting all posts on one day or waiting until Sunday to start peer replies is not sufficient engagement in class discussions and will result in a loss of points.

## GRADING

### General Policies Regarding Grading:

Points earned are meant to be a reflection of the relevance, quality and completeness of each student's work on assigned learning activities in the course.

- To ensure equity of grades awarded across all students, extra credit is generally not awarded.
- Students often inquire about the policy for “rounding up” points if a student is near the cutoff between one grade and another when final grades are calculated. This is at the instructor's discretion. However, students should not expect grades to be “bumped up” when the point difference is more than one point, especially if there are patterns of low/poor performance, missing assignments or late work.

### HSA Late Policy:

- **Assignments** (Modules 1-6) (i.e.: Papers, PowerPoints, Projects, Worksheets, etc.). Assignments submitted within 24 hours of due date - worth 50% of their graded value (grade achieved, minus 50%). No credit is given beyond 24 hours of due date.
- **Quizzes:** Quizzes may not be made up.
- **Discussion Forums:** Initial discussion postings made after the Thursday deadline will not receive full credit. Note that submitting all posts on one day or waiting until Sunday to start peer replies is not sufficient engagement in class discussions and will result in a loss of points.
- Because of the need to get grades posted, late course work from Module 7 and 8 is not accepted.

### Grading Criteria:

All assignments are graded using a pre-defined rubric (provided in the Course Rubrics folder and/or linked in the assignment instructions). I make every effort to post grades within 72 hours after the assignment due date.

#### Course Grading Scale

Letter Grade	Points Range
A	203 - 226
B	180 – 202
C	158 – 179
D	135 – 157
F	< 135

### How to Check Grades and Review Feedback:

- [Checking Your Grades](#)
- [Reviewing Dropbox Submissions](#)
- [Checking Discussion Grades and Feedback](#)
- [Reviewing Quiz Submissions](#)

### HSA Policy Regarding Quoted Material:

To help strengthen students' analysis and synthesis skills, the expectation is that they will effectively paraphrase source material in their own words and with the original source accurately cited and referenced. Student writing should clearly reflect the knowledge gained, thoughts, reactions, and reflections based on or derived from the original source material. Thus, no quoted material is to be used in student work.

### Expectations of Professionalism:

To prepare you for a leadership role in a professional environment we have high expectations on all student work *and* course interactions. Professional expectations include: following assignment instructions and writing guidelines, submitting completed assignments in a timely manner, communicating respectfully with instructor and peers, maintaining Academic Integrity, taking responsibility for learning, and applying instructor feedback.

**Academic Integrity:**

Academic integrity is an important ethical value important to academic success and professional behavior. Plagiarism is one of the most significant violations of academic integrity and includes using another's work without proper credit (accurate citations and references), including significant passages or word strings that closely match those of source material, even with use of a citation. This includes "cutting and pasting" from Internet sources and the use of photos, figures, tables or clip art not classified as free ware as well as resubmission of your own previously submitted coursework. Note that this applies to intentional as well as unintentional plagiarism. By placing one's name on work submitted for credit, the learner certifies the originality of all work not otherwise identified by appropriate acknowledgments.

- **SPC Academic Integrity Policy:** Please see SPC's Academic Honesty page, to learn more about how to avoid plagiarism: <http://www.spcollege.edu/academichonesty>. All issues related to plagiarism are reviewed through the SPC Academic Integrity Committee.
- **Resubmission of Work:** Previously submitted course work may not be resubmitted for another class (repeating a class or using it in another course-graded or not). This is called self-plagiarism. See the Academic Integrity Policies and Procedures-Resubmission: <http://www.spcollege.edu/academichonesty>

**Student Survey of Instruction (SSI):**

The survey, administered each semester, is designed to improve the quality of instruction at SPC. Student responses are confidential, anonymous and will be used solely for the purpose of performance improvement.

**ADDITIONAL TECHNOLOGY RESOURCES****Minimum Technology Requirements**

View the [Technical Requirements for MyCourses](#).

SPC offers Microsoft Office software to current students at no additional cost. The software is available for both Windows and Mac computers. View the [How to Download Microsoft Office 2016 tutorial](#).

