

## **Planning & Evaluating Health Education Programs**

Department of Health Education & Behavior  
University of Florida  
HSC 4713, Section 1941  
Fall, 2010

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**Instructor:** Robert M. Weiler, PhD, MPH  
Professor

### **Contact**

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**Class Period:** Tuesday 11:45 am – 1:40 pm (Periods 5 and 6)  
Thursday 11:45 am – 12:35 pm (Period 5)

**Class Location:** Florida Gymnasium, Room 285

**Office Hours:** Tuesday 2:00 pm – 4:00 pm, or by appointments.  
Scheduled appointments are recommended.

### **Department**

**Chair:** Dr. Jay M. Bernhardt  
OFFICE: Room 5, Florida Gymnasium  
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**Course Description:** Explores frameworks, principles, strategies for planning, implementing, and evaluating health education programs

**Prerequisites:** HEB majors who have earned a C or better in STA 2023 and HSC 3032.

**Course Objectives:** By the completion of this course students should be able to:

1. Understand the determinants of health and factors that influence behavior.
2. Illustrate an education planning model/framework.
3. Identify health education planning applied health resources.
4. Determine priority areas of need for health education and promotion.
5. Identify sources of data in conducting a needs assessment.
6. Conduct a needs assessment.
7. Construct realistic and measurable program goals and objectives.
8. Select evidenced-based intervention strategies.
9. Plan a feasible evidenced-based health education program.
10. Differentiate the levels and types of evaluation outcomes.
11. Understand the strengths and weaknesses of selected evaluation designs.
12. Develop an evaluation strategy for a developed health education program.
13. Plan a pilot test for a developed health education program.
14. Identify strategies for reaching and facilitating participation among priority populations.
15. Understand the principles of managing planning and evaluation projects.

**Course Photo:** Students are required to post a professional photo on E-Learning.

**Note Cards:** Students will need 20 3' x 5", white, ruled index cards.

**Course Textbook (Required):**

McKenzie, J. F., Neiger, B. L., & Smeltzer, J. L. (2009). *Planning, implementing, and evaluating, health promotion programs: A primer.* (5th Ed.) San Francisco, CA: Benjamin Cummings.

**Course Resources:**

Community Guide Branch, National Center for Health Marketing (NCHM), Centers for Disease Control and Prevention, The Community Guide: <http://www.thecommunityguide.org/index.html>.

Community Toolbox, <http://ctb.lsi.ukans.edu/ctb>

Healthy People 2020: National Health Promotion and Disease Prevention Objectives. USDHHS, Public Health Service. [On-line: [www.healthypeople.gov](http://www.healthypeople.gov)]

National Cancer Institute (2003). Theory at a glance: A guide to health promotion practice. [On-line: [www.cancer.gov/theory](http://www.cancer.gov/theory)].

University of Wisconsin-Extension. Logic models. [www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html](http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html)

**Required Readings:** Students are responsible for the interpretations of all assigned readings, including chapter assignments, handouts, and outside readings. However, not all reading materials will be covered in class. More time may be spent on certain topics covered in the reading materials than others. Read carefully and critically. Pay close attention to main headings, and study key words, tables, and figures. Identify questions for class.

**Academic Honesty:** “The University of Florida requires all members of its community to be honest in all their endeavors. Students are required to commit themselves to academic honesty by signing a prescribed basic statement, including the *Student Honor Code*, as part of the registration process. “As a member of the UF community, students pledge on their honor to neither give nor receive unauthorized aid while working or completing assignments and examinations. “Any individual who becomes aware of a violation of the Student Honor Code is bound by honor to take corrective action.” Violations of the UF Academic Honesty Guidelines will not be tolerated and violators will be treated in accordance with the UF Student Honor Code.

**Attendance:** Although attendance is not mandatory, students are expected to prepare for and attend all class sessions and complete all assignments. Contributing to the class discussions is expected as well. Remember poor attendance, tardiness, and lack of readiness for class will affect your grade. Also, please note course-related announcements are made during class with no reminders. Therefore, when you anticipate missing a class or if you miss a class, be sure to get a copy of any notes, handouts, assignments, etc. from a classmate. Remember to bring your textbook to every class session.

