HSC 4713 (13570) ~ Spring 2022 ~ 3 credit hours

Planning, Implementing, and Evaluating Health Promotion Programs

Professor Information

Instructor Name & Title	Email & Canvas Contact	Office Phone & Online Office Hours
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Instructional Associate Professor	Canvas Inbox	Tuesdays, 3-6 p.m.; by appointment

General Course Information

Description & Prerequisites

HSC 4713 is a required course for Health Education and Behavior majors. The purpose of this three-credit course is to provide you with the necessary comprehensive background and application information needed to plan, implement, and evaluate health promotion programs in a variety of settings and populations. All HEB students must have completed HSC 3032 with a minimum grade of C before enrolling in HSC 4713.

Course Goals

The goal of HSC 4713 is for you to demonstrate a high-level understanding of the frameworks, principles, and strategies for planning, implementing, and evaluating health programs through assessments and activities designed to promote critical thinking needed for the development of an effective and feasible health education/health promotion program.

Instructional Materials & Methods

Required Text*

Planning, Implementing, & Evaluating Health Promotion Programs: A Primer by James F. McKenzie, Brad L. Neiger, & Rosemary Thackeray. **Seventh edition****. Pearson. **This textbook is one of the recommended readings for the CHES® exam. I chose this text for its value in studying for the CHES® exam. ** This course is aligned to this specific edition. If you choose to purchase / rent / study a previous (earlier) edition of the text, you do so at your own risk.*

Additional Resources

Supplemental readings and materials may be assigned throughout the course of the semester. These readings and materials will be made available within the Canvas course module for which they are assigned.

Instruction Methods & Class Format

This course is conducted fully online in an asynchronous format with pre-set weekly assignment deadlines. This means you will view module video lectures and complete weekly assignments on your own time and submit weekly assignments by a designated due date, as listed in the online Canvas course schedule summary. You should use your Canvas account to access course materials (http://elearning.ufl.edu/).

Learning Outcomes

Course Objectives

By the end of this course, you will be able to:

1. Identify the determinants of health outcomes and the ecological factors that influence behavior.
2. Identify components of several comprehensive planning models.
3. Assess components of a program rationale and identify areas for improvement.
4. Identify sources of data in conducting a needs assessment.
5. Demonstrate the steps in conducting a needs assessment.
6. Demonstrate how to incorporate health behavior theory into the planning process.
7. Construct realistic and measurable program goals and objectives.
8. Identify advantages and disadvantages of using multiple strategies for reaching and facilitating participation among priority populations.
9. Identify community and health education planning resources.
10. Explain the elements for marketing a health education/promotion plan.
11. Differentiate between the types of evaluation outcomes and evaluation methods and strategies and the ways to the evaluation.
12. Explain the importance and significance of using a comprehensive, systematic approach to planning, implementing, and evaluating health education and behavior programs.

Success Defined

Online learning can present significant challenges, particularly to individuals who are not self-starters or those who do not possess good time-management skills. Although the online classroom is available 24 hours a day, you should keep in mind this class is **not self-paced**. You are expected to adhere to the course calendar and timeline. For this reason, I highly recommend you **schedule specific times and days devoted to study hours for the course.**

I want to see you succeed! Here are some additional suggestions on what you can do to be successful in this course:

- Ensure you have reliable high-speed Internet access.
- Use a word processor when posting discussions and other assignments instead of typing them directly into the course website. This will enable you to save your work in case of any unexpected technical glitches. You also will be able to use the spelling and grammar checkers before you submit your work.
- Be an active participant in class discussions and activities. Take notes on each resource and refer to them when completing your assignments and discussions. This course is one of the foundational courses for your required internship in the Department of Health Education and Behavior. Your notes will be helpful not only in completing your assignments but also as you encounter these topics in the future.
- Keep up. Make a notation in your calendar of all assignment deadlines to be sure you don't overlook an assignment due date.
- Plan to spend at least five to seven hours a week on this course. Schedule specific times and days in your calendar to study.
- Check in to the course website at least two times a week to make sure you don't miss important announcements.
- Complete assigned textbook readings early and view lectures as soon as a module opens. In doing so, you will be familiar with the material and better able to contribute to discussions and complete activities.
- Strive to make assignments meaningful and relevant to your context.
- Talk to me whenever a problem related to the course arises, whenever you feel the need to clarify a question, or whenever you wish to further explore the topics of particular interest.
- Respect my viewpoints and contributions, as well as those of your fellow classmates.

