

**Department of Health Promotion and Behavior  
College of Public Health  
University of Georgia**

**HPRB 4400  
Health Promotion Program Development  
Spring 2008, Syllabus**

**Course Information**

Instructor: Dr. Carol Cotton  
Office Location: 325 Ramsey  
Phone: 706/542-2804 (office); 706/542-3313 (secretary)  
Email: cpcotton@uga.edu  
Office Hours: by appointment only

**Course Meeting Time and Location**

Building: Ramsey Center  
Room: 213  
Day: Tuesday - Friday  
Time: 12:20-1:10

**Textbooks and Other Required Course Material**

McKenzie, J.F., Neiger, B.L., & Smeltzer, J. (2005). Planning, Implementing, and Evaluating Health Promotion Programs, 4<sup>th</sup> ed., San Francisco: Pearson Benjamin Cummings.

**Course Description**

Health promotion program development in community, work site, and hospital settings. Emphasis given to program content, strategies, overall planning, and implementation. Topics include grant writing, resource management and development, funding, marketing, and related professional issues pertaining to health promotion.

Prerequisite: HPRB 1710, HPRB 3020, HPRB 3700; POD

**Course Learning Objectives**

At the end of this course, the student will be able to:

- describe different models of program planning.
- apply an appropriate planning model in the development of health promotion programs.
- describe the major social psychological and educational theories of health behavior.
- formulate program goals and objectives.

- develop a timeline, a budget, and a staffing plan for a health promotion program.
- design a health promotion program based on identified community health needs.
- develop an evaluation plan.
- identify instructional strategies for different populations.
- create effective health education materials to communicate about health programs and health issues.
- present a program plan using effective presentation strategies.
- lead an educational activity utilizing effective educational strategies.

<b>Course Requirements for Grading Purposes</b>
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Assignments:

<u>Assignment</u>	<u>Percentage of Grade</u>	<u>Due Date</u>
Tests - 4	30%	January 25
*test grades will be averaged for one grade		February 14
		March 20
		April 16
 Intervention Program Proposal	 30%	 April 25
 Media Products - 4	 15%	 January 29
*grades will be averaged for one grade		February 26
		March 25
		April 9
 Intervention Proposal Presentation	 10%	 Sign-Up
 Facilitation Activity	 15%	 Sign-Up
 Conference with Instructor		 May 6

**DISCUSSION OF ASSIGNMENTS:**

Tests: Tests will be in-class. All students must complete each test in the time regularly allotted for class. You will not have additional time to finish a test if you are late arriving to class. Tests will be based on lectures, textbook readings, and other assigned readings. Test format will vary. Class time will not be set aside for test review, but if you would like to get extra help preparing for tests, you can make an appointment with me, and I will be happy to help you individually. Tests will not be discussed in class, but you may see your graded test immediately after class the next day class meets. You can ask questions about your tests individually at that time. You may see your tests in my office whenever, and for however, long you wish.

Intervention Program Proposal Presentation: Each student will make an oral presentation to the class of their own intervention proposal that has been developed during this class. The presentation will last between 10-15 minutes. The presentation must include at least 2 different

types of visuals (such as a handout, flip chart, overheads, a diagram on the board, a poster/chart or a Powerpoint presentation). If a Powerpoint presentation is used, you must submit a handout sheet of slides when you make the presentation. Please describe the essential parts of your program including target audience, setting, the main objective, programmatic details, budget, and timeline; health topic description, rationale, planning committee, and evaluation strategy are NOT required parts of the presentation. The grade will be based on your ability to present the information clearly, use of visuals, staying within the time limit, and content. A sign-up sheet will be available. **If you miss more than 1 of the Intervention Program Proposal Presentation Days, you will receive a “0” for your own presentation grade.**

Media Products: Each student will create 4 media products. The products will be a flyer, a fact sheet, a news release, and a bulletin board (presented on a tri-fold board). The grade for each media product will be based on the content or the message, the format including font, the design layout including spacing and use of white space, use of art or graphics, and the ability to include detail and follow instructions. Detailed information regarding each media product will be discussed and distributed ONLY on the “Media Info.” days marked on the course calendar. An original and a copy of each media product (except the tri-fold board) will be turned in along with a cover page.

