J. Sunshine Cowan, Ph.D., MPH, MCHES  
Office Location: HPE 202  
Office Telephone: 974-5238  
Office Fax: 974-3805  
E-mail: jcowan1@uco.edu

If contacting me via email, please email me at uco.edu rather than D2L to ensure that I receive your communication promptly.

Office Hours: Monday and Wednesday: 12:15-1:15; Tuesday: 10:45-12:45; Thursday: 10:45-11:45; and by appointment

Pre-requisites: HLTH 4203, HLTH 2203 and senior standing or instructor permission


CATALOG DESCRIPTION:
This course will provide the pedagogical knowledge derived from health education theory as a way of implementing community health programs based on refined principles researched and established as valid and reliable for health promotion settings. This course will introduce and initiate knowledge and application skills that are pertinent for autonomy when directing a health promotion program and will include research and theory on cultural sensitivity and community work with the use of gatekeepers.

This course is designed to orchestrate competence within health educators to effectively meet the demands of individuals, communities and society’s health needs. Competency is geared toward matriculating Certified Health Education Specialists (CHES).

COURSE OBJECTIVES

UCO Transformative Learning Tenets

The mission of UCO: Helping Students Learn
The objectives for this course align with the UCO Central Six Tenets of Transformative Learning which provide transformative learning experiences for students and are as follows:

I. Discipline Knowledge
II. Leadership
III. Problem Solving (Research, Scholarly & Creative activities)
IV. Service Learning and Civic Engagement
V. Global and Cultural Competencies; and
VI. Health and Wellness  
Responsibilities and Competencies for Health Education Specialists

The Seven Areas of Responsibility are a comprehensive set of Competencies and Sub-competencies defining the role of the health education specialist. These Responsibilities were verified through the 2010 Health Educator Job Analysis Project and serve as the basis of the CHES exam administered in April and October each year.

CHES Seven Areas of Responsibility:

*Area I: Assess Needs, Assets and Capacity for Health Education*
*Area II: Plan Health Education*
*Area III: Implement Health Education*
*Area IV: Conduct Evaluation and Research Related to Health Education*
*Area V: Administer and Manage Health Education*
*Area VI: Serve as a Health Education Resource Person*
*Area VII: Communicate and Advocate for Health and Health Education*

Upon successful completion of the course the student will be able to:

1. Examine health professions that can work congruently with health educators to promote health education and program planning. (TL I & VI; CHES I, V & VI)
2. Formulate a complete and competent health education intervention based on a community’s needs. (TL I, III, IV, V & VI; CHES II, III & V)
3. Design and organize a health program in the community setting using community resources and education based on identified needs. (TL I, II, IV, V & VI; CHES I, II, IV & V)
4. Identify and analyze the structure and function of a community health system. (TL I & IV; CHES I, IV & V)
5. Determine the linkage between health systems and other community systems. (TL I, V & VI; CHES I, IV, V, VI & VII)
6. Utilize community power and leadership structures in the decision making process of developing a health program. (TL I, II, IV, V & VI; CHES I, II, III, V & VI)
7. Implement health programs based upon needs identified within a community. (TL I, II, IV, V & VI; CHES III, V & VI)
8. Analyze the psychological health theories and assess the benefits and difficulties of each. (TL I, V & VI; CHES I, II, III, V & VI)
9. Develop and organize materials into a complete health program intervention, based in theory that may also be utilized as a classroom/community teaching resource. (TL I, II, IV, V & VI; CHES II, III, V, VI & VII)

The fundamental mission of the Community/Public Health degree is to provide the competencies necessary for the integration and application of basic knowledge, skills, and concepts from the core curriculum, supporting field, and electives to the specific knowledge base that is unique to the discipline of Community/Public Health.
INSTRUCTIONAL PROCESS:
This course may include, but not be limited to: provision of campus/community intervention, leadership activities, lecture, class and small group discussions, oral and written analysis of concepts and theories, research, guest lecturers and presentations, in-class and outside assignments, video and other resources, and/or utilization of the computer lab.

