



08/2010

College of Life Sciences

Department of Exercise Sciences



EXSC 455: Worksite Health Promotion - 3 hours

Meeting Time: MWF, 9-9:50 a.m. 106 RB

Course Description: This course focuses on managing, designing, marketing, implementing, assessing, and administering health promotion programs in a worksite setting. **Pre-Requisites:** EXSC 387 and EXSC 463

Text: Michael P. O'Donnell (2001). *Health Promotion in the Workplace*. Delmar Thomson Learning, Albany, NY. 2001.

Instructor: James LeCheminant, Ph.D. Phone: 801-422-1285
Office: 269 SFH Email: lecheminant@byu.edu

Office Hours: TBA

Learning Objectives: Upon completion of the course, each student will:

1. Be able to demonstrate an understanding of the health promotion concept, historical background of worksite health promotion programs, and the rationale for companies to provide a health promotion program. This objective will be accomplished through class lecture/discussion and students will be evaluated through quizzes and exams.
2. Better understand each of the following components in the design and execution of a worksite health promotion program: determining needs and interests of employers and employees, writing vision/mission/goal statements best practices, creating a company culture of wellness, launching a program, incentives/rewards, and company wellness policies. This will be accomplished through lectures and a semester project.
3. Increase their understanding of effective health assessments and how to interpret the assessments. This will be accomplished through lectures and evaluated through quizzes and exams.
4. Increase their understanding of how to effectively evaluate programs. This will be accomplished through lectures and evaluated through quizzes and exams.
5. Be able to demonstrate the essential elements of common worksite health promotion programs, such as, physical activity, nutrition, weight management, medical self-care, stress management, substance abuse/tobacco control, and back care programs. This will be accomplished through lectures and class presentations.
6. Gain practical experience and learning from experts in the field. This will be accomplished through the following: 1) each student will critique an existing worksite wellness program and present their findings to the class, 2) approximately 5 class periods will be devoted to studying transcripts of various interviews with experts in the field, and 3) 5 class periods will include visiting lecturers who are currently working in the field.
7. Develop a worksite health promotion program through a semester class project.
8. Have the opportunity to work in conjunction with a team to develop a health display to be presented to the class.

Course grades will be based on a total of 415 points:

1. Mid-Term Exams (2) – 150 points.
2. Final Exam – 100 points.
3. Quizzes (9) – 90 points.
4. Semester Project – 35 points.
5. Group Health Fair Project – 25 points.
6. Analysis of Health Promotion Program – 15 points.

Grading

A = 93% or higher	B+ = 87-89%	C+ = 77-79%	D+ = 67-69%	E = Less than 60%
A- = 90-92%	B = 83-86%	C = 73-76%	D = 63-66%	
	B- = 80-82%	C- = 70-72%	D- = 60-62%	

EXAMS (250 points)

There will be 2 mid-term exams (75 points each). Mid-term exams will occur on the Friday of the week marked on the syllabus and will cover the material since the previous exam. The final exam will be cumulative and be worth 100 points. Exams include multiple-choice, matching, T/F, and short answer questions. There will be no make-ups for **Mid-terms** or the **Final Exam**.

QUIZZES (90 points)

There will be 10 “semi-pop” quizzes throughout the course of the semester. Each quiz will be worth 10 points each. The week of the quiz is denoted on the calendar but the actual day of the quiz will be determined by the instructor. Quizzes will be based upon what has been discussed or presented in class since the previous quiz. The lowest quiz score will be dropped. There are no make-ups for quizzes.

Over the course of the semester there will be ~five class periods that will be devoted to studying transcripts of various interviews with experts in the field and ~five class periods in which a visiting lecturer, currently working in the field, will speak to the class. The expert interview transcripts will be posted in blackboard and the dates of the lecturers will be posted as they become available. These in-class learning experiences will be evaluated by quiz or exam questions. The following may be quiz/exam questions that may be asked in regard to these activities. 1. Did you attend class and/or read the expert interview? 2. What are the main points of the paper/presenter? 3. What was of most/least value?

SEMESTER PROJECT (35 points)

Each student will play the role of a Wellness Coordinator and develop a worksite health promotion program. This should include the following basic elements: Identification and Assessment, Goals, Program Design, Implementation and Management, and Evaluation. The purpose of this project is *not to provide comprehensive details about a program* but rather to identify the most essential elements of a worksite health promotion program and to integrate and communicate these components in a succinct manner. Thus, the project must be completed in 4 pages (excluding Title Page). The paper should be handed in with 1 inch margins, Times New Roman, 12-point font, and double spaced. Include the following headings for each section of the paper.

