

**University of Maryland, College Park
Department of Public and Community Health**

HLTH 775: Program Planning and Evaluation (Fall 2007)

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| Required Textbooks | <p>McKenzie, J.F., Neiger, B.L. & Smeltzer, J.L. (2005). <u>Planning, implementing, and evaluating health promotion programs: A primer.</u> (4th ed.). San Francisco: Pearson [ISBN 0-8053-6010-7].</p> <p>McDermott, R.J. & Saevela, P.D. (1999). <u>Health education evaluation and measurement: A practitioner's perspective.</u> (2nd ed.). Madison: McGraw-Hill [ISBN 0-697-22322-1].</p> |
| Course Description | <p>The purpose of this course is to provide the student with an understanding of a systematic approach to the planning and evaluation of health programs. Assessments of social, psychological, educational and administrative aspects of health programs are presented. Program monitoring, rigorous methods of impact assessment and the measurement of efficacy are examined.</p> |
| Competencies and Course Learning Objectives | <p>Competency 1. Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions.</p> <p>At the conclusion of this course, students will be able to:</p> <ul style="list-style-type: none"> • Utilize models of program planning to plan and develop public health programs • Conduct formative research with target audiences, experts, and gatekeepers that informs the intervention process • Use assets mapping as a tool for community needs assessment <p>Competency 2. Describe steps and procedures for the planning, implementation and evaluation of public health programs, policies and interventions.</p> <p>At the conclusion of this course, students will be able to:</p> <ul style="list-style-type: none"> • Utilize models of program planning/evaluation to evaluate public health programs • Develop a conceptual framework and use it to select indicators that measure progress for each concept • Explain the considerations for designing and delivering health instruction for different educational settings and learners and |

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| | <p>apply them to curricular development</p> <ul style="list-style-type: none"> • Document health education lesson/presentation plans so others can follow them, and use them to conduct the lesson • Formulate appropriate and measurable program goals and objectives • Formulate process, impact and outcomes assessments to measure objectives and evaluate program effectiveness |
| <p>Course Policies</p> | <p>Late or incomplete work will be made up if a legitimate excuse (determined by University policy and the instructor) is documented <u>at or before the next class period</u>. No excuses will be accepted after November 21, 2007. Special arrangements for making up missed work must be made in advance with the instructor. If you cannot make a class or an exam due to illness or some other legitimate reason, <u>you must contact the instructor in person or by phone before</u> the missed class period.</p> <p>There will be no extra credit assignments. Failure to do or turn in the in-class and/or take-home assignments on time can significantly lower one's final grade. Many learning activities are completed/collected in class, therefore, class attendance and participation are important and will reflect your final grade.</p> <p>Students who enroll in the class at any time during the drop-ad period are responsible for all in-class work to date.</p> <p><u>Accommodations for students with disabilities:</u> If you have a documented disability and wish to discuss academic accommodations for test taking or other needs, please talk to me as soon as possible. You will need documentation from Disability Support Service (314-7682.) If you intend to take any or all exams at DSS it is your responsibility to notify me as soon as possible.</p> <p><u>Academic Integrity:</u> The University's code of academic integrity is designed to ensure that the principle of academic honesty is upheld. Any of the following acts, when committed by a student, shall constitute academic dishonesty:</p> <ul style="list-style-type: none"> ✓ CHEATING : intentionally using or attempting to use unauthorized materials, information, or study aids in an academic exercise. ✓ FABRICATION: intentional and unauthorized falsification or invention of any information or citation in an academic exercise. ✓ FACILITATING ACADEMIC DISHONESTY: intentionally or knowingly helping or attempting to help another to violate any provision of this code. ✓ PLAGIARISM: intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise. |

For more information see:

<http://www.inform.umd.edu/CampusInfo/Departments/PRES/policies/ii100a.html>

Religious Observances:

