

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

**HPRB 7270
Resource Development & Program Implementation in Health Promotion
Spring, 2008 Syllabus**

Course Information

Instructor: Su-I Hou, DrPH, RN, CHES
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Office Hours: Tue. 4:00-5:00 pm ; Thr. 11:00 – 12:00 noon; or by appointment

Course Meeting Time and Location

Building: Ramsey Center
Room: 224
Day: every Tuesday
Time: 5:00-7:45 pm

Textbooks and Other Required Course Material

Required Textbook:

Bartholomew, Parcel, Kok, and Gottlieb (2006). *Health Promotion Planning: An Intervention Mapping Approach*. 2nd Ed. San Francisco, CA: Jossey-Bass, 2006.

Recommended Books:

Bensley, R. & Brookins-Fisher, J. (Eds). (2003). *Community Health Education Methods: A Practical Guide*. (2nd Ed). Boston, MA: Jones and Bartlett Publishers, Inc.

Internet Resources:

Health, United States, 2007 – with Chartbook on Trends in the Health of Americans
<http://www.cdc.gov/nchs/hus.htm>

Making Health Communication Programs Work
<http://www.cancer.gov/pinkbook>

Community Toolbox
<http://ctb.ku.edu/>

Theory at a Glance: A Guide for Public Health Promotion Practice
<http://www.cancer.gov/theory/pdf>

Clear and Simple: Developing Effective Materials for Low Literate Readers
www.cancer.gov/cancerinformation/clearandsimple

Course Description

Exploring techniques and strategies used for designing, implementing, and managing health promotion interventions. Trainings are provided in specifying change objectives, assessing determinants, selecting methods and strategies, pre-testing program materials, specifying adoption and implementation plans, evaluation indicators, etc. Problem-based and community-based learning are emphasized and practiced throughout the learning process.

Pre-requisite: HPRB7070 & HPRB 7920

Course Learning Objectives

At the end of the course, students will be able to:

1. Use empirical literature, theory of behavior and social change, and new data (when needed) to inform and analyze health determinants in developing health interventions.
2. Apply a step-by-step approach for planning and developing a sound health promotion intervention program using the Intervention Mapping framework.
3. Compare and contrast delivery strategies and educational mechanisms in health promotion.
4. Identify resources and effective HP methods and strategies for special population groups.
5. Design and pretest program materials developed with relevant community partners.
6. Developing skills for establishing partnerships with community organizations to address health needs of the community.
7. Adapt approaches to develop sound health promotion intervention programs that take into account cultural issues relevant to the target group or community.
8. Use theory and evidence to critique existing health promotion programs.
9. Present health promotion and health education programs to a variety of audiences utilizing a variety of resources and strategies.
10. Apply problem based learning (PBL) inquiry process to chair and facilitate meeting discussions.

These course learning objectives ties to the core competencies outlined for the health promotion and behavior track of the MPH program:

Primary competency areas covered in this course:

- A. Use theory of behavior and social change to inform the planning and evaluation of health interventions (Theory).
- B. Apply evidence-based approaches to identify effective individual, community, and policy level health promotion programs (Health Behavioral Promotion Programs).
- C. Design and implement effective individual, community, and policy level health promotion programs (Health Behavioral Promotion Programs).
- D. Develop and adapt approaches to health promotion issues that take into account cultural differences (Cultural Competency).

Course Requirements for Grading Purposes

Course Requirements

Participation / Attendance	10%	Jan. 8 – Apr. 29
Assignments		
Theory digest	5%	Jan. 22
Methods / Strategies application	5%	Feb. 26

HP program article critique	10%	Your assigned date
Chair a meeting & take minutes	10%	Your group sign-up date
IM program development paper		
Part I - IM Step 1 & 2 (oral)	10%	Feb. 19
Pretest – peer feedback on program material	10%	Mar. 25
Final IM service-learning project showcase	20%	Apr. 22
Final IM paper (written)	20%	May 1

	Total	100%		
Final Grades are calculated as follows:				
A = 95-100 pts	A- =90-94 pts	B+ = 87-89 pts	B = 83-86 pts	
B- = 80-82 pts	C+ =77-79 pts	C = 73-76 pts	C- = 70-72 pts	D=<70 pts

Instruction details on specific assignments will be given in class. The theory digest and method/strategy application are individual assignments. Each pair of students will lead the discussion of an assigned article critique which addresses a particular area or process of program intervention development and/or implementation related issues.

