

HED 351: Needs Assessment & Program Planning
The University of Texas at Austin
Fall 2017 #11015
T/TH 2:00pm – 3:30pm BEL 962

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Dr. Nydegger prohibits the concealed carry of handguns in her office

This syllabus is subject to change; students who miss class are responsible for learning about any changes to the syllabus

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Required Reading

Required Course Texts:

McKenzie, J. F., Neiger, B. L., & Thackeray, R. (2017). *Planning, implementing, and evaluating health promotion programs: A primer* (7th ed.). San Francisco, CA: Pearson Benjamin Cummings.

***MNT** in course outline

Hodges, B. C., & Videto, D. M. (2011). *Assessment and planning in health programs* (2nd ed.). Sudbury, MA: Jones and Bartlett Learning.

***H&V** in course outline

U.S. Department of Health and Human Services, National Cancer Institute. (2005). *Theory at a glance: A guide for health promotion practice* (NIH Publication No. 05-3896).

***NCI** in course outline

Web Resource for Course:

CDCynergy Social Marketing Edition: Your Guide to Audience-Based Program Planning
(www.orau.gov/cdcynergy/soc2web/default.htm)

Required Supplemental Readings:

Required supplemental articles and readings are posted in the “Assigned Readings” section in the “Files” folder in the class Canvas site.

Course Description

The purpose of this course is to introduce students to the process of planning, implementing, and evaluating health promotion programs. The subject matter is applicable to a variety of fields, such as health promotion, nursing, medicine, and other health professions such as communication, education, psychological, sociology, and social work. This course will be delivered via lecture, discussion, small group work, informal and formal evaluation, cooperative learning, assignments, e-mail communications, and self-study online education.

Independent Inquiry

This course carries the Independent Inquiry flag. Independent Inquiry courses are designed to engage you in the process of inquiry over the course of a semester, providing you with the opportunity for independent investigation of a question, program, or project related to your major. You should therefore expect a substantial portion of your grade to come from the independent investigation and presentation of your own work.

Course Rationale

This course is designed to provide an overview of the responsibility of an entry-level health educator. Students gain knowledge of organizational concepts, processes, skills, attitudes, and personal characteristics and skills that comprise the profession of health education. Learning is assessed through discussions, written assignments, projects, and quizzes.

This course has four major themes:

1. Planning a Health Promotion Program: presents information needed to plan a health promotion program including models for program planning, starting the planning process, assessing needs, measurement and sampling, mission statements, goals and objectives, and interventions.
2. Implementing a Health Promotion Program: presents information used in implementing a health promotion program including identifying important components related to implementation such as allocation of resources, marketing, and implementation strategies.
3. Evaluating a Health Promotion Program: presents an overview of the evaluation process including how to plan an evaluation and evaluation approaches and designs.
4. Reporting and Presenting a Health Promotion Program: presents information needed to develop and conduct program reporting and presentation activities.

Course Objectives & Outcomes

After completing all assignments and in particular, the final project, students will be able to:

1. Identify and discuss behavioral, social, and environmental determinants of health.
2. Describe the role and approaches to assessment in the health promotion planning process.
3. Identify environmental and behavioral change, where appropriate, to promote positive health behavior.
4. Understand the importance of multicultural competence and the consideration of health disparities in public health programs.
5. Understand models that guide the development of programs in health education.
6. Demonstrate and present to peers a health education/health promotion intervention.
7. Describe and apply appropriate strategies for program development and implementation.
8. Develop a program logic model outlining intervention objectives and outcomes.
9. Demonstrate skills related to connecting program objectives and mission statements to implementation methods and outcomes.
10. Apply methods and strategies and social marketing as it applies to public health programs.
11. Apply strategies for process and outcome evaluation for health programs.
12. Prepare a report on and present to peers a professional description of a health promotion intervention method.

Course Modules & Descriptions

Module 1: Context & Overview

In this module, you will review concepts and assumptions in health education, health promotion, and program development. You will use databases to identify a target population for your independent inquiry topic, and will be working with an assigned group to identify the health topic, problem, and behavior for your inquiry.

Module 2: Needs Assessment, Program Planning, & Intervention Design

This module will provide you with hands-on experience in using evidence-based resources in assessing needs of the priority population and using program planning models, including social marketing. The module covers establishing and monitoring progress toward goals and objectives, designing interventions, and identifying and allocating resources for health promotion programs.

