
HSC 6712 X.31246

EVALUATING HEALTH EDUCATION PROGRAMS

DEPARTMENT OF HEALTH EDUCATION AND BEHAVIOR, UNIVERSITY OF FLORIDA

SPRING 2025

Instructor: Monica C. Webb, PhD, MPH, CHES Class Time: Online

Email: webbm@ufl.edu

Office Hours: M-F 8-5; by appointment

Due to the nature of online coursework and varying time zones, accommodations are gladly provided to meet your needs.

Please reach out to schedule evening and weekend meetings.

*****Please use e-mail (webbm@ufl.edu) for questions concerning this course*****

Do not use the email function within Canvas. Using UFL email will ensure I see your message in a timely manner

COURSE DESCRIPTION & OBJECTIVES

This course examines the principles of effective health education/promotion program evaluation, including formative and summative best-practice methods. Upon completion of this course, students will be able to:

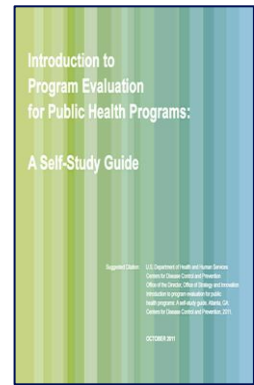
1. Describe the purpose, types, levels, and stages of evaluation.
2. Develop a logic model that can be used to inform evaluation questions and design.
3. Examine the strengths and weaknesses of experimental, quasi-experimental, and observational evaluation designs.
4. Apply quantitative and qualitative evaluation methods appropriately in the different stages of evaluation.
5. Define indicators and assess data sources for answering evaluation questions.
6. Compare the strengths and weakness of various measurement methods.
7. Explain the concepts and types of validity and reliability.
8. Apply the principles of conducting an evaluability assessment.
9. Assess an evaluation study and identify its limitations.
10. Create an evaluation plan for a health education or health promotion program using the CDC Framework for Program Evaluation.

COURSE MATERIALS

Required:

U.S. Department of Health and Human Services Centers for Disease Control and Prevention. Office of the Director, Office of Strategy and Innovation. *Introduction to program evaluation for public health programs: A self-study guide*. Atlanta, GA: Centers for Disease Control and Prevention, 2011. Available at:

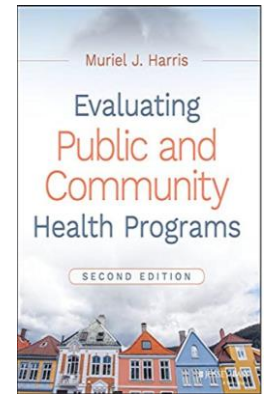
<https://www.cdc.gov/eval/guide/CDCEvalManual.pdf>



Additional required readings posted under the weekly modules on Canvas.

Recommended:

Harris, M. J. (2016). *Evaluating public and community health programs (2nd Ed)*. Hoboken, NJ: John Wiley & Sons. ISBN: 9781119151050 (print); 9781119151081 (eText)



American Psychological Association (2020). *Publication manual of the American Psychological Association: The official guide to APA style (7th ed)*. American Psychological Association. <https://doi.org/10.1037/0000165-000>

COURSE EVALUATION

Quizzes (8 @ 10 pts each)	80 points
Course activities (7 @ 10 pts each)	70 points
Evaluation Proposal Project (all 4 components)	250 points
Final Exam	100 points

Total: 500 points

COURSE GRADING SCALE

Grade	Percentage	Points
A	93% - 100%	465 - 500
A-	90% - 92%	450 - 464
B+	88% - 89%	440 - 449
B	83% - 87%	415 - 439
B-	80% - 82%	400 - 414
C+	78% - 79%	390 - 399
C	73% - 77%	365 - 389
C-	70% - 72%	350 - 364
D+	68% - 69%	340 - 349
D	63% - 67%	315 - 339
D-	60% - 62%	300 - 314
E	59% and below	0 - 299

Note: Your grade is based on the evaluative components of this course. No extra credit opportunities will be provided.

CLASS FORMAT

This section is scheduled as an asynchronous online course. Our section will not meet via regularly scheduled times and it is your responsibility to view the recorded lectures, meet in groups to complete the project and complete course assignments by the deadline.

