



**University of Florida**  
**Department of Health Education & Behavior**

---

**HSC 4713 – Planning & Evaluating Health Education Programs**

Fall 2011 Syllabus

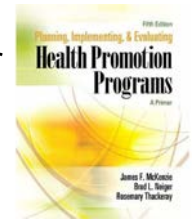
Tuesdays from 11:45am – 1:40pm (Periods 5-6) in FLG 265

Thursdays from 12:50pm – 1:40pm (Period 6) in FLG 285

**Instructor:** Adam E. Barry, Ph.D.  
**Office:** FLG 16  
**Office Phone:** (352) 294-1809  
**Office Hours:** W 9:00am – 11:00am [*Open door policy*]  
**e-mail:** [aebarry@ufl.edu](mailto:aebarry@ufl.edu)

**REQUIRED TEST**

Planning, Implementing, and Evaluating Health Promotion Programs: A Primer  
McKenzie, J.F., Neiger, B.L., Thackeray, R.  
2008, 5<sup>th</sup> edition  
Benjamin Cummings



**SUPPLEMENTAL MATERIALS**

The Health Communication Unit at The Centre for Health Promotion (April 6, 2006).  
*Evaluating Health Programs, version 3.5.* Department of Public Health Science,  
University of Toronto.

**COURSE DESCRIPTION**

“Program evaluation is a core competency of public health practice” (Windsor et.al., 2004, p. 1). Overall, program evaluation is the process through which the worth of a program (i.e. if it worked and how it worked) is scrutinized, for various purposes. The underlying motivation(s) driving program evaluation include:

- to improve the program;
- to improve the skills of those implementing the program;
- to inform funding agencies whether the program is worth the financial investment;
- to decide whether the program has any, or its intended, impact upon participants.

Program evaluation encompasses many complex issues and, in itself, is a complex endeavor. For instance, there are several Master’s programs across the nation focusing on this skill and preparing professional evaluators. As you will see, program evaluation provides rich, detailed and important information for the improvement of programs and their effects upon participants.

Due to multiple constraints (time and the sheer breadth of the subject, for example) this course will focus upon providing learners with an introduction to both planning and evaluating health programs. More specifically, learners will be exposed to basic components, skills, and competencies. While, this class will provide you with the basic skills and knowledge necessary to plan and evaluate a health program, emphasis will be placed on program evaluation.



## **COURSE OBJECTIVES**

### **Health Education**

#### Responsibility I: Assess Individual and Community Needs for Health Education

- Competency A - Access existing health-related data
  - Determine the compatibility of data from different data sources.
  - Select valid sources of information about health needs and interests.
- Competency B - Collect health-related data
  - Conduct health-related needs assessments.
- Competency C - Distinguish between behaviors that foster and hinder well-being
  - Identify diverse factors that influence health behaviors.
  - Identify behaviors that tend to promote or comprise health.
- Competency F - Infer needs for health education from obtained data
  - Analyze needs assessment data.

#### Responsibility II: Plan health education strategies, intervention, and programs

- Competency B - Incorporate data analysis and principles of community organization
  - Use research results when planning programs.
- Competency C - Formulate appropriate and measurable program objectives.
  - Design developmentally appropriate interventions.
- Competency D - Develop a logical scope and sequence plan for health education practice
- Competency E - Design strategies, interventions, and programs consistent with specified objectives

#### Responsibility V: Conduct evaluation and research related to health education

- Competency A - Develop plans for evaluation and research
  - Synthesize information presented in the literature.
  - Evaluate research designs, methods and findings presented in the literature.
- Competency B - Design data collection instruments
  - Develop appropriate data-gathering instruments.

### **Public Health**

#### Competency E: Social and Behavioral Sciences

- E.3. – Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions.
- E. 4. – Identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions.
- E.5. – Describe steps and procedures for the planning, implementation and evaluation of public health programs, policies, and interventions.
- E.8. – Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions.
- E.9. – Apply ethical principles to public health program planning, implementation, and evaluation.

#### Competency K: Program Planning

- K.3. – Explain for the findings of a program evaluation can be used.
- K.4. – Explain the contribution of logic models in program development, implementation, and evaluation.
- K.5. – Differentiate among goals, measurable objectives, related activities, and expected outcomes for a public health program.
- K.6. – Differentiate the purposes of formative, process, and outcome evaluation.
- K.7. – Prepare a program budget with justification.



