University of Florida
College of Public Health & Health Professions Syllabus
Course Number: PHC 6146 Public Health Program Planning and Evaluation (3 Credit Hours)
Fall 2023
Delivery Format: For Online MPH students: e-Learning in Canvas

Instructor Name: Taryn Rivera Buckley, PhD, MCHES

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Phone Number: 352.641.0323
Email Address: Taryn.Buckley@medicine.ufl.edu
Office Hours: Please email to arrange time to meet virtually/in person.

Teaching Assistant: TBD

Preferred Course Communications (e.g. email, office phone): Email is best. I will respond to emails within 24 hours during the week day, and within 48 hours over the weekend. Please take this into account when emailing.

Additionally, you should make a point to regularly check for course-related notices via the Announcement tool on the Canvas course website. Students who fail to keep up with posted Announcements risk missing important information related to the course, including possible changes in assignment due dates.

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 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.
SBS Competencies

1) Critically evaluate public health social and behavior science research.
2) Apply social and behavioral science theories and concepts to public health problems.
3) Design and implement a public health intervention and/or health information campaign.

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 recorded class lectures, class readings and their own experience during class activities as well as a required group project. 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?

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).

Special note: If your schedule allows it, I highly encourage you to REST and take the time off on official school holidays. This semester's official school holidays include:
September 4- Labor Day
October 6- UF Homecoming
November 10- Veterans Day- thank a Veteran!
November 22-25- Thanksgiving Break- spend time with family/friends!

DESCRIPTION OF COURSE CONTENT
Topical Outline/Course Schedule

Week/Date Range	Topics	Things to read	Things to watch	What's Due?
Week 1 8/23-8/25	Overview of Course	• Course Syllabus • How Diversity Makes Us Smarter by KW Phillips • Why Diverse Teams are Smarter by D Rock and H Grant	Course Introduction	Discussion post: Introduce yourself!
Week 2 *8/28-9/1*	Starting the Planning	• Chapter 2: Starting the Planning Process	• Chapter 2 presentation	Individual Assignment: Potential grant topics

	Process and Models for Planning	• Chapter 3: Models for Program Planning and Health Promotion	• Chapter 3 presentation	Group Project work: Discussion post: Selecting Team Members
Week 3 9/4-9/8	Assessing Needs	Chapter 4: Assessing Needs	Chapter 4 presentation	Individual Assignment: Grant Project ideas Group Project work: Discussion post: Identifying Team Members
Week 4 9/11-9/15	Measurements and Instruments	Chapter 5: Measurement, Measures, Measurement, Instruments, Sampling	Chapter 5 presentation	Individual Assignment: Statement of Need and Target Audience Group Project: Assignment: Team Building Assignment/ Team Contract
Week 5 9/18-9/22	Mission Statements, Goals and Objectives	Chapter 6: Mission Statements, Goals and Objectives	Chapter 6 presentation	Individual Assignment: Grant Project Activities Group Project: Weekly project report. *Your team should be focused on:* *Project goals and objectives*
Week 6 9/25-9/29	Theories and Models for Health Promotion	Chapter 7: Theories and Models for Health Promotion	Chapter 7 presentation	Individual Assignment: Elevator Pitch Group Project: Weekly project report. *Your team should be focused on:* *Theory related to intervention*
Week 7 10/2- 10/6	**Interventions**	Chapter 8: Interventions	• Chapter 8 presentation • Quiz 1 review	Individual Assignment: Draft Stage 1 for Grant Group Project: Weekly project report. *Your team should be focused on:* *Project plan/intervention*
Week 8	Program	• Chapter 13: Evaluation:	• Chapter 13	Quiz 1: Covering

10/9-10/13	Evaluation	An Overview • Chapter14: Evaluation Approaches and Designs	presentation • Chapter14 presentation	chapters 2,3,4,5,6,7,8. Individual Assignment: Grant Project Goals Group Project: Weekly project report. *Your team should be focused on:* *Project evaluation plans*
Week 9 **10/16-10/20**	Marketing Public Health Programs	Chapter 11: Marketing: Developing Programs that Respond to the Wants and Needsof the Priority Population	Chapter 11 presentation	Individual Assignment: Grant Project Outcomes and Evaluation Group Project: Weekly project report. *Your team should be focused on:* *Marketing plan for project*
Week 10 **10/23-10/27**	Program Implementation and Logic Models	Chapter 12 Implementation: Strategies and Associated Concerns	Chapter 12 presentation	Individual Assignment: N/A Group Project: Weekly project report. *Your team should be focused on:* *Program planning/implementation*
Week 11 **10/30-11/3**	Community Organizing and Building	Chapter 9: Community Organizing and Community Building	Chapter 9 presentation	Individual Assignment: Logic Models Group Project: Weekly project report. *Your team should be focused on:* *Program implementation and evaluation*
Week 12 **11/6-11/10**	Resources for Program Planning	Chapter 10: Identification of Resources	• Chapter 10 presentation • Quiz 2 Review	Individual Assignment: Timeline and Sustainability Group Project: Weekly project report. *Your team should be*

Week				
				focused on: *Program evaluation and preparation of presentation*
Week 13 **11/13-11/17**	**Quiz 2**	**Quiz 2 Review**	**Quiz 2 Review**	Individual Assignment: Staff Qualifications & Budget Group Project: No items due. *Your team should be focused on:* *Program evaluation and preparation of presentation* Quiz 2- Covering chapters 9,10,11,12,13 & 14
Week 14 **11/20-11/24**	Finalize Group Project Presentation for submission by 12/4			Individual Assignment: No items due. Group Project: No items due. *Your team should be focused on:* *Program evaluation and preparation of presentation*
Week 15 **11/27-12/1**	Finalize Group Project Presentation for submission- due 12/3			Group Project: Turn in final project by 12/3 at 11:59pm Complete Team Assessment on Qualtrics by 12/6
Week 16 **12/4-12/8**	Finalize Grant Applications- due 12/10			Group Project: Complete Team Assessment on Qualtrics by 12/6 Individual Assignment: Final Grant Application due 12/10 at 11:59pm

Course Materials and Technology

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

If desired, this book is available for purchase as an e-textbook through UF All Access.