Assignment Policies

Assigned Work

You are expected to do your own original and best work. All assignments should be submitted **before** the stated deadlines. **No extra credit opportunities, additional assignments, or opportunities to revise assignments will be provided**. Except for documented medical or immediate family emergencies, no late work or email submissions will be accepted.

Allowable Late Assignments

I recognize that life happens, and challenges may arise that prevent you from completing an assignment on time. In these rare instances, you may submit after the deadline **if you are able to provide an acceptable, University-approved reason with proper documentation for missing the deadline**. University-approved reasons are:

- Participation in an activity appearing on the University-authorized list.
- Death or major illness in your immediate family (mother, father, sister, brother, etc.).
- Personal illness or an illness of a dependent family member.
- Participation in legal proceedings or administrative procedure that requires your presence.
- Observance of a religious holy day.

Makeups & Alternative Assignments

If an emergency arises that causes you to miss an assignment deadline, you should **contact me within 24 hours of missing the deadline**. You will then need to **provide formal documentation within 48 hours**, or within a reasonable time frame, to receive consideration to either make up the missed assignment or be given an alternative assignment to complete.

I encourage you to talk with me immediately if you miss a submission deadline, or beforehand if you know you will be unable to meet a submission deadline. The longer you wait to communicate a difficulty, the less likely a makeup or alternative assignment will be possible. Decisions to allow makeups or provide an alternative assignment will be made by me after consulting the university policies specified in the UF Undergraduate Catalog and in accordance with course policies outlined in this syllabus.

Grading Policies

Course Assessments

You will be graded based on your performance on the following assignment groups described as follows:

1. **Syllabus Quiz and Exams** (15% of final course grade)
    - The Syllabus Quiz is designed to ensure you fully understand the assignment expectations of this course, as well as course policies and procedures. **Note:** ***You will get two chances to achieve a score of 100% on the syllabus quiz. If you fail to reach a 100% score on either of the two attempts, then the highest score of the two attempts will be recorded in the gradebook.*** For example, if you score 85% on a first attempt of taking the syllabus quiz and a 90% on the second attempt, the score of 90% will be recorded in the gradebook and will remain as the final score on the syllabus quiz. This policy makes it incumbent on you to be thoroughly familiar with course policies at the outset of the course. **See Canvas Course Schedule for Syllabus Quiz due date and time.**
    - Exams are designed to measure competence and application of the material presented in the course modules. Exam format may vary and include a range of question types from multiple choice, true-false, matching, fill-in-the-blank, and/or short answer. You may use your textbook and notes when you take the exams (i.e., open-book, open-notes). **All exams open at 6 a.m. on the Saturday of the week in which the exam is scheduled and close promptly at 11:59 p.m. on the following Monday.** This is a generous 60-hour open window. You will have 50 minutes to complete each exam. You must

complete each exam by the 11:59 p.m. Monday deadline to avoid the timed exam window closing. This means you should plan to begin each no later than 10:30 p.m. Monday to ensure you will have ample time to complete the exam before it closes. Exam 1 will cover material presented in Modules 1-4 (Chs 1-5); Exam 2, Modules 5-8 (Chs 6-8 and Chs 10-12); and Exam 3, Modules 9-10 (Chs 13-q14). The learning objectives provided in each module serve as your study guides for exams.

