

# University of Maryland, College Park

## Department of Public and Community Health

### HLTH 775: Program Planning and Evaluation

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 Semester: **Fall 2005**  
 Classroom/Time: HHP 0301/Thursday, 4:00-6:30 p.m.

**OFFICE HOURS**  
 Wednesday, 10:30-11:30, 2:30-3:30 pm  
 Thursday, 10:30-11:30, 2:30-3:30 pm  
 By appointment

<b>Required Textbooks</b>	<p><i>McKenzie, J.F., Neiger, B.L. &amp; Smeltzer, J.L. (2005). <u>Planning, implementing &amp; evaluating health promotion programs: A primer.</u> (4th ed.). San Francisco: Pearson [ISBN 0-8053-6010-7].</i></p> <p><i>McDermott, R.J. &amp; Saevela, P.D. (1999). <u>Health education evaluation and measurement: A practitioner's perspective.</u> (2<sup>nd</sup> ed.). McGraw-Hill [ISBN 0-697-22322-1].</i></p>
<b>Course Description</b>	<p><i>The purpose of the course is to provide the student with an understanding of a systematic approach to the planning and evaluation of health programs. Assessments of social, psychological, educational and administrative aspects of health programs are presented. Program monitoring, rigorous methods of impact assessment, and the measurement of efficiency are examined.</i></p>

<b>Course Objectives</b>	<p><u>At the conclusion of this course, the student will be able to:</u></p> <ol style="list-style-type: none"> <li>1. develop a plan for implementing a health education program</li> <li>2. develop a needs assessment</li> <li>3. apply health behavior theories to the planning of programs</li> <li>4. describe the advantages and disadvantages of quantitative evaluations</li> <li>5. describe the advantages and disadvantages of qualitative evaluations</li> </ol>
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<p><b>Course Policies</b></p>	<p><u>Accommodations for students with disabilities:</u> 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.</p> <p><u>Academic Integrity:</u> 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:</p> <ul style="list-style-type: none"><li>✓ CHEATING : intentionally using or attempting to use unauthorized materials, information, or study aids in an academic exercise.</li><li>✓ FABRICATION: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.</li><li>✓ FACILITATING ACADEMIC DISHONESTY: intentionally or knowingly helping or attempting to help another to violate any provision of this code.</li><li>✓ PLAGIARISM: intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.</li></ul> <p>For more information see: <a href="http://www.inform.umd.edu/CampusInfo/Departments/PRES/policies/iii100a.html">http://www.inform.umd.edu/CampusInfo/Departments/PRES/policies/iii100a.html</a></p> <p><u>Religious Observances:</u> The University System of Maryland policy provides that students <i>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.</i> <b>It is the student's responsibility to inform the instructor <u>in advance</u> of any intended absences for religious observance.</b></p>
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# Course Outline and Assignments

1. Sept 1	Models of Program Planning	(P) Chapters 1, 2
2. Sept 8	Needs Assessment	(P) Chapters 3, 4
3. Sept 15	Behavioral Assessment	(P) Chapters 6, 7
4. Sept 22	Interventions	(P) Chapter 8
5. Sept 29	Resources	(P) Chapters 9, 10
6. Oct 6	Implementation	(P) Chapters 11, 12
7. Oct 13	Yom Kippur	
<b>8. Oct 20</b>	<b>Examination I</b>	
9. Oct 27	Models of Evaluation	(E) Chapters 1, 2
10. Nov 3	Politics and Ethics	(E) Chapter 3
11. Nov 10	Measurement	(E) Chapter 5
12. Nov 17	Quantitative Evaluation	(E) Chapter 10
13. Nov 24	Thanksgiving	
14. Dec 1	Qualitative Evaluation	(E) Chapter 11
15. Dec 8	Reliability and Validity	(E) Chapters 6, 7
<b>16. Dec ??</b>	<b>Examination II</b>	

<b>Evaluation</b>			<b>Grading</b>	
Examination I			285-300 points	A+
October 20, 2005	100 points		277-284 points	A
			270-276 points	A-
Examination II			264-269 points	B+
December ??, 2005	100 points		249-263 points	B
			240-248 points	B-
Paper*			234-239 points	C+
December 8, 2005	100 points		219-233 points	C
			210-218 points	C-
			204-209 points	D+
			189-203 points	D
			180-188 points	D-
			179 & below	F

\*The student is required to submit a proposal by December 8, 2005. The proposal should include: (1) a planning section (a planning model needs to be chosen and behavioral objectives stated), (2) a brief description of a program to be implemented (a health behavior theory needs to be chosen), and (3) an evaluation section (an evaluation design or qualitative approach needs to be chosen). The proposal should be a maximum of 15 pages.

### **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