Welcome to the PUBH 3020 Community Health Education Spring 2021 course. My name is Professor Naomi Meier. I will be your instructor for this class. I look forward to introducing you to the concepts and processes of health education.

COURSE INFORMATION
Course Number and Title: PUBH 3020 Community Health Education
Meets: Tuesdays 8:00 am – 9:20 am
Location: UU 314A
3 Credit Hours

INSTRUCTOR INFORMATION
Naomi Meier, M.S., DrPH
Office Location: Chilton Hall 218
Phone number: (940)565-2488
Office hours:
  Online via Zoom Wednesdays from 2 pm – 3 pm or by appointment
  In-office hours *Due to the ongoing pandemic I am limiting in-person contact and will not hold in-person office hours at this time. Feel free to chat with me after in-person meetings. I will make an announcement if this changes*
Email: naomi.meier@unt.edu

COURSE DESCRIPTION
This course is an introduction to health education in a community and public health context. Students will learn prominent behavior change theories and how they apply to health education. Models and strategies for developing health education programs will be discussed. Students will learn how to evaluate the needs of a community by using available health data and by understanding underlying determinants of health behaviors and outcomes. The course will take students through the process of developing a health communication campaign to improve the health of individuals, families, organizations, and communities.

PRE- REQUISITES
Recommended prerequisite(s): PUBH 1010, PUBH 2010, PUBH 2015
COURSE OBJECTIVES

• Understand how health education, health promotion, community health, and medicine are all related
• Identify and analyze factors that influence health behaviors
• Explain the potential outcomes of health behaviors
• Recognize the importance of theories and evidence-based approaches in health promotion and education
• Identify factors that influence community health
• Define theories and models used to explain human behaviors at the individual, community, and population levels
• Learn intervention approaches for health-related behaviors
• Apply theories and models to guide the development of a health education program
• Create messages using communication theories and/or models
• Explain the major responsibilities of the health education specialist

REQUIRED MATERIALS

Required Textbook:
Community and Public Health Education Methods
Fourth Edition 2019
Robert J. Bensley, PhD; Jodi Brookins-Fisher, PhD
ISBN: 9781284142174
https://www.jblearning.com/catalog/productdetails/9781284142174#productInfo

Additional Required Readings:
Readings will be posted in Canvas throughout the semester

TECHNICAL SUPPORT

UIT Help Desk:
helpdesk@unt.edu
(940)565-2324
Hours are:
   Monday-Thursday 8 am - midnight
   Friday 8 am-8 pm
   Saturday 9am-5p
   Sunday 8 am – midnight

For additional support, visit Canvas Technical Help (https://community.canvaslms.com/docs/DOC-10554-4212710328)

TECHNICAL SKILL REQUIREMENTS

Students will need access to Canvas and Zoom. Students will also need to upload and download files, send and receive emails, and communicate with fellow students in various electronic formats, including video conferencing (Zoom).
COURSE REQUIREMENTS

Student’s performance in this course will be assessed in five ways including participation, discussions, a student project, a community health event report, an education program review, and a Health Education Program Project. See below for the points breakdown, details about the assignments, and late work policies. Additional information for each assignment will be posted in Canvas.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
<th>Percentage of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>15 @ 10 points each for 150 points</td>
<td>15%</td>
</tr>
<tr>
<td>Discussions</td>
<td>10 @ 20 points each for 200 points</td>
<td>20%</td>
</tr>
<tr>
<td>Community Health Event Report</td>
<td>150 points</td>
<td>15%</td>
</tr>
<tr>
<td>Education Program Review</td>
<td>150 points</td>
<td>15%</td>
</tr>
<tr>
<td>Health Communication Campaign Assignments</td>
<td>3 @ 50 points each for 150 points</td>
<td>15%</td>
</tr>
<tr>
<td>Health Communication Campaign Final Project and Peer Review</td>
<td>200 points</td>
<td>20%</td>
</tr>
<tr>
<td>Total Points Possible</td>
<td>1000 points</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Participation:**
Students are required to attend class, complete the readings assigned in the textbook, and review the supplemental readings each week before class. Students have the option to attend in-person, attend live via Zoom, or watch a recording of the meeting and leave a response in the discussion. Weekly participation is worth 10 points a week which adds up to 150 points total for the semester. Students will not receive points if they do not participate in one of these three ways.

