



HEDU 4210: Health Program Planning I

Fall 2017

MWF 10:45am-11:35am, HPR N 236

3 Credits

Instructor: Julia Franklin, PhD, CHES

Contact information: julia.franklin@health.utah.edu

Office Hours/Location: Mondays 1-4pm; Annex Room 2130F

Prerequisites: Prereqs: C- or better in H EDU 1010, H EDU 3050, WRTG 2010 (or AP Writing Score of 3), MATH 1040 (or MATH 1070, SOC 3112, FCS 3210, AP Stats Score of 3, or PSY 3000), and H EDU 4650 (or BIOL 2420). Also, must be Full Major Status in H EDU.

Required Materials: McKenzie, J. F., Neiger, B. L., & Thackeray, R. (2013). *Planning, implementing, & evaluating health promotion programs: A primer* (7th ed.). San Francisco, CA: Pearson Benjamin Cummings.

Course Description: The purpose of this class is to provide students the opportunity to develop a health promotion program. Students in this class will learn the steps in the planning process, including developing a rationale, gaining support of stakeholders, selecting an appropriate model and theory, conducting a needs assessment, developing goals and objectives, and determining the appropriate health education strategies to use in a health promotion program. Fulfills Upper Division Communication/Writing Requirement

Student Learning Outcomes:

By the end of this course, you will be able to:

- Summarize, in writing, relevant and credible information on a health topic in order to establish the rationale for a health promotion program
- Explain the role of theories, models, and strategies used in planning health promotion programs
- Outline the steps involved in conducting a needs assessment
- Write goals and measurable objectives
- Create a curriculum outline based on evidence-based programs and activities
- Create a visual display (i.e., logic model) of the planning process and communicate this process in an oral presentation
- Demonstrate improvement in overall writing and communication skills

Teaching and Learning Methods: This course includes lecture, discussion, individual activities, and group work that focus on course content and writing skills. Written assignments will be checked for plagiarism via Turnitin.

Teaching Philosophy: I see myself as The Home Depot of teaching. Your education is *your* project. You design it, you build it, you see it through it. Knowledge and skills are the tools and materials you need, and that's what I have to offer. You can simply "rent" these things and use them for the short term, or you can invest in them and keep them as your own. I'm here for expert advice, but I won't do the work for you.

Course Policies:

- You are expected to attend each and every class; come to class on time, and refrain from packing up belongings before class ends.
- You are expected to create a classroom environment of civility. Be quiet and give full respectful attention while either the instructor or another student is speaking. Raise your hand to be recognized.
- You should only use electronic devices (cell phones, laptops, tablets, etc.) in the classroom for class-related purposes. If I find that students are using their electronic devices for reasons not related to class, I will ban the use of these devices entirely.

Your responsibilities include:

- Check Canvas periodically for updates, announcements, messages, corrections, etc.
- Be sure when turning in an assignment via Canvas that all necessary documents are attached properly and in the correct file format.
- Be sure to submit all assignments on time. Late assignments will not be accepted – no exceptions.
- Have a valid email address listed in the Campus Information System.
- Tell me ahead of time if you need to make special arrangements due to military service, medical conditions, University of Utah Athletics, etc. Written documentation from your coach, doctor, or superior will be required.
- Let me know if you are having any problems with this course. Talk to me *before the semester ends* if you are concerned with your grade.

Assignments: There will be a variety of written assignments and activities to be completed throughout the semester. Detailed instructions for each will be provided via Canvas. Here is an overview of what to expect:

Health Promotion Program Plan (100 points)

Students will form groups of 3. Each group will write a health promotion program plan.

Drafts of Program Plan sections (40 points)

There are four sections in a program plan. Each group is required to submit a draft of each section (10 points). I will review this draft and provide detailed feedback that your group should use for the final version.

Logic Model (25 points)

A logic model is a visual representation of your program plan. It is basically a road map that consists of what you intend to do and the outcomes you expect. Your group will create a “logic model poster” and present it to the class.

Peer Evaluations (30 points)

Each student will be required to submit a peer evaluation form in conjunction with each group assignment (i.e., the four drafts of the program plan, the final program plan, and the logic model). Each peer evaluation is worth 5 points. Peer evaluations will be used to rate the overall quality of the work done by the other members of the group throughout the semester. Low peer evaluation scores may impact your individual grade.

Canvas Activities (100 points)

There will be 10 activities posted on Canvas, each worth 10 points. These activities will mostly include taking online quizzes and/or responding to questions posted on Canvas.

Attendance for In-class Group Consultations (5 points)

Five class sessions are set aside at the end of the semester for group’s to work on their logic models and final program plans, with the opportunity to consult with me. Attending all five sessions is worth 5 points. You are allowed to miss one session without losing any points; you will lose 1 point for each session missed after that.

