

**KES 4312**  
**Health Promotion in the Workplace**  
**Fall 2016**

Sul Ross State University  
Department of Kinesiology and Human Performance

**Class Time:** TR 11:00 a.m. – 12:15 p.m.

**Class Location:** GPC 107

**Instructor:** Jim Hector Ed.D.

**Email:** [jhector@sulross.edu](mailto:jhector@sulross.edu)

**Office Hours:** M-TH 1:30 p.m. – 4:30 p.m.

**Office Location:** GPC 202A

**Office Phone:** 432-837- 8213

**COURSE RATIONALE:** The purpose of this course is to provide an in-depth study of the development of environmental and social support for healthy behaviors within the business community.

**RECOMMENDED TEXTBOOKS/READING MATERIAL:**

**Textbook(s):** Fertman, C.I. and Allensworth, D.D.; Society for Public Health Education. (2010). *Health Promotion Programs: From Theory to Practice*. Philadelphia: Lippincott Williams & Wilkins.

\*This textbook is available **free** as a PDF document:

[http://www.google.com/url?sa=i&rc=1&q=&esrc=s&source=web&cd=6&ved=0CGcQFjAF&url=http%3A%2F%2Fsdhprc.gmu.ac.ir%2Findex2.php%3Foption%3Dcom\\_sobi2%26sobi2Task%3Ddd\\_download%26fid%3D41%26format%3Dhtml%26Itemid%3D0&ei=OCb2U6noGcTc8AHb\\_4Eg&usq=AFQjCNHW5GbtLxmPsH-1ABiL\\_ZlpZBsgew&bvm=bv.73231344,d.b2U](http://www.google.com/url?sa=i&rc=1&q=&esrc=s&source=web&cd=6&ved=0CGcQFjAF&url=http%3A%2F%2Fsdhprc.gmu.ac.ir%2Findex2.php%3Foption%3Dcom_sobi2%26sobi2Task%3Ddd_download%26fid%3D41%26format%3Dhtml%26Itemid%3D0&ei=OCb2U6noGcTc8AHb_4Eg&usq=AFQjCNHW5GbtLxmPsH-1ABiL_ZlpZBsgew&bvm=bv.73231344,d.b2U)

**Other Materials:** There may be handouts from various sources and outside readings assigned periodically. Additional course materials may be posted on Blackboard.

**STUDENT LEARNING OUTCOMES:**

1. Create and implement health and physical activity principles of performance within diverse populations.
2. Prepare, instruct, and assess developmentally appropriate physical education and/or exercise prescription based on students'/clients' needs.

**STANDARD ALIGNMENT:**

- Standard IV: The physical education teacher uses knowledge of how students learn and develop to provide opportunities that support students' physical, cognitive, social, and emotional development.
- Standard V: The physical education teacher provides equitable and appropriate instruction for all students in a diverse society.
  - ✓ *Competency 011:* The teacher understands factors relevant to learning and performance in physical education and uses this knowledge to create learning environments and opportunities that promote students' development in various domains (e.g., cognitive, social, emotional).

- Standard VII: The physical education teacher is a reflective practitioner who evaluates the effects of his/her actions on others (e.g., students, parents/caregivers, other professionals in the learning environment) and seeks opportunities to grow professionally.
  - ✓ *Competency 012:* The teacher understands the structure, organization, goals and purposes of physical education programs.

**COURSE OBJECTIVES:** Students will be able to:

1. Analyze ways in which developmental and other factors (e.g., peers; media messages; cultural background; community settings; family circumstances; expectations related to gender; body image and skill level) influence student attitudes toward engagement in physical activity.
2. Demonstrate knowledge of the structure, organization, goals, and purposes of physical education programs.
3. Apply knowledge of principles and techniques for evaluating the effectiveness of the physical education program and for adapting and modifying practices and programs based on reflection, assessment data, observation of students and program evaluation results.
4. Demonstrate knowledge of strategies for advocating for physical education and for identifying and publicizing opportunities and resources for physical activity in the school and community (e.g., after-school programs, recreation departments, parks, pools, health clubs).

