

**Department of Community and Family Health
Syllabus**

Course Name: Program Planning Methods in Community Health

Prefix & Number: PHC 6505

Sections: 1) sect ref# Enter, 2) sect ref# Enter, 3) sect ref# Enter

Semester: Spring, 2011

Course Description:	This course is designed to prepare students to analyze the planning and development process for community health programs. While the PRECEDE-PROCEED model will be used as the framework, other models, such as Intervention Mapping, will also be discussed. The course follows a seminar format with selected readings, class discussion, student presentations, and written assignments.		
Credit hours:	3		
Pre-Requisites:	PHC 6410, PHC 6000		
Co-Requisites:	N/A		
Location:	TBA		
Instructor Information:	Instructor 1	Instructor 2	Instructor 3
	Rita DeBate, PhD, MPH		
	LRC 220		
	By Appointment		
	813-974-6683		
	rdebate@health.usf.edu		
	Email contact preferred		
Teaching Assistant Information:	TA 1	TA 2	TA 3
Required Materials:	Green, L., and Kreuter, M. (2005). <u>Health Promotion Planning: An Educational and Ecological Approach</u> (4 th Edition). New York, NY: McGraw-Hill Companies. HSC Bookstore http://usfhsc.bkstore.com .		
Recommended Materials:	Glanz, K., & Rimer, B. (2005). <u>Theory at a Glance: A Guide for Health Promotion Practice</u> . Also available at http://cancer.gov/cancerinformation/theory-at-a-glance		

	<p>Renger, R., & Titcomb, A. (2002) "The ATM Approach to Developing Logic Models." <u>American Journal of Evaluation</u>. 23 (4), 493-503.</p> <p>Additional research is expected for class assignments, and additional readings may be assigned and/or recommended</p>
Course Format:	<p>This course will contain three interrelated components designed to provide a general introduction to the skills and topics needed in a public health professional.</p> <p>1. Content Lectures. Each week the course instructor and/or guest lecturer will provide lectures on the readings and provide their insights and perspectives on the material. Faculty will lecture, but it is strongly encouraged that students be prepared to ask questions, make comments, and provide their own insights and experiences to supplement the material (see Class Participation).</p> <p>2. Skill Building activities. A majority of class meetings will include a segment devoted to skill building instruction and exercises. These skill building exercises are designed to provide students with an introduction to the tools needed for developing community based health promotion programs. Topics may be subject to change.</p> <p>3. Planning exercises (HW) The class will be broken up into groups. The group task will be to answer the questions at the end of the chapter (actual assignments will be distributed in class) and turn in your answers to me on the assigned dates. All exercises must be STAPLED AND TYPED DOUBLE SPACED with Arial 12 pt font.</p>

Learning Objectives:

(Objectives must be numbered)

Upon completion of this course, students will:

1. Appropriately assess individual and community needs and assets.
2. Plan effective health promotion programs based on the PRECEDE-PROCEED planning model with the ability to apply all phases of assessment: social and epidemiological, behavioral and environment, ecological and education, and administrative and policy.
3. Design theory- and needs-based interventions.
4. Plan for the evaluation of the program.

Assessment Strategies:

(Strategies must be numbered)

1. Exam: Students will have one exam: a midterm The mid-term exam will be conducted in-class.
2. Planning exercises: Students will work in groups to complete and submit six (6) planning exercises. Further guidelines will be distributed during each class session.
3. Presentation: At the end of the course, students will present program interventions and evaluation plans.
4. Class Participation: Class participation: Students are expected to actively engage in class discussions and skill activities about the assigned readings and related concepts. Students' participation will be evaluated in terms of the following: (a) apparent thoughtfulness of comments; (b) active engagement in skill activities; and (c) ability to keep an open mind, even when discussing controversial viewpoints.

This course meets the following multiple concentration competencies.

