College of Charleston
HEAL 325 Health Promotion
SPRING 2015  3 Credit Hours

TIME:       MWF  11:00 – 11:50 am
PLACE:      ROOM 409, Silcox Physical Education and Health Center
INSTRUCTOR: Susan E. Balinsky, DrPH, CHES
OFFICE HOURS: 1:30-2:30 MW, 9:00-11:00 T, 9:00-9:45 R and by appointment
OFFICE:     Room 319, Silcox Physical Education and Health Center
PHONE/FAX:  953-8242 (direct)  953-5558 (Dept. Office)  843-953-6757 (FAX)
E-MAIL:     BalinskyS@cofc.edu

PREREQUISITES: HEAL 216, Junior status
CO-REQUISITES: HEAL 325 lab


COURSE DESCRIPTION: The educational, organizational, economical and environmental supports for behaviors conducive to health will be examined in the public and private sector. Health promotion will include the assessment, prescription, implementation and evaluation of programs.


COURSE OBJECTIVES: Upon successful completion of this course, students should be able to:
1. justify the need for worksite health promotion programs to a potential employer
2. describe major behavioral risk factors to be included in health promotion programs
3. evaluate surveys, questionnaires, and needs assessments utilized in health education/promotion programs
4. describe marketing techniques utilized in worksite health promotion programs
5. discuss the cost-benefit evaluation in worksite health promotion
6. demonstrate the ability to use goal setting and decision making skills which enhance health by applying various theories and models to health promotion programs
7. implement at least two health promotion activities

CEPH Competencies: As educated members of society, all undergraduates should be able to:
1.7 List the leading causes of mortality, morbidity, and health disparities among local, regional, and global populations
1.10 Assess the values and perspectives of diverse individuals, communities, and cultures and their influence on health behaviors, choices and practices
1.11 Appreciate the role of community collaborations in promoting population health
1.13 Value the relationship between human rights and health
2.2 Identify scientific data and other information for assessing the well-being of a community
2.3 Discuss the interconnectedness among the physical, social, and environmental aspects of community health
2.4 Communicate health information to a wide range of audiences through an array of media
2.5 Conduct a literature search on a health issue using a variety of academic and public resources
2.8 Assess the source and quality of health information and data, as related to individual and community health
3.1 Identify stakeholders who influence health programs and interventions
3.2 Discuss the role of community engagement in promoting population health and social justice
3.5 Champion the role of prevention in promoting a healthy community
3.7 Endorse lifestyle behaviors that promote individual and population health and well-being
3.9 Analyze ethical concerns and conflicts of interest that arise in the field of public health

REQUIREMENTS: 27.8 % Quizzes and Exam
72.2% Outside assignments and projects

DESCRIPTION OF PROJECTS:

1. **Resume** (50 points = 7%) Due Jan. 26
   - Submit a current resume highlighting your college activities. High school information should not be included. Check out Career Services resume tips (www.cofc.edu/~career/)
   - Print and attach
     1) a blank copy of the resume rubric
     2) a resume rubric that you have self-scored (include total points)

2. **Web Assignments (typed)** (38 points = 5.3%)
   1. [www.nchec.org](http://www.nchec.org) (15; 2.1%) Due Jan. 21
      - Complete the worksheet found on OAKS.
      - Write a two paragraph paper 1) summarizing what was at this site (4) and 2) summarizing how you can use this information in your field (4)

   2. [www.healthypeople.gov/document/](http://www.healthypeople.gov/document/) (16; 2.2%) Due Jan. 28
      - Complete the worksheet found on OAKS (1.5 each = 12 points) and summarize how you can use this information in our field (4).

3. [www.healthfinder.gov/](http://www.healthfinder.gov/) (13; 1.8%) Due Feb. 4
   - Go to “myhealthfinder” (middle of home page). Get information for yourself or someone else (identify age and sex) and then specify three specific recommendations for “all” and three specific recommendations for “some” in that group. (6)
   - List three National Health Observances for March (i.e. National Save Your Vision month – do not use this one!) (3)
   - Write a paragraph summarizing how you can use this information in our field (4).
3. Mini-lesson at Speaking Lab (60 points = 8.4%) DUE: As assigned

Complete a ten to fifteen (10-15) minute video-taped presentation on a health topic at the College of Charleston Speaking Lab (1st floor Addlestone Library). Appointments are required (953-5635).

