



# RHODE ISLAND COLLEGE

## FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

### HED 505 -01 PRINCIPLES OF PROGRAM DEVELOPMENT (3), SPRING 2010]

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**Department:** Department of Health and Physical Education /MC 103/456-8046

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#### 1. COURSE INFORMATION

**Catalog:** Focus is on techniques, processes, and models of developing health education programs in school, communities, and worksites. Emphasis is on planning, implementation, and evaluation strategies. Principles of grant development are also included. *3 semester hours. Offered spring.* **Prerequisites:** HED 500 or 501 or consent of department chair

**Relationship to Professional Program:** This is a required course for all students enrolled in the M.Ed. program in health education. It is designed to introduce students to the process of program development. Throughout the course students are encouraged to link health problems with effective prevention strategies or interventions and to examine ways to improve upon existing programs and to measure the effectiveness of new or existing interventions. Students are encouraged to develop new and creative strategies for dealing with various health problems.

<i>Learning Objective</i>	<i>Standards (RIPTS, SPA or NCATE, FSEHD <a href="#">Conceptual Framework</a> )</i>	<i>How is it assessed?</i>
1. Serve as a resource professional for health education and health promotion by <ul style="list-style-type: none"> <li>• Maintaining standards that require acting in the best interests and needs of students</li> <li>• Understanding and abiding by codes of professional conduct of AAHE and SOPHE</li> <li>• Reading ideas presented in professional publications and discuss relevance to HE</li> <li>• Utilizing computerized health information retrieval systems and databases</li> <li>• Demonstrating the nature and scope of health education responsibilities/competencies</li> </ul>	RIPS . 7.1 AAHE. 6. A-C; 6. D CF. A.1; A.4; D.2	<ul style="list-style-type: none"> <li>• Paper</li> <li>• Discussion</li> <li>• Quiz</li> </ul>

<p>2. Assess individual and community needs for health education and promotion programs by</p> <ul style="list-style-type: none"> <li>• Obtaining health related data through a variety of data collection activities</li> <li>• Distinguishing between supportive and non-supportive behaviors</li> <li>• Performing a needs assessment using a variety of processes</li> <li>• Inferring needs for health education</li> </ul>	<p>RIPTS. 1.1 AAHE. 1.A-F CF. B.3</p>	<ul style="list-style-type: none"> <li>• Project</li> <li>• Discussion</li> <li>• Quiz</li> </ul>
<p>3. Plan effective health education-health promotion programs by</p> <ul style="list-style-type: none"> <li>• Recruiting community support</li> <li>• Writing a clear and concise goal and mission statement</li> <li>• Developing a logical scope and sequence plan</li> <li>• Formulating appropriate and measurable program objectives</li> <li>• Applying PRECEDE-PROCEED or another model to the planning process</li> <li>• Designing educational programs consistent with program objectives</li> </ul>	<p>RIPTS. 2.2. 4.1, 4.2, 8, 9 AAHE. 2.A-G CF. A.4; A.2; C.2 D.3</p>	<ul style="list-style-type: none"> <li>• Project</li> <li>• Discussion</li> <li>• Quiz</li> </ul>
<p>4. Implement health education-health promotion programs by</p> <ul style="list-style-type: none"> <li>• Developing a clear and concise marketing plan</li> <li>• Developing a clear and concise implementation strategy</li> <li>• Carrying out planned educational programs</li> <li>• Inferring enabling objectives needed to implement program</li> <li>• Selecting methods and media best suited to implementation</li> <li>• Monitoring education programs</li> </ul>	<p>RIPTS. 1.3, 2.3 AAHE. 3.A-C CF. A.4; D.3</p>	<ul style="list-style-type: none"> <li>• Project</li> <li>• Discussion</li> <li>• Quiz</li> </ul>
<p>5. Evaluate effectiveness of health education-health promotion programs by</p> <ul style="list-style-type: none"> <li>• Developing assessment plans</li> <li>• Carrying out evaluation plans</li> <li>• Interpreting evaluation results</li> <li>• Inferring implications from findings</li> </ul>	<p>RIPTS .9.1-9.5 AAHE. 4.A,C,E,F CF. B.3; D.3</p>	<ul style="list-style-type: none"> <li>• Project</li> <li>• Discussion</li> <li>• Quiz</li> </ul>
<p>6. Develop a grant proposal by</p> <ul style="list-style-type: none"> <li>• Analyzing the requirements of an RPF</li> <li>• Applying the class readings and lecture</li> </ul>	<p>RIPTS. 5.1-5.5 AAHE. 5.B; 2.A-C CF. B.2; C.1-2; D.3</p>	<ul style="list-style-type: none"> <li>• Project</li> <li>• Discussion</li> <li>• Quiz</li> </ul>

