



College of Education
Division of Physical Activity and Health
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HWS 412 Program Design and Evaluation in Health and Wellness (3)

Course Description: The course will study the development of curriculums and programs in school, wellness, and community settings. Additional emphasis will be placed on the measurement and evaluation of individuals and programs in Health and Wellness settings.

Prerequisite: HWS 351, and HWS 350; or consent of instructor;

Class Format: Two 80-minute classes each week; Zabel Hall 201

Credit Hours: Three Credit Hours

Course Objectives:

- a. Apply an understanding of planning and assessment processes in the fitness, affective, cognitive, technique, and skill areas of health and wellness.
- b. Demonstrate competence in the selection and construction of measures of student performance in health and wellness.
- c. Explain the methods of grading appropriate for health education.
- d. Describe the essentials of health disparity.
- e. Examine various instructional strategies and curriculums that can contribute to effective health programs in school, wellness, and community settings.
- f. Describe the DIME approach to connecting the principles of program development, implementation, management of participants, and assessment and evaluation of individuals and programs.

Text Materials:

1. Hodges and Videto. *Assessment and Planning in Health Programs*. Jones and Bartlett, 2005

Library Reserve Materials:

2. TBA

Other resources:

A Nation at Risk: Obesity in the United States -

<http://www.americanheart.org/presenter.jhtml?identifier=3030570> (download) or view PDF at http://www.rwjf.org/files/publications/other/AH_NationAtRisk.pdf

Program Design Ideas

http://www.managementhelp.org/prog_mng/np_progs.htm

http://www.managementhelp.org/prog_mng/prog_mng.htm

Course Evaluation:

- a. Checkpoint Assignments and Discussion (150 points)
 - b. Chapter Questions (150 points)
 - c. Exercises (50 points)
 - d. Health Disparities Project (50 points)
 - e. Class Project and Report (50 points)
 - f. Class Discussions (50 points)
 - g. Mid term evaluation/exam (50 points)
 - h. Final Exam (50 points)
- Total Points for class = 600

Grading Procedures: A = 100% to 90%; B = 89% to 75 %; C = 74% to 61%; D = 60 % to 51%; F = 50% or below

Statement on Academic Misconduct: Eastern Oregon University places a high value upon the integrity of its student scholars. Any student found guilty of an act of academic misconduct (including, but not limited to cheating; plagiarism; or theft of an examination or supplies) may be subject to having his or her grade reduced in the course in question, being placed on probation or suspended from the university, or being expelled from the university - or a combination of these. See Section II of the Student Handbook and Planning Calendar for clarification.

Statement on Americans with Disabilities: If you have a documented disability or suspect that you have a learning problem and need reasonable accommodations, please contact the Disability Services Program in Loso Hall 234. Telephone: 962-3081.

Class Schedule

March

31 Introduction – Discussion of Appendix #1 and Definitions of Health

April

- 2 Hodges Chapter 1 – Needs Assessment
- 7 Hodges Chapter 2 – Assessing Assets and Problems
- 9 Hodges Chapter 3 – Mission Statements, Goals, Objectives and Grading
- 14 Hodges Chapter 4 – Program Planning
- 16 Hodges Chapter 5 – Identifying Strategies
- 21 Hodges Chapter 6 – Importance of Theory
- 23 Hodges Chapter 7 – Data Collection
- 28 Hodges Chapter 8 – Program Evaluation
- 30 Hodges Chapter 9 – Structure and Design and Mid Term Review

May

- 5 Mid Term Exam
- 7 DIME Discussion
- 12 Instructional Strategies and Curriculum

- 14 Health Disparities – What are Health disparities?
- 19 Health Disparities – Issues in Measuring Health Disparities
- 21 Health Disparities – Measures of Health Disparities
- 26 Memorial Day Holiday
- 28 Health Disparities – Analytical Steps in Measuring Health Disparities

June

- 2 Health Disparities Project Report/ Focus Group Report
- 4 Health Disparities Project Report/ Focus Group Report
- 10 Final Exam 8:00 to 10:00 Tuesday

Hodges: Assessment and Planning in Health Programs: Assignments

Complete all the checkpoint activities and all the questions in each chapter. Complete only **one** of the exercises in each chapter, choosing from among the odd numbered activities in odd numbered chapters and even numbered activities in even numbered chapters. Assignments are due the following class session after assigned in the schedule (i.e. Chapter 1 due Jan. 18). Late assignments will receive a maximum of 70% unless previous arrangements are made with the instructor.