Submit:
* note cards for your presentation (attach to other materials)
  -you do not have to use these when you present, however I want to make sure that you have prepared for your presentation, thus I use them for grading purposes
*a completed self-evaluation form (posted on OAKS)
*a typed paper highlighting the strengths and weaknesses of your presentation (paragraphs, not bullets)
*a signature by the person you worked with at the Speaking Lab

4. Tri-fold (120 points = 16.7%)

Due Dates: Topic: 1-23 (minus two points per each school day late)
Draft: due 2-6 20 points 2.8%
Final Copies: due 2-23 100 points 13.9%

With a partner, construct a computer-generated tri-fold for a specific purpose. Make sure that I know what your chosen audience is. Choose one of the options listed below or check with me if you have any additional ideas.
A. Promote an event, such as a health fair, conference, or sports camp
B. Advertise a health promotion program
C. Provide educational information for your selected audience. (i.e. diabetics)

See the grading rubric on OAKS. Degree of difficulty will be considered.

Final Copies: Submit three color originals (each should be printed back-to-back on one sheet of paper), also submit one black and white copy (this can be back-to-back or on two sheets of paper, and one rubric (your names and target audience should be filled in). Ten point deduction if these are not all submitted.

Draft: Your tri-fold should be at least 90% complete at this point. Most of your text and graphics should be in place. Complete and submit a tri-fold rubric with a self-assessment of your draft. This should be in black & white. You may choose to include a color copy for feedback on colors.

5. Health Fair (21st annual) (120 points = 16.7%) Group Reports due 3-30

DATE: Wednesday March 18 (clear your schedule this day!)
NOTE: Appropriate attire should be worn at the health fair!

A. Group Activity (80 points = 11.1%)
Choose one of the following options:

Note: The chair of each committee is responsible for submitting a group report to Dr. Balinsky no later than March 30.

Group reports should include the following as appropriate:
* names of all group members
* meeting times (attendance at meetings)
* names of organizations contacted and if food/prize was donated
*list of locations where health fair was publicized
*copies of flyers used; draft of larger signs
*indication of thank you notes that were sent
*draft of bulletin boards

Co-coordinators: Individuals will work with Dr. Balinsky to oversee the planning, implementation, and evaluation of the health fair. Coordinators will have regular meetings with Dr. B, be responsible for running class health fair planning days, and work with the chairs of the other health fair groups. A separate rubric will be used to evaluate the co-coordinators.

** the chair of each group should make an appointment to talk with Dr. Balinsky

1. Bulletin Boards/Signs for Health Fair Tables
   The Health Fair bulletin board (Silcox Lobby) should be in place no later than 10 pm on Tuesday February 25, 2015. The board by Silcox 117 should be specific to our Public Health program.

   NOTE: Someone in this group MUST have access to a printer that will allow us to make appropriate size signs!

2. Campus Publicity
   Develop flyers, posters, and signs for campus and put them up at an appropriate time. Develop PSA e-mail to go to all students, faculty and staff. List the event on the College calendar. Utilize social media. The group should submit a copy of all flyers used, and a copy, sketch or picture of all other publicity materials as well as a list of dates and places this information was distributed. Remember to get approval to post flyers!

3. Food
   Solicit food donations for the health fair and plan for the gradual distribution of food at the health fair. Think healthy and easy to eat while standing! Also, work to get more food than you think could possibly be consumed!!!! Members will also work at the food table during the event. Start early!!!!!!

4. Raffle Items
   Solicit prizes to be raffled off at the health fair. Determine how the raffle will take place. Members will be in charge of running the raffle at the health fair.

5. T-shirts
   This group will be totally responsible for the health fair t-shirts. Find a company to do the shirts, determine color scheme and design with class input, have t-shirt designs approved by the College in a timely fashion, get size information from classmates, collect money, bring finished shirts to class.

6. Decorations
   This group will be responsible for designing decorations for the health fair based on the theme voted on by the class. They will also be responsible for creating the decorations and putting them up on health fair day.
B. **Diary** (20 points = 2.8%)  **Due 3-27**

*Diary:* Each student should keep a diary of all health fair related work that they have done throughout the semester. This should include, but not be limited to, time spent on your assigned health fair group, potential participant contacts, writing confirmation and thank you letters, etc. This does not have to be typed, however it does need to be easily readable! Use the form(s) provided.

