To: Dr. Lynne Clark, Dean, School of Professional Studies
Western Connecticut State University, Danbury, CT

From: Robyn Housemann, PhD, Assistant Professor, Department of Health Promotion and Exercise Science

Date: March 1, 2007

Subject: 2007 Summer Curriculum Development Funds
B.S. Health Promotion Studies, Community Health Option

Request:

This proposal is written to request summer curriculum funds in the amount of $3,927 (3 credits) to review and make major revisions to the curriculum for the B.S. Health Promotion Studies core and the Community Health Option. Estimate amount of time required: approximately 55-60 hours.

Rationale for Request:

There are three reasons for submitting this request.

1. To currently minimize course content redundancy where not appropriate.

   While teaching six courses this past fall I noticed redundancy in several of the courses. A certain amount of redundancy is important for learning but too much can be detrimental.

2. To currently simplify the curriculum and its required course credits.

   The current curriculum has several one credit courses that cover similar topics. Often there is not enough time to cover concepts in detail and students are getting a mere overview of information. These one credit courses content can be combined into a 3 credit course, allowing more time to go into detail and enhance student learning and application.

3. To prepare toward future national credentialing of HPX's BS Health Promotion Studies and Health Education programs.

   At the present time the SOPHE (Society for Public Health Education)/ AAHE (American Association for Health Education) Baccalaureate Program Approval Committee (SABPAC) credentials undergraduate professional programs in health education. They are transitioning the responsibility for accreditation for community/public health education programs at the undergraduate and graduate levels to the Council on Education for Public Health (CEPH). National Commission for Accreditation in Teacher Education (NCATE) will continue to be the preferred accrediting entity for school health education programs at the undergraduate and graduate levels.

Action Outline of Activities to be Accomplished Over the Summer:

- Review and assess the overall current curriculum
- Compare current curriculum to other accredited schools' curriculums
- Review content of all courses and combine coursework into 3 credit courses where applicable rather than several overlapping courses as now exists

- Define course pre-requisites for upper BHPS level courses
- Prepare curriculum proposal with recommendations for University approval in Fall 2007
- Determine status of transitioning toward credentialing
- Meet credentialing curriculum requirements

Proposal for
B.S. Health Promotion Studies Curriculum Changes

Submitted by Robyn A. Housemann, PhD, MPH
Revised January 14, 2008

Introduction

The purpose of this project was to evaluate the current curriculum for the BS Health Promotion Studies Community Health option. Initially, I reviewed the courses to consolidate the one-credit courses into three-credit courses. In addition, I began to review the curriculum to prepare students for credentialing exams and future jobs. I also looked at other universities' community health education curriculums for the program's potential application for accreditation.

Credentialing Students

There were several factors to consider during this review. One of which includes the ability of our students to take and pass the Community Health Education Specialist (CHES) credentialing exam. CHES has recently updated the Seven Areas of Responsibility (National Commission for Health Education Credentialing, Inc.). These areas are listed below.

- Area I: Assess Individual and Community Needs for Health Education
- Area II: Plan Health Education Strategies, Interventions and Programs
- Area III: Implement Health Education Strategies, Interventions and Programs
- Area IV: Conduct Evaluation and Research Related to Health Education
- Area V: Administer Health Education Strategies, Interventions and Programs
- Area VI: Serve as a Health Education Resource Person
- Area VII: Communicate and Advocate for Health and Health Education

A certain set of skills is needed in order to meet these Seven Areas of Responsibility. I have summarized these skills and have based much of the revised curriculum on ensuring that our students graduate with these skills.

AREA	SKILLS NEEDED
Area I: Assess Individual and Community Needs for Health Education	• Assess existing data • Collect 'health-related' data (qualitative and quantitative methods) • Analyze data to identify facilitating and hindering behaviors, conditions and learning styles • Infer needs (for planning)
Area II: Plan Health Education Strategies, Interventions and Programs	• Involve the community (community organization skills) • Use data for planning, monitoring, and evaluation • Create objectives • Develop a plan of work (strategic planning) • Design programs to meet objectives
Area III: Implement Health Education Strategies, Interventions and Programs	• Put program plan into action • Ethical considerations and diverse needs • Demonstrate a variety of skills in delivering strategies interventions and programs • Use a variety of methods to implement strategies, interventions, and programs • Conduct training programs
Area IV: Conduct Evaluation and Research Related to Health Education	• Develop evaluation plan • Develop (or use existing) evaluation tools/measures • Use "sound" research methods • Assess implementation (process evaluation)Analyze and interpret

