UNIVERSITY OF ARIZONA
Mel and Enid Zuckerman College of Public Health
CPH 532A
Applied Aspects of Program Planning, Implementation and Evaluation I
Fall 2017

INSTRUCTOR
Martha Monroy, REACH Program Director
E-Mail: mmonroy@email.arizona.edu
Monday and Wednesday 10:00-11:50
Drachman Hall Room 122
Phone: 520-626-8036
Office Hours: TBA and by appointment

COURSE PREREQUISITES

The following courses are required prerequisites for all students in the Health Behavior Health Promotion Section, although CPH 577 may be taken concurrently with CPH 532A with approval from the instructor.

- CPH 577 - Sociocultural and Behavioral Aspects of Public Health
- CPH 531 - Contemporary Health Issues and Research

COURSE DESCRIPTION

This course focuses on the practical applications of planning, implementing, and evaluating public health programs. Program Planning is an applied course integrating classroom learning with field work. You will apply skills developed in this class and your other courses in the development of a program plan. A large percentage of the course takes part in the field working with your colleagues, community leaders and public health professionals in the development of a health promotion program plan that is relevant to the community partners. The course emphasizes the important role of community based participatory action and the relevance of diversity and disparities in the development of effective public health programs.

The course is organized into three sections, each covering a major phase in the program planning/implementation/evaluation cycle.

COURSE OBJECTIVES

Section One: Community Based Participatory Action and Research

The first section provides the context in which health programs occur, with an emphasis on Community Based Participatory Action and Research (CBPA\R) in the implementation of community assessments. Students will develop the skills to conduct a limited community assessment for their community partners. The students will be assigned to their groups and
introduced to their community partners at the end of this section. Upon completion of this section students will:

a. Be able to discuss the leading public health theoretical perspectives, how theoretical perspectives are used to guide community assessments and frame public health program plan development and evaluation.

b. Be able to identify the key components and methodology to conduct a community assessment integrating research method skills developed in previous coursework and this course.

c. Be able to identify and integrate the principles of Community Based Participatory Action and Research into a community assessment, program plan and evaluation.

d. Develop the skills to conduct a comprehensive literature review to guide and inform community assessment and identify potential evidence based interventions and promising practices for program planning.

e. Be able to identify the key components of a program plan, importance of a community assessment utilizing CBPR\A, how to engage community stakeholders in all aspects of program planning and assessment.

f. Be provided with an introduction to program evaluation

Section Two: Program Design and Planning

Students will begin work with their community partners utilizing the skills developed in Section One to analyze the results of the community assessment and develop a program plan in collaboration with the community partners. In addition, students will develop and enhance their ability to effectively work in community based\led participatory action and research. This section will place emphasis on the need to consider implications for evaluation and sustainability in all stages of program planning and development.

Upon completion of this section of the course students will:

a. Be able to use theory to frame program design

b. Use community assessment results to inform program design

c. Write SMART Objectives

d. Develop a draft program plan

e. Be able to articulate how to integrate sustainability considerations into the program planning process
Section Three: Program implementation and Evaluation

During the final section of the class students will work on the development of an implementation and evaluation plan. This section will continue to build students CBPA skills, develop some basic evaluation design skills and touch on sustainability strategies.

Upon completion of this section students will:

a. Be able to describe issues to consider when developing an evaluation plan

b. Be familiar with basic evaluation design and components

c. Be able to integrate community participation in evaluation design

d. Be Able to develop a basic evaluation design and discuss the merits and issues associated with different evaluation methods

e. Finalize program and evaluation plans

f. Discuss considerations for program implementation

Final product:

Upon completion of the course the students will turn in a completed program and evaluation plan developed in collaboration with their community partners. In addition to the skills described above, students will develop a practical understanding of community factors that facilitate and hinder program development, design and success, work with community members as equal partners in the development of public health programs, and develop the skills to work across disciplines and with non-traditional partners in public health.

COURSE FORMAT

This 4-credit course is an applied course. Therefore, many times during the scheduled class period students will meet with their groups or community partners, perform applied tasks outside of class individually and in teams, and 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 course reading and material discussed in class. Students will work in teams with community and public health programs/agencies to develop a plan for a public health program, its implementation, and 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. The final program plan format will resemble a grant application. The completed grant application if agreed upon with their community partners may be submitted for consideration for funding.
COURSE TEXTS

Required


The instructor has selected additional reading lists for each section. Additional web links, citations and/or electronic copies will be posted on D2L or the Course Library Page.


COURSE REQUIREMENTS

The course includes individual as well as group assignments.

**Attendance, Preparation, and Participation**: Your attendance and full participation in class and all team activities is expected. Participation means *coming prepared* and *taking an active part* in all activities and discussions. In order to do this, you must have completed all reading, team or individual activity assignments, prepared notes on the assignments, and developed insights and queries for discussion purposes. Peer learning is incorporated throughout the course including opportunities to lead discussions and present to your peers. Your attendance, preparation, and participation will be evaluated by the instructor.
Team Work Expectations: Public health is complex and public health professionals generally work in teams. This class involves working with a team in order to plan a public health program. If you experience any problems 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. 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. Further details will be provided with the assignment instructions to be given out in class.

