Health Program Development
10-832-345
Fall 2017

Day and Time: Thursdays, 6:10-9:00 p.m.
Location: Campbell Hall, Room A-1, CAC

Instructor: Linda Brown, MPH, MCHES
Part Time Lecturer, Bloustein School,

E-mail: l.brown@rutgers.edu
Phone: 732-718-7141*
  *Please note, this is my personal cell phone. If you need to contact me quickly, please feel free to use this, however, if it is a routine matter, email is a better option.

Office hours: Thursdays – 12:30 – 1:00pm AND 4:15-5:45pm. Please make an appointment via email or we can meet after class each Thursday.

REQUIRED TEXT:

COURSE OBJECTIVES:
At the end of this course students will be able to:
1. Describe different models and approaches to health program planning.
2. Describe the purposes and methods of conducting needs assessments.
3. Write SMART health program objectives.
4. Explain various health promotion theories and models for guiding interventions.
5. Identify appropriate interventions and resources.
6. Describe the basics of social marketing.
7. Understand and demonstrate effective methods for designing health program materials.
8. Explain the importance of evaluating programs and describe different approaches.
9. Understand the seven areas of responsibility required of a Certified Health Education Specialist.

Student responsibilities include:
• Attending scheduled class sessions.
• Active participation in class discussions and activities.
• Communication in timely manner about any course content or personal concerns which may impact your successful completion of this course.
• Respect for other students during all class discussions and assignments.
• Frequent and regular visits to the course SAKAI site at http://sakai.rutgers.edu.
Instructor responsibilities include:

• Respect for students as co-learners in course.
• Preparing and presenting lectures and course content in organized manner.
• Availability by appointment for meetings with students.
• Maintaining SAKAI course website to accurately reflect requirements of the course.

COURSE REQUIREMENTS

SAKAI
Health Program Development utilizes SAKAI to manage the course, its assignments, requirements, announcements, and grading. All students are REQUIRED to log into SAKAI in order to access these functions from the beginning of the course till the end. Important updates, announcements and other useful information will be posted to the SAKAI site on a regular basis. To access the SAKAI site, go to http://sakai.rutgers.edu. Your Rutgers net i.d. and password are required to log onto the site.

PARTICIPATION & ATTENDANCE
Students are expected to arrive on time and attend every class. Missing classes and/or arriving late will impact your Attendance & Participation portion of the grade. In the event of an emergency or illness requiring you to miss class, let me know by email prior to class, or as soon as possible afterwards. If you miss class, it is your responsibility to determine what work you may have missed in class. Assignments due on the date of a missed class should be submitted through SAKAI on the date due.

If you are absent, you cannot participate. Participation and discussion is a core function expected of all class participants to successfully complete this class. This includes discussions about assigned readings, assignments completed in and out of class and with guest speakers. Each person has their own opinions based on their personal experiences and cultural background. These experiences and knowledge will enhance our class discussions and lead to more meaningful learning opportunities. Classes missed will result in points deducted from both the Attendance and Participation portions of your grade.

ASSIGNMENTS
For all assignments, you must submit an electronic version of the assignment using SAKAI. Please be sure to look at requirements, as some require you to bring a hard copy of the assignment on the night it is due. Assignments should be posted to Sakai no later than 6:00 p.m. on the date due, unless otherwise noted. All assignments must be in a Word format. Assignments submitted in a non-compatible format will be considered late and can result in point loss.

All late assignments will be taxed with a 2-point deduction PER class it is late. For example, if the assignment is due this Thursday at 6:00pm, if it is submitted on Thursday night after class, it will still be taxed with the 2-point late deduction. Please submit assignments on time to avoid unnecessary points lost.

NOTE: Please be sure to proof all documents before submitting for proper grammar, spelling and syntax. Your grade will be negatively impacted if errors are present.
There are five required assignments for the course.

1. **Program Rationale**
   Following the guidelines presented in Chapter 2, you will write a two-page (strictly enforced) rationale to decision makers at Rutgers University on one of the following topics:
   - Banning the sale of tobacco products at all Student Activity Center stores (SACS in the Campus Centers).
   - Allowing the serving of alcoholic beverages at student organization sponsored events on campus.
   - Removing all soda options from the Dining Halls.

   Due Date: September 28th. Additional details will be provided during the semester.