The University System of Maryland policy provides that students *should not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances.* **It is the student's responsibility to inform the instructor in advance of any intended absences for religious observance.**

| Evaluation | % | Grading | |
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| Community Needs Assessment (group project, all members will receive the same grade) | 25% | 96-100 | A+ |
| | | 93-95 | A |
| | | 90-92 | A- |
| | | 86-89 | B+ |
| Midterm Exam | 25% | 83-85 | B |
| | | 80-82 | B- |
| Health Education Lesson Plan | 8% | 76-79 | C+ |
| Feedback on classmates plan | 2% | 73-75 | C |
| | | 70-72 | C- |
| | | 66-69 | D+ |
| Evaluation Plan Part A | 15% | 63-65 | D |
| Evaluation Plan Part B (with poster presentation) | 25% | 60-62 | D- |
| | | ≤59 | F |

Course Outline and Assignments

| | Date | Topic | Required Readings | Due Dates |
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| 1 | 30AUG07 | Introduction/Models of Program Planning | | |
| 2 | 6SEP07 | Overview of Program Planning; Models of Program Planning | McKenzie: Ch. 1, Ch. 2 p.15-22 | Distribute: Community Needs Assessment Assignment |
| 3 | 13SEP07 | Models of Program Planning | | |
| 4 | 20SEP07 | Needs Assessment/ Formative Evaluation | McKenzie: Ch. 3-4 Sarvela: Ch.9 | |
| 5 | 27SEP07 | Conducting a Needs Assessment – in class group work time | | |
| 6 | 4OCT07 | Models of Program Planning | McKenzie: Ch.2 p.22-52 Simons-Morton et al. (1988). Influencing personal and environmental conditions for community health: A multilevel intervention model. <i>Family and Community Health</i> , 11(2), 25-35. | |
| 7 | 11OCT07 | Designing & Delivering Health Instruction: Program Implementation/ <u>Guest Lecture I*</u> : JoAnn B. Sanders, PhD “Healthy Chicks: Women to Women Outreach Services” | McKenzie: Ch. 8, 9, 10, 12 Sarvela: Ch.8 Stillman, et al. (1993). Heart, body and soul: a church-based smoking-cessation program for urban African Americans. <i>Preventive Medicine</i> , 22, 345-349. | Due: Community Needs Assessment Distribute: 5 min. health education lesson plan |
| 8 | 18OCT07 | Midterm Exam | | |
| 9 | 25OCT07 | Introduction to Program Evaluation/ Conceptual Frameworks & Indicators/ <u>Guest Lecture II*</u> : Gwen Bergen, PhD “Smoke Detector Installation and Maintenance in Prince Georges County” | McKenzie: Ch. 13, 14 Sarvela: Ch. 1- 2 | |

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| 10 | 01NOV07 | Health Instruction Presentations | | Due: 5 min. health education lesson plan due Distribute: Evaluation Plan, Part A |
| 11 | 08NOV07 | Process Evaluation/ <u>Lecture III*</u> : Jessica M. Rath, PhD “The SWEET Program” | Patton: Utilization-Focused Evaluation, p.206-207; Viadro et al. (1997). Designing a process evaluation for a comprehensive breast cancer screening intervention: challenges and opportunities. <i>Evaluation and Program Planning</i> , 20(3), 237-249. | |
| 12 | 15NOV07 | Measurement & Design/Reliability & Validity | McKenzie: Ch. 5 Sarvela: Ch. 3 – 7, 13 | Due: Evaluation Plan Part A Distribute: Evaluation Plan Part B |
| 13 | 22NOV07 | Thanksgiving-No Class | | |
| 14 | 29NOV07 | Summative Evaluation/Monitoring and Evaluation in Practice | McKenzie: Ch. 15 Sarvela: Ch. 12 Patton: Utilization-Focused Evaluation, p.64-77 | |
| 15 | 06DEC07 | Evaluation Grant Writing/Poster Presentations | Johnson & Johnson Community Healthcare Program Handout (given in class) | Due: Evaluation plan Part B |
| 16 | 13DEC07 | Evaluation Poster Presentations | | Due: Poster Presentations |

* Students will select one of the three programs presented in class (Sanders, Bergen or Rath) to use as the program for their Evaluation Plan Assignment (parts A & B).