Competency	Learning Objectives	Assessment Strategies
HEALTH EDUCATION		
Assess individual and community needs for health education.	1	1,2,4
a. Obtain health related data about social and cultural environments, growth and development factors, needs and interests.	1	
b. Distinguish between behaviors that foster and those that hinder well-being.	1	
c. Infer needs for health education on the basis of obtained data.	1-3	
Plan effective health education programs.	2-3	2,4
a. Recruit community organizations, resource people, and potential participants for support and assistance in program planning.	2-3	
b. Develop a logical scope and sequence plan for a health education program.	2-3	
c. Formulate appropriate and measurable objectives.	2-4	
d. Design educational programs consistent with specified program objectives.	3	
Act as a resource person.	1-4	2-3
a. Utilize computerized health information retrieval systems effectively.	1-4	
b. Select effective educational resource materials for dissemination.	2-4	
MATERNAL AND CHILD HEALTH		
Identify the scientific underpinnings and strength of evidence from the literature for addressing MCH issues including: morbidity and mortality; individual, family, social and community factors; and health system characteristics.	1	1,2,4
Use basic quantitative and qualitative research methods to prepare data for problem identification, program planning and evaluation, and policy analysis.	2-3	2,3,4
Apply organizational theory to public health, program planning, management and evaluation.	1-3	
SOCIAL AND BEHAVIORAL SCIENCES		

Use concepts and methods from social and behavioral sciences in the design and implementation of community health research and intervention programs;	1-3	1,2,4
Illustrate the knowledge and skills for translating sociocultural research into socially relevant and culturally competent public health intervention programs;	1-3	1-4
Determine the appropriate level of intervention for different health problems, including individual behavior, family systems, community organization, complex social systems and the social and physical environment; and	2-3	1,2,4
Identify situations requiring multidisciplinary (including Socio-behavioral) approaches to research and intervention on public health problems, and familiarity with the process of collaboration and integration of multiple perspectives.	2-4	1,2,4

Grading Scale and Criteria:	Course Grading Criteria:		
	Planning Exercises (HW)	6 @ 25 pts=	150 pts (35%)
	Presentation		50 pts (12%)
	Mid-term Exam		100 pts (23%)
	Class participation	13@ 10 pts=	130 pts (30%)
	Total	430 pts	
	Course Grading Scale:		
	90% of total points	=	A
	80% of total points	=	B
	70% of total points	=	C
	60% of total points	=	D
Grading Policies:	GUIDELINES FOR THE FORMAT OF WRITTEN ASSIGNMENTS		
	The Department of Community and Family Health uses the Publication Manual of the American Psychological Association (5 th Edition) as the standard for the formatting of assignments and manuscripts. All assignments completed for the purposes of this course must comply with the APA guidelines for referencing material. Students are advised to pay careful attention to directions for each planning assignment.		
	<u>Late Assignments:</u> All late assignments will be assessed a penalty of 5 points per day. Failure to complete any assignment will not constitute an excuse for being assigned an "I" grade in the course. Exceptions to this policy will be made only in the case of severe illness, documented family emergency, or similar problem.		
	<u>As stated above, the Department of Community and Family Health uses the Publication Manual of the American Psychological Association (5th Edition) as the standard for the formatting of assignments and manuscripts.</u> All assignments completed for the purposes of this course must comply with the APA guidelines for referencing material. Students are advised to pay careful attention to directions for each planning assignment.		
	If you fail to turn in your group's exercise by the assigned date, or if it does not follow protocol, you will have 5 pts subtracted from the total for each day it is late, or for each violation, No Exceptions.		
	The exercises for each week will be covered in class and further directions will be given.		
COURSE POLICIES			
Attendance:	Class attendance will be taken into consideration when evaluating students' participation in the course. Students who miss more than one class session will, in general, have difficulty achieving the level of active participation expected on a consistent basis. Students who		

	anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second class meeting.
	See Institutional Policies section for Emergency Preparedness for Academic Continuity.
Permission to Use Lectures:	All unauthorized recordings of class are prohibited. Recordings that accommodate individual student needs must be approved in advance and may be used for personal use during the semester only; redistribution is prohibited.
Instructor Expectations:	Students are expected to actively engage in class discussions and skill activities about the assigned readings and related concepts. Students' participation will be evaluated in terms of the following: (a) apparent thoughtfulness of comments; (b) active engagement in skill activities; and (c) ability to keep an open mind, even when discussing controversial viewpoints.
Incomplete Policy:	COPH policy: http://publichealth.usf.edu/academicaffairs/academic_procedures.html
Field Trip Policy:	N/A
Class Participation:	Students are expected to actively engage in class discussions and skill activities about the assigned readings and related concepts. Students' participation will be evaluated in terms of the following: (a) apparent thoughtfulness of comments; (b) active engagement in skill activities; and (c) ability to keep an open mind, even when discussing controversial viewpoints.

Course Calendar

Topic	Readings	Mon	Tues	Wed	Thurs	Fri
1. Syllabus Overview Introduction to Planning	Chapter 1	Jan 11	12	13 Think, Pair, Share Group Assignment	14	15
2. Social Assessment	Chapter 2	18	19	20 Social Indicators	21	22
3. Social Assessment	Chapter 2	25	26	27 Nominal group process DUE:HW 1: USF Demographic Profile	28	29
4. USF Social Assessment	Chapter 2	Feb 1	2	3 Determining real and perceived needs Identification of real and perceived indicators to assess	4	5
5.		8	9	10 NO CLASS Collect Data	11	12
6. Epidemiological Assessment	Chapter 3 (pp 78-114)	15	16	17 Leading Causes of death DUE:HW 2: social Assessment	18	19
7. Behavioral and Environmental Assessment	Chapter 3 (pp 115-136)	22	23	24	25	26
8. Ecological and Educational Assessment	Chapter 4	March 1	2	3 DUE: HW 3: Epidemiological and Behavioral Assessment	4	5

9.		8	9	10 NO CLASS Work on HW 4	11	12	
10.		15	16	17 MID-TERM EXAM	18	19	
11. Theory and Planning: Developing an Intervention		22	23	24 DUE: HW 4: Educational Assessment	25	26	
12. Developing Intervention		29	30	31 Identification of evidence based processes and practices	April 1	2	
13. Developing Intervention		5	6	7 Identification of evidence based processes and practices	8	9	
14. Administrative Assessment	Chapter 5 (pp 190-233)	12	13	14 DUE: HW 5: Intervention	15	16	
15. Evaluation	Chapter 5 (pp 234-246)	19	20	21 Chocolate chip cookies DUE: HW 6: Administrative Assessment	22	23	
16. Presentations		26	27	28 Showcase your intervention	29	30	
17. Presentations		3	4	5 Showcase your intervention	6	7	

Reference List

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Additional Course Information

