

**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
**PHC 6146: Public Health Program Planning and Evaluation (3 credit hours)**  
Fall: 2015  
Delivery Format: E-Learning in Canvas

---

Instructor Name: Nicole Cranley, MS  
Room Number: PHHP 4176  
Phone Number: 615-972-9824  
Email Address: ncranley@phhp.ufl.edu  
Office Hours: By appointment  
Preferred Course Communications (e.g. email, office phone): email

---

### **Prerequisites**

PHC 6937: Community Assessment and Partnership or a similar course

---

## **PURPOSE AND OUTCOME**

### **Course Overview**

This course is designed to provide students with an overview of the steps needed to plan, implement, and evaluate public health programs.

### **Relation to Program Outcomes**

This course provides primary gains or reinforcement of the following competencies:

- Apply social and behavioral science theories and concepts to public health problems
- Describe and apply the social ecological framework to public health problems
- Understand and apply the principles of community participation in public health interventions
- Demonstrate an understanding of health disparities in the US and the underlying role of power differentials to disparities
- Demonstrate knowledge and skills needed to design and implement a public health information campaign
- Apply principles and methods of strategic and program planning in public health contexts
- Critically describe and evaluate the state of public health social and behavioral science research and literature.
- Demonstrate the knowledge and skills necessary to conduct social and behavioral science research
- Demonstrate communication skills key to public health workforce participation and advocacy

### **Course Objectives and/or Goals**

By the end of the course students should be able to:

1. Explain the role of environmental and behavioral interventions in improving public health
2. Describe the purpose of public health programs
3. Identify evidenced-based intervention strategies
4. Understand the principles of managing, planning and evaluating public health programs
5. Plan a pilot health promotion program

### **Instructional Methods**

- 1) Lectures: Students are responsible for all the material presented in the course and assigned readings.
- 2) Readings and Resources: In addition to the required text, supplementary readings and resources will be posted in the course. The reading list may be supplemented during the course.

- 3) Assessments: A variety of assessments will be used in this course, including but not limited to discussions, assignments and exams.

### What is expected of you?

In order to be successful in an online course it is essential that students become familiar with the course outline, syllabus, and assignments. Since we do not meet weekly, it is the sole responsibility of the student to keep up with course requirements.

To assist with this process you are assigned a syllabus/academic integrity quiz. If you do not get a perfect score; I highly recommend you review your responses and email the instructor with any specific questions or concerns.

## DESCRIPTION OF COURSE CONTENT

Course content, materials and assignments may be revised at the discretion of the course professor to facilitate the learning process.

### Topical Outline/Course Schedule

Week/ Dates	Lecture	Readings / Assignment
<b>Model One: Assessment and Identification of Determinants / Precursors</b>		
<b>Week 1</b> 8/24 to 8/30	<b>Lesson:</b> <sup>1</sup> Introduction: Review of the course & syllabus <sup>2a</sup> Health Education, promotion, planning <sup>2b</sup> Planning Process	<b>Week 1 Discussion:</b> What is your health problem? <b>** Syllabus and Academic Integrity Quiz due by 11:59PM on 8/30 **</b>
		<b>Readings:</b> 1. McKenzie et al. Ch. 1 2. McKenzie et al. Ch. 2 3. Inmann et al 2012
<b>Week 2</b> 8/31 to 9/6	<b>Lesson:</b> <sup>1</sup> Models for Program planning	<b>Week 2 Discussion:</b> Select your program planning model
		<b>Readings:</b> 1. McKenzie et al. Ch. 3 2. CTB, Ch 2: Section 14 – MAP-IT <i>Resource</i> - CTB, Ch 2: Section 13 – MAPP
<b>Week 3</b> 9/7 to 9/13	<b>Lesson:</b> <sup>1</sup> Assessing Needs Review on Adolescent Pregnancy—Supl.	<b>Week 3 Discussion:</b> Adolescent Pregnancy
		<b>Readings:</b> 1. McKenzie et al. Ch. 4 2. Forrest et al. 2004 3. Bopp et al. 2012

