

**COASTAL CAROLINA UNIVERSITY**

**PUBH 491: Needs Assessment, Planning and Evaluation Methods in Health Promotion  
Fall 2020**

**Go in search of people, begin with what they know, build on what they have. – Chinese Proverb**

**Instructor:**

Sherer W. Royce, Ph.D., MPH, Associate Professor of Public Health

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Office Phone: 349-2687; Office Location: Swain Hall 133

Office Location: SWAIN 133

Office Hours: TTh 9:30-12:00 noon; or by appointment. I can best be reached via email or Remind.

We can Zoom by appointment.

Public Health Website: <https://www.coastal.edu/healthsciences/publichealth/>

**Course meets:**

Time: TTh 8:00-9:15 (sect 1); 1:40-2:55 (sect 2)

Place: EHFA 246 (sect 1); EHFA 245 (sect 2) and Zoom/Moodle

Modality: Blended/Hybrid (online/F2F - see instructional procedures below)

**Course Description:**

Program evaluation is an essential component for effective health promotion programs. Needs assessment and evaluation models will be reviewed with practical applications in the classroom, laboratory, and field settings. Major emphasis on qualitative design and analysis, but an application of quantitative design and instruments will be provided. Prerequisites: PUBH 350; STAT 201 or equivalent; 2.25 GPA; senior standing.

**Course Objectives:**

This course will:

1. Review basic methodologies of program planning and evaluation.
2. Provide underlying principles for conducting assessment and evaluation before, during and after health promotion program planning and implementation.
3. Establish the importance of involving the target population in the identification and resolution of community health issues.
4. Examine issues involved in program planning and evaluation.

**Student Learning Outcomes:**

By the end of the course, students should be able to:

1. Demonstrate program planning skills using a Public Health Model.
2. Use the Precede Model to identify and prioritize relevant community needs and assets.
3. Complete a community needs assessment on a health topic.
4. Define a community based on its different people, environments and systems.
5. Develop a public health prevention program with specific goals and measurable objectives.
6. Construct logic models for program planning and evaluation.
7. Explain why health promotion interventions should be planned using theoretical frameworks.

8. Evaluate the different dimensions of community when developing health promotion programs.
9. Distinguish among different types of evaluation.
10. Describe how theories, models, and frameworks can be used as a basis for the development of instrument items.
11. Develop a data collection instrument for use in a health education evaluation study.
12. Define reliability and validity and describe ways to enhance the reliability and validity of instruments.
13. Distinguish ethical principles associated with the health education profession.
14. \* Interpret the complexities and root causes to many community health issues in order to develop appropriate solutions.
15. \* Become a critical and independent thinker.

**Recommended Text, Readings and Supplies:**

- Hodges, B.C. & Videto, D.M. (2010) Assessment and planning in health programs, 2<sup>nd</sup> edition. Jones and Bartlett, Sudbury, MA.
- Course Packet:
  - McKenzie, J.F., Smeltzer, J.L. (2001) Planning, implementing and evaluating health promotion programs, 3<sup>rd</sup> edition. Allyn and Bacon, Needham Heights, MA. (chapters 4,7,8);
  - McDermott, R. J. & Sarvela, P.D. (1999) Health education evaluation and measurement: A practitioner's perspective, 2<sup>nd</sup> edition. WCB/McGraw-Hill, Madison, WI.(various excerpts);
  - CDC Evaluation Framework
  - Supplemental handouts and tools

**Course Structure and Instructional Procedures: (Blended/Hybrid)**

- The key element for a successful and enjoyable class is full participation. I strongly encourage the exchange of ideas and experiences related to the course and Public Health.
- This course is designed to provide a blended/hybrid experience. We will use live synchronous activities in both online and in-class (face to face) environments. We will also use asynchronous activities online. The course activities will be managed through Moodle.
- Instruction: The course will use a combination of live “in person” lectures (face to face/synchronous online streaming) as well as asynchronous recorded lectures and other online activities.
- Live lectures will be streamed via Zoom from either the assigned CCU classroom or from my office.
- Live lectures, on occasion, may be recorded and uploaded in Moodle for students to view at a later date and time. This will benefit those missing the live synchronous lecture.
- PowerPoint Slides: Annotated PowerPoint slides from the unit/topic lectures will be available in Moodle for downloading.
- Lecture Snapshots: Occasionally, brief pre-recorded audio/video “lecture snapshots” may be created and uploaded into Moodle highlighting certain ideas and concepts covered in class.
- Class Discussions: When streaming the class from the campus classroom, discussions will occur as usual with an “in-person” classroom. For students with questions and comments who are live

