



HHPH 585.01W PROGRAM DESIGN IN HEALTH PROMOTION COURSE SYLLABUS: FALL 2012

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required: McKenzie, J. F., Neiger B. L., & Smeltzer J. (2005). Planning, implementing and evaluating health promotion programs: A primer. San Francisco: Benjamin Cummings.

Course Description: This course is designed to provide health educators with the necessary skills for the development, delivery, and evaluation of health programs to targeted populations. Courses of study, workshop planning, and special programs will be developed for appropriate target groups.

Student Learning Outcomes:

By the end of the course, the successful student should:

1. Be knowledgeable about various health promotion programs while learning how to plan, implement, and evaluate them.
2. Develop, implement, and evaluate several programs during the semester.
3. Be familiar with various methods of teaching and implementing different health promotion programs.
4. Identify premiere health promotion programs in the students' communities and nationwide.
5. Identify specific sources of information specifically related to developing health promotion programs.
6. Identify resources available related to health promotion.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

We will study the creation, implementation, and evaluation of health promotion programs. The activities in the course support each student in developing skills in these endeavors as well as fostering analytical skills in determining reliable sources of information and support for health promotion. The final project will be a health promotion project of the student's design, using information learned throughout the course. All activities will prepare the student for this final project.

Assignment 1: WEEKLY ASSIGNMENTS (100 points)

Student Learning Outcomes #1 - #6

1. *Be knowledgeable about various health promotion programs while learning how to plan, implement, and evaluate them.*
2. *Develop, implement, and evaluate several programs during the semester.*
3. *Be familiar with various methods of teaching and implementing different health promotion programs.*
4. *Identify premiere health promotion programs in the students' communities and nationwide.*
5. *Identify specific sources of information specifically related to developing health promotion programs.*
6. *Identify resources available related to health promotion.*

Several assignments will be due over the course of the semester relating to material presented in assigned readings (i.e. book, websites, articles). These assignments relate strongly to the final project.

Assignment 2: Discussions (10 discussions at 10 points = 100 points)

Student Learning Outcomes #1 - #6

1. *Be knowledgeable about various health promotion programs while learning how to plan, implement, and evaluate them.*
2. *Develop, implement, and evaluate several programs during the semester.*
3. *Be familiar with various methods of teaching and implementing different health promotion programs.*
4. *Identify premiere health promotion programs in the students' communities and nationwide.*
5. *Identify specific sources of information specifically related to developing health promotion programs.*
6. *Identify resources available related to health promotion.*

Twelve discussions will take place during the term. You are required to participate in at least 10. You should post a **minimum of 3 posts per discussion thread**: one initial post answering the question and two response posts to your fellow classmates that further the discussion. Be sure to cite your references in APA format. Each post should be a minimum of 75 words.

Grade Earned	Discussion Rubric: Evaluation Criteria	Points Awarded
A	<ul style="list-style-type: none"> Participates with the required number of on-topic postings of required length (75 words minimum). Initial response plus at least two additional posts. Consistently uses Standard American English with rare misspellings. Frequently attempts to motivate the group discussion by asking questions (related to initial discussion question) that further the discussion. Accurately cites accurate information in APA format Provided outside references (that support discussion material) as well as the book in APA format at the end of each post 	90-100% 9-10 points
B	<ul style="list-style-type: none"> Participates with the required number of on-topic postings of required length Postings reflect the reading and some outside source material but may not be accurately cited. Consistently uses Standard American English with rare misspellings Comments are logical and reflect critical thinking Provided outside references (that support discussion material) as well as the book in APA format at the end of each post 	80-89% 8– 8.9 points

C	<ul style="list-style-type: none"> • Participates with the required number of on-topic postings of required length • Participates, but does not further the discussion by asking other questions related to discussion question. • Minimal grammatical or spelling errors are noted in posts • Opinions and ideas are stated clearly • Provided references (that support discussion material) as well as the book at the end of most posts 	70-79% 7-7.9 points
D	<ul style="list-style-type: none"> • Participates with the required number of on-topic postings • Significant errors in spelling and/or grammar • Occasionally posts off topic • Posts do not meet length requirements • Provided references that support discussion material 	60-69% 6 – 6.9 points
F	<ul style="list-style-type: none"> • Does not meet the required number of posts • Poor spelling and grammar appear in most posts • Posts topics which do not relate to the discussion content • Postings may have inaccurate information • Did not provide references 	<60% 0-5.9 points

Assignment 3: Health Promotion Project (200 points)

Student Learning Outcomes #2, 3, 5, & 6

2. *Develop, implement, and evaluate several programs during the semester.*
3. *Be familiar with various methods of teaching and implementing different health promotion programs.*
5. *Identify specific sources of information specifically related to developing health promotion programs.*
6. *Identify resources available related to health promotion.*

The student will be required to complete one major project during the semester. Students will be required to develop, implement, and evaluate an original health promotion program. The student will create a “how-to” manual (to be turned in to the professor) so that others could coordinate this same project in the future. Students will be given “free rein” to develop the manual in a creative manner. The manual should include a mission statement and goals as well as how you plan to meet those goals.

