GENERAL INFORMATION

Course Title: Health Education Planning and Evaluation

Course Number: HEBS 0651; 3 credits

Dates and Times: Thursdays, January 19, 2017 – May 4, 2017; 6:10 PM - 9:00 PM

Course Location: School of Public Health, Room 234, 683 Hoes Lane West, Piscataway, NJ

Instructor: Neal Richard Boyd, M.S., Ed.D., M.S.P.H.
Professor, Department of Health Education and Behavioral Science
School of Public Health
Rutgers, The State University of New Jersey

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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.

Course Objectives:

KNOWLEDGE

1. Define the major scientific, professional practice, and policy factors that influence the funding, development and evaluation of health education and health promotion programs.

2. Identify national initiatives to improve the health of the American public.

3. Define common set of terms associated with the planning and evaluation of health education, health promotion and behavioral science programs.
4. Name and describe a set of selected and widely employed social and behavioral science (S/BS) theories/models/constructs/principles used to develop educational programs to reduce or eliminate major public health problems.

**SKILL**

5. Prepare a meta-evaluation for published scientific articles from public health journals.

6. Write measurable objectives for educational, behavioral, and health outcomes.

7. Plan a program and its evaluation based on project description and aims.

8. Identify costs associated with an intervention/program that will provide information cost-effectiveness and cost-benefit

**Competencies**

This course will deliver the following HEBS competencies:

1. Understand the importance and use of public health policy in health behavior change and health promotion.

2. Use various techniques to conduct needs assessments of diverse populations.

3. Design, implement, conduct and evaluate health education/promotion programs in diverse settings.

**GRADING:**

1. Examination #1  25 pts.
2. Examination #2  25 pts.
5. Project & Presentation  20 pts.
6. Class Participation  10 pts.
Total: 100 pts.

Final grades will be assigned in the following manner:
93 -- 100 A  83 – 86 B  70 – 76 C
90 – 92 A-  80 – 82 B-  69 and below F
87 -- 89 B+  77 – 79 C+
1. Examination #1:

Short answers with some more detailed response test items drawn from the class lectures and assigned readings. Examination responses must be written in blue or black ink. No PENCIL written responses are allowed.

2. Examination #2:

Short answers with some more detailed response test items drawn from the class lectures and assigned readings. Examination responses must be written in blue or black ink. No PENCIL written responses are allowed.

3. Meta Evaluation:

A set of five journal articles on the subject of mammography screening appear in the Assigned Reading section of Session 3 for February 2, 2017. Select two of these five articles and conduct a Meta Evaluation of each article using a set of general Meta Evaluation criteria that will be distributed in class. Provide a score and summary statement on the strengths and/or weaknesses for each criterion and then sum the score for each criterion to obtain a total score for each study. After completing the assessment of each article, compare and contrast the quality of each criterion for the set of two articles as a whole. Use the articles by Windsor and Orleans and Boyd and Windsor as a guide for your assessment. For extra credit you can evaluate one, two or three of the other articles for an additional three points per article. Due Date: February 23, 2017.

4. Measurement Presentation:

Class members will be assigned one of the journal articles that appear in the Assigned Reading section of Session 5 on February 16, 2017. A list of questions regarding reliability and validity of the measurement described in the article will be provided for each student to use in gathering information on the evidence presented in the article to demonstrate reliability and validity of measurement. Students will use the data they gathered for presentation and discussion to the class. Although each student will be responsible for only one article, all class members should read all the articles to be able to engage in meaningful discussion on the measurement topics. Due Date: February 16, 2017.

5. Project & Presentation Requirements:

Guidelines to Prepare the Evaluation Project

In teams of two class members will plan a program and its evaluation based on needs assessment data distributed to the class regarding a health topic of critical public health importance. The data that are distributed will include the quality of life issues considered relevant to the population that is affected by the health problem. The actual information on the health problem and the health behavior and social environmental data as well as information on predisposing, reinforcing, and enabling factors will be included. Teams may use the literature to identify other needs as they deem appropriate.
Each team will take the data and design a theory-based health education/promotion program using appropriate behavior change theories to change the predisposing, reinforcing, and enabling factors and corresponding health behaviors and social environment that will likely reduce the incidence of the health problem and improve quality of life. Using the program that is developed, design an evaluation to determine whether the program, when implemented, is successful. Included in this design will be development of objectives that will be accomplished by the educational program. In addition, all necessary measures that will be used will be described and justified as appropriate. Identification of the evaluation design that will be used to determine whether the program is successful should be described and justified as an appropriate design for a program of this nature. Also, power calculations to determine the number of participants needed to detect a measurable outcome variable should one exist is required. Last requirement will be a short description of which data will be used to determine whether the objectives have been met. Place all this information in detail on Power Point. In-Class presentation will consist of a presentation to the class of your project (5 points). Due date: May 4, 2017.

6. Class Participation:
This is a graduate level course and as such all class members are expected to contribute to class discussions with appropriate dialogue/discussion. Your participation score for the semester will be assessed on your discussion comments and their quality.

**SPH Honor Code:** Each student bears responsibility for maintaining academic integrity and intellectual honesty in his or her graduate work. Students are expected to observe generally accepted principles of scholarly work. It is expected that students will submit their own work, refrain from falsifying data, and refrain from receiving and/or giving assistance during tests or other work requiring independent effort. In submitting written material, students assume full responsibility for the work as a whole and implies that, except as *properly* noted by use of quotation marks, references, footnotes, etc., both the ideas and the works used are his or her own. Plagiarism, cheating, or other forms of academic dishonesty will not be tolerated. Violations of academic integrity are subject to appropriate disciplinary action.

