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OFFICE OF THE
SENATE COUNCIL

Course Information

Date Submitted: 3/6/2015

Current Prefix and Number: KHP - Kinesiology and Hlth Promotion , KHP 677 PLANNING HEALTH PROMOTION PROGRAMS

Other Course:

Proposed Prefix and Number: KHP 677

What type of change is being proposed?

Major – Add Distance Learning

Should this course be a UK Core Course? No

1. General Information

a. Submitted by the College of: EDUCATION

b. Department/Division: Kinesiology - Health Promotion

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Melinda Ickes

Email: melinda.ickes@uky.edu

Phone: 859-257-1625

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

f. Requested Effective Date

Semester Following Approval: Yes OR Effective Semester:

2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: Please Add

b. Full Title: PLANNING HEALTH PROMOTION PROGRAMS

Proposed Title: PLANNING HEALTH PROMOTION PROGRAMS

c. Current Transcript Title: PLANNING HEALTH PROMOTION PROGRAMS

Proposed Transcript Title: PLANNING HEALTH PROMOTION PROGRAMS

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

LECTURE: 2.5

Proposed Meeting Patterns

LECTURE: 2.5

f. Current Grading System: Graduate School Grade Scale

Proposed Grading System: *Graduate School Grade Scale*

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: This course addresses principles of planning, designing, implementing, and evaluating health promotion and education programs.

Proposed Course Description for Bulletin: This course addresses principles of planning, designing, implementing, and evaluating health promotion and education programs.

2j. Current Prerequisites, if any: Prereq: KHP 673 or instructor's permission.

Proposed Prerequisites, if any: Prereq: KHP 673 or instructor's permission.

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component:

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? No

If YES, explain and offer brief rationale:

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

Distance Learning Form

Instructor Name: Melinda Ickes

Instructor Email: melinda.ickes@uky.edu

Internet/Web-based: Yes

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations? This will be a synchronous course for the majority of class meetings, ensuring the interaction between students and faculty and among students. The instructor will communicate with the students weekly through Blackboard and email, and will be available for online chat and other meetings by appointment.

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc. This will be a synchronous course for the majority of class meetings, similar to the format of the current face-to-face course. Course goals and assessment remain the same, but will be facilitated and submitted online.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc. The course will be through the LMS Blackboard and/or Canvas, both of which are password-protected. All assignments will be submitted through the student's own personal account. The syllabus lists all academic policies

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? The Graduate Health Coaching Certificate (recently approved) will eventually be fully online, but this will take some time.

If yes, which percentage, and which program(s)? See above.

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? The syllabus lists all available Student Services, including the link to UK Libraries, the Writing Center, etc.

6. How do course requirements ensure that students make appropriate use of learning resources? Students are recommended to visit the Writing Center in completion of their writing assignments and are required to use the Library databases to complete written assignments.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. No facilities or additional equipment needed for this online course.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)? The syllabus details these resources. The syllabus will be available on Blackboard/Canvas.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? YES

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology. N/A

10. Does the syllabus contain all the required components? YES

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Melinda Ickes

SIGNATURE|MNOLA01|Melody P Noland|KHP 677 CHANGE Dept Review|20150306

SIGNATURE|MYRT|Martha L Geoghegan|KHP 677 CHANGE College Review|20150414

SIGNATURE|ZNNIKO0|Roshan Nikou|KHP 677 CHANGE Graduate Council Review|20150508

Course Change Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

Open in full window to print or save

Generate R

Attachments:

Browse...

