

PLANNING HEALTH EDUCATION PROGRAMS – HSC 6318

University of Florida, Department of Health Education and Behavior

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REQUIRED BOOK

Green, L.W. & Kreuter, M. (2005). *Health Promotion Planning: An Educational and Ecological Approach (4th ed)*. Boston, MA: McGraw-Hill.



Additional required readings, to supplement the book readings, will be assigned throughout the course of the semester. Those readings will be posted on your e-learning course site, and are listed below in the tentative course schedule.

COURSE REFERENCES AND MATERIALS

Healthy People 2020: National Health Promotion and Disease Prevention Objectives. USDHHS, Public Health Service.

[On-line: <http://www.healthypeople.gov/2020/topicsobjectives2020/pdfs/HP2020objectives.pdf>]

National Cancer Institute. (2003). Theory at a glance: A guide to health promotion practice.

[On-line: <http://www.cancer.gov/cancertopics/cancerlibrary/theory.pdf>]

The Health Communication Unit: University of Toronto (2001). Introduction to Health Promotion Program Planning. Available on Sakai.

COURSE DESCRIPTION

This course examines the principles of planning effective health promotion programs, including the implementation of sound prevention and health promotion strategies.

COURSE OBJECTIVES

Upon completion of this course, students will be able to:

1. Explain the significance of a comprehensive, systematic approach to planning health education and behavior programs.
2. Illustrate an understanding of the PRECEDE-PROCEED framework, as a comprehensive planning model.
3. Demonstrate how to incorporate health behavior theory into the planning process.
4. Apply a systematic, planning framework to plan an effective and feasible health education/health promotion program to address mental health on campus.

CLASS FORMAT

A combination of lectures, class discussions, and in- and out-of-class projects will be used to cover the course content. All course materials will be posted on the course e-learning website.

WHAT IS EXPECTED OF YOU

In this course, you will be expected to:

1. Be prepared for every class by studying the material prior to coming to class. As we engage in class discussions, you will want to be familiar with the material so that you may contribute to the discussions.
2. Participate in class discussions and contribute to the overall productivity of the class. This can be achieved by completing your readings, being sure that you understand them, and contacting the instructor if you have any questions.
3. Be present at all class meetings. In order to contribute to the overall productivity of the class, you must be here. Please inform the instructor of any scheduling conflicts prior to the beginning of class. As an upper-level undergraduate student or a graduate student, missed classes will result in an increased burden to make-up the work.
4. If you miss a class, for an emergency or professional activity/responsibility, it is your responsibility to obtain missed notes and materials from your classmates.

ASSIGNMENTS

Students are expected to do their best work. Assignments will be collected at the beginning of class on their due dates. Ten points per day will be deducted on assignments submitted late. Make back-up copies of all your work. Major assignments will not be returned. All written work must be typed. Form and style must follow rules and guidelines as outlined in the *Publication Manual of the American Psychological Association* (6th Edition, 2010).

TESTING, EXAM REVIEWS, AND GRADE APPEAL POLICY

No make-up tests are given unless arrangements have been made prior to the test day. Students who arrive after the first person completes their exam will not be allowed to sit for that examination. It is your responsibility to review your grade on each exam when they are returned. After grades are returned in class, students have one week to appeal the grade. After one week, a grade will not be changed. No exceptions.

COURSE REQUIREMENTS EXPLAINED

Individual Examinations

Students will have two exams in the course (midterm and final exam). The exams will cover material covered in class lectures, readings and class activities. The final exam is a comprehensive exam. Both exams will be comprised of multiple-choice, true/false items, and open-ended questions, based on material covered in and out of class (i.e. readings). Each exam is worth 100 points.

Group Planning Project

Throughout the semester, teams of students will be working through the planning process to plan a feasible and effective health education/promotion program dealing on the subject of mental health for students on college campuses. Teams will be required to conduct each phase of the planning process, along with a proposed plan of evaluation, with students of the University of Florida.

To attain firsthand research experience, teams will be given assigned dates to conduct needs assessments and data collection. The project should follow guidelines posted on Sakai and discussed in class. The project is worth 100 points and **DUE ON APRIL 18, 2012**.

