

Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.

COURSE SYLLABUS

HLTH 632

HEALTH PROGRAM PLANNING

COURSE DESCRIPTION

This course provides students with an overview of program planning, including methods for assessment, planning models and theories, and intervention strategies. Course content will focus on program planning in community settings.

RATIONALE

The purpose of this course is to equip the student with the knowledge, strategies, and skills required to complete needs assessments, plan, and implement health education and health promotion programs. As such, various program planning models and theories are studied, along with examples of best practices in program planning. Emphasis is placed on program planning at the community and public health levels, giving focus to both cultural and technological aspects of programming. Program planning within the scope of health missions is also discussed.

I. PREREQUISITE

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

II. REQUIRED RESOURCE PURCHASE

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

III. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Microsoft Word
- D. Adobe Spark Video

IV. MEASURABLE LEARNING OUTCOMES

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

- A. Identify and differentiate among the core concepts, models, theories, and strategies related to Health Education Program planning.
- B. Create a program rationale using valid and reliable secondary data.
- C. Articulate the purpose and process of program planning as they relate to the biblical worldview.
- D. Develop clearly articulated program goals and measurable objectives.
- E. Describe community organizing and building as he/she relate to health program planning.
- F. Design a plan for program resource identification and allocation.
- G. Relate program planning strategies to public health needs as presented in Healthy People 2020.
- H. Recognize and design components of contemporary public health promotion/disease prevention programs including strategies, interventions, marketing, resources, and community/policy approaches.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations
- B. Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.

- C. Discussion Board Forums (3)

Discussion boards are collaborative learning experiences. Therefore, the student will complete 3 Discussion Board Forums during this course. The student will be required to post a thread in response to the instructor’s prompt, and reply to a minimum of 2 other classmates’ threads. For Discussion Board Forum 1, the student must post a thread of 300–500 words, and 2 replies of 150–300 words. For Discussion Board Forums 2 and 3, the student must post a thread of 500–750 words, and 2 replies of 300–450 words. All forums must be supported by course content, outside materials, and/or Scripture references. At least 1 source is required for the replies. All sources must be cited in current AMA format.

- D. Program Rationale

The student will create a 750-word (3-page) maximum rationale to develop a health promotion program about a topic of interest, using various specified resources. This topic will be developed and continued throughout the course for program development. The rationale must include 1 reference from Healthy People 2020, 1 reference from a scholarly article, and 1 reference from an agency or organization website (3 references total).

- E. **Description of Assessment Data**
 After reviewing at least 2 peer-reviewed articles about health promotion programs, the student will create a 250–1,000-word (1–4-page) maximum Description of Assessment Data to describe how researchers gathered and used primary and secondary data to complete their assessment. The assignment must include 2 scholarly sources less than 5 years old.
- F. **Mission, Goals, and Objectives**
 Based on the rationale and the information used this far, the student will create an outline of no more than 750 words (3 pages) and label a mission statement, goals, and objectives for each of the goals. At least 2 peer-reviewed resources must be used.
- G. **Intervention Outline**
 The student will select 4 strategies he/she would use to accomplish an intervention designed to achieve a target objective, and then create a 750-word (3-page) maximum Intervention Outline.
- H. **Resource List**
 The student will outline the resources needed to carry out the intervention described in the Intervention Outline. The Resource List must include items like personnel, curricula/instructional resources, space, equipment and supplies, and financial resources. This assignment must be 750 words (3 pages) maximum.
- I. **Marketing Plan**
 The student will develop a 1,000-word (4-page) maximum Marketing Plan to accompany the Intervention Outline. The student will include a description as to how he/she might segment the population to whom he/she is marketing. The student will list and describe how he/she will incorporate the marketing components, which channels he/she intends to use, potential ethical issues, and a logic model.
- J. **Program Plan Paper**
 Using the elements of the program planning models presented in the course, the student will summarize how he/she would develop his/her prevention program. The student is to include assessment, planning, and implementation components in addition to other requirements. This assignment must be a minimum of 2,000 words (8 pages) and no more than 3,000 words (12 pages). All sources (at least 5) must have been published within the last 5 years.
- K. **Visual Program Presentation for Stakeholders**
 Based upon the plan submitted, the student will create a visual presentation to share with selected stakeholders. The presentation will be created in the Adobe Spark video medium, and be accompanied by a 250-word (1-page) maximum summary, including identification of stakeholder groups, timing, and the selected purpose of the presentation. This assignment will be 15–20 slides maximum, and contain pictures, text, and graphics.