2. **Discussions** (30% of final course grade)
   Course discussions are one key component of the course that aim to promote engagement with the course materials, and your instructor and peers. Discussions entail two parts: an original post and a peer reply. Posts should be thoughtful and not simply a restatement of what was read, or previously said. In other words, use critical thinking skills and cite course material and/or readings when developing original (personal) posts. Peer replies should be thoughtful and go beyond simple "I agree" or "I disagree" statements. My advice in responding to peers is to treat your response as if you were speaking in class to help advance the discussions and not repeat what your peer or you have already said. **Original Discussion Posts are due on Saturday of each week a discussion is scheduled. Peer replies are due the following Monday. See Canvas Course Schedule for Discussion and Peer Reply due dates and times. Note:** ***Although discussion forums remain open past the due date of the original posts to allow for peer replies to original posts, any student who posts an original discussion after the original discussion deadline will receive a 50%-point deduction in the grade book for that portion of the assignment. Any student who fails to post peer replies by the peer reply deadline will receive a zero (0) in the grade book. No late assignments will be accepted without appropriate documentation of a medical or family emergency. All deadlines for posting and responding to discussion prompts must be followed to receive credit for the discussions.***
3. **Course-Related Activities** (30% of final course grade)
   Course-Related Activities are another key component of the course, entailing substantive assignments representative of responsibilities of practicing health educators. **Most Course-Related Activities are due on Mondays. See Canvas Course Schedule for due dates and times for Course-Related Activities.**
4. **Learning Gains Assessment** (25% of final course grade)
   At the end of the semester, you are expected to further demonstrate your knowledge of the principles and frameworks used in planning, implementing, and evaluating health promotion programs in a reflection on learning gains. While this final activity calls for some personal reflection on learning, you are expected to draw on your understanding of the principles of planning, implementing, and evaluating health promotion programs to demonstrate what you have gained from the course and explain the importance and significance of using a comprehensive, systematic approach to planning, implementing, and evaluating health education and behavior programs. I encourage you to take this assignment seriously, making sure to put forth your best effort to demonstrate you fully comprehend the principles of planning, implementing, and evaluating health promotion programs. **See Canvas Course Schedule for due dates and times for Learning Gains Assessment assignment.**

Breakdown of Weighted Assigned Groups

Assignment Group	Total Number of Assignments in the Group	Weighted Percent of Final Grade
Quizzes & Exams	4	15
Discussions	7	30
Course-Related Activities	3	30
Learning Gains Assessment	1	25

Grading Concerns

If you believe an error has been made in grading, you should first review the assignment instructions and rubric carefully. Then, you should check relevant policies on the syllabus. If, after doing these two things, you still believe an error has been made, you should (1) state the problem **in detail** in writing and (2) follow up with me during office hours. **Note: You are expected to review my feedback given on each assignment within 24 hours of the return of the assignment. No grades will be reviewed after that 24-hour period.**

If you have questions following the posting of final course grades at the end of the term, you should present your concerns in person by phone or via Zoom during finals week or at the beginning of the next semester, as appropriate. **Per UF policy on protected student information, no emails regarding final grades will receive a response. No emails will be responded to regarding final grades.**

Grading Scale

Assignment of final course grades will be made based on the scale that follows. No extra credit assignments or points will be given in this course. **Note: UF grades and grading policies may be accessed online at Grades and Grading Policies < University of Florida (ufl.edu).**

Letter	Percentage	Letter	Percentage
A ☺	100.0-95.0	**C**	76.9-73.0
A-	94.9-90.0	**C-**	72.9-70.0
B+	89.9-87.0	**D+**	69.9-67.0
B	86.9-83.0	**D**	66.9-63.0
B-	82.9-80.0	**D-**	62.9-60.0
C+	79.9-77.0	**E** ☹	≤59.9

Course Schedule

The following course schedule is subject to change to accommodate unforeseen circumstances.

Week/Dates	Module No. Topic	Assignments R: Read; W: Watch; E: Exam; D: Discussion; A: Activity	Due Dates* *11:59 p.m. on date listed, unless otherwise stated
1 Jan 5-8	0 Orientation	• R: Start Here & Introduction pages • Q: Syllabus Quiz • D: Introductions (An Image is Worth a Thousand Words)	• **Jan 8:** Syllabus Quiz, Introduction Discussion **Note:** *You must submit the Syllabus Quiz first to have access to the Introduction Discussion.*
2 Jan 9-15	0 Introduction to Health Promotion	• R: Course Orientation & Text Ch 1 • W: Module lecture(s) • D: Discussion 1 (Relationship Between Health Education & Health Promotion)	• **Jan 15:** D1 • **Jan 17:** D1 peer reply
3 Jan 16-22	1 Planning Process	• R: Text Ch 2 • W: Module lecture(s)	• **Jan 22:** D2 • **Jan 24:** D2 peer reply

