

Community and Public Health Education SBPS 6810 SPRING / 2023

CLASS SESSIONS

Thursday, 06:30PM - 07:45PM, Online

INSTRUCTOR

Jeffery J. Waddy, DrPH, MSED, MCHES

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Office: (Remote) Office Hours: By Appointment

TEACHING ASSISTANT(S) [if applicable]

[Name] [Email]

[Office Hours]

DESCRIPTION

This course is designed to provide the student with the skills to effectively communicate health education messages and positively influence the norms and behaviors of both individuals and communities using the Certified Health Education Specialist competencies as a framework. The student will develop skills in the 8 core areas of health education: Assessment of Community Needs and Capacity; Planning by engaging partners; Implementation and monitoring of a training protocol; Evaluation and Research; Advocacy and coalition building for change in policy, system, or environment; Communication and audience analysis; Leadership and Management including management of resources and strategic planning; and Ethics and Professionalism including mentoring and professional development.

PREREQUISITES

None

LEARNING OBJECTIVES

Students who successfully complete this course and the signature activities/assessments will be able to do the following:

| Learning Objectives | Signature Activity/Assessment | Competency Addressed* |
|-----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| 1. Use health education theories to design programs for diverse populations | <ul style="list-style-type: none"> Final Exam paper that analyzes a health education program and discusses the behavior theory, methodology, and/or framework employed by the developers. | |
| 2. Assess one's own level of cultural competence in order to create an inclusive environment in educational settings. | <ul style="list-style-type: none"> Microaggression Exercise conducted during live session. Complete implicit bias self-assessment. Slide re-do assignment / discussion post to demonstrate plain language and inclusion skills. | |

| Learning Objectives | Signature Activity/Assessment | Competency Addressed* |
|-----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| 3. Describe the social marketing process as applied to health communication. | <ul style="list-style-type: none"> • Double Entry Journal Post stating the definitions and differences between social media and social marketing. • Discussion Post suggesting a Training Intervention to address health mis-information. | |
| 4. Plan a health education session based upon effective plain language presentation skills, facilitation, and resource materials. | <ul style="list-style-type: none"> • Final exam - Write a hypothetical preparation plan to address a current public health issue using facilitation of community focus groups, target population analysis, use of plain language materials and appropriate health behavior theories. Assignment: 3-2-1 on Plain Language Live Session • Discussion Post describing the role and workforce needs for Health Facilitation. | |
| 5. Analyze the use of media outlets, social media, advocacy and coalition building in an existing health education program | <ul style="list-style-type: none"> • Double Entry Journal posting three comments on the difference between social media and social marketing. • Media advocacy discussion assignment post on canvas - how do use media for advocacy and post comments to 2 other students • Final Exam Options Option 1: Find an existing or former training program to analyze and discuss. Option 2: From the resources provided or your own research, choose a media advocacy campaign and from the resources provided or your own research, choose a media advocacy campaign and critique the program using health education program concepts described in the course such as; 1- The choice of the target population; 2- The behavioral theory(s) used; and 3- The use of plain language guidelines in the published materials. Option 3: Choose a current public health issue and write a hypothetical preparation plan. | |

*Not required for elective courses. All other courses should be mapped to foundational or program competencies. Indicate the program name or “foundational”.

ASSESSMENT of LEARNING and GRADING POLICY

Student grades will be based on:

| Assignment | Points | Due Date | Learn Obj # |
|---------------------------------------------------------------|---------------|-----------------|--------------------|
| 1.1 Assignment: Background Information Sheet | 1 | 1/22 @6:30PM | 1,2 |
| 1.2 Assignment: Background Knowledge probe | 1 | 1/22 @6:30PM | 1,2 |
| 2.1 Assignment: Double Entry Journal COVID Comm. | 12 | 1/29 @6:30PM | 1,3 |
| 5.1 Discussion: Slide Red-dos | 10 | 2/19 @6:30PM | 4 |
| 5.1 Assignment: 3-2-1 on Andragogy & Brain Based.. | 2 | 2/19 @6:30PM | 1,2,4 |
| 7.1 Discussion: Health Issue x Training Intervention | 10 | 3/5 @6:30PM | 4,5 |
| 8.1 Assignment: 3-2-1 on Plain Language Live Session | 2 | 3/12 @6:30PM | 4 |
| 8.2 Assignment: Revised Message | 4 | 3/12 @6:30PM | 4 |
| 9.1 Assignment: Double Entry Journal Social Media | 12 | 3/19 @6:30PM | 3,5 |
| 10.1 Discussion: The Facilitation Role | 10 | 4/2 @6:30PM | 4 |
| 12.1 Discussion: Workforce Need for Competencies.. | 10 | 4/16 @6:30PM | 1,2 |
| 14.1 Discussion: Successful Media Advocacy | 10 | 4/23 @6:30PM | 5 |
| Final Exam | 16 | 5/11 @9:20PM | 1,2,3,4,5 |
| Total | 100 | | |

