CHED 320
Planning, Implementing and Evaluating
Health Education Programs
3 credits
SPRING 2014
T/TH 10:00-11:15 AM

Instructor: Mary Justis, M.S. CHES
Office: Long Center 146
Office Phone: 941-4559
Email address: mary.justis@scranton.edu
Office Hours: Wednesday 9-12 or by appt.

COURSE DESCRIPTION:

This course will introduce students to planning models in community health education. Students will survey methods for assessment; strategies for implementation and approaches for designing program evaluation will be emphasized. Intervention mapping will be utilized during case study analysis.

This course has been chosen to participate in a curriculum infusion program this semester focusing on alcohol behavior through the Center for Health Education and Wellness. Specific course content and learning activities will be used to support the goals and objectives of this program.

Prerequisite: CHED 310; CHED major or approval by Department


Electronic Resources provided in Desire 2 Learn course content.

STUDENT LEARNING OUTCOMES
After completion of this course, the student will be able to:

1. Identify steps for planning, implementing and evaluating health education programs using an intervention mapping approach through a guided plan and written exams.
2. Formulate an evidence-based health education program through critical review of peer-reviewed research.
3. Outline the steps for planning, implementing and evaluating a current health issue using an intervention mapping approach
4. Propose and defend an evidence-based health education program through oral provider interviews and presentation of an intervention mapping approach to health planning.

Areas of Responsibility and Competencies addressed for NCHEC certification as Certified Health Education Specialist, (CHES) 1.1.1,1.1.3, 1.1.4, 1.1.6, 1.2.1-1.2.3, 1.2.5; 1.3.3; 1.4.1-4; 1.5.3, 1.6.1 – 1.6.6; 2.1.2 – 2.1.4, 2.2.2, 2.3.2, 2.4.1 -2.4.3; 2.5.1-4; 4.1.4, 4.1.8, 4.2.1;5.2.6;7.1.1-4
COURSE FORMAT:

This course will include a variety of instructional strategies that are based on principles of active learning. Strategies include lecture/discussion to facilitate larger content areas, collaborative learning activities that promote critical thinking and application-based learning activities that provide students with opportunities to apply content.

COURSE EXPECTATIONS & ETIQUETTE

Attendance
As a pre-professional, regular attendance is important to your overall learning and optimal success in this course. You are expected to attend all scheduled classes. If an emergency, illness or unavoidable situation prevents you from attending, it is expected that you contact me as soon as possible. You will only be given an allowance for 2 emergency/illness days for this course. Absences that occur beyond this will result in 5-point deduction from your final grade for each day missed. This can significantly affect your overall grade.

Tardiness
It is the responsibility of each student to properly plan to arrive for class on time. If a student arrives to class late, after attendance is taken, he/she will be recorded as late. If a student has three recorded late arrivals, he/she will receive one absence.

Cell Phones
Cell phones are not to be used during class time unless used for in-class purpose.

Classroom interruptions
Interruptions can come in a variety of ways – talking when someone else is talking, leaving the classroom, etc. Should you have an emergency during class that requires you to leave, you are excused. If you know prior to class that you have to leave early for an approved conflict, please see me before class starts.

Adherence to Due Dates
All assignments will be due on the date scheduled on the course outline and submitted by you only. Submissions that are to be submitted on Desire2Learn and will not be accepted via another source. Late submissions on assignments will result in a 5-point deduction for each day it is late.

Late and/or Missed Exams
Students are required to take the exam on the day and time it is scheduled. No unexcused makeup exam will be given. If there is a situation that warrants a makeup, students will need to provide documentation for an approved makeup exam. In the event that a makeup exam is necessary, it may follow a different format than the original exam.

Individual Responsibility
As a pre-professional, you are responsible for your part as an active learner. If you do not understand a concept or anything discussed or written, it is up to you to ask for clarification. I will always make myself available to meet with you to clarify a concept or provide details regarding instructions on assignments, etc.

Syllabus/Outline Changes
Should any change to the syllabus or outline occur throughout the semester, students would be provided with the change in class as well as being directed to the revised change(s) on Desire 2 Learn.
ASSESSMENT

I. Attendance/Participation (10%)
Your active participation during class discussions and activities will be an important component to your overall success in this course. In order to effectively accomplish this, it will be important for you to prepare for each class by completing the chapter readings and/or assignments. Both instructor-led and student-led discussions will be used to facilitate greater understanding of content materials.
Keep in mind that In-class lab activities cannot be made up if you are absent. In other words, attendance matters!

II. Assignments (20%)

Research Review
Students will research a current health intervention/program, its implementation and its evaluation through a published research article followed by a written review of this article. Reviews must adhere to guidelines specific to this assignment through Desire2Learn portal.

Intervention Mapping In-Class Step Assignments
Students will complete a series of in-class guided Intervention mapping activity assignments throughout the semester.

Provider Interview/Paper
Students will interview a service provider who is involved in community health program development. Students will receive guidelines that outline the interview process as well as assist in completing the written paper describing the interview.

Graded Intervention Mapping Step Drafts
Students will apply the 6 steps of Intervention Mapping to a current health issue. Each step draft will be graded with relevant feedback for revisions prior to final submission at the end of the semester.

III. Quizzes/Exam (30%)

Short quizzes will be used to assess content knowledge following chapters. One final written exam (format multiple choice) will be used to assess key concepts of the Intervention Mapping approach to Health Program planning.

