RUTGERS
School of Public Health

Course Title: Program Planning and Evaluation

Course Number: SBHS 0652; 3 credits

Course Pre- and Co-requisite(s): PHCO 0505

Course Location: School of Public Health, Room 1A & 1B, 683 Hoes Lane West, Piscataway, NJ

Course Date & Time: Wednesdays, 3-5 pm

Course Instructor: Olivia Wackowski, PhD, MPH, Associate Professor
                           Department of Health Behavior, Society & Policy
                           wackowol@sph.rutgers.edu

Office Hours: *By Appointment Only*

Course Assistant: *Lindsey Toler, lot5@sph.rutgers.edu*

Course Website: *Add course website (i.e., canvas.rutgers.edu)*

Required Course Text: Planning, Implementing & Evaluating Health Promotion Programs – A Primer. McKenzie, Neiger & Thackeray. (5th, 6th, or 7th edition acceptable).

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

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

Selected Concentration Competencies Addressed: Each Concentration identifies competencies for each degree offered. See competencies addressed by this course for different concentrations starting on the last pages of this syllabus.

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 program 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

8. Apply program planning and evaluation methods to urban and global contexts and recognize the intersections between the different contexts.

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 using a PowerPoint Presentation during one of the last weeks 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 be divided into small groups to develop a full public health program proposal based on a relevant health problem and population of your choosing. Each group member will be expected to participate/contribute and will be assessed by their group members through peer evaluation. The proposal 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 (or a brief video or podcast). Additional details will be provided.

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 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 be prepared and 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, working with other students 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 Canvas. A lack of class participation will negatively impact your grade. 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   *Grades will NOT be rounded.

Course Schedule:

Week 1. (1/22/2020)

Introduction to Program Planning & Intervention Types

READINGS:
Chapter 1 – Intro to Program Planning
Chapter 8 – Interventions & Defining Desired Impact

Online 30:
- View Health Promotion video posted on Canvas:
  https://www.youtube.com/watch?v=G2quVLcJVBk

- Explore the Cochrane Collaboration website and post an article providing a systematic review of strategies/interventions in a topic/content area of your interest – explain why you selected this article and what did you learn?
  https://www.cochrane.org/

Week 2. (1/29/2020)

Models for Program Planning

READINGS:
- Chapter 2 - Starting the planning process
- Chapter 3 - Models for Program Planning
- McGinn, Therese et al. (2004). "The Causal Pathway Framework: Effective Design, Monitoring and Evaluation of Field Projects."
- Wazir et al. 2013. National program for family planning and primary care in Pakistan: a
- SWOT analysis - https://reproductive-health-journal.biomedcentral.com/track/pdf/10.1186/1742-4755-10-60

Online 30:
- Before class: watch video on SWOT analysis:
  https://www.youtube.com/watch?v=xomwiyoh5YM (9 minutes)

- Explore The Community Guide website and information under a topic/content area of your interest (see Topics section). In a post describe - what kind of guides or recommendations did you find? https://www.thecommunityguide.org/

Also, explore the Community Tool Box website and their page with links to websites/databases of best practices: https://ctb.ku.edu/en/databases-best-practices

- Explore 1 of following Family Planning High Practice (HIP) studies:
  - Adolescent friendly contraceptive services: mainstreaming adolescent friend
  - Educating girls: creating a foundation for positive sexual and reproductive health behaviors;
  - Financing commodities and services: essential for meeting family planning needs;

Week 3 (2/05/2020)

Needs Assessment and writing the Program Rationale
READINGS:
- Chapter 4 – Assessing Needs
- Handout – Nominal Group Technique
- Strack et al – Engaging youth though photovoice

- Harden, Blaine. "Good Intentions." Chapter 5 in Africa: Dispatches from a Fragile Continent. Harper Collins Publishers, London: 1993.
  - (READ CAREFULLY TO PAGE 184—THIS WILL BE USED FOR AN IN CLASS EXERCISE)
  - This is a timeless piece about pitfalls and the problems that ensue from doing a poor N&R assessment. Identify what the planners could have done differently. Stop after the first paragraph on page 184, unless you want to read more about Kenyan politics in the 1990's.