**Minimum Technical Skills**

**All assignments must be compiled and submitted using Microsoft Word .doc or .docx, PowerPoint, and/or Excel 2003 or later. No assignments will be accepted if submitted using other word processing programs.**

- MyCourses tutorials are available to students new to this LMS and are located at the beginning of the course. Most features on MyCourses are accessible on mobile devices, although it is recommended that you use a computer for quizzes, tests, and essay assignments.

**Accessibility of Technology**

- [MyCourses \(Brightspace by Desire2Learn\) Accessibility](#)
- [Google \(YouTube\) Accessibility](#)
- [Microsoft](#)

**Privacy:**

- [MyCourses \(Brightspace by Desire2Learn\) Privacy](#)
- [YouTube Privacy](#)
- [Microsoft](#)

**Usage Rights and Permissions**

Content pages in this course contain hyperlinks to a number of online resources located on the Internet (i.e., Web videos). These links go directly to the primary online source. Online resources are not downloaded, copied, or embedded in this course, unless otherwise noted. When clicked, these online resources open in a new tab/page of the Web browser so students are made aware of the primary origin of the resource - Web address, author/entity, date, etc.

**COURSE INFORMATION**

**Course Description:** This course is designed to develop student's knowledge and theoretical insight into the historical and contemporary developments, trends, fundamental concepts and strategies in Health Promotion practice and its role at local, national and international levels. Students will explore the most common theories from behavioral and social sciences that address individual motivations and obstacles to positive health behavior or behavior change, as well as social-based, organization-based and eco-social theories, including the Health Belief Model, the Theory of Planned Behavior, the Transtheoretical Model, Social Support Theory, Social Learning Theory, and Diffusion of Innovations.

**Major Learning Outcomes:**

1. The student will explain the links between health and behavior by:
  - a. describing the relationship between general behavior and specific health behaviors.
  - b. distinguishing between healthy behaviors and risky behaviors.
  - c. identifying and describing multiple influences on health behavior.
  - d. analyzing the importance of key health and behavior determinants in the promotion of health and wellness.
2. The student will explain basic theories, models, and disciplines of human behavior change commonly applied to health promotion by:
  - a. identifying the individual, interpersonal, and community level factors that apply to ecological models.
  - b. comparing and contrasting the elements or constructs of several behavior change or public health theories, models, and disciplines.
  - c. discussing the application of theories in understanding determinants and constructs of health behaviors.
  - d. analyzing the theories that can be applied to the design of health interventions.
  - e. discussing the importance of using multidisciplinary theoretical approaches to health promotion.
  - f. discussing the application of behavior theories to high risk and special populations.
3. The student will analyze health promotion and prevention strategies relative to healthy lifestyle choices by:
  - a. discussing the purpose and potential of health promotion programming, and describing how health promotion can be used to improve the health of individuals, groups, families and communities.
  - b. identifying the key features and values that define and shape health promotion practice.
  - c. identifying community resources for health promotion and disease prevention.
  - d. discussing the role of settings in health promotion practice.
  - e. identifying and discussing barriers and political, social, and ethical issues associated with implementation of health promotion programs and interventions.
  - f. discussing the principles of program evaluation of health promotion campaigns/programs.
4. The student will explain current health promotion planning methods and understand how to translate health promotion theory and concepts into practice by:
  - a. discussing how health promotion programs/campaigns are created.
  - b. analyzing the Predisposing, Reinforcing, and Enabling Constructs in Educational Diagnosis and Evaluation (PRECEDE-PROCEED) and Mobilizing for Action through Planning and Partnerships (MAPP) planning framework.
  - c. discussing the Risk and Protective Factors approach.
  - d. discussing and understanding the importance of empowerment.
  - e. discussing the importance of culture when planning health promotion campaigns and interventions.

5. The student will recognize evaluation methods utilized in health promotion programs by:
  - a. describing the importance of evaluation of health promotion programming.
  - b. describing the link between evaluation and theory.
  - c. identifying three types of evaluation models used to determine health promotion effectiveness.
  