Intervention Program Proposal: This is the main project for the semester. Students will develop a comprehensive proposal for a health promotion program that addresses a specific health topic and targets a specific population and setting. The proposal **may not** include patient education, athletes or sports teams, therapeutic programs, a class that is part of a school/college curriculum or that is implemented in a school/college for students (after school programs are fine). The intervention must incorporate a health education theory or model that is appropriate for the health problem. The proposal must incorporate the following components:

- 1) overview of the health problem including clinical analysis and data,
- 2) description of the target population including demographic information and any relevant behavioral information,
- 3) the setting,
- 4) the planning group including the reason each member is included and what their function on the committee will be,
- 5) rationale for the program including data,
- 6) goals and objectives of the program clearly labeled,
- 7) description and discussion of the theory or model utilized which may include a schematic that illustrates theoretical constructs,
- 8) detailed description of the health promotion program,
- 9) identification of the data collection methodology,
- 10) description of the implementation plan including personnel, financial, and time resources [Gantt Chart is required for the timetable],
- 11) a detailed evaluation strategy,
- 12) a list of references in APA style, and
- 13) if applicable, an appendix for permission slips, consent forms, and charts.

The final proposal must be stapled or bound; paper clips or alligator clips will not be accepted. Paginate the proposal paper. References must include a variety of resources; a deduction will be

taken if all references are from the same type of source. A table of contents must be included. An example paper is available in Room 308 (Ms. Blum's office) for review and check out. I strongly recommend that you examine this paper for content and organizational ideas.

Facilitation Activity: Each student will lead/facilitate one activity provided by the instructor. Students must sign up for a facilitation time. Each instructional session will last no more than 15 minutes and three students will lead per "Student Facilitation" day listed on the class calendar. Each student will turn in to the instructor (before starting the lesson) a simple lesson plan that includes:

- 1) the name of the activity
- 2) the objective(s) for the lesson
- 3) the target population
- 4) a description of the activity
- 5) resources needed
- 6) evaluation plan
- 7) any adaptations necessary for the target population

The grade for the instructional activity will be based on the lesson plan (complete and formatted correctly), activity time, the ability of the facilitator to give clear, comprehensive and appropriate instructions, the ability of the presenter to facilitate discussion and provide leadership, if the lesson met the objectives, and if all needed resources were provided. **If you miss more than 1 of the Student Facilitation Days, you will receive a "0" for your own facilitation grade.**

Conference with Instructor: Attendance at a conference with the instructor during the final exam period is required to receive an earned grade in the class. No points are earned for attending the conference; however, non-attendance will result in the student receiving an "I" for the course. The student must sign-up for a conference time during the semester. If an emergency occurs on the way to the conference, it is the student's responsibility to contact the HPRB department secretary immediately (542-3313) so that the instructor can be notified and the conference can be rescheduled. It is only through this mechanism that conferences will be rescheduled.

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#### *Written Assignment Submission Guidelines and Specifics:*

Submission of Written Assignments: All papers/projects/assignments are due by the beginning of the class period on the due date, unless otherwise announced. You may turn them into me in the classroom, put them in my mailbox in the 3<sup>rd</sup> floor copier room before the start of class, or put them under my door before the start of class. Late papers/projects/assignments will be graded as follows:

- a. turned in on the due date but during class (not at the beginning of class), grade starts from 90
- b. turned in between after I return to my office on the due date and 8:30am the next day, grade starts from 80
- c. papers will be given a grade of 0 if not turned in by 8:30am on the 1<sup>st</sup> calendar day after the due date

Written Assignment Specifics: Requirements for all written assignments (media products, lesson plan, powerpoint slides, and final proposal paper) are that they be typed (black ink for the

proposal on white paper; margins on all four sides no greater than 1-1.25 inches; Arial or Times New Roman font 12 point) and double-spaced unless otherwise noted. All written assignments must include a cover page with a) your assigned identifying number, b) the due date of the assignment, c) the title of the assignment, d) teachers name and, c) the course number **and name**. Written assignments must be free from grammatical and spelling errors. Assignments that do not adhere to these requirements may be returned to you for revision (in which case the late paper grading scheme becomes effective) or the grade may be reduced to reflect the frequency and severity of the errors. All references must adhere to the latest APA style guidelines. The HPRB secretary has the latest APA manual in her office, Room 308, and you can borrow it at any time during regular business hours to check your formatting. Also check [www.apastyle.org](http://www.apastyle.org).

*Drafts:* I will be glad to look over drafts of any of the assignments provided you ask me early enough so that I can give your work the attention it deserves. I encourage you to turn in drafts for review and feedback. The last day I will accept a proposal paper draft for review is Friday, April 4 during class.

