

# **HSC 4713**

## **Planning, Implementing, & Evaluating Health Education Programs**

### **COURSE DESCRIPTION**

HSC 4713 is a required course for Health Education and Behavior majors. The purpose of this three-credit course is to provide you with the necessary comprehensive background and application information needed to plan, implement, and evaluate health promotion programs in a variety of settings and populations.

The goal of HSC 4713 is for you to demonstrate a high-level understanding of the frameworks, principles, and strategies for planning, implementing, and evaluating health programs through assessments and activities designed to promote critical thinking needed for the development of an effective and feasible health education/health promotion program.

### **COURSE INFORMATION**

#### **LEARNING OBJECTIVES**

By the end of this course, students will:

- Explain the relationship between health education and health promotion.
- Identify the determinants of health outcomes and the ecological factors that influence behavior.
- Identify components of several comprehensive planning models.
- Assess components of a program rationale and identify areas for improvement.
- Identify sources of data in conducting a needs assessment.
- Demonstrate the steps in conducting a needs assessment.
- Demonstrate how to incorporate health behavior theory into the planning process.
- Construct realistic and measurable program goals and objectives.
- Identify advantages and disadvantages of using multiple strategies for reaching and facilitating participation among priority populations.
- Identify community and health education planning resources.
- Explain the elements of marketing a health education/promotion plan.
- Differentiate between the types of evaluation outcomes and evaluation methods and strategies and the ways to the evaluation.
- Explain the importance and significance of using a comprehensive, systematic approach to planning, implementing, and evaluating health education and behavior programs.

## **INSTRUCTIONAL METHODS**

This course is divided into 12 modules. Each module is interactive and includes following:

1. *Chapter Reading* - Students will first read associated textbook chapter(s) to establish foundation of knowledge, strengthen comprehension and interaction of course information, and have a foundation of lecture information.
2. *Lectures & Additional Engagement* - After reading, students will learn more about module topics by viewing module lectures, additional readings, and other activities associated with module.
3. *Quiz* - After learning module information, students are tested on knowledge gained by taking a 10-item quiz, designed to assess reading and lecture comprehension. Quizzes are due the Sunday before module lectures are presented.
4. *Planning* - Students complete an activity to engage module material by applying a planning and evaluation task. Planning Assignments are due on Thursday of the corresponding module.
5. *Peer Reviews* - Another significant part of learning is seeing others' ideas and feedback. Therefore, for these assignments, you will review TWO of your peers' work. Feedback must be constructive, rationale-based, and thoughtful. Peer reviews will be graded on their alignment and feedback from what was learned in the module. Peer reviews are due on Sunday of the corresponding module.
6. *Class Participation* - Students will have random, in-class assignments for participation. Points cannot be made up if class is missed, but two activities will be dropped at the end of the semester.
7. *Program Plan* - Throughout the course, students will work on a program plan and design in a group and present the task at the end of the semester.

## **CONTACT INFORMATION**

**INSTRUCTOR:** Dr. Ashlee Ossiboff, M.A., M.S., Ph.D., MCHES (Dr. O)

**PHONE NUMBER:** (352) 294-1023

**EMAIL:** [AHoffmanOssiboff@ufl.edu](mailto:AHoffmanOssiboff@ufl.edu) [Course communication through Canvas Inbox tool]

### **OFFICE HOURS**

- Meeting times listed in Canvas calendar and available upon request
- Meetings through *Virtual Office* link on homepage

**CREDIT HOURS:** 3

*For questions about course content, grade, or other personal issues, reach out through the Canvas Inbox tool. This is to execute student needs. Expect a response within 48 hours.*

## COURSE REQUIREMENTS

### REQUIRED TEXTBOOK

McKenzie, J. F., Neiger, B. L., & Thackeray, R. (2022). Planning, implementing, and evaluating health promotion programs (8th ed.). Jones & Bartlett Learning

ISBN: 978-1284228649

Text is available through UFallAccess. UF All Access is the University of Florida's digital course materials program. Selected courses are available through UF All Access to provide students with the lowest prices on their eBooks. Students can choose to opt into these materials and be provided instant access to their access codes for their homework systems and/or access to a digital version of their books. The charges will be billed to their student accounts automatically and if they have Financial Aid available, it will automatically pay for these charges.

