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Spring 2018

## PUBH 4132A - Health Promotion Program Planning I

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Georgia Southern University  
Jiann-Ping Hsu College of Public Health  
Department of Community Health Behavior and Education  
Spring 2018

## PUBH 4132A: Health Promotion Program Planning I

Tuesday & Thursday 12:30 -1:45 pm  
Education Building Room 1127

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**Professor:** Jamie Cromley, MPH  
**Office:** Hendricks Hall 2002  
**Phone:** 912-478-2291  
**Email:** jcromley@georgiasouthern.edu  
**Office Hours:** Tuesdays 10:15am-12:15pm and 2pm-3pm  
Thursdays 10:15-12:15pm  
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:**

"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." (2013-2014 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. **B**
2. Identify physical, social, emotional and intellectual factors influencing health behaviors relevant to a proposed health education curriculum/program. **B,C**
3. Design developmentally appropriate interventions by identifying individual learning styles. **E**
4. Develop developmentally appropriate mission, goal and objectives statements, and rationale supporting the need for a proposed health education curriculum/program. **A,C**
5. Apply principles of community organization in planning a health education curriculum/program.
6. Determine the range of health-related knowledge and skills requisite to a proposed curriculum/program. **E**
7. Develop a scope and sequence of subject areas and strategies to address a selected health issue/topic. **D,E**
8. Apply theoretical and conceptual models from health education and related disciplines to improve program delivery. **C**
9. Incorporate demographically and culturally sensitive techniques when promoting programs.
10. 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* (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:**

1. McKenzie, J. F., Neiger, B. L., & Thackeray, R. (2013). *Planning implementing & evaluating health promotion programs: A Primer (7<sup>th</sup> Edition)*. San Francisco, CA: Pearson Benjamin Cummings.
2. American Psychological Association. (2010) *Publication Manual of the American Psychological Association* (6<sup>th</sup> Ed). Washington, DC: Author.

### **Student Expectations and Course Policies:**

1. You are responsible for all course content and communication (grade feedback, news announcements, and emails) for the course. Please check Folio and your Georgia Southern email address regularly.
2. There will be no make-up exams given. Missed exams will result in a score of "0". You must notify the professor IN ADVANCE if you have a university excused absence or a make-up test will not be offered.
3. The final exam is mandatory (cumulative) and will be given during finals week. Early final exams will not be given. If this scheduled time is a problem, please consider dropping this course.
4. Late work assignments (discussions, assignments, and quizzes) are not accepted. All assignments will be submitted through Folio with an individual due date and time. **No extensions will be given.**
5. Please consult the STUDENT CONDUCT CODE 2017-2018 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.
6. Last day to withdraw from class without academic penalty is **March 5<sup>th</sup>, 2017**. Students who stop attending class without officially withdrawing from the class will receive a final grade of "F".
7. 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.
8. 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.
9. If you are receiving services from the Student Disability Resource Center (SDRC), please come and see me, as soon as possible, to schedule an appointment and to present me with an official accommodation letter.
10. When you need to contact me, please do so through the University email account- [jcromley@georgiasouthern.edu](mailto:jcromley@georgiasouthern.edu). I check this account more frequently than Folio mail messages. I will do my best to respond within 48 hours (with the exception of weekends and holidays).

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.

12. Please do not email the last week of classes asking to change your grade. You have the entire semester to earn your grade and extra credit opportunities will not be given the last week of class or finals week.

### **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 transcripts and cover letter. Pay careful attention to the job announcement and tailor your cover letter to 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, Jan 11<sup>th</sup>**. You will also need to complete the **Team Maker Application Activity in CATME by Friday, Jan 12<sup>th</sup>**. 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 an issue arises that needs immediate assistance from me, please email or call me on my office phone, 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. 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 [40 points]**

Quizzes will be posted on your Folio page for this course. There will be a total of 8 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.

**E. Team Program Proposal [100 points]**

You will be placed in a group with approximately 3 other students for your project. As a group, you will work on one community project. Through the next two semesters, you will work with this group to plan, implement and evaluate a community health program. **Details included on Folio.**

**F. Assignments**

You will be asked to complete 10 assignments ranging from 5-20 points throughout the semester to prepare you for your final project. 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.**

**G. Proposal "Connecting the Dots" Presentation [25 points]**

During the final weeks of the course you will give a 10 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 as the first group. You will be evaluated by the instructor and a panel of guests.

**H. Attendance/Participation [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 Facebook or Instagram, emailing are not considered "participating". **Deductions will be given to students found on their phones during class. This includes during group work.**

**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 8 @ 5 pts	40
Midterm	50

Final	100
Program Proposal I (BINDER)	100
QEP Individual Assignments (Executive Summary) 2@ 35 pts	70
Proposal Presentation “Connecting the Dots”	25
Group Assignments	75
<b>Total</b>	<b>490</b>
<i>Attendance</i>	-?

