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Fall 2017

### COHE 7232 - Health Promotion Planning

Andrew Hansen

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**Georgia Southern University**  
**Jiann-Ping Hsu College of Public Health**  
COHE 7232 A – Health Promotion Planning  
Fall 2017

**INSTRUCTOR:** Andrew Hansen, DrPH, MS, BSEd.  
Hendricks Hall, Room 2033  
912-478-0261  
[ahansen@georgiasouthern.edu](mailto:ahansen@georgiasouthern.edu)

**Office Hours:** Tues and Thurs: 9:00 – 10:30 and 2:00 - 3:00 pm  
or by appointment

**Class Meets:** Tues & Thurs 11:00 am – 12:15pm  
Information Technology Building, Room 1206

-- Course schedules can be found at: <http://www.collegesource.org/displayinfo/catalink.asp> --

**Prerequisites:** N/A

**Catalog Description:** Introduces the student to the theory and application of planning and evaluation principles. Planning and evaluation skills will be developed that can be utilized in a variety of health-related settings. Familiarizes students with theories and models from the social and behavioral sciences and health education used in behavior change interventions. Emphasizes the planning and implementing of community health interventions at multiple ecological levels.

**Required Textbook:** (1) McKenzie, J.F., Neiger, B.L., & Thackeray, R. (2012). *Planning, Implementing, and Evaluating Health Promotion Programs: A Primer, Sixth Edition*. San Francisco, CA: Benjamin Cummings.

**Selected Readings:** TBA

## **Community Health MPH Student Learning Outcomes**

### ***Cross-cutting***

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.

### ***Community Health Concentration***

1. Utilize basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice to identify the causes of social and behavioral factors that affect health of individuals and populations.
2. Assess individual, organizational and community concerns, assets resources and deficits for social and behavioral science interventions.
3. Identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions.
4. Demonstrate steps and procedures for the planning, implementation and evaluation of public health programs, policies and interventions.
5. Apply evidence-based, ethically grounded approaches in the development and evaluation of social and behavioral science interventions.

### **Community Health Competencies:**

At the completion of the M.P.H. degree program all Community Health students will be able to:

### ***Cross-cutting Competencies***

1. Demonstrate effective written and oral skills for communicating with different audiences in the context of professional public health activities. (Communication and Informatics)
2. Use information technology to access, evaluate, and interpret public health data. (Communication and Informatics)
3. Describe the roles of history, power, privilege and structural inequality in producing health disparities. (Diversity and Culture)
4. Explain how professional ethics and practices relate to equity and accountability in diverse community settings. (Diversity and Culture)
5. Develop public health programs and strategies responsive to the diverse cultural values and traditions of the communities being served. (Diversity and Culture)

### ***Community Health Concentration***

1. Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice.
2. Identify the causes of social and behavioral factors that affect health of individuals and populations.
3. Identify individual, organizational and community concerns, assets resources and deficits for social and behavioral science interventions.
4. Identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions.

5. Describe steps and procedures for the planning, implementation and evaluation of public health programs, policies and interventions.
6. Describe the role of social and community factors in both the onset and solution of public health problems.
7. Describe the merits of social and behavioral science interventions and policies.
8. Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions.
9. Apply ethical principles to public health program planning, implementation and evaluation.
10. Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies.

### **Course Learning Objectives**

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

1. Explain the role of health education, health promotion, and wellness to address public health problems. (1 – 10)
2. Provide a rationale, based on social and epidemiological information, for the selection of specific health problems or issues to be addressed for various target populations. (2,3,4,6,7,8)
3. Describe the relationship between needs assessment, objective writing, and planning in health promotion and education programs. (3, 5, 6)
4. Describe processes and activities that are likely to facilitate targeted behavior change in specific individuals, groups, and communities. (1, 2, 3, 5, 8, 10)
5. Compare and contrast planning models that are utilized in health education. (1, 5, 7)
6. Analyze and critique health education interventions that address specific health problems. (1, 2,7)
7. Integrate program planning models with health behavior theories in program development. (1)
8. Develop a health promotion/education strategic program plan in order to effectively apply health behavior theory and program planning theory in an integrated manner. (1 – 10)
9. Describe the ecological model applied in rural and urban settings. (1, 2, 3, 5, 6,10)
10. Describe social determinants of health equity at each ecological level. (1, 2, 5,10)
11. Describe behavioral determinants of health equity at each ecological level. (1, 2, 5,6)
12. Analyze social and behavioral determinants of health equity at all ecological levels (individual through policy) applied in rural and urban settings. (1, 2, 5,10)
13. Demonstrate how to plan a community-based public health education intervention. (1 – 10)
14. Demonstrate how to implement a community-based public health education intervention. (5,10)
15. Describe evidence-based social interventions to address community health issues. (7,8)
16. Assess an evidence-based social intervention addressing a community health issue. (7,8)
17. Describe evidence-based behavioral interventions to address community health issues. (7,8)
18. Assess an evidence-based behavioral intervention addressing a community health issue. (7,8)

### **Instructional Methods:**

Methods will vary and include but not limited to lectures, article discussions, videos, in-class exercises, and student-led discussions and presentations.

