College of Charleston
HEAL 325 - 01 Health Promotion
FALL 2016  3 Credit Hours

TIME:        MWF 10:00 – 10:50 am
PLACE:       ROOM 111, Silcox Physical Education and Health Center
INSTRUCTOR:  Susan E. Balinsky, DrPH, CHES
OFFICE HOURS: Monday, Tuesday and Wednesday 1:30-2:30 pm
             Thursday 9:30-11:00 am
             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 and 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 implementation 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 one health promotion activity
STUDENT LEARNING OUTCOMES:
1. After completing the sessions on theories and models, students will earn at least 80% on the rubric measuring their ability to apply a theory/model to a specific setting.
2. Students will explain at least three reasons why employers should support having a health promotion program for their employees.
3. As part of a case study evaluation, students will identify at least three behavioral risk factors that contribute to a health problem identified in a sample population.
CEPH

As educated members of society, all undergraduates should be able to:

Competencies:

1. 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. 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. 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

1. Assess needs, assets, and capacity for health education
COMPETENCIES:

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:

29.9% Quizzes and Exam
70.1% Outside assignments and projects

DESCRIPTION OF PROJECTS:

1. Web Assignments (typed) (52 points = 7.6%)

1. [www.nchec.org](http://www.nchec.org) (15; 2.2%)
   Due Sept. 5
   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/](http://www.healthypeople.gov/) (23; 3.4%)
   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/](http://www.healthfinder.gov/) (14; 2.1%) 
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 September (i.e. National Childhood Obesity 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 = 8.8%) 
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).
Open September 5, 2016

Make sure that you review the video with your consultant!

The video must be submitted to the Speaking Lab dropbox on OAKS!

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 areas for improvement in your presentation (paragraphs, not bullets), addressing issues above and beyond what is included in the self-evaluation form

- See rubric for grading of this assignment

3. Tri-fold (120 points = 17.6%)

Due Dates: 
**Topic: due 9-7** (minus two points per each school day late)  
**Draft: due 10-10** 20 points 2.8%  
**Final Copies: due 10-24** 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.

**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.

Final Copies:
1. Submit three color originals (these should be folded)
2. one black and white copy (this can be on one or two sides)
3. a blank rubric with your names and intended audience listed
4. your graded tri-fold draft

Ten point deduction if these are not all submitted when collected in class.

4. Jump Rope for Heart (JRfH) (40 points = 5.7%)
   Each student in the class should complete at least one and a half (1.5) hours for the Jump Rope for Heart event to be held from 9:00 – 1:00 on Friday September 30 in the Silcox Gym.
   ***Every student is responsible for recruiting at least five individuals or groups to participate in JRfH (sororities, fraternities, athletic teams, ….) (10 & 11 am)

   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. Sign in sheets (participant and volunteer) (10 am)
4. Deliver envelopes to faculty (10 am)
5. Publicity (11 am)
   Develop flyers, posters, and signs and put them up at an appropriate time
6. Maintaining records and handling money (11 am)
7. Go in to classes to discuss JRfH as needed (10 & 11 am)
8. Make arrangements to have a table in Cougar Mall to collect donations/sell hearts (10 & 11 am – need to coordinate)
9. Set up and break down (work as you can, not a separate group, identify your time spent doing this in your log)

Log of Hours (where you can earn your 30 points) Due 10-9
Each student should keep a diary of all JRfH-related work including recruiting participants. See form provided at the end of this syllabus. Each student should spend a minimum of two hours on this event.

5. Health Story/Comic Strip Project (100 points = 14.2%) Due 10-6
   Working in groups of two, using Halftone and Pic Stitch, create an educational health story/comic strip on an approved health topic. These will be submitted to Dr. B and presented in class. Identify the target audience for this group. Grading criteria (rubric) will be posted on OAKS.

6. Health Lesson (130 points = 18.5%) Due Nov. 18, 21, 28,30 Dec. 2
   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 (in .pptx format) 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.

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 suggestions 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:
   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. (110 points = 15.7%)

EVALUATION SCALE:

90-100% = A 631-702 70-74% = C 491-525
88-89% = A- 617-630 68-69% = C- 477-490
85-87% = B+ 596-616 66-67% = D+ 463-476
80-84% = B 561-595 64-65% = D 449-462
78-79% = B- 547-560 62-63% = D- 435-448
75-77% = C+ 526-546 <62% = F <435

EVALUATION CRITERIA:

Web Assignments 52 points 7.4%
Mini-lesson at Speaking Lab 60 points 8.5%
Tri-fold 100 points 14.2%
Tri-fold Draft/self-evaluation 20 points 2.8%
Jump Rope for Heart 30 points 5.7%
Health Story/Comic Strip Project 100 points 14.2%
Health Lesson 100 points 14.2%

*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 110 points 15.7%

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. Attending a seminar, etc. does NOT count.