**COURSE SCHEDULE**

**Session 1:** January 19, 2017

Course introduction and overview

Pretest and Review

*Assigned reading:*

Windsor RA, Boyd NR, Cleary, S, Driscoll, D: *Evaluation of Health Promotion, and Disease Prevention and Management Programs: Improving Population Health Through Evidence-Based Practice.* Chapter 1.
Session 2: January 26, 2017

Planning and evaluation: A primer

Assigned readings:


Session 3: February 2, 2017

Planning and evaluation: Beginning the process
Meta Evaluation
Meta Analysis

Case Study and Meta Evaluation assignment

Assigned Readings:


Manuscripts for the Meta Evaluation (Maybe accessed on Moodle)


**Session 4:** February 9, 2017

Measurement in Planning and Evaluation

Case Study Measurement Presentation Assignment

**Assigned Reading:**

Windsor RA, Boyd NR, Cleary, S, Driscoll, D: *Evaluation of Health Promotion, and Disease Prevention and Management Programs: Improving Population Health Through Evidence-Based Practice.* Chapter 3.

**Session 5:** February 16, 2017

Measurement Presentations and Discussion

**Assigned Reading:**


The following journal articles may be accessed on Moodle. Review your assigned article and be prepared to present it to the class.


**Session 6:** February 23, 2017

Qualitative Planning and Evaluation

Meta Evaluation Project due

*Assigned Reading*

Windsor RA, Boyd NR, Cleary, S, Driscoll, D:: *Evaluation of Health Promotion, and Disease Prevention and Management Programs: Improving Population Health Through Evidence-Based Practice.* Chapter 4 (pages 108-137).

**Session 7:** March 2, 2017

Examination #1

**Session 8:** March 9, 2017

Needs Assessment

PRECEDE/PROCEED Phases 1-5

Exam Review

*Assigned Reading:*
Windsor RA, Boyd NR, Cleary, S, Driscoll, D: *Evaluation of Health Promotion, and Disease Prevention and Management Programs: Improving Population Health Through Evidence-Based Practice*. Chapter 2

**Session 9:** March 23, 2017

Other planning models: Intervention Mapping and Logic Models

*Assigned Reading:*


**Session 10:** March 30, 2017

PRECEDE/PROCEED Phase 6

Process Evaluation

*Assigned Readings:*


**Session 11:** April 6, 2017

PRECEDE/PROCEED Phases 8, and 9

Formative, Impact, and Outcome Evaluations

*Assigned Readings:*

Windsor RA, Boyd NR, Cleary, S, Driscoll, D: *Evaluation of Health Promotion, and Disease Prevention and Management Programs: Improving Population Health Through Evidence-Based Practice*. Chapter 3.

**Session 12:** April 13, 2017

Project interaction with the instructor
Session 13: April 20, 2017

Cost Evaluations
Cost-Effectiveness Analysis
Cost Utility Analysis
Cost-Benefit Analysis

Case Studies

Assigned Readings:


Session 14: April 27, 2017

Examination # 2

Session 15: May 4, 2017

Project papers due
Presentations
Course Title: Health Education Planning and Evaluation
Course Number: HEBS 0651
Course Location: Room 234, School of Public Health, 683 Hoes Lane West, Piscataway
Course Date & Time: Thursdays, 6:00-9:00pm
Course Instructor: Laura E. Liang, DrPH, CHES  
Assistant Professor and Associate Dean of Education and Assessment  
laura.liang@rutgers.edu
Office Hours: By Appointment Only
Course Assistant: Binu Singh, MPH, PhD Student  
bs649@sphealth.rutgers.edu

Course Requirements and Grading: In this section, Instructor should include

- Quiz 10%. (3/30) - covers material from Dr. Boyd's lectures/ppts
- Meta Evaluation 15% (4/6)
- Final Exam 40% (4/27) - cumulative /multiple choice/short answers
- Measurement Presentation 10% (completed)
- Final Project/Presentation 15% (5/4)
- Class Participation 10%

Final grades will be assigned in the following manner:

| 93 -- 100 A | 83 -- 86 B | 70 -- 76 C |
| 90 -- 92 A- | 80 -- 82 B- | 69 and below F |
| 87 -- 89 B+ | 77 -- 79 C+ |

- Final Project & Presentation -Details will be forthcoming
  Working in small groups (teams of three), you will plan a health promotion program with an evaluation. This process will build on our weekly lectures. You will first conduct a needs assessment on a health topic of critical public health importance of your choosing. Then you will develop a health promotion program *using a planning model* with measurable goals and objectives. Your program plan will include an evaluation plan.

Course Schedule: For the remainder of the semester:

| Session 9: March 23, 2017 | Needs Assessment |
| Session 10: March 30, 2017 | Goals and Objectives | Quiz |
| Session 11: April 6, 2017 | PRECEDE/PROCEED |
| Session 12: April 13, 2017 | Process Evaluation | Meta-Evaluation Due |
| Session 13: April 20, 2017 | Impact and Outcome Evaluations |
| Session 14: April 27, 2017 | Final Exam |
| Session 15: May 4, 2017 | Project Presentations |