AREA	SKILLS NEEDED
	evaluation results • Suggest and take action on results
Area V: Administer Health Education Strategies, Interventions and Programs	• Strategic planning, organizational leadership • Ability to get funding (grants, etc) • Manage volunteers
Area VI: Serve as a Health Education Resource Person	• General knowledge of major health issues, risk factors, etc. • Use health related resources and information • Ability to select and disseminate detailed information when needed • Establish consultative relationships • Ability to find detailed information when needed
Area VII: Communicate and Advocate for Health and Health Education	• Analyze and respond to current and future needs in health education • Apply variety of health communication methods • Understand diverse needs • Understand future needs and trends • Ability to advocate and influence health policy

Credentialing Our Program

The second factor to consider is our program's ability to be accredited by a nationally recognized organization. Two organizations, the Society for Public Health Education (SOPHE) and American Association for Health Education (AAHE) have joined forces to create credentialing criteria for undergraduate programs in health education (Society for Public Health Education). "The SOPHE/AAHE Baccalaureate Program Approval Committee (SABPAC) is a voluntary credential for undergraduate professional programs in health education." There is a manual which outlines the credentialing process but it is still on back order. In lieu of the manual, I reviewed curriculums from six universities that have been approved by SABPAC, one that is in the review process, and four who are known for their community health education programs but do not have SABPAC approval.

I expect to make some modifications to the following proposed changes once I receive the manual. There were two things that stood out about our program as compared to those I reviewed: 1) There were very few programs offering courses with less than 2 credit hours, and 2) there no programs with a "service learning" course.

Proposed Changes

The following are the proposed changes:

- Reduce/eliminate 1 credit courses
    - The one-credit courses that we currently offer need to be consolidated into 3 credit courses.
- Create sequence of courses that meet CHES
    - The courses should be offered in a sequence with pre-requisites that will allow students to build their skills.
    - Application of skills should be provided throughout the coursework enabling the student to have as "real-life" experiences as possible. As opposed to 2 one-credit service learning course – application is woven into each course. (This makes it more difficult for me to find projects for students to work on but if we do a good job with the needs assessment we will identify plenty of potential projects).
- Electives versus required
    - There may be some courses that we currently list as required that are electives in many other programs that I reviewed. There are a core set of required courses that are "skill-based".
- Additional electives in HP
    - In the future, we may want to add some electives.

Core Courses:

These courses support the CHES Seven Areas of Responsibility and only represent those courses for which I am suggesting a change.

Course Number	Credits	Semester	Old course(s)	Notes	CHES Area covered
HPX 100	3	F-1, I-1, S-1	HPX 100	Keep as is, restrict fall semester to HPS Majors only. This course should provide an overview of health issues at an individual level. The student will experience a behavior change and understand the process for changing a behavior.	Area VI
HPX 200	3	F-2	HPX 201 & 285	*Introduction to Community Health and Organizations*. This course should focus on understanding the community and the health issues at a community level. It should include learning skills such as coalition building, assessment, focus groups, group process. Fieldwork in this course should include assessing needs and involving the community in the process.	Area I Area V
HPX 202	3	F-2	HPX 342 & 253	*Epidemiology of Disease*. This course combines the epidemiology portion of 342 with HPX 253. This course should be taken concurrently with HPX 201 to help students understand diseases/conditions (chronic and infectious), risk factor relationships with diseases/conditions, and the epidemiological process. Co req 200	Area II Area VI
HPX 270	3	S-2	HPX 280 & 385	*Health Education Theory and Application.* This course focuses on Behavioral Science theories from an ecological perspective and the planning of HP programs based on the needs identified in HPX 201. The fieldwork/application focus should be on planning a program that is theory based and that addresses identified needs. It should involve working with the "community" to plan the program. Prereq 200	Area II Area V
HPX 370	3	F-3	HPX 310	*Health Communication Methods and Strategies.* Rename 310 to emphasize a focus on communicating health messages to individuals, groups (health care practitioners, legislators, business owners etc), and communities. This provides the strategies necessary for marketing programs and communicating health-related information. Pre req 270	Area VII
HPX 371	3	F-3	New	*Health Promotion Program Design and Implementation*. This course	Area III

				follows HPX 280 and allows the students to design and implement (or pilot test) the program that they planned in HPX 280. This should be taken concurrently with HPX 310. pre req 270, co req 370	Area V
HPX 353	3	S-2	HPX 342 & 381	*Environmental and Global Health.* Combine the global health part of 342 with environmental health. Include discussions on diversity with respect to culture, race, ethnicity, politics, etc. Can apply the concepts learned in *Epidemiology of Disease* from a global perspective. This makes sense to combine since many global health issues stem from environmental problems/concerns (over-population, drinking water contamination, etc)	Area VI
HPX 470	3	S-3	HPX 486	*Program Evaluation.* I believe that the lack of a true evaluation course is detrimental to our students' skill set. They need to learn how to evaluate the program they designed and implemented in HPX 311. The students will learn basic evaluation concepts and conduct an evaluation of the program they implemented. Prereq 370/371	Area IV

Note: F=Fall semester, I=Intersession, S=Spring Semester; 1=first year, 2=second year, 3=third year, and 4=fourth year. Course numbers in parenthesis are suggested.