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INSTITUTIONAL POLICIES	
Student Handbook:	http://www.sa.usf.edu/handbook/
Student Conduct:	USF Student Rights/Responsibilities: http://www.sa.usf.edu/srr/page.asp?id=81 USF Student Code of Conduct: http://www.sa.usf.edu/srr/page.asp?id=88
Disruption of Academic Process/Academic Integrity of Students:	Disruption of the academic process and violations of the policies regarding academic integrity will not be tolerated. Review USF policies on Disruption of the Academic Process and the Academic Integrity of Students at: http://generalcounsel.usf.edu/regulations/pdfs/regulation-usf3.025.pdf
Academic Dishonesty/Plagiarism:	<p>Plagiarism will not be tolerated and is grounds for failure. Review USF Academic Dishonesty and Disruption of Academic Process Policy at:</p> <p>Undergraduate: http://www.ugs.usf.edu/pdf/cat1011/2010-2011DRAFT.pdf#page=61</p> <p>Graduate: http://www.grad.usf.edu/inc/linked-files/USF_Grad_Catalog_2010_2011.pdf#page=42</p> <p>The University of South Florida has an account with an automated plagiarism detection service (<i>SafeAssign</i>), which allows instructors and students to submit student assignments to be checked for plagiarism. I (the instructor) reserve the right to 1) request that assignments be submitted as electronic files and 2) submit students' assignments to <i>SafeAssign</i>, or 3) request students to submit their assignments to <i>SafeAssign</i> through myUSF. Assignments are compared automatically with a database of journal articles, web articles, the internet and previously submitted papers. The instructor receives a report showing exactly how a student's paper was plagiarized.</p> <p>NOTE: An institution may not release a paper to a plagiarism detection software without the student's prior consent unless all personally identifiable information has been removed, such as a student's name, social security number, student number, etc.. Note that a paper/essay is considered an educational record and an institution may not ask a student to waive their rights under FERPA for the purpose of submitting papers to a plagiarism detection software.</p> <p>For more information about Plagiarism and <i>SafeAssign</i>, visit:</p> <p>Plagiarism tutorial: http://www.cte.usf.edu/plagiarism/plag.html</p> <p><i>SafeAssign</i>l: http://media.c21te.usf.edu/pdf/student/bbstud_subsafeassgn.pdf</p>

Cheating Statement:	<p>The USF College of Public Health expects students to maintain academic honesty in all courses. By virtue of being registered in a public health course, students agree to refrain from cheating. If cheating in any form (academic dishonesty) is detected, appropriate action will be taken. (Refer to USF Academic Dishonesty Policy).</p> <p>Undergraduate: http://www.ugs.usf.edu/pdf/cat1011/2010-2011DRAFT.pdf#page=61</p> <p>Graduate: http://www.grad.usf.edu/inc/linked-files/USF_Grad_Catalog_2010_2011.pdf#page=42</p>
Undergraduate Academic Policies and Procedures:	http://www.ugs.usf.edu/pdf/cat1011/2010-2011DRAFT.pdf#page=46
Special Accommodations:	http://www.sds.usf.edu/ Students: http://www.sds.usf.edu/students.asp Faculty: http://www.sds.usf.edu/faculty.asp
Holidays and Religious Observances:	http://generalcounsel.usf.edu/policies-and-procedures/pdfs/policy-10-045.pdf
Emergency Preparedness:	<p>In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Blackboard, Elluminate, Skype, and email messaging and/or an alternate schedule. It's the responsibility of the student to monitor Blackboard site for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.</p>
Student Grievance Procedure:	<p>Review USF Academic Grievance Policy at: http://generalcounsel.usf.edu/policies-and-procedures/pdfs/policy-10-002.pdf</p> <p>Undergraduate: http://www.ugs.usf.edu/pdf/cat1011/2010-2011DRAFT.pdf#page=56</p> <p>Graduate http://www.grad.usf.edu/inc/linked-files/USF_Grad_Catalog_2010_2011.pdf#page=50</p> <p>Student assistance is provided by Division of Student Affairs, Office of the Student Ombudsman. http://www.sa.usf.edu/ombudsman</p>

RESOURCES FOR STUDENTS	
Library Resources:	USF Library Resources and Services: http://www.lib.usf.edu/ Shimberg Health Sciences Library: http://health.usf.edu/library/ Shimberg Health Sciences Library Tutorials: http://library.hsc.usf.edu/ (follow links under 'Instructional Services' section)
Creating Citations & Using Refworks:	http://guides.lib.usf.edu/CitingSources
Netiquette (online communication etiquette for online courses):	http://eta.health.usf.edu/publichealth/standards/syllabus/Online_Netiquette.pdf
Plagiarism & Safe Assign:	See Academic Dishonesty/Plagiarism Section
USF Email Accounts:	http://health.usf.edu/publichealth/eta/pdf/MyUSF_Email.pdf
Blackboard Tutorials:	http://media.c21te.usf.edu/bbstudents.html
Elluminate Live Tutorials: (for online courses)	http://media.c21te.usf.edu/elluminatetestudents.html