- Review: UNHCR - Needs assessment for refugee emergencies (NARE); supplemental information/data needs template available here: https://emergency.unhcr.org/entry/50208/needs-assessment-for-refugee-emergencies-nare

Online 30:
- View photovoice video example: https://www.youtube.com/watch?v=b5VDu8MWegg&playnext=1&list=PL5EFA3ACBBE008914&feature=results_video
- Video of planning needs assessment post disaster: https://www.cdc.gov/nceh/hsb/disaster/casper/default.htm
- Review data on www.countyhealthrankings.org from the county you grew up in or currently live in. In a post discuss what you found, what might prioritize for an intervention, and why.

Week 4 (2/12/2020)

Developing Logic Models & Goals & Objectives

READINGS:
- Chapter 6 – Goals & Objectives
- McLaughin & Jordan – Logic Models
- USAID (2017). How to Note: Developing a Project Logic Model

Online 30:
- Review lecture notes on health behavior theories and read Chapter 7 – Theories and Models Commonly Used for Health Promotion (we will not explicitly review these in class but you'll be expected to have a theory section in your final project plans)

Note: Additional readings will be added to the balance of the weeks.

Week 5 (2/19/2020)

Program Implementation – I

READINGS:
- Chapter 10 – Identification & Allocation of Resources

Online 30:
- Complete and post your photovoice slides by this date

Week 6 (2/26/2020)

Program Implementation - II

READINGS:
Chapter 12 – Program Implementation

Online 30:
- review and comment on at least two other students' photovoice slides

Week 7 (3/4/2020)
Community Organizing/ Intro to Evaluation

READINGS:
Chapter 9 – Community Organizing & Building
Chapter 13 – Evaluation – an Overview

Online 30:
- watch videos on community organizing and girl trek, explore Girl Trek website (see canvas).

Week 8: (3/11/2020)
Exam (covers weeks 1-7)

Week 9: (3/18/2020)
Spring Break – No Class

Week 10: (3/25/2020)
Process Evaluation

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

Online 30:
- explore CDC's Evaluation Resource page: https://www.cdc.gov/eval/index.htm

Week 11: (4/1/2020)
Designing Impact & Outcome Evaluation

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

Week 12: (4/8/2020)
Review of Sampling Methods and Measures.

READINGS:
Chapter 5 – Measurement & Sampling

Online 30:
- watch sampling and measurement videos posted on Canvas

Week 13: (4/15/2020)
Data Analysis & Reporting

READINGS
Chapter 15 – Data Analysis & Reporting
Rossi – Chapter 12 – p377-382

Week 14 (4/22/2020)

Evaluation Quiz / Evaluation Case Study Presentations -
(Quiz covers weeks 10-13)

Week 15: (4/29/2020)
      Final Project Presentations

Week 16: (5/6/2020)
      Final Class
      Final Project Presentations and Report Due

Week 17: (5/13/2020)
      GRADES DUE – NO CLASS

Learning Management System: Canvas 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 Canvas and check it regularly. If you have difficulties accessing Canvas, please inform the instructor and Canvas Support (help@canvas.rutgers.edu). Canvas is accessible at canvas.rutgers.edu.

School of Public Health Honor Code: The School of Public Health Honor Code is found in the School Catalog (sph.rutgers.edu/academics/catalog.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.

Commitment to Safe Learning Environment: The Rutgers School of Public Health is committed to helping create a safe learning environment for all students and for the School as a whole. Free expression in an academic community is essential to the mission of providing the highest caliber of education possible. The School encourages civil discourse, reasoned thought, sustained discussion, and constructive engagement. Provocative ideas respectfully presented are an expected result. An enlightened academic community, however, connects freedom with responsibility. The School encourages all students to disclose any situations where you may feel unsafe, discriminated against, or harassed. Harassment or discrimination of any kind will be not tolerated and violations may lead to disciplinary actions.

