

UNIVERSITY OF ARIZONA
Mel and Enid Zuckerman College of Public Health
CPH 532A

Applied Aspects of Program Planning, Implementation, and Evaluation I
Spring 2008

Day & Time: Monday & Wednesday - 1:00 to 2:50 Location: Room A-119 Drachman Hall

INSTRUCTOR

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COURSE PREREQUISITES

CPH 577 - Sociocultural and Behavioral Aspects of Public Health

CPH 531 - Contemporary Health Issues and Research

COURSE DESCRIPTION

This course is part one of a two-course sequence on practical applications in planning, implementing, and evaluating public health programs. The course is organized into four sections, each covering a major phase in the program planning/implementation/evaluation cycle. Section 1 provides a context in which health programs and evaluations occur, including the relevance of diversity and disparities to health programs. Section 2 deals with planning and developing health programs, including needs assessment, program theory and intervention, and program parameters. Section 3 covers the implementation of health programs, including logistics and process evaluation. Section 4 focuses on the realities of conducting program effect evaluations, including quantitative and qualitative methods, choosing designs, and analyzing and interpreting data. The second course in this sequence, CPH 532B, will focus on continuing the application of the principles taught in this course, with a special emphasis on practical applications in evaluation.

COURSE OBJECTIVES

Upon the completion of this course, students will be able to:

1. Appropriately **assess** individual and community needs.
2. Use theory-based intervention methods to **plan** and **implement** a public health program.
3. Design effective plans for **evaluation** of a public health program.
4. Engage in critical thinking (analyze and evaluate), creative thinking (imagine and create), and practical thinking (solve problems and make decisions) with regard to program planning, implementation and evaluation strategies.
5. Direct their own further learning and that of others on the subject of program planning, implementation and evaluation, including engaging in inquiry and constructing knowledge within the subject matter.

COURSE FORMAT

This 4-credit course is an applied course. Therefore students will sometimes meet during scheduled class periods, sometimes perform applied tasks outside of class individually and in teams, and sometimes meet individually and in teams with the instructor. Out-of-class assignments are designed to provide opportunities for students to further understand and apply the readings and materials discussed in class. Students will work in teams with public health programs/agencies to actually develop a plan for a public health program, its implementation, and its evaluation. The final product of the course will be the integration of all course content into the development of a comprehensive public health program plan.

COURSE TEXTS

Required

National Cancer Institute. (2005) *Theory at a Glance: A Guide for Health Promotion Practice (2nd Edition)*. Available at <http://www.cancer.gov/PDF/481f5d53-63df-41bc-bfaf-5aa48ee1da4d/TAAG3.pdf>.

Issel, L.M. (2004). *Health Program Planning and Evaluation: A Practical, Systematic Approach for Community Health*. Sudbury, MA: Jones and Bartlett Publishers.

Copies of readings from the following required course texts will be provided:

Timmreck, T.C. (2003). *Planning, Program Development, and Evaluation (2nd Edition)*. Sudbury, MA: Jones and Bartlett Publishers.

Green, L., & Kreuter, M. (2005). *Health Promotion Planning: An Educational and Ecological Approach (4th Edition)*. New York, NY: McGraw-Hill.

COURSE REQUIREMENTS

Attendance, Preparation, and Participation (100 points): Your attendance and full participation in class and all team activities is expected. Participation means **coming prepared** to take part in all activities and discussions and **taking an active part** in discussions and activities. In order to do this, you **MUST** have completed all reading and team or individual activity assignments, prepared notes on the assignments, and developed insights and queries for discussion purposes. If you consistently demonstrate that you have done this, you will receive appropriate points for participation. Your attendance, preparation and participation will be evaluated by the instructor and your peers.

Team Work Expectations: Public health professionals often work in teams. This class involves working with a team in order to plan a public health program. If you experience any problems in working cooperatively and productively within your team, it is your responsibility to resolve the problem within your team or to contact the instructor about the problem well before the team assignments/reports are due. If you miss a team meeting, it is your responsibility to

contact your team to find out what you missed and what you are expected to do. Of 600 points for the course grade, 400 (67% of the final grade) will come from the team work. Team grades measure, in part, your ability to work effectively with others to complete public health program planning, implementation and evaluation project. Team members will complete an evaluation of the other members of their team that will be utilized in the grading process. A grade for each team assignment will be given by the instructor. This grade may be modified (higher or lower) for each student based upon: a) feedback given by other team members and b) individual participation in the assignment. Further details will be provided with the assignment instructions to be given out in class.