Final letter grade distribution:

A 90-100

B 80-89

C 70-79

D 60-69

F 59 and below

Description of Required Assignments, Projects, Discussions, Activities:

The assignments as listed above are composed of discussion posts on Canvas, Double Entry Journal posts on Canvas to summarize important readings and class activities, 3-2-1 Summaries of material learned, and

creation of educational materials such as PowerPoint slides. Rubrics for each assignment are found on Canvas and in the appendices to the syllabus.

Examinations:

There is one Final Exam – Where the student will choose an option to analyze either an existing training program or a media advocacy program or create a hypothetical preparation plan for a health education program. Rubrics for the Final Exam are in Canvas and in the appendices.

COURSE POLICIES

SUBMITTING ASSIGNMENTS

All assignments must be submitted on Canvas. Each assignment will have a designated place for submission. E-mail submissions, or submissions by assignment comments, will not be accepted.

LATE OR MISSED ASSIGNMENTS

To complete this course, all assignments must be completed and submitted. Unless the instructor is notified before the assignment is due and provides an opportunity for you to submit the assignment late, you will earn a zero-grade. If the instructor provides you an opportunity to submit the assignment late, a late penalty of 10% each day late will be applied. Failure to satisfactorily complete and submit all assignments in this course may result in a failing grade for the course.

ATTENDANCE & PARTICIPATION

This is a blended online course. This is a combination of asynchronous online activities and real-time (synchronous) online activities. Asynchronous means that things are happening at different times each week, and students are given time frames to connect and deadlines to complete assessments. Synchronous means that things are happening at the same and in real-time each week. All interactions and assessments will utilize Internet technologies. Attendance is strongly encouraged. If you have extenuating circumstances (e.g., severe illness, accidents, or serious family problems), notify the instructor by email before the live session.

COURSE STRUCTURE

The course is structured upon the Canvas learning platform and synchronized ZOOM class sessions. Students will use learning resources on Canvas in the form of articles, PPTs, and videos in order to familiarize themselves with health education content. Readings from a text will also provide important content regarding the skills and competencies of a health educator. Assignments will be completed and posted on Canvas and the live sessions on ZOOM will be used to facilitate interactive learning methodologies.

MATERIALS, READINGS, RESOURCES

Required: Community and Public Health Education Methods A Practical Guide - Fourth Edition

Authors: Bensley and Brookins-Fisher / Publisher: Jones and Bartlett / ISBN 9781284142174

Recommended: Electronic resources, supplementary readings and references in the Canvas Modules.

TULANE & SPHTM POLICIES AND EXPECTATIONS

ADA/Accessibility Statement (REQUIRED, as stated here)

Tulane University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability, please let me know immediately so that we can privately discuss options. I will never ask for medical documentation from you to support potential

accommodation needs. Instead, to establish reasonable accommodations, I may request that you register with the Goldman Center for Student Accessibility. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **Goldman Center contact information:** goldman@tulane.edu; (504) 862-8433; accessibility.tulane.edu.

Code of Academic Conduct

Students are required to adhere to the SPHTM Honor Code, available online at <https://tulane.box.com/v/honor-code-FULL>.

Academic standards policies for Master's Programs are also available online at <https://tulane.box.com/v/policy-academic-stand>.

Educational web sites may contain study guides for specific courses offered by Tulane University. While these sites can be useful learning tools, they should not contain information taken directly from Tulane courses. Tulane University considers lecture slides, recordings, videos, handouts, materials on Canvas, assignments, quizzes, and test questions to be proprietary. Web sites that offer these proprietary materials should be reported to the course instructor(s) and/or to the Dean's office. The use of unauthorized web sites that contain Tulane University's proprietary educational materials is considered a violation of the school's honor code.

Religious accommodation policy (REQUIRED)

Per Tulane's [religious accommodation policy](#) I will make every reasonable effort to ensure that students are able to observe religious holidays without jeopardizing their ability to fulfill their academic obligations. Excused absences do not relieve the student from the responsibility for any course work required during the period of absence. Students should notify me within the first two weeks of the semester about their intent to observe any holidays that fall on a class day or on the day of the final exam.

