HED 512 - PUBLIC HEALTH PROGRAM PLANNING – Spring 2016
Tuesday 5-7:30 PM, Pulliam Hall Room #310

Instructor: Robert Rados, PhD, MHA
Office: Pulliam Hall Room #314
Email: rrados@siu.edu
Phone: (618) 453-2777
Office Hours: Mon/Tues 4-5 PM & 7:30-8:30 PM; Wed 12-1 PM & 2-3 PM or by Appointment

Contact Information for Two Classmates:
Name____________________________________    email _______________________________ Phone: _______________
Name ___________________________________     email _______________________________ Phone: _______________

Course description: HED 512 – This course will present theories/model for health promotion program planning and implementation in community/public health settings. Steps to program planning, including: logic models, needs assessment, community organizing, evaluation/assessment, and social marketing will be addressed.

Course Objectives:
At the end of the course, students will be able to demonstrate the following competencies from Area of Responsibility II: Plan Health Education:

**Involve priority populations and other stakeholders in the planning process.**
Incorporate principles of community organization.
Identify priority populations and other stakeholders.
Communicate need for health education to priority populations and other stakeholders.
Develop collaborative efforts among priority populations and other stakeholders.
Elicit input from priority populations and other stakeholders.
Obtain commitments from priority populations and other stakeholders.

**Develop goals and objectives.**
Use assessment results to inform the planning process.
Identify desired outcomes utilizing the needs assessment results.
Select planning model(s) for health education.
Develop goal statements.
Formulate specific, measureable, attainable, realistic, and time-sensitive objectives.

**Select or design strategies and interventions.**
Assess efficacy of various strategies to ensure consistency with objectives.
Design theory-based strategies and interventions to achieve state objectives.
Select a variety of strategies and interventions to achieve stated objectives.
Comply with legal and ethical principles in designing strategies and interventions.
Apply principles of cultural competence in selecting and designing strategies/interventions.

**Develop a scope and sequence for the delivery of health education.**
Determine the range of health education needed to achieve goals and objectives.
Select resources required to implement health education.
Use logic models to guide the planning process.
Organize health education into a logical sequence.
Analyze the opportunity for integrating health education into other programs.
Develop a process for integrating health education into other programs.  
**Address factors that affect implementation.**
Identify factors that foster or hinder implementation.  
Analyze factor that foster or hinder implementation.  
Develop an environment conducive to learning.  

**Required Text:**  
Planning, Implementing & Evaluating Health Promotion Programs 6e  
**Author:** McKenzie  
**ISBN:** 9780321788504  
**Copyright Year:** 2013  
**Publisher:** Benjamin-Cummings Publishing Company  

**Electronics:**  
Use of electronic devices may be used in class for course related purposes, such as completing class project activities, note-taking, researching class topics, clarifying core concepts and enhancing insight for discussions.  

**Assessment Grading Scale:**  
Based on total points received, the grading scale is as follows:  
- 100-90% A  
- 89-80% B  
- 79-70% C  
- 69-60% D  
- Under 60% F  

**Evaluation Criteria**

**Assignments:**  
- Student Profile/Introduction: 10 pts.  
- Attendance/Engagement (7-pts. per class): 105 pts.  
- D2L & In-class Activities: 100 pts.  
- Reflection paper: 15 pts.  
- Student discussion on an innovative program: 40 pts.  

Total 270 pts.  

**Program Plan Project**

**First Submission of Components of the Program Plan**  
- Selection of health issue(s), population and setting: 35 pts.  
- Needs assessment: 45 pts.  
- Logic Model: 45 pts.  
- Mission statement, goals and objectives for program: 50 pts.  
- Theoretical basis and application: 30 pts.  
- Marketing strategy: 40 pts.  
- Evaluation plan: 50 pts.  
- 2 activities/learning strategies (20 pts each): 40 pts.  

Total points for first submission of Program Plan: 335 pts.
### Final Version of Program Plan (completed)

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Summary list of all revisions made</td>
<td>10 pts</td>
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<tr>
<td>Selection of health issues, population and setting</td>
<td>20 pts</td>
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<tr>
<td>Needs assessment</td>
<td>20 pts</td>
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<tr>
<td>Logic Model</td>
<td>20 pts</td>
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<tr>
<td>Mission statement, goals and objectives for program</td>
<td>20 pts</td>
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<tr>
<td>Needs assessment</td>
<td>20 pts</td>
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<tr>
<td>Theoretical basis and application</td>
<td>20 pts</td>
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<tr>
<td>Marketing strategy</td>
<td>20 pts</td>
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<tr>
<td>Evaluation plan</td>
<td>20 pts</td>
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<tr>
<td>2 activities/learner strategies</td>
<td>20 pts</td>
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<tr>
<td>Final Presentation</td>
<td>60 pts</td>
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<tr>
<td><strong>Total points for final version of Program Plan:</strong></td>
<td><strong>230 pts</strong></td>
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</table>

**Total possible points:** 795

### ASSIGNMENTS:

**Student Profile Form w/photo & Introduction**

The profile form is used by each student to briefly introduce themselves on the first day of class, which helps us as a class become better acquainted and provides the instructor current contact information (submit hard-copy).

