HP/W 300

Health Promotion Programming: Design, Techniques and Resources - 3 credits

Spring 2017

M & W, 10:00-11:15 a.m.

 Room 210 CPS

**Course description**: Students develop skills necessary to design and write health promotion program sessions including needs assessment, goals and objectives, appropriate use of incentives, program evaluation and selection of resources. Students gain discipline specific writing skills as well as presentation skills through the design and delivery of original programs to a selected audience.

**Required Text**: McKenzie, James and Smeltzer, Jan. *Planning, Implementing and Evaluating Health Promotion Programs.* 5th edition.

Instructor: Terry Aittama

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**Course Materials and D2L**: D2L is used as a course management tool in this class. Grading rubrics, handouts, Power Point slides, etc. are posted in the Content section and grades are also posted in D2L.

**Attendance and Participation:** Attending class is an expectation of the HPW program. For learning to occur in this course you will need to attend class and participate. Therefore, please be prepared to ask questions, contribute to discussion, participate with an open mind and challenge yourself. For every class missed beyond two, you will lose 10 points of your total at the end of the semester.

**UWSP COMMUNITY BILL OF RIGHTS AND RESPONSIBILITIES**

**Academic Conduct:** This course is part of the UW-Stevens Point academic community, an academic community that is bound together by the traditions and practice of scholarship. Therefore, academic integrity is important and honest intellectual work on all assignments is essential to the success of this community of scholars. Using classmates’ work or disguising words written by others as your own undermines the trust and respect on which our course depends. The work in this course is challenging and I have every confidence that each of you can succeed. Doing your own work will enhance your sense of accomplishment throughout the semester.

Additionally, UWSP values a safe, honest, respectful, and inviting learning environment. As each student is entitled and encouraged to contribute in class, specific expectations are necessary to ensure a thriving classroom environment. Expectations include: arriving to class on time, being prepared for class, and keeping cell phones silenced or turned off and put away. Behaviors such as excessive side conversations, hurtful language, or any other behavior that may be disruptive to the instructor or other students are considered unacceptable.

For additional information, please refer to the statements on Academic Standards as outlined by the Office of Student Rights and Responsibilities. You can read the full text of Chapter 14 on “Student

Academic Standards & Disciplinary Procedures” at <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>

**Americans With Disabilities Act**

If you have a disability and require classroom and/or exam accommodations, please register with the Disability Services Office and then contact me at the beginning of the course. I am happy to help in any way I can. For more information, please visit the Disability Services Office, located on the 6th floor of the Learning Resource Center (the Library). You can also find more information here: <http://www4.uwsp.edu/special/disability/>

**Religious Beliefs**

Religious beliefs will be accommodated according to UWS 22.03 as long as you notify me within the first week of class of the specific date(s) you request relief from an academic requirement.

**Learning Outcomes**

The successful HPW 300 student will:

1. Demonstrate understanding of needs assessment and write a basic needs assessment survey for a specific audience
2. Write program goals and client-centered behavioral objectives
3. Develop a program plan to include: definition of the target audience, goals and objectives; 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 respect for diversity in the classroom and when presenting programs to an alternative school audience. Each person will be treated with caring and respect regardless of gender, age, nationality, sexual orientation, race, socioeconomic status, religious affiliation and learning ability.
6. Recognize different levels of program evaluation and write program evaluations appropriate for a specific audience
7. Differentiate between three levels of programming in health promotion
8. Demonstrate how to create an effective program mix, develop a program calendar and give consideration to diversity within a target audience
9. Evaluate and select appropriate programming resources
10. Demonstrate knowledge of program incentives
11. Recognize appropriate teaching methods for various learning styles

1. Demonstrate effective organizational skills and strategies
2. Demonstrate knowledge of motivational techniques and group facilitation skills
3. Recognize professional limitations, when to make appropriate referrals, and the importance of confidentiality
4. Understand the importance of remaining current in health promotion content areas and how to evaluate for accuracy of information and credibility of sources

# HPW 300 Project Description

This semester we will provide students at the Fernandez Center for Learning (FCL) with health promotion programs based on student need and interest. This experience allows students to work with a defined audience through the entire programming process including program development, implementation, and evaluation.

Helpful information about logistics at the FCL:

* There are approximately 8 - 15 students in each classroom on any given day.
* Each student comes to school for 2 hours and 45 minutes per day and attends

either a morning or afternoon session from 8:00-10:45 a.m. or 11:45 a.m.-2:30 p.m.

* Physical Education is held at the YMCA on Tuesday and Thursday from 9:00-10:00 a.m.

and 12:15-1:15 p.m.

