

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School: School of Health Sciences Healthcare Administration Department **Date:** 2/25/2025

Course No. or Level: IPHC 365 **Title:** Epidemiology in Public Health, It's Literally Going Viral

Semester hours: 3 **Clock hours:** Lecture: 3 per week Laboratory: 0

Prerequisites: None

Enrollment expectation: 35

Indicate any course for which this course is a (an)


Modification _____
(proposed change in course title, course description, course content or method of instruction)

Substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

Alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: Dr. Jeff Bolles

Department Chairperson's/Dean's Signature 

Provost's Signature 

Date of Implementation Spring 2026

Date of School/Department approval February 25, 2025

Catalog description: This course is designed to be an entry into the field of epidemiology, with a focus on public health practice. Students will study the discipline's landmark historical events, scientific study design, statistical methods, causality, and strategies for disease interventions. This investigative science provides students with the basic skills to find the root causes of disease, develop intervention strategies, and stop outbreaks before they reach epidemic proportions.

- Purpose:**
- 1. For Whom (generally?)** Healthcare administration students
 - 2. What should the course do for the student?** This course will meet the needs of the growing Healthcare Administration department and fulfill the need for an introductory epidemiology course, a cornerstone of public health work. This course will expand the elective options for students within the department and provide students with additional skills that will prepare them for their careers in public health administration. This course will include concepts including calculating and reporting rates that describe health statuses across the globe; disease surveillance; research planning and design; statistical analysis; and ethics.

Teaching method planned: Teaching strategies will consist of instructor videos, PowerPoint presentations shared on Blackboard, audio-visual aids, written assignments (e.g. reaction papers to videos reporting on epidemiological developments/practices, case study analyses, projects) and online tests.

Textbook and/or materials planned (including electronic/multimedia):

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association. ISBN: 978-1-4338-3216-1.

Aschengrau, A. (2020). *Essentials of epidemiology in public health* (4th ed.). Jones and Bartlett ISBN: 978-1-2841-2835-2.

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement. Include a syllabus for the course.)

- History of Epidemiology
- Disease Frequency
- Sources of Public Health Data
- Descriptive Epidemiology
- Epidemiological Study Design and Experimental Studies
- Cohort Studies
- Bias and Confounding
- Random Error
- Effect Measure Modification
- Critical Review of Epidemiological Studies and Epidemiological Approaches
- Screening in Public Health Practice
- Epidemiology in Public Health Practice
- Case Studies in Epidemiology Practice
- Evaluation of Epidemiological Methods in Public Health
- Ethics in Research Involving Human Beings

See attached syllabus for course outline.

When completed, forward to the Office of the Provost.



School of Health Sciences Healthcare Administration (HCA)	
Course Title:	IPHC 365: Epidemiology in Public Health, It's Literally Going Viral
Credit Hours:	3
Semester / Year:	Spring 2026
Faculty:	Dr. Jeff Bolles
Office Number:	LNB #105
Office Phone:	843-661-4656
Email:	jeff.bolles@fmarion.edu
Office Hours:	TBD

Catalog description: This course is designed to be an entry into the field of epidemiology, with a focus on public health practice. Students will study the discipline's landmark historical events, scientific study design, statistical methods, causality, and strategies for disease interventions. This investigative science provides students with the basic skills to find the root causes of disease, develop intervention strategies, and stop outbreaks before they reach epidemic proportions.

Program Outcomes:

The Bachelors of Science in Healthcare Administration prepares the graduate to:

1. Utilize the liberal education courses as the cornerstone for study and practice as a healthcare professionals and leaders.
2. Incorporate the knowledge and skills in leadership, quality improvement, and patient safety in the provision of high-quality healthcare.
3. Provide safe and effective care to all individuals and groups across the lifespan based upon the principles and models of evidence-based practice.
4. Incorporate information management, patient care technologies, and communication devices in providing safe and effective patient care.
5. Incorporate information on healthcare policies, including financial and regulatory, directly and indirectly influencing the nature and functioning of the healthcare system in professional practice.
6. Demonstrate effective inter-professional communication and collaboration through verbal, nonverbal and written communication skills to practice individual accountability, patient advocacy, conflict resolution principles, and teambuilding strategies.
7. Integrate knowledge and skill derived from the physical sciences, bio-psycho-social sciences, and humanities in the provision to individuals, families, groups, communities, and populations across the life span with a focus on health promotion, disease and injury prevention.
8. Demonstrate and utilize principles of legal ethical core values of professionalism with the application of professional values of altruism, autonomy, human dignity, integrity, and social justice in the delivery of patient care.
9. Utilize the roles of provider of care, manager/coordinator of care, and member of

the profession in developing and providing safe and effective care to all patients across the lifespan with diverse multicultural needs, including; but is not limited to cultural, spiritual, ethnic, gender, and sexual orientation to diversity.

Course Outcomes: At the completion of this course, the student will be able to:

1. Define epidemiology and its different disciplines, including field, chronic disease, and clinical epidemiology
2. Calculate the different rates used in support of disease surveillance, including morbidity, mortality, and attack rates
3. Develop strategies to prevent, intervene, and control or eliminate disease outbreaks
4. Use historical markers and trends to detect potential disease threats before they can progress

Course Access and Navigation: This course was developed using Blackboard (Bb). To access the course, go to <https://blackboard@fmarion.edu>. Click on the Login button and use your username and password. If you do not have a password, follow the prompt to create them. If you have problems at any time with logging in, or with the Bb system, contact Technical Support at Francis Marion University at 843-661-1111 for help.