7. Develop a strong rationale-policy statement for a program	RIPTS. 8.1-8.5 AAHE. 7.A,C,D CF. A.2	<ul style="list-style-type: none"> <li>• Project</li> <li>• Discussion</li> <li>• Quiz</li> </ul>
8. Develop a personal professional development plan by <ul style="list-style-type: none"> <li>• Identifying personal needs</li> <li>• Mapping out a plan for improvement</li> </ul>	RIPTS. 10.3 AAHE. 7.C CF. D.3	<ul style="list-style-type: none"> <li>• Project</li> <li>• Discussion</li> <li>• Quiz</li> </ul>

## 2. COURSE TEXTS AND MATERIALS

**Prerequisites:** HED 500 or 501 or consent of department chair

**Text:** McKenzie, F. James and Smeltzer, L. Jan. (2001). *Planning, Implementing, and Evaluating Health Promotion Programs: A Primer*, 3rd ed., \* Allyn and Bacon Publishing Company, Boston, MA.

\* Newer edition if available.

### Supplemental Reading Material

Bertera, R.L. (1990). "Planning and Implementing Health Promotion in the Workplace: A Case Study of the DuPont Company Experience," Health Education Quarterly 17(3): 307-27.

Cardinal, B.J. (1995). The transtheoretical model of behavior change as applied to physical activity and exercise: A review. Journal of Physical Education and Sport Science, 8, 32-45.

Fors, S.W. and M.J. Devereaux. (1979). "Suggested Evaluation Designs for School Health Education." Health Education, July/August , 26-30.

Centers for Disease Control and Prevention (CDC), U.S. Department of Health and Human Services (USDHHS), (1999). CDCynergy CD-ROM. Atlanta, GA: Author.

Fuchs, J.A. (1988). "Planning for Community Health Promotion: A Rural Example," Health Values 12(6): 3-8.

Gottlieb, N.H and L.W. Green (1987). "Ethnicity and Lifestyle Health Risk: Some Possible Mechanisms," American Journal of Health Promotion 2: 37-45.

Green, L.W. (1987). *Program Planning and Evaluation Guide for Lung Associations* (New York: American Lung Association.

Morisky, D.E., D.M. Levine, L.W. Green, and C. Smith (1991). "Health Education Effects on the Management of Hypertension in the Elderly," Archives of Internal Medicine 142: 1935-8.

Rimer, B., M.K. Keintz and L. Fleisher (1986). "Process and Impact of a Health Communications Program," Health Education Research 1: 29-36.

Torabi, M.R. (1994). "Critical Issues in Health Education Program Evaluation: Implications for the U.S. Health Objectives for the Year 2000," Health Values, 17 (4), 57-81.

Walter, H.J. and R.D. Vaughan (1993) "AIDS Risk Reduction among a Multiethnic Sample of Urban High School Students," Journal of the American Medical Association 270(6): 725-730.

\*\*Additional readings will be utilized as needed.

### 3. COURSE CALENDAR

<i>Week</i>	<i>Class topic</i>	<i>Readings</i>	<i>Assignments</i>
1	Course introduction & requirements	Ch. 1	
2	Principles of program development and basic models	Ch. 1-2	
3	Program planning models and PRECEDE – PROCEED QUIZ-1	Ch. 2	Determine target population
4	Determining program needs and priorities	Ch. 3	Develop needs assessment instrument and apply
5	Collecting and analyzing needs assessment data QUIZ-2	Ch. 4	Collect/organize data
6	Developing program goals and objectives	Ch. 5	Develop program goals and objectives
7	Behavior change models QUIZ-3	Ch. 6	Identify behavior change model
	No Class: Spring Vacation		
8	Developing program interventions	Ch. 7	Identify and develop intervention
9	Marketing Health Promotion programs QUIZ-4	Ch. 9	Indicate how program will be marketed
10	Implementation strategies	Ch. 8	Develop implementation strategy
11	Evaluating health programs	Ch. 11	Write evaluation protocol and conduct
12	TBA – Work Session		
13	Locating program resources-grant/project	Ch. 10	Identify sources of funding and develop a budget page

