HEALTH 410; Health Promotion and Education  
Department of Health and Human Performance  
Spring 2014  
COURSE SYLLABUS

I. INSTRUCTOR INFORMATION

Janet Wilbert, EdD  
3030 Elam Center  
731.881.7339  
jwilbert@utm.edu  
Office Hours: Posted outside office

II. SEMESTER CREDIT HOURS

3 Semester Credit Hours

This is a hybrid class. Students will meet with their instructor once a week in the classroom for 1 hour 15 minutes, and have outside activities or online requirements for the other 1 hour 15 minute meeting time.

III. CATALOG DESCRIPTION

As a guide to the field of health education and promotion, this course addresses the theoretical base needed to develop behaviors conducive to well-being or a change in behaviors conducive to health. Prereqs: HLTH 111, HLTH 351.

IV. RATIONALE

The role of health education in preventing or treating health problems is widely accepted. Obtaining health literacy is demanding; and impacting an individual or group to embrace a healthy behavior change is monumental. Having a fundamental understanding of the planning, implementation and evaluation processes that are involved in creating a health initiative is important to all Health and Human Performance majors. This course alone will not prepare the student to be a health education specialist.

V. GOALS/OBJECTIVES

Click here to view how this course meets State Licensure Standards and Guidelines.

Each student will:

1. Explain the relationship among good health behavior, health education, and health promotion.
2. Identify the assumptions upon which health education is based.
3. Develop a rationale for planning and implementing a health promotion program.
4. Explain what planning parameters are and the impact they have on program planning.
5. Explain the value of the Generalized Model in planning a program
6. Apply a model to a program you are planning.
7. Explain why a needs assessment is an important part of the planning process.
8. Differentiate between primary and secondary data sources.
9. Define goals and objectives, and distinguish between the two.
10. Describe a SMART objective.
11. Define theory, model, construct, concepts and variables.
12. Briefly explain the theories and models identified during the semester.
13. List and explain the categories of intervention strategies.
14. Discuss the ethical concerns related to intervention development.
15. Define community, community organizing, community building, and coalitions.
16. Outline the process for organizing and building community.
17. Explain the term mapping community capacity.
18. List the common resources used in most health promotion programs
19. Explain the difference between internal and external resources.
20. Define culturally sensitive and culturally competent.
21. Identify and explain the major components of a grant proposal.
22. Define market, marketing, and social marketing.
23. Explain the diffusion theory.
24. Explain the four Ps of marketing.
25. Name techniques for motivating program participants to continue in a program.
26. Identify the different phases for implementing health promotion programs
27. List the concerns that need to be addressed before implementation can take place.
28. Compare and contrast the various types of evaluation.
29. List reasons why evaluation should be included in all programs.
30. Describe several considerations in planning and conducting an evaluation.
31. Identify the six steps and four standards of the framework for program evaluation.
32. Compare and contrast the major types of evaluation design.
33. Identify threats to internal and external validity and explain how evaluation design can increase control.
34. List examples of univariate, bivariate, and multivariate analysis and explain how they could be used in evaluation.
35. Describe the format for the evaluation report, guidelines for presenting data, and ways to enhance the report.
36. Discuss ways to increase the utilization of the evaluation findings.

VI. COURSE CONTENT
Chapter 1  Health Education, Health Promotion, Health Educators, and Program Planning
Chapter 2  Starting the Planning Process
Chapter 3  Models for Program Planning in Health Promotions
Chapter 4  Assessing Needs
Chapter 6  Mission Statement, Goals, and Objectives
Chapter 7  Theories and Models Commonly Used for Health Promotion Interventions
Chapter 8  Interventions
Chapter 9  Community Organizing and Community Building
Chapter 10 Identification and Allocation of Resources
Chapter 11 Marketing: Developing Programs That Respond to the Wants and Needs of the Priority Population
Chapter 12 Implementation: Strategies and Associated Concerns
Chapter 13 Evaluation: An Overview
Chapter 14 Evaluation Approaches, Framework, and Design
Chapter 15 Data Analysis and Reporting
Chapter 5 Measurement, Measures, Data Collection, and Sampling

VII. EVALUATION PROCEDURES

<table>
<thead>
<tr>
<th>Chapter Tests (10)</th>
<th>30%</th>
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<tbody>
<tr>
<td>Assignments</td>
<td>30%</td>
</tr>
<tr>
<td>Health Promotion Project</td>
<td>40%</td>
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Grading Breakdown by Percentage (%):