Curriculum Plan (126)

I. General Education Requirements (42)
- Remove and replace the following gen ed requirements
  - SW 215 replace with SW 220

II. Major Requirements (57)
- Outside of subject area (11)
  - Move SW 220 to Gen Ed requirements
  - PSY 260 (3)
  - BIO 105/106 (8)
- Within subject area – core (31)
  - HPX 100 (3)
  - HPX 200 (3) *(HPX 201)* Introduction to Community Health and Organizations
  - HPX 270 (3) *(HPX 280)* Health Education Theory and Application
  - HPX 371 (3) Health Communication Methods and Strategies
  - HPX 370 (3) Health Promotion Program Design and Implementation
  - HPX 470 (3) Health Promotion Program Evaluation
  - HPX 490, 491 (13)
- Community Health Option – required (15)
  - HPX 202 (3) *(HPX 253)* Epidemiology of Disease.
  - HPX 353 (3) *(HPX 381)* Environmental and Global Health
  - _____ (see back)
  - _____ (see back)
  - _____ (see back)
- Wellness Management Option – required (15)
  - HPX 205 (2)
  - HPX 207 (1)
  - HPX 254 (3)
  - HPX 281 (3)
  - HPX 380 (3)
  - MKT 301 (3)

III. Electives (26)
- Free electives

IV. Suggested electives for Options
- Community Health Option – electives
  - HPX 160 (2)
  - HPX 205 (2)
  - HPX 207 (1)
  - HPX 254 (3)
  - HPX 281 (3)
  - HPX 230 (3)
  - HPX 352 (3)
  - HPX 355 (3)
  - Alternative health courses
  - Add electives in Women's Health, Healthy Aging
- Wellness Management Option - electives
  - HPX 160 (2)
  - HPX 230 (3)
  - HPX 352 (3)
  - HPX 355 (3)
  - HPX 3xxc (3) *(HPX 381)*
  - Alternative health courses
  - Management course
  - Add electives in Women's Health, Healthy Aging

References:

National Commission for Health Education Credentialing, Inc www.nchec.org accessed 7/31/07
Society for Public Health Education www.sophe.org accessed 7/31/07

B.S. Health Promotion Studies Service Learning Component

In the fall of 2008 the BS in Health Promotion Studies curriculum was revised. A major part of this revision included the service learning component. Service learning is integrated in the following courses which must be taken in sequence:

1. HPX 200 (3) Introduction to Community Health and Organizations (2^{nd} year fall)
2. HPX 270 (3) Health Education Theory and Application (2^{nd} year spring)
3. HPX 370 (3) Health Promotion Program Design and Implementation (3^{rd} year fall)
4. HPX 371 (3) Health Communication Methods and Strategies (3^{rd} year fall)
5. HPX 470 (3) Health Promotion Program Evaluation (3^{rd} year spring)

The courses, which are described in Table 1, focus on the process of health promotion program planning. There are other courses in the HPS curriculum which provide content information. Throughout the four semesters, an adult learning model is followed which allows the student to practice what they learn as they learn it.

In HPX 200, students are placed into groups based on their area of interest and are assigned a project for the next four semesters. This allows the students to learn to team building as they apply the processes learned in each course. The content varies each year. Table 2 describes the expectations of the student group, organization and HPX faculty member throughout the 2-year period.

The goal of the service learning component is to provide the students with an opportunity to create a program from start to finish and to experience a real-life application of the material they learn in the classroom. At the same time, a need of the local community is being met by creating a program that can get adopted by the organization in which it was established or by other local organizations. The data that are collected through out the process could be used to support funding requests or grant applications.