streaming (regardless from where the synchronous lecture is being streamed), may post those questions and comments via the chat function on Zoom during the lecture imply use the reactions function in Zoom to raise your hand to be recognized by the instructor. The mic will then be unmuted for the student to speak.

- Other Online/Asynchronous Activities: Students will also be required to participate in at least one weekly online/asynchronous activity. For example, these may include discussion boards/forums; individual reflective learning activities; viewing/listening/responding to seminars and recorded talks by national public health leaders or topic specific videos and documentaries; completing quizzes and polls; etc. On occasion, you may be required to provide an audio or video response rather than a written reply/document to a discussion forum or an assignment.
- Readings: Appropriate and relevant readings have been collected from multiple sources. The instructor will not attempt to cover all of the assigned readings during lecture; however, students will be responsible for all material assigned.
- Students are encouraged to ask questions and participate in online class discussions synchronous and/or asynchronous.
- Contemporary health and health policy issues from our state and local community, leading public health think tanks, and media headlines will be examined and used to frame class discussion and debate. COVID-19 and the coronavirus pandemic will be included.

#### **Communication with the Instructor:**

- There are multiple ways to communicate with me throughout the semester. The period that I will be most available to you is during my (virtual) office hours TTh (9:30-12:00 noon). Please feel free to contact me during this time. I will be available by email, Remind, and Moodle chat. We can also schedule a Zoom session if you prefer to talk in person during the office hours.
- If you contact me outside my office hours, please allow time for me to respond as I have other CCU responsibilities that may require my attention. I will try to respond to you within 24-48 hours of receiving any message during the work week Monday - Friday (9:00am - 4:00pm). I will not be available during the weekend to reply to your questions/concerns. If I have failed to get back in touch with you within a 48 hour time period (exclusive of weekends), please do not hesitate to email or text me again.
- Additionally, you may schedule an appointment with me outside my office hours to discuss your questions or concerns. This will be a dedicated time for us to meet via email, Remind or via Zoom.
- Regarding phone calls, I will not be available to answer my office phone (843) 349-2687, but you may call and leave a detailed voicemail message that will get pushed to my email. Again, I will try to respond to you (via email) within 24-48 hours of receiving your voicemail during the work week Monday - Friday (9:00am - 4:00pm). Like the other methods of communication, I will not be available during the weekend to respond to your call.
- It is each student's responsibility to attend class and to be actively engaged with the Moodle website for any announcements, course information, assignments, and any schedule adjustments.

**Concerns:**

- Do not assume that things can be corrected after the fact. If you have questions, concerns, problems or conflicts, please let me know as soon as possible. Most things can be worked out if taken care of ahead of time.
- If you cannot connect with me during my office hours, please email me to make an appointment. I encourage you to contact me either to discuss things related to the course or other issues that you may wish to talk about.

**Students with Disabilities:**

- Coastal Carolina University is committed to equitable access and inclusion of individuals with disabilities in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Individuals seeking reasonable accommodations should contact Accessibility & Disability Services (843-349-2503) or <https://www.coastal.edu/disabilityservices/>).

**Technology:**

Moodle will be used to supplement this course. You will find items such as the syllabus, announcements, grades and other relevant course materials (presentations and assignments) on Moodle. There is also an e-mail function which will be used to send updates and reminders during the semester. Each student is responsible for checking Moodle on a regular basis. The technology and applications that will be regularly used in this course are Zoom (lectures and student meetings), YouTube, Remind, Moodle Mobile App, Office 365, and others as needed.

