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Fall 2017

## PUBH 4133 - Health Promotion Program Planning II

Ashley D. Walker

Georgia Southern University, Jiann-Ping Hsu College of Public Health, [awalker@georgiasouthern.edu](mailto:awalker@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:** Ashley Walker, Ph.D., CHES  
**Office:** 1026 Hendricks Hall/1012 B Veazey Hall  
**Phone:** 912-478-1710  
**Email:** awalker@georgiasouthern.edu  
**Office Hours:** By appointment only

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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.

### **BSPH Core Student Learning Outcomes (CORE)**

1. Demonstrate proficiency and effectiveness in the communication of core public health principles and practices, both oral and written.
2. Demonstrate proficiency in the integration of the core public health disciplines (Biostatistics, Epidemiology, Environmental Health, Health Policy/Management, and Social/Behavioral Science) in practice and research.
3. Demonstrate proficiency in problem solving, critical thinking, and public health leadership.

### **BSPH Competencies**

1. Identify and assess public health problems to develop appropriate public health education programs based on sound theoretical foundations of health behavior.
2. Design, implement and evaluate public health educational programs for identified health problems for at-risk populations and communities.
3. Analyze evidence-based and innovative best practices of healthy behaviors to appropriate audiences
4. Demonstrate effective communication and advocacy skills for populations.
5. Apply the basic methodology and research design, data collection and data analysis for identification of health trends and public health problems.
6. Demonstrate effective communication by using credible and valid health information and resources to demonstrate argumentation, analysis, and synthesis skills by
  - a. Communicating a clearly defined purpose
  - b. Gathering appropriate primary and secondary data to support a rationale for addressing public health problems
  - c. Identifying, evaluating and selecting credible evidence based and/or practice based public health programs and information
  - d. Organizing ideas and information consistent with the purpose

- e. Demonstrating the ability to relay public health ideas to lay audiences and other key stakeholders
  - f. Adhering to acceptable and mechanical, structural, and format style guidelines appropriate to the public health discipline and purpose (i.e. APA style)
7. A) At the completion of the Writing-Enriched course(s), a greater percentage of students will voluntarily engage in the processes of writing through the use of
- a. Researching
  - b. Drafting
  - c. Reflecting
  - d. Collaborating
  - e. Revising
  - f. Editing
- B) At the completion of the Writing-Enriched course(s), a greater percentage of students will articulate the benefits of process writing.

**Course Specific 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. (1,2)
2. Apply principles of community organization in planning a health education curriculum/program. (1,2)
3. Develop a scope and sequence of subject areas and strategies to address a selected health issue/topic.(1,2)
4. Design developmentally appropriate interventions by developing a framework of broadly state operational objectives relevant to a proposed health education curriculum/program.(1,2)
5. Formulate appropriate instructional strategies to attain proposed learning objectives.(1,2,3)
6. Incorporate demographically and culturally sensitive techniques when promoting programs.(1,2)
7. Manage human resource. 2
8. Respond to request for health information. (3,4,5)
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. (3,4, 5, 6)
10. Assess factors that influence implementation.(1,2)
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. (1,2,3, 6)

\*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/assets/2251/hespa\\_competencies.pdf](http://www.nchec.org/assets/2251/hespa_competencies.pdf)

**Required Textbook:**

McKenzie, J. F., Neiger, B. L., & Thackeray, R. (2017). *Planning implementing & evaluating health promotion programs: A Primer (7<sup>th</sup> Ed)*. 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 2017-18 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 **October 9, 2017**.
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.

## **Professional Dispositions:**

BSPH students are expected to graduate the program with competent professional skills. Professional skills and dispositions are also expected while completing the internship experience. As a student in this course, you are expected to exhibit professionalism at all times. The following is a list of skills BSPH majors are expected to demonstrate:

- Written communication skills: Student uses appropriate professional title, grammar, structure, punctuation, spelling, tone, etc.
    - Email and other media communication: Student uses appropriate professional title, grammar, structure, punctuation, tone, etc. To write a professional email, please include the following:
      - a salutation,
      - identify who you are,
      - what the contact is in reference to (i.e. PUBH4132), and
      - what you would like me to do.
- At the bottom of the email, please type out your name.
- Oral and non-verbal communication skills:
    - In interpersonal communication, student uses or maintains appropriate tone, language, attitude, interpersonal space, etc.
    - In public speaking, student uses or displays appropriate volume, speed, enunciation, eye contact, structure, etc.
  - Organization: Student keeps track of assignments and materials, is prepared for presentations, etc.
  - Initiative: Student can begin tasks and work independently, initiate tasks/projects, etc.
  - Reliability: Student is punctual, completes assignments, meets deadlines, and is prepared for class etc.
  - Collegiality: Student exhibits appropriate, positive, and helpful interactions with others
  - Collaboration: Student collaborates with others on tasks or projects, accepts others' suggestions and criticisms, participates in and provides constructive inputs to discussion and debate, etc.
  - Judgment: Student considers options and their implications when making decisions, does not act impulsively, etc.
  - Respectful: Student respects confidentiality, treats others with respect, etc.
  - Self-Presentation: Student is well groomed, dressed appropriately, well rested, etc.
  - Interpersonal interactions: Students will practice civility when interacting with faculty and fellow students; in cases of disagreement or conflict, students will make every effort to resolve such matters in a respectful manner with a goal towards mutual resolution.

