PLANNING AND EVALUATING HEALTH EDUCATION PROGRAMS

HSC 4713, SECTION 1941 (WEB)

3 SEMESTER HOURS

FALL/2016

INSTRUCTOR: Dr. Rodgers*
Joy L. Rodgers, Ph.D., CHES
Florida Gym (FLG) Room 71
rodgersj@ufl.edu*
352-294-1807

*The best way to reach me is via the Inbox tool on the Canvas course website. This is the tool that should be used to send course-related messages (e-mails) of a personal nature. Refer to “Course Communications” for additional information.

OFFICE HOURS**: Tuesdays & Thursdays, 9-11 a.m.; other times by appointment
(**You may choose to call my office to talk by phone or may arrange a Skype call to meet with me face-to-face. In either case, arranging a time beforehand is a good idea to ensure that I have no other conflicts.)

CANVAS COURSE WEBSITE: http://elearning.ufl.edu/

COURSE COMMUNICATIONS: You should post non-personal, non-grade course-related questions in which my responses would be beneficial to all class members to the General Discussion forum as provided on the course website.

For personal communication (e.g., grade-related, missed assignments), you should send messages using the Inbox tool on the Canvas course management system. Mail inquiries received Mondays through Fridays will usually receive a reply within 24 hours of receipt. Messages sent after 4 p.m. on Fridays and/or during the weekends will most likely receive a reply the following Monday. Refer to the “Message Etiquette” policy of this syllabus for more information on proper e-mail format and protocol. Note: Students
who send messages directly to my UF email address (rodgersj@ufl.edu) may have a longer wait for a response because of the high number of emails I receive in my UF Inbox.

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


ADDITIONAL RESOURCES: Supplemental readings and materials may be assigned throughout the course of the semester. These readings and materials will be made available within the module for which they are assigned.

COURSE DESCRIPTION: This course examines frameworks, principles, and strategies for planning, implementing, and evaluating health promotion programs.

PREREQUISITES: HSC 3032, with a minimum grade of C.

PURPOSE OF COURSE: The ability to critically plan, implement, and evaluate programs is essential for health education specialists at all levels. Thus, the purpose of HSC 4713 is to provide students with the necessary comprehensive background and application information needed to plan, implement, and evaluate health promotion programs in a variety of settings and populations.

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

By the end of this course, students will be able to:

1. Explain the relationship between health education and health promotion.
2. Identify the determinants of health outcomes and the ecological factors that influence behavior.
3. Identify the framework and components of logic models.
4. Identify components of several comprehensive planning models.
5. Identify sources of data in conducting a needs assessment.
6. Demonstrate the steps in conducting a needs assessment.
7. Demonstrate how to incorporate health behavior theory into the planning process.
8. Create a survey instrument and carry out a pre-pilot test to identify necessary revisions to survey before conducting the research.
9. Identify sources of data in conducting a needs assessment, conduct a needs assessment, and construct realistic and measurable program goals and objectives based on results of a needs assessment.
10. Identify advantages and disadvantages of using multiple strategies for reaching and facilitating participation among priority populations.
11. Identify community and health education planning resources.
12. Explain the elements for marketing a health education/promotion plan.
13. Address ethical, safety, medical, and legal concerns associated with program planning and implementation.
14. Differentiate between the types of evaluation outcomes and evaluation methods and strategies and the ways to the evaluation.
15. Explain the importance and significance of using a comprehensive, systematic approach to planning, implementing, and evaluating health education and behavior programs.

INSTRUCTIONAL METHODS: This is an online course that recognizes individuals learn in unique patterns. Thus, a variety of learning modalities – lectures, activities, application assignments, class discussions and exams – are offered and encouraged. Students’ Canvas accounts should be utilized for accessing course materials (http://elearning.ufl.edu/).