Note: As a 3-credit hour class, you can expect to spend approximately 6 hours a week doing work (reading, assignments, studying, etc) outside of time spent in class.

Grading Criteria: Grades will be calculated as total number of points earned divided by total number of possible points; percentages will then be rounded to the nearest whole number and a letter grade assigned.

94-100% = A	87-89% = B+	77-79% = C+	67-69% = D+	< 60% = F
90-93% = A-	83-86% = B	73-76% = C	63-66% = D	
	80-82% = B-	70-72% = C-	60-62% = D-	

The following Course Schedule is subject to revision based on the needs of our class;
any updates or changes will be announced in class and/or via Canvas.

WEEK 1

8/21-8/25 Welcome to class!

WEEK 2

8/28 Chapter 1: What is health education?
8/30 Healthy People 2020
9/1 Evidence-Based Programs ****Health topics chosen****

WEEK 3

9/6 – 9/8 Chapter 2: Starting the Planning Process **Canvas #1 due 9/8**

WEEK 4

9/11 The rationale for your program
9/13 – 9/15 Writing Tips **Canvas #2 due 9/15**

WEEK 5

9/18 – 9/22 Chapter 3: Program Planning Models

WEEK 6

9/25 – 9/29 Chapter 4: Assessing Needs

WEEK 7

10/2 – 10/6 Chapter 5: Measurement & Sampling **Rationale draft + Peer Eval due 10/3**
Canvas #3 due 10/6

WEEK 8

Fall Break

WEEK 9

10/16 – 10/20 Let's talk about measurement instruments **Canvas #4 due 10/20**

WEEK 10

10/23 – 10/27 Chapter 6: Missions, Goals, and Objectives **Canvas #5 due 10/27**

WEEK 11

10/30 – 11/3 Chapter 7: Theories and Models **Needs draft + Peer Eval due 10/30**
Canvas #6 due 11/3

WEEK 12

11/6 – 11/10 Chapter 8: Interventions **Canvas #7 due 11/10**

WEEK 13

11/13 – 11/17 Logic Models (examples posted) **G&O draft + Peer Eval due 11/13**
Canvas #8 due 11/17

WEEK 14

11/20 – 11/22 Chapter 9: Community Organizing

WEEK 15

11/27 – 12/1 In-class group consultations **Program draft + Peer Eval due 11/27**
Canvas #9 due 12/1

WEEK 16

12/4 – 12/6 In-class group consultations **Canvas #10 due 12/6**

EXAM WEEK

12/14 Logic Model Presentations (10:30am-12:30pm) **Final Program Plan due by midnight**

University Policies:

- 1. *The Americans with Disabilities Act.*** The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services (CDS; <http://disability.utah.edu/>; 162 Olpin Union Building; (801)-581-5020). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the CDS.
- 2. *Addressing Sexual Misconduct.*** Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) 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, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).
- 3. *The Code of Student Rights and Responsibilities.*** The code, which specifies student rights as well as conduct involving cheating, plagiarism, collusion, fraud, theft, etc., is provided at <http://regulations.utah.edu/academics/6-400.php>.
- 4. *Wellness Statement.*** Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness, <http://wellness.utah.edu/>; 801-581-7776.
- 5. *Learners of English as an Additional/Second Language.*** If you are an English language learner, please be aware of several resources on campus that will support you with your language development and writing. These resources include: the Writing Center (<http://writingcenter.utah.edu/>); the Writing Program (<http://writing-program.utah.edu/>); the English Language Institute (<http://continue.utah.edu/eli/>). Please let me know if there is any additional support you would like to discuss for this class.

Lastly, I would like to share a message sent out by the leadership of the University of Utah (specifically, David W. Pershing, President; Ruth V. Watkins, Senior Vice President for Academic Affairs; and, A. Lorris Betz, Interim Senior Vice President for Health Sciences):

"We want to remind you we value an inclusive campus and want all in our community to feel welcome here. Our institution is dedicated to free exploration and exchange of ideas, and in that process, we expect everyone to be treated with respect and dignity.

There is simply no place for violence or hate on this campus. We condemn all hateful, bigoted, racist, and violent acts and words in the strongest possible terms. Our response to these despicable acts and words will be to call them what they are, and we encourage you, too, to speak up loudly against them.

If you experience or witness a bias incident at the University of Utah, please report it to the Office for Inclusive Excellence at 801-585-5994 or online (<https://inclusive-excellence.utah.edu/report-form.php>). This begins a dialogue and promotes education on our campus as we work together to build a culture of inclusion and safety."

Note: This syllabus is meant to serve as an outline and guide for our course. Please note that I may modify it with reasonable notice to you. I may also modify the Course Schedule to accommodate the needs of our class. Any changes will be announced in class and posted on Canvas under Announcements.