UNIVERSITY OF ARIZONA
Mel and Enid Zuckerman College of Public Health
CPH 532A
Applied Aspects of Program Planning, Implementation and Evaluation
Spring 2020

Instructor: Martha Monroy, Lecturer and Program Manager
Time: Monday and Wednesday 1:00-2:50
Location: HSIB 531
Office Hours: TBA 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. They 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 the students will turn in a completed program, implementation 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.
**MPH/PROGRAM COMPETENCIES COVERED:**

Evidence Based Approaches to Public Health  
Public Health and Health Care Systems  
Planning and Management to Promote Health  
Policy in Public Health  
Communication  
Systems Thinking

**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.

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/

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
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>
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<tbody>
<tr>
<td>Attendance/Preparation/Participation</td>
<td>All Semester</td>
<td>100</td>
</tr>
<tr>
<td>Introductory Course Assignment</td>
<td>January 22</td>
<td>50</td>
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<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 5</td>
<td>25</td>
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<tr>
<td>Final Community Assessment Planning Form</td>
<td>February 10</td>
<td>75</td>
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<tr>
<td>Community Assessment Report</td>
<td>March 20</td>
<td>100</td>
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<tr>
<td>Team Program Draft Report</td>
<td>April 22</td>
<td>200</td>
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<tr>
<td>Draft Implementation and Evaluation Plan</td>
<td>May 1</td>
<td>100</td>
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<tr>
<td>Team Presentation</td>
<td>May 4 and May 6</td>
<td>50</td>
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<tr>
<td>Final Report</td>
<td>May 11</td>
<td>200</td>
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<td>TOTAL</td>
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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
Subject to change as appropriate. Students will receive notice of any changes via announcements on D2L.

1/15    Introduction to Course

First Reading Assignment be prepared to discuss in class on 1/22

Use discussion guide provided to prepare for class discussion

Introductory Assignment due on 1/22

1/22   Program Planning Step 1: Defining the Health Problem: Assessing Needs, Resources, and Contexts at Multiple Levels
Community Based Participatory Research and Action

1/27   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

Second Reading Assignment:
Be prepared to discuss in class on 1/29
Chapter 6 in Hodges and Videto

Second Written Assignment: Due on 1/29
Refer to handout on use of Theory Assignment

1/29   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
Community-Based Organizations Program Ideas and Development of
Student Teams Introduce ideas for plans

2/5 Program Planning Overview: Implementation and Evaluation Basic principles of community based participatory action and partnering with communities. 
Assignment due: Draft Community Assessment planning form and partnership principles

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

2/12 Community assessment activities

2/17 Team Discussions of Community Assessment Activities Planned
Assignment due: Final Team Community Assessment planning form

2/19 Community assessment activities

2/24 Community assessment activities

2/27 Community assessment activities

3/2 Community assessment activities

3/4 Community assessment activities

3/9-3/13 Spring Recess No Class

3/16 Discussion of Each Team’s Community Assessment Process, Challenges, Successes, Lesson Learned, Etc. and Mid-Course Student Feedback

3/18 Developing the Program Plan 
Reading Assignment: Chapter 4 in Hodges and Videto

3/20 Assignment due: Team Community Assessment report due

3/23 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
3/25  Developing the Program Plan – Goals, SMART Objectives and Activities
Logical Framework and Logic Models
Reading assignment on D2L

3/25-4/1  Team program plan work and feedback

4/6  Program Planning: Developing the Program Implementation Plan - The Program Budget

4/8  Program Planning: Developing the Program Plan Considering Sustainability

4/13  Team Presentations/Discussion and Student Feedback
Assignments Due:
Team Program Draft Report bring a copy to class

4/15  Team Presentation

4/17  Program Plan due on D2L

4/20  Community Engagement in Evaluation-role of CBPR/A
Chapter 1 Section 11 in KU Community Toolbox
Chapter 36 in KU Community Toolbox

4/22  Evaluation Methods
Reading Assignment: Chapters 3,6 and 7 in Thorogood and Coombes.

4/27

4/22-4/29  Evaluation methods

5/4-5/6  Team Presentations/Discussion and Student Feedback on Course

5/11  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.

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”.