*Note!* If you were in the food group or the raffle group, you should turn in the separate form Dr. Balinsky provided you in addition to the actual diary form. One copy of the food/raffle form should be given to your committee chairperson for the final report.

C. **Evaluation** (20 points = 2.8%)  **Due 3-27**

Type a two page summary evaluating the health fair and your role in it. This should include who you contacted for the event, your assigned group activities, as well as what you did on event day. Provide at least three things that you would have done differently for any aspect of the event.

D. **Peer Review** (10 points deducted if not completed)  **Due/Done in class on 3-20**

Complete a peer evaluation form for all members of your group, excluding yourself. It is important that you provide honest, accurate ratings. Consider issues of attendance at meetings, contribution, and participation. All scores from each group member will be averaged. Individual project grades will be determined using the following scale:

- Average of 90-100% = 100% of group grade
- Average of 85-89% = 95% of group grade
- Average of 80-84% = 85% of group grade
- Average of 75-79% = 80% of group grade
- Average of 65-74% = 70% of group grade
- Below 65% = 60% of group grade

8. **Health Lesson** (120 points = 16.7%)  **Due April 15, 17, 20, 22, 24**

In groups of four, present a sixteen to twenty (16-20) minute health lesson on a pre-approved health topic. Each person should speak for at least four minutes.

**Written information:** 50 points (7%) Make sure to look at the rubric!!!!

*A hard copy of all of the following should be submitted on the day of your presentation. You should have at least six sources and a works cited slide.*

1. a list of all equipment/materials needed
2. behavioral objective(s) for the lesson (A,B,C,D format)
3. outline of the lesson
   This should be detailed enough that you could pick this up one year later and have 90+% of your presentation prepared. A hard copy of a Power Point would be an acceptable outline. Be creative, use some type(s) of visuals. Video clips, if used, should be no longer than 1.5 minutes.
4. Submit three complete multiple choice questions based on your presentation. There should be three distractors along with the correct answer (be sure to identify the correct answer!). These questions should NOT be shared with your classmates!
These questions may be included on an in-class quiz or on the final exam.

**Oral presentation:** 50 points (7%)  
Evaluation will include:  
- Objective and importance of the lesson clearly stated  
- Lesson is well planned and organized  
- Appropriate/current information  
- Lesson is creative and age-appropriate with at least one visual  
- Personal qualities: poise, confidence, enthusiasm, voice  
- Seeks and answers questions appropriately  

Reminder: You can make an appointment at Speaking Lab to practice!

**Review of lesson video segment:** (20 points = 2.8%) **Due date: by noon 4-30**  
You need to meet with Dr. Balinsky and your partners to view the video tape of your health lesson and critically evaluate it. Discuss the strengths and weaknesses of the lesson as well as your personal strengths and weaknesses. Be prepared to discuss what changes you would make in your lesson if you were going to do this presentation again.  
**One point deducted for each minute you are late to the session.**

**Peer evaluation:** (10 points = 1.4%) **Due date: as assigned**  
Complete peer evaluation forms of assigned presentations. There should be a minimum of three comments/constructive criticisms as part of your evaluation. Zero points if you are not present at the start of class when you are to do an evaluation.

**QUizzes/Tests:** (100 points = 13.9%)  
These may be either in-class quizzes or on OAKS, announced or unannounced. Larger quizzes or tests will be announced.

**FINAL EXAM:** Information regarding the exam will be given prior to the exam. (100 points = 13.9%)

<table>
<thead>
<tr>
<th>EVALUATION SCALE:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100% = A</td>
<td>646-718</td>
</tr>
<tr>
<td>88-89% = A-</td>
<td>632-645</td>
</tr>
<tr>
<td>85-87% = B+</td>
<td>610-631</td>
</tr>
<tr>
<td>80-84% = B</td>
<td>574-609</td>
</tr>
<tr>
<td>78-79% = B-</td>
<td>560-573</td>
</tr>
<tr>
<td>75-77% = C+</td>
<td>538-559</td>
</tr>
<tr>
<td>&lt;62% = F</td>
<td>&lt;445</td>
</tr>
</tbody>
</table>