Upload File

ID	Attachment
Delete 4572	DL_Syllabus_KHP_677-Health_Promotion_Program Plann

First 1 Last

NOTE: Start form entry by choosing the Current Prefix and Number (*denotes required fields)

Current Prefix and Number:		KHP - Kinesiology and Hlth Promotion KHP 677 PLANNING HEALTH PROMOTION PROGRAMS	Proposed Prefix & Number: (example: PHY 401G) <input checked="" type="checkbox"/> Check if same as current	KHP 677
* What type of change is being proposed?		<input type="checkbox"/> Major Change <input checked="" type="checkbox"/> Major - Add Distance Learning <input type="checkbox"/> Minor - change in number within the same hundred series, exception for the same "hundred series" <input type="checkbox"/> Minor - editorial change in course title or description which does not im in content or emphasis <input type="checkbox"/> Minor - a change in prerequisite(s) which does not imply a change in cc content or emphasis, or which is made necessary by the elimination or sig alteration of the prerequisite(s) <input type="checkbox"/> Minor - a cross listing of a course as described above		
Should this course be a UK Core Course? <input type="radio"/> Yes <input checked="" type="radio"/> No				
If YES, check the areas that apply:				
<input type="checkbox"/> Inquiry - Arts & Creativity <input type="checkbox"/> Composition & Communications - II <input type="checkbox"/> Inquiry - Humanities <input type="checkbox"/> Quantitative Foundations <input type="checkbox"/> Inquiry - Nat/Math/Phys Sci <input type="checkbox"/> Statistical Inferential Reasoning <input type="checkbox"/> Inquiry - Social Sciences <input type="checkbox"/> U.S. Citizenship, Community, Diversity <input type="checkbox"/> Composition & Communications - I <input type="checkbox"/> Global Dynamics				
1. General Information				
a.	Submitted by the College of: EDUCATION		Submission Date: 3/6/2015	
b.	Department/Division: Kinesiology - Health Promotion			
c.*	Is there a change in "ownership" of the course? <input type="radio"/> Yes <input checked="" type="radio"/> No If YES, what college/department will offer the course instead? Select...			
e.*	* Contact Person Name: Melinda Ickes		Email: melinda.ickes@uky.edu Phone: 859-257-1625	
	* Responsible Faculty ID (if different from Contact):		Email: Phone:	
f.*	Requested Effective Date:	<input checked="" type="checkbox"/> Semester Following Approval	OR	Specific Term: ²
2. Designation and Description of Proposed Course.				
a.	Current Distance Learning(DL) Status:		<input type="radio"/> N/A <input type="radio"/> Already approved for DL* <input checked="" type="radio"/> Please Add <input type="radio"/> Please Drop	
*If already approved for DL, the Distance Learning Form must also be submitted unless the department affirms (by checking this box) the proposed changes do not affect DL delivery.				
b.	Full Title:	PLANNING HEALTH PROMOTION PROGRAMS	Proposed Title: *	PLANNING HEALTH PROMOTION PROGRAMS
c.	Current Transcript Title (if full title is more than 40 characters):		PLANNING HEALTH PROMOTION PROGRAMS	
c.	Proposed Transcript Title (if full title is more than 40 characters):		PLANNING HEALTH PROMOTION PROGRAMS	
d.	Current Cross-listing:	<input checked="" type="checkbox"/> N/A	OR	Currently ² Cross-listed with (Prefix & Number): none
Proposed - ADD ² Cross-listing (Prefix & Number):				

<i>Proposed – REMOVE 3/2 Cross-listing (Prefix & Number):</i>					
e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours ² for each meeting pattern type.					
Current:	Lecture 2.5	Laboratory ²	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other Please explain: _____		
<i>Proposed: *</i>	Lecture 2.5	Laboratory ²	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other Please explain: _____		
f. Current Grading System:		Graduate School Grade Scale			
<i>Proposed Grading System:*</i>		<input type="radio"/> Letter (A, B, C, etc.) <input type="radio"/> Pass/Fail <input type="radio"/> Medicine Numeric Grade (Non-medical students will receive a letter grade) <input checked="" type="radio"/> Graduate School Grade Scale			
g. Current number of credit hours:		3	<i>Proposed number of credit hours:*</i>		3
h.* Currently, is this course repeatable for additional credit?					<input type="radio"/> Yes <input checked="" type="radio"/> No
* Proposed to be repeatable for additional credit?					<input type="radio"/> Yes <input checked="" type="radio"/> No
<i>If YES:</i>	<i>Maximum number of credit hours:</i>				
<i>If YES:</i>	<i>Will this course allow multiple registrations during the same semester?</i>				<input type="radio"/> Yes <input checked="" type="radio"/> No
i. Current Course Description for Bulletin:					
This course addresses principles of planning, designing, implementing, and evaluating health promotion and education programs.					
* Proposed Course Description for Bulletin:					
This course addresses principles of planning, designing, implementing, and evaluating health promotion and education programs.					
j. Current Prerequisites, if any:					
Prereq: KHP 673 or instructor's permission.					
* Proposed Prerequisites, if any:					
Prereq: KHP 673 or instructor's permission.					
* 					
k. Current Supplementary Teaching Component, if any:					<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both

