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Spring 2015

PUBH 4132 - Health Promotion Program Planning I

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PUBH 4132: Health Promotion Program Planning I

Tuesday & Thursday 12:30 -1:45 am

Professor: Ashley Walker, Ph.D., CHES
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Office Hours: M 10-2, T 11-12, W 11-12, and/or by appointment only

*“Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.”
~Margaret Mead*

Course Description:

“Provides the student with the theory and practical applications of planning, developing, implementing and evaluating health promotion programs in a variety of settings. The focus will be on a global approach to planning with emphasis on the 5 settings for health promotion programming which include school, community, clinical, college, and worksite settings. Prerequisite: HLTH 2130 or permission from the instructor. Co-requisite: HLTH 4134 Research Methods and Evaluation.” (2014-2015 Georgia Southern University Undergraduate and Graduate Course Catalog)

Student Learning Outcomes*: At the end of this course, each student will be able to complete the following:

1. Utilize health related data about social and cultural environments, growth and development factors, needs and interests.
2. Identify physical, social, emotional and intellectual factors influencing health behaviors relevant to a proposed health education curriculum/program.
3. Design developmentally appropriate interventions by identifying individual learning styles.
4. Develop a mission, goal and objectives statements, and rationale supporting the need for a proposed health education curriculum/program.
5. Apply principles of community organization in planning in planning a health education curriculum/program.
6. Determine the range of health-related knowledge and skills requisite to a proposed curriculum/program.
7. Develop a scope and sequence of subject areas and strategies to address a selected health issue/topic.
8. Apply theoretical and conceptual models from health education and related disciplines to improve program delivery.
9. Design developmentally appropriate interventions by developing a framework of broadly state operational objectives relevant to a proposed health education curriculum/program.
10. Formulate appropriate instructional strategies to attain proposed learning objectives.
11. Incorporate demographically and culturally sensitive techniques when promoting programs.
12. Demonstrate both proficiency in communicating health information and health education needs by appropriately using oral, electronic, and written techniques for communicating health education information.

*All course objectives are based on the responsibilities, competencies, and sub-competencies identified in the *A Competency-Based Framework for Health Educators* (NCHCEC, SOPHE, & AAHE, 2010).

<http://www.nchec.org/files/items/nch-mr-tab3-110/docs/areas%20of%20responsibilities%20competencies%20and%20sub-competencies%20for%20the%20health%20education%20specialist%202010.pdf>

Required Textbook:

1. McKenzie, J. F., Neiger, B. L., & Thackeray, R. (2013). *Planning implementing & evaluating health promotion programs: A Primer (6th Edition)*. San Francisco, CA: Pearson Benjamin Cummings.
2. American Psychological Association. (2010) *Publication Manual of the American Psychological Association (6th Ed)*. Washington, DC: Author.

Student Expectations and Responsibilities:

1. There will be no make-up exams given. Exams are the property of the professor, any exams removed from the classroom by students will result in the score of a "0" be assigned for that exam, and an "F" for the entire course. You must notify the professor IN ADVANCE if you have a university excused absence or a make-up test will not be offered. Any person not showing up for an exam without prior notification automatically receives an "F".

No make-up tests are given except for a university excused absence with full documentation. If you miss a test, you have one week to make the exam up. If it is not made up within one week, you will receive 0 points for the exam. You have 24 hours after a test is taken by the class to contact me via email to schedule your make-up exam.

2. The final exam is mandatory. The final exam must be completed by the university scheduled final date and time.
3. Late work assignments are not accepted. Most assignments will be submitted through Folio (a day and time will be posted).
4. Please consult the STUDENT CONDUCT CODE 2014-15 for course policy concerning issues related to academic dishonesty. Anyone caught violating any of these regulations will be immediately reported to GSU's Judicial Board, and be assigned a "F" for the course.
5. The last day to drop without academic penalty is **March 9, 2015**.
6. Samples of your work may or may not be reproduced for research purposes and/or inclusion in the professor's teaching portfolio. You have a right to review anything selected for use, and subsequently ask for its removal.
7. This syllabus, my lectures, and all materials distributed and presented by me during this course are protected by copyright law. You are authorized to take notes in this class but that authorization extends only to making one set of notes for your personal use and no other use. You are not authorized to sell, license, commercially publish, distribute, transmit, display, or record notes from this class unless you have my written consent to do so.
8. If you are receiving services from the Student Disability Resource Center (SDRC), please notify me as soon as possible, to schedule an appointment to present me with our accommodation letter.

9. This course will use Folio (Desire 2 Learn) as a course supplement. You are responsible for all material uploaded online. To do well in this course you must check Folio regularly for any messages that I might have for you.