You can view/download class lectures, readings, and assignments from the Canvas website through the UF e-Learning dashboard. Attendance and engagement is essential for synthesis and comprehension. I encourage you to report all problems with Canvas directly to e-Learning Support Services (352-392-4357 or <https://helpdesk.ufl.edu/>). NOTE: *A faulty internet connection IS NOT an excusable reason for any missed assignments, activities, and/or quizzes/exams.*

A virtual learning environment can present significant challenges; particularly to individuals who are not 'self-starters' or those who do not possess advanced writing skills. Procrastination often results in low quality performance and will be reflected in student grades. This course is not self-paced. You are expected to adhere to the course schedule and engage in zoom meetings. Assignments are due on the date and time specified on Canvas. I generally respond to all e-mails within 48 hours. Anytime you have a question or problem, email me immediately.

ATTENDANCE/ENGAGEMENT

Although online courses offer students the option of doing their work in isolation, participation is still a critical components. Attendance will be recorded by tracking your progress through the course via meeting deadlines, time spent viewing lectures and module materials, etc. Inactivity in the course site is evidenced by Canvas' tracking statistics. You will find you learn from this class in direct proportion to your contributions. You are responsible for participating regularly and attending the asynchronous sessions.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. [Click here to read the university attendance policies](#). Acceptable absences with documentation include illness, serious family emergencies, special curricular requirements, military obligation, severe weather conditions, religious holidays, court-imposed legal obligations, and participation in official University activities.

COURSE ASSIGNMENTS

This course requires the completion of a major course project as well as various engagement opportunities and evaluative components. Upon successful completion of the course you will meet the following learning outcomes:

- Plan, implement, and conduct evaluation and research related to health education/promotion. (SLO3)
- Administer and manage health education/promotion programs. (SLO4)
- Serve as a health education/promotion resource person. (SLO5)

Below you will find a description of each evaluative component. Additional information, resources and rubrics can be found on Canvas. All assignments are to follow APA 7th edition formatting guidelines. Keep in mind points will be deducted if the assignment does not follow the formatting completely.

Quizzes (8 @ 10 pts = 80 points)

Eight quizzes will be provided throughout the semester assessing course content. Questions will draw from lectures, course readings, and other module materials. Each quiz will be composed of 10 multiple-choice questions.

Course activities and engagement (7 @ 10 pts = 70 points)

Various activities will be provided throughout the semester. These opportunities will involve engagement in three stakeholder meetings and participation in reflective activities. The stakeholder meetings will require your group to meet with an individual from the program you are evaluating. For the sake of consistency, to improve course timelines, and increase efficiency, your group will be selecting a GatorWell program as the focus of your evaluation proposal.

Evaluation Proposal Project (250 points total)

Students will develop teams of 3-4 students and learn about a college health initiative, assess the program's evaluability, create a comprehensive evaluation design, test the feasibility of that design, and develop a final proposal complete with evaluation methodology and dissemination plans. This project will be completed in four phases over the course of the semester, providing multiple opportunities for feedback before the final project is due. By working together in small groups, students will develop a program evaluation proposal addressing college student wellbeing. Additional information regarding project components, resources, and rubrics can be found on Canvas.

Final Exam (100 points)

The final exam will be composed of 50 multiple choice questions from prior quizzes. The cumulative content will cover the scope of the semester. A topical outline will be provided to support study efforts. The exam will be timed, closed notes, and one attempt will be allowed.

LEARNING BARRIERS

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. [Click here to get started with the Disability Resource Center \(https://disability.ufl.edu/students/get-started/\)](https://disability.ufl.edu/students/get-started/). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

RESPECTFUL ENVIRONMENT

Each of you has a heritage, history, and variety of experiences that influence how you see the world. We tend to attach labels, develop values, and express attitudes based on this diversity. It is this diversity, however, that makes us each unique and important. In this course, we will attempt to minimize barriers of sensitive topics and maximize a trusting environment.