Teaching Strategies: Teaching strategies will consist of voice-over lecture and podcasts, audio-visual aids, discussions, presentations, and written assignments.

Textbook(s):

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association. ISBN: 978-1-4338-3216-1.
 Aschengrau, A. (2020). *Essentials of epidemiology in public health* (4th ed.). Jones and Bartlett ISBN: 978-1-2841-2835-2.

Methods of Evaluation: In order to progress in the *Bachelor of Science in Healthcare Administration program*, the student must receive a grade of “D” (1.0 on a 4.0 scale) to receive credit for the course.

Course Evaluation Methods:

Assignment	Percent of Final Grade
Video Reviews (4)	40%
Midterm Exam	15%
Case Studies (3)	30%
Final Exam	15%

Grading Scale:

Alphabetic	Raw Score
A	94-100
B+	90-93
B	87-89
C+	83-86
C	80-82

D+	76-79
D	73-75
F	72 or below

Only FINAL course grades will be rounded, final course grades of 0.50 or greater will be rounded up to the next whole numeric value. To receive credit for the course, students must earn a final grade of 72.5, rounded to a 73. Extra credit assignments are **not** guaranteed and should not be expected to be offered.

Online Attendance Policy: To be considered present, students must log on at least one time and make some meaningful contribution to classmates' learning during the week/module. A student who does not sign in and/or does not provide any meaningful input will be considered absent and may be at risk of failing the course.

Grading Rubrics: Grading rubrics are used to provide appropriate assignment feedback to the online student, and to maintain consistency in assigning grades. Grading rubrics for each individual assignment can be found on Bb.

Work Turned in Late: Any assignments that are due in the assigned week will be considered on time if submitted by midnight of the assigned due date. **Failure to submit an assignment by the designated due date will result in a 10-point deduction for each day the work is not submitted.** If the need for an extension arises, permission from faculty must be obtained PRIOR to the due date in order to avoid any point deduction. If not submitted on the new due date, 10 points will be deducted each day the assignment is not submitted. In the event of a medical and/or personal emergency, valid documentation must be provided to the instructor within **5 days of the deadline for the missed assignment.** Deadlines will not be waived or extended for documentation sent after 5 days of the missed assignment and the assignment grade will be deducted 10 points per day for late submission. Valid documentation may include a school excuse signed by a healthcare provider or an obituary for a loss in the family.

Extra Credit and Missed Assignments: Extra credit assignments are **not** guaranteed and should not be expected to be offered. Extra points will not be provided unless a test item analysis indicates poorly expressed test items. There are no make-up assignments or extra assignments offered and therefore these opportunities should not be expected.

Course Withdrawal: Prior to the withdrawal date a student may initiate withdrawal from a course. Withdrawals requested prior to the withdrawal date will have a recorded grade of W. After the withdrawal date, a student may not initiate withdrawal from a course. Withdrawal dates will be November 10 in fall semesters and April 10 in spring semesters. When a student initiates withdrawal from a course, the withdrawal is not complete until the student fills out a Drop Form, obtains all required signatures, and delivers the form to the Registrar's Office.

A faculty member may withdraw a student from the course at any time during a semester prior to the submission of final grades, and the grade recorded will be W. Reasons for withdrawal may include, but not be limited to, course policy or Honor Code violations. Students withdrawn from a course for an Honor Code violation may be assigned a grade of F in accordance with individual course policies. When a faculty member withdraws a student from a course, the withdrawal is

not complete until the faculty member fills out an Automatic Dropping of Students Form, obtains the signature of the department chair or dean, and delivers the form to the Registrar's Office.

Discussion Board Participation: The student will be evaluated on the quality of contributions, insights, contributions to knowledge, and by the frequency of postings and reading of the discussion boards. Students are responsible for reading ALL postings within the discussion board, responding to student questions directed to the student individually, and meeting the discussion board criteria shown below.

Communication Policy for Blackboard: Online classes require a special set of guidelines to enable equal participation for all students, and to assure privacy, respect, and accountability are maintained. The intent of discussion boards are to replace the sharing that would occur between students in the classroom, to allow faculty to identify student learning and correct misconceptions, and to share in the educational process as professionals. To help the student become accustomed to working in an on-line classroom, the following guidelines are listed:

- Students are expected to check email daily and discussion board at least every two days for student posts and faculty updates.
- Professional respect requires students to respond to discussion board questions directed to them specifically by their peers. Students are expected to use a positive and respectful tone.
- Some courses will require the students to work in groups. A designated group discussion site will be made available for these discussions. It is highly encouraged that the students use the Bb group discussion site for their team communications.
- Students should not dominate the discussion. If a student has something to address that is off topic, email the person directly.
- Abusive comments will not be tolerated. The student may lose points, or this may be grounds for being asked to leave the course.
- Typing in Word before posting will help the student eliminate spelling and grammatical errors. Using all caps to highlight a point is generally considered "shouting" online.
- Reference all information used in a post that is not the student's own knowledge.
- Each course faculty will monitor and respond to discussion board posts as appropriate. However, the discussion board itself is intended to be student-directed.