TABLE 1: Course Descriptions		
Course Number	**Course Description**	**CHES Area**
HPX 200	*Introduction to Community Health and Organizations*. This course focuses on understanding the community and health issues at a community level. Students learn skills such as coalition building, assessment, group facilitation, and data collection. Fieldwork in this course includes assessing needs and identifying resources while involving the community in the process. Students conduct interviews, surveys, focus groups and observations and present the results.	Area I Area II Area V
HPX 270	*Health Education Theory and Application.* This course focuses on Behavioral Science theories from an ecological perspective and the planning of Health Promotion programs based on the needs identified in HPX 200. The fieldwork/application focus is on planning a program that is theory based and that addresses identified needs. Students conduct a theory-based literature review of health promotion programs that target the behavior and health issue identified in HPX 200. Data are used to guide the program planning process. Students begin to create the plan for the program which is implemented in HPX 370 using a participatory approach.	Area II Area V
HPX 370	*Health Promotion Program Design and Implementation*. Students design the program planned in HPX 270. The course focuses on strategies and methods of implementation. They conduct a second literature review identifying evidence-based strategies. Students use communication and marketing strategies from HPX 371 for dissemination. The use of process evaluation methods are introduced for program refinement. They also create a budget for delivering their program. The students end this semester by preparing an IRB request and submitting it to the WCSU IRB for approval.	Area II Area III Area V
HPX 371	*Health Communication Methods and Strategies.* This course provides strategies that community and school health educators can use for communicating and disseminating health promotion messages and materials and for marketing their programs. The course is a combination of a review of concepts and theories, learning new strategies and methods, and application. These experiences are synthesized to enable students to communicate health messages and promote programs and services to individuals, groups (health care practitioners, legislators, business owners etc), and communities. Students learn the strategies necessary for marketing programs and communicating health-related information.	Area II Area VII
HPX 470	*Health Promotion Program Evaluation.* Students continue the work from HPX 370 and 371. The students begin by conducting a pretest of their potential participants in order to evaluate program impact and they market the program. They implement four interventions and conduct a post test. The course work introduces the students to the fundamentals of program evaluation. This course focuses on evaluation methodology with practical applications and illustrations. Topics in the course include but are not limited to: the link between program planning and program evaluation; evaluation research designs and their limitations; integrating process and outcome approaches; methods of data collection and related measurement reliability and validity; and utilization of evaluation results.	Area II Area IV Area VI

TABLE 2: Roles and Outcomes				
Course	**Student Role**	**Organization Role**	**Faculty Role**	**Expected Outcome**
HPX 200	• Team building • Participate in learning process • Collaborate with organization personnel • Create needs assessment tool • Conduct needs assessment	• Review materials • Provide students access to clientele & staff for conducting needs assessment	• Organization commitment • Assign student groups • Teach skills & knowledge • Review materials • Resolve issues	Needs Assessment tool Needs Assessment data Needs Assessment Report (prioritized needs)
HPX 270	• Team building • Participate in learning process • Collaborate with organization personnel • Use theory & evidence-based information to choose a theoretical framework • Conduct a literature review of theory-based interventions	• Review materials • Provide students access to clientele & staff for planning	• Maintain organizational relationships • Teach skills & knowledge • Review materials • Resolve issues	Mission and Vision Statement Health Status Goal Behavioral Objectives Theoretical Framework Draft program ideas Theory-based Intervention Literature Review
HPX 370	• Team building • Participate in learning process • Collaborate with organization personnel • Design program • Conduct a literature review of evidence-based interventions	• Review materials • Provide students access to clientele for pre-test data collection and/or retrieval • Review and approve program ideas	• Maintain organizational relationships • Teach skills & knowledge • Review materials • Resolve issues	Program materials Pre-test instruments and data Learning Objectives 4 Lesson Plans (minimum) IRB Intervention Literature Review
HPX 371[1]	• Team building • Participate in learning process • Collaborate with organization personnel • Create health communication & marketing materials	• Review materials • Provide students access to clientele & staff for focus groups • Provide mechanism to distribute/display marketing & health communication materials	• Maintain organizational relationships • Teach skills & knowledge • Review materials • Resolve issues	Marketing objectives Health Communication and Marketing Materials appropriate for clientele
HPX 470	• Team building • Participate in learning process • Collaborate with organization personnel • Implement 4 Interventions • Evaluate & interpret findings	• Review materials • Provide students access to clientele & staff for collecting data • Provide students access to location & clientele for program delivery	• Maintain organizational relationships • Teach skills & knowledge • Review materials • Resolve issues	Evaluation Instruments Evaluation Plan Final Report (includes all above reports & evaluation plan, results, & interpretation) Completed portfolio binder with final version of all materials

[1] Health Education Students also take this course but they do not take the other courses in this sequence. They will still be required to create and implement a health communication program. They will be given the option to work with an HPS group that is already in existence or work on a different health communication program.

References:

National Commission for Health Education Credentialing, Inc. (NCHEC), Society for Public Health Education (SOPHE), & American Association for Health Education (AAHE). (2006). *A Competency Based Framework for Health Education.* Whitehall, PA: NCHEC.