Proposed Supplementary Teaching Component:	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both <input type="radio"/> No Change
3. Currently, is this course taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No
* Proposed to be taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES, enter the off campus address:	
4.* Are significant changes in content/student learning outcomes of the course being proposed?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES, explain and offer brief rationale:	
5. Course Relationship to Program(s).	
a.* Are there other depts and/or pgms that could be affected by the proposed change?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES, identify the depts. and/or pgms:	
b.* Will modifying this course result in a new requirement^z for ANY program?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES ^z , list the program(s) here:	
6. Information to be Placed on Syllabus.	
a. <input type="checkbox"/> Check box if changed to 400G or 500.	If changed to 400G- or 500-level course you must send in a syllabus and you must include the differentiator undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for
All fields are required!

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, **distance learning** is defined as educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructor are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technology.

A number of specific requirements are listed for DL courses. The **department** proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level. It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: KHP 677	Date: 3/6/2015
Instructor Name: Melinda Ickes	Instructor Email: melinda.ickes@uky.edu
Check the method below that best reflects how the majority of the course content will be delivered.	
Internet/Web-based <input checked="" type="checkbox"/>	Interactive Video <input type="checkbox"/>
Hybrid <input type="checkbox"/>	

Curriculum and Instruction

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

This will be a synchronous course for the majority of class meetings, ensuring the interaction between students and faculty and among students. The instructor will communicate with the students weekly through

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

This will be a synchronous course for the majority of class meetings, similar to the format of the current face-to-face course. Course goals and assessment remain the same, but will be facilitated and submitted online.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

The course will be through the LMS Blackboard and/or Canvas, both of which are password-protected. All assignments will be submitted through the student's own personal account. The syllabus lists all academic

4. Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via a DL, as defined above?

The Graduate Health Coaching Certificate (recently approved) will eventually be fully online, but this will take some time.

Which percentage, and which program(s)?

See above.

*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? The syllabus lists all available Student Services, including the link to UK Libraries, the Writing Center, etc.

Library and Learning Resources

6. How do course requirements ensure that students make appropriate use of learning resources?

Students are recommended to visit the Writing Center in completion of their writing assignments and are required to use the Library databases to complete written assignments.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

No facilities or additional equipment needed for this online course.

Student Services

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

The syllabus details these resources. The syllabus will be available on Blackboard/Canvas.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?

Yes

No

If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

N/A

10. Does the syllabus contain all the required components, below? Yes

- Instructor's *virtual* office hours, if any.
- The technological requirements for the course.
- Contact information for Distance Learning programs (<http://www.uky.edu/DistanceLearning>) and Information Technology Customer Service Center (<http://www.uky.edu/UKIT/Help/>; 859-218-HELP).
- Procedure for resolving technical complaints.
- Preferred method for reaching instructor, e.g. email, phone, text message.
- Maximum timeframe for responding to student communications.
- Language pertaining academic accommodations:
 - "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu."
- Specific dates of face-to-face or synchronous class meetings, if any.
- Information on Distance Learning Library Services (<http://www.uky.edu/Libraries/DLLS>)
 - Carla Cantagallo, DL Librarian
 - Local phone number: 859-257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
 - Email: dllservice@email.uky.edu
 - DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&lib_id=16

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

Melinda Ickes

Abbreviations: DLP = Distance Learning Programs ATG = Academic Technology Group Customer Service Center = 859-218-HELP (<http://www.uky.edu/UKIT/Help/>)

Revised 8/02

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- ¹¹ See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "n form will be sent to appropriate academic Council for normal processing and contact person is informed.
 - ¹² Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
 - ¹³ Signature of the chair of the cross-listing department is required on the Signature Routing Log.
 - ¹⁴ Removing a cross-listing does not drop the other course -- it merely unlinks the two courses.
 - ¹⁵ Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)
 - ¹⁶ You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.
 - ¹⁷ In order to change a program, a program change form must also be submitted.

