TIME: MWF 10:00 – 10:50 a.m.

PLACE: 111, Silcox Physical Education and Health Center

INSTRUCTOR: Susan E. Balinsky, DrPH, CHES

OFFICE HOURS: 8:45 a.m. – 9:45 a.m. Monday through Friday 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 215, HEAL 216, Junior status


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.


REFERENCES: Alb

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

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
3.11 Value multicultural perspectives and sensitivities on health

REQUIREMENTS: 27 % Quizzes and Exam
73 % Outside assignments and projects

DESCRIPTION OF PROJECTS:

1. Resume (50 points = 6.7%)  Due Sept. 5
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 a copy of the resume rubric

2. Web Assignments (typed) (44 points = 5.9%)

1. www.nchec.org (15; 2.0%)  Due Aug. 29
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 our field (4)

2. www.healthypeople.gov/document/ (16; 2.2%)  Due Sept. 3
In a paper, identify one thing that you learned from each tab from the main page (Home, About, 2020 Topics and Objectives, Data, Learn, Implement, Get Involved, Leading Health Indicators) (1.5 each = 12 points) and summarize how you can use this information in our field (4).

3. www.healthfinder.gov/ (13; 1.7%)  Due Sept. 10
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 October (i.e. Domestic Violence Awareness 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 = 8.0%)  
**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)  
* a completed self-evaluation form  
* a typed paper highlighting the strengths and weaknesses of your presentation (paragraphs, not bullets)  
* a **signature** by the consultant you worked with at the Speaking Lab

4. **Tri-fold** (120 points = 16.1%)  
**Due Dates:**  
<table>
<thead>
<tr>
<th>Topic: due 9-1</th>
<th>Draft: due 9-12</th>
<th>Final Copies: due 10-6</th>
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<td>(minus two points per each school day late)</td>
<td>20 points</td>
<td>100 points</td>
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<td>2.7%</td>
<td>13.4%</td>
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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** originals (these should be folded), one black and white copy (this can be on one or two sides), and one rubric (your names and intended audience should be listed).  

**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.

6. **Jump Rope for Heart** (JRfH) (40 points = 5.4%)  
Each student in the class should complete at least three (3) hours for the Jump Rope for Heart event to be held from 9:00 – 1:00 on Friday **October 3** in the Silcox Gym. You will be assigned to one of the following tasks based on your rank ordered preferences.  

**Tasks to be completed:** You will be assigned to a group  
1. Co-coordinator(s)  
2. Bulletin Board  
3. Recruiting participants (sororities, fraternities, athletic teams, etc.)  
4. Sign in sheets (participant and volunteer)  
5. Publicity  
   - Develop flyers, posters, and signs and put them up at an appropriate time  
6. Maintaining records and handling money
7. Set up and break down (work as you can, not a separate group, identify your
time spent doing this in your diary)

**Diary** (40 points = 5.4 %)  **Due 10-10**
Each student should keep a diary of all JRfH-related work. See form provided. Each student should spend a minimum of three hours on this event.

7. **Health Story/Comic Strip Project** (100 points = 10.8 %)  **Due 9-29**
Using Halftone and Pic Stitch, create an educational health story/comic strip on an approved health topic. Identify the target audience for this group. Grading criteria (rubric) will be posted on OAKS.

8. **Health Lesson** (130 points = 17.5 %)  **Due November 17, 19, 21, 24**
In groups of four, teach an **eighteen to twenty-two (18-22) minute** health lesson on a pre-approved health topic. Each person should speak for approximately five minutes.

Power Point presentations AND multiple choice questions should be emailed to Dr. Balinsky at least 24 hours prior to your presentation.

**Written information:** 50 points (6.7 %)
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**.

Submit three complete multiple choice questions based on your presentation. These questions may be included on an in-class quiz or on the final exam.

**Oral presentation:** 50 points (6.7 %)
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 = 2.7 %)  **Due date: by noon 12/10**
You need to meet with Dr. Balinsky and your partner 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 = 1.3%) Due date: as assigned
Complete a peer evaluation form for 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.

Peer review of presentation partners (10 points deducted if not completed) Due date: class period after your in-class presentation
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 presentation grades will be determined using the following scale:

<table>
<thead>
<tr>
<th>Average Range</th>
<th>Group Grade</th>
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<tbody>
<tr>
<td>90-100%</td>
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<td>85-89%</td>
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<td>80-84%</td>
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<td>65-74%</td>
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<td>Below 65%</td>
<td>60%</td>
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QUizzes/Tests: (100 points = 13.4%)
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 = 13.4%)

EVALUATION SCALE:
- 90-100% = A 669-744 70-74% = C 520-557
- 88-89% = A- 654-668 68-69% = C- 505-519
- 85-87% = B+ 632-653 66-67% = D+ 491-504
- 80-84% = B 595-631 64-65% = D 476-490
- 78-79% = B- 580-594 62-63% = D- 461-475
- 75-77% = C+ 558-579 <62% = F <461