* HPW 300 programs are scheduled according to student availability and the topic chosen.

**Project Requirements**

**1. Topic Assignment** – Based on Department of Public Instruction health competencies provided by the staff at the Fernandez Center for Learning, the following topics have been recommended for presentation: tobacco and smoking cessation, nutrition, fitness and stress management. In addition, the following topics are relevant and have been very well received in past semesters: environmental wellness, healthy relationships and adventure education. There is room for creativity and flexibility in content depending on the skills, knowledge and interest of each of you.

Students work in groups of 2-3 to choose a topic and develop and present a one-hour program session. However, if your preference is to work alone, you certainly may do so. When choosing your partner and topic, please consider personal interest in specific content areas, special skills and knowledge that you have and compatibility with your working partner’s schedule in allowing you to work together. This project will take a substantial amount of out-of-class time.

Once you have chosen a topic, you are required to find **four** professional, credible, reliable sources of information to use in your program development. For example, if you choose smoking cessation, you will need to research some combination of the following: why your topic is important (what percentage of teenagers currently smoke, the health and social consequences of smoking), peer pressure and media influences on teenage smoking, best practices for quitting smoking (what techniques have been proven to work the best), etc. You can use research articles from peer reviewed literature, credible, reliable websites (for our smoking example, The Center for Disease Control, American Heart Association, American Cancer Society, etc.) information from other courses, etc. These sources must be listed on your program plan reference sheet, using APA format.

3. **Program Presentation** **(130 points – 100 points for your presentation at the FCL, 30 points for the in-class practice presentation.)** Using suggested presentation and organizational skills, you will present your 50-60 minute program to the students at the Fernandez Center for Learning in Stevens Point.

The in-class presentation is an opportunity to practice 30-60 minutes of your program and receive peer feedback. Three of your classmates will complete a *HPW 300 Presentation Rubric* on your in-class presentation. This is designed to provide useful feedback as you make final preparations for your presentation. The classroom practice is designed to be “rehearsal”, meaning that you present a segment of your program just as you would the “real thing”. This is not time to tell the class what you will do; it is time to practice doing it. Terry will randomly assign three people to complete the presentation rubrics for peer evaluation and will provide the forms in class.

You are required to self-evaluate by completing a *HPW 300 Presentation Rubric* following your FCL program. Each person completes one form. Include the self-evaluations in your program plan binder when it is turned in. The rubric will be given to you in class and is also posted in D2L. Terry will be present at your program and will evaluate it using the same presentation rubric. All written evaluations will be considered when determining the points awarded for your presentation. **All evaluation rubrics are due with your program plan, no later than one week following your FCL program.**

**2. Health Promotion Program Plan (120 points)** – **Due one week following your FCL presentation.**  This is a hard copy, packaged program that you write and turn in. It is the facilitator’s manual for program implementation and must be in a binder with a cover page. Specific “checkpoint” components are due on designated dates given in class. Terry will provide written feedback and grade your project using the program plan evaluation rubric that is given to you in class and is posted in D2L.

**Supplemental materials to be included with the program plan**

When you turn in your program plan binder you must include the following:

* The program evaluations completed by the students at the FCL
* Your self-evaluations of your presentation, using the *HPW 300 Presentation Rubric* that was given to you in class and is also posted in D2L (one from each person).
* Three peer evaluations (*HPW 300 Presentation Rubric)* from your in-class presentation
* *Final Program Plan Group Work Evaluations (worth 10 of the 120 points).* Forms will be given in class.

Program plans and completed evaluation forms can be given to Terry in class or put in her mailbox in

101 CPS.

A helpful approach to doing this assignment is to design your program to include all the details needed so that anyone else in class could implement it without having developed it. Also, continuously answer the questions “why” and “how”, i.e., “why is this information important for this audience?” and “how can you best communicate the information so the audience can understand it and use it?” Your program needs to contain credible, reliable information that the audience can use to enhance their personal health and wellness. Creative activity and interaction work very well. As with most people, the students learn best through active participation.

Additional Assignments/Points - Details for all assignments will be given in class.

1. Resource Assignment – Students work in small groups to evaluate a variety of health promotion programming resources. Findings will be shared with the class. 15 points.

