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PUBH 4133 - Health Promotion Program Planning II

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PUBH 4133: Health Promotion Program Planning II

Tuesday & Thursday 12:30 -1:45 pm

Professor: Raymona H. Lawrence, DrPH, MPH, MCHES
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Office Hours: T/TH 2:30-4:00pm and/or by appointment

"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 a 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 (6th Edition)*. San Francisco, CA: Pearson Benjamin Cummings.

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" 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.

Please pay close attention to quiz due dates. No Make Ups will be given for quizzes. Quizzes will not be reopened for completion once the due date has passed. Any quiz not completed by the due date/time will be given a 0. No exceptions!

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 2015-16 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 5, 2018**.
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 **DAILY** 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 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.**

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 [190 points]

There will be a series of 10 assignments ranging in points from 5-35. 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 [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 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 the evaluation form 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. **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 Evaluations @ 5 pts each). You will use CATME for peer evaluations.

C. Final Exam [50 points]

There will be a final (50 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 close according to the class schedule.

E. Team Program Binder [100 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 contents. **The Binder is due on Thursday, April 20th 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. External Evaluation [25 points]

Your community partner will evaluate you individually based on your performance throughout the semester. An evaluation is posted on Folio. Check Folio for dates to send the evaluation letter and for the date to receive it back from your community partner. Again, this is an individual assignment so make sure that the community partner sees your individual professionalism and commitment to the success of the program.

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 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”. **ANY ONE SEEN DOING ANY OF THESE ACTIVITIES WILL RECEIVE A 5 POINT DEDUCTION IN PARTICIPATION.**

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:

Assignment	Points
CATME 4@ 5 pts	20
Quizzes x 6 @ 5 pts	30
Final	50
Team Program Binder	100
External Evaluation	25
Final Presentation	25
Assignments (10 total)	190
Total	440
<i>Attendance</i>	-?

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

Course Grading Scale:

Points	Grade
396-440	A
352-395	B
308-351	C
264-307	D

Tentative Course Schedule:

Week	Topic	Readings	Quiz/Assignments
1 Jan 9/11	9. Welcome Back and Syllabus Review 11. Program/Binder Review “Connecting the Dots” Worksheet	Ch 10	
2 Jan 16/18	16. Demonstration of Lessons (Groups 1-2) 18. Demonstration of Lessons (Groups 3-4)	Ch 11	Identification and Allocation of Resources Marketing: Recruiting for your program Quiz 1(Ch10)/Quiz 2 (Ch 11) Due Jan 21 A1. Budget (5 pts) Due Jan 21 A2. Updated: Implementation and Lesson Plan (10 pts) Due Jan 21
3 Jan 23/25	23. Demonstration of Lessons (Groups 5-6) 25. Demonstration of Lessons (Groups 7-8)	Ch 12	Implementation Quiz 3 (Ch 12) Due Jan 28 A3. Methods (20pt) Due Jan 28th
4 Jan30/ Feb 1	30. Demonstration of Lessons (Groups 9-10) 1. Demonstration of Lessons (Group 11)	Ch 13	CATME 1 Due: Feb 4 Feb 4: Date of Program Implementation Due Executive Summary 1 Due: Feb 4
5 Feb 6/8	6. Informed Consent/CITI, etc 8. PPII Words of Wisdom to PPI: Biological Sciences 1155	Ch 14	Evaluation Overview Quiz 4 (ch 13) Due Feb 11 A4. Updated Intro (20 pt) Due Feb 11th Informed Consent/CITI Due 2/11
6 Feb 13/15	13. Results 15. Results		

7 Feb 20/22	20. Discussion 22. Discussion		Evaluation Approaches and Designs Quiz 5 (ch 14) Due Feb. 25 CATME 2 Due Feb 25th
8 Feb 27/ Mar 1	Programs In the Field		
9 Mar 6/8	Programs In the Field	Ch 15	External Evaluation EMAILED TO COMMUNITY PARTNER THIS WEEK/ COMPLETED BY COMMUNITY PARTNER FOR EACH TEAM MEMBER SEPARATELY: Due April 15th
10 Mar 13/15	<i>SPRING BREAK!!!</i>		
11 Mar 20/22	Programs In the Field		Data Analysis and Reporting Quiz 6 (Ch 15) Due Mar 25th
12 Mar 27/29	27. Data Analysis March 28th 1-4 pm: Meet with Dr. Bland for Data Analysis. 29. Data Analysis		CATME 3: Due April 1
13 Apr 3/5	3. Groups 1-5 Meet with Writing Fellow to discuss Executive Summary 5. Groups 6-11 Meet with Writing Fellow to discuss Executive Summary		A6. Results (10 pt) Due April 8th
14 Apr 10/12	10. PPII Presentations (Groups 1-4): Biological Sciences 1155 12. PPII Presentations (Groups 5-8): Biological Sciences 1155		A5. External Evaluation DUE FROM COMMUNITY PARTNER BY APRIL 15th!! A7. Discussion (20 pt) Due April 15th Executive Summary 2 Due April 15th A8. Abstract Due 4/15

15 Apr 17/19	Binder Preparation 17. PPII Presentations (Groups 9-11): Biological Sciences 1155 19. PPI Presentations: Biological Sciences 1155		Group Binder Due (100 pts) April 19th in class CATME 4 Due April 22nd Presentation Due April 22nd
16 Apr 24/26	Review for Final 24. PPI Presentations 26. PPI Presentations		Biological Sciences 1155
17 May 1	Final: In Class- 12:30 – 2:30pm Written Exam Bring Scantron		