University of Florida
College of Public Health and Health Professions
PHC 6251: Assessment & Surveillance in Public Health (3 credits)
Class Meeting Information: Online Asynchronous
Spring 2025

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Prerequisites:

- ***PHC 6410 Psychological, Social, & Behavioral Issues in Public Health***
  and
- ***PHC 6050 Statistical Methods for Health Science I*** OR ***PHC 6052 Introduction to Biostatistical Methods***

I. PURPOSE & OUTCOME

Relation to Program Outcomes

This course is associated with the MPH Social and Behavioral Sciences competency of:

- *Design and conduct a community needs assessment*.

Course Objectives

Objective	Assessment Methods
1. Explain the purpose of conducting community assessments and public health surveillance	- Quiz 1 - Preliminary Needs assessment - Capacity & Needs Assessment Proposal
2. Work as a group to negotiate roles/work plans for conducting a comprehensive assessment	- Team contract - Team assessments - Teamwork grade on project assignments
3. Develop partnerships with community members, organizations, and stakeholders.	- Quiz 3 - Module assignments - Capacity & Needs Assessment Proposal
4. Determine appropriate assessment methods.	- Quizzes - Module assignments - Capacity & Needs Assessment Proposal
5. Demonstrate the skills necessary to a. develop rigorous assessment-related materials that are IRB and community approved. b. conduct primary and secondary data collection and analyses	
6. Report findings from an assessment.	- Preliminary Needs Assessment Report
7. Communicate findings to stakeholders.	
8. Create a comprehensive plan for conducting a community assessment.	- Capacity & Needs Assessment Proposal
9. Identify appropriate data collection instruments and methods.	

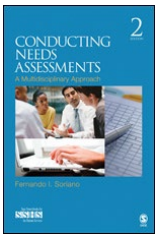
II. DESCRIPTION OF COURSE CONTENT, FORMAT, & ACCESS

Instructor Note about Online Learning: Be aware that online learning can present significant challenges, particularly to those who are not 'self-starters' or those who do not possess good time management skills. The online classroom is available to you 24 hours a day. Unlike traditional instructional settings in which each student gets the same class, the online setting means that every student will participate in the course that they choose to experience. In theory, this type of instruction should be more adaptable to a variety of learning styles. The reality is, however, that some students seem unwilling (we believe all are able) to create and actively participate in their own virtual classroom. This often results in procrastination and low-quality performance. Recognizing that everyone learns differently, I will not prescribe the 'best way' to approach the course. You should note, however, that this course **is not self-paced**. I expect you to adhere to the class calendar and timeline I have developed for you (see Course Schedule). I do recognize that personal circumstances arise (i.e., life happens) that may interfere with your ability to meet a deadline. If these unanticipated events do occur, please let me know as soon as possible. I will not be receptive to retrospective requests for extensions without a compelling rationale for why the request is being made.

Course Materials & Technology
This course will use the Canvas CMS. If you experience technical difficulties, please contact the UF Help Desk (learning-support@ufl.edu; 352-392-HELP – select option 2).

UF Internet (eduroam) is available at thousands of locations worldwide!
UF students can access eduroam (highspeed WiFi) for free with their GatorLink log-in credentials. The eduroam network is fast and secure and has more than 10,000 wi-fi hotspots in 106 countries and territories worldwide. Many of these locations are in open spaces and/or large communal rooms, so you can get online while physically distancing and following CDC guidelines in an air-conditioned space. Access is available in rural areas, too! Here's a link to all the eduroam sites.

Required Readings:



Text: Soriano, F. I. (2012). *Conducting needs assessments: A multidisciplinary Approach.* Sage Publishing. ISBN-10: (Available in paperback, as an e-book, and in course reserves at the Health Science Center Library).

Paperback ISBN: 978-1-4129-6574-3 E-Book ISBN: 9781452225760

Check Canvas for additional required readings for each module.

Recommended**:**

1. American Psychological Association. (2019). *The publication manual of the American Psychological Association (7th ed.). Author.*

   ***When writing papers in this program and in this profession, you are expected to write and format in APA style. I will provide you with resources to help with this; however, I highly recommend you purchase this book (or the pocket reference).*

Course Content/Outline

- provided on the last pages of this document.

Additional Academic Resources (see Section V for additional student services)

- Career Connections Center: Reitz Union 1300, 352-392-1601. Career assistance and counseling services.

