

Applied Aspects of Program Planning, Implementation, and Evaluation

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Background

- In 2003, I inherited this first-year, 4-credit, required course for MPH students in the Health Behavior Health Promotion Section.
- Syllabus was heavily theory-based and was comprised of in-class only activities.
- After teaching it 2 years, course evaluation and student feedback indicated that:
 - many students did not like the course
 - few, if any, developed the applied skills necessary to develop a program plan that also included implementation and evaluation
- **RESULT:** In 2005, I dramatically changed the curriculum to center it within a community-based, service-learning framework.

Goal of Course

Facilitate the work of student teams (4-6) with community agencies to develop a program plan for each agency that includes:

- an assessment of needs and assets
- a theory-based program to meet the needs and capitalize on the assets, including the collaboration of other key community partners
- an implementation plan with budget outline
- a process and outcome evaluation plan



Community-Based Service Learning

- Preceding semester, I contact agencies that may be interested in participating.
- Make sure they understand that service-learning involves a reciprocal relationship of both service and learning between students and agency.
 - Agency & students learn from each other
 - Agency offers service to students as it provides them opportunities for real-world program planning
 - Students provide service to agency in the form of new eyes seeing issues and solutions and final document produced
 - Written in grant proposal format, document can be used by the agency to dedicate or solicit funding for the program.
- A “*Process and Timeline for the Planning Project*” is developed each year to guide students’ and community agencies’ progress throughout the semester.

Course Evaluation

- Students are graded on attendance, preparation, and participation in both in-class and out-of-class team activities based on:
 - rubric outlined in the course syllabus
 - instructor and peer evaluation through the use of a “*Confidential Team Member Feedback Form*”
- “*Use of Theory to Develop Programs*” critical analysis assignment
- Series of reports on their needs assessment, program and implementation plan, and program evaluation
- Final class team presentation and complete report

Course Impact on Students

The Santa Cruz Parish Nursing Program

Program Report



Hannah Carlson

Kayla Fair

Kathryn Flynn

Katie Gillespie

Kim Romney

Valerie Van Brocklin

June, 2008

Student reflections indicate:

- Their work with community agencies brings to life the readings for the course
- Service learning will help them better remember many of the lessons learned during the course
- They feel rewarded because they have provided community agencies with a service that can actually result in improving the health of community residents

Course Impact on Students



- “The applied project was so great – I learned so much about the theories by applying them.”
- “I found myself intensely energized by the service my team was able to provide to the community.”
- On a 5-point scale, 5-year average student rating regarding usefulness of outside assignments is 4.2.

Course Impact on Communities

16 different programs developed to date for 12 different community partner agencies:

- 2 Community and Migrant Health Centers
- Arizona Rural Health Office
- Arizona Smokers' Helpline
- Carondelet Hospital - Santa Cruz Parish Nursing Program
- University of Arizona College of Medicine - Commitment to Underserved People (C.U.P.) Program
- Tucson Indian Center - Wellness Program
- 2 community-campus partnerships (Project EXPORT & REACH) to reduce health disparities related to diabetes, substance abuse, and cervical cancer in Latino communities
- Emerge! Center Against Domestic Abuse
- Santa Cruz County Adolescent Wellness Network
- Southern Arizona VA Rural Veterans Health Initiative

Many of the programs have been funded least in part.



Example Project

- Student team (★) worked with the Sunnyside and Elvira Advocates for Health (SEAH) a community-campus partnership working in underserved, predominantly Latino communities to eliminate health disparities facing residents.
- The SEAH Walkable Communities Subcommittee focuses on environmental and systems change to encourage community members to increase their participation in physical activity.
- Members did not see many kids in their communities riding bicycles and wanted to know why.
- Student team worked with the SEAH subcommittee to do a community needs assessment that identified barriers to bicycle riding including: concern about safety, bikes in disrepair, and children who did not have bicycles.



Program Plan to Address Safety Concerns

- **Objective:** Develop a safe biking guide and community map to identify kid-friendly bike routes and destinations in the community.
- **Action:** In collaboration with the Pima County Department of Transportation and with help from volunteer local high school students, the SEAH Subcommittee developed the map and distributed it to local youth, schools, and agencies.

Result: Safe Biking Guide & Map

BASIC BICYCLING TIPS:

Fill in the Blanks:

Always wear a bike H E L M E T to protect your head! It's a good idea and the law in Arizona for riders under the age of 16.

Be visible wear white or other bright colors. Front L I G H T and rear reflector are required at night.

Obey all street signs and T R A F F I C S I G N S. For safety bicyclists must follow the same rules of the road as motorists.

Ride with traffic. Ride on the R I G H T S I D E of the road with traffic, not against it.

Use H A N D S I G N S and let other road users know what you are going to do.

S.E.A.H. BIKE SAFETY WORD SEARCH

BE SAFE! Always wear a helmet & obey the rules of the road.

Always ride on the right side of the road, WITH traffic.

Always stop at red lights & stop signs.