Module 3: Implementing a Health Promotion Program

This module focuses on implementation of a health promotion program and covers organization, administration, and special concerns related to program implementation. You will develop an implementation plan for your intervention.

Module 4: Health Promotion Program Evaluation and Reporting

This module presents general approaches in program evaluation and will provide you with experience in aligning evaluation with program goals, objectives, and outcomes. You will outline a method for reporting about your intervention program and will work with your group to prepare a final report on the overall final project.

Module 5: Presentation of Health Promotion Programs

In this module, you will learn about making a professional presentation and will work with your group to develop and present a health promotion method to your peers.

Course Evaluation & Grades

The course will feature discussion, attendance, and active participation in developing, writing, and presenting health promotion program materials during and outside of class. The professor will introduce topics for each class, and you are expected to engage in debate and discussion of the readings. Attendance will be monitored via weekly quizzes. Scoring for class activities will be as follows:

Assignments & Points

Assignments	Points
Individual Quizzes	50
Group Quizzes	50
Individual Assignments	50
Group Assignments	80
Group Presentation & Written Summary	50
Final Intervention Project	100
Self/Peer Evaluations	20
Total	400

Breakout & Grade Distribution

1. The 12 weekly quizzes will cover the textbook chapter and other documents assigned to read for the class sessions as well as lecture information. The format will be multiple choice and may also include short answer questions. The 2 lowest quiz grades will be dropped. Students will first take the quiz individually on their computer. Then students will get into their assignment groups and take the quiz together.
2. Individual assignments are to be completed prior to class or during class as an in-class activity.
3. Early in the course students will be assigned to small groups and will complete assignments that will assist them with completing their Final Intervention Projects. Some assignments are to be completed prior to class and others will be completed in class.
4. Group Presentation & Written Summary: Students will work in small groups to develop and present a class presentation of an assigned implementation method. The presentation will be accompanied by a two-page written description of the method.
5. Final Group Intervention Project Proposal: The Final Group Intervention Project will be a Public Health Promotion Program Planning, Implementation, and Evaluation Proposal that each selected group of students designs and develops during the term.
6. Self & Peer Evaluations: You will be evaluated participation for yourself and your group members at two points in the semester following completion of the group presentation and final report.

Grade Distribution

A = 376 – 400	C+ = 308 – 319
A- = 360 – 375	C = 296 – 307
B+ = 348 – 359	C- = 280 – 295
B = 336 – 347	D = 240 – 279
B- = 320 – 335	F = < 240

How to Succeed in this Course

Class Attendance & Participation

Class attendance is an important part of the learning process. It is helpful for students to attend all class sessions and complete the assigned readings. This helps both for you and for the rest of the class to ensure interactive and thoughtful discussion and learning. You are responsible for all material covered on any days you may be absent and will not be able to receive credit for any in-class assignments for those days. I will consider extenuating circumstances on a case-by-case basis (i.e., death in the family, documented illness). Please contact me as soon as possible in the case of extenuating or traumatic events.

You will receive peer, self, and instructor assessments of participation based upon contributions to group work, participation in class discussion, and attendance. Class attendance is an important part of the learning process. You should attend all class sessions and complete all required reading *prior* to the class to which it is assigned as this encourages learning for everyone.

Please arrive on time and actively and frequently participate in class discussion. Students are also expected to create a respectful environment that encourages learning. To help create this environment, cell phones must be turned off or set to vibrate. Text messaging is not allowed and students found to be texting during class will be asked to turn off their phones. Laptop computers and tablets will be used during class and are allowed for note-taking and taking quizzes. Students found to be using laptops for other purposes not related to class will be asked to turn off their computers. In addition, students should respect each other and each other's opinions.

Group Work

You will be assigned to a working group based on your health education and health promotion content interests and background. To do well on the group project, you should contribute your agreed work products to the group assignments, provide constructive and honest feedback as the products are developed, put forth your best effort in contributions, and **meet agreed group deadlines**.

