1) Purpose and Instructional Need (include goals and objectives)

The Health Promotion field uses a wide variety of technologies to do the work of improving the health of the community. We use computers and software technology like everyone else, but we also use a lot of teaching tools that are low-tech, such as models and simulations. As the term "technology" is a broad term encompassing the tools that help us teach, I have been told that this committee will consider requests that do not plug into a wall. We thank you for doing so.

The purpose of this request is to allow our students 1) to better visualize many of the health processes of the human body, allowing for manipulation and exploration, or 2) opportunities to deliver health promotion programming with up to date materials that mirror what they would use with a future employer.

Goal: Students will graduate from our program able to successfully deliver health promotion programs.

Objective 1: Using the contraceptive box, female contraceptive model, virus lab investigation, and childbirth model set, Health Promotion majors/minors will have hand-on, close-up experience with body processes, allowing them to better understand and thus be able to describe these processes, enabling them to better deliver health promotion programs related to these topics in the future.

Objective 2: Using the In Her Shoes simulation and various teaching props (described below) Health Promotion majors/minors will gain experience delivering health promotion programming on campus.

2) Identify how project will impact and benefit student learning include % affected and number affected.

a. Contraceptive Box: This item would be used in my Dimensions: Healthy Sexuality course, by Disa Cornish in her Maternal and Infant Health course, and by Barb Bakker in her Consumer Health course. That affects nearly 100% of our majors (125+ majors), 100% of our minors (90+), and for the Liberal Arts Core students in my Dimensions sections (more than 120 students this semester, varies by semester). This allows students to see each type of contraceptive up close and see how it is utilized. We currently borrow a box from WRS, but have troubles with scheduling to borrow it and it is outdated, without an Nexplanon model. This is a desperate need! (Ranked 1)

b. Female Contraceptive Model: This item would be used in my Dimensions: Healthy Sexuality course, by Disa Cornish in her Maternal and Infant Health course, and by Barb Bakker in her Consumer Health course. That is nearly 100% of our majors (125+ majors), 100% of our minors (90+) and the Liberal Arts Core students in my Dimensions sections (varies). We currently borrow this from WRS, but have troubles with scheduling to borrow it. (Ranked 2)

c. In Her Shoes Simulation: This simulation will allow students the opportunity to deliver professional-level programming to the UNI community. Students will deliver this program each October during Domestic Violence Awareness Month. I have already been in contact with Annette Lynch with the Center for Violence Prevention on campus and she is interested in my students hosting the simulation as a campus-wide event. Thus, the number affected is 25 Health Promotion students every fall (50% of our students over time), plus potentially many hundreds of UNI students/faculty/staff and community members who would attend the event. To clarify, this will be done every fall for many years, it is not a one-time use product. (Ranked 3)
~ 2 page limit, 12 point Times, Single Spaced, 1" margins, no handwritten applications will be accepted ~

d. Props including Rolls of Fat Set, Bag of Germs, Clever Catch Tobacco Ball, Giant Cigarette Box Display, Clever Catch Nutrition Ball, and UV Detecting Beads: These interactive teaching aids will allow students the opportunity to deliver professional-level programming to the UNI community. Students in the Implementing Health Promotion Programs class will deliver these programs each fall and spring in the lobby of the WRC and in the Union. All (except the beads) can be reused for many semesters. 100% of our Health Promotion majors (125+) would benefit, plus potentially thousands of UNI students who would participate in the interactive activities in the WRC and Union over the course of a few years. Topics are weight maintenance, handwashing, tobacco use, nutrition, and skin cancer. (Ranked 4)

e. Virus Lab Investigation: Dr Cornish’s Epidemiology students need hands-on practice with investigating a disease outbreak. This kit allows her students to investigate a hypothetical outbreak with a safe, simulated disease agent, showing students how viruses travel. 100% of our students (125+ majors) take the Epidemiology class, as well as many students from across campus who take it as an elective. (Ranked 5)

f. Childbirth Model Set: In Dr Cornish’s Maternal and Infant Health class, she needs the ability to demonstrate presentation and position during delivery, episiotomy, and the placenta/cord. Pictures are often not enough to have student truly grasp these concepts of childbirth. For years, we had a human placenta for the students to view, but it was disposed of as it had deteriorated. (Ranked 6)

3) Describe how project aligns Educator Preparation Conceptual Framework and/or your department/division program goals.