**Academic Expectations:**

We at Coastal Carolina University would like to welcome you to our academic community. Achieving your maximum intellectual potential will require hard work, dedication, and diligence. The Coastal community has been designed to assist its students in many capacities, but the primary responsibility for learning is yours. These responsibilities include:

- attending class everyday (unless you have a documented excuse for missing class),
- arriving to class on time and prepared for class to begin,
- turning in all assignments by the deadline discussed in class and
- participating in class discussions and other class time activities

**Expectations of Student Engagement:**

**Professionalism** is expected of the students at all times for this course. As you are now Juniors/ Seniors, you should be modeling leadership qualities and behaviors that you will ultimately practice in your professional life.

**Consideration and Respect:** In the practice of public health, we must acknowledge that we each come from different backgrounds, have different lived experiences and different abilities that shape our values, opinions and decisions. In this classroom, we will:

- Keep an open mind and respect our differences.
- Show consideration for each other's opinions/comments even though we may not agree.
- Attempt to minimize barriers of sensitive topics and maximize a trusting and orderly environment for growth and critical thinking.
- Treat each member of the class with dignity and respect.

As a matter of consideration and respect for others, we will also:

- Monitor our behavior and refrain from disruptive and disrespectful activity and always practice professional decorum when online or not.

### **Code of Conduct with Netiquette:**

Online Code of Conduct Students are expected to treat one another with respect and basic common courtesies in our online classroom. All students should expect a safe learning environment. This environment should be free of derogatory, offensive, harassing or inappropriate remarks or materials including but not limited to race, ethnicity, gender, sexual orientation, religion, and age. Flaming and spamming will not be tolerated. Comments of this nature will not be tolerated and will result in appropriate action by the instructor. In this course, we will employ the following guidelines:

- Fully participate in our learning community. Honor the background and experiences others bring to the discussion
- Respectfully agree or disagree your classmates.
- Respect your classmate's privacy.
- Share what you know with your classmates. Be helpful.
- Avoid typing in all capital letters as it can be seen as yelling.
- Avoid the overuse of textspeak (ROFL, LOL, IMHO, etc.) and slang.
- Read and review your posts for clarity and accuracy. Run spellcheck.
- Use language appropriate to an academic environment this includes grammar and punctuation.
- Avoid the use of sarcasm.
- Be sure to appropriately cite the work of others.
- Be brief and to the point in your posts (within the assignment guidelines).

### **Course Requirements:**

- Regular attendance and ACTIVE synchronous (live face to face/streaming) and asynchronous (online/virtual) class participation
- Completion of assigned readings
- Completion of online assignments, program planning and evaluation projects, on-line activities and discussion forums, etc.
- Completion of all non-cumulative exams

### **Grading Scale:**

A = 90-100% B+ = 85-89% B = 80-84% C+ = 75-79% C = 70-74% D+ = 65-69% D = 60-64% F = 0-59%

Grades for assignments will be posted within 2 weeks after the due date in most circumstances.

### **Course Project: Putting Needs Assessment, Program Planning and Evaluation Theory to Practice (15% of grade)**

- Students must satisfactorily complete the Needs Assessment, Program Planning and Evaluation application project related to the concepts covered in this course.
- Details for the activity will be discussed at the point relevant concepts are covered in class.
- Please familiarize yourself with rules of student conduct and rules for assignments as outlined in this syllabus.
- **The selected project will be due the last week of the semester (Dec 1<sup>st</sup>, 2020)**

### **Examinations (85% of grade)**

- Three non-cumulative exams. If circumstances prevail, I reserve the right to change the exam schedule to include only two exams.
- Exams may consist of multiple choice, true/false, short answer and/or essay questions.
- Examinations will cover assigned readings and all materials covered in class including notes, videos, and guest speakers.
- Students missing exams may discuss their extenuating circumstances for missing the exam with the instructor. However you **MUST** notify your professor at least 24 hours prior to the exam to receive the privilege of a make-up exam. So please notify me as soon as possible regarding your circumstances. We are living through an unprecedented time in our lives. Therefore, I will be as accommodating as possible. Ultimately, however, it remains the discretion of the professor whether a make-up exam will be given to a student or apply a grade deduction for the exam regardless of circumstances.