Week/Dates	Module No. Topic	Assignments R: Read; W: Watch; E: Exam; D: Discussion; A: Activity	Due Dates* *11:59 p.m. on date listed, unless otherwise stated
		• D: Discussion 2 (Program Rationale Critique)	
4 Jan 23-29	2 Planning Models	• R: Text Ch 3 • W: Module lecture(s) • D: Discussion 3 ("Best" Planning Model)	• **Jan 29:** D3 • **Jan 31:** D3 peer reply
5 Jan 30-Feb 5	3 Needs, Measurement, & Sampling	• R: Text Chs 4 & 5 • W: Module lecture(s) • A: Activity 1 (Identification of Need Using Secondary Data)	• **Feb 7:** A1
6 Feb 6-12	Exam 1	• E: Exam 1 (Chs 1-5)	• **Exam 1 opens at 6 a.m. on Feb 12 and closes promptly at 11:59 p.m. on Feb 14**
7 Feb 13-19	4 Goals & Objectives	• R: Text Ch 6 and Bloom's Taxonomy on Action Verbs • W: Module 4 lecture(s) • A: Activity 2 (Mission Statement, Goals, & SMART Objectives)	• **Feb 21:** A2
8 Feb 20-26	5 Theories	• R: Text Ch 7 and NCI's *Theory at a Glance* • W: Module lecture(s) • D: Discussion 4 ("Best" Theoretical Framework)	• **Feb 26:** D4 • **Feb 28:** D4 peer reply
9 Feb 27-Mar 5	6 Interventions & Marketing	• R: Text Chs 8 & 11 • W: Module lecture(s) • A: Activity 3 (Intervention Strategies & Marketing)	• **Mar 7:** A3
10 Mar 6-12	Have a safe and enjoyable Spring Break!		
11 Mar 13-19	7 Resources & Implementation	• R: Text Chs 10 & 12 • W: Module lecture(s) • D: Discussion 5 (Logic Model Inputs, Activities, & Outputs)	• **Mar 19:** D5 • **Mar 21:** D5 peer reply
12 Mar 20-26	Exam 2	• E: Exam 2 (Chs 6-8, 10-12)	• **Exam opens at 6 a.m. on Mar 26 and closes promptly at 11:59 p.m. on Mar 28**
13 Mar 27-Apr 2	8 Evaluation: Purposes & Logistics	• R: Text Ch 13 • W: Module lecture(s) • D: Discussion 6 (Logic Model Outcomes, Short-, Medium-, Long-Term)	• **Apr 2:** D6 • **Apr 4:** D6 peer reply

Week/Dates	Module No. Topic	Assignments R: Read; W: Watch; E: Exam; D: Discussion; A: Activity	Due Dates* *11:59 p.m. on date listed, unless otherwise stated
14 Apr 3-9	9 Evaluation: Approaches & Designs	• R: Text Ch 14 and MMWR handout • W: Module 9 lecture(s) • D: Discussion 7 (Evaluation Questions)	• **Apr 9:** D7 • **Apr 11:** D7 peer reply
15 Apr 10-16	Exam 3	• E: Exam 3 (Chs 13-14)	• **Exam opens at 6 a.m. on Apr 16 and closes promptly at 11:59 p.m. on Apr 18**
16 Apr 17-20	Course Wrapup It's a Wrap!	• A: Learning Gains Assessment	• **Apr 20:** Learning Gains Assessment • **Apr 22:** Course Evaluation

Additional Policies & Information

Online Office Hours

Office hours are an important part in supporting you in your learning throughout this course. Even if you do not have specific questions, needs, and concerns, I would love to meet up with you at least once during this semester. There are a couple of options to meet up:

- **Weekly drop-in chat via Zoom:** 3 p.m. to 6 p.m., Tuesdays (This is the time I have set aside in my schedule to be available to you. If you wish to meet with me during this time, send me a message and I will open a Zoom window for us to chat.)
- **By appointment via Zoom:** If the weekly drop-in chat hours do not work for you, please email me and we will find another day and/or time to meet.

Name & Pronouns

Everyone has the right to be addressed by the name and pronouns they use for themselves. You can indicate your preferred/chosen first name and pronouns on Canvas, which appear on class rosters. I am committed to ensuring that I address you with your chosen name and pronouns. Please let me know what name and pronouns I should use for you if they are not on the roster. Please remember: A student's chosen name and pronouns are always to be respected in discussions.

