

**GENERAL STUDIES COURSE PROPOSAL COVER FORM**

**Course information:**

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College of Health Solutions  
Health Education & Health  
Promotion

College/School College of Health Solutions

Department/School

Prefix: **HEP**

Number: **454**

Title: **Health Promotion Program Planning and Implementation**

Units:

3

**Course description:**

Applies theory-based concepts and methods of health promotion (HP). Covers selected topics in HP across a variety of domains of health. Program planning concepts include the use of planning frameworks, needs assessments, and the use of theory in health promotion program planning. Also covers practical issues related to health promotion program implementation such as resource management and program marketing.

Is this a cross-listed course? **NO** If yes, please identify course(s):

Is this a shared course? **NO** If so, list all academic units offering this course:

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a **permanent-numbered** course with topics? **NO**

If **yes**, each topic requires **an individual submission**, separate from other topics.

**Requested designation: L**

**Mandatory Review: (Choose one)**

*Note- a **separate** proposal is required for each designation.*

**Eligibility:** Permanent numbered courses **must** have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact [Phyllis.Lucie@asu.edu](mailto:Phyllis.Lucie@asu.edu).

**Submission deadlines dates are as follow:**

For Fall 2020 Effective Date: October 10, 2019

For Spring 2021 Effective Date: March 5, 2020

**Area proposed course will serve:**

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

**Checklists for general studies designations:**

Complete and attach the appropriate checklist

[Literacy and Critical Inquiry core courses \(L\)](#)

[Mathematics core courses \(MA\)](#)

[Computer/statistics/quantitative applications core courses \(CS\)](#)

[Humanities, Arts and Design core courses \(HU\)](#)

[Social-Behavioral Sciences core courses \(SB\)](#)

[Natural Sciences core courses \(SQ/SG\)](#)

[Cultural Diversity in the United States courses \(C\)](#)

[Global Awareness courses \(G\)](#)

[Historical Awareness courses \(H\)](#)

**A complete proposal should include:**

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

**It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.**

**Contact information:**

Name Kasondra McCracken E-mail [Kasondra.McCracken@asu.edu](mailto:Kasondra.McCracken@asu.edu) Phone 520-440-2828

**Department Chair/Director approval: (Required)**

Chair/Director name (Typed): Jordan Miller Date: 3/2/20

Chair/Director (Signature): 

**Arizona State University Criteria Checklist for**  
**LITERACY AND CRITICAL INQUIRY - [L]**

**Rationale and Objectives**

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU - [L] CRITERIA</b>		
<b>TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:</b>		
YES	NO	Identify Documentation Submitted
<u>X</u>	<u>    </u>	<p><b>CRITERION 1:</b> At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i></p> <p style="text-align: right;">Syllabus; 54% of the grade is dependent on writing assignments (Yellow)</p>
<p>1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.</p>		
<p>2. <b>Also:</b></p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p style="background-color: #ffff00; display: inline-block; padding: 5px;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-1</b>".</p> </div> <p>C-1</p>		
<u>X</u>	<u>    </u>	<p><b>CRITERION 2:</b> The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.</p> <p style="text-align: right;">Syllabus - Pink</p>
<p>1. Please describe the way(s) in which this criterion is addressed in the course design.</p>		
<p>2. <b>Also:</b></p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p style="background-color: #ffff00; display: inline-block; padding: 5px;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-2</b>".</p> </div> <p>C-2</p>		
<u>X</u>	<u>    </u>	<p><b>CRITERION 3:</b> The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.</p> <p style="text-align: right;">Syllabus - Teal. Students complete a 20-30 page program plan. There are 9 rough-draft "chapters."</p>
<p>1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements</p>		
<p>2. <b>Also:</b></p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p style="background-color: #ffff00; display: inline-block; padding: 5px;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-3</b>".</p> </div> <p>C-3</p>		

## ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<u>X</u>	<u>    </u>	<p><b>CRITERION 4:</b> These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed.</i></p>	Syllabus - Grey
<p>1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 20px auto; width: 80%;"> <p>Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-4".</p> </div> <p>C-4</p>			

Course Prefix	Number	Title	General Studies Designation
HEP	454	Health Promotion Program Planning & Implementation	(L)