**STYLE OF TEACHING:** The objectives of this course will be met through an integrated teaching style that will include lecture, discussion, and presentations. Students will be encouraged to remain actively involved in class discussions and will be responsible for reading all assigned material for this class.

**GRADING:**

**750 total points possible**

- Final Exam = 100 points
- Quizzes (2 @ 50 points each) = 100 points
- In-Class Activities (20 @ 10 points each) = 200 points
- Group Presentations = 50 points
- Outside Assignment = 50 points
- Attendance/Participation = 200 points
- Portfolio = 50 points

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|----------------------|
| <b>A = 750 – 675</b> |
| <b>B = 674 -600</b>  |
| <b>C = 599 – 525</b> |
| <b>D = 524 – 450</b> |
| <b>F = ≤449</b>      |

**EVALUATION PROCEDURES:**

- ✓ **Final Exam = 100 points**
  - The final exam may consist of essay, fill-in, short answer, true/false, and/or multiple choice questions. The final exam could cover any material provided in the assigned readings.
  - All students are expected to take the final exam on the designated day and time assigned. If a student cannot take the exam during the scheduled time, it is the student's responsibility to approve the absence and request a make-up exam with the instructor at least one week PRIOR to the week of the exam.
  - In the case of an unexpected emergency, proper documentation for the absence is required (e.g., physician's excuse) in order to be able to make-up the final exam for full credit. Students who fail to take the final exam on the designated day and time (without proper documentation or prior notification) will be allowed to make up the exam for half credit

only (i.e., 50 points maximum). The make-up exam may differ from the regularly scheduled exam (and will likely be more difficult).

✓ **Quizzes = 50 points each**

- There will be 2 quizzes that may consist of essay, fill-in, short answer, true/false, and/or multiple choice questions. Quizzes could cover any material provided in the assigned readings.
- All students are expected to take the quiz on the designated day and time assigned. If a student cannot take the quiz during the scheduled time, it is the student's responsibility to approve the absence and request a make-up quiz with the instructor.

✓ **In-Class Activities= 10 points each**

- Students will participate in a variety of in-class activities on the dates outlined in the syllabus.
- In-class activities will consist of various projects related to the topic area of discussion for the week.
- Each student will submit a "homework" assignment following the in-class activity. This will be done during the scheduled class time.
- The lowest activity score will be dropped by the instructor at the end of the semester.

✓ **Outside Assignment = 50 points**

- Students will choose a campus to compare and contrast with Sul Ross State University in terms of health behavior(s).
- The instructor will provide students with the campus that they are to use for this assignment. The student will then gather relevant data via the comparison campus' website in terms of health-related available programs.
- Students will present their findings to the class on a date TBA.

✓ **Group Presentation = 50 points**

- Students will give a professional presentation detailing their group's health promotion program campus initiative.
- Groups will be preselected by the instructor. Groups will consist of 3 to 5 students.
- A rubric detailing the expectations of the group will be distributed by the instructor.

**Note:** All grading will be based on the quality of the assignment submitted; factors such as a student's ability and the effort put into an assignment will only be assessed to the extent that they influence the quality of the work submitted. All written work should be submitted in APA format.

✓ **Attendance/Participation = 200 points**

- Regular and punctual attendance is expected of all students.
- Each designated class meeting will be worth 5 points. Students will receive points for significant contributions to class discussion.
- Emergencies will be handled on an individual basis.

**Note:** The first week of class will not count toward attendance

**EXPECTATION OF STUDENTS:**

- Students are responsible for keeping up with the reading and are expected to read the assigned chapters and/or other posted readings prior to class in order to contribute to class discussion.
- Handouts distributed through in-class and via Blackboard should be kept in a notebook in order to be referred to as necessary.