**\*\* No make-up exams will be given unless you notify your professor at least 24 hours prior to the exam.**

### **Synchronous Attendance/Asynchronous Class Participation (Points added/deducted from Student's total point accumulation for the course):**

Students are expected to attend all face-to-face/live stream class sessions as listed on the course calendar. Attendance at face-to-face/live stream class meetings and participation in asynchronous online activities via Moodle is essential for the success of the blended/hybrid experience.

#### Attendance (F2F and Live Stream):

- Attendance in the live classes will be monitored via roll call and Zoom attendance reports
- In order to be marked present in a face-to-face meeting, students will need to be in class from the beginning of the scheduled period until the end of the meeting period.
- Absences due to your own illness, family illness and death, or other extenuating circumstances will need documentation. Please make an appointment to meet with me to determine.
- Students who do not miss a live class (either F2F and/or live stream) and arrive on time may earn up to 5 additional points for the course.
- Students missing more than three (3) F2F or live stream classes will lose 5 points from their grade.

#### Asynchronous Participation:

- Students must attend our asynchronous virtual class.
- Asynchronous/virtual "attendance" will be monitored weekly via participation in online Moodle activities such as discussion forums/reflection questions, as well as, the submission of assignments and completion of quizzes/polls by their due dates.
- Failure to participate and participate professionally in asynchronous activities will result in point deductions for the student.
- Students missing more than three asynchronous activities will have a 5 point deduction from their total grade point accumulation.
- Be sure to pay close attention to asynchronous activity deadlines—there will be no makeup assignments or quizzes, or late work accepted without a serious and compelling reason and instructor approval. A point penalty may be applied.

### Extra Extra Read All About It:

- Extra Credit opportunities will be offered periodically throughout the semester. These are optional and will be clearly identified as extra credit. Students may earn up to 10 extra points to be added to the student's total point accumulation for the course.

### **Notable Dates:**

- ◇ August 19, 2020: CCU classes begin (Online)
- ◇ September 7, 2020 (Monday): Labor Day - no classes
- ◇ September 8, 2020 (Tuesday): Tentative - face to face instruction commences
- ◇ October 9, 2020 (Friday): Last Day to Drop Class w/out Penalty (WF)/Opt out of Grade Forgiveness
- ◇ November 3, 2020 (Tuesday): Election Day - no classes
- ◇ November 6, 2020 (Friday): Seniors - Last day to apply for Spring 2021 Graduation
- ◇ November 16-20, 2020: Face to Face instruction ends
- ◇ November 17, 2020: PUBH 495 End of Program Exam
- ◇ November 23-27, 2020: Thanksgiving Holiday
- ◇ November 30-December 4, 2020: Last Week of classes. Additional online instruction/projects/online exams

### **Academic Integrity:**

Coastal Carolina University is an academic community that expects the highest standards of honesty, integrity and personal responsibility. Members of this community are accountable for their actions and are committed to creating an atmosphere of mutual respect and trust.

#### **A. Statement of Community Standards**

Coastal Carolina University is an academic community that expects the highest standards of honesty, integrity and personal responsibility. Members of this community are accountable for their actions and are committed to creating an atmosphere of mutual respect and trust. Any class members who the instructor deems disruptive to the learning environment may be asked to leave class for the day.

#### **B. Expectations of Community Members**

All members of our community – students, faculty, staff and administrators – share responsibility for promoting a culture of academic integrity. Each group plays a different role and, together, cultivates mutual respect and ethical behavior.

#### Students:

- Understand and abide by the Code of Student Conduct
- Take responsibility for personal behavior
- Actively oppose every instance of academic dishonesty

#### Faculty Members:

- Serve as mentors, advisers and educators for students
- Uphold and enforce University rules and guidelines
- Clarify academic expectations for students

### Administrators and Staff:

- Educate the campus and surrounding communities about academic integrity
- Ensure reasonable and consistent enforcement of standards

### Honor Pledge

Students will receive copies of the Honor Pledge, learn what it means and commit to the statement of community standards.

