HSC 4694/6695: Worksite Health Promotion
University of Florida, Department of Health Education & Behavior

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Phone: TBD
Fax: 352-392-1909
Email: Please use Inbox tool on Canvas course website

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Course Logistics: Spring 2018, 3 credit hours
Class Meeting Logistics: MWF, 5th Period (11:45am – 12:35pm), FLG 245
Office Hours: Wednesdays 1:30 – 4:30pm and by appointment

Emails & Course Correspondence
• All course inquiries should be emailed via Inbox tool on the HSC4694/6695 Canvas Course Website.
• Email inquiries received Mondays through Fridays will usually receive a reply with 24 hours of receipt; however, if you have not received a reply within 48 hours, please resend your inquiry.
  • Emails sent after 4:00pm on Fridays and/or during the weekends will be replied to the following Monday.
• Please refer to “Email Correspondence” section of this syllabus for more information.

Course Catalog 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.
Prerequisites: HEB major, Junior or Senior Standing, and HSC 3032 with a minimum grade of C.

REQUIRED Course Textbook
Authors: Pronk and ACSM

Other readings assigned for class will be provided in class and through Canvas.

Learning Outcomes / Course Objectives
1. By the end of this course, Worksite Health Promotion, you will be able to:
2. Explain why the worksite is an appropriate delivery point for health promotion programs.
3. Determine what activities/programs are appropriate based upon a needs assessment and identify appropriate personnel to deliver the activities.
4. Develop a mission statement, goals, and objectives for a prototype worksite health promotion program.
5. Identify effective methods of identifying and/or developing appropriate health promotion materials or activities.
6. Create a plan for the evaluation of a prototype health promotion program.
7. Analyze current case studies within worksite health promotion.
8. Interpret information presented in peer-reviewed publications for use in health promotion program planning, implementing, and evaluation.

**What You Can Do To Be Successful in HSC 4694/6695**

1. By understanding and performing the following actions:
2. Be present at all class meetings. In order to contribute to the overall productivity of the class, it is to your advantage to be here. Please inform me of any scheduling conflicts PRIOR to the beginning of class.
3. Take ownership of your education and learning experience.
4. Be an active participant in class discussions and activities.
5. Complete any readings PRIOR to coming to class. As we engage in class discussions, you should be familiar with the material so that you may contribute to discussions.
6. Inform me whenever there is a problem related to the class, whenever you feel the need to clarify questions, or whenever you desire to further explore the topics of particular interest.
7. Respect the viewpoints and contributions of your instructor and fellow classmates.

**Course and Instructional Format**

Individuals learn in unique ways; therefore, a variety of learning modalities (lecture, participation activities, application assignments, and class discussions) are offered and encouraged. This course will also utilize in-class & out-of-class learning activities. Your CANVAS account (elearning.ufl.edu) will be utilized for accessing specified course materials.

**Course Requirements, Accessibility**

Access to University of Florida’s E-Learning System, CANVAS: elearning.ufl.edu. (Internet connection DSL, LAN, or cable connection desirable). Faulty Internet Connections WILL NOT be accepted as an excusable reason for any missed assignments, activities, quizzes, and/or exams.

**Course Announcements**

It is your responsibility to regularly check Course Announcements posted on the Canvas course website.

**Course Requirements, Evaluation and Grading**

The grade for this course will be based upon the following:

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Point Value</th>
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<tbody>
<tr>
<td>Syllabus Quiz</td>
<td>10 points</td>
</tr>
<tr>
<td>In &amp; Out of Class Activities, Assignments, and Quizzes</td>
<td>140 points</td>
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<tr>
<td>Reading Assignment and Presentation</td>
<td>50 points</td>
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<tr>
<td>Exam 1</td>
<td>100 points</td>
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<tr>
<td>Exam 2</td>
<td>100 points</td>
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<td><strong>400 total points for UNDERGRADS</strong></td>
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<tr>
<td>Interview with Worksite Health Promotion Program Coordinator</td>
<td>100 points</td>
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<tr>
<td>Research Paper &amp; Presentation on Chosen Topic Within WHP</td>
<td>100 points</td>
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<td><strong>600 total points for GRADS</strong></td>
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Grading Scale

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>100.0 – 95.0</td>
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<tr>
<td>A-</td>
<td>94.99 – 90.0</td>
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<tr>
<td>B+</td>
<td>89.99 – 87.0</td>
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<tr>
<td>B</td>
<td>86.99 – 83.0</td>
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<tr>
<td>B-</td>
<td>82.99 – 80.0</td>
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<tr>
<td>C+</td>
<td>79.99 – 77.0</td>
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<td>C</td>
<td>76.99 – 73.0</td>
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<tr>
<td>C-</td>
<td>72.99 – 70.0</td>
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<tr>
<td>D+</td>
<td>69.99 – 67.0</td>
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<td>D</td>
<td>66.99 – 63.0</td>
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<tr>
<td>D-</td>
<td>62.99 – 60.0</td>
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<tr>
<td>E</td>
<td>59.99 – 0.0</td>
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</tbody>
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All grading concerns for any assignment, activity, or exam must be discussed during office hours within 10 days of receiving the grade for any given assignment.

