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

Course Information
Number: HLH 694-601  
Credit Hours: 3  
Semester/Year: Spring 2011  
Location: Moffett 201  
Meeting time: M 4:20-6:50

Professor Information
Name: Dr. Alan J. Sofalvi  
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Office Hrs.: Mon. 1-4; W & F 10-11  
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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. (3 cr. hr.)

Resource Bibliography

Health Promotion Practice, 10, 370-377.


bullying. *Health Promotion Practice, 10*, 394-401.


**Course 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, 2007, Academic Policies section, Class Attendance, para. 1).
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 that met the requirements for a B and 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+. If you’re ill, you’re not expected to be here. Those absences do not count against you. However, if you’re absent (for whatever reason), do NOT ask me to provide you with the notes for that day’s class. You’ll need to get the notes from a student who was here that day.

**Evaluation of student performance:**

Contract grading will be used in this course. Criteria for meeting the requirements for a specific grade are detailed in the Assignments portion of the syllabus.

**Course objectives:** by the end of the course, students will be able to

1. detail the steps involved in needs assessment.
2. Identify the necessary steps to correctly conduct an evaluation.
3. Create appropriate objectives for a health education/health promotion program.
4. Describe learning activities that will accomplish stated objectives.
5. Identify valid sources of information about health needs and interests.
6. Identify computerized sources of health-related information.
7. Describe health behavior models.
8. Evaluate survey instruments.
10. Explain why networking with other health educators/providers is important if a needs assessment or evaluation is to be successful.
11. Describe the major responsibilities of a health educator.
12. Describe a variety of approaches for communicating health education needs.

13. Describe the importance of grant writing.

14. Describe the evaluation process and why it is important.

15. Explain why pre-testing target populations is important.

16. Identify sources where valid and reliable surveys can be obtained.

17. Identify retrieval systems for various health information needs.

18. Name the principal on-line databases.

19. Evaluate the current state of health education.

20. Identify social forces that lead to opposition against health education.

Rationale Statement linking the Conceptual Framework to HLH 694:

This course helps students achieve the Conceptual Framework and Candidate Learning Outcomes in a variety of ways. The Knowledge Base of students improves through learning about different assessment and evaluation approaches. The Professional Commitment of students is enhanced through the students learn about the importance of being an ethical professional. The standards outcome is addressed through a focus on balancing theory and practice. Diversity is addressed through an emphasis on the importance of using a variety of teaching techniques. This also includes the use of technology as part of classroom teaching. Assessment is addressed through an emphasis on using multiple forms of assessment.

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.

Office of the Dean: Students are encouraged to use the services of the dean’s office.

Dr. John Cottone, Interim Dean
Dr. Eileen Gravani, Associate Dean
Professional Studies Building, Room 1175
607-753-2701
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>January 24th</td>
<td>Introduction and course overview</td>
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<tr>
<td>January 31st</td>
<td>Needs assessment: the big picture; PRECEDE/PROCEED</td>
<td>Chapter 1</td>
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<tr>
<td>February 7th</td>
<td>Target population assessment; Philosophies of health education</td>
<td>Chapter 2</td>
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<td>February 14th</td>
<td>Data collection</td>
<td>Chapter 3</td>
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<td>February 21st</td>
<td>Promoting programs</td>
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<td>February 28th</td>
<td>Social marketing</td>
<td>Chapter 5</td>
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<td>March 7th</td>
<td>Behavior change theories/models</td>
<td>Chapter 6</td>
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<td>March 14th</td>
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<td>March 21st</td>
<td>Mission statements, goals and objectives</td>
<td>Chapter 7</td>
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<td>March 28th</td>
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<td>April 4th</td>
<td>Strategies</td>
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<td>April 11th</td>
<td>Resources</td>
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<td>April 18th</td>
<td>Evaluation</td>
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<td>April 25th</td>
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<td>May 2nd</td>
<td>Presentations</td>
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<td>May 9th</td>
<td>Review</td>
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<td><strong>STUDY DAYS – May 11th and May 12th</strong></td>
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Time permitting, other topics related to needs assessment or evaluation will be discussed. The final is scheduled for Monday, May 16th at 4:00 p.m. and will be given at that time.
Assignments

1. Choose one of the articles listed below. Summarize the article, paying special attention to the needs assessment process described in the article. THEN, in a separate section that is clearly labeled, provide your reaction to the needs assessment process, data description and conclusions described in the article. Failure to provide your reaction in a clearly identified separate section AUTOMATICALLY leads to you not meeting the requirements for the assignment.

