

Bemidji State University

HLTH 4410: Health Programming

A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: *.*

Lab Hours/Week: *.*

OJT Hours/Week: *.*

Prerequisites: None

Corequisites: None

MnTC Goals: None

A comprehensive study of the process of identifying health problems, establishing health programming, and promoting, implementing, and evaluating the program. Also examines vision and mission statements, along with goals, objectives, timetables, and interpretation of results. This course parallels CHES criteria and utilizes a local community health organization to integrate student involvement. Prerequisites: For health majors/minors: HLTH 3150, HLTH 3200, HLTH 3500, HLTH 3710; For non-majors/minors: Consent of instructor.

B. COURSE EFFECTIVE DATES: 05/15/2013 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Data Collection Strategies for Needs Assessment and Evaluations
2. Identifying Strategies and Activities
3. Identifying and Writing Mission Statements, Goals, & Objectives
4. Needs Assessment: the Big Picture
5. Paint a Picture of Your Target Population: Assessing Assets & Problems
6. Program Evaluation: Background & Basics
7. Program Implementation
8. Program Planning: the Big Picture
9. Quality Thinking & Quality Composition & Strength of Decision Model
10. Social Marketing, Program Planning & Implementation
11. The Importance and Use of Theories in Health Education/Promotion

D. LEARNING OUTCOMES (General)

1. examine Factors that Enhance or Compromise the Process of Health Education
2. develop a Scope and Sequence for the Delivery of Health Education
3. select or Design Strategies and Interventions
4. examine Relationships Among Behavioral, Environmental and Genetic Factors that Enhance or Compromise Health
5. examine Factors that Influence the Learning Process
6. collect Quantitative and/or Qualitative Data Related to their Selected Health Problem
7. access Existing Information and Data Related to their Selected Health Problem
8. infer Needs for Health Education Based on Assessment Findings
9. process an Assessment Plan
10. incorporate Priority Populations and Other Stakeholders in the Planning Process
11. develop Goals and Objectives
12. address Factors that Affect Implementation
13. assess and Prioritize Health Information and Advocacy Needs
14. collect and Analyze Evaluation/Research Data
15. deliver Messages Using a Variety of Strategies, Methods, and Techniques
16. demonstrate Leadership
17. design Instruments to Collect Data
18. develop an Evaluation/Research Plan
19. engage in Health Education Advocacy
20. facilitate Partnerships in Support of Health Education
21. identify and Develop a Variety of Communication Strategies, Methods, and Techniques
22. implement a Plan of Action
23. influence Policy to Promote Health
24. interpret the Results and Apply Findings of the Evaluation/Research
25. manage Fiscal Resources
26. manage Human Resources
27. monitor Implementation of Health Education
28. obtain Acceptance and Support for the programs
29. obtain and Disseminate Health-Related Information
30. promote the Health Education Profession
31. provide Training
32. serve as Health Education Consultants
33. train Individuals Involved in Implementing Health Education

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted