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Spring 2015

### PUBH 4133 - Health Promotion Program Planning II

Raymona H. Lawrence

*Georgia Southern University, Jiann-Ping Hsu College of Public Health, rlawrence@georgiasouthern.edu*

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## **PUBH 4133: Health Promotion Program Planning II**

Tuesday & Thursday 12:30 -1:45 pm

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**Professor:** Raymona H. Lawrence, DrPH, MPH, MCHES  
**Office:** Hendricks Hall 2006  
**Phone:** 912-478-2489  
**Email:** rlawrence@georgiasouthern.edu  
**Office Hours:** T/TH 2-4:30pm and/or by appointment

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*"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:**

Introduces students to additional theory and application of community-based program planning and evaluation. The second of a two-course sequence, the focus will be on program implementation, evaluation, and reporting of the health promotion plan developed during the prior semester. Students will gain first-hand experience in conducting an evaluation of community health education program. Prerequisite(s): A minimum grade of "C" in HLTH 4132.

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

1. Design developmentally appropriate interventions by identifying individual learning styles.
2. Apply principles of community organization in planning a health education curriculum/program.
3. Develop a scope and sequence of subject areas and strategies to address a selected health issue/topic.
4. Design developmentally appropriate interventions by developing a framework of broadly state operational objectives relevant to a proposed health education curriculum/program.
5. Formulate appropriate instructional strategies to attain proposed learning objectives.
6. Incorporate demographically and culturally sensitive techniques when promoting programs.
7. Manage human resource,
8. Respond to request for health information,
9. Demonstrate both proficiency in communicating health information and health education needs by appropriately using oral, electronic, and written techniques for communicating health education information.
10. Assess factors that influence implementation.
11. Review research and evaluation procedures; carry out evaluation and research plans. Interpret results from evaluation and research; infer implication from findings for future health-related activities

\*All course objectives are based on the responsibilities, competencies, and sub-competencies identified in the *A Competency-Based Framework for Health Educators* (NCHEC, 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:**

McKenzie, J. F., Neiger, B. L., & Thackeray, R. (2013). *Planning implementing & evaluating health promotion programs: A Primer (6<sup>th</sup> Edition)*. San Francisco, CA: Pearson Benjamin Cummings.

American Psychological Association. (2010) *Publication Manual of the American Psychological Association (6<sup>th</sup> 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" 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 a make-up exam.

2. The final exam is mandatory. The final exam must be completed by the last day of the course.
3. Late assignments are not accepted. Most assignments are 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 immediately be reported to GSU's Judicial Board, and assigned an "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.

10. Read communication rules, technology requirements, netiquette requirements and other materials posted in the Course Information module. This module provides you important information regarding course requirements and course management.

**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. Assignments [120 points]**

There will be a series of 8 assignments ranging in points from 5-25. Please refer to the syllabus for the dates they are due. All assignments are due the Sunday of the designated week by 11:59 pm. If you are working with a partner, you accept the same grade for the assignments, each individual is attesting that they made significant contributions to the work and the final copy sent to the instructor has been approved by each partner.

**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 an issue occurs that needs immediate assistance from me, please email or call, 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 with each of your teammates (4 CATMEs @ 5 pts each).

**C. Final Exam [100 points]**

There will be a final (100 points) for this class. The final will be on the assigned time and date for this course. Exam material will cover: Chapters 3, 6, 8, 10-15, 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 [30 points]**

Quizzes will be posted on your Folio page for this course. There will be a total of 6 quizzes, one for each chapter of the required text. The quizzes are worth 5 points and 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.

