

University of Florida
College of Public Health & Health Professions Syllabus
Course Number: PHC 6146 Public Health Program Planning and Evaluation (3 Credit Hours)
Fall 2022

Delivery Format: For Campus students: Classroom: HPNP G301A
 Course Website or e-Learning in Canvas (*if applicable*)

Instructor Name: Amy Blue, PhD

Room Number: M 105

Phone Number: 352-273-8477

Email Address: amy.blue@php.ufl.edu

Office Hours: Thursdays at 10 AM; by appointment (preferred)

Teaching Assistant:

Preferred Course Communications (e.g. email, office phone): email

Email, email for appointment or stop by office. Please note that night or weekend email may not be answered until next business day.

PREREQUISITES

PHC 6410 is a pre-requisite, unless exception has been made by the course director.

PURPOSE AND OUTCOME

Course Overview

Students are to acquire knowledge, skills, and methods for conducting public health programming including assessment, design, planning, implementation, and evaluation.

Relation to Program Outcomes

The course objectives related to several MPH foundational competencies:

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.

SBS Competencies

- 1) Integrate social and behavioral science theories and concepts in the development of interventions/solutions to public health problems.
- 2) Design, implement and evaluate a public health intervention

Course Objectives and/or Goals

Upon completion of the 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 a 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 research, theories and concepts as well as 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

This course will emphasize an adult-learner, student-centered approach. Students will be expected to apply knowledge gained through class readings and their own experience during class activities as well as a required group project. Class time will include discussions of class readings, lecture presentations by faculty experts, student presentations, group project work, and sharing of project work. Students will apply approaches and methods of public health program planning through course assignments and group project work. In this manner, students should acquire the knowledge and skills associated with the course objectives.

What is expected of you?

You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all readings and out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the class sessions. If you are not prepared for class sessions, you may struggle to keep pace with the activities occurring in class, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

Specific expectations of the course, detailed below in the Academic Requirements and Grading section include: a) completing reading assignments from textbook and other assigned articles; b) participation in class discussions and activities; c) completion of individual assignments in Canvas each week; d) completion of a group project and associated a class presentation; e) completion of two quizzes (online); and f) completion of an individual grant proposal (weekly assignments in Canvas build upon grant proposal components).

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

<i>Week</i>	<i>Before Class Preparation</i>	<i>During Class</i>	<i>After Class Assignments</i>
1 8/22-8/28	By Wednesday 8/24 Read: 1) Course Syllabus 2) How Diversity Makes Us Smarter by KW Phillips 3) Why Diverse Teams are Smarter by D Rock and H Grant	Class meeting 8/25 Overview of course Review of effective teamwork	By 8/28 Group Project work: Possible topics Team Contract

<i>Week</i>	<i>Before Class Preparation</i>	<i>During Class</i>	<i>After Class Assignments</i>
2 8/29-9/4	By Wednesday 8/31 Read: Chapter 2: Starting the Planning Process Chapter 3: Models for Program Planning and Health Promotion View: Chapter 2 presentation Chapter 3 presentation Complete Assignment	Class meeting 9/1 Starting the Planning Process and Models for Planning	By 9/4 Group Project work: Team Contract due 9/4 Possible topics and planning model
3 9/5-9/11	By Wednesday 9/7 Read: Chapter 4: Assessing Needs View: Chapter 4 presentation Complete Assignment	Class meeting 9/8 Assessing Needs	By 9/11 Group Project work: Topic and rationale, including needs assessment
4 9/12-9/18	By Wednesday 9/14 Read: Chapter 5: Measurement, Measures, Measurement, Instruments, Sampling View: Chapter 5 Presentation Complete Assignment	Class meeting 9/15 Measurements and Instruments	By 9/18 Group Project work: Project planning
5 9/19-9/25	By Wednesday 9/21 Read: Chapter 6: Mission Statement, Goals, and Objectives View: Chapter 6 presentation Complete Assignment	Class meeting 9/22 Mission statements, goals and objectives	By 9/25 Group Project work: Project goals and objectives
6	By Wednesday 9/28 Read:	Class meeting 9/29	By 10/2 Group Project work:

<i>Week</i>	<i>Before Class Preparation</i>	<i>During Class</i>	<i>After Class Assignments</i>
9/26-10/2	Chapter 7: Theories and Models for Health Promotion View: Chapter 7 presentation Complete Assignment	Theories and Models for Health Promotion	Theory related to intervention
7 10/3-10/9	By Wednesday 10/5 Read: Chapter 8: Interventions View: Chapter 8 presentation Complete Assignment	Class meeting 10/6 Interventions Quiz 1 review	By 10/9 Group Project work: Project plan/intervention
8 10/10-10/16	By Wednesday 10/12 Read: Chapter 13: Evaluation: An Overview Chapter 14: Evaluation Approaches and Designs View: Chapter 13 and 14 presentations Complete Assignment	Class meeting 10/13 Program Evaluation	By 10/16 Group Project work: Project evaluation plans Quiz 1 online: Chapters 2,3,4,5,6,7, and 8
9 10/17-10/23	By Wednesday 10/19 Assignment break	Class meeting 10/20 No class/continue project work	By 10/23 Group Project work: Continue project work
10 10/24-10/30	By Wednesday 10/26 Read: Chapter 11: Marketing: Developing Programs that Respond to the Wants and Needs of the Priority Population View: Chapter 11 presentation	Class meeting 10/27 Marketing Public Health Programs	By 10/30 Group Project work: Marketing plan for project
11 10/31-11/6	By Wednesday 11/2 Read: Chapter 12 Implementation: Strategies and Associated Concerns	Class meeting 11/3 Program Implementation Logic models	By 11/6 Group Project work:

<i>Week</i>	<i>Before Class Preparation</i>	<i>During Class</i>	<i>After Class Assignments</i>
	View: Chapter 12 presentation Complete Assignment		Program planning/implementation
12 11/7- 11/13	By Wednesday 11/9 Read: Chapter 9: Community Organizing and Community Building View: Chapter 9 presentation Complete Assignment	Class meeting 11/10 Community Organizing and Building	By 11/13 Group Project work: Program implementation and evaluation
13 11/14- 11/20	By Wednesday 11/16 Read: Chapter 10: Identification of Resources View: Chapter 10 presentation Complete Assignment	Class meeting 11/17 Resources for Program Planning Quiz 2 review	By 11/20 Group Project work: Program evaluation and preparation of presentation Prepare to present group presentation by 12/1
14 11/21- 11/27	By Wednesday 11/23	Class meeting 11/24 No Class Thanksgiving	By 11/27
15 11/28- 12/4	By Wednesday 11/30 Submit Project Presentations in Canvas Prepare brief summary for presentation in class.	Class Meeting 12/1 Project presentations	By 12/4 Quiz 2 Online: Chapters 9,10,11,12,13 & 14
16 12/5- 12/11		12/8 – No Class Reading Day	
17 12/12- 12/16		Grant Applications due Monday, 12/12 at 11:59 PM	

Required: Planning, Implementing, and Evaluating Health Promotion Programs: A Primer (7th Edition) Paperback). By James F. McKenzie. Publishwe: Pearson (2017); **ISBN-10:** 0134219929 **ISBN-13:** 978-0134219929

Additional Technologies

Not required

Technical Support

For technical support for the materials posted in the course e-Learning site, activities, and assessments, please post in the appropriate discussion or contact:

Name: Not applicable

Phone Number:

Email Address:

For all other technical support for this class, please contact the UF Computing Help Desk at:

Phone Number: (352) 392-HELP (4357) Option 2

Email: helpdesk@ufl.edu

Webpage with Chat: [UF Computing Help Desk](#)

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 zoom class session unless an excused absence is obtained prior to class. During class time, students are expected to engage in discussion of the assigned readings, work in groups on project activities and provide project updates as assigned.