Meeting Deadlines

All assignments are due at the beginning of class. When required by the professor, written assignments are to be submitted to Canvas prior to the beginning of class. Students who miss class for an excused absence may submit their assignments by email before the beginning of that day's class. No assignments will be accepted after they are due without a documented excuse. All assignments must be completed to pass the class.

Other Expectations

Students can expect the instructor to facilitate student learning through classroom activities, lectures, constructive feedback on class assignments and appointments with students. Students can expect to get out of class on time as long as students arrive to class on time and are ready to begin working at the scheduled start time. The instructor will be open to constructive feedback about the course. In addition, students can expect to learn how to apply the concepts learned in the course to real world problems that they may encounter in their professional careers. Students can expect timely responses to emails, usually within 24 hours.

Use of Canvas

This class will use Canvas, <http://canvas.utexas.edu/>, to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and to give you online surveys. You can find support in using Canvas at the ITS Help Desk at 475-9400, Monday – Friday, 8am – 6pm, so plan accordingly.

Course Feedback

During this course I will ask you to give me feedback on your learning in informal and formal methods, including anonymous surveys. You will have the opportunities in class to provide feedback. It's very important for me to know your reaction to what we're doing in class, so I encourage you to offer constructive feedback, ensuring that together we can create an environment effective for teaching and learning.

Policy on Late Work & Absences

Assignments are due by the beginning of class on the listed due dates. No late assignments will be accepted unless prior arrangements are made. Assignments given during class will be due by the end of class unless prior arrangements are made with the instructor. Quizzes will be given in the beginning of class and cannot be made up.

University Policies**Academic Integrity**

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community:

“As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity.”

This means that work you produce on assignments, tests, and exams is all your own work, unless it is assigned as group work. I will make it clear for each assignment whether collaboration is encouraged or not. You are responsible for understanding UT's Academic Honesty Policy which can be found at the following web address: <http://deanofstudents.utexas.edu/conduct/standardsofconduct.php>.

Plagiarism

Plagiarism is a serious violation of academic integrity. In the simplest terms, it occurs when you represent any material from another source as your own, regardless of how or where you acquired it. Using verbatim material without proper attribution constitutes the most blatant form of plagiarism. However, other types of material can be plagiarized as well, such as ideas drawn from an original source or even its structure. Even using your own work from another class is plagiarism and will not be accepted. Plagiarism can be committed intentionally or unintentionally. What is important is that your professors and instructors should be able to clearly identify which materials are your own and which originated with other sources. **ALWAYS CITE YOUR SOURCES.** If you used words or ideas that are not your own (or that you have used in a previous class), you must make it clear. Otherwise, you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course. You are responsible for understanding UT's Academic Honesty Policy which can be found at the following web address: <http://deanofstudents.utexas.edu/conduct/academicintegrity.php>. You are responsible for reading this information and familiarizing yourself with the guidelines and rules. **Please note that writing projects will be analyzed using Turnitin.** We will use APA formatting in this course. Guidelines for APA formatting can be found here: <https://owl.english.purdue.edu/owl/resource/560/01>.

Use of Email for Official Correspondence to Students

Email is recognized as an official mode of university correspondence; therefore, you are responsible for reading your email for university and course-related information and announcements. You are responsible to keep the university informed about changes to your email address. You should check your email regularly and frequently—I recommend daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. You can find UT Austin's policies and instructions for updating your email address at <http://www.utexas.edu/its/policies/emailnotify.php>

Q Drop Policy

If you want to drop a class after the 12th class day, you'll need to execute a Q drop before the Q-drop deadline, which typically occurs near the middle of the semester. Under Texas laws, you are only allowed six Q drops while you are in college at any public Texas institution. For more information, see <https://ugs.utexas.edu/vick/academic/adddrop/qdrop>

Accommodations for Students with a Disability

If you require special accommodations, you must obtain a letter that documents your disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Present the letter to me at the beginning of the semester so we can discuss the accommodations you need. For more information, visit <http://diversity.utexas.edu/disability/current-students/>

Accommodations for Religious Holy Days

By UT Austin policy, you must notify me of your pending absence at least 14 days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

Emergency Evaluation Policy

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation: Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one used when you entered the building. If you require assistance to evacuate, inform me in writing during the first week of class. In the event of an evacuation, follow my instructions or those of class instructors. Do not re-enter a building unless you're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

Resources**Behavior Concerns Advice Line (BCAL)**

If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://besafe.utexas.edu/behavior-concerns-advice-line>

University of Texas Libraries

There are numerous libraries on campus that can help you with this or other courses. They can assist with research, you can meet with your group for projects, use their media lab for assignments that require video or audio recording, etc. Please check out their website <http://www.lib.utexas.edu/> for more information.