COURSE POLICIES:

EXAMS: This course uses ProctorU, a proctoring service for the administration of exams. While this proctoring service is user-friendly, you must follow established guidelines for registering for and taking the exams:

1. Review the technical requirements for ProctorU at the website, http://www.proctoru.com/tech.php. Additional points to keep in mind are that:
   - Exams will be administered between the hours of 9 a.m. and midnight (Eastern time), seven days a week.
   - No students will be allowed to take the exams without a webcam. Thus, a webcam and microphone must be in place during the test-taking period.
   - Exams may be taken in your home. However, no other people are allowed to be in the same room during the time the student is taking the exam. Thus, you must arrange to take the exam in a setting where no one else is present.
• You will need administrative rights to the computer you use for the exams to enable the proctoring service to function. This means you will unlikely be able to use a public computer to take the exams.

2. Register with ProctorU at http://www.proctoru.com/getstarted.php. Registration and log-in instructions are provided on the ProctorU website. While the exams will be administered through the Canvas course website, only a ProctorU representative will be able to open the exams. Therefore, registering for the exams in advance is necessary to ensure exam access in a timely manner.

3. Once you receive your Login ID, you may go to http://go.proctoru.com to schedule your exams.

4. You must schedule your exams 72 hours (three [3] days) before the assigned exam date opens to avoid paying a late fee.

5. Questions about scheduling an examination or how an examination is proctored should be directed to Owen Beatty, distance education and outreach coordinator, at beattyo@hhp.ufl.edu or 352-294-1615. The scheduling and proctoring of exams fall outside my control. Thus, problems and concerns associated with the service cannot be addressed by me. Issues related to the proctoring service should be directed to Owen Beatty at the e-mail and phone number provided.

**Important note on exams:** If you experience difficulties once an exam is under way and/or are unable to complete an exam because of technical or other issues, you should notify me immediately of the issue. Depending on the nature of the difficulty, proctors may or may not notify instructors of issues in exam administration. In other words, you are responsible for: (1) scheduling your exams in a timely manner; (2) keeping your scheduled appointments; (3) making sure that you complete the exams by or before the exam deadline; and (4) notifying me of any problems in completing 1-3. If you fail to adhere to these guidelines, you risk not being allowed a chance to reschedule or make up an exam.

**QUizzes:** Open-note quizzes are accessible in several places on the course website: in the Modules tool or Modules pages and through Assignments. You are responsible for completing all quizzes by the stated time and due date. Except for medical or immediate family emergencies, no makeups of quizzes are allowed. Thus, you must take the quizzes before the stated deadlines to receive credit. Students taking a quiz when the due date passes will have their scores up to that point automatically submitted – regardless of whether the quiz is completed – and the grade recorded only for the completed portion. Therefore, you should arrange to complete your quizzes with ample time before the stated deadline time and date. If you experience trouble with the quiz administration,
you must immediately contact the UF Computing Help Desk at 352-392-4357. Once the Help Desk has been contacted, you should be sure to message me immediately with the details of the problem and the Help Desk ticket number. You are responsible for bringing any technical issues to my attention and for providing appropriate documentation of the issue.

STUDENT QUESTIONS ON EXAMS AND QUIZZES: All student inquiries regarding exam and quiz questions will be fielded following the initial grading of each assessment. Note: the initial grading of assessments takes place before the assessment closes. If you have questions about specific exam and quiz questions, you will be asked to (1) describe your concern(s) in writing to include any justification and/or documentation (from lecture and/or readings) to support your concern and (2) formally submit your inquiry to me. You must send an email (use Canvas Inbox tool) with any specific quiz/exam-related questions within 24 hours of completing the quiz or exam. I will evaluate the validity of each concern and take appropriate action as needed (e.g., send a written response of clarification, modify the grade if the inquiry is found to have merit). Also note: A message simply stating that you have a concern without a valid reason or support will not be sufficient to merit a review. You must demonstrate that you have an understanding of the concern in question to receive consideration.

MAKE-UPS: If you miss a submission deadline for any assignment, quiz or exam, you may (no guarantee) be given an opportunity to submit after the deadline only after you provide an acceptable reason with proper documentation for missing the deadline. Decisions to allow make-ups will be made by me after consulting the university-wide attendance policies specified in the UF Undergraduate Catalog: (https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx). I encourage you to communicate with me immediately if you miss a submission deadline, or beforehand if you know that you will be unable to meet a submission deadline. The longer you wait to communicate a difficulty, the less likely a make-up will be possible. Note: Any student with an acceptable excuse and appropriate documentation who misses a regularly scheduled exam will be given a cumulative make-up exam during finals week.