## Grading:

Assignment:	Point Value	Grading scale
Exams = 4 @ 100 points each	400	
Quizzes = Top 10 @ 10 points each	100	769 to 855 points = A
Assignments (see assignment summary)		684 to 768 points = B
1	10	598 to 683 points = C
2	20	513 to 597 points = D
3	20	Below 513 points = F
4	45	
5	20	
6	20	
7 – Edited document	65	
8 – Presentation	100	
Class Participation/ Final Exam	55	
Total	855	

Samples of your work may be reproduced for search purposes and/or inclusion in the professor's teaching portfolio. You have the right to review anything selected for use, and subsequently ask for its removal.

**Description of assignments:** *(Course learning objectives addressed are noted following each assignment.)*

### **Exams** (1-12, 15-18)

There are four in class exams but only three exams will count toward your final grade (lowest grade will be dropped). Each exam will be based on the readings and materials presented in class.

### **Quizzes** (1-12, 15-18)

Quizzes are administered during the first 10 – 15 minutes of 10 class meetings.

### **Assignments** (2, 4, 6, 7, 8, 13-18)

There are six assignments throughout the semester. Refer to the assignment summary sheet for point value of each. References for all assignments should follow APA format. Instructions for all assignments should be followed diligently in order to attain maximum point value.

### **Consolidated Plan & Final Presentation** (2, 4, 6, 7, 8, 13-18)

Students are assigned into groups for the class project. An outline of the project requirements will be posted on Folio. However, the project will consist of designing a health promotion plan including, but not limited to, measurable objectives, interventions, and appropriate evaluation strategies.

**Collaborative Contract:** This contract is submitted with every group assignment, 2 through 7. CC expectations are reviewed to determine each group member's responsibilities. Each group member receives a percent of the grade based on their meeting of expectations. Any member not signing a contract will receive a grade of zero for the assignment the contract is serving regardless of work completed. The purpose of the CC is to reward group members doing exceptional work and to identify those not doing their share.

### **Class Participation & Final Exam:** (1-18)

Participation through quality contributions to discussions is expected and necessary to achieve full credit. This includes attendance to all peer presentations, in-class assignments, tests, and other class assessments. A comprehensive final exam will be given on the final exam date assigned by the University.

### **Expectations:**

This course will involve the completion of a number of written assignments. Writing as a means of effective communication, argumentation, and presentation of ideas is extremely important as a public health professional, or a professional of any sort. It is expected that students will turn in assignments that express their ideas thoughtfully, with attention to organization, spelling, grammar, and supporting evidence. Content, readability, and presentation matter for publication and report writing. Work that fulfills beyond minimum requirements and displays evidence of enhanced investigative writing; proper APA formatting and style will result in a higher grade even if required content is missed. Conversely, should work display the characteristics of a rush job, the opposing grade will be earned.

Proper citation and quotation of references in writing is absolutely critical, and failure to do so can have serious repercussions both in the academic and professional realms. Failure to give credit as required by APA standards will result in a failing grade on assignments. If you have questions about citation, please seek help from Dr. Hansen or another source (i.e. Chapter 6 page 170 of APA sixth edition). If you would like assistance in developing your writing skills, the University Writing Center (871-1413) is an excellent resource.

The quality of the experience students have in this class will depend heavily upon completion of assigned readings and participation in class discussion. If you feel uncomfortable speaking up for any reason, please let me know. We want to create an environment in which all students can feel safe to express their ideas.

1. **Attendance:** Federal regulations require attendance be verified prior to distribution of financial aid allotments and University policy requires all students to attend the first class meeting of all classes for which they are registered. Excused absences follow the criteria of the Graduate Catalogue (e.g., illness, serious family emergency, military obligations, religious holidays), and should be communicated to the instructor a minimum of one week in advance, particularly planned events (e.g. conferences, work, or university functions). In the case of unanticipated emergencies warranting a medical (family) excuse and resulting in missing a homework or project deadline, documentation will be necessary retrospectively in a reasonable time frame. Students who miss or are late for class discussions will lose five points off their participation grade for every absence. Out of courtesy to peers, students must attend student presentations. Absences or tardies during peer facilitated discussions and presentations are an immediate five point deduction unless prior notification and documentation is provided. Regardless of attendance, students are responsible for all material presented in class and meeting the scheduled due dates for class assignments.
2. **Assignments:** Each student is responsible for obtaining all material and assignments on the syllabus, in Folio, or distributed in class.

