Spring 2018

HSCP 3730: Health Promotion Theory

Nandi A. Marshall

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Contact List

<table>
<thead>
<tr>
<th>Course Instructor</th>
<th>Nandi A. Marshall, DrPH, MPH, CHES®</th>
<th>912-344-3307</th>
<th><a href="mailto:nandi.marshall@armstrong.edu">nandi.marshall@armstrong.edu</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tech Support</td>
<td>IT Services</td>
<td>912-344-2518</td>
<td><a href="mailto:helpdesk@armstrong.edu">helpdesk@armstrong.edu</a></td>
</tr>
</tbody>
</table>

As of January 1, 2018, Armstrong State University has officially merged with Georgia Southern University; however, the final curricular transition will be effective as of Fall Semester 2018. Therefore, administrative details for this course primarily reflect historical policies of Armstrong’s Health Sciences Department.

Course Description

Individual and environmental forces generating opposing viewpoints regarding public health needs and concerns. Prerequisites: No prior public health knowledge needed for this course.

This is a fully online course. Students are required to use Armstrong’s Online Learning Management System (Desire 2 Learn) throughout the semester to support faculty-to-student and student-to-student interaction, including but not limited to Attendance Verification, discussion boards, journals, announcements, email, individual work, submitting assignments, etc.

Outcomes

At the completion of this course, the student will:

1. Discuss familiarity with social science concepts and theories on which health education practice is based.
2. Describe how theories can be used to guide research and practice.
3. Demonstrate an understanding of theories appropriate to changing health practices.
4. Describe the integration of theory into a community based program which maximally enhances the likelihood of behavior change conducive to health.
5. Analyze research and literature applying health behavior theory and planning models within existing health promotion programs.

Required Materials


Article Assignments Folder

Each theory discussed will have an associated article and can be accessed in the “Course
Resources Folder” on Desire2Learn (D2L). All students are required to read their assigned articles. Please see “Article Critique I” description for additional instructions.

Suggested Resources


Evaluation of Student Performance

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Forums Post and Reply (7 Forums @ 10 points each)</td>
<td>70</td>
</tr>
<tr>
<td>Discussion Forums Post Only (7 Forums @ 6 points each)</td>
<td>42</td>
</tr>
<tr>
<td>Article Critique I</td>
<td>50</td>
</tr>
<tr>
<td>Student Article Critique</td>
<td>25</td>
</tr>
<tr>
<td>Peer Feedback</td>
<td>25</td>
</tr>
<tr>
<td>Article Critique II</td>
<td>100</td>
</tr>
<tr>
<td>APA Citation Style Quiz</td>
<td>50</td>
</tr>
<tr>
<td>Quizzes (6 quizzes @ 15pts each)</td>
<td>90</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>452</strong></td>
</tr>
</tbody>
</table>

Course Grading Scale

A = 90% -100 % (406.8-452)
B = 80% - 89% (361.6-406.7)
C = 70% - 79% (316.4-361.5)
D = 60% - 69% (271.2-316.3)
F = < 60% (<271.2)

Required Technology
All students must have speakers and a microphone or a headset with a microphone to use with their computers throughout the entire program for projects and using Collaborate. Minimal technology requirements for the course are located on this webpage: [http://www.armstrong.edu/Departments/cis_training/cis_training_technical_requirements_for_student_computers](http://www.armstrong.edu/Departments/cis_training/cis_training_technical_requirements_for_student_computers)

Recommended Resources

- Lane Library
  [http://library.armstrong.edu/](http://library.armstrong.edu/)

- GALILEO
  [http://www.galileo.usg.edu/scholar/armstrong/search/](http://www.galileo.usg.edu/scholar/armstrong/search/)
Accessibility Statement
Armstrong State University is committed to accessibility and providing reasonable accommodations for all persons with disabilities. Students enrolled in online and blended programs who need course accommodations because of a disability must contact the Office of Disability Services as soon as possible to arrange for the necessary accommodations. Students should then contact their instructors to speak confidentially about needed accommodations. Please note that students who need accommodations must be registered with Office of Disability Services before an instructor can provide accommodations.

It should be noted that this course may include website links and electronic documents to support teaching, learning, and engagement. If any of the website links or electronic documents are inaccessible to you because of a disability, contact the course instructor.

Accessibility Resources
Adobe

D2L
https://www.d2l.com/legal/privacy/

Collaborate
https://sas.elluminate.com/privacy.html

Galileo
http://about.galileo.usg.edu/policies/galileo_access_policies_and_information_1.1/

Office of Disability Services
Division of Student Affairs; Memorial College Center, Room 208
Telephone: 912-344-2572 Fax: 912-344-3068
Email: disability.services@armstrong.edu
Website: https://www.armstrong.edu/departments/disability-services

Attendance Verification
In order to distribute Title IV funding (e.g., student financial aid, Pell Grants, Stafford Loans, PLUS Loans, etc.), student attendance verification is required. Therefore, all students must verify their attendance by posting a Self-introduction with at least 1 reply to a classmate in the “Self-Introductions & Attendance Verification” Discussion Board in the Desire2Learn (D2L) eClassroom under Discussions by Sunday, January 14th at 11:59 pm ET. Students who do not post their self-introduction will be dropped from the class for nonattendance and will not receive credit or a grade for the class. It is the responsibility of students who add classes during
drop/add to make sure that they are verified as being in attendance by contacting the course instructor and posting their self-introduction. Instructions for this post can be found on the Week 1 Discussion board in Desire2Learn.