Lectures and class assignments will supplement and clarify the text. Students are expected to read the material prior to class and to engage in class or small group discussion regarding the material in the textbook. Students are responsible for all assigned readings, class lectures, discussions, films, etc. IT IS THE RESPONSIBILITY OF THE STUDENT TO OBTAIN COPIES OF ASSIGNMENTS, HANDOUTS, AND NOTES IF ABSENT FROM CLASS. PLEASE EXCHANGE CONTACT INFORMATION WITH ANOTHER CLASS MEMBER FOR THIS PURPOSE. FURTHERMORE, AS THIS CLASS HAS AS ITS FOCUS AN INTERVENTION WITH THE COMMUNITY, IT IS VITAL TO UPDATE YOUR SCHEDULE WITH CLASSMATES IF YOU MISS CLASS.

ATTENDANCE:
As this is the final capstone course for the Community/Public Health program, each student is expected to work within this course as you would a professional position. As such, students are expected to be in attendance at all times. You are also expected to notify me ahead of time if you will be missing class and to make arrangements for your role in the intervention while you are out (which may include additional work on another day to “catch up”).

There are no attendance points for this course. Five points will be deducted for each absence (after two) from the student’s total points. Documented university sanctioned events and/or military obligations are not identified as an absence and do not fall under these guidelines; however, students must provide official verification prior to these absences or academic penalties outlined in this syllabus apply. (Due dates of assignments remain the same.) Students are expected to be on time and to stay for the entire class. Two tardies and/or early departures will be equivalent to one absence. Please be punctual and attentive for the entire class period.

WRITTEN PROJECTS/ASSIGNMENTS:
Assignments must be computer generated and are due at the beginning of class on the due date. Assignments will only be accepted up to one class period late and will receive a maximum of 50% credit. After one class period, no grade will be given.

Assignments must be turned in by hard copy (and electronically if requested).

1. Research Paper (50 possible points): Each student will submit a research paper worth 50 points reviewing a process of working with communities to enhance health. Topics may include, but are not limited to: gatekeepers, lay health educators, use of theory, sustainability, etc. PLEASE REFER TO YOUR FALL PAPER FOR EDITS, SUGGESTIONS, ETC.

2. Community Intervention Project & Activities (155 possible points): Students will develop and implement an intervention. Students will be evaluated through ongoing peer evaluations (40 points), leadership and activity performance (including written summaries) (80 points), and additional class, campus and/or community activities (35 points). Portions of the grade may be based on instructor review as well as external evaluations by professionals in the field.

The numbers of assignments are tentative and may change, thus altering the total number of points.
Points for written projects will be calculated based on the following criteria unless otherwise noted:

- Computer generated reports only
- Submitted on the due date in a pocket folder with name clearly marked on the outside of the folder
  
  i. Cover page, including name, date, title, class, and instructor
  ii. Header with name and page number on every page
  iii. Use pockets only – do not use brads
  iv. Do not staple assignment
  v. Format: double spaced, Times New Roman, 12 point font; use only left-justified, 1-inch margins; APA 6th edition format; include references and copies of articles/sources with all submitted work
  vi. Copies of sources: **must highlight information used** (PLEASE STAPLE SOURCES)

- Correct grammar, punctuation, organization, sentence structure, and spelling
- Include an introduction, consistent tenses, topic sentences connecting one paragraph to another and a conclusion
- Quality content is expected, as is reflective, thoughtful thinking
- Papers / projects without references cited in text and listed on reference page will not be graded -- and may receive penalties as outlined for plagiarism
- Papers submitted without a signed academic dishonesty form will not be graded and are subject to the same regulations for all late papers; FORM AVAILABLE ON WEB CT
- Papers that are submitted without copies of articles/sources (or without highlighted sources) will not be graded (sources (or the addition of highlights) will be accepted up to one day late only for 20% off the assignment)

** Students may request assistance from the Academic Support Center, Thatcher Hall, Room 106 – or by calling 974-2520 **

** Tutoring Central, UCO’s real-time, online tutoring, is available at: tutor.uco.edu **

Please note that this class builds on your first capstone course. As such, material from Health Assessment & Evaluation will be incorporated within the class and apart of class assessments. The final comprehensive exam is comprehensive of both courses.

