Course Description:

Program Planning presents an overview of the process for designing, presenting and evaluating health education programs. This course provides instruction and practice in designing and implementing health education/health promotion programs. Service Learning will help students identify how to work with community agencies to meet the needs of the community agency and their constituents.

Course Objectives:

At the completion of the course students will be able to:

- Articulate the various components of service learning.
- Understand and apply program planning methods to community based service learning programs.
- Analyze and evaluate sources of data needed to create a demographic overview and rationale for a specific community problem or program.
- Create a simple needs assessment inventory for planning a particular program.
- Create a grant proposal needed to implement a service-learning project, which includes research overview, knowledge/service gap, specific aims/mission and objectives, demographics, planning model, needs assessment, strengths and limitations, and time line.
- Develop three appropriate educational interventions needed to implement the service-learning program.

Class Meetings: MW 12:00-1:50pm at OPE 107.

Instructor: Daniel López-Cevallos, PhD, MPH

E-mail: lopezced@wou.edu
To ensure reply, indicate “HE471” on the subject line of all e-mails.

Web Page: http://www.wou.edu/~lopezced

Blackboard: Course syllabus and other materials are available on my website.
Office Hours: MW 10-11am; 2-3pm (or by appointment).

Teaching Assistants:

Roxana Menjivar
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Matt Hauck
Phone: (503) 706-7113
E-mail: mhauck06@wou.edu
Required Readings:

Books on Reserve:

Summary of Graded Assignments

1. Only Connect and Class Contribution [40 points]
2. Individual Assignments (10 parts x5 points each) [50 Points]
3. Individual Proposal [70 Points]
4. Interventions [60 Points]
5. Final Proposal [80 Points]
6. Presentation [30 Points]
7. Partners’ Assessment of Student Performance [40 Points]
8. Peer-Review [30 Points]

Total Points Possible 400 Points

1. **Only Connect and Class/Team Contributions** [40 points]
   Attendance is mandatory and points will be assigned for each class attended. This is important since your contribution is essential to the team effort. **If you are unable to attend class please e-mail or call Roxana**, as she will be taking roll and will be able to plan accordingly for your group. Points will be assigned as follows: 20 classes @ 2 points each.

2. **Individual Assignments** [50 Points]
   Almost daily, a portion of the proposal will be due. This is to assure completion and allow feedback of the portion. *This work is done and turned in individually* (except for the Assessment & Logic model). Each will be worth 5 points; they will be checked in class for immediate feedback. Late assignments will be downgraded. See daily schedule in outline.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due</th>
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<tbody>
<tr>
<td>Two Research Articles</td>
<td>April 6</td>
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<tr>
<td>Draft of Rationale</td>
<td>April 8</td>
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<tr>
<td>Knowledge/Service Gap</td>
<td>April 13</td>
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<tr>
<td>Goals &amp; Objectives/ Timeline</td>
<td>April 15</td>
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<tr>
<td>Proposed Interventions Contract &amp; Narrative</td>
<td>April 20 &amp; May 27</td>
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<tr>
<td>Demographics</td>
<td>April 22</td>
</tr>
<tr>
<td>Logic Model <em>(One per group)</em> w/narrative <em>(Individual)</em></td>
<td>April 27</td>
</tr>
<tr>
<td>Assessment: Survey / Focus Group/ Interview <em>(One per group)</em> + Narrative <em>(Individual)</em> + Informed consent <em>(One per group)</em></td>
<td>April 29</td>
</tr>
<tr>
<td>IRB Application <em>(One per group)</em></td>
<td>May 4</td>
</tr>
<tr>
<td>IRB Packet <em>(One per group)</em> + Strengths and Limitations <em>(Individual)</em></td>
<td>May 6</td>
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3. **Individual Proposal** [70 points]
Portfolio proposal will be developed to help you understand how to plan a program and write a grant proposal. *This work is done and turned in individually.* (See scoring guide and attach over cover sheet).
**DUE: May 13.**

4. **Final Proposal** [80 points]
This course was designed to help a student understand how to develop and conduct a health education or health promotion program. Your major assignment in the class is to develop a portfolio which will include the continuation of a current Service Learning project. *The Final portfolio will be a rewrite, combining the individual proposals and it will be submitted as one by each class group.* The final proposal will include the major components of a grant proposal. See scoring guide for detailed breakdown. *Note: make arrangements with writing center soon!*
**DUE: June 3.**

5. **Interventions** [60 Points]
Interventions will be prepared for each Community Based Organization. Each group will be responsible for a You Tube Video, a PowerPoint, a Press Release, and two additional interventions of your choice. These may be in any form including a Web Page, Marketing Plan, or other intervention needed by the community partner. An individual group contract regarding the interventions will be completed around the mid-term time of the class.
**DUE: Apr. 20 Group Proposed Interventions Contract & Draft of Narrative**
**May 27 Final Interventions**

6. **Final Presentation** [30 Points]
A final presentation will be presented to the press and community partners during finals week on **Wednesday, June 3rd.** The entire group should dress appropriately and have a role in the presentation. Any media or information you will be using, (PowerPoint, publisher, web site, brochures, and flyers) must be submitted via e-mail or disc to Roxana by **Tuesday, June 2nd.**

7. **Partners’ Assessment of Student Performance** [40 Points]
This is judged by the community partner. Criteria include: interactions with community partner, actual input towards moving the project forward as an individual and as a group, follow through with own contribution to community agency and partner.