**Peer Assistance:** In case of course assistance, please contact:

Student Name	Phone Number	Email Address
1.		
2.		
3.		

**Assignments:** Students are expected to do their best work. Assignments will be collected at the beginning of class on their due dates. Ten points per day will be deducted on assignments submitted late. Make back-up copies of all your work. Major assignments will not be returned. All written work must be typed. Form and style must follow rules and guidelines as outlined in the *Publication Manual of the American Psychological Association* (5<sup>th</sup> Edition, July 2001).

**Policy for Missed Exams:** Students who miss Exam #1 or Exam #2 are allowed to take a make-up exam given at Exam #3. The make-up exam is a cumulative exam covering course material for the entire semester. The raw score on the make-up exam will serve as the grade for Exam #1 or Exam #2 (whichever applies) and for Exam #3. Exam #3 cannot be made up. No exceptions. Exams are only offered during the scheduled times.

**Testing, Exam Reviews, and Grade Appeal Policy:** STUDENTS WHO ARRIVE AFTER THE FIRST PERSON COMPLETES THEIR QUIZ OR EXAM WILL NOT BE ALLOWED TO SIT FOR THAT QUIZ OR EXAMINATION. I will discuss the answers to all exams and quizzes in class. Do not ask me to go over exams and quizzes on a tutorial basis. It is your responsibility to review your grade on each exam, quiz, exercise activity, etc. when they are returned. After grades are returned in class, students have one week to appeal the grade. After one week, a grade will not be changed. No exceptions.

**UF Grading Policies:** Information on current UF grading policies for assigning grade points can be found at <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>.

**Course Assistance:** If you have questions about course expectations or the grading procedures, or if you have difficulty with the course content, the readings, the lectures, the class activities, or the assignments, please see me. Don't wait until it's too late.

**Special Accommodations:** Students requesting specific classroom accommodations must provide the instructor with an accommodation letter from the Disability Resource Center (Dean of Students Office) by the end of the second week of classes verifying their eligibility and specifying their level of support. Students experiencing difficulty with the course readings, lectures, assignments, or examinations are encouraged to talk with the instructor.

**Commercial Sale of Course Lectures:** The content presented in the class is the property of the instructor and UF and may not be duplicated in any format without permission from the instructor, and may not be used for any commercial purposes. Students violating this policy may be subject to disciplinary action under the UF Conduct Code.

**Classroom Etiquette:** To minimize disruptions students are asked to arrive to class a few minutes early so that we can start on time. I recommend that you arrive to class 10 minutes early on the day of exams. Turn off cell phones, smart phones, and other electronic devices including laptops before entering the classroom. You may be asked to leave class if found violating this policy. Students are expected to be courteous and civil to others at all times. While university policy does not allow eating or drinking in any classroom, drinking bottled water is permissible.

**Assignments, Point Values, and Grading Scale:**

Assignments	Point Value	My Score	Final Letter Grade Scale	Grade Points
Exam #1	100		A = 93.5% and above	4.0
Exam #2	100		A- = 90.0 – 93.49%	3.67
Exam #3	100		B+ = 86.5 – 89.99%	3.33
CHP-Case Study	100		B = 83.5 – 86.49%	3.0
			B- = 80.0 – 83.49%	2.67
			C+ = 76.5 – 79.99%	2.33
			C = 73.5 – 76.49%	2.0
			C- = 70.0 – 73.49%	1.67
			D+ = 66.5 – 69.99%	1.33
			D = 63.50 - 66.49%	1.0
			D- = 60.0 – 63.49%	.67
			E = < 60%	0
<b>Total</b>	<b>400</b>		WF, I, NG, S-U	0

**Exams:** The three 50 minutes exams will cover technical specifications of planning, implementing, and evaluating health education programs as presented in the text, lectures, and supplemental materials posted on E-Learning and distributed in class. Each exam will include approximately 50 multiple-choice questions with four response options. For each exam students are required to bring two, sharp, #2 pencils with a functional eraser.