EVALUATION CRITERIA:
- Resume 50 points 6.7%
- Web Assignments 44 points 5.9%
- Mini-lesson at Speaking Lab 60 points 8.0%
- Tri-fold 100 points 13.4%
  - Tri-fold Draft/self-evaluation 20 points 2.7%
- Jump Rope for Heart 40 points 5.4%
- Health Story/Comic Strip Project 100 points 10.8%
- Health Lesson 100 points 13.4%

*See section about group peer review impact on your grade
Analysis of health lesson 20 points 2.7%
Health Lesson peer eval (complete assigned) 10 points 1.3%
Quizzes/Tests 100 points 13.4%
Final Exam 100 points 3.4%
744 points

Bonus Point Options: This is voluntary. (5 points)
Participate in another community event
You may select one additional health promotion type event to participate in to earn five (5) bonus points. Bring some documentation of your participation.
COURSE TOPICS:  

8-20 Introduction to class  
Learning Activities: lecture  

8-22 Planning Jump Rope for Heart (JRfH)  
Learning Activities: group work  

8-25 HEAL 325 Lab informational session  
Learning Activities: Ms. Demarest  

8-27 Resumes  
Learning Activities: lecture, discussion, group work  

8-29 Code of Ethics  
CHES  
Learning Activities: lecture, discussion, group work  

9-1 Publications  
Jump Rope for Heart planning  
Learning Activities: group discussion  

9-3 The Case for Worksite Health Promotion  
Learning Activities: discussion, group work  

9-5 The Case for Worksite Health Promotion  
Learning Activities: discussion, group work  

9-8 Jump Rope for Heart planning (if needed)  
Health Disparities  
Learning Activities: group activity  

9-10 Health Disparities  
Learning Activities: group activity  

9-12 Discuss health story/comic strip project  
Theories and Models  
Learning Activities: discussion, lecture, group work  

9-15 Theories and Models  
Learning Activities: lecture, group activity  

* iPads available for pick-up at Addlestone Library Circulation Dept.  

9-17 Theories and Models  
Learning Activities: discussion, group work  

9-19 Release time to work on health story/comic strip project  
Learning Activities: out of class assignment  

9-22 Community Health, Mrs. Ackerman  
Learning Activities: guest speaker  

9-24 College Health Promotion, Ms. Rachael McNamara  
CoC Health Educator  
Learning Activities: guest speaker
9-26 Assessing Needs
Learning Activities: discussion, group work  Chap. 4

9-29 Show final health story/comic strip projects
Learning Activities: student presentations

10-1 Assessing Needs/CHES Competency I
Learning Activities: lecture, discussion  Chap.4

10-3 **Jump Rope for Heart**
Silcox Gym (set up at 8:30; event 9:00-1:00)

10-6 Making Decisions **Tri-fold due**  Chap. 5
Planning, Purposes/Goals/Objectives
Learning Activities: lecture, discussion

10-8 Planning, Purposes/Goals/Objectives
Learning Activities: discussion, group work

10-10 Planning, Purposes/Goals/Objectives/CHES competency II
Learning Activities: lecture, discussion  Diary due

10-13 *Working with an older population*
*Franke-at-Sea*de
Learning Activities: guest speaker

10-15 Case studies
Learning Activities: discussion, group work

10-17 Implementation  Chap. 6
Learning Activities: lecture, discussion

10-20 Implementation
Learning Activities: discussion, group work

10-22 Case Studies/CHES competency III
Learning Activities: group work, discussion

10-23 **Last day to withdraw with a "W"** (not a class day)

10-24 Advocacy  Chap. 7
Learning Activities: lecture, discussion

10-27 Communicating/Funding/ CHES competency VII  Chap. 8,9
Learning Activities: discussion, group work

10-29 Budgets
Learning Activities: group work, discussion

10-31 Evaluating and Improving a Health Promotion Program  Chap. 10
Learning Activities: group work, discussion
11-3   FALL BREAK – No class

11-5   CHES competencies IV, V
       Learning Activities: group work, discussion

11-7   Case studies
       Learning Activities: group work

11-10  CHES competency VI
       Learning Activities: group work

11-12  Quiz on competencies IV-VII
       Learning Activities: group work

11-14  *Grants and grant writing – CofC ORGA*
       *Susan Anderson Rivaleau*
       Learning Activities: guest speaker

11-17  Presentations
       Learning Activities: student presentations

11-19  Presentations
       Learning Activities: student presentations

11-21  Presentations
       Learning Activities: student presentations

11-24  Presentations
       Learning Activities: student presentations

11-26  Happy Thanksgiving

11-28  Happy Thanksgiving

12-1   Review
       Learning Activities: lecture, discussion, quiz

12-9   NOT A CLASS DAY
       Review of lesson video completed no later than noon today
       *(Dr. Balinsky will provide a sign-up sheet)*

**12-5  Final exam**
(Fri) 8:00 – 11:00 a.m.

**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.
<p>| <strong>MAKE-UP</strong> | 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. |
| <strong>EXAMS:</strong> | |
| <strong>ASSIGNMENTS:</strong> | 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. |
| <strong>ELECTRONIC DEVICES:</strong> | 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. |
| <strong>HONOR CODE:</strong> | 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. |</p>
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<th>Date</th>
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Total time spent on Jump Rope for Heart: _________________

Print additional pages as needed.