Title Page – Include a cover page that has the title of the project, student name, and the class.

Identification and Assessment (3/4 page) – How will health-related problems be identified? What instruments will be used and data collected to assess employees health? How will interests and motivations of the employees be assessed? Be specific.

Goals (1/4 page) – Because you won’t have the benefit of actual data from a needs assessment, you will have to create goal statements based upon what programs *you want* to implement. Thus, prepare goals based upon what programs that are most interesting to you. Choose at least 3 programs (e.g. smoking cessation, weight management, stress reduction, physical activity, back health, etc.).

Program Design (1 page) – Using the same 3 programs for which goals were written, describe the main components of your program. This may include: methods of intervention, behavioral theories to be used, policies to be implemented, etc. What facilities/equipment will be needed?

Implementation and Management (1½ pages) – What is a reasonable budget for your programs? How will you market your programs? What sort of incentives will you provide? How will you administer your programs? For the budget, you will have to estimate what you think the program will cost.

Evaluation (1/2 page) – How will the programs be evaluated and followed-up on?

Grades will be based upon: including each section above, following the guidelines, the content of the paper, how well it is written, and how reasonable and achievable the plan is (i.e., is it based upon sound principles, published research, and other successful programs). *An outline or draft of the paper will be due by Friday, November 5th. The draft is worth 5 points toward the paper. If you choose not to turn in an outline/draft your highest possible grade will be 25/30 points. The final revised version will be due by last day of class.*

GROUP HEALTH FAIR PROJECT (25 points)

For this project, teams of 3-4 individuals each will be organized. Each team will develop a *display* relating to a health-related topic and have an opportunity to share their display with the class during the last week of the course. During the beginning of the course teams and health topics will be established. Your display may include: a poster with educational material, handouts or brochures, resource information, video displays, prizes (key chains, candy, a drawing for gift certificate, etc.), assessments or screenings, or anything else you can think of to assist in drawing attention to your health display and spark an interest to learn more. You will be graded based upon the content, creativity, and comprehensiveness of your display.

ANALYSIS OF A WORKSITE HEALTH PROMOTION PROGRAM (15 points)

Each student will team up with 2-3 other students to analyze and report on an existing worksite health promotion program of your choice. Separate teams may not visit and report on the same worksite program. During the first 2 weeks of the semester you will identify your partners and the worksite program you will critique. The presentation should utilize PowerPoint and should be 10-12 minutes in length and an additional 3-5 minutes for questions from class members. Each team has the freedom to divvy up the work on this project (including who presents to the class) in whichever way they choose; however, the total work should be equally shared. Each presenting team should complete a 1-page summary to be handed out to the other students. The following components may be included in the presentation and the summary.

1. Identify the program. It may be a local, national, or international business, community or government organization, or any other agency.
2. Visit the worksite if possible. If not possible, website information or calling an wellness employee is sufficient.
3. Describe the worksite health promotion program.
 - a. Where is it located and what business does the program serve?
 - b. Describe the visit and navigate the website with the class.
 - c. What is(are) the mission statement and/or goals and objectives of the worksite program?
 - d. Programs or interventions offered
 - i. Results from their programs
 - b. Are there any incentives for participation in their programs?
 - c. Are their career opportunities listed; what are the specific job listings?
4. Describe the staff
 - a. How many staff operate the wellness program
 - b. What are the employment and educational backgrounds of the staff
 - c. Describe any correspondence with the staff
 - i. E.G., telephone conversation, email, site visit

5. Your evaluation of the program for quality and content. What did you learn? What would you differently if you were in charge of the program based upon what you saw.

Presentation Grading:	Points
Clarity and content of information presented	6
Readable slides (color, font size) with appropriate amount of info	2
Presentation is appropriate in length (15 minutes)	2
Comprehensiveness of the analysis (visit, website info, email contact, etc)	3
Response to audience questions	2
Total	15

EXTRA CREDIT

There are two opportunities for extra credit.

- Five extra credit points will be awarded to each student that visits the worksite and talks to the wellness coordinator of the worksite they will be doing their presentation on.
- Ten extra credit points will be awarded to students that attend at least a 4-hour block of annual meeting for The Utah Council for Worksite Health Promotion on October 6th and 7th. Class will be cancelled on October 6th to allow for this opportunity. The instructor will review times, location, and speakers associated with this conference.

Course Calendar (Calendar is subject to change if needed).