**Discussions:**
Students are required to complete 10 weekly discussions in Canvas. Students are required to post a comment for the discussion by Wednesday at 11:59 pm and reply to an assigned student by Sunday at 11:59 pm of the same week. Students are encouraged to respond to other posts, as well. Discussions will be worth 20 points each for a total of 200 points. See Discussion Guidelines and Rubric for more details.

**Community Health Event Report:**
Each student must attend a virtual health event and complete a one-page report about the experience. See the Community Health Event Guidelines and Rubric posted on Canvas.
COURSE REQUIREMENTS Continued

Education Program Review:
Students will choose an education program accessible online and complete a one-page review of various aspects of the program. See the Education Program Review Guidelines and Rubric posted on Canvas by February for more information.

Health Communication Campaign:
Each student will create a health education program over the course of the semester. The project will be worth 350 points, total, with 150 points for the three smaller assignments and 200 points for the final project. Due dates are listed in the calendar. See the Guidelines and Rubric posted for each assignment and the final project later this semester for more details.

GRADING

All of the components of a student’s grade will have a point value system, based on A being equivalent to a 4.0. Points will be given based on a student’s performance, such as the number of correct answers for each quiz, writing skills, research skills, and ability to illustrate comprehension of all course topics.

Total Points Possible for Semester/Grading Scale = 1,000

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000 – 900</td>
<td>A</td>
</tr>
<tr>
<td>899 – 800</td>
<td>B</td>
</tr>
<tr>
<td>799 – 700</td>
<td>C</td>
</tr>
<tr>
<td>699 – 600</td>
<td>D</td>
</tr>
<tr>
<td>599 – 500</td>
<td>F</td>
</tr>
</tbody>
</table>

COURSE EXPECTATIONS

As the instructor in this course, I am responsible for:
1. Providing course materials that will assist and enhance your achievement of the stated course goals
2. Providing timely and helpful feedback within the stated guidelines
3. Assisting in maintaining a positive learning environment for everyone

As a student in this course, you are responsible for:
1. Reading and completing all requirements of the course in a timely manner
2. Working to remain attentive and engaged in the course and interact with your fellow students
3. Assisting in maintaining a positive learning environment for everyone
COPYRIGHT NOTICE
Some or all of the materials on this course Web site may be protected by copyright. Federal copyright law prohibits the reproduction, distribution, public performance, or public display of copyrighted materials without the express and written permission of the copyright owner, unless fair use or another exemption under copyright law applies. Additional copyright information may be located on the UNT website.

UNT POLICIES
Academic Integrity Policy
Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

ADA Policy
UNT makes reasonable academic accommodations 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 a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs. Students 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 reasonable 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://disability.unt.edu/. You may also contact them by phone at 940.565.4323.

Emergency Notification & Procedures
UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.

Important Notice for F-1 Students
To read detailed Immigration and Customs Enforcement regulations for F-1 students, please go to the Electronic Code of Federal Regulations website at http://www.ecfr.gov/. Please contact me if you have further questions.
Rules of Engagement

Rules of engagement refer to the way students are expected to interact with each other and with their instructors. Here are some general guidelines:

• While the freedom to express yourself is a fundamental human right, any communication that utilizes cruel and derogatory language based on race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law will not be tolerated.
• Treat your instructor and classmates with respect in any communication online or face-to-face, even when their opinion differs from your own.
• Ask for and use the correct name and pronouns for your instructor and classmates.
• Speak from personal experiences. Use “I” statements to share thoughts and feelings. Try not to speak on behalf of groups or other individual’s experiences.
• Use your critical thinking skills to challenge other people’s ideas, instead of attacking individuals.
• Avoid using all caps while communicating digitally. This may be interpreted as “YELLING!”
• Be cautious when using humor or sarcasm in emails or discussion posts as tone can be difficult to interpret digitally.
• Avoid using “text-talk” unless explicitly permitted by your instructor.
• Proofread and fact-check your sources.
• Keep in mind that online posts can be permanent, so think first before you type.