Course Communication & Grading
What you can expect from me:

1. If you send me an email, I will reply within 24 hours on a weekday and within 48 hours on the weekend unless I have given prior notice that I am traveling or may be otherwise unable to reply quickly. If you have not heard back from me as expected within the 24 or 48 hour timeframe, please send your email again as it’s possible that something went awry in the delivery. Please note the weekend begins on Friday at 5:00pm EST.
2. I will send course-related emails to your D2L email account.
3. As your instructor, I subscribe to every D2L thread. I read the messages as they are posted via email, which I check frequently. I do not reply to every message, but I will jump in when directly asked a question, when I have something to add to the conversation (e.g., an explanation, a question, synthetic thoughts, redirection, or when I wish to push your thinking further), or when I see a conflict or other situation that I need to address.
4. I can be available to meet you via skype, collaborate, telephone, or can assist via email. Just set up an appointment via D2L email communication.

What I expect from you:

1. You will check your D2L and Armstrong email or the email account to which you have your Armstrong email forwarded on a regular basis (at least 3 times/week, although daily on weekdays is preferable). It’s not that I plan to send that many emails to you, but rather emails from me or your classmates may be of a timely nature.
2. When I send you an email and request a reply, you will reply in a timely manner.
3. You will read the course syllabus closely and monitor your own progress toward assignments and due dates using whatever calendar or time management system you prefer.
4. You will participate in the course discussion on multiple days per week and engage with your classmates and me in a manner that promotes responsive dialogue, not just message posting.
5. You will respectfully communicate with your group members throughout the semester in a timely manner.

Grades for activities and assignments will be posted with 7 to 10 days in the eClassroom. However, some grading may take longer than 10-14, days depending upon the assignment. This includes grading for article critiques.

Course Expectations
Students enrolled in the this course are expected to be active learners and participants. Evidence of active learning includes:

- Engagement in weekly lessons and activities (e.g., discussion boards, quizzes, etc.)
• Completing readings and other assignments
Since this is an online course that is primarily asynchronous in nature, attendance expectations are a bit different from what you might experience in a campus-based course. Additionally, the compressed flex term session schedule makes the expectations a bit more intensive than you might experience in a full-semester course.

Attendance in an online class is noted via active participation in course activities. If you lurk in the background, your attendance will not be noted. Participation is necessary so that course activities will be successful. Your classmates are counting on you to log in and interact with them. Thus, your attendance will be directly tied to your discussion grade in the course.

Participation/attendance (e.g., discussion) must occur during the designated time on the schedule in order to be counted as such. There are no make-ups for discussion since the point of participation is to be in the conversation or activity, not to follow up or comment after it has ended. Additional guidelines for discussion participation and grading are posted under Assignments.

Course Procedures

• Changes in the Course Syllabus: The instructor may make changes in the course syllabus and graded assignments as needed. Any changes to the course syllabus will be communicated to the students via an announcement through an announcement in the eClassroom.

• Dropping a Course: The Wednesday of the 1st week (January 10th) is the last day for dropping a course. Students must notify the instructor if s/he drops the course. Additionally, the last day to withdraw from the course without an automatic grade of WF is Wednesday, January 31st.

• Assignment Deadlines: All assignments will be submitted online through D2L and are due by the times and dates listed in the weekly schedule, unless otherwise noted in the syllabus. One of the things you will learn in this class is the effect of timeliness on the success or failure in the workplace. Accepting assignments late reinforces bad time management and procrastination. Therefore, any assignment turned in after the deadline will result in an automatic 10% deduction if received from one minute to 48 hours after the deadline. Assignments not turned in within 48 hours after the deadline will not be accepted and will receive a grade of zero. Extensions for assignment completion are granted only in cases of emergency when verified by written documentation, at the discretion of the instructor. Please note, this policy does not apply to the discussion boards. Make up or late discussion posts will not be counted.

• APA Formatting: All submitted papers must be double-spaced, Times New Roman, 12-point font and include proper APA citations. The grade for each assignment will include an assessment of grammar, mechanics and proper use of APA formatting.

• Assignment Submissions: All assignments will be submitted online through the eClassroom (Desire2Learn or D2L). File Names for Submission: Assignments must include: first
• **Office Hours and Meeting with the Professor:** Office hours are Tuesdays 10:00am-12:30pm and Wednesdays from 12:00pm-2:30pm. My office hours are first come first serve. Appointments are not required, but are strongly encouraged. Appointments can occur in person (University Hall, Suite 154) or via virtual communication. This includes Collaborate, Google Hangout, Skype, and telephone. Please note: If you want to meet with me virtually, you must schedule an appointment. The “drop in option” is for face-to-face office hours only. Dr. Marshall WILL NOT have office hours on Wednesday, February 7th.

