University of North Texas  
Department of Kinesiology, Health Promotion, and Recreation  
HLTH 3130.001: Health Promotion Skills and Competencies  
Fall 2019

Course Meeting Times: T/R 12:30-1:50PM, COL 045  
Instructor: Marisa Moore, M.S.  
Office Hours: M/W 10a-12:30p; T/R 9:30-12:00pm; other times by appointment  
Office: PEB 210G  
Phone: 940.565.3426  
Email: Marisa.Moore@unt.edu

Required Textbook  

Catalog Description  
Foundational content, knowledgebase, and skills development related to the roles of the health educator in developing school, community-based health promotion programs in preparation for work in public health field.

Course Objectives  
At the completion of this course the student will be able to:  
• Define public health/health education terminology  
• Identify competencies related to the promotion of health, quality of life in community health education, public health, and healthcare settings  
• Create material for professional portfolio related to the competencies of health education  
• Develop sense of cultural competency in the public health field  
• Conduct needs assessments related to public health

Course and Learning Format  
The course objectives will be presented through a variety of methods.  
• Lectures  
• Class discussions  
• Group Project/Presentation  
• In class and out of class activities  
• Exams

Student Responsibilities  
The student will be responsible for the all of the following:  
• Completion of assigned readings  
• Taking all exams, including the final and any quiz given throughout the semester  
• Participation in class discussion, in class activity, or group work and or any other activity done during class  
• Completion of all course assignments  
• Attending class according to university policy  
• Conducting themselves in a professional manner at all times  
• Showing respect to the instructor and classmates
• Securing notes and assignments or arranging for exam or quiz make-up if class is missed
• Supplying materials needed for daily class participation and exams
• The policies in the current Student Handbook of UNT

**Instructor Responsibilities**
The student can expect the following from the instructor:

• Fair and impartial treatment
• Regularly scheduled office hours and opportunities to schedule appointments if additional time is needed
• Advance knowledge when possible of class or office hour cancellation
• Prompt return of examinations and other assignments
• Clear statements of acceptable work standards
• Respect for his/her right of privacy to personal views

**ADA Statement**
The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. **Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student.** For additional information see the Office of Disability Accommodation website at [http://www.unt.edu/oda](http://www.unt.edu/oda). You may also contact them by phone at 940.565.4323.

The designated liaison for the department is Mrs. Doryce Judd, Physical Education Building – Room 209. Copies of the College of Education ADA Compliance Document are available in the Dean’s Office, Matthews Hall 214. The student has the responsibility of informing the course instructor of any disability conditions that will require modifications to avoid discrimination.

**Federal Educational Rights and Privacy Act (FERPA)**
The University is required to follow the Family Educational Rights and Privacy Act of 1974 ("FERPA"), as amended. The purpose of FERPA is to afford certain rights to students concerning their educational records. In essence, FERPA grants students the right to inspect and review their educational records, to seek to have their records amended and to have limited control over the disclosure of information contained in the records. UNT’s Family Educational Rights and Privacy Act and privacy policies are available at [http://policy.unt.edu/policydesc/ferpa-policy-18-1-9](http://policy.unt.edu/policydesc/ferpa-policy-18-1-9).
**Academic Dishonesty and Misconduct**

Academic dishonesty and misconduct includes cheating, plagiarism, fabrication, and facilitating academic dishonesty. Cheating refers to collaborating on assignments and using unauthorized materials. Plagiarism refers to presenting ideas, words, or statements of another person without giving credit to that person. Academic dishonesty and misconduct will not be tolerated in this class. Individuals caught in academic dishonesty and misconduct will be charged under the University’s Code of Student Conduct. Students found guilty run the risk of having their score changed to a zero, receiving a grade of “F” for the course, and/or dismissal from the University. If you have questions about cheating or plagiarism, please see me.

**Email Policy**

All students should activate and regularly check their Eagle Mail (e-mail) account. Eagle Mail is used for official communication from the University to students. Many important announcements for the University and College are sent to students via Eagle Mail. For information about Eagle Mail, including how to activate an account and how to have Eagle Mail forwarded to another e-mail address, visit http://eaglemail.unt.edu. E-mail will be used for communication purposes outside of class. In your emails, for the subject line, please put your last name, HLTH 1900 (Moore-HLTH 1900) is what it should look like. In the email body, please use a salutation (greeting), give me your NAME and what it is you are asking, and a closing. If you do not identify yourself, I WILL NOT RESPOND. If you write the email in text messaging format (hi ms moore my name is…), I WILL NOT RESPOND. It is expected that individuals become proficient in the use of and checking of their e-mail regularly. At a minimum, e-mail should be read prior to each class.