**Attendance/Engagement:**

Students’ active participation in-class promotes learning course materials and interaction with other classmates. Engaged students enhance the learning process by adding personal experiences, knowledge, opinions, values and beliefs regarding course topics. Points are earned for each Tuesday class meeting attended (7-pts. per class), beginning 1/19/16. Absences, do not earn attendance/engagement points. Late arrivals or early departures from class may result in loss of attendance points, determined by the instructor.

**D2L & In-class Activity Assignments:**

Activities can be scheduled/unscheduled that occur in-class or related to the in-class experience. The activities may include individual or group-work associated with an issue or topic covered in-class. To receive in-class activity points, students must attend class on the day of the activity.

**Reflection Paper:**

After viewing the Ted Talk video clip by Thomas Goetz, students will submit a two-page paper reflecting on impressions and reactions. Reflection paper guidelines will be provided. **Due: Jan 26.**

**Student discussion group on an innovative health promotion/public health program:**

With a partner(s), each group will present/lead a discussion on an innovative health promotion public health program they have identified and researched (your choice). Use visuals aids and provide a handout or informational outline that assists the class to engage in an interactive discussion (minimum 15 mins). A written paper is not required. More details will be provided. Due dates on the syllabus for each group.
**Program Plan Project:**
Each student, working individually will plan a health promotion program that is developed throughout the semester in steps. The purpose of the assignment is to systematically create a program plan (based on course materials) that is both worthwhile/meaningful and ready to be successfully implemented. A copy of each step of the plan will be submitted according to the dates identified in the course outline. Points are awarded for the *first draft* (submitted at each step) and for the *final version* of each step, and lastly the final program plan (further explanation regarding individual program components provided below). A peer review system is utilized to help refine the 1st draft content. This is accomplished by having each group work with a partner for the purpose of giving and receiving feedback for their work prior to submitting written assignments. The process requires preparing a written draft for each assignment component, and working together in-class with their assigned peer reviewers. The peer reviewer will read the paper out loud, with the writer. The process is intended to identify and ensure enough depth of information for success and to promote clarity in writing style, with sufficient details, to maximize user understanding. Having identified areas for revision, the plan is modified and submitted (see course outline due dates). Guidelines will be discussed.

**Program Plan Components—**

**Selection of population and setting:**
Based on expertise and interest, each student will select a population and setting in which the program will take place. Write a brief description of these. **Due: Feb. 23 for peer review; March 1 to be submitted.**

**Needs assessment:** Conduct a needs assessment for the program based on current literature and data and identify the health issue the program will address. This should include information to support the need for the proposed program; incorporate data related to health status, health-risk behaviors and lack of programs. All references should be cited correctly, according to the APA Manual (both within text and in the reference list). **Due: Feb 24 for peer review; March 1 to be submitted.**

**Logic Model:** Develop a logic model that identifies resources, activities, outputs, short and long-term outcomes, and impacts related to the program. **Due: Feb 24 for peer review; March 3 to be submitted.**

**Mission statement, goals and objectives for program:** Submit the mission statement, goals and objectives for the program. **Due: Feb 24 for peer review; March 3 to be submitted.**

**Theoretical basis and application of selected model to health issue:** Describe theoretical constructs that will be applied to the health issue/program and identify why these constructs are an appropriate choice. **Due: April 5 for peer review; April 12 to be submitted.**

**Two intervention strategies:** Create and submit detailed plans describing the activities to be used to accomplish the program objectives. **Due: April 5 for peer review; April 12 to be submitted.**

**Marketing strategy:** Describe the marketing strategy and techniques to be used for the program. **Due: April 5 for peer review; April 12 to be submitted.**

**Evaluation plan:** Describe the manner in which the program will be evaluated. Both process and outcome evaluations should be addressed. **Due: April 5 for peer review; April 12 to be submitted.**
**SYLLABUS**

**In-class program plan presentations:** Each student group will present their program plan. Specific directions and format will be discussed as we approach the dates.

