# Syllabus

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<th>Feature</th>
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| **Instructor Information** | • L. Kay Bartholomew, Ed.D., MPH  
• [Leona.K.Bartholomew@uth.tmc.edu](mailto:Leona.K.Bartholomew@uth.tmc.edu)  
• 713-500-9080  
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• Office Hours of Faculty by Appointment. Please note that we encourage consultation. Do not hesitate to call. It is better to clear up confusion early and often. You have a lot of work to do and we want your experience to be challenging but positive.  
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| **TA Information**       | • Maria Chang (Group Facilitator)  
• Katie Skala (Group Facilitator)                                                                          |
| **Course Description**    | • PH 1113 – **ADVANCED METHODS FOR PLANNING AND IMPLEMENTING HEALTH PROMOTION PROGRAMS (INTERVENTION MAPPING)**  
• Spring  
• 4  
• Format: _X_ ITV___Online_X__Face-to-face___Hybrid
The purpose of this course is to integrate and extend knowledge of behavioral science theory into planning models for health promotion programs that include conducting a needs assessment, determination of priorities, setting goals, stating objectives, designing interventions and developing an implementation plan. The teaching methods used in the course emphasize group process skills through modeling and guided practice applied to the planning process. Case studies of health promotion program planning from school, health care, worksite, and community settings are included. Student evaluation include written examinations over course content, a written health promotion project plan, and participation in class and group assignments.

**Prerequisites:** PH1610 or 1725, 2610, and 1111

- This is a required course masters students.

### Textbook and Materials

Required reading is listed for each of the six blocks of class. **Required reading is really required!** Textbook reading should preferably be completed prior to the first class in the block for which it is assigned. That way you can participate intelligently and spend the remainder of the time in the block working on your project. In addition to the textbook chapters, you will be reading in depth on your individual project. An adequate project usually has around 20-30 references. It is not possible to master this material without reading the textbook. The textbook for this course is:


**Other:**

Green LW, and Kreuter MW: Health Promotion Planning: An Educational and Ecological Approach, 5th ed. Mountain View, Mayfield Publishing Co., 2005. (This book is a must for all health promotion students to have read and to own. If a student has not read this book prior to class, he or she should read at least the first few chapters during Block 1, Needs Assessment.

Glanz, K., Rimer, B., and Lewis, F. Health Education and Behavior: Theories, Research and Practice. San Francisco: Jossey-Bass, 2003. (Must have been read prior to the course unless the student has learned theory from another text and has discussed his or her background with the faculty).

### Course Learning Objectives

1. Use skills of small group management as a part of health promotion project development and intervention
2. Describe development of a planning group that includes potential program participants
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<td>3.</td>
<td>Use PRECEDE as a basis for developing a logic model for the problem</td>
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<td>4.</td>
<td>Identify and use empirical research and theoretical constructs to explain behavior and determinants of at-risk individuals and agents at each ecological level</td>
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<td>5.</td>
<td>State expected change or program outcomes for health-related behavior and environmental conditions</td>
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<td>6.</td>
<td>Subdivide behavior and environmental conditions into performance objectives</td>
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<td>7.</td>
<td>Use core processes to select important and changeable determinants of behavior and environmental conditions</td>
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<td>8.</td>
<td>Create a matrix of change objectives for each level of intervention planning (individual, interpersonal, organizational, community, and societal) by crossing performance objectives with determinants and writing change objectives</td>
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<td>9.</td>
<td>Identify theoretical methods that can influence change in determinants and identify the conditions under which a given method is most likely to be effective</td>
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<td>10.</td>
<td>Select or design practical strategies for applying the methods to the intervention</td>
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<td>11.</td>
<td>Create program scope and sequence including delivery channels, themes and list of needed program materials</td>
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<td>12.</td>
<td>Prepare design documents for the production of materials that met the program objectives and parameters for the methods and strategies</td>
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<td>13.</td>
<td>Design interventions and organize programs to affect change objectives related to program use</td>
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<td>14.</td>
<td>Develop a full program logic model for evaluation</td>
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<td>15.</td>
<td>Write evaluation questions.</td>
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**Learning Activities**

Students will be given a guide for a paper/exam in class one and will choose a public health problem of interest on which to complete the projects on which to complete the project. Students will participate in lectures and discussions about every third class. The other class sessions will be devoted to group consultations on the individual projects.

**Student Assessment And Grading Criteria**

There is one exam in this course. You will be given the exam at the beginning of the semester. You will turn in sections of the exam for grades as listed below. The complete and revised exam will be due the last day of class.
- Part 2 (Behaviors, Environmental conditions, Performance objectives, Determinants and Matrices, Methods and Strategies) (25% of grade)
- Part 3 (Program Plan; Adoption and Implementation, Evaluation) Also, Full Exam with any outstanding revisions. (25% of grade)
- Small Group Participation (25% of grade)
- Small Group Participation means presenting your work in progress at least once for each block of material. It also means giving feedback to other members of the group consistently. Attendance is required. Please notify faculty and group members of absences in advance.

If a student has special circumstances that require missing a small group session, he or she must discuss the absence with the faculty member in charge of their small group.

Each student is required to present “work in progress” in the small group sessions once during each block of the course and to give feedback to other participants during each small group session. Work in progress should include handouts of draft documents to share with the group. Failure to meet the requirements of small group participation results in failure of the course. If a student has special circumstances that require missing a small group session, he or she must discuss the absence with the faculty member in charge of their small group.

| Prerequisites and/or Technical Requirements | PH1610 or 1725; PH1111 |
| Policies and Procedures                      | • Incomplete Grades are discouraged. In order to keep up in the class, papers must be turned in on time and corrected prior to the subsequent submission. Please talk to the instructor if you are getting behind in the work. |

**ADA ACCOMMODATIONS:** If you have a documented disability that will impact your work in class, please contact Dr. Cynthia Chappell, Associate Dean for Academic Affairs, or the director of student affairs as soon as possible to discuss your needs. Additionally, you should notify the faculty teaching this class.
SPECIAL CIRCUMSTANCES: In the event that illness, family emergencies, work or other problems seriously interfere with your ability to meet the requirements of the course, please discuss those circumstances with one of the faculty members as soon as possible. Such problems can and do occur unexpectedly, and we will attempt to accommodate those situations. Prompt communication concerning special circumstances is essential and must originate from the student.

Students are required to attend class. Instructors must be notified of an absence and the reason.

ACADEMIC HONESTY: The projects in this class will benefit from intensive student collaboration and faculty consultation; however, we also need to assess individual attainment of knowledge and skills. In an effort to maintain the highest standards of scholastic integrity, we want to use this opportunity to remind you of the pledge you were asked to sign at registration: “. . . I pledge that I will neither give nor receive unauthorized help on any examination, paper, or assignment that requires individual responsibility. Specifically, written plagiarized work, defined as submitting as your own work that which contains [unreferenced] direct or paraphrased quotes from another source, cannot be used in written assignments. Assignments must reflect the individual’s own work. Any violation of the scholastic integrity pledge will result in failure of the course and disciplinary actions deemed necessary and appropriate by the school administration.” For your exam components, you will need to incorporate recommendations by faculty and colleagues in a way that demonstrates independent thinking and integration of ideas. All exam writing must be your own work with all work of others appropriately referenced.

Course Calendar
SEPARATE DOCUMENT

- DO NOT SUBMIT COURSE CALENDAR TO STUDENT AFFAIRS.

- List class activities and due dates.

- Create a separate document for the course calendar, which will allow students to print it.

For help with learning objectives, see http://www.sph.uth.tmc.edu/oid/default.aspx?id=9224

Revised April 2009