

Planning and Implementing Health Education Programs HED 325-001

Dept. of Health Education and Recreation
Southern Illinois University, Carbondale
Spring 2016

Instructor and Course Information:	Justin McDaniel
Course Location and Meeting Time:	Pulliam Hall 0318, Tuesday & Thursday, 11:00am - 12:15pm
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Office Hours:	Tuesday & Thursday, 12:15pm - 1:15pm

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 (shown below) for health educators with regard to assessment, planning, and implementation of health education programs.

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.ncccurricula.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 departures 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, or asking questions. Note: it is IMPOSSIBLE for students to do these things while texting, emailing, Facebooking or being otherwise preoccupied with other electronic activities. Please respect this policy. You will find that those who do not adhere to this policy will be addressed in class.

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: 2 @ 50 pts	100 pts
Participation: 3 pts per class period * 27 periods	81 pts. (tentatively)
Subtotal:	231 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
Description of Strategies:	20 pts
Total possible points for first submission of project:	100 pts

Final Version of Program Plan

Health issues, population, and setting:	00 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
Evaluation plan:	20 pts
Final Presentation:	40 pts (30 pts for content, 10 pts for quality)
Total possible points for final version of project:	150 pts

Total possible points: 481 pts

Grading Scale:

A = 433-481 pts
B = 384-432 pts
C = 336-383 pts
D = 288-335 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 **Feb 4, Feb 18, March 24, March 31, and April 21.**

Exams (100 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 3** and **May 12**.

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 **May 3**.

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 (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: Feb. 11.**

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). **First Draft Due: Feb 11, Final Due: May 3.**

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. **First Draft Due: March 1, Final Due: May 3.**

Mission statement, goals and objectives for program (20 pts x 2): Submit the mission statement, goals and objectives for the program. **First Draft Due: March 1, Final Due: May 3.**

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. **First Draft Due: April 7, Final Due: May 3.**

Intervention strategies (20 pts x 2): Create and submit detailed plans describing the activities to be used to accomplish the program objectives. **First Draft Due: April 7, Final Due: May 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 26, Final Due: May 3.**

Presentations (40 pts.): Each student will present their program plan. Specific directions and format will be discussed as we approach the dates. **Due: May 3 & May 5.**

Tentative Course Outline

Week # and Dates	Topics and Assignments
Week #1: January 19 & 21	Introductions and Course Overview Reading: Hodges & Videto (HV) Chapter 4
Week #2: January 26 & 28	Needs Assessments Reading: HV Chapter 1
Week #3: February 2 & 4	Needs Assessments Reading: HV Chapter 2 <i>Quiz # 1 (2/4)</i>
Week #4: Feb. 9 & 11	Finish Needs Assessments? Logic Models Reading: HV Chapter 4, PP. 121-123 ... AND (below): 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 (2/11)</i>
Week #5: Feb. 16 & 18	Mission Statements, Goals & Objectives Reading: HV Chapter 7 ... AND (below): SMART Objectives: http://www.cdc.gov/healthyyouth/evaluation/pdf/brief3b.pdf <i>Quiz #2 (2/18)</i>
Week #6: Feb 23 & 25	Mission Statements, Goals & Objectives Reading: HV Chapter 7
Week #7: March 1 & 3	<i>Midterm Exam Review (3/1) & Midterm Exam (3/3)</i> <i>DUE: Logic Model, Mission Statement, Goals, and Objectives (3/1)</i>

Week #8: March 8 & 10	Health Behavior Theory and Application Reading: HV Chapter 6 ... AND (below): 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 #9: March 15 & 17	----- Spring Break (No Class) -----
Week #10: March 22 & 24	Health Behavior Theory (cont'd) Reading: HV Chapters 8 & 9 <i>Quiz #3 (3/24)</i>
Week #11: March 29 & 31	Strategies <i>Quiz #4 (3/31)</i>
Week # 12: April 5 & 7	Strategies (cont'd) <i>DUE: Theory Application & Strategies (4/7)</i>
Week #13: April 12 & 14	Program Evaluation Reading: HV Chapter 10
Week #14: April 19 & 21	Program Evaluation (cont'd) <i>Quiz #5 (4/21)</i>
Week #15: April 26 & 28	No class meeting on April 28 (Library work day) <i>DUE: Program Evaluation Plan (4/26)</i>
Week #16: May 3 & 5	Student Presentations <i>DUE: Final Revised Program Plans including Program Evaluation Plan (5/3)</i>
Week # 17: Thursday, May 12, 10:15am - 12:15pm	Final Exam

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.