HSC 6318
PLANNING HEALTH EDUCATION PROGRAMS
DEPARTMENT OF HEALTH EDUCATION AND BEHAVIOR, UNIVERSITY OF FLORIDA
SPRING 2022

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Class Time: Online - asynchronous
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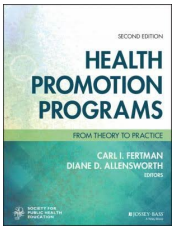
Please use e-mail (garciajt@ufl.edu) for questions concerning this course*

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: Fertman, C.I. & Allensworth, D.D. (2017). *Health promotion programs: From theory to* practice (2nd ed.). San Francisco, CA: Jossey-Bass.

Additional required readings posted under the weekly modules on Canvas.

Recommended: 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 and engagement	25 points
Quizzes (4 @ 20 pts each)	80 points
Program Planning Project (all components)	100 points
Final Exam	45 points
Total:	**250 points**

COURSE GRADING SCALE

Grade	Percentage	Points
A	93% - 100%	232.5 – 250
A-	90% - 92%	224.5 – 232.4
B+	88% - 89%	219.5 – 224.4
B	83% - 87%	207.5 – 219.4
B-	80% - 82%	199.5 – 207.4
C+	78% - 79%	194.5 – 199.4
C	73% - 77%	182.5 – 194.4
C-	70% - 72%	174.5 – 182.4
D+	68% - 69%	169.5 – 174.4
D	63% - 67%	155.5 – 169.4
D-	60% - 62%	149.5 – 155.4
E	59% and below	0 – 149.4

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 wherein students will spend time viewing the recorded lectures, meeting/communicating with group members to complete the course project and working on course assignments.

You can view/download class lectures, readings, and assignments from the Canvas website through the UF e-Learning dashboard. Lectures/quizzes/course assignments will be made "Live" on Canvas at least two weeks in advance of the schedule. Watching lectures, taking additional notes, and engagement with group members 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.*

An online 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 self-paced. You are expected to consume course content close to the recommended course schedule. Assignments are due on the date and time specified on Canvas. I generally respond to all e-mails within 24 hours. Anytime you have a question or problem, email me immediately.

ATTENDANCE/ENGAGEMENT

Although distance-delivered courses offer students the ability to complete their work off campus, 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 as 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/participation and make-up exams, assignments, and other work in this course are consistent with university policies. Acceptable absences/tardy assignments 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 and engagement (25 points)

Various activities will be provided throughout the semester. These opportunities may involve engagement via online discussions, reflections, and other participatory involvement. The purpose of these activities is to develop authentic engagement and participation within the course.

Quizzes (4 @ 20 pts = 80 points)

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. Quizzes will need to be completed by Friday by 9pm.

Program Planning Project (100 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. **There will be 2 mandatory group meetings with the instructor: one at the beginning of the semester and one after Spring Break**. The goal of these meetings will be for students to ask questions, get clarity on the project, and for the instructor to provide feedback. Groups will be randomly selected after the drop/add period ends and scheduling will take place immediately after. Additional information regarding project components, resources, and rubrics can be found on Canvas.

Final Exam (45 points)

The final exam will be 45-50 multiple choice questions. The cumulative content will cover the scope of the semester. A topical outline will be provided to support study efforts.

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/). 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.

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/). 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 contact me via phone or email (preferred) if you have questions or concerns throughout the semester. I am happy to work with your schedule 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

- ***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.
- ***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 (by 9 pm on Friday)

Week	Dates	Module	Content	Activities Due
1	Jan 3		• Syllabus • Introduction – Discussion post	
2	Jan 10	1	• Introduction to Planning • Health Disparities & Equity in Program Planning	• Discussion Post Due • Groups will be assigned on 1/12/22
3	Jan 17	2	• Introduction to Evaluation • Planning Models	Instructor-Group meeting (TBD)
4	Jan 24	3	• Preplanning & Project Management • PPM Phase 1: Social Diagnosis	Instructor-Group meeting (TBD)
5	Jan 31	4	• Diagnostic Assessment and Theory • PPM Phase 2: Epidemiological Diagnosis	• **Quiz 1 (Modules 1-3)** • Instructor-Group meeting (TBD)
6	Feb 7	5	• Phase 3: Ecological Assessment	
7	Feb 14	6	• Community Organizing • Advocacy and Coalition Building	**Project Component #1**
8	Feb 21	7	• Goals and Objectives	**Quiz 2 (Modules 4-6)**
9	Feb 28	8	• Phase 4: Intervention Alignment	
10	Mar 7	9	• Models for Program Planning Part 2	**Project Component #2**
	Mar 14		**SPRING BREAK**	Practice self-care!
11	Mar 21	10	• Evaluation & Measurement	• **Quiz 3 (Modules 7-9)** • Instructor-Group meeting (TBD)
12	Mar 28	11	• Aligning Indicators	Instructor Group meeting (TBD)
13	April 4	12	• Sustainability and Leading Change	**Project Component #3**
14	April 11		Wrapping Up, Preparing projects and finals	**Quiz 4 (Modules 10-12)**
15	April 18		Final Group Project DUE	**Project Component #4**
16	Apr 25		Final Exam	