Some ideas for the health promotion program include the following:

1. fitness testing day at your local fitness center.
2. mini health fair at your local mall.
3. skin cancer screen day at your local pool.
4. spring break fair at your local university (could be TAMU-C) or high school.
5. (Insert your idea here.)

Use your imagination. What does your community, school, etc. need in terms of health promotion? **Make sure it is something you have the time and resources to implement. This is a MAJOR portion of your grade! Be sure to put in the time and attention it deserves!**

Grade Earned	Health Promotion Project: Evaluation Criteria	Points Awarded
A	<ul style="list-style-type: none"> • Project idea approved by instructor. • Health promotion program was original and fully developed by the student. • Planning was comprehensive and included all parts of project planning. • Project was implemented as planned. • Project included at least two types of evaluation that “tied in” to the planning (i.e. objectives). • How-To Manual was comprehensive and included all phases of planning, implementation, and evaluation. Photos and other supporting materials of the event were provided. 	<p>90-100% 180 - 200 points</p>
B	<ul style="list-style-type: none"> • Project idea approved by instructor. • Health promotion program was mostly original and developed by the student. • Planning was comprehensive and included all parts of project planning. • Project was mostly implemented as planned. • Project included at least two types of evaluation that “tied in” to the planning (i.e. objectives). • How-To Manual was fairly comprehensive and included all phases of planning, implementation, and evaluation. Photos and other supporting materials of the event were provided. 	<p>80-89% 160 - 179.9 points</p>
C	<ul style="list-style-type: none"> • Project idea approved by instructor. • Health promotion program may have been original and fully developed by the student. • Planning was somewhat comprehensive and included most parts of project planning. • Project was implemented. • Project included at least one type of evaluation. • How-To Manual was included most phases of planning, implementation, and evaluation. Photos and other supporting materials of the event may have been provided. 	<p>70-79% 140 - 159.9 points</p>
D	<ul style="list-style-type: none"> • Project idea approved by instructor. • Health promotion program was not original and fully developed by the student. • Planning was not comprehensive and did not include all parts of project planning. • Project may have been implemented as planned. • Project included evaluation. • How-To Manual was submitted but was incomplete. Photos and other supporting materials of the event may have been provided. 	<p>60-69% 120 – 139.9 points</p>
F	<ul style="list-style-type: none"> • Health promotion program was not original and fully developed by the student. • Planning was not comprehensive and did not include all parts of project planning. • Project was not implemented as planned. • Project did not include significant evaluation. • How-To Manual may or may not have been submitted. 	<p><60% 0-119.9 points</p>

Assignment 4: Program Analysis Paper (200 points)

Student Learning Outcomes #1 & #4

1. *Be knowledgeable about various health promotion programs while learning how to plan, implement, and evaluate them.*
4. *Identify premiere health promotion programs in the students' communities and nationwide.*

Students will be required to write one program analysis paper. Students will choose ONE major health promotion program (i.e. Johnson and Johnson; American Heart Association; Texas Instruments; etc.)

Guidelines for this paper are as follows:

1. Analyze program for the following: mission statement; goals and objectives; number of employees and jobs; programs offered; evaluation procedures; etc.
2. Interview key individuals at the facility (i.e. program director; assistant program director; etc.)
3. Compile results professionally in written format to be turned in to the instructor.

Health promotion programs should be **approved by the instructor**. Each student should choose a different facility/program.

Grade Earned	Article Critique Rubric: Evaluation Criteria	Points Awarded
A	<ul style="list-style-type: none"> Program was approved by the instructor and was different from other individuals in the class. Evaluates each area of the health promotion program correctly and in detail: mission statement; goals and objectives; number of employees and jobs; programs offered; evaluation procedures; etc. Critique of program is factually based Accurately critiques importance/relevance of health promotion program. Interviews of key individuals at the facility/program were comprehensive and accurate. Overall assessment is accurate. Consistently uses Standard American English with rare misspellings. Results of critique are professionally written in a recognized format (e.g. APA). 	90-100% 180 - 200 points
B	<ul style="list-style-type: none"> Program was approved by the instructor and was different from other individuals in the class. Evaluates each area of the health promotion program correctly: mission statement; goals and objectives; number of employees and jobs; programs offered; evaluation procedures; etc. Critique of program is factually based Accurately critiques importance/relevance of health promotion program. Interview of at least one key individual at the facility/program is comprehensive and accurate. Overall assessment is accurate. Consistently uses Standard American English with rare misspellings. Results of critique are professionally written in a recognized format (e.g. APA). 	80-89% 160 - 179.9 points
C	<ul style="list-style-type: none"> Program was approved by the instructor and was different from other individuals in the class. Evaluates each area of the health promotion program mostly correctly: mission statement; goals and objectives; number of employees and jobs; programs offered; evaluation procedures; etc. 	70-79% 140 - 159.9 points

