Course Description

Examines and discusses models and processes to plan and evaluate public health interventions. Students develop practical skills in applying health education development and evaluation issues in the areas of needs assessment, program planning, and evaluation by reading and discussing literature in the field.

Course Textbook


Course Learning Outcomes

Upon completion of this course, students should be able to:

1. Assess the needs, assets, and capacity for health education.
2. Analyze the theories and models that are important for planning health education and promotion interventions.
3. Create a program plan that identifies assessment, planning, implementation, and evaluation steps.
4. Discuss the three core functions of public health and how they relate to health program planning, implementation, and assessment.
5. Develop a model presentation for the steps in planning a health education plan.
6. Explain the program sustainability tool for public health programs.

Credits

Upon completion of this course, the students will earn three (3) hours of college credit.

Course Structure

1. **Study Guide**: Each unit contains a Study Guide that provides students with the learning outcomes, unit lesson, required reading assignments, and supplemental resources.
2. **Learning Outcomes**: Each unit contains Learning Outcomes that specify the measurable skills and knowledge students should gain upon completion of the unit.
3. **Unit Lesson**: Each unit contains a Unit Lesson, which discusses unit material.
4. **Reading Assignments**: Each unit contains Reading Assignments from one or more chapters from the textbook. Units III, VI, and VII also contain reading assignments found in the CSU Online Library.
5. **Suggested Reading**: Suggested Readings are listed in the Unit I, and III-VIII study guides. Students are encouraged to read the resources listed if the opportunity arises, but they will not be tested on their knowledge of the Suggested Readings.
6. **Learning Activities (Non-Graded)**: These non-graded Learning Activities are provided in each unit to aid students in their course of study.
7. **Discussion Boards**: Discussion Boards are a part of all CSU term courses. Information and specifications regarding these assignments are provided in the Student Resources link listed in the Course Menu bar.
8. **Unit Assessments**: This course contains six Unit Assessments, one to be completed at the end of Units I-III and V-VII. Assessments are composed of written response questions.
9. **Unit Assignments:** Students are required to submit for grading Unit Assignments in Units III-VII. There are two assignments in Unit VII. Specific information and instructions regarding these assignments are provided below. Specific information and instructions regarding these assignments are provided below. Grading rubrics are included with each assignment. Specific information about accessing these rubrics is provided below.

10. **Final Exam:** Students are to complete a Final Exam in Unit VIII. All Final Exams are proctored—see below for additional information. You are permitted four (4) hours to complete this exam in the presence of your approved proctor. This is an open-book exam. Only course textbooks and a calculator, if necessary, are allowed when taking proctored exams. The Final Exam is composed of a written response question.

11. **Ask the Professor:** This communication forum provides you with an opportunity to ask your professor general or course content related questions.

12. **Student Break Room:** This communication forum allows for casual conversation with your classmates.

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**CSU Online Library**

The CSU Online Library is available to support your courses and programs. The online library includes databases, journals, e-books, and research guides. These resources are always accessible and can be reached through the library webpage. To access the library, log into the myCSU Student Portal, and click on “CSU Online Library.” You can also access the CSU Online Library from the “My Library” button on the course menu for each course in Blackboard.

The CSU Online Library offers several reference services. E-mail (library@columbiasouthern.edu) and telephone (1.877.268.8046) assistance is available Monday – Thursday from 8 am to 5 pm and Friday from 8 am to 3 pm. The library’s chat reference service, Ask a Librarian, is available 24/7; look for the chat box on the online library page.

Librarians can help you develop your research plan or assist you in finding relevant, appropriate, and timely information. Reference requests can include customized keyword search strategies, links to articles, database help, and other services.

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**Unit Assignments**

**Unit III Article Review**

Access the CSU library and search “needs assessment” or “health promotion.” Find an article of interest to you that has a health promotion program. Based on what you have learned in the last three units, describe the health problem and provide a literature review. The following questions must be answered in your review:

- Who is the priority population?
- Are CHES involved?
- Who are the stakeholders?
- What sources of data were used to gather information?
- Was a goal set for the program, and has that goal been met?
- Have the outcomes been achieved?

Your response should be at least 500 words in length. You must use at least two scholarly sources other than and including your textbook to complete this assignment. All sources used, including the textbook, must be referenced; paraphrased and quoted material must have accompanying citations. All references and citations used must be in APA style.