People learn best when they are encouraged to ask questions and express their diverse opinions on course content which may include images, texts, data, or theories from many fields. This is especially true in courses that deal with provocative or contemporary issues. UF offers many such courses, in which students encounter concepts of race, color, sex, and/or national origin. We teach these important issues because understanding them is essential for anyone who seeks to make economic, cultural, and societal contributions to today's complex world. With this in mind, we do not limit access to, or classroom discussion of, ideas and opinions-

including those that some may find uncomfortable, unwelcome, disagreeable, or even offensive. In response to challenging material, students and instructors are encouraged to ask honest questions and thoughtfully engage one another's ideas. But hostility, disruptive and disrespectful behavior, and provocation for provocation's sake have no place in a classroom; reasonable people disagree reasonably. These guidelines can help instructors and students as they work together to fulfill the mission of the University of Florida, which includes the exploration of intellectual boundaries, the creation of new knowledge and the pursuit of new ideas.

ACADEMIC INTEGRITY

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 honor 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 Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [Click here to read the Honor Code \(https://sccr.dso.ufl.edu/process/student-conduct-code/\)](https://sccr.dso.ufl.edu/process/student-conduct-code/). 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 me.

OFFICE HOURS

Please feel free to see me if you have questions or concerns throughout the semester. I am in the GatorWell office, Monday thru Friday, 8 am to 5 pm. I am available to meet on an appointment basis. I am happy to work with your schedule (including evenings) and ask you **provide advance notice for optimal scheduling**.

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/>.

Evaluation period: April 13 – April 26

CAMPUS RESOURCES

Health and Wellness

- **CARE:** If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- **Counseling and Wellness Center:** [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- **GatorWell Health Promotion Services:** For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

- **Student Health Care Center:** Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).
- **University Police Department:** [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- **UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#)

Academic Resources

- **E-learning technical support:** Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- **Career Connections Center:** Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- **Library Support:** Various ways to receive assistance with respect to using the libraries or finding resources.
- **Teaching Center:** Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- **Writing Studio:** 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- **Student Complaints On-Campus:** [Visit the Student Honor Code and Student Conduct Code webpage for more information](#).
- **On-Line Students Complaints:** [View the Distance Learning Student Complaint Process](#).

Tentative Course Outline and Schedule

**Due dates noted. All Assignments due by 10 pm EST to support student sleep.*

Week	Dates	Module	Content	Assignments Due
1	1/13-1/19	1	<ul style="list-style-type: none"> Course Orientation Project Materials 	<ul style="list-style-type: none"> Activity #1: Introductions and Academic Integrity: 1/21 Review all project materials
	1/20		<i>Martin Luther King Jr. Day – No Classes</i>	
2	1/21-1/26	2	<ul style="list-style-type: none"> Intro to Program Evaluation 	<ul style="list-style-type: none"> Select groups for project 1/21-1/24
3	1/27-2/2	3	<ul style="list-style-type: none"> Health Misinformation & Credible Justifications 	<ul style="list-style-type: none"> Activity #2: Schedule stakeholder meeting #1 by 1/30 to meet 2/3-2/7 Quiz #1: 1/31
4	2/3-2/9	4	<ul style="list-style-type: none"> Step 1 - Engaging Stakeholders 	<ul style="list-style-type: none"> Quiz #2: 2/7
5	2/10-2/16	5	<ul style="list-style-type: none"> Step 2 - Describe the program 	<ul style="list-style-type: none"> Activity #3: Misinformation activity by 2/14
6	2/17-2/23	6	<ul style="list-style-type: none"> Step 3 - Focus your Evaluation 	<ul style="list-style-type: none"> Quiz #3: 2/21 Project Component #1: 2/21
7	2/24-3/2	7	<ul style="list-style-type: none"> Outcome Evaluation Designs 	<ul style="list-style-type: none"> Activity #4: Discussion Board by 2/28
8	3/3-3/9	8	<ul style="list-style-type: none"> Step 4 - Gathering Credible Evidence 	<ul style="list-style-type: none"> Activity #5: schedule stakeholder meeting #2 by 2/28 to meet 3/3-3/7 Quiz #4: 3/7
9	3/10-3/16	9	<ul style="list-style-type: none"> Quantitative Methods 	
	3/15-3/23		<i>Spring Break</i>	
10	3/24-3/30	10	<ul style="list-style-type: none"> Qualitative Methods 	<ul style="list-style-type: none"> Project Component #2: 3/28 Quiz #5: 3/28
11	3/31-4/6	11	<ul style="list-style-type: none"> Evaluation Implementation Practices 	<ul style="list-style-type: none"> Quiz #6: 4/4
12	4/7-4/13	12	<ul style="list-style-type: none"> Analysis Best Practices 	<ul style="list-style-type: none"> Quiz #7: 4/11 Project Component #3: 4/11
13	4/14-4/20	13	<ul style="list-style-type: none"> Step 5 - Justify Conclusions Step 6 - Evaluation Findings & Reporting 	<ul style="list-style-type: none"> Quiz #8: 4/18 Activity #6: 4/18
14	4/21-4/23		<ul style="list-style-type: none"> Work on component #4 Prepare for final exam 	<ul style="list-style-type: none"> Activity #7: 4/21
15	4/24-4/25		Reading Days	<ul style="list-style-type: none"> Project Component #4 (all parts): 4/24
16	4/26-5/2		<ul style="list-style-type: none"> Final Exam open 4/26 thru 5/2 	
	5/6		Final Grades Reported	