Explain in detail which student activities correspond to the **specific** designation criteria.  
Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
C-1	54% of the grade is dependent on writing assignments (Yellow)	Course Activities and Assignments in Syllabus; Total Points Possible.
C-2	Students complete a literature review in order to write the Needs Assessment.	Course Activities and Assignments in Syllabus; Course Learning Outcomes. Students write a health education/promotion program plan focused on prevention of disease or injury for a specific population. This includes a detailed Needs Assessment. See attached screen-shots.
C-3	Students in the course create their own intervention (program plan) for a leading health topic. These interventions are backed by theory and health promotion best-practice.	Course Activities and Assignments in Syllabus
C-4	The program plan is completed in phases throughout the course where each assignment is scaffolded to provide a foundation for the next assignment. Students complete 9 rough drafts.	Students are expected to edit and finalize their program plan based on instructor feedback. Instructor provides feedback on content, citations, References, grammar, writing mechanics. The instructor uses both annotated feedback, rubrics, as well as general, overall comments. Since this class is scaffolded, the instructor provides feedback on written work before the next assignment is due.

# HEP 454: Health Promotion Program Planning & Implementation

Fall 2020: Session A

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## Course and Faculty Information

**Course Description:** Applies theory-based concepts and methods of health promotion (HP). Covers selected topics in HP across a variety of domains of health. Program planning concepts include the use of planning frameworks, needs assessments, and the use of theory in health promotion program planning. Also covers practical issues related to health promotion program implementation such as resource management and program marketing.

**Credits:** 3

**Prerequisites:** EXW 101 or 102 (or EXW 290 or 300) with C or better; EXW 340 or 342 or 394 (Health Behavior Theory) with C or better

**Instructor:** Kasondra McCracken

**Contact Info:** [Kasondra.McCracken@asu.edu](mailto:Kasondra.McCracken@asu.edu)

**Office Hours:** Arranged via email

## Course Learning Outcomes

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

1. Analyze existing information and data related to health (C-2)
2. Analyze relationships among behavioral, environmental, and other factors that influence health (C-2)
3. Create specific, measurable, attainable, realistic, and time-sensitive objectives
4. Design a health promotion intervention and tailor strategies for priority populations
5. Develop a marketing plan for the delivery of health education/promotion program
6. Design an implementation timeline for the delivery of health education/promotion program
7. Create a program budget for a health education/promotion program

# Certified Health Education Specialist Competencies Addressed

The following competencies from the *Roles and Responsibilities for the Entry Level Prepared Health Education Specialist* are the focus of this course:

<b>Area I: Assess Needs, Resources, and Capacity for Health Education/Promotion</b>	
1.1	Plan assessment process for health education/promotion
<b>1.1.1</b>	<b>Define the priority population to be assessed</b>
1.1.2	Identify existing and necessary resources to conduct assessments
<b>1.2</b>	<b>Access existing information and data related to health</b>
1.2.3	Review related literature (C-2)
<b>1.3</b>	<b>Collect primary data to determine needs</b>
<b>1.4</b>	<b>Analyze relationships among behavioral, environmental, and other factors that influence health</b>
1.6.1	Determine the extent of available health education/promotion program and interventions
<b>Area II: Plan Health Education/Promotion</b>	
<b>2.2</b>	<b>Develop goals and objectives</b>
2.2.1	Identify desired outcomes using the needs assessment results
<b>2.2.3</b>	<b>Develop a mission statement</b>
<b>2.2.4</b>	<b>Develop goal statements</b>
<b>2.2.5</b>	<b>Develop specific, measurable, attainable, realistic, and time-sensitive objectives</b>
<b>2.3</b>	<b>Select or design interventions</b>
2.3.3	Apply principles of evidence-based practice in selecting and/or designing strategies/interventions
2.3.5	Address diversity within priority populations in selecting and/or designing strategies/interventions
<b>2.3.7</b>	<b>Tailor strategies/interventions for priority populations</b>
2.3.1	Apply ethical principles in selecting strategies and designing interventions
<b>2.4</b>	<b>Develop a plan for the delivery of health education/promotion</b>
<b>2.4.1</b>	<b>Use theories and/or models to guide the delivery plan</b>
2.4.2	Identify the resources involved in the delivery of health education/promotion
2.4.3	Organize health education/promotion into a logical sequence
<b>2.4.4</b>	<b>Develop a timeline for the delivery of health education/promotion</b>
<b>2.4.5</b>	<b>Develop marketing plan to deliver health program</b>
2.5	Address factors that influence implementation of health education/promotion