- Library Support: Receive assistance in using the libraries or finding resources.
- Teaching Center: General study skills and tutoring
  1317 Turlington Hall, 352-392-2010; or, to make a tutoring appointment: 352-392-6420.
- Writing Studio: Help with brainstorming, formatting, and writing papers. 2215 Turlington Hall, 352-846-1138.
- Student Complaints On-Campus: Visit the Student Honor Code & Student Conduct Code page for more info.
  On-Line Students Complaints: View the Distance Learning Student Complaint Process.

Special note: If your schedule allows it, I highly encourage you to REST and take the time off on official school holidays. This semester's official school holidays include:

January 20: Martin Luther King, Jr. Day
March 15-22: Spring Break

III. Course Requirements & Grading

ASSIGNMENTS	Pts	Deadline
Quiz 1 (Modules 1, 2, 3, 4) Quiz 2 (Modules 4, 6, 7, 8) Quiz 3 (Modules 9, 10, 11, 12)	30 30 30	February 16 March 23 April 13
Course Project Assignments: 1. Brief Proposal 2. Preliminary Needs Assessment Report 3. Needs/Capacity Assessment Plan	10 55 100	February 9 March 2 April 27
Class Participation / Module Activities	80	Varies
	335	

Grading Scale

Percent Earned	93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	Below 60
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	.67	0

Please be aware grades of C- (or below) are not acceptable for graduate students. Graduate students' GPA must be at least 3.0 in all graduate courses (≥5000 level). A grade of C will count toward the graduate degree only there are sufficient credits in graduate courses been earned with a B+ or higher.

Information on current UF grading policies can be found at:
https://catalog.ufl.edu/graduate/regulations/

Description of Course Assignments

- **Assessments (90 points)**: You will have 3 quizzes, each valued at 30. Assessments will primarily include closed-response items, and may include short answer items. You may be assessed on content from your assigned readings (textbook and supplemental), assigned videos, lectures and guest lectures, activities, assignments, as well as the projects.
  IMPORTANT NOTE: Students requiring a make-up quiz may be required to instead complete an open-response assessment (i.e., short answer and essay question).

- **Course Project Activities:** You will work in teams of 3 (size may vary depending on our total class size) throughout the semester as you learn how to conduct community-focused and -engaged needs assessments. Based on expertise and interest, each team will select a population, health issue, and informational stakeholder. Review the 6251 Project Description document for more information, and each Canvas assignment for details. The major components of this team-based work include:
  1. **Brief Proposal** (10 pts): In your brief, you will provide short, basic contextual information about your intention to conduct a needs assessment, including the priority population, health issue, and your intended stakeholder interview.
  2. **Preliminary Needs Assessment Report** (55 pts): You will use Phases 1-3 of the PRECEDE PROCEED Model in developing this component. Your written report will include methods and results from your social diagnosis, a literature review, and rationale for conducting a more rigorous capacity needs assessment.
  3. **Needs & Capacity Assessment Proposal** (100 pts): You will create a proposal to conduct a thorough and rigorous needs and capacity assessment.

****NOTE**: You are expected to use the ***Publication Manual of the American Psychological Association*** **(7th ed.)** to format and write your papers.

- **Other Assignments & Activities** (80 pts): All students are expected to make informed contributions through class activities. To do this, students will need to prepare appropriately by viewing all assigned video presentations, completing weekly readings, and completing other weekly activities. The majority of these points will come from activities embedded within the weekly modules.

Maximizing Your Grade

- **Avoid formatting mistakes**. Small things can go a long way to ensuring you get every little one-tenth of a point. Messing up your formatting is like walking into a job interview in a t-shirt and shorts. You might be the best candidate, but everything you say and do will be judged more harshly because you just don't look the part.
- **Be thoughtful and intentional in your class contributions.** Review all material prior to completing assignments (unless otherwise instructed). If electronics distract you, put them away while you are completing your coursework.
- **Supplement your learning beyond the resources provided to you**. The students who get the 'best grade' in this class are the ones who go beyond merely understanding the course content for one semester; they seek to understand and apply the content in a way that builds their long-term professional skills.

IV. 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 technology, and be prepared to fully participate in each class.

Expectations & Online Classroom Ground Rules:

- Complete all work as assigned.
- Take responsibility for the quality of your learning experience.
- Build on one another's comments/ideas; seek to understand others' perspectives.
- Respectfully provide and receive specific, solution-oriented feedback.
- Communicate with your instructor and with your group members.

Academic & 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 are bound by the Honor Pledge which 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 by abiding by the Honor Code."* 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."*

The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. Violations of the Honor Code will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action.

Assignment Policy: Be sure to review assignment descriptions in the course syllabus and in Canvas, and take note of any additional in-class guidance that is given for each assignment. Please note that important and helpful information about your assignments will be provided in class. Students are expected to do their best work and to turn in work on time. Some "deadlines" are self-imposed and will be determined by the specific assignment.

