Syllabus

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UNIVERSITY OF FLORIDA
College of Public Health & Health Professions
PHC 6146: Public Health Program Planning and Evaluation **Fall 2016**
Thursday, from 1:55 to 4:55 pm (periods 7-9th), **Room**: G201
Course materials in Canvas
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Credits: 3

Faculty: Amy Blue, PhD
College of Public Health and Health Professions
HPNP Building, room 4115
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Office hours: By appointment – please email.

COURSE PROSPECTUS:
The course is designed to provide students an overview to develop culturally competent public health programs to address the most important health issues affecting our communities at local, national, and international levels. Students will learn the process of public health programming including assessment, design, planning, and implementations and evaluation. The course will also include an overview of effective public health interventions using the socio-ecologic framework (individual/behavioral, environmental/social/community and policy) as a foundation to explore various levels of interventions.

COURSE OBJECTIVES:
Upon completion of this course, students will:
1. Explain the role of environmental (social and physical) and behavioral interventions for improving public health.
2. Identify at least five examples of effective human interventions at community, policy, and organizational levels.
3. Describe the purpose of the public health program, its process from the assessment, design, planning, implementation, and evaluation.
4. Elaborate public health program missions, objectives and goals, according with the target group's needs.
5. Apply behavioral and social science and health education theory and experience to develop a health program and public health interventions.

COURSE TOPIC OUTLINE:

1) Program planning models
2) Assessing needs of target populations
3) Developing mission statements, goals and objectives
4) Public health interventions and implementation
5) Community engagement
6) Marketing
7) Identification and allocation of resources for public health programs
8) Program Evaluation

COURSE MATERIALS:
Required: Planning, implementing, and Evaluating Health Promotion Programs: A Primer (6th Edition) (Paperback). By James F. McKenzie. Publisher: Benjamin Cummings; 6 Ed. (2013); ISBN – 10:: 0-32178850-8, ISBN-13: 978-0-32178850-4

COURSE EVALUATION:
The course will be conducted as a seminar that features discussion, application of learning, and active participation. Attendance is required for each class session unless an excused absence is obtained prior to class. During class time, students are expected to engage in debate and discussion of the assigned readings, work in groups on "application activities" and provide project updates as assigned.

Evaluation Components:
Participation in Class Discussion: 15 points (5% of grade)
Students are responsible for the readings in advance and will need to participate in class discussions about the readings. There will be points awarded *each class session* for participation in discussions of readings. The discussion points will be based on knowledge you bring from the course and readings. [Note, if you miss classes, you cannot make up these points and will be given a score of 0 for that day.]
15 points (can skip 1 without penalty, there are 10 opportunities at 1.5 points each week)

Group Project – Implementation of Health Promotion Project: 75 points (25% of grade)
In groups, students will plan a health promotion project and implement it during the semester. This project may build upon work students have previously done. During class sessions, students will have time to work on planning steps to develop and implement the project. It is anticipated that project implementation should begin by October 13th and finish by November 23rd . Groups will be expected to **present their work to classmates during the final class session, Thursday, December 1st**.

The class project presentation should be in PowerPoint and contain the following elements:

- Group Member Names and Project Title
- Background of project importance/need and theoretical framework
- Project purpose
- Project method
- Evaluation results (Process or Outcome)
- Conclusions
- Implications of findings
- Lessons learned from conducting the project

The PowerPoint presentation should be no more than 15-20 slides, and the presentation should be no more than 20 minutes in length. All group members must participate in the presentation and be prepared to answer any questions from the class.

Exams: 45 points per each exam (15% of grade per exam); 135 exam total points (45 % of grade combined)
Students are required to complete three exams (multiple choice and short answer): Exam #1 9/29; Exam #2 10/27 and Exam #3 11/17. Exam questions will be drawn from the review questions at the end of each of the assigned chapters. The exams will be administered on-line.

Public Health Planning Proposal: 75 points total (25% of grade)
Students are expected to write a Public Health Planning grant per the class instructions. A program application template will be provided and students are expected to complete the template. The proposal should be no more than 10 pages, single spaced and 1 inch margins, 12 inch font. **Project proposals are due Wednesday, December 7th by 5 PM by email to the Professor at amy.blue@phhp.ufl.edu. Proposals received after the deadline will not be graded and no points will be assigned for this activity.** During class sessions, students will provide their peers updates to the class on grant preparation activities.