ATTENDANCE AND DEADLINES: You need to be aware that online learning can present significant challenges, particularly to individuals who are not self-starters or those who do not possess good time-management skills. The online classroom is available 24 hours a day. Unlike traditional instructional settings in which each student gets the same class, the online setting means that every student will participate in the course that he/she chooses to experience. In theory, this type of instruction should be more adaptable to a
variety of learning styles. However, in practice, some students seem unwilling (all are believed to be able) to create and actively take part in their own virtual classroom. This often results in procrastination and low-quality performance. Everyone learns differently, so prescribing a “best” approach is difficult. **Nevertheless, you should note that this course is not self-paced. You are expected to adhere to the course calendar and timeline.**

That said, I acknowledge that life happens – sometimes personal circumstances arise that may interfere with your ability to meet a deadline. If such an event does happen, please let me know as soon as possible. Retrospective requests for extensions without a compelling rationale for why these requests are being made will be met with less receptivity than proactive communication that gives me a head’s up on a potential conflict. Your messages generally will be responded to within 24 business hours. If you have a question or problem, email me immediately.

**RECOMMENDATIONS:** I will consider preparation of a recommendation only for those students who are actively engaged in class activities and discussions and who make an effort to reach out to me during office hours. Recommendations may be provided for graduate programs, professional schools, internships, scholarships, and jobs only after the student asks for such in an appropriately worded e-mail or during an office visit. You must provide me with all required information to write an appropriate recommendation. This includes, but may not be limited to: recommendation forms provided by the agency involved; deadlines/due dates for the recommendation; contact information and address for submitting recommendation; résumé; and possibly, a draft letter that outlines experience and qualifications for the position sought. You should keep in mind that recommendations cannot be provided on short notice, so be sure to plan requests for recommendations to give sufficient time for preparation. Also, consider that to write a good recommendation letter requires that I have something substantive to say about a student. You can help provide substantive information by taking the time to check in during office hours and talking with me about the course and how things are going.

**MESSAGE ETIQUETTE:** Professionalism is expected from all students. Students should use proper etiquette when sending e-mails. This includes an appropriate “Subject” heading, a proper greeting/salutation, grammatically correct message body, and a proper closing. For example:

**Subject Heading:**
Marketing Video Activity
Greeting/Salutation:
Hello Dr. Rodgers,

Message Body:
I was unclear about the Marketing Video Activity for this week’s module. Could you point me to some additional resources that may be helpful?

Closing:
Thank you!

Name:
Student’s name
HSC4713, Fall 2016

Inappropriate e-mails or messages that lack proper etiquette will be returned with a suggestion to revise and re-send.

COURSE TECHNOLOGY: For this course, you will need Internet connection (DSL, LAN, or cable connection desirable) and access to the University of Florida’s E-Learning System, Canvas. The Canvas course management system employs several tools to facilitate both individual and group communication within the course, as well as manage the submission and grading of assignments. You are expected to be proficient in working in Canvas. Several video tutorials on how to use the various tools within Canvas are available for viewing through the Help Center in Canvas. You are encouraged to become familiar with the Canvas course tools to ensure the best experience possible from this online course. Students who need more personal assistance with the Canvas course tools should contact the UF Computing Help Desk at 352-392-4357.

COURSE GRADING AND ASSIGNMENT POLICIES:

STUDENT SUCCESS DEFINED: Students who understand and perform the following actions have the most potential for achieving success in HSC 4713:

1. Use a word processor when posting discussions and other assignments instead of typing them directly into the course website. This will enable you to save your work in case of any unexpected technical glitches. You also will be able to use the spelling and grammar checkers before you submit your work.
2. Take ownership of your education and learning experience.
3. Be an active participant in class discussions and activities.
4. Complete readings and view lectures early or at the start of each module. In doing so, you will be familiar with the material and better able to contribute to discussions and complete activities.
5. Inform me whenever a problem related to the course arises, whenever you feel the need to clarify questions, or whenever you desire to further explore the topics of particular interest.

