

WORKSITE HEALTH PROMOTION

Course Number: HSC 4694

Section Number: 177G

Credit Hours: 3

Academic Term: Fall 2021

Class meeting time and location: Mon, 3 - 4:55 PM in FLG 265; Wed, work in Canvas

INSTRUCTOR INFORMATION

INSTRUCTOR NAME: Kim Holton, MS, PhD

EMAIL: Please use Canvas Email Tool for course correspondence.

PHONE NUMBER: 352-294-2896 (least likely way to contact me this semester)

OFFICE HOURS VIA ZOOM: Mon 12-2pm, Thu 1:30-2:30pm, or by appointment

Mon, 12-2pm: [Join the waiting room](#). Meeting ID: 959 2384 0031 Passcode: connect

Thu, 1:30-2:30pm: [Join the waiting room](#). Meeting ID: 947 2308 6015 Passcode: connect

Note the link for Monday is different than for Wednesday. Please use the links provided accordingly.

TEACHING ASSISTANT: Natalie Lezcano, HEB Senior

EMAIL: natalie.lezcano@ufl.edu; Email Natalie with questions or to set up a time to chat. Any questions concerning grades should be directed to Dr. Holton.

COURSE INFORMATION

COURSE WEBSITE: <http://elearning.ufl.edu>

COURSE COMMUNICATIONS: Please send individual questions to me via the Inbox tool in Canvas. Do not use my personal ufl.edu email address for course correspondence. Given the number of students I have each semester, the Inbox Tool in Canvas is very helpful for me to keep track of your questions and respond in a timely manner. During weekdays, emails are usually responded to within 24 hours of receipt. However,

weekday emails that have not received a reply within 48 hours should be re-sent. Emails sent over the weekend will be answered the following week.

In addition to announcements made in class, I do use course announcements in Canvas somewhat frequently. Please check course announcements regularly.

If you have general questions about the course that could be answered by myself or fellow classmates, please feel free to use the course questions forum in Canvas found within the Orientation Module.

REQUIRED TEXTBOOK: Health Promotion in the Workplace: 5th Edition (2017)

ISBN: 1539653560 Editor: Michael O'Donnell This course text is available in print, Kindle or as a free pdf. Visit

<https://www.artsciencehpi.com/books> to make your selection.



Other required readings will be provided through Canvas within the modules or via announcements as needed. I do expect you to take the initiative to read all assigned materials and watch all videos provided within each module. None of the material provided is supplemental; all is required.

MATERIALS AND SUPPLIES FEES: *None*

COURSE DESCRIPTION: Considerations in planning, implementing and evaluating comprehensive health education and health promotion programs at the worksite including health risk appraisal, program design and special educational strategies appropriate for the occupational setting.

PREREQUISITE KNOWLEDGE AND SKILLS: HSC 3032 with a minimum grade of C and health education and behavior majors, junior or senior standing.

COURSE GOALS AND/OR OBJECTIVES:

By the end of this course, Worksite Health Promotion, you will be able to:

1. Explain why the worksite is an appropriate delivery point for health promotion programs.
2. Determine what activities/programs are appropriate based upon a needs assessment and identify appropriate personnel to deliver the activities.
3. Develop a mission statement, goals, and objectives for a prototype worksite health promotion program.

4. Identify effective methods of identifying and/or developing appropriate health promotion materials or activities.
5. Create a plan for the evaluation of a prototype health promotion program.
6. Analyze current case studies within worksite health promotion.

INSTRUCTIONAL METHODS: This course will use in-person lectures, discussions, student-led presentations, and interactive learning activities. Additionally, the course will use recorded lectures, videos and podcasts from a variety of sources, and selected readings to deliver course content. Weekly assessments will include a variety of discussions, assignments, and quizzes. Two exams (short answer, multiple choice and true/false) will be required. Additionally you will work with a team to complete a series of weekly assignment for a portion of the semester. These assignments, Team Based Practices, will serve as opportunities to work with your classmates to apply concepts discussed in class in an effort to reinforce course content and promote higher order thinking. Full engagement in all class meetings and with all online material will be essential to your success in this course.

COURSE POLICIES

ATTENDANCE POLICY: We will meet weekly. Our time together will always require your active participation through discussions, informal presentations, and other learning activities. Given the dynamic nature of our class time together and the desire to create a safe and open container for reflection and exploration, class sessions will not be recorded.

QUIZ/EXAM DATES/POLICIES: You will not be able to view correct answers to quizzes after completion. You will be able to view any comments as feedback on your graded quizzes. Please note that all correct answers can be found within your assigned readings or by revisiting recorded lectures. Please reach out if you are unable to find or understand an answer. Exams will be proctored in the classroom.

If you have a question or concern about your grade for any assignment, discussion, quiz or exam, please make your request immediately. Requests made more than a week after the grade is posted will not be honored.

MAKE-UP POLICY: Unless otherwise noted, assignments are due at 11:59pm or before on the date indicated if submission is required via Canvas. Make back-up copies of all your work. Do not wait until the last minute to attempt your submission in case of technical issues. If technical issues do arise with Canvas, you should ask for formal

documentation from the UFIT Help Desk at the time of the issue. This documentation should be provided with your request for late submission.