Points and Grades

300 points total

A   279 and above
A-   270-278
B+   261-269
B   249-260
B-   240-248
C+   231-239
C   219-230
C-   210-218
D+   201-209
D   189-200
D-   180-188
Fail   179 and below

INSTRUCTIONAL METHODS:
Class Discussion: Following the professor's presentation, beginning on August 25th, the class will engage in a class discussion about the chapters and associated presentation. Students are expected to engage in pre-reading and be able to discuss the chapters in class.

Group Project work: During each class session, students will work in groups to apply material read and discussed during class to the project group design and implementation.

ONLINE FACULTY COURSE EVALUATION PROCESS:
Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at
https://evaluations.ufl.edu/results/

ACADEMIC INTEGRITY:
Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: *"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity. " You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit 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."

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code, the Graduate Student Handbook and these web sites for more details:

https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/
http://www.dso.ufl.edu/sccr/honorcodes/conductcode.php
http://www.dso.ufl.edu/studenthandbook/studentrights.php
http://gradschool.ufl.edu/students/introduction.html

CLASS ATTENDANCE:
You are responsible for all information presented in class. As indicated above, class attendance and participation are important components of the grade. All students are expected to participate in the class.

POLICY ON MAKE-UP WORK/EXAM:
Students are allowed to make up work only if they missed as a result of an illness or other unanticipated circumstances warranting a medical excuse, consistent with College policy. You must notify the instructor in advance if you will miss and exam or project deadline. Documentation from a health care provider is required upon your return to class. Project extensions requested for medical reasons must be negotiated at the time of the illness.
Conduct violations in any form are unacceptable and inexcusable behavior and can result in dismissal from the College and/or the University.

Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:
If you required academic accommodation, you must first register with the Dean of Students' Office. The Dean of Students' Office will provide you with documentation that you must then provide to me as the faculty member for this course at the time you request the accommodation. The College is committed to providing reasonable accommodations to assist students in their coursework.

COUNSELING AND STUDENT HEALTH:
Students may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to seek confidential assistance at the UF Counseling & Wellness Center, 352-392-1575. Visit their web site for more information: http://www.counseling.ufl.edu.
The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services, including primary care, women's health care, immunizations, mental health care, and pharmacy services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: www.shcc.ufl.edu

Crisis intervention is always available 24/7 from:

Alachua County Crisis Center:
(352) 264-6789
http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx

BUT – *Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.*

CLASS DEMEANOR EXPECTED BY THE PROFESSOR*:*

- **Cell phones –** on silent
- **Laptops** – Are encouraged as they may be useful during group project. Laptops are to be *used only during group project work time* during the class.

Fall 2016 Schedule: PHC 6146 Public Health Program Planning and Evaluation

Date	Class Session Topic	In class work	Reading assignment for next class	Grant writing tasks
8/25	Course Introduction	Groups and topics determined	Chapter 2 (Starting the Planning Process) Chapter 3 (Models for Program Planning in Health Promotion)	Develop: - Grant topic area - Population of interest - Potential organization
9/1	Planning and Models for planning Process- (Chapters 2 & 3)	Project work: Topic rationale and planning model	Chapter 4 (Assessing Needs)	Develop: - Organization Description - Target Audience
9/8	Assessing needs (Chapter 4)	Project work: Needs assessment plan Grant reports: Ideas	Chapter 6 (Mission Statement, Goals, and Objectives)	Develop Rationale for project need (under Project Description)
9/15	Mission statement, goals and objectives (Chapter 6)	Project work: Goals and objectives for program planning	Chapter 7 (Theories and Models for Health Promotion)	Develop Goals and objectives for project (under Project Description)
9/22	Theories and Models for Health Promotion (Chapter 7)	Project work: Theory for an intervention	Review chapters 2, 3, 4, 6, and 7 for exam #1	Develop Theory and model supporting proposed project (under Project Description)
9/29	Grant proposals: Topics, rationale, goals and objectives Group project work Exam #1 (Chapters 2, 3, 4, 6 and 7) – taken online	Present grant ideas Project work as needed	Chapter 8 (Interventions) Review Chapter 5	Refine ideas based on peer feedback

