

PROGRAM PLANNING AND CURRICULUM DEVELOPMENT- HED 510-001

Dept. of Health Education and Recreation
Southern Illinois University Carbondale
Fall 2015

Instructor and Course Information: Kim H. Miller, Ph.D.
Course Location and Meeting Time: 208 Pulliam Building, Wednesdays 5 – 7:30
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Office Hours: Tuesday & Wednesday 3:00-4:45 p.m.;
Thursday 10 a.m.-12 p.m

Course Description: “This course will present theories/models 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.” (SIUC Graduate Catalog, 2012-2013).

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 and 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.

*Responsibilities, competencies and sub-competencies identified from Areas of Responsibilities of Health Educators, 2010.
<http://www.nchec.org/credentialing/responsibilities/>

(Listed with permission from NCHEC, Inc.)

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

Course Text: McKenzie, J.F, Neiger, B.L., & Thackeray, R. (2009). *Planning, implementing, and evaluating health education programs: A primer* (5th ed.). San Francisco: Pearson Benjamin Cummings.

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

What is expected of you:

In this course, you will be expected to:

1. Be prepared for every class by studying the material prior to coming to class. As we engage in class discussions, you will want to be familiar with the material so that you may contribute to discussions.
2. Participate in class discussions and contribute to the overall productivity of the class. This can be achieved by completing your readings.
3. Be present at all class meetings. In order to contribute to the overall productivity of the class, you must be in class.
4. If you miss class for an emergency or professional activity/responsibility, it is your responsibility to obtain missed notes and materials from your classmates.

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.

Evaluation Criteria/Assignments:

Reflection paper:	20 pts
Student discussion on Innovative programs:	30 pts.

First Submission of Components of the Program Plan

Selection of health issues, population, and setting:	10 pts
Needs assessment:	20 pts
Logic Model:	10 pts.
Mission statement, goals and objectives for program:	20 pts
Theoretical basis and application:	20 pts
Marketing strategy:	20 pts
Evaluation plan:	20 pts
2 activities/learner strategies (20 pts each):	40 pts
Total possible points for first submission of project:	160 pts

Final Version of Program Plan

Summary list of all revisions made	10 pts
Selection of health issues, population, and setting:	10 pts
Needs assessment:	20 pts
Logic Model:	10 pts.
Mission statement, goals and objectives for program:	20 pts
Theoretical basis and application:	20 pts
Marketing strategy:	20 pts
Evaluation plan:	20 pts
5 activities/learner strategies:	100 pts
Final Presentation:	30 pts
Total possible points for final version of project:	260 pts

Total possible points: 470 pts

Grading Scale:

A	450-500 pts
B	400-449 pts
C	350-399 pts
D	300-349 pts
F	0-299 pts

Description of Assignments:

Reflection paper on Ted Talk (20 pts): After viewing the Ted Talk video clip by Thomas Goetz, students will submit a two- page paper reflecting on impressions and reactions. I will be looking for thoughtful and thought-provoking reactions. Please do not look at these as “busy work.” **Due: Sept 2.**

Student discussion on an Innovative health promotion/public health program (60 pts): Each student will present/lead two discussions on an Innovative health promotion/public health program they have identified and researched (15 mins). No written document is required however students may wish to develop handouts or outlines for the class to facilitate interactive discussion. Each student will submit an assessment of his/her partner’s contribution to the presentation.

Program Plan: Students will plan a health promotion program project throughout the course of the semester. Students will submit their version of each step 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 above). Points will also be awarded for the final version of each step submitted as part of the final project.

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 the students’ responsibility to discuss this with me.

In order to help students achieve the best possible product, a peer review system will be utilized. Prior to submitting written assignments, students will work with a partner for the purpose of giving and receiving feedback about their work. First, students will write a first draft of each assignment, then will bring the assignments to class and give them to the assigned peer reviewer. The peer reviewer will read the paper-- out loud-- to the writer. During the process of reading the paper out loud, the intention is that problems in the writing will become evident. Having identified areas for revision, the writer will then revise the paper and submit it the following class period or when otherwise due as indicated on the course outline. I will give some specific guidelines to help with the peer review process.

Selection of population and setting (10 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: Sept 30 for peer review; Oct. 7 to Dr. Miller.**

Needs assessment (20 pts): 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: Sept 30 for peer review; Oct. 7 to Dr. Miller.**

Logic Model (20 pts): Develop a logic model that identifies resources, activities, outputs, short and long-term outcomes, and impacts related to the program. **Due: Sept 30 for peer review; Oct. 7 to Dr. Miller.**

Mission statement, goals and objectives for program (20 pts): Submit the mission statement, goals and objectives for the program. **Due: Sept 30 for peer review; Oct. 7 to Dr. Miller.**

Theoretical basis and application of selected model to health issue (20 pts): Describe theoretical constructs that will be applied to the health issue/program and identify why these constructs are an appropriate choice. **Due: Nov. 11 for peer review; Nov. 18 to Dr. Miller.**

Two intervention strategies (40 pts): Create and submit detailed plans describing the activities to be used to accomplish the program objectives. **Due: Nov. 11 for peer review; Nov. 18 to Dr. Miller.**

Marketing strategy (20 pts): Describe the marketing strategy and techniques to be used for the program. **Due: Nov. 11 for peer review; Nov. 18 to Dr. Miller.**

Evaluation plan (20 pts): Describe the manner in which the program will be evaluated. Both process and outcome evaluations should be addressed. **Due: Nov. 11 for peer review; Nov. 18 to Dr. Miller.**

Presentations (30 pts): Each student will present their program plan. Specific directions and format will be discussed as we approach the dates. **Due: Dec. 9 & Dec. 16.**

Final Revised Program Plan (260 pts): 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 to Dr. Miller Dec 9.**

Course Outline

<u>Date</u>	<u>Topic</u>	<u>Reading/Assignments</u>
8/26	Introduction to course and syllabus; Goal setting; view Ted Talk	
9/02	Discussion of goals; Planning Concepts; Precede/Proceed Model for planning	Reading: Chap 1- 4 Due: -Reflection on Ted Talk

9/09	Needs Assessment	
9/16	Logic Models	Reading: Due: Innovative program discussion
9/23	Mission Statements, Goals and Objectives	Reading: Ch. 6
9/30	Mission Statements, Goals and Objectives (cont'd)	Due: 1st draft: Population & Setting, Logic Model, Needs assessment Mission statement, goals & objectives <u>for peer review</u> Innovative program discussion
10/07	Theoretical Application	Reading: Ch. 7 Due: -1st draft: Population & Setting, Logic Model, Needs assessment Mission statement, goals & objectives Innovative program discussion
10/14	Theoretical Application (cont'd)	Due: Innovative program discussion
10/21	Intervention Strategies	Reading: Ch. 8 Innovative program discussion

10/28	Social Marketing & Program Evaluation	Reading: Ch. 11 Innovative program discussion
11/04	Program Evaluation (cont'd)	
11/11	TBA	Reading: Ch. 13, 14 Due: -1st draft: Theory application Interventions Marketing, Evaluation Plan <u>for peer review</u> Innovative program discussion
11/18	TBA	Due: -1st draft: Theory application Interventions Marketing, Evaluation Plan
11/25	No Class--Thanksgiving	
12/02	No Class meeting; time to work on projects	
12/09	Student Presentations	Due: - Completed projects
12/16	Finals Week	

Academic Honesty Policy:

The Department of Health Education and Recreation Academic Honesty Policy is in effect for this course. Please read through and become familiar with the policies.

Please see the attached for instructions regarding emergency procedures.

SYLLABUS