Instructor Objective:

As a student in my class, you are important to me. I am committed to your continued learning and college experience. You are never an interruption of my work. You are the purpose of it. Students are the most important people at Georgia Southern University. I am honored that you entrust your education to me. Please feel free to visit my office, call, or e-mail me at any time.

COURSE REQUIREMENTS & ASSESSMENT:

A. Application for Project Team position [10 pts]

You apply for a project team position by submitting a resume, unofficial transcript and cover letter. Pay careful attention to the job announcement and tailor your cover letter to the best fit. I recommend visiting Career Services to have your resume looked at. **DO NOT** use a template. And no, you do not need to use heavy weight paper for this assignment. Regular paper will do. This will be **due in class Thursday, January 15th**. You will also need to complete the **Team Maker Application Activity in CATME by Thursday, January 16th**. The online submission and in class submission will be evaluated by the instructor. The teams for the program proposal will be created by the instructor by the second week of class.

Why? Your resume, transcript, and cover letter are the first impression that you will give to a future employer. The closer to perfection it is, the greater your chance of making a good impression on an employer.

B. CATME team assessments and feedback [20 pts]

Throughout the semester, you should have an idea of how you and your team members are progressing on your project. You are encouraged to keep an open dialog with your team members about issues as they arise. In addition, you will log on to the CATME assessment (you will be sent an email with a link) to fill out an evaluation of yourself and your team members. These should be filled out and should address only the previous weeks' performance (both positive and negative). You will be assessed points based on your performance according to yourself and your group members as well as on the quality of the feedback you provide on others. Rating your group members without substantiating your scores will lead to a lower grade. Please note that your assessment will be confidential, but the average of all the ratings for each assessment will be provided to each team member. There is a place on CATME to write messages directly to me that will not be seen by anyone else. In the event that issues arise and need immediate assistance from me, please email or call me, as I only check CATME after each submission date listed in the course schedule. **You will receive full credit for completing the CATME assignment; however, the average peer evaluation will be incorporated into your final peer evaluation grade.** This is to encourage you to be truthful each with to your teammates (4 CATMEs @ 5 pts each).

C. Examinations [150 points]

There will be a midterm (50 points) and a final (100 points) for this class. The midterm will be given online and the final will be on the assigned time and date for this course. Exam material will cover: chapters, articles, handouts from course lectures, discussions, and activities. The format may include multiple choice, fill-in-the-blank, matching, and /or short answer items. A large portion of the CHES exam is from this information.

D. Quizzes [45 points]

Quizzes will be posted on your Folio page for this course. There will be a total of 9 quizzes, one for each chapter of the required text. The quizzes will be 5 points you will have 2 opportunities to take the quiz, your highest grade will count. The quizzes will all open on the first day of class and will close according to the class schedule. *Except for the first quiz, all quizzes are due on a Thursday (see schedule) by 11:59 PM.*

E. Team Service-Learning Program Proposal [100 points]/Peer Evaluation [25 points]

You will be placed in a group with 3 other students for your service-learning health project. As a group, you will rank order your top three selections for a community project from those presented to you by approved community partners during the second week of class. These projects are requests for health education/intervention programming by area non-profit and public organizations. You and your team will be expected to fully understand the relevant health factors impacting the populations you intend to reach. Through the next two semesters, you will work with this group to plan, implement and evaluate a community health program in service to your assigned community partner. **Your average for the project proposal will include the points for the Team Proposal and The Peer Evaluation points. The Peer Evaluation Points will be assigned by the instructor using CATME averages, self-evaluation, and peer evaluation.** The instructor will consider all these elements to assign the individual grades.

F. Assignments [105 points]

You will be asked to complete 10 assignments ranging from 5-20 points throughout the semester to help you connect course content to your service-learning experience, allow you to reflect on your professional growth, and prepare you for your final proposal and presentation. Each team will turn in an assignment as a team; I would encourage you to make notes about team members to use for the CATME peer evaluations and final peer evaluations after each assignment. Each of the assignment deadlines are listed on the syllabus and posted on Folio. The due dates and times are in Folio's calendar and listed in Dropbox (please review and plan accordingly).

NO LATE ASSIGNMENTS.

F. Proposal Presentation [25 points]

During the final weeks of the course you will give a 10-15 minute presentation to highlight the aspects of your proposed program. A grading rubric will be posted on Folio. ---The last group presentations deserve the same attention and courtesy and the first group. You will be evaluated by the instructor and a panel of guests.