**Policies of the Health Sciences Department**

**E-mail Policy**

The Health Sciences Department often communicates with its students via e-mail about policies, program changes, events, educational opportunities, and advisement, and other important issues. Because of privacy concerns and regulations, all e-mails will be sent to your official ASU e-mail address. It is imperative, and your responsibility, to check and maintain this account. If you correspond with the Health Sciences Department or any of its faculty and staff using an e-mail account other than your assigned ASU account, the Department and its faculty are under no obligation to respond and accept no responsibility for information sent therein.

**Behavioral Standards Policy**

In addition to the academic requirements for your degree program, there are core performance standards required for its completion. These standards are deemed necessary for success in academic programs and employment in the degree fields:

1. It is essential the student behave in a professional manner. The student must not, in any fashion, cause distraction to the department, faculty, fellow students, or clients. Furthermore, the student must have the ability to: behave in an ethical manner; demonstrate good judgment, maturity (profanity in professional or academic settings will not be tolerated), sensitivity, and emotional stability; and establish effective harmonious relationships with faculty, fellow students, and clients.

2. It is essential that the student have the sensitivity, interpersonal, and professional skills sufficient to interact with individuals, families, and groups. Students will be evaluated using tools such as classroom performance and experiential evaluations, utilized by faculty and site supervisors, on the basis of their ability to appropriately adapt their manner of interaction with clients from a variety of social, emotional, cultural, and intellectual backgrounds.

3. It is essential that the student have communication abilities sufficient for interaction with others in verbal and written form. Students must be able to appropriately adjust
presentation/communication styles to a level that is compatible with the communication abilities of the client(s).

**Code of Student Integrity Policy**

This policy applies to all students enrolled in a course taught by Health Sciences faculty.

Students who are found to have violated the Department of Health Science’s Behavioral Standards, Policy on Distractions or ASU’s Code of Student Integrity (by plagiarism, cheating, fabrication, or facilitation academic dishonesty, including coursework copyright infringement) will be immediately referred to the Armstrong Office of Student Integrity for adjudication. It is the student’s responsibility to know and understand what constitutes cheating, plagiarism, fabrication, etc.

Specific information on the Code of Student Integrity can be found at: https://www.armstrong.edu/administration/student-affairs-student-integrity

**APA Style & Writing Help**

- The ASU Writing Center  
  [http://www.write.armstrong.edu/](http://www.write.armstrong.edu/)

- Purdue Online Writing Lab  
  [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)

- APA Style Guide  
  [http://www.apastyle.org/index.aspx](http://www.apastyle.org/index.aspx)
<table>
<thead>
<tr>
<th><strong>Weekly Schedule</strong></th>
<th><strong>Weekly Objectives</strong></th>
<th><strong>Readings, Assignments, &amp; Activities</strong></th>
</tr>
</thead>
</table>
| **Week 1:**<br>Monday, January 8<sup>th</sup> to Sunday, January 14<sup>th</sup><br><br>**Focus:** *Exploring the Links Between Health and Behavior and the Roots of Theory* | • Identify the multiple levels of influence on health behavior<br>• Define what is meant by the ecological model<br>• Explain the types of factors influencing health in an ecological model<br>• Discuss the term theory in relation to explaining health behavior | **Readings:** Chapters 1-3<br>**Discussion Board:**<br>*Self-Introduction w/ Reply to Classmate<br>***Attendance Verification***<br>post Self-Introduction w/ Reply to Classmates by Sunday, January 14<sup>th</sup> by 11:59 pm ET<br><br>**Week 1 Quiz** must be completed by Sunday, January 14<sup>th</sup> at 11:59 pm ET. |<br><br>**Week 2:**<br>Monday, January 15<sup>th</sup> to Sunday, January 21<sup>st</sup><br><br>**Focus:** *Exploring the Links Between Health and Behavior and the Roots of Theory & APA Citations* | • Demonstrate the proper use of APA Style citations<br>• Discuss how to avoid plagiarism | **Readings:** APA Citation PPT Review<br>**Week 2 Quiz APA Citation** must be completed by Sunday, January 21<sup>st</sup> at 11:59 pm ET. |<br><br>**Week 2 Discussion Boards**<br>❖ “Post Only”: Period ends on Sunday, January 14<sup>th</sup> at 11:59 pm ET.<br>❖ “Post and Reply”: Initial response must be posted by Wednesday, January 10<sup>th</sup> at 11:59 pm ET. Period ends on Sunday, January 14<sup>th</sup> at 11:59 pm ET. |<br><br>**Week 3:**<br>Monday, January 22<sup>nd</sup> to Sunday, January 28<sup>th</sup><br><br>**Focus:** *Individual Health Behavior Theories and Social, Cultural & Environmental Theories* | • Describe at least one individual behavior theory<br>• Discuss how social, cultural, and | **Readings:** Chapters 4-6<br>**Week 3 Quiz** must be completed by Sunday, January 28<sup>th</sup> at 11:59 pm ET. |<br><br>**Week 3 Discussion Boards**<br>❖ “Post Only”: Period ends on Sunday,
environmental theories at different and similar to individual theories
- Identify how social, cultural and environmental theories might be applied

| Week 4: Monday, January 29th to Sunday, February 4th | Identify the role theory in program planning |
| Focus: *Multilevel Theories & Theory to Practice* | Describe the selection of behavioral theories |

**Readings: Chapters 7 & 8**

- **Article Critique 1** must be submitted by Sunday, February 4th at 11:59pm ET.
- **Week 4 Quiz** must be completed by Sunday, February 4th at 11:59pm ET.