**KHP 677 – Planning Health Promotion Programs
Department of Kinesiology and Health Promotion**

**University of Kentucky
Semester Year
Distance Learning Course**

I: GENERAL INFORMATION

Class Instructor: Melinda J. Ickes, Ph.D.

Office Location: 111 Seaton Building

Office Phone: 859-257-1625

Email: melinda.ickes@uky.edu

Class Meeting: Online course delivery utilizing Blackboard and Adobe Connect. The majority of class meetings will be synchronous virtual meetings (via Adobe Connect): Monday, 4 p.m. – 6:30 p.m. Asynchronous virtual meetings will be specified in the schedule. Classes will be supplemented with additional online activities.

Office Hours: Office hours by appointment via email, phone, or video conference.

II. COURSE DESCRIPTION AND OBJECTIVES

This course will present basic principles of planning, designing, implementing and evaluating health promotion programs. Individual planning projects will be incorporated into the course.

The course reinforces the College of Education's Conceptual Framework of, "research and reflection for learning and leading."

- Research serves as one of the major ways for the health promoter to locate and access current and scientifically valid health content information to be taught to students. Also, research provides the basis for planning and developing as well as selecting health promotion programs based upon what researchers have found to be the most effective in influencing health behavior. All elements of a health promotion program (needs assessment, program impact and outcomes, strategies, resources, program implementation, and assessment/evaluation) should be planned, developed, implemented, and evaluated based upon research.
- Reflection is emphasized for the purpose of decision-making in order to gain health related knowledge and skills and to learn how to most effectively enable and empower others. Reflection also enables the health promoter to refine teaching and learning processes. Reflection requires one to evaluate learning processes and to make adaptations to improve the quality of the health promotion program.
- Leading is an expectation for all health promoters and health educators. Those trained in health promotion must become leaders in their classroom and school, community agency or organization, in worksite health promotion programs as well as in health care organizations. Health promoters serve as leaders for curriculum development in schools, health promotion program planning and implementation, policy development, creating environmental changes conducive to health, in addition to many other leadership roles.
- All health promoters must commit to Learning by all program participants and the need to address different learning styles and the effectiveness of various teaching strategies in dealing with diverse and changing populations in a multicultural environment.

Course Objectives

- Explain the application of the PRECEDE-PROCEED framework to a particular health promotion problem in a specific population and setting.
- Describe at least three other planning models used in health promotion.
- Explain the role of needs assessment, program planning, and evaluation in health promotion research and practice.
- Describe the role of theory and appropriately apply theories and conceptual models in program planning and evaluation.
- Identify and describe the components of logic models for health promotion interventions.
- Understand the development of program goals and objectives that are clear, specific, and measurable.
- Identify at least two evidence-based or promising interventions for addressing a particular health issue in a target population.
- Describe various intervention activities to be included in a program plan.
- Describe at least three different evaluation designs.
- Assess appropriate evaluation designs for a given health promotion intervention.
- Identify specific and measurable objectives for process, impact, and outcome evaluations.
- Determine the components of a budget for a program and evaluation plan.
- Determine a clear and realistic timeline for a proposed intervention and evaluation.