**Community Health Program Case Study:** Review an existing health promotion program (intervention) related to one of the major focus areas of Healthy People 2010/2020 that is of strong personal interest to you in a community of your choice. This real-time case study assignment is design to give students an opportunity to critically review how community health promotion programs are planned, implemented, and evaluated in community health practice. Guidelines for completing this assignment will be distributed in class.

**Random Quizzes:** At the beginning of most class periods, I will flip a coin. For each tail, students will be asked to respond to a question about the course material covered during the previous class period. A correct answer is worth 3 points, an incorrect answer is worth 1 point. If you are not in class you'll receive 0 points. After 5 tails, the opportunity to earn points from the random quizzes will end. Thus, 15 points is the maximum number of points a student can earn from the random quizzes. (5 tails with 5 correct answers @ 3 points each = 15 points). At the end of the semester, the points that you earn from the quizzes and for completing a course evaluation will be added to your total.

**Volunteer Research Assistants:** Students who serve as a research assistant with one of my ongoing evaluation research projects have the opportunity to earn up to 15 extra credit points. If interested, see me for details.

Tentative Course Schedule			
Sessions	Date	Topic	Readings
<b>Week 1</b>			
T	August 24	Course Orientation Health Promotion At-a-Glance	Chapter 1
TR	August 26	Logic Models <b>[Course Photo Due]</b>	Chapter 1
<b>Week 2</b>			
T	August 31	Precede-Proceed Planning Model	Chapter 2
TR	September 2	Precede-Proceed Planning Model	Chapter 2
<b>Week 3</b>			
T	September 7	Needs Assessment	Chapter 4
TR	September 9	Needs Assessment <b>[Interview for Case Study Approved]</b>	Chapter 4
<b>Week 4</b>			
T	September 14	Measurement and Instrumentation	Chapter 5
TR	September 16	Measurement and Instrumentation	Chapter 5
<b>Week 5</b>			
R	September 21	Sampling & Pilot Testing	Chapter 5
TR	September 23	<b>Exam #1</b>	
<b>Week 6</b>			
T	September 28	Starting the Planning Process	Chapter 3
TR	October 30	Program Goals and Objectives	
<b>Week 7</b>			
T	October 5	Program Goals and Objectives	Chapter 6
TR	October 7	Program Goals and Objectives	Chapter 6
<b>Week 8</b>			
T	October 12	Interventions	Chapter 8
TR	October 14	Interventions	Chapter 8
<b>Week 9</b>			
T	October 19	Community Organizing & Mobilizing	Chapter 9
TR	October 21	Program Resources and Management	Chapter 10
<b>Week 10</b>			
T	October 26	Marketing a Program	Chapter 11
TR	October 28	<b>Exam #2</b>	
<b>Week 11</b>			
T	November 2	Implementation	
TR	November 4	Implementation	Chapter 12
<b>Week 12</b>			
T	November 9	Purposes and Logistics of Evaluation	Chapter 13
TR	November 11	<b>Veterans' Day - Holiday</b>	Chapter 13
<b>Week 13</b>			
T	November 16	Evaluation Approaches and Designs	Chapter 13
TR	November 18	Evaluation Approaches and Designs	Chapter 13
<b>Week 14</b>			
T	November 23	Evaluation Approaches and Designs	Chapter 14
TR	November 25	<b>Thanksgiving – Holiday</b>	Chapter 14

Tentative Course Schedule			
Sessions	Date	Topic	Readings
<b>Week 15</b>			
T	November 30	Cost Analysis <b>[Review Project Due]</b>	Chapter 15
TR	December 2	Course Evaluation / Review Exam #3	
<b>Week 16</b>			
T	December 7	<b>Exam #3</b>	

## H1NI (Swine) Flu Resources

**U.S. Government:** Now What to Do About the Flu [www.flu.gov](http://www.flu.gov)

**Centers for Disease Control and Prevention:** 2009 H1NI Flu (Swine Flue)  
[www.cdc.gov/H1N1FLU/](http://www.cdc.gov/H1N1FLU/)

**University of Florida:** H1N1 (Swine) Flu [www.ehs.ufl.edu/H1N1/](http://www.ehs.ufl.edu/H1N1/)