Definition of Unprofessional Behavior: Unprofessional or disruptive behavior is defined as any behavior that is contentious, threatening, insulting, or potentially litigious or otherwise interferes or has the potential to interfere with an individual's or group's professional responsibilities, self-respect, or ability to collaborate productively with others. It is behavior that creates an unsafe, intimidating, hostile, destructive or offensive work, academic or clinical environment. Dictates of professional behavior apply to faculty, staff, and students in the School of Health Sciences. Examples of unprofessional or disruptive behavior include but are not limited to the following:

- Shouting or using vulgar, profane or abusive language and/or behavior
- Physical assault or threat thereof, and/or intimidating behavior
- Refusal to cooperate with others
- Conduct that constitutes sexual harassment
- Refusal to adhere to School of Health Sciences policies

- Inappropriate comments written in official documents that impugn faculty, staff, or students of the School of Health Sciences
- Non-constructive criticism addressed to an individual in such a way to intimidate, belittle or suggest incompetence
- Imposition on staff of unnecessarily burdensome or idiosyncratic requirements that are generally not professionally accepted and do not result in improved efficiency
- Making or threatening reprisals for reporting disruptive or inappropriate behavior
- Inappropriate email conduct, lack of properly addressing faculty, shouting or using inappropriate language.

Disciplinary Action for Unprofessional Behavior: Unprofessional or disruptive behavior demonstrated by a School of Health Sciences student towards another student, patient, faculty, or staff will be managed as follows. All warnings are cumulative throughout the program.

1. If possible and reasonable, the complainant should first attempt to resolve the issue by asking the individual to discontinue the inappropriate behavior. The complainant should document the attempted resolution and forward to the course coordinator. Student violations will warrant a warning for unprofessional behavior.
2. If behavior is repeated and deemed as an Honor Code violation, the complainant should bring the incident to the attention of the Director of Healthcare Administration and use the procedures as referred to in the *University Catalog and Student Handbook*.
3. If behavior is repeated and is not an Honor Code Violation, the complainant should contact the Chair for the School of Health Sciences and a second warning for unprofessional behavior will be initiated. The third occurrence will warrant a course failure.

Written Paper Requirements:

- All papers must use appropriate sentence structure, grammar, organization, punctuation and spelling. Proficiency in English grammar is an expectation.
- All papers must demonstrate evidence of logical development of thought, clarity, and organization.
- To be accepted for grading, all written papers will be typed and follow APA guidelines.
- All written assignments must be submitted in Bb unless instructed otherwise.
- If an assignment is submitted (paper, presentation, case study, etc.) that has already been submitted in this class previously or another class, this behavior is considered **self-plagiarism** and could result in an automatic ZERO. Additionally, if information is copied and pasted from another source without direct quotes and appropriate reference(s) and/or information is paraphrased without an in-text citation, this is also considered **plagiarism**. This is a serious academic infraction and could result in a zero for the assignment and reported to the Provost according to the Honor Code found in the *University Student Handbook: Rights and Responsibilities Standards of Conduct (current edition)*.

Feedback on submitted assignments: The course faculty will return assignments with feedback and assigned earned grade within one week (7 days) of assignment submission. There may be some cases where faculty need additional time to review and assign grades for larger

assignments such as research papers and PowerPoint presentations but this will be communicated with the students when necessary.

Disclaimer: Faculty members have the prerogative to schedule extra learning activities, change course content and due dates as deemed appropriate, related to learning outcomes. If the syllabus is changed for any reason, faculty will notify students in the following manner; verbally in class and/or on the announcement page of Blackboard and/or by email.

ACADEMIC INFORMATION

Americans with Disabilities Act (ADA): If a student has a documented disability and requires special assistance or accommodations, they should contact the University Counseling and Testing Center (*Francis Marion University Student Handbook*). Accommodations will be made with proper documentation from the University Counseling and Testing Center. If during the semester the student's accommodations need to be altered, the student will provide documentation from the University Counseling and Testing Center.

Student Responsibilities: Each student is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog and the University Student Handbook*. Each student is responsible for maintaining the grade point average required, and meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the student.

Grievance Procedure: The program adheres to the University Guidelines for Student Concerns or Complaints as outlined in the current edition of the *Francis Marion University Catalog*. Student concerns or complaints are handled in a professional manner. Discussion and problem solving of issues should be based on facts. Resolution should acknowledge the satisfaction of all parties, but must maintain the integrity of the program. If the issue(s) cannot be resolved through the procedures above, a formal grievance may be filed as described in the current edition of the *University Student Handbook*.

Academic Dishonesty: See Honor Code found in the *University Student Handbook: Rights and Responsibilities Standards of Conduct (current edition)*. All students and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work.

If an assignment is submitted (paper, presentation, case study, etc.) that has already been submitted in this class previously or another class, this behavior is considered **self-plagiarism** and could result in an automatic ZERO. Additionally, if information is copied and pasted from another source without direct quotes and appropriate reference(s) and/or information is paraphrased without an in-text citation, this is also considered **plagiarism**. This is a serious academic infraction and could result in a zero for the assignment and reported to the Provost according to the Honor Code found in the *University Student Handbook: Rights and Responsibilities Standards of Conduct (current edition)*.