<b>Week/ Dates</b>	<b>Lecture</b>	<b>Readings / Assignment</b>
<b>Week 4</b> 09/14 to 09/20	<b>Lesson:</b> <sup>1</sup> Measurement	<b>Week 4 Discussion:</b> Community & Health
		<b>Readings:</b> 1. McKenzie et al. Ch. 5 2. CTB, Ch 3: Section 4 3. CTB, Ch 3: Section 13 <i>Resource</i> - The Survey System: Research Aids <a href="http://surveysystem.com/resource.htm">http://surveysystem.com/resource.htm</a> <i>Resource</i> - CDC, NCHS: Surveys & Data Collection System <a href="http://www.cdc.gov/nchs/surveys.htm">http://www.cdc.gov/nchs/surveys.htm</a>
<b>Model Two: Intervention Selection and Development</b>		
<b>Week 5</b> 9/21 to 9/27	<b>Lesson:</b> The mission, goals, and objectives	<b>Week 5 Discussion:</b> Your objective is....
		<b>Readings:</b> 1. McKenzie et al. Ch. 6 2. <a href="http://www.healthypeople.gov/2020/topicsobjectives2020/">http://www.healthypeople.gov/2020/topicsobjectives2020/</a> -- review
<b>Week 6</b> 9/28 to 10/4	<b>Lesson:</b> <sup>a</sup> Theories and Models <sup>b</sup> Intervention Strategies <sup>c</sup> Review on Tobacco – Supl.	<b>Week 6 Discussion:</b> What's new in tobacco?
		<b>Readings:</b> 1. McKenzie et al. Ch. 7- Review only 2. McKenzie et al. Ch. 8 3. Bartholomew & Mullen 2011 4. Ayala & Elder 2011 <i>Resource</i> - Golden & Earp 2012 <i>Resource</i> - Stanton & Grimshaw 2013
<b>Week 7</b> 10/5 to 10/11	<b>Lesson:</b> <sup>1</sup> Community Organizing & building Review on Health of Special Populations—Supl.	<b>Week 7 Discussion:</b> Community Organizing & Capacity Building in special populations
		<b>Readings:</b> 1. McKenzie et al. Ch. 9 2. Simmons et al 2011 3. Mohamad et al 2013
<b>Week 8</b> 10/12 to 10/18	<b>Lesson:</b> None	<b>*** Midterm Exam ***</b>
		<b>Good Luck</b>
<b>Week 9</b> 10/19 to 10/25	<b>Lesson:</b> <sup>A</sup> Identifying & allocating resources b. Social Marketing	<b>Week 9 Discussion:</b> Health Communication Campaigns
		<b>Readings:</b> 1. McKenzie et al. Ch. 10 2. McKenzie et al. Ch. 11 3. <a href="http://www.cdc.gov/healthcommunication/about.html">http://www.cdc.gov/healthcommunication/about.html</a>

Week/ Dates	Lecture	Readings / Assignment
<b>Module Three: Implementation, Monitoring and Evaluation</b>		
<b>Week 10</b> 10/26 to 11/1	<b>Lesson:</b> Implementation Pt 1 Review Childhood obesity – Supl.	<b>Week 10 Discussion:</b> Ethical Considerations  <b>Readings:</b> 1. McKenzie et al. Ch. 12 2. Ebbeling et al. 2002
<b>Week 11</b> 11/2 to 11/8	<b>Lesson:</b> <sup>1</sup> Implementation Pt 2	<b>** Program Rationale and Paper Outline due by 11:59PM on 11/8 **</b>  <b>Readings:</b> 1. McKenzie et al. Ch. 12 cont. 2. Eills et al 2005 <i>Resource</i> - Gantt Chart Template <i>Resource</i> - Flow Chart Template
<b>Week 12</b> 11/9 to 11/15	<b>Lesson:</b> <sup>1</sup> Evaluation Review Violence – Supl.	<b>Week 12 Discussion:</b> Your Thoughts...Bullying and Suicide  <b>Readings:</b> 1. McKenzie et al. Ch.13 2. McKenzie et al. Ch.14 3. Allen 2010
<b>Week 13</b> 11/16 to 11/22	<b>Lesson:</b> <sup>1</sup> Evaluation Designs	<b>Week 13 Discussion:</b> Evaluation Designs  <b>Readings:</b> 1. McKenzie et al. Ch.13 cont. 2. McKenzie et al. Ch.14 cont. 3. Nguyen et al 2013 <i>Resource</i> -- Globe et al 2013
<b>Week 14</b> 11/23 to 11/29	<b>Lesson:</b>	<b>Thanksgiving Holiday</b>
<b>Week 15</b> 11/30 to 12/6	<b>Lesson:</b> <sup>1</sup> Data analysis & reporting	<b>Week 14 Discussion:</b> Program Logistics  <b>Readings:</b> 1. McKenzie et al. Ch. 15
<b>Week 16</b> 12/7 to 12/13	<b>Lesson:</b> Semester wrap-up	<b>Week 15 Discussion:</b> Semester Review  <b>** Final paper due by 11:59PM 12/13 **</b>