Assignments:

All Course assignments are due before the beginning of the class on the due date.

Grading:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Date Due</th>
<th>Points</th>
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<tbody>
<tr>
<td>Attendance/Preparation/Participation</td>
<td>All Semester</td>
<td>100</td>
</tr>
<tr>
<td>Initial Course Assignment</td>
<td>August</td>
<td>50</td>
</tr>
<tr>
<td>Use of theory to develop program assignment</td>
<td>September</td>
<td>100</td>
</tr>
<tr>
<td>Community Assessment Planning Form</td>
<td>September</td>
<td>100</td>
</tr>
<tr>
<td>Community Assessment Report</td>
<td>October</td>
<td>150</td>
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<tr>
<td>Team Program Draft Report</td>
<td>November</td>
<td>200</td>
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<tr>
<td>a. Needs Assessment</td>
<td></td>
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<td>b. Literature Review</td>
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<tr>
<td>c. Implementation Plan</td>
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<tr>
<td>Team Presentation &amp; Draft Team Evaluation Plan</td>
<td>December</td>
<td>100</td>
</tr>
<tr>
<td>Final Report (including evaluation plan)</td>
<td>December</td>
<td>200</td>
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TOTAL 1000
Complete information, instructions, forms (if applicable), expectations, and grading criteria for each assignment will be provided in class.

**Grading Scale**

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

- **A**=90-100%
- **B**=80-89%
- **C**=70-79%
- **D**=60-69%
- **E**=59% or less

**COURSE OUTLINE**

*Subject to change as appropriate.*

**8/21/17**  
**Introduction to Course**

**First Reading Assignment be prepared to discuss in class on 8/23/17**


*Use discussion guide provided to prepare for class discussion*

**First Written Assignment due on 8/23/17**

**8/23/17**  
**Program Planning Step 1: Defining the Health Problem: Assessing Needs, Resources, and Contexts at Multiple Levels**

**Assignments Due:**

Be prepared to discuss first reading assignment

First written assignment due
Second Reading Assignment:

**Be prepared to discuss in class on 8/28**

**Second Written Assignment: Due on 9/6/17**
Refer to handout on use of Theory Assignment

8/28

**Using Theory to Plan, Implement, and Evaluate Programs**

**Reading Assignment 2 Due**
Be prepared to discuss the reading in class

8/30

**How to conduct Literature Reviews**
Guest Lecture: Jean McClelland  
*Assistant Librarian (Public Health)*  
*Arizona Health Sciences Library*

Community-Based Organizations Present Program Ideas and Development of Student Teams Introduce ideas for plans

9/6

**Looking at the “Big Picture”–Program Planning Implementation and Evaluation**
Basic principles of community based participatory action and partnering with communities.

Principles of effective community engagement
Guest Lecture: Jill De Zapien  
*Associate Dean, Community Programs*

9/11

**Program Theory, Interventions, and Logic Models**

**Assignment due:**
Written assignment 2: Use of theory in program development assignment due

Review of Readings to Date and Community Assessment Planning

9/13

**Community assessment activities**
How to query data sets and find, access, use and interpret extant data sources
Guest Lecturer: Alicia Thompson, Dr. PH candidate

9/18

**Team Discussions of Community Assessment Activities Planned**

**Assignment due:**
Team Community Assessment planning form

9/20

Community assessment activities
9/25  Community assessment activities

10/2  Community assessment activities

10/4  Community assessment activities

10/9  Community assessment activities

10/11 Community assessment activities

10/16 Discussion of Each Team’s Community Assessment Process, Challenges, Successes, Lesson Learned, Etc. and Mid-Course Student Feedback to Instructor.

**Assignment Due:**
Team Community Assessment

10/18 Developing the Program Plan

10/23 Developing the Program Plan - Continued

10/25-11/1 Team program plan work and feedback

11/6  Program Planning:

11/8  Program Planning: Developing the Program Implementation Plan - The Program Budget

11/13 Program Planning: Developing the Program Plan Considering Sustainability

11/15 Program Planning: Developing the Program Impact/Effect and Outcome Evaluation Plan
Guest Lecturer: Maia Ingram

**Assignments Due:**
Team Program Plan bring a copy to class

11/20 Evaluation plan considerations
Guest lecturer: Dr. John Ehiri Division Director, Health Promotion Sciences

11/27 Team members will meet with instructor to discuss team presentation and final report

11/29 Team members will work on their team presentation and final report, including evaluation plan
12/4  Team Presentations/Discussion and Student Feedback on Course to Instructor

12/6  No Class, teams will work on their final reports

12/8  **FINAL TEAM REPORTS DUE BY NOON IN D2L Dropbox** (including impact/effect 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](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](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](http://hr2.hr.arizona.edu/dos/pol_threat.htm). Please turn off all cell phones and computers while in class unless otherwise instructed.

**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](http://w3.publichealth.arizona.edu/newcoph/students/3_grievance.htm)