

University of Maryland, College Park

Department of Public and Community Health

HLTH 775 - Program Planning and Evaluation

<p>Instructor: Professor Kenneth H. Beck</p> <p>Office/Phone: HHP 2366 / 301-405-2527</p> <p>Email: Kb9@umail.umd.edu</p> <p>Semester: Spring 2003</p> <p>Classroom/Time: HHP 0303 / M 4:00 – 6:45</p>	<p style="text-align: center;"><u>OFFICE HOURS</u></p> <p>Monday, 2:00 – 4:00</p> <p>Tuesday, 11:00 – 12:30</p> <p>Thursday, 11:00 – 12:30</p> <p>Other times by appointment</p>
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Required Textbooks	<p>McKenzie, J.F., & Smeltzer, J.L. (2001). <u>Planning, Implementing, and evaluating health promotion programs: A primer</u> (Third Edition). Boston, MA: Allyn and Bacon.</p> <p>McDermott, R.J., & Sarvela, P.D. (1999). <u>Health education evaluation and measurement: A practitioner's perspective</u> (Second Edition). Madison, WI: WCB/McGraw-Hill .</p>
Other Required Readings (on reserve)	<p>Green, L.W., & Kreuter, M.M. (1999). <u>Health promotion planning: An educational and environmental approach</u> (Third Edition). Mountain View, CA: Mayfield Publishing Company. (Chapters 3, 4 & 5).</p> <p>Simons-Morton, B. G., Greene, W., & Gottlieb, N. (1995). <u>Introduction to health education and health promotion</u> (second edition). Prospect Heights, Illinois: Waveland Press. (Chapters 5 & 6).</p> <p>Windsor, R., Baranowski, T., Clark, N., & Cutter, G. (1994). <u>Evaluation of health promotion, health education, and disease prevention programs</u> (second edition). Mountain View, CA: Mayfield Publishing Company. (Chapter 9)</p>
Course Description	<p>A systematic approach to the planning and evaluation of health education programs. Diagnosis of the social, psychological, educational and administrative aspects of the health education program. Program monitoring, rigorous methods of impact assessment, and the measurement of efficiency.</p>
Course Objectives	<p><u>At the conclusion of this course, the student will be able to:</u></p> <ol style="list-style-type: none"> 1. develop a plan for implementing a health education program, 2. monitor its delivery, as well as 3. evaluate its impact, <p>The aim of this course is to have the student develop practical skills relative to the application of health education program development and evaluation issues.</p>

Course Policies

Late or incomplete work will be made up if a legitimate excuse (determined by University policy and the instructor) is documented at the next class period. No excuses will be accepted after May 6.

Special arrangements for making up missed work must be made in advance with the instructor. If you cannot make class or an exam due to illness or some other legitimate reason, you must contact the instructor in person or by phone before the missed class period.

There will be no extra credit assignments. Failure to do or turn in the in-class and/or take-home assignments on time can significantly lower one's final grade.

Students who enroll in the class at any time during the drop-add period are responsible for all in-class work to date.

Accommodations for students with disabilities:

If you have a documented disability and wish to discuss academic accommodations for test taking or other needs, please talk to me as soon as possible. You will need documentation from Disability Support Service (314-7682.) If you intend to take any or all exams at DSS it is your responsibility to notify me as soon as possible.

Academic Integrity:

The University's code of academic integrity is designed to ensure that the principle of academic honesty is upheld. Any of the following acts, when committed by a student, shall constitute academic dishonesty:

- ✓ CHEATING : intentionally using or attempting to use unauthorized materials, information, or study aids in an academic exercise.
- ✓ FABRICATION: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- ✓ FACILITATING ACADEMIC DISHONESTY: intentionally or knowingly helping or attempting to help another to violate any provision of this code.
- ✓ PLAGIARISM: intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

For more information see:

<http://www.inform.umd.edu/CampusInfo/Departments/PRES/policies/iii100a.html>

Religious Observances:

The University System of Maryland policy provides that students *should not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances.* **It is the student's responsibility to inform the instructor in advance of any intended absences for religious observance.**

