HP/W 300

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

**Fall 2019**

**Monday and Wednesday, 9:30-10:45 a.m.**

**Room 229 CPS**

**Instructor**: Terry Aittama

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**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 to a selected audience.

**Required Text**: McKenzie, Beiger and Thackeray. *Planning, Implementing and Evaluating Health Promotion Programs.* 7th 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. Assignments are either due in class or submitted to Canvas, as indicated on the course calendar/syllabus.

**HPW 300 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 SMART program goals and 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 inclusivity in the classroom and when presenting programs to an external audience. Each person is 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. Demonstrate how to create an effective program mix that includes four levels of programming
8. Evaluate and select appropriate programming resources
9. Demonstrate knowledge of program incentives
10. Recognize appropriate teaching methods for various learning styles
11. Demonstrate effective organizational skills and strategies
12. 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, you will lose 10 points of your total at the end of the semester.* Be sure to communicate with Terry if unexpected or extenuating circumstances arise as there is flexibility in this policy.

**Late Work:** Assignments need to be turned in on time to earn full credit. *Ten percent of total points are deducted for each day that an assignment is turned in past the due date as indicated on the course calendar.*

**Cell phone usage**: Research supports that having visual access to a cell phone diminishes our ability to learn. Checking social media, texts, emails, and messages is unprofessional and disrespectful to our class community. 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.

# 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 federal prosecution. 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](https://www3.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**

**HPW 300 Project Description**

This semester we will provide students at the Fernandez Center for Learning (FCL) with 60-minute health promotion programs. 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 10-20 students in attendance at our programs on any given day.
* Physical activity sessions can be held at the YMCA or Point of Discovery School on specific days.
* HPW 300 programs are scheduled according to student availability and the topic chosen.

**Project Requirements**

**1. Topic Assignment** – Based on FCL student need and interest, the following topics have been recommended for presentation: tobacco/vaping/smoking, nutrition, fitness, healthy relationships, mental/emotional health, environmental wellness and stress management. There is room for creativity and flexibility in content depending on the skills, knowledge and interest of each of you.

Students work in pairs or groups of three to choose a topic, develop and present a one-hour program session. When choosing your partner(s) 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 takes a substantial amount of out-of-class time.

Once you have chosen a topic, you are required to use **four** professional, credible, reliable sources of information for 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 page, using APA format.

**2. 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, each group presents their 60-minute program to the students at the Fernandez Center for Learning in Stevens Point. Terry is present at your program and evaluates it using the *HPW 300 Presentation Rubric*.

The in-class presentation is an opportunity to practice your program and receive peer feedback. The classroom practice is “rehearsal”, meaning that you present 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 randomly assigns three people to complete the *HPW 300 Presentation Rubric* for each classroom presentation and provides the forms in class. This peer evaluation provides very useful feedback as you make final preparations for your FCL presentation. **The *HPW 300 Presentation Rubrics* completed by your peers are due with your program plan, no later than one week following your FCL program.** Note: the *HPW 300 Presentation Rubric* is given to you in class and is posted in Canvas for your reference as you develop your presentation.

**3. Health Promotion Program Plan (100 points)** – **Due one week following your FCL presentation.**  This is a hard copy, packaged program that each group writes and turns 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 indicated on your course calendar/syllabus in Canvas. Terry provides feedback and grades your project using the *HPW 300 Program Plan Rubric* that is posted in Canvas. A complete assignment description is also posted in Canvas.

**The following materials are due with your program plan, one week following your FCL presentation:**

* The program evaluations completed by the students at the FCL
* Three peer evaluations (*HPW 300 Presentation Rubric)* from your in-class presentation
* *Final Program Plan Peer Evaluations* (can be attached to the program plan or given to Terry separately).

Program plans and completed evaluation forms can be given to Terry in class, brought to her office or put in her mailbox in 101 CPS.

**4. HPW 300 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. Evaluations are due at the mid-point of the project (10 points) and at the end of the project (10 points). The evaluation forms is provided for you in class and is also posted in Canvas. The mid-point evaluation due date is on the course calendar and the final evaluation is due as part of your program plan.

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 with most people, the students learn best through active participation.

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

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

**2. Needs Assessment Survey** – Students write a needs assessment/interest survey for a defined target audience. **25 points**

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

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

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

**5. Programming Mix Case Study** – Students utilize the results of a needs assessment for a hypothetical company. The data and information provided is used to determine programming levels, a program mix and environmental/cultural changes for the company. Groups present their recommendations using a Power Point presentation. **20 points.**

**6. Professional Development Requirement -** Several UWSP departments and programs, including Health Promotion and Wellness, 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).

As an HPW student, you will be able to choose from a wide variety of speakers, workshops and special events. With over 300 events per year on the Pro Events calendar, you will have significant flexibility in selecting your 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**) for announcements of upcoming events. You can also follow us on social media:

* Facebook: [UWSP School of Business & Economics](https://www.facebook.com/uwspsbe?fref=ts)
* Twitter: [@UWSPBusiness](https://twitter.com/uwspbusiness)

For this course, you must attend **two** Pro Events. **One event must be attended by the mid-semester cut-off of October 18; a second event must be before the end-of-semester cut-off, December 13.**

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.

