TIME: MWF 11:00 – 11:50 a.m.

PLACE: 111, 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 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.


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

CHES
COMPETENCIES:
1. Assess needs, assets, and capacity for health education
2. Plan health education
3. Implement health education
4. Conduct evaluation and research related to health education
5. Administer and manage health education
6. Serve as a health education resource person
7. Communicate and advocate health and health education

REQUIREMENTS: 28.5% Quizzes and Exam
71.5% Outside assignments and projects

DESCRIPTION
OF PROJECTS:
1. Web Assignments (typed) (52 points = 7.4%)
   1. www.nchec.org (15; 2.1%) Due Sept. 4
      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/ (23; 3.3%) Due Sept. 9
      Complete the worksheet found on OAKS and summarize how you can use this information in our field (4).

   3. www.healthfinder.gov/ (14; 2.0%) Due Sept. 16
      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).

2. Mini-lesson at Speaking Lab (60 points = 8.5%) 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).
   Monday, September 7th, 2015 - Monday, December 7th, 2015
Submit:
* note cards for your presentation (attach to other materials)
  You do NOT need to use these during the presentation, however I use
  use them to help ensure that you have prepared for the presentation.
  Large sheets of paper do NOT substitute for note cards.
* a completed self-evaluation form (found on OAKS)
* a signature by the consultant you worked with at the Speaking Lab
  (This is found on the bottom of the self-evaluation form)
* a typed paper highlighting the strengths and weaknesses of your
  presentation (paragraphs, not bullets), addressing issues
  above and beyond what is included in the self-evaluation form

3. **Tri-fold**  (120 points = 17.1%)

   **Due Dates:**
   - **Topic:** due 9-7  (minus two points per each school day late)
   - **Draft:** due 9-18  20 points  2.8%
   - **Final Copies:** due 10-12  100 points  14.2%

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 (these should be folded), one black and white copy (this can be on one or two sides), and two rubrics with your names and intended audience listed (one should be your).

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. This should be in black & white. You may choose to include a color copy for feedback on colors.

**Complete and submit a tri-fold rubric** (self-evaluation) of your draft.

4. **Jump Rope for Heart** (JRfH)  (40 points = 5.7%)

   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 2 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)  (10 am and 11 am)
2. Bulletin Board  (10 am)
3. Recruiting participants (sororities, fraternities, athletic teams, …)  (10 & 11 am)
4. Sign in sheets (participant and volunteer)  (10 am)
5. Deliver envelopes to faculty  (10 am)
6. Publicity  (11 am)
   Develop flyers, posters, and signs and put them up at an appropriate time
7. Maintaining records and handling money (11 am)
8. Go in to classes to discuss JRHF as needed (10 & 11 am)
9. Set up and break down (work as you can, not a separate group, identify your time spent doing this in your diary)

**Log of Hours** (where you can earn your 40 points) **Due 10-9**
Each student should keep a diary of all JRHF-related work. See form provided. Each student should spend a minimum of three hours on this event.

5. **Health Story/Comic Strip Project** (100 points = 14.2 %) **Due 10-6**
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.

6. **Health Lesson** (130 points = 18.5%) **Due Nov. 23, 30, Dec. 2, 4**
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. Dr. Balinsky will assign you a topic.

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 (7.1%)
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 (7.1%)
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 12/9**
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 = 1.4%)  
**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:** 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:

- 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

**QUIZZES/TESTS:** (100 points = 14.2%)  
These may be either in class quizzes or on OAKS, announced or unannounced  

**FINAL EXAM:**  
Information regarding the exam will be given prior to the exam. (100 points = 14.2%)  

<table>
<thead>
<tr>
<th>EVALUATION</th>
<th>CRITERIA:</th>
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<tbody>
<tr>
<td>90-100% = A</td>
<td>Web Assignments 52 points 7.4%</td>
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<tr>
<td>88-89% = A-</td>
<td>Mini-lesson at Speaking Lab 60 points 8.5%</td>
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<tr>
<td>85-87% = B+</td>
<td>Tri-fold 100 points 14.2%</td>
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<tr>
<td>80-84% = B</td>
<td>Tri-fold Draft/self-evaluation 20 points 2.8%</td>
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<tr>
<td>78-79% = B-</td>
<td>Jump Rope for Heart 40 points 5.7%</td>
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<tr>
<td>75-77% = C+</td>
<td>Health Story/Comic Strip Project 100 points 14.2%</td>
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<tr>
<td>&lt;62% = F</td>
<td>Health Lesson 100 points 14.2%</td>
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</tbody>
</table>