Assignments submitted in class should be complete before entering or before leaving the classroom depending upon the requirements of the specific assignment. Specific requirements will be discussed in class.

Please read the following carefully:

- Assignments valued at 10 points or less will not be accepted late unless due to emergency. See last bullet in this list for emergency guidelines.
- Due to the interactive nature of discussion, late discussion posts will not be accepted.
- All other late work is subject to a 10% deduction in grade for every day it is late.
- If an emergency arises which causes you to miss a deadline, it is your responsibility to contact the instructor within 24 hours and provide formal documentation via email within 72 hours so that you will have an opportunity to make up what was missed. Acceptable reasons for absences/missed deadlines as defined by university policies can be found on the [Attendance Policies page](#).

COURSE TECHNOLOGY: This course is facilitated in person and synchronously through Canvas. You may access Canvas from UF's e-Learning webpage:

<http://elearning.ufl.edu/>. Please contact the UF Help Desk, <http://helpdesk.ufl.edu>, if you have any technical difficulties with Canvas. This course makes limited use of PlayPosit. To learn more about PlayPosit accessibility, visit <https://knowledge.playposit.com/article/82-accessibility>.

INTERNET ACCESS: UF students can access eduroam for free with their GatorLink log-in credentials. The eduroam network is fast and secure and has more than 10,000 wi-fi hotspots in 106 countries and territories worldwide.

How to connect to eduroam:

1. If you can get a Wi-Fi signal at any of the eduroam locations (see below) and your mobile device (laptop, smartphone, or tablet) has already been configured for eduroam, then you will automatically connect.
2. Otherwise, follow the instructions for connecting here: <https://helpdesk.ufl.edu/connecting-to-eduroam-off-campus/>.

There are more than 100 Wi-Fi hotspots in Florida, including several state university campuses and community colleges. Also, in Florida all of the UF/IFAS Research and Education Centers (REC) are equipped with eduroam, so if you live in a rural area of your county you can visit an REC to securely watch course videos and take care of your academic needs. Here's a link to all the eduroam sites in the U.S.:

<https://incommon.org/eduroam/eduroam-u-s-locator-map/>.

If you have any problems connecting to eduroam you can call (352-392-HELP/4357) or [email](#) the UF Computing Help Desk.

ONLINE COURSE EVALUATION: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>."

UF POLICIES

UNIVERSITY POLICY ON ACCOMMODATING STUDENTS WITH DISABILITIES: Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. *Students with disabilities should follow this procedure as early as possible in the semester and submit their letter of accommodation to the instructor no later than Week 3 of the semester.*

UNIVERSITY POLICY ON ACADEMIC CONDUCT: UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The [Student Honor Code](#) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

CLASS DEMEANOR OR NETIQUETTE: All members of the class are expected to follow rules of common courtesy and professionalism in all interactions in the classroom. Review the [Netiquette Guide for Online Courses](#) for expected student behavior in the online environment.

Properly wearing a mask is part of expected class etiquette with the current surge due to the delta variant combined with low vaccination rates. See the [UF Provost Update](#) for details regarding this expectation. [Learn how to properly mask.](#)

IN-CLASS RECORDING: Per the House Bill 233 Intellectual and Viewpoint Diversity Act, students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. **Specifically, students may not publish recorded lectures without the written consent of the instructor.**

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. **A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.**

SOFTWARE USE: All faculty, staff, and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do

so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

GETTING HELP AND RESOURCES

For issues with technical difficulties for Canvas, please contact the UF Help Desk at <http://helpdesk.ufl.edu> or (352) 392-HELP (4357).

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from the Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of technical difficulty if you wish to request a make-up.

Support resources are available:

- [Counseling and Wellness resources](#)
- [Disability resources](#)
- [GatorWell health promotion services](#)
- [Dean of Students Office](#)
- [Library Help Desk support for connecting remotely](#)
- *Student Complaints On-Campus:* [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)

GRADING POLICIES

METHODS BY WHICH STUDENTS WILL BE EVALUATED AND GRADE DETERMINED:

Information on current UF grading policies for assigning grade points can be found at <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>. If you have questions about course expectations or the grading procedures, or if you have difficulty accessing or understanding the course content, readings, lectures, class activities, assignments, etc., please contact the course instructor or TA immediately.

Student Introductions and Orientation Quizzes: Each student will be asked to formally introduce themselves to their peers and the course instructor using the Introductory Discussion Forum with the Orientation Module. Students must also complete the syllabus and HonorLock quiz within this Orientation Module. All assignments in the orientation module must be completed in order to gain access to the rest of the course material.

Module Assessments will include a variety of discussions, assignments, and quizzes. Additionally you will work with a team to complete a series of weekly assignment for a portion of the semester. These assignments, Team Based Practices, will serve as opportunities to work with your classmates to apply concepts discussed in class in an effort to reinforce course content and promote higher order thinking. Full engagement in these and all assignments will support your learning and prepare you for the exams.

