

# **Applied Aspects of Program Planning, Implementation, and Evaluation**

**Health Promotion Sciences Division, Health Behavior Health Promotion Concentration  
Mel and Enid Zuckerman College of Public Health, University of Arizona, Tucson, AZ**

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**Background:** In 2005, this 4-credit, required course was dramatically changed from a theory-based course of in-class-only activities to a community-based, service-learning framework. The goal of the course is to facilitate the work of student teams (4-6) with a community agency to develop a program plan for the agency that includes: 1) an assessment of needs and assets, 2) a theory-based program to meet the needs and capitalize on the assets including the collaboration of other key community partners, 3) an implementation plan with budget outline, and 4) a process and outcome evaluation plan.

**Community-Based Service Learning:** In the semester preceding the course, I contact community partner agencies that may have a need for this effort, making sure they understand that service-learning involves a reciprocal relationship of both service and learning between the students and the agency. They learn from each other as the agency offers a service to the students by providing them the opportunity for real world program planning, while the students provide a service to the agency in the form of new eyes seeing the issues and solutions and the final document they produce. Written in the format of a grant proposal, it 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 the students’ and the community agencies’ progress throughout the semester - see attached example.

**Course Evaluation:** Students are graded on attendance, preparation, and participation in both in-class and out-of-class team activities, according to a rubric outlined in the Course Syllabus and based on instructor and peer evaluation through the use of a Confidential Team Member Feedback Form. They also complete a “Use of Theory to Develop Programs” critical analysis assignment as well as a series of reports on their needs assessment, program and implementation plan, and program evaluation, culminating in a final class presentation and report.

**Course Impact on Students:** Integrated throughout the course, student reflections indicate that their work with community agencies brings to life the readings for the course, that service learning will help them better remember many of the lessons learned during the course, and that they feel rewarded because they have provided the community agencies with a service that can actually result in improving the health of community residents. “I found myself intensely energized by the service my team was able to provide to the community.” On a 5-point scale, average student ratings regarding the value of out-of-class-activities are consistently 4.2 or above.

**Course Impact on Communities:** To date 16 different programs have been planned for 12 different agencies, including two Community and Migrant Health Centers, a hospital diabetes outreach program, the University of Arizona College of Medicine Commitment to Underserved People Program, two neighborhood associations, a Latina Cervical Cancer Prevention Project, the Arizona Center for Rural Health, the Tucson Indian Center Wellness Program, the Southern Arizona VA Rural Veterans Health Initiative, the Santa Cruz County Adolescent Wellness Network, and the Emerge! Center Against Domestic Abuse. Many of the programs have been funded and implemented, all or in part.

**Lessons Learned:** While service-learning courses require exceptional time and energy from faculty, community partners, and students, the exceptional learning by all is more than worth the effort.

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**PROCESS AND TIMELINE FOR PLANNING PROJECT**  
**CPH 532A**  
**2011**

**Developing and Conducting the Needs Assessment**

**Week of 2/07**

1. Meet with community partner agency staff as required to define the goals, objectives, activities, responsibilities and timelines for the needs assessment which must be completed by March 9. NOTE: Before meeting, students and community partner agency staff are expected to have developed a variety of ideas for accomplishing the needs assessment.
2. If focus groups are to be used, community partner agency staff and students will begin to identify focus group participants and schedule the focus groups during the 2/14 to 3/07 period (see below). Students will begin working on focus group questions in conjunction with community partner agency staff and will submit them for review by instructor.
3. If key informants are to be used, community partner agency staff and students will begin to identify them and schedule interview during the 2/14 to 3/07 period (see below). Students will begin working on structured interview questions in conjunction with community partner agency staff and will submit them for review by instructor.
4. If survey interviews are to be used, community partner agency staff and students will identify where and when these could be done. Students will begin working on the survey interview questions in conjunction with community partner agency staff and will submit them for review by instructor.

**2/03 to 2/14**

1. Students will settle on the goals, objectives, activities, responsibilities, and timelines for the needs assessment with the community partner agency staff.
2. Students will prepare a team statement of goals, objectives, activities, responsibilities, and timelines for the needs assessment and will present it for review and discussion to the class on 2/09/11. NOTE: A form for this statement is provided on D2L. Before the class, please post the team statement on D2L as instructed.
3. Students and the community partner agency staff will continue to work on preparing for data collection, including instruments to be used, recruiting participants, and scheduling.

**2/14 to 3/09**

1. Needs assessment activities must be completed, including data collection and analysis. This will require close work between and among the students and community partner agency staff.
2. Team members will write their needs assessment report, which is due on 3/21. NOTE: Write and format it according to the document on "How to Write Your Needs Assessment Report" on D2L. Before the class, please post the report on D2L as instructed.

**SPRING BREAK**

## **Developing the Program and Implementation Plan**

### **3/21 to 4/20**

1. Team members will develop their program plan, including theoretical basis, goals and objectives, in conjunction with community partner agency staff.
2. By no later than 4/01, team members will obtain feedback on the proposed program plan from their community partner agency staff.
3. Team members will incorporate this feedback into their final program plan.
4. From 4/06 to 4/20, team members will work on developing the program implementation plan. This will require close work with the community partner agency staff to incorporate the agency's program implementation experience and resources into the plan.
5. Team members will prepare a team program and implementation plan report, and present it for review and discussion to the class on 4/20. NOTE: When writing your report be sure to follow the "Program and Implementation Plan Report Outline" on D2L. Before the class, please post the team program plan on D2L as instructed.

## **Developing the Program Evaluation Plan**

### **4/20 to 5/11**

1. In conjunction with community partner agency staff, teams will develop a program evaluation plan, including process and outcome measures.
2. By no later than 4/27, team members will obtain feedback on the proposed program evaluation plan from their community partner agency staff.
3. Teams will incorporate this feedback into the final team report and prepare a comprehensive final team report, including sections on the needs assessment, program plan, implementation plan, and evaluation plan.
4. Team members will prepare a presentation of their complete project plan, including needs assessment, program plan, and evaluation plan, to give in class on 5/02.
5. Final team reports are due to instructor via D2L on 5/11 by noon. Each team must designate one person who will be responsible for working with instructor to make any final edits necessary up until the end of May.
6. Final team reports will be sent by email to the community partner agency staff on or before June 1, 2011.