

HP/W 300
Health Promotion Programming: Design, Techniques and Resources - 3 credits
Fall 2022
Tuesdays and Thursdays, 12:30-1:45 p.m.
Room 229 CPS

Instructor: Ornella Hills, PhD, MS

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Office Hours: 2:00pm on Tuesday and Thursdays and By Appointment.

Course description: Students develop skills necessary to design and create health promotion programs, including needs assessment, goals and objectives, program evaluation and selection of resources. Students gain discipline specific writing skills as well as presentation skills through the design and of original programs.

Communicating with Your Instructor: Email and office hours are the best way to communicate with me. I will let you know if I need to change office hours. Please allow at least 24 hours for an email response. If you do not receive an email after 24hours, please send me a second email with the subject line: "Second Request".

Text and Readings: Health Promotion Programs from Theory to Practice by Carl Fertman and Diane Allensworth. 2nd or 3rd edition. The 3rd edition will be on course reserves. When this available, I will let you know. Additional Readings and videos will also be posted on Canvas.

Course Calendar: There is a course calendar attached to this syllabus. Due dates for chapter readings, assignments, presentations, etc. are also found in multiple places in Canvas. It is your responsibility to check Canvas regularly for all due dates.

Course Materials and Canvas: Canvas is used as a course management tool in HPW 300. Assignment descriptions and details are found in the Graded Assignment module and grades are posted in the Gradebook. Power Point slides, handouts and other course materials are posted in modules that correspond to topics listed on the course calendar.

HPW 300 Learning Outcomes

The successful HPW 300 student will be able to:

1. Demonstrate understanding of needs assessment and write a basic needs assessment survey for a specific audience
2. Write measurable program goals and objectives
3. Develop a program plan to include: definition of the target audience, goals and objectives, incentives, a detailed outline with timeline, program content, a materials and supplies list, program evaluation, handouts/supplemental materials and a reference list
4. Deliver effective presentations
5. Demonstrate inclusivity in the classroom and when presenting programs. Each person is treated with caring and respect regardless of gender, age, nationality, sexual orientation, race, socioeconomic status, religious affiliation and learning ability.

6. Describe levels of program evaluation and design an evaluation plan
7. Evaluate and select appropriate programming resources
8. Participate in a health program delivery and observe program delivery
9. Understand the importance of remaining current in health promotion content areas and how to evaluate for accuracy of information and credibility of sources

Professionalism: As students in the College of Professional Studies, you are earning a degree that prepares you to enter the workforce as a professional. The classroom can and should be a training ground for learning and practicing professional behaviors. The values and attitudes that make you a successful student transfer to the workplace and are highly valued by employers. These values and attitudes include:

1. Commitment to excellence
2. Honesty and integrity
3. Respect
4. Accountability
5. Compassion

Attendance: Attending class is an expectation of the HPW program. For learning to occur in this course, you need to attend class and participate. Therefore, please come to class prepared. Ask questions, contribute to discussion, participate with an open mind, and challenge yourself. ***For every class missed beyond two, ten points will be deducted from your point total at the end of the semester.*** Be sure to communicate with me regarding absence from class, especially regarding circumstances having to do with Covid-19. We are no longer required to make virtual accommodations for COVID. If you need accommodations, please notify me as soon as possible!

Late Work: Assignments need to be turned in on time to earn full credit. ***Ten percent of the point total of an assignment is deducted per day that an assignment is late.*** If extenuating circumstances arise, communicate with me to arrange an extension on the due date.

Cell phone usage: Research supports that having visual access to a cell phone diminishes our ability to learn. Checking social media, texts, emails, and other messages is unprofessional and disrespectful to our class community, whether we are virtual or in the classroom. Please turn off your phone during class. If I notice that you are using your phone during class, I may ask you to share what you are researching or ask you to put it away. Thank you for following these guidelines as they help create a positive learning community.

Lecture materials and recordings

Lecture materials and recordings for HPW 300 are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be

addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

Face Coverings and Covid-19 Precautions:

- At all UW-Stevens Point campus locations, the wearing of face coverings is encouraged in all buildings, including classrooms, laboratories, studios, and other instructional spaces. Any student with a condition that impacts their use of a face covering should contact the [Disability and Assistive Technology Center](#) to discuss accommodations in classes. I will be wearing a face covering during class sessions. To protect you and your fellow students, you will need to wear a face covering during group work sessions. Any student with a condition that impacts this policy, please notify me as soon as possible.

Other Guidance:

- Please monitor your own health each day using [this screening tool](#). If you are not feeling well or believe you have been exposed to COVID-19, do not come to class; email me and contact Student Health Service (715-346-4646).
 - As with any type of absence, students are expected to communicate their need to be absent and complete the course requirements as outlined in the syllabus.
- Wash your hands or use appropriate hand sanitizer regularly and avoid touching your face.
- Please maintain these same healthy practices outside the classroom.