<u>Assignments:</u>	<u>Date Due</u>	<u>Points</u>
Attendance/Preparation/Participation	All Semester	100
Reading Application Assignment	January 30	50
Use of Theory to Develop Programs Assignment	February 6	50
Team Needs Assessment Planning Form	February 25	50
Team Needs Assessment Report	March 24	100
Team Program Plan Report	April 14	100
Team Presentation	May 7	50
Final Report (including evaluation plan)	May 7	<u>100</u>
	TOTAL	600

Complete information, instructions, forms (if applicable), expectations, and grading criteria for each assignment will be provided in class.

Student Evaluation:

Grades will be determined by assessing the percentage of total possible points obtained.

- Total Possible Points: 600
- 540-600 = A
- 480-539 = B
- 420-479 = C
- 360-419 = D
- <60 = E/F

COURSE OUTLINE (subject to change as determined by the professor and students):

- 1/16 Introduction to Course
 Guest Speakers: Kim Fielding, MPH Student and Annabelle Nunez, MA, AHSC
 Information Services Librarian
 READING APPLICATION ASSIGNMENT

- 1/21 MLK Holiday

- 1/23 Looking at the “Big Picture” – A Case Study in Program Planning Implementation and Evaluation
Pre-class reading – Section 1: The Context of Health Program Development and Evaluation (Issel, 2004)
USE OF THEORY TO DEVELOP PROGRAMS ASSIGNMENT
- 1/28 Using Theory to Plan, Implement, and Evaluate Programs
 Guest speaker: Lisa Staten, PhD
Pre-class reading – *Theory at a Glance: A Guide for Health Promotion Practice (2nd Edition)*.
- 1/30 Discussion of Issel Section 1 and Student Grading of Reading Application Assignment
READING APPLICATION ASSIGNMENT DUE
- 2/4 Using a Logic Model for Program Planning, Implementation, and Evaluation
 Guest Speaker: TBA
Pre-class reading – Chapter 5: Program Theory and Interventions Revealed (Issel, 2004) and Renger, R. & Titcomb, A. (2002). A three-step approach to teaching logic models. *American Journal of Evaluation*, 23(4), 493-503.
- 2/6 Community-Based Organizations Present Program Ideas and Development of Student Teams
 (Martha Monroy, MA, REACH Team Lead, and Francisco Garcia, MD, MPH Director, UA National Center of Excellence in Women's Health; Donna Zazworsky and Evelyn Jacobs Madrid, Carondelet Parish Nursing Program; and Taren Kaye, Wellness Director, Tucson Indian Center)
Pre-class reading – Chapters 1 - 4 (Green & Kreuter, 2005)
USE OF THEORY TO DEVELOP PROGRAMS ASSIGNMENT DUE
- 2/11 Program Planning Step 1: Assessing Needs, Resources, and Contexts at Multiple Levels
Pre-class reading – Chapter 4: Community Health Assessment for Program Planning (Issel, 2004) and Chapter 5: Needs Assessment: Determining Programs and Services: Spanning the gaps (Timmreck, 2003)
- 2/13 Review of Readings to Date and Needs Assessment Planning
Pre-class reading – Chapter 4: Writing Goals and Objectives - pages 65-78 (Timmreck, 2003)
- 2/18 NO CLASS – needs assessment planning
- 2/20 NO CLASS – needs assessment planning
- 2/25 Team Discussions of Needs Assessment Activities Planned
TEAM NEEDS ASSESSMENT PLANNING FORM DUE

