

## DENH 5026 Health Promotion

3 credit hours - 45 clock hours Didactic

Fall 2017

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**CLASS DAYS and TIME:** Individual asynchronous times, must log on at least twice per week

**CLASSROOM:** Virtual Meetings in Canvas

**COURSE FACULTY:** Carol Nguyen, RDH, MS

**OFFICE LOCATION and HOURS:**

University of Texas HSC San Antonio  
7703 Floyd Curl Drive  
San Antonio, TX 78229-3900  
2.500.3 U School of Dentistry  
Friday 1:00-5:00 P.M. C.T. or by appointment in my office.  
Alternatively, we can Skype contact me in email for my cell #.

**EMAIL:** nguyenc@uthscsa.edu

**TELEPHONE:** Office: 210-567-3838

Division: (210) 567-3810

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**READ THIS DOCUMENT CAREFULLY - YOU ARE RESPONSIBLE FOR ITS CONTENTS.**

### COURSE DESCRIPTION AND OBJECTIVES

This course is designed to provide MS learners a theoretical framework for defining health promotion and sets the foundation for learners to see potential for health promotion in their work. In addition, this course will help learners understand the impact of media and delivery style for effective health messages. Topics in this course will use evidence based practice to reflect health promotion theories, prevention, risk assessment, health education, and health policy. Additionally, interventions and strategies will be used to effectively evaluate the determinants of health and the health outcomes of individuals, families, groups and communities. Course activities include: development of measurable behavioral objectives for educational intervention, development of an educational health promotion project on YouTube for your community, and a comparison two community health programs. All students are required to strictly adhere to HIPAA, environmental, health and safety regulations per University policy.

**Pre-requisites** – None

**Semester credit hours** – 3 credit hours - 45 clock hours Didactic

By the end of this course, each student should be able to:

- Describe and identify *health promotion principles* related to successful program evaluation in health care settings.
- Critically evaluate and assess health promotion and disease prevention activities using EBP supported by sound scientific literature
- Develop knowledge, values and skills required for leadership to promote health programs that empower communities and voluntary action
- Raise awareness of the need for environmental and policy change that support health choices

- Develop critical awareness among communities about factors influencing health
- Develop of an educational preventive health program that improves the health, safety or environment in your community by applying health promotion principles

#### **DENTAL HYGIENE Competencies:**

- I. **Health Promotion: [9.5]** The dental hygiene graduate will promote the values of oral and general health to the public and organizations within and outside the profession.
  - 9.5 Identify factors that can be used to motivate the client for disease prevention and/or health maintenance.
  
- II. **Community Involvement: [10.1]** The dental hygiene graduate must be able to initiate and assume responsibility for health promotion and disease prevention activities for diverse populations.
  - 10.1 Assess community oral health needs and available resources and services for health improvement and access to the healthcare system.
  
- III. **Professional Commitment:[ 11.4 ]**-The dental hygiene graduate must be concerned with improving the knowledge, skills, and values of the profession. Due to the continually changing health care environment, the pursuit of new knowledge must occur on a continual basis.
  - 11.4 Assume the roles of the profession (clinician, educator, researcher, change agent, consumer advocate, administrator) as defined by the ADHA.

#### **CODA Accreditation Standards:**

This course is designed to meet the Commission on Dental Accreditation (CODA)/ADA accreditation standards for dental hygiene graduates. These standards can be viewed on the ADA website, under Accreditation of Dental Education (see link below). Standards addressed in this course include, but are not limited to

##### I. Patient Care Competencies

**2-20** Assess, plan, implement and evaluate community-based oral health programs including health promotion and disease prevention activities

**2-24, 2-26** Current Literature

##### II. **2-23, 2-2:** Prepare for life-long learning

Evaluate current scientific literature using EBP for changes in healthcare

<http://www.ada.org/sections/educationAndCareers/pdfs/dh.pdf>

Accessed April 18, 2012.

