University of Florida
College of Public Health & Health Professions
PHC 6146: Public Health Program Planning and Evaluation (3 credit hours)
Class Meeting: Thursdays 1:55pm-4:55am, Location G103
Fall 2023
Delivery Format: Hybrid

Instructor:	Julia R. Varnes, PhD, MPH, MCHES
Virtual Office:	https://ufl.zoom.us/j/94979907070
Campus Office:	HPNP 4133
Office Hours:	In office or virtual: Wednesdays, 10:30am-11:30am
	Virtual only: Thursdays, 9:30am-10:30am
	Others by appointment
GroupMe:	UF-6146-FALL23
	You are invited to use our GroupMe to ask questions or discuss anything PHC6146
Office Phone:	352-294-5382
Email Address:	jrvarnes@ufl.edu
Preferred Course Communications:	
	GroupMe for non-personal communication; UFL Email for all else

Email policy: Direct Outlook email (jrvarnes@ufl.edu) is the preferred method of communication for personal email. Please do NOT use the message function within Canvas. You can expect to receive a response within two business days.

Prerequisites

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

For SBS concentration students, it is highly recommended that you have also already completed PHC 6700 and PHC 6251.

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 support several MPH foundational competencies and SBS concentration specific 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:
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 emphasizes an adult-learner, student-centered approach. Students are 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.

This course is offered, in weekly "modules." The content is presented in various ways, which are all viable sources for exam questions:
- Assigned readings (textbook chapters and/or articles posted to eLearning)
- Lectures/videos (posted to eLearning)
- A readiness quiz (covering all content presented within the module, including readings and videos)
- In class attendance, participation, professionalism, activities

Blended Learning
This course uses blended learning. A Blended Learning class uses a mixture of technology and face-to-face instruction to help you maximize your learning. Knowledge content that, as the instructor, I would have traditionally presented during a live class lecture is instead provided online before the live class takes place. This lets me focus my face-to-face teaching on course activities designed to help you strengthen higher order thinking skills such as critical thinking, problem solving, and collaboration.

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Competency in these skills is critical for today's public health professional. Using blended learning also allows us to save significant class time for small group work on your team project.

What is expected of you?

You are expected to actively engage in the course throughout the semester. Discussion plays an important role in this course, thus this course requires active involvement. You are expected to come to each class prepared to engage in discussion and activities. You prepare by completing the course readings, watching the course lectures ahead of time, and completing all out-of-class assignments ahead of time. This preparation gives you the knowledge and practice needed to engage in higher learning goals in the course. Similarly, you are expected to participate in the live class. Throughout course discussions, you will be asked to initiate ideas, share relevant experiences, reflect on what your classmates say, and discuss and extend the preparatory content.

Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives. Participating actively requires that you are open to discussing your beliefs and how you define yourself while also opening yourself to other points of view and considering them critically. Rich discussion frequently entailsdisagreements not only about issues, but also about basic values. As a participant in this class, *you are expected to be respectful toward others and their views*, even if they are radically opposed to your own beliefs.

To unlock course content, you must review the Week 1 content and then take the syllabus and course procedures quiz, which is linked at the end of the Week 1 content; or you can access the quiz under the quizzes tab in Canvas. for this quiz, you must pass the quiz with 100% correct answers in order to unlock the course materials. After this, you will be able to accessthe course modules during their assigned week. Late work is not accepted without approval of instructor.

DESCRIPTION OF COURSE CONTENT

Course Materials, Instructional Methods, & Technology

Required Textbook: Issel, L. M., Wells, R., & Williams, M. (2022). *Health program planning and evaluation: A practical, systematic approach for community health.* (5th edition). Jones & Bartlett Learning. DOI: 9781284210057

Recommended: McKenzie et al. (2017). *Planning, implementing, and evaluating health promotion programs: A primer* (8th Edition) Paperback). By James F. McKenzie. Publisher: Pearson (2017); ISBN-10: 0134219929 ISBN-13: 978- 0134219929
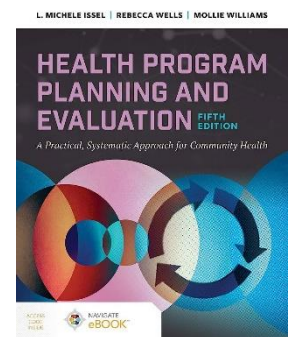
This course participates in the UF All Access program. Login at the following website and Opt-In to gain access to your required course materials - https://www.bsd.ufl.edu/AllAccess – UF All Access will provide you with yourrequired materials digitally at a reduced price and the charge will be posted to your student account. This option will be available starting 1 week prior to the start of the semester and ending 3 weeks after the first day of class.