Reporting Discrimination or Harassment: If you experience any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or

stalking, know that help and support are available. You may report such incidents to the RBHS Title IX Office or to the School of Public Health's Office of Student Affairs. Rutgers University has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. If you experience any other form of discrimination or harassment, including racial, ethnic, religious, political, or academic, please report any such incidents to the School's Office of Student Affairs. The School strongly encourages all students to report any incidents of discrimination or harassment to the School. Please be aware that all Rutgers employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers as listed in Appendix A to Policy 10.3.12) are required to report information about such discrimination and harassment to the School and potentially the University. For example, if you tell a faculty or staff member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty or staff member must share that information with the RBHS Title IX Coordinator. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can find a list of resources in Appendix A to University Policy 10.3.12. For more information about your options at Rutgers, please visit Rutgers Violence Prevention and Victim Assistance.

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-support.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.

Policy Concerning Use of Turnitin: Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com (directly or via learning management system, i.e. Canvas) for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site. Students who do not agree should contact the course instructor immediately.

Withdrawal/Refund Schedule: Students who stop attending their course(s) without submitting a completed 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/academic-calendar.html

Selected Concentration Competencies Addressed: Each Concentration identifies competencies for each degree offered.

The competencies addressed in this course for the <u>MPH in Social & Behavioral Health Sciences</u> include:

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

Competency	Course Objectives(s)	Lessons	Assessment(s)
1	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6, 7, 10, 11, 12, 13	Midterm, Evaluation Quiz, Evaluation Case Study Assignment, Final Project Report and Presentation
2	2	3	Photovoice Activity, County Health Rankings Activity, Midterm, Final Project Report
3	1, 4	1, 4	Midterm

The competencies addressed in this course for the <u>MPH in Global Public Health</u> include:

1. Demonstrate an understanding of the economic, educational, political, sociocultural, environmental, ecological and biological conditions that represent obstacles to attaining global health

2. Exhibit skill sets required for global health practice including written and verbal communication skills, capacity for interprofessional teamwork, leadership, social awareness and cultural competency to enhance capacity strengthening and service delivery with compassion and integrity

Competency	Course Objectives(s)	Lessons	Assessment(s)
1	1, 2, 3, 4	1, 2, 3	Midterm, Final Project Report and Presentation
2	3	4, 5, 6, 7	Evaluation Case Study, Final Project Report and Presentation

The competencies addressed in this course for the <u>MPH in Urban Public Health</u> include:

1. Use relevant sources (including public health literature and qualitative and quantitative data) to identify the health status and disparities in urban populations and communities

2. Apply methods to develop and assess programs and strategies that protect or endanger the health and well-being of urban populations

Competency	Course Objectives(s)	Lessons	Assessment(s)
1	2	2, 3	Midterm, Final Project Report and Presentation
2	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6, 7, 10, 11, 12, 13	Midterm, Evaluation Quiz, Evaluation Case Study Assignment, Final Project Report and Presentation

The competencies addressed in this course for the <u>MPH in Public Health Nutrition</u> include:

1. Utilize culturally appropriate assessment methodologies to identify and prioritize diet and nutritional problems for diverse population groups; and

2. Apply research methodology, interpretation of research literature, and integration of research principles into evidence-based public health nutrition practice or policy.

3. Develop an evaluation framework for a population-based nutrition intervention or program;

Competency	Course Objectives(s)	Lessons	Assessment(s)
1	2	2, 3	Midterm, Final Project Report and Presentation
2	2, 3	1, 2, 3	Midterm, Final Project Report and Presentation
3	6, 7, 8	4, 7, 8, 10, 11, 12, 13	Evaluation Quiz, Evaluation Case Study, Final Project Report.

The competencies addressed in this course for the <u>MPH in LGBTQ Health</u> include:

1. Use relevant sources (including public health literature and qualitative and quantitative data) to identify the health status and disparities in specific LGBTQ populations and communities

Competency	Course Objectives(s)	Lessons	Assessment(s)
1	2	2, 3	Midterm, Final Project Report and Presentation