*See section about group peer review impact on your grade  
Review of health lesson 20 points 2.8%  
Health Lesson peer eval (complete assigned) 10 points 1.4%  
Quizzes/Tests 100 points 14.2%  
Final Exam 100 points 14.2%  
702 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.
Note: You may use Jump Rope for Heart, however you cannot “double dip” time

| COURSE TOPICS: | 8-26 | Introduction to class |
|               | Learning Activities: lecture |
|               | (Tentative) |
| 8-28 | HEAL 325 Lab informational session  |
|       | Mr. Gangarosa – lab opportunities  |
|       | Planning Jump Rope for Heart (JRH)  |
|       | Learning Activities: guest speaker, group work |
| 8-31 | Planning Jump Rope for Heart (JRH)  |
|       | Mr. Pohl – Qualtrics 360  |
|       | Learning Activities: lecture, discussion |
| 9-2 | Publications  |
|       | Learning Activities: lecture, discussion, |
| 9-4 | Code of Ethics  |
|       | CHES  |
|       | Learning Activities: lecture, discussion, group work |
| 9-7 | The Case for Worksite Health Promotion  |
|       | Jump Rope for Heart planning  |
|       | Learning Activities: group discussion |
| 9-9 | The Case for Worksite Health Promotion  |
|       | Learning Activities: discussion, group work |
| 9-11 | Working with an older population  |
|       | Lindsay Crews, Franke-at-Seaside  |
|       | Learning Activities: guest speaker |
| 9-14 | Jump Rope for Heart planning (if needed)  |
|       | The Case for Worksite Health Promotion  |
|       | Learning Activities: lecture, discussion, group activity |
| 9-16 | Health Disparities  |
|       | Learning Activities: group activity |
| 9-18 | Discuss health story/comic strip project  |
|       | Health Disparities  |
|       | Learning Activities: discussion, lecture, group work |
| 9-21 | Theories and Models  |
|       | Learning Activities: group activity  |
|       | *iPads available for pick-up at Addlestone Library Circulation Dept. |
| 9-23 | Theories and Models  |
|       | Learning Activities: discussion, group work |
| 9-25 | Release time to work on health story/comic strip project  |
|       | Learning Activities: out of class assignment |
9-28 Theories and Models  
Learning Activities: discussion, group work  
Chap. 3

9-30 Theories and Models  
Learning Activities: discussion, group work  
Chap. 3

10-2 **Jump Rope for Heart**  
*Silcox Gym (set up at 8:30; event 9:00-1:00)*

10-5 Assessing Needs  
Learning Activities: discussion, group work  
Chap. 4

10-6 **NOT a class day! Comic strips due to me by 4:00 pm in Power Point format**

10-7 Show final health story/comic strip projects  
Learning Activities: student presentations

10-9 Assessing Needs/CHES Competency I  
Learning Activities: lecture, discussion  
**Log of JR hours due**  
Chap. 4

10-12 Making Decisions  
Planning, Purposes/Goals/Objectives  
Learning Activities: lecture, discussion  
**Tri-fold due**  
Chap. 5

10-14 Planning, Purposes/Goals/Objectives  
Learning Activities: discussion, group work

10-16 Planning, Purposes/Goals/Objectives/CHES competency II  
Learning Activities: lecture, discussion

10-19 **Fall Break – no class**

10-21 Case studies  
Learning Activities: discussion, group work

10-23 *College Health Promotion, Ms. Rachael McNamara*  
CoC Health Educator  
Learning Activities: guest speaker  
Chap. 12

10-26 Implementation  
Learning Activities: lecture, discussion  
Chap. 6

10-28 Implementation  
Learning Activities: discussion, group work

10-29 **Last day to withdraw with a "W" (not a class day)**

10-30 Case Studies/CHES competency III  
Learning Activities: group work, discussion

11-2 Advocacy  
Chap. 7
Learning Activities: lecture, discussion

11-4 Communicating/Funding/ CHES competency VII
Learning Activities: discussion, group work
Chap. 8,9

11-6 Budgets
Learning Activities: group work, discussion
Chap. 6

11-9 Evaluating and Improving a Health Promotion Program
Learning Activities: group work, discussion
Chap. 10

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

11-13 Case studies
Learning Activities: group work

11-16 CHES competency VI
Learning Activities: group work

11-18 Quiz on competencies IV-VII
Learning Activities: group work

11-20 *Grants and grant writing – CofC ORGA*
*Susan Anderson Rivaleau*
Learning Activities: guest speaker

11-23 Presentations
Learning Activities: student presentations

11-25 Happy Thanksgiving

11-27 Happy Thanksgiving

11-30 Presentations
Learning Activities: student presentations

12-2 Presentations
Learning Activities: student presentations

12-4 Presentations
Learning Activities: student presentations

12-7 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)

12-11 **Final exam**
(Fri) noon – 3:00 pm
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.

CLASS EXPECTATIONS: Appropriate behavior is expected, and appropriate attire will be worn at all times. Any behavior or attire that detracts from the academic learning environment may result in the student being asked to leave class. Students who are asked to leave class will be counted absent for that day.

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.

SPECIAL NEEDS: 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.

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 pagers. No device should be used for wireless communication. Anyone found to be using a mobile device for voice, text, or email during class will be asked to leave and will be marked absent for that class.

HONOR CODE: The College of Charleston Honor Code and Academic Integrity

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Students should be aware that unauthorized collaboration--working together without permission--is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at [http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php](http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php)
Jump Rope for Heart Diary                  Name _______________________

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<tr>
<th>Date</th>
<th>Total Time</th>
<th>Description of Activity (be specific)</th>
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Total time spent on Jump Rope for Heart: ______________

Print additional pages as needed.