Additional Required Readings: Posted within each module on the course website.

Lectures & Videos: Posted within each module on the course website.

Please bring your laptops to every class. Laptops and other electronics should only be used when appropriate for taking notes or completing in-class activities.

Course Website: This course will use Canvas. The course website is available at http://elearning.ufl.edu. The weekly schedule, all modules,and all course materials (including links for quizzes and exams) are available through this website. Grades will be posted on this website, and you will be expected to complete preparatory work each week through the website in weekly modules. You will log into the course website using your gatorlink ID and password; if you have trouble logging in, please contact the UF Help Desk at 352-392-HELP.

Announcements: Class announcements will be sent via the announcements tool in eLearning. Depending onyour CANVAS notification settings, you may or may not be notified via email; *you are responsible for all information in these announcements* whether or not you see them in your email.

Technology Requirements: You are REQUIRED to have a laptop/ computer with internet access for class. We strongly suggest, for ASSESSMENTS, not to use mobile devices, tablets, etc. For the most recent browser requirements for eLearning/ Canvas, navigate to see a list of supported browsers and recommendations forbrowser configuration, please consult:
https://wiki.helpdesk.ufl.edu/FAQs/SupportedBrowsersForUFWebsites#elearning

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

ACADEMIC REQUIREMENTS AND GRADING

Assignments

1. **Syllabus Quiz:** Please review the syllabus, course overview, and the academic integrity module before completing the quiz. **NOTE**: This quiz is valued at 4 points, AND you must receive a 100% to unlock course materials. You will NOT be able to access course materials without passing the quiz.

2. **Readings and Lectures:** For each weekly module, you will be assigned textbook chapters and/or specified journal articles to read. Within each module, additional information may be provided along with recorded lectures and videos. The textbook readings provide the foundation for this course; additional readings, lectures, and videos are provided to: 1) offer more information to help clear up potentially challenging or confusing topics; 2) extend the textbook readings with more advanced concepts; 3) provide real-world examples and applications of theories, models, and interventions described in the textbook. As a result, you should complete the textbook readings *prior* to completing the other content in the module.

3. **Readiness Quizzes:** Each module has a comprehensive quiz that covers all of the content from that module (i.e., the readings **and** the lectures/videos). Each module quiz is due by 11:57AM on

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the day of class. The quizzes are not formally proctored and thus can be considered open-book; however, they are timed and you will not have time to look up every concept covered on the quiz. Therefore, you should complete your readings and review of the lecture/video content from each module *before* taking the quiz. The quiz will offer feedback based on your answers and you will have two opportunities to take each quiz. The questions that are presented are a random selection from a pool of potential items, however, so it is unlikely that you will get the exact same questions twice. **There are 12 quizzes worth 5 points each; the lowest TWO quiz grades will be dropped.** Quizzes cannot be made up.

4. **Individual Weekly Assignments:** Students are expected to complete weekly assignments. There will be points awarded for each assignment. 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.

5. **Group Project - Health Promotion Intervention:** Through completion of this project, students develop team building skills as they develop a feasible and effective health promotion project (including the evaluation) that fills a need for a specified community. The team will implement at least a portion of their project during the semester. Students will also present on their health promotion intervention. This project may build upon work students have previously done. 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
   - Anticipated outcomes
   - Evaluation plan
   - Potential implications of the project
   - Lessons learned from conducting the project

6. **Exams:** There will be 2 exams taken in-person via Canvas. **Exams are closed book** and include only closed response items (i.e., multiple-choice, true-false, and matching). While exams focus on the course content covered since the previous exam, you are responsible for any course material presented earlier as well. **Each exam is worth 50 points, for a total of 100 points.** Exams will be taken in the classroom on your laptop. Your instructor will bring a limited number of paper exams should anyone prefer paper or experience technical difficulties.