**\*\*If a student fails to comply with the list of professional skills, the faculty will provide the student a warning for the first offense. If failure to improve behavior or to make progress in the relevant skills, the faculty member will immediately report the student to the University Student Conduct Board for violating the Student Code of Conduct.**

### **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. IRB Materials [5 points]**-Each group will submit required IRB materials as requested by the instructor. The first week of class the instructor will share documents with each group. Full credit is provided if all required forms are submitted by each group by the in-class deadline.

### **B. Assignments [165 points]**

There will be a series of 7 assignments ranging in points from 10-35. Four of the assignments are group submissions and 3 are individual submissions (individual submissions are identified in the schedule). Please refer to the syllabus for the dates they are due. **All assignments are due Friday during the designated week by 11:59 pm EXCEPT the 2<sup>nd</sup> submission of the Individual Executive Summary (Due Tuesday,**

**November 28<sup>th</sup>) and the Group Presentations (Due Tuesday, November 14<sup>th</sup>).** 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.

**C. 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).

**D. 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.

**E. 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. **All quizzes except quiz 1 will be due before Tuesday's class during the chapter's scheduled week. Quizzes will close at 11 AM on Tuesdays. Quiz 1 is due on Thursday of its scheduled week at 11 AM (WEEK 1).**

**F. 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 and Binder are due Friday, December 1<sup>st</sup> by 2 PM (please deliver to Dr. Walker's office).**

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!

### **G. Final 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 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.

### **H. 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 you 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>
IRB Materials	5
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 (7 total)	165
<b>Total</b>	<b>470</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 Aug 15/17	Welcome Back and Fire Control Identification and Allocation of Resources	Chapt 10	Quiz 1(Ch10) Begin informed consent/minor assent- in class
2 Aug 22/24	Marketing: Recruiting for your program Implementation	Chapt 11	Quiz 2 (Ch 11) Submit IRB materials in class-Tuesday-(5 pts)
3 Aug 29/31	Implementation Demonstration of Lessons	Chapt 12	Quiz 3 (Ch 12) A1. Intro/Updated Group Literature Review (20 pts)
4 Sept 5/7	Demonstration of Lessons		CATME 1
5 Sept 12/14	Evaluation Overview and Approaches Meet with PPI class (Thursday, Sept.14 <sup>th</sup> ) <i>Tentative: Class meets in Russell Union Rm 2080</i>	Chapt 13-14	Quiz 4-5 (ch 13-14) A2. Intervention/Methods (20pts)
6 Sept 19/21	Data Analysis and Reporting <b>Team Meetings w/ Dr. Walker</b>	Chapt 15	Quiz 6 (Ch 15)
7 Sept 26/28	Programs In the Field		CATME 2 A3. Individual Executive Summary (updated from last semester-35pts)
8 Oct 3/5	Programs In the Field		
9 Oct 10/12	Programs In the Field		A4 Individual External Evaluation Form (25 pts)
10 Oct 17/19	Data Analysis and Reporting (cont) Discussions and Abstracts		
11 Oct 24/26	<b>Team Meetings (schedule with Dr. Walker)</b>		<b>Location TBA</b>
12 Oct 31/Nov 2	PPI Begin Presentations <i>Tentative: Class meets in Arts Bldg Room 2071 for PPI and PPII presentations</i>		CATME 3 A5. Results (10 pts)
13 Nov 7/9	Last day of PPI presentations (11/9) <b>APHA in Atlanta, GA No class 11/7</b>		A6. Discussion (20 pts)

14 Nov 14/16	PPII Final Presentations Begin <i>Arts Bldg 2071</i>		Final Presentations PPT <b><u>Due 11/14 @ 11 AM</u></b>
15 Nov 21/23	<b>NO CLASS, Thanksgiving Break</b>		
16 Nov 28/30	PPII Final Presentations Last Day 11/28 <b>Back in class November 30<sup>th</sup>-wrap up</b>		A7. Individual Executive Summary (final-include results and discussion-35pts)  Group Binder Due Friday, December 1 by 2 PM (100 pts)  Final Peer Evaluations Due- Friday, December 1 by 2 PM  CATME 4
17 Dec 5 <sup>th</sup>	Final 12:30 – 2:30 pm Final Exam		