University Writing Center

The University Writing Center (UWC) offers free, individualized, expert help with writing for any UT undergraduate, by appointment or on a drop-in basis. There are trained consultants at the UWC that can help with deciding on a topic for a paper, clarifying and organizing ideas, researching, drafting, and revising a paper, improving grammar, punctuation, and usage, and citing sources properly (ensure you're not unintentionally plagiarizing!). Please check out their website <http://www.uwc.utexas.edu> for hours, location, and more information. I strongly encourage you to use this resource for this course and your other courses.

Sanger Learning Center

The Sanger Learning Center assists students with tutoring, study skills, academic coaching, public speaking, and workshops. They are available for one-on-one or drop-in appointments. Appointments can be made online. Please check their website <https://ugs.utexas.edu/slc> for hours, location, and more information. I strongly encourage you to use this resource for this course and your other courses.

HED 351: Course Outline & Schedule

****Schedule may change—check Canvas often****

NOTE: Complete the reading and graded assignments *before* the lecture when the readings are covered. Quizzes will cover lectures along with associated readings.

Date	Topic	Reading	Assignment Due
Module 1: Context & Overview			
Aug 31 Thursday	Introduction to Course & Conducting Research	<ul style="list-style-type: none"> • Syllabus • MNT Preface • H&V Preface • NCI Forward, Introduction pg. 1 	
Sept 5 Tuesday	Social Determinants of Health	<ul style="list-style-type: none"> • Healthy People 2020 	
Sept 7 Thursday	Health Disparities in the US & Cultural Competency	<ul style="list-style-type: none"> • CDC Health Disparities & Inequalities Report • McKenzie & Pinger, Chapter 10 	Assignment 1: Population Interest & Group Work Preferences
Sept 12 Tuesday	Health Promotion Interventions: Planning, Implementing, & Evaluating	<ul style="list-style-type: none"> • MNT Chapter 1 • Nutbeam 1996 	Assignment 2: Elevator Pitch
Sept 14 Thursday	Identifying & Using Evidence-Based Resources	<ul style="list-style-type: none"> • H&V Chapter 1 	Group Assignment 1 (In-Class): Organization & Topic Worksheet
Sept 19 Tuesday	Identifying a Problem & Developing a Rationale How to Conduct Research (Ms. Cunningham)	<ul style="list-style-type: none"> • MNT Chapter 2 	Quiz 1: Healthy People 2020, McKenzie & Pinger, MNT Chapter 1, H&V Chapter 1, Nutbeam 1996
Sept 21 Thursday	Needs Assessment & Problem Identification	<ul style="list-style-type: none"> • MNT Chapter 4 pg. 67 – 74 • H&V Chapter 2 	Group Assignment 2: Problem Statement & Rationale

Module 2: Needs Assessment, Planning, & Intervention Design			
Sept 26 Tuesday	Data Collection Strategies, Measurement, & Sampling	<ul style="list-style-type: none"> • H&V Chapter 3 • MNT Chapter 4 • MNT Chapter 5 	<p>Quiz 2: MNT Chapter 2, H&V Chapter 2, MNT Chapter 4 pg. 67 – 74</p> <p>Assignment 3 (In-Class): Needs Assessment</p>
Sept 28 Thursday	Planning Models Overview	<ul style="list-style-type: none"> • MNT Chapter 3 	
Oct 3 Tuesday	Determinants, PRECEDE-PROCEED NCHEC	<ul style="list-style-type: none"> • NCI pg. 39 – 43 • NCHEC 	<p>Quiz 3: MNT Chapters 3 – 5, H&V Chapter 3</p>
Oct 5 Thursday	Social Marketing	<ul style="list-style-type: none"> • NCI pg. 36 – 39 • H&V Chapter 5 • MNT Chapter 11 	<p>Group Assignment 3: Behavioral & Environmental Worksheet</p> <p>Group Assignment 4: Determinants & Risk/Protective Factors</p>
Oct 10 Tuesday	Controversial Topics	<ul style="list-style-type: none"> • Gilbert Chapter 10 • Texas Monthly—Blackouts 	<p>Quiz 4: NCI pg. 36 – 39, H&V Chapter 5, MNT Chapter 11</p> <p>Assignment 4 (In-Class): Dealing with Controversy</p>
Oct 12 Thursday	CDCynergy	<ul style="list-style-type: none"> • CDCynergy 	<p>CDCynergy Walk-Through</p>
Oct 17 Tuesday	Program Mission Statements, Goals, & Objectives	<ul style="list-style-type: none"> • MNT Chapter 6 • H&V Chapter 7 	<p>Group Assignment 5: CDCynergy Phase 1 & SWOT Analysis</p> <p>Assignment 5: Writing & Critiquing Objectives</p> <p>Receive Presentation Method Assignment & Day (Gilbert Chapter 4)</p>

