I. COURSE LOGISTICS & CORRESPONDENCE:

Class Meeting Time and Location: Tuesdays, 3pm-6pm (Periods 8-10), in FLG 265
This course meets weekly for a 3-hour block. Most weeks, class will begin promptly at 3:05pm, and will typically end by 5:45pm with one 10 minute break. The course will be facilitated via lectures, class discussions, guest lectures, and in- and out-of-class projects/assignments. Attendance is important for synthesis and comprehension.

Course Correspondence: Use UFL email with subject line: HSC6318-(Subject)
You may email any NON-grade related course inquiry to Dr. Varnes using ufl email. If you have a grade-related inquiry, you must visit office hours (or make an appointment). Email inquiries received Monday through Friday will typically be responded to within 24 hours. If you do not receive a reply within 48 hours, please resend your inquiry. Emails sent after 4:00pm on Fridays and/or during the weekends will be replied to the following Monday. Professional emails are expected (see “Emails as Professional Correspondence”)

II. COURSE DESCRIPTION & OBJECTIVES

This course examines the principles of planning effective health education/promotion programs, including the implementation of sound prevention and health promotion strategies. Upon completion of this course, students will be able to:

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

III. REQUIRED COURSE MATERIALS


**Additional required readings will be posted under the Files-Readings section of Canvas.
Course Website and e-Learning Services: The syllabus and some class materials will be posted on Canvas. However, Canvas is not an exhaustive resource for this course. Attendance in class is essential. Report problems with Canvas directly to e-Learning Support Services (352-392-4357).

Highly Recommended Materials


IV. WHAT YOU CAN DO TO BE SUCCESSFUL IN HSC6318

In this course, you will be expected to:

1. **Be present at all class meetings.** To contribute to the overall productivity of the class, you must be here. Please inform me, in writing, of any scheduling conflicts.

2. Take ownership of your education and learning experience. **Be an active learner.**

3. Be prepared for every class by **studying the material prior to coming to class.** As we engage in class discussions, you will need to be familiar with the material so that you may…

4. **Be an active participant 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.

5. 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.

V. COURSE ASSIGNMENTS AND STUDENT ASSESSMENT:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Point Value</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus Quiz</td>
<td>5</td>
<td>In Class - January 10</td>
</tr>
<tr>
<td>Project Brief</td>
<td>10</td>
<td>January 20</td>
</tr>
<tr>
<td>Project Part I: Needs Assessment</td>
<td>40</td>
<td>February 16</td>
</tr>
<tr>
<td>Project Part II (Draft)</td>
<td>25</td>
<td>March 3</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>100</td>
<td>March 14</td>
</tr>
<tr>
<td>Project Part III (Draft)</td>
<td>25</td>
<td>April 7</td>
</tr>
<tr>
<td>Last Quiz</td>
<td>50</td>
<td>April 18</td>
</tr>
<tr>
<td>Final Planning Project Proposal</td>
<td>150</td>
<td>April 19</td>
</tr>
<tr>
<td>Peer Evaluation</td>
<td>5</td>
<td>April 20</td>
</tr>
<tr>
<td>Planning Project Presentation</td>
<td>35</td>
<td>April 25</td>
</tr>
<tr>
<td>Course Evaluation</td>
<td>5</td>
<td>In Class</td>
</tr>
<tr>
<td>In Class Activities &amp; Contribution</td>
<td>50</td>
<td>Ongoing</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>500</strong></td>
<td></td>
</tr>
</tbody>
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Note, there is no extra credit and there are no extra credit assignments. Additionally, no points will be “given” at the end of the semester.

Grading Scale:

A  = 460 – 500  
A- = 448 – 459.99  
B+ = 438 – 447.99  
B  = 410 – 437.99

B-  = 398 – 409.99  
C+ = 388 – 397.77  
C  = 358 – 387  
C- = 348 – 358.99

D+ = 338 – 347.99  
D  = 308 – 337.99;  
D- = 298 - 307.99  
E  = 0 - 297.99
Midterm Exam (100 points): You will have one exam for this course. The exam will cover lecture notes, reading material, and class discussions. The exam questions will be closed response (e.g., matching, multiple choice, and true/false). Students who arrive after the first person completes their exam will not be allowed to sit for that examination. Except for emergency/unavoidable situations (determined at the instructor’s discretion case-by-case), exams cannot be made up.

Quiz (50 points): You will have one quiz for this course. The quiz will cover material that was introduced after the exam. The quiz will be given at the beginning of class. Students who arrive after the first person completes their quiz will not be allowed to take the quiz. Except for emergency/unavoidable situations (determined at the instructor’s discretion case-by-case), exams cannot be made up.