   Attach a copy of the article to your paper. Failure to submit a copy of the article AUTOMATICALLY leads you not meeting the requirements for the assignment. 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 throughout the paper and provide a reference at the end of the paper. Failure to properly cite the reference (including failure to provide a complete reference citation in APA format at the end of the paper) AUTOMATICALLY leads to you not meeting the requirements for the assignment.

   The paper is due February 14th. Late papers will not be accepted. Spelling and other grammatical considerations will be considered when grading your paper. To earn a C for the course you must satisfactorily complete this assignment and the following assignment (each turned in on time) and earn at least 75% on the exam.


2. Choose one of the articles listed below. Summarize the article, paying special attention to the evaluation process, findings and recommendations for a program or campaign (based on the evaluation findings) described in the article. THEN, in a separate section that is clearly labeled, provide your reaction to the evaluation process described in the
article. Failure to provide your reaction in a clearly identified separate section AUTOMATICALLY leads to you not meeting the requirements for the assignment. Attach a copy of the article to your paper. Failure to submit a copy of the article AUTOMATICALLY leads you not meeting the requirements for the assignment. 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 throughout the paper and provide a reference at the end of the paper. Failure to properly cite the reference (including failure to provide a complete reference citation in APA format at the end of the paper) AUTOMATICALLY leads to you not meeting the requirements for the assignment.

The paper is due February 28th. Late papers will not be accepted. Spelling and other grammatical considerations will be considered when grading your paper. To earn a C for the course you must satisfactorily complete this assignment and the first assignment (each turned in on time) and earn at least 75% on the exam.


3. EVERYONE will be involved in a needs assessment project. This will involve data collection, data analysis and data interpretation. There may be some group work involved in this project. You will INDIVIDUALLY prepare a written report that summarizes the project (including the purpose, data collection, and data analysis). Based upon the findings of the needs assessment, you are also expected to make recommendations for program development/modification/implementation. This is the paper I will grade for this assignment. The written report is due April 18th. Spelling and other grammatical considerations will be considered when grading your paper. Late papers will not be accepted. To earn a B in 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 the exam.

   Before data collection begins, students must either submit proof of completing the CITI tutorial or complete the tutorial. This will be discussed in more detail in class.

   In addition, findings from the needs assessment will be presented to representatives of the agency for whom the data were collected; the date(s) of the presentations will be announced in class, but they are tentatively scheduled to begin April 25th.

4. For an A, a grant proposal must be prepared. Directions for preparing the proposal are available at the websites listed below. These directions must be followed exactly (with the following exceptions). These are the exceptions to following the directions from the funding agency:

   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 May 2\textsuperscript{nd}. Spelling and other grammatical considerations will be considered when grading your paper. ATTACH A COPY OF THE DIRECTIONS FOR THE GRANT PROPOSAL TO YOUR PAPER. Late papers will not be accepted. To earn an A for this course, you must satisfactorily complete each of the four assignments (each must be turned in on time) and earn an 85\% or better on the exam.

Below 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. MAKE SURE THE PROPOSAL YOU SUBMIT HAS A CLEARLY DEFINED CONNECTION TO HEALTH/HEALTH EDUCATION. These sites were active as of January 5, 2011. If you’re aware of other grant opportunities that you prefer over the options below, that option MUST have my approval. However, there must be a clear health/health education component to the alternative. The latest I will approve an alternative choice is April 4\textsuperscript{th}.

http://www.captainplanetfoundation.org/default.aspx?pid=3&tab=apply

http://www.schoolempwell.org/c/awards.web?nocache=0+s@rMK9a5r26MW3A


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.

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.