<table>
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<tr>
<th>% Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90-100%</td>
<td>A  (Exceptional Performance! Student consistently exceeds all expectations.)</td>
</tr>
<tr>
<td>80-89.9%</td>
<td>B   (Very good. Student meets and occasionally exceeds all expectations.)</td>
</tr>
<tr>
<td>70-79.9%</td>
<td>C   (Good. Student meets requirements and meets expectations.)</td>
</tr>
<tr>
<td>60-69.9%</td>
<td>D   (Poor. Student occasionally does not meet expectations or requirements.)</td>
</tr>
<tr>
<td>&lt; 60%</td>
<td>F    (Very poor. Student consistently does not meet expectations or requirements.)</td>
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Note: Your percentage will be rounded to the nearest tenth (1/10) of a percent.

Chapter Tests: For class activities and discussions to run smoothly, you must be familiar with the course material when you walk into the classroom. More importantly, your understanding of the content is essential to you providing the level of service expected when working on our class service-learning project. Chapter Tests will take place online.

Health Promotion Project (HPP): The Health Promotion Project will constitute a large portion of assessment in this course. The HPP will 1) provide the student with the opportunity to apply the concepts and skills learned in the classroom while at the same time 2) helping community organizations meet real health education and promotion needs.

Details of the HPP requirements will be given as class progresses.
IMPORTANT: You are to treat your HPP appointments as though it is your employment. Any delinquency or poor conduct reported by site managers will result in removal from the program and the forfeit of all points associated with the HPP.

Assignments: All submitted written assignments must be typed, double-spaced, with a 12 pt font with 1 inch margins, and must include the student's name, class, and meeting time in the header section. Assignments must be proofread and free from major errors and plagiarism. Excessive errors detracting from the point or readability of the assignment will result in a deduction of up to 20% of the points. All assignments will be submitted electronically using a BlackBoard assignment tool. You must use Microsoft Word 1997-2003, 2007, or 2010 format (.doc and .docx respectively). The Microsoft Office program is available on ALL campus computers. Up to a 20% penalty on points possible will be assessed if format requirements are not met. Late assignment submissions will be accepted (hardcopy only) up to 5 days after the deadline with a 10% deduction (one full grade) for every day that it is late up to 50% deduction.

Attendance: You are required to attend each class session. Because we are only meeting once a week, class attendance is essential for your success! You are allowed to miss two (2) class meetings during this term without penalty. For every meeting missed after two, your final course grade can be reduced by one full letter grade. So, if you earn a score of a "B" in the class, but miss four sessions, you can receive a final grade of "D".

Bring your textbook (Mckenzie et al., 2013) to class every day.

"Excused absences" must be approved by the instructor no later than 48 hours ahead of the scheduled class time. If there is an emergency (i.e. death of a family member, personal injury) or religious observance day which prevents you from attending class, contact me immediately and we can make accommodations. You may be required to give proof of your circumstance. General illness, early and extended vacations, and university functions are not considered excused absences. Life is dynamic and things come up, if you miss class, or plan to miss class, you are still responsible for the material.

VIII. REQUIRED MATERIALS

E-mail: All students enrolled in this course are required to have a working e-mail address for the duration of the course. This is the primary form of communication as set forth by the University of Tennessee. Course announcements, changes to the syllabus, course content, and memos from the instructor will be distributed via e-mail. Students are responsible for information distributed in this manner.

Blackboard: Blackboard will be utilized extensively in this class; know how to use it. All students should regularly check blackboard. Additional course materials will be available online. Articles will be available via blackboard. Tutorials and workshops are also available online on the ITS homepage.
You must be familiar with Respondus Lockdown Browser, Discussion Boards, Quizzes, Assignment submission, and general navigation of Blackboard. If additional tools are used, you will be notified.

If you do not know how to use the above tools, please visit [http://www.utm.edu/ottutor.php](http://www.utm.edu/ottutor.php) for online tutoring on associated technology.


**IX. OTHER RESOURCES**

Department of Health and Human Services (DHHS)  

National Institutes of Health (NIH)  

Centers for Disease Control (CDC)  

Tennessee Department of Health  
[http://health.state.tn.us/](http://health.state.tn.us/)

Weakley County Health Dept.  

