University of Florida
College of Public Health and Health Professions

Course: Public Health Program Planning and Evaluation
           PHC 6146, Sections: All Sections

Pre-requisite: PHC 6937: Community Assessment and Partnership
              or a similar course

Course   Online
Venue: E-Learning: http://lss.at.ufl.edu

Instructor: Evelyn C. King-Marshall, PhD, MPH, CHES
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           SBS Concentration Coordinator
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Contact: The best way to contact me is via email. You may use the email via Sakai
           feature or email me directly to the college email.

Office Hours: By Appointment, via Skype or telephone conference. For those of you on
           campus in person meetings are also available.

Course Overview

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

Course Objectives
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

Online Learning Environment

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 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.

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." (2012).

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 Sakai throughout the semester.

Course Assignments

Assignments		Points	% of Total Grade	Due Date
1.	Syllabus/ Academic Integrity Quiz	20	5%	Jan 12th
2.	Discussion Board	50	20%	Various
3.	Midterm Exam	100	25%	March 1st
4.	Program Rationale & Paper Outline	30	15%	March 28th
5.	Final Paper	100	35%	April 26th

* Please take note of the weight of each assignment. Although the midterm and final paper are worth 100 points, the final paper holds a higher weight.

Assignment Description

1. **Syllabus/ Academic Integrity Quiz** → 20 Points
   a. It is the students responsibility to keep up with course lectures, assignments and readings
   b. Available from Jan. 6th -- January 12th.
   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 **11:55 PM each Friday** and the reply posting is due by **11:55PM 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 from Feb.24th – March 2nd.
   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 later in the syllabus.

4. **Program Rationale & Paper Outline** → 30 Points
   a. This assignment is due March 28th.
   b. The program rationale and draft paper outline will be submitted via Sakai.
   c. This assignment serves as a progress report for the final report for which both the student and professor will be held accountable.
   d. Additional information on the exact assignment requirements will be available closer to the due date.

5. **Final Paper** → 100 Points
   a. Students will use the information presented throughout the semester via the readings, lecture, and supplemental materials to create a public health program.
   b. 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).

 c. A complete description of the program i.e. your final paper must be submitted via sakai on April 26th, 2013.

 d. This assignment will go through turn it in (see below)

 e. The final paper will be between 15-20 pages excluding the title page, diagrams, and references etc.

 f. Additional information on the exact assignment requirements will be available closer to the due date.

Grading Scale: The final grade will be computed on the basis of the following assessments:

Grade	Percent	Points	Grade	Percent	Points
A	93-100%	279-300 +	C	70-77%	210-238
A-	90-92%	270-278	C-	68-69%	204-209
B+	88-89%	264-277	D+	66-67%	198-208
B	83-87%	249-276	D	60-65%	180-197
B-	80-82%	240-248	D-	58-59%	174-179
C+	78-79%	234-239	E	<58%	≤173

Academic Integrity: Each student is bound by the academic honesty guidelines of the University that state: "The students of the University of Florida recognize that academic honesty and integrity are fundamental values of the university community. Students who enroll at the university commit to holding themselves and their peers to the high standard of honor required by the honor code. Any individual who becomes aware of a violation of the honor code is bound by honor to take corrective action. The quality of a University of Florida education is dependent upon community acceptance and enforcement of the honor code."

And, each student, upon submission of an assignment, implies the pledge: **"On my honor, I have neither given nor received unauthorized aid in doing this assignment."**

Additional information can be found at:

https://www.dso.ufl.edu/sccr/procedures/academicguide.php

Link to Nancy Schaefer "What is Plagiarism lecture:
https://elearning2.courses.ufl.edu/portal/site/UFL-PHC6146-16234-12013/page/22e6ca5f-0680-4298-9b49-b08302d5bf21

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 11:55:01 PM are LATE. This is how the Sakai programming works. Do not wait until 11:54 PM to submit an assignment unless you understand that the assignment may be marked late. See Notes 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 it was the correct attachment, and in the correct file format.

Turn it In:
"Turnitin® a feature in Sakai 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 an 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 and allow for sufficient time to submit the assignment. Students should keep their email receipt, generated by Sakai, when submitting an assignment. You may submit this email if an assignment is denoted "late" when it was actually submitted prior to the deadline.

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. Their website will describe how you register and log on for your exam. Your exams will be taken in your Sakai 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 9:00AM – midnight (Eastern time), seven days a week.
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.

Students with Disabilities:
The College and the course instructor are committed to providing reasonable accommodations to assist students' coursework. To obtain academic accommodations, first register with the Dean of Students' Office. The Dean of Students' Office will provide documentation to be given to the course instructor at the time you request the accommodation.

Counseling and Student Health
Students may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to seek confidential assistance at the UF Counseling & Wellness Center, 352-392-1575. Visit their web site for more information: http://www.counseling.ufl.edu/.

They are located on campus at 3190 Radio Road and are open from 8 am to 5 pm Monday through Friday. You can also get emergency walk-in crisis stabilization at the

Counseling and Wellness Center's (CERC) on-campus "Crisis and Emergency Response Center" in Peabody Hall.