#### **COURSE ORGANIZATION**

##### **The main teaching modalities used in this course include:**

**1)** This course is taught in a virtual setting for online learners. The purpose is to develop new/multidimensional perspectives and frameworks for critical thinking using evidence based practice and the principles of health promotion and disease prevention.

2) A virtual format presentations accommodate the diverse literacy needs among our students to help them differentiate product, process and content of learning according to their learning style, interest and readiness. In this course virtual technologies continue to explore ways that multiple modalities influence the health literacy through the use and creation of health promotion and disease prevention models. These multimodal concepts allow students the opportunity to experience, conceptualize, analyze and apply meaning to assignments.

**Materials** – text book, computer, internet, web cam, speakers and video capability

**Computer Access** – The learning management system for this course is CANVAS and MS Word software, ability to use and develop YouTube channels and content.

**Reading Assignments** – Listed in class schedule

## ATTENDANCE

There is no attendance policy. However, virtual class participation is required at least twice weekly. Failure to engage and participate in class assignments within Canvas course materials at least twice a week throughout the semester will be considered an absence. For a link to University Policy please visit this site: <http://catalog.uthscsa.edu/generalinformation/generalacademicpolicies/studentabsences/>

## TEXTBOOKS

**Required:** Health Promotion, Jackie Green and Keith Tones, Ruth Cross & James Woodall, 3rd Ed. Age Publishing, ISBN-13: 978-1446294000

**Recommended:** Health People 2020 online curriculum. Leading Health Indicators: <http://healthypeople.gov/2020/LHI/whosleading.aspx?source=govdelivery&storyID=1#storyTitle>

## GRADING POLICIES AND EXAMINATION PROCEDURES

### Grading Policy

Evaluation for this course is based on successful completion of the assignments in each of the *Canvas Learning Management System* modules and course requirements listed below. Grades for assignments/projects/exams will be evaluated on a 100 point scale. There is no curve, no extra credit, no rounding of grades, no make-up assignments, or remediation for this class.

Examinations if given, follows **University grading policy** found at:

<http://catalog.uthscsa.edu/generalinformation/generalacademicpolicies/generalgradingpolicy/>

### Grading Scale

The grading scale used to determine final grades are listed below.

Each learner must receive a grade of “C” to pass the course. A grade of C = 75 % or better is required for successful completion of this course. There is no curve.

A = 90-100%    B = 80-89%    C = 70-79%    F = < 69%

### Evaluation

Evaluation for this course is based on successful completion of the Assignments in each of the *course* modules. Course requirements are listed below.

## MS Student(s) ASSIGNMENTS

Professionalism .....	= 10
Ch1: Health Promotion Ideologies.....	= 5
Ch 2 LHI, Ch 3 Determinants of Health .....	= 5
Ch 7: Health Education & Advocacy Messages .....	= 10
Ch 8: Analysis of Mass Media Potential, <b>SFA “Framing”</b> .....	= 20
Ch 8: Analysis of Mass Media Potential, <b>SFA Letter)</b> .....	= 20
Environmental Health Critique (Ted Talk).....	= 10
Project 1 Health Promotion (YouTube) .....	= 10
Project 2 Evaluating Health Program (SWOT).....	= 10

**Total= 100 pts**

**Late Assignments** 5 points off if, submitted one day after the due date. Automatic 10 points off for late submissions within 2 days. A zero will be entered for any submission on day 3 or later after the posted due date. However, in the event of an extenuating circumstance, these issues are evaluated on case by case basis, provided the student contacts the professor in email within 48 hours from the assignment due date **and he/she can provide official documentation of the extenuating circumstance.**

### **Academic Integrity & Professionalism:**

Any student who commits an act of academic dishonesty is subject to discipline as prescribed by the UT System Rules and Regulations of the Board of Regents. Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an exam for another person, signing attendance sheets for another student, and any act designed to give unfair advantage to a student or the attempt to commit such an act. Additional information may be obtained at

<http://catalog.uthscsa.edu/generalinformation/generalacademicpolicies/academicdishonestypolicy/>