Week 1 (Aug 30):	Introduction/Health promotion concept/Historical perspectives of worksite health promotion
Week 2 (Sep 6):	<i>No Class on Monday (Labor Day);</i> Why worksite health promotion?
Week 3 (Sep 13):*	Why worksite health promotion; Determining employee/employer needs and interests; Expert interviews #1
Week 4 (Sep 20):*	Designing worksite health promotion programs; Expert interviews #2
Week 5 (Sep 27):*	Designing worksite health promotion programs; Expert interviews #3; <i>Presentations #1 (Oct 1st);</i>
Week 6 (Oct 4):	Designing worksite health promotion programs; <u>October 6th (No Class)**</u> – Prepare for Exam 1 (in LRC Wed-Sat)
Week 7 (Oct 11):*	<u>Instructor gone on Monday (substitute);</u> Assessment and evaluation; Expert interviews #4; <i>Presentations #2 (Oct 15th);</i>
Week 8 (Oct 18):*	Interventions (physical activity); Expert interviews #5; <i>Group Projects (In-class on Friday)</i>
Week 9 (Oct 25):*	Interventions (nutrition and weight management); Expert interviews #6
Week 10 (Nov 1):*	Interventions (self-care); Expert interviews #7; <i>Presentations #3 (Nov 5th); Project Outline/Draft Due (Fri)</i>
Week 11 (Nov 8):*	Interventions (substance abuse/employee assistance programs); Expert interviews #8
Week 12 (Nov 15):	Interventions (stress management); Exam 2 (in LRC Wed-Sat)
Week 13 (Nov 22):*	Interventions (back care); Expert interviews #9; <i>Tuesday = Friday Instruction; No class Nov 24 - 26</i>
Week 14 (Nov 29):*	Interventions (financial wellness); Finding a job; Expert interviews #10; <i>Presentations #4 (Dec 3rd)</i>
Week 15 (Dec 6 and 8):	<i>Health Fair</i>
Exam Prep Days:	December 10 th
Final Exam:	In the Learning Resource Center – 12/13 (Mon) – 12/17 (Fri)

* A pop quiz will be given sometime during the week.

**Utah Council for Worksite Health Promotion Meeting.

Classroom Policies

Academic Honesty. The first injunction of the BYU Honor Code is the call to “be honest.” Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life’s work, but also to build character. President David O. McKay taught that “character is the highest aim of education” (*The Aims of a BYU Education*, p. 6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Preventing Sexual Harassment. Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU’s policy against sexual harassment extends not only to employees of the university, but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Office at 801-422-5895 or 801-367-5689 (24-hours); or contact the Honor Code Office at 801-422-2847.

Students with Disabilities. Brigham Young University is committed to providing a working and learning atmosphere, which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for University Accessibility Center (UAC) (801-422-2767). Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 801-422-5895, D-285 ASB.

Diversity. A classroom is similar to the workplace. In the workplace, it is illegal to discriminate based on race, color, religion, gender, national origin, disability, or age. Furthermore, we believe Christ would never belittle anyone based on their race, color, religion, gender, national origin, disability, or age. Therefore, we feel strongly that no one in a classroom should be belittled for any reason. If you experience such an offense in any class in this Department (caused either by the instructor or a fellow student), we strongly encourage you to contact the Department Chair.

Dress and Grooming. “The dress and grooming of both men and women should always be modest, neat, and clean consistent with the dignity adherent to representing The Church of Jesus Christ of Latter-day Saints and any of its institutions of higher education.” Students understand and have committed to obey this policy, thus instructors or other students should never be placed in the uncomfortable situation of having to remind someone of adhering to the sacred honor they have pledged.

Use of Technology in the Classroom. Technology is an essential part of today’s learning environment. However, technology, when used inappropriately, can also hinder learning. Most students have, at some point, sat next to students who use their laptops or PDAs in class to check e-mail, talk to friends, instant message, search the internet, or play on-line games. Unfortunately, every person sitting around such students is distracted by this behavior and classroom learning decreases. As a result of these distractions, the Department of Exercise Sciences has the following policy:

Using laptops or PDAs in class to legitimately take notes or work on class projects is allowed, but all other use of laptops, PDAs, or other electronic devices in class is prohibited. Please respect your fellow students and professors and abide by this department policy (and courtesy).

This would naturally include not reading newspapers, doing work for another class, or other potentially disruptive activities not associated with the class in session.

Cell Phones. Students are not allowed to use cell phones in classes. Please turn them off as you enter the classroom and keep them stored out of sight in your backpack, purse, or pocket.

H1N1 Flu. Students who have influenza-like illness should stay away from others for at least 24 hours after their fever is gone except to get medical care. Your fever should be gone without the use of a fever-reducing medicine such as Tylenol. Please communicate with your instructor regarding your attendance.