Syllabus
UNIVERSITY OF FLORIDA
College of Public Health & Health Professions
PHC 6146: Public Health Program Planning and Evaluation Fall 2019
Thursday, from 1:55 to 4:55 pm (periods 7-9th), Room: CG-56
Course materials in Canvas

Credits: 3
Faculty: Amy Blue, PhD
College of Public Health and Health Professions
HPNP Building, room 4115
Telephone: (352) 294-4981
Email: amy.blue@phhp.ufl.edu
Office hours: Thursdays from 10 -11 AM and by appointment – please email.
Teaching Assistant: Jayne-Marie Raponi, MPH: jmraponi@ufl.edu

Prerequisites
PHC 6410 is a prerequisite unless waived with permission from the instructor.

PURPOSE AND OUTCOME
Course Overview
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.

Relation to Program Outcomes
The course objectives related to several MPH foundational knowledge objectives and competencies:

MPH Foundational Knowledge:
1) Explain behavioral and psychological factors that affect a population’s health
2) Explain the social, political and economic determinants of health and how they contribute to population health and health inequities.

MPH Foundational Competencies
1) Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
2) Design a population-based policy, program, project or intervention
3) Explain basic principles and tools of budget and resource management
4) Select methods to evaluate public health programs

Course Objectives and/or Goals
Upon completion of this course, students will be able to:
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 implement a public health intervention.
6. Create a proposal for a public health program addressing a community’s particular health and wellness needs.

**Instructional Methods**

**Class Discussion:** Following the professor’s presentation, beginning on August 22nd, 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. Group work and suggested individual work topics may change as needed.

**DESCRIPTION OF COURSE CONTENT**

**Topical Outline/Course Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date(s)</th>
<th>Topic(s)</th>
<th>Readings</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>8/22/19</td>
<td>Course Introduction Groups and topics determined Individual Work: Consider grant topic Domain and Indicators</td>
<td>Chapter 2: Starting the Planning Process Chapter 3: Models for Program Planning and Health Promotion</td>
</tr>
<tr>
<td>2</td>
<td>8/29/19</td>
<td>The Planning Process and Models for Planning Group Work: Topic, rationale and planning model Individual Work: Consider grant topic and rationale (need)</td>
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</tr>
<tr>
<td>3</td>
<td>9/5/19</td>
<td>Assessing Needs Group Work: Topic, rationale, including needs assessment, and planning model Individual Work: Peer consulting on individual grant topic and rationale (need)</td>
<td>Chapter 4: Assessing Needs</td>
</tr>
<tr>
<td>4</td>
<td>9/12/19</td>
<td>Mission Statement, Goals and Objectives Group Work: Goals and objectives for project Individual Work: Refine topic and rationale for grant</td>
<td>Chapter 6: Mission Statement, Goals, and Objectives</td>
</tr>
<tr>
<td>5</td>
<td>9/19/19</td>
<td>Theories and Models for Health Promotion Group Work: Theory related to intervention Individual Work: Theory and intervention for grant</td>
<td>Chapter 7: Theories and Models for Health Promotion</td>
</tr>
<tr>
<td>6</td>
<td>9/26/19</td>
<td>Interventions Group Work: Project plan/intervention Individual work: Elevator pitch written statement</td>
<td>Chapter 8: Interventions Individual work: Elevator Pitch for grant due on 10/3</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Assignments</td>
<td>Notes</td>
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<tr>
<td>7</td>
<td>10/3/19</td>
<td>Measurement and Measures</td>
<td>Chapter 5: Measurement, Measures, Measurement Instruments, Sampling</td>
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<td></td>
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<td>Group work: Project plan</td>
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<td></td>
<td>Individual work Elevator Pitch statement is due</td>
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<td></td>
<td></td>
<td>Quiz review</td>
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<tr>
<td>8</td>
<td>10/10/19</td>
<td>No Class</td>
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<td></td>
<td></td>
<td>Group Work: Project plan</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Quiz 1 (online): Chapters 2, 3, 4, 5, 6, 7 and 8</td>
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<tr>
<td>9</td>
<td>10/17/19</td>
<td>Evaluation of programs and Logic Models</td>
<td>Discuss Chapter 13: Evaluation: An Overview</td>
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<td>Group Work: Logic Model for project</td>
<td>Discuss Chapter 14: Evaluation Approaches and Designs</td>
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<td>Individual Work: Logic Model for project and evaluation plan</td>
<td>Individual work: Logic Model for grant due on 10/24</td>
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<tr>
<td>10</td>
<td>10/24/19</td>
<td>Implementation Strategies</td>
<td>Chapter 12: Implementation: Strategies and Associated Concerns</td>
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<td>Group Work: Implementation of projects</td>
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<td>Individual work: Logical model for grant due</td>
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<tr>
<td>11</td>
<td>10/31/19</td>
<td>Marketing</td>
<td>Chapter 11: Marketing: Developing Programs that Respond to the Wants and Needs of the Priority Population</td>
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<tr>
<td></td>
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<td>Group Work: Marketing Plan</td>
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<td>Individual work: Grant writing</td>
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<tr>
<td>12</td>
<td>11/7/19</td>
<td>Resources and Budgeting</td>
<td>Chapter 10: Identification and Allocation of Resources</td>
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<td></td>
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<td>Group Work: Resources Needed</td>
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<td></td>
<td></td>
<td>Individual work: Consider Staff Qualifications, Timeline, Sustainability, Communication/Social Media and Budget</td>
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<tr>
<td>13</td>
<td>11/14/19</td>
<td>Working in the Community</td>
<td>Chapter 9: Community Organizing and Community Building</td>
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<td>Individual work: Grant Writing</td>
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<td></td>
<td></td>
<td>Quiz Review</td>
<td></td>
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<tr>
<td>14</td>
<td>11/21/19</td>
<td>No Class - Project Presentations</td>
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<tr>
<td></td>
<td></td>
<td>Quiz 2 (online): Chapters 9, 10, 11, 12, 13, and 14</td>
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<tr>
<td>15</td>
<td>11/28/19</td>
<td>No Class - Thanksgiving</td>
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<tr>
<td>16</td>
<td>12/10/19</td>
<td>Grants Due at 5 PM</td>
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**Course Materials and Technology**

For technical support for this class, please contact the UF Help Desk at:
- Learning-support@ufl.edu
- (352) 392-HELP - select option 2

**ACADEMIC REQUIREMENTS AND GRADING**

Assignments
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.