**Final Revised Program Plan:** The final revised program plan is to be submitted accompanied by a summary list of all revisions made from the first drafts. In addition, changes from the first draft must be highlighted in the final version. All previous drafts must be submitted along with the final version. **Due April 19th to be submitted.**

**Late Policy/Emergencies:** Assignments are expected to be turned in on the assigned due date. Late assignments, if not approved by the instructor will not be accepted. In-class activities & attendance points are not earned on days missed. Students are responsible for obtaining missed information. Please notify instructor.

**Tentative Class Outline** (See D2L for any additional readings, assignments/discussions and/or activities.)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
<th>Due</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to course and syllabus; Goal setting/chapter materials</td>
<td>Reading: Chap 1-4</td>
<td>Bring Student Profile form w/photo to class &amp; hand-in</td>
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<tr>
<td>1/19</td>
<td>Discussion of goals; Planning Concepts; Precede/Procede Model for planning</td>
<td>Reading: Chap 1-4</td>
<td>-Reflection on Ted Talk</td>
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<tr>
<td>Week 2</td>
<td>Needs Assessment</td>
<td>Reading: D2L</td>
<td>-Group #1 innovative program discussion</td>
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<td>1/26</td>
<td>Logic Models</td>
<td>Reading: D2L</td>
<td>-Group #2 innovative program discussion</td>
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<td>Week 3</td>
<td>Mission Statements, Goals and Objectives</td>
<td>Reading: Ch. 6</td>
<td>- Group #3 innovative program discussion</td>
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<td>2/2</td>
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<tr>
<td>Week 4</td>
<td>Mission Statements, Goals and Objectives (cont’d)</td>
<td>Reading: D2L</td>
<td>-Group #4 innovative program discussion</td>
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<tr>
<td>2/9</td>
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<td></td>
<td>Due: 1st draft: Population &amp; Setting, Logic Model, Needs assessment, Mission statement, goals &amp; objectives <strong>for peer review</strong></td>
</tr>
<tr>
<td>Week 5</td>
<td>Theoretical Application</td>
<td>Reading: Ch. 7</td>
<td>Due: 1st draft: Population &amp; Setting, Logic Model, Needs assessment, Mission statement, goals &amp; Objectives <strong>submitted</strong></td>
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<tr>
<td>2/16</td>
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<td>-Group #5 innovative program discussion</td>
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<td>Week 6</td>
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<td>2/23</td>
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**SYLLABUS**

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<tr>
<th>Week 8</th>
<th>Theoretical Application (cont’d)</th>
<th>Reading: Ch. 8</th>
<th>- Group #6 innovative program discussion</th>
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<tr>
<th>Week 9</th>
<th><strong>SPRING BREAK</strong> - No CLASS</th>
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<tr>
<th>Week 10</th>
<th>Intervention Strategies</th>
<th>Reading: Ch. 11</th>
<th>- Group #7 innovative program discussion</th>
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<tbody>
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<td>3/22</td>
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<tr>
<th>Week 11</th>
<th>Social Marketing &amp; Program Evaluation</th>
<th>Reading: Ch. 13, 14</th>
<th>- Group #8 innovative program discussion</th>
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<tbody>
<tr>
<td>3/29</td>
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<td>- 1st draft: Theory application, Interventions, Marketing, Evaluation Plan for peer review</td>
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<tr>
<th>Week 12</th>
<th>Program Evaluation (cont’d)</th>
<th>Reading: Ch. 13, 14</th>
<th>- 1st draft: Theory application, Interventions, Marketing, Evaluation Plan submitted</th>
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<tr>
<td>4/5</td>
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<th>Week 13</th>
<th>TBA</th>
<th>Reading: TBA</th>
<th>- Group #10 innovative program discussion</th>
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<tr>
<td>4/12</td>
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<td>- Group #11 innovative program discussion</td>
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<th>Week 14</th>
<th>TBA</th>
<th>Reading: D2L</th>
<th>- Completed Program Plan Projects submitted In-Class Presentations</th>
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<td>4/19</td>
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<th>TBA</th>
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<th>Week 16</th>
<th>TBA</th>
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<th>In-Class Presentations</th>
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<th>Week 17</th>
<th><strong>Final Examination Week</strong></th>
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<th>In-Class Presentations</th>
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<tr>
<td>Tues. 5/10</td>
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* Tentative Class Outline* The course outline is subject to change. Directions, readings and/or activities and assignments may be added/subtracted and or modified during the semester. Due dates may fluctuate by the instructor, based on progress through the course materials. Students will be informed of changes.

