

**HP/W 300**  
**Health Promotion Programming: Design, Techniques and Resources - 3 credits**  
**Fall 2020**  
**Monday and Wednesday, 9:30-10:45 a.m.**  
**Room 229 CPS**

**Instructor:** Terry Aittama  
**Office:** 240C College of Professional Studies  
715-346-3701  
**Cell:** 715-572-6499  
**Email:** [taittama@uwsp.edu](mailto:taittama@uwsp.edu)

**Course description:** Students develop skills necessary to design and create 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.

**Required Text:** McKenzie, Beiger and Thackeray. *Planning, Implementing and Evaluating Health Promotion Programs*. 7<sup>th</sup> edition.

**Course Calendar:** There is a course calendar attached to this syllabus that is also posted in Canvas. It is your responsibility to check the course calendar/syllabus regularly, so you are aware of due dates, readings for class, presentation dates, etc.

**Course Materials and Canvas:** Canvas is used as a course management tool in HPW 300. Assignment descriptions and details are posted in Canvas 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**

c

**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. Be sure to communicate with Terry regarding absence from class.

**Late Work:** Assignments need to be turned in on time to earn full credit. If extenuating circumstances arise, communicate with Terry 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; I will do so as well. 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:**

- At all UW-Stevens Point campus locations, the wearing of face coverings is mandatory 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. Please note that unless everyone is wearing a face covering, in-person classes cannot take place. This is university policy and not up to the discretion of individual instructors. Failure to adhere to this requirement could result in formal withdrawal from the course.

### **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 your instructor 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.
- Maintain a minimum of 6 feet of physical distance from others whenever possible.
- Do not congregate in groups before or after class; stagger your arrival and departure from the classroom, lab, or meeting room.
- 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](mailto: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 1<sup>st</sup> 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](#)

### **HPW 300 Programming Project**

**Interest Survey (25 points):** Students work in pairs or groups of three to design and administer a health promotion interest survey. The target audience for the survey is chosen by each group (for example, college students, adults at the workplace, etc.). The survey is sent by each group member to 5-10 members of the target audience, to be completed and returned. Survey results are tabulated to determine target audience interest in health promotion programs. Each group then designs and presents a 60-minute health promotion program based on target audience responses to the survey.

Programs are presented in the classroom or virtually with HPW 300 class members participating as the target audience for the program.

Once program topics are determined, you are required to use **four** professional, credible, reliable sources of information for program development. You can use research articles from peer reviewed literature, credible, reliable websites, information from other courses, etc. These sources must be listed on your program plan reference page, using APA format.

**Program Presentation (100 points)** : Using suggested presentation and organizational skills, each group presents their 60-minute program to members of the HPW 300 class who serve as the “target audience” for the program. Presentations will be done in the classroom and virtually.

**Health Promotion Program Plan (100 points - due on the day of your program presentation)**. This is a hard copy or virtual program plan that each group writes and turns in. It is the facilitator’s manual for program implementation and contains the essential components of a quality health promotion program plan. Specific “checkpoint” components are due on designated dates indicated on your course calendar/syllabus in Canvas.

**Program Plan Peer Evaluations (2 @ 10 points = 20 points)** – As group members, you evaluate one another on the level of contribution to the development of the program plan and preparation for the presentation. Evaluations are due at the mid-point of the project (10 points) and at the end of the project (10 points). The evaluation forms are posted in Canvas. Completed evaluations are due in Canvas on the dates indicated on the course calendar.

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 wellbeing. Creative activity and interaction work very well as most people learn best through active participation.

**Additional Assignments/Points** - Details for all assignments are discussed during class and assignment descriptions are posted in Canvas.

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

**2. Incentive Assignment (20 points)** – Students read articles on incentives and write a brief summary on the pros and cons of incentive use in health promotion programming.

**3. In class “Smizzes” (3 at 10 points each = 30 points)** – “Small quizzes” that are an assessment of student learning from text readings

**4. Creating Wellness Culture Assignment (20 points)** – Students read an article on influencing healthy behavior and creating wellness culture and generate ideas for improving health and wellbeing at the workplace.

**5. Professional Development Requirement (2 events @ 20 points each = 40 points)**

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); and
- *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 to prepare for transitioning into a successful career.

Visit the Pro Events web site ([proevents.uwsp.edu](http://proevents.uwsp.edu)) for announcements of upcoming events. You can also follow us on social media. Facebook: [UWSP School of Business & Economics](#)  
Twitter: [@UWSPBusiness](#)

For this course, you must attend **two** official Pro Events. One event must be before the mid-semester cut-off of **Oct. 23**; a second event must be before the end-of-semester cut-off (**Dec. 11**). 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 each event will count for 20 points towards your final grade.

As we continue Pro Events during COVID, there will be a variety of ways to earn your credits:

- Attend virtual (Zoom) events in real time; receive attendance credit directly by signing in with your Point card.
- Watch recordings of past events; receive attendance credit after you submit report via Anderson Center Canvas page.
- Attend occasional live events on campus; receive attendance credit directly.
- Attend off-campus live events; take Events Attendance form and obtain signature.