BE SEEN! Wear light, bright and reflective clothing at night. Use headlights and a red rear reflector at night. You should also use a rear tail light.

BE SMART! Use hand signals to show your intentions and ride in a predictable fashion.

ACKNOWLEDGMENTS
The creation and development of the children's Bike Map would not have been possible without the professional guidance and generous contributions of the following organizations:
Arizona Nutrition Network
BICAS
City of Tucson Mayor and Council
City of Tucson Neighborhood Resources
City of Tucson Department of Transportation
City of Tucson Department of Urban Planning and Design
Elvira Neighborhood Association
Pima County Board of Supervisors
Pima County Department of Transportation
PRD Neighborhoods
Sunnyside and Elvira Advocates for Health Coalition
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SUNNYSIDE ELVIRA ADVOCATES FOR HEALTH 2007

FIND A BALANCE BETWEEN FOOD and PHYSICAL ACTIVITY!

FITNESS IS FUN! Smart start...Fit for Life! Helping you reach your potential! Healthy Together!

FAMILY BICYCLE MAP

START YOUNG, EAT WELL, ACTIVATE, HEALTHY FOR LIFE!

BE SMART! Use hand signals to show your intentions and ride in a predictable fashion.

TURNING RIGHT (both are legal)

TURNING LEFT (both are legal)

SLOWING DOWN

NATIONAL HIGHWAY TRAFFIC SAFETY ADMINISTRATION'S TEN SMART RULES FOR BICYCLE SAFETY:

1. Protect Your Head. Wear a Helmet! Never ride a bicycle without a helmet.
2. Assure Bicycle Readiness. Make Sure your Bicycle is Adjusted Properly. Make sure you can stand over the top tube of your bicycle. Adjust your bicycle to fit you (see owner's manual).
3. Stop it. Always Check Brakes Before Riding. Always control your speed by using your brakes.
4. See and Be Seen. Wear clothes that make you more visible. Always wear neon, fluorescent, or other bright colors when riding a bicycle.
5. Avoid Biking at Night. It is far more dangerous to bicycle at night than during the day. Young children should NOT ride at night.
6. Be Alert. Always Keep a Lookout for Obstacles in your path. Stay alert at all times. Watch out for potholes, cracks, expansion joints, railroad tracks, wet leaves, drainage grates, or anything that could make you fall.
7. Go with the Flow. The Safe Way is the Right Way. Ride on the right side in a straight, predictable path. Always go single file in the same direction as other vehicles.
8. Check for Traffic. Always be aware of the Traffic Around You.
9. Learn Rules of the Road. Obey Traffic Laws. Bicycles are considered vehicles. Bicyclists must obey the same rules as motorists.
10. Don't Flip Over Your Bicycle. Wheels Should be Securely Fastened. If your bicycle has quick release wheels, it is your responsibility to make sure they are firmly closed at all times and to use the safety retainer if there is one.

SUNNYSIDE ELVIRA ADVOCATES FOR HEALTH BICYCLE MAP

- Bike Route with Striped Shoulder**
On major streets with "Bike Route" signs and white edge striping, approx. 4 ft. to 10 ft. wide paved shoulder, speed limits 25 mph or more.
- Bike Route**
On lower-volume streets, with "Bike Route" signs. Minimum speed limit of 20 mph.
- Residential Streets**
Selected block streets with maximum speed limit of 20 mph.
- Major Streets**
May be appropriate for experienced riders (more traffic, higher speeds, less width).
- Shared Use Path**
Paved 5 ft. to 10 ft. wide path, separated from the street.

- Sunnyside Neighborhood
- Elvira Neighborhood
- Park
- Church or Community Organization
- Charter or Private School
- Public School
- Library
- Railroad Crossing

Scale in Miles

Program Plan to Address Bikes in Disrepair

- **Objective:** Regularly conduct bike repair workshops for children and parents in different areas of the SEAH communities.
- **Action:** With help from SEAH members, the Greater Arizona Bicycling Association and Bicycle Inter-Community Action & Salvage, SEAH obtained \$1500 grant from Pro Neighborhoods and \$2000 grant from the Tucson mayor to purchase 2 bike repair trailers that hitch on the back of a bicycle for easy set up in a community and have all tools needed for bike repair.
- **Result:** Since 2006, regular bike repair workshops conducted, and many bikes in need of repair donated by community members to be fixed and given to kids.



Lessons Learned

- Students needed more guided reflection on connection of course content with community-based activities.
 - Initiated use of double-entry journal each week, 1 page about service-learning experience and 1 page about course content with connections drawn between them. The journal content is used to write in a reflective essay after the needs assessment, program plan development, and evaluation plan development.
- While service-learning courses require exceptional time and energy from faculty, community partner agencies, and students, the exceptional learning by all is more than worth the effort.
- Important to follow up with community partners and students regarding results of each service-learning project.

Service-learning courses rely heavily on the students and community partners agencies for their success. Many thanks go to them for showing us the way.

The End

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