

Proposal for Quality Enhancement Plan 2005-2006
 Pamela D. Doughty, Ph.D., CHES
 Health & Kinesiology Department
 College of Education

Course: Planning for Health Promotion

Faculty: Pamela D. Doughty, Ph.D., CHES
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 SPEC 109
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 Planning and directing course

Engagement Activity:

Students will plan, implement and evaluate a needed health promotion at Christus Spohn Hospital.

❖ Planning

- Conduct a health education needs assessment for Christus Spohn service area
- Interview the administrator for Christus Spohn to determine his perceived health education needs for the hospital
- Determine what health information would most benefit the Christus Spohn clientele and the hospital
- Write a literature review on the health subject
- Write a plan to deliver the health information (i.e., lecture, workshop, hands-on training)
- Plan a way to publicize your presentation
- Write a budget for your event (i.e., flyers, handouts, presentation materials, food)
- Plan an evaluation strategy for your event. (How will you know if it was a success?)

❖ Implementation

- Pick a date that will be good for the people and the hospital
- Publicize the event at least two week prior
- Print any evaluation materials needed for the presentation day or beyond
- Present the health education presentation
- Use any evaluation materials as planned

❖ Evaluation

- Statistically analyze your evaluation data
- Write up the comments made by attendees, presenters and hospital administrators
- What are the successes of the event?
- What parts of the plan need to be revised?
- What recommendations could be made to future presenters?
- What kind of follow-up do you recommend?
- What did you learn about the process?

Syllabus: See Attached

Timeline: Course will be developed during Summer I 2005
 Class will be offered Fall 2005 and every Fall semester subsequently

Assessment Measures:

Students:

- ❖ Faculty will evaluate student presentations
 - Content
 - Importance of topic
 - Ability to answer questions
 - Presentation overall
 - Professional dress
- ❖ Hospital Administration Assessment of Student
 - Courtesy
 - Professionalism
 - Planning
 - Attention to detail
 - Overall Presentation
- ❖ CHES examination as exit examination
- ❖ Increase the number of students who get jobs in the field

Program:

1. Student survey of class
 - Overall Design
 - Amount of work
 - Professor's direction
 - Professor's support
 - Professor's availability
 - Suggestions for future classes
2. Participant survey
 - Information understandable
 - Presentation of interest
 - Going home with new skills
 - Ability of presenter to answer questions
 - Would they recommend to a friend or family
 - Demographics
3. Christus Spohn Administration survey
 - Overall success of program
 - Were needs of the hospital met
 - Respect for hospital personnel
 - Areas that need improvement
 - Would you want the program in the future
 - Suggestions for next year

Budget:	\$ 5,250	¼ faculty release pay for first semester
	\$ 1,800	Travel expenses to present findings
	\$ 2,500	Laptop computer to use for presentations
	\$ 1,500	Lightweight projector for travel
	<u>\$ 1,000</u>	Printing for flyers/posters for advertising
	\$12,050	TOTAL

SYLLABUS SPRING 2004
Planning for Health Promotion
 EDHL 43XX (In University Curriculum Committee 1/27/2005)

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Office Hours:
 MW – 9:00 – 11:00
 TR – 1:00 - 4:00
 F –By Appointment ONLY

Text: McKenzie, J.F., Neiger, B.L., & Smeltzer, J.L. (2005). *Planning, implementing & evaluating health promotion programs: a primer 4th ed.* New York: Pearson/Benjamin Cummings.

Online Resources:

www.cdc.gov
www.census2000.gov
www.dhhs.gov
www.aoa.gov

Student Learner Outcomes:

Through research, reading and community service, students will be able to:

1. Explore the online resources for demography of an area.
2. List the prevalent diseases within a specified population
3. Explore online resources for health promotion and planning
4. Describe a needs assessment
5. Describe different measurement methods, data collection and sampling
6. Develop a mission statement
7. Develop goals and objectives
8. List community resources available
9. Define terminology specific to evaluations
10. Describe evaluation approaches
11. Describe data management and evaluation reporting
12. Develop a health promotion program
13. Develop an evaluation plan

Evaluation of Student Learner Outcomes:

1. Quizzes: (100 pts, 10 pts each quiz)

☐ There will be 14 ONLINE quizzes given during the semester. There will be no makeup quizzes as your grade for quizzes will be the top 10 out of 14 quizzes taken during the semester. So, you have the opportunity to miss FOUR quizzes or take all 14 and only the top 10 will count toward your grade. Missing more than FOUR will result in a lowered grade because of the zeros that will be averaged into your grade.