14	Class presentations		
15	Final QUIZ-5		

#### 4. REQUIREMENTS

##### Course exams/quizzes. (250 pts)

- 5 quizzes (see agenda)
- Point value per quiz = 50pts

##### Course Project. (150 pts)

The projects for the course involves the development of a health promotion program plan and grant proposal for either a school or community setting. This project consists of the following key components:

Project & Components	Points	RIPTS	AAHE	Conc. Frwk
Standards Met		1,2,5,8,9	1,2,3,4,5	A.4, B.2,3
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Title page				
Abstract	5			
Table of contents	5			
Introduction-Brief explanation of program structure and organization	20			
Needs assessment and justification for program	10			
Analysis of Resources				
Program goals and objectives	10			
Interventions and implementation plan	10			
Marketing plan	10			
Evaluation,	10			
Budget	10			
Personnel including your brief resume	5			
References	5			
PPT Presentation	50			
Total points	150			
<b>Evaluation and Grades Breakdown</b>				

- **Examinations.** There are **5** quizzes that cover both text and lecture material. (250 pts)
- **Projects.** There is **one** project (see attached description of project (150 pts)
- **Grade Computation.** Based on 400 pts. (Project=150; Quizzes=250)

### Grading Scale.

Letter Grade	Percent of 400 pts
A	95% + .....
A-	90-94.9% .....
B+	87-90.9% .....
B	84-86.9% .....
B-	80-83.9% etc...

**Note. Any adjustments (scaling) will be made at the conclusion of the course**

### Course Expectations.

- In order to benefit from this course, you are expected to come prepared (i.e. read assignments, do homework and assigned readings) for each class. Since this is an interactive class, you will be expected to actively participate in each class. It is not possible to actively participate in this course if you are not in class. Please remember that if you are not in the class to get handouts, notes, and assignments you must make arrangements with another student to get these materials for you. Absence, however, is not a legitimate excuse for failing to fulfill class responsibilities and obligations. You are still responsible for what takes place in class even if you are not in class! Please do not ask me to send you my class lecture notes.
- Please be mindful of the fact that this is a 2.5 hr. class. It is important that you attend class; arrive on time; and not leave early. Each time you miss class you are missing about 7% of the course. So, you can see what the impact 2 or 3 absences (14% and 21% respectively) will have. If you are planning on several class absences (including vacations), we need to talk early in the course so that you understand the implications of these absences and what impact they may have on your participation and grade. Attendance is taken for each class.
- Unless an exemption is obtained from the instructor, all homework assignments are to be turned in (and presented) when due. You are also expected to do your own work and cite all work properly. If a project requires a presentation you will have that portion of the project deducted from the total point value of the course if you are not in class to make the presentation. (Please see student handbook regarding Academic Honesty) It is up to the instructor's discretion to accept late assignments. So, please let the instructor know if you plan to submit a project-assignment late.
- It is not a common practice to give incompletes. They are only given in extenuating circumstances and only after the student and the instructor develop a written contract. The usual procedure is for incompletes to be resolved (made up) within three weeks. (To be discussed in class).
- If you have any learning disabilities, special needs, or requirements for tests, class projects, or class lectures as determined by the counseling center please let the instructor know so that necessary accommodations can be made. Please refer to Americans with Disabilities Act for further information.
- NO active cell phones in class. Please turn off when in class.

## 5. RIC Policies

- Academic Dishonesty Policy (*Rhode Island College Handbook of Policies, Practices, and Regulations* (Spring 2010), Chapter 3: Academic policies and procedures. Pp. 32-34, section 3.9.1.): [http://www.ric.edu/administration/pdf/College\\_handbook\\_Chapter\\_3.pdf#28](http://www.ric.edu/administration/pdf/College_handbook_Chapter_3.pdf#28)
- Request for Reasonable Accommodations for Students with Disabilities: <http://www.ric.edu/disabilityservices/faq.php>
- The instructor reserves the right to change the syllabus at any point in the semester to accommodate learners' needs and pace of progress. Students will be notified in class of any changes.
- Students' assignments may be duplicated and utilized anonymously for the Department's program folios, for purposes of accreditation. All information that identifies a document as belonging to a particular student will be removed before it is used.