Information about accessing the Grading Rubric for this assignment is provided below.

**Unit IV Case Study**

Read the below article from the CSU library in the ABI/INFORM Collection database:


Based on the information provided, discuss:

- the problem,
• the findings,
• the priority population,
• the measurement tools used, and
• the outcomes of the study.

Your paper should be a minimum of 500 words in length. You must use at least one scholarly source other than and including your textbook to complete this assignment. All sources used, including your textbook, must be referenced; paraphrased and quoted material must have accompanying citations. All references and citations must be in APA style.

Information about accessing the Grading Rubric for this assignment is provided below.

Unit V Article Review

Using the CSU Online Library, review an article that incorporates a program sustainability tool for public health programs. Compare the article’s data collection methods, instrument development, reliability, outcomes, and any other planning items we have discussed thus far. How did your article compare with the collection data tools you have learned about? Were you surprised by the outcomes? What tools were used to gather information? Was there anything missing from the report? Was there anything that could have been done better?

Your response should be at least 500 words in length. You must use at least two scholarly sources other than and including your textbook to complete this assignment. All sources used, including the textbook, must be referenced; paraphrased and quoted material must have accompanying citations. All references and citations used must be in APA style.

Information about accessing the Grading Rubric for this assignment is provided below.

Unit VI Case Study

From the CSU Online Library, in the Academic Search Complete database, read the article:

Mayfield-Johnson, S., Rachal, J., & Butler, J. (2014). "When we learn better, we do better": Describing changes in empowerment through photovoice among community health advisors in a breast and cervical cancer health promotion program in Mississippi and Alabama. *Adult Education Quarterly, 64*(2), 91-109.

Based on what you have learned about formative research and health promotion programs thus far, discuss:

• the issue,
• who the priority population is,
• was there a needs assessment performed,
• how was the data gathered and analyzed, and
• were strategies used?

Be detailed and specific in your case study, using examples from what you have learned so far in this class.

Your paper should be a minimum of 500 words in length. You must use at least one scholarly source other than and including your textbook to complete this assignment. All sources used, including your textbook, must be referenced; paraphrased and quoted material must have accompanying citations. All references and citations must be in APA style.

Information about accessing the Grading Rubric for this assignment is provided below.

Unit VII Assignment

Read the following article found in the Academic Search Complete Database within the CSU Online Library:


Do you agree or disagree with the statement that informed consent is not always better? Why, or why not? Your response should be at least 500 words in length. If you chose to include any source material, references and citations must be in APA style.

Information about accessing the Grading Rubric for this assignment is provided below.

Unit VII Course Project

Assume you have just graduated and are now an MCHES and have obtained a job in your hometown. You have been asked to create a health promotion program. Using the steps for planning, implementation, and evaluation you have learned in this class, choose a health issue in the area in which you live that needs attention. Develop a program plan that would create interest in a priority population to improve the health of your target population. This project is worth 35 percent of your grade, so be sure to give yourself plenty of time to research and work on it.

You must use at least four scholarly sources other than and including your textbook to complete this assignment. All sources used, including your textbook, must be referenced; paraphrased and quoted material must have accompanying citations. All references and citations must be in APA style. Your project should be six to eight pages in length, not including the cover or reference pages.

At minimum your project/program should include the following topics (not necessarily in this order):

- Pre-Planning:
  - What are your community needs?
  - Who is your priority population?
  - Who are your stakeholders?
  - What are your desired outcomes?
  - Is there a current policy? Are changes needed?
  - What is your program justification?
  - Where will your funding come from?
  - Is your leadership going from top up or top down?
  - What will you call your health promotion program?
  - Who are your decision makers?
  - When will you deliver to your decision makers?

Assuming your decision makers love your idea, in your planning process do not forget to include at minimum:

- Planning Process:
  - Discuss the rationale for your program.
  - What are the mission statement, objectives, and goals for your program?
  - What model will you use for your program?
    - Choose the best that suits your plan, be specific with why you chose the specific model you chose, and be detailed in the model plans.
  - What type of research will you use to develop your program? Why?
  - Provide a detailed needs assessment.
  - Describe the measurement instruments you will use and why you chose those specific instruments.
  - What interventions and strategies will you use to help modify the behavior of your priority population? (Theory-based?)
  - Discuss community organization and/or community building techniques for your program.