Care Team

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually, I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting here: <https://www.uwsp.edu/dos/Pages/Anonymous-Report.aspx>.

Title IX

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students. Please see the information on the Dean of Students webpage for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. Dean of Students: <https://www.uwsp.edu/DOS/sexualassault> Title IX page: <https://www.uwsp.edu/hr/Pages/Affirmative%20Action/Title-IX.aspx>

Disability and Accommodations

In accordance with [federal law and UW System policies](#), UWSP strives to make all learning experiences as accessible as possible. If you need accommodations for a disability (including mental health, chronic or temporary medical conditions), please visit with the [Disability and Assistive Technology Center](#) to

determine reasonable accommodations and notify faculty. After notification, please discuss your accommodations with me so that they may be implemented in a timely fashion. **DATC contact info:** datctr@uwsp.edu; 715/346-3365; 609 Albertson Hall, 900 Reserve Street

FERPA

The [Family Educational Rights and Privacy Act](#) (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also have to access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

Academic Integrity

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it. For more information on UWS chapter 14 visit: <https://www.uwsp.edu/dos/Pages/Student-Conduct.aspx>

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of severe consequences. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our [copyright page](#).

Reporting Incidents of Bias/Hate

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups. If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it:

<https://www.uwsp.edu/dos/Pages/Anonymous-Report.aspx>. You may also contact the Office of the Dean of Students directly at dos@uwsp.edu Diversity and College Access is available for resources and support of all students: <https://www.uwsp.edu/dca/Pages/default.aspx>

Clery Act

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1st in our [Annual Security Report](#). Another requirement of the Clery Act is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our [Jeanne Clery Act](#) page.

The **Drug Free Schools and Communities Act (DFSCA)** requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. [Center for Prevention – DFSCA](#)

Assignments

Assignments in this course will be posted on Canvas and are designed to give you hands-on experience in health programming. The assignments are both individual and group assignments. There will be two experiential components (1. All Class experiences with Community Health Partner and 2. Your own individual experiences with community health programs) and a synthesis and discovery component (Group Programming Project).

Group Programming Project Assignment (70%)

The main assignment for this course will be to design a health promotion program for a specific target audience. This will be done in groups of 3-5 people and will consist of multiple components, submitted over the semester. This is a group assignment because health promotion programs are rarely designed and executed individually. Utilize this opportunity to build on the ideas and strengths of your group. Everyone can make a contribution. In general, Tuesdays will be reserved for lectures and Thursdays will be project work days (see calendar below). **Do not assume you will only need these work days to complete this project. Time spent outside of class will likely be needed.**

- **Resources Assignment (5%)** - Students work in small groups to evaluate a variety of vendors and websites as health promotion programming resources. Findings are shared with the class.
- **Needs Assessment Survey (10%)** – Student work to design and administer a needs/readiness assessment survey. The target audience for the survey is chosen by each group (for example, college students, adults at the workplace, etc.). Survey is sent by each group member to individuals of the target audience. The group then analyses the results to decide on a health promotion program plan.
- **Program Plan (Midterm) (25%)** – This is a program plan that each group writes and submits as their mid-semester assignment. It is the facilitator’s manual for program implementation and contains the essential components of a quality health promotion program plan.
- **Program Presentation (Final Output) 30%** - This is your final output from the programming project, presented at the end of the semester. Using learned presentation and Organization skills, each group presents their program to the class, including their implementation, evaluation and sustainability plan.

Individual Assignments (30%)

Participation (15%): Participation in this course will be evaluated based on your activities during class work sessions and your engagement in other class activities. The following activities will be assessed for participation:

- Community Health Partner Activities – Throughout the semester, we will have visits with a local community health partner conducting programming in Wisconsin. Opportunities to engage with the partner on their programs, interview the program participants will occur. You will be expected to participate in these engagements. Details will be provided as the semester progresses.
- Discussion Board Posts on Innovation in Health Promotion – I will be posting articles, videos, etc. on the discussion board in Canvas on creative health promotion programs. Participation by commenting on these ideas or sharing your own ideas will be rewarded with participation points.
- Peer Evaluations- You will be required to submit a peer evaluation for your midterm and final project submissions.

Professional Development/Experiential Components (15%): In order to facilitate hands-on experience with health promotion program administration and with gaining professional skills in your field, the following activities will be required for this course:

- Three Community Health Program Experiences (10%) – You will be required to select three community programs over the semester to attend as a volunteer or participant. **You are responsible for finding these programs.** Take notes and observations at the program and write a short reflection (at least 2 as an in-person volunteer and 1 has to be with our community partner). Please see Canvas and lecture for announcements of potential community program experiences. Current Potential opportunities include the Chancellor’s Day of Service on Sept 22 and two opportunities with the Hmong and Hispanic Communication Network on Sept. 10th and Sept 11th.
- Two Pro Events (5%) - Several UWSP departments and programs, including HPW and the School of Business & Economics, sponsor **Smiley Professional Events (or Pro Events)**.

