HPM 627
PROGRAM DEVELOPMENT IN HEALTH PROMOTION

Spring 2011, Wednesday 1:00 – 3:50
School of Public Health Room C1

Course Syllabus

Instructor
Mary Gallant, PhD, MPH  Room 159 School of Public Health
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and Behavior  Office hours: Thursday 1-3 and by appt.

Course Description
This course provides an introduction to the application of theory and evidence to the development of health promotion interventions. Students will be introduced to the major steps of program planning, and will apply these steps to design their own health promotion intervention. The course takes an ecological approach to health promotion, and also gives students the opportunity to critically evaluate a variety of health promotion interventions targeting change at the individual, interpersonal, organizational, community and public policy levels, and to examine how behavioral science theories have been applied to the design of these interventions.

Prerequisites
HPM 525 is a prerequisite for this course. Students who have not taken HPM 525 must have the instructor’s permission to enroll in this course.

Course Goals
This course is primarily designed to help you learn to think like a health promotion expert, and to help you learn to solve problems and make decisions as a health promotion professional by using your own ideas, empirical evidence, and relevant theory. More specifically, at the end of this course, you will be able to:

1. Conduct a systematic assessment to define a particular health issue or problem, to identify the behavioral and environmental factors relevant to that health problem, and to identify appropriate targets and levels of intervention.
2. Develop measurable program objectives.
3. Design program components and activities that are appropriate to meet program objectives.
4. Critique existing health promotion interventions and identify their strengths and limitations.
5. Identify and apply relevant theory and evidence to intervention design.
6. Collaborate with student colleagues in using your own ideas, theory and evidence to make decisions in the health promotion program development process.
7. Develop a health promotion intervention using a systematic program planning process.
Competencies

This course addresses the following MPH competencies for the Social Behavior and Community Health concentration:

1. Conduct a systematic assessment to define a particular health issue or problem, to identify the behavioral and environmental factors relevant to that health problem, and to identify appropriate targets and levels of intervention.

2. Explain in detail how social determinants (such as social relationships, mass media, social position, race, ethnicity, culture and disability) can influence health and health behavior and apply that knowledge to the design of health promotion programs.

3. Develop a theory- and evidence-based health promotion intervention using a systematic program planning process.

Readings

There is one required book. It is available at the campus bookstore and at Mary Jane Books. Please be sure to get the 2006 edition of this textbook.


The following book, which has been required in HPM 525, will also be a useful resource in this course. For anyone who does not have a copy of this book from HPM 525, the instructor has a copy which may be borrowed for short periods.


All other assigned readings will be available on the class Blackboard site.

Course Format and Grading

This course utilizes team-based learning. On the first day of class, you will be assigned to a team which will work together for the remainder of the semester. Teams will work together in class, and you will not be required to work together outside of class, although you may choose to do so in preparation for certain assignments. In-class team work will consist of team quizzes, brief team “application” activities, and larger team assignments, all of which will require significant individual preparation by each team member. Thus, team members will be accountable for contributing to the success of the team. Each team member’s contribution to the team’s functioning, learning and overall team performance will be assessed by other team members at the end of the semester, and this peer evaluation will be 5% of your course grade.

Over the course of the semester, each team will develop a complete plan for a health promotion program on an assigned topic. The course is divided into 5 content units, each representing one step in the program planning process. Units, which will last 2 – 3 weeks, will all be structured the same way, and will include individual and team quizzes based on the assigned reading for that unit, large group discussions to clarify concepts, in-class team activities in which you will apply the concepts from that unit, brief individual homework assignments in preparation for these team activities, and a final unit project in which you complete the relevant step of your program plan. A detailed unit outline, containing assigned readings, homework assignments, and specific instructions for the unit project, will be handed out at the start of each unit. At the end of the semester, each team will share their complete program plan with the rest of the class.
Your grade for the course will reflect a combination of individual and team activities and assignments, as follows:

### Component A: Individual Activities / Assignments 45% of course grade as follows

**Individual Readiness Assessment Tests (RAT)** 10% of course grade

On the first day of each unit, an individual Readiness Assessment Test (RAT) will be administered at the start of class. This will consist of a closed-book, 10-question quiz on the assigned readings. These assessments will cover basic concepts and main ideas from the assigned readings, and are designed to ensure that you are ready to begin applying the material to the program planning process. At the end of the semester, your lowest individual RAT score will be dropped.

**Final Individual Assessment** 25%

During the last regularly scheduled class session, there will be an in-class closed-book assignment in which you will read an article describing an intervention, and critique the intervention by providing written answers to questions based on the intervention mapping process and concepts.

**Homework Assignments** 10%

Over the course of the semester, you will be assigned several brief homework assignments that will be necessary for upcoming team activities and projects. Homework will be graded on a completed/not completed basis.

