Recommended Use of Masks/Facial Coverings by Students in Class At ASU

As a member of the Texas Tech University System, Angelo State University strongly recommends the use of masks/facial coverings to ensure a safe and healthy classroom experience. Current research on the COVID-19 virus suggests there is a significant reduction in the potential for transmission of the virus from person to person by wearing a mask/facial covering that covers the nose and mouth areas. Therefore, we strongly recommend that students in this class wear a mask/facial covering before, during, and after class. Faculty members will also ask you to display your daily screening badge as a prerequisite to enter the classroom.

Course Information

Course Description
This course provides students with the most current knowledge and analysis of issues influencing people’s health and well-being from a social and behavioral science perspective. Theoretical frameworks that draw on major health behavior theories will provide a better understanding of how individuals, families, peers, schools, neighborhoods, and the larger community influence risk and protective factors.

Course Credits
Three Semester Credit Hours (3-0-0)

Prerequisite and Co-requisite Courses
None
**Prerequisite Skills**
Proficiency in Blackboard, Accessing Internet websites, using ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are expectations of the HSP 6310

**Program Outcomes**
Upon completion of the program of study for the Masters in Public Health, the graduate will be prepared to:

**Student Learning Outcomes**

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assignment(s) or activity(ies) validating outcome achievement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>By completing all course requirements, students will be able to:</td>
<td></td>
</tr>
<tr>
<td>1. Identify ways theory is useful in health promotion research and practice</td>
<td>Discussions, Conceptual Model Assignment, Article Critique and Final Project</td>
</tr>
<tr>
<td>2. Explain the roles of societal levels in influencing health behavior and how interventions can be targeted at each level</td>
<td>Discussions, Conceptual Model Assignment, Article Critique and Final Project</td>
</tr>
<tr>
<td>3. Apply the concepts of self-efficacy and behavioral capability to health behavior interventions and programs</td>
<td>Discussions, Conceptual Model Assignment, Article Critique and Final Project</td>
</tr>
<tr>
<td>4. How social norms influence health behaviors, conformity and group membership.</td>
<td>Discussions, Conceptual Model Assignment, Article Critique and Final Project</td>
</tr>
<tr>
<td>5. Use the key concepts of expectancy values theories to explain personal health behaviors and decision making</td>
<td>Discussions, Conceptual Model Assignment, Article Critique and Final Project</td>
</tr>
<tr>
<td>6. Integrate theory and public health practice/ Explain health behaviors and interventions using theoretical models</td>
<td>Discussions, Conceptual Model Assignment, Article Critique and Final Project</td>
</tr>
</tbody>
</table>
Course Delivery
This is an online course offering. The course will be delivered via the Blackboard Learning Management System. The course site can be accessed at ASU's Blackboard Learning Management System.

Required Texts and Materials

Technology Requirements
Technical Assistance: If you have any technical problems associated with assignments or quizzes (i.e. webcam problems, lock down browser problems) you should contact the IT Department. The IT Service Department is open M-F from 8-5 and the number is (325) 942-2911. If you call any time after 5 or on the weekend, most likely you will not be able to get assistance until the following week day, so please plan accordingly.

To participate in one of ASU’s distance education programs, you need this technology:
- A computer capable of running Windows 7 or later, or Mac OSX 10.8 or later
- The latest version of one of these web browsers: internet Explorer, Firefox, or Safari
- Microsoft Office Suite or a compatible Open Office Suite
- Adobe Acrobat Reader
- High Speed Internet Access
- Ethernet adapter cable required (wireless connections can drop during tests and Collaborate sessions)
- Webcam

Topic Outline
- Health Behavior in the Context of Public Health
- A Social Ecological Perspective
- Theories of Motivation and Behavior: A Public Health Primer
- Self-Regulation and Social Cognitive Theory
- Self-Determination Theory and Motivational Interviewing
- Social Influence Theory: The Effects of Social Factors on Health Behavior
- Value Expectancy Theories
- Stages of Change: Transtheoretical Model
- Health Communication and Social Marketing
- Diffusion of Innovation Theory
- Applications of Theory to Public Health Practice
Communication

Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.

Written communication via Blackboard: It is an expectation of this class that you use formal writing skills giving appropriate credit to the source for your ideas. Follow APA (2010) 6th edition (2nd Printing or higher only) guidelines for referencing.

Written communication via email: All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes.