2. **Photovoice Group Presentation**
   Groups of 4-6 will work to identify a health concern they deem as important to the health and safety of Rutgers Students. Using the principals of photovoice discussed in class and assigned readings, you will create a brief 5-7-minute presentation presenting your idea. A powerpoint utilizing at least 5 pictures, taken on Rutgers campuses, should be used to effectively showcase the health concern as a theme and impact the audiences desire to take action.

   Groups will have several topic/themes to choose from. These will be selected randomly on September 28th during class. Groups will present on several dates through the remaining classes of the semester.

   Due Date: October 5th. Additional details will be provided during the semester.

3. **Mission, Goals & Objectives**
   Utilizing RHS-Health, Outreach, Promotion and Education as the organization implementing the program, you will write a mission statement, goals and a list of different types of objectives for the creation of a program on campus focusing on a given health issue.

   Due Date: October 19th. Additional details will be provided during the semester.

4. **Critique of a Health Education Material**
   Based on lecture notes and discussion about the principles of creating good health educational materials, you will provide a written critique of a health education material such as a brochure or pamphlet. Options for your critique will be provided to you for this assignment.

   Due Date: November 21st. Additional details will be provided during the semester.

5. **In-Class Activities**
   There will be a variety of activities during the course to support the content. There will be 2 larger in class activities that will be assessed as a separate grade. These assignments will be submitted at the conclusion of the class and graded in a group fashion. All members of the group will receive the same grade. There are no make ups for these assignments, if you are not in class that evening.
EXAMS
There are two exams in Health Program Development, which will cover content from assigned readings and class lectures. Exam 2 is not cumulative.

- **EXAM 1:** will take place on **October 26, 2017**
- **EXAM 2:** will take place on **December 7, 2017**

Exams will contain a variety of questions, including multiple choice, fill-in, true and false and short answer/essay. Specifics regarding the number of questions and content to be covered will be posted on Sakai and discussed in class prior to the scheduled exam dates.

If a medical or family emergency arise, written documentation must be provided in order to make up the mid-term exam. You MUST let me know that you will miss the exam prior to the start of class. There are no make-ups for the Exam 2.

**POINT BREAKDOWN:**

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<tbody>
<tr>
<td>Attendance</td>
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<td>Participation</td>
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<td>Program Rationale</td>
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<td><strong>TOTAL POINTS</strong></td>
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**GRADING PHILOSOPHY & OTHER CONSIDERATIONS**
You will work during the semester to earn a grade. Your final grade should reflect the quality of your work and performance in class, as categorized below.

- **A** Excellent, shows initiative, synthesizes and integrates assigned material with external sources and own thinking; 90-100%
- **B+** Very good work, innovative thinking or excellent integration of work of others, 85-89%
- **B** Exceeds minimum requirements, either shows own thinking or synthesizes and integrates assigned material with external sources; 80 - 84%
- **C+** Good understanding of assigned material, but no effort to integrate own thinking or that of others; 75-79%
- **C** Average work that meets the minimum requirements but does not show consistent understanding of material, poor quality; 70-74%
- **D** Meets minimum requirements but does not show understanding of material, poor quality; 60-69%
- **F** Unacceptable, does not meet minimum requirements; 0-59%
**Additional Course Policies & Considerations**

Students requiring accommodation due to a disability (learning or physical) must present proper documentation at the beginning of the semester.

Students who have difficulties or issues with the course or grades must schedule an appointment during office hours with the instructor to discuss. These issues will not be addressed via e-mail.

Out of courtesy to the instructor and your fellow classmates, the use of all electronic communication devices is to be limited to class activities only. All electronic devices must be switched to silent mode or turned off. **Students who text, check messages, or utilize electronic communication devices in any way will have points deducted from their final grade.** No exceptions. Laptop computers may be utilized to take notes in class or to access class materials, particularly for activities. They may not be used for any other purpose during class.

**Academic Misconduct: A Bloustein School Perspective**

Academic misconduct includes cheating, plagiarism, failure to cite sources, fabrication and falsification, stealing ideas, and deliberate slanting of research designs to achieve a pre-conceived result. We talk about misconduct and ethical behavior in classes and expectations are set forth in student handbooks and catalogues. For example, it is presented on pages 545-547 in the New Brunswick Undergraduate Catalogue for the years 2003 through 2005 and on pages 16-18 of the Edward J. Bloustein catalogue for the years 2003 through 2005. We are not repeating that material here. Note, however, that penalties for misconduct can range from failing an assignment/exam or dismissal from the university.