- Unless otherwise noted, assignments are due at 11:59pm on the date indicated. Please make efforts to turn assignments in early. **Make back-up copies of all your work**, as some assignments may not be returned and Canvas access may expire after the semester ends. All written work must be typed, unless otherwise indicated.
    - *Some assignments will not be accepted late. Others are subject to a 10% deduction in grade for every day it is late.* (Check assignment details in Canvas.)
    - I do recognize that personal circumstances arise (life happens) that may interfere with your ability to meet a deadline. If these unanticipated events do occur, please let me know as soon as possible. I will not be receptive to retrospective requests for extensions without a compelling rationale for why these requests are being made.

Course Evaluations: I value your professional and respectful feedback on the quality of instruction in this course. Please complete the evaluation for this course via the Canvas 'GatorEvals' tab or through https://ufl.bluera.com/ufl/. You will be notified when the evaluation period opens. UF provides guidance on how to give feedback in a professional and respectful manner. You can also view public summaries of course and instructor evaluation results.

COVID-19 and Professionalism: As students pursuing a path in the health professions or public health, it is crucial to demonstrate professional behaviors that reflect integrity and commitment to the health of patients, fellow health professionals, and to populations we serve. To accomplish this, a strong responsibility for the well-being of others must be evident in our

decisions, along with accountability for our actions. Professionalism in the health disciplines requires adherence to high standards of conduct that begin long before graduation. This is particularly true during times of health emergencies such as the COVID-19 pandemic, given our professional habits can have a direct impact upon the health of persons entrusted to us.

If you are not vaccinated and are able to get vaccinated, please do so. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.

In response to COVID-19, the following professional practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to protect the health and safety of ourselves, our patients, our neighbors, and our loved ones.

- You are required to wear approved face coverings at all times while within the Health Science Center buildings (including classrooms), even if you are vaccinated.
- If you are sick, stay home and self-quarantine. Please visit the UF Health Screen, Test, & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email covid@shcc.ufl.edu) to be evaluated for testing and to receive further instructions. UF Health Screen, Test, & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the UF Health Screen, Test, & Protect website for more information.
- Continue to follow healthy habits, including best practices like frequent hand washing.
- Avoid crowded places (including gatherings/parties with more than 10 people)

Continue to regularly visit coronavirus.UFHealth.org and coronavirus.ufl.edu for up-to-date information about COVID-19 and vaccination.

Extra Credit Policy: There is no extra credit and there are no extra credit assignments. Additionally, no points will be "given" at the end of the semester. University Policy: Asking for extra points after your course is completed is an **HONOR OFFENSE.**

Inclusive Learning Environment: Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website.

Make-up Policy: If a student fails to submit either a quiz or assignment on-time, they will be provided an opportunity to submit after the deadline provided they have an acceptable reason for missing the deadline. Decisions to allow students to make-up quizzes/exams after the deadline will be made by the course instructor after consulting the university-wide attendance policies specified in the UF Graduate Catalog.

Netiquette, Communication Courtesy: All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. I expect that students will show respect to their peers and instructor in all online communications. I will not tolerate improper language and disparaging comments; these actions will result in disciplinary action. Review this resource for information on the expected behavior of students when communicating with peers and instructors online.

Property of Course Content: The content presented in this version of PHC 6251 is the property of your instructor and the College of Public Health and Health Professions. Course content may not be duplicated in any format without the expressed written consent of the College of Public Health and Health Professions and the instructor, and may not be used for any commercial purposes. Students violating this policy may be subject to disciplinary action under the UF Conduct Code.

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 here. Or contact Student Conduct and Conflict Resolution at 202 Peabody Hall, 352-392-1261.

V. SUPPORT SERVICES

Accommodations for Students with Disabilities or Different Abilities: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protections for persons with disabilities. Among other things, it requires that all students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability (or different-ability) that affects your learning, please reach out to the Disabilities Resource Center (DRC). And then share your accommodation letter with your instructor as quickly as possible to ensure you have access for the full semester.

If you did not register formally, but you know you have different learning, behavioral, or other needs that may affect your performance in the course, tell me and I will help you.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to, or are already, negatively affecting your coursework, please talk with an instructor and/or seek help through University resources available to you.

- Counseling and Wellness Center: Individual counseling, group counseling, and online resources are available to UF students at no charge. Also psychological assessment, intervention, and assistance for math and test anxiety. Visit the website or call 352-392-1575. If you are having a crisis, you can call anytime and ask to speak to the counselor on call.
- GatorWell Health Promotion services: GatorWell provides health-related resources,

information, and individual services to students. Recommended services: Wellness Coaching for Academic Success (virtual appointments available).

