RUTGERS
School of Public Health

Course Title: Program Planning and Evaluation

Course Number: HBSP 0652; 3 credits

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

Course Location: SPH Room 1 A/B, Piscataway

Course Date & Time: Monday 3-5pm

Course Instructor: Kelly Kohler, PhD, MSPH

kelly.kohler@rutgers.edu
When emailing, please include HBSP 652 in the subject line

Office Hours: By Appointment

Course Website: *canvas.rutgers.edu*

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

Additional/Supplemental Readings/Resources: Links or PDFs for articles are provided 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 various settings. Students develop and plan an evaluation for a program for a health issue in a population at risk.

Selected Concentration Competencies Addressed: Each Concentration identifies competencies for each degree offered. The competencies addressed in this course are described below.

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. Understand program planning strategies and evaluation methods and their application in urban and global contexts.

Course Requirements and Grading:

Canvas Assignments	15 pts
Midterm Exam	20 pts
Evaluation Case Studies (3 x 5pts)	15 pts
Final Project Paper	20 pts
Final Project Presentation	5 pts
Evaluation Exam	20 pts
Class Participation and Attendance	5 pts
TOTAL	**100**

Canvas Assignments: Throughout the semester you will be asked to complete assignments related to Readings, Online 30, and in-class activities. These assignments are designed to help you prepare for the final course project. The first few assignments should be completed individually whereas others will be completed with your group. Canvas Assignments are due before midnight on Mondays unless otherwise noted.

Midterm Exam: This will be an exam covering content from the first half of the course (ie., weeks 1-7). The exam will include mostly multiple-choice questions with some short open-ended questions.

Evaluation Case Study Discussions: In the second half of the course, you will work in small groups (of 3-4) to share and develop ideas for evaluation plans for several programs on which you will receive descriptions. We will cover a different program case each week for several weeks. You will be expected to do some prep work with your group before class (read the case for that week, create a logic model, address some questions). Then as a group, you will submit your ideas before class and share suggestions during the class session. There is no one right answer BUT your plan should be thoughtful, reasonable, and realistic. Additional details will be provided during the semester.

Final Project & Presentation: You will be divided into small groups to develop a public health program proposal based on a relevant health problem and population of your group's choosing. This will be done taking into account student schedules to the best extent possible. 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, a budget and implementation plan, and a program evaluation plan. You will submit the proposal as a paper by the last lecture and describe it to the class through a PowerPoint presentation. Additional details will be provided.

Evaluation Exam: This will be an exam covering content from the second half of the course (ie., weeks 9-16). The exam will include mostly multiple-choice questions the final week of the course.

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 may also affect the Attendance portion of the grade**.** In the event of an emergency

or illness requiring you to miss class, please let me know by email prior to class or as soon as possible afterwards. Temporary remote attendance accommodations may be made if a student is ill or not able to attend one or two sessions due to extenuating circumstances. Otherwise, if you miss class, contact a classmate to get handouts, class notes, and other updates promptly.

Each student is encouraged to be prepared and to **participate** in class discussions, including 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 and asking thoughtful questions as they may arise. We will also have opportunities to interact and participate in discussions working with other students in breakout groups, asking your classmates questions during presentations, and in discussion posts.

Face coverings continue to be required in all indoor teaching spaces, libraries, and clinical settings. Compliance is mandatory. Please see Rutgers COVID-19 protocols for updates and guidance on the making policy: https://coronavirus.rutgers.edu/fall-semester-2022-health-and-well-being-protocols/

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

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

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

The competencies addressed in this course for the MPH in Global Public Health include:

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

B. Exhibit skill sets required for global health practice including written and verbal communication skills, capacity for inter-professional 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)
A	1, 2, 3, 4	1, 2, 3	Midterm, Final Project Report and Presentation

| | B | 3 | | 4, 5, 6, 7 | Evaluation Case Studies, Final Project Report and Presentation |

Competency	Course Objectives(s)	Lessons	Assessment(s)
B	3	4, 5, 6, 7	Evaluation Case Studies, Final Project Report and Presentation

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

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

B. 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)
A	2	2, 3	Midterm, Final Project Report and Presentation
B	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6, 7, 10, 11, 12, 13	Midterm, Evaluation Exam, Evaluation Case Studies, Final Project Report and Presentation

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

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

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

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

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

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

A. 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)
A	2	2, 3	Midterm, Final Project Report and Presentation

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

A. Evaluate interventions that promote population mental health/wellbeing.

Competency	Course Objectives(s)	Lessons	Assessment(s)
A	5, 6, 7	10, 11, 12, 13	Evaluation Case Studies, Evaluation Exam, Final Project Report and Presentation

The competencies addressed in this course for the <u>MPH in Public Health Practice for Clinicians (PHPC)</u> include:

A. Evaluate programs in diverse settings

Competency	Course Objectives(s)	Lessons	Assessment(s)
A	5, 6, 7, 8	10, 11, 12, 13, 14	Evaluation Case Studies, Evaluation Exam, Final Project Report and Presentation

School-wide 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: If changes are made to readings, online 30, activities, or assignments, students will be notified on Canvas.

