Course Title: Health Education Planning and Evaluation

Course Number: HEBS 0651; 3 credits

Course Location: School of Public Health, Room 3A/3B, 683 Hoes Lane West, Piscataway, NJ

Course Date & Time: Tuesdays, 3-5pm

Course Instructor: Olivia Wackowski, PhD, MPH, Assistant Professor
Department of Social & Behavioral Health Sciences
wackowol@sph.rutgers.edu

Office Hours: By Appointment Only

Course Support: Mary Ganss, SBHS Administrative Assistant, 732-235-9725


Additional/Supplemental Readings/Resources: Other readings as assigned (to be made available on Moodle)

Course Description: This course provides students with the hands on skills needed to plan, implement, and evaluate health education and health promotion programs in a various settings. Students develop and plan an evaluation for a health education/health promotion program for a health problem in a population at risk.

Selected Concentration Competencies Addressed: Each Concentration identifies competencies for each degree offered. The competencies addressed in this course for the MPH in Social & Behavioral Health Sciences include:

- Understand the importance and use of public health policy in health behavior change and health promotion.
- Use various techniques to conduct needs assessments of diverse populations.
- Design, implement, conduct and evaluate health education/promotion programs in diverse settings.

Please visit the Concentration webpages on the School of Public Health’s website at sph.rutgers.edu/ for additional competencies addressed by this course for other degrees and concentrations.

Course Objectives: By the completion of this course, students will be able to:

1. Describe a variety of health education planning models and intervention strategies
2. Develop a program rationale using needs assessment and data from the literature
3. Formulate a program plan for a relevant health problem and population, including program objectives and logic model
4. Integrate appropriate health behavior and/or educational theories
5. Identify pros/cons of evaluation designs and develop an appropriate evaluation plan
6. Design a process evaluation for a health promotion program
7. Design an impact evaluation for a health promotion program

Course Requirements and Grading:

1. Midterm Exam 25%. (100 pts)
2. Evaluation Quiz 15%. (60 pts)
3. Eval. Case Study Presentation 20% (80 pts)
4. Final Project Proposal Paper 20% (80 pts)
5. Final Project Presentation 10% (40 pts)
6. Class Participation 10% (40 pts)

Total: 100%. (400 pts)

Evaluation Case Study Presentations:

In the second half of the class, you will work in small groups to develop an evaluation plan for a program that you will receive a description for. Your assignment is to work together to come up with evaluation plan for your assigned program using the guiding questions on your program description sheet. You will shared your evaluation plan with the class in 10-15 min PowerPoint Presentation on the second to last week of class. There is no one right answer BUT, make sure your plan is comprehensive, thoughtful, reasonable and realistic. You will have time to work on this in class and ask me questions. Additional details will be provided during the semester.

Final Project & Presentation

You will develop a full health promotion program proposal based on a relevant health problem and population of your choosing. This should include a program rationale section describing the need for the program, a description of the proposed program including measurable objectives, a logic model and its theoretical basis, and a section on the proposal program evaluation plan. You will submit the proposal as a paper by the last week of class and describe it to the class through a PowerPoint presentation.

ATTENDANCE AND PARTICIPATION: Students are expected to arrive promptly and attend every class. Classes missed will result in points deducted from the Attendance portion of your grade. Late arrivals will also affect the Attendance portion of the grade. In the event of an emergency or illness requiring you to miss class, let me know by email (wackowol@sph.rutgers.edu) prior to class or as soon as possible afterwards. If you miss class, contact a classmate to arrange pick up of any handouts, class notes, and other updates promptly.

Each student is encouraged to participate fully in all class discussions, especially in discussions related to the readings, lecture notes and class activities. You can actively participate in class by responding to the Professor’s questions during lecture (“can anyone remember what we said an independent variable is?”), working with partners as needed and asking thoughtful questions as they may arise. We will also have opportunities to interact and participate in discussion outside of class on Moodle (e.g., Photovoice activity). A lack of class
participation may negatively impact your grade. Clearly if you do not attend class, you will also miss opportunities to participate.

**Grading Policy:**

- 94 – 100  A
- 90 – <94  A-
- 87 – <90  B+
- 84 – <87  B
- 80 – <84  B-
- 77 – <80  C+
- 70 – <77  C
- <70  F

**Course Schedule:**

**Week 1. Introduction to Program Planning & Evaluation (1/16/2018)**
- Chapter 1 – Intro to Program Planning
- Chapter 13 – Evaluation – an Overview

- Chapter 2 - Starting the planning process (skip Program Rationale section for now)
- Chapter 3 - Models for Program Planning

  In-Class Activity – Planning with PRECEDE Model

**Week 3 Needs Assessment and writing the Program Rationale (1/30/2018)**
- Chapter 4 – Assessing Needs
- Handout – Nominal Group Technique
- Chapter 2 – (pp 20-30) Steps in Creating a Program Rationale
- Strack et al – Engaging youth though photovoice
- Description of out of class Photovoice Activity