2. Assignments (200 pts)

☐ **Assignment #1 (50-60pts/50) Date Due:**

● Each person will find three VALID websites **for health promotion and planning** and describe each site with a paragraph. This assignment will be turned in online on WebCT Assignments. These websites will be posted for class use in WebCT Discussion Board as well, after grading is complete and work is corrected for discussion board. 15 points will be awarded for each valid website and 5 points

for each site that is not duplicated for the discussion board. First come, first served with the extra points for validity and originality.

Assignment #2 (50 pts) Date Due:

- Each student will explore the demographics of the Kingsville area, find a disease or condition that is prevalent within the area, explore the resources available in the area for that disease and write a 3-5 paged-typed paper describing the demography, disease and rationalize the development of a health promotion plan for the targeted population.

Assignment #3 Health Promotion Plan (100 pts) Date Due:

- Each person will plan a health promotion program to be offered at Christus Spohn Hospital in Kingsville. The plan will be pre approved by the instructor and arrangements will be made for the presentation with the Hospital. Exact criteria for the program will be given the second week in class as a handout.

Assignment #4 Evaluation Plan (100 pts) Date Due:

- Each student will formulate an evaluation plan for another student's health promotion plan. Each student will then evaluate that program and report on the process and the results

Assignment #5 Rework of Health Promotion Plan (100 pts) Date Due:

- After receiving the evaluation of the health promotion plan each student will write a 5-paged double spaced typed paper explaining the original health promotion plan, the results of the evaluation and what changes should be made in the future to make the original plan better.
- Those with perfect plans and great evaluations will explain why they were successful in their health promotion plan and what long-term evaluations are possible.

Evaluation:

- Quizzes = 100 pts
- Assignment #1 = 50 pts
- Assignment #2A = 50 pts
- Assignment #2B = 50 pts
- Assignment #3 = 100 pts
- Participation = 50 pts
- Midterm Exam = 50 pts
- Final Exam = 50 pts
- TOTAL = 500 PTS

Grading:

- A = 500 – 450
- B = 449 – 400
- C = 399 – 350
- D = 349 – 300
- F = 299 and Below

Attendance:

Students are required to attend classes as stated in the 2002-2004 catalog and exceptions are only for times the student is representing the school in an outside activity. Students must be present on quiz days to receive a grade. **Please turn off all cell phones during class.**

Disability statement (See page 138 of the Student Handbook):

Students with disabilities, including learning disability, who wish to request accommodations in class should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, students requesting special accommodations must provide documentation of their disability to the SSD coordinator.

Academic misconduct (See page 145-146 of Student Handbook):

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of academic dishonesty:

1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise the he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism; unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

Nonacademic misconduct (See page 145-146 of the Student Handbook):

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the ability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual misconduct (See page 145-146 of Student Handbook):

Sexual harassment of students and employers at Texas A&M University-Kingsville is unacceptable and will not be tolerated. Any members of the university community violating this policy will be subject to disciplinary action.

Plagiarism:

Any assignment that includes words or paraphrasing copied from another author, speaker, published or unpublished work, without citing in APA style, will be considered plagiarism and will result in a zero for that assignment and possible further action from the university. You are required to give credit to the person responsible for writing or speaking. Ask yourself: Is this common knowledge? If your friends in another major have not heard of it, it is not common knowledge. If you have a question regarding plagiarism, please ask your professor. **NEVER USE ANOTHER PERSON'S WORDS (IN CLASS OR TAKE-HOME) ON ANY PROJECT ASSIGNED WITHOUT CITING!**