Chair a meeting (group discussion) & take a meeting minute

Group management and leadership skills are essential for health professionals in the process of resource development and program implementation. In this class, each team of students will have an opportunity to organize and chair a meeting (group discussion). With guidance and facilitation from the instructor, you set the agenda, you organize the room, you establish the problem to be solved or issue to be discussed, and you lead discussion. Take advantage of this opportunity to discuss issues in the process of your IM program development! Specific guidelines related to setting agenda, meeting facilitation, time allocation, and meeting minute preparation, etc. will be handed out by the instructor as well as discussed in class. Grading will be based on agenda, facilitation of the activities, proper use of meeting management techniques, creativity, and time management (e.g. time allocation for agenda items).

Intervention Mapping (IM) Program Development Paper

Guidelines on preparing the (written) IM program paper will be handed out in class. A brief description on the process of developing and pre-testing program material is described below. Additional details will be discussed in class.

- *Developing and pre-testing program material*

You will develop a prototype of your intervention material. You will have opportunities to pretest your material and obtain peer feedbacks in class. You will also seek feedbacks from your community partner(s) and/or a small sample of your target group.

Step (0) Gather sufficient evidence and information from literature, theory, and inputs from your target group and community partners (stakeholders).

Step (1) You may select any part of the program component and develop a prototype of your program material. These can be role model stories, health education newsletters, creative video clips, web pages for the program, story boards, a coordinated health promotion event, or user training sessions, etc. Instructions, suggestions and background material for the activities can be found in the course textbook, supplemental readings, the Community Toolbox, and other (Internet) resources (e.g. see syllabus page 1). You are responsible for getting yourself familiar with these or other relevant resources. *The application must be original and created by the students for the purposes of this class. Please read academic honesty and avoid plagiarism.* Examples and additional guidelines will be provided in class.

The goal is to develop a theory-based intervention program which can be readily use or adopt by potential adopters or implementers. The IM process should be applied in the producing of your program material. *Specify in each program material how it addresses the intended (1) change objectives, (2) underpinning theoretical methods and parameters, and (3) strategies appropriate with the target group culture and setting.*

Step (2) Prepare your own pretest evaluation form and make necessary copies for classmates to assess your program material and/or strategies. Gather inputs from both your peers and community partners on the program materials you developed. You may also choose to pilot test a small scale of any or all components of your designed program and test implementation feasibility or identify potential barriers. The evaluation form may need to be modified for different audiences or purposes.

Turn in (1) your original and revised program material, (2) completed evaluation forms from your classmates, and (3) completed evaluation forms from stakeholders and/or a small group of your target population. Grading will be based on appropriateness to the target group, whether material address program objective(s), IM process applied, appearance / attractiveness / creativity, appropriateness of literacy demand, pretest evaluation form(s), and a description on how the feedbacks from (2) & (3) were addressed with your final IM written paper.

- *Final IM paper*

(IM Service-Learning Showcase) Each team will present their IM project at the SL showcase (time and location will be announced when the date gets closer). This will be a public forum open to all faculty, students, and community members to participate and share experience. The format is very similar to a community fair or conference poster session.

You are encouraged to share photos, stories, brochures, handouts, program materials, pretest results, reflections, or other artifacts that provide participants with a better idea of your project and potential benefits it may have for your community stakeholders and target group. Each team can reserve a spot for an information table, poster session, or exhibit highlighting your IM service-learning project. There might be opportunity to highlight selected project by having short 10-15 min. slots for presentations. Additional details will be discussed in class.

A variety of visual aids are required. Grading will be based on content, IM processes applied, organization of materials of the SL project, presentation style, creativity, time management, etc. Use of multimedia technology for the showcase exhibit or presentation is encouraged. Please submit related document files of your showcase presentation via WebCT before class.

(Written Paper) Please refer to the IM paper guide. Remember to outline the problem/issue, rationale, target group, setting, goals and objectives, methods / strategies, program components, & sample program prototype with health communication messages, etc. The complete report is expected to be well written, logically organized, and free of spelling or grammar errors. The report should contain only essential planning information but with sufficient details on and justification of the decision making process. Turn in BOTH a hard copy of the completed IM paper (remember to include your original and revise program material prototype) and a compiled electronic file through WebCT by **May 1** before noon to receive credit. This electronic file should be named as "**HPRB7270_brief project title_2008.pdf**". Program material prototypes may be submitted in separate files if needed. *Your final written paper should be professionally bound when turned in.* Failing to do so will reflect a letter grade reduction in the final grade.

Topical Outline

Please see the attached topical outlines with the corresponding timeline.

Grading Policy

See the above course requirements section.

Make-Up Policy

Assignments/Papers: All assignments are due at the beginning of the class period on the due date, unless otherwise announced. **All assignments are to be turned in both electronically (through WebCT) and a hard copy to the instructor on the due day.** Failed to turn in assignment in either form will result grad reduction or risk of not being graded. No late turn-in will be accepted unless arrangements made well in advance with the instructor.

