

Planning and Implementing Health Education Programs**HED 325-001**

Dept. of Health Education and Recreation
Southern Illinois University Carbondale
Spring 2014

Instructor and Course Information: Kim H. Miller, Ph.D.
Course Location and Meeting Time: 316 Pulliam Building, Tuesday & Thursday 11-12:15 p.m.
Office Location: Pulliam 321B
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Email: kmiller@siu.edu
Office Hours: Tuesday & Thursday 9 a.m. – 11 a.m.;
Wednesday 10a.m.-12 p.m.

Course Description: Steps to planning and implementing robust health education programs in communities, schools, and other settings will be examined and practiced. To be covered are: theories and models shown to enhance effective programming; needs assessment; recruiting community support; developing a program plan; designing program objectives; and successful program implementation. Prerequisite: HED 300.

Course Objectives: At the conclusion of this course, students will be able to demonstrate the entry-level competencies for health educators with regard to assessment, planning, and implementation of health education programs. There are Seven Areas of Responsibility which are made up of competencies and sub-competencies that will be met through this course and they are:

Responsibility I: Assess needs, assets and capacity for health education*Competency 1.1 Plan assessment process*

1.1.1 Identify existing and needed resources to conduct assessments

Competency 1.2 Access existing information and data related to health

1.2.1 Identify sources of data related to health

1.2.3 Select valid sources of information about health

Competency 1.4 Examine relationships among behavioral, environmental and genetic factors that enhance or compromise health

1.4.1 Identify factors that influence health behaviors

1.4.3 Identify factors that enhance or compromise health

Competency 1.6 Examine factors that enhance or compromise the process of health education

1.6.1 Determine the extent of available health education programs, interventions, and policies

1.6.6 Assess the need for resources to foster health education

Competency 1.7 Infer needs for health education based on assessment findings

1.7.1 Analyze assessment findings

Responsibility II: Plan health education*Competency 2.2 Develop goals and objectives*

2.2.1 Use the assessment results to inform the planning process

2.2.3 Select planning model for health education

2.2.4 Develop goal statements

2.2.5 Formulate specific, measurable, attainable, realistic, and time sensitive (SMART) objectives

Responsibility IV: Develop evaluation plan

4.1.6 Assess the merits and limitations of qualitative and quantitative data collection for evaluation

Responsibility VI: Administer and manage health education

6.1.3 Develop budgets to support health education efforts

Responsibility VII: Communicate and advocate for health and health education

7.1.1 Identify current and emerging issues that may influence health and health education

Methods: A variety of teaching methods and learning strategies will be used. These will include, but will not be limited to lecture, class discussion, small student discussion, cooperative learning activities, and individual and/or student presentations.

Required Course Text: Hodges, B.C., & Videto, D.M.: Assessment and Planning Health Programs. 2nd edition. Sudbury: Jones & Bartlett Learning, 2011.

Supplemental Readings: Supportive reading material may be assigned throughout the semester, including:

U.S. Department of Health and Human Services, National Cancer Institute (2005). Theory at a glance: A guide for health promotion practice (2nd ed).

<http://www.cancer.gov/cancertopics/cancerlibrary/theory.pdf>

Cultural Competency. <http://www.ncccurrricula.info/>

Logic Models. Kellogg Foundation Logic Model Development Guide.

<http://www.epa.gov/evaluate/pdf/eval-guides/logic-model-development-guide.pdf>

National Health Education Standards

<http://www.cdc.gov/healthyyouth/sher/standards/index.htm>

SMART Objectives. <http://www.cdc.gov/healthyyouth/evaluation/pdf/brief3b.pdf>

Attendance Policy: Attendance is expected at all class meetings. This is the ONLY way in which to meet the class participation requirement. Tardiness and early dismissals will adversely impact your final grade. As an incentive to participate, you will lose participation points if you are not actively engaged, listening and responding, asking questions. Note: it is IMPOSSIBLE for students to do these things while texting, emailing, Facebooking or being otherwise preoccupied with other electronic activities. I have a strict policy that students are not permitted

to engage in any of the above electronic activities during my class period. Please respect this policy.

