PLANNING, IMPLEMENTING, AND EVALUATING HEALTH PROMOTION PROGRAMS
Spring 2022

Dept. of Health Education and Behavior, College of Health and Human Performance University of Florida

HSC 4713, Section 1941 – 3 Credit Hours

Tuesdays, 11:45am-1:40pm **(FLG Room 220) &** Thursday, 12:50pm-1:40pm **(FLG Room 210)**

Course Instructor Contact Information:

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352-294-1814
Office Hours: By appointment

Course Teaching Assistant (TA) Contact Information:

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352-294-1842 (YON)
Office Hours: R 2-3:30pm or by appointment

Course Website: The syllabus and class materials will be posted on canvas (https://elearninglufl.edu). Report any problems with the Website directly to e-Learning Support Services via email at learning-support@ufl.edu or by phone at 352-392-4357.I do not control the technical aspects of the Website.

Required Text:

Planning, Implementing & Evaluating Health Promotion Programs: A Primer by James F. McKenzie, Brad L. Neiger & Rosemary Thackeray. Seventh edition**. Pearson.

Supplemental Materials: In addition to required textbook readings, you may be assigned supplemental readings and materials throughout the course, which will be available in CANVAS. **See the course schedule for dates when readings should be completed.**

Course Description: This course examines frameworks, principles, and strategies for planning, implementing, and evaluating health promotion programs.

Purpose of Course: 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.

Course/Student Learning Objectives:

Upon completion of this course, students will be able to:

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

Course Format/Structure: The course is organized around modules and will be delivered using a combination of readings, lectures, presentations, class discussion questions, reflection activities, writing assignments, and in- and out-of-class projects.

Key Points about Course:

1. Use of electronic devices: You may take notes by computer; however, if I perceive electronic devices are not being used appropriately I will forbid use of them in class. No other form of technology is allowed during class meetings.
2. Preparation is very important so please come to class having completed all readings and prepared to contribute to class discussion.
3. Although I will not take attendance, there will be a course participation component to your grade, hence attendance will be important.
4. When emailing me, please use this subject line: HSC 4713 – YOUR LAST NAME
5. Course assignments must be submitted on time. **Late work will be subject to a 10% decrease for every day received after the specified due date and time**. For example, an assignment worthy of a 95% will receive a final grade of 85%, if turned in a day past due. All assignments are to be submitted via canvas on the assigned date. **If an unanticipated event occurs (illness, death/sickness of family, or other university approved reason) interferes with your ability to attend class or complete an assignment please let me know as soon as possible and provide a documented rationale if available. If you are unsure if an excuse counts as an approved excuse, please reach out to me and/or the TA**. Requirements for attendance and make up policies are consistent with university policies: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx
6. In-Class Recording:

   Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other

purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Online 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/.

Americans with Disability Act (ADA)

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center (352-392-8565). Click here to get started with the Disability Resource Center. **It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in thesemester.**

Academic Dishonesty

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 honesty 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 (http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. 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 the instructor or TAs in this class.

UF COVID-19 Health Guidance
Please review this site for UF's guidance on COVID-19: https://coronavirus.ufl.edu/health-guidance/

Getting Help

Health and Wellness

- *U Matter, We 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. *Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact U Matter, We Care Team. A nighttime and weekend crisis counselor are available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.*
- *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.
- *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 91-1 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.
- *GatorWell Health Promotion Services*: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352273-4450.

Academic Resources

- *E-learning technical support*: Contact the UF Computing Help Desk at 352-392-4357 or via email 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.
- *Office of Student Veteran Services*: Visit the website: https://veterans.ufl.edu/ or call (352) 2942948

COURSE REQUIREMENTS AND GRADES

Components of Grade and Percentage of Grade

1. Yellowdig and Course Participation (50 points)

Classroom attendance will be taken at random. In this course, participation will take two forms: 1) involvement in general course discussions ofassigned readings and assignments; and 2) participating in any online discussion responses.

Your grade for course participation will be based on both forms of participation (i.e., class attendance and Yellowdig discussions).

Overview: Throughout the semester, students will engage in discussion of content related to course material on the Yellowdig platform. In-class participation will be rewarded through "accolades" in Yellowdig, which translates to Yellowdig points.

- Yellowdig is a venue that allows you to reflect on and apply what you are learning in the course through discussion with classmates.
- Full details on how to use Yellowdig are in CANVAS. Briefly, you get points by adding "Pins" and commenting and "liking" things your peers write. **To earn all possible 50 points in this course, you need to achieve at least 9,000 Yellowdig points by the end of the semester.**
- Please note that you cannot earn all 9,000 Yellowdig points by completing all discussion posts by the end of the semester. **For each week, there is an opportunity to earn up to 1,500 points.**

2. Syllabus Quiz (20 points)

The Syllabus Quiz is designed to ensure you fully understand the assignment expectations of this course, as well as course policies and procedures. The deadline for the Syllabus Quiz is 11:59 p.m. on the assigned due date listed in the course schedule.