6. The student will discuss future trends in the field of health promotion by:
  - a. describing Healthy People initiative and the leading health indicators and the role they play in health promotion programming.
  - b. discussing the value of the national objectives.
  - c. identifying the key agencies at the national, state, and local levels that deal with disease prevention and health promotion.

**Criteria Performance Standard:** Upon successful completion of this course the student will, with a minimum of 70% accuracy, demonstrate mastery of each of the above stated objectives through classroom measures developed by Program faculty.



<b>HSC 3211</b>		
<b>Concepts of Health Promotion and Disease Prevention</b>		
Module Topic Open/Close Dates	Discussion Posting Forums (points)	Assignments (points)/Readings
Module 1  Introduction to Disease Prevention & Health Promotion  August 15, 2022 – August 21, 2022	Discussion 1-1 (5)  Discussion 1-2 (5)	1. Review Syllabus, Snapshot, and Course Materials 2. See Assignment Readings in MyCourses (Course Content Link). 3. Begin Here Quiz (10) 4. Turn It In Quiz (1) 5. Group Project Introduction (Due Module 6)
Module 2  Public Health Models: Influencing Factors & Determinants  August 22, 2022 – August 28, 2022	Discussion 2-1 (5)  Discussion 2-2 (5)	1. See Assignment Readings in MyCourses (Course Content Link). 2. Groups Assigned 3. Annotated Bibliography assigned (Due Module 4) 4. Group Project Step 1
Module 3  Behavioral Models: Health Behavior Theories & Constructs  August 29, 2022 – September 4, 2022	Discussion 3-1 (5)	1. See Assignment Readings in MyCourses (Course Content Link). 2. Pilot Survey (30) 3. Group Project Steps 2 & 3
Module 4  Behavior Change & Social Theories  September 5, 2022 – September 11, 2022	Discussion 4-1 (5)  Discussion 4-2 (5)	1. See Assignment Readings in MyCourses (Course Content Link). 2. Annotated Bibliography Due (20) 3. Group Project Step 4
Module 5  Designing Health Interventions  September 12, 2022 – September 18, 2022	Discussion 5-1 (5)  Discussion 5-2 (5)	1. See Assignment Readings in MyCourses (Course Content Link). 2. Module 5 Quiz on Chapters 1-6 (20) 3. Group Project Step 5

<p>Module 6</p> <p>Program Evaluation</p> <p>September 19, 2022 – September 25, 2022</p>	<p>Discussion 6-1 (5)</p>	<ol style="list-style-type: none"> <li>1. See Assignment Readings in MyCourses (Course Content Link).</li> <li>2. Group Project Steps 6 &amp; 7</li> <li>3. Group Projects Due (30)</li> <li>4. Peer Review Due (20)</li> </ol>
<p>Module 7</p> <p>Health Promotion in the United States</p> <p>September 26, 2022 – October 2, 2022</p> <p><b>*Check Week 8 Closing Dates – Week 8 is Short *</b></p>	<p>Discussion 7-1 (5)</p> <p>Discussion 7-2 (5)</p>	<ol style="list-style-type: none"> <li>1. See Assignment Readings in MyCourses (Course Content Link).</li> <li>2. Group Presentations for those who chose PowerPoint option.</li> </ol>
<p>Module 8</p> <p>Course Reflection</p> <p>October 3, 2022 – October 5, 2022</p> <p><b>*Short Week – Check Closing Dates*</b></p>	<p>Discussion 8-1 (5)</p> <p>Discussion 8-2 (5)</p>	<ol style="list-style-type: none"> <li>1. See Assignment Readings in MyCourses (Course Content Link).</li> <li>2. Final Quiz on Chapters 10-16, (25)</li> </ol>
<p>Total Points 216</p>	<p>70</p>	<p>Assignments 50 Group Project/Peer Review 50 Quizzes 56</p>

**Important Course Dates:**

- Last day to drop with a full refund: August 19, 2022
- Last day to withdraw with a “W”: September 15, 2022

**Important Course Information:**

- Assignments and discussion replies are due before 11:59 p.m. Sunday, EST (or as stated on Snapshot).
- All first original discussion postings are due before 11:59 p.m. Thursday, EST.