Date	Class Session Topic	In-class work	Reading assignment for next class	Grant writing tasks
10/6	Designing interventions (Chapter 8)	Project Work: Intervention plan	Chapter 9 (Community Organizing and Community Building) Chapter 12 (Implementation: Strategies and Associated Concerns)	Develop • Intervention plan (under Project Description)
10/13	Community and Implementation Issues (Chapters 9 and 12)	Project work: Logic models	Chapter 10 (Identification and Allocation of Resources)	Develop • Community partnership engagement (Partnerships) • Logic model for program (under Measurable Goals)
10/20	Identifying Needed Resources (Chapter 10)	Project work: Resources Needed	Chapter 11 (Marketing: Developing Programs that Respond to the Wants and Needs of the Priority Population) Review Chapter 15 Review Chapters 8, 9, 10 and 12 for exam	Develop • Logic Model (under Measurable Goals)
10/27	Grant proposals: Intervention plan, community partnerships; logic model Group Project Work Exam #2 (Chapters 8, 9, 10, 12) - online	Present grant ideas Project work as needed		Refine ideas based on peer feedback
11/3	Marketing (Chapter 11)	Project work: Marketing plan	Chapter 13 (Evaluation: An Overview) Chapter 14 (Evaluation Approaches and Designs)	Develop • Marketing plan (Under Project Description) • Resources needed and sustainability plans (Sustainability)

Date	Class Session Topic	In class work	Reading assignment for next class	Grant writing tasks
11/10	Evaluation (Chapters 13 and 14)	Project work: Evaluation Plan	Review for Exam #3 (Chapters 11, 13 and 14)	Develop • Evaluation Plan (Measurable Goals) Prepare for Exam #3
11/17	NO CLASS Exam 3# Chapters 11, 13 and 14 - online	None		Work on proposal
11/24	NO CLASS Thanksgiving Holiday	None	Holiday – No class	Work on proposal
12/1	Final class session Present Group Projects	Present projects		Finalize proposal
12/7	**Grant proposals due by 5 PM**			

PHC 6146 Assessment and Surveillance in Public Health
Project Presentation (75 total points)   Fall 2016

Presentation Section	Inadequate	Adequate	Outstanding
Group Member Names and Project Title *(3 points)*	Names and title not present. *(0 points)*	Names and title present. *(3 points)*	Names and title present. *(3 points)*
Background of Project Importance/Need and Theoretical Framework *(10 points)*	No/little background/need and theoretical framework provided. *(0 points)*	Basic information about project background and need provided; theoretical framework provided. *(8 points)*	Compelling need for project based on background of area, contributes to field in an important manner, and an appropriate theoretical framework provided and explained as to why this framework was selected. *(10 points)*
Project Purpose *(10 points)*	Provides no/little description of project purpose. *(0 points)*	Project purpose is provided, *(8 points)*	Project purpose is compelling and innovative; adds to an important need; *(10 points)*
Project Methods *(12 points)*	Methods are poorly explained and/or inadequate *(0 points)*	Methods are explained and methods are appropriate for project. *(10 points)*	Methods are clearly explained, appropriate for project, and a justification for the choice of methods is provided. *(12 points)*
Evaluation Results *(8 points)*	Results are not present or poorly described. *(0 points)*	Results are described. *(6 points)*	Results are clearly described; properly align with methods. *(8 points)*
Conclusions *(8 points)*	Conclusions are not present or poorly described. *(0 points)*	Conclusions are provided. *(6 points)*	Conclusions are clearly described; are linked appropriately with results. *(8 points)*
Implications of findings *(10 points)*	Implications are not provided. *(0 points)*	Implications are provided and are reasonable. *(7 points)*	Implications follow from conclusions, link to the background for the project and its need, and provide direction for future work.

