



DEPARTMENT OF

## Health & Human Performance

<b>COURSE TITLE:</b>	HHPH 585: Program Design in Health Promotion
<b>COURSE VALUE:</b>	Three (3) credit hours
<b>COURSE LOCATION:</b>	Web-based
<b>COURSE TIME:</b>	Web-based
<b>INSTRUCTOR:</b>	Spencer Willis, Jr., DrPH, CHES
<b>OFFICE:</b>	Field House 100K
<b>OFFICE HOURS:</b>	11am – 12noon and 3pm – 3:45pm
<b>PHONE:</b>	(903) 886-5573
<b>FAX:</b>	(903) 886-5365
<b>E-MAIL:</b>	spencer.willis@tamuc.edu
<b>REQUIRED TEXT:</b>	McKenzie, Neiger, & Thackeray (2012). <b><u>Planning, Implementing, and Evaluation Health Promotion Programs: A Primer (6<sup>th</sup> Edition)</u></b> . Benjamin Cummings 6 <sup>th</sup> Edition

### **Course Description:**

Provides 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. **(Special emphasis on behavior change initiatives)**

### **Course Objectives:**

At the end of this course the students will be able to:

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

## **Course Requirements:**

### **A. Technology in Health Program Design (Literature Review) 100 points**

In today's society, health program professionals must be able to integrate technology into behavior change programs. In an effort to get you familiar with technology and health promotion/education, you will be required to prepare a literature review on the use of technology (i.e. computers, mobile devices, apps, etc.) in health program design. To complete this assignment correctly, you must choose a health topic or issue you're interested in (e.g. oral health, teen pregnancy, youth violence, racism/discrimination, etc.) You will then search peer review journal articles (min 25-30 articles, depending on topic) for interventions that employ innovative technological strategies to aid in behavior change. **Do not select "review" or "meta analysis" articles.** If you discover an interesting intervention published in a review article, you must find the original article (go to the reference page). **All journal articles must be current (< 5 years old, 2010 – 2015).** For your convenience, I have included a link to literature review on the use of text messages in disease prevention and management. **NOTE:** this article is not written in APA format. Your paper should be written in APA format. Please familiarize yourself with APA guidelines.

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3082846/pdf/nihms282484.pdf>

### **B. Health Promotion Project 500 points**

You will be responsible implementing and evaluating an innovative/technology driven health promotion project. This course covers a great deal of health behavior theory & program planning/evaluation frameworks. This project will provide an opportunity for you to apply those theories in a real life scenario. Not only will this foster a program implementing/evaluation experience, it also provides a health benefit to the respective community. In evaluation of this assignment, you will prepare a written report including both a process and impact evaluation of the project.

The reports must be written in a format commonly used in peer-review health promotion journals and reflect each phase of the PRECEDE-PROCEED model. **This will be a work in progress.** You will be required to submit drafts throughout the semester so I can provide feedback for improvement. This is designed to get you comfortable with report writing and proper grammar. Final paper must include the following:

- Description of the problem and target population
- Intervention Justification (Review of literature)
  - Hypothesis (**or**)
  - Research questions
- Description of the intervention
  - Description of the theoretical framework
  - Logic Model
- Description of Intervention Implementation Process (Methods)

- Recruitment
- Data collection
  - Description of measurements used and where they came from.
- Data Analysis (How are you going to measure change?)
- Evaluation
  - Process Evaluation (Did implementation go as planned?)
  - Impact Evaluation (What impact/change did the project result in?)

Please review the PRECEDE-PROCEED model in the text.

This project requires data collection from human subjects. Because of this, all researchers (you) must be IRB certified and you must complete and submit an IRB application prior to data collection. The IRB process is discussed in great detail at the following link:

<http://www.tamuc.edu/research/ComplianceOverview/ResponsibleConduct/default.aspx>

Please see calendar for IRB certificate and application due dates.

**\*\*Please NOTE\*\***

This project requires you to administer and evaluation a “behavior change” initiative. Simply implementing a health fair will not result in a passing grade. If you decide to implement a health fair, you will need to discuss your recruiting/marketing strategy. This strategy encouraged “health seeking behavior.” You must be able to make that justification.

