Instructor: Martha Monroy, Lecturer and Program Manager
Time: Monday and Wednesday 1:00-2:50
Location: Online via Zoom
Office Hours: 3:00-4:00 pm MW and by appointment
E-Mail: mmonroy@email.arizona.edu
Phone: 520-626-8036

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 focus is on the planning, implementing, and evaluating of health education/health promotion programs. This course will focus on the theory and processes of planning, implementing, and evaluating health education and promotion programs. While the PRECEDE-PROCEED model will be used as the framework, other models will also be presented and discussed. 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 LEARNING OUTCOMES

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 CBPA/R, 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, implementation and evaluation plans

**Final product:**

Upon completion of the course, students submit a program and evaluation plan developed in collaboration with their community partners. Plan must articulate factors that facilitate or hinder program development, design and success, as well as skills in working with community members as equal partners in the development of public health programs. Plan assessment will consider the extent to which students demonstrate skills in working across disciplines and with non-traditional partners in public health. **Each student** must individually provide a 2-page summary for how the evaluation plan was developed and what theories were used to frame the evaluation.
MPH HBHP COMPETENCIES COVERED:

1. Develop an evaluation plan related to a public health program.
2. Use theory to frame program design and evaluation

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

Text:


Online Resources:

Changelab Solutions(nd) The Planner’s Playbook Available at:
https://www.changelabsolutions.org/product/planners-playbook


Additional reading assignments will be posted on D2L

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.


Recommended


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.

**COVID absence policies**

Specifically, the CDC recommends that people stay at home if they feel sick, especially if they think they may have an infectious disease. However, the need to stay home may impact the student’s class participation, which often has implications for their course grades. It is critical that students feel that they can miss one class or a series of classes without penalty, to adhere to the public health protocol to limit
Students that need to miss a class, or series of classes, due to illness, are responsible for emailing their course instructor, with copy to the Dean of Students at DOS-deanofstudents@email.arizona.edu (link sends e-mail), to let them know of the need, as soon as possible. There is NO need for a medical excuse to be provided, at least initially (see below).

- Students are responsible for completing any work that they might miss due to illness, including assignments, quizzes, tests and exams.
- Students are responsible for communicating with their instructor(s) via the means of communication established by the instructor(s), e.g., via D2L, email, text, etc.
- Students who need to miss more than 1 week of classes in any one semester will be required to provide a doctor’s note of explanation to DOS-deanofstudents@email.arizona.edu (link sends e-mail). The Dean of Students Office will communicate the receipt of the note (with expected end date) out to the relevant faculty.

The UA’s policy concerning class attendance, participation, and administrative drops is available at: http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop

The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable, http://policy.arizona.edu/human-resources/religious-accommodation-policy.

Absences pre-approved by the UA Dean of Students (or Dean Designee) will be honored, http://deanofstudents.arizona.edu/

Life challenges: If you are experiencing unexpected barriers to your success in your courses, please note the Dean of Students Office is a central support resource for all students and may be helpful. The Dean of Students Office can be reached at 520-621-2057 or DOS-deanofstudents@email.arizona.edu.

Physical and mental-health challenges: If you are facing physical or mental health challenges this semester, please note that Campus Health provides quality medical and mental health care. For medical appointments, call (520-621-9202. For After Hours care, call (520) 570-7898. For the Counseling & Psych Services (CAPS) 24/7 hotline, call (520) 621-3334.

Teamwork 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.

**Communications:** You are responsible for reading emails sent to your UA account from your instructor and the announcements that are placed on the course web site. Information about readings, news events, your grades, assignments and other course related topics will be communicated to you with these electronic methods. The official policy can be found at: [https://www.registrar.arizona.edu/personal-information/official-student-email-policy-use-email-official-correspondence-students](https://www.registrar.arizona.edu/personal-information/official-student-email-policy-use-email-official-correspondence-students)

**Required extracurricular activities:**

This is an applied course. Students are expected to meet with their community partners as necessary to collaborate, receive input and complete course requirements. In addition, the course requires the completion of a community assessment and the development of a program plan. Those products require data collection both from existing sources and the completion of a community assessment. These activities may require time spent at various community sites.

**Assignments:**

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

**Point Distribution:**

<table>
<thead>
<tr>
<th>Assignments:</th>
<th>Date Due</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/Preparation/Participation</td>
<td>All Semester</td>
<td>100</td>
</tr>
<tr>
<td>First Course Assignment</td>
<td>January 20</td>
<td>50</td>
</tr>
<tr>
<td>Use of theory to develop program assignment</td>
<td>January 29</td>
<td>100</td>
</tr>
<tr>
<td>Draft Community Assessment form&amp; Partnership</td>
<td>February 4</td>
<td>25</td>
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<tr>
<td>Final Community Assessment Planning Form</td>
<td>February 15</td>
<td>75</td>
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<tr>
<td>Community Assessment Report</td>
<td>March 25</td>
<td>100</td>
</tr>
<tr>
<td>Team Program Draft Report</td>
<td>April 20</td>
<td>200</td>
</tr>
<tr>
<td>Draft Implementation and Evaluation Plan</td>
<td>April 29</td>
<td>100</td>
</tr>
<tr>
<td>Team Presentation</td>
<td>May 3 and May 5</td>
<td>50</td>
</tr>
<tr>
<td>Final Report</td>
<td>May 10</td>
<td>150</td>
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<tr>
<td><strong>Individual Report on Evaluation Plan and Theories</strong></td>
<td><strong>May 10</strong></td>
<td><strong>50</strong></td>
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TOTAL 1000

Instructions, forms (if applicable), expectations, and grading criteria for each assignment will be provided.
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 and Schedule
Subject to change as appropriate. Students will receive notice of any changes via announcements on D2L.