The student learning outcomes for the HP Major align with our national organization’s Competencies for Certified Heath Education Specialists. The purchase of these materials supports Competencies:

3.1 Implementing a plan of action,
3.3 Train individuals involved in implementation of health education,
5.1 Obtain acceptance and support for programming,
5.3 Demonstrate leadership,
6.1 Disseminate health-related information,
7.3 Deliver messages using a variety of strategies, methods and techniques, and
7.6 Promote the health education profession.

4) Describe your plan to assess the impact of the technology project on student learning.

Process measures such as the number of students who are exposed to or utilize the materials is one measure of impact. The demonstration of understanding of the concepts related to these materials through their assignments and tests is another. With the materials for the implementing Health Promotion Programs class (c and d above) students from the Planning and Evaluation Health Promotion Programs course (taught by Dr Cornish) will practice creating an evaluation plan and conducting program evaluation on these programs, evaluating their outcomes.

5) Support Needed:

a. Who will install technology and provide technical support for project? N/A
b. Where will resources be installed? Resources will be stored in the storage room of HPC 107, to allow access for any Health Promotion faculty member.
c. Does this room have the necessary infrastructure required for your resources? N/A
d. Does this proposal include funds to add the necessary infrastructure if not present? N/A
**Name: Susan Roberts-Dobie**  
**Dept: KAHHS: Health Promotion**  
**Project: Tech Grant Application**

Attach hard copies of price quotes. Indicate which attached page goes with each item below.

<table>
<thead>
<tr>
<th>Product #</th>
<th>Vendor</th>
<th>Product Description</th>
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Total 1372.45

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In Her Shoes: Living with Domestic Violence

A revolutionary community education tool, In Her Shoes is designed for learning about domestic violence. Participants move, do, think and experience the lives of battered women.

This version is the original simulation, which is great for educating a broad range of community and professional groups and can be facilitated in sessions of one to two hours.

(Also available in a specially-designed version for Latin American Spanish-speakers (http://wscadv.myshopify.com/products/caminando-en-sus-zapatos?variant=220))
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Customers have requested a way to wear the Life/form® S-b. fat replica and here it is! Let everyone in your group experience what five extra pounds of fat feels like. Run up a flight of stairs, bend over, or sit down to demonstrate that general movement is more difficult and tiring. This durable, washable Fat Belt easily adjusts to persons of any age or size. Two belts can be clipped together with the durable buckles, so users can feel an extra 10 pounds on both their front and back. A harmless way to undergo a 5- or 10-lb. weight gain and experience the relief when it is gone! Made of durable, washable fabric. (Fat replica not included.)
Rolls of Fat Set (1 lb and 5 lb)

$121.35

Details

Rolls of Fat™ Set (1 lb and 5 lb)

Overview ★

When a person's willpower bows to high-calorie cravings, all too often it's the hips that suffer. These 1-lb and 5-lb fat rolls can be wrapped around the midsection giving users a quick glimpse of their future selves if they mix too many empty calories with inadequate amounts of exercise. The 1-lb roll is 11 ½” long. The 5-lb roll is 29” long.

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Award Winner!
Eww! Don't touch that...you don't know where it's been! This product proves that Mom was right - handling everyday objects is a surefire way to pick up nasty germs. Each Bag of Germs has a replaceable pouch of Germ Powder contained within a special bag that deposits the fluorescent powder on users' hands. The Bag of Germs Set includes Bag of Germs, UV flashlight, and carrying case. Bag of Germs measures 27 cm x 18 cm.
Giant Cigarette Box
Item #: BB79185
Grades:
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Quick Overview
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Details
UV Detecting Beads Pack

Overview ★

Watch these beads change color as a reminder of the power of the sun. Beads remain pale when indoors or shaded from the sun. Can be strung on rawhide to make necklaces and bracelets. One pack of beads makes about 25 bracelets using 9 yards of rawhide. Approx. 240 beads per pack in assorted colors. 2 oz.

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Rawhide (/product/4968)
How Viruses Travel Lab Investigation

Product Number: SB36890G  
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Discount Quote?

Product Description

Grades 7-12.
Simulate the spread of an illness through a population with this educational lab. Using a safe, simulated disease agent, students model the transmission of a communicable viral disease, identify its origin, and calculate its rate of spread through the population. The class forms inferences on the rate a disease spreads today as compared to a similar outbreak a century ago. For a class of 40 students.

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