8. **Peer-Review** [30 Points]
This is judged by group members and includes the same criteria mentioned on item #7.
**DUE: June 3rd following your final presentation, forms will be provided.**

**Grades:** The following scale is a percentage of total points that will determine grades for all students:

<table>
<thead>
<tr>
<th>Percent</th>
<th>Grade</th>
<th>Percent</th>
<th>Grade</th>
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<tbody>
<tr>
<td>94-100</td>
<td>A</td>
<td>74-76</td>
<td>C</td>
</tr>
<tr>
<td>90-93</td>
<td>A-</td>
<td>70-73</td>
<td>C-</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
<td>67-69</td>
<td>D+</td>
</tr>
<tr>
<td>84-86</td>
<td>B</td>
<td>64-66</td>
<td>D</td>
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<tr>
<td>80-83</td>
<td>B-</td>
<td>60-63</td>
<td>D-</td>
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<tr>
<td>77-79</td>
<td>C+</td>
<td>&gt;60</td>
<td>F</td>
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## Class Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Thursday</th>
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| March 30 & April 1  | Overview of Class Requirements  
Introductions/ Review Service  
Learning Projects  
DUE: Sign up for Service  
Learning Groups | Planning Steps  
Research and Rationale  
Receive group assignments |
| April 6 & 8   | Rationale, Knowledge/Service Gap  
Community Partners visit us  
DUE: Two Research Articles | Goals & Objectives/ Timeline  
Guest Speaker: Dr. Katherine Schmidt, Writing Center  
DUE: Draft of Rationale |
| April 13      | Demographics  
DUE: Knowledge/Service Gap | Logic Models  
Community Partners  
DUE: Goals & Objectives/ Timeline |
| April 15      | Logic Models and Assessment  
DUE: Proposed Interventions  
Contract & Narrative | Community Partners  
Logic Models – work session  
Complete draft of model in class  
DUE: Demographics |
| April 20 & 22 | Proposed Interventions  
Strengths and Limitations  
Review entire project  
Review APA format  
DUE: Logic Model & Narrative | Community Partners  
Develop Introduction  
Timeline  
Review entire proposal  
DUE: Assessment (survey, focus group, or interview) and narrative + Informed consent |
| May 4 & 6     | Evaluate current status of each student  
DUE: IRB Application | Community Partners  
Solidify interventions with partners  
DUE: IRB Packet (IRB Application, Informed consent, assessment tools, human subjects protection certificate); Strengths and Limitations |
| May 11 & 13   | Power points and Interventions | Community Partners  
DUE: Individual Proposal |
| May 18 & 20   | Feedback on Individual Proposals  
Review Final Proposal  
Prepare interventions, final proposal, and presentation | Community Partners  
How to prepare a Press Release  
Prepare interventions, final proposal, and presentation |
| May 25 & 27   | Prepare presentation  
Review Final Proposal  
Rehearse with group members | Community Partners  
Review Interventions  
Prepare Final Proposal  
DUE: Interventions (see contract) |
| June 1 & 3    | Prepare Final Proposal  
Rehearse Presentations | Presentations To Community Partners and Press  
DUE: Final Proposal |
| June 8        | Group Evaluation Meeting, 12-1:50pm. |                                                                                 |
Service Learning at WOU and HE 471/571

At Western Oregon University we have developed a new program to deepen our connection with organizations and the community. Our focus is to develop a collaborative process with community-based organizations (CBO's). This process is defined as service-learning. According to the American Association for Higher Education, service-learning means a method under which students learn and develop through thoughtfully organized service that: is conducted in and meets the needs of a community and is coordinated with an institution of higher education, and with the community; helps foster civic responsibility; is integrated into and enhances the academic curriculum of the students enrolled; and includes structured time for students to reflect on the service experience.

There are three basic components to effective service learning according to the Corporation for National and Community Service:

- The first is sufficient preparation, which includes setting objectives for skills to be learned or issues to consider, and include planning projects so they contribute to learning at the same time work gets done.
- The second component is engaging in service.
- Third, the participant attempts to analyze the experience and draw lessons, through such means as discussion with others and reflection on the work. Thinking about the service creates a greater understanding of the experience and the way service addresses the needs of the community. It promotes a concern about community issues and a commitment to being involved that mark an active citizen. At the same time the analysis and thought allow the participants to identify and absorb what they have learned.

In the process of developing our service-learning program we are exploring various partnerships with community-based organizations. We have identified specific organizations as potential partners. To develop this partnership they must consider the following:

- As a university we offer a small group of students and one faculty member as a resource to support your organization in developing health programs for your constituents.
- We ask that you explore projects that are important to your organization and clients.
- We expect that we meet on an ongoing basis to work as a team in meeting the needs of your organization.
- We believe that this relationship is mutual in supporting the needs of our organization and the educational needs of our students.
- Together we assist the CBO’s in the following:
  - Determine needs
  - Develop programs
  - Determine appropriate education interventions
  - Conduct interventions
  - Evaluate Results