6. Respect the viewpoints and contributions of your instructor and fellow classmates.

ASSIGNED WORK: All students are expected to do their best work. The grade received at the end of the semester is the one that has been earned. No extra credit opportunities or additional assignments will be provided. All work should be submitted via the Canvas course website. **No late work or e-mail submissions will be accepted.** Late submissions will receive a zero (0) in the gradebook. Except for medical or immediate family emergencies, no makeups of assignments will be allowed. Proper, formal documentation of medical and family emergencies is required in a timely manner for assignment makeups. “Timely” will be defined by the nature of the circumstances and the ability to obtain appropriate documentation given the circumstances. **Note:** Canvas is an unforgiving course management system when it comes to assignment deadlines. The stated “Due Date” is the day and time that assignments must be in the system for Canvas to recognize them. This means that assignments with a deadline of 11:55 p.m. should be in the system by that time. If you wait until 11:55 p.m. to submit an assignment, Canvas will lock up and you will be prevented from submitting the assignment. To prevent a system lock-up on deadline, assignments have been given a six-minute “Available Until” window. This additional time does not constitute an extension of the deadline. Any assignments that are time-stamped later than the 11:55 p.m. deadline will be considered late and receive a zero (0) in the gradebook. The purpose of the “Available Until” window is solely to prevent Canvas from locking up for those students who push the 11:55 p.m. deadline. I advise you to make back-up copies of all work and submit your work early to prevent technical issues from precluding successful submission.

Grades will be determined based on your performance on the following activities:

1. **Syllabus Quiz** (20 points total)
   The course syllabus is considered the mutual agreement between me (the course instructor) and you (the student). The Syllabus Quiz is designed to ensure you fully understand the assignment expectations of this course, as well as course policies and procedures. **Note:** You will get two chances to achieve a score of 100% on the syllabus quiz. If you fail to reach a 100% score on either of the two attempts, then the highest score of the two attempts will be recorded in the gradebook. For example, if you score 85% on a first attempt of taking the syllabus quiz and a 90% on the second attempt, the score of 90% will be
recorded in the gradebook and will remain as the final score on the syllabus quiz. This policy makes it incumbent upon all students to be thoroughly familiar with course policies at the outset of the course.

2. **Profile Photo Upload and Student Introductions** (profile photo, 5 points; introduction, 5 points; 10 points total)

A challenge of online learning environments is engagement between and among students. One way to promote social interaction and communication that will help pave the way for increased participation is through formal introductions. You are expected to introduce yourself to the class by answering a number of prompts (questions) aimed at getting our conversations going. Additionally, you are required to upload a digital photo of yourself to your bio page on the Canvas course website. The photo must be a head shot of decent quality (in focus, not blurry). This means no other person should be in the photo and the photo should be cropped to show the head only (no full body photos or photos from a distance). A head shot works best in the thumbnail space provided on the bio page and makes identification of students easier in grading of assignments. The deadline for introductions and digital photo upload is 11:55 p.m. on the assigned due date listed in the course schedule.

3. **Quizzes** (4 quizzes; 25 points each; 100 points total)

You must complete four (4) open-note online quizzes. The quizzes will ask multiple-choice, true-false, matching, and/or short-answer type questions to assess your understanding of the material in the designated modules. Each quiz will be worth 25 points, and you will have up to 15 minutes to complete each quiz. No make-ups are allowed for missed quizzes without formal documentation of a medical or immediate family emergency. Missed quizzes will receive a zero (0) in the gradebook. The deadline for the quizzes is 11:55 p.m. on the assigned due date listed in the course schedule.

4. **Discussions** (4 discussions; 15 points each; 60 points total)

Course discussions are key to being an active participant in this course. Students are expected to engage in discussions by responding to specific prompts and giving feedback on posts made by classmates. While discussions are designed to promote classroom interaction among students, deadlines for posting and responding to discussion prompts must be followed to receive credit for the discussions. Thus, late discussion posts will receive a zero (0) in the gradebook. The deadline for Discussions is 11:55 p.m. on the assigned due date listed in the course schedule.

