TIME: MWF 10:00 – 10:50 am

PLACE: ROOM 409, Silcox Physical Education and Health Center

INSTRUCTOR: Susan E. Balinsky, DrPH, CHES

OFFICE HOURS: Monday 1:30-2:30, Tuesday and Thursday 9:00-11:00, Friday 11:15-11:45 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

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 on a quiz.
2. Students will explain at least three reasons why employers should support having a health Promotion program for their employees on a quiz or exam.
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
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

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:

29.3% Quizzes and Exam
70.7% 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 Jan. 13
      
      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 Jan. 25
      
      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 Feb. 1
      
      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 = 8.8%)  **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 Thursday January 21, 2016 – April 21, 2016

   Make sure that you review the video with your consultant!

   **Submit:**

   * note cards for your presentation (attach to other materials)  
   You do NOT need to use these during the presentation, however I 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 = 17.6%)

   **Due Dates:**  
   **Topic:** due 1-20 (minus two points per each school day late)  
   **Draft:** due 2-3 20 points 2.8%  
   **Final Copies:** due 2-19 100 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.

5. **Health Fair (21st annual)** (120 points = 17.6%)  **Group Reports due 4-8**
   DATE: Wednesday March 30  (clear your schedule this day!)
   NOTE: Appropriate attire should be worn at the health fair!

A. **Group Activity**  (80 points = 11.7%)
   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 8.

   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 Board/Signs for Health Fair Tables**
   The Health Fair bulletin board (Silcox Lobby) should be in place no later than 8 am on Tuesday March 1, 2016.

   NOTE: Someone in this group should have access to a printer that will allow us to make appropriate size signs! Signs may be hand done which is time consuming and they must look professional/appropriate.

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. Run 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
Design decorations for the health fair based on the class determined theme. Creating the decorations and put them up on health fair day. Remember that we have no budget.

B. Diary (20 points = 2.8%)
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%)
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 specific things that would you have done differently for any aspect of the event.

D. Peer Review (10 points deducted if not completed) Due/Done in class on 4-1
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
8. **Health Lesson** (120 points = 16.7%)  **Due April 11, 13, 15, 18, 20**

In groups of four, present a **seventeen to twenty-one (16-20) minute** health lesson. Each person should speak for at least four minutes. Each group will draw the public health topic that they will present to the class. Be creative, use some type(s) of visuals. Video clips, if used, should be no longer than 1.5 minutes.

Power Point presentations (in .pptx format) should be emailed to Dr. Balinsky at least 24 hours prior to your presentation. Points will be deducted if it is submitted late or not in .pptx format.

**Written information:** 50 points (7.3%)  **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. Copy of your Power Point presentation – must be in .pptx format! Print in black and white or color, however it must be readable. Six slides per page.
2. behavioral objective(s) for the lesson (A,B,C,D format)
3. a list of all equipment/materials needed including things such as a computer, projector, internet access, etc.
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!). True/False questions are not considered to be multiple choice. These questions should NOT be shared with your classmates!

**Oral presentation:** 50 points (7.3%)

1. Look at the rubric for grading criteria

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

**Review of lesson video segment:** (20 points = 2.9%)  **Due date: by noon 4-29**

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 = 1.5%)  **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 = 14.7%)
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 = 14.7%)

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<tr>
<th>EVALUATION</th>
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<td>90-100%</td>
<td>Web Assignments</td>
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<td>52 points</td>
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<td>88-89%</td>
<td>Mini-lesson at Speaking Lab</td>
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<td>Tri-fold</td>
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<td>78-79%</td>
<td>Health Fair (total = 120 points; 16.7%)</td>
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<td>Group Activity</td>
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 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. Provide some documentation of your participation. Due by April 20.
i.e. Jump Rope for Heart February 19 Silcox Gym

COURSE TOPICS: 1-8 Introduction and lab discussion
(Tentative)
Mr. Gangarosa – volunteer options for lab
Learning Activities: lecture