3. Weekly, Timed Quizzes (10 points each)

Each student will complete weekly module quizzes. These are open-note/book quizzes. The quizzes will ask "true/false", "multiple choice," and/or "fill-in" questions to assess student understanding of the readings and in-class discussions. Each quiz will be worth 10 points, and students will have approximately 20 minutes to complete each quiz. The quizzes will be made available on canvas on the day it is due. You only get one opportunity to complete the quizzes. Please read the required readings in advance to ensure you do well on the quizzes. *No make-up quizzes will be administered unless approval is granted by the course instructor.*

4. Assignments (20 points each)

In each module, students will complete either:

1) a process assignment (a short written activity, where they engage with the module's material by applying it to everyday situations and real life problems) or
2) a discussion assignment (students will discuss the module's topics with their peers via discussion posts or during class).

*Some activities/assignments will be completed in groups in class. However, all activities/assignments will be posted on canvas/yellowdig and can be completed individually regardless of in-person attendance and/or if it was a group activity. Even if an

activity was completed as a group, each individual group member must submit assignment individually to ensure maximum points.

5. Health Program Project (225 points)

This project is comprised of two parts and will allow students to apply the knowledge gained throughout the semester to creating a model of an actual health program. For the complete assignment and rubric for this project, see Canvas.

6. Extra Credit Opportunities (Up to 6 points total).

To earn extra credit, you must 1) attend a Health Education Related Seminar (e.g., CBEHR, HEB Brown Bag, CABS)**;** 2) write up a brief (3-5 sentences) summary of this seminar (i.e., who presenter was, what did they talk about, why is it relevant to Health Education and Behavior, one thing you learned); 3) Summary must be submitted within 1-week of the seminar. Each write up is worth 2 points.

Grading Scheme

Assignment	Points
Course Participation	50
Syllabus Quiz	20
Weekly Quizzes (10 points x 13)	130
Activities (Discussions and Assignments; 20 points each x 13)	260
Final Course Project	225
Total Possible Points	685

Grading Scale

Students will be assigned letter grades based on the number of points earned throughout the semester. Below is the grading scale that will be used to assign grades for this section of HSC 4713:

Letter Grade	Percentage (%)
A	100.0 - 92.0
A-	91.9 – 90.0
B+	89.9 – 88.0
B	87.9 – 82.0
B-	81.9 – 80.0
C+	79.9 – 78.0
C	77.9 – 72.0
C-	71.9 – 70.0
D+	69.9 – 68.0
D	67.9 – 62.0
D-	61.9 – 60.0
E	59.9 – 0.0

I will not round grades. Other than what is described above, I do not and will not give additional points or provide extra credit to increase your final grade. In other words, an 89.99% is a B+, etc.

Disclaimer: This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance class learning opportunities. Such changes will be communicated clearly and are not unusual and should be expected.

Course Schedule

Week 1 (Jan 3-7) – Module 1			
Jan. 4th (Tuesday)		**Jan. 6th (Thursday)**	
Topic:	No Class/Winter Break	**Topic:**	Welcome and Course Introduction Overview of Health Promotion
Overview:		**Overview:**	Introductions Review syllabus Review course
Assignment:		**Assignment**	Read Chp. 1
Week 2 (Jan. 10th-14th) – Module 2			
Jan. 11th (Tuesday)		**Jan. 13th (Thursday)**	
Topic:	Overview of Health Promotion	**Topic:**	The planning Process
Overview:	Lecture Discussion Assignment Complete Syllabus Quiz Complete Quiz 1	**Overview:**	Lecture 1
Assignment:	Read Chp. 2 for next week	**Assignment:**	Finish Chp. 2
Week 3 (Jan. 17th-21st)			
Jan. 18th (Tuesday)		**Jan. 20th (Thursday)**	
Topic:	The Planning Process Cont	**Topic:**	Program Planning Models
Overview:	Lecture 2 Process Assignment Complete Quiz 2	**Overview:**	Lecture 1 Finish chp. 3
Assignment:	Read Chp. 3	**Assignment:**	Finish chp. 3
Week 4 (Jan. 24th-Jan. 28th)			
Jan. 25thth (Tuesday)		**Jan. 27th (Thursday)**	