Typically, when you attend an event, you will sign in with your Point Card and thereby receive your Events credit. Occasionally, there are events requiring that you take along an Events Attendance form and obtain a signature at the event; events requiring an Events Attendance form will be clearly labeled and the form will be available online.

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 specific events 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 semester events, Terry will receive reports confirming your attendance. You do not need to do anything else. **2 events @ 20 points each = 40 points**

**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 Grading Scale Grades\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Resource Assignment 15 pts. A 96-100% 382-400 points

Needs Assessment Survey 25 pts A- 90-95% 358-381 points

Case Study 20 pts. B+ 87-89% 346-357 points

Incentive Assignment 20 pts. B 84-86% 334-345 points

Program Plan 100 pts. B- 80-83% 318-333 points

Program Plan Peer Evaluation 20 pts. C+ 77-79% 306-317 points

In-class Presentation 30 pts. C 74-76% 294-305 points

FCL Presentation 100 pts. C- 70-73% 278-293 points

Smizzes (3 @ 10 pts.) 30 pts.

Professional Development 40 pts.\_\_

**TOTAL 400 points**

**HPW 300 Tentative Course Calendar**

**Fall 2019**

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| **Date** | **Topic** | **Assignments/Checkpoints/Chapter Reading Due Dates/**  **Materials Needed in Class** |
| W 9/4 | Introductions/Syllabus Review/Professionalism  *Introduce Learning Styles Inventory – found in*  *The Canvas Syllabus and Learning Styles Module* |  |
| M 9/9 | Introduce FCL Project  Group Work Scenarios |  |
| W 9/11 | Resources in Health Promotion  Programming  *Introduce Resource Assignment – found in*  *Canvas, Graded Assignment Module and Syllabus* | **Learning Styles Inventory Due in Canvas**  Text Reading: Chapter 10*, Identification and Allocation of*  *Resources* |
| M 9/16 | Form groups and choose topics for FCL project  Create FCL program calendar |  |
| W 9/18 | Learning Styles |  |
| M 9/23 | Resource Presentations | **Resource Presentations in class** |
| W 9/25 | Resource Presentations | **Resource Presentations in class** |
| M 9/30 | Needs Assessment | Text Reading: Chapter 4, *Assessing Needs* |
| W 10/2 | Needs Assessment/Survey Design  *Introduce Needs Assessment Assignment –*  *found in Canvas Graded Assignment Module*  *and Syllabus* |  |
| M 10/7 | The Program Plan – Essential Components | Handouts in Canvas, Program Plan Components Module |
| W 10/9 | Goals and Objectives | Text Reading: Chapter 6, *Mission Statement,*  *Goals and Objectives* |
| M 10/14 | Designing Experiential Learning Exercises  (ELEs) and handouts/brochures | Handouts in Canvas, Writing ELE and Educational Handouts  Module |
| W 10/16 | Program Implementation and Presentation | Text Reading: Chapter 12, *Implementation: Strategies and*  *Associated Concerns*, pages 336-346  **Needs Assessment Survey Assignment due in class** |
| M 10/21 | In class project work day and group  meetings with Terry – goals, objectives and  outlines. | Bring materials, laptops, etc. needed for project work in class. |
| W 10/23 | In class project work day and group  meetings with Terry – goals, objectives and  outlines.  *Introduce Incentive Assignment – found in*  *Canvas, Assignment module* | Bring materials, laptops, etc. needed for project work in class. |
| **Date** | **Topic** | **Assignment/Checkpoint/Chapter Reading Due Dates /**  **Materials Needed in Class** |
| M 10/28 | Program Implementation and Presentation | **Checkpoint: Program Goal, Objectives and Outline due in**  **Class**  Handout in Presentation Module in Canvas |
| W 10/30 | Program Evaluation | Text Reading: Chapter 13, *Evaluation, An Overview*  **Checkpoint: One ELE due in class** |
| M 11/4 | **Fernandez Center for Learning Visit** |  |
| W 11/6 | Program Evaluation Continued | **Checkpoint: FCL education handout/brochure due in class**  Handout – FCL Evaluation Guidelines in Evaluation Module  In Canvas |
| M 11/11 | Incentives in health promotion  programming | **Incentive Assignment due in class**  **Checkpoint: FCL program evaluation due in class**  **Mid-semester project peer evaluation due in class** |
| W 11/13 | In class presentation – calendar posted in  D2L with in-class presentation dates |  |
| M 11/18 | In class presentation | FCL presentations begin this week  See calendar posted in Canvas for your program  date/time/location |
| W 11/20 | In class presentation |  |
| M 11/25 | In class presentation |  |
| W 11/27 | No class – project work day |  |
| M 12/2 | In class presentation |  |
| W 12/4 | Creating a Wellness Culture | Read article posted in Canvas syllabus titled *Influencing Health*  *Choices at Work* |
| M 12/9 | Intervention/Programming Levels  Introduce Case Study - work on case study in  class |  |
| W 12/11 | Work on case study in class |  |

**Final Exam: Tuesday, December 17, 2:45-4:45 p.m. – Present Case Studies**

**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**.