State University of New York
College at Cortland
Department of Health
Assessment and Evaluation in Health Education and Health Promotion

Course Information
Number: HLH 694-601
Credit Hours: 3
Semester/Year: Fall 2005
Location: Moffett 210
Meeting time: T 7:00-9:30

Professor Information
Name: Dr. Alan J. Sofalvi
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Office Hours: Monday 1:30-3:30; Tuesday 5:30-6:30; Thursday 2:45-4:45
Other times by appointment.
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Textbook:

Course description:
Strategies and techniques for conducting needs assessments and evaluations as part of planning and implementing effective health education and health promotion programs. Grant writing, techniques to seek support for conducting needs assessment, program planning and evaluation activities.

Resource bibliography:


with continuing education questions *Journal of Health Education, 28*, 335-41

Attendance policy:

“It is the policy of the College that regular class attendance is a basic requirement in all courses. However, as long as absences are not excessive, it shall be the students’ performance and not their attendance record which shall determine their course grade. ... Penalties for excessive absences, as determined by the instructor’s policy, shall not exceed one-third of a letter grade per class hour of absence.” (State University of New York College at Cortland, 2002, p. 236).


Each student is permitted two absences: each absence after the second will lead to a lowering of your grade by one level. For example, a student who successfully completed all requirements for a B but had three absences will have a grade of B- instead of B. In this example, a student with four absences would have a grade of C+. Attendance will be taken at least twice during each class. If you miss part or all of a class, it is your responsibility to get notes, etc., from another student. Do not ask me for this material.
Course objectives:

By the end of the semester, the student will be able to

1. identify basic steps of program planning in health education/health promotion
2. describe the barriers to program planning in health education/health promotion.
3. detail the steps involved in needs assessment.
4. identify the necessary steps to correctly conduct an evaluation.
5. create appropriate objectives for a proposed health education program.
6. describe learning activities that will accomplish stated objectives.
7. identify valid sources of information about health needs and interests.
8. identify computerized sources of health-related information
9. describe health behavior models.
10. evaluate survey instruments.
11. describe methods for evaluating program effectiveness.
12. explain why networking with other health educators/providers is important if a program is to be successful.
13. describe the major responsibilities of a health educator.
14. describe a variety of approaches for providing health information and communicating health education needs.
15. describe the importance of grant writing.
16. complete a grant proposal.

Rationale Statement linking the Conceptual Framework to HLH 694

The course objectives for Needs Assessment, Program Planning, and Evaluation contribute to and support the College’s Conceptual Framework for the Teacher Education Program. The major focus of the course is teaching students to assess the needs of a target population, how to plan programs and how to evaluate programs. Therefore, the course broadens the knowledge base of the students in furtherance of
their professional commitment. From a professional development perspective, the course provides detail about individual behavior and why people act in particular ways, so the importance of personal responsibility is emphasized. The paper the students write deal with a variety of health problems, so social justice is also addressed.

Evaluation of student performance

Contract grading will be used in this course. You may choose to contract for an A, a B, or a C. To meet the requirements for the grade you contract for, you must satisfactorily meet the requirements for that particular grade. Simply turning in the assignments does not mean you have met the requirements of the contract. Requirements for each grade are discussed on the assignments page.

ADA statement: If you are a student with a disability and wish to request accommodations, please contact the Office of Student Disability Services located in B-40 Van Hoesen. The phone number is 753-2066. Information regarding your disability will be treated in a confidential manner. Because many accommodations require planning, requests for accommodations should be made as early as possible.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
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<tbody>
<tr>
<td>August 30th</td>
<td>Introduction and course overview</td>
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<tr>
<td>September 6th</td>
<td>Needs assessment: the big picture</td>
<td>Chapter 1</td>
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<td>September 13th</td>
<td>Target populations</td>
<td>Chapter 2</td>
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<td>September 20th</td>
<td>Mission statement, goals and objectives</td>
<td>Chapter 3</td>
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<td>September 27th</td>
<td>Program planning; grant writing</td>
<td>Chapter 4</td>
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<tr>
<td>October 4th</td>
<td>Assessment project work; review</td>
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<tr>
<td>October 11th</td>
<td>Midterm</td>
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<td>October 18th</td>
<td>Fall Break</td>
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<td>October 25th</td>
<td>Strategies</td>
<td>Chapter 5</td>
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<td>November 1st</td>
<td>Theories in health ed./Data collection</td>
<td>Chapter 6</td>
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<td>November 8th</td>
<td>APHA</td>
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<td>November 15th</td>
<td>Data collection strategies</td>
<td>Chapter 7</td>
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<tr>
<td>November 22nd</td>
<td>Evaluation</td>
<td>Chapters 8 and 9</td>
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<td>November 29th</td>
<td>Presentations</td>
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<tr>
<td>December 6th</td>
<td>Presentations</td>
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<tr>
<td>December 13th</td>
<td>Presentations; Community development; Review</td>
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<td>December 20th</td>
<td>Final</td>
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Time permitting, other topics related to program planning will be discussed. In addition, time will be provided during some classes to work on the assessment project.
Assignments

1. Choose one of the articles listed below. Summarize the article and provide your reaction to the needs assessment process described in the article. Attach a copy of the article to your paper. Proper references in APA format are expected: the fact that you’re using only one reference is irrelevant. You are still expected to properly cite the reference in the text of your paper and provide a reference at the end of the paper. The paper is due September 13th. To earn a C for the course you must satisfactorily complete this paper and the following assignment (turned in on time) and earn at least 75% on each exam. This is not an average: a 75% or better must be obtained on each exam. VIIA 1-3, VIII A 1-5. CF: Knowledge base.