Week 1. 12 Sept: 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
- Watch video on SWOT analysis posted on Canvas
- **Individual Canvas Assignment:** Introduce yourself in a discussion post on Canvas. Tell us which concentration you're in, how long you've been in the MPH program, and what your public health/health interests are. If you're willing to share, please also tell us what you think you might like to do when you graduate.

Week 2. 19 Sept: 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:

- Explore the Cochrane Collaboration website https://www.cochrane.org https://www.cochranelibrary.com
- Explore The Community Guide website and information under a topic/content area of your interest (see Topics section). https://www.thecommunityguide.org/
- 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
- **Individual Canvas Assignments:** post one article providing a systematic review of strategies/interventions in a topic/content area of your interest and one guide or recommendation you identified regarding your topic. Explain why you selected this article/recommendation and what did you learn?

Week 3. 26 Sept: Needs Assessment

Readings:
- Chapter 4 – Assessing Needs
- Handout – Nominal Group Technique
- Harden, Blaine. "Good Intentions." Chapter 5 in Africa: Dispatches from a Fragile Continent. Harper Collins Publishers, London: 1993.
  (Read 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).

Online 30:
- County Health Rankings: Review data on www.countyhealthrankings.org from the county you grew up in or currently live in.
- **Individual Canvas Assignment:** In an online post discuss what you found, what you might prioritize for an intervention, and why. Describe and explain some of the most salient factors (e.g., on different socio-ecological levels) that affect the health outcome or contribute to the health issue.

Week 4. 03 Oct: 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
- 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)
- **Individual Canvas Assignment:** In a post, describe a theory or model that best fits your chosen project topic. Explain why and relate the constructs to your project/topic.

Week 5. 10 Oct: Program Implementation – I

Readings:
- Chapter 10 – Identification & Allocation of Resources
- Prinja et al. Cost analysis of implementing mHealth intervention for maternal, newborn and child health care through community health workers

Online 30:

- Explore The Community Guide's review of Housing First, especially the economic review: https://www.thecommunityguide.org/findings/health-equity-housing-first-programs
- **Group Canvas Assignment:** As a group, conduct a literature search about your group's topic to identify at least 10 recent articles to create an annotated bibliography and write an executive summary. The summary should synthesize the findings from the citations and explain the key facts about your topic and population. The articles you reference should employ different study designs (e.g., experimental, observational, survey, qualitative, etc.). For the annotated bibliography, include the full reference and a brief summary (not the abstract) of each article's design, findings, strengths/limitations, implications.

Week 6. 17 Oct: Program Implementation - II

Readings:
- Chapter 12 – Program Implementation
- Frieden. Six Components Necessary for Effective Public Health Program Implementation

Online 30:
- Implementation Case studies (read and be prepared to discuss in class)
- **Group Canvas Assignment:** Provide a list of resources needed to plan and implement your program. Consider all the activities involved in the program. Estimate a budget required for its implementation. For personnel, consider what qualifications, responsibilities, skills, training, etc. you may need.

Week 7. 24 Oct: Community Organizing/ Intro to Evaluation

Readings:
- Chapter 9 – Community Organizing & Building
- Chapter 13 – Evaluation – an Overview
- Wegs et al. Community Dialogue to Shift Social Norms and Enable Family Planning: An Evaluation of the Family Planning Results Initiative in Kenya
- CDC. Practical strategies for culturally competent Evaluation

Online 30:
- Watch videos on community organizing (see canvas)
- **Group Canvas Assignment:** As a group, map a logic model for how you think your program works.

Week 8. 31 Oct: Midterm exam

Week 9. 07 Nov: Process Evaluation

Readings:
- Chapter 14 – read first part of chapter on Process Evaluation
- Linnan & Steckler article
- Sharma et al: Process evaluation plan for assessing a complex community-based maternal health intervention in Ogun State, Nigeria.

Online 30:
- Explore CDC's Evaluation Resource page: https://www.cdc.gov/eval/index.htm
- **Group Canvas Assignment:** As a group, create some relevant process evaluation questions you might examine for your program activities. List what data would you need to collect and measures would you want to address the process evaluation?