## CLASS FORMAT / STRUCTURE

All course sessions will endeavor to be highly interactive, with a mixture of lectures, class discussions, individual activities, and small group work utilized to cover course content. In addition, a team-based learning approach will be employed in order to complete group project. All readings will be accessible via the course management system Sakai.

## WHAT YOU CAN DO TO BE SUCCESSFUL IN HSC 4713

By understanding and performing the following actions:

1. Take ownership of your education and learning experience.
2. Be an active participant in class discussions and activities.
3. Complete any readings **prior** to coming to class. As we engage in class discussions, you will want to be familiar with the material so that you may contribute to discussions.
4. Be present at all class meetings. In order to contribute to the overall productivity of the class, you must be here. Please inform the instructor of any scheduling conflicts prior to the beginning of class. (See 'Attendance Policy' for more details).
5. Inform your instructor whenever there is a problem related to the class, whenever you feel the need to clarify questions, or whenever you desire to further explore topics of particular interest.
6. Respect the viewpoints and contributions of your instructor and fellow classmates. University Regulations, section Student Responsibilities asserts:

"One of the major benefits of higher education and membership in the university community is greater knowledge of and respect for other religious, racial and cultural groups. Indeed, genuine appreciation for individual differences and cultural diversity is essential to the environment of learning...Organizations or individuals that adversely upset the balance of communal living are subject to university disciplinary action. Only in an atmosphere of equality and respect can all members of the university community grow."

## ATTENDANCE POLICY

"Eighty percent of success is showing up."  
*Woody Allen (attributed)*

Attendance is the first requirement for successful completion of this class and the means to receive optimal benefit for your time and money. However, points **will not** be deducted from your overall grade if you are unable to attend class.

That said, students who are absent on the day of a quiz **will not** be allowed to make-up the quiz unless they provide satisfactory evidence substantiating the reason for absence **prior** to the absence. The instructor will **only** consider absences meeting the following reasons as excused / approved:

- 1) Participation in an activity appearing on the University authorized list,
- 2) Death or major illness in a student's immediate family,
- 3) Illness of a dependent family member,
- 4) Participation in legal proceedings or administrative procedure that require a student's presence,
- 5) Religious holy day, and



## 6) Interview for a professional position

All students will be held accountable for any information presented in class discussions, lectures, assignments and/or readings, whether they are present or not.

To avoid misunderstandings, please familiarize yourself with the University of Florida's Attendance Policies ([http://www.registrar.ufl.edu/catalogarchive/01-02-catalog/academic\\_regulations/academic\\_regulations\\_013\\_.htm](http://www.registrar.ufl.edu/catalogarchive/01-02-catalog/academic_regulations/academic_regulations_013_.htm))

### **AMERICANS WITH DISABILITY ACT (ADA)**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protections for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Dean of Students Office, The Disability Resource Center, 001 Reid Hall, 352-392-8565. In addition, bring this issue to the attention of your instructor.

### **ACADEMIC DISHONESTY**

Per the University of Florida Honor Code, you [the student body] pledge to hold ourselves and our peers to the highest standards of honesty and integrity. 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 University of Florida prohibits any and all of the following conduct constituting Academic dishonesty:

- a) False or misleading statements for the purpose of procuring an academic advantage.
- b) False or misleading statement relating to an honor code violation
- c) Prohibited collaboration or consultation.
- d) Prohibited use of materials or resources.
- e) Plagiarism.
  - i) Plagiarism is a special kind of academic dishonesty in which one person steals another person's **ideas** or **words** and falsely presents them as the plagiarist's own product. Examples of plagiarism include, but are not limited to:
    - (1) Using the exact language of someone else without the use of quotation marks
    - (2) Presenting the words or ideas of another without giving proper credit to the author
    - (3) Arranging the material of someone else, even if expressed in one's own words, without giving appropriate acknowledgment
    - (4) Submitting a document written by someone else but representing it as one's own
- f) Use of fabricated or falsified information.
- g) Interference with or sabotage of academic activity.
- h) Unauthorized taking or receipt of materials or resources to gain an academic advantage.
- i) Unauthorized recordings.
- j) Bribery.
- k) Submission of a paper or academic work purchased or obtained from an outside source.
- l) Conspiracy to commit academic dishonesty.