5. **Activities** (5 at varying points; 55 points total)

A number of activities are required for this course. These activities will
supplement information covered in video lectures, assigned readings, and module discussions. Each activity is designed to apply and/or reinforce skills and knowledge required of health education specialists working in the field of health education and promotion. The points for these activities will vary, depending on the amount of work required for the completion of each activity. Due dates for each activity are final; no late assignments will be accepted without appropriate documentation of a medical or family emergency. Students who fail to submit an activity assignment by the assigned deadline will receive a zero (0) in the gradebook. The deadline for Activities is 11:55 p.m. on the assigned due date listed in the course schedule.

6. **Exams** (two [2] exams, 75 points each; 150 points total)

You will complete two (2) exams, each covering material presented in the course modules on the Canvas course website. Exam 1 will cover material presented in Modules 1-7, and Exam 2 will cover material from Modules 8-14. The exams may consist of essay, short-answer, matching, multiple-choice, and/or true-false questions. Exam questions may be adapted from module activities and discussions. The learning objectives provided in each module may serve as study guides for the exams. You will be given 75 minutes to complete each exam. **Note:** Refer to Exams under Course Policies for information on ProctorU requirements and registration for the exams. The deadline for each Exam is 11:59 p.m. on the assigned due date listed in the course schedule. **Any student with an acceptable excuse and proper documentation who misses a regularly scheduled exam will be given a cumulative make-up exam during finals week.**

7. **Final Course Project: Chapter Primer on Planning, Implementing & Evaluating Health Promotion Programs** (project, 150 points; peer review, 10 points; 160 points total)

You are expected to further demonstrate your knowledge of the principles and frameworks used in planning, implementing, and evaluating health promotion programs in an applied end-of-term project. For this final project, you will be assigned one chapter from the course textbook on which you will develop a 50-minute lesson that entails a 20- to 25-minute lecture and a 20- to 25-minute activity suitable for presentation to an audience of upper-division college students. The purpose of this project is to allow you an opportunity to show your mastery of one of the steps in the complex process of planning health education programs. Additionally, you will be required to provide a peer review of at least one of your classmate’s presentations. The deadline for the Chapter Primer Project is 11:55 p.m. on the assigned due date listed in the course schedule. **Note:** Students in earlier semesters of this course have used this Chapter Primer
Project as part of their Honors Portfolios requirements. Thus, if you are eligible for graduating with honors, you may wish to consider this assignment as a demonstration of your proficiency and professionalism as a health educator. I would be happy to serve as chair of Honors Portfolio committees for those students who are actively involved in the course and who make an effort to engage with me both in and out of the classroom.

**Breakdown of Assigned Work (Assignments and Points Values)**

<table>
<thead>
<tr>
<th>Assignment (Number)</th>
<th>Total Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes: Syllabus (1, 20 points); Modules (4, 25 points each)</td>
<td>120</td>
</tr>
<tr>
<td>Profile Photo Upload</td>
<td>5</td>
</tr>
<tr>
<td>Introduction Discussion</td>
<td>5</td>
</tr>
<tr>
<td>Discussions (4 at 15 points each)</td>
<td>60</td>
</tr>
<tr>
<td>Activities (5 at varying points)</td>
<td>55</td>
</tr>
<tr>
<td>Exams (2 at 75 points)</td>
<td>150</td>
</tr>
<tr>
<td>Final Course Project</td>
<td>150</td>
</tr>
<tr>
<td>Peer Review of Final Course Project Presentation</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>555</td>
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</tbody>
</table>

**GRADING SCALE:** Assignment of final course grades will be made based on the scale that follows. No extra credit assignments or points will be given in this course. That means that if, at the end of the term, your points total 499.4999999999999, your grade equals a “B+” for the semester.