Email: Electronic mail is an essential component of communication between the Faculty, administration, and students; therefore, all students are required to have an active email account. Email responses to faculty are expected within 72 hours. In return, faculty will email students within 72 hours with the exception of weekends and holidays. Email to all faculty and students in the department must be addressed professionally with a proper salutation, complimentary closing, and signature. If any of the proper ingredients are lacking, the email will be returned with a note that states “please address this email in a professional manner.”

Social Network/Photo Policy: Students are encouraged to use their most professional judgment in regards to social networking sites and photos. Information and/or pictures about clinical or patient information is not appropriate on social networking sites. Information and/or pictures about faculty, other students, laboratory, or simulation experiences in any format must receive prior approval from faculty before posting to social media. If granted approval, students must include the department hashtag #FMUnursing. Violations of this policy will result in dismissal from the program for lack of maintaining professional standards.

FMU Non-Discrimination Policy: Francis Marion University follows all federal and state laws banning discrimination in public institutions of higher learning. Francis Marion adheres to all Title IX policies, and does not discriminate on the basis of race, color, sex, religion, ethnicity, national origin, age, sexual orientation, gender identity, veteran status or any other protected category under applicable local, state, or federal law. General questions regarding Title IX can be directed to the Office of Civil Rights (www.ed.gov/ocr). Specific questions may be referred to the University’s Title IX Coordinator (titleixcoordinator@fmarion.edu).

Computer Use: Students are required to have access to a laptop or computer. The minimum configuration should include: updated versions of Microsoft Windows and Microsoft Office, including Word and PowerPoint, wireless internet access, and other software specifications as directed by the faculty.

Computer Access on Campus: FMU’s Academic Computer Center and the Computer/ Student Lounge in the LNB are open to all enrolled students. Access to the laboratory may require a valid University ID Card. Students are required to supply their own external drives and printer paper. The software and documents available are copyrighted products and may not be reproduced, in part or in whole for any purpose. Students are required to follow all FMU policies with regards to disk write rights, piracy, viruses, climate, and media when working in the computer lab.

Acceptable Uses of the Internet: Guidelines for acceptable Internet use are available in the *FMU Catalog*, as well as on the Academic Computing section of the FMU website (www.fmarion.edu).

Printing: Printers are located throughout the FMU campus. See the current *FMU Catalog* for printing policies.

ADDITIONAL FRANCIS MARION UNIVERSITY RESOURCES

Sidney Coker, Nursing Administrative Assistant	(843) 661-1690
Rogers Library	(843) 661-1310

Counseling and Testing Center
Technical Support
Writing Center

(843) 662-8263
(843) 661-1111
(843) 661-1654

Course Content Outline:

Week	Topic	Readings	Assignments Due
Week 1:	Module 1 History of Epidemiology Disease Frequency	Chapters 1-3	None
Week 2:	Module 1 History of Epidemiology Disease Frequency	Chapters 1-3	Video Review 1
Week 3:	Module 2 Sources of Public Health Data Descriptive Epidemiology	Chapters 4-5	Case Study 1
Week 4:	Module 2 Sources of Public Health Data Descriptive Epidemiology	Chapters 4-5	None
Week 5:	Module 3 Epidemiological Study Design and Experimental Studies Cohort Studies	Chapters 6-9	Video Review 2
Week 6:	Module 3 Epidemiological Study Design and Experimental Studies Cohort Studies	Chapters 6-9	Case Study 2
Week 7:	Module 3 Epidemiological Study Design and Experimental Studies Cohort Studies	Chapters 6-9	Midterm Exam
Week 8:	Spring Break (Subject to change)	None	None
Week 9:	Module 4 Bias and Confounding Random Error	Chapters 10-12	None
Week 10:	Module 4 Bias and Confounding Random Error	Chapters 10-12	Video Review 3
Week 11:	Module 5 Effect Measure Modification Critical Review of Epidemiological Studies and Epidemiological Approach	Chapters 13-15	None
Week 12:	Module 5 Effect Measure Modification Critical Review of Epidemiological Studies and Epidemiological Approach	Chapters 13-15	Video Review 4
Week 13:	Module 6 Screening in Public Health Practice Ethics in Research Involving Human Beings	Chapters 16-17	Case Study 3
Week 14:	Module 6 Screening in Public Health Practice Ethics in Research Involving Human Beings	Chapters 16-17	None
Week 15:	Final Exam	Chapters 1-17	Final Exam

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School: School of Health Sciences Healthcare Administration Department **Date:** 2/25/2025

Course No. or Level: IPHC 410 **Title:** Health Behavior Theories in Public Health

Semester hours: 3 **Clock hours:** Lecture: 3 per week Laboratory: 0

Prerequisites: None

Enrollment expectation: 35

Indicate any course for which this course is a (an)

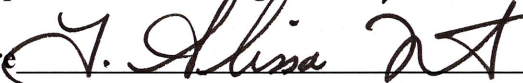
Modification _____
(proposed change in course title, course description, course content or method of instruction)

Substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

Alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: Dr. Jeff Bolles

Department Chairperson's/Dean's Signature 

Provost's Signature 

Date of Implementation Spring 2026

Date of School/Department approval February 25, 2025

Catalog description: Behavioral health is the cornerstone of public health practice, and the theoretical models of health behavior are introduced in the core courses of the Healthcare Administration curriculum. This course is designed to promote the student's comprehensive knowledge of the different models and theories of health behavior, putting theory into practice through guided research and writing, case evaluation, and the development of an intervention protocol. Emphasis is placed on comparative analysis of the popular models and theories and their constructs, determining their strengths and weaknesses, as well as their appropriateness for different segments of the population and application to public health programs. This course is highly recommended for those students pursuing the Certified Health Education Specialist (CHES) credential from the National Commission for Higher Education Credentialing (NCHEC).

