

**Mississippi State University**  
**Department of Food Science, Nutrition, and Health Promotion**  
**Health Promotion Techniques**  
**Fall 2007**

**General Information**

Instructor: Amy Thompson M.S&Ed., Ph.D, CHES  
Class Location: Distance Learning  
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Home Phone: (330) 297-0288\* Please do not call after 10:00 p.m. Eastern Time

**Catalog Description**

Three hour lecture. Examination of techniques utilized in the delivery of health promotion interventions. Emphasizes use of technology in development of activities suitable for diverse audiences and settings.

**Course Synopsis**

This course is designed to prepare students to implement health education programs within the context of community health settings. Emphasis will be placed on a variety of community health education methods and strategies including but not limited to educational presentations and material development, mass media and media advocacy, legislative action and involvement, and working with multicultural groups.

**Course Objectives**

Upon completion of this course the student will be able to:

1. Describe various settings for health education
2. Identify necessary steps of scientific writing
3. Demonstrate how to write a grant proposal
4. Explain the basic principles of learning.
5. Develop and write instructional goals and objectives for health education.
6. Design and implement appropriate strategies, techniques and methods for educational lessons/activities and evaluation of lessons/activities
7. Identify and locate educational resource materials (from a variety of disciplines) necessary for planning and conducting health education sessions.
8. Identify and utilize assessment instruments like SMOG and FOG to evaluate readability of health content in various community, state and federal health education resources.
9. Develop skill in using the Internet to acquire and disseminate accurate health information.
10. Locate and retrieve effective health education resources on the Internet, evaluate selected Internet sites for accuracy, relevancy, and ease of use.
11. Identify and utilize computer programs that are helpful in developing presentation resources.
12. Demonstrate proficiency in presenting educational lessons to classmates.
13. Effectively utilize the media to promote health education
14. Utilize health behavior theory when developing various educational materials
15. Demonstrate competency in writing a press release
16. Identify tips and techniques for working with the media

17. Develop a philosophy of health education
19. Discuss the role that ethics plays in selecting health promotion techniques
20. Identify potential barriers for effective health promotion techniques
21. Discuss the role that social marketing plays in promoting health promotion programs
22. Discuss the importance of being a culturally competent health educator
23. Identify the steps in conducting a focus group
24. Discuss and utilize the advocacy process to improve health promotion
25. Describe how to build effective coalition
26. Identify the steps necessary for community organizing

### **Philosophy of Education**

I believe that learning is best facilitated by experience and learning from others. Thus, my approach to education is for students to learn by interacting not just absorbing. Many of the assignments for this course will require team approaches and hands-on activities. Each one of you has unique experiences and knowledge that allows for vast contributions to this course. It is my responsibility to facilitate this learning process. Make this your course!!!

### **Required Course Materials**

Bensley, R., Brookins-Fisher, J. (2003). Community Health Education Methods: A Practical Guide. 2<sup>nd</sup> Edition. Jones & Bartlett Publishers.

### **Course Requirements/Evaluation**

Class Participation/Discussion	50 points
Bulletin Board Project	100 points
Brochure	100 points
Press Release	50 points
Advocacy Letter	50 points
Presentation(s)	100 points
Midterm Exam	100 points
Final Exam	<u>100 points</u>
<b>Total</b>	<b>650 points</b>

### **Grading Scale**

Final Grade will be based upon 650 points.

- A =585+
- B =584-520
- C =519-455
- D =454-390
- F =389 and below

## Course Policy

The student is responsible for all missed assignments. Exams must be taken as scheduled by the instructor. Students with emergency circumstances need to notify the instructor no later than one hour prior to the exam if they are unable to take a scheduled exam.

**Excused absences must have written documentation. The only accepted excused absences are (1) participation in university–related and approved activities (athletics, field trips) (2) medical excuses with physician documentation (3) death in family (4) religious observation. Failure of absence notification prior to the exam time results in a grade of F on the Exam .There will be NO MAKE UP EXAMS. All assignments must be turned in on the due date. Late assignments will not be accepted.**

## Special Needs

Those students requiring special assistance are encouraged to talk to the instructor early on to make special arrangements involving tests, assignments, etc.