**Week 4 Developing Logic Models & Goals & Objectives (2/6/2018)**
- Chapter 6 – Goals & Objectives
- McLaughin & Jordan – Logic Models

  In-Class: Objectives & Logic Model Development

**Week 5 Intervention Strategies & Types (2/13/2018)**
- Chapter 8 – Interventions
- Chapter 9 – Community Organizing & Building

  In-Class: share/discuss proposal plans thus far

**Week 6 Using Health Behavior Change Theories (2/20/2018)**
- Chapter 7 – Theories and Models Commonly Used for Health Promotion
- Guest lecturer – TBD

**Week 7 Program Implementation & Pre-testing (2/27/2018)**
- Chapter 10 – Identification & Allocation of Resources
- Chapter 12 – Program Implementation
- Guest lecturer – TBD
Week 8: Exam (3/6/2018)  
(covers weeks 1-7)

Week 9: Spring Break – No Class (3/13/2018)

Chapter 14 – read first part of chapter on Process Evaluation  
Linnan & Steckler article

In class activity – Process Eval case exercise  
In class activity – assignment to group evaluation case studies

Chapter 14 – read second part of chapter on Summative Evaluation  
Rossi – Chapter 8  
McKenzie – Internal & External Validity

Class Activity: Case Study Group Time

Week 12: Review of Sampling Methods and Measures. (4/10/2018)  
Chapter 5 – Measurement & Sampling  
Class Activity: Case Study Group Time

Week 13: Data Analysis & Reporting (4/17/2018)  
Chapter 15 – Data Analysis & Reporting  
Rossi – Chapter 12 – p377-382  
Class Activities: Hypothesis Testing; Case Study Group Time

Week 14 Evaluation Quiz /Evaluation Case Study Presentations - (4/24/2018)  
(Quiz covers weeks 10-13)

Week 15: READING DAY – NO Class (5/1/2018)

Week 16: Final Class (5/8/2018)  
Final Presentations and Report Due
Learning Management System: Moodle will be used extensively throughout the semester for course syllabus, assignments, announcements, communication and/or other course-related activities. It is the student’s responsibility to familiarize themselves with Moodle and check it regularly. If you have difficulties accessing Moodle, please inform the instructor and Moodle Support (moodlehelp@ca.rutgers.edu). Moodle is accessible at moodle.rutgers.edu.

School of Public Health Honor Code: The School of Public Health Honor Code is found in the student bulletin (sph.rutgers.edu/academics/catalog/index.html). Each student bears a fundamental responsibility for maintaining academic integrity and intellectual honesty in his or her graduate work. For example, all students are expected to observe the generally accepted principles of scholarly work, to submit their own rather than another’s work, to refrain from falsifying data, and to refrain from receiving and/or giving aid on examinations or other assigned work requiring independent effort. In submitting written material, the writer takes full responsibility for the work as a whole and implies that, except as properly noted by use of quotation marks, footnotes, etc., both the ideas and the works used are his or her own. In addition to maintaining personal academic integrity, each student is expected to contribute to the academic integrity of the school community by not facilitating inappropriate use of her/his own work by others and by reporting acts of academic dishonesty by others to an appropriate school authority. It should be clearly understood that plagiarism, cheating, or other forms of academic dishonesty will not be tolerated and can lead to sanctions up to and including separation from the Rutgers School of Public Health.

Students with Disabilities: Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student must Apply for Services by first completing a Registration Form with the Rutgers Office of Disability Services (ODS) at ods.rutgers.edu. The student will also be required to participate in an ODS intake interview and provide documentation. If reasonable accommodations are granted, ODS will provide you with a Letter of Accommodations which should be shared with your instructors as early in your courses as possible.

Graduate Student Computer Policy: Students are required to possess a personal laptop, no older than approximately two years, that must meet minimum requirements which may be found online at: sph.rutgers.edu/student_life/computer_requirements.html

Policy Concerning Use of Recording Devices and Other Electronic Communications Systems: When personally owned communication/recording devices are used by students to record lectures and/or classroom lessons, such use must be authorized by the faculty member or instructor who must give either oral or written permission prior to the start of the semester and identify restrictions, if any, on the use of mobile communications or recording devices.

Withdrawal/Refund Schedule: Students who stop attending their course(s) without processing an Add/Drop Course form will receive a failing grade. Furthermore, students dropping to zero credits for the semester are considered withdrawn and must submit a completed Leave of Absence form from the School of Public Health’s Office of Student Affairs. The School of Public Health refunds tuition only. Administrative and technology fees are non-refundable. You may find the Withdrawal/Refund Schedule on the School of Public Health website at: sph.rutgers.edu/academics/registration/school_calendars.html