Kinesiology and Health Science
Health Science (HSC) 489
Health Assessment, Intervention and Evaluation (Grant Writing)

Instructor: Dr. Carrie H. Brown
Course Time/Location: MW 1-2:15 pm
MTH 214
Office: Liberal Arts North (LAN) 419/420
Office Hours: TR 12:30-1 pm
Office Phone: (936) 468-3971
Credits: 3 SCH
Other Contact Information: (936) 468-3503
Email: brownch@sfasu.edu

Prerequisites: 15 semester credit hours of HSC courses

I. Course Description: The purpose of this course is to assist in preparation as a future community health educator by equipping you with knowledge and skills needed to perform health education program planning, implementation, and evaluation. To accomplish this, you will first be introduced to/reminded of the broader scope of the health education profession (philosophies, models, skills). A grant-writing project will then serve as the framework in which you will learn how to design a health education program/grant proposal.

- There are two critical assignments in this course related to accountability and accreditation

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

- This course links with SFA Initiative #4: Develop a learner-centered environment.
- This course links with SFA’s COE Goal and Initiative #2: Prepare educators and industry professionals.
- This course links with SFA Initiative #5: Create new learning opportunities through additional interdisciplinary, international, service learning, and civic engagement experiences.
- This course links with SFA’s COE Goal and Initiative #6: Collaborate with external partners.

Program Learning Outcomes:
Community Health
1. The student will be able to plan and evaluate a community/classroom-based health lesson.
2. The student will construct professional documents (resume and cover letter) to be used as a personal career-marketing tool for employment opportunities.
3. The student will demonstrate the knowledge and skills to search for and write a grant proposal to address a specific health-issue.
4. The student will be able to communicate health information.
5. The student will design and implement a health behavior change plan that they will monitor for the semester.

EC-12 Health
1. The student will be able to plan and evaluate a classroom-based health lesson. (ISTEA 1, 2, 3, & 4; InTASC 1, 2, 3, 4, 6, 7, & 8)
2. The student will be able to demonstrate health content knowledge. (ISTEA 1, 2, 3, & 4; InTASC 1, 2, 3, 4, & 5)
3. The student will demonstrate skills in instructional planning, curriculum development, instructional methodology, assessment, and classroom management. (ISTEA 1, 2, 3, & 4; InTASC 1, 2, 3, 4, 5, 6, 7, & 8)
4. The student will be able to communicate health education concepts to audiences of varying ages. (ISTEA 1, 2, 3, & 4; InTASC 1, 2, 3, 4, 5, 7, & 8)
5. The student will design and implement a health behavior change plan that they will monitor for the semester. (ISTEA 1; InTASC 4, 5, 6, & 9)

Student Learning Outcomes:
- Define specific terminology and describe common philosophies of the health education profession.
- List, discuss, and relate to the community health setting each of the seven areas of responsibility of the certified health education specialist (CHES).
- Discuss theories/models that serve as a foundation for behavior change and health education program planning, implementation, and evaluation (SHAPE Standard VII).
- Use needs assessment data to select appropriate health education strategies and design culturally competent health education programs (SHAPE Standard I).
- Describe and implement the mechanics of culturally competent program planning, implementation, and evaluation (SHAPE Standard III).
- Apply health communication and social marketing skills to community health (SHAPE Standard III).
- Describe and apply the mechanics of grant writing (SHAPE Standard V).

III. Course Assignments, Activities, Instructional Strategies, Use of Technology:
Class assignments, health needs assessment, grant application, grading rubrics, and lecture resources will be posted in D2L and/or provided during class as needed.

A. Health Needs Assessment**
Every student is required to submit a Health Needs Assessment (HNA) assignment in a standard format as outlined in the instructions for the assignment. The HNA will be graded according to a standard rubric provided by the instructor and posted in D2L and in LiveText. The HNA will be an individual grade worth 100 points that must be uploaded into the LiveText drop box by the posted date and time. Twenty points will be deducted for a late upload submitted on the due date (up to 11:59 pm) but after the assignment due time. A “0” will be recorded for any assignment submitted after the due date. [CH PLO 3; AAHE Standard I, III, and V]

B. Grant Request for Applications (RFA)**
Each student in the class will be randomly assigned to a group for participation in grant development activities. [CH PLO 3; AAHE Standard I, III, and V]
Grant Request for Applications (RFA) – Each group will respond to the grant RFA provided by the instructor by writing a grant application according to the terms outlined in the RFA. Each grant application will be scored according to a standard rubric to be provided by the instructor and posted in D2L. The grant application will be a group grade.
worth 100 points that must be uploaded by each student into the LiveText drop box by the posted date and time. A “0” will be assigned for a late assignment upload (date and time).