1/13 Introduction to Course

First Reading Assignments be prepared to discuss in class on 1/20


Pages 20-28 in Changelab Solutions(nd) The Planner’s Playbook Available at: https://www.changelabsolutions.org/product/planners-playbook.


Use discussion guide provided to prepare for class discussion on the Wynn Article

First written Assignment due on 1/20
Description listed on D2L

1/20 Program Planning Step 1: Defining the Health Problem: Assessing Needs, Resources, and Contexts at Multiple Levels
Community Based Participatory Research and Action
Assignments Due: Be prepared to discuss first reading assignment and
worksheet

1/25  Program Planning Step 1: Defining the Health Problem: Assessing Needs, Resources, and Contexts at Multiple Levels

Assignments Due:
Be prepared to continue the discussion of the first reading assignment

Second Reading Assignment:
Be prepared to discuss in class on 1/27
Chapter 6 in Hodges and Videto
And other assignments on D2L

Second Written Assignment: Due on 1/27
Refer to handout on use of Theory Assignment

1/27  Using Theory to Plan, Implement, and Evaluate Programs
How to conduct a Literature Review
Be prepared to discuss the reading in class

2/3  Role of Community Assessments in Program Planning and Evaluation
Reading assignment: Chapter 1 in Hodges and Videto and Chapter 1 in KU Community Toolbox
Other Reading Assignments posted on D2L

Community-Based Organizations Program Ideas and Development of Student Teams for projects

2/8  Program Planning Overview: Implementation and Evaluation Basic principles of community based participatory action and partnering with communities,
Assignments due: Draft Community Assessment planning form and partnership principles
Reading assigned on D2L

2/10  Community Assessment Methods
Role of community assessment and theory in program planning and evaluation
Reading Assignment: Chapter 2 and 3 in Hodges and Videto
Additional Reading on D2L
2/15  Community assessment activities

2/17  Team Discussions of Community Assessment Activities Planned

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

2/22  Community assessment activities

2/24  Community assessment activities

3/1  Community assessment activities

3/3  Community assessment activities

3/8  Community assessment activities

3/10  Community assessment activities

3/15  Discussion of Each Team’s Community Assessment Process, Challenges, Successes, Lesson Learned, Etc. and Mid-Course Student Feedback

3/17  Developing the Program Plan
Reading Assignment: Chapter 4 in Hodges and Videto
Other reading posted on D2L

3/20  **Assignment due: Team Community Assessment report due**

3/24  Developing the Program Plan- Community engagement, evidence-based approaches and promising practices

**Reading assignment: Chapter 5 in KU Community Toolbox**
Additional Reading assignment on D2L

3/29  Developing the Program Plan – Goals, SMART Objectives and Activities

**Logical Framework and Logic Models**
Reading assignment on D2L

3/31-4/5  Team program plan work and feedback

4/7  Program Planning: Developing the Program Implementation Plan - The Program Budget
Reading assignment on D2L
4/12 Program Planning: Developing the Program Plan Considering Sustainability
Reading assignment on D2L

4/14 Team Presentations/Discussion and Student Feedback
Assignments Due:
Team Program Draft Report bring a copy to class

4/19 Team Presentations a

4/20 Program Plan due on D2L

4/21 Community Engagement in Evaluation-role of CBPR/A
Chapter 1 Section 11 in KU Community Toolbox
Chapter 36 in KU Community Toolbox

4/21 Evaluation Methods
Reading Assignment: See D2L

4/19-5/3 Evaluation methods

5/4-5/5 Team Presentations/Discussion and Student Feedback on Course

5/10 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.

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.

Plagiarism: What counts as plagiarism?

* Copying and pasting information from a web site or another source, and then revising it so that it sounds like your original idea.
* Doing an assignment/essay/take home test with a friend and then handing in separate assignments that contain the same ideas, language, phrases, etc.

* Quoting a passage without quotation marks or citations, so that it looks like your own.

* Paraphrasing a passage without citing it, so that it looks like your own.

* Hiring another person to do your work for you or purchasing a paper through any of the on- or off-line sources.

**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)

**Gender Pronoun Statement**

It is already UA policy that class rosters are provided to instructors with a student’s preferred name. Students may share their preferred name and pronoun with members of the teaching staff and fellow students, as desired, and these gender identities and gender expressions will be honored in this course. As the course includes group work and in-class discussion, it is critical to create an educational environment of inclusion and mutual respect. In this class, to be inclusive of all gender identities and expressions, students will be referred to by their first or last names, the pronoun of their choice, or by default, the pronoun “they”.