- Implementation:
  - Identify the four (4) P’s in your plan.
  - What is your marketing plan?
  - Discuss the resources you would use.
  - Which logic model best suits your health promotion program, and why?
  - Do not forget your five (5) phases of Implementation!
  - List the concerns you may have for your program as discussed in Unit VII.

- Evaluation
  - List the steps you would take for your evaluation process.

Information about accessing the Grading Rubric for this assignment is provided below.
APA Guidelines

The application of the APA writing style shall be practical, functional, and appropriate to each academic level, with the primary purpose being the documentation (citation) of sources. CSU requires that students use APA style for certain papers and projects. Students should always carefully read and follow assignment directions and review the associated grading rubric when available. Students can find CSU’s Citation Guide by clicking here. This document includes examples and sample papers and provides information on how to contact the CSU Success Center.

Grading Rubrics

This course utilizes analytic grading rubrics as tools for your professor in assigning grades for all learning activities. Each rubric serves as a guide that communicates the expectations of the learning activity and describes the criteria for each level of achievement. In addition, a rubric is a reference tool that lists evaluation criteria and can help you organize your efforts to meet the requirements of that learning activity. It is imperative for you to familiarize yourself with these rubrics because these are the primary tools your professor uses for assessing learning activities.

Rubric categories include: (1) Discussion Board, (2) Assessment (Written Response), and (3) Assignment. However, it is possible that not all of the listed rubric types will be used in a single course (e.g., some courses may not have Assessments).

The Discussion Board rubric can be found within Unit I’s Discussion Board submission instructions.

The Assessment (Written Response) rubric can be found embedded in a link within the directions for each Unit Assessment. However, these rubrics will only be used when written-response questions appear within the Assessment.

Each Assignment type (e.g., article critique, case study, research paper) will have its own rubric. The Assignment rubrics are built into Blackboard, allowing students to review them prior to beginning the Assignment and again once the Assignment has been scored. This rubric can be accessed via the Assignment link located within the unit where it is to be submitted. Students may also access the rubric through the course menu by selecting “Tools” and then “My Grades.”

Again, it is vitally important for you to become familiar with these rubrics because their application to your Discussion Boards, Assessments, and Assignments is the method by which your instructor assigns all grades.

Final Examination Guidelines

Final Exams are to be administered to students by an approved Proctor. CSU approves two flexible proctoring options: a standard Proctor, who is chosen by the student and approved by the university, or Remote Proctor Now (RP Now), an on-demand, third-party testing service that proctors examinations for a small fee.

Students choosing RP Now must have an operational webcam/video with audio, a high-speed Internet connection, and the appropriate system rights required to download and install software.

To review the complete Examination Proctor Policy, including a list of acceptable Proctors, Proctor responsibilities, Proctor approval procedures, and the Proctor Agreement Form, go to the myCSU Student Portal from the link below.

http://mycsu.columbiasouthern.edu

You are permitted four (4) hours to complete this exam in the presence of your approved Proctor. This is an open book exam. Only course textbooks, writing utensils, and a calculator, if necessary, are allowed when taking proctored exams. Other materials are not permitted unless specified in the examination instructions and only the sources identified in the instructions may be used as source material.
Communication Forums

These are non-graded discussion forums that allow you to communicate with your professor and other students. Participation in these discussion forums is encouraged, but not required. You can access these forums with the buttons in the Course Menu. Instructions for subscribing/unsubscribing to these forums are provided below.

Click here for instructions on how to subscribe/unsubscribe and post to the Communication Forums.

Ask the Professor

This communication forum provides you with an opportunity to ask your professor general or course content questions. Questions may focus on Blackboard locations of online course components, textbook or course content elaboration, additional guidance on assessment requirements, or general advice from other students.

Questions that are specific in nature, such as inquiries regarding assessment/assignment grades or personal accommodation requests, are NOT to be posted on this forum. If you have questions, comments, or concerns of a non-public nature, please feel free to email your professor. Responses to your post will be addressed or emailed by the professor within 48 hours.

Before posting, please ensure that you have read all relevant course documentation, including the syllabus, assessment/assignment instructions, faculty feedback, and other important information.

Student Break Room

This communication forum allows for casual conversation with your classmates. Communication on this forum should always maintain a standard of appropriateness and respect for your fellow classmates. This forum should NOT be used to share assessment answers.