Matrix of Student Learning Outcomes, Assessment, and Responsibilities

Student Learning Outcomes	Assessment	Responsibilities
Critically review scientific literature on needs assessment, program planning, implementation, and evaluation.	Program Plan	RI, RII, RIV
Apply the PRECEDE-PROCEED framework to a particular health promotion problem in a specific population and setting.	Program Plan	RI, RII, RIV
Apply a theoretical framework to proposed health promotion program.	Program Plan, Discussion	RI, RII
Write program goals and objectives that are clear, specific, and measurable.	Program Plan, Online activities	RII
Develop conceptual and logic models for health promotion interventions.	Program Plan	RII, RIV
Develop a program evaluation plan, including process, impact, and outcome evaluations.	Program Plan	RIV
Offer constructive written and verbal feedback to peers on program and evaluation plans.	Program Plan Peer Review	RI, RII, RVI
Prepare and deliver a professional presentation describing a program and evaluation plan	Program Plan Presentation	RI, RII, RIV, RVI, RVII
Prepare a written program plan for a particular health problem that includes a needs assessment, intervention activities, and evaluation plan.	Program Plan	RI, RII, RIV, RVI, RVII
The student will work productively in a team to plan a health promotion program.	Program Plan	RII

Write well reasoned and data supported papers using proper APA style (6 th ed.).	Program Plan	RI, RVI
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Responsibilities and Competencies of a Health Education Specialist

The content of this course is designed to help you fulfill responsibilities and demonstrate competencies identified by the updated 2010 publication: National Commission for Health Education Credentialing, Inc. (NCHEC), Society for Public Health Education (SOPHE), American Association for Health Education (AAHE). (2010a). *A competency-based framework for health education specialists - 2010*. Whitehall, PA: Author. The Seven Areas of Responsibility are a comprehensive set of Competencies and Sub-competencies defining the role of the health education specialist. These Responsibilities were verified through the 2010 Health Educator Job Analysis Project and serve as the basis of the CHES exam beginning in April 2011 and the MCHES exam in October 2011.

Specifically the course addresses the following responsibilities and competencies:

Responsibility I: Assess Needs, Assets and Capacity for Health Education
Competency A: Access existing health related data.
Competency B: Collect health related data.
Competency C: Distinguish between behaviors that foster and hinder well-being.
Competency D: Determine factors that influence learning.
Competency F: Infer needs for health education from obtained data
Responsibility II: Plan Health Education
Competency A: Involve people and organizations in program planning.
Competency C: Formulate appropriate and measurable program objectives.
Competency D: Develop a logical scope and sequence plan for health education practice.
Competency E: Design strategies, interventions, and programs consistent with specified objectives
Competency F: Select appropriate strategies to meet objectives
Competency G: Assess factors that affect implementation
Responsibility IV: Conduct Evaluation and Research Related to Health Education
Competency A: Develop plans for evaluation and research
Responsibility VI: Serve as a Health Education Resource Person
Competency A: Use health related information sources.
Competency C: Select resource materials for dissemination.
Responsibility VII: Communicate and Advocate for Health and Health Education
Competency A: Analyze and respond to current and future needs in health education
Competency B: Apply a variety of communication methods and techniques

III: COURSE TEXT AND READINGS

Required: McKenzie, J. F., Neiger, B., & Thackeray, R. (2013). *Planning, Implementing, & Evaluating Health Promotion Programs: A primer*. (6th ed.). San Francisco: Pearson Benjamin Cummings.
ISBN-10: 0321788508 • ISBN-13: 9780321788504

The textbook will be used to give the students general background in the content areas associated with the course. Students should read the corresponding chapters before each lecture to gain a better grasp of the material. Supplemental readings will be posted on Blackboard or given out in class which will complement class discussions and provide students with additional information. Class time is not meant to outline the readings for the students. If something is unclear, please use class time to ask questions. Coming to class prepared is *essential* in understanding the learning activities and class discussions that will take place. If it is determined that students are not reading prior to class, online pop-up quizzes may be given OR points may be deducted from class participation.

IV: STUDENT ACTIVITIES, EVALUATION, AND GRADING POLICY

We learn best by being actively involved in the process of learning! It is expected that students will attend all synchronous class meetings and participate in all asynchronous online class discussion and group activities. In addition, I see my role as being here to assist in the flow of the discussion and to challenge you to think and learn. It is not my intention to lecture or to allow you to become overly passive.

