HP/W 300

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

Spring 2018

M & W, 9:30-10:45 a.m.

 Room 229 CPS

**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.

**Instructor**: Terry Aittama

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 715-346-3701

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**Course Materials and D2L**: D2L is used as a course management tool in HPW 300. Assignment descriptions are posted in the Content section, Assignment module, and grades are posted in the gradebook. Power Point slides, handouts and other course materials are posted in Content modules that correspond to topics listed on the course calendar. Specific assignments are submitted to the Dropbox as indicated on the course calendar.

**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.*

**Late Work:** Assignments and checkpoints 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.*

**UWSP Community Bill Of Rights And Responsibilities**

**Academic Conduct:** This course is part of the UW-Stevens Point academic community, bound together by the traditions and practice of scholarship. Therefore, academic integrity is important and honest intellectual work on all assignments is essential to your success. 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 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>

**Students With Disabilities Or Temporary Impairments**

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| UWSP is committed to providing reasonable and appropriate accommodations to students with disabilities and temporary impairments.  If you have a disability or acquire a condition during the semester where you need assistance, please contact the Disability and Assistive Technology Center on the 6th floor of Albertson Hall (library) as soon as possible.  DATC can be reached at 715-346-3365 or DATC@uwsp.edu.  |

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**Religious Beliefs**

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

**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 alternative school 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

1. Demonstrate effective organizational skills and strategies
2. 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 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 10-18 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 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 small groups to choose a topic and 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.

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, 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 30 minutes of your program and receive peer feedback. The classroom practice is “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 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 D2L for your reference as you develop your presentation.

**2. 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. Terry provides feedback and grades your project using the *HPW 300 Program Plan Rubric* that is given to you in class and is posted in D2L.

**Program Plan Peer Evaluation (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 form is given to you in class and is also posted in D2L. The mid-point evaluation due date is on the course calendar and the final evaluation is due the same day as your program plan.

**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.

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 D2L Content, Assignment module.

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** – This assignment utilizes the results of a needs assessment for a hypothetical company. Students use the data and information provided 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:** The Health Promotion/Wellness program in partnership with the School of Business and Economics has an exciting series of speakers, discussions, workshops and field trips called **SBE Events**. It is important to take advantage of these learning opportunities outside the classroom. The events are designed to help you make the most out of your time as a student and to prepare for a successful career.

The requirement in HPW 300 is that you attend **two official SBE events (20 points each).** **One event must be attended before mid-semester on March 9**. The second event must be attended before the end of the semester on May 11. If you go to extra events before March 9, those points will carry over and you will not be required to attend additional events the second half of the semester. You can certainly attend more than two events, but will only earn credit for two!

Visit the SBE Events web site (<http://business.uwsp.edu/events>) for announcements about upcoming SBE Events. An SBE Events tab has been added to the HPW 300 D2L navigation bar for quick, easy access. You can also follow them on social media:

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

When you attend an event, it is your responsibility to sign in with your Point Card. Attendance at SBE Events is confirmed with automatic emails to you and updated on the SBE Events website. Please allow a week for confirmation of attendance at events held outside the SBE, such as University College Academic and Career Advising Center. After March 9 and May 11 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 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% 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 2017**

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| **Date** | **Topic** | **Assignments/Checkpoints/Chapter Reading Due Dates/****Materials Needed in Class**  |
| M 1/22 | Introductions/Syllabus Review/Professionalism *Introduce Learning Styles Inventory – found in* *D2L Content, Learning Styles module*  |  |
| W 1/24 | Form groups for FCL projectChoose program topics |  |
| M 1/ 29 | Create FCL program calendarGroup Work Scenarios  | **Learning Styles Inventory Due to Dropbox**  |
| W 1/31 | Resources in Health Promotion Programming*Introduce Resource Assignment – found in D2L**Content, Assignment module*  | Text Reading: Chapter 10*, Identification and Allocation of* *Resources* |
| M 2/5 | Learning Styles  |  |
| W 2/7  | Resource Presentations | **Resource Presentations in class** |
| M 2/12 | Resource Presentations | **Resource Presentations in class** |
| W 2/14 | Needs Assessment | Text Reading: Chapter 4, *Assessing Needs* |
| M 2/19 | Needs Assessment/Survey Design *Introduce Needs Assessment Assignment –* *found in D2L Content, Assignment module*  |  |
| W 2/21 | The Program Plan – Essential Components | Handout in D2L |
| M 2/26 | Goals and Objectives | Text Reading: Chapter 6, *Mission Statement,* *Goals and Objectives* |
| W 2/28 | Designing Experiential Learning Exercises(ELEs) and handouts/brochures | **\* Needs Assessment Survey Assignment due in class****\*** Handouts in D2L |
| M 3/5 | 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 3/7 | In class project work day and group meetings with Terry – goals, objectives andoutlines. *Introduce Incentive Assignment – found in D2L**Content, Assignment module*  | Bring materials, laptops, etc.needed for project work in class.**Checkpoint: Program goal, objectives due to** **Dropbox at the end of class** |
| M 3/12 | Program Implementation and Presentation | Text Reading: Chapter 12, *Implementation: Strategies and* *Associated Concerns*, pages 336-436 |
| W 3/14 | Program Implementation and Presentation | **Checkpoint: Program outline Due in class** |
| **Date** | **Topic** | **Assignment/Checkpoint/Chapter Reading Due Dates /****Materials Needed in Class**  |
| M 3/19 | Program Evaluation  | **\***Text Reading: Chapter 13, *Evaluation, An Overview***\* Mid-project program plan peer evaluation due in class**  |
| W 3/21 | Program Evaluation Continued | **Checkpoint: One ELE due in class**  |
| M 3/26 and W 3/28  | Spring Break – have fun, be safe!  |  |
| M 4/2 | Incentives in health promotion programming | **Incentive Assignment due in class** |
| W 4/4 | **No Class – Project Work Day**  |  |
| M 4/9 | In class presentations – calendar posted in D2L with in-class presentation dates | **Checkpoints: FCL education handout/brochure and** **FCL program evaluation due in class**  |
| W 4/11 | In class presentations |  |
| M 4/16 | In class presentations | FCL presentations begin See calendar posted in D2L for your program date/time/location |
| W 4/18 | In class presentations |  |
| M 4/23 | In class presentations  |  |
| W 4/25 | In class presentations  |  |
| M 4/30  | Creating a Wellness Culture Interventions and Programming Levels  | Read article posted in D2L Content in module titled Creating Wellness Culture |
| W 5/2 | Introduce Case Study - work on case study in class  |  |
| M 5/7 | Work on case study in class  |  |
| W 5/9  | Course wrap-up, debrief, evaluations  |  |

**Final Exam: Thursday, May 17, 10:15 a.m. – 12:15 p.m. – Present Case Study**