EXAMINATIONS:

There are NO make-up exams. There will be two exams: One semester exam worth 125 points and one take-home final worth 150 points.

Students who participate in University-sanctioned obligations such as choir, athletics, etc., must notify the instructor by the second day of class to review any conflicts with exams or assignments.

Examinations must be taken on the scheduled day unless prior arrangements have been made with the instructor. Students may not reschedule an exam that they have missed. Twenty (20) points will be deducted from any exam previously scheduled to be taken after the original exam date. Exams that are previously scheduled to be taken at times other than the rest of the class are subject to a different format style and different questions.
Fatal Error Policy

All written assignments must meet minimal presentation standards to be acceptable. These standards address spelling, punctuation, format and basic grammar. The term Fatal Errors refers to technical American English errors of form. Specifically, they include the following:

a) each different word misspelled;
b) each sentence fragment;
c) each run-on sentence or comma splice;
d) each mistake in capitalization;
e) each serious error in punctuation that obscures meaning;
f) each error in verb tense or subject/verb agreement;
g) lack of conformity with assignment format; and,
h) each improper citation, or lack of citation, where one is needed.

Papers with more than three (3) fatal errors marked by an instructor on any one page, or more than 12 non-repeated errors for the entire document will be returned to the student and subject to 20% off the grade immediately and may be subject to 10% off for each day until the paper is returned corrected.

Instructors will determine the number of resubmissions allowed for each assignment. Final course papers (where there is no time for a resubmission) will be docked one percent of the grade for each error including one percent off for each repeated error.

PROFESSIONALISM AND ETHICS:
This is a university course and professionalism is expected of your actions, language, and effort. Students have an obligation to exhibit honesty and to respect ethical standards in carrying out academic assignments. Academic dishonesty will not be tolerated. Plagiarism will result in a grade of zero points as well as disciplinary action by the University. Anyone found to be dishonest in respect to and during examinations, written or other assignments, or in cooperation with another person will fail the course.

Ethical conduct is expected in this course; academic dishonesty will not be tolerated.
According to the University of Central Oklahoma Code of Student Conduct 2004-2005 (Section III, Paragraph C, Number 3) academic dishonesty includes, but is not limited to: plagiarizing; cheating on exams or in the preparation of academic work; copying from tests, reports, etc.; collaborating with others without prior authorization; reuse of work in more than one class without informing the instructor; possessing contents of an un-administered examination; and using materials during a test not authorized by the instructor.

While collaboration with cohorts is allowed and encouraged for studying, each student is responsible for his or her own work in regard to assignments. Students may not, under any circumstances, turn in work that has been prepared by someone else.

Disciplinary action (as outlined by the Code of Student Conduct) will result in one of the following at the instructor's discretion:

- A substitute assignment or examination
- A reduced grade for the assignment, examination, or course
- A grade of zero or F for the assignment, examination, or course
- A grade of F for the course
Turnitin.com Plagiarism Syllabus Statement

UCO subscribes to the Turnitin.com plagiarism prevention service. Students agree that by taking this course, all required assignments may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted assignments will be included as source documents in the Turnitin.com restricted access reference database for the purpose of detecting plagiarism of such assignments. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com website. Turnitin.com is just one of various plagiarism prevention tools and methods which may be utilized by your faculty instructor during the term of the semester. In the UCO Student Handbook, there is a process for contesting any plagiarism allegations against you.