**Week 4 Discussion Boards**
- “Post Only”: Period ends on Sunday, February 4th at 11:59pm ET.
- “Post and Reply”: Initial response must be posted by Wednesday, January 24th at 11:59pm ET. Period ends on Sunday, January 28th at 11:59pm ET.

| Week 5: Monday, February 5th to Sunday, February 11th | Discuss the difference between community inventions and interventions in the community |
| Focus: *Communities & Populations as the Focus and Application of Theory: Schools and Worksites* | Define population-based health promotion |
| | List key issues when implementing programs in various settings (eg. |

**Readings: Chapters 9 & 10**

- **Week 5 Quiz** must be completed by Sunday, February 11th at 11:59pm ET.

**Week 5 Discussion Boards**
- “Post Only”: Period ends on Sunday, February 11th at 11:59pm ET.
- “Post and Reply”: Initial response must be posted by Wednesday, February 7th at 11:59pm ET. Period ends on Sunday, February 11th at 11:59pm ET.
| Week 6: Monday, February 12<sup>th</sup> to Sunday, February 18<sup>th</sup> | School and/or workplace | Discuss key issues around using theory for communication campaigns  
List key issues when using media for health promotion | **Readings:** Chapters 11 & 12  
-------------------------------------------------------------  
**Week 6 Quiz** must be completed by Sunday, February 18<sup>th</sup> at 11:59pm ET.  
**Week 6 Discussion Boards**  
✓ "Post Only": Period ends on Sunday, February 18<sup>th</sup> at 11:59pm ET.  
✓ "Post and Reply": Initial response must be posted by Wednesday, February 14<sup>th</sup> at 11:59pm ET. Period ends on Sunday, February 18<sup>th</sup> at 11:59pm ET. |
| Focus: *Application of Theory: Communication Campaigns & Global Health* |  |  |  |
| Week 7: Monday, February 19<sup>th</sup> to Sunday, February 25<sup>th</sup> | School and/or workplace | Discuss the theories and consideration when working with high risk populations  
Describe key issues related to high risk populations (eg. HIV/AIDS, substance abuse, violence, etc)  
Discuss the focus on health disparities and what causes them | **Readings:** Chapters 13 & 15  
-------------------------------------------------------------  
**Article Critique II** must be submitted by Sunday, February 25<sup>th</sup> at 11:59pm ET.  
**Week 7 Discussion Boards**  
✓ "Post Only": Period ends on Sunday, February 25<sup>th</sup> at 11:59pm ET.  
✓ "Post and Reply": Initial response must be posted by Wednesday, February 21<sup>st</sup> at 11:59pm ET. Period ends on Sunday, February 25<sup>th</sup> at 11:59pm ET. |
| Focus: *Application of Theory: High-Risk and Special Populations & Culture Diversity, & Health Disparities* |  |  |  |
| Week 8: Monday, February 26<sup>th</sup> to Thursday, March 1<sup>st</sup> | School and/or workplace | Describe the basic types of evaluations used in health promotion  
List the parts of a logic model  
Identify | **Readings:** Chapters 14 & 16  
-------------------------------------------------------------  
**Week 8 Quiz** (Chapters 13-16) must be completed by Thursday, March 1<sup>st</sup> at 11:59pm ET. |
<p>| Focus: <em>Evaluation &amp; Theory and Career Choices</em> |  |  |  |
| various career paths in public health |  |</p>
<table>
<thead>
<tr>
<th>Assignments &amp; Activities</th>
<th>Due Date</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Introduction Discussion Posts</td>
<td><strong>Discussion Board: Self-Introduction w/ Reply to Classmate</strong></td>
<td>Attendance</td>
</tr>
<tr>
<td></td>
<td><em><strong>Attendance Verification</strong></em> Post Self-Introduction w/ Reply to Classmate(s) by Thursday, October 19th by 11:59 pm ET.</td>
<td>Verification</td>
</tr>
<tr>
<td>Discussion Posts</td>
<td><strong>Post &amp; Reply Weekly Discussion (7 Discussion Boards)</strong> period ends at 11:59pm ET on the corresponding Sunday. Initial posts must be posted by Wednesday at 11:59pm ET of the corresponding week.</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td><strong>Post Only Weekly Discussion Board (7 Discussion Boards)</strong> period ends at 11:59pm ET on the corresponding Sunday.</td>
<td>42</td>
</tr>
<tr>
<td>Article Critiques</td>
<td><strong>Article Critique 1 &amp; Peer Review</strong> (50pts) must be submitted into the corresponding assignment box by Sunday, February 4th at 11:59pm ET.</td>
<td>150</td>
</tr>
<tr>
<td></td>
<td><strong>Article Critique 2</strong> (100pts) must be submitted into the corresponding assignment box by Sunday, February 25th at 11:59pm ET.</td>
<td></td>
</tr>
<tr>
<td>APA Citation Quiz</td>
<td><strong>The Week 2 APA Quiz</strong> is due by Sunday, January 21st at 11:59pm.</td>
<td>50</td>
</tr>
<tr>
<td>Quizzes</td>
<td><strong>Week 1 Quiz</strong> (Chapters 1-3) must be completed by Sunday, January 14th 11:59pm ET.</td>
<td>90</td>
</tr>
<tr>
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<td><strong>Week 3 Quiz</strong> (Chapters 4-6) must be completed by Sunday, January 28th at 11:59pm ET.</td>
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<td><strong>Week 4 Quiz</strong> (Chapters 7-8) must be completed by Sunday, February 4th at 11:59pm ET.</td>
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<tr>
<td></td>
<td><strong>Week 5 Quiz</strong> (Chapters 9-10) must be completed by Sunday, February 11th at 11:59pm ET.</td>
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<tr>
<td></td>
<td><strong>Week 6 Quiz</strong> (Chapters 11-12) must be completed by Sunday, February 18th at 11:59pm ET.</td>
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<tr>
<td></td>
<td><strong>Week 8 Quiz</strong> (Chapters 13-16) must be completed by Thursday, March 1st at 11:59pm ET.</td>
<td></td>
</tr>
</tbody>
</table>
Graded Assignments & Activities