- Purpose:**
- 1. For Whom (generally?)** Healthcare administration students
 - 2. What should the course do for the student?** This course will meet the needs of the growing Healthcare Administration department and fulfill the need for an advanced course in health behavior theory. This course will expand the elective options for students within the department and provide students with additional skills that will prepare them for their careers in public health administration. Further, this course will provide students

with the high-level health behavior competencies needed to qualify for and pass the Certified Health Education Specialist (CHES) exam, the highly respected and marketable credential from the National Commission for Higher Education Credentialing (NCHEC). This course will include in-depth analysis and application of the extensive collection of health behavior theories, with emphasis on evaluating both the models' constructs and the target audiences' specific characteristics and needs to determine the best model(s) to ensure cultural competence and sensitivity, tailoring of health behavior messaging, and promoting development of and adherence to long-term health behaviors.

Teaching method planned: Teaching strategies will consist of instructor videos, PowerPoint presentations shared on Blackboard, audio-visual aids, dynamic and collaborative, discipline-specific written assignments (e.g. mini thesis, case study, and projects).

Textbook and/or materials planned (including electronic/multimedia):

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association. ISBN: 978-1-4338-3216-1.

Simons-Morton, B. (2022). *Behavior theory in public health practice and research* (2nd ed.). Jones and Barlett. ISBN: 978-1-2842-3171-7.

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement. Include a syllabus for the course.)

- Health Behavior in Public Health
- Social Ecological Perspectives of Health Behavior
- Theories of Motivation and Behavior
- Self-Regulation and Social Cognitive Theory
- Self-Determination Theory
- Motivational Interviewing
- Social Influence Theory
- Value Expectancy Theories
- Transtheoretical Model (Stages of Change)
- Health Communication and Social Marketing
- Diffusions of Innovation Theory
- Applications of Theory to Public Health
- The Value of Health Behavior Theory
- Techniques in writing for Public Health Administration
- Creating and Piloting Health Behavior Change Initiatives

See attached syllabus for course outline.

When completed, forward to the Office of the Provost.



School of Health Sciences Healthcare Administration (HCA)	
Course Title:	IPHC 410: Health Behavior Theories in Public Health
Credit Hours:	3
Semester / Year:	Spring 2026
Faculty:	Dr. Jeff Bolles
Office Number:	LNB #105
Office Phone:	843-661-4656
Email:	jeff.bolles@fmarion.edu
Office Hours:	TBD

Catalog description: Behavioral health is the cornerstone of public health practice, and the theoretical models of health behavior are introduced in the core courses of the Healthcare Administration curriculum. This course is designed to promote the student's comprehensive knowledge of the different models and theories of health behavior, putting theory into practice through guided research and writing, case evaluation, and the development of an intervention protocol. Emphasis is placed on comparative analysis of the popular models and theories and their constructs, determining their strengths and weaknesses, as well as their appropriateness for different segments of the population and application to public health programs. This course is highly recommended for those students pursuing the Certified Health Education Specialist (CHES) credential from the National Commission for Higher Education Credentialing (NCHEC).

Program Outcomes:

The Bachelors of Science in Healthcare Administration prepares the graduate to:

1. Utilize the liberal education courses as the cornerstone for study and practice as a healthcare professionals and leaders.
2. Incorporate the knowledge and skills in leadership, quality improvement, and patient safety in the provision of high-quality healthcare.
3. Provide safe and effective care to all individuals and groups across the lifespan based upon the principles and models of evidence-based practice.
4. Incorporate information management, patient care technologies, and communication devices in providing safe and effective patient care.
5. Incorporate information on healthcare policies, including financial and regulatory, directly and indirectly influencing the nature and functioning of the healthcare system in professional practice.
6. Demonstrate effective inter-professional communication and collaboration through verbal, nonverbal and written communication skills to practice individual accountability, patient advocacy, conflict resolution principles, and teambuilding strategies.
7. Integrate knowledge and skill derived from the physical sciences, bio-psycho-social sciences, and humanities in the provision to individuals, families, groups, communities, and populations across the life span with a focus on health promotion, disease and injury prevention.

8. Demonstrate and utilize principles of legal ethical core values of professionalism with the application of professional values of altruism, autonomy, human dignity, integrity, and social justice in the delivery of patient care.
9. Utilize the roles of provider of care, manager/coordinator of care, and member of the profession in developing and providing safe and effective care to all patients across the lifespan with diverse multicultural needs, including; but is not limited to cultural, spiritual, ethnic, gender, and sexual orientation to diversity.

