

California State University, Fullerton
Department of Health Science

Program Planning and Evaluation

HESC 535

Fall, 2010

(Section 1, code #: 12775, 3 units)

Instructor:	Jie Wu Weiss, Ph. D.
Office:	KHS Building Room 225
Office Hours:	W&TH 2pm to 4pm or by appointment
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Classroom & Schedule:	KHS Room 164 Thursday: 4:00p.m. – 6:45p.m.
Required Readings:	L. Michele Issel (2009). <i>Health program planning and evaluation: A practical, systematic approach for community health</i> . Sudbury, MA: Jones and Bartlett Publishers.
Option:	Green L. W. & Kreuter, M. W. (2005). <i>Health program planning: An educational and ecological approach</i> . New York, NY: the McGraw-Hill Companies.

Course Description:

The purpose of this course is to introduce students to the core concepts, values, and methods of public health program planning and evaluation. Students will develop skills for assessing community needs for health promotion; preparing written measurable health promotion program objectives with associated methods for achieving those objectives; and designing theory-based health promotion program action plans that include implementation schemes and evaluation strategies for measuring health program process, impact, and outcome effectiveness.

Course Objectives:

1. To provide the student with a multidimensional view of the responsibilities and competencies to be a public health education specialist;
2. To synthesize and formulate appropriate program evaluation methodology;
3. To apply learned concepts, principles, techniques and methods in conducting a health program evaluation;
4. To provide the foundation for health promotion program planning, implementation, and evaluation.
5. To provide students with opportunities to apply their knowledge of health promotion theories to effectively to design, implement, and evaluate health promotion programs.

Student Learning Goals:

Upon successful completion of this course, students will be able to:

1. Design, implement, and analyze a needs assessment process for identifying both general and specific health problems and concerns in any community.
2. Write measurable health program objectives that map out the tasks necessary to reach the goals of the health promotion program, including the time frame for tasks, the target group, the direction and magnitude of behavioral changes facilitated in the target group, and how the change will be measured.
3. Design a theory-based health promotion program action plan for intervening in an identified community health problem.
4. Design an implementation scheme for conducting a health promotion program to impact on an identified community health need.
5. Select/design appropriate evaluative measures and tools for assessing program effectiveness in addressing a specified community health problem.

The Mission of the Master’s degree in Public Health is to develop knowledgeable and skillful health professionals who are proficient in disseminating and applying knowledge to prevent disease and promote health in the human population. MPH goals strive to:

- 1) Offer excellent education and training, with the aim of developing superior public health professionals;
- 2) Originate high quality research that contributes to the theory and best practice of public health;
- 3) Engage communities, students, and research partners in addressing public health issues among diverse populations; and
- 4) Create an environment that supports excellence in instruction, research and service.

Competencies	Class Assignments
4.5 Apply the principles of program planning, development, budgeting, management and evaluation in organizational and community initiatives.	Program proposal papers and presentations; Final examination.
4.6 Apply principles of strategic planning and marketing to public health.	Program proposal papers and presentations; Final examination.
5.2 Identify the causes of social and behavioral factors that affect health of individuals and populations.	Program proposal paper and presentation; Final examination, interviews.
5.3 Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions.	Program proposal paper and presentation; Final examination.
5.4 Identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions.	Program proposal paper and presentation; Final examination.
5.5 Describe steps and procedures for the planning, implementation and evaluation of public health programs, policies and interventions.	Program proposal paper and presentation; Final examination.
5.6 Describe the role of social and community factors in both the onset and solution of public health problems.	Program proposal paper and presentation; Final examination.
5.8 Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions.	Program proposal paper and presentation; and evaluation package from term paper.