Grading

Evaluation and Grades

Course grades will be determined as indicated in the table below.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percent/Points of Total Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions</td>
<td>75</td>
</tr>
<tr>
<td>Weekly Quizzes</td>
<td>125</td>
</tr>
<tr>
<td>Conceptual Model Assignments (4 x 25 pts)</td>
<td>100</td>
</tr>
<tr>
<td>Article Critiques (4 x 25 pts)</td>
<td>100</td>
</tr>
<tr>
<td>Final Presentation and Explanation</td>
<td>100</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>500</strong></td>
</tr>
</tbody>
</table>

Grading System

Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

The following grading scale is in use for this course:

- A = 450-500 points
- B = 400-449 points
- C = 350-399 points
- D = 300-349 points
- F = 0-299 points (Grades are not rounded up)
Teaching Strategies

Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (beyond the materials and lectures presented in the course) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

Assignment and Activity Descriptions

*Please note: Rubrics for all assignments and activities are located at the end of this syllabus.

Discussions

Students will be asked to participate in weekly discussions about the content presented in the text.

Quizzes

At the end of each week, you will complete an “open book” quiz that is designed with two purposes in mind: (1) guiding the reading experience so that concepts relevant to development of conceptual models and other key topics are highlighted; and (2) stimulating thought about ideas about the content. Quizzes will usually consist of multiple choice questions but may utilize other formats (e.g., matching of concepts). Quizzes may be viewed and completed while you are doing the readings. Quizzes must be submitted by 11:59 pm on the due date (Monday evenings).

Conceptual Model Assignments

Throughout the semester, you will develop draft conceptual models based on the theories you read about in each module. Conceptual models can be used to both understand behavior and identify targets for health promotion programs. Using the Word drawing tools will allow you to create conceptual models that can be saved within an electronic file. For each assignment, the Instructor will provide some basic guidelines and a topic for each scenario (e.g., prevention of obesity or sexually transmitted infections). In addition to drawing the conceptual model, you will be asked provide 1-2 paragraphs of accompanying text to explain the model. The purpose of developing draft conceptual models is to stimulate a more thorough understanding of theory.

Article Critiques:

At the end of each module, students are asked to find a research article highlighting/using one of the theories discussed in the chapters included in the module. Students will be asked to summarize and critique an article of their choosing in an effort to identify key theoretical components. Selected research articles will be of the following types:

* A descriptive study, which tests the association between selected determinants and health outcomes (usually specific behaviors).
• An intervention study, which tests whether an intervention impacts targeted health behaviors. Intervention components will clearly attempt to change key determinants of behaviors. The best intervention studies measure change in both the targeted behaviors and the key determinants of behaviors.

FINAL PROJECT Presentation and Justification

The final project will be a planned intervention informed by theory and the empirical literature. Students will begin with a working topic (target health behavior and population; e.g., cigarette smoking among youth aged 14-18 years). Students will target one determinant of behavior from the inner social ecological model (SEM) levels (intrapersonal or interpersonal level) and one determinant of behavior from the outer SEM levels (organizational, community, or societal/policy level). Students will consider how an intervention can target both inner and outer level determinants to create a synergy that increases the likelihood of behavior change. Detailed instructions to Follow.

Assignment Submission

All assignments MUST be submitted through the Assignments link in the Blackboard site. This is for grading, documenting, and archiving purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at Dinah.harriger@angelo.edu and attach a copy of what you are trying to submit. Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

Late Work or Missed Assignments Policy

The course is set up on weekly modules. The week begins on Monday and ends on Sunday. Assignment due dates are shown on the calendar/schedule or posted within Blackboard. Late assignments are not accepted without prior approval of faculty. Faculty reserve the right to deduct points for late assignments that are accepted past the original due date.

General Policies Related to This Course

All students are required to follow the policies and procedures presented in these documents:

- Angelo State University Student Handbook
- Angelo State University Catalog

Student Responsibility and Attendance

Online: This class is asynchronous, meaning you do not have to be on-line at a certain time. There are readings which you will have to complete to be able to adequately participate in individual and group assignments. In order to complete this course successfully, you do have to participate in all course activities i.e. discussion boards, course projects, reflective logs, etc.
Students are expected to engage in course activities and submit work by due dates and times. The hope is that students will make substantive contributions which reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation. For planning purposes, this class will probably require a minimum of 6-9 study hours per week on average.

