Course Title: Concepts of Health Promotion and Disease Prevention
Course Prefix/Number: HSC 3211
Credit Hours: 3
Instructor: Floyd Butz IV, MPH, RN, RDH
Email: butz.floyd@spcollege.edu
Phone: Off-Campus; Please email within MyCourses for phone appointment
Office/Virtual Hours: Please email for appointment.
Instructor Web Page: https://web.spcollege.edu/instructors/id/butz.floyd

Program Administration
Dean, College of Health Sciences: Rebecca Ludwig, PhD
Administrative Services Specialist: Sandy Malkin
Administrative Services Specialist Phone: 727-341-3771
Office Location: HEC 179
Course Mentor: Teri Trede, PhD, MPH
Course Mentor Email: trede.teri@spcollege.edu

Important Course Dates:
- Last day to drop with a full refund: January 13, 2017
- Last day to withdraw with a “W”: February 9, 2017

Students are responsible for all information in the course syllabus. Please print and save this syllabus to have available for ease of reference. The syllabus is referenced in the Syllabus Module on the course homepage. You will be required to reference this syllabus during your final Capstone Experience.

Required Textbooks:

Required Materials (Required for all Students in This Course)
Health Services Administration Style Guide 2016 – 2017. Available in MyCourses. Enter your course then follow this path: Course Content > Resources > Course Resources > Style Guide. The Style Guide may be downloaded and saved (Available as a PDF) for future reference.
Attendance: For this class, **active participation/attendance is defined** as logging into the course **throughout** the week, participating in online discussion forums and completing and submitting required assignments, quizzes & posting forums by the posted due dates **each** week of the course. Thus, simply logging in does **not** constitute attendance. Please see the link to the “How to be a Successful Student” ([https://www.spcollege.edu/addendum/](https://www.spcollege.edu/addendum/)) for additional details.

- **Holidays:** Because of the shortened nature of this course, holidays that occur during this course are not considered days off. All due dates are posted in the course snapshot. Please plan ahead for all religious and personal holidays so that your work is not considered late.

**Course Time Commitment:** This course is organized into 8 weekly Modules and requires your **active** participation. **Expect to spend about 8-12 hours** of time per week for **each** course.

**Course Meeting Times:** This is an online, eight (8) week course; this course is not self-paced. Module/weekly pages will generally open at least by Monday morning at 8 a.m. **Please check the course snapshot for complete details on beginning and ending dates of modules/weeks.** Due to its shortened timeframe Module/week 8 may have different open and close dates.

**Assignments/Discussion Postings:** Each week you will be required to complete assignments, activities and/or discussion postings. All weekly assignments are due before 11:59 p.m. Sunday, EST or as stated in the course snapshot. Discussion posts should be made throughout the week. All first original discussion postings are due before 11:59 p.m. Thursday, EST. All discussion replies are due before 11:59 p.m. Sunday, EST. Please note that submitting all discussion post replies late on Sunday night is not sufficient engagement in class discussions and will be graded accordingly. All assignments must be submitted to the dropbox as an attachment.

**Contacting the Instructor:** The best way to contact me is via email within this course. If MyCourses is unavailable, please contact me using your @live.spcollege.edu at the address posted on page one. You may expect a response from me within 24-48 hours. Please do not send emails from your personal email accounts (Yahoo, Gmail, etc.) as they will be filtered to SPAM.

**Course Description:**
Prerequisite: (HSA 3104 or HSA 4184 with a minimum grade of C and Admission to Health Services Administration BAS) OR (DEH 3813 with a minimum grade of C and Admission to Dental Hygiene BAS). 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. 47 contact hours per week or equivalent.

**Major Learning Outcomes:**
1. The student will develop an understanding of the links between health and behavior by:
a. describing the relationship between health behavior and general behavior.

b. distinguishing between behaviors that foster and those that hinder health.

c. identifying and describing multiple influences on health behavior.

d. analyzing the importance of identifying key health and behavior determinants in the promotion of health and wellness.