Course Descriptions (2017 curriculum) and CHES Competencies (2015 Competencies)		
Course Number	**Course Description**	**CHES Area**
HPX 103	*Introduction to Health Promotion and Practice.* This course focuses public health, health promotion, community health, and health issues at the community level. Students will study the historical evolution of health promotion, as well as the role of policy, advocacy, and diversity in health promotion studies. The course will expose students to the structure and function of the US healthcare system and its impact on community health.	All are introduced, 7.4
HPX 200	*Introduction to Community Health Assessment*. This course focuses on the process of conducting a comprehensive needs assessment in community health. Students will learn skills in primary and secondary data collection, information literacy in health promotion, community needs assessment, community asset mapping, and group facilitation. Fieldwork in this course includes assessing needs and involving the community in the process.	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 5.2, 5.3, 6.1
HPX 270	*Health Education Theory and Application.* This course focuses on Behavioral Science theories from an ecological perspective and the planning of health promotion programs based on the needs identified in HPX 200. The fieldwork/application focus will be on planning a program that is theory-based and that addresses identified needs. Data will be used to guide the program planning process and will involve working with the "community" to plan the program. The Health Promotion Studies students will create the plan for the program, which will be implemented in HPX 370 using a participatory approach.	1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4
HPX 370	*Health Promotion Program Planning and Introduction to Evaluation.* Students will plan and design the health promotion program that was initiated in HPX 270. The course will introduce students to the use of evaluation in health promotion. Students will design a health program evaluation and attain approval from the Institutional Review Board for program evaluation and implementation. The use of process evaluation methods will be introduced for program refinement.	2.1, 2.3, 2.4, 2.5, 3.1, 3.2, 4.1, 4.2, 4.3, 5.2, 5.3, 5.4, 5.5
HPX 371	*Health Communication Methods and Materials.* This course provides strategies that community and school health educators can use for communicating and disseminating health promotion messages and materials, and for marketing health promotion programs. The course is a combination of a review of concepts and theories, learning new strategies and methods, and application. These experiences will be synthesized to enable students to communicate health messages and promote programs and services to individuals, groups (health care practitioners, legislators, business owners etc.), and communities. Students will learn the strategies necessary for marketing programs and communicating health-related information.	2.4, 3.1, 5.2, 7.1, 7.2
HPX 470	*Health Promotion Program Implementation and Evaluation Methods.* This course focuses on strategies for program implementation, as well as evaluation methodology with practical applications and illustrations. Students will implement and evaluate the health program developed in HPX 370. Topics in the course include but are not limited to: strategies for program implementation, the link between program planning and evaluation; evaluation research designs; internal and external validity in evaluation; measurement reliability and validity; reporting evaluation results; and the construction of the evaluation report.	3.3, 3.4, 4.4, 4.5, 4.6, 4.7, 5.2, 5.3

HPS Core Curriculum

Program Development Process and Student Deliverables

HPX 200

- Course Content
  - Intro to CH Concepts
  - Identify Needs and Assets
    - Stakeholder input
    - Target population input
- Deliverables
  - develop and conduct interview protocol, focus group protocol, and surveys
  - summary of interview and focus group
  - charts/ tables/ graphs of survey results
  - table of identified needs and assets
  - Statement and Analysis of the problem (identification of health issue and behavior)
  - group timeline

HPX 270

- Course Content
  - Intro to behavioral science theories
  - Application of 4 theories
  - theory-based review of peer-reviewed journal articles
- Deliverables
  - Health status objective and behavioral objectives
  - literature review synthesis
  - selection of theoretical constructs necessary to change behavior
  - draft program ideas
  - updated group timeline

HPX 370

- Course Content
  - evidence-based review of peer-reviewed journal articles
  - program design
  - identify program content
  - research methods/ evaluation design
  - process (formative) evaluation

HPX 371

- Course Content
  - Marketing and communication concepts
  - process (formative) evaluation
  - Identify methods to effectively communicate content and market programs

- Group Deliverables
  - project brand identity (logo and tagline/slogan)
  - literature review synthesis
  - pretest survey
  - IRB protocol
  - updated group timeline
- Intervention Deliverables (X4)
  - marketing plan and materials included in timeline
  - lesson plans for four intervention
    - educational objectives, content, process and time
  - Communications for planning and logistics
  - ancillary communication materials for all four programs
  - intervention timeline
  - budget

HPX 470

- Course Content
  - impact and outcome evaluation
  - Implementation
- Deliverables
  - formative evaluation results
  - four programs implemented
  - pre/post test results comparison
  - process evaluation results
  - final portfolio
  - final timeline
  - actual costs

UNIVERSITY OF KENTUCKY
COLLEGE OF PUBLIC HEALTH

Course Syllabus
CPH 472-001 PUBLIC HEALTH PROFESSION AND PRACTICE
Spring 2019

Location	**EH Room 007**
Days and Time	**Mondays and Wednesdays, 3:00-4:15**

Contact information

Instructor: **Dr. Sarah C. Vos**
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Teaching Assistant:
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Office Hours:

Course description

This course familiarizes students with the practice of public health, introducing them to the various settings and arenas in which public health professional's work. Through guest lectures and discussions with professionals in the field, students gain exposure to the roles and responsibilities of the public health workforce as well as its interconnection with other professions including medicine, nursing, pharmacy, dentistry, engineering, social work, and communications. Students will assess their own interests, skills, and personality to explore and describe their own career goals.