<b>Area III: Implement Health Education/Promotion</b>	
3.1	Coordinate logistics necessary to implement plan
3.1.5	Apply ethical principles to the implementation process
3.3	Implement health education/promotion plan
3.3.4	Apply principles of diversity and cultural competence in implementing health education/promotion plan
3.3.5	Implement marketing plan
3.3.7	Use a variety of strategies to deliver plan
3.4	Monitor implementation of health education/promotion
3.4.1	Monitor progress in accordance with timeline
3.4.2	Assess progress in achieving objectives
<b>Area V: Administer and Manage Health Education/Promotion</b>	
5.1	Manage financial resources for health education/promotion programs
<b>5.1.5</b>	<b>Develop program budgets</b>
5.2	Manage technology resources
5.3	Manage relationships with partners and other stakeholders
5.3.1	Assess capacity of partners and other stakeholders to meet program goals
<b>5.4</b>	<b>Gain acceptance and support for health education/promotion programs</b>
<b>5.4.2</b>	<b>Identify evidence to justify programs</b>
<b>5.4.3</b>	<b>Create a rationale to gain or maintain program support</b>
<b>Area VII: Communicate, Promote, and Advocate for Health, Health Education/Promotion, and the Profession</b>	
7.4	Promote the health education profession
7.4.1	Explain the major responsibilities of the health education specialist

## Textbooks

Title: **Planning, Implementing, and Evaluating Health Promotion Programs**

Author: **McKenzie, Neiger, & Thackeray**

ISBN: 978-0-13-438465-8

The American Psychological Association Publication Manual (6th edition) is designed to give guidance on all aspects of the writing process, and is required for this course.

## Course Access

Your ASU courses can be accessed by both [my.asu.edu](https://my.asu.edu) [Links to an external site.](#) and [myasucourses.asu.edu](https://myasucourses.asu.edu) [Links to an external site.](#); bookmark both in the event that one site is down.

## Computer Requirements

This is a fully online course; therefore, it requires a computer with internet access and the following technologies:

- Web browsers ([Chrome \(Links to an external site.\)](#), [Mozilla Firefox \(Links to an external site.\)](#), or [Safari \(Links to an external site.\)](#))
- [Adobe Acrobat Reader \(Links to an external site.\)](#) (free)
- [Adobe Flash Player \(Links to an external site.\)](#) (free)
- Webcam, microphone, headset/earbuds, and speaker
- Microsoft Office ([Microsoft 365 is freeLinks to an external site.](#) for all currently-enrolled ASU students)
- Reliable broadband internet connection (DSL or cable) to stream videos.

*Note:* A smartphone, iPad, Chromebook, etc. will not be sufficient for completing your work in ASU Online courses. While you will be able to access course content with mobile devices, you must use a computer for all assignments, quizzes, and virtual labs.

## Help

For technical support, use the Help icon in the black global navigation menu in your Canvas course or call the ASU Help Desk at 1+(855) 278-5080. Representatives are available to assist you 24 hours a day, 7 days a week.

## Student Success

To be successful:

- check the course daily
- read announcements
- read and respond to course email messages as needed
- complete assignments by the due dates specified
- communicate regularly with your instructor and peers
- create a study and/or assignment schedule to stay on track
- access [ASU Online Student ResourcesLinks to an external site.](#)

## Course Activities and Assignments

Activities used for instruction and assessment of learning include discussion/presentations; textbook and supplemental readings; individual and group activities/assignments; quizzes; health education/promotion program plan, and a final exam.

### **ALL ASSIGNMENTS ARE DUE BY 11:59 PM ON THE DUE DATE**

**1. Syllabus Quiz:** Students will complete a syllabus quiz, which unlocks all other modules. *One syllabus quiz worth 10 points.*

**2. Quizzes:** Multiple-choice quizzes will address course content from required textbook readings. Students have two attempts at each quiz and the highest grade will be recorded. Students have 30 minutes to complete 25 multiple-choice questions. Quizzes are open-book. *Three quizzes at 25 points each.*

**3. Health Education/Promotion Assignments:** Utilizing the Generalized Model for program planning, students will design a health education/promotion program plan focused on prevention of disease or injury for a specific population. Health Education/Promotion topics may include but are not limited to: heart disease prevention, cervical cancer prevention, diabetes prevention, suicide prevention, and infectious disease prevention (C-2). The program plan is completed in phases throughout the course where each assignment is scaffolded to provide a foundation for the next assignment (C-4). Students complete "rough draft" assignments and receive instructor feedback. (C-3) *Nine individual rough draft assignments at 10 points each (C-1).*

**4. Health Education/Promotion Final Program Plan:** Students are expected to edit and finalize their program plan based on instructor feedback (C-4). Students will turn in a final draft of the program plan as one complete and final document. The final draft should be 20-30 pages and should include all of the rough draft assignments. (C-3) The final draft will include in-text citations, a title page, Table of Contents, and a Reference page. Student Learning Outcomes will be used to assess mastery of the course content. *One assignment worth 110 points (C-1)*

**5. Final Exam:** Students will complete a final multiple choice exam that addresses content learned in the course. *One exam at 35 points.*

## Total Points Possible

370 possible points

200 points (54% of the course) is based on writing assignments (C-1).