Students will be evaluated on the following:

Assignment	Total Points
Secondary Needs Assessment	50 points
Primary Needs Assessment Plan	25 points
Goals and Objectives	25 points
Identify Best Practices	50 points
Intervention Alignment w/ Theory, Goals & Objectives	25 points
Program Logic Model	25 points
Peer Review Program Plan	50 points
Final Program Plan	200 points
Presentation of Program Plan	50 points
Class Engagement	50 points
Total	550 points

GRADING SCALE

- A..... 89.50 – 100
 B..... 79.50 – 89.49
 C..... 69.50 – 79.49

Assignments will be given a letter grade based on departmental grading policy and on the scoring guidelines which accompany each assignment.

The instructor reserves the right to modify the above grading system to accommodate any special situations the may arise throughout the semester.

Expected Effort: Graduate work expectations per credit hour assume a ratio of 1:3. That is, a single credit course assumes three hours of work per week including class attendance. So, a three-credit course such as this one assumes that you will work an average of nine hours per week including about 2.5 hours spent on online lectures, and 6.5 hours in outside study. The course has been designed with this expectation in mind; however, this is an average. Some weeks may require more time, other weeks less.

V. COURSE ORGANIZATION AND REQUIREMENTS

Organization of Course

Since this is an online course, the course will be administered online and will heavily rely on technology such as Adobe Connect and Blackboard. Class participation will be assessed through participation in both synchronous and asynchronous classes, online activities throughout the semester and submission of course requirements detailed below. All assignments will be handed in to the professor online via Blackboard. For more detailed descriptions of the specific requirements associated with the course, see below and specific guidelines for each assignment posted on Blackboard.

- A. ***Program Plan:*** Students will plan a health promotion program throughout the course of the semester. Students will submit steps throughout the semester to help this process as identified in the course outline and other course assignments described below. Full details and grading criteria will be made available via Blackboard.

In order to help students achieve the best possible product, a peer review system will be utilized throughout the semester. Prior to submitting written assignments, students will work with a partner for the purpose of giving and receiving feedback about their work.

All references should be cited correctly, according to the 6th edition of the APA Manual (both within text and in the reference list). Points will be deducted for APA errors.

See <http://owl.english.purdue.edu/owl/resource/560/01/> for more information.

- B. *Secondary Needs Assessment:* Students will conduct a needs assessment for the program based on current literature and data related to the health issue the program will address. This should include information to support the need for the proposed program: incorporate data related to health status, health-risk behaviors, and lack of programs/resources.
- C. *Primary Needs Assessment Plan:* A primary needs assessment will also be conducted by interviewing key stakeholders, administering surveys, and/or hosting focus groups. Students will use this information to prioritize and determine the direction of the program. For the purpose of this step, students will be required to submit their proposed primary needs assessment plan, including a timeline and all proposed measures. The full primary needs assessment findings will be submitted with the final program plan.
- D. *Goals and Objectives:* Students will submit the mission statement, goals and objectives for their program. These must take the needs assessment results into consideration.
- E. *Best Practices:* Students will summarize what is known about effective, theory-based interventions for the health problem, health behavior, or predisposing/reinforcing/enabling factors they are focusing on. Information from this step will be used to develop the program/intervention.
- F. *Intervention Alignment w/ Goals & Objectives:* Students will create an intervention alignment matrix, as described in class, linking program activities to program goals and objectives. For the final program plan, students will submit detailed plans describing the activities to be used to accomplish the objectives of the program. Specific step-by-step procedures should be described along with examples of worksheets, visual aids, etc.
- G. *Logic Model:* Students will submit a logic model which ties the objectives, strategies selected, and potential outcomes together.
- H. *Peer Review Program Plan:* Students will be required to peer review portions of various groups' program plans throughout the semester. Thorough, constructive comments will be expected.
- I. *Presentation of Program Plan:* Each student will make an online presentation to the class about his/her proposed program. Additional audience members who might have interest in the potential programs will also be invited to join online. Specific directions and format will be discussed as we approach the dates.

VI: ACADEMIC INTEGRITY, CHEATING AND PLAGIARISM

Students may collaborate on assignments in general terms, but they should individually complete each assignment. **Exams are to be taken and completed individually.** The minimum penalty for cheating is a disciplinary E, which cannot be removed from one's transcript by a repeat option.