SPHTM mission, vision, and values

Students and faculty have a shared commitment to the School's [mission, vision, and values](#).

SCHEDULE

| Session # Date | Topic | Assignments / Assessments Due * In Class Exercises / Activities ** | Course Objectives |
|-----------------------------|-------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| #1 1/17 Live | Getting to Know You/Introducing the Health Education Professional | Background Information Sheet Background Knowledge Probe Video Lesson: Becoming a Health Education Professional Having CHES certification | 1,2 |
| #2 1/23 | Choosing Methodologies and Principles | Activities / Assignments: Double-Entry Journal: Covid-19 Communication Knowledge Check: Interactive Flashcards | 1,3 |
| #3 1/30 Live | Understanding Communities; Being Culturally Competent | Activities / Assignments: Prep for Live: Video Lessons and Readings | 1,2,5 |
| #4 2/6 | Building a Communication Framework | Activities / Assignments: Explore resources for defining the audience of a project; Knowledge Check for Chapter 5 | 1.4 |
| #5 2/13 | Presenting and Assessing Audience | Activities / Assignments: Discussion: Slide Re-Dos Review Materials for Effective Presentations Preparation for Discussion: Video Lesson on Revising a Slide Preparation for Next Week's Live Session Review Training Exercises for Next Week's Live Session | 1,4 |
| #6 2/20 Live | Designing Effective Learning Experiences | Activities / Assignments: Knowledge Check on Week 6 Resources | 5,6 |
| #7 2/27 | Creating Activities | Activities / Assignments: Discussion: Health Issues for a Training Intervention | 2,3,4 |
| #8 3/6 Live | Selecting Resources | Activities / Assignments: Revised Message Assignment 3-2-1 Reflection After Live Session | 2,3,4 |
| #9 3/13 | Using and Managing News & Social Media | Activities / Assignments: Double Entry Journal: Social Media; Knowledge Check for Chapter 8 | 1,5 |
| #10 3/20 | Practicing Facilitation | Activities / Assignments: Discussion: The Facilitation Role | 5 |

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|------------------------------|----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|-----------|
| #11 3/27 Live | Creating Inclusive Environments | Activities / Assignments: Prep for Live: Watch Facilitation Videos | 5,6 |
| 4/3 | | Spring Break | |
| #12 4/10 | Prep for Live: Watch Facilitation Videos | Activities / Assignments: Discussion: Workforce Need for Coalition Building; Knowledge Check for Chapter 11 | 5 |
| #13 4/17 Live | Advocating | Activities / Assignments: Discussion: Successful Media Advocacy | 4 |
| #14 4/24 | Advocating 2 | Activities / Assignments: Advocacy Exercise | 4 |
| #15 5/8-5/11 | Final Assessment All submissions due by 9.20 PM CST | | 1,2,3,4,5 |

*May include required reading

**In-class schedule may be subject to change

Appendices/Rubrics – see below

Discussion Assignments Rubric – 10 Points Each – For 5 Discussion Assignments

| Criteria | Ratings | | | Pts |
|------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|-------|
| This criterion is linked to a Learning Outcome Initial Post: Quality of response Clarity, reason, and understanding | 4 to >3.9 pts Excellent Main idea is clear and well organized, contains depth of thought, and is supported with sufficient detail | 3.9 to >1.0 pts Needs Improvement Main idea is somewhat clear but needs more critical thought and supporting detail | 1 to >0 pts Not Evident The response is difficult to understand and doesn't seem related to the main idea | 4 pts |
| This criterion is linked to a Learning Outcome Initial Post: Quantity of response Completeness | 1 pts Excellent Responses (at least 2) are posted in a timely manner; are thoughtful, respectful, and meaningful, encouraging further inquiry | 0.5 pts Needs Improvement Main idea is somewhat clear but needs more critical thought and supporting detail | 0 pts Not Evident No engagement with peers | 1 pts |

| Criteria | Ratings | | | Pts |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-------|
| This criterion is linked to a Learning Outcome Initial Post: Language: accuracy and appropriate *Grammar/Syntax/Language errors will be indicated by a “tick” mark at the line(s) in which they occur. Students may find and correct these errors, if they wish to do so. Just let your instructor or TA know you’ll be doing that so it can be worked into the grading schedule. If you have an error but are not sure where it is or how to correct it, reach out to the instructor, TA or peer to help you figure it out. | 1 pts Excellent Response has no grammatical, syntactic, or usage errors | 0.5 pts Needs Improvement Response has 1 grammatical, syntactic, or usage error | 0 pts Not Evident Response has > 1 grammatical, syntactic, or usage error | 1 pts |
| | | | | |
| This criterion is linked to a Learning Outcome Response to Other Posts | 4 to >3.9 pts Excellent Responses (at least 2) are posted in a timely manner; are thoughtful, respectful, and meaningful, encouraging further inquiry | 3.9 to >1.0 pts Needs Improvement Responses (<2) may be late; are perfunctory (seem last-minute) need thought and relevance | 1 to >0 pts Not Evident No engagement with peers | 4 pts |
| | | | | |
| Total Points: 10 | | | | |

