

Fall 2015

EDHS 4301

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University of New Orleans

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Conceptual Framework:



Our conceptual framework, the theory-practice-research interaction model, permeates the programs preparing candidates for professional roles in school settings. As candidates progress through their professional studies, they are introduced to formal theories and concepts that are validated by research, which along with their personally held beliefs and assumptions, inform their professional practice. As candidates engage in various field experiences included in their program of study, observation and study of professional practices inform and refine the educational health theories and concepts they construct. Our goal is to have our candidates internalize the theory-practice-research interaction model, as they develop into reflective practitioners constantly reassessing the educational health theories, beliefs, and assumptions they embrace.

EDHS 4301 METHODS OF HEALTH EDUCATION

Schedule: Tuesday, 4:00pm – 6:45pm
Professor: Carlen L McLin, Dr.PH, MPH, R.Ph.
Office: ED-348P
Phone: (504) 280-1030
Office Hours: Tuesdays & Thursdays 9:00am – 11:00am;
Wednesday 10am–12 pm or Monday & Friday by appointment
Email: cmclin@uno.edu

Course Description and Focus:

This course will review the fundamental concepts of health education and health promotion. The primary focus of this course will be a study of health behavior theories and models and their application to development of effective health promotion programs directed toward individuals and groups. Additionally, health education skills and techniques will be introduced.

Course goal: To enable participants to outline the use and application of health behavior theories and models. Students will be able to discuss and implement activities including research needs, goals and objectives, target populations, budgets, monitoring and evaluation, communication channels, and sustainability.

Objectives: At the end of this course the participant will be able to:

1. Describe basic components of health, disease, illness, and preventive medicine
2. Describe how theories are used in health education and health promotion
3. Discuss the various health behavior theories introduced.
4. Utilize the various health behavior theories to identify the target behaviors for health education and promotion intervention.
5. Apply the various health behavior theories to developing frameworks for health education and promotion program planning and evaluation.
6. Develop a hypothetical theory-based health promotion intervention.
7. Apply health behavior theories and models to a 4-5 person team project.

Required Textbook:

Health Behavior Theory for Public Health: Principles, Foundations and Applications by DiClemente, Ralph J., Salazar, L., Crosby, R.A., Jones & Bartlett Learning. ISBN-13: 978-0-7637-9753-9

Periodically, you may be assigned additional readings. **It is your responsibility to read all materials prior to class**

Course Format: Course lectures, discussions and materials will include:

- Presentation of health behavior *theory*, including mapping the environment, audience identification and analysis, establishing objectives and goals, frameworks including behavior economics, budgeting and evaluation
- In-depth case analysis and discussion
- Issues for discussion with each chapter
- A team *project* requiring students to apply theories to health promotion programs
- The *Moodle* system will also be used to post news updates, PowerPoint slides, assignments, and grades. Please learn to access the system.

Expectations of Students regarding the course: Students are expected to:

Reading: Students are responsible for the interpretations of all assigned readings, including chapter assignments, handouts, and outside readings. However, not all reading materials will be covered in class. More time may be spent on certain topics covered in the reading materials than others. Read carefully and critically. Pay close attention to main headings, and study key words, tables, and figures. Identify questions for class. Prior reading will provide you with a basis to be an active participant in class activities.

Attendance: Students are expected to prepare for and attend all class sessions and complete all assignments. Contributing to the class discussions is expected as well. Remember poor attendance, tardiness, and lack of readiness for class will affect your grade. To realize the full benefits from this course, attendance and participation is important. Attendance will be taken every class.

Activities/

Homework: Students are expected to do their best work. Assignments will be collected at the beginning of class on their due dates. Ten points per day will be deducted on assignments submitted late. Class participation activities will not be accepted after their due date and cannot be made up. Make back-up copies of all your work. Major assignments will not be returned. All assignments must be typed, double spaced in 12 point font.

Exams/
Quizzes Students who arrive after the first person completes their quiz or exam will not be allowed to sit for that quiz or examination. I will discuss the answers to all exams and quizzes in class. Do not ask me to go over exams and quizzes on a tutorial basis. It is your responsibility to review your grade on each exam, quiz, exercise activity, etc. when they are returned. All exams, if distributed, are to be returned to the instructor after review in class. Failure to return the exam will lead to a failing grade for that exam. Exams will be primarily in a multiple choice format, with some matching, and possible short answer questions. **THERE ARE NO MAKEUP EXAMS** regardless of the reason that you have missed the exam. If for some reason, a student should miss more than one exam, the second missed exam will be counted as zero (unless there are extraordinary extenuating circumstances).