	<ul style="list-style-type: none"> • Critique of program is factually based • Mostly accurately critiques importance/relevance of health promotion program. • Interview of at least one key individual at the facility/program is mostly comprehensive and accurate. • Overall assessment is mostly accurate. • Consistently uses Standard American English with rare misspellings. • Results of critique are mostly professionally written in a recognized format (e.g. APA). 	
D	<ul style="list-style-type: none"> • Program may or may not have been approved by the instructor and may or may not have been different from other individuals in the class. • Evaluates most areas of the health promotion program: mission statement; goals and objectives; number of employees and jobs; programs offered; evaluation procedures; etc. • Critique of program is somewhat factually based • Somewhat accurately critiques importance/relevance of health promotion program. • May or may not include interviews of key individuals at the facility/program. • Overall assessment is somewhat accurate. • Consistently uses Standard American English with rare misspellings. • Results of critique may or may not be professionally written in a recognized format (e.g. APA). 	60-69% 120 - 139.9 points
F	<ul style="list-style-type: none"> • Program may or may not have been approved by the instructor and may or may not have been different from other individuals in the class. • Evaluates few areas of the health promotion program: mission statement; goals and objectives; number of employees and jobs; programs offered; evaluation procedures; etc. • Critique of program is not factually based • Does not accurately critique importance/relevance of health promotion program. • Does not include interviews of key individuals at the facility/program. • Overall assessment is not accurate. • Does not consistently use Standard American English with rare misspellings. • Results of critique were not professionally written in a recognized format (e.g. APA). 	<60% 0-119.9 points

Assignment 5: Tests (2 x 200 points each = 400 points)

Student Learning Outcomes #1, 3 & 4

1. Be knowledgeable about various health promotion programs while learning how to plan, implement, and evaluate them.

3. Be familiar with various methods of teaching and implementing different health promotion programs.

4. Identify premiere health promotion programs in the students' communities and nationwide.

Two tests will be administered throughout the semester. Tests will cover class material and the textbook. These exams will combine a variety of formats (multiple choice, short answer, essay, etc.) to assess your understanding and application of the concepts presented as part of the course.

No late assignments will be accepted for any reason. You have a week to complete each group of assignments. You must have each assignment in by the date and time specified. (You can work ahead; you just can't get behind.)

Grading:

Assignment 1: Weekly Assignments	100 points (10%)
Assignment 2: Discussions	100 points (10%)
Assignment 3: Health Promotion Project	200 points (20%)
Assignment 4: Program Analysis Paper	200 points (20%)
Assignment 5: Tests (2 @ 200 points each)	400 points (40%)
TOTAL	1000 POINTS (100%)

Grade Scale:

90 - 100 = A	60 - 69 = D
80 - 89 = B	0 - 59 = F
70 - 79 = C	

TECHNOLOGY REQUIREMENTS

The following information on technological requirements has been provided to assist you in preparing to use technology successfully in this course. You should have access to a computer with:

- Internet access/connection – high speed recommended (not dial-up)
- Microsoft Office (more specifically, MS Word and PowerPoint)

You also have access to a personal MyLeo account and a **MyLeo email address**. This is the email address that I will use to send you information regarding this course. Please check it regularly, and be sure to send me emails from this address, also.

ACCESS AND NAVIGATION

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamu-commerce.edu/login.aspx>. You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamu-commerce.edu.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

The best way to reach me is via email (Tara.Tietjen-Smith@tamu-commerce.edu) as I check it frequently. I will reply within 24 hours to your MyLeo email address. Please be courteous and professional in all of your interactions with me and fellow students.

eCollege Student Technical Support

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

- o **Chat Support:** Click on 'Live Support' on the tool bar within your course to chat with an eCollege Representative.
- o **Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.

- **Email:** helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.
- **Help:** Click on the 'Help' button on the toolbar for information regarding working with eCollege (i.e. How to submit to Dropbox, How to post to Discussions etc...)

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Attendance:

Time spent on coursework is at your leisure (except for due dates). You can work at your own pace (except that due dates are absolute). Due dates are when coursework **MUST** be completed. You can work ahead, but you cannot get behind. **NO LATE ASSIGNMENTS WILL BE ACCEPTED.**

Academic Honesty Policy

Texas A&M University-Commerce does not tolerate **plagiarism** and other forms of academic **dishonesty**. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. Be aware that the intent to deceive the reader does not have to be present for plagiarism to occur. For more information, please go to <http://www.plagiarism.org/>. **If you are in any doubt as to whether your work constitutes plagiarism or academic dishonesty, please discuss this with me confidentially.**

University Specific Procedures:

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gege Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