Click here to access course codes: <https://www.bsd.ufl.edu/AllAccess/OptIn>

Click here for All Access support: <https://www.bsd.ufl.edu/AllAccess/Home/Support>

If you cannot find the answer at the link above, please email: [allaccess@bsd.ufl.edu](mailto:allaccess@bsd.ufl.edu)

### PREREQUISITES

No prerequisites for this course.

### MINIMUM TECHNOLOGY REQUIREMENTS

The University of Florida expects students entering an online program to acquire computer hardware and software appropriate to his or her degree program. Most computers are capable of meeting the following general requirements. A student's computer configuration should include:

- Webcam
- Microphone
- Broadband connection to the Internet and related equipment (Cable/DSL modem)
- Microsoft Office Suite installed (provided by the university)

Individual colleges may have additional requirements or recommendations, which students should review prior to the start of their program.

### MINIMUM TECHNOLOGY SKILLS

To complete your tasks in this course, you will need a basic understanding of how to operate a computer, and how to use word processing software.

### ZOOM (for meetings/office hours)

Zoom is an easy to use video conferencing service available to all UF students, faculty, and staff that allows for meetings of up to 100 participants. You can find resources and help using Zoom at <https://ufl.zoom.us>

- Meetings are through the *Virtual Office* link on homepage

# COURSE POLICIES

## COMMUNICATION

1. **CANVAS INBOX:** Communication associated with course must be through the Canvas inbox tool in the left panel [ ]. This is to prioritize student needs and execute the question. Messages are checked weekdays @ 6am & 4pm.
2. **GROUPME:** For brief questions that may also help your classmates, use the GroupMe set up for the course. Expect responses from me through this modality during normal, weekday business hours (9am-5pm).

## COURSE ANNOUNCEMENTS

Students are sent weekly (and supplemental) announcements throughout the course. These are created to assist and respond to any potential concerns. Reading these communications is a requirement of the course.

## QUIZZES

- Due on Wednesday of the corresponding module.
- Random and drawn from a quiz bank.
- Lowest TWO quiz score dropped week before finals.
- Course includes syllabus quiz, weekly module quiz (12 modules), and overall quiz.
- **Quizzes are locked at time due and CANNOT be made up for any reason (two dropped for unexpected issues [i.e. something comes up, loss of internet access, illness, etc.]) to protect integrity of quiz.**
- Incorrect answer feedback is provided immediately following submission.
- Concerns about quiz questions answered following the quiz due date.
- Students have ONE WEEK from submission to view address any concerns with quiz questions (must include question [not number, since all questions are random and each student will have different questions], a specific reference from the textbook or supplemental materials presented in the module (i.e. source, page number, paragraph number, time in film, etc.-be as detailed as possible).

## ASSIGNMENTS

- Assignments are due according to due dates described in directions (in the Eastern Standard time zone) and listed in course schedule/calendar
- All assignments include corresponding rubrics, under assignment directions in Canvas
- All assignments must be uploaded or submitted through the assignment listing on Canvas
- Emailed assignments not accepted.

## MICROSOFT WORD

*Microsoft Word* is accessible for FREE to all UF students. It can be accessed through [GatorCloud](#) > Office365. Once accessed and used, document must be saved to computer via *File* (top toolbar) > *Save As* (left menu) > *Download a Copy* > a prompt will appear that says, *Do you want to download a copy of this file and work offline?* > select *Download a Copy* > a pop up box may appear asking about opening the file, select *Save As* > for most, it will save their document in the *Download* file. Some may have their computer settings to save to desktop (it will appear on your desktop).

Office365 can also be accessed directly through Canvas on the left button bar.