**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 13 opportunities at 2.3 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 the end of October and finish around November 15th. Groups are expected to present their work in class on Thursday, November 21st.

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 10 minutes in length. All group members must participate in the presentation.

**Quizzes:** 45 points per each quiz (15% of grade per quiz; 90 points total for both quizzes and 30% of overall grade)

Students are required to complete two quizzes (short answer). Quiz questions will be drawn from each of the assigned chapters; specific chapters for each quiz are listed in the syllabus. The quizzes will be administered on-line and dates when quizzes are available will be during the week indicated in the syllabus, discussed in class and post in Canvas.

**Public Health Planning Proposal:** 105 points total (35% of grade)

Students are expected to write a Public Health Planning grant per the class instructions. The grant template is from an AETNA Cultivating Healthy Communities 2018 Grant program and students are expected to complete items in both the Stage 1 and Stage 2 requirements. A written “elevator pitch” is due on October 3rd and a Logic Model for the grant is due on October 24th.

Students are to follow grant instructions and to prepare the final document with the RFP headings in a Word document. During designated class time, students will be asked to present progress to date on grants to peers for formative feedback.

**Project proposals are due Tuesday, December 10th by 5 PM in Canvas.** Proposals received after the deadline will have 10 points for every 24 hour period that passes after the deadline.

**Grading**
<table>
<thead>
<tr>
<th>Requirement</th>
<th>Due date</th>
<th>Points or % of final grade (% must sum to 100%)</th>
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</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>Each class</td>
<td>30 points (10% of grade)</td>
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<tr>
<td>Quiz 1</td>
<td>Week 8</td>
<td>45 points (15% of grade)</td>
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<tr>
<td>Quiz 2</td>
<td>Week 14</td>
<td>45 points (15% of grade)</td>
</tr>
<tr>
<td>Group Project Presentation</td>
<td>11/21/19</td>
<td>75 points (25% of grade)</td>
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<tr>
<td>Individual grant</td>
<td>12/10/19 5 PM</td>
<td>105 points (35% of grade)</td>
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Point system used (i.e., how do course points translate into letter grades).

**Example:**

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</tr>
</thead>
<tbody>
<tr>
<td>Letter Grade</td>
<td>A</td>
<td>A-</td>
<td>B+</td>
<td>B</td>
<td>B-</td>
<td>C+</td>
<td>C</td>
<td>C-</td>
<td>D+</td>
<td>D</td>
<td>D-</td>
<td>E</td>
</tr>
</tbody>
</table>

Please be aware that a C- is not an acceptable grade for graduate students. The GPA for graduate students must be 3.0. in all 5000 level courses and above to graduate. A grade of C counts toward a graduate degree only if a sufficient number of credits in courses numbered 5000 or higher have been earned with a B+ or higher. In addition, the Bachelor of Health Science Program does not use C- grades. For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D+</th>
<th>D</th>
<th>D-</th>
<th>E</th>
<th>WF</th>
<th>I</th>
<th>NG</th>
<th>S-U</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Points</td>
<td>4.0</td>
<td>3.67</td>
<td>3.33</td>
<td>3.0</td>
<td>2.67</td>
<td>2.33</td>
<td>2.0</td>
<td>1.67</td>
<td>1.33</td>
<td>1.0</td>
<td>0.67</td>
<td>0.0</td>
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</tbody>
</table>

**Exam Policy**

Students are required to complete two quizzes (short answer): Quiz #1 Week 8; Quiz #2 week 15. Quiz questions will be drawn from each of the assigned chapters; specific chapters for each quiz are listed in the syllabus. The quizzes will be administered on-line.

**Policy Related to Make up Exams or Other Work**

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 an 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.

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

**Policy Related to Required Class Attendance**

Students will need to participate in class discussions about the readings and course material. There will be points awarded each class session for participation in discussions of readings and course material. 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 13 opportunities at 1.15 points each week)
Please note all faculty are bound by the UF policy for excused absences.

Excused absences must be consistent with university policies in the Graduate Catalog Absence Policy and require appropriate documentation. Additional excused absence information can be found at Additional Graduate Catalog absence policy information

Policy Related to Guests Attending Class:

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are not permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety.

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior
- 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.

Communication Guidelines
Please be mindful of Netiquette Guidelines

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 Honor Code and Conduct Code.
Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

**Online Faculty Course Evaluation Process**
Students are expected to provide feedback on the quality of instruction in this course by completing Online Evaluations. 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.

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**SUPPORT SERVICES**

**Accommodations for Students with Disabilities**
If you require classroom accommodation because of a disability, it is strongly recommended you register with the Disability Resource Center within the first week of class or as soon as you believe you might be eligible for accommodations. The Disability Resource Center will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

**Counseling and Student Health**
Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

The UF Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: On line and in person assistance is available.

- **You Matter We Care**. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- **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. 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 their website.
- **Crisis intervention is always available 24/7 from:**
  - Alachua County Crisis Center:
    - (352) 264-6789
    - [Alachua County Crisis Center](#)

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.

**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.