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	*Compare findings to norms, existing data, and other information.*
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	*Create a logic model.*
2.3.3	*Assess the effectiveness and alignment of existing interventions to desired outcomes.*
2.3.4	Adopt, adapt, and/or develop tailored intervention(s) for priority population(s) to achieve desired outcomes.
2.3.5	*Plan for acquisition of required tools and resources.*
2.3.6	*Conduct a pilot test of intervention(s).*
2.3.7	*Revise intervention(s) based on pilot feedback.*
2.4	**Develop plans and materials for implementation and evaluations.**
2.4.1	*Develop an implementation plan inclusive of logic model, work plan, responsible parties, timeline, marketing, and communication.*
2.4.2	Develop materials needed for implementation.
2.4.3	Address factors that influence implementation.
2.4.4	*Plan for evaluation and dissemination of results.*
2.4.5	*Plan for sustainability.*
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	*Establish training protocol.*
3.1.5	Train staff and volunteers to ensure fidelity.
3.2	**Deliver health education and promotion interventions.**
3.2.1	Create an environment conducive to learning.
3.2.2	Collect baseline data.
3.2.3	Implement a marketing plan.
3.2.4	Deliver health education and promotion as designed.

3.2.5	Employ an appropriate variety of instructional methodologies.
3.3	**Monitor implementation.**
3.3.1	Monitor progress in accordance with the timeline.
3.3.2	Assess progress in achieving objectives.
3.3.3	Modify interventions as needed to meet individual needs.
3.3.4	Ensure plan is implemented with fidelity.
3.3.5	Monitor use of resources.
3.3.6	Evaluate the sustainability of implementation.
Area IV: Evaluation and Research	
4.1	**Design process, impact, and outcome evaluation of the intervention.**
4.1.1	*Align the evaluation plan with the intervention goals and objectives.*
4.1.2	Comply with institutional requirements for evaluation.
4.1.3	*Use a logic model and/or theory for evaluations.*
4.1.4	*Assess capacity to conduct evaluation.*
4.1.5	*Select an evaluation design model and the types of data to be collected.*
4.4	**Interpret data.**
4.4.2	*Compare findings to other evaluations or studies.*
4.4.3	Identify limitations and delimitations of findings.
4.4.4	*Draw conclusions based on findings.*
4.4.5	*Identify implications for practice.*
4.4.6	*Synthesize findings.*
4.4.7	*Develop recommendations based on findings.*
4.5	**Use findings.**
4.5.1	*Communicate findings by preparing reports, and presentations, and by other means.*
4.5.2	*Disseminate findings.*
4.5.3	*Identify recommendations for quality improvement.*
Area V: Advocacy	
5.1	**Identify a current or emerging health issue requiring policy, systems, or environmental change.**
5.1.1	Examine the determinants of health and their underlying causes (e.g., poverty, trauma, and population-based discrimination) related to identified health issues.
5.1.2	Examine evidence-informed findings related to identified health issues and desired changes.
5.1.4	Write specific, measurable, achievable, realistic, and time-bound (SMART) advocacy objective(s).
5.1.5	Identify existing coalition(s) or stakeholders that can be engaged in advocacy efforts.
5.2	**Engage coalitions and stakeholders in addressing the health issue and planning advocacy efforts.**
5.2.1	Identify existing coalitions and stakeholders that favor and oppose the proposed policy, system, or environmental change and their reasons.

5.2.2	Identify factors that influence decision-makers (e.g., societal and cultural norms, financial considerations, upcoming elections, and voting record).
5.3	**Engage in advocacy.**
5.3.1	Use media to conduct advocacy (e.g., social media, press releases, public service announcements, and op-eds).
5.3.2	Use traditional, social, and emerging technologies and methods to mobilize support for policy, system, or environmental change.
5.3.3	*Sustain coalitions and stakeholder relationships to achieve and maintain policy, system, or environmental change.*
5.4	**Evaluate advocacy.**
5.4.1	Conduct process, impact, and outcome evaluation of advocacy efforts.
5.4.2	Use the results of the evaluation to inform next steps.
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.
7.3	**Manage human resources.**
7.3.1	*Facilitate understanding and sensitivity for various cultures, values, and traditions.*
7.3.2	*Facilitate positive organizational culture and climate.*
7.4	**Manage fiduciary and material resources.**
7.4.1	*Evaluate internal and external financial needs and funding sources.*
7.4.2	*Develop financial budgets and plans.*
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.
8.1.4	Promote health equity.
8.1.5	Use evidence-informed theories, models, and strategies.
8.1.6	Apply principles of cultural humility, inclusion, and diversity in all aspects of practice (e.g., Culturally and Linguistically Appropriate Services (CLAS) standards and culturally responsive pedagogy).
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.