Planning Project Proposal (150 points): This is the major deliverable for this class. Working in groups of 2 or 3, you will plan a health promotion project throughout the course of the semester. Key elements of the plan are assigned as throughout the semester (see below), to allow you to receive guidance/feedback as you develop your plan. While each pair has the ultimate decision to make the suggested revisions, it is recommended that the revisions be made in order to receive the highest possible grade. If a student does not agree with or does not understand the suggestion(s)/edits, it is that student’s responsibility to discuss this with the instructor.

Planning Project Components (100 points): Below is an outline of the components you will submit throughout the semester. More information will be given in class or on Canvas.

Selection of population and setting (10 pts): Based on expertise and interest, each pair will select a population and setting in which the program will take place.

Part I: Needs Assessment (40 pts):
Needs Assessment (Phases 1, 2, 3), including Theoretical Basis
**This should be submitted as close to final form as possible**

Project Part II Draft (25 pts):
Mission Statement, Goals, & Objectives
Strategies, Activities, & Resources

Project Part III Draft (25 pts):
Program Evaluation & Indicators
Budget, Timeline

**Some components of the planning project will not be submitted for feedback. Be sure to review the Final Project Outline to ensure all pieces are included in your final submission.

**NOTE: Paper formatting and writing should be in line with those outlined in the Publication Manual of the American Psychological Association (6th ed).

Planning Project Proposal Presentation (35 pts): Each team will present a 10 minute professional summary of their program plan/proposal as they would to stakeholders who may implement the program.

In Class Activities & Contribution (50 pts): Your active participation in class is important for your learning experience, your peers’ learning experience, and your course grade. Participation includes contributing to class discussions, activities, and assignments. Points will be calculated as follows:

- 100%-92%. Comes to class prepared. High level of contribution to class discussions (i.e., contribution is thoughtful and insightful). Stays involved and alert in class. Very positive influence on the class environment.
- 90-82%. Typically comes to class prepared. Regular contribution to class discussions and stays involved and alert in class. Positive influence on the class environment.
- 80-72%. Sometimes comes to class prepared. Sometimes contributes to class discussions in a meaningful way.
- 70-60%. Sometimes comes to class prepared. Sometimes contributes to class discussions. Contribution is sometimes distracting or off-topic.
- Under 60%. Little or no contribution to class discussion. Presence is often distracting.
Peer Evaluations (5 points): You are required to complete an evaluation of your project partner (peer evaluation), and evaluations of your peers’ project presentations. These peer evaluation will be considered in calculating your final project grade and presentation grade. More information will be provided later in the semester.

Course Evaluations (5 points): Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester. You will be provided with an opportunity to complete this anonymous evaluation in class. Point values assessed for grading purposes will be determined in aggregate. Summary results of all course assessments are available to students at https://evaluations.ufl.edu/results/.

VI. OTHER CLASS POLICIES & PROCEDURES

To ensure that we have a great semester, remember --
All transactions and relationships are enriched by courtesy:
Be considerate of one another during group work, all ideas have merit.
Be considerate of your classmates and the professor during class meetings by being attentive, power-off cell phones, and be prepared to fully participate in each class.

Accommodations: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protections for persons with disabilities. Among other things, this legislation requires that all students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability that affects your ability to learn, you are encouraged to register through the Disabilities Resource Center (DRC) in the Dean of Students Office (352-392-1261, www.dso.ufl.edu/drc). Please provide your accommodation letter and make your needs known to the instructor ON or BEFORE Friday, January 20, 2016.
If you did not register formally, but you know you have behavioral or learning disabilities, or other issues, that might affect your performance in the course, tell me and I will help you.

Assignments: Students are expected to do their best work and to turn in work on time. Assignments are due at 11:59pm on their due dates. Late work is subject to a 10% deduction in grade for every day it is late. Make back-up copies of all your work, as some assignments may not be returned. All written work must be typed, unless otherwise indicated in writing. Form and style must follow rules and guidelines as outlined in the Publication Manual of the American Psychological Association (6th ed).
If an emergency arises that causes you to miss an assignment deadline, or an exam or quiz, it is your responsibility to contact the instructor within 24 hours and provide formal documentation via fax, email, or in-person within 72 hours so you can have an opportunity to make up what was missed.

Attendance: I expect you to attend class and participate in all course activities. If you cannot attend class, please let me know in advance if possible, or as soon as feasible. If you need to be absent from class, it is your responsibility to first check with your class peer about information and/or assignments discussed. If more information is needed about what was missed, please discuss them with the instructor during the next available office hours. Requirements for class attendance and make-up examinations, assignments, and other work are consistent with University policies found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Classroom Courtesies: You may leave the classroom at any time if necessary. Turn cell phones off or place them on silent. Do not talk to your classmates during guest presentations or course lectures.