## Course Materials and Technology

### Required Text

McKenzie, J. F., Neiger, B. L., & Thackeray, R. (2012). *Planning, implementing, and evaluating health promotion programs: A primer*. San Francisco: Pearson/Benjamin Cummings.  
ISBN: 0321788508

### Additional Readings/ Resources

Allen, Kathleen P. "A bullying intervention system in high school: A two-year school-wide follow-up." *Studies in Educational Evaluation* 36.3 (2010): 83-92.

Ayala, Guadalupe X., and John P. Elder. "Qualitative methods to ensure acceptability of behavioral and social interventions to the target population." *Journal of Public Health Dentistry* 71.s1 (2011): S69-S79.

Bartholomew, L. Kay, and Patricia Dolan Mullen. "Five roles for using theory and evidence in the design and testing of behavior change interventions." *Journal of Public Health Dentistry* 71.s1 (2011): S20-S33.

Bopp, Melissa, et al. "Conducting a Hispanic Health Needs Assessment in rural Kansas: Building the foundation for community action." *Evaluation and Program Planning* 35.4 (2012): 453-460.

CTB Chapter 2 Section 14 <http://ctb.ku.edu/en/table-of-contents/overview/models-for-community-health-and-development/map-it/main>

CTB Chapter 3 Section 4 <http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/collect-information/main>

CTB Chapter 3 Section 13 <http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/conduct-surveys/main>

Ebbeling, Cara B., Dorota B. Pawlak, and David S. Ludwig. "Childhood obesity: public-health crisis, common sense cure." *The lancet* 360.9331 (2002): 473-482.

Ells, Louisa J., et al. "Prevention of childhood obesity." *Best Practice & Research Clinical Endocrinology & Metabolism* 19.3 (2005): 441-454.

Forrest, S. Strange, V. Oakley, A. What Do Young People Want from Sex Education? The Results of a Needs Assessment from a Peer-Led Sex Education Programme. *Culture, Health & Sexuality*. 2004, 337-354.

Gary A. Globe, Stanley P. Azen, Thomas Valente, Improving Preventive Health Services Training in Chiropractic Colleges: A Pilot Impact Evaluation of the Introduction of a Model Public Health Curriculum, *Journal of Manipulative and Physiological Therapeutics*, Volume 28, Issue 9, November–December 2005, 702-707

Inman, D. van Bakergem, K. LaRosa, A. Garr, D. Evidence-Based Health Promotion Programs for Schools and Communities, *American Journal of Preventive Medicine*, Volume 40, Issue 2, February 2011, 207-219

Mohamad, Nor Haniza, et al. "Capacity building: enabling learning in rural community through partnership." (2013). *Procedia- Social and Behavioral Sciences*, 93, 1845-1849.

Nguyen, P. Gold, J. Pedrana, A. Chang, S. Howard, S. et al (2013). Sexual health promotion on social networking sites: a process evaluation of the FaceSpace project. *Journal of Adolescent Health*, 53, 98-104.

Simmons, A. Reynolds, R. Swinburn, B. "Defining community capacity building: Is it possible?." *Preventive medicine* 52.3 (2011): 193-199.