OTHER: Cell phones and electronic devices: ALL cell phones, beepers, and electronic devices are to be turned off during class session. A five-point deduction may be taken from the final grade for each occurrence, including text messaging.

Please see the Academic Affairs student information sheet for additional information: http://www.uco.edu/academic-affairs/files/aa-forms/faculty/StudentInfoSheetSpring13.pdf

METHODS OF EVALUATION:

Exam 125 pts
Final Exam 150 pts
Research Paper 50 pts
Project 155 pts
Total 480 pts

GRADING:

A = 90 - 100% 432 – 480 points
B = 80 - 89% 384 – 431 points
C = 70 - 79% 336 – 383 points
D = 60 - 69% 288 – 335 points
F = 59% and below 287 and below

ADA Statement Regarding Special Accommodations

The University of Central Oklahoma complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Students with disabilities who need special accommodations must make their requests by contacting the assistant director of Disability Support Services at 974-2549. The office is located in the Nigh University Center, Room 309. Students should also notify the instructor of special accommodation needs by the end of the first week of class.

Emergencies During Finals Statement

If an emergency occurs that prevents the administration of a final examination, the student’s final course grade will be calculated based on the work in the course completed to that point in time and the faculty member’s considered judgment. Final exams will not be rescheduled, and a grade of “I” will not be given as a result of the missed exam.

Remember that it is up to you to be successful in this class. Grades are not given; they are earned. Please see me if you need help or have questions about material as it is covered. I am available and happy to assist you in any way possible.
“Then the time came when the risk it took to remain tight in a bud was more painful than the risk it took to blossom.” –Anaïs Nin

**TENTATIVE OUTLINE**

*Note: the following schedule is tentative and subject to modification by the instructor. This class is designed to be community oriented; therefore, the class and our community partners and populations will largely define how much time we spend on each topic and the following schedule will be modified accordingly throughout the semester.*

*We will not be reviewing chapters verbatim in this class, but working together on critical thinking techniques. Reading these chapters prior to class provides you information that we can build upon in class.*

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<th>Mon</th>
<th>Wed</th>
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<tr>
<td>Week 1  01/14 01/16</td>
<td>Logic Models / Ch 6: Mission Statement, Goals, and Objectives</td>
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<td>Week 2  01/21</td>
<td>-- Martin Luther King, Jr. Day -- Enjoy! 01/23</td>
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<td>Week 3  01/28 01/30</td>
<td>Campus Project</td>
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<td>Week 4  02/04 02/06</td>
<td>Ch 9: Community Organizing &amp; Community Building</td>
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<td>Week 5  02/11 02/13</td>
<td>Ch 10: Identification and Allocation of Resources</td>
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<td>Week 6  02/18 02/20</td>
<td>Campus Project -- <strong>02/18 Research Paper Due</strong> --</td>
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<tr>
<td>Week 7  02/25 02/27</td>
<td>Ch 11: Marketing</td>
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<tr>
<td>Week 8  03/04 03/06</td>
<td>Campus Project -- <strong>03/04 Exam 1</strong> --</td>
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<td>Week 9  03/11 03/13</td>
<td>Campus Project</td>
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<td>Week 10  03/18 03/20</td>
<td>-- Spring Break -- Enjoy!!</td>
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<td>Week 11  03/25 03/27</td>
<td>Ch 12: Implementation</td>
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<td>Week 12  04/01 04/03</td>
<td>Campus Project -- <strong>04/03 – 04/05 OPHA Conference</strong> --</td>
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<td>Week 15  04/22 04/24</td>
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<td>Week 16  04/29 05/01</td>
<td>Campus Project</td>
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**Take home comprehensive final exam -- Due in class Monday, May 6 at 11:00 am**

**Do not be daunted by the enormity of the world’s grief. Do justly, now. Love mercy, now. Walk humbly, now. You are not obligated to complete the work, but neither are you free to abandon it. – The Talmud**

– The Talmud