SYLLABUS (01/17/13)
CPH 532a: Applied Aspects of Program Planning, Implementation, and Evaluation I
Spring 2013

Time:  Monday & Wednesday 1:00-2:50 pm
Location:  Drachman Hall A112
Breakout rooms:  A104, A108, A121

Instructors
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Office Hours
By Appointment

Catalog Description
This course is part one of a two-course sequence 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. The second course in this sequence (CPH 532B) will focus on the application of the principles taught in this course in community situations.

Course Description
This course on practical applications in planning, implementing, and evaluating public health programs 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 practical applications in evaluation including the realities of conducting program effect evaluations, quantitative and qualitative methods, choosing designs, and analyzing and interpreting data. This is a service-learning course that involves students in community service activities and applies the experience to personal and academic development.
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 instructors. HBHP students lacking one or more prerequisites must receive approval from the instructors before enrollment.

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

For students in other MPH sections, a waiver of prerequisite CPH 531 must be requested from one of the instructors before enrollment.

Course Learning Objectives

The objectives for this service-learning course are linked to real community needs that are determined in cooperation with community partners and service recipients. 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** a public health program.
3. Design effective plans for **implementation** and **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 program subject matter.
6. Use **critical reflection** to analyze concepts, evaluate experiences, and form opinions about the service learning process while examining and questioning their personal beliefs, opinions, and values.

Course Format

This 4-credit course is an applied service-learning 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 instructors. 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 integrate all course content and assignments into the development of a comprehensive public health program plan.

Competencies Covered

The following MPH core competencies are covered in this course.

**ANALYTICAL SKILLS**

- Defines a problem
- Determines appropriate uses and limitations of data
- Selects and defines variables relevant to defined public health communication problems
- Evaluates the integrity and comparability of data and identifies gaps in data sources
• Understands how the data illuminate ethical, political, scientific, economic, and overall public health issues
• Understands basic research designs used in public health
• Makes relevant inferences from data

COMMUNICATION SKILLS
• Communicates effectively both in writing and orally (unless a handicap precludes one of those forms of communication)
• Interprets and presents accurately and effectively demographic, statistical, and scientific information for professional and lay audiences, adapting and translating public health concepts to individuals and communities
• Solicits input from individuals and organizations
• Advocates and markets for public health programs and resources, including political lobbying, collaboration building, and networking
• Leads and participates in groups to address specific issues, including ability to work in teams, span organizational boundaries, and cross systems
• Demonstrates cultural competency in all of the above and community development

POLICY DEVELOPMENT/PROGRAM PLANNING SKILLS
• Assesses and interprets information to develop relevant policy options
• Translates policy into organizational plans, structures and programs
• Decides on the appropriate course of action and writes a clear and concise policy statement and implementation plan
• Identifies public health laws, regulations, and policies related to specific programs
• Develops mechanisms to monitor and evaluate programs for their effectiveness and quality

CULTURAL SKILLS
• Understands the current forces contributing to cultural diversity in the Southwest
• Interacts competently, respectfully, and professionally with persons from diverse backgrounds
• Identifies and examines the role of cultural, social, ethnic, religious, spiritual, and behavioral factors in determining disease prevention health promoting behavior, and health service organization and delivery
• Develops and adapts approaches to public health problems that take into account cultural differences
• Understands the dynamic forces contributing to cultural diversity

BASIC PUBLIC HEALTH SCIENCE SKILLS
• Defines, assesses, and understands the health status of population, determinants of health and illness, factors contributing to health promotion and disease prevention, and factors influencing the use of health services
• Applies the basic public health sciences including behavioral and social sciences, biostatistics, epidemiology, environmental public health, and prevention of chronic and infectious diseases and injuries

FINANCIAL PLANNING AND MANAGEMENT SKILLS
• Prepares proposals for funding from internal and external sources
Course Notes

The syllabus, course materials (other than the course text), discussions, assignments, drop box, and grades will be made available at http://d2l.arizona.edu.

Required Text


Required Readings

Copies of the following required readings will be provided on D2L:


Recommended Readings


Course Requirements/Expectations

Attendance, Preparation, and Participation (50 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. We will not go over the readings in class. Instead you will be given activities that will help you think within the context of the subject materials you have read in preparation for class. If you have not prepared adequately for class, you will not be able to participate adequately. If you consistently come to class prepared, you will receive appropriate points for participation. Your attendance, preparation and participation will be evaluated by the instructors 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 instructors 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 the 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 instructors. 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. Assignment instructions will contain all details.