**SUBMITTING:** Assignments for this class are to be submitted on Folio in the manner indicated in assignment descriptions. Assignments meant to be submitted via Folio will only be accepted for grading on Folio. Anything submitted via email is immediately deleted and a zero is recorded.

**LATE OR POSTING PROBLEMS:** Folio will accept late assignments. To be graded, submit on time and as requested. If you have issues posting, keep trying or use another computer (on campus). Post early in case of issues so you have time to compensate for problems. Points will be deducted for each day an assignment is late.

**FORMATTING:** All assignments must include the requirements requested to receive full credit. Each assignment has specific requirements. Students are responsible for presenting all assignments in a professional manner. This includes proper APA formatting good use of headings, titles, Times New Roman, either 10 or 11 pt. font, and margins of .5 to 1.0. Points will be deducted for each format deficiency along with obvious grammatical, spelling, and writing errors.

**MISSED IN-CLASS ACTIVITY ASSIGNMENT:** Any time a student misses an in-class activity (including but not limited to, discussions, case studies, presentation-peer or self), no work will be accepted and a zero (0) will be assigned for the activity/assignment and five points deducted from participation.

3. **Make-up assignments:** Allowing for make-ups and giving exceptions to one student is unfair to other students. If an extraordinary circumstance exists, both prior notification (1 week minimum) followed by appropriate documentation provided within one week is expected. In the case of unanticipated emergencies warranting a medical (family) excuse and resulting in missing a homework or project deadline, documentation will be necessary retrospectively. These criteria are particularly important for activities done in class.
4. **Grievances and Appeals:** I request you submit disputes in written form. For issues related to grades, cite page numbers from your notes and other sources validating your argument. All submissions will be extensively reviewed and decided by the next class. If you need immediate clarification, simply ask. As an aspiring public health leader, professional decorum is expected. Spontaneously disputing or criticizing questions/answers, assignments, etc. in class is inappropriate. We will conduct discussions in a safe environment and advocate for issues with consideration of others and avoid unintentional alienation of others. After submitting a written grievance a mandatory meeting will be held, at a mutually agreed upon time, to ensure an understanding of each person's thoughts is reached. Failure to meet with the instructor when invited will be interpreted as non-responsive and the grade will remain as is and no further discussion permitted. Should a complaint arises over a grade in which an accommodation has been granted for reasons other than those sanctioned by the university and listed in this syllabus, the syllabus will be immediately upheld and the accommodation revoked.
5. **Distractions:** Please turn your cell phone to silent, or to "vibrate" in case of emergency or if you have an urgent personal or professional reason for expecting a call. Texting can also wait until after class. "Side" conversations among students are not acceptable unless your conversation is a course-related one. This is to protect your peers. If disruptions affect others in the class, disrupters will be asked to leave and deducted participation points.
6. **Privacy:** If you take pictures of other students in class, peers, community members, etc. get permission, to use, share, keep, or post on venues like Facebook.
7. **Decorum:** As a matter of courtesy this instructor will not reserve the right to make arbitrary changes to the syllabus. Any changes will be done in class with class consensus. Assignments or quizzes will not be added and dates not moved up only pushed back (unless consensus requests otherwise). Changes to the evaluation criteria /course outline will not occur unless they are mutually beneficial. As a return in courtesy students should not demand extensions, bonuses, or other arbitrary changes as these create disparities and inequities between students.

In class everyone should display professional decorum and consideration for others in the class. If at any time the instructor determines students are uncomfortable with the comments or action of another student or the instructor, appropriate action will be taken in the best interest of the group. Email is not the appropriate forum to resolve disputes.

### **Standard Georgia Southern University and JPHCOPH Expectations:**

#### **Academic Integrity:**

The instructor believes that the conduct of a student registered or taking courses in the JPHCOPH should be consistent with that of a professional person. Courtesy, honesty, and respect should be shown by students toward faculty members, guest lecturers, administrative support staff, and fellow students. Similarly, students should expect faculty to treat them fairly, showing respect for their ideas and opinions and striving to help them achieve maximum benefits from their experience in the JPHCOPH.

Please adhere to the strictest academic standards of conduct noted in the *GSU Student Conduct Code* and the *Undergraduate & Graduate Catalog*. Familiarize yourself with University's policies. Enrollment in this course is an implied contract between you and the instructor. Academic integrity relates to the appropriate use of intellectual property. The syllabus and all materials presented and/or distributed during this course are protected by copyright law. You are authorized to take notes, but that authorization extends only to making one set of notes

for personal (and no other) use. Students are not authorized to sell, license, commercially publish, distribute, transmit, display, or record notes in or from class without written permission of the instructor.