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

Required Equipment
See UF Student Computer Requirements. Your program may have additional requirements. For this course you will need a computer that can run HonorLock and the Google Chrome browser with high speed internet access, a webcam, and microphone.

For technical support for this class, please contact the UF Help Desk at:Learning-support@ufl.edu, (352) 392-HELP (option 2), or https://lss.at.ufl.edu/help.shtml 3

ACADEMIC REQUIREMENTS AND GRADING
Assignments

Individual weekly assignments: 60 points (20% of grade)

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. [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. 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 an 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 a group assignment in Canvas. All group members must participate in the presentation. The **Project PowerPoint presentation is due on Sunday, December 4th by 11:59 PM and should be submitted in Canvas.**

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 online and dates when quizzes are available will be during the week indicated in the syllabus, and post in Canvas. HonorLock will be used for the quizzes – please read the section of this syllabus that explains HonorLock.

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 assignments in Canvas 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 Sunday, December 10th by 11:59 PM in Canvas. Proposals received after the deadline will have 10 points deducted for every 24-hour period that passes after the deadline. Submissions will not be accepted after 72 hours from the deadline.

Grading

Requirement	Due date	Points or % of final grade (% must sum to 100%)
Individual Assignments	Each week	60 (20% of grade)
Quiz 1	Week 8	30 (10% of grade)
Quiz 2	Week 14	30 (10% of grade)
Group Project Presentation	December 3	75 points (25% of grade)
Individual Grant	December 10	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

About HonorLock and Quizzes

HonorLock Proctoring Services

This course will be using HonorLock, a proctoring service for graded quizzes. HonorLock ensures quiz integrity and enables administration of remote online quizzes.

- No pre-scheduling is required. You can take your quiz at any time during the window it is open in Canvas.
    - However, I caution you not to wait until the last minute, because you will run the extreme risk of having the quiz close out automatically before you have had your full number of allowed minutes. The quiz will close out at the time set in Canvas regardless of how many minutes you have left to take the quiz, and you will not be able to finish.
- HonorLock will record and audit your entire quiz session.
- All recorded quiz sessions will be reviewed as part of your final grade.
- Instances of cheating or inappropriate behavior will be considered violations of the Student Honor Code and will result in disciplinary action.
- Students will need to have **Google Chrome**, a microphone and webcam in place during the test-taking period. An inexpensive webcam and microphone should work fine. Students will NOT be allowed to take a quiz without a webcam.
- Students will need to have some administrative rights on the computer they are using for the quiz to enable the proctoring service to function.
- It is recommended that students not use a wireless Internet connection for quizzes. Please consider wire connecting your wireless laptop to your modem for a more reliable Internet signal during the quiz. Inexpensive modem cables are available in most electronic stores and online.

HonorLock Set-up

HonorLock is a user-friendly system, but you must follow these guidelines to register and take your quizzes:

1. Review the following HonorLock Student Information to obtain an overview of HonorLock:

    - Honorlock - Student Exam Preparation Information (PDF) *Taking Quizzes*

Again, no pre-scheduling is required. You can take your quiz at any time during the window it is open in Canvas. However, as mentioned before, I caution you not to wait until the last minute, because you will run the extreme risk of having the quiz close out automatically before you have had your full number of allowed minutes. The quiz will close out at the time set in Canvas regardless of how many minutes you have left to take the quiz, and you will not be able to finish.

- Please plan on extra time to complete your quiz to accommodate connection time and any technical issues that arise.
- No human proctor will appear. You will take your quiz with your camera recording the entire session.
- Once you finish and submit your quiz, you will log out, and the quiz session will be audited at HonorLock.

Keep the following in mind:

1. You must use Google Chrome browser with HonorLock
2. When it is available open your quiz in Canvas.
3. Click "Get Started" and "Install Extension".
4. Click "Add extension" and then "Take the Quiz".
5. Click "Launch Proctoring" and "Allow" (HonorLock to use your camera).
6. Take the required photo by clicking "Take Photo" and click "Accept" if there is a clear image of you on screen. Otherwise "Redo".
7. Take the required photo of your picture ID.
8. "Begin the Room Scan" by clicking and then scan the room with your camera. Click "I'm done once complete.
9. Take the quiz as normal.
10. Finish the quiz, and HonorLock will automatically save and close as well.

Quiz and Exam Rules

Check your syllabus for other rules related to quizzes and exams.

- Quizzes will be administered as described in the course schedule.
- Quizzes are closed book, closed notes unless otherwise documented.
- Quizzes may be taken at a student's home. Students must plan to take their quizzes in an environment where other people are not in the room during the quiz.
  - You are required to pan your camera around the room and your desk and clear it of anything not allowed in the quiz.

Support:

Chat on screen or call HonorLock at 855-828-4004 for 24/7 support assistance. Then contact your faculty and TA to let them know you had an issue.

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.

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.phhp.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.

- 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 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

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