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<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>50</td>
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<tr>
<td>Team Needs Assessment Planning Form</td>
<td>January 30</td>
<td>50</td>
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<tr>
<td>Use of Theory to Develop Programs Assignment</td>
<td>February 27</td>
<td>50</td>
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<tr>
<td>Team Needs Assessment Report</td>
<td>March 6</td>
<td>100</td>
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<td>Team Program and Implementation Plan Report</td>
<td>April 17</td>
<td>100</td>
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<tr>
<td>Team Final Report Presentation</td>
<td>May 1</td>
<td>50</td>
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<tr>
<td>Reflection Journal and Reflection Essays (4 x 25 pts ea)</td>
<td>Feb 4, March 6, 100 April 17 &amp; May 7</td>
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<tr>
<td>Final Report (including Evaluation Plan)</td>
<td>May 6</td>
<td>100</td>
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TOTAL 600

Complete information, instructions, forms (if applicable), expectations, and grading criteria for each assignment will be provided on D2L or in class.

**Grading/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  
<360 = E/F

**Course Schedule**

The following course schedule is subject to change as deemed appropriate by the instructors and students.

1/09 Introduction to Course  
- What is service learning?  
- Course operation and expectations

1/14 Looking at the “Big Picture”  
**Pre-class readings:**  
- Chapter 4 (Hodges & Videto, 2011)  
- Example Rural Health Outreach Grant Guidance and Example Outreach Grant Application – on D2L  
- A three-step approach to teaching logic models – on D2L
Community-Based Organizations Present Program Ideas & Development of Student Teams

Guest speaker: Martha Monroy, MA, Team Leader, Racial and Ethnic Approaches to Community Health (REACH) Program Director, Center of Excellence in Women’s Health, MEZCOPH, Tucson, AZ

1/16
Community-Based Organizations Present Program Ideas & Development of Student Teams

Guest speakers: Mary Carter, MBA, Special Projects Manager, Marana Health Center, Gail Emerick, MPH, Executive Director, Southeast Arizona Area Health Education Center, Jacquelynn Villa-Baze, MA Refugee Leadership Committee, La Frontera Center, Inc.

1/21
MLK Holiday

1/23
Program Planning: Assessment for Developing Programs

Pre-class readings:
- Chapters 1, 2 & 3 (Hodges & Videto, 2011)
- Assessment Primer – on D2L
- Need Section of Example Rural Health Outreach Grant Application
- Chapter 4: Writing Goals and Objectives - pp 65-78 (Timmreck, 2003) – on D2L
- Benefits of Teamwork – on D2L
- How to Work Effectively in Groups – on D2L
- Twelve Tips for Team Building – on D2L
- Needs Assessment Planning Form – on D2L
- Needs Assessment Planning Form Example – on D2L
- Instructions for Reflection Assignments – on D2L

Students will work in teams to begin developing ideas for their project needs assessment.

FIRST INDIVIDUAL REFLECTION ASSIGNMENT

1/28
Needs Assessment Planning
Team members will work on their needs assessment planning in breakout rooms and receive instructors’ feedback as needed.

1/30
Team Discussions of Needs Assessment Activities Planned
TEAM NEEDS ASSESSMENT PLANNING FORM DUE – D2L DROPBOX

2/04
NO CLASS - each team performs needs assessment activities – team members meet with instructors as needed by appointment

FIRST INDIVIDUAL REFLECTION DUE (Including journal notes) – D2L DROPBOX

NEEDS ASSESSMENT PLANNING CONFIDENTIAL TEAM MEMBER FEEDBACK FORM DUE – D2L DROPBOX

2/06
NO CLASS - each team performs needs assessment activities – team members meet with instructors as needed by appointment
2/11  NO CLASS - each team performs needs assessment activities – team members meet with instructors as needed by appointment

2/13  Program Planning and Theories

Pre-class readings:
- Development of a planning and evaluation methodology for assessing the contribution of theory to a diabetes prevention lifestyle intervention – on D2L

USE OF THEORY TO DEVELOP PROGRAMS ASSIGNMENT

2/18  NO CLASS - each team performs needs assessment activities – team members meet with instructors as needed by appointment

2/20  NO CLASS - each team performs needs assessment activities – team members meet with instructors as needed by appointment

2/25  NO CLASS - each team performs needs assessment activities – team members meet with instructors as needed by appointment

2/27  NO CLASS - each team performs needs assessment activities – team members meet with instructors as needed by appointment

USE OF THEORY TO DEVELOP PROGRAMS ASSIGNMENT DUE – D2L DROPBOX

3/04  NO CLASS - each team performs needs assessment activities – team members meet with instructors as needed by appointment

3/06  Presentations of Needs Assessment Plans; Reflections Regarding Each Team's Needs Assessment Process, Challenges, Successes, Lesson Learned, Etc.; and Mid-Course Student Feedback to Instructors

TEAM NEEDS ASSESSMENT REPORT DUE

NEEDS ASSESSMENT INDIVUDUAL REFLECTION DUE (Including journal notes)

NEEDS ASSESSMENT CONFIDENTIAL TEAM MEMBER FEEDBACK FORM DUE – ALL IN D2L DROPBOX

3/11&3/13  SPRING BREAK

3/18  Program Planning: Developing the Program Plan

Pre-class readings:
- Chapter 7 (Hodges & Videto, 2011)
- Planning Primer

3/20  Program Planning: Developing the Program Plan - Continued

Pre-class readings:
Response Section of Example Rural Health Outreach Grant Application – on D2L
- Chapter 8 (Hodges & Videto, 2011)

3/25  Team members will work on their program plan proposal in breakout rooms and receive instructors' feedback as needed.
3/27 Team members will work on their program plan proposal in breakout rooms and receive instructors’ feedback if needed.