### Component B: Team Activities/ Assignments 50% of course grade as follows

**Team Readiness Assessment Tests (RAT)** 10%

Immediately following each individual Readiness Assessment Test, each team will complete the same RAT. You will work together as a team to discuss the questions and choose answers. At the end of the semester, your lowest team RAT score will be dropped.

**Team Unit Projects** 35%

Each unit will culminate in a team unit project, in which your team will complete one step of designing a health promotion program. Specifics about these unit projects will be included with the detailed outlines provided for each unit. Each unit project will be due by the end of class on the day indicated on the course schedule.

**Presentation of Program Plan** 5%

On Wednesday May 11 (the day of our assigned final exam), all teams will share their completed program plans (i.e. the compilation of unit projects 1-5) with the rest of the class in a brief presentation.

### Component C: Peer Evaluation 5% of course grade

Peer evaluations are an essential component of team-based learning. This component of your grade will be based on evaluations completed by your other team members related to how you contributed to your team members' learning and overall team performance. (You
will also be required to complete such evaluations as the basis for team maintenance scores for the other members of your team.) Additional instructions and tools for completing this score component will be distributed separately. Midterm peer evaluations will be conducted to assess and enhance group functioning but these will not count toward your final grade. Final peer evaluations will be conducted on May 11 and will count toward your final grade.

**General Course Policies**

Class will begin promptly at 1:00 and will end by 3:50.

Attendance is not explicitly graded. However, you will not receive any credit for activities or assignments that are completed during class time in which you are absent. Therefore, you must plan carefully for any class you know you will need to miss. Because illness and other unexpected absences sometimes occur, you are allowed to drop one individual and one team RAT score. If you know ahead of time that you have an unavoidable conflict with a day on which team unit projects will be completed, please come see me.

Students are expected to turn cell phones off or to keep them on vibrate during class time.

Students are encouraged, though not required, to bring laptops to class to use during class activities, if desired.

**Academic Honesty**

Students are expected to adhere to the University’s standards of academic integrity, described in the Graduate Bulletin (www.albany.edu/graduatebulletin/requirements_degree.htm#standards_integrity). Collaboration on assignments intended to be completed independently and/or plagiarism will ordinarily result in a failing grade for the assignment and could result in a failing grade for the course.

Because plagiarism is a serious issue, and sometimes occurs unintentionally due to lack of knowledge about the correct way to cite others’ work, you are expected to be familiar with the material in the following tutorial on plagiarism provided by the University at Albany library. This tutorial, which can be found at http://library.albany.edu/usered/plagiarism/index.html, takes about 10-15 minutes to complete. All plagiarism, even when unintentional, is subject to the same penalties, so please ensure that you are familiar with the rules about citing others’ work.

**Students with Disabilities**

The Disability Resource Center at UAlbany provides support and advocacy services to students with disabilities. Please arrange a time to talk to me if you need additional support in this class because of a disability.
### HPM 627
**COURSE OUTLINE SPRING 2011**

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<th>Session</th>
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<th>Topic</th>
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<td>Session 1</td>
<td>Jan 19</td>
<td>Overview of course</td>
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<td><strong>UNIT 1</strong></td>
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<td>Session 2</td>
<td>Jan 26</td>
<td>Intervention Mapping Step 1 – Core processes and needs assessment RAT 1</td>
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<td>Session 3</td>
<td>Feb 2</td>
<td>Intervention Mapping Step 1 continued Unit 1 project</td>
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<td>Session 4</td>
<td>Feb 9</td>
<td>Intervention Mapping Step 2 – Specifying behavioral and environmental outcomes and performance objectives RAT 2</td>
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<td>Session 5</td>
<td>Feb 16</td>
<td>Intervention Mapping Step 2 – Identifying determinants and developing matrices of change objectives</td>
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<td>Feb 23</td>
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<td>Session 6</td>
<td>Mar 2</td>
<td>Intervention Mapping Step 2 continued Unit 2 project</td>
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<td><strong>UNIT 3</strong></td>
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<td>Session 7</td>
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<td>Intervention Mapping Step 3: Methods and strategies RAT 3</td>
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<td>Session 8</td>
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<td>Intervention Mapping Step 3 continued</td>
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<td>Mar 30</td>
<td>Intervention Mapping Step 4: Organizing a program RAT 4</td>
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<td>Session 11</td>
<td>Apr 6</td>
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<td>Session 12</td>
<td>April 13</td>
<td>Intervention Mapping Step 5: Program adoption, implementation, and sustainability</td>
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<td>Intervention Mapping Step 6: Planning for evaluation RAT 5</td>
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<td>Session 13</td>
<td>April 27 Unit 5 project</td>
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<td>Final individual assessment</td>
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<td>Final session</td>
<td>May 11 End of semester pot-luck and sharing of team projects</td>
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