*Additional readings / resources may be updated via Canvas throughout the semester.*

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

- [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu)
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

## ACADEMIC REQUIREMENTS AND GRADING

### Assignments

1. Syllabus/ Academic Integrity Quiz (20 Points)
  - a. It is the students responsibility to keep up with course lectures, assignments and readings
  - b. Available 1<sup>st</sup> week of class due by Sunday**
  - c. It will cover the course syllabus and protocols for academic integrity
  - d. Please review the syllabus, course overview lecture, and academic integrity lecture
2. Discussion Board 10 @ 5 points each (50 points)
  - a. E-learning discussions are encouraged as these will assist with communication, understanding and accountability. There are 13 discussion boards available throughout the semester
  - b. Select 10 weeks and provide one original post and one reply posting
  - c. The original discussion posting is due by 11:59 PM each Friday and the reply posting is due by 11:59PM each Sunday.**
  - d. These discussion postings are designed to help you think through the steps of the final project (designing a health promotion program), as well as reflect on supplemental material provided throughout the course.
  - e. Only the first 10 submitted discussions will be graded.
  - f. However, you may submit additional discussions for feedback.
3. Midterm Exam (100 Points)
  - a. The midterm exam will be available as described in the course schedule above.
  - b. It will cover lecture, reading, and supplemental materials as provided
  - c. It will include a combination of multiple choice, short answer, and essay questions
  - d. The exam will be limited to 90 minutes.
  - e. We will use the proctoring service "ProctorU"; more information on "ProctorU" is provided in the Exam Policy section of this document.
4. Program Rationale & Paper Outline (30 Points)
  - a. This assignment is due as described in the course schedule above.
  - a. The program rationale and draft paper outline will be submitted via Canvas on the due date outlined in the course schedule above.
  - b. This assignment serves as a progress report for the final report for which both the student and professor will be held accountable.
  - c. Additional information on the exact assignment requirements will be available closer to the due date.
5. Final Paper (100 Points)
  - b. Students will use the information presented throughout the semester via the readings, lecture, and supplemental materials to create a public health program.
  - c. Students may select from one of the topics listed below
    - I. Adolescent Pregnancy
    - II. Tobacco
    - III. Rural Health / health for special populations
    - IV. Childhood obesity
    - V. Violence (bullying, homicide or suicide).
  - d. A complete description of the program i.e. your final paper must be submitted via Canvas on the due date outlined in the course schedule above.
  - e. This assignment will go through Turnitin (see below)
  - f. The final paper will be between 15-20 pages excluding the title page, diagrams, and references etc.
  - g. Additional information on the exact assignment requirements will be available closer to the due date.

### Grading

Requirement	Due date	Points or % of final grade
Syllabus/Academic Integrity Quiz	08/30 by 11:59 pm	20 points or 5% of final grade
Discussion Boards	Various – see schedule	50 points or 20% of final grade
Midterm Exam	10/12 – 10/18	100 points or 25% of final grade
Program Rationale & paper Outline	11/08 by 11:59PM	30 points or 15% of final grade
Final Paper	12/13 by 11:59PM	100 points or 35% of final grade
TOTAL		300 points or 100%

### Point System Used

<b>Percent Earned</b>	93% to 100%	90% to 92%	88% to 89%	83% to 87%	80% to 82%	78% to 79%	70% to 77%	68% to 69%	66% to 67%	60% to 65%	58% to 59%	<58%
<b>Points Earned</b>	279 to 300+	270 to 278	264 to 277	249 to 276	240 to 248	234 to 239	210 to 238	204 to 209	198 to 208	180 to 197	174 to 179	≤173
<b>Letter Grade</b>	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. In addition, 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.

<b>Letter Grade</b>	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
<b>Grade Points</b>	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's Grade Policy regulations at:

<http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

### Originality of Assignments Policy

#### **Turnitin:**

Turnitin® a service provided via Canvas will rate student writing assignments on their originality compared to other published books, journals, websites and other student paper submissions. I will use the results of the Turnitin® report to assist in grading the originality of the assignment.