Course Evaluation:

	Possible Points	Grading Scale	
Exam 1/ Mid –Term	100	A	100-90
Exam 2	100	B	89-80
Activities/Homework/ Quizzes	50	C	79-70
Attendance	25	D	69-60
Final Exam	100	F	<60
Program Evaluation Project	100		
(Written Report 75% + Oral Presentation 25%)			

Exams: The two exams cover technical specifications of as presented in the text, lectures, and supplement materials posted on Moodle and distributed in class. Please bring scantron sheet and two sharpen #2 pencils and a functional eraser.

Course Etiquette: As a courtesy to the class members and the instructor:

- Please do your best to arrive to class on time. If emergencies do arise (and situations will always occur), enter the classroom from the back door to minimize the interruption to the class.
- To minimize disruptions students are asked to arrive to class a few minutes early so that we can start on time. I recommend that you arrive to class 10 minutes early on the day of exams.
- Abide by the UNO policy on Cell Phone Use which is that” while a class is in progress, all wireless devices must be turned off or switched to their silent mode. Any audible signal, ringing, or otherwise, transmitted by an electronic or wireless device, whether during an instructional class or while in the Library, is strictly prohibited...Further, talking on cellular phones while in attendance of an instructional class....is strictly prohibited.
- Do not leave class early or exit and re-enter the room during the class meeting. Failure to stay for the entire class meeting will be considered an absence
- Discussion is an important element of the course. We learn from each other, so please participate, be respectful of other people's viewpoints, and avoid language (verbal or non-verbal) that may discourage someone from expressing their perspective.

Important Note about Academic Dishonesty:

Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. Refer to the UNO Judicial Code for further information

at http://www.studentaffairs.uno.edu/studentpolicies/policymanual/judicial_code_pt1.cfm

Any occurrences of academic dishonesty will handled according to the guidelines in the UNO Judicial Code and can result in failure of assignments or the course.

Note regarding Special Accommodations: Any student with a documented physical, learning or other disability will receive the academic modifications for which they are legally entitled. The student is responsible for contacting the Office of Student Disability Services (UC-260) at 504-280-6222 to complete registration and obtain assistance.

The Office of Disability Services (ODS), in conjunction with the Office of Academic Affairs Campus administrative policy regarding the accommodations of students with disabilities, has two primary objectives: 1) to ensure compliance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) in regard to equal access for qualified students to academic programs; and 2) to uphold the academic integrity of UNO. When these two objectives are met, those students who qualify for services based on clear, comprehensive, and relevant documentation will receive those services or academic modifications for which they are legally entitled.

Proposed Schedule *

Dates	Chapter Discussion	Team Project Milestones
Aug 25	Introduction to the Course Chapter 1: Health Behavior in the Context of the "New" Public Health	Course Syllabus and Schedule
Sept 1	Chapter 2: How Theory Informs Health Promotion and Public Health	
Sept 8	Chapter 3: The Precede-Proceed Planning Model	Teams formed and topics selected
Sept 15	Chapter 4: Value-Expectancy Theories	Team Project : Goals & Objectives
Sept 22	Chapter 5: Models Based on Perceived Threat and Fear Appeals	Team Project: Intervention, Theory
Sept 29	Review	
Oct 6	Exam #1 Mid-Term (Chapters 1- 5)	Team Project: Design
Oct 13	Chapter 8: Social Cognitive Theory Applied to Health Behavior	Team Project:
Oct 15-16	Fall Break	
Oct 20	Chapter 9: Health Communication Chapter 10: Diffusion of Innovations Theory	Team Project:
Oct 27	Chapter 6: Stage Models for Health Promotion	Team Project:
Nov 3	Chapter 12: Measurement and Design	Team Project: Data Analysis, Measures, Budget
Nov 10	Chapter 13: Evaluating Theory-Based Public Health Programs <i>Document - Term Project</i>	Team Project: Written Document Due
Nov 17	Exam #2 (Chapters 6, 8-10, 12-13)	
Nov 24	Team Presentations	
Dec 1	Team Presentations	

*The schedule is subject to change due to many factors including unforeseen influences, student and instructor preferences. Please keep informed by attending class and checking Moodle. Final exam is scheduled for Tuesday, December 8, 2015, 5:30pm-7:30pm.

