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

Spring 2011

Day & Time: Monday & Wednesday   Class Location: Drachman Hall, Room A112
                      1:00 – 2:50 PM   Breakout Room: A121

INSTRUCTOR
Lynda Bergsma, PhD, Assistant Professor   E-Mail: lbergsma@u.arizona.edu
Room A268, Drachman Hall   Phone: 520-626-2401 (office)
Office Hours: Monday and Wednesday 2:50 to 3:45 PM   or 520-403-7450 (cell)

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. HBHP students lacking one or more prerequisites must receive approval from the instructor before enrollment.
- CPH 577 - Sociocultural and Behavioral Aspects of Public Health
- CPH 531 - Contemporary Health Issues and Research
- CPH 535 – Multicultural Health Beliefs

Prerequisites CPH 531 and CPH 535 will be waived by the instructor for students in other MPH Sections.

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 OBJECTIVES
The objectives for this service-learning course are linked to real community needs that are designed 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 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 instructor. 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 of all course content and assignments into the development of a comprehensive public health program plan.

COURSE READINGS

Required
Work Group for Community Health and Development**.** (2011). *Community Tool Box*. Available at http://ctb.ku.edu/en/default.aspx.
Kettner, P.M., Moroney, R.M., & Martin, L.M. (2008). *Designing and Managing Programs (3ʳᵈ Edition).* Los Angeles, CA: Sage Publications. NOTE: This is a required text for CPH574 - Public Health Policy & Management

Copies of the following required readings will be provided:

Hodges, B.C. & Videto, D.M. (2011). *Assessment and Planning in Health Programs (2ⁿᵈ Edition)*. Sudbury, MA: Jones and Bartlett Learning. (various chapters)
Timmreck, T.C. (2003). *Planning, Program Development, and Evaluation (2ⁿᵈ Edition).* Sudbury, MA: Jones and Bartlett Learning. (various chapters)
Helitzer, D., Peterson A.B., Thompson, J., & Fluder, S. (2008). Development of a planning and evaluation methodology for assessing the contribution of theory to a diabetes prevention lifestyle intervention. *Health Promotion Practice*, 9(4), 404-414.
Renger, R. & Titcomb, A. (2002). A three-step approach to teaching logic models. *American Journal of Evaluation*, 23(4), 493-503.

Recommended
National Cancer Institute. (2005) *Theory at a Glance: A Guide for Health Promotion Practice (2ⁿᵈ Edition)*. Available at http://www.cancer.gov/PDF/481f5d53-63df-41bc-bfaf-5aa48ee1da4d/TAAG3.pdf.

COURSE REQUIREMENTS

Attendance, Preparation, and Participation (100 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. If you consistently demonstrate that you have done this, you will receive appropriate points for participation. Your attendance, preparation and participation will be evaluated by the instructor 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 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.   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 instructor. 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.

Assignments:	Date Due	Points
Attendance/Preparation/Participation	All Semester	50
Team Needs Assessment Planning Form	February 9	50
Use of Theory to Develop Programs Assignment	March 9	50
Team Needs Assessment Report	March 21	100
Team Program and Implementation Plan Report	April 20	100
Team Presentation	April 27	50
Reflection journal and reflection essays (4)	Feb. 9, March 21, April 20 & May 11	100
Final Report (including Evaluation Plan)	May 11	100
	TOTAL	600

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

Student Evaluation:
Grades will be determined by assessing the percentage of total possible points obtained.
Total Possible Points: 600

540-600 = A	420-479 = C
480-539 = B	<460 = E/F
360-419 = D	

COURSE OUTLINE (subject to change as determined by professor & students)

1/12   First day of classes cancelled

1/17   MLK Holiday

1/19   Introduction to Course
- What is service learning?
- Course details
- Introduction to *Community Tool Box*

1/24   Looking at the "Big Picture" – A Case Study in Program Planning
Implementation & Evaluation & Students' Perspective on How Course Works
Guest speakers: **Jennifer Peters**, Community Health Promotion Coordinator,
State Office of Rural Health and **Elizabeth Ferris** and **Renee Fullerton**, MPH-
HBHP students from the 2010 course.
Pre-class readings:
- Example Rural Health Outreach Grant Guidance and Example Outreach Grant
Application – on D2L
- Chapter 1 (Hodges & Videto, 2011) – on D2L

1/26   Community-Based Organizations Present Program Ideas & Development of
Student Teams
Guest speakers: **Amy Oggel**, Education & Evaluation Manager, Emerge! Center
Against Domestic Violence, Tucson, AZ; **Martha Monroy,** Team Leader, Pima
County Cervical Cancer Prevention Partnership, Racial and Ethnic Approaches to
Community Health (REACH) Project, Tucson, AZ; and **Patty Molina** & **Chris
Bachelier**, Santa Cruz County Adolescent Wellness Network, Nogales, AZ
Pre-Class Readings:
- Community Tool Box, Chapter 3, Section 1-2, 4-9, 11-13, & 15 – online

1/31   Program Planning Step 1: Assessment for Developing Programs
Pre-class readings:
- Need Section of Example Rural Health Outreach Grant Application.
- Chapters 2 & 3 (Hodges & Videto, 2011)