**EVALUATION CRITERIA:**  
- Resume 50 points 7.0%  
- Web Assignments 38 points 5.3%  
- Mini-lesson at Speaking Lab 60 points 8.4%  
- Health Fair (total = 120 points; 16.7%)  
  - Group Activity 80 points 11.1%  
  - Diary 20 points 2.8%  
  - Evaluation 20 points 2.8%  
- Health Lesson 100 points 13.9%  
  - Analysis of health lesson 20 points 2.8%  
  - Lesson peer evals (complete as assigned) 10 points 1.4%  
- Final Exam 100 points 13.9%
Bonus Point Option: This is totally voluntary. (5 points each)  

**Participate** in a community event
You may select **one** health promotion type event to participate in to earn five (5) bonus points. Bring some documentation of your participation.

<table>
<thead>
<tr>
<th>COURSE TOPICS: (Tentative)</th>
<th>1-12</th>
<th>Introduction and lab discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Learning Activities: lecture</td>
</tr>
<tr>
<td>1-14</td>
<td>Health Fair planning</td>
<td>Learning Activities: group work</td>
</tr>
<tr>
<td>1-16</td>
<td>Resumes Publications</td>
<td>Learning Activities: lecture, discussion, group work</td>
</tr>
<tr>
<td>1-19</td>
<td>NO CLASS (MARTIN LUTHER KING, JR. DAY)</td>
<td></td>
</tr>
<tr>
<td>1-21</td>
<td>Code of Ethics</td>
<td><strong>HW 1 due</strong></td>
</tr>
<tr>
<td></td>
<td>CHES</td>
<td>Learning Activities: lecture, discussion, group work</td>
</tr>
<tr>
<td>1-23</td>
<td>Health Fair Planning</td>
<td><strong>Trifold topic due</strong></td>
</tr>
<tr>
<td></td>
<td>Learning Activities: group discussion</td>
<td></td>
</tr>
<tr>
<td>1-26</td>
<td>The Case for Worksite Health Promotion</td>
<td><strong>Resume due</strong> Chap. 1</td>
</tr>
<tr>
<td></td>
<td>Learning Activities: discussion, group work</td>
<td></td>
</tr>
<tr>
<td>1-28</td>
<td>The Case for Worksite Health Promotion</td>
<td><strong>HW 2 due</strong></td>
</tr>
<tr>
<td></td>
<td>Learning Activities: discussion, group work</td>
<td></td>
</tr>
<tr>
<td>1-30</td>
<td>Ms. Meredith Baird (tentative)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Health and Fitness Director, Franke at Seaside</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning Activities: guest speaker</td>
<td></td>
</tr>
<tr>
<td>2-2</td>
<td>Health Fair Planning</td>
<td>Learning Activities: group activity</td>
</tr>
<tr>
<td>2-4</td>
<td>Health Disparities</td>
<td><strong>HW 3 due</strong> Chap. 2</td>
</tr>
<tr>
<td></td>
<td>Learning Activities: group activity</td>
<td></td>
</tr>
<tr>
<td>2-6</td>
<td>Health Disparities</td>
<td><strong>Trifold draft due</strong></td>
</tr>
<tr>
<td></td>
<td>Learning Activities: lecture, group activity</td>
<td></td>
</tr>
<tr>
<td>2-9</td>
<td>Theories and Models</td>
<td>Chap. 3</td>
</tr>
<tr>
<td></td>
<td>Learning Activities: discussion, group work</td>
<td></td>
</tr>
<tr>
<td>2-11</td>
<td>Theories and Models</td>
<td>Learning Activities: discussion, group work</td>
</tr>
<tr>
<td>2-13</td>
<td>Health Fair Planning</td>
<td></td>
</tr>
</tbody>
</table>
Learning Activities: group activity

2-16 Theories and Models
   Learning Activities: lecture, discussion, group work
   Chap. 3

2-18 Theories and Models
   Learning Activities: discussion, group work
   Chap. 3

2-20 Assessing Needs
   Learning Activities: lecture, discussion
   Chap. 4

2-23 Making Decisions
   CHES Competency I
   Learning Activities: lecture, discussion
   Chap. 5
   Tri-fold due