Oct 19 Thursday	Theories & Models: Choosing a Theory	<ul style="list-style-type: none"> • NCI Theories & Applications pg. 10 – 21 • MNT Chapter 7 • H&V Chapter 6 	<p>Quiz 5: MNT Chapter 6, H&V Chapter 7</p> <p>Group Assignment 6 (In-Class): Theories Discussion Activity</p>
Module 3: Implementing Health Promotion Interventions			
Oct 24 Tuesday	Interventions & Intervention Development	<ul style="list-style-type: none"> • MNT Chapter 8 • Perry Chapter 4 	<p>Group Assignment 7: CDCynergy Phase 2 Market Research & Market Research Summary Worksheet</p>
Oct 26 Thursday	Group Work & Group Check-Ins		<p>Quiz 6: NCI pg. 10 – 21, MNT Chapter 7, H&V Chapter 6</p>
Oct 31 Tuesday	Selecting Methods	<ul style="list-style-type: none"> • MNT Chapter 9 • Gilbert et al. Chapter 3 	<p>Quiz 7: MNT Chapter 8, Perry Chapter 4</p>
Nov 2 Thursday	Intervention Strategies VERB: A Social Marketing Interventions	<ul style="list-style-type: none"> • VERB Bauman 2004 • VERB Wong et al. 2004 • VERB Human et al. 2010 	<p>Quiz 8: MNT Chapter 9, Gilbert et al. Chapter 3</p> <p>Group Assignment 8: CDCynergy Phase 3 Market Strategy</p>
Nov 7 Tuesday	Logic Models	<ul style="list-style-type: none"> • MNT Chapter 10 	<p>Quiz 9: VERB Bauman, Wong et al., Human et al.</p> <p>Assignment 6 (In-Class): Logic Model</p>
Nov 9 Thursday	Implementation Overview & Strategies	<ul style="list-style-type: none"> • H&V Chapter 9 • MNT Chapter 12 	<p>Group Assignment 9: CDCynergy Phase 4 Interventions</p>
Module 4: Evaluating Health Promotion Programs			
Nov 14 Tuesday	Evaluation Overview	<ul style="list-style-type: none"> • H&V Chapter 10 	<p>Quiz 10: MNT Chapter 10 & 12, H&V Chapter 9</p>
Nov 16 Thursday	Evaluation Approaches & Designs	<ul style="list-style-type: none"> • MNT Chapter 14 	<p>Assignment 7: Evaluation Activity</p>

Module 5: Reporting & Presenting			
Nov 21 Tuesday	Data Analysis & Reporting	<ul style="list-style-type: none"> • MNT Chapter 15 	Quiz 11: H&V Chapter 10, MNT Chapter 14 Group Assignment 10: CDCynergy Phase 5 Evaluation
Nov 23 Thursday	Thanksgiving: No Class		
Nov 28 Tuesday	Presenting the Program	<ul style="list-style-type: none"> • Clark 2012 • Dunning 2006 	Quiz 12: MNT Chapter 15 Group Method Paper
Nov 30 Thursday	Presentations		Group Method Presentations
Dec 5 Tuesday	Presentations		Group Method Presentations
Dec 7 Thursday	Putting it All Together: Course Summary		Final Group Intervention Project Assignment 9: Reflection Activity Self & Peer evaluation