Meeting Information: *Tuesday 3:00 – 6:00pm (Periods 8-10), Weil 0279*

**Instructor:** Julia Rae Varnes, MPH, PhD  
**Office:** FLG-75, P.O. Box 118210  
**Phone:** 352-294-1823  
**Office Hours:** Tues, 10:30am–11:30am; Wed, 1pm-4pm or by apt.  
**Email:** jrvarnes@ufl.edu  
Email Subject line should be: HSC6813-YOURLASTNAME

**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. Describe the basic steps of any health education/promotion program planning model.
3. Describe the similarities and differences between Intervention Mapping and PRECEDE-PROCEED planning models.
4. Illustrate an understanding of the Intervention Mapping framework, as a comprehensive planning model.
5. Demonstrate how to incorporate health behavior theory into the planning process.
6. Apply a systematic, planning framework to plan an effective and feasible health education/health promotion program.

**REQUIRED MATERIALS**  


Additional required readings will be posted under the Resources section of Canvas.

**Highly Recommended Resource**  

**Optional/Additional Resources**  
**CLASS FORMAT**
This course meets weekly for a 3 hour block. Most weeks, class will begin promptly at 3:15pm and will end at 6:00pm with one 10 minute break. Class will occasionally begin at 3pm. This change will be announced at least one week in advance. The course will be facilitated via lectures, class discussions, and in- and out-of-class projects/assignments. Attendance is important for synthesis and comprehension.

*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).

**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 need to be familiar with the material so that you may…
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.** To contribute to the overall productivity of the class, you must be here. Please inform the instructor, in writing, of any scheduling conflicts.
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.**

**COURSE ASSIGNMENTS AND STUDENT ASSESSMENT:**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Point Value</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes (4 at 35 points each)</td>
<td>28%</td>
<td>A = 90 - 100</td>
</tr>
<tr>
<td>Planning Project Drafts</td>
<td>20%</td>
<td>B+ = 87 – 89</td>
</tr>
<tr>
<td>Planning Project Presentation</td>
<td>10%</td>
<td>B = 80-86</td>
</tr>
<tr>
<td>Planning Project Proposal</td>
<td>30%</td>
<td>C+ = 77 – 79</td>
</tr>
<tr>
<td>In Class Activities &amp; Contribution</td>
<td>10%</td>
<td>C = 70-77</td>
</tr>
<tr>
<td>Peer Evaluation (Completion)</td>
<td>1%</td>
<td>D+ = 67 – 69</td>
</tr>
<tr>
<td>Course Evaluation (Class Completes)</td>
<td>1%</td>
<td>D = 60-67;</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>500</strong></td>
<td>E = LESS THAN 59 %</td>
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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.

**Quizzes (140 points):** You will have four quizzes for this course. Some quizzes will be given in class, and some will be given online. The instructor will announce in class (at least one week prior to each quiz date) which format will be used. The quizzes will cover lecture notes and reading material, and may include guest lecture content. Quiz questions will include closed response (i.e., matching, multiple choice, and true/false) and short answer response. For in class quizzes, students who arrive after the first person completes their quiz will not be allowed to sit for that quiz. Except for emergency/ unavoidable situations (determined at the instructor’s discretion case-by-case and in keeping with UF policy), quizzes cannot be made up.

**Planning Project Proposal (150 points):** This is the major deliverable for this class. Working in pairs, you will plan a health promotion project throughout the course of the semester. Key elements of the plan are assigned as drafts 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 Drafts (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.
- **Draft Part I** (35 pts):
  - Needs Assessment, Proposed Program & tentative program outcomes/goals
- **Draft Part II** (35 pts):
  - Mission Statement, Goals, & (matrices of change) Objectives
  - Methods & Theoretical Applications
- **Draft Part III** (20 pts):
  - Aligning Indicators
  - Program Evaluation
  - Drafted Budget

(Program planning pieces such as developed program materials and a timeline are required as part of the final project, but will not be submitted as a draft)

**NOTE! All references should be cited correctly, according to the APA Manual (both within text and in the reference list).**

**Planning Project Proposal Presentation** (50 pts): Each pair will present a 10 minute *professional* summary of their program plan/proposal. This presentation should be treated as if your stakeholders were present.

**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 on activities, assignments, and readings. Contribution grades 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](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/](https://evaluations.ufl.edu/results/).
CLASS POLICIES

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.

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. 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

Assignments: Students are expected to do their best work. Assignments are due at 11:57pm on their due dates. Ten percentage points per day will be deducted on assignments submitted 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 Edition).

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

Use of Electronics: 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.

Accommodations: Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. You are encouraged to follow this procedure as early as possible in the semester.

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
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/

Policy on Recommendations: I will consider preparing recommendations for graduate programs, professional schools, internships, scholarships, and jobs if you receive an A in the course.

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

TENTATIVE COURSE OUTLINE

I. Introductions & Team-Building
II. A Framework for Planning
   a. Planning Models
      i. Overview
      ii. PRECEDE/PROCEED
      iii. Intervention Mapping (IM)
III. Overview and Review of Health Education/Promotion Theories
IV. Pre-planning

QUIZ 1

V. Situational Assessment
   a. PRECEDE
   b. IM Step 1
VI. Missions, Goals & Objectives
a. IM Step 2. Preparing Matrices of Change Objectives

VII. Theoretical Foundations for Method Selection
a. IM Step 3. Selecting Theory-Informed Intervention Methods and Practical Applications
b. Innovative Strategies and Activities in Health Promotion

QUIZ 2

VIII. IM Step 4. Producing Program Components and Materials
IX. IM Step 5. Planning Program Adoption, Implementation, and Sustainability
X. Process Evaluation

QUIZ 3

XI. IM Step 6. Planning for Evaluation
   a. Developing & Aligning Indicators
XII. Other Planning Models
XIII. Using Intervention Mapping to Adapt Evidence-Based Programs

QUIZ 4