Mel and Enid Zuckerman College of Public Health  
University of Arizona

HPS 532P - Planning of Public Health Programs  
Syllabus\(^1\) - Fall 2020

**Dates:** 8/31/2020 - 10/23/2020

**Location:** Fully online, asynchronous

**Instructor and Contact Information:**  
**Dr. Heidi L. Pottinger**  
Pronouns: she/her/hers  
E-mail: heidip@email.arizona.edu  
Available: By appointment via Zoom teleconference  
Response time to questions by e-mail/D2L is up to 24 hours on Mon-Thurs, or the following business day on Fri-Sun.

**Instructor Availability:** Office hours are by appointment on Monday/Wednesday/Friday from 9am-3pm, depending on availability, via Zoom. Upon scheduling an appointment, I will e-mail you a meeting invitation and Zoom link, which can be accessed by computer or phone.

Since this is a fully online course, effective communication is especially important in ensuring we all stay connected and engaged in our learning experience together. Please submit all course-related questions via D2L by posting to the General Discussion Board - this will allow other students who may have similar questions to view responses. Academic, non-course-related questions, as well as questions specific to your work, can be sent to Dr. Pottinger at heidip@email.arizona.edu.

**Catalog Description:** This course is part one of a two-course sequence on the planning, implementing, and evaluating of health education/health promotion programs. This course will focus on the theory and processes of planning and implementing health education and health promotion programs.

**Course Description:** HPS 532P is designed to equip students with skills in conceptualizing, developing, and implementing small-scale projects in public health. The course will emphasize familiarity with evidence-based strategies and the collection of information that will inform the development of health promotion programs that are relevant to a target populations and/or communities. The course provides instruction on how to: conduct a needs and an asset or strengths-based community assessment; prioritize community health assets and needs; write project objectives that are SMART (specific, measurable, achievable, realistic, and time-bound); select appropriate program designs (including how to develop project conceptual and theoretical

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\(^1\) Adapted from Dr. Sue Howell’s IA 680 Classroom Assessment Syllabus
models); and lastly, how to implement the project (which will also include how to develop project logic models, as well as foster and enhance community participation).

**Course Prerequisites:** None.

**Course Objectives and Expected Learning Outcomes:**

- **Course Objectives** During HPS 532P, we will cover health equity, assessing the needs of program participants, health promotion theory, making decisions to create and support a program, implementation tools, communicating health information effectively, and advocacy. You will write D2L discussion posts, create VoiceThread posts, interview a health promotion practitioner, and create a program plan.

- **Learning Outcomes (Competencies Obtained):** At the conclusion of the course, you will be able to:
  o Define health and health promotion, and explain the role of health promotion in fostering good health and quality of life.
  o Review the essential constructs of intrapersonal, interpersonal, and population-level theories and models.
  o Explain the relevance of health equity, health disparities, structural racism, and social determinants of health when planning and implementing a health promotion program.
  o Gain insight about assessing program participant needs and/or capacities from a public health practitioner.
  o Practice the technique of conducting a key informant interview.
  o Reflect on your own philosophies and practices of public health assessment.
  o Apply strategies and resources for program development and implementation including SMART objectives, theories of change, and Gantt charts.
  o Analyze real life applications of health promotion evidence-based interventions.
  o Explain health literacy in terms of contributing factors, vulnerable populations, and plain language message construction and format.
  o Reflect on how you can advocate for the public health issue(s) you’re passionate about.

- **Program Competencies Covered (MPH)**
  o #7 Assess population needs, assets and capacities that affect communities’ health
  o #8 Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
  o #9 Design a population-based policy, program, project or intervention

- **Concentration Competencies Covered (MPH-Health Promotion)**
  o #1 Describe behavioral, social, community and policy influences foundational to health promotion efforts.
  o #2 Describe factors to consider when adapting health promotion programs to new or diverse settings.
  o #3 To articulate the importance of using needs assessments to inform health promotion efforts.
  o #5 Describe the merits of health promotion interventions and policies.
Required Texts or Readings

Textbook:


The University of Arizona Library has an electronic copy of this textbook that you can find here: https://ebookcentral.proquest.com/lib/uaz/detail.action?docID=4718311#. UA has unlimited access if you choose to read the book online. You can also download and print copies of the appropriate chapters or buy/borrow a copy of the textbook.