Unprofessional conduct unbecoming of a health professional will result in a decrease of one letter grade, so please be mindful of Netiquette rules. If the infraction is ruled serious by the Academic Performance Committee and the faculty, we will follow the posted rules for UTHSC San Antonio Student Catalog for dismissal

### **Academic Integrity & Professionalism: Course standards**

	<a href="#">Excellent (8-10 points)</a>	<a href="#">Acceptable (5-7 points)</a>	<a href="#">Poor (2-4 points)</a>	<a href="#">0-1 points</a>	
Professional and civil in tone.	Postings adhere to course netiquette.  Postings are professional, not plagiarized and are civil in tone and offer corrective feedback.	Postings mainly adhere to course standards. However, do not offer an alternative solution to peers.	Postings do not follow course standards for netiquette and/or lack professional tone.	Many lapses in course standards. Posting is rude, combative or inflammatory	
Timeliness and quantity	3-4 postings per discussion, well distributed	2-3 postings per discussion, postings	1-2 postings per discussion, somewhat	0-1 postings per discussion, not distributed	

	throughout the week with first posting occurring early in the week.	distributed throughout the week with first posting occurring by day 4 of a weekly forum.	distributed with first posting occurring by day 4 of a weekly forum	throughout the week with postings occurring only on the weekend.	
Responsiveness	Postings are engaged with the original poster and refer directly to the original prompt.	Postings are mostly engaged with the original poster's comments, and may or may not refer to the original prompt.	Postings minimally engage the poster and/or have a questionable relationship to the original prompt	Postings do not engage with the original poster and bear no relationship to the original prompt.	
<p><a href="http://www.designingforlearning.info/index.html">Adapted from: Judith V. Boettcher, Designing for Learning</a>  <a href="http://www.designingforlearning.info/index.html">http://www.designingforlearning.info/index.html</a></p>					

**PLAGIARISM**--All academic work submitted to fulfill course requirements is expected to be the result of each student's own thought, research, and self-expression. A student will have committed plagiarism if someone else's work is reproduced *without acknowledging its source*. Examples of sources that must be acknowledged include any verbiage, ideas, or other direct quotes from published articles, chapters of books, computer programs, graphic representations, research papers, and other kinds or work from a source not generated as part of the public domain.

**TITLE IX AT UTHSCSA**

**Title IX Defined:**

Title of the Education Amendments of 1972 is a federal law that prohibits sex discrimination in education. It reads “no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

**University of Texas Health Science Center San Antonio’s Commitment:**

University of Texas Health Science Center San Antonio (UTHSCSA) is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. As required by Title IX, UTHSCSA does not discriminate on the basis of sex in its education programs and activities, and it encourages any student, faculty, or staff member who thinks that he or she has been subjected to sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to immediately report the incident to the Title IX Director.

In an emergency, victims of sexual abuse should call 911. For non-emergencies, they may contact UPD at 210-567-2800. Additional information may be obtained at <http://students.uthscsa.edu/titleix/>

**COURSE ACTIVITIES for ALL students:**

Include web-based and text readings, learning activities, small group exercises, framed in a community based setting. Learner team activities include the:

- A) Each student will be required to complete learning activities on the web with the topics being discussed in some modules. These may be in the form of reflection, group/community interactions, discussion, or written assignments. Some of these activities include-finding reliable web resources, comparing white papers, position paper, executive summaries, conducting surveys on peers, etc.)
- B) Develop 12 fifty word oral health message for school nurses
- C) Critique health messages with reflection
- D) **Project 1:** Analysis of Mass Media Develop three measurable behavioral objectives for an educational intervention in your community that will enable a small population (8-10) people to increase control over, and improve their health
- E) **Project 2:** Develop an analysis of a health promotion program and summarize the data in graph, table or direct quote format using SWOT analysis. A reflection component is included in this assignment and will require that the learner offer a solution and two recommendations/resources to remedy weaknesses found the program that was critiqued.