Course rationale:

This course serves as a culminating experience for the Bachelor of Public Health degree; this course normally taken by seniors prior to graduation. This course is designed to prepare students to enter the public health workforce, to enhance students' understanding of the public health career opportunities, and to assist them in understanding their place within it. It prepares the student for successful entry into the public health workforce.

Course prerequisites

BPH Majors only plus CPH 470.

Course Objectives/Student Learning Outcomes and related UKCPH Competencies

Program Learning Outcome	CEPH Domain	Course Learning Outcome (I or C)
SLO 3 : Show competency in relationship-building and team dynamics to plan and promote public health and reduce health disparities.	**D-13.4 Cultural contexts in which public health professionals work**	This course will **introduce**: * Cultural contexts in which public health professionals work
	D-13.8 Organizational dynamics	This course will **introduce:** * Organizational Dynamics
	D-13.9 Professionalism	This course will **introduce**: * Professionalism
SLO 4: Apply theories and concepts to communicate the interconnectedness among the physical, social, and environmental aspects of population health.	**D-10.9 Health Communications:** Address the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology.	This course will **cover:** ***** Use of Mass Media * Use of Electronic Technology * Professional Writing
	D-11.1 Public Health Communication: Students should be able to communicate public health information, in both oral and written forms and through a variety of media, to diverse audiences	This course will **cover:** * Communicating with diverse audiences * Communicating through a variety of media
	D-12 Cumulative and Experiential Activity	This course will provide students the opportunity to integrate, synthesize, and apply knowledge in the field of public health

Textbooks:

This class does not have a textbook. The following readings will be provided on Canvas:

DeBuono, B.A., & Tilson, H.T. (2002). *Advancing healthy populations: the Pfizer guide to careers in public health*. New York: Pfizer Pharmaceuticals Group.

DeSalvo K. B., Wang Y. C., Harris A., Auerbach J., Koo D., O'Carroll P. (2017). Public health 3.0: A call to action for public health to meet the challenges of the 21st century. *Preventing Chronic Disease, 14,* 170017. DOI: http://dx.doi.org/10.5888/pcd14.170017.

Korda, H., & Itani, Z. (2013). Harnessing Social Media for Health Promotion and Behavior Change. Health Promotion Practice, 14(1), 15–23. https://doi.org/10.1177/1524839911405850

Parvanta, C. (2018). Introduction to public health communication. In C. Parvanta, D. Nelson, & R. Harner, *Public health communication.* Burlington, MA: Jones & Bartlett Learning.

Viswanath, K., Blake, K., Meissner, H., Saiontz, N., Mull, C., Freeman, C., Croyle, R. (2008). Occupational practices and the making of health news: A national survey of U.S. health and medical science journalists. *Journal of Health Communication, 13*(8), 759–777. https://doi-org.ezproxy.uky.edu/10.1080/10810730802487430

Course requirements and learner evaluation

Grades will be based on evaluation of the following activities:

- **Experiential Public Health Activity (75 points) 15%**

  Over the course of the semester, students will identify and complete an experiential activity of their choice that advances their personal career goals. As part of this assignment, students will propose an activity, complete a short blog post to share with peers, provide evidence of completion, and write a reflective essay. Specific details for each assignment will be provided in class and on Canvas.

- **Communicating as a Public Health Professional (100 points) 20%**

  Students will complete a series of activities designed to prepare them to communicate public health information effectively in their chosen career. These activities include working with group members to research a problem that they may need to communicate about in their future career, completing health literacy training, and creating a public health communication product, appropriate to their chosen career. Specific details for each assignment will be provided in class and on Canvas.

- **Preparing for the Workforce (175 points) 35%**

  Students will create a series of documents and participate in experiences to prepare them for entering the workforce in their chosen career. These assignments will include writing a resume or CV, participating in a mock interview, writing a cover letter or personal statement, conducting library research on their chosen career, and other assignments. Specific details will be provided in class and on Canvas.

- **Action Plan (50 points) 10%**

  As a culminating activity, students will write and present a career action plan. Specific details will be provided in class and on Canvas.

- **Participation and Preparation (100 points) 20%**

  Students will be rewarded for participating in class (10%) and preparing for class (10%). Participation assignments will be completed in class and cannot be made up. These activities will preparing questions for the speakers of one public health professional panel and writing a meaningful reflection on what they learned from the panel. Preparation activities will include online reading quizzes and reflections.