IV. Intervention Mapping Project (40%)

Students will complete a final written and oral presentation of a health issue using the intervention mapping approach. Oral presentations will consist of a summation of their written project using one or combination of the following:

a.) 1-2 slide visual presentation.
b.) Poster presentation that outlines the steps within program planning
c.) Handouts

Sustainability Infusion:
Using research from previous work (CHED 210, CHED 310), students will develop a theory-informed, evidence-based program to improve quality of life outcomes using Intervention Mapping.
GRADING CRITERIA (%)

Attendance/Participation 10%
Assignments 20%
Quizzes/Exam 30%
IM Project 40%

GRADING SCALE %
A = 95-100  B+ = 87-90  C+ = 77-79  D+ = 67-69
A- = 90-94  B  = 84-86  C  = 75-76  D  = 60-66
B- = 80-83  C- = 70-73  F  = 0-59

UNIVERSITY POLICIES AND STATEMENTS

Students with Disabilities

In order to receive appropriate accommodations, students with disabilities must register with the Center for Teaching and Learning Excellence and provide relevant and current documentation. Students should contact Mary Ellen Pichiarello (570-941-4039, LSC 577) or Jim Muniz (570-941-4218, LSC 580) for an appointment. For more information, please visit http://www.scranton.edu/disabilities.

Writing Center Services

The Writing Center focuses on helping students become better writers. Consultants will work one-on-one with students to discuss students’ work and provide feedback at any stage of the writing process. Scheduling appointments early in the writing progress is encouraged.

To meet with a writing consultant, call (570) 941-6147 to schedule an appointment, or send an email with your available meeting times, the course for which you need assistance, and your phone number to: writing-center@scranton.edu. Online appointments are also available – connecting virtually using Google Docs and Google Talk.

COMPRESSED SCHEDULE

Information about cancellation of classes or delay of classes due to inclement weather is announced over television and radio stations. Information also can be found by calling the University Severe Weather Hotline at (570) 941-5999 or the University main number at (570) 941-7400. If a delay rather than cancellation of classes is announced during the fall and spring semesters, the following compressed schedule is in place and be accessed at the following link:

http://matrix.scranton.edu/academics/registrar/compressed-schedule.shtml
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Corresponding Chapter/Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>PART 1: Foundations</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2/4</td>
<td>Introduction to Course Overview: Intervention Mapping</td>
<td>Resources</td>
</tr>
<tr>
<td></td>
<td>2/6</td>
<td></td>
<td>Ch. 1; Quiz 1</td>
</tr>
<tr>
<td>2</td>
<td>2/11</td>
<td>Intervention Mapping Examples</td>
<td>Ch. 2; Quiz 2</td>
</tr>
<tr>
<td></td>
<td>2/13</td>
<td>Core Processes: Using Evidence, Theory &amp; Research/ Behavior Theories</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>2/18</td>
<td>Environment-Oriented Theories</td>
<td>Ch. 3; Quiz 3</td>
</tr>
<tr>
<td></td>
<td>2/20</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>PART 2: Intervention Mapping Steps</strong></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>2/25</td>
<td>Step 1: Needs Assessment</td>
<td>Ch. 4; Quiz 4</td>
</tr>
<tr>
<td></td>
<td>2/27</td>
<td></td>
<td>Step 1: Draft Due March 6</td>
</tr>
<tr>
<td>5</td>
<td>3/4</td>
<td>Step 2: Preparing Matrices of Change</td>
<td>Ch. 5 Quiz 5</td>
</tr>
<tr>
<td></td>
<td>3/6</td>
<td></td>
<td>Step 2: Drafts Due March 13</td>
</tr>
<tr>
<td>6</td>
<td>3/11</td>
<td>Step 3: Selecting Theory-Informed Intervention Methods</td>
<td>Ch. 6; Quiz 6</td>
</tr>
<tr>
<td></td>
<td>3/13</td>
<td></td>
<td>Step 3: Drafts Due March 27</td>
</tr>
<tr>
<td>8</td>
<td>3/25</td>
<td>Step 4</td>
<td>Ch.7; Quiz 7</td>
</tr>
<tr>
<td></td>
<td>3/27</td>
<td></td>
<td>Step 4: Drafts Due April 3</td>
</tr>
<tr>
<td>9</td>
<td>4/1</td>
<td>Step 5: Planning Program Adoption, Implementation &amp; Sustainability</td>
<td>Ch. 8; Quiz 8</td>
</tr>
<tr>
<td></td>
<td>4/3</td>
<td></td>
<td>Step 5: Drafts Due April 10</td>
</tr>
<tr>
<td>10</td>
<td>4/8</td>
<td>Step 6: Planning for Evaluation</td>
<td>Ch. 9; Quiz 9</td>
</tr>
<tr>
<td></td>
<td>4/10</td>
<td></td>
<td>Step 6: Drafts Due April 15</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>PART 3: Application</strong></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>4/15</td>
<td>Applying IM</td>
<td>Ch. 10; Quiz 10</td>
</tr>
<tr>
<td></td>
<td>4/17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>4/22</td>
<td><em>IM Workshop/Labs</em></td>
<td>Lab Worksheet</td>
</tr>
<tr>
<td></td>
<td>4/24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>4/29</td>
<td><em>IM Presentations – Groups 1 &amp; 2</em></td>
<td>Written IM Plans Due w/ Presentation</td>
</tr>
<tr>
<td></td>
<td>5/1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>5/6</td>
<td><em>IM Presentations – Groups 3 &amp; 4</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>5/13</td>
<td>Applying Intervention Mapping Review</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5/15</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TBA</td>
<td>Final Exam – IM Steps (Ch. 4-9); Application (Ch. 10)</td>
<td></td>
</tr>
</tbody>
</table>