Grading

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Course Schedule/Checklist (PLEASE PRINT)

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.
By following this schedule, you will be assured that you will complete the course within the time allotted. Please keep this schedule for reference as you progress through your course.

**Unit I**  
**Health Education, Health Promotion, and Health Specialists**

**Review:**  
- Unit Study Guide
- **Learning Activities (Non-Graded):** See Study Guide

**Read:**  
- Chapter 1: Health Education, Health Promotion, Health Education Specialists, and Program Planning
- **Suggested Reading:** See Study Guide

**Discuss:**  
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**  
- **Assessment** by Tuesday, 11:59 p.m. (Central Time)

Notes/Goals:

**Unit II**  
**Beginning the Planning Process**

**Review:**  
- Unit Study Guide
- **Learning Activities (Non-Graded):** See Study Guide

**Read:**  
- Chapter 2: Starting the Planning Process.
- Chapter 3: Models for Program Planning in Health Promotion

**Discuss:**  
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**  
- **Assessment** by Tuesday, 11:59 p.m. (Central Time)
- **Proctor Approval Form**

Notes/Goals:

**Unit III**  
**Needs Assessment**

**Review:**  
- Unit Study Guide
- **Learning Activities (Non-Graded):** See Study Guide

**Read:**  
- Reading Assignment: See Study Guide
- **Suggested Reading:** See Study Guide

**Discuss:**  
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**  
- **Assessment** by Tuesday, 11:59 p.m. (Central Time)
- **Article Review** by Tuesday, 11:59 p.m. (Central Time)

Notes/Goals:
# CHE 6304, Health Program Planning, Implementation, and Assessment

## Course Schedule

### Unit IV: Mission Statement and Measurements

**Review:**
- Unit Study Guide
- **Learning Activities (Non-Graded):** See Study Guide

**Read:**
- **Chapter 5:** Measurement, Measures, Measurement Instruments, and Sampling
- **Chapter 6:** Mission Statement, Goals, and Objectives
- **Suggested Reading:** See Study Guide

**Discuss:**
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- **Case Study** by Tuesday, 11:59 p.m. (Central Time)

**Notes/Goals:**

### Unit V: Theories, Models, and Interventional Strategies

**Review:**
- Unit Study Guide
- **Learning Activities (Non-Graded):** See Study Guide

**Read:**
- **Chapter 7:** Theories and Models Commonly Used for Health Promotion Interventions
- **Chapter 8:** Interventions
- **Chapter 9:** Community Organizing and Community Building
- **Suggested Reading:** See Study Guide

**Discuss:**
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- **Assessment** by Tuesday, 11:59 p.m. (Central Time)
- **Article Review** by Tuesday, 11:59 p.m. (Central Time)

**Notes/Goals:**

### Unit VI: Implementation—Resources, Budgeting, and Marketing

**Review:**
- Unit Study Guide
- **Learning Activities (Non-Graded):** See Study Guide

**Read:**
- **Reading Assignment:** See Study Guide
- **Suggested Reading:** See Study Guide

**Discuss:**
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- **Assessment** by Tuesday, 11:59 p.m. (Central Time)
- **Case Study** by Tuesday, 11:59 p.m. (Central Time)

**Notes/Goals:**
# Course Schedule

### Unit VII

**Implementation–Phases, Management, and Concerns**

**Review:**
- Unit Study Guide
- **Learning Activities (Non-Graded):** See Study Guide

**Read:**
- Reading Assignment: See Study Guide
- Suggested Reading: See Study Guide

**Discuss:**
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- Assessment by Tuesday, 11:59 p.m. (Central Time)
- Assignment by Tuesday, 11:59 p.m. (Central Time)
- Course Project by Tuesday, 11:59 p.m. (Central Time)
- Request to take Final Exam

**Notes/Goals:**

### Unit VIII

**Evaluating the Health Promotion Program**

**Review:**
- Unit Study Guide
- **Learning Activities (Non-Graded):** See Study Guide

**Read:**
- Chapter 13: Evaluation: An Overview
- Chapter 14: Evaluation Approaches and Design
- Chapter 15: Data Analysis and Reporting
- Suggested Reading: See Study Guide

**Discuss:**
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- **Final Exam** by Tuesday, 11:59 p.m. (Central Time)

**Notes/Goals:**