
HSC 6318 X.11898

PLANNING HEALTH EDUCATION PROGRAMS

DEPARTMENT OF HEALTH EDUCATION AND BEHAVIOR, UNIVERSITY OF FLORIDA

SPRING 2026

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Office Hours: M 11-1; 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.

COURSE DESCRIPTION & OBJECTIVES

This course examines the principles of planning effective health education/promotion programs, including the implementation of sound prevention and health promotion strategies. Upon completion of this course, students will be able to:

1. Explain the significance of a comprehensive, systematic approach to planning health education/promotion and behavior programs.
2. Describe the basic steps of any health education/promotion program planning model.
3. Illustrate an understanding of the PRECEDE-PROCEED framework, as a comprehensive planning model.
4. Demonstrate how to incorporate health behavior theory into the planning process.
5. Apply a systematic, planning framework to plan an effective and feasible health education/promotion program.

COURSE MATERIALS

Required: readings posted under the weekly modules on Canvas

Recommended:

- Fertman, C.I. & Grim, M.L. (2022). *Health promotion programs: From theory to practice* (3rd ed.). San Francisco, CA: Jossey-Bass.
- McKenzie, J.F., Neiger, B.L., & Thackeray, R. (2017). *Planning, implementing, & evaluating health promotion programs: A primer* (7th ed.). Glenview, IL: Pearson.
- 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

Course activities (5 @ 14 pts each)	70 points
Quizzes (4 @ 20 pts each)	80 points
Program Planning Project (all 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 component. 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:

- Assess needs, assets and capacity for health education/promotion. (SLO2)
- Plan, implement, and conduct evaluation and research related to health education/promotion. (SLO3)
- Administer and manage health education/promotion programs. (SLO4)
- Communicate and advocate for health and health education and health promotion. (SLO6)

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.

Course activities (5 @ 14 pts = 70 points total)

Various activities will be provided throughout the semester. These opportunities may involve use of AI, self-reflection, critical thinking, and metacognition. The purpose of these activities is to apply the content learned in the course via skill development and application.

Quizzes (4 @ 20 pts = 80 points total)

Four 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 20 multiple-choice questions.

Program Planning Project (250 points total)

The Program Planning Project will be composed of various shorter assignments following the Precede-Proceed Model. By working together in small groups, students will develop a program 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 50 multiple choice questions. The cumulative content will cover the scope of the semester.

AI COURSE POLICY

Generative AI can assist with brainstorming, outlining, or editing; ***prompts and AI output must be submitted and cited***. Specific coursework may require AI use. For more information on APA style citation of AI, including example citations, visit: <https://apastyle.apa.org/blog/cite-generative-ai-references>

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 available to meet during my office hours listed above or 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/>.

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	Activities Due
1	1/12-1/18	1	<ul style="list-style-type: none"> Introduction to Planning Introduction to Group Project Planning for Course Success with AI 	
	1/19		Martin Luther King Jr. Day – No Classes	
2	1/20-1/25	2	<ul style="list-style-type: none"> Introduction to Evaluation Planning Models: Focusing on Precede-Proceed Model (PPM) 	<ul style="list-style-type: none"> Activity 1: AI Personal Learning Plan due 1/25
3	1/26-2/1	3	<ul style="list-style-type: none"> Preplanning & Project Management PPM Phase 1: Social Diagnosis 	<ul style="list-style-type: none"> Group selection due 1/26 Activity 2: Role of AI in Enhancing Health Programs due 2/1
4	2/2-2/8	4	<ul style="list-style-type: none"> Health Disparities in Program Planning 	<ul style="list-style-type: none"> Activity 3: Schedule stakeholder meeting #1 by 2/6 to meet 2/9-2/13
5	2/9-2/15	5	<ul style="list-style-type: none"> Applying Theory in Program Planning PPM Phase 2: Epidemiological Diagnosis 	<ul style="list-style-type: none"> Quiz 1 (Modules 1-4) due 2/15
6	2/16-2/22	6	<ul style="list-style-type: none"> PPM Phase 3: Educational/Ecological Diagnosis 	<ul style="list-style-type: none"> Activity 4: Disparities in Planning due 2/22
7	2/23-3/1	7	<ul style="list-style-type: none"> Community Organizing Advocacy and Coalition Building 	<ul style="list-style-type: none"> Project Component 1 due 3/1
8	3/2-3/8	8	<ul style="list-style-type: none"> Goals and Objectives 	<ul style="list-style-type: none"> Quiz 2 (Modules 5-7) due 3/8
9	3/9-3/13	9	<ul style="list-style-type: none"> PPM Phase 4: Intervention Strategies & Activities 	
	3/14-3/22		<i>Spring Break</i>	
10	3/23-3/29	10	<ul style="list-style-type: none"> Models for Program Planning Part 2 	<ul style="list-style-type: none"> Project Component 2 due 3/29
11	3/30-4/5	11	<ul style="list-style-type: none"> Evaluation & Measurement 	<ul style="list-style-type: none"> Quiz 3 (Modules 8-10) due 4/5 Activity 5: Schedule stakeholder meeting #2 by 4/3 to meet 4/6-4/10
12	4/6-4/12	12	<ul style="list-style-type: none"> Implementation & Sustainability 	<ul style="list-style-type: none"> Project Component 3 due 4/12
13	4/13-4/19		<ul style="list-style-type: none"> Develop implementation plan, evaluation plan, and budget 	<ul style="list-style-type: none"> Quiz 4 (Modules 11-12) due 4/19
14	4/20-4/22		<ul style="list-style-type: none"> Course wrap-up 	<ul style="list-style-type: none"> Project Component 4 due 4/22
15	4/23-4/24		<ul style="list-style-type: none"> Reading Days 	<ul style="list-style-type: none"> Prepare for final exam
16	4/25-4/30		Final Exam open 4/25 thru 4/30	
	5/1		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.
1.1.1	Define the purpose and scope of the assessment.
1.1.2	Identify priority population(s).
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.
1.2.3	Conduct a literature review.
1.2.6	Identify data gaps.
1.2.7	Determine primary data collection needs, instruments, methods, and procedures.
1.3	Analyze the data to determine the health of the priority population(s) and the factors that influence health.
1.3.1	Determine the health status of the priority population(s).
1.3.2	Determine the knowledge, attitudes, beliefs, skills, and behaviors that impact the health and health literacy of the priority population(s).
1.3.3	Identify the social, cultural, economic, political, and environmental factors that impact the health and/or learning processes of the priority population(s).
1.3.4	Assess existing and available resources, policies, programs, practices, and interventions.
1.3.5	Determine the capacity (available resources, policies, programs, practices, and interventions) to improve and/or maintain health.
1.3.6	List the needs of the priority population(s).
1.4	Synthesize assessment findings to inform the planning process.
1.4.1	<i>Compare findings to norms, existing data, and other information.</i>
1.4.2	Prioritize health education and promotion needs.
1.4.3	Summarize the capacity of priority population(s) to meet the needs of the priority population(s).
1.4.4	Develop recommendations based on findings.
Area II: Planning	