## INCOMPLETE & CORRUPT FILE SUBMISSIONS

Incomplete assignment submissions will be graded as incomplete. Corrupt file submissions will be graded as a 0. If missing components are submitted after the due date, they will be graded at 50% of the earned value of the assignment.

It is students' responsibility to ensure assignment submission is correct, viewable, and accurate. This can be done by selecting the assignment > (under *Submission* on right) select *Submission Details* > (to right of document link) select *View Feedback*. Students should be able to see their document.

## ASSIGNMENT FEEDBACK

Depending on detail needed for each assignment submission, feedback will be provided through rubrics, on assignment comments, and directly on submitted document (select assignment > *Submission Details* > *View Feedback* [feedback looks similar to *Track Changes* in *Microsoft Word*]). Students are expected to review all feedback and incorporate it prior to next module submission. Any questions about grading and/or feedback must be addressed within one week (7 calendar days) of when the assignment is returned.

## PARAPHRASING & QUOTATIONS

All assignments are designed to assess students' ability to synthesize and apply information learned in the course. **Therefore, ALL assignment submissions MUST be in students' OWN words.** Direct quotes should not be used. Assignments are designed to assess students' understanding and comprehension of course information, therefore, anything quoted will NOT count toward the minimum word count for assignment.

## TURNITIN

All assignments in this course will be evaluated through TurnItIn once submitted through Canvas. TurnItIn generates a report on the originality of writing by comparing it with a database of periodicals, books, online content, a repository of previously submitted student papers, and other published work. This report helps determine appropriate use of sources, proper citation, and paraphrasing effectively—skills essential to academic performance.

Early assignment submission is encouraged to review associated TurnItIn report prior to the due date. This allows the opportunity to revise, reach out with concerns, or contact the Writing Studio (<https://writing.ufl.edu/writing-studio/>) for assistance.

Original work is expected in this course. **All responses must illustrate individual interpretation and presented in your own words.** Assignments are used to assess student learning and comprehension. Therefore, plagiarism of any kind is unacceptable. **Similarity scores 20% and above will not be accepted** and will be further reviewed for potential Honor Code Violation (<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>).

## FORMAT & REFERENCES

Format and references are aligned with the American Psychological Association (APA) Style Guide (7th edition). Included in assignment directions are templates to use. This course also includes an **APA Format** page (button on the homepage), which includes descriptions and examples.

EXPERIENCE SUBMISSIONS: Set up in quiz format for ease. If reference is asked, information included must be in APA (7th edition) format.

DISCUSSION SUBMISSIONS: Must be submitted directly in the 'body' of the discussion post, by selecting *Reply* under the discussion prompt. Reply must be thoughtful and include a question the peer's post provoked. Discussion posts can be in typed or (embedded) video.

## MAKE-UP WORK

- Written assignments will be accepted late for 50% reduction in the earner score and are accepted through the last week of the course. Submit work early to avoid technical problems.
- Quizzes CANNOT be made up for any reason to protect the integrity of the assessment.
- Requests for make-ups due to technical issues MUST be accompanied by the ticket number received from the Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST email your instructor within 24 hours of the technical difficulty if you wish to request a make-up.
- Requirements for make-up exams, assignments, and other work in this course are consistent with university policies that can be found at [Attendance Policies](#)

## EXTRA CREDIT

Extra credit may be offered in this course. To take advantage of these opportunities, students must also meet the following requirements:

- Complete and submit ALL experience and discussion assignments.
- Including discussion posts AND peer replies and all *Experience* assignments.

*Disclaimer: This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.*

## GRADING POLICY

All assignments are graded according to associated rubrics. Specific feedback on assignments and APA formatting will be provided through document feedback, submission comments, and described directly on rubric. Students are expected to review feedback and ask any questions for clarity prior to submitting future assignments. Effort to have each assignment graded and posted within one week of the due date will be made.