1. Self-Introduction Discussion Post
In order to distribute Title IV funding (e.g., student financial aid, Pell Grants, Stafford Loans, PLUS Loans, etc.), student attendance verification is required. Therefore, all students must verify their attendance by posting a Self-introduction (and reply to at least two students) in the “Self-Introductions & Attendance Verification” Board in the D2L eClassroom under Discussions by Sunday, January 14th at 11:59 pm ET. Students who do not post their self-introduction will be dropped from the class for nonattendance and will not receive credit or a grade for the class. It is the responsibility of students who add classes during drop/add to make sure that they are verified as being in attendance by contacting the course instructor and posting their self-introduction.

2. APA Citation Style Quiz (50 Points)
Students will review and become familiar with the presentation “APA Exposed: Everything You Always Wanted to Know About APA Format but Were Afraid to Ask”, created by Dr. Wendy K. Mages. Students will then complete an APA Quiz to assess their understanding of using APA formatting for writing. Please note this is an individual assignment. Both the presentation (in PDF form) and quiz will be posted in D2L.

The APA Quiz (Week 2 Quiz) is due by Sunday, January 21st at 11:59pm EST on D2L.

3. Article Critique I – Group Assignment (50 Points)
This assignment is comprised of two components: Article Critique I & Peer Feedback. After the attendance verification period, students will be assigned a theory focused article and peer review partner. Partner assignments, and article assignments, will be listed on D2L in the “Article Assignments & Articles Folder” found in the “Course Resources Folder” under “Start Here” (to make the list larger, use the “+/-” options underneath the document). Students will read their article and independently complete an article critique using the criteria listed below.

The paper and references must be done according to APA style guidelines and be 4-5 pages (double spaced, Times New Roman, 12 point font, 1 inch margins) in length. Additionally, each critique must include the following information to be considered for full credit:

- Description of Assigned Theory
- Summary of Article (be sure to include how the theory was used)
- Describe how your assigned theory was integrated into a community based program
- Student’s opinion of strengths (3) and weaknesses (3) of the article
- How does the article align with information in your assigned course readings?
- Any additional information that would strengthen your article critique, if applicable
- APA Citation Style Reference List
- APA in-text citations should be present in all sections EXCEPT the student’s opinion

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90% - 100%</td>
<td>406.8-452</td>
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<tr>
<td>D</td>
<td>60% - 69%</td>
<td>271.2-316.3</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60%</td>
<td>&lt;271.2</td>
</tr>
</tbody>
</table>
After completing the critique, assigned student partner groups will exchange their critiques and complete the “Article Critique I Peer Feedback Form” as found in the syllabus. Be sure to use as much detail as possible when providing feedback. Students will then submit their article critique AND the form that they have completed for their partner in the associated assignment box in D2L.

Article critique I (including the peer review) is due on Sunday, February 4th by 11:59pm EST in D2L.

**Notes to Consider:**
1) Article critiques that do not use APA in-text citation style and include an APA style reference page will receive a zero. 2) To be considered for full credit, students MUST submit their article critique AND completed peer evaluation form for their partner. 3) Students should send their peer evaluation form to their partners once completed.