Required or Special Materials:

Technology Requirements for the Course
You should ensure your computer system and browser meets the following minimum requirements. A high-speed internet connection is highly recommended.

- System requirements: http://help.d2l.arizona.edu/student/minimum-system-requirements
- Software requirements:
  - Microsoft Office for Windows or Mac
- Plug-in requirements (to access readings or other course resources)
  - Adobe Reader XI (available free at http://get.adobe.com/reader/)
  - Adobe Flash Player (available free at http://get.adobe.com/flashplayer/)
- A computer or mobile device that has a built-in or external video camera, as well as a built-in or external microphone

Course Requirements:

Instructional Methods

- This course will use D2L, an online course management system. Course content, discussions, announcements, and assignments will be presented in D2L.
- This course will operate in a modified asynchronous format; that is, we will not have specific times to meet online, but activities and assignments will have specified date ranges during which they need to be completed.
- I will assign readings and other activities each week throughout the semester. I might ask you to read a textbook chapter, journal article, or news article relevant to current events in public health, view a video, listen to a podcast, visit a website, or complete an online activity.
- A major portion of the learning in this course will be facilitated by online discussions and other shared activities. It is expected that you will recognize the importance of these activities to your learning and participate fully in these assignments.
- The course will progress on a weekly schedule; each week will begin on Sunday and end the following Sunday.
  - Readings, assignments, etc. will all be available throughout the course.
  - Discussion questions are due Thursday evening by 11:59 PM (AZ time)
  - Discussion responses and assignments are due Sunday evening by 11:59 PM (AZ time)
- Assignments are rigorous, yet flexible in design; allowing you to choose topics that appeal to your interests and are contextually relevant.
- I assume you are a very busy student and/or working professional with life obligations beyond this course. I am sympathetic to that (I’ve been there!) and we have tried to design the course accordingly. Still, learning online requires careful time management and discipline. I suggest you schedule “class time” for yourself each week (preferably early in the week), just as if you were attending a face-to-face course. Having this protected time set-aside each week will help you stay on-track and more fully enjoy the learning experience.

**Grading Scale/Student Evaluation and Policies:**

**Grading:**
You will be evaluated using the Regular Grade System:

- 90-100% = A
- 80-89.9% = B
- 70-79.9% = C
- 60-69.9% = D
- 0-59.9% = E

Percentages of the course credit allocated to each learning opportunity are as follows:

<table>
<thead>
<tr>
<th>Learning Opportunity</th>
<th>Weight (% of course credit)</th>
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<tbody>
<tr>
<td>Discussions</td>
<td>20%</td>
</tr>
<tr>
<td>Interview Assignment</td>
<td>20%</td>
</tr>
<tr>
<td>VoiceThread Activities</td>
<td>20%</td>
</tr>
<tr>
<td>Peer Review and Revision Plan</td>
<td>15%</td>
</tr>
<tr>
<td>Health Promotion Program Plan</td>
<td>25%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

You have **seven days** after points for activities, section-related questions, or exams are entered to verify the correctness of points with the section instructor. After 7 days have passed, the points entered are final. **It is not considered appropriate to haggle over points** with the instructional team. By preparing, participating, and submitting work on time, we can avoid grade disagreements.

**Late Assignments:**

It is expected that you will complete and submit assignments on time. Assignments that are turned in 1 day late will receive 80% of the earned grade for the assignment. Assignments that are turned in 2 days late will receive 50% of the earned grade for the assignment. Assignments
turned in 3 or more days late will be assigned a grade of 0. The final assignment, the Health Promotion Plan, cannot be resubmitted after the course has ended. **Exceptions for extenuating circumstances will be granted but students MUST confer with Dr. Pottinger prior to assignment due dates if additional time is needed, as the accelerated nature of this course will require careful consideration.**

Example:
- Assignment due September 9th by 11:59 PM
  - Assignment turned in anytime between 12:00 AM & 11:59 PM on September 10th: 80%
  - Assignment turned in anytime between 12:00 AM & 11:59 PM on September 11th: 50%
  - Assignment turned in 12:00 AM and after on September 12th – 0

**Course Withdrawal:**
Students wishing to withdraw from this course MUST notify me prior to non-participation in course activities and execute appropriate drop or withdrawal procedures in accordance with UA General Catalog. University policy regarding grades and grading systems is available at: [http://catalog.arizona.edu/policy-type/grade-policies](http://catalog.arizona.edu/policy-type/grade-policies).