Competencies	Class Assignments
5.9 Apply ethical principles to public health program planning, implementation and evaluation.	Program proposal paper and presentation
5.10 Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies.	Program proposal paper and presentation; Final examination.
6.3 Apply the principles of community-based participatory research to improve health in diverse populations.	Health promotion program proposal papers; Oral presentations; Examination(s).
6.5 Cite examples of situations where consideration of culture-specific needs resulted in a more effective modification or adaptation of a health intervention.	Health promotion program proposal papers; Oral presentations; Examination(s).
7.4 Engage in dialogue and learning from others to advance public health goals.	Team program development and oral presentation project.
7.5 Demonstrate team building, negotiation, and conflict management skills.	Team program development and oral presentation project.
7.6 Use collaborative methods for achieving organizational and community health goals.	Team program development and oral presentation project.
8.1 Apply evidence-based principles and the scientific knowledge base to critical evaluation and decision-making in public health.	Program proposal papers and presentation; Examination(s).
8.2 Apply the core functions of assessment, policy development, and assurance in the analysis of public health problems and their solutions.	Program proposal papers and presentation; Examination(s).
9.1 Describe the tasks necessary to assure that program implementation occurs as intended	Team program development and oral presentation project (Proposal Papers); Final Exam.
9.2 Explain how the findings of a program evaluation can be used.	Team program development and oral presentation project (Proposal Papers); Final Exam.
9.3 Differentiate among goals, measurable objectives, related activities, and expected outcomes for a public health program.	Team program development and oral presentation project (Proposal Papers); Final Exam.
9.4 Differentiate the purposes of formative, process, and outcome evaluation.	Team program development and oral presentation project (Proposal Papers); Final Exam.
9.5 In collaboration with others, prioritize individual, organizational, and community concerns and resources for public health programs.	Team program development and oral presentation project (Proposal Papers); Final Exam.
10.1 Assessing individual and community health needs	Proposal paper #1; Group presentations; Final examination.
10.2 Planning effective health education and health promotion programs	Proposal paper #2; Group presentations; Final examination.
10.3 Conducting health education and health promotion research	Proposal paper #1
10.4 Managing and supervising health education programs in a variety of settings	Proposal paper #2; Group presentations; Final examination.

Student Responsibilities:

1. To be punctual to class and participate actively in all class discussion and activities.
2. No make-ups are allowed for in-class activities/assignments.
3. Bring supplementary materials (posted on the Blackboard) to each class. Be prepared.
4. Submit all written papers **typed in the format** specified by the instructor on the due dates.
5. Keep a copy of written materials you submit so that any discrepancies can be easily and fairly straightened out.
6. Turn off all cell phones and noise-producing electronic devices prior to class.
7. During exams, the use of cell phone, pagers, or any other electronic devices is strictly prohibited.
8. Keep side conversations to a minimum; if you are disruptive you will be asked to leave.
9. **Do not use laptop during the class** unless it is needed for the class activities.

Grading: Lecture, class discussion, and experiential exercises will be the methods employed by the course instructor. Final grades for this course will be based on the number of points accumulated by each student in project papers, and the comprehensive final examination.

1. Proposal Part I	45 points
2. Proposal Part II	45 points
3. Presentation	30 points
4. Midterm exam	50 points
5. Peer evaluation	10 points
6. Class participation	10 points
7. Attendance	10 points
Total	200 points

Grading Scale: A plus/minus grading scale is used in this class. Please note that a grade of “B” or better is needed in order to pass this course.

Percentage %	Letter Grade	Points	
100%	A+	4.0	196-200
94-98%	A	4.0	189-195
90-93 %	A-	3.7	180-188
87-89%	B+	3.3	174-179
84-86%	B	3.0	168-173
80-83%	B-	2.7	160-167
77-79%	C+	2.3	154-159
73-76%	C	2.0	146-153
70-72%	C-	1.7	140-145
67-69%	D+	1.3	134-139
64-66%	D	1.0	128-133
60-63%	D-	0.7	120-127
Below 60%	F	0.0	119-less

Assignments:

1. The proposal paper (total 90 points with 45 points for each part of the proposal):

Students will form teams or work individually depending on the size of the class to develop a research program evaluation proposal. Each team or each individual should discuss the topic with the instructor prior to the start of your work. The proposal should include the procedure for a needs assessment, research design, measurements, implementation of the program, and evaluation of the program for targeted health problems and concerns for the community. The proposal will include 2 parts (Part I and Part II). Please see the details on pages 8 & 9.

2. Presentation (30 points):

Each team or individual is required to give a 30-minute *PowerPoint* presentation summarizing their research program proposals, including the contents for both parts of the proposal papers, such as needs assessment, research design, implement, and evaluation of your proposed program. In another word, the presentation is not a different work, and it should be just an oral presentation of your proposal part 1 and 2. You are highly encouraged to include all the points mentioned in guidelines for proposal 1 and 2 in your presentation.