Participation in Class Discussion: 60 points (20% of grade)

Students are responsible for the readings in advance and will need to participate in class discussions about the readings and course concepts. Students are also expected to complete weekly assignments. There will be points awarded for each assignment and associated class participation. Weekly class assignments are associated with the required grant proposal and are meant to help you prepare sections of the grant and obtain peer and instructor feedback on your grant sections. [Note, you may have one excused absence without penalty; there are 13 opportunities at 4.6 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. The Canvas course site has milestones for completion and each week a brief project progress report is due to help guide the group with its work and provide opportunity for instructor input and feedback.

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 and must be recorded and submitted as an assignment in Canvas. All group members must participate in the presentation.

Quizzes: 30 points per each quiz (10% of grade per quiz; 60 points total for both quizzes and 20% of overall grade)

Students are required to complete two quizzes (short answer) online. 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. Individual class assignments will provide milestones for grant work. Students are to follow grant instructions and to prepare the final document with the RFP headings in a Word document.

Project proposals are due Monday, December 13th by 11:59 PM in Canvas. Proposals received after the deadline will have 10 points for every 24 hour period that passes after the deadline.

Grading

Requirement	Due date	Points or % of final grade (% must sum to 100%)
Class Participation	Each class	60 (20% of grade)
Quiz 1	Week 8 (by 10/16)	30 (10% of grade)
Quiz 2	Week 15 (by 12/4)	30 (10% of grade)
Group Project Presentation	December 1	75 points (25% of grade)
Individual Grant	December 12 at 11:59 PM	105 points (35% of grade)

Point system used (i.e., how do course points translate into letter grades).

Points earned	279-300	270-278	260-269	250-259	240-249	230-239	220-229	210-219	200-209	190-199	180-189	<179
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

Please be aware that a C- is not an acceptable grade for graduate students. A grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A. In addition, the Bachelor of Health Science Program does not use C- grades.

Letter grade to grade point conversions are fixed by UF and cannot be changed.

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the [Grading and Grade Policies](#) posted by the Registrar's Office.

Exam Policy

Policy Related to Make up Exams or Other Work

All work must be completed by the due date. Students need to contact the course instructor and teaching assistant in advance if this is going to be a problem so that alternative arrangements can be made.

Policy Related to Technical Issues

Please note: Any requests for make-ups due to technical issues MUST be accompanied by the UF Computing Help desk correspondence. 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

Requirements for class attendance and make up exams, assignments, and other work in this course are consistent with university policies that can be found at UF [Attendance Policies](#).

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

Students are expected to participate fully in class and conduct themselves in a professional, respectful manner with classmates, course instructor teaching assistant, staff, and community members at all times. Part of the course learning will involve improving teamwork skills and students are expected to engage in effective teamwork behavior during class and project work.

Communication Guidelines

If a student has a question, concern or particular need, he or she may contact the course instructor and/or teaching assistant via email or after class. Email will be answered with 24 hours during weekdays and maybe up to 48 hours on the weekend or during holidays, unless an urgent request is made.

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 Codes](#) information at the Dean of Students Office website or the [Academic Expectations](#) information at the Graduate School website for additional details.

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

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 Faculty Course Evaluation Process

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/>.

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. Link to full policy: <http://facstaff.phphp.ufl.edu/services/resourceguide/getstarted.htm>

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office 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.

Students in UF Health Sciences programs should be mindful that unique course accommodations may not be applicable in a clinical, fieldwork or practicum setting. Thus, planning a semester in advance with the DRC Health Sciences Learning Specialist, Lisa Diekow ldiekow@ufsa.ufl.edu, is highly encouraged.

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 **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: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- **U Matter We Care** website: <http://www.umatter.ufl.edu/>. 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 the web site at: <https://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>
- **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](#).

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 website: www.multicultural.ufl.edu