1-11 Arly Douglass, Qualtrics Administrator
Health Fair planning
Learning Activities: group work, guest speaker

1-13 Publications   HW 1 due
Learning Activities: lecture, discussion, group work

1-15 Health Fair planning
Learning Activities: group work

1-18 NO CLASS (MARTIN LUTHER KING, JR. DAY)

1-20 Health Fair Planning  Trifold topic due
Learning Activities: group discussion

1-22 The Case for Worksite Health Promotion  Chap. 1
Learning Activities: discussion, group work

1-25 The Case for Worksite Health Promotion  HW 2 due
Learning Activities: discussion, group work

1-27 Health Fair Planning
Learning Activities: group activity

1-29 Health Disparities
Learning Activities: group activity

2-1 Health Disparities  HW 3 due  Chap. 2
Learning Activities: lecture, group activity

2-3 Theories and Models  Trifold draft due  Chap. 3
Learning Activities: discussion, group work

2-5 Ms. Rachael McNamara, CoC Health Educator
Learning Activities: guest speaker

2-8 Theories and Models
Learning Activities: discussion, group work

2-10 Health Fair Planning
Learning Activities: group activity

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

2-15 Theories and Models
Learning Activities: discussion, group work

2-17 Assessing Needs
Learning Activities: lecture, discussion  Chap.4

2-19 Making Decisions  Tri-fold due  Chap. 5
CHES Competency I
Learning Activities: lecture, discussion

2-22 Planning, Purposes/Goals/Objectives
Learning Activities: discussion, group work  Chap. 5
2-24 Planning, Purposes/Goals/Objectives
CHES competency II
Learning Activities: lecture, discussion

2-26 Lindsay Crews, Health and Fitness Supervisor, Franke-at-Seaside (tentative)
Health Fair Planning, if needed
Case study
Learning Activities: group work

2-29 Implementation
Chap. 6
Learning Activities: lecture, discussion

3-2 CHES competency III/ Case studies
Learning Activities: discussion, group work

3-4 Quiz
Health Fair Planning/Catch up day
Learning Activities: group work, discussion

3-7 NO CLASS (SPRING BREAK)

3-9 NO CLASS (SPRING BREAK)

3-11 NO CLASS (SPRING BREAK)

3-14 Advocacy
Chap. 7
Learning Activities: lecture, discussion

3-16 Communicating/Funding
CHES Competency VII
Chap. 8,9
Learning Activities: discussion, group work

3-18 Budgets
Learning Activities: group work, discussion

Last day to withdraw with a "W"

3-21 Health Fair planning
Learning Activities: group work

3-23 Evaluating and Improving a Health Promotion Program
Chap. 10
Learning Activities: group work, discussion

3-25 CHES competencies IV and V
Learning Activities: group work, discussion

3-28 CHES Competency VI, Case studies
Learning Activities: group work

3-30 HEALTH FAIR!
Learning Activities: group work

4-1 Discussion of health fair
Complete peer evaluations in class
Catch-up day
4-4 Grants and grant writing – CofC ORGA
Susan Anderson
Learning Activities: guest speaker

4-6 Quiz on competencies IV-VII
HF Diary and Evaluation due
Learning Activities: group work

4-8 Case study
HF Group Report due
Learning Activities: group work

4-11 Presentations
Learning Activities: student presentations

4-13 Presentations
Learning Activities: student presentations

4-15 Presentations
Learning Activities: student presentations

4-18 Presentations
Learning Activities: student presentations

4-20 Presentations
Learning Activities: student presentations

NOTE: All lab materials must be submitted by 4:00 p.m. today

4-21 Note: this is a Thursday however is a Monday schedule!
Review
Course Evaluations
Learning Activities: student presentations

4-25 Final Exam
(Mon) 8:00 am – 11:00 am

4-29 NOT A CLASS DAY
Review of lesson video completed by 5 pm 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 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

Name __________________

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

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

Print additional pages as needed.