Grading criteria based on assignments and class participation

The final grade will be based on the number of points earned out of a possible 500 (e.g., total points earned / 500 = final grade. Number grades will be converted to letter grades using the following scale:

A = 89.5+; B = 79.5 – 89.4; C = 69.5 – 79.4; D = 59.5 – 69.4; E = 59.4 or below

Instructor expectations

1. I expect you to attend every class session. The components are highly interrelated; missing class will detract from your experience and influence your ability to produce high quality work.
2. I expect you to be in the classroom and prepared to begin work when class begins.
3. I expect you to complete any assigned class readings and activities before class and actively contribute to class discussions.
4. I expect you use proper English grammar, syntax, and spelling in all communication with me and other students. You are encouraged to use spell check and grammar check prior to

submitting your written work and/or to visit the Writing Center (https://wrd.as.uky.edu/writing-center) if you need additional help.
5. I expect (and encourage) you to provide honest and timely feedback about this course throughout the semester.
6. I expect you to share in the responsibility for making this course an enjoyable and beneficial learning experience.

Academic Policies

It is the student's responsibility to be informed concerning all regulations and procedures required by the program of study, College or the University. Students should become familiar with the Undergraduate Bulletin or the Graduate School Bulletin as appropriate. Academic disputes will be evaluated against these policies. This serves as formal notification of academic policies.

Students and faculty can locate the College of Public Health and University policies at: http://cph.uky.edu/academic-policies-0

Policies that are available include:

- Academic Integrity
- Accommodations Due to Disability
- Religious Observances
- Inclement Weather
- Excused Absences Policy
- Verification of Absences
- Student Resources

A hard copy of the policies will be provided by the Office of Academic Affairs upon request by the student.

Course-Specific Policies

Attendance Policy

I expect you to attend every class. Attendance will be assessed through your participation in in-class activities. These activities can only be completed if you are in class. If you miss class and your absence is excused, you will not be penalized for missing class. In order for an absence to be excused, students **must send an email** stating the reason for the absence (for acceptable reasons, see http://cph.uky.edu/academic-policies-0) and/or submit a doctor's note. Over the course of the semester, students will be allowed two excused absences for illness without a doctor's note. (Please note: Tier 1 notes from University Health Services are not accepted as a valid excused absence. If you have a Tier 1 note, this counts for one of your two excused absences without a doctor's note.) Tier 2 and Tier 3 notes are accepted as valid excused absences.

Please note: If you do not send an email to the instructor within one week (7 days) of missing class, your absence will not be excused.

A Note on Plagiarism

Please note that plagiarism will be taken very seriously in this course. Punishments for plagiarism will follow the University Senate guidelines and will, at minimum, result in zero on an assignment. However, plagiarism could also result in a failing grade in the course, a notation on the student's transcript, or a referral to the dean for a university level punishment. It is your

responsibility to understand the university's plagiarism policy and to contact me before submitting an assignment if you have any questions.

Missed or Late Work
Missed or late assignments create major time and scheduling conflicts and are unfair to those who are prepared. For these reasons, any late assignment will have 10% deducted from the score as a penalty for each day it is late (including weekends), up to a 50% deduction. An assignment is considered late when it is submitted after the stated deadline, and deductions will be taken beginning with the missed deadline. For example, if an assignment is due in class on Wednesday, deductions will begin immediately following the conclusion of class. Late assignments will not be accepted after they are one week overdue, except in extenuating circumstances. If you anticipate that you may have trouble meeting a deadline, you may ask for an extension before the due date. Requests for an extension must be made in writing. Students will not be allowed more than one week for an extension, except for extenuating circumstances (such as those listed in the attendance policy).

Late work will only be accepted without penalty for allowable absences as described in the Academic Policies (http://www.uky.edu/publichealth/student-resources/academic-policies). Any missed work must be turned in within one week of returning to class. I reserve the right to request documentation and to verify the authenticity of documentation for any excused absence.

Classroom Civility
In order to foster a classroom climate that is comfortable for all, we will (1) show respect for all members of the classroom, (2) pay attention to and participate in all class sessions and activities; (3) avoid unnecessary disruptions during class time (e.g., having private conversations, posting to Twitter, reading the newspaper, doing work for other classes, receiving cell phone call or texts, etc.); and (4) avoid racist, sexist, homophobic or other negative language that may unnecessarily exclude members of our campus and classroom. This is not an exhaustive list of behaviors; rather, they represent the minimal standards that help make the classroom a productive place for all concerned. In addition, all university students are expected to abide by the Student Code of Conduct. You can access this five-part document at http://www.uky.edu/StudentAffairs/DeanofStudents/conduct.htm

Phone and Laptop Policy
Because poor use of technology (e.g., phones and/or laptops) distracts from the learning environment, technology is not allowed during class time. Please keep your phones and laptops and other devices stowed in your bags. Occasionally, a class activity may require the use of technology. In those cases, you may use your device as instructed.

University cancelations
If the university cancels, learning will continue. Within 24 hours of any cancelation that ffects our class, I will post materials to Canvas that will cover the readings and materials that we would have discussed in class. You will be responsible for these materials.