4. Article Critique II – Individual Assignment (100 Points)
For the second article critique, students may choose the theory of their choice with the exception of the theory used in their group assignment. Students will then find a related peer-reviewed journal article that describes how their theory was used to plan, implement and/or evaluate a community health program or analyze a health issue. Students should use the “Find Articles” section on the Armstrong’s Library website (http://library.armstrong.edu/) OR Google Scholar to search for articles, but the selected article must have been published in a peer-reviewed journal (print or online). Articles must also have a publication date on or after January 2005. For additional help navigating Lane Library’s search engines, please visit http://libguides.armstrong.edu/HealthSciencesSubjectGuide. Please note: Students are not permitted to use any of the articles provided by Dr. Marshall to complete this assignment.

The paper and references must be done according to APA style guidelines and be 3-5 pages (double spaced, Times New Roman, 12 point font, 1 inch margins) in length. Additionally, each critique must include the following information to be considered for full credit:

- Description of Assigned Theory
- APA Citation Style Reference List
- APA in-text citations should be present in all sections EXCEPT the student’s opinion
- Summary of Article (be sure to include how the theory was used)
- Describe how your assigned theory was integrated into a community based program
- Student’s opinion of strengths (3) and weaknesses (3) of the article
- How does the article align with information in your assigned course readings?
- Any additional information that would strengthen your article critique, if applicable

Article critique II is due on Sunday, February 25th by 11:59pm EST in D2L.

**Note to Consider:**
Article critiques that do not use APA in-text citation style and include a APA style reference list, will receive a zero.
5. Discussion Posts (112 points)
Discussion period ends Sunday nights (11:59 pm) for grading purposes, although you may feel free to continue a conversation if it is useful to you. No makeups or late participation counted. Posts are considered late if the initial post isn’t posted by **Wednesdays at 11:59 pm ET AND the replies aren’t posted by Sundays at 11:59 pm ET.**

Students are expected to be an active participant in each week’s discussion. You have a full week to participate, so there should be no reason for you to not be able to do so. Please think of these posts not as busy work, but rather as an opportunity to explore and build on the readings, thereby learning in the process. The ability to articulate one’s thoughts discursively with others is valued in the workplace. You get to practice here.

Participation is a matter of not only quantity of posts (having a presence), but also quality of posts. What constitutes high quality participation in an online discussion? For this class I’ll be looking for posts that:

- **Are substantive in content.** While it’s nice give brief feedback like “thanks” and “good idea” to your classmates and such messages are not discouraged, they do not count toward your graded contributions. On the flip side, you’re not expected to write mini-essays or monologues. In fact, those tend to cut down on dialogue. You’re just expected to back up your examples and opinions with sufficient evidence that your reader will believe in what you say.

- **Are thoughtful and well composed.** And spelling and grammar both count.

- **Are responsive either to the initial question or to someone’s reply.** Each week you should be engaged in dialogue with others, not just replying to the initial discussion question. Indeed, it can get mighty redundant in some instances if everyone replies to the initial prompt and no one replies to each other.

- **Extend the conversation in meaningful ways.** Don’t just repeat what others have said, but make a new point, provide a new piece of evidence, or ask an insightful question. And questions are just as meaningful and valuable as posts that offer up one’s knowledge!

- **Provide evidence.** How can you support the things that you’re saying? Refer directly to the readings, share other sources (e.g., web sites) with us, and/or provide your own detailed examples. However you do it, back up what you say.

It should go without saying, but I’ll say it anyway, that while differences of opinion are fine, treating each other with respect is expected at all times.

**For weeks 1-7 class discussions,** students are required to post in two separate threads each week: “Post Only Thread” & “Post and Reply Thread”. **WEEKS 1-7:** “Post Only Threads” are due by
Sundays at 11:59pm ET. Initial posts for the “Post and Reply Thread” are due by the Wednesday of that week at 11:59pm ET. Replies are due by Sundays at 11:59pm ET.

Post Only Thread (42 Points):
Your response should answer the question(s) posed by the professor. Please be sure to use your APA citations and references format as applicable.

Post and Reply Thread (70 Points):
Students are to read the associated chapters for that week and post using the following guidelines:
   a. Post 3 facts or concepts that you found most interesting from the text, specifically related to the weekly objectives and explain why you found them interesting
   b. Post 2 concepts or theories that you will apply in your profession and how you plan to apply them
   c. Pose 2 (or more) question(s) relating to a topic, concept, strategy, etc. from your reading. The student questions should be thought provoking to encourage discussion. Yes/No questions are not appropriate for this assignment.
   d. Students must then reply to at least two other students by the Sunday of that week at 11:59pm EST.

As you prepare to post in the discussion areas, keep in mind that your classmates are depending on you to post so that they can respond in a timely manner.

Further, you are expected to discuss on multiple occasions per week. In other words, don’t jump on the discussion board on Sunday night at 10 pm, write four posts, and expect full points. For that matter, you won’t get full points for writing all of your posts during 2 hours on Wednesday. Dialogue requires exchange between people. Return to the discussion, see if anyone has responded to you, and further the conversation. Please note that you are not required to respond to every thread.

And to answer the ever popular “But how many?” question, you should have at least 4 posts meeting the above criteria each week.