C. Classroom Assignments, Attendance, and Participation – There will be class assignments (individual and group) and an instructor-assigned participation grade worth 100 points total. Instructions will be provided by the instructor for each class assignment and points will be taken off if the instructions are not followed.

• Classroom assignments and student involvement are used to document attendance and participation in the class. If you do not complete classroom assignments it may jeopardize your receipt of financial aid for the class.

D. Lecture Exams - There will be two lecture exams worth 100 points each for a total of 200 points. Exams may include a variety of question types including multiple choice, true/false, short answer, and essay. Proper spelling, grammar, and punctuation are expected. Exams are administered at the beginning of a class period. Students who arrive late for an exam (one or more students has completed and turned in the exam) will not be allowed to take the exam and will receive a “0.” Exams will be administered using Scantron sheets and/or paper test forms. You are required to bring a Scantron form 882-E to each exam with a number 2 pencil. Exams will not be returned; you may review graded exams during office hours.

At my sole discretion, a student may be allowed to make up the first lecture exam with a legitimate excuse. If you miss the exam and either did not make prior arrangements or cannot document a legitimate illness or emergency, you will receive a “0” for that exam. The second lecture exam will be administered during the posted final exam period.

IV. Evaluation and Assessments (Grading)

Grade Calculations

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams 1 &amp; 2 (100 points each)</td>
<td>200 pts</td>
</tr>
<tr>
<td>Health Needs Assessment (HNA)**</td>
<td>100 pts</td>
</tr>
<tr>
<td>Grant Application (RFA)**</td>
<td>100 pts</td>
</tr>
<tr>
<td>Class Assignments / Participation</td>
<td>100 pts</td>
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<td><strong>TOTAL</strong></td>
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</tr>
<tr>
<td>Course Evaluation</td>
<td>2 EC pts</td>
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</tbody>
</table>

Final course grades are assigned as follows:

- A = 90% - 100% 450+ points
- B = 80% - 89% 400 – 449 points
- C = 70% - 79% 350 – 399 points
- D = 60% - 69% 300 – 349 points
- F = <60% <300 points

Grades posted in D2L are informational only. It is not the official grade record.

** The Health Needs Assessment (HNA) and the Grant Request for Applications (RFA) are related to accountability and accreditation. The assignments MUST be submitted to the drop box in LiveText before the posted due date and time (refer to Section VI for information on LiveText). If both items are not submitted as requested you will receive a score of “0” for the assignment. Scoring rubrics for the accountability/accreditation assignments will be posted to D2L and LiveText.
V. Tentative Course Outline/Calendar:
In general, Monday classes will be devoted to lecture and discussion and Wednesday classes will be devoted to individual or group assignments related to the planning, implementation, and evaluation of health promotion programs. Assignments are designed to connect theoretical concepts to the development of grant applications that support health promotion. Dates of lecture content, classroom assignments, and exams are subject to change; any changes will be announced in class and posted in the course D2L calendar.
**LiveText assessment assignment due dates will not change.