- The Student Health Care Center , 352-392-0627, at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center.
- UMatter, We Care: Available for students who are experiencing personal life disruptions that may affect their academics. UMatter can help you identify resources and communicate with instructors on your behalf. 352-294-CARE (2273), umatter@ufl.edu
- University Police Department: Visit their website or call 352-392-1111 (or 9-1-1 for emergencies).
- Alachua County Crisis Center: Visit the website or call the hotline - 352-264-6789
- Meridian Behavioral Healthcare, 352-374-5600
- **UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

VI. **Tentative Course Outline*** (additional guidance to be provided on the Weekly Module pages of Canvas)

Date	Module	Module Title	Module Activities & Other Deadlines
Jan 13	"Start here"	Introduction to the Course	Read "Start Here" Section, Syllabus, & Using APA Review Canvas-provided readings and materials **Individual Assignment: Introduce Yourself (4 pts)**
Jan 13-19 (Opens after M0 complete)	1	General Overview of Surveillance & Assessment	Read Soriano, Chapter 1 Review Canvas-provided readings and materials **Individual Assignment: Select Your Groupmates (4 pts)**
Jan 20-26 (Opens after M1 complete)	2	Cultural & Social Considerations	Read Soriano, Chapter 2 & 3 Review Canvas-provided readings and materials **Individual Assignment: Group Details (4 pts)** ***Suggested: Schedule your stakeholder interview for January 20- February 6***
Jan 27-Feb 2 (Opens after M2 complete)	3	Planning for Needs Assessments	Read Soriano, Ch. 4 Review Canvas-provided readings and materials **Group Assignment: Team Building Assignment (7 pts)**
Feb 3-9	4	Collaboration, Stakeholders, Community Engagement & Mobilization	Review Canvas-provided readings and materials **Individual Assignment: Stakeholder Interview & Questions (9 pts)** **DUE: Brief Proposal (10 pts)**
Feb 10-16	**DUE:** Quiz 1		
Feb 17-23 (Opens after Quiz 1 complete)	5	Knowing the Public Health Issue	Review Canvas-provided readings and materials **Individual Assignment: Identifying Peer-Reviewed Articles (9 pts)**
Feb 24-Mar 2	6	Collecting primary data: Overview of assessment methods	Review Canvas-provided readings and materials ***Suggested: Meet with your group to work on your Preliminary Needs Assessment!***
March 2	**DUE: Preliminary Needs Assessment (60 pts)**		

Mar 3-Mar 9 (Opens after M6 complete)	7	Quantitative Assessment Methods	Soriano Book Ch. 5 Review Canvas-provided readings and materials **Individual Assignment: Fix the Cruddy Items (10 pts)** **Individual Assignment: Identifying Relevant Instruments (10 pts)**
Mar 10-14	8	Quantitative Data Prep & Analysis	Soriano Book Ch. 6 Review Canvas-provided readings and materials **Individual Assignment: Quantitative Analysis (8 pts)**
Mar 15-23	**Spring Break**		
Mar 24- Mar 30 (Opens after Quiz 2 complete)	9	Qualitative Assessment Methods	Soriano Book Ch. 7 Review Canvas-provided readings and materials ***Suggested: Meet with your group to work on your project!***
Mar 30	**DUE:** Quiz 2		
Mar 31- Apr 6 (Opens after M9 complete)	10	Qualitative Data Prep and Analyses Mixed Methods	Soriano Book Ch. 8 Review Canvas-provided readings and materials **Individual Assignment: Qualitative Analysis (8 pts)**
Apr 7-13 (Opens after M10 complete)	11	Recruiting and Collecting Data from Participants	Soriano Book Ch. 9 Review Canvas-provided readings and materials **Individual Assignment: Partnership List & Recruitment Strategy (7 pts)**
Apr 14-20	12	Reporting Findings	Soriano Book Ch. 10 Review Canvas-provided readings and materials ***Suggested: Study for Quiz 3; Meet with your group to work on your project!***
Apr 27	**DUE:** Quiz 3		
April 27	**DUE: Needs/Capacity Assessment Proposal (100 pts)**		

*The course outline and the terms of this syllabus (specifically the graded assignments) are subject to change. Any change to the syllabus will be posted as a Canvas announcement and with a revised version of the syllabus on Canvas. Please be sure you have Canvas notifications set up so you receive these announcements in a timely fashion.