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

**Course Grading Scale:**

<b>POINTS</b>	<b>Grade</b>
441-490	A
392-440	B
343-391	C
294-342	D

## Tentative Course Schedule:

<b>ROAD TO HEALTH TOOLKIT</b> <a href="http://www.cdc.gov/diabetes/ndep/road-to-health.htm">http://www.cdc.gov/diabetes/ndep/road-to-health.htm</a>			
<b>Week</b>	<b>Topic</b>	<b>Readings</b>	<b>Quiz/Assignments</b> <b>All due by 11:59pm on Sunday</b> <b>(unless otherwise noted)</b>
1 Jan 9/11	1/9: Introduction & Overview,  1/11: Intro to the Road to Health Toolkit	Ch 1 Ch 2	Complete Quiz 1 (availability ends 1/14)  *Resume, unofficial transcripts, cover letter due in-class (1/11)  *CATME Team Maker Application due online (1/12)  Read Road to Health Toolkit User's Guide
2 Jan 16/18	1/16: Literature Review  1/18: Literature Review		Complete Quiz 2 (availability ends 1/21)
3 Jan 23/25	1/23: Lit Review/QEP Rubric  1/25: Lit Review  Meet with Writing Fellow	Ch 3	Complete Quiz 3 (availability ends 1/28)
4 Jan Feb 30/1	1/30: Lit Review  2/1: Lit Review		A1. Lit Review ( 20 pts) (Due 2/4)  *CATME 1 (Due 2/4)  <b>MEET WITH COMMUNITY PARTNER</b>
5 Feb 6/8	2/6: Needs Assessment  <b>2/8: Program Planning Q &amp; A</b> 'Words of Wisdom'	Ch 4	Complete Quiz 4 (availability ends 2/11)  Q & A takes place in <b>Biology 1155</b>
6 Feb 13/15	2/13: Needs Assessment  2/15: Needs Assessment		<b>MIDTERM (CH 1-4): ONLINE Due 2/18</b>
7 Feb 20/22	2/20: Mission statement, goals and objectives 2/22: Mission statement, goals and objectives	Ch 6	Complete Quiz 6 (availability ends 2/25)  A2. Needs Assessment (20 pts) Due 2/25
8 Feb March 27/1	<b>Team Meetings with Mrs. Cromley</b> <b>(Bring M/G/Os)</b>  <b>Groups 1-6 Meet on Tuesday</b> <b>Groups 7-12 Meet on Thursday</b>  <b>Group 1/7: 12:30-12:40</b> <b>Group 2/8: 12:40-12:50</b> <b>Group 3/9: 12:50-1:00</b> <b>Group 4/10: 1:00-1:10</b> <b>Group 5/11: 1:10-1:20</b> <b>Group 6/12: 1:20-1:30</b>		*CATME 2 (Due 3/4)  <b>MEET WITH COMMUNITY PARTNER</b>
9 March 6/8	3/6: Mission statement, goals and objectives 3/8: Theories and Models		

10 March 13/15	Spring Break		Be Safe!
11 March 20/22	3/20: Theories and models 3/22: Executive Summary	Ch 7	Complete Quiz 7 (availability ends 3/25)  A3. Framework (5 pts) Due 3/25  A4. Miss/Goal/Obj. (10 pt) Due 3/25
12 March 27/29	3/27: Intervention plan  3/29: Intervention Plan (Evaluation)	Ch 8 Ch 9	Quiz 8 & Quiz 9 (availability ends 4/1) A5. Intervention Plan (15 pts) (Due 4/1)
13 April 3/5	4/3: Bring completed presentations 4/5: Work Day		<b>CATME 3 (Due 4/8)</b>  A6. Planning Committee (5 pts) Due 4/8 A7. <b>INDIVIDUAL</b> Executive Summary #1 (35 pts) Due 4/8
14 April 10/12	<b>4/10: PPII PRESENTATIONS</b> <b>4/12: PPII PRESENTATIONS</b>		<b>FINAL COPY OF PRESENTATION DUE IN DROPBOX 4/22 @ 11:59p</b>
15 April 17/19	<b>4/17: PPII PRESENTATIONS</b> <b>4/19: PPI PRESENTATIONS</b>		<b>Proposals/Binders Due 4/19 IN CLASS</b>  <b>FINAL COPY OF PRESENTATION DUE IN DROPBOX 4/22 @ 11:59p</b>  A8. <b>INDIVIDUAL</b> Executive Summary #2 FINAL COPY (35 pts) Due 4/22
16 April 24/26	<b>4/24: PPI PRESENTATIONS</b> <b>4/26: PPI PRESENTATIONS</b>		<b>*CATME 4 (Due 4/29)</b>  <b>MEET WITH COMMUNITY PARTNER</b>
<b>May 1st</b>	<b>Final Exam 12:30-2:30pm</b> Tuesday May 1 <sup>st</sup>		<b>Final Exam (IN CLASS)</b>



**Professional Dispositions:**

BSPH 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, 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.**