G. Attendance [Deduction]

Attendance – Due to the nature and structure of this course, class attendance is of utmost importance. You are responsible for any material covered or distributed in class, including any announcements, whether or not you are present. Attendance will be taken regularly. **There will be a 5 point deduction on each absence from your total grade.**

Georgia Southern believes that significant student learning occurs in the classroom and recognizes the importance of in-class experiences, and if missed by a student even for legitimate reasons, cannot be fully recovered.

Participation? Chapters should be read before coming to class, participating in class activities and discussions, and being responsible for turning in assignments on time. You are expected to spend an average if at least twelve hours in preparation/homework for this class per week. Sleeping with eyes open or closed, texting, earphones in, chatting, checking Fb or instagram, emailing are not considered "participating".

Syllabus Disclaimer:

The contents of this syllabus are as complete and accurate as possible. The instructor reserves the right to make any changes necessary to the syllabus and course material. The instructor will make every effort to inform you of changes as they occur. It is the responsibility of the student to remain apprised of any changes to the syllabus in order to successfully complete the requirements of the course.

Course Evaluation:

| Assignment | Points |
|-----------------------|---------------|
| Application | 10 |
| CATME 4 @ 5 pts | 20 |
| Quizzes x 9 @ 5 pts | 45 |
| Midterm | 50 |
| Final | 100 |
| Program Proposal I | 100 |
| Final Peer Grade | 25 |
| Proposal Presentation | 25 |
| Assignments (9 total) | 105 |
| Total | 480 |
| <i>Attendance</i> | -? |

Points are subject to change; however the grading scale will remain the consistent as listed below.

Course Grading Scale:

| Percentage | Grade |
|-------------------|--------------|
| 90-100% | A |
| 80-89% | B |
| 70-79% | C |
| 60-69% | D |
| 0-59% | F |

Tentative Course Schedule:

| Week | Topic/ | Read ings | Quiz/Assignments All due by midnight on Thursday |
|---------------------------|---|--------------|--|
| 1 January 13/15 | Introduction & Overview Starting the planning process | Ch 1 Ch 2 | Complete Quiz 1 (availability ends 1/16) Application: Resume/ transcript/ cover letter due in class 12:30 (1/15) *CATME Team Maker Application due online (1/16) |
| 2 January 20/22 | Community Presentations Tues/Thurs | | |
| 3 January 27/29 | Models for program planning in health promotion | Ch 3 | Quiz 2 due 1/29 A1. Ann Bib (5 pts) Due 1/29-bring to class and submit online |
| 4 February 3/5 | Assessing needs: Qualitative Assessments | | Quiz 3 due 2/5 |
| 5 February 10/12 | Assessing needs: Quantitative Assessments | Ch 4 | Quiz 4 due 2/12 PPII Visits 2/12 A2. Needs Assessment (20 pts) Due 2/12 *CATME 1 |
| 6 February 17/19 | Team Meetings with Dr. Walker | | Midterm (ch 1-4): online |
| 7 February 24/26 | Mission statement, goals and objectives | Ch 6 | A3. Lit Review (20 pts) Due 2/26 |
| 8 March 3/5 | Team Meetings with Dr. Walker | | Quiz 6 due 3/5 A4. Miss/Goal/Obj. (10 pt) Due 3/5 *CATME 2 |
| 9 March 10/12 | Measurement, measures, measurement instruments, and sampling | Ch 5 | Quiz 5: 3/12 A5. Meas't Table (5 pts) Due 3/12 |
| 10 March 17/19 | No Class Spring Break | | Enjoy the break! |
| 11 March 24/26 | Theories and models No class, March 26 th (meet with Dr. W as needed) | Ch 7 | A6. Framework (5 pts) Due 3/26 |
| 12 March/April 31/2 | Interventions/Community organizing and community building/Methods Write ups | Ch 8 Ch 9 | Quiz 7 due 4/2 A7. Strategies/ Intervent Plan (5 pts) & A8. Planning Committee (5 pts) Due 4/2 *CATME 3 |
| 13 April 7/9 | Visit PPII-watch presentations | | Quiz 8 & 9 due 4/9 A9 Methods (10 Pts) Due 4/9 |
| 14 April 14/16 | Presentations Tuesday/Thursday | | |
| 15 April 21/23 | Team Meetings with Dr. Walker-IRB form discussion | | Proposals Due Due 4/24 at 5 PM |
| 16 April 28/30 | Review for Final/Evaluations IRB Forms due to Dr. Walker (in class) | | A10 Service Learning (20 pts) Due 4/30 at 5 PM *CATME 4 |
| 17 May 5 | Final Exam 12:30-2:30 pm | | Final Exam |