Exams: Two, timed exams (short answer, multiple choice and true/false) will be required in class. These exams will be open notes with 90 minutes allotted to complete the exam. Students should prepare to take notes as they move through each module and review all module assignments in preparation for the exams. Please see the course schedule in Canvas and mark your personal calendar for these dates.

COURSE GRADING POLICY: Grades will be determined based on your performance on the following activities:

Assignment	Percentage
Individual Assignments, Discussions & Quizzes	40%
Team Based Practice Discussions & Assignments	10%
Exams	50%

GRADING SCALE: For more information, review [Frequently Asked Questions for Minus Grades](#). Please note that grades will not be rounded. In other words, if your final course grade is 89.99, you will receive an B+.

Percent	Grade	Grade Points
93.0 – 100.0	A	4.00
90.0 – 92.9	A-	3.67
87.0 – 89.9	B+	3.33
83.0 – 86.9	B	3.00
80.0 – 82.9	B-	2.67
77.0 – 79.9	C+	2.33
73.0 – 76.9	C	2.00
70.0 – 72.9	C-	1.67
67.0 – 69.9	D+	1.33
63.0 – 66.9	D	1.00
60.0 – 62.9	D-	0.67
0 – 59.9	E	0.00

COURSE SCHEDULE

A WEEKLY SCHEDULE OF TOPICS AND ASSIGNMENTS:

Module	Week of	Topic	Reading	Assignment
Orientation	Aug 22	Course Orientation (must complete to open course modules)	Syllabus	Introduce Yourself online and in person Course Orientation Quiz Honorlock Quiz
1	Aug 29	Contextualizing Worksite Health Promotion	Chapter 2 (pages 33 – 56; end after Table 2-13) The CDC's Workplace Health Program Definition and Description (pdf) WELCOA's 7 Benchmarks Summary (pdf) WELCOA Benchmark Logic Model (pdf)	Seeking Out Worksite Health Promotion Programs
2	Sep 5	NO CLASS MON HOLIDAY CLASS ON WED Creating a Culture of Health in the Workplace	Chapter 22 Changing Behaviors (pdf)	AMSO & SEM Online Discussion
3	Sep 12	Needs Assessment	Chapter 13 Journal Article: Spook et al. (2019)	Needs Assessment Quiz TBP Contract Discussion & Submission (in class) TBP Needs Assessment Discussion & Submission (in class)

Module	Week of	Topic	Reading	Assignment
4	Sep 19 & 26	Mission, Goals and Objectives	Chapter 4 Examples of Goals and Types of Objectives (pdf) CDC Workplace Health Model: Evaluation	Writing SMART Objectives TBP Program Mission, Goals and Objectives Discussion & Submission (in class)
5	Oct 3	Evaluation	Chapter 6 (pages 197 - 220 only, end at Study Methodology section) CDC Workplace Health Model: Evaluation Journal Article: Adams et al. (2017)	Evaluation Quiz TBP Evaluation Discussion & Submission (in class)
6	Oct 10	Preparation for Exam 1	Making Healthy Changes to a Small Worksite at Rolling Hills Consolidated Library: Case Study (pdf) Study Guide & PlayPosit Review	Study and Breathe
6	Oct 17	Exam 1		Exam 1 in class
7	Oct 24	Strategies and Interventions	Chapter 4 Chapters 14-20 as needed for TBP CDC Workplace Health Promotion Implementation American Heart Association Playbook From Evidence to Practice: Workplace Wellness that Works NIH Evidence-Based Practices and Programs	TBP Strategies and Interventions Preparation Assignment TBP Strategies and Interventions Discussion & Submission (in class)
8	Oct 31	Program Participation and Adherence	Chapter 10 How to Maximize Employee Wellness Participation Can Employers Legally Incentivize Employees to Take Better Care of Themselves?	Marketing Quiz TBP Marketing and Incentives Discussion & Submission (in class)

Module	Week of	Topic	Reading	Assignment
			Wellness Incentive Recommendations Texas Mother-Friendly Worksite Program	
9	Nov 7	“The Big Reveal” & Logistics and Budget	The Wellness Budget (pdf) Budget Blog Post Sample Annual Budget (pdf) Program Examples for Any Budget	Budget Quiz
10	Nov 14	Legal Liability and Risk Management	WELCOA’s Penalties and Risks for Noncompliance WELCOA’s Legal Compliance Checklist Guide for Designing a Compliant Wellness Program	Laws Relevant to WHP Quiz HIPAA Training
11	Nov 21	Special Topics	TBA From Evidence to Practice: Workplace Wellness that Works	Worklife: Exploring What Works for You
12	Nov 28	Course Wrap Up and Preparation for Exam 2	CDC Workplace Health Program Checklist Study Guide CDC Case Study Utah DOH Worksite Health Toolkit	Course Reflection
	Dec 5	Exam 2		Exam 2 in class Course Reflection

Disclaimer: This syllabus represents my current plans. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.