For more information on plagiarism, and UK's new academic offense policy, see <http://www.uky.edu/Ombud>. For more on UK's policy on academic integrity, see Students Rights and Responsibilities, Part II, Section 6.3 (<http://www.uky.edu/StudentAffairs/Code/part2.html>).

Note: Students are required to read the following document and send an email to the instructor that they have done so by the second week of classes. Please include three lessons learned in the email.

http://www.uky.edu/Ombud/What_Is_Plagiarism.pdf

Note: Any assignment students turn in may be submitted to an electronic database to check for plagiarism.

VII. PARTICIPATION & ENGAGEMENT

Attendance at all class meetings is required as is participation in all online activities and discussion. To a large extent, the degree of your success in this course will depend on class attendance and participation. Each unexcused absence will result in five points deducted from the participation grade (up to a total of - 50 points), subject to the instructor's discretion. Students will not receive an A grade simply by showing up (i.e., logging in) to class. It is imperative with the design of this course that students fully participate in thoughtful and reflective discussion. Students will only receive partial participation credit (minimum 25/50) for showing up to class and **not** participating. As noted above, in-class assignments/discussion/participation is worth 50 pts – do not let this be the difference in the outcome of your grade.

If an absence is due to injury or illness, the student must present the instructor with a written medical excuse *within one week of the absence*. Any other absence due to a personal or family emergency will be excused only if written documentation is provided to the course instructor. *The professor will determine the validity of all absences.* Any assignments/tests that are completed in a class that is missed can only be made up if a valid written documentation explaining the absence is provided. For UK's policy on excused absences, see Students Rights and Responsibilities, Part II, Section 5.2.4.2

(<http://www.uky.edu/StudentAffairs/Code/part2.html>). *If attendance is required or serves as a criterion for a grade in a course, and if a student has excused absences in excess of one-fifth of the class contact hours for that course, a student shall have the right to petition for a "W," and the faculty member may require the student to petition for a "W" or take an "I" in the course. (US: 2/9/87; RC: 11/20/87)*

It is your responsibility to understand that missing class will be reflected in your attendance and participation points. By missing class you are missing an opportunity to learn.

VIII: TECHNOLOGY

Technology: Please refer to this syllabus on a regular basis for class dates, assignment info, etc. The use of BlackBoard will be employed in this course for the dissemination of course materials such as syllabus, handouts, and assignments. Adobe Connect will also be used during the semester. It is imperative that students meet the minimum technical requirements listed below. Since this is an online distance learning course, you **MUST** have access to a computer to partake in this course and need to check the Blackboard online learning website for this course on a regular basis (*at least weekly*) for class announcements, etc.

In order to have a successful educational experience in distance learning courses, the minimum technical requirements are 1GB RAM of hardware and 1MBPS Broadband Connection of Internet connection. Students must have access to a personal computer and high quality web-cam to complete the learning activities. Additionally, software such as Java, Adobe Acrobat Reader, and Microsoft Office will be useful in your class experience.

Should you encounter problems with technology, resources are available through the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>). Teaching and Learning Services Center (<http://www.uky.edu/TASC/>; 257-8272) and Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>; 257-1300) may be valuable resources. Distance Learning Library Services may be a valuable resource throughout this course (<http://www.uky.edu/Libraries/KLLS>). The Distance

Learning librarian is Carla Cantagallo (859-257-0500, ext. 2171; dllservice@email.uky.edu) and the Distance Learning Interlibrary Loan Service can be found at: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&lib_id=16

IX: OTHER POLICIES

A. *Communication & Contact*: Email is the preferred method of contacting the professor, though using the phone or a video conference can also be arranged. All inquiries will be responded to within 48 hours of initial contact with the professor.

B. *Late Assignments*: For work that is turned in after the due date, one letter grade will be deducted each day it is late from the final grade. ALL MISSED WORK MUST BE COMPLETED WITHIN ONE WEEK FROM THE ORIGINAL DUE DATE or it will NOT be accepted.