- S y l l a b u s -

2/3	Introduction & Course Requirements
2/10	Needs Assessment Green & Kreuter (chaps 3 & 4); McKenzie & Smeltzer (chaps 1 – 4); McDermott & Sarvela (chap 9); Simons-Morton et al. (chap 5)
2/17	Technology-Based Planning Tools - “CDCynergy 2001” Training (1304 HHP)
2/24	Guest Speaker - Dr. Bruce Simons-Morton National Institute of Child Health and Human Development Simons-Morton et al. (chap 6)
3/3	Behavioral Diagnosis McKenzie & Smeltzer (chaps 6 – 8); Green & Kreuter (chap 5)
3/10	Implementation & Marketing McKenzie & Smeltzer (chaps 11 & 12)
3/17	Examination I
3/24	Spring Break – no class
3/31	Introduction to Program Evaluation McKenzie & Smeltzer (chap 13); McDermott & Sarvela (chaps 1 – 4)
4/7	Measurement Issues & Process Evaluations McDermott & Sarvela (chaps 5 – 7); McKenzie & Smeltzer (chap 5)
4/14	Evaluation Designs, Inferential Analysis & Sampling McDermott & Sarvela (chaps 8, 10 – 13); McKenzie & Smeltzer (chap 14)
4/21	Guest Speaker - Dr. Elizabeth Baker National Highway Traffic Safety Administration Projects Due
4/28	Descriptive Analysis & Cost Effectiveness Assessments McKenzie & Smeltzer (chap 15); McDermott & Sarvela (chap 14 & 15); Windsor et al. (chap 9) Project Presentations
5/5	Project Presentations
5/12	Project Presentations , Course Wrap up & Review
5/19	Final Examination Place: 0303 HHP Time: 4:00 – 6:45 PM

Web Sites:

NIH grant application form <<http://www.umresearch.umd.edu/ORAA/forms/NIH398.pdf>>

[IRB] **Departmental** Human Subjects Review Committee Application Form
< <http://www.umresearch.umd.edu/ORAA/forms/forms.html>>

NCHS data <http://www.cdc.gov/nchs/data/nvs47_19.pdf>

Center for Substance Abuse and Prevention’s Decision Support System
<<http://www.preventiondss.org>>

Power Calculator <<http://calculators.stat.ucla.edu/powercalc/>>

Publications for Health Communications Professionals
<http://rex.nci.nih.gov/NCI_Pub_Interface/Pub_Patient8.html>

Practical Evaluation of Public Health Programs < <http://www.cdc.gov/eval/workbook.pdf> >

Evaluation	Grading	
Mid Term Exam:	30%	96 - 100% A+
Final Exam:	30%	93 – 95 A
Term Project & Other Assignments:	40%	90 – 92 A-
Details of the project and other assignments will be given out in class		86 – 89 B+
		83 – 85 B
		80 – 82 B-
		76 – 79 C+
		73 – 75 C
		70 – 72 C-
		66 – 68 D+
		63 – 65 D
		60 – 62 D-
		≤ 59 F

Graduate (CHES) Competencies Provided:

- I.A.1. Select valid sources of information about needs and interests
- I.A.2. Utilize computerized sources of health-related information
- I.A.3. Employ or develop appropriate data-gathering instruments
- I.A.4. Apply survey techniques to acquire health data
- I.A.5. Conduct health-related needs assessment in communities
- I.B.1. Investigate physical, social, emotional, and intellectual factors influencing health behaviors
- I.B.2. Identify behaviors that tend to promote or compromise health
- I.B.4. Analyze socio-cultural factors that influence health
- I.C.1. Analyze needs assessment data
- I.C.2. Determine priority areas of need for health education
- II.A.1. Communicate need for the program to those who will be involved
- II.A.3. Seek ideas and options of those who will affect or be affected by the program
- II.A.4. Incorporate feasible ideas and recommendations into the planning process
- II.A.5. Apply principles of community organization in planning programs
- II.B.1. Determine the range of health information requisite to a given program of instruction
- II.B.2. Organize the subject areas comprising the scope of a program in logical sequence
- II.B.3. Consider philosophy and theory in planning health education programs
- II.B.5. Develop a theory-based framework for health education programming
- II.C.1. Infer educational objectives facilitative of achievement of specified competencies
- II.C.2. Develop a framework of broadly stated, operational objectives relevant to a proposed health education program
- II.D.1. Match proposed learning activities with those implicit in the stated objectives
- II.D.3. Select strategies best suited to implementation of educational objectives in a given setting
- II.D.5. Select theory-based strategies in health education program planning where appropriate
- II.E.1. Identify populations for health education programs
- II.E.2. Involve participants in planning health education programs
- IV.A.1. Determine standards of performance to be applied as criteria of effectiveness
- IV.A.2. Establish a realistic scope of evaluation efforts
- IV.A.3. Develop an inventory of existing valid and reliable tests and survey instruments
- IV.A.4. Select appropriate methods for evaluating program effectiveness
- IV.A.5. Identify existing sources of health related databases
- IV.A.6. Evaluate existing data gathering instruments and processes