Please note: Students who have a very low grade but do not drop/withdraw from this course nor explain his/her situation to the instructor on or before Friday, 4/6/16 will be given an “E” (Failing grade), NOT an “I” (Incomplete grade). Please understand that 89.99% equals a “B+” semester grade. I do not give extra credit assignments, extra points, nor fractions of extra points.

Descriptions of Course Requirements

• **Syllabus Quiz** (10 points)
The course syllabus is considered THE mutual agreement between me (the course instructor) and you (the student). The Syllabus Quiz is to ensure that you fully understand the assignment expectations of this course as well as this course’s policies and procedures.

• **In & Out of Class Activities and Assignments** (140 points)
There will be various in-class & out-of-class activities required for this course. These activities will supplement information discussed in assigned readings, possible video viewings, and during class lectures. They are designed to apply and/or reinforce skills learned in class for understanding the field of health education and promotion.
  - In-class activities will NOT be announced in advance, NOR can they be made up. If you are late to class and an activity has already been completed, you will not have the opportunity to make it up.

• **Article Application/Presentations** (50 points)
Each student will be responsible for providing an overview an assigned reading and discussion questions (2-3) for the class based on your reading. You will also submit three test questions about your reading (format can be T/F, multiple choice or matching). Readings and presentations, along with details about the assignment, will be assigned the third week of class. Presentations should be about 10-15 minutes long followed by about 10 minutes of discussion with the group.

• **Exams** (2 Exams @ 100 points each = 200 points)
There will be 2 exams for this class. Material presented on each exam is articulated to assess your comprehension as well as applicability of information learned. Exams will consist of questions using various formats such as: multiple choice, true/false, matching, short answer, and essay.
GRADUATE STUDENTS ASSIGNMENTS

- **Interview with Worksite Health Promotion Program Director** (100 points)
The purpose of the interview is to provide the student a practical view of the types of employment available in both the private and public sector in worksite wellness, to introduce organizational health professionals and business executives responsible for implementing worksite health promotion programs within their organization, and to examine the models for planning, implementing, and evaluating health promotion programs in a variety of worksite settings. Students may not begin this assignment until approval has been granted by the instructor. Each student will select an existing worksite health promotion program and interview its program director. Students may not interview a person and/or organization already selected by another student. More details about this project will be discussed in class.

- **Research Paper & Presentation on Chosen Topic within WHP** (100 points)
Each graduate student will complete a research paper related to a chosen topic related to WHP. Details of this assignment will be discussed in class. Submit your final paper via Canvas by Wednesday, April 11.

**Other Policies and Procedures Attendance/Participation**
- Although attendance is not required, it is the first recommendation for successful completion of this course and the means to receive optimal benefit for your time and money. Please remember, there are no make-ups for missed in-class activities regardless of the reason it was missed.
- All students will be held accountable for any information presented in class discussions, lectures, assignments and/or readings, whether they are present or not. If you need to be absent from class, it is your responsibility to first check with your class peer about information and/or assignments discussed. If more information is needed about what was missed, please discuss them with me during the next available office hours. Emails concerning missed information/assignments will not be responded to.
- Please note, disruptive behavior WILL NOT be tolerated. A 5-point deduction WILL occur for EACH occurrence of disruptive behavior AND you will be dismissed from class for that day. This includes (but is not limited to) the use of mobile phones during class, having outside, non-lesson related conversations when I or other classmates are speaking, and any other unprofessional behaviors and/or remarks.
- Your work is expected to be on time. Some of the “deadlines” are self-imposed and will be determined by the specific assignment.
- If an emergency arises which causes you to miss an assignment deadline or an exam, it is your responsibility to contact the instructor within 24 hours and provide formal documentation via fax or email within 72 hours so that your starting value(s) will not be affected.
- Among the reasons absences are considered excised by the university are the following: i. Participation in an activity appearing on the University authorized list. ii. Death or major illness in a student’s immediate family iii. Illness of a dependent family member iv. Participation in legal proceedings or administrative procedure that require a student’s presence v. Religious holy day
- This “Policy” does not include “In-Class Activities.” As stated previously, in-class activities may NOT be announced in advance, NOR can they be made up. If you are late to class and an activity has already been completed, you will not have the opportunity to make it up.
- You are responsible for binding all papers. Any work submitted in class unbound (i.e. with corners pinched together) WILL NOT be accepted. Approach these assignments as if you are working for a professional health organization. Work will be critiqued as such.