Canvas Policy
I am responsive to student requests for changes in the schedule, which means that the daily schedule may change during the semester. You will be responsible for checking Canvas before beginning your homework and/or attending class.

If you encounter problems with Canvas, please email the teaching assistant immediately. Include in your email a screenshot showing the error message and the date and time of that message. In addition, attach an electronic copy of the assignment you completed.

Email Policy

Please use email as a primary means of contact. Allow 24 hours response time. Use basic courtesy and proper grammar.

Graded Work
Online quizzes will not be returned to students. If you wish to discuss your quiz grade on a particular assignment, please email the TA to schedule an appointment.

Extra Credit: This course will have one opportunity for extra credit. If 80% or more of students in this course complete **Teacher Course Evaluations**, each student will earn 5 additional points on the final project grade.

Note: I do not have a record of who completes the TCE. Instead, I will have a record of the response rate for the TCE. In other words, I can monitor the percentage and number of students who complete the TCE but I cannot monitor the names of the students who complete it.

Course Schedule

This schedule is tentative and may change occasionally throughout the semester to accommodate student needs. Any changes will be verbally announced in class and/or emailed to the class. Additional due dates for project materials will be verbally announced and posted to Canvas. Please check Canvas regularly for any updates.

Date	Topic	Readings/Homework to Complete Before Class
M Aug. 26	Class Introduction:	Career Goal Survey Read Syllabus
W Aug. 28	Public Health Profession & Practice	Reading: Public Health Workforce Online Reading Quiz
M Sept 2	Labor Day: No Class	
W Sept. 4	Public Health Professions	Reading from *Advancing Healthy Populations* Online Reflection
M Sept. 9	Public Health Professions: Research Day for Career Outlook Paper and Presentation.	Individual Meetings with instructor, as needed.
W Sept. 11	Public Health Professions	Career Outlook Paper and Presentation due.
M Sept. 16	Resumes and CVs:	Guest Lecture: Beth Hanneman, UK Career Center
W Sept. 18	Work Day: Job Searches	Online Class Job Search & Reflection
M Sept. 23	Presenting Yourself: Interviews	Resume: First Draft Due Sign up for Career Center Interview (through Handshake)
W Sept. 25	Work Day: Experiential Activity Set Up Meetings with Instructor	Online Class Experiential Activity Proposal due Friday, Oct. 3

M Sept. 30	Cover Letters and Personal Statements	Reading: TBA Bring Draft to Class
W Oct. 2	Time Off for Interviews	First Draft: Cover Letter/Personal Statement
M Oct. 7	Communicating as a Public Health Professional	Reading: Introduction to Public Health Communication Online Reading Quiz
W Oct. 9	Public Health Communication: Investigating a Problem	Group Work Day Group Problem Statement due: Friday, Oct. 11
M Oct. 14	Public Health Communication: Earning Mass Media Coverage	Reading: Viswanath et al. (2008) Reading Quiz
W Oct. 16	Panel: What to Expect in Graduate School	
M Oct. 21	**Fall Break: No Class**	
W Oct. 23	Communicating Public Health: Joining the Conversation	Reading: Korda & Itani (2013) Online Reading Quiz
M Oct. 28	Panel: Health Administration	Group 1: Panel Questions
W Oct. 30	Work Day (1): Experiential Activity	Final Draft: Cover Letter/Personal Statement due. Group 1: Panel Reflection due.
M Nov. 4	Public Health Communication: Health Literacy	Online class: CDC TRAIN Course
W Nov. 6	Work Day (2): Experiential Activity	Experiential Activity Post Due
M Nov. 11	Panel: Governmental Public Health*	Guest Experts: Jessica Cobb, Nancy Johnson, Group 2: Panel Questions
W Nov. 13	Work Day (3): Experiential Activity	Group 2: Panel Reflection due.
M Nov. 18	Communicating Public Health: Project Presentations	Individual Public Health Project Due Last day to complete an Interview.
W Nov. 20	Work Day (4): Experiential Activity	
M Nov. 25	Meetings with Instructor: Action plans, resume and and/or cover letter revisions.	Experiential Activity Reflective Essay & Evidence of Completion due.
W Nov. 27	**No Class. Thanksgiving Break.**	
M Dec. 2	The Future of Public Health Panel*	Reading: DeSalvo et. al., 2017 Group 3: Panel Questions
W Dec. 4	Work Day: Action Plans	Online Class: Work on Action Plan. Final Draft Resume Due. Group 3: Panel Reflection due.
M Dec. 9	Action Plan Presentations	Action Plans Due.
W Dec. 11	Action Plan Presentations	

	Finals week: Dec. 16-20	No Final Exam.
	Action Plan Presentations (if needed)	