Double Entry Journal Assignments Rubric – 12 Points Each – For 2 Assignments.

| <i>Levels of Performance⇒</i> | | Excellent | Needs Improvement | Not Evident | Additional Comments | Score |
|--------------------------------|-------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|----------------------------|--------------|
| <i>Criteria⇓</i> | | | | | | |
| Initial Discussion Post | <i>Quality of response:</i> clarity, reason, and understanding | Main idea is clear and well organized, contains depth of thought, and is supported with sufficient detail | Main idea is somewhat clear but needs more critical thought and supporting detail | The response is difficult to understand and doesn't seem related to the main idea | | |
| | | 4 pts | 1-3 pts | 0 pts | <i>4 points possible</i> | |
| | <i>Quantity of response:</i> completeness | Response is posted early in the discussion timeframe and is thorough: includes all aspects of the prompt | Response is posted later in the discussion timeframe and contains some or most of all aspects of the prompt | Response is late and does not contain any aspects of the prompt | | |
| | | 2 pts | 1 pts | 0 pts | <i>2 points possible</i> | |
| | <i>*Language:</i> accuracy and appropriateness | Response has no grammatical, syntactic, or usage errors | Response has 1 grammatical, syntactic, or usage error | Response has > 1 grammatical, syntactic, or usage error | | |
| | | 2 pts | 1 pt | 0 pts | <i>2 points possible</i> | |

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|--------------------------|------------|-------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|--------------------------|--------------------------|--|
| Responses to Other Posts | Engagement | Responses (at least 2) are posted in a timely manner; are thoughtful, respectful, and meaningful, encouraging further inquiry | Responses (<2) may be late; are perfunctory (seem last-minute) need thought and relevance | No engagement with peers | | |
| | | 4 pts | 1-3 pts | 0 pts | 4 points possible | |
| | | | | | Total 12 points possible | |

*Grammar/Syntax/Language errors will be indicated by a “tick” mark at the line(s) in which they occur. Students may find and correct these errors, if they wish to do so. Just let your instructor or TA know you’ll be doing that so it can be worked into the grading schedule. If you have an error but are not sure where it is or how to correct it, reach out to the instructor, TA or peer to help you figure it out.

Rubric for Final Exam – 16 Points

| Levels of Performance⇒ | | Excellent | Needs Improvement | Additional Comments | Score |
|------------------------|---------------------------------------------------------|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|---------------------|-------|
| Criteria⇓ | | | | | |
| Written Product | Quality of response: clarity, reason, and understanding | Well organized, with headings where appropriate. Language is clear, not wordy or casual, but clear. | Use of passive voice, hard to understand because of organization. Thoughts are not clearly articulated | | |
| | | | | | |

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|------------------------|-------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|--------------------------|--|
| | | 4 - 6 pts | 1-3 pt | 6 points possible | |
| | Quantity of response: completeness | Fulfilled all of the criteria asked for on the instruction sheet | 2 or more items on the instruction sheet are missing from the submitted work | | |
| | | 2-4 pts | 1-2 pts | 4 points possible | |
| Knowledge demonstrated | Course lessons seen in the submitted work | Incorporates learnings from the course into the narrative. Covers at least 3 topic areas of learning in the course and includes them in the submitted work | May incorporate one or two references to learnings from the course, but relies more on personal opinion or speculation. | | |
| | | 4-6 pts | 1-3 pts | 6 points possible | |
| | | | | Total 16 points possible | |

3-2-1 Assignments – Rubric – 2 Points Each – 2 Assignments

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|-------------------------------------------------------------|
| This activity is graded based on completion and timeliness. |
| 1 grade point for complete responses to each prompt |
| 1 grade point for being turned in on time. |

Background Information and Background Knowledge Assignments – Rubric – 1 Point Each – 2 Assignments

| | |
|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| Background Information | You will receive 1 point towards your final course grade for responding to the items on the Background Information Sheet. |
| Background Knowledge | You will receive 1 point towards your final course grade for responding to the items on the Background Knowledge Sheet. |