			(10 points)
Lessons learned from conducting the project *(8 points)*	No lessons learned are provided. *(0 points)*	One or two lessons learned are provided. *(6 points)*	At least two lessons learned are provided and include reflection on advice for others if a similar project undertaken. *(8 points)*
Overall *(6 points)*	Poor grammar, many typos, poorly organized; poor visual appearance; poor oral presentation by group; not all members participate in presentation. *(0 points)*	Clearly written, few typos and good use of grammar, organized; attention to visual appearance apparent; clear oral presentation and all members participate in presentation. *(4 points)*	Well written, no (minimal) typos and good use of grammar; well organized; visually appealing; engaging oral presentation (maintains interest of audience) and all members participate in presentation. *(6 points)*

Grant Section	Inadequate	Adequate	Outstanding
Project summary *(5 points)*	Does not accurately or thoroughly describe the project. *(0 points)*	Briefly describes the project. *(2 point)*	Describes the project and provides interest/compelling argument about the project. *(5 points)*
Organization Description *(2 points)*	No/little description of organization provided. *(0 points)*	Organization's mission is described. *(1 point)*	Organization's mission, history, activities and population it serves is clearly described. *(2 points)*
Project Description *(22 points)*	Provides no/little description on proposed activities, services, resources or interventions. Provides no/little explanation of why approach will be effective (no data from a needs assessment included). No rationale for project provided. No/poorly explained theory or model supporting the project. No/poorly explained marketing plan. *(0 points)*	Description of proposed activities, services, resources or interventions provided – make sense for identified problem. Needs assessment data provided and rationale for why approach will be effective provided. A theory or model is present in approach and marketing plan described. *(16 points)*	Proposed activities, services, resources or interventions provide an innovative/novel solution to the identified problem. Needs assessment data are from more than one source and clearly relate to rationale why approach will be effective. The theory or model used is clearly explained as to why it has been selected for the project and the marketing plan provides a clear rationale as to why it will work for the project and target audience. *(22 points)*

Target Audience (5 points)	Audience is inadequately described and why the organization's experience is relevant to the audience. The number of individuals to be served and recruited is not described. *(0 points)*	Audience described and the organization's experience with serving the audience is explained; number of individuals to be served and recruitment of participants explained. *(2 points)*	The organization has considerable experience with the audience and many details about the audience to be served are explained. An explanation as to why the number of individuals to be served is provided and how recruitment of participants, including addressing challenges to recruitment, is provided. *(5 points)*
Measurable Goals (22 points)	Goals for project not provided or goals provided are not linked to project intervention. Indicators to measure effectiveness are not provided or do not align with goals. No or inadequate evaluation plan provided. Logic model not provided or incomplete model/ (no inputs, outputs, short, medium and long-term outcomes detailed). *(0 points)*	Goals for project provided and indicators to measure effectiveness present. Indicators not strongly linked to goals. Evaluation plan present. Logic model present and complete; not all time frames for outcomes presented. *(15 points)*	Goals are clearly linked to project and indicators are SMART measurable. Evaluation plan clear to understand and provides multiple components to assess at several levels/points in time the effectiveness of the program. Logic model clearly outlines the program components and specific, measurable outcomes at short, intermediate and long-term time frames. *(22 points)*
Partnerships (4 points)	No or little description of how organization will partner with the community/target audience. No or little description of how partnerships will benefit from the project. *(0 points)*	Description of the organization's partnership with community/target audience provided, including how the partnership will benefit the project. *(2 points)*	Explanation of how the project would not be possible without the partnership of the community/target audience and description of multiple benefits the project will receive because of the partnerships.*(4 points)*

Sustainability *(5 points)*	No description of project sustainability after funding ends provided. *(0 points)*	Sustainability of the project is referenced briefly. *(2 points)*	Project sustainability is well described and is achievable. *(5 points)*
Project timeline *(2 points)*	No timeline provided. *(0 points)*	Timeline provided outlines major activities of project; timeline is feasible. *(1 point)*	Timeline provided that is visually appealing and understandable; outlines activities and explains how project activities will be feasible during project period. *(2 points)*
Budget *(2 points)*	No budget provided. *(0 points)*	Budget provided and some explanation of need for expenses provided. *(1 point)*	Clear, justifiable need for expenses provided. *(2 points)*
Overall *(6 points)*	Poor grammar, many typos, poorly organized. Unfeasible idea. *(0 points)*	Clearly written, few typos and good use of grammar, well organized. Project feasible. *(3 points)*	Well written, compelling argument and presentation of facts, needs, and ideas. Project is novel and feasible. *(6 points)*