

New Mexico State University (NMSU)
College of Health and Social Services

HLS 375 Foundations of Community Health Education Section M70

Spring Semester, 2008
WebCT Online Learning Format

SYLLABUS

FACULTY: Pearl A. Hawe, MA

OFFICE: New Mexico State University
College of Health & Social Services Building
Third Floor, Room 311
Las Cruces, NM

OFFICE HOURS: Flexible and On-line; Call for appointment or email
PHONE: 575.646.4300 or 575.646.4306 or
E-MAIL: phawe@nmsu.edu

COURSE DESCRIPTION:

This course is designed to help you, the student, develop and build upon your interest in the human and community services fields. It is to assist with accumulated general education and other college credits, focused in the areas of health and community health. If you are interested in pursuing a baccalaureate degree for self-improvement, promotion at your present health-related job, or as a bridge to a graduate-level education, this course will assist you to that end.

WHAT IS A “CORE REQUIREMENT COURSE”?

A core course requirement is a foundational course offered for students interested in pursuing careers in public health and community health education. It can also be used toward degree completion in other areas such as health administration, health care history, theories of health behavior in the social environment and social welfare policy. Finally, HLS 375 is a course that is needed to fulfill the degree requirement (“Core Requirement Course”) to complete a Bachelor of Human and Community Services offered through New Mexico State University (NMSU), Las Cruces, New Mexico.

This course will focus on giving a background on:

- the history of community health education;
- who were the contributing founding fathers and mothers to health promotion and disease prevention, and
- the breath and depth of community health education.

COURSE OBJECTIVES:

By the end of this semester, it is expected that each student will:

- Define community health education in the broadest sense (related to self, community, global perspective);
- Develop a comprehensive community health plan related a self chosen needs assessment;
- Describe and apply the theory(s) and model(s) related to health behavior change (cognitive/affective learning, behaviorism, etc.);
- Analyze the critical health determinants in health education and health promotion;
- Explain how communities achieve organizational and social change through health promotion;
- Conduct a group project in grant writing on a self-chosen community health topic by selecting and researching a professional issue related to health education;

COURSE FORMAT:

Students will need NMSU email user IDs in order to access course work. To learn more about this, visit the WebCT website at <http://salsa@nmsu.edu/> or call the NMSU Help Desk at 575.646.1840.

The NMSU Library has Distance Education Services for students currently enrolled in NMSU distance education courses. You can call the Library's toll-free number at (866) 835-9826 for assistance. Databases offered are:

- NMSU Library Catalog, <http://libcat.nmsu.edu>
- Article Databases, <http://lib.nmsu.edu/article.html>
- Online Journals, <http://lib.nmsu.edu/journals>

To connect to these databases from off campus you will need to follow the instructions found at: <http://lib.nmsu.edu/resources/offcamp.html>

Format for this distance education course will include (online): class lectures (Power Point format), exams, grant proposal project on the HLS 375 Course Homepage.

Paper topic possibilities can be focused on but not limited to aspects related to community health education:

- The Anthropological impact in health education and community health;
- The Educational impact of health throughout history to present day health issues;
- The Medical influences related to health and health education; and
- How Life Sciences (physical, communication, sexuality and social behavior) relates to present-day health problems and issues.

REQUIRED TEXT:

Principles and Foundations of Health Promotion and Education, by Cottrell, Girvan, McKenzie, Benjamin Cummings, 3rd Ed. 2006.

To order text online, go to www.nmsubookstore.com

COURSE POLICIES/PROCEDURES:

All students must have access to computers.

Students must edit drafts of assignments to produce final products that are clear, economical and free from errors in spelling, punctuation and grammar. I will reject any submission that does not meet this requirement.

CREATE AND SAVE YOUR WORK OUTSIDE OF WEBCT. SAVE IN Microsoft WORD and then upload it to the WebCT Assignment Drop Box.

Look over all the assignments in the **ASSIGNMENT DROP BOX** and **PRINT THEM** or **SAVE THEM** on your computer.

Do read over the syllabus and question anything that looks unclear and **PRINT THE SYLLABUS**.

CREATE YOUR WORK OUTSIDE OF WEBCT, as some computers lose their connection to the main server and work is lost.

Due dates for assignments will be posted online during the first week of classes. **NOTE:** Assignments will be accepted on or before the due date. Late assignments will be accepted one day late (**WITH A 20 PERCENT DECREASE IN POINTS**), but not after the “one-day-late” notice. Late assignments will not be accepted unless arrangements have been made with the instructor in advance.

IT IS ACADEMICALLY DISHONEST, AND OFTEN ILLEGAL, to present someone else's ideas or writing as one's own. Even short phrases or parts of sentences cannot be obtained from other sources unless these sources are acknowledged and documented. APA style of referencing sources is preferable. Internet sources will be accepted as references to papers; proper referencing (author, website, dates, etc.) should be included. Academic misconduct guidelines can be found in the Student Code of Conduct in the NMSU Student Handbook. Its Web site is: <http://www.nmsu.edu/~vpss/03-04handbook.pdf>.

It is also academically dishonest to submit previously written work for a current assignment or to submit in more than one class without the knowledge and consent of the instructor.

TEACHING STRATEGIES:

This class is designed for discussion and exploration of community health education. The bulk of this class will involve asynchronous discussions and individual and group online work.

Students will:

- Be encouraged to ask and exchange questions with other students via chat room access;

- Understand that each person contributes and can earn respect from one another;

- Participate in an environment of understanding that all involved may be a valuable resource;

- Interact with the instructor/facilitator of the class on a multitude of levels; before and after class, electronic mail, phone, office visits (when applicable), etc.