**Academic Integrity**

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The College of Health and Human Services adheres to the university’s Statement of Academic Integrity.³

**Accommodations for Students with Disabilities**

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website.⁴ The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford  
Director of Student Disability Services  
Office of Student Affairs  
325-942-2047  
dallas.swafford@angelo.edu  
Houston Harte University Center, Room 112

**Incomplete Grade Policy**

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 Grading Procedures⁵ for more information.
**Plagiarism**

Plagiarism is a serious topic covered in ASU’s Academic Integrity policy in the Student Handbook. Plagiarism is the action or practice of taking someone else’s work, idea, etc., and passing it off as one’s own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.

Papers are subject to be evaluated for originality. Resources to help you understand this policy better are available at the ASU Writing Center.

**Student Absence for Observance of Religious Holy Days**

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for Observance of Religious Holy Day for more information.

**Copyright Policy**

Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

**Syllabus Changes**

The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.

**Title IX at Angelo State University**

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.
You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: [www.angelo.edu/incident-form](http://www.angelo.edu/incident-form)
Face to face: Mayer Administration Building, Room 210
Phone: 325-942-2022
Email: michelle.boone@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State’s policy please visit: [www.angelo.edu/title-ix](http://www.angelo.edu/title-ix).

**Course Schedule**

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic/Assignments/Assessments DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 23rd</td>
<td>Chapter 1: Health Behavior in the Context of Public Health</td>
</tr>
<tr>
<td></td>
<td>Quiz &amp; Self Introduction</td>
</tr>
<tr>
<td>August 30th</td>
<td>Chapter 2: A social ecological perspective</td>
</tr>
<tr>
<td></td>
<td>Quiz</td>
</tr>
<tr>
<td>September 6th</td>
<td>Chapter 3: Theories of Motivation and Behavior: A Public Health Primer</td>
</tr>
<tr>
<td></td>
<td>Quiz &amp; Discussion</td>
</tr>
<tr>
<td>September 13th</td>
<td>Module 1 Application</td>
</tr>
</tbody>
</table>
|               | Due: Conceptual Model and Article Critique  
Select Target Health Behavior and Population                                                    |
<p>| September 20th| Chapter 4: Self Regulation and Social Cognitive Theory                                       |
|               | Quiz                                                                                          |
| September 27th| Chapter 5: Self Determination Theory and Motivational Interviewing                             |
|               | Quiz                                                                                          |
| October 4th   | Chapter 6: Social Influence Theory: The Influence of Social Factors on Health Behavior        |
|               | Quiz                                                                                          |
| October 11th  | Chapter 7: Value Expectancy Theories                                                          |
|               | Quiz                                                                                          |</p>
<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic/Assignments/Assessments DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 18th</td>
<td>Chapter 8: Stages of Change: Transtheoretical Model</td>
</tr>
<tr>
<td>October 25th</td>
<td>Module 2 Application</td>
</tr>
<tr>
<td>November 1st</td>
<td>Chapter 9: Health Communication and Social Marketing</td>
</tr>
<tr>
<td>November 8th</td>
<td>Chapter 10: Diffusion of Innovations Theory</td>
</tr>
<tr>
<td>November 15th</td>
<td>Module 3 Application</td>
</tr>
<tr>
<td>November 22nd</td>
<td>Chapter 11: Applications of Theory to Public Health Practice</td>
</tr>
<tr>
<td>(Thanksgiving)</td>
<td>Quiz</td>
</tr>
<tr>
<td>November 29th</td>
<td>Chapter 12: Why so Many Theories?</td>
</tr>
<tr>
<td>December 6th</td>
<td>Module 4 Application</td>
</tr>
</tbody>
</table>

**Grading Rubrics**

Notes/Recommendations about adding rubrics to your syllabus:
To view grading rubrics for (add assessments here: i.e. assignments and discussions), please go to the “My Grades” link in your Blackboard course, and select View Rubric under each graded item.

**Student Evaluation of Faculty and Course**

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences.

Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

Student Learning Outcomes
1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Learning to apply course material (to improve thinking, problem solving, and decisions)
3. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
4. Developing skill in expressing oneself orally or in writing
5. Learning how to find, evaluate, and use resources to explore a topic in depth
6. Learning to apply knowledge and skills to benefit others or serve the public good

End of Syllabus

1 https://www.angelo.edu/student-handbook/
2 https://www.angelo.edu/catalogs/
3 https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php
4 https://www.angelo.edu/services/disability-services/
5 https://www.angelo.edu/content/files/14197-op-1011-grading-procedures
6 https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php
7 https://www.angelo.edu/dept/writing_center/academic_honesty.php
8 https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of