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## Topical Outline

### JANUARY

### HPRB 4400 SPRING 2008

MON	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7	8 Introduction	9 Internships	10 Intervention Plan	11 Health Education, Health Promotion
14	15 Ethics/CHES	16 Planning Models	17 Planning Models	18 Theory
21	22 Theory <b>**Media Info**</b>	23 Theory	24 Theory Application	<b>25 TEST 1</b>
28	29 Facilitation Overview; Mission Statement; Rationale <b>** Media #1 Due**</b>	30 Goals and Objectives	31 Goals and Objectives	

### FEBRUARY

				1 Needs Assessment
4	<b>5 Guest Speaker: Lou Kudon (NEHD)</b>	6 Needs Assessment	7 Data Collection	8 Data Collection
11	12 Grant Writing	13 Grant Writing	<b>14 TEST 2</b>	15 Facilitation
18	19 Facilitation <b>**Media Info**</b>	20 Facilitation	21 Facilitation	22 Facilitation
25	26 Facilitation <b>**Media #2 Due**</b>	27 Budget	28 Budget	29 Marketing

### MARCH

3	4 Marketing	5 Timeline Development	6 Timeline Development	7 Intervention Activities
10	<b>11 SPRING BREAK</b>	<b>12 SPRING BREAK</b>	<b>13 SPRING BREAK</b>	<b>14 SPRING BREAK</b>
17	18 <b>** Media Info**</b> Planner Review	19 Intervention Activities	<b>20 TEST 3</b>	21 Implementation Strategies
24	25 Implementation Strategies <b>**Media #3 Due**</b>	26 Coalition Building	27 Organizing the Community	28 Resource Management

### APRIL

	1 Resource Management	2 Evaluation; Presentation Overview <b>**Media Info**</b>	3 Evaluation	4 Evaluation; Deadline for Drafts
7	8 Data Analysis	9 Data Analysis <b>**Media #4 Due**</b>	10 Data Analysis	11 Report Writing
14	15 Report Writing	<b>16 TEST 4</b>	17 Presentations	18 Presentations
21	22 Presentations	23 Presentations	24 Presentations	25 Last Day of Class;

				Presentations; Intervention Proposal Due
28	29	30		

**MAY**

			1	2
5	<b>6 STUDENT CONFERENCES, 12:00-3:00, IN MY OFFICE, RM. 325</b>	7	8	9

**Grading Policy**

Grading:

97-100%	A+	>93-<97	A	90-93	A-
87<90%	B+	>83-<87	B	80-83	B-
77<80%	C+	>73-<77	C	70-73	C-
67<70%	D+	>63-<67	D	60-63	D-
<60%	F				

*If you receive a grade of C- or below, you must repeat this class before you can attempt an internship. Therefore, in order to move into HPRB 5560 your final grade must be above a 73%.*

**Make-Up Policy**

Make-Up Tests: Make-up tests will only be offered on an individual basis and only due to personal emergencies. The student must contact the instructor before test time in order to schedule a make-up test. Examples of personal emergencies that would warrant a make-up test are a flat tire on the way to the exam, your own severe illness or hospital admission, or a family emergency that requires you to leave Athens. Examples of excuses that are not considered personal emergencies are no sleep the night before the exam for any reason, accompanying a roommate or significant other to their personal emergency, or lack of transportation that is foreseeable. Plan to take the tests as scheduled. Make-up tests will not be identical in form or content to the original tests. I **strongly** recommend that you not miss tests if at all possible.

**Attendance Policy**

Attendance: Attendance will be taken every day (starting January 11). If you come into class more than 10 minutes late or leave earlier than 10 minutes before the end of class, you will be

counted absent. If you miss 4 or more class periods before February 25 (midterm) you will be administratively dropped from the course. Emergency absences will be handled on an individual basis. The ONLY excused absences are for religious holidays (see official UGA schedule of these holidays). Illness or other appointments are not excused absences. This is a professional preparation class. Your attendance record is a reflection of your professional abilities. **If you miss any more than 1 of the Intervention Proposal Presentation Days, you will receive a “0” for your own presentation grade. If you miss more than 1 of the Student Facilitation Days, you will receive a “0” for your own facilitation grade.**

### University Honor Code and Academic Honesty Policy

Honesty: Students will adhere to the UGA Student Honor Code and understand the Academic Honesty Policy: *I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others.* Academic honesty means performing all academic work without plagiarism, cheating, lying, tampering, stealing, receiving unauthorized or illegitimate assistance from any other person, or using any source of information that is not common knowledge. Every student who enrolls at UGA agrees to be bound by the UGA Student Honor Code. This means that each student has a responsibility to read and comply with the policy. It is no defense to a charge of academic dishonesty to say "I didn't know that was prohibited." A full version of *A Culture of Honesty* may be found at <http://www.uga.edu/ovpi>. For violating the honesty pledge, you can be failed, suspended, or expelled. Both the University of Georgia and I take this oath very seriously.

***All academic work must meet the standards contained in “A Culture of Honesty.” All students are responsible to inform themselves about those standards before performing any academic work.***

### Students with Disabilities

Students with disabilities who require reasonable accommodations in order to participate in course activities or meet course requirements should contact the instructor or designate during regular office hours or by appointment.

### General Disclaimers

***The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.***