Chapter 1

- Checkpoint 1.1 (p.4); 1.2 (p.6); 1.3 (p.11); 1.4 (p.13); 1.5 (p.17)
- Questions p. 22
- Exercises (odd) p.22

Chapter 2

- Checkpoint 2.1 (p.30); 2.2 (p.33); 2.3 (p.38); 2.4 (p.41); 2.5(p.48); 2.6 (p.50)
- Questions p.54-55
- Exercises (even) p.55

Chapter 3

- Checkpoint 3.1 (p.61); 3.2 (p.66)
- Questions p. 67
- Exercises (odd) p. 67-68

Chapter 4

- Checkpoint 4.1 (p.73); 4.2 (p.81); 4.3 (p.82)
- Questions p. 84
- Exercises (even) p. 84-85

Chapter 5

- No Checkpoints in this chapter.
- Questions p. 97
- Exercises (odd) p. 97

Chapter 6

- Checkpoint 6.1 (p.105); 6.2 (p.107);
- Questions p.109
- Exercises (even) p. 109-110

Chapter 7

- Checkpoint 7.1 (p.116); 7.2 (p.128); 7.3 (p. 131); 7.4 (p.134)
- Questions p. 136

Exercises (odd) p. 136-137

Chapter 8

Checkpoint 8.1 (p.152)

Questions p. 153-154

Exercises (even) p. 154

Chapter 9

Checkpoint 9.1 (p. 158); 9.2 (p. 163)

Questions p. 166

Exercises (odd) p.167

Health Disparity - In class we will review materials related to health disparities. The following information will serve as a guideline for you in those presentations and class discussions.

Part 1

- a. Know the two overarching goals of Healthy People 2010
- b. Identify the dimensions of health disparity as described in Healthy People 2010
- c. Provide a literal definition of the term disparity
- d. Interpret three definitions of health disparity
- e. Distinguish between the terms “health inequality” and “health inequity”
- f. Summarize specific cases of health disparity given a graphical representation.

Part 2

- g. Define relative and absolute disparity
- h. Calculate relative and absolute disparity
- i. Explain how relative and absolute measures can give different estimates of the extent of disparity and its trends over time
- j. Recognize how accounting for the size of population sub-groups can affect measurement of disparity
- k. Define a reference group
- l. Describe how choice of reference group can affect disparity measurement.
- m. Differentiate between groups that can be ranked and those that cannot.
- n. Describe some common issues in measuring health disparities.

Part 3

- o. Describe the following measures of health disparities:
 - i. Range Measures (relative risk, excess risk)
 - ii. Un-weighted regression-based measures
 - iii. Population-weighted regression based measures (population index and relative index of inequality)
 - iv. Index of disparity
 - v. Between group variance
 - vi. Disproportionality measures (concentration index, Theil, mean log deviation, Gini)
- p. Describe the strengths and weaknesses of the above measures.

Part 4

- q. Describe the sequence of analytical steps in measuring health disparity.
- r. Classify the four possible scenarios for change in health disparity and changes in overall population health over time.

Health Disparity Project

Choose one of the topics discussed in this section. Prepare a written 1500 word (minimum) essay including references (use American Medical Association Manual of Style (9th edition). The paper is due on June 4 and you will present a brief oral report of one interesting aspect of your research findings.

Group Project

Following class discussions and your review class materials, you will form a study group and conduct an aspect of a program review (EOU PHYSH). Prepare a brief oral presentation on June 2 and 4.