Some projects will be completed in teams with all members receiving the same evaluation of work submitted, such as the Grant Proposal Assignment.

STUDENT EVALUATION CRITERIA:

Semester grades will be based on a wide range of activities which will include but not be limited to: Exams, assignments, semester projects (Power Point presentation).

There is no provision for extra credit.

No grade will be given over the phone, or given to or discussed with anyone but the student herself/himself. Grades will be provided via WebCT communication to each individual student.

Chat Room:

Students will be given opportunities to 'talk' with others in class during a few synchronous chats, especially during the first few weeks of class. Times for chats will be a class vote.

Exams:

There will be two (2) exams consisting of essay questions from the text and web research.

Make-up exams will be allowed within THREE (3) days of the exam date. Prior notification must be given to the instructor if an exam will be missed. Medical reasons for an absence must be documented.

Research Paper:

Each class member will complete ONE (1) research paper on a community health education topics (7-10 typewritten, double-spaced pages, Size 12 font each). A minimum of five (5) references (APA style) must be attached. Papers must be edited to be error-free.

Grant Proposal:

Students will form groups online, in Chat Rooms, and organize a grant proposal for a health education related topic. NO MORE THAN four (4) to a group.

TIP: References for research paper requirement and grant proposal requirement can be found in many search engines online, such as dogpile.com or google.com. Type in certain words to start a search (Chapter 1 from the course text, for instance, contains words like health status, health indices), etc. When researching for paper topics and assignment completion, use those sites related to key words from each chapter.

STUDENTS WITH DISABILITIES

If you have, or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Office of Disabled Student Programs located at Garcia Annex (575-646-6840; TDY: 505-646-1918) at NMSU Main Campus in Las Cruces. Appropriate accommodations may then be provided to you. All medical information is treated as confidential. If you have already registered with SSD, please ensure that your instructor receives a copy of the accommodation memorandum within the first two weeks of class. It is your responsibility to inform either the instructor or SSD in a timely manner, if the accommodations are not meeting your needs. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during the class, you are encouraged to discuss this in confidence with the instructor and/or the director of the Disabled Student Programs. If you have general questions about the American with Disability Act (ADA), call the NMSU SSD Coordinator Mr. Michael Armendariz at 575-646-6840.

You can also contact Ms. Angela Velasco, (Interim EEO/ADA and Employee Relations Director) at 575-646-3635 if you have questions about the Americans with Disabilities Act (ADA) and or Section 504 of the Rehabilitation Act of 1973.

GRADING SYSTEM

GRADING SCALE

Exam One	50	A = 350-400
One research paper	100	B = 349-300
One grant proposal	200	C = 299-249
Final Exam	50	D = 200-249
		F = below 200
TOTAL	400	

COURSE OUTLINE

NOTE: Websites listed in Course Outline are suggested resources, not required.
Use them when researching papers, assignments, etc.

Week One: Wednesday, January 16th, 2008
 Introductions, Syllabus Review (CHAT ROOM)
 Chapter 1: A Background for the Profession

 Websites: www.health.gov/healthypeople2010, www.cdc.gov,
www.stressrelease.com

Week Two: Wednesday, January 23rd, 2008
 Grant Writing Orientation and Guidelines (First Draft Concept)
 Review of Literature (ROL), Needs Statement, Goals and
Objectives, Program Implementation

 Websites: www.dogpile.com, www.healthfinder.gov
www.bioresearchonline.com, www.gdb.org,
www.genome.gov, www.nih.gov

Week Three: Wednesday, January 30th, 2008
 Chapter 2: The History of Health and Health Education

 Websites: www.aoa.gov, www.wholefamily.com

Week Four: February 6th, 2008
 Chapter 6: The Health Educator: Roles, Responsibilities,
Certifications, Advanced Study

 Websites: www.nmha.org, www.factsontap.org,
www.nasponline.org

- Week Five: Wednesday, February 13th, 2008
Chapter 7: Settings for Health Education
- Websites: www.ncemch.org,
www.med.usf.edu/~kmbrown/CNHEO.htm
- Week Six: Wednesday, February 20th, 2008
Chapter 3: Philosophical Foundations
- Week Seven: Wednesday, February 27th, 2008
Chapter 4: Theoretical Foundations
- Websites: www.healthatoz.com, www.altmedicine.com
- Week Eight: Wednesday, March 5th, 2008
Websites: <http://wayne-health.org>, www.plannedparenthool.org,
www.fda.gov
- Week Nine: Wednesday, March 12th, 2008
Chapter 8: Agencies/Associations/Organizations Associated with Health Education
- Week Ten: Wednesday, March 19th, 2008
First Draft of Grant Proposal Due
Chapter 5: Ethics and Health Education
- Websites: <http://www.aahperd.org>, www.clubdrugs.org
- NO CLASS WEEK OF MARCH 24-28, 2008. Spring Break
- Week Eleven: Wednesday, April 2nd, 2008
Websites: <http://www.healthatoz.com>, <http://www.aecf.org>,
www.healthcentral.com
- Week Twelve: Wednesday, April 9th, 2008
Chapter 9: Cottrell: The Literacy of Health Education
Grant Proposal Student Presentations
- Week Thirteen: Wednesday, April 16th, 2008
Chapter 10: Future Trends in Health Education
Grant Proposal Student Presentations
- Week Fourteen: Wednesday, April 23rd, 2008

Websites: www.dogpile.com/professionals.html, www.sophe.org,
www.ama-assn.org/

Grant Proposal Student Presentations

Week Fifteen: Wednesday, April 30th, 2008

Grant Proposal Student Presentations
All Grant Proposals Due

Week Sixteen: Wednesday, May 7th, 2008

Final Exam
Instructor Evaluation