**X. PREREQUISITES**

Health 111, HLTH 351  
*This class is designed for students of Junior and Senior standing. If you are neither of these, you are strongly encouraged to take this course at a later date.*

**XI. PROGRAM(S) IN WHICH COURSE IS REQUIRED**

B.S. in Health and Human Performance:  
  Exercise Science and Wellness Concentration  
  Licensure K – 12 Concentration

**XII. TIPS FOR SUCCESS**

**Academic Dishonesty:** Cheating, plagiarism, and all other forms of academic dishonesty defined in your student handbook will NOT be tolerated. All incidents of academic dishonesty will be dealt with in accordance to university regulations, which can include failure of the course and a report of academic misconduct. Please refer to the Student Handbook on academic dishonesty for more information.
Some examples of Academic Dishonesty:

- Submitting work (tests, homework, papers, etc.) done for another course without gaining my approval.
- Submitting the work of another as your own. This includes as copying on tests, submitting work (whether in part or in whole) created by another student, website, book, etc., or failing to provide appropriate citations for ideas that are not your own.
- Allowing another student to submit your work as their own.
- Possessing prohibited materials during a test or quiz.
- Providing or receiving assistance from another student unless explicitly permitted to do so by the instructor.

**NOT DOING WELL?**

If you believe that you are not doing as well in class as you would like, please come see me to get help with material. Do not wait until the end of the semester to seek help. There will not be "sympathy handouts" or exceptions made solely because you are in a tough spot. However, there will be ample opportunity to seek help and assistance if you are need.

**AGAIN, PLEASE DO NOT WAIT UNTIL THE END OF THE SEMESTER TO SEE HOW YOU CAN IMPROVE YOUR GRADE!!!**

**Flexibility clause:** The dates of lectures, exams, projects, etc. may be revised as the term progresses. All modifications to the syllabus will be announced in class and via e-mail.

**XII. School Teacher Candidate Diversity Proficiencies**

The School Leader Candidate will:

- Identify and address his/her own biases.
- Consider diversity when planning and implementing instruction.
- Consider diversity when wording questions and responses.
- Be completely comfortable with classroom discussion on diversity topics.
- Regarding Ethnicity the School Leader Candidate will:
- Consider ethnicity when designing instruction.
- Explicitly include a variety of ethnic groups in the curriculum.
- Interact with students, parents, and colleagues of varied ethnicities in an equitable manner.

Regarding Race (Caucasian, African American, Asian or Pacific Islander, Native American, and other) the School Leader Candidate will:

- Value racial diversity as an integral component of educational systems.
- Understand how the culture of race affects learning.
- Interact with students, parents, and colleagues of all races in an equitable manner.

Regarding Socioeconomic Status (SES) the School Leader Candidate will:

- Consider socioeconomic status when designing instruction.
- Understand the underlying assumptions of students from wealthy, middle class, and generational poverty groups.
- Understand the unique needs of children of poverty.
- During field experiences, demonstrate a knowledge of how poverty affects student learning.
Regarding Gender the School Leader Candidate will:

- Consider gender when designing instruction.
- Understand gender related issues relating to teacher questioning strategies.
- Integrate a knowledge of gender related issues into classroom management.

Regarding Language the School Leader Candidate will:

- Value linguistic diversity as an integral component of educational systems.
- Understand the unique needs of linguistically diverse learners.
- Adapt instruction to the needs of linguistically diverse learners.

Regarding Exceptionalities (Intellectual, communicative, sensory, behavioral, physical, multiple, autism, other health impaired) the School Leader Candidate will:

- Consider these exceptionalities when designing instruction.
- Understand strategies to address differentiated instruction and make accommodations in the classroom.
- Understand classroom management strategies, which may be appropriate for a variety of exceptional students.
- Recognize the need for appropriate accommodations during field experiences.

Regarding Religion the School Leader Candidate will:

- Increase personal tolerance for religious diversity.
- Consider religious diversity when designing instruction.
- Understand legal issues regarding the expression of religion in the public schools.
- Interact with students, parents, and colleagues of all religions in an equitable manner.

Regarding Sexual Orientation the School Leader Candidate will:

- Increase personal tolerance for persons of all sexual orientations.
- Understand issues related to sexual orientation that may affect learning.
- Interact with gay or lesbian students, parents, and colleagues in an equitable manner.

Regarding Geographical Area the School Leader Candidate will:

- Consider geographical diversity when designing instruction. Understand variations in regional speech and attitudes.
- Interact with students, parents, and colleagues from both rural and urban settings in an equitable manner.