The Bloustein School is appending this memorandum to your course syllabus because we recently have detected obvious cases of plagiarism. We have found far fewer cases of other forms of academic misconduct, but we find several every year. It is imperative that you understand that unethical academic conduct is intolerable, and it is completely preventable.

Academic misconduct almost always happens for two reasons. One is ignorance of academic rules and practices. For example, in virtually every recent plagiarism case in the School, material has been taken from an Internet site and placed in text without appropriate note or attribution. You must learn the proper rules for attribution. If you are not sure, ask your instructor! If you do not know the rules that govern the use of data sets, attribution, analysis and reporting of these sets, the faculty will help you. There is no such thing as a stupid question regarding this subject.

Pressure is the second common reason for academic misconduct. Students, faculty, and every one of us are subject to deadline, financial, self-worth, peer, and other pressures. If you are potentially allowing pressure to drive you to misconduct, please step back and resist that urge. You can cope with pressure in a positive way by reaching out to friends, counselors, and faculty members. Within the Bloustein School community, you will find understanding people and positive direction.

The Bloustein School plays an important role in the planning and public policy agenda. Our work and our students must be above reproach.
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<tr>
<th>Week/Date</th>
<th>Class Topic</th>
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<td><strong>Week 1</strong></td>
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| September 7 | Welcome, introductions, course overview  
Introduction to Health program planning | Chapters 1 |             |
| **Week 2** |             |             |                 |
| September 14 | The Planning Process  
Assignment Discussion - Writing a Rationale  
Campaign Spotlight: *Move It Monday* | Chapters 2  
CHES Responsibilities | Bring Move It Monday Pros & Cons Viewpoints |
| **Week 3** |             |             |                 |
| September 21 | Models for Program Planning  
Health Ed Program Campaign Spotlight: *Complete Streets*  
Class Activity – Reviewing Needs Assessments | Chapter 3  
Complete Streets Implementation Guide (pgs 1-14) |             |
| **Week 4** |             |             |                 |
| September 28 | Needs Assessment  
Photovoice – class activity discussion & group selection | Chapters 4,5  
Strengthening Community Capacity Photovoice Article | Due: Program Rationale |
| **Week 5** |             |             |                 |
| October 5 | Mission Statements, Goals & Objectives and related Assignment Discussion  
Class Activity: Writing Goals & Objectives | Chapter 6 | Due: Photovoice Presentations |
| **Week 6** |             |             |                 |
| October 12 | *Guest Lecturer: Robin Vlamis, Freelance Health Educator*  
Using Health Behavior Change Theories  
Class Activity: Testing Behavior Change Theories | Chapter 7 |             |
| **Week 7** |             |             |                 |
| October 19 | The Intervention & Materials Design  
Assignment Discussion – Materials Critique | Chapters 8 | Due: Goals & Objectives Assignment |
| **Week 8** |             |             |                 |
| October 26 | **EXAM 1** |             |                 |
Required readings are to be completed for the class date listed. *Readings in addition to those listed may be assigned. TBA = To Be Announced*

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<th>Week/Date</th>
<th>Topic</th>
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<td>November 2</td>
<td>Community Organizing</td>
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<td>Chapter 9</td>
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<td>Class Activity: Evaluating Coalitions</td>
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<td>Week 10</td>
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<td>November 9</td>
<td>Social Marketing</td>
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<td>Class Activity: Effective Marketing</td>
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<td>Week 11</td>
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<td>November 16</td>
<td><strong>Guest Lecturer: Lisa Gulla, MPH, HO, Madison Health Department</strong></td>
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<td>Chapter 10</td>
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<td>Identification &amp; Allocation of Resources</td>
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<td>Class Activity: Grant budgeting</td>
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<td>Week 12</td>
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<td>November 21*</td>
<td><strong>Guest Lecturer: Candice Davenport, The Gratitude Graffiti Project</strong></td>
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<td>Chapter 12</td>
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<td>Due: Materials Critique</td>
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<td>Meeting</td>
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<td>Week 13</td>
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<td>November 30</td>
<td>Evaluation: Overview &amp; Approaches</td>
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<td>Chapters 13, 14, 15</td>
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<td>Class Activity: Critiquing Evaluation tools</td>
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<td>Week 14</td>
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<td>December 7</td>
<td><strong>EXAM 2</strong></td>
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