2/2   Review of Readings to Date and Needs Assessment Planning
Pre-class readings:
Chapter 4: Writing Goals and Objectives - pp 65-78 (Timmreck, 2003) – on D2L
Writing SMART Objectives – on D2L

2/7   NO CLASS – needs assessment planning

2/9   Team Discussions of Needs Assessment Activities Planned
TEAM NEEDS ASSESSMENT PLANNING FORM DUE
FIRST INDIVIDUAL REFLECTION DUE

2/14   NO CLASS - each team performs needs assessment activities – team members meet with instructor as needed by appointment

2/16   NO CLASS - each team performs needs assessment activities – team members meet with instructor as needed by appointment

 2/21   NO CLASS – each team performs needs assessment activities – team members meet with instructor as needed by appointment

2/23   NO CLASS - each team performs needs assessment activities – team members meet with instructor as needed by appointment

2/28   <u>Program Planning, Theories, and Logic Models</u>
        Pre-class readings:
- Chapters 4 & 6 (Hodges & Videto, 2011) – on CD
- A three-step approach to teaching logic models – on D2L
- Community Tool Box, Do the Work Tab, #3-5 – online
- 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

3/2   NO CLASS - each team performs needs assessment activities – team members meet with instructor as needed by appointment

3/7   NO CLASS - each team performs needs assessment activities – team members meet with instructor as needed by appointment

3/9   <u>Reflections Regarding Each Team's Needs Assessment Process, Challenges, Successes, Lesson Learned, Etc. and Mid-Course Student Feedback to Instructor</u>
        USE OF THEORY TO DEVELOP PROGRAMS ASSIGNMENT DUE

3/14&3/16   SPRING BREAK

3/21   <u>Program Planning Step 2: Developing the Program Plan</u>
        Pre-class readings:
- Chapter 7 (Hodges & Videto, 2011) – on CD
- Chapters 6 & 7 (Kettner, Moroney & Martin) – textbook from CPH574

        TEAM NEEDS ASSESSMENT REPORT DUE
        NEEDS ASSESSMENT INDIVUDAL REFLECTION DUE
        NEEDS ASSESSMENT CONFIDENTIAL TEAM MEMBER FEEDBACK FORM DUE

3/23   <u>Program Planning Step 2: Developing the Program Plan - Continued</u>
        Pre-class readings:
        Response Section of Example Rural Health Outreach Grant Application– on D2L
- Chapter 8 (Hodges & Videto, 2011) – on CD

	▪ Chapter 8 (Kettner, Moroney & Martin) – textbook from CPH574
3/28	Team members will work on their program plan proposal in breakout rooms and receive instructor feedback if needed.
3/30	Team members will work on their program plan proposal in breakout rooms and receive instructor feedback if needed.
4/4	No Class to allow for student visit to Arizona Department of Health Services and Maricopa County Health Department in Phoenix

4/6   Program Planning Step 3: Developing the Program Implementation Plan
           Pre-class readings:
           ▪ Community Tool Box, Chapter 18, Section 1 & Chapter 19, all Sections
           ▪ Chapter 9 (Hodges & Videto, 2011) – on CD

4/11   Program Planning Step 3: Developing the Program Implementation Plan - The Program Budget
           Pre-class readings:
           ▪ Chapters 10 & 11 (Kettner, Moroney & Martin) – textbook from CPH574

4/13   Team members will work on their program implementation plan proposal in breakout rooms and receive instructor feedback if needed.

4/18   Team members will work on their program implementation plan proposal in breakout rooms and receive instructor feedback if needed.

4/20   Program Planning Step 4: Developing the Program Process and Outcome Evaluation Plan
           Pre-class readings:
           ▪ Community Tool Box, Chapter 36, Sections 1 & 5 – online
           ▪ Chapter 10 (Hodges & Videto, 2011) – on CD
           ▪ Chapters 12 & 13 (Kettner, Moroney & Martin) – textbook from CPH574
           TEAM PROGRAM & IMPLEMENTATION PLAN REPORT DUE
           PROGRAM & IMPLEMENTATION PLAN INDIVIDUAL REFLECTION DUE
           PROGRAM & IMPLEMENTATION PLAN CONFIDENTIAL TEAM MEMBER FEEDBACK FORM DUE

4/25   NO CLASS – team members will work on their evaluation plan

4/27   Team members work on their evaluation plan in breakout rooms and meet with instructor for feedback, if needed, and any questions about team presentations.

5/2   Team Presentations & Discussion/Recommendations on Finalizing Project Report
           Students provide feedback on course and complete Teacher/Course Evaluation.

5/4   Team members work on finalizing their project report.

5/11   **NO FINAL EXAM - FINAL PROJECT REPORTS DUE BY NOON**
               (including process and outcome evaluation plan)
               FINAL REPORT CONFIDENTIAL TEAM MEMBER FEEDBACK FORM DUE
               FINAL INDIVIDUAL REFLECTION DUE

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.

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 and the Policy on Threatening Behavior by Students found at http://hr2.hr.arizona.edu/dos/pol_threat.htm. Please turn off all cell phones while in class.

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