## Extra Credit

Those students wishing to receive extra credit may choose to prepare an annotated bibliography on a health promotion technique related article or choose to participate in some type of community service project related to health and write a reaction paper. Topics should be cleared with instructor within two weeks of the beginning of class. **2-3 pages typed, maximum 10 points.**

## Plagiarism and Academic Misconduct

Academic misconduct is any activity which may compromise the academic integrity of the University. Academic misconduct includes, but is not limited to, deceptive acts such as the following:

- Using unauthorized materials (crib notes, books, etc.) as an aid during an examination.
- Looking at or using information from another person's examination, report, or assignment.
- Providing assistance to, or receiving assistance from, another person in any manner prohibited by the instructor.
- Possessing or providing an examination or assignment, or any part thereof, at any time or in any manner not authorized by the instructor.
- Taking a quiz, examination, or similar evaluated assignment for another person; or utilizing another person to take a quiz, examination, or similar assignment in place of oneself.
- Submitting any course materials or activities not the student's own, allowing such a submission to be made for oneself, or making such a submission for another.
- Using the ideas, organization, or words of another from a book, article, paper, computer file, or other source in any assignment without giving proper credit following accepted citation rules (plagiarism).
- Altering, stealing, and/or falsifying research data used in research reports, theses, or dissertations.
- Disregarding policies governing use of human subjects or animals in research.

All occurrences of academic misconduct will be handled in accordance with guidelines and procedures outlined in the Academic Misconduct Policy, which may be accessed on the web at <http://www.msstate.edu/dept/audit/mainindex.html>. **Please note plagiarism and academic misconduct are serious offenses that can result in a failing grade on a particular assignment failure of the course, or expulsion of the university.**

### Tentative Course Schedule

#### Week Ending

8/26	Introduction/distribute syllabi Introduction to community health methods What does a health educator do? Types of community health methods	
9/2	Effective scientific writing Finding and writing grant proposals Locating reliable information	
9/9	Application of learning theory principles Learning/teaching styles Philosophy of health education	
9/16	Utilizing theory to develop materials Developing printed educational materials <b>Assignment Brochure</b>	Chapter 1
9/23	Health communications Social marketing	Chapter 3, 4
9/30	Selecting presentation methods Developing effective presentations <b>Assignment Virtual Presentations</b> <b>Bulletin Board Assignment Due</b>	Chapter 6, 7
10/7	Developing and selecting print materials Choosing and designing effective curricula	Chapter 8
10/14	<b>Midterm Exam (Provided Articles, 1,3,4,6,7,8)</b> <b>Brochure Assignment Due</b>	
10/21	Working with the media <b>Virtual Presentation #1 Due</b> <b>Assignment Press Release</b>	Chapter 9
10/28	Developing internet-based learning models	Chapter 10, 11
11/4	Facilitating focus groups and support groups Building and sustaining coalitions Community organizing <b>Press Release Assignment Due</b> <b>Assignment- Advocacy Letter</b>	Chapter 2, 12 Chapter 13

11/13	Impacting health policy through advocacy Using media advocacy to influence policy Promoting health education in a multicultural society <b>Grant Proposal Due</b>	Chapter 14, 15  Chapter 2
11/18	<b>Class Presentations Due</b> <b>Advocacy Letter Due</b>	
11/25	<b>Thanksgiving Week-no assignments</b>	
12/2	<b>Class Wrap up</b> <b>Final Exam</b>	

## Assignments

### Bulletin Board Assignment

The purpose of this assignment is to provide students with an opportunity to design a bulletin board which applies the principles of design discussed in class and in the textbook.

#### Assignment Details:

- Bulletin board should be designed for a specific audience within a specific setting.
- Content of the display should focus on one main topic or objective.
- Bulletin board should incorporate visual (pictures, graphs, maps, etc.) as well as verbal elements.
- Content provided should utilize a health behavior model.
- The design principles - balance, emphasis, simplicity, variety, and unity - should be applied throughout.
- Color should be used throughout and should be harmonious within the display.
- Lettering should be "to scale," keeping in mind that at normal size, the text of headlines should be at least 1 1/2" high in order to be visible.

#### Supporting Documentation:

Supporting documentation should be provided on a separate sheet of paper and attached to the bulletin board mock-up.

#### The documentation should include:

- The topic of your bulletin board
- The purpose or objective
- Description of the setting for this bulletin board
- Description of the intended audience
- Brief description of the content
- Relationship of this information to your program or curriculum
- Paragraph describing how this bulletin board illustrates application of the principles of design which were discussed in class and in the text.
- Description of the health behavior theory utilized.