Program Evaluation Project (100 points: (Written Report 75% + Oral Presentation 25%): Develop a proposal to evaluate a health promotion program at a site (school, community, workplace, health care organization) related to one of the major focus areas of Healthy People 2020 that is of strong personal interest to you using an evaluation model or framework of your choice. The proposal will include four main parts:

1.0 Background

1.1 Problem

1.2 Priority population

1.3 Health disparity

1.4 Setting

2.0 Intervention/Theory

2.1 Description of Intervention/Theory

2.2 Expected Outcomes

2.2.1 Health

2.2.2 Behavioral

2.2.3 Educational

2.3 Implementation Strategies of Theory

3.0 Evaluation Design

3.1 Overview of Plan

3.2 Outcome Measures

3.3 Data Collection Plan

3.4 Quality Control Procedure

3.5 Data Analysis

4.0 Evaluation Management

4.1 Administration

4.2 Illustrations

4.3 Budget

- The proposal is limited to 8-10 pages, typed, one and a half -spaced, not including references and appendices.
- Follow the APA Publication Manual (6th Edition, 2009) for proper citation, quotes, tables, figures, footnotes, appendixes, text and reference list, etc.
- Place page numbers at the bottom right corner
- Include a cover sheet indicating project title, your name(s), course, and semester/year.

Course Assistance: If you have questions about course expectations or the grading procedures, or if you have difficulty with the course content, the readings, the lectures, the class activities, or the assignments, please see me. Don't wait until it's too late.

Classroom Conduct

Students are expected to speak and to act toward their instructors and fellow classmates in a respectful and courteous manner. Inappropriate conduct is defined as any conduct whose intent or outcome results in the interruption or disruption of the learning process. Following are examples of inappropriate conduct. Failure to engage in appropriate classroom conduct may result in a lower course grade or other suitable penalty.

1. Use of computers and smart electronic devices: Unless deemed by the Instructor as pertinent production equipment for a specific in-class exercise, the use of personal computers and other smart electronic devices is PROHIBITED. Too many students have used these devices to browse the internet and perform distracting tasks not relevant to class activity. Under no circumstances may cell phones, cameras, and similar devices be within proximity of written tests. While in class students are expected to participate actively in discussions and/or other activities. Abide by the UNO policy on Cell Phone Use which is that” while a class is in progress, all wireless devices must be turned off or switched to their silent mode. Any audible signal, ringing, or otherwise, transmitted by an electronic or wireless device, whether during an instructional class or while in the Library, is strictly prohibited...Further, talking on cellular phones while in attendance of an instructional class...is strictly prohibited.
2. Adopt a positive attitude: Having a positive attitude ensures that you’re open to learning. The two questions guaranteed to turn any teacher off are: “Are we doing anything important today?” and “What time will we get out?” These do not reflect a positive attitude.
3. Treat you instructor as a valuable resource: They have information you need. Focus your attention and concentrate on what is being said. If you don’t understand something, put up your hand or make eye contact with the teacher, and wait to be acknowledged. Do not speak while the instructor is speaking. It is rude and ultimately you are the person who loses out.
4. Arrive on time: It is the instructor’s decision to deny access to class if you are late.
5. Do not schedule other activities during class time: Arriving late or leaving early is discourteous and can be extremely disruptive. Please arrange appointments for times other than when class meets. If you must leave early (for a justifiable reason), please inform your instructor at the beginning of the class that you must leave and at what time.
6. Be aware of how you communicate: Your tone of voice and your facial expressions are just as important as your words. There is a difference between being assertive and being aggressive; standing up for your rights doesn’t include shouting or being abusive. Do not start off a conversation with an accusation. Talking to other classmates while the instructor and/or another student are talking is discourteous and disruptive and is not acceptable. Be aware of your choice of words: Shouting, name calling, vulgar language and denigrating remarks are definitely not appropriate. Make sure your language is acceptable for the classroom environment.
7. Professionalism: Students are expected to display professionalism and courteous behavior towards classmates and instructor. Disruptive, unprofessional behavior in this class will not be tolerated. Irresponsible professional behavior that reflects negatively on the department may result in academic penalties; inappropriate behavior will be dealt according to the university regulations.
8. Eating and Drinking: Strictly against college policy and is forbidden.
9. Attendance is Mandatory: You must present appropriate documentation for an excused absence. Absences may result in the lowering of your grade.
10. Academic Dishonesty: In conjunction with examinations, projects and written assignments, it should be noted that severe penalties – including failure in the course and even expulsion from the university – might be applied for any infraction of accepted academic rules of honesty. It is understood there shall be no sharing of information on any examination: there shall be no reference to any notes during any test or quiz.