Electronics in Class: All phones should be turned to silent and put away prior to the start of class. You may take notes by computer or tablet; however, if I perceive electronic devices are not being used appropriately I will forbid use of them in class.
Personal Integrity: I expect and assume that you will be honest with me in all aspects of your conduct regarding our course. In return, I will do the same with you. By formally registering for coursework at the University of Florida, you agreed to abide by the following statements from the University:

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.” On all work submitted for credit at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: http://www.dso.ufl.edu/SCCR/honorcodes/honorcode.php

Policy on Recommendations: I will consider preparing recommendations for academic programs, internships, scholarships, and jobs if the following requirements have been met by you:
- Completed a course with me previously and received a high grade (A for undergraduate students; B+ or higher for graduate students),
- Have a high grade in the course you are currently taking with me (if applicable),
- Are actively engaged in class activities and discussions in my courses,
- Have met with me during office hours at least twice during each course/semester you were my student (so you can discuss with me your education interests, career goals, general health education inquiries, etc.),
- Are willing to waive your right to review the letter of recommendation (I will be honest with you in my ability to write you a strong letter),
- Provide your recommendation request to me via email at least 4 weeks prior to the date the recommendation is due.

Title IX: University of Florida has zero tolerance for sexual discrimination, harassment, assault/battery, dating violence, domestic violence, or stalking. Students are encouraged to report any experienced or witnessed occurrences to law enforcement and/or one of UF’s Title IX Coordinators. Students can report incidents or learn more about their rights and options by contacting Student Conduct and Conflict Resolution at 202 Peabody Hall, 352-392-1261; or visit: www.dso.ufl.edu/SCCR/process/incident-report/ www.dso.ufl.edu/SCCR/process/victim-rights/

VII. Helpful Student Resources

Counseling and Wellness Center, 352-392-1575, www.counseling.ufl.edu
Career Resource Center, 352-392-1601, www.crc.ufl.edu
Disability Resource Center, www.dso.ufl.edu/drc
GatorWell Health Promotion Services, 352-273-4450, www.gatorwell.ufsa.ufl.edu
Recommended service: Wellness Coaching for Academic Success
UMatter, We Care, 352-294-CARE (2273), umatter@ufl.edu, www.umatter.ufl.edu
**CAVEATS:**

1) The schedule and course deadlines may be modified.
2) Course procedures and policies may be modified, in the event of extenuating circumstances.

**All changes will be announced in class (if possible) and provided in writing.**

VIII. TENTATIVE COURSE OUTLINE AND READING SCHEDULE

<table>
<thead>
<tr>
<th>Wk</th>
<th>Date</th>
<th>TOPIC</th>
<th>Required Reading</th>
</tr>
</thead>
</table>
| 2  | Jan 10 | Course Overview & Expectations  
A FrameWork for Planning | Chapter 1; Workbook Introduction |
| 3  | Jan 17 | Pre-Planning and Team Management  
PRECEDE - Social Assessment, Participatory Planning, & Situational Analysis | Chapter 2  
Workbook Step 1 & 2 |
| 4  | Jan 24 | PRECEDE - Epidemiological Assessment  
Writing a Literature Review (APA) | Chapter 3 |
| 5  | Jan 31 | Overview and Review of Theory  
PRECEDE - Ecological Assessment  
Identifying Determinants | Chapter 4 |
| 6  | Feb 7 | Writing Goals & Objectives | |
| 7  | Feb 14 | PROJECT DAY | Workbook Step 3 |
| 8  | Feb 21 | PRECEDE - Program, Administrative, and Policy Diagnosis; Intervention Alignment | Chapter 5  
Step 4 in Workbook |
| 9  | Feb 28 | Innovative Strategies & Activities in Health Promotion | |
| 10 | Mar 7 | NO CLASS - SPRING BREAK | |
| 11 | Mar 14 | MID-TERM EXAM | |
| 12 | Mar 21 | Moving from PRECEDE to PROCEED | Chapter 6-9  
Workbook Step 5 |
| 13 | Mar 28 | PROJECT DAY | |
| 14 | Apr 4 | PROCEED - Planning for Evaluation; Aligning Indicators | |
| 15 | Apr 11 | Review the Program Plan  
Advocacy and Program Planning | Chapter 10  
Workbook Step 6 |
| 16 | Apr 18 | LAST QUIZ  
Wrap-Up  
Preparing for Final Presentations | |
| FE | Apr 25 | **12:30pm-2:30pm - PROPOSAL PRESENTATIONS** | |