To avoid misunderstandings, please familiarize yourself with the University of Florida's Student Honor Code (<http://regulations.ufl.edu/chapter4/4017.pdf>). You may also visit the Division of Student Affairs' Student Conduct and Conflict Resolution website (<http://www.dso.ufl.edu/sccr/honorcode.php>)



## CONSEQUENCES OF ACADEMIC DISHONESTY

Individuals caught cheating in this class will be given a letter grade of **F** for the **entire** course. In other words, cheating (in any form) will not be tolerated; NO ifs, ands or buts about it.

## COURSE REQUIREMENTS AND GRADES<sup>1</sup>

First and foremost, the grade you receive at the end of the semester is the one in which you have earned. As such, students **will not** be provided extra credit opportunities or additional assignments in an attempt to earn points toward their final grade (see grade breakdown below). Grades will be determined based upon our performance on the following activities and projects:

### Individual Activities

1. **Quizzes (175 points; 5 @ 35 points each):** Each student will complete a series of quizzes designed measure a student's competence and application skills of the material covered in class. **No make-up quizzes are given unless arrangements have been made prior to the test day.**
2. **Individual Assignments (20):** Throughout the semester you will be asked to complete various in- and out-of-class assignments. This portion of your grade is an all or nothing. In other words, you must complete all class assignments in order to receive credit.
3. **Research Participation (30):** Throughout the semester, you will be asked to participate in one of two research projects. Specifics will be provided in-class, within the first two weeks of the semester.

### Group Activities

1. **Program Portfolio (100 Points):** Each group will complete a portfolio (i.e. 3-ring-binder, journal, etc.) containing a program planning & evaluation document. This product will be informed by your in-class work on worksheets and assignments. Materials for each of the steps outlined in the worksheets should appear in the portfolio, along with appropriate attachments, and/or supporting materials (such as written documents, questions to be asked, measurement instruments, important contacts, etc.).
2. **Peer Evaluation (100 Points):** You will be asked to evaluate how helpful were the other members of your group, regarding their participation in the in-class group activities and the development of the portfolio. Individuals' peer evaluation score will be the average of the points he/she receives from the members of his/her group. You will also be evaluating yourself. Detailed instructions will be provided at the appropriate time.

---

<sup>1</sup> Please note: In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor's control. Should changes to the course be necessary, your professor will post revisions on Sakai.



## GRADE BREAKDOWN

**Total Possible Course Points = 425**

<b>Letter Grade</b>	<b>Percentage</b>	<b>Point Value</b>
A	100.0 – 92.0	425.00 – 391.00
A-	91.9 – 90.0	390.99 – 382.50
B+	89.9 – 88.0	382.49 – 374.00
B	87.9 – 82.0	373.99 – 348.50
B-	81.9 – 80.0	347.49 – 340.00
C+	79.9 – 78.0	339.99 – 331.50
C	77.9 – 72.0	331.49 – 306.00
C-	71.9 – 70.0	305.99 – 297.50
D+	69.9 – 68.0	297.49 – 289.00
D	67.9 – 62.0	287.99 – 263.50
D-	61.9 – 60.0	263.49 – 255.00
F	59.9 – 0.0	254.99 – 000.00

In order to make sure that there is absolutely no misunderstandings, I **do not** and **will not** give additional points towards your final grade. In other words, an **89.99% is a B+**, etc.

## TENTATIVE COURSE OUTLINE & CALENDAR

EHPP: Evaluating Health Promotion Programs

PIEHPP: Planning, Implementing & Evaluating Health Promotion Programs: A Primer

<b>Date</b>	<b>Content</b>	<b>Readings</b>	<b>Due</b>
AUGUST 2011			
T. 8/23	Introduction to the Course: Who Cares About Evaluation Anyway? <ul style="list-style-type: none"> <li>• <b>In-Class Assignment (Sci. Method)</b></li> </ul>	<ul style="list-style-type: none"> <li>• EHPP (p5-6)</li> </ul>	
TR. 8/25	The Ethics of Program Evaluation	<ul style="list-style-type: none"> <li>• PIEHPP (App. A)</li> <li>• EHPP (p47-49)</li> </ul>	
T. 8/30	Research Project Outline & Training		<b>Attendance MANDATORY</b>
SEPTEMBER 2011			
TR. 9/1	The Ethics of Program Evaluation, cont. <ul style="list-style-type: none"> <li>• <b>In-Class Assignment (Consent)</b></li> </ul>		
T. 9/06	Planning for Health Programs & Services	<ul style="list-style-type: none"> <li>• PIEHPP (Ch2)</li> </ul>	
TR. 9/08	Conducting a Needs Assessment <ul style="list-style-type: none"> <li>• <b>In-Class Assignment (Assessing Need)</b></li> </ul>	<ul style="list-style-type: none"> <li>• PIEHPP (Ch4)</li> </ul>	
T. 9/13	Conducting Needs Assessment, cont.		