Note: You may use Jump Rope for Heart, however you cannot “double dip” time

COURSE TOPICS: (Tentative)

8-24 Introduction to class
  Learning Activities: lecture

8-26 HEAL 325 Lab informational session
  Arly Douglass, Qualtrics 360 administrator
  Mr. Ganagerosa – lab opportunities
  Learning Activities: guest speaker, group work

8-29 Planning Jump Rope for Heart (JRfH)
  Publications
  Learning Activities: discussion, lecture

8-31 Publications
  Code of Ethics
  Learning Activities: lecture, discussion, group work

9-2 Jump Rope for Heart planning
  Learning Activities: lecture, discussion, group work
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-5</td>
<td>CHES HW 1 due</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Health Disparities</td>
<td>Learning Activities: lecture, group work</td>
</tr>
<tr>
<td>9-7</td>
<td>Health Disparities Trifold topic due Chap. 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning Activities: discussion, group work</td>
<td></td>
</tr>
<tr>
<td>9-9</td>
<td>Assessing Needs HW 2 due Chap. 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning Activities: lecture, discussion</td>
<td></td>
</tr>
<tr>
<td>9-12</td>
<td>Discuss health story assignment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jump Rope for Heart, if needed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning Activities: discussion, group activity</td>
<td></td>
</tr>
<tr>
<td>9-14</td>
<td>Assessing, CHES I Chap. 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning Activities: group activity</td>
<td></td>
</tr>
<tr>
<td>9-16</td>
<td>Planning, Planning Models HW 3 due Chap 2,3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning Activities: lecture, discussion, group work</td>
<td></td>
</tr>
<tr>
<td>9-19</td>
<td>Working with an older population</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lindsay Crews, Franke-at-Seaside</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning Activities: guest speaker</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*iPads available for pick-up at Addlestone Library Circulation Dept.</td>
<td></td>
</tr>
<tr>
<td>9-21</td>
<td>Planning Models Chap. 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning Activities: discussion, group work</td>
<td></td>
</tr>
<tr>
<td>9-23</td>
<td>Release time to work on health story/comic strip project</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning Activities: out of class assignment</td>
<td></td>
</tr>
<tr>
<td>9-26</td>
<td>Planning Models, CHES II Chap. 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning Activities: discussion, group work</td>
<td></td>
</tr>
<tr>
<td>9-28</td>
<td>Theories Chap. 7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning Activities: discussion, group work</td>
<td></td>
</tr>
<tr>
<td>9-30</td>
<td>Jump Rope for Heart Silcox Gym (set up at 8:30; event 9:00-1:00)</td>
<td></td>
</tr>
<tr>
<td>10-3</td>
<td>Theories Chap. 7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning Activities: discussion, group work</td>
<td></td>
</tr>
<tr>
<td>10-5</td>
<td>Mission Statements, Goals &amp; Objectives Chap. 6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning Activities: lecture, discussion</td>
<td></td>
</tr>
<tr>
<td>10-6</td>
<td>NOT a class day! Comic strips due to me by noon in Power Point Format (.pptx)</td>
<td></td>
</tr>
<tr>
<td>10-7</td>
<td>Show final health story/comic strip projects Log of JR hours due</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning Activities: student presentations</td>
<td></td>
</tr>
</tbody>
</table>
10-10 Mission Statements, Goals & Objectives
Learning Activities: lecture, discussion

Trifold draft due (iPads due back to Addlestone Library)

10-12 Ashley Galloway (tentative)
Learning Activities: guest speaker

10-14 Interventions
Learning Activities: lecture, discussion

10-17 Implementation
Learning Activities: lecture, discussion

Chap. 12

10-19 Implementation/ CHES III
Learning Activities: discussion, group work

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

10-24 Evaluation
Learning Activities: lecture, discussion

Trifold due
Chap. 13/14

10-26 Evaluation/ CHES IV
Learning Activities: discussion, group work

10-27 Last day to withdraw with a "W" (not a class day)

10-28 College Health Promotion, Ms. Rachael McNamara
CofC Health Educator
Learning Activities: guest speaker

10-31 Case Studies
Learning Activities: group work

11-2 Catch up day/ CHES quiz I-IV
Learning Activities: discussion, group work

11-4 Administer and Manage/ CHES V
Learning Activities: group work, discussion

11-7 Fall Break

11-9 Serve as a Resource Person/ CHES VI
Learning Activities: group work, discussion

11-11 Communicate, Promote and Advocate/ CHES VII
Learning Activities: group work, discussion

11-14 Grants and Grant Writing – Susan Anderson, CofC ORGA
Learning Activities: group work

11-16 Case Studies / Quiz on CHES IV-VII
Learning Activities: group work, quiz
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. 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.

ACADEMIC SUPPORT SERVICES: The Center for Student Learning (CSL), located on the first floor of the library, offers a wide variety of tutoring and other academic resources that support many courses offered at the College. Services include walk-in tutoring, by appointment tutoring, study strategies, Appointments, Peer Academic Coaching (PAC), and Supplemental Instruction (SI). All Services and lab schedules are posted on the CSL website http://csl.cofc.edu, or call 843.953.5635 for information.

HONOR CODE & 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.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XXF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the XX to be expunged. The F is permanent. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

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.
Jump Rope for Heart Hours log  

<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>

List 5 people or groups you recruited to come to participate in Jump Rope for Heart

1
2
3
4
5

Total time spent on JRfH (including time on event day): ________________