Each student will be expected to create a bulletin board that will be displayed in public and used for education purposes. The student will be expected to both create the bulletin board and remove the materials when designated. Prior to removal the student must take a picture of their work for submission of their portfolio. **Due by 9/30 (100 points)**

### **Press Release Assignment**

A press release is one of the primary ways you can communicate news about your health promotion program to the media. Reporters, editors, and producers are hungry for news, and they often depend on releases to tip them off to upcoming community events and programs. In fact, much of what you read in newspapers, magazines, or trade publications, hear on the radio or see on television originated in press release form. Unfortunately, the average editor receives as many as several hundred press releases each week, the vast majority of which end up getting "filed."

Your challenge is to individually create a release that makes the journalist want to know more and discover that your story is one they must tell. Write a 200-250 word (one page) press release that promotes your group health promotion project. Be sure to cover the 5Ws and 1H as appropriate. Think about your reader, publication, focus and purpose when writing your release. Does all the information relate back to what you think is the focus? What is the news value? (Sure, you can write a press release about anything, but a good press release will contain information of value to readers.)

**\*\*Due 11/4 (50 points)**

### **Brochure Assignment**

As educators, we are often responsible for the creation of materials that will be used to educate the public. Your assignment is to develop a **tri-fold educational** brochure on a disease of your choice. (Tri-fold means 3 panels on the front side and 3 panels on the backside for a total of 6 panels) The brochure should provide information on the disease, prevalence, possible signs and symptoms, prevention strategies, and sources for further information (on back panel). Considerations to keep in mind when developing your material included readability (most materials should be written at the 8<sup>th</sup> grade reading level), target population needs, and using a health behavior model. This project will be evaluated on information accuracy, creativity, visual appeal, readability, and use of a health behavior model. **\*\*Due 10/14 (100 points)**

### **Advocacy Assignment**

For this assignment, you will choose an organization of interest to you, learn about it through available resources, and then complete an advocacy activity to assist that organization with one of its goals.

1. Choose an organization.

- Choose an organization working for some type of social change (the organization has goals that will benefit people). Try to select an organization that promotes social change from a health perspective (smoking, gun violence prevention, helmet usage etc..)The organization may be conservative or radical in its approach, or anywhere in between.
- You must be able to access information about the organization—its mission, projects, goals, etc.— through one or more reliable resources (web sites, publications, individuals who work for the organization, etc.).
- The organization should be one in which you have an interest. As part of this assignment you will take action to help this organization so choose an organization whose purpose, goals, and projects are ones you can support.

2. Write a description of your organization (1 full single-spaced, typed page)

- Include in your description all of the following in lettered sections: a) the name of the organization, b) contact information (as many as are available of these: address, phone number, e-mail, web site, director or individual contact name), c) the organization's purpose/mission, d) the organization's projects and activities.
3. Write an advocacy letter to help this organization with one of its goals or projects.
- Contact the organization and ask them if there are any issues that they need assistance with advocating for. For example, there may already be legislation that has been introduced and legislators need to hear from constituents.
  - Now that you have learned about the organization, think about a public audience you could write to and ask to support one of the goals or projects of the organization. For example, you could write any of the following: a letter to the editor of a local newspaper, a letter to a government official, a letter to a group or organization that you would like to support the project in some way. Do NOT write your letter to a friend or relative.
  - In your 1 page, single-spaced letter, do all of the following: share your concern about a selected problem or issue, tell about the organization's goal or project that addresses this issue, and ask the individual or group you are writing to take a specific action to support the organization's goal or project. State clearly in the first paragraph of the letter why you are writing it and what you are asking the recipient to do. And don't forget to provide the necessary contact information so that the recipient can take the action you have requested. Make sure your letter is addressed to a specific individual. For effective letters to the editor of a newspaper, look at letters in that newspaper that others have written to get a sense of the length, format, etc.
  - DO NOT write your letter to the organization you learned about. Also, do not write a letter that simply asks for more information. The letter you write should ADVOCATE for specific action(s) on the part of the recipient.
  - Mail your letter and turn in a copy for this assignment. **Due 11/18 (100 points).**

### Class Presentations

You will have two (2) “virtual class presentations”. **Your first class presentation will be on 10/21 and you should present on a health education topic that you feel is your strongest.** Each presentation should be original and developed using powerpoint. **You should make it clear who your intended audience is and your presentation should be designed to last 45 minutes.** You will be evaluated both by the instructor and by your peers based on accuracy of information, communication skills, organization, visual appeal, and creativity. **Your last class presentation will be on 11/18** and will follow the previous presentation format with the exception that this presentation should be on a topic that you are not at all familiar with or would consider to be your weakest area. **You should really strive to create material on area that you really have very little knowledge about. Each presentation is worth 50 points.**