Please sign below, detach, and turn in to instructor

I have read the above brief explanation of appropriate classroom conduct. I understand what it is and am aware of the consequences if I should be guilty of inappropriate classroom conduct, either intentionally or unintentionally.

Date

Signature

Name (print)

Important Dates*

Last day to adjust schedule w/out fee 08/18/2015
Semester Classes Begin..... 08/19/2015
Last day to adjust schedule w/fee,
or withdraw with 100% refund 08/25/2015
Last day to apply for December commencement 09/25/2015
Final day to drop a course or resign 10/14/2015
Mid-semester examinations 10/05-10/09/2015
Final examinations 12/07-12/11/2015
Commencement 12/18/2015

**Note: check Registrar's website for Saturday and A/B sessions, and for items not listed here:
<http://www.registrar.uno.edu>*

Fall Semester Holidays

Labor Day 09/07/2015
Mid-semester break..... 10/15-10/16/2015
Thanksgiving..... 11/26-11/27/2015

Withdrawal Policy – Undergraduate only

Students are responsible for initiating action to resign from the University (withdraw from all courses) or from a course on or before dates indicated in the current Important dates calendar. Students who fail to resign by the published final date for such action will be retained on the class rolls even though they may be absent for the remainder of the semester and be graded as if they were in attendance. Failure to attend classes does not constitute a resignation. Check the dates on the Registrar's website, <http://www.registrar.uno.edu>. Please consult The Bulletin for charges associated with dropping and adding courses.

Incomplete Policy – Undergraduate only

The grade of I means *incomplete* and is given for work of passing quality but which, because of circumstances beyond the student's control, is not complete. The issuance of the grade of I is at the discretion of the faculty member teaching the course. For all graduate and undergraduate students, a grade of I becomes a grade of F if it is not converted before the deadline for adding courses for credit (as printed in the Important Dates Calendar) of the next regular semester including summer semester.

Repeat Policy

When a student is permitted to repeat a course for credit, the last grade earned shall be the one which determines course acceptability for degree credit. A student who has earned a C or better in a course may not repeat that course unless, (1) the catalog description indicates that the course may be repeated for credit, or (2) the student's Dean gives prior approval for documented extenuating circumstances.

Graduate Policies

Graduate policies often vary from undergraduate policies. To view the applicable policies for graduate students, see the Graduate Student

Handbook: <http://www.uno.edu/grad/documents/GraduateStudentHandbook2014.pdf>

Academic Dishonesty Policy

<http://www.uno.edu/student-affairs-enrollment-management/documents/academic-dishonesty-policy-rev2014.pdf>

Safety Awareness Facts and Education

Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: <http://www.uno.edu/student-affairs-enrollment-management/>

UNO Counseling Services and UNO Cares

UNO offers care and support for students in any type of distress. Counseling Services assist students in addressing mental health concerns through assessment, short-term counseling, and career testing and counseling. Find out more at <http://www.uno.edu/counseling-services/>. First-year students often have unique concerns, and UNO Cares is designed to address those students succeed. Contact UNO Cares through <http://www.uno.edu/fye/uno-cares.aspx>.

Emergency Procedures

Sign up for emergency notifications via text and/or email at E2Campus

Notification: <http://www.uno.edu/ehso/emergency-communications/index.aspx>. All emergency and safety procedures are explained at the Emergency Health and Safety Office: <http://www.uno.edu/ehso/>.

Diversity at UNO

As the most diverse public university in the state, UNO maintains a Diversity Affairs division to support the university's efforts towards creating an environment of healthy respect, tolerance, and appreciation for the people from all walks of life, and the expression of intellectual point of view and personal lifestyle. The Office of Diversity Affairs promotes these values through a wide range of programming and activities. <http://diversity.uno.edu/index.cfm>

Learning and Support Services

Help is within reach in the form of learning support services, including tutoring in writing and math and other supplemental instruction. Visit the Learning Resource Center in LA 334, or learn more at <http://www.uno.edu/lrc/>.

Affirmative Action and Equal Opportunity

UNO is an equal opportunity employer. The Human Resource Management department has more information on UNO's compliance with federal and state regulations regarding EEOC in its Policies and Resources website: <http://www.uno.edu/human-resource-management/policies.aspx>