Presentation evaluation criteria:

Good introduction of your program with goal and objectives	25%
Clear description of your program design and theoretical framework	30%
Good quality of your measures and program activity demo	20%
Interaction with class and presentation manner (clarity of speech & eye contact)	25%

3. The mid-term examination (50 points):

The mid-term exam will consist of short-answer and short-essay questions that involve application of knowledge regarding program design, analysis, implementation, evaluation and ethical issues in specific program evaluation scenarios. The exam will cover text materials, course lectures, group discussions, student presentation materials, and specific assigned readings.

4. Class preparation and participation (10 points):

This course provides the foundation for health promotion program planning, implementation, and evaluation that is currently used by professional public health specialists in the field. As such, this may be one of the more challenging courses that students encounter in their studies. There is a considerable amount of information to learn and a number of outside tasks to be performed as this course progresses. Therefore, preparation for the class and active participation are highly encouraged including: 1) do the signed reading before the class, 2) share the tasks and responsibility in the team work, 3) participate actively in class discussions, and 4) ask questions when you are unclear about anything covered in this course. Active participation also includes the ability to integrate readings, concepts and experiences, to provide constructive feedback to student colleagues and faculty and to be open to the feedback from others. If we decide to go with the team work, **consistent participation in group work is required** and will be evaluated by the instructor and your group peers.

5. Attendance (10 points):

Attendance is vital to class participation and group activities. Class attendance will be taken. Appropriate and courteous behavior includes being awake for every class, paying attention, not talking to classmates during class, and not doing work for other classes. Each student is allowed for one absence if necessary. For each additional class missed, 2 points will be taken off your grade. Absence may be accepted with the instructor's approval or legitimate documentation. ***Any significant tardiness or early departure from class will be counted as a half absence.***

Policy for Late Work:

Late reports and papers will be penalized. Late submission of assignments will only be permitted under extenuating situations. The papers must be submitted at the beginning of class on the due date. Late submission will be accepted until the beginning of the next class. Any late submission will be eligible to receive up to 50% of the total points for the project. Late papers should be submitted to the health Science office and must include a date/time stamp (the machine is on the office counter next to the box into which the late project needs to be submitted).

Rescheduling of exams:

Students will not be allowed to reschedule tests under ordinary circumstances. When a student cannot take the test on the scheduled date due to any extra-ordinary circumstance (crisis), the instructor should be notified in advance (at least 24 hours) and the instructor will decide whether a test should be rescheduled. A failing grade will be given to a student who misses a test without prior consent of the instructor, and no test will be rescheduled. **Legitimate documents should be provided to the instructor for your special crisis or absence of the exam.**

Academic Dishonesty:

Academic dishonesty is a broad category of actions that use fraud and deception to improve a grade or obtain course credit. Academic dishonesty is not limited to examinations alone, but arises whenever students attempt to gain an unearned academic advantage. **PLAGIARISM** is a specific form of academic dishonesty (cheating) which consists of handing in someone else's work, copying or purchasing a composition, using ideas, paragraphs, sentences, or phrases written by another, or using data and/or statistics compiled by another without giving citation. Another example of academic dishonesty is submission of the same, or essentially the same, PAPER or other assignment for credit in two different courses without receiving prior approval. Any instance(s) of plagiarism or other acts of academic dishonesty will be dealt with in accordance to CSUF policies. When a faculty member discovers a violation of the community's principles, the faculty member is required to give a failing grade to the student for the course. The Dean of students will also be notified in writing and the student will receive a copy of this letter. For further information regarding academic dishonesty, see www.fullerton.edu/deanofstudents/judicial/policies.htm.

Grievance procedure:

Any student who is unsatisfied with the course evaluation and grade should first discuss the issue with the instructor. If the student still feels unsatisfied and wishes to address the issue further, the student should then consult with, in sequential order, the Program Director, the Chair of the department and the appropriate School Dean.

