College of Charleston
HEAL 325 Health Promotion
SPRING 2014 3 Credit Hours

TIME: MWF 10:00 – 10:50 am
PLACE: ROOM 409, Silcox Physical Education and Health Center
INSTRUCTOR: Susan E. Balinsky, DrPH, CHES
OFFICE HOURS: 11:00-11:45 MWF, 10:00-11:00 TR 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 (if Public Health major)


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:

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: 23.9 % Quizzes and Exam
76.1% Outside assignments and projects

DESCRIPTION OF PROJECTS:

1. **Resume** (50 points = 6%) Due Jan. 22
   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/](http://www.cofc.edu/~career/))
   ***Print and attach
   1) a blank copy of the resume rubric and
   2) a resume rubric that you have self-scored (include total points)

2. **Web Assignments (typed)** (38 points = 6.1%)
   - For each of the websites listed below (1 paragraph each)
     - summarize what was at this site
     - summarize how you can use this information in our field
   - For assignments 1 and 3 also complete the requested material.
   1. [www.nchec.org](http://www.nchec.org) (16; 1.9%)
      a. What is the next test date for the CHES exam?
      b. What publications does the NCHEC offer for those preparing for the exam?
      c. What qualifications do you need to sit for the exam?
      d. What is the process one must complete to take the CHES exam?
      Due Jan. 15
   2. [www.healthypeople.gov/document/](http://www.healthypeople.gov/document/) (8; 1%)
      Due Jan. 24
   3. [www.healthfinder.gov/](http://www.healthfinder.gov/) (8/6; 1.7%)
      Due Feb. 14
      In addition to the two paragraphs,
      a. On home page, go to green highlighted section, myhealthfinder.
         a. Identify what age and gender you select
            i. List three (3) things the doctors recommend that all do
            ii. List three (3) things that doctors recommend some do
      b. Go to National Health Observances
         a. Click on 2014 NHO calendar
i. Identify one observance for each of the following months: February, March and April

3. **Mini-lesson at Speaking Lab**  (60 points = 7.2%)  **DUE: As assigned**

   Complete a ten to fifteen (10-15) minute video-taped presentation at the College of Charleston Speaking Lab (1st floor Addlestone Library). Appointments are recommended but not 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 person you worked with at the Speaking Lab

4. **Tri-fold**  (120 points = 14.3%)

   **Due Dates:**
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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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   **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,** one black and white copy, and one rubric. **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 (20th annual)**  (100 points = 13.2%)  **Group Reports due**

   A. **Group Activity**  (80 points = 10%)

   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 April 1.

   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**
   Two bulletin boards to be in place no later than 10 pm on Tuesday March 1, 2013.
   - The Silcox lobby board should be specific to this health fair.
   - 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.

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.

B. **Diary** (20 points = 2.5%) **Due 4-1**
   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 option A above, 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.

C. **Evaluation:** (20 points = 2.5%) **Due 4-1**
   Type a two page summary evaluating the health fair and your role
in it. What things would you have done differently?

D. Peer Review  (10 points deducted if not completed)  Due/Done in class on 3-21

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 = 14.1%)  Due April 11, 14, 16, 18, 21, 23

In groups of three, teach a fifteen to twenty (15-20) minute health lesson on a pre-approved health topic. Each person should speak for approximately five minutes.

Written information: 50 points (6%) Make sure to look at the rubric!!!!

* A hard copy of all of the following should be submitted on the day of your presentation.
  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 (6%)

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 = 2.3%)  Due date: by noon 4/29

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 = 1.2%)  Due date: as assigned
Complete a peer evaluation form 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 = 11.9%)
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 = 11.9%)

EVALUATION SCALE:

<table>
<thead>
<tr>
<th>Grade</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
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<tr>
<td>A-</td>
<td>88-89%</td>
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<td>C</td>
<td>70-74%</td>
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<td>D</td>
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<td>D-</td>
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EVALUATION CRITERIA:

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<tr>
<th>Activity</th>
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<tbody>
<tr>
<td>Resume</td>
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<tr>
<td>Web Assignments</td>
<td>38</td>
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<td>Mini-lesson at Speaking Lab</td>
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<tr>
<td>Tri-fold</td>
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<td>Tri-fold Draft</td>
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<td>Health Fair (total = 120 points; 15%)</td>
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<tr>
<td>Group Activity</td>
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<td>Quizzes/Tests</td>
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Bonus Point Options: These are all totally voluntary.  (5 points each)
1. Jump Rope for Heart
   February 15 between 9 am and 2 pm in the Silcox Gym.  You must participate (jump/turn) for at least 30 minutes and collect at least fifteen dollars ($15) in contributions for the American Heart Association.  Turn your money in at the event.  You may turn in cash (no coins!) or checks made to the American Heart Association.