| Week 1: | W 1/20 | Overview of the course, group dynamics  
| Ch. 1 – Health Education, Health Promotion, Program Planning |
| Week 2: | M 1/25  
| W 1/27 | Ch. 2 – Starting the Planning Process  
| Group assignments; Grant basics; basics of grant writing |
| Week 3: | M 2/1  
| W 2/3 | How to Find and Evaluate Grant Opportunities  
| RFA assignment; Evaluating RFAs |
| Week 4: | M 2/8  
| W 2/10 | Ch. 3 – Models for Program Planning in Health Promotion  
| Class exercise on planning models |
| Week 5: | M 2/15  
| W 2/17 | Ch. 4 – Assessing Needs; Ch. 5 – Measurement, Measures, and Sampling  
| Class exercise on planning models and needs assessment |
| Week 6: | M 2/22  
| W 2/24 | Ch. 6 – Mission Statement, Goals and Objectives  
| Class exercise on needs assessments, goals and objectives |
| Week 7: | M 2/29  
| W 3/2 | Class exercise on needs assessments, goals and objectives  
| TBD; Exam Review |
| Week 8: | M 3/7  
| W 3/9 | EXAM #1 (Chapters 1-6)  
| Ch. 7 – Theories/Models Used for Health Promotion Interventions  
| **Health Needs Assessment due by 1 pm March 9, 2016.**  
| Week 9: | M 3/14  
| W 3/16 | Spring Break – No class |
| Week 10: | M 3/21  
| W 3/23 | Ch. 8 – Interventions  
| Class exercise on interventions  
| Week 11: | M 4/4  
| W 4/6 | Ch. 9 – Community Organizing and Community Building; Ch. 12 – Implementation: Strategies and Associated Concerns  
| Class exercise on interventions and implementation |
| Week 12: | M 4/11  
| W 4/13 | Chapter 10 – Identification and Allocation of Resources  
| Class exercise on grant budget development |
| Week 13: | M 4/18  
| W 4/20 | Chapters 13 & 14 – Evaluation Overview, Approaches and Designs  
| Class exercise on project and program evaluations |
| Week 14: | M 4/25  
| W 4/27 | Chapter 15 – Data Analysis and Reporting  
| Class exercise on evaluations, continued |
| Week 15: | M 5/2  
| W 5/4 | Grant Work Day  
| Grant Work Day |
| Week 16: | M 5/9  
| W 5/11 | Exam Review  
| **Completed Grant due by 1 pm May 9, 2016.  
| EXAM #2 (Chapters 7-10, 12-15) – Scheduled during final exam times  
| **Accountability and Accreditation Assignment - LiveText Assignment due** |
VI. Readings (required and recommended—including texts, websites, articles, etc.):

Required:
2. Course management - D2L
4. This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu.

(With the new roll out of mySFA and the email process, titan mail is changing to _____@jacks.sfasu.edu.)

Once you have the access code, it is YOUR responsibility to activate the account. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

VII. Course Evaluations:
Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1) Course and program improvement, planning, and accreditation; 2) Instruction evaluation purposes; and 3) Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical and worth 2 additional points. In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.
VIII. Student Ethics and Other Policy Information:

Class Attendance and Excused Absence: Policy 6.7
Attendance in each class is expected. Class time is critical. In addition to lecture presentations, class meetings are when groups have time scheduled to work together on grant assignments.

If possible, students should contact the Judicial Office (Rusk Bldg., Room 315 or 936-468-2703) and provide documentation for excused absences. Students will be allowed to make up no more than 3 weeks of coursework for documented excused absences as stated by university policy: http://www.sfasu.edu/policies/class_attendance_excused_abs.asp.

Note that you can jeopardize your financial aid for this course if absences are obsessive prior to the 12th Day Class (2/4/2015) and you were not present to complete assigned class activities (refer to Section V).

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Accommodation for Students with Disabilities: Policies 6.1 and 6.6
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

Definition of Academic Dishonesty - Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
• helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own.
Examples of plagiarism include, but are not limited to:
• submitting an assignment as one's own work when it is at least partly the work of another person;
• submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
• incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty - Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university

Student Appeals - A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Additional Information
To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:
1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to
complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/<http://www.texas.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.

VIII. Other Relevant Course Information:
Specific rules for this class are as follows:
• All electronic devices (cell phones, etc.) must be turned off or silenced during lecture.
• Anyone using a cell phone during lecture (talking/texting) or during group work, for any activity not related to the assignment, will be asked to leave class.
• Laptop computers/tablets may be used only with prior permission from the instructor.
• Students should not hold conversations with other students during lectures. Students who disrupt the class by talking will be asked to leave and will be counted absent.
• A student who exhibits unacceptable behavior as determined by the instructor will be asked to leave class.

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<thead>
<tr>
<th>ASSIGNMENTS/ASSESSMENTS</th>
<th>SHAPE/CAEP</th>
<th>TEA Standards</th>
<th>ISTE</th>
<th>InTASC</th>
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<tr>
<td>Health Needs Assessment</td>
<td>SHAPE I, II, III, VI, VII CAEP 1</td>
<td>1.29s, 1.32k, 1.34k, 1.20k, 1.20s, 1.46s, 2.1k, 3.10s</td>
<td>1ab, 2ab, 3c, 4bd</td>
<td>3eadeqr, 5ajp, 6acht, 7c, 8h, 9f</td>
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<td>Grant RFA</td>
<td>SHAPE I, II, III, VI, VII CAEP 1</td>
<td>1.29s, 1.32k, 1.34k, 1.20k, 1.20s, 1.46s, 2.1k, 3.2s, 3.10s</td>
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• Refer to PCOE website for master list of standards.