Course Outcomes: At the completion of this course, the student will be able to:

1. Thoroughly discuss each model's stages/constructs and the actions required for each
2. Determine which health behavior models are best used for different segments of the population
3. Develop program implementation plans to improve population health through behavior modification
4. Communicate designated strategies to the target population
5. Implement interventions to improve health behavior within targeted populations
6. Assess the impact of the applied health behavior change strategies

Course Access and Navigation: This course was developed using Blackboard (Bb). To access the course, go to <https://blackboard@fmarion.edu>. Click on the Login button and use your username and password. If you do not have a password, follow the prompt to create them. If you have problems at any time with logging in, or with the Bb system, contact Technical Support at Francis Marion University at 843-661-1111 for help.

Teaching Strategies: Teaching strategies will consist of voice-over lecture and podcasts, audio-visual aids, discussions, presentations, and written assignments.

Textbook(s):

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association. ISBN: 978-1-4338-3216-1.
Simons-Morton, B. (2022). *Behavior theory in public health practice and research* (2nd ed.). Jones and Barlett. ISBN: 978-1-2842-3171-7.

Methods of Evaluation: In order to progress in the *Bachelor of Science in Healthcare Administration program*, the student must receive a grade of "D" (1.0 on a 4.0 scale) to receive credit for the course.

Course Evaluation Methods:

Assignment	Percent of Final Grade
Case Study	20%
Health Behavior Mini Thesis	
First Draft	10%
Second Draft	10%
Final Draft	20%
Health Behavior Practice Project	40%

Grading Scale:

Alphabetic	Raw Score
A	94-100
B+	90-93
B	87-89
C+	83-86
C	80-82
D+	76-79
D	73-75
F	72 or below

Only FINAL course grades will be rounded, final course grades of 0.50 or greater will be rounded up to the next whole numeric value. To receive credit for the course, students must earn a final grade of 72.5, rounded to a 73. Extra credit assignments are **not** guaranteed and should not be expected to be offered.

Online Attendance Policy: To be considered present, students must log on at least one time and make some meaningful contribution to classmates' learning during the week/module. A student who does not sign in and/or does not provide any meaningful input will be considered absent and may be at risk of failing the course.

Grading Rubrics: Grading rubrics are used to provide appropriate assignment feedback to the online student, and to maintain consistency in assigning grades. Grading rubrics for each individual assignment can be found on Bb.

Work Turned in Late: Any assignments that are due in the assigned week will be considered on time if submitted by midnight of the assigned due date. **Failure to submit an assignment by the designated due date will result in a 10-point deduction for each day the work is not submitted.** If the need for an extension arises, permission from faculty must be obtained PRIOR to the due date in order to avoid any point deduction. If not submitted on the new due date, 10 points will be deducted each day the assignment is not submitted. In the event of a medical and/or personal emergency, valid documentation must be provided to the instructor within **5 days of the deadline for the missed assignment.** Deadlines will not be waived or extended for documentation sent after 5 days of the missed assignment and the assignment grade will be deducted 10 points per day for late submission. Valid documentation may include a school excuse signed by a healthcare provider or an obituary for a loss in the family.

Extra Credit and Missed Assignments: Extra credit assignments are **not** guaranteed and should not be expected to be offered. Extra points will not be provided unless a test item analysis indicates poorly expressed test items. There are no make-up assignments or extra assignments offered and therefore these opportunities should not be expected.

Course Withdrawal: Prior to the withdrawal date a student may initiate withdrawal from a course. Withdrawals requested prior to the withdrawal date will have a recorded grade of W. After the withdrawal date, a student may not initiate withdrawal from a course. Withdrawal dates will be November 10 in fall semesters and April 10 in spring semesters. When a student initiates

withdrawal from a course, the withdrawal is not complete until the student fills out a Drop Form, obtains all required signatures, and delivers the form to the Registrar's Office.

A faculty member may withdraw a student from the course at any time during a semester prior to the submission of final grades, and the grade recorded will be W. Reasons for withdrawal may include, but not be limited to, course policy or Honor Code violations. Students withdrawn from a course for an Honor Code violation may be assigned a grade of F in accordance with individual course policies. When a faculty member withdraws a student from a course, the withdrawal is not complete until the faculty member fills out an Automatic Dropping of Students Form, obtains the signature of the department chair or dean, and delivers the form to the Registrar's Office.

Discussion Board Participation: The student will be evaluated on the quality of contributions, insights, contributions to knowledge, and by the frequency of postings and reading of the discussion boards. Students are responsible for reading ALL postings within the discussion board, responding to student questions directed to the student individually, and meeting the discussion board criteria shown below.

Communication Policy for Blackboard: Online classes require a special set of guidelines to enable equal participation for all students, and to assure privacy, respect, and accountability are maintained. The intent of discussion boards are to replace the sharing that would occur between students in the classroom, to allow faculty to identify student learning and correct misconceptions, and to share in the educational process as professionals. To help the student become accustomed to working in an on-line classroom, the following guidelines are listed:

- Students are expected to check email daily and discussion board at least every two days for student posts and faculty updates.
- Professional respect requires students to respond to discussion board questions directed to them specifically by their peers. Students are expected to use a positive and respectful tone.
- Some courses will require the students to work in groups. A designated group discussion site will be made available for these discussions. It is highly encouraged that the students use the Bb group discussion site for their team communications.
- Students should not dominate the discussion. If a student has something to address that is off topic, email the person directly.
- Abusive comments will not be tolerated. The student may lose points, or this may be grounds for being asked to leave the course.
- Typing in Word before posting will help the student eliminate spelling and grammatical errors. Using all caps to highlight a point is generally considered "shouting" online.
- Reference all information used in a post that is not the student's own knowledge.
- Each course faculty will monitor and respond to discussion board posts as appropriate. However, the discussion board itself is intended to be student-directed.