TR. 9/15	<b>QUIZ</b>		
T. 9/20	Types of Evaluations: Formative, Process, & Outcome	<ul style="list-style-type: none"> <li>• PIEHPP (Ch14, p350-360)</li> <li>• EHPP (p7-11)</li> </ul>	
TR. 9/22	Types of Evaluations: Formative, Process, & Outcome, cont. <ul style="list-style-type: none"> <li>• <b>Worksheet #1</b></li> </ul>		
T. 9/27	Theoretical Consideration in Evaluation & Logic Models in Evaluation <ul style="list-style-type: none"> <li>• <b>Worksheet #2</b></li> </ul>	<ul style="list-style-type: none"> <li>• PIEHPP (Ch7)</li> </ul>	
TR. 9/29	<b>QUIZ</b>		
<b>OCTOBER 2011</b>			
T. 10/04	Evaluation Goals & Objectives  Qualitative Methods <ul style="list-style-type: none"> <li>• <b>In-Class Assignment (Focus Groups)</b></li> </ul>	<ul style="list-style-type: none"> <li>• PIEHPP (Ch6)</li> <li>• PIEHPP (Ch14, p360-364)</li> <li>• EHPP (p51-53)</li> </ul>	
TR. 10/06	Qualitative Methods <ul style="list-style-type: none"> <li>• <b>In-Class activity (Thematic Analysis)</b></li> </ul>	<ul style="list-style-type: none"> <li>• EHPP (p54-58)</li> </ul>	
T. 10/11	Measurement in Evaluation: Understanding Psychometric Properties		
TR. 10/13	Measurement in Evaluation: Understanding Psychometric Properties, cont. <ul style="list-style-type: none"> <li>• <b>In-Class Assignment (Validity Contest)</b></li> <li>• <b>Worksheet #3</b></li> </ul>		
T. 10/18	Designing Evaluation Instruments <ul style="list-style-type: none"> <li>• <b>In-Class Assignment (Scales of Measurement)</b></li> </ul>		
TR. 10/20	Designing Evaluation Instruments, cont.		
T. 10/25	Group Project Work <ul style="list-style-type: none"> <li>• <b>Worksheet #4</b></li> <li>• <b>Worksheet #5</b></li> </ul>		
TR. 10/27	<b>QUIZ</b>		
<b>NOVEMBER 2011</b>			
T. 11/1	Evaluation Designs <ul style="list-style-type: none"> <li>• <b>In-Class Assignment (Evaluation Designs)</b></li> </ul>	<ul style="list-style-type: none"> <li>• PIEHPP (Ch14, p362-370)</li> <li>• EHPP (p40-46)</li> </ul>	
TR. 11/3	Evaluation Designs, cont.		
T. 11/08	Evaluation Designs, cont.		
TR. 11/10	TBA		
T. 11/15	Cost-Effectiveness & Economic Evaluations		
TR.	<b>QUIZ</b>		



11/17			
T. 11/22	Assessing Resources & Developing a Budget <ul style="list-style-type: none"><li>• <b>Worksheet #6</b></li></ul>	<ul style="list-style-type: none"><li>• PIEHPP (Ch10)</li><li>• EHPP (p31-32)</li><li>• EHPP (p65-67)</li></ul>	
TR. 11/24	<b>Happy Thanksgiving</b>	<b>No Class</b>	
T. 11/29	Pragmatic Issues	<ul style="list-style-type: none"><li>• PIEHPP (Ch12, p325-331)</li><li>• EHPP (71-85)</li></ul>	<b>Program Proposal</b>
DECEMBER 2011			
TR. 12/01	Pragmatic Issues, cont.		
T. 12/06	<b>QUIZ</b>		<b>Peer Evaluation</b>