**Emergency Procedures**: Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on the BERT’s website at www.bert.siu.edu, Department of Public Safety’s website www.dps.siu.edu (disaster drop down) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. **It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.** The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.
IMPORTANT DATES *
Semester Class Begins .......................................................... 01/19/2016
Last day to add a class (without instructor permission) .................. 01/24/2016
Last day to withdraw completely and receive a 100% refund: 01/31/2016
Last day to drop a course using SalukiNet................................. 04/03/2016
Last day to file diploma application (for name to appear in Commencement program): ................................................. 02/12/2016
Final examinations: ................................................................ 05/09–05/13/2016

Note: For outreach, internet, and short course drop/add dates, visit Registrar’s Academic webpage http://registrar.siu.edu/

SPRING SEMESTER HOLIDAYS Martin Luther King, Jr.’s Birthday Holiday 01/18/2016 Spring Break 03/12—03/20/2016

Withdrawal Policy ~ Undergraduate only Students who officially register for a session may not withdraw merely by the stopping of attendance. An official withdrawal form needs to be initiated by the student and processed by the University. For the proper procedures to follow when dropping courses and when withdrawing from the University, please visit http://registrar.siu.edu/catalog/undergraduatecatalog.html

INCOMPLETE POLICY ~ Undergraduate only An INC is assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments. An INC must be changed to a completed grade within one semester following the term in which the course was taken, or graduation, whichever occurs first. Should the student fail to complete the course within the time period designated, that is, by no later than the end of the semester following the term in which the course was taken, or graduation, whichever occurs first, the incomplete will be converted to a grade of F and the grade will be computed in the student’s grade point average. For more information please visit: http://registrar.siu.edu/grades/incomplete.html

REPEAT POLICY An undergraduate student may, for the purpose of raising a grade, enroll in a course for credit no more than two times (two total enrollments) unless otherwise noted in the course description. For students receiving a letter grade of A, B, C, D, or F, the course repetition must occur at Southern Illinois University Carbondale. Only the most recent (last) grade will be calculated in the overall GPA and count toward hours earned. See full policy at http://registrar.siu.edu/catalog/undergraduatecatalog.html

GRADUATE POLICIES Graduate policies often vary from Undergraduate policies. To view the applicable policies for graduate students, please visit http://gradschool.siu.edu/about-us/grad-catalog/index.html

DISABILITY POLICY Disability Support Services provides the required academic and programmatic support services to students with permanent and temporary disabilities. DSS provides centralized coordination and referral services. To utilize DSS services, students must come to the DSS to open cases. The process involves interviews, reviews of student-supplied documentation, and completion of Disability Accommodation Agreements. http://disabilityservices.siu.edu/PLAGIARISM

MORRIS LIBRARY HOURS http://www.lib.siu.edu/about

SYLLABUS
Syllabus Attachment Spring 2016 - http://pvcaa.siu.edu/

SAFETY AWARENESS FACTS AND EDUCATION Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: http://safe.siu.edu

SALUKI CARES The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. For Information on Saluki Cares: (618) 453-5714, or siucares@siu.edu, http://salukicares.siu.edu/index.html

EMERGENCY PROCEDURES Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. We ask that you become familiar with the SIU Emergency Response Plan and Building Emergency Response Team (BERT) programs. Emergency response information is available on posters in buildings on campus, available on BERT’s website at www bert.siu.edu, Department of Safety’s website at www dps.siu.edu (disaster drop down) and the Emergency Response Guideline pamphlet. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.

INCLUSIVE EXCELLENCE SIU contains people from all walks of life, from many different cultures and sub-cultures, and representing all strata of society, nationalities, ethnicities, lifestyles, and affiliations. Learning from and working with people who differ is an important part of education as well an essential preparation for any career. For more information please visit: http://www.inclusivexcexcellence.siu.edu/

LEARNING AND SUPPORT SERVICES Help is within reach. Learning support services offers free tutoring on campus and math labs. To find more information please visit the Center for Learning and Support Services website:

Tutoring : http://tutoring.siu.edu/
Math Labs http://math.siu.edu/courses/course-help.php

WRITING CENTER
The Writing Center offers free tutoring services to all SIU students and faculty. To find a Center or Schedule an appointment please visit http://write.siu.edu/

AFFIRMATIVE ACTION & EQUAL OPPORTUNITY Our office’s main focus is to ensure that the university complies with federal and state equity policies and handles reporting and investigating of discrimination cases. For more information visit: http://diversity.siu.edu/

Additional Resources Available: SALUKINET: https://salukinet.siu.edu/cp/home/displaylogin
ADVICE: http://advisement.siu.edu/
PROVOST & VICE CHANCELLOR: http://pvcaa.siu.edu/
SIU ONLINE: http://online.siu.edu/