**2. Needs Assessment Survey** – Students write a needs assessment/interest survey for a defined target audience. Scenarios and assignment details will be given in class. **20 points**

**3. Programming Mix Case Study** – This assignment includes the results of a needs assessment for a hypothetical company. Students use the detailed information given to determine program topics, intervention and programming levels and a programming mix for the company. **20 points.**

**4.Incentive Assignment** – Students read articles on incentives, answer a series of questions and write a brief summary on the pros and cons of incentive use in health promotion programming. **15 points**

**5. In class “Smizzes” –** “Small quizzes” that are an assessment of student learning from text readings –

3 smizzes at 10 points each. **30 points**

**Late Work –** Ten percent of total points are deducted for each day that an assignment is turned in past the due date.

**Writing Resources:**

* UWSP has a Writing Lab in Room 018 LRC (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 Grading Scale**

#  Grades\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Resource Assignment 15 pts. A 96-100% 335-350 points

Needs Assessment Survey 20 pts A- 90-95% 314-334 points

Program Mix Case Study 20 pts. B+ 87-89% 304-313 points

Incentive Assignment 15 pts. B 84-86% 293-303 points

Program Plan 120 pts. B- 80-83% 279-292 points

In-class Presentation 30 pts. C+ 77-79% 268-278 points

FCL Presentation 100 pts. C 74-76% 258-267 points

Smizzes (3 @ 10 pts.) 30 pts. C- 70-73% 244-257 points

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**TOTAL 350 points**

**HPW 300 Tentative Course Calendar**

**Spring 2017**

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| --- | --- | --- |
| **Date** | **Topic** | **Assignment/Checkpoint/Chapter Reading Due Dates**  |
| M 1/23 | Course Introduction Introduce Learning Styles Inventory Assignment |  |
| W 1/25 | Form groups for FCL projectChoose program topics |  |
| M 1/30 | Create FCL program calendarGroup Work Scenarios  | **Learning Styles Inventory Due** |
| W 2/1 | Learning Styles  |  |
| M 2/6 | Resources in Health Promotion ProgrammingIntroduce Resource Assignment | **Text Reading: Chapter 10*, Identification and Allocation of*** ***Resources*** |
| W 2/8 | Resource Presentations | Group Presentations in class |
| M 2/13 | Resource Presentations | Groups Presentations in class |
| W 2/15 | Needs Assessment | **Text Reading: Chapter 4, *Assessing Needs*** |
| M 2/20 | Needs AssessmentIntroduce Needs Assessment Assignment |  |
| W 2/22 | The Program Plan – Essential Components |  |
| M 2/27 | Goals and Objectives | **Text Reading: Chapter 6, *Mission Statement, Goals and*** ***Objectives*****Needs Assessment Survey Assignment Due** |
| W 3/1 | **In** **class project work day and group** **meetings with Terry – program** **outlines, goals and objectives** | Bring whatever materials, laptops, etc. are needed for project work in class – be prepared to work on program outline and program goal and objectives |
| M 3/6 | Designing Experiential Learning Exercises(ELEs) and handouts/brochures | **Checkpoint: Program Content Outline with Timeline and** **Program Goal and Objectives Due** |
| W 3/8 | Program Implementation and Presentation | **Text Reading: Chapter 12, *Implementation: Strategies and*** ***Associated Concerns*** |
| M 3/13 | Program Implementation and Presentation |  |
| W 3/15 | Program Evaluation  | **Checkpoint: One ELE Due****Text Reading: Chapter 13, *Evaluation, An Overview*** |
| 3/20-24 | +96 | HAVE FUN, BE SAFE! |

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| **Date** | **Topic** | **Assignment/Checkpoint/Chapter Reading Due Dates**  |
| M 3/27 | Program EvaluationIntroduce Incentive Assignment (posted in D2L) |  |
| W 3/29 | Incentives | **Incentive Assignment Due****Peer Evaluation #1 Due**  |
| M 4/3 | Incentives Group Work Questions  | **Checkpoint: Program Evaluation Due** |
| W 4/5 | Out of Class Project Work Day  |  |
| M 4/10 | In class presentations  | **Checkpoint: Brochure/Handout/Flier Due****See calendar posted in D2L for your in-class presentation date** |
| W 4/12 | In class presentations |  |
| M 4/17 | In class presentations | **FCL presentations begin** **See calendar posted in D2l for your program date/time/location** |
| W 4/19 | In class presentations |  |
| M 4/24 | In class presentations |  |
| W 4/26 | In-class presentations |  |
| M 5/1 | Interventions and Programming Levels Introduce Case Study  | **Text Reading: Chapter 8, *Interventions*** |
| W 5/3 | Work on case study in class  |  |
| M 5/8 | Creating a Culture of Wellness | **Read article posted in D2L Content in module titled** ***Creating Wellness Culture*****Case Study Assignment Due** |
| W 5/10 | Creating CultureCourse evaluations and wrap up  |  |

**Final Exam: Tuesday, May 16, 2:45-4:45 p.m.**