Class Participation: Students are expected to actively engage in discussions about the readings and related concepts. Participation will be evaluated in terms of: (a) apparent thoughtfulness of comments and (b) active engagement in course material.

Policy on Late Assignments: Assignments are due at the appointed time as stated in class or on the syllabus. It is particularly important in this course to stay on top of the assignments because each assignment builds on the previous one. Therefore if students get behind, they may stay behind throughout the semester. Points will be deducted for assignments submitted late.

Evaluation Criteria/Assignments:

Quizzes: 5 @ 10 pts each	50 pts
Exams: 1 @ 50 pts, 1 @ 75 pts:	125 pts
Participation: 3 pts per class period * 27 periods	81 pts.

First Submission of Components of the Program Plan

Selection of health issues, population, and setting:	5 pts
Needs assessment:	20 pts
Logic Model:	10 pts.
Mission statement, goals and objectives for program:	20 pts
Theoretical basis and application:	20 pts
Description of Strategies:	20 pts

Total possible points for first submission of project: 95 pts

Final Version of Program Plan

Needs assessment:	20 pts
Logic Model:	10 pts.
Mission statement, goals and objectives for program:	20 pts
Theoretical basis and application:	20 pts
Description of Strategies:	20 pts
Evaluation plan:	20 pts
Final Presentation:	30 pts

Total possible points for final version of project: 140 pts

Total possible points: 491 pts

Grading Scale:

A	442-491 pts
B	393-441 pts
C	344-392 pts

D 295-343 pts
F 0 - 294 pts

Description of Assignments:

Quizzes (50 pts.): There will be a total of five quizzes given on the text chapters. Those quizzes are tentatively scheduled for Jan. 30, Feb 13, March 20, March 27, April 10, and April 17.

Exams (125 pts.): Two exams will be given, one at midterm and one during finals week. The exams will cover material from the book and outside sources and from class lectures and discussions. Exams are scheduled on March 6 and Monday, May 5. The final exam will be cumulative.

Program Plan: Working individually, students will plan a health promotion project throughout the course of the semester. Each step will be submitted according to the dates identified in the course outline. Points will be awarded for the first draft submitted at each step (see points for each step below). Points will also be awarded for the final version of each step submitted as part of the final project. The final revised version is due in class on April 29.

While each student has the ultimate decision to make the suggested revisions, it is recommended that the revisions be made in order to receive the highest possible grade. If a student does not agree with or does not understand the suggestion(s)/edits, it is that student's responsibility to discuss this with me.

Selection of population and setting (5 pts.): 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. 6.**

Needs assessment (20 pts x 2): 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 6.**

Logic Model (10 pts x 2): Develop a logic model that identifies resources, activities, outputs, short and long-term outcomes, and impacts related to the program. **Due: Feb. 27**

Mission statement, goals and objectives for program (20 pts x 2): Submit the mission statement, goals and objectives for the program. **Due: Feb 27.**

Theoretical basis and application of selected model to health issue (20 pts x 2): Describe theoretical constructs that will be applied to the health issue/program and identify why these constructs are an appropriate choice. **Due: April 3.**

Intervention strategies (20 pts x 2): Create and submit detailed plans describing the activities to be used to accomplish the program objectives. **Due: April 3.**

Evaluation plan (20 pts): Describe the manner in which the program will be evaluated. Both process and outcome evaluations should be addressed. **Due: April 29.**

Presentations (30 pts.): Each student will present their program plan Specific directions and format will be discussed as we approach the dates. **Due: April 29 & May 1.**