### **Instructor Help**

There is no remediation offered for this course. However, any student experiencing problems or needing help in the course, including working with *Canvas*, should feel free to ask for instructor help. Please call, email, or come by the office to set up an appointment with the course director as needed. My e-office hours are W & F 1:00-5:00 C. T. My cell phone (210) 872-5621 send a text.

### **Absence**

It is the student responsibility to email the course director if he/she cannot participate in class. Under certain circumstances, a student who is required to participate in active military services is excused from scheduled classes or other required activities and will be allowed to complete an assignment or exam within a reasonable time after the absence as noted in the Catalog under General Rules and Regulations

<http://catalog.uthscsa.edu/generalinformation/generalacademicpolicies/studentabsences/>

**An online student will be considered absent if he/she fails to participate in course activities at least once per week or fails respond to peers in Canvas within a week.**

### **Incomplete Grades**

The assignment of an "I" grade indicates that the student failed to complete requirements for the course due to unexpected and extenuating circumstances, such as illness, family emergency, or other non-academic and urgent matters. A grade of Incomplete "I" is not acceptable as a temporizing measure in situations of substandard academic performance. The outstanding work must be completed by the designated date issued by the faculty but no later than one year of the issuance of the "I" grade. When the course is completed the qualitative grade issued by the instructor will be submitted to the Office of the University Registrar using a Change of Grade Form. If the course work is not satisfactorily completed within the designated time, the "I" grade will be changed to an "F" grade. Incomplete grades should not be confused with failing grades of "F," in which a student failed to complete requirements without proper notice and documentation to the instructor. Please note that a vacation, wedding, and birthdays are not considered a life event or major medical health concern for consideration of these circumstances.

### **Academic Probation and Suspension Policy**

It is the policy of the Health Science Center to inform students of their scholastic standing in keeping with the following designations: Good Standing, Scholastic Probation and Scholastic Suspension.

<http://catalog.uthscsa.edu/generalinformation/generalacademicpolicies/academicprobationandsuspensionpolicy/>

### **REQUESTS FOR ACCOMODATIONS FOR DISABILITIES**

In accordance with policy 4.2.3, **Request for Accommodation Under the ADA and the ADA Amendments Act of 2008 (ADAAA)**, any student requesting accommodation must submit the appropriate request for accommodation under the American with Disabilities Act (ADA, form 100). to his/her appropriate Associate Dean of their School and a copy to the ADA Coordinator. Additional information may be obtained at <http://uthscsa.edu/eeo/request.asp>.

## **ACADEMIC INTEGRITY AND PROFESSIONALISM**

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In an emergency, victims of sexual abuse should call 911. For non-emergencies, they may contact UPD at 210-567-2800. Additional information may be obtained at <http://students.uthscsa.edu/titleix/>

**EMAIL POLICY** Emails will be responded to within 48 -hours; unless, the email is sent over the weekend or during a holiday. If that is the case then a response time will be on the next business day (M-F).

## **USE OF RECORDING DEVICES**

This course is delivered in a virtual format; as such, recording devices are required and must be posted as a link within Canvas Learning Management System. Posts should **not** be made public to protect the privacy of individuals served as part of a project in our course. All students are required to strictly adhere to HIPAA, environmental, health and safety regulations per University policy.

**ELECTRONIC DEVICES** If you are recording as part of an assignment, I ask that you turn off your cell phone, computers, tablets or any electronic device that could cause a distraction in grading.

