

HST 4250 – PLANNING HEALTH PROGRAMS
Fall 2015

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Office Hours: Mon. 9:00-10:00; 1:30-2:30; Tue. 8:30-9:30; Wed. 9:00-10:00; 1:30-2:30; Thurs. 8:30-9:30; Fri by appointment.

Course Description: This course is designed to provide the student with elements of program design and management. Each student will learn and experience the process of developing, planning, and evaluating a program in health education.

Theme: Educator as Creator of Effective Educational Environments: Integrating diverse students, subjects, strategies, and societies.

Objectives/Outcomes:

- Examine the relationships among behavioral, environmental and genetic factors that enhance or compromise health from a personal, family, community and global perspective. [1.4.1; 1.4.3]
- Conduct health-related needs assessment. 1.1.1, 1.1.4, 1.2.1, 1.2.3, 1.2.6, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.6, 1.7.1, 1.7.4
- Plan effective health education programs using principles of community organization. 2.1.1, 2.1.2, 2.4.2, 2.4.3
- Formulate appropriate and measurable program objectives 2.2.2, 2.2.6.
- Design effective strategies and interventions for programs. 2.2.3, 2.3.4, 2.3.5
- Demonstrate a variety of skills in delivering strategies, interventions, and programs. 3.1.3, 3.1.4, 3.1.6
- Demonstrate the ability to think critically by evaluating the effectiveness of a health education program through the use of appropriate evaluation methods. 4.1.4, 4.1.5, 4.1.8, 4.1.12,, 4.2.1, 4.2.2, 4.2.3
- Develop a grant proposal to secure funding and to identify methods of financing health education programs. 5.1.1., 5.1.2, 5.1.3
- Serve as a health education resource person. 6.1.1, 6.1.2, 6.1.3
- Demonstrate effective written and oral communication skills by applying a variety of communication methods and techniques in planning health education programs. 7.2.1, 7.2.2, 7.3.2, 7.2.4, 7.3.1, 7.3.1

Course Materials

Required Text: McKenzie, J., Neiger, B., & Smeltzer, J. (2013). Planning, Implementing, and Evaluating Health Education Programs (6th Ed). San Francisco: Pearson Benjamin Cummings

Outline:

Week:	Topic:	Readings:	Activities:
8/25	Overview of Course	Ch 1	
8/27	Community Analysis Review		Healthy People Challenge
9/1	Planning Models, Tools & Timelines	Ch 3	Planning Model Challenge
9/3	" "	pp 343-50	
9/8	Professional Requirements -	Pp 5-10	
9/10	Internship, Portfolio, CHES, Careers		Timeline

9/15 9/17	Writing a Rationale	Ch 2 Pp 141-44	
9/22 9/24	Needs Assessment Methods Needs Assessment: Survey Development	Ch. 4 Ch 5	Rationale
9/29 10/1	Program Design: Interventions/Theories	Ch 7, 8	Needs Assessment Survey
10/6 10/8	Program Goal & Objectives	Ch 6	Goal & Indicator Challenge
10/13 10/15	No Class – Professional Conferences		Objectives
10/20 10/22	Resources, Budgets, Grants Implementation	Ch 9,10 Ch 12	Funding Agency Challenge
10/27 10/29	Evaluation "	Ch 13, 14, 15	Budget
11/3 11/5	Marketing Making Effective Presentations	Ch 11	Evaluation Instrument
11/10 11/12	Proposal Preparation Proposal Presentations		Press Release
11/17 11/19	HST Research/Project Fair Proposal Presentations		
11/24	THANKSGIVING BREAK		
12/1 12/3	Proposal Presentations " "		Written Proposal Due
12/8 12/10	Proposal Presentations " "		
	Final Exam Wed 12/16 8:00		

Assignments:

- **Rationale** – develop a 2-5 page “rationale” for your program. 1.2.3, 1.2.6, 1.3.1, 1.3.2, 1.4.2, 1.4.3, 4.1.5, 7.1.1
- **Timeline** – create a timeline for program plan. 3.1.4,3.2.1.
- **Needs Assessment Survey** - develop a questionnaire for your target group as part of your needs assessment. 1.1.1, 1.2.1, 1.3.4
- **Goal/Objectives** - write goal statement and objectives for program. 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5, 2.2.6
- **Budget**- develop a working budget for program plan. 5.1.1, 5.1.2, 5.1.3
- **Evaluation Instrument** - develop an evaluation instrument or plan 4.2.1, 4.2.2
- **Press Release** – write a Press Release to market your program. 7.2.1, 7.2.2, 7.2.4, 7.2.7
- **Grant Proposal** – written grant proposal.
- **Proposal Presentation** – make a formal presentation to the class summarizing your proposal. 3.1.4, 6.1.4, 6.1.5, 7.2.3, 7.3.2
- **Critiques** – you will do written critiques of other students’ proposal presentations.
- **Challenges** - a variety of in-class activities or brief assignments related to course objectives and topics will be presented periodically throughout the course. You must be present in class to participate in the challenges.
- **Final Assessment** – written assessment/exam

Grading Policy:

Assignment	Points	Evaluation
Timeline	10	A = 198-220
Needs Assessment Survey	10	
Rationale	20	B = 176-197
Goal/Objectives	10	
Budget	10	C = 154-175
Evaluation Instrument	10	
Press Release	10	D = 132 -153
Proposal Presentation	40	
Grant Proposal	40	F = 131 & below
Proposal Critiques	10	
Challenges	30	
Final Assessment	20	

General Expectations:

- Respect: for self and others at all times in the classroom.
- Professionalism: This includes attitude, behavior, class attendance, attire, meeting deadlines and due dates, etc.
- Attendance policy is consistent with the University attendance policy concerning excused absences. Attendance records will be kept and used only to help with a borderline grade.
- Many assignments (Class Challenges) are made at random and occur in class. These assignments can only be made up if the absence is pre-approved and excused. (Note - some assignments may not be feasible to be made up - i.e in-class discussions).
- Any student in need of special accommodation should contact the Office of Disability Services at 581-6583.
- Academic misconduct and disrespect will not be tolerated and will be dealt with according to university guidelines.
- Student Success Center
- Students who are having difficulty achieving their academic goals are encouraged to contact the [Student Success Center](#) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217.581.6696 or go to 9th Street Hall, Room 1302.