Course Communication

You should make a point to regularly check for course-related notices via the Announcement tool on the Canvas course website. **To "regularly check" means at least two times a week.** If you fail to keep up with posted announcements, you risk missing important information related to the course, including possible changes in assignment due dates. Announcements also may be made during regularly scheduled class meetings, making attendance important as well.

Outside of my scheduled office hours, the best way to reach me directly is to use the Inbox tool on the Canvas course website. If you message me using my UF email address (rodgersj@ufl.edu), you risk a longer wait for a response because of the high volume of messages I receive at this email address. **You should reserve your use of email to ask questions related to personal concerns such as grades, missed assignments, or emergency situations.** I typically respond within 24 hours to emails received Mondays through Fridays. Messages received after 4 p.m. on Fridays and/or during the weekends will most likely receive a reply the following Monday. **All**

email correspondence to me must originate from your ufl.edu account, have your full name in the body of the e-mail, and contain your course and section number in the subject line.

If you have a question specifically related to the course – for example, assignment instruction clarification – you should use the appropriate "Raise Your Hand" course questions discussion forum. Note: If you send me an email of a non-personal, course-related nature, I will likely copy the question to the "Raise Your Hand" forum and respond there. If you have a question, chances are that one or more of your classmates may be wondering about the same thing! My response could benefit everyone in the class. Do not be shy about asking questions in the Raise Your Hand forum.

Inappropriate emails or messages that lack proper etiquette and/or a subject heading will be returned with a suggestion to revise and re-send. **All messages should include an appropriate subject line/heading. Messages without a proper subject line may not receive a response because they can be easily overlooked or may go to a Spam folder.**

A Note About Participation & Difficult Moments

Sometimes class discussions can be difficult. You might feel triggered by course content or by something said in a discussion. You might find it difficult to communicate with others across differences. Or, you haven't had much practice talking about a difficult and/or controversial topic in public settings.

I suspect that as we practice talking about difficult topics, we may make missteps, embarrass ourselves, or even hurt one another's feelings. Such occurrences are part of the learning process and will most likely occur with this class as well. I hope we can forgive ourselves and others as we make these missteps.

I also hope that when such situations arise, we can talk about them. I know we will all get better at these "difficult moments" in time, and I urge you to stay with the process. Refusing to speak or missing a discussion may bring some relief in the short term, but in the long run, these behaviors tend to curtail learning, and we all lose an opportunity to gain more experience in communicating with and across all our differences.

Let's keep the lines of communication open. I invite you to talk to me personally or email to let me know how the course is going for you at any time. Your feedback is important to my teaching and your classmates' learning.

Technology

This course uses the Canvas course management system, which employs several tools to facilitate individual and group communication within the course, as well as management of the submission and grading of assignments. Proficiency in using Canvas is important. Several video tutorials on how to use the various tools within Canvas are available through the Help Center in Canvas. Video guides may be accessed at https://community.canvaslms.com/t5/Video-Guide/tkb-p/videos#Students. Non-video guides may be accessed at https://community.canvaslms.com/t5/Student-Guide/tkb-p/student.

Exam Administration & Questions

If you have a question about an exam after submitting, then you may send me an email (rodgersj@ufl.edu or Canvas Inbox) in which you should describe your concern(s) to include any justification and/or documentation (from lecture and/or readings) to support your concern. **A message simply stating you have a concern without a valid reason or support will not be sufficient to merit a review.** You should provide a page number of the textbook or slide number or slide title from video lecture and a statement of your understanding of the material. You must send an email expressing your concern within 24 hours of completing the exam. I will evaluate the validity of each concern and take appropriate action as needed (e.g., respond with clarification, modify the grade as warranted). **Note: Please do not post a question on an exam to the Raise Your Hand question forum because other students may still need to take the exam.**

Disability Accommodation & Inclusive Learning Statement

Your success in this course is important to me. The University of Florida is committed to making reasonable, effective, and appropriate accommodations to meet the needs of students with disabilities and help create a barrier-free campus. If you have a disability and require accommodations, please register with the Disability Resource Center (https://disability.ufl.edu/students/get-started/) to have an accommodation letter sent to me. **Note: Accommodations cannot be made retroactively, so please contact me immediately, or as soon in the term as possible to ensure proper application of accommodations.**

We all learn differently and bring different strengths and needs to the class. If there are aspects of the course that prevent you from learning or make you feel excluded, please let me know as soon as possible. Together, we will develop strategies to meet both your needs and the requirements of the course. There are also a range of resources on campus. Please also see the heading Getting Additional Help.