See these Engagement Guidelines (https://clear.unt.edu/online-communication-tips) for more information.

For all other UNT Policies, please go to the Student Handbook.

ADDITIONAL STUDENT SERVICES

Student Support Services
• Registrar (https://registrar.unt.edu/registration)
• Financial Aid (https://financialaid.unt.edu/)
• Student Legal Services (https://studentaffairs.unt.edu/student-legal-services)
• Career Center (https://studentaffairs.unt.edu/career-center)
• Multicultural Center (https://edo.unt.edu/multicultural-center)
• Counseling and Testing Services (https://studentaffairs.unt.edu/counseling-and-testing-services)
• Student Affairs Care Team (https://studentaffairs.unt.edu/care)
• Student Health and Wellness Center (https://studentaffairs.unt.edu/student-health-and-wellness-center)
• Pride Alliance (https://edo.unt.edu/pridealliance)

Academic Support Services
• Academic Resource Center (https://clear.unt.edu/canvas/student-resources)
• Academic Success Center (https://success.unt.edu/asc)
• UNT Libraries (https://library.unt.edu/)
• Writing Lab (http://writingcenter.unt.edu/)
• MathLab (https://math.unt.edu/mathlab)
**CALENDAR**

Tentative calendar for the course, including information for each class date, each week’s topics, required reading for each class, and the due dates for discussions and assignments. Remember, supplemental readings are not listed here. It is your responsibility to go to Canvas to find the posted readings for classes. Readings will be posted throughout the semester. These dates and topics are subject to change.

<table>
<thead>
<tr>
<th>Module 1</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/11 – 1/16</td>
<td>Introduction to the Course</td>
<td>Supplemental Materials posted on Canvas</td>
<td>Discussion 1</td>
</tr>
<tr>
<td>Module 2</td>
<td>1/18 – 1/22</td>
<td>Foundations for Selecting Community and Public Health Education Strategies</td>
<td>Textbook Chapter 1 Supplemental Materials</td>
</tr>
<tr>
<td>Module 3</td>
<td>1/25 – 1/29</td>
<td>Becoming a Health Education Professional</td>
<td>Textbook Chapter 2 Supplemental Materials</td>
</tr>
<tr>
<td>Module 4</td>
<td>2/1 – 2/5</td>
<td>Promoting Health Education in a Multicultural Society</td>
<td>Textbook Chapter 3 Supplemental Materials</td>
</tr>
<tr>
<td>Module 5</td>
<td>2/8 – 2/12</td>
<td>Exploring Social Marketing Concepts</td>
<td>Textbook Chapter 4 Supplemental Materials</td>
</tr>
<tr>
<td>Module 7</td>
<td>2/22 – 2/26</td>
<td>Developing Effective Presentation and Training Skills</td>
<td>Textbook Chapter 6 Supplemental Materials</td>
</tr>
<tr>
<td>Module 8</td>
<td>3/1 – 3/5</td>
<td>Developing and Selecting Resource Materials</td>
<td>Textbook Chapter 7 Supplemental Materials</td>
</tr>
<tr>
<td>Module 9</td>
<td>3/8 – 3/12</td>
<td>Using Social Media</td>
<td>Textbook Chapter 8 Supplemental Materials</td>
</tr>
<tr>
<td>Module 11</td>
<td>3/22 – 3/26</td>
<td>Facilitating Groups</td>
<td>Textbook Chapter 10 Supplemental Materials</td>
</tr>
<tr>
<td>Module 14</td>
<td>4/12 – 4/16</td>
<td>Using Media Advocacy to Influence Policy</td>
<td>Textbook Chapter 13 Supplemental Materials</td>
</tr>
<tr>
<td>Module 15</td>
<td>4/19 – 4/23</td>
<td>Concluding Thoughts I Student Presentations</td>
<td>Supplemental Materials</td>
</tr>
<tr>
<td>Module 16</td>
<td>4/26 – 4/30</td>
<td>Finals Week – no class</td>
<td>No reading requirements</td>
</tr>
</tbody>
</table>