## Grading

Your final grade will be calculated in the following manner: the total number of points earned divided by the total number of points available.

Grade	Percentage
A+	100% - 97%
A	96-94%
A-	93-90%

B+	89-87%
B	86-84%
B-	83-80%
C+	79-77%
C	76-70%
D	69-60%
E	<60%

## Submitting Assignments

All assignments, unless otherwise announced, **MUST** be submitted to the designated area of Canvas. Do not submit an assignment via email.

Assignment due dates follow Arizona Standard time. Click the following link to access the [Time Converter \(Links to an external site.\)](#) to ensure you account for the difference in Time Zones. Note: Arizona does not observe daylight savings time.

## Grading Procedure

Grades reflect your performance on assignments and adherence to deadlines. Assignments will be graded if all requirements are met for the assignment **AND** if all instructions were followed for the assignment. Partially completed work will **NOT** be graded and not receive partial points. Any evidence of instructions not being followed for the assignment will result in zero points.

Graded assignments will be available within one week of submission of the due date via the Grade Center. Final grades are based on point accumulations.

## Late or Missed Assignments

Any late assignments will be marked as a zero. Assignments must be submitted in Canvas. Please do not email your instructor your assignments.

Check to see that all work you submit uploads properly. If you notice an issue, contact tech support to see if they can help you resolve it. If not, email your instructor to notify them of the error before the submission date to see what remedy they recommend.

All assignments are open at the start of the course, and you are encouraged to work ahead so that you are able to keep up with deadlines in spite of life's obstacles. Routine illnesses and other inconveniences are the responsibility of the student to handle without missing deadlines. Published assignment due dates (Arizona Mountain Standard time) are firm.

Follow the appropriate University policies to request an [accommodation for religious practicesLinks to an external site.](#) or to accommodate a missed assignment [due to University-sanctioned activitiesLinks to an external site.](#)

## **Communicating With the Instructor**

### **Community Forum**

This course uses a discussion topic called "Community Forum" for general questions and comments about the course. Prior to posting a question or comment, check the syllabus, announcements, and existing posts to ensure it's not redundant. You are encouraged to respond to the questions of your classmates.

Email questions of a personal nature to your instructor. You can expect a response within 72 hours, Monday-Friday. Email is the fastest way to reach your instructor.

### **Chat**

The Chat tool in Canvas allows students and teachers to interact in real time. Use Chat only for informal course-related conversations unless your instructor informs you otherwise. Chat is not ideal for questions about assignments; instructors are not required to monitor it and conversations may be buried or lost.

### **Email**

ASU email is an [official means of communicationLinks to an external site.](#) among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly.

Be sure to put the title or number of this course in the subject line of all emails you send to your instructor. Also, use an appropriate salutation, like Greetings Professor (last name), or Hello Professor (last name).

**All instructor correspondence will be sent to your ASU email account.**

### **Netiquette for all Community Forum and Online Student Interactions:**

- Please follow the Student Conduct and Academic Integrity policies that are outlined in the syllabus.

- Please be respectful. Treat other people like you would want to be treated. Be pleasant and polite.
- Please be wary of sarcasm. In person, sarcastic comments can be funny and break up a tense situation. Online, it is difficult to tell the difference between sarcasm and rudeness.
- Please assume that what others write is meant in the best possible way, even if it sounds a little curt or terse.
- Please assume that what you write might be taken in the worst possible way, even if you mean no harm.
- Please be especially polite when disagreeing. When disagreements arise, focus on the ideas under discussion rather than the person with whom you disagree. If someone disagrees with you, understand that it is not a personal attack but a difference in opinion.
- Please do not intentionally attack or provoke another person, otherwise known as flaming. Disagreeing and sharing a different point of view is strongly encouraged but should not be done in a hostile manner.
- Please do not make intentionally provocative statements, also known as trolling. As a scholar, it is important to relate to others in a serious and thoughtful manner.
- Please be aware that flaming and trolling are disruptive to the learning process. As per university policy, "an instructor may withdraw a student from a course with a mark of "W" or "E" when the student's behavior disrupts the educational process. Disruptive classroom behavior for this purpose is defined by the instructor." (Student Affairs Manual 602-10).
- Do feel free to express your opinions on any of the topics brought up in the class. Your reactions to the material are part of the learning process.