Group Presentation

Each team is required to give a 45 minute presentation on their planning project at the end of the semester. Presentation PowerPoint or Prezi.com link **DUE ON APRIL 18, 2012**. Presentations will take place on April 18th & 25th, 2012. Feedback from the instructor, teaching assistant and guests will determine your score out of 50 points.

GRADE BREAKDOWN

Areas of Evaluation	Points	Final Grade (%)
Midterm Exam	100	A = 93 - 100 A - = 88 - 92 B + = 84 - 87 B = 80 - 83 B - = 76 - 79 C + = 72 - 75 C = 68 - 71 C - = 65 - 70 D + = 62 - 64 D = 59 - 61 D - = 56 - 60 E = LESS THAN 56%
Final Exam	100	
Group Project	100	
Group Presentation	50	
TOTAL POINTS	350	

**Note:* I do not subscribe to the blatantly unfair practice of awarding “extra credit”. All students are evaluated on exactly the same criteria.

Academic Honesty:

Though this course involves group work where individuals are expected to share information and work together, several assignments are to be accomplished by an individual working alone. In the case of individual assignments, the acts of cheating, plagiarism, and falsification or attempts to cheat, plagiarize or falsify will not be tolerated. Should an academic integrity violation take place, the student(s) involved will either be assigned a grade penalty or the case will be referred to the Dean of Students Office for further evaluation. The *minimum* grade penalty that will be assigned is an F for the assignment.

As commonly defined, plagiarism consists of passing off as one's own ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

If you have any questions regarding plagiarism, please consult the University of Florida Student Rules (<http://regulations.ufl.edu/chapter4/4017.pdf>), (Student Honor Code).

Every student that is admitted to the University of Florida has signed a statement of academic honesty committing him/her to be honest in all academic work and understanding that failure to comply with this commitment will result in disciplinary action.

This statement is a reminder to uphold your obligation as a student at the University of Florida and to be honest in all work submitted and exams taken in this class and all others.

Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Dean of Students Office, The Disability Resource Center, 001 Reid Hall, 352-392-8565.

TENTATIVE CLASS SCHEDULE

“The sooner I fall behind, the more time I have to catch up.” -Anonymous

	Topic	Readings/Items Due
Week 1 – January 11		
	Introductions, Groups Assigned, Team-Building Exercise, A Framework for Planning	Chapter 1 in text, Introduction in Workbook
Week 2 – January 18		
	Class discussion on Pre-planning activities	Step 1 in Workbook
Week 3 – January 25		
	Social Assessment, Participatory Planning, and Situational Analysis Epidemiological Assessment	Chapter 2 and 3 in text Step 2 in Workbook
Week 4 – February 1		
	Ecological and Educational Diagnosis	Chapter 4 in text Working day on Planning Project
Week 5 – February 8		
	Writing Objectives	Step 3 in Workbook Working Day on Planning Project
Week 6 – February 15		
	Field Work: Data Collection DHCX 2012 – Orlando, Florida	View Online Training Video
Week 7 – February 22		
	Program, Administrative, and Policy Design	Chapter 5 in text Step 4 in Workbook
Week 8 – February 29		
	Continue Step 4 in Workbook	Draft of Group Project (Steps 1-4) Due to TA Working Day on Planning Project
Week 9 – March 7		
	Spring Break – No Class	
Week 10 – March 14		
	2012 AAHPERD NATIONAL CONVENTION (Boston, MA; March 13-17, 2012) – No Class	Study for Midterm Online Review Posted by TA
Week 11 – March 21		
	Midterm Exam (100 points)	
Week 12 – March 28		
	Application in Various Settings (Overview) Step 5 in Workbook	Chp 6-9 in text Step 5 in Workbook
Week 13 – April 4		
	Review the Program Plan	Step 6 and 7 in Workbook
Week 14 – April 11		
	Groups Scheduled Meetings with TA	Work on Project Presentations

Week 15 – April 18		
	Group Presentations	FINAL PROJECT DUE
Week 16 – April 25		
	Group Presentations Continued	
Week 17 – May 1		
	FINAL EXAM (100pts) 7:30am-9:30am	HAVE A GREAT SUMMER!!!