7. **Public Health Planning Proposal:** 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 assignments in Canvas provide milestones for grant work. Students are to follow grant instructions and to prepare the RFP headings in a Word document.

8. **Self- and Team Member Evaluation:** All students are required to complete a self- and team member evaluation upon completion of the group project. Ratings and feedback provided via this evaluation WILL impact your final grade on the Group Project.

9. **Public Health Program/Intervention Proposal (i.e., Individual Grant Proposal):** Students are expected to write a Public Health program grant per the class instructions. The grant template is from the AETNA Cultivating Healthy Communities 2018 Grant Program; students are expected to complete items in both the Stage 1 and Stage 2 requirements. Throughout the semester, there are individual assignments that will serve as milestones for your grant work. Your instructor will give you feedback on your drafts; you are expected to implement this feedback in your final submission. Students must follow the grant instructions and prepare the final document with the RFP headings in a Word document.

   All activities (i.e., discussion posts, exams, and prevention project presentations) are due at 11:57pm (unless otherwise noted in Canvas or on this syllabus).All work must be submitted through Canvas. NO EXCEPTIONS.

Grading

Requirement	Due Date	Points (% of final grade)
Syllabus Quiz	Week #1 to Unlock Course	4 (0.8% of grade
Weekly Readiness Quizzes	Ongoing (11 quizzes at 5 points each; lowest grade dropped)	50 (10% of grade)
Weekly assignments & class participation	Each class	90 (18% of grade)
Exam 1	Opens on Canvas at 2:00PM ET, Thursday 10/5 in class	50 (10% of grade)
Exam 2	Opens on Canvas at 2:00PM ET, Wednesday 12/13 (in class or virtual)	50 (10% of grade)
Group Project w/ Presentation	November 30, in-class presentations	100 (20% of grade)
Self- and Team Member Evaluation	December 3, 2023	6 (1.2% of grade)
Individual Grant	Grant Proposal due Sunday, 12/10 at 11:57PM	150 (30% of grade)
TOTAL		500

Grading Scale

Percentage	≥93	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	≤59

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Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

NOTE: Points and fractions of a percent are **not** rounded up at the end of the semester. Grades are not curved.

Please be aware that a C- is not an acceptable grade for graduate students. The GPA for graduate students must be 3.00 in all 5000 level courses and above to graduate. A grade of C is acceptable for a graduate degreeonly if a sufficient number of credits in courses numbered 5000 or higher have been earned with a B+ or higher.

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 Registrar'sGrade Policy regulations at:
http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

CLASS POLICIES

To ensure that we have a great semester, remember --
All transactions and relationships are enriched by courtesy:
Be considerate of one another during group work. All ideas have merit.
Be considerate of your classmates and the professor during class meetings by being attentive, power-off technology, and be prepared to fully participate in each class.

Assignment Policies
Be sure to review assignment descriptions in the course syllabus and in Canvas, and take note of any additional in-class guidance given for each assignment. Please note that important and helpful information about your assignments will be provided in class and/or video lectures. Students are expected to do their best work and to turn in work on time.
- Please make efforts to turn assignments in early. **Save back-up copies of all your work**, as some assignments may not be returned and Canvas access may expire after the semester ends. All written work must be typed, unless otherwise indicated.
- Unless otherwise noted, assignments are due at 11:57pm on the date indicated. Students will be given a grace period (until 1am) in which they can submit an assignment after 11:57pm with no penalty. **After the grace period, assignments will not be accepted late.**

I do recognize that personal circumstances arise (life happens) that may interfere with your ability to meet a deadline. If these unanticipated events do occur, please let me know as soon as possible. I will not be receptive to retrospective requests for extensions without a compelling rationale for why these requests are being made.

Make-Up Policy
If a student fails to submit an assignment, quiz, or exam on-time; or if they must be absent from class activities, they will be provided an opportunity to submit after the deadline provided that they have an acceptable reason for missing the deadline.

Attendance Policy
Attendance is required. Students must notify the instructor via email about upcoming absences, late arrival or if they have to leave early as soon as they become aware of potential conflicts prior to the class. If you miss the class without notification or you provide an unacceptable excuse, your attendance cannot be marked. The following are not acceptable excuses for missing class: work, volunteering, personal travel/vacation. Job interviews are acceptable if approved by the instructor prior to the class.