**Academic Integrity**
- Each student is expected to make an honest effort in this class and to be scrupulous in maintaining academic integrity. Cheating and plagiarism will not be tolerated, and college guidelines on academic misconduct will be enforced.
- By formally registering for coursework at the University of Florida, you agreed to abide by the following statements from the University:
As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity. “ You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit 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." It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. To avoid misunderstandings on both our parts, please refer to the University of Florida Student Honor Code located at http://www.dso.ufl.edu/SCCR/honorcodes/honorcode.php.

Email Correspondence

Please utilize proper etiquette when sending emails. This includes an appropriate “Subject” heading, proper greeting/salutation, grammatically correct message body, and proper closure.

Americans with Disabilities 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 documented disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you registered through the Disabilities Resource Program in the Dean of Students Office at 352-392-1261, or www.dso.ufl.edu/drc and you need specific accommodations for the course, I will gladly provide those accommodations.

• Any student who requires accommodations to complete the requirements and expectations of this course due to documented disability is encouraged to make his/her needs known to the instructor and to UF’s Disabilities Resource Program ON or BEFORE Friday, January 19, 2018.

TENTATIVE COURSE SCHEDULE

PLEASE NOTE: Schedule and procedures in this course are subject to change in the event of extenuating circumstances. Please complete the reading assignments prior to each class meeting. Make it easier on yourself…keep up!

Week of Jan 8:
• Course Orientation – Review of class policies and procedures
• READINGS: Chapter 2 & 3; Health and Economic Implications of Worksite Wellness Programs (link included in lecture presentation)
• Introduction to worksite health promotion

Week of Jan 15:
• READINGS: Ch. 24
• Monday, Jan 15: no class
• Making the case for worksite health promotion
• The 7 Benchmarks for Worksite Health Promotion

Week of Jan 22:
• Special Topic: Worklife Balance/Integration/Fit
• Presentation Assignments & Discussion of Article Presentations on Wednesday
• Friday, Guest Speaker: Satchel Raye, Owner of Satchel’s Pizza, Wellness in Small Business
Week of Jan 29:
- READINGS: Ch. 22, 23 & 26
- Theories of Health Behavior in WHP
- Capturing Senior Level Support & Developing a Wellness Team

Week of Feb 5:
- READINGS: Ch. 16, 17 & 18
- Needs Assessments
- Wednesday, Article Presentations: Supportive Environments in WHP; Organizational Health Promotion
- Friday, Guest Speaker: Carly Gourley, Assistant Wellness Coordinator, City of Gainesville

Week of Feb 12:
- READINGS: Chapter 34
- Wednesday, Article Presentations: Workplace Wellness Champions
- Organizational aspects, vision, mission, values
- Visit these websites identified in our Canvas discussion “Seeking Out Worksite Health Promotion Programs” and Supplemental Material “Websites related to WHP” for program examples

Week of Feb 19:
- READINGS: Ch. 5, 9 & 12
- Developing goals and objectives
- Strategies to meet objectives and reach goals
- Program evaluation

Week of Feb 26:
- Wednesday, Article Presentations: Perceived Workplace Health Support and Productivity; Global Perspective on Health and Productivity
- Program planning to meet goals and objectives – who, what, when, where
- Choosing Appropriate Interventions & Operating Plan

Week of Mar 5:
- Spring Break

Week of Mar 12:
- Wed, March 14, Exam 1
- Staffing the program, job descriptions
- Ethics and Professional Development

Week of Mar 19:
- READINGS: Ch. 6
- Wednesday Article Presentations: Worksite Health Protection and Promotion; Promoting Health in Small and Medium Enterprises
- Risk management, legal liability and HIPAA
Week of Mar 26:
- READINGS: Supplemental Material, *The Wellness Budget*
- Principles of budgeting
- Wednesday Article Presentations: *Proactive Health Consumerism; The Effects of Nature Contact at Work on Employee Stress and Health*

Week of Apr 2:
- Monday Graduate Student Interview Presentations
- Marketing, branding and incentives
- Special Topic: Work Breaks for Employee Health Promotion

Week of Apr 9:
- READINGS: Ch. 28
- Program Promotion and Incentives
- Wednesday Article Presentations: *Impact of Financial Incentives on Behavior Change and Risk Reduction; The Sedentary Office*
- Graduate Student Research Papers Due by Wednesday, April 11, by 11:59pm (submit via Canvas)
- Special Topic: Ergonomics

Week of Apr 16:
- Graduate Student Research Presentations
- Wednesday Article Presentations: *Thriving at Work; Happiness in the Workplace*
- Case Studies

Week of Apr 23:
- Course Wrap-Up & Review for Exam 2
- Wednesday, April 25 Exam 2
- Course evaluation: please complete on-line. Thank you and enjoy your summer break!