*Students will take the following pledge:*

*Coastal Carolina University is an academic community that expects the highest standards of honesty, integrity and personal responsibility. As members of this community, we are accountable for our actions and are committed to creating an atmosphere of mutual respect and trust.*

*On my honor, I pledge:*

*That I will take responsibility for my personal behavior; and*

*That I will actively oppose every instance of academic dishonesty as defined in the Code of Student Conduct.*

*From this day forward, my signature on any University document, including tests, papers and other work submitted for a grade, is a confirmation of this honor pledge.*

### **D. Prohibited Conduct**

1. Plagiarism, cheating, attempted cheating and all other forms of academic dishonesty.

Examples of plagiarism include, but are not limited to, the following:

- I. Borrowing words, sentences, ideas, conclusions, examples and/or organization of an assignment without proper acknowledgment from a source (for example, a book, article, electronic document or another student's paper);
- II. Submitting another person's work in place of their own
- III. Allowing someone else to revise, correct or edit an assignment without explicit permission of the instructor;
- IV. Submitting work without proper acknowledgment from commercial firms, websites, fraternity or sorority files, or any other outside sources, whether purchased or not;
- V. Allowing another person to substitute any part of a course for them, including quizzes, tests and final examinations;
- VI. Submitting any written assignments done with the assistance of another without the explicit permission of the instructor;
- VII. Submitting work that was originally prepared for another class without the explicit permission of the instructor;
- VIII. Knowingly aiding another student who is engaged in plagiarism.

Examples of cheating and attempted cheating include, but are not limited to, the following:

- I. Using or intending to use unauthorized information, materials or assistance of any kind for an assignment, quiz, test or final examination;
- II. Knowingly aiding or attempting to aid another student who is engaged in cheating.

2. Furnishing false information to any University official, faculty member or University office to obtain academic advantage.

3. Forging, altering or misusing any University document or record to obtain academic advantage.

#### **E. Resolution Process for Academic Violations**

1. Alleged academic violations should be reported in writing to the instructor of the class or the Office of Academic Integrity within ten (10) business days of receiving knowledge of a possible violation. The report may be submitted by anyone who is aware of the violation, including the student who committed the violation or any student, faculty or staff member who observed or has knowledge of the violation. The faculty member will report the alleged violation through the Academic Integrity online reporting system. (Case files will be maintained by the Office of Academic Integrity.)

2. Reports of academic violations should include the following information:

- Name of the accused student
- Type of violation,
- Name(s) of witness(es) and
- Name of person filing the complaint.

Note: Anonymous written reports may alert a faculty member to an existing problem in the classroom, but these reports cannot serve as the sole basis for disciplinary action. Intentionally making a false accusation may also be an integrity code violation.

3. A student who has been charged with an academic violation may not withdraw from the class or the University without the permission of the Academic Integrity Officer or designee.

#### 4. Hearing Process

##### A. Student-Faculty Hearing

B. Within ten (10) business days of receiving knowledge of a possible violation, the student will receive notice in writing of:

- a. The alleged violation,
- b. A summary of student rights and responsibilities, and
- c. The date, time and location of student-faculty hearing, which will take place no later than ten (10) business days from the date of notice. If the violation occurs within the last two weeks of a semester or during a period between semesters, the hearing will occur as soon as practical the following semester. Faculty may give an Incomplete for the course if a violation is pending.
- d. Unusual circumstances may warrant adjustments in the timeline.

5. At the student-faculty hearing, the alleged violation(s) and possible sanction(s) will be reviewed. The student may respond to the charge(s) in writing in advance of the hearing and/or may respond verbally at the hearing. If a student does not attend the hearing, the hearing may proceed in the student's absence.

6. Participants at a student-faculty hearing will include the instructor and the accused student, and may also include the student(s), faculty or staff member(s) who observed and reported the infraction. At the request of the faculty member or student, an Academic Integrity Officer may be present at this meeting. The Chair of the Department of the course in which the incident occurred should not attend this meeting as they may be involved in the resolution process if the student decides to appeal the decision of the instructor.