2. The student will explain basic theories of human behavior change commonly applied to health promotion, including individual, interpersonal, and community level theories by:

a. comparing, and contrasting the elements of the following behavior change theories or models, Ecological Model, Social Cognitive Theory, Health Belief Model, Theory of Reasoned Action/Planned Behavior, Transtheoretical Model, Diffusion of Innovations, Social Marketing, and Communication Theory.

b. discussing the application of theories in understanding determinants of health behaviors.

c. analyzing the theories that can be applied to the design of health interventions.

d. discussing the importance of using multidisciplinary theoretical approaches to health promotion.

e. discussing the application of behavior theories to high risk and special populations.

3. The student will develop an understanding of 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 PRECEDE-PROCEED 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 develop a basic understanding of 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 2020 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 of the Department of Health and Human Services 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 individual course instructor.

Academic Integrity: All academic work submitted to satisfy course requirements is expected to be the student’s OWN work. Cheating and plagiarism will not be tolerated. Please remember that plagiarism is not restricted to copying someone else’s work, but also includes paraphrasing another’s work without proper attribution. This includes “cutting and pasting” from Internet sources and the use of photos, figures, tables or clip art that is not classified as free ware. Please see SPC’s Academic Honesty page, to learn more about how to avoid plagiarism: http://www.spccollege.edu/academichonesty
Resubmission of Work: All work submitted for grading in a course must be original to that course attempt. No previously submitted course work will be accepted for subsequent course attempts. Resubmission of work is considered self-plagiarism and is as serious as other forms of plagiarism. All forms of plagiarism are reported to the Associate Provost and Dean.

Health Services Administration Program/Course Policy Regarding Quoted Material

In the HSA program we expect students to demonstrate the ability to integrate critical thought with a synthesis of the reading done for assignments. This means the student should use their own words to communicate facts as well as knowledge, thoughts, reactions, and reflections. Any text taken directly from another source is not considered the student’s work; it is a compilation of the words of others, and students will not receive a grade for quoted and/or cut and pasted material.

- Students are expected to understand and demonstrate appropriate paraphrasing, citations and references. (See the HSA Style Guide or Library Website)

Health Services Administration Department Late Policy – Please Read Carefully

A. Late Assignments (Examples: Papers, PowerPoints, Projects, Worksheets, etc.):
- Assignments submitted within 24 hours of due date - worth 50% of their graded value (grade achieved, minus 50%).
- Failure to submit any assignment within 24 hours of the due date will result in a zero for the assignment. All due dates are listed in the Course Snapshot. No assignments will be accepted 24 hours beyond the due date.
- Late course work from Module 7 and Module 8 will NOT be accepted past their stated due dates in the Course Snapshot.

B. Late policy for Quizzes and Discussion Forums:
- Quizzes may not be made up; the due date is in Course Snapshot.
- Discussion postings made after the midnight Sunday deadline for any module will not receive credit and cannot be made up.

Course Grading:

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<th>Letter Grade</th>
<th>Points Range</th>
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<tr>
<td>A</td>
<td>202 – 225</td>
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<td>B</td>
<td>180 – 201</td>
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<tr>
<td>C</td>
<td>157 – 179</td>
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<td>D</td>
<td>135 – 156</td>
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<td>F</td>
<td>&lt; 134</td>
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Important Information to Remember: Faculty and students are responsible for maintaining a positive learning environment. As future health or human services professionals, students are expected to conduct themselves in a professional manner at all times.
**Student Survey of Instruction:** The student survey of instruction is administered in courses each semester. It is designed to improve the quality of instruction. Students are expected to complete the survey in each course. All student responses are confidential and anonymous and will be used solely for program and curriculum improvement.

**Internet Caution:** This course requires the use the Internet for some assignments and activities. Please note that other Internet users may be able to access students’ works whether the access is secured or unsecured. The College cannot protect against the type of materials on the Internet, piracy of students’ materials or assure the privacy of materials.

**Student Resources**

**Learning Resources:** Learning Resources are available at any campus to any student who desires help and direction with course work, either in person or online, at no cost. At the HSA Program home campus, the Health Education Center (HEC), students can contact the NIP Center at 727-341-3724. Please provide the name of your instructor, the course and specific assignment instructions. Have your assignment completed and ready for the learning resource specialist by **Thursday at 5PM** of the week in which the assignment is due. It is not the responsibility of the learning resource specialists to correct the students’ work, but rather, to help you improve the students’ writing skills and critical thinking abilities. The current learning resource specialists for the HSA program are:

- Suraj Wagh: Wagh.Suraj@spcollege.edu
- Lindsay Curry: Curry.Lindsay@spcollege.edu

**Computer Assistance:** If you experience problems accessing the course online, accessing materials, posting assignments or any other hardware or software issues, please contact the Technical Support Desk at 727-341-4357 or email onlinehelp@spcollege.edu. The Technical Support Desk is staffed daily from 7:00 a.m. to midnight.