Academic Honesty

We want our learning environment to be honest and fair. The University of Florida has an Honor Code (https://sccr.dso.ufl.edu/process/student-conduct-code/) that specifies several behaviors that are in violation of this code and the possible sanctions. Cheating and plagiarism are among the forms of dishonest behaviors.

Plagiarism is any attempt to take credit for work done by another person. Yet, all scholars rely on the work of others to shape their own knowledge and interpretations. This means that in your writing you must acknowledge the importance of other works through direct textual references to influential books, articles, media texts (including Internet resources) and ideas. You need to use quotation marks and/or cite your source(s) when you:

- Use other people's sentences, words, or concepts.
- Summarize or paraphrase ideas or opinions.

Working with a professor, tutor, or friend to clarify your ideas and organization for a paper or presentation is generally not plagiarism. Using an outline or thesis given to you by someone else without substantial modification is plagiarism. If you have any questions about what may constitute plagiarism, please consult with me.

Course Evaluation

You are expected to provide professional and respectful feedback on the quality of instruction in this course by completing the online course evaluation via GatorEvals. You may go to https://gatorevals.aa.ufl.edu/students/ for guidance on how to give feedback in a professional and respectful manner.

You will receive an email from GatorEvals containing information on when the course evaluation period opens. Course evaluations may be completed using the link provided in the email from GatorEvals. Alternatively, you may complete course evaluations via https://gatorevals.aa.ufl.edu/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results. **Note: UF policy does not allow students to be given extra credit for completing course evaluations. Any professor who offers points for course evaluation submissions is violating UF instructional policies.**

Getting Additional Help

Canvas & Computing

For computing issues or technical difficulties using Canvas, contact the UF Help Desk at:

- https://helpdesk.ufl.edu/
- 352-392-4357
- helpdesk@ufl.edu

Any requests for makeups due to technical issues **must** be accompanied by the **ticket number and the message resolution (email)** received from LSS when the problem was reported. The ticket number will document the time

and date of the problem. You **must** contact me **within 24 hours** of the technical difficulty if you wish to request a makeup.

Academic Resources

Academic resources include:

- Career Connections Center (https://career.ufl.edu/), Reitz Union, Suite 1300, 352-392-1601. Career assistance and counseling services.
- Library Support (https://cms.uflib.ufl.edu/ask). Various ways to receive help with respect to using the libraries or finding resources.
- Teaching Center (https://teachingcenter.ufl.edu/), Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
- Writing Studio (Writing Studio – University Writing Program (ufl.edu)), 2215 Turlington Hall, 325-846-1138. Help brainstorming, formatting, and writing papers.
- Students Complaints On-Campus (https://sccr.dso.ufl.edu/policies/student-honor-%20code-student-conduct-code/).
- Online Students Complaints (https://distance.ufl.edu/getting-help/student-complaint-process/).

Health & Wellness Resources

Health and wellness resources include:

- UMatter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit https://umatter.ufl.edu to refer or report a concern and a team member will reach out to the person in distress.
- Counseling and Wellness Center: Visit https://counseling.ufl.edu or call 352-392-1575 for information on crisis services as well as non-crises services.
- Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need or visit https://shcc.ufl.edu/ .
- University Police Department: Call 352-392-1111 (or 9-1-1 for emergencies) or visit the UF Police Department website at https://police.ufl.edu/.
- UF Health Shands Emergency Room/Trauma Center: Call 352-733-0111 for immediate medical care or go to the emergency room at 1515 SW Archer Road, Gainesville. The website is accessible at https://ufhealth.org/emergency-room-trauma-center.
- GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website at gatorwell.ufsa.ufl.edu | GatorWell Health Promotion Services or call 352-273-4450.