2.1	Engage priority populations, partners, and stakeholders for participation in the planning process.
2.1.1	Convene priority populations, partners, and stakeholders.
2.1.2	Facilitate collaborative efforts among priority populations, partners, and stakeholders.
2.1.3	Establish the rationale for the intervention.
2.2	Define desired outcomes.
2.2.1	Identify desired outcomes using the needs and capacity assessment.
2.2.2	Elicit input from priority populations, partners, and stakeholders regarding desired outcomes.
2.2.3	Develop vision, mission, and goal statements for the intervention(s).
2.2.4	Develop specific, measurable, achievable, realistic, and time-bound (SMART) objectives.
2.3	Determine health education and promotion interventions.
2.3.1	Select planning model(s) for health education and promotion.
2.3.2	<i>Create a logic model.</i>
2.3.3	<i>Assess the effectiveness and alignment of existing interventions to desired outcomes.</i>
2.3.4	Adopt, adapt, and/or develop tailored intervention(s) for priority population(s) to achieve desired outcomes.
2.3.5	<i>Plan for acquisition of required tools and resources.</i>
2.3.6	<i>Conduct a pilot test of intervention(s).</i>
2.3.7	<i>Revise intervention(s) based on pilot feedback.</i>
2.4	Develop plans and materials for implementation and evaluations.
2.4.1	<i>Develop an implementation plan inclusive of logic model, work plan, responsible parties, timeline, marketing, and communication.</i>
2.4.2	Develop materials needed for implementation.
2.4.3	Address factors that influence implementation.
2.4.4	<i>Plan for evaluation and dissemination of results.</i>
2.4.5	<i>Plan for sustainability.</i>
Area III: Implementation	
3.1	Coordinate the delivery of intervention(s) consistent with the implementation plan.
3.1.1	Secure implementation resources.
3.1.2	Arrange for implementation services.
3.1.3	Comply with contractual obligations.
3.1.4	<i>Establish training protocol.</i>
3.1.5	Train staff and volunteers to ensure fidelity.
Area VI: Communications	
6.1	Determine factors that affect communication with the identified audience(s).
6.1.1	Segment the audience(s) to be addressed, as needed.
6.2	Determine communication objective(s) for audience(s).

6.2.1	Describe the intended outcome of the communication (e.g., raise awareness, advocacy, behavioral change, and risk communication).
6.2.2	Write specific, measurable, achievable, realistic, and time-bound (SMART) communication objective(s).
6.2.3	Identify factors that facilitate and/or hinder the intended outcome of the communication.
Area VII: Leadership and Management	
7.1	Coordinate relationships with partners and stakeholders (e.g., individuals, teams, coalitions, and committees).
7.1.1	Identify potential partners and stakeholders.
7.2	Prepare others to provide health education and promotion.
7.2.1	Develop culturally responsive content.
Area VIII: Ethics and Professionalism	
8.1	Practice in accordance with established ethical principles.
8.1.1	Apply professional codes of ethics and ethical principles throughout assessment, planning, implementation, evaluation and research, communication, consulting, and advocacy processes.
8.1.3	Comply with legal standards and regulatory guidelines in assessment, planning, implementation, evaluation and research, advocacy, management, communication, and reporting processes.
8.1.5	Use evidence-informed theories, models, and strategies.
8.4	Promote the health education profession to stakeholders, the public, and others.
8.4.1	Explain the major responsibilities, contributions, and value of the health education specialist.