**Computer Issues:** Personal computer issues can happen from time to time. It is your responsibility to contact your instructor immediately should a problem arise. Computer issues will not extend the due date for assignments, discussions, or quizzes.

**Online Library:** To logon to the Online Library through the SPC homepage, 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, (724) 341-3657
- Check here for the library’s hours and location: [http://www.spcollege.edu/libraries/#tab=6](http://www.spcollege.edu/libraries/#tab=6)
- Ask A Librarian is available for 24/7 services [https://askalibrarian.org/](https://askalibrarian.org/)
Accommodations: This course is designed to be accessible and usable by everyone. Be sure to let the instructor know immediately if you encounter a required element or resource in the course that is not accessible to you.

Accessibility Services: St. Petersburg College recognizes the importance of equal access for all students. Accessibility Services is the campus office that works with students who have disabilities to provide and/or arrange reasonable accommodations. Instructors may not grant accommodations without proper notification from this Office. Due to the nature of all health programs, including the Veterinary Technology Program, accommodations requested for labs and/or a clinical will be determined by a committee that includes the HEC Accessibility Coordinator, Academic Chair, Dean, and other professionals deemed appropriate and on a case-by-case bases. These requests must be made prior to the semester starting or the in the first few weeks. Students registered with Accessibility Services are encouraged to contact their instructors early in the semester. Students who have, or think they may have, a disability (e.g. learning disability, ADD/ADHD, psychiatric, medical/orthopedic, vision, and/or hearing), are invited to contact Accessibility Services for a confidential discussion at 727-341-3721 (V/TTY) or at silvers.stefanie@spcollege.edu. Additional information is available at the college-wide Accessibility Services website: http://www.spcollege.edu/accessibility/

Please note: All materials provided via MyCourses is copyrighted, unless explicitly indicated otherwise. As such, materials are for personal, educational use only during the course of this semester and may not be reproduced or distributed.

Instructional Continuity Plan: In the event of a natural disaster that affects the function of the college, this online course will continue as normal.

Important Links

Please see your MyCourses homepage (http://mycourses.spcollege.edu) to access important college resources/links.
<table>
<thead>
<tr>
<th>Module</th>
<th>Topic</th>
<th>Open/Close Dates</th>
<th>Discussion Posting Forums (points)</th>
<th>Assignments (points)/Readings</th>
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<tbody>
<tr>
<td>Module 5</td>
<td>Putting Theory into Practice Communities, Schools, Worksites and Communication Campaigns</td>
<td>February 6, 2017 – February 12, 2017</td>
<td>Discussion (5)</td>
<td>1. See Assignment Readings in MyCourses (Course Content Link). 2. Letter to Editor (20)</td>
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<tr>
<td>Module 6</td>
<td>Application of Theory Global and High Risk Populations</td>
<td>February 13, 2017 – February 19, 2017</td>
<td>Discussion (5)</td>
<td>1. See Assignment Readings in MyCourses (Course Content Link). 2. Annotated Bibliography (20)</td>
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### Module 7
**Evaluation:**
- How Does it Relate to Theory?

- February 20, 2017 – February 26, 2017

*Check Week 8 Closing Dates – Week 8 is Short*

| Discussion (5) | 1. See Assignment Readings in MyCourses (Course Content Link).  
2. Group Assignment Due (30)  
3. Peer Review (0) |
|----------------|--------------------------------------------------------|

### Module 8
**Future Trends in Health Promotion and Disease Prevention**

- February 24, 2017 – March 1, 2017

*Short Week – Check Closing Dates*

| Discussion Forum 1 (5) | 1. See Assignment Readings in MyCourses (Course Content Link).  
2. Quiz Chapters 9-15, Module 8 (25) |
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<tbody>
<tr>
<td>Group Presentation Forum (5)</td>
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**Total Points 225**

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### Important Course Information:
- All module assignments are due before 11:59 p.m. Sunday, EST or as stated in the course snapshot.
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