2. Choose one of the articles listed below. Summarize the article and provide your reaction to the evaluation process described in the article. Attach a copy of the article to your paper. Proper references in APA format are expected: the fact that you’re using only one reference is irrelevant. You are still expected to properly cite the reference in the text of your paper and provide a reference at the end of the paper. The paper is due September 27th. To earn a C for the course you must satisfactorily complete this paper and the following assignment (turned in on time) and earn at least 75% on each exam. This is not an average: a 75% or better must be obtained on each exam. VIIA 1-3, VllIA 1-5. CF: Knowledge base.


3. EVERYONE will be involved in a needs assessment project. This will involve data collection, data analysis and data interpretation. There will be some group work involved in this project; FOR THE B IN THE COURSE, however, you will INDIVIDUALLY prepare a written technical report that summarizes the project (including the data collection, data analysis and interpretation process). Based upon the findings of the needs assessment, you are also expected to make recommendations for program development/implementation. This is the paper I will grade to determine if you have met the requirements for this assignment. The written report is due November 15th.

In addition, findings from the needs assessment will be presented to representatives of the agency for whom the data were collected; the date of the presentations will be announced in class but they are tentatively scheduled to begin November 29th. To earn a B for this course, you must satisfactorily complete each of the first three assignments (each must be turned in on time) and earn an 85% or better on each exam. Note that this is not an average: an 85% or better must be earned on each exam. IA 3-5; IB 4; IIID 6; IVC 4-6; VA 1, 3; VIIIC 2, 4. CF: Knowledge base, professional standards, assessment, technology.

4. For an A, a grant proposal must be prepared. Directions for preparing the proposal are available at websites listed on the next page. These directions must be followed to the letter (with the following exceptions) or you will not meet the requirements for this assignment. The exceptions to following the directions from the funding agency are the following:

YOU ARE NOT SUBMITTING THE PROPOSAL TO THE FUNDING AGENCY. YOU ONLY SUBMIT IT TO ME FOR GRADING. IN ADDITION, SOME FUNDING AGENCIES REQUIRE THAT MULTIPLE COPIES OF THE PROPOSAL BE SUBMITTED. THAT’S NOT NECESSARY FOR THIS ASSIGNMENT. FINALLY, DO NOT CALL OR E-MAIL THE FUNDING AGENCY WITH QUESTIONS OR FOR CLARIFICATIONS REGARDING THE PROPOSAL. IF YOU HAVE QUESTIONS, SEE ME. BRING A COPY OF THE FUNDING AGENCY’S DIRECTIONS WITH YOU WHEN YOU COME TO SEE ME.

The proposal is due November 29th; when you turn in your proposal, submit a copy of the guidelines/directions from the funding agency at the same time. The proposal will be graded on your following the directions provided by the agency (keeping in mind the exceptions mentioned above) and on how closely your proposal meshes with the mission, philosophy and goals of the funding agency. To earn an A for this course, you must satisfactorily complete each assignment (each must be turned in on time) and earn an 85% or better on each exam. Note that this is not an average: an 85% or better must be earned on each exam. IA 3-5; VIIB 1-3; VIIIC 1-2, 4; IXA 1-2. CF: Assessment, knowledge base, professional standards, technology.

On the next page are links to sites you can go to for information about particular grants. You should choose one of these organizations and follow their directions for the proposal you submit. These sites were active as of August 10, 2005.
Go to the site below for information/suggestions about grant writing. This site provides links to other sites that offer this type of information. This site was active as of August 10, 2005.

http://grants.library.wisc.edu/organizations/proposalwebsites.html

Students are given one opportunity to repeat one assignment; if you do not meet the requirements for an assignment, you may do that assignment again but will not be given an opportunity to repeat any additional assignments. Submit the original when you turn in the corrected assignment.

Exams will consist of questions designed to assess students understanding of needs assessment and evaluation concepts and skills. IA 3-5; IB 4; IID 5-6; VIB 1, 4; VIIIC 5; IXD 1-2. CF: knowledge base, professional standards, assessment.

The following is based on Chapter 340 of the SUNY Cortland catalog and relates to academic honesty. You may not submit the same paper for different classes (this leads to automatic failure for that assignment and/or the course); you are expected to properly cite references (failure to do so may lead to not meeting the requirements for that assignment); buying or taking a paper from another source, such as a student who has taken the course previously or other sources (this leads to automatic failure for the assignment and/or the course). Other examples of unacceptable academic behavior are described in Chapter 340 of the College Catalog and will be dealt with appropriately. In addition to the penalties mentioned above, there exists the possibility of bringing the matter to the College’s Academic Grievance Tribunal.