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](mailto:proevents@uwsp.edu).

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

**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/>

<b>HPW 300 Grading Scale</b>		<b>Grades</b>	
Resource Assignment	15 pts.	A	96-100%
Needs Assessment Survey	25 pts	A-	90-95%
Wellness Culture Assignment	20 pts.	B+	87-89%
Incentive Assignment	20 pts.	B	84-86%
Program Plan	100 pts.	B-	80-83%
Program Plan Peer Evaluations	20 pts.	C+	77-79%
Program Presentation	100 pts.	C	74-76%
Smizzes (3 @ 10 pts.)	30 pts	C-	70-73%
Professional Development	40 pts.		
<b>TOTAL</b>	<b>370 points</b>		

**HPW 300 Tentative Course Calendar  
Fall 2020**

<b>Date</b>	<b>Topic</b>	<b>Assignments/Checkpoints/Chapter Reading Due Dates/ Materials Needed in Class</b>
W 9/2	Introductions/Syllabus Review Introduce Programming Project and form project work groups <i>Introduce Learning Styles Inventory – found in The Canvas Syllabus and Learning Styles Module</i>	
W 9/9	Needs Assessment	Text Reading: Chapter 4, <i>Assessing Needs</i>
M 9/14	Needs Assessment/Interest Survey Design <i>Introduce Needs Assessment/Interest Survey Assignment</i>	<b>Learning Styles Inventory Due in Canvas</b>
W 9/16	Learning Styles	
M 9/21	Health Promotion Needs and Interests in 2020 How are they changing? Staying the same?	<b>Needs Assessment/Interest Survey Assignment due in Canvas</b>
W 9/23	Resources in Health Promotion Programming <i>Introduce Resource Assignment</i> Instructions for administering needs assessment/interest surveys	Text Reading: Chapter 10, <i>Identification and Allocation of Resources</i> <b>Administer needs assessment/interest surveys</b>
M 9/28	Resource Presentations	<b>Resource Presentations in class</b>
W 9/30	Resource Presentations	<b>Resource Presentations in class</b>
M 10/5	Tabulate Needs Assessment/Interest Survey Results, determine program topics and presentation dates	<b>Completed needs assessment/interest surveys due – bring to class</b>
W 10/7	Goals and Objectives	Text Reading: Chapter 6, <i>Mission Statement, Goals and Objectives</i>
M 10/12	The Program Plan – Essential Components	Reference handouts in Canvas, Program Plan Components Module
W 10/14	Designing Experiential Learning Exercises (ELEs) and handouts/brochures	Handouts in Canvas, Writing ELE and Educational Handouts Module
M 10/19	Program Implementation and Presentation	Text Reading: Chapter 12, <i>Implementation: Strategies and Associated Concerns</i> , pages 336-346 Handout in Presentation Module in Canvas
W 10/21	Program Implementation and Presentation <i>Introduce Incentive Assignment</i>	<b>Checkpoint: Program Goal, Objectives and Outline due in Canvas</b>
M 10/26	In class project work-day and group meetings with Terry – review goals, objectives and outlines	Bring materials, laptops, etc. needed for project work in class. <b>Mid-semester project peer evaluation due in Canvas</b>



<b>Date</b>	<b>Topic</b>	<b>Assignment/Checkpoint/Chapter Reading Due Dates / Materials Needed in Class</b>
W 10/28	In class project work-day and group meetings with Terry – review goals, objectives and outlines.	Bring laptops and materials needed for project work to class. <b>Checkpoint: One ELE due in Canvas</b>
M 11/2	Program Evaluation	Text Reading: Chapter 13, <i>Evaluation, An Overview</i> <b>Checkpoint: Education handout/brochure due in Canvas</b>
W 11/4	Program Evaluation Continued	
M 11/9	Incentives in health promotion programming	<b>Checkpoint: Program evaluation due in Canvas</b> <b>Incentive Assignment due in Canvas</b>
W 11/11	Incentives Continued Program presentation prep	
M 11/16	Program Presentation	<b>Program Plan Due</b> <b>Final peer evaluation due in Canvas</b>
W 11/18	Program Presentation	<b>Program Plan Due</b> <b>Final peer evaluation due in Canvas</b>
M 11/23	Program Presentation	<b>Program Plan Due</b> <b>Final peer evaluation due in Canvas</b>
W 11/25	No class meeting	
M 11/30	Program Presentation	<b>Program Plan Due</b> <b>Final peer evaluation due in Canvas</b>
W 12/2	Program Presentation	<b>Program Plan Due</b> <b>Final peer evaluation due in Canvas</b>
M 12/7	Creating a Wellness Culture <i>Introduce Wellness Culture Assignment</i>	Read article posted in Canvas syllabus titled <i>Influencing Health Choices at Work</i>
W 12/9	Course wrap up Work on wellness culture assignment in class	

**Note: PRO Events are due by October 23 and December 11.**

**Final Exam: Thursday, December 17, 10:15 am 12:15 pm – Wellness Culture Assignment Due in Canvas**

**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.**