<table>
<thead>
<tr>
<th>Letter</th>
<th>Percentage</th>
<th>Points</th>
<th>Letter</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A ☺</td>
<td>100.0-95.0</td>
<td>555.00-527.25</td>
<td>C</td>
<td>76.9-73.0</td>
<td>427.34-405.15</td>
</tr>
<tr>
<td>A-</td>
<td>94.9-90.0</td>
<td>527.24-499.50</td>
<td>C-</td>
<td>72.9-70.0</td>
<td>405.14-388.50</td>
</tr>
<tr>
<td>B+</td>
<td>89.9-87.0</td>
<td>499.49-482.85</td>
<td>D+</td>
<td>69.9-67.0</td>
<td>388.49-371.85</td>
</tr>
<tr>
<td>B</td>
<td>86.9-83.0</td>
<td>482.84-460.65</td>
<td>D</td>
<td>66.9-63.0</td>
<td>371.84-349.65</td>
</tr>
<tr>
<td>B-</td>
<td>82.9-80.0</td>
<td>460.64-444.00</td>
<td>D-</td>
<td>62.9-60.0</td>
<td>349.64-333.00</td>
</tr>
<tr>
<td>C+</td>
<td>79.9-77.0</td>
<td>443.99-427.35</td>
<td>E ☹</td>
<td>59.9-00.0</td>
<td>≤ 331.99</td>
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**Note:** Students who have a very low grade but do not drop/withdraw from this course on or before Nov. 21 and/or who do not explain his/her situation to me will be given the failing grade, not an “I” (Incomplete).

**GRADE ADJUSTMENTS:** It is unethical and in direct violation of the UF Student Honor Code to request an unjustifiable grade adjustment (UF Student Honor Code: “Conspiracy to Commit Academic Dishonesty”). Under no circumstances will I ever “round up” a student’s grade (an 89.99% is a B+), nor will I offer extra credit. **Note:** If a grade input error occurs, you are strongly encouraged to notify me as soon as possible. I will examine
the Canvas grade to determine whether a calculation error has occurred. If an error occurred, the grade will be adjusted.

**GRADING DISPUTES:** Students who believe an error has been made in grading should (1) review the assignment instructions and rubric carefully, and then (2) check relevant policies on the syllabus. After doing these two things, any student who still believes an error has been made should (1) state the problem in detail in writing and (2) follow up with me during office hours.

Students with questions following the posting of final course grades at the end of the term should present their concerns in writing, delivered either in person or by postal mail, at the beginning of the next semester. No e-mails will be responded to regarding final grades.

**COURSE SCHEDULE:**

**EXAMS:** Exams will open at 9 a.m. on Sunday of the week in which the exam is scheduled and close at 11:59 p.m. on Saturday of that same week. **Note:** This is a one-week open window. You must register to take each exam by 9 a.m. on Thursday of the week before the exam opens to avoid paying a late fee.

You will have 75 minutes to complete each exam. When scheduling an exam time with ProctorU, be sure to allow at least an additional 15 minutes to complete the verification check (meeting your proctor, approving your webcam, showing the proctor your ID, etc.) before the exam can begin. Therefore, the entire process could take around 1.5 hours (90 minutes). You should keep this in mind when scheduling your exams. Each exam must be **COMPLETED by 11:59 p.m., which means you should not register to start an exam any time after 10:30 p.m.**