Tentative Course Outline

Week # and Dates	Topics and Assignments
Week #1: January 14 & 16	Introductions and Course Overview Reading: Hodges & Videto (HV) Chapter 4
Week #2: January 21 & 23	Needs Assessments Reading: HV Chapter 1
Week #3: January 28 & 30	Needs Assessments Reading: HV Chapter 2
Week #4: Feb. 4 & 6	Logic Models Reading: HV Chapter 4, PP. 121-123 & Logic Models. Kellogg Foundation Logic Model Development Guide. http://www.epa.gov/evaluate/pdf/eval-guides/logic-model-development-guide.pdf <i>DUE: Population Description and Needs Assessments (Feb 6)</i>
Week #5: Feb. 11 & 13	Mission Statements, Goals & Objectives Reading: HV Chapter 7 & SMART Objectives. http://www.cdc.gov/healthyyouth/evaluation/pdf/brief3b.pdf
Week #6: Feb 18 & 20	Mission Statements, Goals & Objectives Reading: HV Chapter 7
Week #7: Feb 25 & 27	Mission Statements, Goals & Objectives Reading: HV Chapter 7

SYLLABUS

	<i>DUE: Logic Model, Mission Statement, Goals and Objectives (Feb 27)</i>
Week #8: March 4 & 6	Midterm Exam Review & Midterm Exam
Week #9: March 11&13	Spring Break
Week #10: March 18 & 20	Health Behavior Theory and Application Reading: HV Chapter 6 & U.S. Department of Health and Human Services, National Cancer Institute (2005). Theory at a glance: A guide for health promotion practice (2nd ed). http://www.cancer.gov/cancertopics/cancerlibrary/theory.pdf
Week #11: March 25 & 27	Health Behavior Theory (cont'd) Strategies Reading: HV Chapters 8 & 9
Week # 12: April 1 & 3	No Class meeting this week <i>DUE: Theory Application & Strategies (April 3 by 5 p.m. on D2L)</i>
Week #13: April 8 & 10	Social Marketing Reading: HV Chapter 5
Week #14: April 15 & 17	Program Evaluation Reading: HV Chapter 10
Week #15: April 22 & 24	Evaluation (cont'd) <i>DUE: Program Evaluation Plan (April 24)</i>
Week #16: April 29 & May 1	Student Presentations <i>DUE: Final Revised Program Plans (April 29)</i>
Week # 17: Monday, May 5, 12:50-2:50 p.m.	<i>Final Exam</i>

Academic Honesty Policy: The SIUC Academic Honesty Policy is in effect for this course. Please read through and become familiar with the policies. See the attached page describing the policy.

Emergency Preparedness: Please see the attached page describing these procedures.

"We emphasize student achievement and success because achievement and success are essential if we are to shape future leaders and transform lives."¹

<http://pvcaa.siu.edu/>

IMPORTANT DATES *

<u>Semester Class Begins</u>	01/13/2014
<u>Last day to add a class</u> (without instructor permission):	01/24/2014
<u>Last day to withdraw completely and receive a 100% refund:</u>	01/26/2014
<u>Last day to drop a course using SalukiNet:</u>	03/23/2014
<u>Last day to file diploma application</u> (for name to appear in Commencement program):	03/28/2014
<u>Final examinations:</u>	5/5 – 5/9/2014

* Note: For outreach, online, and short course drop/add dates, visit Registrar's Academic webpage <http://registrar.siu.edu/>

SPRING SEMESTER HOLIDAYS

Martin Luther King, Jr.'s Birthday 01/20/2014
Spring Vacation 03/08—03/16/2014

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/pdf/ugradcatalog1314.pdf>

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/pdf/ugradcatalog1314.pdf>

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/>

STUDENT CONDUCT CODE

http://policies.siu.edu/other_policies/chapter3/conduct.html

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://salukicare.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 as an essential preparation for any career. For more information please visit: <http://www.inclusiveexcellence.siu.edu/>

MORRIS LIBRARY HOURS

<http://www.lib.siu.edu/about>

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://tutoring.siu.edu/math_tutoring/index.html

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>

ADVISEMENT: <http://advisement.siu.edu/>

PROVOST & VICE CHANCELLOR: <http://pvcaa.siu.edu/>

SIU ONLINE: <http://online.siu.edu/>

¹ Southern Illinois University Carbondale. (2013). *Pathways to Excellence: A Strategic Plan*
Retrieved from http://chancellor.siu.edu/common/docs/A_Strategic_Plan.pdf