

**Washington University School of Medicine
Course Syllabus
Spring 2015**

U88 AHBR536 Health Education: Methods, Planning and Evaluation

Course Description:

This class will focus on the role played by individual and community behavior as well as environmental and policy factors in preventing chronic and communicable diseases. Students who take this class will have the knowledge and skills to plan, develop, implement, monitor and evaluate behavior change programs for improving health status. Students also will learn how to assess the health needs of communities and organizations.

Course Overview:

This course introduces the student to the roots of the fields of health education and health promotion. Strategies for planning, monitoring and evaluating health education programs that support healthy lifestyles will be presented and utilized. A variety of settings in which health education programs are implemented will be explored. Emphasis will be placed on assessing the needs of target populations based on an ecological framework and the application of appropriate methods at each level of that framework.

Instructor: Cheryl A. Houston, PhD, RD, LD, CFCS, FAND

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IMPORTANT:

So that I may respond to you in a timely fashion, please send all email messages using AHBR536 (no space between the R and the 5) at the beginning of the subject line. Example: AHBR536 Question About Class Yesterday

Meeting time and location: Monday, 5:30-8:00 PM

Taylor Avenue Building (TAB), 600 S. Taylor Avenue; Classroom B

Textbook*:

L. Michele Issel (2014). *Health program planning and evaluation: A practical, systematic approach for community health*. Burlington, MA: Jones & Bartlett Learning. ISBN: 978-1-284-02104-2

*Other readings as assigned and posted on the Bb course site.

Additional Resources:

Glanz, K., Rimer, B.K. & Viswanath, K. (Eds.) (2008). *Health behavior and health education: Theory, research and practice (4th ed.)*. San Francisco, CA: Wiley & Sons. ISBN 978-0-7879-9614-7

Course Objectives:

The learning activities and assignments in this course will assess your mastery of these learning outcomes. At course completion, each student will be able to:

1. define health education;
2. describe the role of the health educator;
3. demonstrate the ability to understand health problems from an ecological perspective;
4. define the components of the program planning process;
5. compare and contrast planning models for health education programming;
6. utilize methods of assessing the health needs of a community or other health setting;
7. explain the utility of developing logic models as a tool for health education program planning and evaluation;
8. Develop measurable health, behavioral, environmental, learning and resource objectives;
9. Explain methods for improving health literacy in various populations;
10. Examine strategies for developing cultural competence;
11. Discuss ways to enhance the cultural relevance of health education programs; and
12. plan and design a health education program proposal, including a budget.

Class Format:

The class is conducted in a graduate seminar format with applied learning activities. Students are required to participate in each class discussion of readings and in the in-class application exercises/activities.

Course Requirements and Student Evaluation:

Health Education Article Critique and In-class Discussion	30%
In-class/take home assignments and exercises	20%
Health Promotion/Health Education Project	
Paper	30%
Presentation	20%

Health Education Article Critique & In-class Discussion

Scholars will have an opportunity to select and discuss a particular setting in which to plan, implement and evaluate health promotion programs (i.e., schools, community, healthcare, worksites, etc.). Each scholar will choose one article from the list of course readings. The scholar will identify advantages to conducting health education in the setting selected. The challenges of the setting and how a health educator might overcome them using evidence-based literature should be included. Students should also include a critique of the article (consider the subjects/participants, methods, results and conclusions in your critique). The critiques will be submitted to the instructor. The scholar who selected the article will facilitate the discussion in class with the instructor and his/her fellow scholars. Scholars will be assessed/graded on their critiques as well as the facilitation of the in-class discussions.

In-class/take home assignments and exercises

Throughout the semester scholars will complete in-class and take home assignments and exercises. These assignments are designed to assist scholars in the application and mastery of the course material, as well as assist in the development of the health promotion/health education program.

Health Promotion/Health Education Program Development Project (Paper & Presentation)

NOTE: In-class and take home assignments are designed to assist with the development of this assignment. Scholars will choose a health problem/topic and then develop an evidence-based health education program to address the health concern. The paper will include:

1. Introduction of health problem and rationale for choosing health problem
2. Needs assessment
3. Mission statement, goals and objectives for program
4. Logic Model
5. Theoretical basis and application
6. Description of Intervention Strategies
7. Evaluation plan overview
8. Proposed budget justification

NOTE: Ordinarily a health promotion/health education project plan would include an extensive evaluation schema. However, program evaluation will be covered extensively in the AHBR582 Evaluation of Health Services Programs.

Health Promotion/Health Education Project Presentation

- Presentations will be 20 minutes in length, including questions from the class.
- The focus of the presentation should be on how the program goal, health, behavioral and environmental objectives are related and how they lead to the intervention.
- Include your logic model and a brief description of your evaluation plan.
- Provide examples of some of the strategies you will use (these are listed as activities in the Logic model).
- Provide the instructor and each scholar with a copy of the PowerPoint slides (3 slides per page). Each scholar will be given a presentation evaluation form/rubric to complete.