**E. Team Program Binder [100 points]/Peer Evaluation [25 points]**

Each group will be required to provide a binder of their entire project in a professional, organized, and creative way. This binder will be turned in at the completion of the class. All components will be typed,

double-spaced and spiral bound. See “Project Binder Headings” for a list of what should be included. Note—this is a group grade. I would encourage you to begin putting this together at the beginning of the semester and for each member to have their own copy of the Binder. **Your average for the final submission will include the points for the Team Binder 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. The Peer Evaluations are due via Folio (April 30<sup>th</sup>) and the Binder is due on Thursday, April 30<sup>th</sup> in class.**

Why? This is a compilation of your project pieces throughout the semester. It provides evidence (to me, yourself, family, graduate schools and future employers) that you have completed a project that fulfills most of the KSAs (knowledge, skills and abilities) expected of an entry-level Health Education Specialist. It is your culminating Senior Project that uses all you’ve learned in HEP classes—be proud!

**F. Final Presentation [25 points]**

During the final weeks of the course you will give a 15 minute presentation to highlight the aspects of your proposed program. A grading rubric is 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 of 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 aware of any changes to the syllabus in order to successfully complete the requirements of the course.

**Course Evaluation:**

<b>Assignment</b>	<b>Points</b>
CATME 4 @ 5 pts	20
Quizzes x 6 @ 5 pts	30
Final	100
Team Program Binder	100
Final Peer Grade	25
Final Presentation	25
Assignments (8 total)	120
<b>Total</b>	<b>420</b>
<i>Attendance</i>	-?

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

**Course Grading Scale:**

<b>Percentage</b>	<b>Grade</b>
90-100%	A
80-89%	B
70-79%	C
60-69%	D
0-59%	F

**Tentative Course Schedule:**

Week	Topic	Readings	Quiz/Assignments
1 Jan 13/15	Welcome Back and Fire Control Identification and Allocation of Resources	Chapt 10	
2 Jan 20/22	Marketing: Recruiting for your program Implementation	Chapt 11	Quiz 1(Ch10)/Quiz 2 (Ch 11) Due Jan 25 <b>A1. Budget (5 pts)</b>
3 Jan 27/29	Demonstration of Lessons	Chapt 12	Quiz 3 (Ch 12) Due Feb 1 <b>A2. Implementation and Lesson Plan (10 pts)</b>
4 Feb 3/5	Implementation/Evaluation Overview and Approaches	Chapt 13	<b>CATME 1</b>
5 Feb 10/12	<b>FEB: 10: Team Meetings w/ Dr. Lawrence (Tuesday) (Discuss Data Analysis/Reporting)</b> <b>FEB 12: PPII Words of Wisdom to PPI</b>	Chapt 14	Quiz 4 (ch 13) Due Feb 15 <b>A3. Intro (20 pt)</b>
6 Feb 17/19	Programs In the Field		
7 Feb 24/26	Programs In the Field		Quiz 5 (ch 14) Due March 1 <b>A4. Methods (20pt)</b> <b>CATME 2</b>
8 Mar 3/5	Programs In the Field		
9 Mar 10/12	Data Analysis and Reporting: Dr. Rochani	Chapt 15	<b>A5 Ext Eval (25 pts)</b>
10 Mar 17/19	<b>SPRING BREAK!!!</b>		
11 Mar 24/26	Data Analysis-Lab w/Dr. Apenteng Discussions and Thank You Letters Abstracts (Start Final Presentations)		<b>Location: Nursing/Chemistry 1003</b> Quiz 6 (Ch 15) Due Mar 29
12 Mar 31-Apr 2	<b>Team Meetings w/ Dr. Lawrence (Tuesday/Thursday)</b>		<b>CATME 3</b>
13 Apr 7/9	Final Presentations April 7: Groups 1-5 April 9: Groups 6-10		<b>A6. Results (10 pt)</b>
14 Apr 14/16	<b>PPI Presentations</b>		<b>A7. Disc (20 pt)</b> <b>A8. Abstract (10pts)</b>
15 Apr 21/23	Binder Preparation		
16	Review for Final/Evaluations		<b>Group Binder Due (100 pts)</b>

<b>Apr 28/30</b>			<b>April 30 in class</b> <b>Final Peer Evaluations Due</b> <b>CATME 4</b>
<b>17</b> <b>May 5th</b>	Final: In Class- 12:30 – 2:30pm Written Exam  Bring Scantron		