**Health Promotion Project Points Break-down**

• Individual IRB Certificate	100 points
• 1 <sup>st</sup> Draft	100 points
• IRB Application	100 points
• 2 <sup>nd</sup> Draft	100 points
• <u>Final Paper</u>	<u>100 points</u>
<b>TOTAL</b>	<b>500 POINTS</b>

**C. Quizzes 250 Points**

There will be 16 quizzes throughout the semester. The first quiz will reflect information on the syllabus. This is worth 100 points. The remaining 15 quizzes will be based on information gathered from the chapters. Each quiz is worth 10 points (10 points x 15 quizzes = 150 points). **\*No make-up quizzes will be given, unless arrangements are made prior to the exam or a verifiable medical excuse is provided.**

#### **D. Discussion 150 Points**

Students are required to participate in **15** weekly discussions related to current topics being covered. Participation includes answering the questions and/or responding to other students' answers. The student should "back-up" all answers with documentation (including the book). In order to receive full credit:

- Your initial post must be minimum of 100 words
- You must respond to another post with minimum of 75 words
- Initial post and responding post must be on two different days

**\*\*\*CHAPTER QUIZZES & DISCUSSIONS ARE DUE EVERY FRIDAY BEFORE 11AM\*\*\***

#### **Grading:**

Syllabus Quiz	<b>100 pts</b>	<b>(10%)</b>
Literature Review	<b>100 pts</b>	<b>(10%)</b>
15 Chapter Quizzes @ 10 points each	<b>150 pts</b>	<b>(15%)</b>
Discussion	<b>150 pts</b>	<b>(15%)</b>
Health Promotion Project	<b>500 pts</b>	<b>(50%)</b>
<b>TOTAL</b>	<b>1000 pts</b>	<b>(100%)</b>

#### **Grade Scale:**

900 – 1000 points = A

600 - 699 = D

800 - 899 = B

≤ 599 = F

700 - 799 = C

A grade of **C** or above must be maintained in all courses of your major field and for teacher certification.

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**All students enrolled at the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (see student's guide book.)**

**Students requesting accommodations for disabilities must go through the academic support committee. For more information, please contact the director of disability resources and services, gee library, room 132, (903) 886-5835.**

**HHPH 585: Program Design in Health Promotion**  
Tentative Course Outline  
 Fall 2015

Week	Chapter	Title	Assignments Due 11am (No exceptions)
1	1	Course Introduction: Health Education, Promotion, Health Educators, and Program Planning	<b>9/4</b> Syllabus Quiz
<b>Part I: Planning a Health Promotion Program</b>			
2	2	Starting the Planning Process	
3	3	Models for Program Planning in Health Promotion	
4	4	Assessing Needs	<b>9/25</b> 1 <sup>st</sup> Draft & IRB Certificate (CITI)
5	5	Measurement and Sampling	
6	6	Mission Statements, Goals, and Objectives	<b>10/5</b> 1 <sup>st</sup> Draft Literature Review
7	7	Theory and Models	<b>10/16</b> IRB Application (Completed)
8	8	Interventions	
9	9	Community Organizing and Community Building	
<b>Part II: Implementing a Health Promotion Program</b>			
10	10	Identification and Allocation of Resources	<b>11/6</b> 2 <sup>nd</sup> Draft
11	11	Marketing	<b>11/9</b> Final Literature Review
12	12	Implementation: Strategies and Associated Concerns	
<b>Part III: Evaluating a Health Promotion Program</b>			
13	13	Evaluation: An Overview	
14	14	Evaluation Approaches and Design	
15	15	Data Analysis and Reporting	<b>12/11</b> Final Draft
<b>***CHAPTER QUIZZES &amp; DISCUSSIONS ARE DUE EVERY FRIDAY BEFORE 11AM***</b>			

Please note that this schedule is tentative and is subject to change. Also, this is NOT all-inclusive (i.e., Homework/Participation). Other assignments will be given throughout the semester.