Student academic misconduct refers to behavior that may include plagiarism, cheating, fabrication, falsification of records or official documents, intentional misuse of equipment or materials (including library materials), and aiding and abetting the perpetration of such acts. The preparation of reports, papers, and examinations, assigned on an individual basis, must represent each student's own effort. Reference sources should be indicated clearly. The use of assistance from other students or aids of any kind during a written examination, except when the use of aids such as electronic devices, books or notes has been approved by an instructor, is a violation of the standard of academic conduct.

### **Intellectual Property:**

In accordance with the Georgia Board of Regents, Georgia Southern University has adopted a specific set of policies regarding intellectual property created by students and faculty during their time at Georgia Southern University. This document can be found at: <http://welcome.georgiasouthern.edu/president/intpropol.htm>

### **Plagiarism:**

According to the Academic Dishonesty Policy of GSU, Plagiarism includes (but is not limited to):

- A. Directly quoting the words of others without using quotation marks or indented format to identify them.
- B. Using published or unpublished sources of information without identifying them.
- C. Paraphrasing material or ideas without identifying the source.
- D. Unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material.

If you are accused of plagiarism by a JPHCOPH, the following policy, as per the Judicial Affairs website (<http://students.georgiasouthern.edu/judicial/faculty.htm>) will be enforced:

## ***PROCEDURES FOR ADJUDICATING ACADEMIC DISHONESTY CASES***

### **A. First Offense - In Violation Plea**

1. If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is a first violation of academic dishonesty. The incident will be reported via the following website: <http://students.georgiasouthern.edu/judicial/faculty.htm>
2. If it is a first violation, the professor should talk with the student about the violation. If the student accepts responsibility in writing and the professor decides to adjudicate the case, the following procedures will be followed:
  - a. The student will be placed on disciplinary probation for a minimum of one semester by the Office of Judicial Affairs.
  - b. The student will be subject to any academic sanctions imposed by the professor (from receiving a 0 on the assignment to receiving a failing grade in the class).
  - c. A copy of all the material involved in the case (Academic Dishonesty Report Form and the Request For Instructor to Adjudicate Form) and a brief statement from the professor concerning the facts of the case and the course syllabus should be mailed to the Office of Judicial Affairs for inclusion in the student's discipline record.

### **B. First Offense - Not In Violation Plea (student does not admit the violation)**

1. If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is the



first or second violation of academic dishonesty. The student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case. If the student is found responsible, the following penalty will normally be imposed:

- a. The student will be placed on Disciplinary Probation for a minimum of one semester by the Office of Judicial Affairs.
- b. The student will be subject to any academic sanctions imposed by the professor.

### **C. Second Violation of Academic Dishonesty**

1. If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, and if it is determined this is the second violation, the student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case.
2. If the student is found responsible, the following penalty will normally be imposed:
  - a. Suspension for a minimum of one semester or expulsion.
  - b. The student will be subject to any academic sanctions imposed by the professor.

### ***NOT RESPONSIBLE FINDING***

When a student is found not responsible of academic dishonesty, the work in question (assignment, paper, test, etc.) would be forwarded to the Department Chair. It is the responsibility of the Department Chair to ensure that the work is evaluated by a faculty member other than the individual who brought the charge and, if necessary, submit a final grade to the Registrar. For the protection of the faculty member and the student, the work in question should not be referred back to the faculty member who charged the student with academic dishonesty. In the case of a Department Chair bringing charges against a student, an administrator at the Dean's level will ensure that the student's work is evaluated in an appropriate manner.

### **Academic Handbook:**

Students are expected to abide by the Academic Handbook, located at:  
<http://students.georgiasouthern.edu/sta/guide/>.

Failure to comply with any part of this Handbook may be a violation and thus, you may receive an F in the course and/or be referred for disciplinary action.

### **University Calendar for the Semester:**

The University Calendar is located with the semester schedule, and can be found at:  
<http://www.collegesource.org/displayinfo/catalink.asp>.

### **Attendance Policy:**

Attendance the first day of class is **mandatory** per University policy. Federal regulations require attendance be verified prior to distribution of financial aid allotments.

### **Accommodations:**

Georgia Southern University is an Equal Opportunity and Affirmative Action institution committed to providing reasonable accommodations for any person with a disability who meets the definition of disabled as described in the Americans with Disabilities Act. Students requiring academic accommodation should contact the Director of the Student Disability Resource Center for assistance at 912.871.1566 or TDD: 912.478.0666. Students requiring academic accommodation should also *notify the instructor no later than the third class meeting* in the semester.

### **One Final Note:**

The contents of this syllabus are as complete and accurate as possible. As a matter of courtesy, this instructor will not reserve the right to make arbitrary changes to the syllabus. Any changes will be done in class with class consensus. As a return courtesy students should not demand extensions, bonuses or other arbitrary changes. It is the responsibility of the student to know what changes have been made in order to successfully complete the requirements of the course.