**ADA ACCOMMODATIONS:** Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student’s responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Mary Schwartz, M. Ed., L.P.C., in Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Telephone: 432-837-8691. E-mail: mschwartz@sulross.edu

**ACADEMIC DISHONESTY OR MISCONDUCT:** Sul Ross State University is committed to the highest standards of integrity and ethical conduct. Participating in behavior that violates academic integrity (plagiarism, etc.) will result in disciplinary action and may include: receiving a failing grade for the assignment, failing the course, and suspension and/or dismissal from the University.

**DROP POLICY:** Access information regarding schedule changes at: <http://www.sulross.edu/page/967/schedule-changes-withdrawals>

**Tentative Course Outline**  
*This schedule is subject to revision.*

| Day | Topic   | Assignment Due                          |
|-----|---|---|
| 1   | Class Introduction<br><i>What are Health Promotion Programs?</i>                            | Chapter 1                               |
| 2   | <i>Health Promotion Programs Designed to Eliminate Health Disparities</i>                   | Chapter 2                               |
| 3   | <i>Theory in Health Promotion Programs</i>  | Chapter 3                               |
| 4   | <b>In-Class Activity 1</b>  | <b><i>Model of Needs: Phase One</i></b> |
| 5   | <i>Assessing the Needs of Program Participants</i><br><i>Comprehensive Needs Assessment</i> | Chapter 4<br>Supplemental Reading       |
| 6   | <b>In-Class Activity 2</b>  | <b><i>Data Collection</i></b>           |
| 7   | <i>Making Decisions to Create and Support a Program</i>                                     | Chapter 5                               |
| 8   | <b>In-Class Activity 3</b>  | <b><i>Analyzing Data</i></b>            |
| 9   | <i>Implementation Tools, Program Staff, and Budgets</i>                                     | Chapter 6                               |

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|----|--|---|
| 10 | <b>Quiz I</b><br><b>In-Class Activity 4</b>  | <i>Model of Needs: Phase Two</i>                                  |
| 11 | <i>Advocacy</i>  | Chapter 7   |
| 12 | <b>In-Class Activity 5</b>   | <i>Model of Needs: Phase Three</i>                                |
| 13 | <i>Communicating Health Information Effectively</i>  | Chapter 8   |
| 14 | <b>In-Class Activity 6</b>   | <i>Creating a Health Promotion Education Initiative (Part I)</i>  |
| 15 | <i>Developing and Increasing Program Funding</i>   | Chapter 9   |
| 16 | <b>In-Class Activity 7</b>   | <i>Creating a Health Promotion Education Initiative (Part II)</i> |
| 17 | <i>Evaluating and Improving a Health Promotion Program</i>                                     | Chapter 10  |
| 18 | <b>In-Class Activity 8</b>   | <i>Distributing Health Education Materials</i>                    |
| 19 | <i>Promoting Health in Schools and Universities</i>  | Chapter 12  |
| 20 | <b>Quiz II</b><br><b>In-Class Activity 9</b>   | <i>Evaluation of Health Promotion Program</i>                     |
| 21 | <i>Patient-Focused Health Promotion Programs in Health Care Organizations</i>                  | Chapter 13  |
| 22 | <b>In-Class Activity 10</b>  | <i>Modification of Health Promotion Program</i>                   |
| 23 | <i>Health Promotion Programs in Workplace Settings</i>   | Chapter 14  |
| 24 | <b>In-Class Activity 11</b>  | <i>Redistribution of Health Education Materials</i>               |
| 25 | <i>Promoting Community Health: Local Health Departments and Community Health Organizations</i> | Chapter 15  |
| 26 | <b>Group Presentations</b>   |   |
| 27 | <b>Group Presentations</b>   |   |
| 28 | <b>Group Presentations</b>   |   |
| 29 | <b>Review for the Final Exam</b>   |   |

**COMPREHENSIVE FINAL EXAM – TBA**