Special Needs:

During the first week of classes, inform the instructor of any disabilities or special needs that you have that may require special arrangements related to attending class sessions, carrying out writing assignments or service-learning component, or taking examinations. According to the California State University policy, students with disabilities can receive assistance by documenting their disabilities at the Disabled Student Service Office, UH 101, (714) 278-3117, or <http://www.fullerton.edu/disabledservices/>

Semester Schedule

Week	Date	Topics	Readings
1	8/27	Introduction and framework for program design and evaluation	Chap.1
2	9/3	Relevance of Diversity and Disparities to Health Programs Planning for Health Programs and Services	Chap. 2 & 3
3	9/10	Community Health Assessment for Program Planning Characterizing and Defining the Health Problem	Chap. 4 & 5
4	9/17	Program Theory and Interventions Revealed Program Objectives and Setting Targets	Chap. 6 & 7
5	9/24	Conduct the needs assessment in the field	
6	10/1	Program Implementation and Program quality fidelity	Chap. 8 & 10
7	10/8	Process Evaluation: Measuring Inputs and Outputs; Planning the intervention effects evaluation	Chap. 9 & 11
8	10/15	Study designs--the heart and soul of evaluation research Sample size, power analysis and data collection	Chap. 12 & 13
9	10/22	Campus closed. Prepare your Proposal Part 1	
10	10/29	Proposal Part 1 is due. Mid-term exam	
11	11/6	Qualitative and Quantitative Methods for Planning and Evaluations	Chap. 14 & 15
12	11/12	Economic Analyses; Evaluator's responsibility; and Dissemination: the ultimate goal of evaluations; Application in healthcare settings (Guest Speaker- Dr. Gedissman)	Chap. 16 & 17
13	11/19	Grant proposal writing (Guest Speaker-Ms. Hermann) 2 Presentations	Posted materials
14	11/26	Happy Thanksgiving!	
15	12/3	Summary of program planning and evaluation 3 Presentations	Class slides
16	12/10	3 Presentations	
17	<u>12/17</u>	Proposal Part II due by 5pm (possible presentations)	

The procedures on this syllabus and the schedule are subject to change at instructor's discretion. Students will be informed of any changes as soon as possible.

Proposal Part I Needs Assessment and Program Planning

Proposal part 1 is due on Oct. 29 at the beginning of the class (about 6-8 pages and double-spaced, in APA style and with a reference section).

The following elements are to be addressed in the first part of the proposal:

1. Introduction (20%). Provide a brief overview of your project including: 1) the geographical locale in which the project is to be based, 2) target population, and 3) cultural background and SES of the target population.
2. Need assessment (30%). This section should include: 1) needs assessment, 2) significant health concerns, and 3) identified ecological cause of the problem (could be obtained from literature review or existing data from state and local health care agencies).
3. Program Goal and Objectives (20%). Describe the overall *goal* of the program and then describe *specific objective* of your proposed program (Be sure that the objectives are specific and measurable).
4. Research questions and measurements (30%). This section should include: 1) theoretical framework of your program—what theory and constructs that you will use for your program, 2) research questions, 3) dependent variables (outcome measures) and independent variables, 4) survey instrument: develop a complete survey questionnaire that will be used for your program evaluation and include it in the appendix. Make sure that your questionnaire covers all the items that will measure your dependent and independent variables for your program.

Proposal Part II Program Implementation and Evaluation (Action Plan)

The proposal Part II (the whole package) is due on Dec. 17 by 5pm (about 15 pages and double-spaced, in APA style and with a reference section).

The following elements are to be addressed in the 2nd part of the proposal paper:

1. Integration of Part 1 of your proposal (15%). This section should include: 1) the background information and needs assessment from part 1, and 2) modify the program goal, objective, dependent and independent variables, and 3) finalize your survey questionnaire and attach the whole survey questionnaire as an Appendix.
2. Program Design, Theoretical Foundation, Methods, and Strategies (25%). Describe your program components including: 1) describe the theoretical framework and the constructs, 2) describe program design, 3) describe data collection including the sample size that you need for the program evaluation and how you would select a sample for your program evaluation, and 4) describe a sound, yet practical, plan for how, when, and where you might administer the survey.
3. Program Implementation/Work Plan (15%). This section should include: 1) create a work plan for your program with a timetable, 2) identify the activities/tasks that will be implemented for the program, and 3) organize the work plan by objective. Be sure to address how you will gain acceptance of the program (how you will get program adoption), and who will implement the tasks/activities. Be as specific and realistic as possible.
4. Budget (20%). Make a 2-year budget plan which should be very specific, realistic, and detailed. There are two things that you need to do: 1) create a narrative as a budget justification (sample will be provided), and 2) create an outline (budget table) to present the budget plan (samples will be provided).
5. Program Evaluation and Data analysis plan (25%). Describe what variables in your program will be measured and what statistical tests will be used to evaluate the effectiveness of your program.