**COURSE SCHEDULE:** The course outline that follows represents my current plans and objectives. As the semester progresses, those plans may need to change either because of unforeseen circumstances or to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected. **Note:** The deadline to submit all quizzes, discussions and activities is 11:55 p.m. on the date listed in the course schedule. Refer to the “Exams” section under Course Schedule for the Exam deadlines.
<table>
<thead>
<tr>
<th>Week No. Open Date</th>
<th>Module No(s) Topic(s)</th>
<th>To Do Lists Assignments</th>
<th>Due Date*, Assignment *11:55 p.m. on due date</th>
</tr>
</thead>
</table>
| 1 Aug 22-27       | Start Here & 1 Course Orientation, Tools & Technology | 1. Read Start Here & Course Syllabus  
2. Watch Welcome lecture in Start Here  
Assignments:  
• Syllabus Quiz  
• Profile Photo Upload  
• Introduction: Let’s Get to Know Each Other | Aug 29, Syllabus Quiz  
Aug 29, Profile Photo  
Aug 29, Introduction |
| 2 Aug 28-Sep 3    | 1 & 2 Health Promotion, Logic Models | 1. Read Ch 1 & Ch 12, pp 343-45  
2. Watch Module 1 & 2 lectures  
Assignments:  
• Activity 1: Relationship Between Health Education & Health Promotion  
• Quiz 1: Logic Model Lingo | Sep 5, Activity 1  
Sep 5, Quiz 1 |
| 3 Sep 4-10        | 3 Planning Models                    | 1. Read Ch 3  
2. Watch Module 3 lecture  
Assignment:  
• Discussion 1: Best Planning Model | Sep 12, Discussion 1 |
| 4 Sep 11-17       | 4 Planning Process, Needs Assessment | 1. Read Chs 2 & 4  
2. Watch Module 4 lectures  
Assignment:  
• Quiz 2 | Sep 19, Quiz 2 |
| 5 Sep 18-24       | 5 Theories and Models in Health      | Read Ch 7 & NCI’s *Theory at a Glance*  
Watch Module 5 lecture  
Assignment:  
• Activity 2: What Theory Would You Choose? | Sep 26, Activity 2 |
<table>
<thead>
<tr>
<th>Week No.</th>
<th>Open Date</th>
<th>Module No(s)</th>
<th>Topic(s)</th>
<th>To Do Lists</th>
<th>Due Date, Assignment</th>
</tr>
</thead>
</table>
| 6        | Sep 25-Oct 1 | 6            | Measurement, Sampling, Pilot Testing | 1. Read Ch 5 & Supplemental Levels of Measurement  
2. Watch Module 6 lectures  
Assignments:  
• Activity 3: Creation of Survey  
• Discussion 2: Pre-Pilot Test Results*  
*Assignments are linked and consist of two parts. You must complete each part. | Oct 3, Activity 3*  
Oct 7, Discussion 2* |
| 7        | Oct 2-8    | 7            | Program Goals & Objectives | 1. Read Ch 6  
2. Watch Module 7 lecture  
Assignment:  
• Activity 4: Mission, Goals & Objectives | Oct 10, Activity 4 |
| 8        | Oct 9-15   | Module 7     | Exam 1   | EXAM 1, Modules 1-7 | Exam 1 opens at 9 a.m.  
Oct 9 and closes at 11:59 p.m. Oct 15 |
| 9        | Oct 16-22  | 8            | Interventions | 1. Read Ch 8  
2. Watch Module 8 lecture  
Assignment:  
• Discussion 3: Pros & Cons of Multi-strategy Interventions | Oct 24, Discussion 3 |
| 10       | Oct 23-29  | 9            | Community Organizing & Mobilization | 1. Read Ch 9  
2. Watch Module 9 lecture  
Assignment:  
• Quiz 3: Interventions & Community Organizing & Mobilization | Oct 31, Quiz 3 |
<table>
<thead>
<tr>
<th>Week No. Open Date</th>
<th>Module No(s) Topic(s)</th>
<th>To Do Lists Assignments</th>
<th>Due Date, Assignment *11:55 p.m. on due date</th>
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| 11 Oct 30-Nov 5   | 10 Program Resources & Management | 1. Read Ch 10  
2. Watch Module 10 lecture  
Assignment:  
 Discussion 4: Canned Health Promotion Programs | Nov 7, Discussion 4 |
| 12 Nov 6-12       | 11 & 12 Marketing a Program & Social Marketing Implementation | 1. Read Chs 11 & 12  
2. Watch Module 11 & 12 lectures  
Assignment:  
 Quiz 4: Implementation, Resources & Marketing | Nov 14, Quiz 4 |
2. Read Ch 15, pp 421-26  
3. Watch Module 13 & 14 lectures  
Assignment:  
 Activity 5: Evaluation Questions | Nov 21, Activity 5 |
| 14 Nov 20-26      | **UF Thanksgiving Holiday ~ Nov 23-25 ~ ENJOY!** | | |
| 15 Nov 27-Dec 3   | 15 Course Wrap-up | Assignments:  
• Final Course Project: Chapter Primer  
• Chapter Primer Peer Review | Nov 30, Chapter Primer Dec 2, Peer Review |
| 16 Dec 4-10       | 15 Modules 8-14 | | Exam 2 opens at 9 a.m.  
Dec 4 and closes at 11:59 p.m. Dec 10 |
| 17 Dec 11-16      | **UF Finals Week**  
Approved students who miss a regularly scheduled exam will take a cumulative make-up exam this week. | | |
# UF POLICIES:

**ACCOMMODATING STUDENTS WITH DISABILITIES:** Students requesting accommodation for disabilities must first register with the Dean of Students Office (DSO) ([http://www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)). The DSO will provide documentation to the student who must then give this documentation to the instructor when requesting accommodation. Students must submit their documentation to the instructor before turning in assignments or taking the quizzes or exams. Accommodations are **not** **retroactive**, therefore, students should contact the DSO as soon as possible in the term for which they are seeking accommodations.

**ACADEMIC MISCONDUCT:** Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at [http://www.dso.ufl.edu/students.php](http://www.dso.ufl.edu/students.php).

## GETTING HELP:

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

- Learning-support@ufl.edu
- (352) 392-HELP – select Option 2
- [https://lss.at.ufl.edu/help.shtml](https://lss.at.ufl.edu/help.shtml)

Any requests for make-ups due to technical issues **must** be accompanied by the ticket **number** received from LSS when the problem was reported. The ticket number will document the time and date of the problem. Students **must** contact the instructor **within 24 hours** of the technical difficulty if they wish to request a make-up.

Other resources are available at [http://www.distance.ufl.edu/getting-help](http://www.distance.ufl.edu/getting-help) for:

- Counseling and Wellness resources
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Should you have any issues with your experience in this course, please visit [http://www.distance.ufl.edu/student-complaints](http://www.distance.ufl.edu/student-complaints) to submit a complaint.
FREQUENTLY ASKED QUESTIONS:

1. **Do I need to watch the lectures?**
   *YES.* Quiz and exam questions may be taken straight from lectures that may or may not be highlighted on the PPT slides. Quiz and exam questions are derived from the textbook, PowerPoint slides, and lectures. Viewing lectures, reviewing PowerPoint slides, and critically reading the assigned chapters is encouraged.

2. **Do I need to read the textbook?**
   *YES,* you need to read the textbook. As noted in the response to Question 1, quiz and exam questions may be taken from the textbook. Thus, critically reading assigned chapters should help you in completing assignments to include the quizzes and exams.

3. **Do I need to comply with the course schedule or can I work ahead?**
   Modules are set to open on Monday of each week in the semester and close on Sunday. Modules 1 and 2 will open the first week of the term, with one module opening weekly beginning in the second week. This means that you may work one module ahead of the recommended timeline on the syllabus. However, please note that all quizzes, discussions, activities and exams must be completed by the date and time listed on the syllabus and course website. I believe that the recommended course schedule will keep you on a reasonable pace to successfully complete the course (i.e., not too fast and not too slow).

4. **Why are we only allotted 15 minutes per quiz?**
   The goal of the online quizzes is for you to be able to answer the questions without having to look up all of the responses. You can use your course notes and materials if you want, but make sure your notes are well-organized before beginning each quiz. The time limit on each quiz will probably prevent you from looking up the answer to each and every question. Remember, you are NOT permitted to work with your classmates or share questions/answers during/after each quiz.

5. **What will the exams look like?**
   The exams are multiple choice, true/false, matching, and short answer. You will have up to 75 minutes to complete each exam. The questions will look similar to the modular quiz questions, but exam questions will be more in-depth and require more thought. Similar to the quizzes, you are NOT permitted to work with your classmates or share questions/answers during/after the completion of your exams.

6. **Will you provide a study guide for the exams?**
   While I plan to provide a study guide for each exam, remember that everything you will need to succeed has been made available to you on the course website. Please note that exam questions will come from the video lectures and material from the textbook (not just the bulleted material on the PowerPoint slides that accompany the video lectures).