- 2/27 NO CLASS – each team performs needs assessment activities
- 3/3 NO CLASS - each team performs needs assessment activities
- 3/5 NO CLASS - each team performs needs assessment activities
- 3/10 NO CLASS - each team performs needs assessment activities
- 3/12 NO CLASS - each team performs needs assessment activities
- 3/17&3/19 SPRING BREAK
- 3/24 Discussion of Each Team’s Needs Assessment Process, Challenges, Successes, Lesson Learned, Etc. and Mid-Course Student Feedback to Instructor
TEAM NEEDS ASSESSMENT REPORT DUE
- 3/26 Developing a Program Plan
Pre-class reading – Chapter 6: Program Objectives and Setting Targets (Issel, 2004) and Chapter 4: Writing Goals and Objectives - pages 78-85 (Timmreck, 2003)
- 3/31 Developing a Program Plan
Pre-class reading – Chapter 6: Determining and Setting Priorities (Timmreck, 2003)
- 4/2 NO CLASS – team members will work on their program plan proposal
- 4/7 NO CLASS – team members meet with their project organization to obtain feedback on proposed program plans
- 4/9 NO CLASS – team members will work on their program plan proposal
- 4/14 Developing the Program Implementation Plan
Pre-class reading – Section 3: Implementing Health Programs (Issel, 2004)
TEAM PROGRAM PLAN REPORT DUE
- 4/16 Developing the Program Implementation Plan and Budget
Pre-class reading – Chapters 7, 8, and 9 (Timmreck, 2003) and *Proposal Budgeting Basics* available at http://fdncenter.org/learn/classroom/prop_budget/budget11.html
- 4/21 Developing the Program Impact and Outcome Evaluation Plan – Quantitative Methods, Design, Analysis, and Interpretation
Pre-class reading – Section 4: Chapters 9, 10 and 11 (Issel, 2004)

- 4/23 Developing the Program Impact and Outcome Evaluation Plan – Qualitative Methods and Analyses
Pre-class reading – Chapter 12: Qualitative Methods for Planning and Evaluation (Issel, 2004)
- 4/28 NO CLASS – team members will work on their program impact and outcome evaluation plan
- 4/30 Teams will meet with Instructor to Discuss Team Presentation and Final Report and Complete Teacher/Course Evaluation
- 5/5 NO CLASS – team members will work on their final report and presentation
- 5/7 Team Presentations/Discussion and Student Feedback on Course to Instructor
- 5/12 **FINAL TEAM REPORTS DUE BY NOON** (including impact and outcome evaluation plan)
- NO FINAL EXAM

UNIVERSITY POLICIES

Academic Integrity: Students are expected to abide by the University of Arizona code of Academic Integrity found at <http://w3.arizona.edu/~studpubs/policies/cacaint.htm>.

Statement of Plagiarism/Cheating: Students are advised to read and understand the section of the Student Handbook concerning academic dishonesty. The minimum punishment in this course for cases of academic dishonesty will be zero points for an assignment.

Classroom Behavior: Students are expected to be familiar with the UA Policy on Disruptive Behavior in an Instructional Setting found at http://hr2.hr.arizona.edu/dos/dos/pol_disrupt.htm and the Policy on Threatening Behavior by Students found at http://hr2.hr.arizona.edu/dos/pol_threat.htm. Please turn off all cell phones while in class.

COPH Grievance Policy: College of Public Health students who believe they have been subjected to unfair treatment in the administration of academic policies may seek resolution of their complaints through the College of Public Health Grievance Process found at http://w3.publichealth.arizona.edu/newcoph/students/3_grievance.htm

Understand PRECEDE-PROCEED.
Understand how PRECEDE-PROCEED is used in developing a logic model.
Understand the relationship of all the theories learned in 577 to the logic model.
Understand how and when to write an objective.
Understand the difference between evaluating a program (service delivery) vs. evaluating a research study.
Understand experimental and non experimental design.
Understand the relationship between qualitative and quantitative approaches to evaluation.
Understand human subjects requirements and their impact on evaluation. This includes the legal perspective.
Understand the difference between control group and comparison group.
Understand what a control group is.
Understand the guidelines of the evaluation as a profession.
Understand the threats to internal validity.
Understand what representative means.
Understand the difference between conducting a needs assessment and delving further into developing a logic model.
Understand scales of measurement and impact on types of data collected.
Understand what unobtrusive measures are.