### Course Information
- **Number:** HLH 494-601
- **Credit Hours:** 3
- **Semester/Year:** Fall 2010
- **Location:** Moffett 119
- **Meeting time:** Mon. Wed., & Fri. 9:10-10:00

### Professor Information
- **Name:** Dr. Alan J. Sofalvi
- **Phone:** 753-2980
- **Office Location:** Moffett 104
- **Off. Hrs.:** Wed. 10-12; Tue & Thu. 1:00-2:30. Other times by appointment.
- **E-mail:** alan.sofalvi@cortland.edu

### Textbooks

### Course Description
Techniques for assessing health needs and problems; criteria and procedures for program evaluation. Health majors only. Prerequisite: HLH 203. (3 cr. hr.)

### Resource Bibliography


**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, 2010, Academic Policies section, Class Attendance, para. 1 and 2).
Each student is permitted three absences: each absence after the second will lead to a lowering of your grade by one level. For example, a student with an average of 85% and 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:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
</tr>
<tr>
<td>A</td>
<td>93-96</td>
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<tr>
<td>A-</td>
<td>90-92</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<td>B-</td>
<td>80-82</td>
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<td>C+</td>
<td>77-79</td>
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<td>C</td>
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<td>C-</td>
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<td>D+</td>
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<td>D</td>
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<td>D-</td>
<td>60-62</td>
</tr>
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<td>E</td>
<td>0-59</td>
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</tbody>
</table>

The health education competencies below are entry-level competencies only (from The National Commission for Health Education Credentialing, Inc. (2006). *A competency-based framework for health educators*. Whitehill, PA: Author.) Also see the National Commission for Health Education Credentialing website at [http://www.nchec.org/aboutnchec/rc.htm](http://www.nchec.org/aboutnchec/rc.htm)

**Final exam 25%** Health education competencies (I, A, 1-4; I, B, 1-3; I, C, 1-2; II, C, 1; III, C, 1; 4; IV, A, 1-2; IV, B, 1; IV, D, 1-2; VII, A, 1)

**Needs Assessment Paper 60%** Health education competencies (I, A, 1-4; I, C, 1-2; IV, A, 1-2; IV, B, 1-2; V, A, 1-3; VI, A, 1-3; VI, C, 1; VII, A, 1)

**APA Quizzes 15%**

**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 494:**

The course objectives for Assessment and Evaluation of Health Programs contribute to and support the College’s Conceptual Framework for the Teacher Education Program. The major focus of the course is teaching students to assess the needs of a target population and how to evaluate programs. Therefore, the course broadens the **knowledge base** of the students in furtherance of their professional commitment. From a professional development perspective, the course provides detail about individual behavior and why people act in particular ways, so the importance of **personal responsibility** is emphasized. Social factors that contribute to health problems and disparities in health status are addressed, so **social justice** is addressed.

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
Corey Union, Room 307
607-753-2701
<table>
<thead>
<tr>
<th>Week of *</th>
<th>Topics</th>
<th>Readings</th>
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<tbody>
<tr>
<td>August 30th</td>
<td>Introduction and course overview</td>
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<tr>
<td>September 6th</td>
<td>Labor Day on Monday (no class) Needs assessment overview; PRECEDE/PROCEED</td>
<td>Chapter 1</td>
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<tr>
<td>September 13th</td>
<td>Target population assessment; Philosophies of health education</td>
<td>Chapter 2</td>
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<tr>
<td>September 20th</td>
<td>Mission statement, goals and objectives</td>
<td>Chapter 3</td>
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<tr>
<td>September 27th</td>
<td>Objectives (continued) Questions about paper; APA Quiz (Friday)</td>
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<tr>
<td>October 4th</td>
<td>Strategies/Social marketing</td>
<td>Chapters 4 &amp; 5</td>
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<tr>
<td>October 11th</td>
<td>Social marketing (Monday); ASHA/Fall Break (no class Wednesday or Friday)</td>
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<tr>
<td>October 18th</td>
<td>Behavior change theories/models</td>
<td>Chapter 6</td>
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<tr>
<td>October 25th</td>
<td>Resources; APA Quiz (Friday)</td>
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<tr>
<td>November 1st</td>
<td>Data collection strategies</td>
<td>Chapter 7</td>
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<tr>
<td>November 8th</td>
<td>APHA</td>
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<tr>
<td>November 15th</td>
<td>Evaluation</td>
<td>Chapter 8</td>
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<tr>
<td>November 22nd</td>
<td>Evaluation (Monday)/Thanksgiving Break (no class Wednesday or Friday)</td>
<td>Chapter 8</td>
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<tr>
<td>November 29th</td>
<td>Evaluation; Test design/health Measurement/PEN-III Model</td>
<td>Chapter 9</td>
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<tr>
<td>December 6th</td>
<td>PEN-III Model (continued) CTE Completion; Review</td>
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Time permitting, other topics related to needs assessment or evaluation will be discussed.