NCHEC Areas of Responsibility, Competencies and Sub-Competencies

This course will help prepare you to pass the examination to become a Certified Health Education Specialist (CHES). Your coursework not only gives you the knowledge you need but also skills which you will use as a health educator. Evidence of these skills includes course discussions, projects, and activities that directly apply to the Eight Areas of Responsibility critical to the public health education profession. Italicized sub-competencies are advanced-level.

Area I: Assessment of Needs and Capacity	
1.1	Plan assessment.
1.1.3	Identify existing and available resources, policies, programs, practices, and interventions.
1.1.4	Examine the factors and determinants that influence the assessment process.
1.1.5	Recruit and/or engage priority population(s), partners, and stakeholders to participate throughout all steps in the assessment, planning, implementation, and evaluation processes.
1.2	Obtain primary data, secondary data, and other evidence-informed sources.
1.2.1	Identify primary data, secondary data, and evidence-informed resources.
1.2.4	Procure secondary data.
1.2.5	Determine the validity and reliability of the secondary data.
1.2.6	Identify data gaps.
1.2.7	Determine primary data collection needs, instruments, methods, and procedures.
1.2.9	<i>Develop a data analysis plan.</i>
Area II: Planning	
2.4	Develop plans and materials for implementation and evaluations.
2.4.4	<i>Plan for evaluation and dissemination of results.</i>
2.4.5	<i>Plan for sustainability.</i>
Area IV: Evaluation and Research	
4.1	Design process, impact, and outcome evaluation of the intervention.
4.1.1	<i>Align the evaluation plan with the intervention goals and objectives.</i>
4.1.2	Comply with institutional requirements for evaluation.
4.1.3	<i>Use a logic model and/or theory for evaluations.</i>
4.1.4	<i>Assess capacity to conduct evaluation.</i>
4.1.5	<i>Select an evaluation design model and the types of data to be collected.</i>
4.1.6	<i>Develop a sampling plan and procedures for data collection, management, and security.</i>
4.1.7	<i>Select quantitative and qualitative tools consistent with assumptions and data requirements.</i>
4.1.8	Adopt or modify existing instruments for collecting data.
4.1.9	<i>Develop instruments for collecting data.</i>
4.1.10	<i>Implement a pilot test to refine data collection instruments and procedures.</i>
4.3	Manage the collection and analysis of evaluation and/or research data using appropriate technology.

4.3.5	Prepare data for analysis.
4.3.6	<i>Analyze data.</i>
4.4	Interpret data.
4.4.1	<i>Explain how findings address the questions and/or hypotheses.</i>
4.4.2	<i>Compare findings to other evaluations or studies.</i>
4.4.3	Identify limitations and delimitations of findings.
4.4.4	<i>Draw conclusions based on findings.</i>
4.4.5	<i>Identify implications for practice.</i>
4.4.6	<i>Synthesize findings.</i>
4.4.7	<i>Develop recommendations based on findings.</i>
4.4.8	<i>Evaluate feasibility of implementing recommendations.</i>
4.5	Use findings.
4.5.1	<i>Communicate findings by preparing reports, and presentations, and by other means.</i>
4.5.2	<i>Disseminate findings.</i>
4.5.3	<i>Identify recommendations for quality improvement.</i>
4.5.4	<i>Translate findings into practice and interventions.</i>