Week 10. 14 Nov: Marketing – Guest Lecture: Deborah Levine

Readings:
- Chapter 11 - Marketing and Social Marketing
- Leah Hoffman et al: To speak to me, address us: Insights from LGBT young adults to inform public education campaigns
- Wei et al., Social marketing interventions to increase HIV/STI testing uptake among MSM and transwomen. Cochrane Database Syst Rev 2011;9:CD009337.

Online 30:
- **Group Case Assignment:** Read Program Description for Evaluation Case Study 1 and be prepared to create and share a logic model and discuss this case with classmates.

Week 11. 21 Nov: Designing Impact & Outcome Evaluations

Readings:
- Chapter 14 – read second part of chapter on Summative Evaluation
- Rossi – Chapter 8

- McKenzie – Internal & External Validity
- Muthengi & Austrian: Cluster randomized evaluation of the Nia Project: study protocol

Online 30:
- **Group Case Assignment:** Read Program Description for Evaluation Case Study 2 and develop a draft logic model for this. Be prepared to share your model and discuss this case with classmates.

Week 12. 28 Nov: Sampling Methods and Measures – Guest Lecture: Dr. Jill Roncarati

Readings:
Chapter 5 – Measurement & Sampling
- Weinmann et al. Population-based assessment of health needs of Syrian migrants in Germany: what is the best sampling method?
- Fletcher EH, et al. Stakeholder perspectives on sustainment of Housing First in a VA permanent supportive housing program. Health Serv Res. 2022 Apr;57(2):374-384.

Optional reading:
- USAID – Design, implementation, monitoring and evaluation of cross-cultural HIV-related mental health and psycho-social assistance programs: user's manual
- Jill S Roncarati, et al. Data Sources for Estimating Numbers of People Experiencing Homelessness in the United States—Strengths and Limitations, Am J Epi. 2021 Nov; 190 (11): 2437–2440, https://doi.org/10.1093/aje/kwab104

Online 30:
- Watch sampling and measurement videos posted on Canvas
- Please read and/or listen to the following brief piece: https://www.npr.org/2017/01/27/511942869/for-many-homeless-finding-housing-is-only-the-first-step-toward-stability
- **Group Canvas Assignment:** Draft two different designs for your program evaluation. Include an explanation and justification for the designs, comparison groups, sampling, timing and example measurements.

Week 13. 05 Dec: Reporting & Dissemination

Readings:
- Chapter 15 – Data Analysis & Reporting
- Rossi – Chapter 12 – p377-382
- Read NCI – Making Data Talk

Online 30:
- Watch the videos on hypothesis testing and bivariate analysis on Canvas.
- Skim through the following links to get an idea of how the FDA communicated about results of one of their tobacco prevention campaigns in various ways:
  - A peer reviewed research article
  - A press release
  - A webpage for the public

- o An infographic about certain results
- o A fact sheet about some of its research methods

- **Group Case Assignment:** Read Program Description for Evaluation Case Study 3 and develop a draft logic model for this. Be prepared to share your model and discuss this case with classmates.

Week 14. 12 Dec: Final Project Presentations and Report Due
- **Group Canvas Assignment:** Submit your final report and PowerPoint to present during class. Submit peer evaluations.

Week 15. 19 Dec: Evaluation Exam

Assignment Standards

Lateness. Assignments turned in after the official collection period are considered late. Unless the instructor and student come to an arrangement before class, there is a penalty for work turned in late. If you need to turn in something after the date due, please discuss it with the instructor to avoid point penalty.

Grammar/Spelling. Proper punctuation, grammar and spelling is expected on all assignments. Gross errors may be returned with no grade or point penalty.

Citations. Preferred citation style for references in written assignments will be American Psychological Association (APA). Please use this APA citation style for electronic references. Free software for reference managers is available through Rutgers.

School Policies

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.

Student Well-Being: The School of Public Health recognizes that students may experience stressors or challenges that can impact both their academic experience and their personal well-being. If the source of your stressors or challenges is academic, students are encouraged to discuss these challenges and circumstances with their instructor, if they feel they may need additional support or temporary accommodations at the beginning or during this course. The course instructor may consider making reasonable temporary adjustments depending on the student's situation. For personal concerns or if additional support is needed, students may reach out to the Office of Student Affairs or any of the appropriate referral resources listed on the SPH Student Connect Canvas page.

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.

Overview of School Policies: Academic and non-academic policies and procedures, such as Auditing a Course, Retaking Courses, Grade Grievance and others that cover registration, courses and grading, academic standing and progress, student rights and responsibilities, graduation and more may be found under Policies on the School of Public Health website. Below are select specific policies; however, students are responsible for keeping informed about academic and non-academic policies and procedures beyond those noted on this syllabus.

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