*Note that this schedule is generally organized by week, not by day. The final is scheduled for Monday, December 13th at 10:30 a.m. and will be given at that time.
Assignment

Each student will be responsible for designing a needs assessment and evaluation. Each phase of this project will be turned in separately in draft form before the final product is submitted at the end of the semester. Each draft (except for the final draft) will be rated on a scale of 1 to 5; 5 means the draft is very good and only needs minimal work; 1 means the draft means a major overhaul. Anyone receiving less than a 3 on a draft MUST schedule an individual conference with the instructor. Students receiving a 3 or better are encouraged to discuss the draft but are not required to do so. Students may submit additional drafts (in addition to the required two) before turning in the final project.

The first draft is due October 22\textsuperscript{nd} and, at a minimum, should include the following sections: Rationale; Needs Assessment; Demographics; Mission Statement; Goals; Objectives; Precede-Proceed Model (each phase of the model is to be discussed in detail); References.

The second draft is due November 22\textsuperscript{nd} and should include revisions of each of the sections listed above as well as these additional sections; Behavior Change Model/Theory (CHOOSE and IDENTIFY a SPECIFIC behavior change model or theory and discuss EACH phase or component of the model/theory); Strategies; Resources; Process Evaluation methods; Impact evaluation methods; Outcome evaluation methods; Conclusion; References. Anytime you have a question about a section, ask (but please have done some reading first, either your text or outside reading).

Failure to include or completely describe these sections in the indicated draft will result in a five-point penalty on your final grade for this assignment for EACH omitted or incomplete section. In addition, if a preliminary draft is late, five points will be subtracted from your final grade for this assignment for each day a draft is late. This applies to the first and second draft.

The final draft is due December 10\textsuperscript{th}. The final draft is the one that will be graded for 60\% of your grade. On December 10\textsuperscript{th} TURN IN TWO COPIES OF THE FINAL DRAFT ALONG WITH YOUR SECOND DRAFT. FAILURE TO TURN IN TWO COPIES OF THE FINAL DRAFT WILL RESULT IN A TEN POINT DEDUCTION FOR THIS ASSIGNMENT. LATE COPIES OF THE FINAL DRAFT WILL NOT BE ACCEPTED.

Revisions are expected in the second draft and in the final draft. Failure to make these revisions will lead to a reduction of up to fifteen points on your final grade for this assignment. You are to turn in the first draft and the second draft on November 22\textsuperscript{nd} and the second draft and the final draft on December 10\textsuperscript{th}. Failure to turn in earlier drafts will lead to an automatic reduction of fifteen points for the assignment each time this happens, for a possible reduction of thirty points on your final grade for this assignment.

Failure to submit a first and/or second draft results in a 25\% penalty for this assignment. This applies to each draft; if neither of the first two drafts is submitted, a 50\% penalty is applied to your final grade for this assignment.

Your final grade for this paper will be based on properly submitting each of the drafts (following ALL the directions given in the syllabus), the needs assessment/evaluation description and on writing style. Writing style includes (but is not limited to) sentence
structure and punctuation, correct spelling and grammar, and use of APA format.

The following is based on Chapter 340 of the SUNY Cortland handbook (http://www.cortland.edu/handbook/handbook.pdf) 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, following APA format; 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 handbook 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.

APA Quizzes

Periodically during the semester you will be given a quiz based upon material in the APA Manual. Dates for the quizzes will be announced in class. You will be given at least one week’s notice before each quiz and be told what pages the quiz will cover. THIS IS ALL THE INFORMATION YOU WILL BE GIVEN REGARDING EACH QUIZ, AS THE QUZZES WILL BE OPEN BOOK. If you forget to bring the APA Manual to class that day, you’re out of luck. You may not borrow my manual or share a manual with another student.

If more than one quiz is given, your scores will be averaged. Your average for the quizzes will account for 15% of the grade. If you miss a quiz, make-up quizzes will be given at my discretion.