Attendance Policy

As part of the commitment to this course, you are expected to attend each class on time and participate actively in class discussion. Chronic non-participation or absence during class will result deduction of your participation points, at the discretion of the instructor. Be prepared to discuss ideas in class and stay current with the readings. Self- and peer-evaluation will be used periodically. Class attendance is required and will be monitored. If for some medical or personal reason you cannot attend class, please discuss with instructor in advance.

University Honor Code and Academic Honesty Policy

All students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academic careers. The penalties for academic dishonesty are severe and ignorance is not an acceptable defense. All academic work must meet the standards contained in "Culture of Honesty", which can be found at <http://www.uga.edu/ovpi/honesty/acadhon.htm>. Students are responsible for informing themselves about those standards before performing any academic work. All assignment, presentations, intervention mapping program materials and final paper must be original and created by the students for the purposes of this class. Plagiarism will not be allowed.

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.

TOPICAL OUTLINE

HPRB 7270 Resource Development & Program Implementation in Health Promotion (Spring 2008)

[Tentative Schedule]

Date	Content	Readings Due	Assignment Due
Jan. 8	Course requirements Introduction	Making Mtgs Work; Bensley ch 5, 12	
Jan. 15	Community partner guest – SCC PBL / Group process / meetings Overview of Intervention Mapping (IM)	IM – chap 1 (assign theories)	<i>Form your group</i> <i>Sign-up chair a meeting</i> <i>Identify community partners</i>
Jan. 22	Community partner guest - LSCSC Core Processes: evidence, theory, new data HP/HE/HB Theories Review Behavior- & Environment-Oriented Theories IM service-learning Project consultation	IM – Chap. 2, 3, 4 (Come prepared for theory discussions)	Theory digest <i>Identify community partners & program focus</i> (hand out project instructions)
Jan. 29	IM Step 1 – Needs Assessment Overview IM Step 2 – moving to a HP model & COs	IM – chap 5, 6	<i>(Group consultation)</i>
Feb. 5	IM Step 2 –Change Objectives (con't) Meeting (1) / Application IM step 1-2 Prep - outline of program obj. & product S-L Project preparation & consultation	IM – chap 6	<i>Preparation - obtain stakeholder & or target group inputs</i>
Feb. 12 [HRSA grant review]	<i>Field work on your SL projects – working with your stakeholders and target group [needs assessment & strategies discussions]</i>		<i>Obtain stakeholder & or target group inputs</i>
Feb. 19	IM Part I Oral Report <i>Debriefing with meeting (1) group</i> <i>SL project discussion & consultation</i>	IM – chap 7 (assign M/S)	Part I: IM Step 1-2
Feb. 26 (midterm)	IM Step 3 – Methods & Strategies Application: Healthy Resolutions!	IM – chap 8 <i>Bensley chap 3, 8-11</i>	M/S application
Mar. 4	IM Step 4 – Producing Program Components & Materials Meeting (2) / Application IM step 3	(assign article critique dates & groups)	<i>Review program ideas with community partners</i>
Mar. 11	<i>Spring Break !!! No Class ☺</i>		
Mar. 18 [TW TITA panel]	<i>Field work on your SL projects - Pre-testing your program materials & pilot test program strategies with stakeholders & target group</i>		<i>Obtain community feedback</i>
Mar. 25	Pre-testing program materials / strategies Peer feedback – class discussions <i>Debriefing with meeting (2) group</i>	Bring your program material & eval forms	(Application IM step 3-4)
Apr. 1	IM Step 5 – Program Adoption, Implementation, & Sustainability Meeting (3) / Research tested intervention programs (RTIPs); Program Adaptation IM Article Critique (1) (2)	IM – chap 9 <i>Bensley chap 13-15</i> RTIPs - NCI CDs	Assigned article critiques
Apr. 8	IM Step 6 – Program Evaluation IM Article Critique (3) (4) Meeting (4) / Step 5 or RTIPs; <i>Debrief mtg (3)</i>		Assigned article critiques
Apr. 15	IM Article Critique (5) (6) (7) <i>Debriefing with meeting (4) group</i> <i>Preparation of SL showcase; Q/A; Catch-up</i>		Assigned article critiques
Apr. 22	IM Project SL Showcase (10-1pm)	Bensley - chap 7	
May 1	Final IM (written) Paper Due - Turn in a hard copy AND an electronic file by 12 noon! (Completed [revised part I + part II] IM paper, program material prototypes, eval forms, etc.)		