Topic:	Planning Models 1 Cont.	**Topic:**	Planning Models 2
Overview:	Lecture 2 Process assignment Complete Quiz 3 part 1	**Overview:**	Review lecture 2 Questions
Assignment:	Continued review of chp. 3 and PRECEDE-PROCEED MODEL	**Assignment:**	Review upcoming assignment
Week 5 (Jan. 31st – Feb. 4th)			
Feb. 1st (Tuesday)		**Feb. 3rd (Thursday)**	
Topic:	Planning models 2 Cont.	**Topic:**	Assessing Needs

Overview:	Activity/Assignment Quiz 3 part 2	**Overview:**	Lecture
Assignment:	Read chp. 4	**Assignment:**	Finish chp. 4
Week 6 (Feb. 7th-Feb. 11th)			
Feb. 8th (Tuesday)		**Feb. 10th (Thursday)**	
Topic:	Assessing needs cont.	**Topic:**	Measurement, Instruments, sampling
Overview:	Discussion assignment Quiz 4	**Overview:**	Lecture 1 Lecture 2
Assignment:	Begin Chp. 5	**Assignment:**	Finish chp. 5
Week 7 (Feb 14th-18th)			
Feb. 15th (Tuesday)		**Feb. 17th (Thursday)**	
Topic:	Measurement, instruments, sampling cont.	**Topic:**	Program Mission & Objectives
Overview:	Lecture 3 Lecture 4 Activity Quiz 5	**Overview:**	Lecture 1 Lecture 2
Assignment:	Begin Chp. 6	**Assignment:**	Finish chp. 6
Week 8 (Feb. 21st-25th)			
Feb. 22nd (Tuesday)		**Feb. 24th (Thursday)**	
Topic:	Program Mission/Objectives Cont.	**Topic:**	Theories
Overview:	Lecture 3 Discussion Activity Quiz 6	**Overview:**	Lecture 1 Lecture 2

Assignment:	Begin Chp 7	**Assignment:**	Finish Chp. 7
Week 9 (Feb. 28th-Mar. 4th).			
Mar. 1st (Tuesday)		**Mar. 3rd (Thursday)**	
Topic:	Theories Cont.	**Topic:**	Interventions
Overview:	Lecture 3 Assignment Quiz 7	**Overview:**	Lecture 1 Lecture 2 Assignment/Activity Quiz 8

Assignment:	Begin & finish Chp. 8	**Assignment:**	Enjoy your break (but also begin chp. 9)!
Week 10 (Mar. 7th-11th)			
Mar. 8th (Tuesday)		**Mar. 10th (Thursday)**	
Spring Break **NO CLASSES THIS WEEK**			
Week 11 (Mar. 14th-18th)			
Mar. 15th (Tuesday)		**Mar. 17th (Thursday)**	
Topic:	Community Organizing	**Topic:**	Community Organizing Cont.
Overview:	Lecture 1 Lecture 2	**Overview:**	Lecture 3 Assignment/Activity Discussion Quiz 9
Assignment:	Finish Chp. 9	**Assignment:**	Begin chp. 10
Week 12 (Mar. 21st-25th)			
Mar. 22nd (Tuesday)		**Mar. 24th (Thursday)**	
Topic:	Program resources	Evaluation	
Overview:	Lecture Assignment Quiz 9	Lecture	
Assignment:	Finish chp. 10 Begin chps 13-14	Finish Chps 13-14	
Week 13 (Mar. 28th-April 1st)			

Mar. 29th (Tuesday)		Mar. 31st (Thursday)	
Topic:	Evaluation Cont.	**Topic:**	Evaluation
Overview:	Lecture Discussion Quiz	**Overview:**	Review Discussion
Assignment:	Finish reading/assignment	**Assignment:**	Begin chp. 15
Week 14 (Apr. 4th-8th)			
April 5th (Tuesday)		**April 7th (Thursday)**	
Topic:	Data Analysis and Reporting	Data Analysis and Reporting	
Overview:	Lectures Example	Review Activity	
Assignment:	Finish chp. 15	Finish chp. 15	
Week 15 (April 11th-15th)			
April 12th (Tuesday)		**April 14th (Thursday)**	
Topic:	Data Analysis and reporting cont.	Overall Review	
Overview:	Review of the activity/Discussion Quiz	Using appropriate measures and data analysis to properly evaluate your program	
Assignment:			
Week 16 (April 18th-April 22nd)			
April 19th (Tuesday)		**April 21st (Thursday)**	
Topic:	**WORK ON FINAL PROJECTS**	**Reading Day** **NO CLASS**	
Overview:	Dr. Y available for project related questions and/or to meet with groups during normal class time		
Assignment:			

Final Exam (Final Projects): Due Tuesday, December, 14th **by 12:00pm**