

Syllabus

UNIVERSITY OF FLORIDA
COLLEGE OF PUBLIC HEALTH & HEALTH PROFESSIONS
PHC 6146: PUBLIC HEALTH PROGRAM PLANING AND
EVALUATION
M-W-Th 9:30 AM-12: 15, ROOM GI03

CREDITS: 3

FACULTY: Dr. Alba Amaya-Burns MD, MSc. CTM.

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Office hours: Wednesdays 1:30-3:30 PM by appointment

COURSE PROSPECTUS:

The course is designed to provide students an overview to develop public health programs and interventions to address the most important health issues affecting our communities at local, national, and international levels. Students will learn the process of public health programming including assessment, design, planning, implementations and evaluation. The course will also include an overview of effective public health interventions using the socio-ecologic framework (individual/behavioral, environmental/social/community and policy) as a foundation to explore various levels of interventions.

COURSE OBJECTIVES:

Upon completion of this course, students will:

1. Explain the role of environmental (social and physical) and behavioral interventions for improving public health
2. Recognize and describe at least five examples of effective Public Health interventions at community, policy, organizational, and international level.
3. Describe the purpose of the Public Health program, its process from the assessment, design, planning, implementation, and evaluation
4. Elaborate Public health program goals, and objectives according with the target groups needs.
5. Apply behavioral and social science and health education theory and experience to develop a Public Health Program and Public Health Interventions.
6. To develop negotiation skills to persuade key stakeholders on public health program decisions.

COURSE TOPIC OUTLINE:

- 1. What are Health Education, Health Promotion and Program Planning?**
- 2. Program Planning Models**
- 3. Assessing Needs of the Priority Population**
- 4. Public Health Interventions**

5. **Identification and Allocation of Resources for Public Health Programs**
6. **Marketing**
7. **Implementing a Public Health Program**
8. **Evaluation Public Health Programs**

READING/TEXTS:

- 1- Planning, Implementing, and Evaluating Health Promotion Programs : A Primer (4th Edition) (Paperback)
by James F. McKenzie, Brad L. Neiger, Jan L. Smeltzer
Publisher: Benjamin Cummings; 4 edition.2005

Evaluation:

The course will be conducted as a seminar that features discussion, attendance and active participation. The professor will introduce topics for each class and students are expected to engage in debate and discussion of the readings. In the first class, each student will be assigned readings to present a summary, answer review questions and perform the activities assigned in each reviewed chapter of the textbook. Students are also expected to make a final project and power point presentation on a Public Health Program Planning and Evaluation proposal that they design during the term.

Student presentation of assigned reading:	25%
Written Final Paper:	30%
Power point presentation of final project:	30%
Class participation:	15%

Instructional Methods:

Student presentation (25%): Using the reading assignments, each student will lead the second part of the class beginning on May 17th. Each student will be responsible for presenting the summary of class, answer the review questions, and implementing the activities assigned in each chapter of the textbook used in this course. You are advised to include power point for your summary and answer questions; the implementation of activities will be done at your own initiative.

Power point presentation of the final project (30%)

Each student will present a power point presentation of their final project. Students will be required to complete an evaluation for all student presentations (except their own). Final Project presentation grades will be based on: 1. Preparation of project. 2. Presentation 3. Effectiveness in leading class discussion. 4. Peer evaluation of presentation

Written Final Paper (30%):

This project will be a document of 8-10 pages and an annotated bibliography on a Public Health Program Planning and Evaluation proposal that each student design during the term. DUE DATE: JUNE 19th. (OUTLINE DUE DATE: 5/22). The following are suggested topics:

1. Cervical cancer screening,
2. Healthy aging,
3. Mental health,
4. Physical activity,
5. Multicultural health,
6. Reduction of Health Disparities
7. Safety promotion and injury prevention,
8. Tobacco control,
9. Workplace health.

Class participation (15%):

Participation is based on daily class attendance and engagement in daily discussions of topics, activities and projects.

The grading system for this course will be the standard scale below:

90%-100%= A
85%-89%= B+
80%-84%= B
75%-79%= C+
70%-74%= C
65%-69%= D+
60%-64%= D
Below 60%=F

Policy on make-up work/exams:

Students are allowed to make up work only if missed as a result of illness or other unanticipated circumstances warranting a medical excuse, consistent with College policy. You must notify the instructor in advance if you will miss an exam or project deadline. Documentation from a health care provider is required upon you return to class. Project extensions requested for medical reasons must be negotiated at the time of illness.

Academic Integrity:

Each student is bound by the academic honesty guidelines of the University and the Code of Student Conduct, printed in the Student Guide and published on the University website. The Honor Code 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." Cheating, plagiarism, and other academic dishonesty or conduct violations in any form is unacceptable and inexcusable behavior and can result in dismissal from the College and/or University.