***All questions related to grades must be asked through the Canvas Inbox within 7 days of when the grade is presented.***

## ASSIGNMENTS & ASSOCIATED POINTS

ASSIGNMENT	POINTS
<b>Quizzes</b> modules, overall, & syllabus – 2 drops = 12 total	20 points each (240 total points)
<b>Planning</b> modules – 1 drop = 11 total	20 points each (220 total points)
<b>Peer Reviews</b> modules – 1 drop = 11 total	10 points each (110 total points)
<b>Participation</b>	random (100 total points)
<b>Program Plan</b>	130 points
	<b>800 POINTS TOTAL</b>

## ASSIGNMENTS & ASSOCIATED POINTS

LETTER GRADE	PERCENTAGE	GRADE POINTS
A	93 <	4.0
A-	90-92.9	3.67
B+	87-89.9	3.33
B	83-86.9	3.0
B-	80-82.9	2.67
C+	77-79.9	2.33
C	73-76.9	2.0
C-	70-72.9	1.67
D+	67-69.9	1.33
D	63-66.9	1.0
E	< 63	0

See the [current UF grading policies](#) for more information.

### UF POLICIES

#### ACCOMMODATING STUDENTS WITH DISABILITIES

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/>) by providing appropriate documentation. Once registered, students will receive an accommodation letter that must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

#### ACADEMIC CONDUCT

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code. On all work submitted for credit by students 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." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

## GETTING HELP

### TECHNICAL DIFFICULTIES

For issues with technical difficulties for Canvas, please contact the UF Help Desk at:

- <http://helpdesk.ufl.edu>
- (352) 392-HELP (4357)
- Walk-in: HUB 132

Any requests for make-ups due to technical issues should be accompanied by the ticket number received from the Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You should e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

### HEALTH & WELLNESS

- U Matter, We Care: If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit [umatter.ufl.edu](http://umatter.ufl.edu) to refer or report a concern and a team member will reach out to the student in distress.
- Counseling and Wellness Center: Visit [counseling.ufl.edu](http://counseling.ufl.edu) call 352-392-1575 for information on crisis services as well as non-crisis services.
- Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit [shcc.ufl.edu](http://shcc.ufl.edu)
- University Police Department: Visit [police.ufl.edu](http://police.ufl.edu) or call 352-392-1111 (or 9-1-1 for emergencies).
- UF Health Shands Emergency Room/Trauma Center: For immediate medical care in Gainesville, call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; <https://ufhealth.org/uf-health-shands-emergency-room-trauma-center>

### ACADEMIC & STUDENT SUPPORT

- Career Connections Center: 352-392-1601. Career assistance and counseling services [career.ufl.edu/](http://career.ufl.edu/)
- Library Support: Various ways to receive assistance with respect to using the libraries or finding resources. [cms.uflib.ufl.edu/ask](http://cms.uflib.ufl.edu/ask)
- Teaching Center: 352-392-2010 General study skills and tutoring: [teachingcenter.ufl.edu/](http://teachingcenter.ufl.edu/)
- Writing Studio: 352-846-1138. Help brainstorming, formatting, and writing papers: [writing.ufl.edu/writing-studio/](http://writing.ufl.edu/writing-studio/)



## COURSE EVALUATIONS

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/> [Links to an external site.](#). Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>

## CANVAS INFORMATION

Canvas is where course content, grades, and communication will reside for this course.

- [ufl.instructure.com](http://ufl.instructure.com)
- For Canvas, Passwords, or any other computer-related technical support contact the [IT Service Desk](#).
  - 877 878-8325
  - <http://it.myinstitution.edu>
  - [itsupport@myinstitution.edu](mailto:itsupport@myinstitution.edu)

## TIPS FOR SUCCESS

Taking a course online can be a lot of fun! Here are some tips that will help you get the most of this course while taking full advantage of the online format:

- Schedule "class times" for yourself. It is important to do the coursework on time each week. You will receive a reduction in points for work that is turned in late!
- Read ALL material contained on this site. There is a lot of helpful information to save time and help meet objectives of course.
- Review course schedule located in Syllabus and check items off as you go.
- Take full advantage of online discussion boards. Ask for help or clarification of material if you need it.
- Do not wait to ask questions - Waiting may cause missing due date.
- Do work well before the due dates. Things happen. If your computer goes down when trying to submit an assignment, time is needed to troubleshoot problem.
- Back up work to an external hard drive, thumb drive, or through a cloud service.