4/01 Program Planning: Developing the Program Implementation Plan
Pre-class readings:
• Chapter 9 (Hodges & Videto, 2011)
• Implementation Primer – on D2L
• Sustainability Primer – on D2L

4/03 Program Planning: Developing the Program Implementation Plan - The Program Budget
Pre-class readings:
• Chapters 10 & 11 (Kettner, Moroney & Martin) – on D2L

4/08 Team members will work on their program implementation plan proposal in breakout rooms and receive instructors’ feedback if needed.

4/10 Team members will work on their program implementation plan proposal in breakout rooms and receive instructors’ feedback if needed.

4/15 Presentations of Program and Implementation Plans and Reflections Regarding Each Team’s Process, Challenges, Successes, Lesson Learned, Etc.

4/17 Program Planning: Developing the Program Process and Outcome Evaluation Plan
Pre-class readings:
• Chapter 10 (Hodges & Videto, 2011)
• Evaluation Primer – on D2L
• Chapters 12 & 13 (Kettner, Moroney & Martin) – on D2L

TEAM PROGRAM & IMPLEMENTATION PLAN REPORT DUE
PROGRAM & IMPLEMENTATION PLAN INDIVIDUAL REFLECTION DUE
PROGRAM & IMPLEMENTATION PLAN CONFIDENTIAL TEAM MEMBER FEEDBACK FORM DUE – ALL IN D2L DROPBOX

4/22 NO CLASS – team members will work on their evaluation plan

4/24 Team members work on their evaluation plan and final report in breakout rooms and meet with instructors for feedback, if needed.

4/29 Team members work in breakout rooms and meet with instructors for feedback on final report to receive recommendation about team final report and presentations.

5/01 NO CLASS – team members will work on their evaluation plan and final report presentations.

5/07 There will be no final exam. Class will meet from 1-3 PM for Team Presentations of Final Reports and Students will provide feedback on course and complete Teacher/Course Evaluation
DUE BY MIDNIGHT IN D2L DROPBOX:
• FINAL PROJECT REPORTS (including process and outcome evaluation plan)
• FINAL REPORT CONFIDENTIAL TEAM MEMBER FEEDBACK FORM DUE
• FINAL INDIVIDUAL REFLECTION DUE

Communications: You are responsible for reading emails sent to your UA and D2L accounts from your professor 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: http://www.registrar.arizona.edu/emailpolicy.htm

Disability Accommodation: If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you register with Disability Resources (621-3268; drc.arizona.edu) and notify me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations. The official policy can be found at: http://catalog.arizona.edu/2011-12/policies/disability.htm

Academic Integrity: All UA students are responsible for upholding the University of Arizona Code of Academic Integrity, available through the office of the Dean of Students and online: The official policy found at: http://deanofstudents.arizona.edu/codeofacademicintegrity

Classroom Behavior: (Statement of expected behavior and respectful exchange of ideas)
The Dean of Students has set up expected standards for student behaviors and has defined and identified what is disruptive and threatening behavior. This information is available at: http://deanofstudents.arizona.edu/disruptiveandthreateningstudentguidelines

Grievance Policy: Should a student feel he or she has been treated unfairly, there are a number of resources available. With few exceptions, students should first attempt to resolve difficulties informally by bringing those concerns directly to the person responsible for the action, or with the student's graduate advisor, Assistant Dean for Student and Alumni Affairs, department head, or the immediate supervisor of the person responsible for the action. If the problem cannot be resolved informally, the student may file a formal grievance using the Graduate College Grievance Policy found at http://grad.arizona.edu/academics/policies/academic-policies/grievance-policy

Grade Appeal Policy: http://catalog.arizona.edu/2011-12/policies/gradappeal.htm

Telephone and Computer Use: Laptops are allowed in class to take notes, look at materials for the course on D2L, or look up things on the Internet pertaining to the course. Use is governed by the following University policy: Acceptable Use of Computers and Networks at the University of Arizona. Any use of a laptop for email, social networking, or anything that is not course related will result in immediate dismissal from the course. Turn your cell
phones to silent or vibrate in order to not disrupt the class and disturb your fellow students and instructors.

**Syllabus Changes:** Information contained in the course syllabus may be subject to change with reasonable advance notice, as deemed appropriate by the instructors in collaboration with the students.