7. At the student-faculty hearing, the faculty member will determine if the student is in violation of the alleged misconduct.
8. If the student is found in violation, the faculty member will determine a sanction (see Section F). One of the following will occur:
  - a. The student agrees with the faculty member's decision; or
  - b. The student does not agree with the faculty member's decision, feels that the imposed penalty is too severe or believes that the University process has been violated.
  - c. The student may submit a written request for an appeal hearing to the Academic Integrity Officer. This letter will include a brief explanation of the alleged violation and the specific reason for requesting the appeal. The request for an appeal hearing must be made within five (5) business days of receiving the decision of the instructor from the student-faculty hearing.
9. The Office of Academic Integrity will receive all reports of alleged violations. Students who have been found in violation of a previous offense (academic or non-academic) will be referred to the College Academic Integrity Committee for sanctioning. More serious sanctions will automatically be considered for students with more than one violation.

#### **F. College Academic Integrity Committee (CAIC)**

- I. The CAIC will consist of both faculty and student representatives (two (2) faculty members for every student representative). Each college will determine the procedures for committee representation and publish this information on the Office of Academic Integrity webpage ([www.coastal.edu/aic](http://www.coastal.edu/aic)). The student representative will be selected from a list of nominees developed by the Student Government Association. The student appointee must be in good disciplinary standing, meaning that they are not on probation and/or has no incomplete sanctions. Also, the student member must have completed at least 60 credit hours, be a fulltime student and have a GPA of 2.5 or better.
- II. The Office of Academic Integrity will notify the accused student in writing of the date, time, location and purpose of the hearing. At the hearing, the CAIC will review the case. The instructor of the course will be present to summarize the incident, and the student will have an opportunity to respond. If the student does not respond to the notification, the hearing may proceed in the student's absence.
- III. The CAIC may uphold or modify the decision from the student-faculty hearing. In second offense cases, the CAIC will not issue a lower-level sanction than was assigned in the faculty hearing.

#### **G. Appeal Process**

If the student believes that due process has failed or that substantive issues related to the case were not reviewed at the CAIC hearing, they may submit a written appeal to the Dean of the College in which the course under consideration was offered within five days of receiving the decision of the CAIC. The decision from the Dean is the final step in the resolution process.

## **H. Academic Sanctions**

1. Following the student-faculty hearing, the faculty member may impose one (1) or more of the following sanctions when a student is found in violation:
  - A. Written warning
  - B. Grade of F on the assignment
  - C. Grade of FX in the course (If a penalty grade of FX is imposed in the course, the student will not be able to drop the course, petition a grade change or use the grade forgiveness policy.)
  - D. Required to attend an academic integrity workshop
  - E. Other educational sanctions (in consultation with the Academic Integrity Officer)
2. The CAIC, College Dean or designee may impose one (1) or more of the following sanctions when a student is found in violation:
  - A. Any student-faculty hearing sanctions
  - B. Loss of privileges
  - C. Disciplinary suspension from the University
  - D. Permanent dismissal from the University

Students who do not complete required sanctions may be referred to the CAIC for additional sanctions.

## **PUBH 491: Public Health Domains**

### **Domain II: Role and Importance of Data in Public Health**

Address the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice

**Basic concepts of data collection**

**Basic methods of data collection**

**Basic tools of data collection**

### **Domain III: Identifying and Addressing Population Health Challenges**

Address the concepts of population health and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations

**Population health concepts**

**Intro to processes & approaches to identifying needs and concerns of populations**

### **Domain V: Determinants of Health**

Address the socioeconomic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities

**Socioeconomic impacts on human health and health disparities**

**Behavioral factors impacts on human health and health disparities**

**Biological factors impacts on human health and health disparities**

**Environmental factors impacts on human health and health disparities**

## **Domain VI: Project Implementation**

Address the fundamental concepts and features of project implementation, including planning, assessment and evaluation

**Introduction to planning concepts and features**

**Introduction to assessment concepts and features**

**Introduction to evaluation concepts and features**

## **PUBH 491: CHES Competencies**

Areas of Responsibility

**Area I: Assess Needs, Resources and Capacity for Health Education/Promotion**

**Area II: Plan Health Education/Promotion**

**Area III: Implement Health Education/Promotion**

**Area IV: Conduct Evaluation and Research Related to Health Ed/Promotion**

**Area V: Administer and Manage Health Education/Promotion**