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, including primary care, women's health care, immunizations, and pharmacy 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 352-294-5700 or check out the web site at: http://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

BUT – **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.**

Course Outline

Week/ Dates	Lecture	Readings / Assignment
Model One: Assessment and Identification of Determinants / Precursors		
1 Jan 6th-12th **King-Marshall**	**Lesson**: [1] Introduction: Review of the course & syllabus [2a] Health Education, promotion, planning [2b] Planning Process	**Discussion 1**: What is your health problem?
		Readings: 1. McKenzie et al. Ch. 1 2. McKenzie et al. Ch. 2 3. Inmann et al 2012
2 Jan 13th-19th **Smith**	**Lesson**: [1] Models for Program planning	**Discussion 2**: Select your program planning model
		Readings: 1. McKenzie et al. Ch. 3 2. CTB, Ch 2: Section 14 – MAP-IT *Resource* - CTB, Ch 2: Section 13 – MAPP
3 Jan 20th-26th **King-Marshall**	**Lesson**: [1] Assessing Needs Review on Adolescent Pregnancy—Supl.	**Discussion 3**: Adolescent Pregnancy
		Readings: 1. McKenzie et al. Ch. 4 2. Forrest et al. 2004 3. Bopp et al. 2012
4	**Lesson**:	**Discussion 4**: Community & Health

Jan 27th-Feb 2nd **Smith**	[1] Measurement	**Readings**: 1. McKenzie et al. Ch. 5 2. CTB, Ch 3: Section 4 3. CTB, Ch 3: Section 13 *Resource* - The Survey System: Research Aids http://surveysystem.com/resource.htm *Resource* - CDC, NCHS: Surveys & Data Collection System http://www.cdc.gov/nchs/surveys.htm
Model Two: Intervention Selection and Development		
5 Feb 3rd -9th **King-Marshall**	**Lesson**: The mission, goals, and objectives	**Discussion 5**: Your objective is….
		Readings: 1. McKenzie et al. Ch. 6 2. http://www.healthypeople.gov/2020/topicsobjectives2020/ -- *review*
6 Feb 10th-16th **Smith**	**Lesson**: [a] Theories and Models [b] Intervention Strategies [c] Review on Tobacco – Supl.	**Discussion 6**: What's new in tobacco?
		Readings: 1. McKenzie et al. Ch. 7- Review only 2. McKenzie et al. Ch. 8 3. Bartholomew & Mullen 2011 4. Ayala & Elder 2011 *Resource* - Golden & Earp 2012 *Resource* - Stanton & Grimshaw 2013
7 Feb 17th-23rd **King-Marshall**	**Lesson**: [1] Community Organizing & building Review on Health of Special Populations—Supl.	**Discussion 7**: Community Organizing & Capacity Building in special populations
		Readings: 1. McKenzie et al. Ch. 9 2. Simmons et al 2011 3. Mohamad et al 2013
8 Feb 24th – March 2nd **Smith**	**Lesson**: None	*** Midterm Exam ***
		Good Luck
9 March 2nd-8th **King-Marshall**	**Lesson**: None	Spring Break
		Have a safe vacation!!
10 March 9th –	**Lesson**: [A.] Identifying & allocating	**Discussion 10**: Health Communication Campaigns

15th **King-Marshall**	resources b. Social Marketing	**Readings**: 1. McKenzie et al. Ch. 10 2. McKenzie et al. Ch. 11 3. http://www.cdc.gov/healthcommunication/about.html
Module Three: Implementation, Monitoring and Evaluation		
11 March 16th-22nd **Smith**	**Lesson**: Implementation Pt 1 Review Childhood obesity – Supl.	**Discussion 11**: Phases of Implementation
		Readings: 1. McKenzie et al. Ch. 12 2. Ebbeling at al. 2002
12 March 23rd – 29th **Smith**	**Lesson**: [1] Implementation Pt 2	**Discussion 12**: ** Program Rationale and paper outline Due **
		Readings: 1. McKenzie et al. Ch. 12 cont. 2. Ells et al 2005 *Resource* - Gantt Chart Template *Resource* - Flow Chart Template
13 March 30th – April 5th **King-Marshall**	**Lesson**: [1] Evaluation Review Violence – Supl.	**Discussion 13**: Start with the end in mind
		Readings: 1. McKenzie et al. Ch.13 2. McKenzie et al. Ch.14 3. Allen 2010
14 April 6th- 12th **King-Marshall**	**Lesson**: [1] Evaluation Designs	**Discussion 14**: Program Evaluation
		Readings: 1. McKenzie et al. Ch.13 cont. 2. McKenzie et al. Ch.14 cont. 3. Nguyen et al 2013 *Resource* -- Globe et al 2013
15 April 13th – 19th **Smith**	**Lesson**: [1] Data analysis & reporting	**Discussion 15**: Program Planning Logistics
		Readings: 1. McKenzie et al. Ch. 15
16 April 20th – 23rd **King-Marshall**	**Lesson**: Semester wrap-up	**Discussion 16:** Semester Review
		*** Final paper due by 11:55 pm 4/26**

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