2-25 Planning, Purposes/Goals/Objectives
   Learning Activities: discussion, group work
   Chap. 5

2-27 Planning, Purposes/Goals/Objectives
   CHES competency II
   Learning Activities: lecture, discussion

3-2 NO CLASS (SPRING BREAK)

3-4 NO CLASS (SPRING BREAK)

3-6 NO CLASS (SPRING BREAK)

3-9 Health Fair Planning
   Learning Activities: group work

3-11 Ms. Rachael McNamara, CoC Health Educator (tentative)
   Learning Activities: guest speaker

3-13 CHES competencies/Case Studies
   Learning Activities: Group work

3-16 Health Fair Planning/Catch up day
   Learning Activities: group work, discussion

3-18 HEALTH FAIR!
   Learning Activities: group work

3-20 Discussion of health fair
   Complete peer evaluations in class
   Catch-up day

3-23 Implementation
   Learning Activities: lecture, discussion
   Chap. 6

3-25 CHES competency III/ Case studies
   Learning Activities: discussion, group work
   Last day to withdraw with a "W"
3-27 Advocacy  **HF Diary and Evaluation due**  Chap. 7  
Learning Activities: lecture, discussion

3-30 Communicating/Funding  **HF Group Report due**  Chap. 8,9  
CHES Competency VII  
Learning Activities: discussion, group work

4-1 Budgets  
Learning Activities: group work, discussion

4-3 Evaluating and Improving a Health Promotion Program  Chap. 10  
Learning Activities: group work, discussion

4-6 CHES competencies IV and V  
Learning Activities: group work, discussion

4-8 CHES Competency VI, Case studies  
Learning Activities: group work

4-10 *Grants and grant writing – CofC ORGA*  
*Susan Anderson*  
Learning Activities: guest speaker

4-13 Quiz on competencies IV-VII  
Learning Activities: group work

4-15 Presentations  
Learning Activities: student presentations

4-17 Presentations  
Learning Activities: student presentations

4-20 Presentations  
Learning Activities: student presentations

4-22 Presentations  
Learning Activities: student presentations  
NOTE: All lab materials must be submitted by 5:00 p.m. today

4-24 Presentations  
Learning Activities: student presentations

4-27 Review  
Learning Activities: student presentations

4-29 **Final Exam**  
(Wed) noon-3:00

4-30 NOT A CLASS DAY  
Review of lesson video completed by the end of today  
(Dr. Balinsky will provide a sign-up sheet)
ATTENDANCE: Attendance is required. You may have three unexcused absences without being penalized. All subsequent unexcused absences will result in a five point deduction per absence from your final point total. **If you are absent for any presentations, there will be a 10 point deduction per absence.** An excused absence includes illness, death of a family member or close friend, or issues dealt with through CARE. All excused absences must be supported by documentation.

NOTE: If you **come to class late**, it is **your** responsibility to make sure it has been noted.

MAKE-UP EXAMS: Make-up quizzes are given at the discretion of the professor. It is the student's responsibility to see the professor if a make-up is necessary.

ASSIGNMENTS: All assignments must be typed. Assignments are due when collected in class. There will be an **automatic five point deduction** if you have an **unexcused absence** on the due date and your assignment is not turned in by the time they are collected. There will be a penalty of ten points for every school day the assignment is late. **Points will be deducted for** errors in spelling, grammar and punctuation.

ELECTRONIC DEVICES: All electronic devices should be turned off during class and should be kept out of sight. This includes, but is not limited to, cell phones and MP3 players. If you choose to use such a device, you will be asked to leave the room.

STUDENTS WITH DISABILITIES: Any student eligible for and needing accommodations because of a disability is requested to speak with the professor during the first two weeks of class or as soon as the student has been approved for services so that reasonable accommodations can be arranged.

HONOR CODE: The College of Charleston has an honor code that expects students to govern their behavior. This honor code can be found in the current edition of the *Student Handbook*. 
Health Fair Diary

(If you are in the food or raffle groups ALSO attach a copy of your group contact form!)

<table>
<thead>
<tr>
<th>Date</th>
<th>Total Time</th>
<th>Description of Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total time spent on Health Fair (including time on health fair day: _____________)

Print additional pages as needed.