## ASU Online Course Policies

View the [ASU Online Course Policies Links to an external site.](#)

## Accessibility Statements

View the [ASU Online Student Accessibility Links to an external site.](#) page to review accessibility statements for common tools and resources used in ASU Online courses.

If any other tools are used in this course, links to the accessibility statements will be listed below this sentence.

## Academic Integrity

*Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity> (Links to an external site.).*

## **Syllabus Disclaimer**

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Remember to check your ASU email and the course site often.

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Screenshot (C-2):See next page

## INSTRUCTIONS

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The needs assessment should be at least four paragraphs long. Use the instructions below to guide you.

### Paragraph 1: Health Problem

Provide a clear explanation of the health problem/disease. Explain the health issue using the most interesting and relevant statistics (numbers / percentages) from national, state, and local data. Explain how the health issue impacts the priority population. There should be numerous citations throughout this paragraph. While similar to what you wrote in the Program Rationale, this should be a deeper dive.

### Paragraph 2: Risk Factors

List the risk factors associated with the health issue. Determine genetic, behavioral, and environmental risk factors. Be specific to your population. There should be numerous citations throughout this paragraph.

### Paragraph 3: Priority Population

Describe members of the priority population. List facts about your program participants. Who makes up the priority population? Which sub-groups of the population have the greatest need? What resources are available to address these needs? What is their quality of life like for the priority population? What are social conditions like? Consider all demographic factors.

### Paragraph 4: Other Similar Programs

Research the current program offerings for the priority population. What is currently being done to resolve the health issue in the community? How well has this been addressed in the past? Will the program be complementary to other interventions or treatments that exist right now, competing with other programs that exist right now, or a brand new program to the area?

**References:** Include a complete references page that is formatted in correct APA format.

## Writing Requirements

Do not use personal pronouns in your writing. Personal pronouns include I, you, he, she, we, and they.

Follow APA Guidelines for in-text citations

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# Module 2: Needs Assessment

## Determine the Purpose and Scope of the Needs Assessment

There are many important health problems facing us today, whether it be the risk of influenza virus, heart disease, diabetes, or the global burden of malaria. Diseases that are considered a "priority" are most likely to receive programmatic attention, so health educators spend considerable time establishing the need for the program.

### Gather Data

When you conduct a needs assessment, you'll likely use a blend of primary and secondary data. Primary data is considered to be the best, because it is interactive and often includes face-to-face contact. How will you know the needs of your community if you don't talk to them? Look for a *key informant* who you can talk to about the health issue within your community. Another source of data that you'll use in a needs assessment will be secondary data. Good sources of secondary data include the CDC, the Census Bureau, and scientific articles.

### Key informant

A key informant is someone who has unique knowledge about a health topic. Key informants represent attitudes, values, and/or opinions of a priority population. Often, secondary data is not specific to a community, and the health educator must make generalizations and assumptions about their community based on this secondary data. A key informant can fill in the data gaps, allowing the health educator to tailor the intervention to fit the community.

### Analyzing Data

What is the quality of life of those in the priority population? What are the social indicators and conditions? Can the problem be solved by a health promotion intervention? Keep in mind that some of the most effective and successful interventions will come from within your community. We want our interventions to be community-based, not community-placed.

*Which subgroups within the priority population have the greatest need?* You may need to narrow down your priority population to subgroup. For example, instead of the entire town of Phoenix, you may want to implement your intervention in a high school, a retirement center, one neighborhood, etc. Consider the need, who is most at risk, and target these people within your community.

### Identify Risk Factors



Textbook



# Planning, Implementing & Evaluating Health Promotion Programs

A Primer

By: James F. McKenzie; Brad L. Neiger; Rosemary Thackeray

Publisher: Pearson

Print ISBN: 9780134219929, 0134219929

eText ISBN: 9780134394060, 0134394062

Edition: 7th

Copyright year: 2017

Format: PDF

Available from \$44.99 USD

SKU: 9780134394060R180

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