IV.A.7. Select appropriate quantitative and/or qualitative evaluation design
IV.A.8. Develop reliable and valid instruments
VIII.A.5. Evaluate the research design, methodology and findings from the literature
VIII.B.1. Assess the merits and limitations of qualitative and quantitative research methods
VIII.B.2. Apply qualitative and/or quantitative research methods in research designs
VIII.C.1. Utilize appropriate research methods and designs in assessing needs
VIII.C.2. Utilize information derived from research for program planning
VIII.C.3. Select implementation strategies based upon research results
VIII.C.4. Employ research design methods in program evaluation
VIII.C.5. Draw conclusions from the research results

Recommended Readings:

Batholomew, L.K., Parcel, G.S., Kok, G, & Gottlieb, N.H. (2001). *Intervention mapping: designing theory- and evidence-based health promotion programs*. Mountain View, CA: Mayfield Publishing Company.

Capwell, E.M. (1997). Health education graduate standards: Expansion of the framework. Health Education & Behavior, 24(2), 137-150.

Clift, E., & Freimuth, V. (1995). Health communication: What is it and what can it do for you? Journal of Health Education, 26(2), 68-74.

Fries, J.F., Koop, C.E., et al. (1993). Reducing health care costs by reducing the need and demand for medical services. The New England Journal of Medicine, 392 (5), 321-325.

Green, L.W., & Kreuter, M.M. (1999). Health promotion planning: An educational and environmental approach (Third Edition). Mountain View, CA: Mayfield Publishing Company.

Havas, S., Anliker, J., Damron, D., Feldman, R., & Langenberg, P. (2000). Uses of process evaluation in the Maryland WIC 5-a-day promotion program. Health Education & Behavior, 27(2), 254-263.

Lafferty, C.K., & Mahoney C.A. (2003). A framework for evaluating comprehensive community initiatives. Health Promotion Practice, 4(1), 31-44.

McLeroy, K.R., Steckler, A., Simons-Morton, B., Goodman, R.M., Gottlieb, N., & Burdine, J.N. (1993). Social science theory in health education: Time for a new model (editorial). Health Education Research, 8 (3), 305-312.

Milstein, B., & Weterhall, S., & CDC Evaluation Working Group. (2000). A framework featuring steps and standards for program evaluation. Health Promotion Practice, 1(3), 221-228.

Parvanta, C.F., & Freimuth, V. (2000). Health communication at the Centers for Disease Control and Prevention. American Journal of Health Behavior, 24(1), 18-25.

Perry, C.L., Sellers, D.E., Johnson, C., Pedersen, S., Bachman, K.J., Parcel, G.S., Stone, E.J., Luepker, R.V., Wu, M., Nader, P.R., & Cook, K. (1997). The Child and Adolescent Trail for Cardiovascular Health (CATCH): Intervention, implementation, and feasibility for elementary schools in the United States. Health Education and Behavior, 24(6), 716-735.

Pirie, P.L, Stone, E.J., Assaf, A.R., Flora, J.A., & Maschewsky-Schneider, U. (1994). Program evaluation strategies for community-based health promotion programs: perspectives from the cardiovascular disease community research and demonstration studies. Health Education Research, 9, 23-36.

Simons-Morton, B.G., Greene, W., & Gottlieb, N. (1995). Introduction to health education and health promotion (second edition). Prospect Heights, Illinois: Waveland Press.

Simons-Morton, D.G., Simons-Morton, B.G., Parcel, G.S., & Bunker, J.F. (1988). Influencing personal and environmental conditions for community health: A multilevel intervention model. Family Community Health, 11 (2), 25-35.

Timmreck, T.C. (2003). Planning, program development, and evaluation: A handbook for health promotion, aging, and health services (second edition). Sudbury, MA: Jones and Bartlett.

Windsor, R., Baranowski, T., Clark, N., & Cutter, G. (1994). Evaluation of health promotion, health education, and disease prevention programs (second edition). Mountain View, CA: Mayfield Publishing Company.