Pro Events connect you to:

- *Campus* (e.g., academic coaching, student clubs)
- *Community* (e.g., Rotary, Business Council)
- *Careers* (e.g., internships, networking)

You will be able to choose from a wide variety of speakers, workshops, and special events. Whatever you choose, Pro Events will help you to make the most out of your time as a student and prepare you for transitioning into a successful career.

Visit the Pro Events web site (proevents.uwsp.edu) for announcements of upcoming events.

You can also follow us on social media. Facebook: [UWSP School of Business & Economics](https://www.facebook.com/UWSPSchoolofBusinessandEconomics)

Twitter: [@UWSPBusiness](https://twitter.com/UWSPBusiness)

For this course, you must attend **two** official Pro Events. One event must be before the mid-semester cut-off, Oct 29 and a second event must be before the end-of-semester cut-off,

Dec 1. If you go to extra events before the mid-semester cut-off, those credits will carry over into the second half of the semester.

Attendance at Pro Events will be confirmed with automatic emails to you and updated on the Pro Events web site. Please allow a week for confirmation of attendance at events held outside the SBE, such as Career Services events. If you have a question about Pro Events attendance, please email proevents@uwsp.edu.

After the mid-semester cut-off and the end of this semester's events, I will receive reports confirming your attendance. You do not need to do anything else.

Grading Scale:

Final letter grades will be awarded as follows:	A: 95-100%	C: 73-76%
	A-: 90-94%	C-: 70-72%
	B+: 87-89%	D+: 65-69%
	B: 83-86%	D: 60-64%
	B-: 80-82%	F: 59% or below
	C+: 77-79%	

Writing Resources:

- UWSP has a Writing Lab in Room 018 ALB (ext. 3568). They have a substantial library of resources and you can also set up appointments for assistance and editing from trained peer tutors.
- The Online Writing Lab (OWL) at Purdue University is very extensive and reliable. <http://owl.english.purdue.edu/owl/>

**HPW 300 Tentative Course Calendar
Fall 2022**

Date	Topic
T 9/6	Introductions/Syllabus Review What is Health Promotion? Getting Started with Background Research <i>Ref: Ch. 1</i>
TH 9/8	WORK DAY: Form Project Groups Select a Topic and Target Audience, Introduce Resources Assignment
T 9/13	Health Promotion Programs: <i>Foundations</i> <i>Ref: Ch. 1, 16</i>
TH 9/15	WORK DAY: (Bring your laptop!) <i>Resources Assignment Presentation</i> + Library Search with UWSP Library
T 9/20	Planning Health Programs, Ref. Ch. 4 Background Research – Assessing Needs WORK DAY:

	<i>Design Needs/Readiness Assessment Questions</i>
TH 9/22	Service Day (NO CLASS)
T 9/27	Health Promotion in Diverse Communities Ref. Ch. 2
TH 9/29	WORK DAY
T 10/4	Health Promotion Programs in Diverse Settings Ref. Ch. 13 and 15
TH 10/6	WORK DAY
T 10/11	Health Promotion Programs in Diverse Settings Ref. Ch. 14
TH 10/13	WORK DAY
T 10/18	Theory in Health Promotion Ref. Ch. 3
TH 10/20	WORK DAY
T 10/25	Planning Program: Program Goals, Objectives Components Ref. Ch. 5
TH 10/27	WORK DAY: <i>Program Plan (Midterm) and Peer Eval.</i>

Date	Topic
T 11/1	Implementing a Program – logic model, Incentives Ref. Ch. 6
TH 11/3	WORK DAY
T 11/8	Advocacy and Communication Ref. Ch. 7, 8
TH 11/10	WORK DAY
T 11/15	Program Evaluation and Sustainability Ref. Ch. 10, 12
TH 11/17	WORK DAY
T 11/22	Designing a Program Presentation & WORK DAY (Dissemination)
TH 11/24	THANKSGIVING BREAK
T 11/29	<i>Program Presentation PPT Due on Canvas Peer Evals Due</i>
TH 12/1	Program Presentations <i>Pro Events Due and all Exp. components</i>
T 12/6	Program Presentations
TH 12/8	Program Presentations

T 12/13	Program Presentations
TH 12/15	Last Day of Classes
T 12/20	Exam Week (No final exam)

Note: PRO Events are due by Oct 29 and Dec 1.

This syllabus and course calendar are tentative and subject to change at the discretion of the instructor. Students will be notified of changes if they occur.