Definition of Unprofessional Behavior: Unprofessional or disruptive behavior is defined as any behavior that is contentious, threatening, insulting, or potentially litigious or otherwise interferes or has the potential to interfere with an individual's or group's professional responsibilities, self-respect, or ability to collaborate productively with others. It is behavior that creates an unsafe, intimidating, hostile, destructive or offensive work, academic or clinical environment. Dictates of professional behavior apply to faculty, staff, and students in the

School of Health Sciences. Examples of unprofessional or disruptive behavior include but are not limited to the following:

- Shouting or using vulgar, profane or abusive language and/or behavior
- Physical assault or threat thereof, and/or intimidating behavior
- Refusal to cooperate with others
- Conduct that constitutes sexual harassment
- Refusal to adhere to School of Health Sciences policies
- Inappropriate comments written in official documents that impugn faculty, staff, or students of the School of Health Sciences
- Non-constructive criticism addressed to an individual in such a way to intimidate, belittle or suggest incompetence
- Imposition on staff of unnecessarily burdensome or idiosyncratic requirements that are generally not professionally accepted and do not result in improved efficiency
- Making or threatening reprisals for reporting disruptive or inappropriate behavior
- Inappropriate email conduct, lack of properly addressing faculty, shouting or using inappropriate language.

Disciplinary Action for Unprofessional Behavior: Unprofessional or disruptive behavior demonstrated by a School of Health Sciences student towards another student, patient, faculty, or staff will be managed as follows. All warnings are cumulative throughout the program.

1. If possible and reasonable, the complainant should first attempt to resolve the issue by asking the individual to discontinue the inappropriate behavior. The complainant should document the attempted resolution and forward to the course coordinator. Student violations will warrant a warning for unprofessional behavior.
2. If behavior is repeated and deemed as an Honor Code violation, the complainant should bring the incident to the attention of the Director of Healthcare Administration and use the procedures as referred to in the *University Catalog and Student Handbook*.
3. If behavior is repeated and is not an Honor Code Violation, the complainant should contact the Chair for the School of Health Sciences and a second warning for unprofessional behavior will be initiated. The third occurrence will warrant a course failure.

Written Paper Requirements:

- All papers must use appropriate sentence structure, grammar, organization, punctuation and spelling. Proficiency in English grammar is an expectation.
- All papers must demonstrate evidence of logical development of thought, clarity, and organization.
- To be accepted for grading, all written papers will be typed and follow APA guidelines.
- All written assignments must be submitted in Bb unless instructed otherwise.
- If an assignment is submitted (paper, presentation, case study, etc.) that has already been submitted in this class previously or another class, this behavior is considered **self-plagiarism** and could result in an automatic ZERO. Additionally, if information is copied and pasted from another source without direct quotes and appropriate reference(s) and/or information is paraphrased without an in-text citation, this is also considered **plagiarism**. This is a serious academic infraction and could result in a zero for the assignment and

reported to the Provost according to the Honor Code found in the *University Student Handbook: Rights and Responsibilities Standards of Conduct (current edition)*.

Feedback on submitted assignments: The course faculty will return assignments with feedback and assigned earned grade within one week (7 days) of assignment submission. There may be some cases where faculty need additional time to review and assign grades for larger assignments such as research papers and PowerPoint presentations but this will be communicated with the students when necessary.

Disclaimer: Faculty members have the prerogative to schedule extra learning activities, change course content and due dates as deemed appropriate, related to learning outcomes. If the syllabus is changed for any reason, faculty will notify students in the following manner; verbally in class and/or on the announcement page of Blackboard and/or by email.

ACADEMIC INFORMATION

Americans with Disabilities Act (ADA): If a student has a documented disability and requires special assistance or accommodations, they should contact the University Counseling and Testing Center (*Francis Marion University Student Handbook*). Accommodations will be made with proper documentation from the University Counseling and Testing Center. If during the semester the student's accommodations need to be altered, the student will provide documentation from the University Counseling and Testing Center.

Student Responsibilities: Each student is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog and the University Student Handbook*. Each student is responsible for maintaining the grade point average required, and meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the student.

Grievance Procedure: The program adheres to the University Guidelines for Student Concerns or Complaints as outlined in the current edition of the *Francis Marion University Catalog*. Student concerns or complaints are handled in a professional manner. Discussion and problem solving of issues should be based on facts. Resolution should acknowledge the satisfaction of all parties, but must maintain the integrity of the program. If the issue(s) cannot be resolved through the procedures above, a formal grievance may be filed as described in the current edition of the *University Student Handbook*.

Academic Dishonesty: See Honor Code found in the *University Student Handbook: Rights and Responsibilities Standards of Conduct (current edition)*. All students and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work.