In brief, to be considered for full credit each week, will need to:

- Post to BOTH threads (by the required timeframe listed above)
- Post on multiple occasions (different days/times) during the week
- Write at least 4 posts (1 in “Post Only Thread” and 3 in “Post and Reply Thread”)
- Write high quality, insightful, and substantive posts
- Be responsive to others in your posts
- Reply to people who have replied to you (carry on the conversation)

Note: Refer to the discussion board rubric for additional specifics on grading.
6. Chapter Quizzes (90 Points)
Six quizzes will be given for this course. They will include multiple choice, true/false, short answers, and/or definition of terms. Questions may cover the chapter materials and the theory articles. Quizzes are due on Sundays at 11:59pm EST of the corresponding week, with the exception of Week 8 Quiz which is due by 11:59pm EST on Thursday, December 7th. Please refer to the course outline section.

F. Final Course Evaluation (SmartEvals)
All students enrolled are asked to complete SmartEvals (Faculty and Course Evaluation) at the end of the term. Each semester, I use the feedback to improve the course and look forward to hearing about student experiences. Towards the end of the term, the University will email all students with instructions to complete faculty and course evaluations. If you have any problems accessing the evaluation, please contact the Helpdesk at 912-344-2518 for assistance. The "Online Course Evaluation" is equivalent to the evaluations that were previously handed out in the classroom at the end of each semester.

G. Tips for Success in the Course
In order to maximize your experience for this course, the following recommendations are offered:

- Read the syllabus and become familiar with course requirements and policies.
- Come to class prepared.
- Do not wait until the last minute to complete assignments.
- Adhere to assignment due dates.
- Manage your time well

Armstrong - Credit Hour
In alignment with the University System of Georgia, Armstrong adheres to the Carnegie unit for contact time, which is 750 minutes for each credit awarded, and at least two hours of out of class student work as defined by the U.S. Department of Education and by Southern Association of Colleges and Schools (SACS). Contact time expectations for both classroom (instructional/classroom work equivalency) and out of class student work (assignments, readings, etc.) are the same across hybrid, partially online, and fully online course formats.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent</th>
<th>Good</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory Description</td>
<td>10 points</td>
<td>7 points</td>
<td>4 points</td>
<td>0 points</td>
</tr>
<tr>
<td>Theory description included the type of theory and the purpose of the theory. All of the associated constructs were included and completely defined. The paper also described how the constructs work together to affect a person's behavior. It was evident that the student fully understood the theory and its intended application.</td>
<td>The theory description included the type of theory and its purpose, but left out 1-3 key constructs within the theory. The student seems to understand only partially, the theory and its application.</td>
<td>The theory description provided minimal information, leaving out some of the key constructs. It was not clear if the student understood the theory and its intended use.</td>
<td>The theory description was vague and did not define the constructs nor their relationship the whole theory. It was clear that the student did not understand the theory and how it should be applied.</td>
<td></td>
</tr>
<tr>
<td>Article Summary</td>
<td>5 points</td>
<td>3 points</td>
<td>1 point</td>
<td>0 points</td>
</tr>
<tr>
<td>Paper provided an in-depth summary of the article including the following key points: Purpose of the program, the methods used, mention of the selected theory, the focus community and the outcome of the program.</td>
<td>Paper provided some information in the summary. However, 1-2 key items were not included in the summary (see the description under excellent).</td>
<td>Paper provided minimal information in the summary section. A majority of the key items were not included in the summary (see the description under excellent).</td>
<td>Paper failed to provide a summary of the article.</td>
<td></td>
</tr>
<tr>
<td>Theory Integration: How was the theory used to plan, implement and/or evaluate a community health program or analyze a health issue</td>
<td>15 points</td>
<td>10 points</td>
<td>5 points</td>
<td>0 points</td>
</tr>
<tr>
<td>Provides a thorough description of how and why the chosen theory used to plan, implement and/or evaluate a community health program or analyze a health issue. Includes</td>
<td>The theory integration description provided an overview, but did not include specific details and left out one of the key factors (see the criteria under excellent).</td>
<td>The theory integration description only addressed why, how OR the outcome alignment and was lacking detail (see the criteria under excellent).</td>
<td>The theory integration was not included in the paper.</td>
<td></td>
</tr>
<tr>
<td><strong>Strengths and Weaknesses Assessment</strong></td>
<td><strong>Course Reading Alignment</strong></td>
<td><strong>Grammar and Mechanics</strong></td>
<td><strong>Proper Use of APA Citations (In text and Reference List)</strong></td>
<td><strong>Peer-Reviewed Journal Article</strong></td>
</tr>
<tr>
<td>----------------------------------------</td>
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<tr>
<td>5 points</td>
<td>5 points</td>
<td>5 points</td>
<td>4 points</td>
<td>1 Point</td>
</tr>
<tr>
<td>Paper included 3 strengths and 3 weaknesses from the viewpoint of the student.</td>
<td>Paper provided an in-depth description of how the use of the theory aligned with the information provided in the assigned course readings. Including at least one example.</td>
<td>The paper is free of grammatical, spelling and punctuation errors.</td>
<td>No errors in APA style. This includes in text citations and the reference list.</td>
<td>Yes</td>
</tr>
<tr>
<td>3 points</td>
<td>3 points</td>
<td>3 points</td>
<td>3 points</td>
<td></td>
</tr>
<tr>
<td>Paper included 2 strengths and 2 weaknesses from the viewpoint of the student.</td>
<td>Paper provided an overview of how the information aligned but didn’t provide any examples or specific details. However, it was still clear that the student understood the information.</td>
<td>Grammatical, spelling and punctuation errors are rare and do not detract from the paper.</td>
<td>Rare Errors in APA style that do not detract from the paper. This includes in text citations and the reference list.</td>
<td></td>
</tr>
<tr>
<td>1 point</td>
<td>1 point</td>
<td>1 point</td>
<td>0 point</td>
<td></td>
</tr>
<tr>
<td>Paper included 1 strength and 1 weakness from the viewpoint of the student.</td>
<td>Paper provided a brief overview leaving out details and examples. It was not clear whether the student understood the information.</td>
<td>A few grammatical, spelling or punctuation errors which interfere with the reading the paper.</td>
<td>Errors in APA style are noticeable. This includes in text citations and the reference list.</td>
<td></td>
</tr>
<tr>
<td>0 points</td>
<td>0 points</td>
<td>0 points</td>
<td>0 points</td>
<td></td>
</tr>
<tr>
<td>Paper did not address strengths and weaknesses OR included the author(s)’ strengths and weakness rather than their opinion.</td>
<td>Paper did not address the course reading alignment.</td>
<td>Grammatical, spelling and punctuation errors substantially detract from the paper.</td>
<td>Errors in APA style detract significantly from the paper. This include in text citations and references list.</td>
<td></td>
</tr>
</tbody>
</table>