Class Attendance:

You are responsible for all information presented in class. As indicated above, class attendance and participation are important components of the grade. All students are expected to participate and evaluate colleagues in classes.

Accommodations for students with disabilities:

If you require academic accommodation, you must first register with the Dean of Students' Office. The Dean of Students' Office will provide you with documentation that you must then provide to me as the faculty member for this course at the time you request the accommodation. The College is committed to providing reasonable accommodations to assist students in their coursework.

Schedule: Planning, Programming and Evaluation in Public Health

DATE/TIME	TOPIC	ASSIGNMENT
5/15 9:30-12:15	1-Introduction; Course overview: Student division of tasks Conceptual; Program Planning, Health Education and Promotion. Interventions and Strategy, Evidenced-base interventions. Differences in individual-and population-level intervention approaches.	Chapter 1 <i>Reece Michael., HPER/PBHL C501., Indiana University., Fall 2004</i> <i>Lawrence & Marshall. Health Program Planning and Educational and Ecological Approach. 2005</i> http://www.cdc.gov/programs/health.htm
5/17 9:30-12:15	2-Models for program planning in Public Health	Chapter 2: <i>Reece Michael., HPER/PBHL C501., Indiana University., Fall 2004</i> ➤ http://www.cdc.gov/std/healthcomm/cdcynergy.htm ➤ http://www.cdc.gov/communication/cdcynergy.htm
5/18 9-30-12:15	STUDENTS DEVELOPING OUTLINE FOR FINAL PAPER AND SUBMIT FOR APPROVAL	
5/22 9-30-12:15	3-Planning programs	Chapter 3: FINAL PAPER OUTLINE DUE DATE http://pdf.dec.org/pdf_docs/pnadc351.pdf http://www.theglobalfund.org/search/docs/2SLVH_164_160_full.pdf
5/24 9:30-12:15	4- Assessing needs	Chapter 4: <i>Reece Michael., HPER/PBHL C501., Indiana University., Fall 2004</i>
5/25 9:30-12:15	5- Measurement and data collection	Chapter 5:
5/29 9:30-12:15	MEMORIAL DAY – NO CLASS	NO CLASS
5/31 9:30-12:15	6-.The foundation for an effective health promotion program: Mission Statement, Goals, and Objectives	Chapter 6: <i>Reece Michael., HPER/PBHL C501., Indiana University., Fall 2004</i> http://www.aed.org/About/mission.cfm http://www.gatesfoundation.org/GlobalHealth/
6/1 9:30-12:15	7-Models for Health Promotion Interventions	Chapter 7:
6/5 9-30-12:15	8-Public Health Interventions Environment Public Health Intervention Guest Speaker: Dr. Elizabeth Guillete	Chapter 8: Smedley, B.(2000). Promoting health: Interventions strategies form social and behavioral research. Washington, D.C.: National Academy Press. Brownson, R., Baker, E., Leet, T. & Gillespie, K. (2003) Evidence-Based Public Health http://hp2010.nhlbihin.net/oei_ss/menu.htm#s12
6/7 9:30-12:15	9-Community Organization and Participation in Health Promotion Program	Chapter 9: Susana Hennessey Lavery, Mele Lau Smith,Alma Avila Esparza, Alyonik Hrushow, Melinda Moore, & Diane F. Reed. The Community Action Model: A Community-Driven Model Designed to Address Disparities in Health. April, 2005, Vol. 95, No. 4 American Journal of Public Health 611-616. http://news.bbc.co.uk/1/hi/talking_point/special/aids/default.stm http://www.bbc.co.uk/health/awareness_campaigns/

6/8 9:30-12:15	10-Resources for Public Health Programs	Chapter 10:
6/12 9:30-12:15	11- Marketing and Social Marketing Targeting Youths for AIDS prevention Mass Media Applications in Public Health	Chapter 11: http://www.psi.org/resources/pubs/PSIChangingBehavior.pdf http://www.chesapeakeclub.org/media.htm Georgia's Cancer Awareness and Education Campaign: Combining Public Health Models and Private Sector Communications Strategies. http://www.cdc.gov/pcd/issues/2004/jul/04_0030.htm
6/14 9:30-12:15	12-Implementation Strategies.	Chapter 12: http://www.theglobalfund.org/en/
6/15 9:30-12:15	13- Evaluation	Chapter 13:
6/19 9:30-12:15	14-FINAL PRESENTATIONS	FINAL PAPER DUE
6/21 9:30-12:15	15-FINAL PRESENTATIONS	
6/22 9:30-12:15	16-FINAL PRESENTATIONS	