If an assignment is submitted (paper, presentation, case study, etc.) that has already been submitted in this class previously or another class, this behavior is considered **self-plagiarism** and could result in an automatic ZERO. Additionally, if information is copied and pasted from another source without direct quotes and appropriate reference(s) and/or information is

paraphrased without an in-text citation, this is also considered **plagiarism**. This is a serious academic infraction and could result in a zero for the assignment and reported to the Provost according to the Honor Code found in the *University Student Handbook: Rights and Responsibilities Standards of Conduct (current edition)*.

Email: Electronic mail is an essential component of communication between the Faculty, administration, and students; therefore, all students are required to have an active email account. Email responses to faculty are expected within 72 hours. In return, faculty will email students within 72 hours with the exception of weekends and holidays. Email to all faculty and students in the department must be addressed professionally with a proper salutation, complimentary closing, and signature. If any of the proper ingredients are lacking, the email will be returned with a note that states “please address this email in a professional manner.”

Social Network/Photo Policy: Students are encouraged to use their most professional judgment in regards to social networking sites and photos. Information and/or pictures about clinical or patient information is not appropriate on social networking sites. Information and/or pictures about faculty, other students, laboratory, or simulation experiences in any format must receive prior approval from faculty before posting to social media. If granted approval, students must include the department hashtag #FMUnursing. Violations of this policy will result in dismissal from the program for lack of maintaining professional standards.

FMU Non-Discrimination Policy: Francis Marion University follows all federal and state laws banning discrimination in public institutions of higher learning. Francis Marion adheres to all Title IX policies, and does not discriminate on the basis of race, color, sex, religion, ethnicity, national origin, age, sexual orientation, gender identity, veteran status or any other protected category under applicable local, state, or federal law. General questions regarding Title IX can be directed to the Office of Civil Rights (www.ed.gov/ocr). Specific questions may be referred to the University’s Title IX Coordinator (titleixcoordinator@fmarion.edu).

Computer Use: Students are required to have access to a laptop or computer. The minimum configuration should include: updated versions of Microsoft Windows and Microsoft Office, including Word and PowerPoint, wireless internet access, and other software specifications as directed by the faculty.

Computer Access on Campus: FMU’s Academic Computer Center and the Computer/ Student Lounge in the LNB are open to all enrolled students. Access to the laboratory may require a valid University ID Card. Students are required to supply their own external drives and printer paper. The software and documents available are copyrighted products and may not be reproduced, in part or in whole for any purpose. Students are required to follow all FMU policies with regards to disk write rights, piracy, viruses, climate, and media when working in the computer lab.

Acceptable Uses of the Internet: Guidelines for acceptable Internet use are available in the *FMU Catalog*, as well as on the Academic Computing section of the FMU website (www.fmarion.edu).

Printing: Printers are located throughout the FMU campus. See the current FMU *Catalog* for printing policies.

ADDITIONAL FRANCIS MARION UNIVERSITY RESOURCES

Sidney Coker, Nursing Administrative Assistant	(843) 661-1690
Rogers Library	(843) 661-1310
Counseling and Testing Center	(843) 662-8263
Technical Support	(843) 661-1111
Writing Center	(843) 661-1654

Course Content Outline:

Week	Topic	Readings	Assignments Due
Week 1:	Module 1 Health Behavior in Public Health and from a Social Ecological Perspective	Chapters 1-2	None
Week 2:	Module 1 Health Behavior in Public Health and from a Social Ecological Perspective	Chapters 1-2	Begin Health Behavior Practice Project
Week 3:	Module 2 Theories of Motivation and Behavior Self-Regulation and Social Cognitive Theory	Chapters 3-4	Health Behavior Mini Thesis Draft One
Week 4:	Module 2 Theories of Motivation and Behavior Self-Regulation and Social Cognitive Theory	Chapters 3-4	Report on Methods for Health Behavior Practice Project
Week 5:	Module 3 Self-Determination Theory, Motivational Interviewing, and Social Influence Theory	Chapters 5-6	None
Week 6:	Module 3 Self-Determination Theory, Motivational Interviewing, and Social Influence Theory	Chapters 5-6	Begin Data Collection for Health Behavior Practice Project
Week 7:	Module 3 Self-Determination Theory, Motivational Interviewing, and Social Influence Theory	Chapters 5-6	Health Behavior Mini Thesis Draft Two
Week 8:	Spring Break (Subject to change)	None	None
Week 9:	Module 4 Value Expectancy Theories and Transtheoretical Model (Stages of Change)	Chapters 7-8	Complete Data Collection for Health Behavior Practice Project
Week 10:	Module 4 Value Expectancy Theories and Transtheoretical Model (Stages of Change)	Chapters 7-8	Analyze Data for Health Behavior Practice Project
Week 11:	Module 5 Health Communication and Social Marketing Diffusions of Innovation Theory	Chapters 9-10	Begin Writing Impact Report for Health Behavior Practice Project
Week 12:	Module 5 Health Communication and Social Marketing Diffusions of Innovation Theory	Chapters 9-10	Health Behavior Mini Thesis Final Draft
Week 13:	Module 5 Health Communication and Social Marketing Diffusions of Innovation Theory	Chapters 9-10	None
Week 14:	Module 6 Applications of Theory to Public Health The Value of Health Behavior Theory	Chapters 11-12	Submit Final Impact Report for Health Behavior Practice Project
Week 15:	Module 6 Applications of Theory to Public Health The Value of Health Behavior Theory	Chapters 11-12	Case Study