**Required papers and projects**

<table>
<thead>
<tr>
<th>Assessment Methods</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions (7)</td>
<td>Weekly-</td>
</tr>
<tr>
<td></td>
<td>Initial post: Thursday, 11:59 p.m.</td>
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<tr>
<td></td>
<td>Peer responses: Sunday, 11:59 p.m.</td>
</tr>
<tr>
<td>Peer Review Discussion Post</td>
<td>October 18, 2020 11:59 PM</td>
</tr>
<tr>
<td>Paper: Interview Assignment</td>
<td>September 20, 2020 11:59 PM</td>
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<tr>
<td>Week 2 VoiceThread Activity</td>
<td>September 13, 2020 11:59 PM</td>
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<tr>
<td>Week 4 VoiceThread Activity</td>
<td>September 27, 2020 11:59 PM</td>
</tr>
<tr>
<td>Week 5 VoiceThread Activity</td>
<td>October 4, 2020 11:59 PM</td>
</tr>
<tr>
<td>Health Promotion Program Plan</td>
<td>October 21, 2020 11:59 PM</td>
</tr>
<tr>
<td>Revision Plan</td>
<td>October 21, 2020 11:59 PM</td>
</tr>
</tbody>
</table>
Description of each Assessment and Competencies Covered by the Assessment

- **Weekly reflective discussions**
  - We will have 7 weekly online discussions focused on the readings and subject matter for that week. Each week we will pose a series of questions for you to choose from. Answer one question and comment on two of your peers’ responses.
  - To get full points for these discussions, you need to post no later than **Thursday at 11:59 PM** of each week and respond to your classmates’ by **Sunday at 11:59 PM** each week (Please see late policy). Your responses must be substantive and clearly demonstrate that you have read and synthesized the course materials.
  - Competencies covered: MPH Competencies #s 7 and 8; MPH-Health Promotion Competencies #s 1, 2, 3, and 5

- **VoiceThread participation activities**
  - Weekly activities that encourage you to review course content within specific contexts and applications. These activities should be completed by **Sunday at 11:59 PM** each week.
  - Competencies covered: MPH Competencies #s 7 and 8; MPH-Health Promotion Competencies #s 2, and 5

**Major Assignments**

- **Interview Assignment**
  - The purpose of this assignment is to gain insight about assessing program participant needs and/or capacities from a public health practitioner, practice the technique of conducting a key informant interview, and obtain a view of assessments from (potentially) a very different perspective. It is also designed to get you thinking about your own philosophies and practices of public health assessment.
  - Competencies covered: MPH Competencies #s 7 and 8; MPH-Health Promotion Competencies #s 1,2, and 3

- **Health Promotion Program Plan**
  - The purpose of this Health Promotion Program Plan is for you to apply strategies and resources for program development and implementation. You will choose an existing program and develop an implementation plan for this program. It may be a program that you are currently working with, or a program that you are familiar with, or one that you find online. Choose something you’re passionate about!
  - Competencies covered: MPH Competencies #s 7, 8, and 9; MPH-Health Promotion Competencies #s 1,2,3, and 5

- **Peer Review + Revision Plan**
  - You will receive 2 draft health promotion program plans from your peers. After thoroughly reading their drafts, you will provide constructive feedback. Using the feedback you receive from your peers, you will create a revision plan.
  - Competencies covered: MPH Competencies #s 7, 8, and 9; MPH-Health Promotion Competencies #s 1,2, and 5