**Overall Score**

<table>
<thead>
<tr>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note: If a student does not cite its sources, they will receive a grade of zero for the assignment and will be submitted for plagiarism*
**Article Critique I: Peer Feedback**

Student’s Name (being reviewed): _______________________________________________

Student’s Name (reviewer): ____________________________________________________

Article Information (APA Format; eg. Title, year, journal, etc):

<table>
<thead>
<tr>
<th>Note:</th>
<th>The rating system is on a five-point scale: 1 = &quot;poor&quot; and 5 = &quot;excellent.&quot; Please rate how well the student described each section. In the comments, please provide feedback for improvement. Please refer to the assignment description in the syllabus description and grading rubric</th>
</tr>
</thead>
</table>

| CONTENT: | 1 | 2 | 3 | 4 | 5 |
| Theory Description | | | | | |
| Theory Description Feedback and Suggestions: | |
| Article Summary | 1 | 2 | 3 | 4 | 5 |
| Article Summary Feedback and Suggestions: | |
| Theory Integration: How was the theory used… | 1 | 2 | 3 | 4 | 5 |
| Theory Integration Feedback and Suggestions: | |
| Strengths and Weaknesses Assessment | 1 | 2 | 3 | 4 | 5 |
| Strengths and Weaknesses Feedback and Suggestions: | |
| Course Reading Alignment | 1 | 2 | 3 | 4 | 5 |
| Course Reading Alignment Feedback and Suggestions: | |

**GENERAL COMMENTS AND SUGGESTIONS:**
Discussion Board Rubric HSCP 3730 (Post and Reply Thread)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unsatisfactory .5 pts</th>
<th>Satisfactory 1.5 pts</th>
<th>Exemplary 2 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completeness of Thought</td>
<td>Content of the posts are not complete and do not add to the value of the discussion board.</td>
<td>Posts are somewhat complete in content and thought. Posts may or may not extend the conversation in meaningful ways.</td>
<td>Posts are substantive in content, complete thoughts, and extend the conversation in meaningful ways.</td>
</tr>
<tr>
<td>Number of Posts (includes initial &amp; replies to classmates)</td>
<td>One post listed</td>
<td>Two posts listed</td>
<td>Three or more posts listed</td>
</tr>
<tr>
<td>Grammar and Mechanics</td>
<td>Grammatical, spelling and punctuation errors substantially detract from the post.</td>
<td>Grammatical, spelling and punctuation errors are rare and do not detract from the post.</td>
<td>The post is free of grammatical, spelling and punctuation errors.</td>
</tr>
<tr>
<td>Proper Use of APA Citations (In text and Reference List)</td>
<td>Errors in APA style detract significantly from the post. This include in text citations and references list.</td>
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<td>No errors in APA style. This includes in text citations and the reference list.</td>
</tr>
<tr>
<td>Engagement Level</td>
<td>Student did not engage with students who replied to their post.</td>
<td></td>
<td>Student replied to students who posted on their initial post.</td>
</tr>
</tbody>
</table>

*Please note:

1) If a student does not post their initial response by Wednesdays at 11:59pm ET, they will receive a zero for that week’s discussion.

2) There are no make-ups for discussion since the point of participation is to be in the conversation or activity.
## Discussion Board Rubric HSCP 3730 (Post Only Thread)

<table>
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*Please note:*

1) There are no make-ups for discussion since the point of participation is to be in the conversation or activity. Student must post by Sunday evenings at 11:59pm ET to be considered for full credit.