**TENTATIVE updated CLASS SCHEDULE**  
**DENH 4103 Health Promotion**  
**DENH 5026 Health Promotion**  
**Fall 2017**


All assignments are due on Sunday's at midnight (12:00 AM) on listed dates

This course is delivered virtually in an asynchronous format

**Census date to drop the course July 20, 2017**

WEEK	DATE	TOPIC Title	Assignment	Instructor Prof. Nguyen for all dates: Due date
Week 1	9/5	Start Here Module	<p>Watch YT video clip found in "Welcome, Start Here" Module  In discussion</p> <ol style="list-style-type: none"> <li>1. Introduce yourself</li> <li>2. post one paragraph on your impression of the clip.</li> </ol>	9/10
Week 2	9/11	Ch1: Health Promotion Ideologies	<p>Read Text:  Chapter 1 Health Promotion  Read &amp; download ppts  Canvas-&gt;Content-&gt; Health Promotion Module.</p> <p><b>Assignment:</b> Develop 1 page word document using double space, 10-12 pt font to describe two models from Chpt 1 that best fits <b>your definition</b> of Health Promotion and explain why you espouse your position.  Upon completion upload assignment in Canvas Module</p>	9/17
Week 3	9/18	Ch 2 LHI, Ch 3 Determinants of Health	<p>Read &amp; download LHI ppt  Listen to the HP 2020 link in ppt</p> <p><b>Assignment:</b> In <a href="#">discussion board</a> Introduce your community. Include cited background statistics about your city/state and one LHI found in your community and any social determinants that are a problem in your community. (APA format, 6<sup>th</sup> edition). Detailed instruction in Module assignment box.  Upon completion upload your assignment in Canvas Module</p>	9/24



Week 4	9/25	Ch 7: Health Education & Advocacy Messages	<p>Download and read PPT To prepare watch: <a href="https://www.youtube.com/watch?v=l7iSYi3ziTI">https://www.youtube.com/watch?v=l7iSYi3ziTI</a></p> <p><b>Assignment:</b> </p> <p>In a word doc., write twelve 50 word oral health messages with one credible evidenced based link discussed in ppt Messages are aimed at school nurses grades 1-12. <b>No opinions please.</b> Include a short 2-3 word catchy/engaging title (not included in 50 word count) and reference a credible link for more information. Upon completion submit in Canvas. Examples found in PPT</p>	10/1
Week 5	10/2	Environmental Health, Ted Talk	This assignment requires that you apply what we have been learning by accessing your environment.	10/8
Week 6	10/9	Ch 8: Mass Communication: Analysis of Mass Media Potential, Strategic Frame Analysis, SFA -"Framing"	<p>Watch "Strategic Frame Analysis, SFA" videos in their entirety. There are two videos. To begin go to: <a href="http://sfa.frameworksinstitute.org/">http://sfa.frameworksinstitute.org/</a> <a href="http://www.frameworksinstitute.org/workshops/wym/">http://www.frameworksinstitute.org/workshops/wym/</a> <b>Read text, chapter 8</b></p>	10/15
Week 7	10/16	Ch 8: Analysis of Mass Media Potential, SFA Letter	<p>Complete "Framing Assignment" and "Letter Assignment" detailed instruction found in Canvas Module assignment box. <b>Read text, chapter 8</b></p>	10/22
Week 8	10/23	Health Promotion Project in YouTube all students	<p>This assignment requires that you apply what we have been learning by implementing an <u>educational</u> health promotion project in your community. Read the assignment page for detailed instruction</p>	10/29
Week 9	10/30	Health Promotion Project in YouTube all students	Continue working on your project	11/5

Week 10	11/6	Health Promotion Project in YouTube all students	Implement the project and video the encounter. Post your YouTube Video Link in Canvas	11/12
Week 11	11/13	Project 2 <b>MS Student(s) only</b> <b>Evaluating Health/Safety Program using SWOT Analysis</b>  Read: Chapter 11 Program Evaluation CDC Tool Kit Workbook pdf	This assignment requires that you apply what we have been learning by implementing an educational health promotion project in your community. This assignment will take you 3 weeks to complete.	
Week 12	11/26		Based on analysis of a health promotion program in your community. Implement a SWOT analysis to evaluate a program.	
Week 13		Project 2 Evaluating Health Project (SWOT)	<b>Submit Project 2: SWOT Analysis</b>	<b>12/4</b>
Week 14	12/11	FINALS Week Project 2 due MS student (s) only	Complete Course Evaluation found in Modules	<b>12/11</b> <b>MS student(s) only</b>
		<b>This is a project based course. There is no final. 😊</b>		
Week 15	12/15	Grades will be posted in People Soft. Pls complete course eval, as no- graded quiz		