## **NETIQUETTE & COMMUNICATION COURTESY**

It is important to recognize that the online classroom is in fact a classroom, and certain behaviors are expected when you communicate with both your peers and your instructors. These guidelines for online behavior and interaction are known as netiquette.

### **SECURITY**

Your password is the only thing protecting you from pranks or more serious harm.

- Do not share password with anyone.
- Change your password if you think someone else might know it.
- Always log out when you are finished using the system.

### **GENERAL GUIDELINES**

When communicating online, always:

- Treat instructor with respect, through any means of communication.
- Always use your professors' title: Dr. or Prof. or if you are unsure use Mr. or Ms.
- Unless specifically invited, do not refer to a professor by their first name.
- Use clear and concise language.
- Remember all college-level communication should have correct spelling and grammar.
- Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you."
- Use standard fonts such as Times New Roman and use a size 12 or 14 point font.
- Avoid caps lock feature AS IT CAN BE INTERPRETED AS YELLING.
- Limit and possibly avoid the use of emoticons like :) .
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or be construed as being offensive.
- Be careful with personal information (both yours and others).
- Do not send confidential information via email.

### **EMAIL**

When emailing your instructor, teaching assistant, or classmates:

- Use a descriptive subject line.
- Be brief.
- Avoid attachments unless you are sure your recipients can open them.
- Avoid HTML in favor of plain text.
- Sign your message with your name and return email address.
- Think before you send the email to more than one person. Does everyone really need to see your message?
- Be sure you REALLY want everyone to receive your response when you click, "Reply All."
- Be sure message author intended for information to be passed along before you click the "Forward" button.

### **DISCUSSION POSTS**

When posting on the discussion board in your online class:

- Check to see if anyone already asked your question and received a reply before posting to the discussion board.
- Remember manners and say please and thank you when asking something of your classmates or instructor.
- Be open-minded.
- If you ask a question and many people respond, summarize all posts for the benefit of the class.

- When posting:
  - Make posts on-topic and within scope of the course material.
  - Be sure to read all messages in a thread before replying.
  - Be as brief as possible while still making a thorough comment.
  - Do not repeat someone else's post without adding something of your own to it.
  - Take posts seriously. Review and edit before sending.
  - Avoid short, generic replies such as, "I agree." You should include why you agree or add to the previous point.
  - If you refer to something said in an earlier post, quote a few key lines so readers do not have to go back and figure out which post you are referring to.
  - Always give proper credit when referencing or quoting another source.
  - If you reply to a classmate's question make sure your answer is correct, do not guess.
  - Always be respectful of others' opinions even when they differ from your own.
  - When you disagree, express differing opinion in a respectful, non-critical way.
  - Do not make personal or insulting remarks.
  - Do not write anything sarcastic or angry, it always backfires.
  - Do not type in ALL CAPS, if you do IT WILL LOOK LIKE YOU ARE YELLING.

## **ZOOM**

When attending a Zoom class or meeting:

- Do not share your Zoom classroom link or password with others.
- Even though you may be alone at home, your professor and classmates can see you! While attending class in your pajamas is tempting, remember that wearing clothing is not optional. Dress appropriately.
- Your professor and classmates can also see what is behind you, so be aware of your surroundings.
- Make sure the background is not distracting or something you would not want your classmates to see.
  - When in doubt use a virtual background. If you choose to use one, you should test the background out first to make sure your device can support it.
  - Your background can express your personality but be sure to avoid using backgrounds that may contain offensive images and language.
- Mute is your friend, especially when you are in a location that can be noisy. Don't leave your microphone open if you don't have to.
- If you want to speak, you can raise your hand (click the "raise hand" button at the center bottom of your screen) and wait to be called upon.