

TABLE 1: HPS Course Descriptions

Course Number	Course Description	CHES Area
HPX 200	<i>Introduction to Community Health and Organizations.</i> This course focuses on understanding the community and health issues at a community level. Students learn skills such as coalition building, assessment, group facilitation, and data collection. Fieldwork in this course includes assessing needs and identifying resources while involving the community in the process.	Area I Area V
HPX 270	<i>Health Education Theory and Application.</i> This course focuses on Behavioral Science theories from an ecological perspective and the planning of Health Promotion programs based on the needs identified in HPX 200. The fieldwork/application focus is on planning a program that is theory based and that addresses identified needs. Data are used to guide the program planning process. Students create the plan for the program which is implemented in HPX 370 using a participatory approach.	Area II Area V
HPX 370	<i>Health Promotion Program Design and Implementation.</i> Students design and implement the program planned in HPX 270. The course focuses on strategies and methods of implementation including pilot-testing of program and delivery of the program. Students use communication and marketing strategies from HPX 371 for dissemination. The use of process evaluation methods are introduced for program refinement. The students also conduct a pretest of their potential participants in order to evaluate program impact.	Area III Area V
HPX 371	<i>Health Communication Methods and Strategies.</i> This course provides strategies that community and school health educators can use for communicating and disseminating health promotion messages and materials. The course is a combination of a review of concepts and theories, learning new strategies and methods, and application. These experiences are synthesized to enable students to communicate health messages and promote programs and services to individuals, groups (health care practitioners, legislators, business owners etc), and communities. Students learn the strategies necessary for marketing programs and communicating health-related information.	Area VII
HPX 470	<i>Health Promotion Program Evaluation.</i> Students continue the work from HPX 370. They complete the delivery of their program and conduct a post test. They are introduced to the fundamentals of program evaluation. This course focuses on evaluation methodology with practical applications and illustrations. Topics in the course include but are not limited to: the link between program planning and program evaluation; evaluation research designs and their limitations; integrating process and outcome approaches; methods of data collection and related measurement reliability and validity; and utilization of evaluation results.	Area IV

TABLE 2: HPX Roles and Outcomes

Course	Student Role	Organization Role	Faculty Role	Expected Outcome
<i>HPX 200</i>	<ul style="list-style-type: none"> • Team building • Participate in learning process • Collaborate with organization personnel • Create needs assessment tool • Conduct needs assessment 	<ul style="list-style-type: none"> • Review materials • Provide students access to clientele & staff for conducting needs assessment 	<ul style="list-style-type: none"> • Organization commitment • Assign student groups • Teach skills & knowledge • Review materials • Resolve issues 	Needs Assessment tool Needs Assessment data Needs Assessment Report (prioritized) Health Status Goal
<i>HPX 270</i>	<ul style="list-style-type: none"> • Team building • Participate in learning process • Collaborate with organization personnel • Use theory & evidence-based information to create a strategic plan 	<ul style="list-style-type: none"> • Review materials • Provide students access to clientele & staff for planning • If more than one program is proposed make final decision on which one to implement 	<ul style="list-style-type: none"> • Maintain organizational relationships • Teach skills & knowledge • Review materials • Resolve issues 	Strategic Plan (may include more than one program) Mission and Vision Statement Behavioral Objectives
<i>HPX 370</i>	<ul style="list-style-type: none"> • Team building • Participate in learning process • Collaborate with organization personnel • Design & Implement program¹ 	<ul style="list-style-type: none"> • Review materials • Provide students access to clientele for pre-test data collection and/or retrieval • Provide students access to location & clientele for program delivery 	<ul style="list-style-type: none"> • Maintain organizational relationships • Teach skills & knowledge • Review materials • Resolve issues 	Program materials Pre-test instruments and data Learning Objectives Lesson Plan
<i>HPX 371²</i>	<ul style="list-style-type: none"> • Team building • Participate in learning process • Collaborate with organization personnel • Create health communication materials 	<ul style="list-style-type: none"> • Review materials • Provide students access to clientele & staff for focus groups • Provide mechanism to distribute/display health communication materials 	<ul style="list-style-type: none"> • Maintain organizational relationships • Teach skills & knowledge • Review materials • Resolve issues 	Strategic Health Communication Plan Health Communication and Marketing Materials appropriate for clientele
<i>HPX 470</i>	<ul style="list-style-type: none"> • Team building • Participate in learning process • Collaborate with organization personnel • Evaluate & interpret findings 	<ul style="list-style-type: none"> • Review materials • Provide students access to clientele & staff for collecting data 	<ul style="list-style-type: none"> • Maintain organizational relationships • Teach skills & knowledge • Review materials • Resolve issues 	Evaluation Instruments Evaluation Plan Final Report (includes all above reports & evaluation plan, results, & interpretation)

¹ Implementation actually occurs early in the semester in HPX 470.

² Health Education Students also take this course but they do not take the other courses in this sequence. They will still be required to create and implement a health communication program. They will be given the option to work with an HPS group that is already in existence or work on a different health communication program.

References:

National Commission for Health Education Credentialing, Inc. (NCHEC), Society for Public Health Education (SOPHE), & American Association for Health Education (AAHE). (2006). *A Competency Based Framework for Health Education*. Whitehall, PA: NCHEC.