**Required extracurricular activities:** None
### Course Schedule:

<table>
<thead>
<tr>
<th>Week #</th>
<th>Class Topic</th>
<th>Readings</th>
<th>Weekly Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Health Equity and Structural Racism</td>
<td>Chapter 2 And CDC Infographic AND NY Times Article</td>
<td>Readings, Discussion Post, Voice Thread, Interview Assignment</td>
</tr>
<tr>
<td>3</td>
<td>Assessing the Needs of Program Participants</td>
<td>Chapter 4 And Burns, J. C., Pudrzynska, P., and Paz, S. R. (2012). <em>Participatory asset mapping: Advancement project (PDF)</em>. Healthy Community Research Lab. Los Angeles, CA (pp. 6–14; focus on the information in the blue boxes) and pp. 19–20.</td>
<td>Readings, Discussion Post, Interview Assignment</td>
</tr>
<tr>
<td>4</td>
<td>Making Decisions to Create and Support a Program</td>
<td>Chapter 5 and <a href="#">Mapping Interventions to Different Levels of Risk Table</a></td>
<td>Readings, Discussion Post, VoiceThread assignment</td>
</tr>
<tr>
<td>6</td>
<td>Communicating Health Information Effectively</td>
<td>Chapter 8</td>
<td>Readings, Discussion Post, Health Promotion Plan</td>
</tr>
<tr>
<td>7</td>
<td>Advocacy</td>
<td>Chapter 7</td>
<td>Readings, Discussion post, Peer Review</td>
</tr>
</tbody>
</table>

**Communications:** You are responsible for reading emails sent to your UA account from your instructor and the announcements that are placed on the course web site. Information about readings, news events, your grades, assignments and other course related topics will be communicated to you with these electronic methods. The official policy can be found at:
UA Smoking and Tobacco Policy:
The purpose of this Policy is to establish the University of Arizona’s (University) commitment to protect the health of University faculty, staff, students, and visitors on its campuses and in its vehicles, http://policy.arizona.edu/ethics-and-conduct/smoking-and-tobacco-policy

University Course Policies: (please see the following URL):
https://academicaffairs.arizona.edu/syllabus-policies

Classroom Behavior: Students are expected to be familiar with the UA Policy on Disruptive Student Behavior in an Instructional Setting found at:  http://policy.arizona.edu/education-and-student-affairs/disruptive-behavior-instructional-setting

Plagiarism: Turn It In is plagiarism detection software. We have it turned on in D2L so that you can see what percentage of your work is plagiarized. Aim for a score of below 15%.

What counts as plagiarism?
● Copying and pasting information from a web site or another source, and then revising it so that it sounds like your original idea.
● Doing an assignment/essay/take home test with a friend and then handing in separate assignments that contain the same ideas, language, phrases, etc.
● Quoting a passage without quotation marks or citations, so that it looks like your own.
● Paraphrasing a passage without citing it, so that it looks like your own.
● Hiring another person to do your work for you, or purchasing a paper through any of the on- or off-line sources.

Inclusive Excellence:
This course adheres to the principles outlined in the concept of Inclusive Excellence by creating a safe and welcoming environment for everyone. This course supports elective gender pronoun use and self-identification; rosters indicating such choices will be updated throughout the semester, upon student request. As the course includes online discussion, it is vitally important for us to create an educational environment of inclusion and mutual respect. We ask that all students work to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.

The University of Arizona sits on the original homelands of indigenous peoples who have stewarded this land since time immemorial. Aligning with the university’s core value of a diverse and inclusive community, it is an institutional responsibility to recognize and acknowledge the people, culture and history that make up the Wildcat community. At the institutional level, it is important to be proactive in broadening awareness throughout campus to ensure our students feel represented and valued.

Gender Pronoun Guideline:
It is already UA policy that class rosters are provided to instructors with a student’s preferred name. Students may share their preferred name and pronoun with members of the teaching staff and fellow students, as desired, and these gender identities and gender expressions will be honored in this course. As the course includes group work and online discussion, it is critical to create an educational environment of inclusion and mutual respect. In this class, to be inclusive
of all gender identities and expressions, students will be referred to by their first or last names, the pronoun of their choice, or by default, the pronoun “they”.

**Notification of Objectionable Materials:**
This course will contain material of a mature nature, which may include explicit language, depictions of nudity, sexual situations, and/or violence. The instructor will provide advance notice when such materials will be used. Students are not automatically excused from interacting with such materials, but they are encouraged to speak with the instructor to voice concerns and to provide feedback. [http://gened.arizona.edu/content/course-syllabus-guidelines](http://gened.arizona.edu/content/course-syllabus-guidelines).