**Announcements:** Any important communication I need to convey to you will be sent out through the Announcement section of Blackboard. If, for example, I get sick and cannot attend class, I will send out an announcement and also send it out via an email to all users in the course. Students need to familiarize themselves with this feature so as to not miss anything of major importance!

**Attendance Policy**

Yes, there is one! Due to the fact that this course involves group work, and also if you want an ‘A’ for the course, then attendance is MANDATORY. CLASSES WILL BEGIN ON TIME DAILY. Attendance for this class is important. If you are absent from class, it YOUR responsibility to let me know upon your return to class, the reason for your absence and IF it is to be excused. Only EXCUSED absences will be accepted, and that includes illnesses/hospitalizations, funerals of family members, pending court dates, wedding dates (IF in the wedding, NOT if you’re a guest)-you MUST bring me documentation of being present at any of the aforementioned events if you want it to NOT count against you. It DOES NOT include already booked flights to Cancun, or Padre Island, trips home to mom and dad, etc… Students may miss up to 4 class periods without receiving a penalty. Absences 5, 6, 7 will result in an automatic grade drop, and more than 8 absences, students receive an automatic ‘F’ (see below).

- Absences 0-4 No penalty; no points
- Absences 5, 6, 7 Drop One Letter Grade
- Absences +8 Automatic ‘F’
Acceptable Student Behavior

STUDENTS MAY NOT DISRUPT CLASS BY ANY MEANS WHATSOEVER (including continual sideline conversations, irrelevant comments, constant noise of any kind, checking emails, instant messaging on phone or laptop, etc), which could “hinder access to or utilization of academic information by others in class”. The instructor reserves the right to stop class and ask you to leave. When you receive your first warning, you must leave class and miss the following class. On the second warning, you will be asked to leave class and miss the next TWO classes. On the third warning, you will be asked to leave class and miss the next THREE classes, so on and so forth. The instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student’s conduct violated the Code of Student Conduct. The university’s expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.unt.edu/csrr.

Cell Phones, Laptops and other Electronic Devices

TURN OFF your cellular telephone or beeper in class. Remove your earphones during class. If you need to have your cell phone on for an emergency, set it on vibrate. This includes the incoming text messaging chimes. Some phones when the ringer is on still vibrate and chime for text messaging; Originating text messaging is also prohibited. You must be sure your phone is set for vibrate for text messages as well. IF I a) see the phone UNAUTHORIZED being used in class OR b) it goes off in class, I confiscate it and it is an automatic 3 point deduction from your final grade. IF I have to confiscate it a SECOND time, not only do I confiscate it and you get your point deduction, but I keep it until the following has occurred:

- You write a 2 page essay as to why unauthorized cell phone use in class is disrespectful and why you got into trouble for it.
- Not only do you turn the essay into ME, but it also goes to the Office of Student Life and when the OSL AND myself are satisfied you have learned the consequences of unauthorized cell phone use in class will you receive back your cell phone.

FYI: I have been known to answer phones in class (WHAT?!) This is my MAJOR pet peeve, so go ahead, make my day… >=(

Exams/Quizzes

Exams and quizzes will be given at the beginning of class. For exams, students will have the entire class period to complete the exam. Failure to take quizzes or exams on the schedule date will result in a grade of zero for the quiz or exam unless the student has made arrangements with the instructor prior to the class period. Once an exam has been turned in, no student may receive an exam and it is a ‘zero’ for that exam (you are considered late and no make-up exam). Make-up quizzes or exams will not be given.

**DISCLAIMER: INSTRUCTOR RESERVES THE RIGHT TO CHANGE COURSE SCHEDULE AS NECESSARY**
**Portfolio:** All students will create a professional portfolio for the course. The portfolio will consist of the following sections:

I. All in class activities/handouts
II. All homework assignments
III. Brochure
IV. Types of Learners
V. Models/Theories in Health Education
VI. Special Populations (must also include other groups’ PP)

**Points breakdown of the Final Portfolio is as follows:**

- #1 (Health Map) = 10 points
- #2 (Windshield) = 10 points
- #3 (Journals) = 30 points
- #4 (Needs Assessment) = 20 points
- #5 (Learning Styles) = 20 points
- #6 (Web Site Evaluation) = 10 points