L. Critical Incidence Questionnaires

The purpose of these questionnaires is for the student to provide their instructor with weekly feedback on the content for each module/week. Because these are surveys, the student’s response will be compiled anonymously, and will give the instructor an opportunity to clarify points that may have been confusing, provide additional resources, or change course content to better meet the needs of the student.

M. Quizzes (6)

The student will complete 6 short, open-book/open-note quizzes based on the reading in the assigned modules/weeks. Quizzes consist of 20 multiple-choice and true/false questions and have a time limit of 1 hour and 30 minutes.

VI. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist	10
Discussion Board Forums (1 at 50 pts and 2 at 75 pts ea)	200
Program Rationale	75
Description of Assessment Data	75
Mission, Goals, and Objectives	100
Intervention Outline	50
Resource List	25
Marketing Plan	75
Program Plan Paper	150
Visual Program Presentation for Stakeholders	130
Quizzes (6 at 20 pts ea)	120
Total	1010

B. Scale

A = 940–1010 A- = 920–939 B+ = 900–919 B = 860–899 B- = 840–859
 C+ = 820–839 C = 780–819 C- = 760–779 D+ = 740–759 D = 700–739
 D- = 680–699 F = 0–679

C. Writing Style

For this course, all papers and written assignments must be completed in the American Medical Association style (AMA).

D. Confidentiality and Limits of Confidentiality

Because many of our students are already actively involved in a career in Health Promotion, the student may have experiences that will naturally lend themselves to the curriculum of this course. To respect the privacy of others, it is imperative that students do not use the names of individuals that they have worked with and/or treated.

In the event of a student’s disclosure, either verbally or in writing, of threat of serious or foreseeable harm to self or others, abuse or neglect of a minor, elderly

or disabled person, or current involvement in criminal activity, the faculty, staff, administrator, or supervisor will take immediate action. This action may include, but is not limited to, immediate notification of appropriate state law enforcement or social services personnel, emergency contacts, and notification of the appropriate program chair or online dean. The incident and action taken will become part of the student's permanent record.

E. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

COURSE SCHEDULE

HLTH 632

Textbook: McKenzie et al., *Planning, Implementing, & Evaluating Health Promotion Programs* (2017).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	McKenzie et al.: Preface, chs. 1–2 2 presentations 7 websites	Course Requirements Checklist DB Forum 1 Program Rationale Critical Incidence Questionnaire 1 Quiz 1	10 50 75 0 20
2	McKenzie et al.: chs. 3–4 Bible Readings 1 presentation 1 website	Description of Assessment Data Critical Incidence Questionnaire 2 Quiz 2	75 0 20
3	McKenzie et al.: chs. 5–6 Bible Readings 5 presentations 1 website	Mission, Goals, and Objectives Critical Incidence Questionnaire 3 Quiz 3	100 0 20
4	McKenzie et al.: chs. 7–8 Bible Readings 4 presentations	DB Forum 2 Intervention Outline Critical Incidence Questionnaire 4 Quiz 4	75 50 0 20
5	McKenzie et al.: chs. 9–10 Bible Readings 1 presentation 1 website	DB Forum 3 Resource List Critical Incidence Questionnaire 5 Quiz 5	75 25 0 20
6	McKenzie et al.: chs. 11–12 Bible Readings 3 presentations 1 website	Marketing Plan Critical Incidence Questionnaire 6 Quiz 6	75 0 20
7	Schell et al.: Implementation Science 1 presentation	Program Plan Paper Critical Incidence Questionnaire 7	150 0
8	Adobe Spark Article 2 presentations	Visual Program Presentation for Stakeholders Critical Incidence Questionnaire 8	130 0
TOTAL			1010

DB = Discussion Board

NOTE: Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.