C. *Exam Make-ups*: All exams are due on the day they are scheduled unless due to a documented emergency or if a prior arrangement was made with the professor.

D. *Academic Accommodations*: If you have a documented disability that requires academic accommodations, please let me know as soon as possible. In order to receive accommodations in this course, you must provide me with a Letter of Accommodations from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, jkarnes@uky.edu) for coordination of campus disability services available to students with disabilities. We can then collaborate on the best solution.

E. *Communication Etiquette*: When sending an email to the professor, please use professional email manners such as addressing the email, signing your complete name, and checking for spelling/grammatical errors. It is a good habit to practice professional email etiquette with all of your professors and community contacts. Professionalism in emails also includes the content – emails that resemble abbreviated text messages are not appropriate, and will likely not receive a response from the professor.

F. *Grading Policy - The 1-Week Rule*: It is the responsibility of the student to check their grades within the week after an assignment has been graded and grades have been posted to Blackboard. Any inquiry of disputes over scores must be made within one week after the scores are posted. If students fail to protest any score during this time limit, changes to the score will not be made regardless of the reason. No changes will be made to a grade after it has been posted one week.

G. *Incomplete Grades*: Incomplete grades for this course are issued reluctantly and sparingly. The UK Graduate School permits students one calendar year-unless a shorter time frame is determined mutually by the student and instructor-to remove an "I" grade. If the contracted work is not completed satisfactorily, the "I" grade converts automatically to an "E" (a failing mark). UK and KHP rules require students requesting an "I" grade to complete a contract specifying how and when the "I" will be removed within the calendar year. The contract must be submitted to me before an "I" grade can be issued. Incomplete work and missing assignments will be assigned "E" grades if the student does not submit a complete Incomplete Grade Contract by the course deadline.

X. ADDITIONAL RESOURCES

Many students find it helpful to use **The Writing Center** or **Student Support Services** available on the UK campus. To learn more about The Writing Center, see <http://wrd.as.uky.edu/writing-center> to schedule an appointment or call 257-1368. Student Support Services offers both writing instruction and study skills sessions.

XI: TENTATIVE COURSE SCHEDULE

**** The instructor reserves the right to make updates and changes to the syllabus at any time. Students are expected to have read the assigned material prior to class meetings.

** *Weekly readings will be posted on Blackboard.*

Date	Topic	Reading	Assignment
Week 1	Introductions Course Overview Starting the Planning Process	Chapters 1, 2	
Week 2	Models for Program Planning Intro to Assessing Needs – Sources of Secondary Data	Chapters 3,4	
Week 3	Secondary Needs Assessment Intro to Primary Needs Assessment	Chapter 4	
Week 4	Primary Needs Assessment Continued Prioritizing the Needs	Chapter 4	DUE - Secondary Needs Assessment @ 11 p.m.
Week 5	Group Work Day/Check-in Needs Assessment		DUE - Primary Needs Assessment Plan @ 11 p.m.
Week 6	Mission Statement, Goals & Objectives	Chapter 6	
Week 7	Goals & Objectives Continued	Chapter 6	DUE – Goals and Objectives @ 11 p.m.
Week 8	Developing an Intervention – Use of Theory & Best Practices	Chapters 7, 8	
Week 9	Developing an Intervention Continued Logic Model	Chapter 8	DUE – Best Practices @ 11 p.m.
Week 10	Group Work Day/Check-in Intervention Development		DUE – Intervention Alignment @ 11 p.m.
Week 11	Identification and Allocation of Resources Marketing	Chapters 10, 11	
Week 12	Measurement Evaluation	Chapters 13, 14	
Week 13	Group Work Day/Check-in Evaluation		DUE – Logic Model @ 11 p.m.
Week 14	Online Program Presentations		DUE - Presentations
Week 15	FINALS WEEK		FINAL Program DUE @ 4 p.m.

****Group work days/check-in** will count as regular attendance classes. This is an opportunity to build on the content learned the previous week and continue your work with your group, while having the instructor there to answer questions. This is also when peer review may occur. If you miss one of these days, it will count as an absence. See attendance policy.