**Mini Presentations**

Students will be divided into 7 groups and will be assigned an ethnic community to assess. All of the following are to be included in the final presentation:

I. Definition of Culture
II. Subcultures: identify and list them all
III. Population Distribution: break down by each subculture
IV. Reasons for Immigration
V. Assimilation and Acculturation: definitions and their impact on health of culture
VI. Health Beliefs
VII. Health Concerns
VIII. Morbidity/Mortality
IX. Disease Prevention
X. Disparities: healthcare/education

**Brochure:** as part of the marketing/communicating health information aspect of a health educator, you will be required to submit a ‘mock’ example of your marketing tool. You can do either an informational brochure or a recruitment flyer, both of which **MUST BE DONE IN MICROSOFT PUBLISHER!**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>100</td>
</tr>
<tr>
<td>Ethnic Group Power Point</td>
<td>50</td>
</tr>
<tr>
<td>Evaluations</td>
<td>50</td>
</tr>
<tr>
<td>Professional Portfolio</td>
<td>100</td>
</tr>
<tr>
<td>Exam 2</td>
<td>100</td>
</tr>
<tr>
<td>Brochure</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>500</strong></td>
</tr>
</tbody>
</table>

A= 90-100%
B= 80-89%
C= 70-79%
D= 60-69%
F= 59 or Below

**EXTRA CREDIT? : THERE IS NONE, SO DON’T ASK!!**
**Tentative Course Schedule**

**Week 1: August 27 & 29**
- **Tuesday:** Course Introduction
- **Thursday:** Chapter 1: Health and Quality of Life **HEALTH MAP ACTIVITY ASSIGNED**

**Week 2: September 3 & 5**
- **Tuesday:** Chapter 2: Community and Cultural Concepts
- **Thursday:** Chapter 2 cont.… **Health Map DUE IN CANVAS**

**Week 3: September 10 & 12**
- **Tuesday:** Chapter 3: Epidemiological Considerations; **Break into Groups**
- **Thursday:** Chapter 3 cont.; **In Class Project Workday** **Windshield Tour DUE IN CANVAS**

**Week 4: September 17 & 19**
- **Tuesday:** Chapter 4: Special Populations
- **Thursday:** Chapter 4 (cont.); **In class Project Workday**

**Week 5: September 24 & 26**
- **Tuesday:** Chapter 5: Theory-Based Approaches; **In class Project Workday**
- **Thursday:** Chapter 5 (cont.); **In class Project Workday**

**Week 6: October 1 & 3**
- **Tuesday:** Chapter 6: Needs and Capacity Assessment;
- **Thursday:** Chapter 6 cont.… **Needs Assessment Activity Assigned**

**Week 7: October 8 & 10**
- **Tuesday:** **PRESENTATIONS DUE IN CANVAS**
- **Thursday:** **PRESENTATIONS DUE IN CANVAS**

**Week 8: October 15 & 17**
- **Tuesday:** Chapter 7: Planning Processes for Evidence-Based Programs;
- **Thursday:** **EXAM 1**; **JOURNAL ARTICLES DUE IN CANVAS**

**Week 9: October 22 & 24**
- **Tuesday:** Chapter 8: Implementation Processes; **Learning Styles Assigned**
- **Thursday:** Chapter 9: Research and Evaluation

**Week 10: October 29 & 31**
- **Tuesday:** Chapter 10: Community Health Administration; **Needs Assessment Activity Due IN CANVAS**
- **Thursday:** Chapter 11: Communicating Health Information; **Learning Styles Activity Due IN CANVAS**

**Week 11: November 5 & 7**
- **Tuesday:** Chapter 12: Advocating for Community Health Needs
- **Thursday:** Chapter 13: Resource Access and Management
Week 12: November 12 & 14
- Tuesday: **PROJECT WORKDAY**; Website Evaluation Worksheet Due IN CANVAS**
- Thursday: Chapter 14: Future Trends in the Global Community; **BROCHURES DUE IN CLASS**

Week 13: November 19 & 21 (THANKSGIVING WEEK)
- Tuesday: **WRAP UP**
- Thursday: **WRAP UP**

Week 14: November 26 & 28
- Tuesday: **THANKSGIVING HOLIDAY: NO CLASS**
- Thursday: **THANKSGIVING HOLIDAY: NO CLASS**

Week 15: December 3 & 5 (DEAD WEEK)
- Tuesday: **Exam 2**
- Thursday:

Week 16: December 10 & 12 (FINALS WEEK)