Excused absences must be consistent with university policies in the Graduate Catalog. All faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Policy Related to Plagiarism
Plagiarism, as defined in the UF Student Honor Code will not be tolerated. Plagiarism detection software (e.g., TurnItIn) and other resources may be used to detect plagiarism. Assignments where the instructor deems that plagiarism has occurred may receive a zero grade, and may be reported to the Dean of Students office as a Student Honor Code violation. APA provides guidelines on avoiding plagiarism; for more details you can also reference the Purdue Online Writing Lab website.

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Diversity Statement
I consider this classroom to be a place where you will be treated with respect, and I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability – and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming, and inclusive environment for every other member of the class.

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 andculture, 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 andenhances 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 withrespect 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 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 tothe Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu

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 includesthe following pledge:

> *"We, the members of the University of Florida community, pledge to hold ourselves and our peers to thehighest standards of honesty and integrity."*

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and onall 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. Cheating, lying, misrepresentation, or plagiarism in any formis unacceptable and inexcusable behavior for graduate students, and 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 or the Graduate Student Website for additional details.

Turnitin

Academic integrity is a serious issue that has been a growing problem at universities. I have a zero tolerance policy for breaches of academic integrity, including plagiarism and cheating. There are multiple video resources posted on our Canvas site that discuss plagiarism and how to properly paraphrase and cite other people's work. With each assignment you complete, you are pledging that you hold yourself and your classmates to the highest standards of academic integrity. I use an online tool called Turnitin to check student work for originality; in other words, your work should be in your own words and not copied from any source. Every student needs to watch the videos on plagiarism and on using Turnitin and needs to check their own Turnitin report, made available through the Canvas site automatically when you submit anything though assignments. You should submit assignments early enough to have time before the due date to make revisions to them if your Turnitin report shows areas of high similarity to online resources. Any student caught cheating or plagiarizing will be reported to the Dean of Students Office and will be subject to academic penalties in the course, at minimum.

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 their 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 extceptions 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.

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 fromGatorEvals, 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/.

SUPPORT SERVICES

Accommodations for Students with Disabilities
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protections for persons with disabilities. Among other things, it requires that all students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability (or different-ability) that affects your learning, please reach out to the Disabilities Resource Center (DRC). And then share your accommodation letter with your instructor as quickly as possible to ensure you have access for the full semester.

If you did not register formally, but you know you have different learning, behavioral, or other need that might affect your performance in the course, tell me and I will help you.

Counseling and Student Health
Students sometimes experience stress from academic expectations and/or personal and interpersonal issuesthat may interfere with their academic performance. If you find yourself facing issues that have the potentialto 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.
- You 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 Deanof 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. Theclinic 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
- **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 beafraid to ask for assistance.

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Title IX
University of Florida has zero tolerance for sexual discrimination, harassment, assault/battery, dating violence, domestic violence, or stalking. Students are encouraged to report any experienced or witnessed occurrences to law enforcement and/or one of UF's Title IX Coordinators. Students can report incidents or learn more about their rights and options here. Or contact Student Conduct and Conflict Resolution at 202 Peabody Hall, 352-392-1261.

U Matter, We Care:
Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help ifa member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to thestudent in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

Interpersonal Violence
The University of Florida is a Green Dot campus which means that interpersonal violence of any kind is not tolerated. If you experience any form of violence, I am here to support you. Please do not hesitate to reach out to me directly or contact any of the following offices:
- **Office of Victim Services**
  352-392-5648 (Monday - Friday 8am-5pm)
  352-392-1111 (after business hours and on weekends)
- **Office of Accessibility and Gender Equity**
  352-273-1094
  https://titleix.ufl.edu/
- U Matter We Care
  352-294-CARE (2273)
  umatter@ufl.edu

Weekly Course Schedule
   **The course schedule is subject to change. Please checkCanvas for most up to date schedule.