Course Outline

NOTE: Syllabi are subject to change at the discretion of the instructor to accommodate instructional and/or student needs, emergency situations, and unexpected circumstances. Students must keep abreast of all announced changes to the syllabus. All changes will be announced in class and posted on the Blackboard course site. It is the responsibility of the student to keep abreast of all changes.

Date	Topic(s)	Learning Objectives	Readings & Assignment Due Dates
1/12/15	Course Introduction Syllabus Review Health Behavior Theory Review		
1/19/15	NO CLASS; MLK Jr. Holiday		
1/26/15	Health Program Development and Evaluation in Context	Demonstrate ability to understand problems from an ecological perspective.	Issel, chapter 1 <i>Recommended:</i> Glanz, Rimer and Viswanath (GR&V), chapter 20
2/02/15	Examining Planning Models for Health Education	Compare and contrast planning models for health education programming.	Issel, chapter 3
2/09/15	Conducting Needs Assessments	Discuss community needs assessment methods to understand and address health problems.	Issel, chapter 4, 5 National Health Education Standards (pre-K through grade 12) http://www.cdc.gov/healthyyouth/sher/standards/index.htm

2/16/15	Developing Logic Models	Explain the utility of developing logic models as a tool for health education program planning and evaluation.	Issel, chapter 8, pp. 275-276 W.K. Kellogg Foundation Logic Model Development Guide (download at http://www.wkkf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide NOTE: This is a 64-page document; allow time to review it; bring e-copy to class)
2/23/15	Developing mission statements, goals and objectives	Develop measurable health, behavioral, environmental, learning and resource objectives	Issel, chapter 7 Developing SMART Objectives http://www.cdc.gov/healthyyouth/evaluation/pdf/brief3b.pdf
3/02/15	Matching Intervention Activities with Theory & Outcomes	Operationalize theoretical constructs to develop a health education program	Issel, chapter 6 <i>Recommended:</i> GR&V, chp 18 Weiner, B. J., Lewis, M. A., & Linnan, L. A. (2008). Using organizational theory to understand the determinants of effective implementation of worksite health promotion programs. <i>Health Education Research</i> , 24(2), 292-305.
3/09/15	NO CLASS; SPRING BREAK		
3/16/15	NO CLASS; Blended Time: Health Literacy	Explain methods for improving health literacy in various populations.	CDC Training Module Complete the CDC training module on the topic of health literacy (estimated time for completion: 2 hours) http://www.cdc.gov/healthliteracy/training/index.html
	Developing Cultural Competence	Examine strategies for developing cultural competence. Discuss ways to enhance the cultural relevance of health.	Cultural Competence http://www.nccccurricula.info/

3/23/15	Examining Evidence-based Programs		<p>Sherrington, C., Tiedemann, A., Fairhall, N., Close, J. C. T. & Lord, S. R. (2011). Exercise to prevent falls in older adults. <i>NSW Public Health Bulletin</i>, 22(3-4), 78-83.</p> <p>Stock, M. L., Gerrard, M., Gibbons, F. X., Dykstra, J. L., Mahler, H. I. M...& Kulik, J. A. (2009). Sun protection intervention in highway workers: Long-term efficacy of UV photography and skin cancer information on men's protective cognitions and behavior. <i>Annals of Behavioral Medicine</i>, 38, 225-236.</p> <p>Sweet Jemmott, L., Jemmott, J. B., & O'Leary, A. (2007). Effects on sexual risk behavior and STD rates in brief HIV/STD prevention intervention for African American women in primary care settings. <i>The American Journal of Public Health</i>, 97(6), 1034-40.</p>
3/30/15	Examining Evidence-based Programs	<p>Demonstrate ability to understand problems from an ecological perspective</p> <p>Recognize role of settings in planning for and conducting health promotion programs.</p>	<p>Atchley, P. & Geana, M. (2013). <i>The texting and driving epidemic: Changing norms to change behavior</i>. Report No. K-TRAN: KU 12-2.</p> <p>Olson, A. L., Gaffney, C., Starr, P., Gibson, J. J., Cole, B. F., & Dietrich, A. J. (2007). SunSafe in the middle school years: A community-wide intervention to change early-adolescent sun protection. <i>Pediatrics</i>, 119(1), e247+.</p> <p>Thoreson, S., Myers, L., & Goss, C. & DiGuiseppi, C. (2009). Effects of a booster seat education and distribution program in child care centers on child restraint use among children aged 4 to 8 years. <i>Archives of Pediatric Adolescent Medicine</i>, 163(3), 261-267.</p>

4/06/15	Evaluation in Health Education Programming	Develop and describe the components of an evaluation plan, with emphasis on process evaluation	Issel, chapter 10, 17
4/13/15	Developing Budgets	Gain skills in program planning including resource identification and budgeting.	Issel, chapter 9
4/20/15	Evaluation in Health Education Programming – Part 2		
4/27/15	<i>Student Presentations</i>	Demonstrate ability to understand problems from an ecological perspective Recognize role of settings in planning for and conducting health promotion programs.	

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