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 students 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. PREREQUISITES
For information regarding prerequisites for this course, please refer to the Academic Course Catalog.

II. REQUIRED RESOURCE PURCHASES
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
   (Microsoft Office is available at a special discount to Liberty University students.)

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. Describe selected health program planning models and behavior change theories.
D. Develop clearly articulated program goals and measurable objectives.
E. Describe community organizing and building as they 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/notes

B. Course Requirements Checklist

After reading the Syllabus and Student Expectations, the student will complete the related checklist found in Module/Week 1.

C. Discussion Board Forums (3)

During this course, the student will complete 3 Discussion Board Forums. The student will post a thread of 300–500 words in response to the instructor’s prompt by 11:59 p.m. (ET) on Thursday of the assigned module/week. The student will also post a reply to 2 classmates’ threads by 11:59 p.m. (ET) on Sunday of the same module/week. Module/Week 8 is the exception with the replies due by Friday. Each reply should be at least 150–300 words. All forums must be supported by course content, outside materials, and/or scripture references.

D. Program Rationale

The student will create a 3-paged rationale for a health promotion program about a topic of interest using various specified resources. This assignment is due by 11:59 p.m. (ET) on Sunday of Module/Week 1.

E. Description of Assessment Data

After reviewing several peer-reviewed articles about health promotion programs, the student will create a 4-page Description of Assessment Data to describe how researchers gathered and used primary and secondary data to complete their assessment. This assignment is due by 11:59 p.m. (ET) on Sunday of Module/Week 2.

F. Reliability and Validity Reflection

After reading several peer-reviewed articles, the student will create a 3-paged Reliability and Validity Reflection to describe how researchers accounted for reliability and validity in their study. This assignment is due by 11:59 p.m. (ET) on Sunday of Module/Week 3.

G. Mission, Goals, and Objectives

The student will select a health topic related to program planning and create, outline, and label a mission statement, goals, and objectives for each of the goals.
This assignment should be 3 pages in length and is due by 11:59 p.m. (ET) on Sunday of Module/Week 3.

H. Intervention Outline

The student will select strategies he/she would use to accomplish an intervention designed to achieve a target objective, and then create a 3-paged intervention outline. This assignment is due by 11:59 p.m. (ET) on Sunday of Module/Week 4.

I. Resource List

The student will outline the resources needed to carry out the intervention described in the intervention outline. The Resource List should include items like personnel, curricula/instructional resources, space, equipment and supplies, and financial resources. This assignment should be 3 pages in length and is due by 11:59 p.m. (ET) on Sunday of Module/Week 5.

J. Community/Policy Approaches

The student will find a peer-reviewed article describing community efforts to address a health issue similar to that of the student’s interest. The student will describe whether or not he/she believes similar approaches could be used in the health issue of their interest. This assignment should be 3 pages in length and include at least 2 sources in addition to the peer-reviewed article. The assignment is due by 11:59 p.m. (ET) on Sunday of Module/Week 5.

K. Marketing Plan

The student will develop a short, 3-paged 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 and which channels he/she intends to use. This assignment is due by 11:59 p.m. (ET) on Sunday of Module/Week 6.

L. News Analysis and Reflection

The student will locate a current example of disease prevention/health promotion efforts in an online news source. The student will create a 4-paged News Analysis and Reflection to discuss the incidence and prevalence of the health issue involved. This assignment is due by 11:59 p.m. (ET) on Sunday of Module/Week 7.

M. Program Plan Paper

Using the elements of the program planning models presented in the course, the student will summarize how he/she would develop their prevention program. The student is to include assessment, planning, implementation, and evaluation. This assignment should be 12 pages and is due by 11:59 p.m. (ET) on Friday of Module/Week 8.

N. Quizzes (6)
The student will have a short open-book/open-note quiz based on reading assignments in designated modules. Quizzes consist of 20 multiple-choice and true/false questions and have a time limit of 1 hour 45 minutes. Quizzes are due at the end of the module/week in which they were assigned.

O. Critical Incidence Questionnaires

The purpose of these questionnaires is for the student to provide his/her instructor with weekly feedback of 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 were confusing, provide additional resources, or change course content to better meet the needs of the student. These assignments are due by 11:59 p.m. (ET) on Sunday of each assigned module/week, except for Critical Incidence Questionnaire 8 which is due by 11:59 p.m. (ET) on Friday of Module/Week 8.

VI. COURSE GRADING AND POLICIES

A. Points

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Requirements Checklist</td>
<td>10</td>
</tr>
<tr>
<td>Discussion Board Forums (3 at 50 pts ea)</td>
<td>150</td>
</tr>
<tr>
<td>Program Rationale</td>
<td>50</td>
</tr>
<tr>
<td>Description of Assessment Data</td>
<td>50</td>
</tr>
<tr>
<td>Reliability and Validity Reflection</td>
<td>40</td>
</tr>
<tr>
<td>Mission, Goals, and Objectives</td>
<td>75</td>
</tr>
<tr>
<td>Intervention Outline</td>
<td>50</td>
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<tr>
<td>Resource List</td>
<td>25</td>
</tr>
<tr>
<td>Community/Policy Approaches</td>
<td>40</td>
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<tr>
<td>Marketing Plan</td>
<td>50</td>
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<tr>
<td>News Analysis and Reflection</td>
<td>50</td>
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<tr>
<td>Program Plan Paper</td>
<td>180</td>
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<tr>
<td>Quizzes (6 at 40 pts ea)</td>
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<td><strong>Total</strong></td>
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B. Scale

D− = 680–699   F = 679 and below

C. Late Assignment Policy

If the student is unable to complete an assignment on time, then he or she must contact the instructor immediately by email.

Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:

1. Late assignments submitted within one week of the due date will receive a 10% deduction.
2. Assignments submitted more than one week late will receive a 20% deduction.
3. Assignments submitted two weeks late or after the final date of the class will not be accepted.
4. Late Discussion Board threads or replies will not be accepted.

Special circumstances (e.g. death in the family, personal health issues) will be reviewed by the instructor on a case-by-case basis.

D. Writing Style
For this course, all papers and written assignments should be completed in the American Medical Association Style (AMA).

E. 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.

F. 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

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<table>
<thead>
<tr>
<th>Module/Week</th>
<th>Reading &amp; Study</th>
<th>Assignments</th>
<th>Points</th>
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<tbody>
<tr>
<td>1</td>
<td>McKenzie et al.: Preface, chs. 1–2 2 presentation 5 websites</td>
<td>Course Requirements Checklist  DB Forum 1 Program Rationale Critical Incidence Questionnaire 1 Quiz 1</td>
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<tr>
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<td>McKenzie et al.: chs. 3–4 Bible Readings 1 website</td>
<td>Description of Assessment Data Critical Incidence Questionnaire 2 Quiz 2</td>
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<td>McKenzie et al.: chs. 5–6 Bible Readings 1 website</td>
<td>Reliability and Validity Reflection Mission, Goals, and Objectives Critical Incidence Questionnaire 3 Quiz 3</td>
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<td>Marketing Plan Critical Incidence Questionnaire 6 Quiz 6</td>
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<td>7</td>
<td>Conyne: Preface, chs. 1–6 1 presentation</td>
<td>DB Forum 2 News Analysis and Reflection Critical Incidence Questionnaire 7</td>
<td>50 50 0</td>
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<tr>
<td>8</td>
<td>Conyne: chs. 7–10 2 presentations</td>
<td>DB Forum 3 Program Plan Paper Critical Incidence Questionnaire 8</td>
<td>50 180 0</td>
</tr>
</tbody>
</table>

**Total**: 1010

DB = Discussion Board

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