Week/ Dates	Module Topics	Readings	Assignments
Week 1: 8/24	Course Overview • Introduction to the course • Overview of effective teamwork • Pre-Planning **Introduction to Health Promotion and Program**	• Course Syllabus • How Diversity Makes Us Smarter by KW Phillips • Why Diverse Teams are Smarter by D Rock and H Grant • Chapter 1, Context of Health Program Development & Evaluation	• Syllabus Quiz (due Friday, 8/25) • Group project work: Selecting team members and topics

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	Evaluation	• Chapter 2, Relevance of Diversity & Disparities to Health Programs • Hunnicut, The Power of Planning	
Week 2: 8/31	**Starting the Planning Process** • Pre-Planning • Planning Models	• Fertman & Allensworth, *Theory in health promotion programs*, pages 68-77 • Porter, 2016, Revisiting PRECEDE-PROCEED: A leading model for ecological and ethical health promotion	• Week 2 Quiz
Week 3: 9/7	**Introduction to Evaluation & Measurement**	• Varnes, Evaluation Handout • Chapter 11, Planning the Intervention Effect • Chapter 12, Choosing Designs for Effect Evaluations • Chapter 16 (p. 39-399), Program Evaluator's Responsibilities	• Week 3 Quiz
Week 4: 9/14	**Assessing Needs & Capacity** (Also, Baseline Data)	• Chapter 3, Community Health Assessment for Program Planning • Chapter 4, Characterizing and Defining the Health Problem	• Week 4 Quiz
Week 5: 9/21	**Incorporating Theory into Planning & Evaluation**	• Chapter 5, Program Theory & Interventions Revealed • Langlois & Hallam, 2010, Integrating multiple health behavior theories into program planning: The PER worksheet • Resource of your choice to refresh on SBS behavioral theories	• Week 5 Quiz
Week 6: 9/28	**Goals, Program Objectives & Setting Targets**	• Chapter 6, Program Objectives and Setting Targets • CDC Evaluation Briefs: Writing Good Goals • Tip Sheet: Writing Measurable Objectives • Bloom's resources	• Week 6 Quiz
Week 7: 10/5	Exam 1	Exam 1 opens on Canvas at 2:00PM ET, Thursday 10/5 in class	
Week 8: 10/12	Selecting and applying methods and intervention strategies • Adoption & Adaptation • Types of interventions &	• McKenzie et al., 2023, Chapter 8, Interventions • Check Canvas for additional resources	• Week 8 Quiz

	strategies		
Week 9: 10/19	Selecting and applying methods and intervention strategies • Theory-based methods • Important considerations	• Kok et al., 2016, A taxonomy of behaviour change methods: An intervention mapping approach • Kok et al., 2016, Tables & figures for a taxonomy of behavior change methods: An intervention mapping approach • Check Canvas for additional resources	• Week 9 Quiz
Week 10: 10/26	Management & Logistics of Health Programs • Resources • Logic Models • Budgets	• Chapter 7, Process Theory for Program Implementation • Chapter 8, Monitoring Implementation Through Budgets and Information Systems	• Week 10 Quiz
Week 11: 11/2	Planning the Evaluation (Emphasis on Process)	• Chapter 9, Implementation Evaluation: Measuring Inputs & Outputs • Chapter 10: Program Quality & Fidelity: Managerial & Contextual Considerations	• Week 11 Quiz
Week 12: 11/9	Planning the Evaluation (Emphasis on Summative)	• Refresh Chapters 11 & 12 • Chapter 13: Sampling Designs & Data Sources for Effect Evaluations • Chapter 14, Quantitative Data Analysis & Interpretation • Chapter 15, Qualitative Methods for Planning & Evaluation • Chapter 16, Program Evaluator's Responsibilities (p. 399-end)	• Week 12 Quiz
Week 13: 11/16	Implementation Considerations & Resource Identification No in-class meeting, WORK DAY	• Fertman & Allensworth, *Theory in health promotion programs*, Chapter 9, Sources of Funding	NO QUIZ
Week 14: 11/23	THANKSGIVING BREAK		
Week 15: 11/30	Group Presentations		• Group Presentations
Week 15: 12/7	No Class – Reading Day		
FE 12/13	Final Exam Open Online, 3pm-8pm	Exam 2 is open on Canvas 3PM-8PM ET, Wednesday 12/13 Or you may take it in-class at 3PM-5PM, Wednesday 12/13	

	Or in-class, 3pm–5pm	You'll have two-hours to complete the exam.