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:  1-8  Introduction and lab discussion
(Tentative)  Learning Activities: lecture
1-10 Health Fair planning  
Learning Activities: group work

1-13 PH Candidate, Dr. Harmon  
Resumes  
Learning Activities: lecture, discussion, group work

1-15 Publications  
Code of Ethics  
CHES  
Learning Activities: lecture, discussion, group work

1-17 Health Fair Planning  
Learning Activities: Trifold topic due  
Learning Activities: group discussion

1-20 NO CLASS (MARTIN LUTHER KING, JR. DAY)

1-22 PH Candidate, Dr. King  
The Case for Worksite Health Promotion  
Resume due  
Learning Activities: discussion, group work

1-24 PH Candidate, Dr. Lindley  
The Case for Worksite Health Promotion  
HW 2 due  
Learning Activities: discussion, group work

1-27 Dr. Deb Miller, PhD, MCHES  
Health and Fitness Director, Franke at Seaside  
Learning Activities: guest speaker

1-29 Health Fair Planning  
Learning Activities: group activity

1-31 PH Candidate, Dr. Henning  
Health Disparities  
Learning Activities: group activity  
Chap. 2

2-3 Health Disparities  
Trifold draft due  
Learning Activities: lecture, group activity

2-5 Theories and Models  
Learning Activities: discussion, group work  
Chap. 3

2-7 Channing Proctor, Charleston Miracle League  
Learning Activities: guest speaker

2-10 Health Fair Planning  
Learning Activities: group activity

2-12 Theories and Models  
Learning Activities: lecture, discussion, group work  
Chap. 3

2-14 Theories and Models  
HW 3 due  
Learning Activities: discussion, group work  
Chap. 3
2-17 Assessing Needs
Learning Activities: lecture, discussion

2-19 Making Decisions
Planning, Purposes/Goals/Objectives
Learning Activities: lecture, discussion

2-21 Planning, Purposes/Goals/Objectives
Learning Activities: discussion, group work

2-24 Health Fair Planning
Learning Activities: group work

2-26 CHES competencies/Case Studies
Learning Activities: Group work

2-28 Planning, Purposes/Goals/Objectives
Learning Activities: lecture, discussion

3-3 NO CLASS (SPRING BREAK)

3-5 NO CLASS (SPRING BREAK)

3-7 NO CLASS (SPRING BREAK)

3-10 Health Promotion in Diverse Settings
Martha Dunlap, DHEC
Learning Activities: guest speaker

3-12 Implementation
Learning Activities: lecture, discussion

3-14 CHES competencies/Case studies
Learning Activities: discussion, group work

3-17 Advocacy
Learning Activities: lecture, discussion

3-19 HEALTH FAIR!
Learning Activities: group work

3-21 Discussion of health fair
Complete peer evaluations in class
Catch-up day

3-24 Learning Activities: lecture, discussion

3-24 Communicating/Funding
Learning Activities: discussion, group work

Last day to withdraw with a "W"
3-26  Budgets  
Learning Activities: group work, discussion

3-28  Evaluating and Improving a Health Promotion Program  
Learning Activities: group work, discussion  
Chap. 10

3-31  CHES competencies  
Learning Activities: group work, discussion

4-2  Case studies  
Learning Activities: group work

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

4-7  CHES competencies  
Learning Activities: group work

4-9  Quiz on competencies IV-VII  
Learning Activities: group work

4-11  Presentations  
Learning Activities: student presentations

4-14  Presentations  
Learning Activities: student presentations

4-16  Presentations  
Learning Activities: student presentations

4-18  Presentations  
Learning Activities: student presentations

4-21  Presentations  
Learning Activities: student presentations

4-23  Presentations  
Learning Activities: student presentations

4-25  Final Exam  
(Fri) 8:00-11:00

4-29  NOT A CLASS DAY  
Review of lesson video completed no later than noon 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.

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 SERVICE ACTIVITY TIME LOG

(for PE/HP students only)

<table>
<thead>
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<th>NAME OF ORGANIZATION</th>
<th>DATE</th>
<th>TIME IN</th>
<th>TIME OUT</th>
<th>TOTAL HOURS</th>
<th>AUTHORIZED SIGNATURE</th>
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Jump Rope for Heart Diary  
Name __________________

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<th>Date</th>
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<th>Description of Activity</th>
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Total time spent on Jump Rope for Heart: ________________

Print additional pages as needed.