Generally, an originality report of  $\geq 20\%$  is cause for concern.

**Plan Ahead:** Turnitin® reports take about 30-minutes to generate. Therefore, students should check back after their submission for an originality score on their submission. If a student receives an unfavorable report they should rewrite and re-submit. Students can resubmit unlimited times before the deadline. (Another great reason not to wait until the last minute to submit. ☺) If a report is not generated within 2-3 hours, students should resubmit their assignment.

I recommend that you allow for sufficient time to submit the assignment. Students should keep their email receipt, generated by Canvas, when submitting an assignment. You may submit this email if an assignment is denoted "late" when it was actually submitted prior to the deadline.

## Exam Policy

### **ProctorU:**

This course will be using ProctorU, a proctoring service for graded exams. This service is a user-friendly system, but you must follow these guidelines to register and take your exams:

1. Students must register for a time slot for their course exams with ProctorU starting the second week of the semester, but no later than 3 days prior to an exam. You will register for your exams at [www.proctoru.com](http://www.proctoru.com). Their website will describe how you register and log on for your exam. Your exams will be taken in your Canvas course, but only ProctorU will be able to open the exam for you. Please test your computer connection and equipment via the ProctorU website prior to your exam.
2. Exams will be administered 8:00AM – 11:59PM (Eastern time), seven days a week based on the opening and closing dates of the exam.
3. Students will need to have 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 an exam without a webcam. (Note: *a microphone and webcam are program requirements for the online MPH program, see computer requirements on the program website*)
4. Exams may be taken at a student's home. Students must plan to take their exams in an environment where other people are not in the room during the exam. The proctor will ask to see 2 forms of ID, will ask you some questions to identify yourself, will test your microphone and camera, will ask you to pan your desk and clear it of anything not allowed in the exam.
5. Students will need to have some administrative rights on the computer they are using for the exam to enable the proctoring service to function. Please plan on an extra hour of time to complete the exam outside the scheduled exam time to accommodate connection time with the proctor and any technical issues that arise.
6. The program will pay your proctoring fees, but students will be responsible for late registration fees. For exams scheduled less than 3 days before an exam, they will charge a \$5 late fee.
7. It is recommended that students not use a wireless Internet connection for exams. Please consider wire connecting your wireless laptop to your modem for a more reliable Internet signal during the exam. Inexpensive modem cables are available in most electronic stores and online.

## Policy Related to Make up Exams or Other Work

### **Late Assignments Policy:**

- Assignments turned in up to 24 hours late will be accepted but the grade for the assignment will be reduced by 10% of the grade you would have otherwise received.
- Assignments turned in more than 24 hours late will not be graded and will contribute zero points toward your final grade.
- Special Circumstances: In the event of exceptional situations that may interfere with your ability to perform an assignment or meet a deadline, contact the instructor as soon in advance of the deadline as possible. Such special cases will be dealt on an individual basis, provided that you have sufficient documentation.
- Assignments turned in at 11:59:01PM are LATE. This is how the Canvas programming works. Do not wait until 11:59PM to submit an assignment unless you understand that the assignment may be marked late. See policy on Turnitin® for time needed to submit an assignment.
- It is the responsibility of the student to verify not only that an assignment was submitted, but that an attachment was made, and that it was the correct attachment, and in the correct file format.

Please note: 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**

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>

---

## **STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT**

### **Expectations Regarding Course Behavior**

Given the nature of this course, students are expected to have motivation to work independently, be self-directed, organized and be willing to use new modes of communication and learning. Students should check communication frequently and submit all assignments in on time.

### **Communication Guidelines**

I will respond to all communications within 24 hours. I would prefer that you please email me directly rather than through Canvas if you have a specific problem, issue or question that you would like me to address. If you email me through Canvas, it may take longer for me to respond to your communication.

### **Academic Integrity**

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

**“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”**

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

**“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”**

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

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

<http://gradschool.ufl.edu/students/introduction.html>

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 at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at

<https://evaluations.ufl.edu/results/>.

---

## **SUPPORT SERVICES**

### **Accommodations for Students with Disabilities**

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. 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 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.

---