

Western Kentucky University  
Department of Public Health

**PH 575 - 700: Program Planning in Public Health Practice  
Fall, 2019**

*(This is an on-line course. Students will be responsible for reviewing and completing weekly lectures, and assignments.)*

**INSTRUCTOR INFORMATION**

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**COURSE INFORMATION**

**Prerequisites:**

Completion of PH 587

**Required Text/Materials**

There is no required textbook. Several readings are assigned for nearly every week of the course. PDF files of these articles will be posted on Blackboard. An optional text is available at the book store: McKenzie, J.F., Neiger, B.L., Thackary, R. (2013). *Planning, Implementing, and Evaluating Health Promotion Programs: A Primer* (6<sup>th</sup> edition). Pearson Benjamin Cummings Publisher. (ISBN 0-321-78850-8).

**Course Description:**

Methods of assessing population needs, assets and capacities that affect communities' health, and translating findings into designing a population-based program, project, or intervention.

**Course Overview:**

This course presents basic principles of planning, designing, implementing and evaluating health promotion and other intervention programs. Students critically examine models and processes to systematically plan public health interventions. Students will develop skills in needs assessment, planning a public health intervention program, developing implementation and evaluation plans and searching for grant proposals.

**Course Objectives and Overview:**

<i><b>Upon successful completion of the course the student shall be able to:</b></i>	<i><b>How the student will develop the learning outcomes:</b></i>	<i><b>How the student will be assessed:</b></i>
1. Discuss the role, importance, and difference between health education and health promotion	Assigned reading, narrated lecture, and learning exercise	Quiz 1
2. Compare basic components and relevance of planning models for selecting the most appropriate model for a particular situation	Assigned readings, narrated lecture and learning exercise.	Graded learning assignment "Choose the Best Planning Model for Each Situation"

<b><i>Upon successful completion of the course the student shall be able to:</i></b>	<b><i>How the student will develop the learning outcomes:</i></b>	<b><i>How the student will be assessed:</i></b>
3. Develop a measurement tool to assess qualitative and epidemiologic population needs, assets or capacity of a community health problem and/or program outcomes	Assigned readings, narrated lectures, and application assignment.	<ul style="list-style-type: none"> <li>• Quiz 1</li> <li>• Graded learning assignment <i>"Assessment of websites and resources for epi assessment"</i></li> <li>• Graded writing assessment #2: (Questionnaire to measure behavioral /environmental risk factors)</li> </ul>
4. Identify the most appropriate problem or cause to target for an intervention, program, or policy.	Assigned readings, narrated lectures, discussion board, and application assignments	<ul style="list-style-type: none"> <li>• Quiz 2</li> <li>• Discussion board posts</li> <li>• Graded writing assignment #1: (Problem description)</li> </ul>
5. Use the PRECEDE-PROCEED model and logic models to design a behavioral theory and evidence-based program, intervention, or policy for behavior change of a chosen population.	Assigned readings, narrated lectures, discussion boards, and application assignments	<ul style="list-style-type: none"> <li>• Quiz 2</li> <li>• Discussion board posts</li> <li>• Graded learning assignment <i>"Identifying PER factors and theory constructs"</i></li> <li>• Graded learning assignment <i>"Development of smart objectives and logic models"</i></li> <li>• Graded writing assignment #3: (Description of program, theoretical model)</li> </ul>
6. Identify characteristics of evidence-based interventions and programs	Assigned reading, narrated lectures, discussion boards, and application assignments	<ul style="list-style-type: none"> <li>• Quiz 3</li> <li>• Discussion board posts</li> <li>• Graded learning assignment <i>"Finding and evaluating EBI programs"</i></li> </ul>
7. Determine if a chosen evidence- based program can be adapted or modified to better fit the behaviors, norms and traditions of the target population	Assigned readings, narrated lectures, discussion boards, and application assignments	<ul style="list-style-type: none"> <li>• Quiz 3</li> <li>• Discussion board posts</li> <li>• Graded learning assignment <i>"Adaptation of a Program Model"</i></li> </ul>
8. Explain basic principles of program implementation, budget development and resource management	Assigned readings, narrated lectures, learning activity and application assignment	<ul style="list-style-type: none"> <li>• Quiz 3</li> <li>• Graded learning assignment <i>"Creating a staffing plan and budget using a case study"</i></li> <li>• Graded writing assignment #4: (Program timeline, resources and workplan)</li> </ul>
9. Design an evidence-based evaluation plan for the planned intervention, including process, impact and outcome evaluations.	Assigned readings, literature review, narrated lectures, review of examples, and practice activities	<ul style="list-style-type: none"> <li>• Quiz 4</li> <li>• Discussion board posts</li> <li>• Graded learning assignment <i>"Identifying process, impact and outcome goals"</i></li> <li>• Graded writing assignment #5 (Evaluation plan)</li> </ul>
10. Describe methods of seeking extramural funding, resources for finding and assessing the feasibility of an RFP and factors to increase the overall rate of proposal writing success.	Narrated lecture, review of examples and other materials	<ul style="list-style-type: none"> <li>• Quiz 4</li> <li>• Graded writing assignment #6 (Copy of student chosen RFP; written comparison and assessment of RFP with final program)</li> </ul>

## COURSE POLICIES

### Grading/Evaluation Criteria:

Assignments represent an assessment of student learning and mastery. Each addresses some aspect of the stated course objectives as well as specific MPH core competencies. Every assignment has written guidelines and grading rubrics designed to reduce questions about what is required and how a grade is calculated. PLEASE USE THEM!

Evaluation Method	Objectives Met	Points	Due Date
1. <b>Written Assignment: <u>Problem description and survey of social &amp; epidemiologic data needs and sources</u></b> . Includes public health problem definition, focus population description, social and epidemiology data needs/assets	1, 2, 3, 4	25 points	Sept 17
2. <b>Written Assignment: <u>Questionnaire to measure behavioral/environmental risk factors</u></b> Development of a measurement tool for planning and/or evaluating an intervention	3,9	25 points	Oct 1
3. <b><u>Readings and analysis of selected interventions</u></b> Review of published article(s) and participation in class and on 8 discussion boards (8 <i>discussion boards</i> x 10 points each)	4,5,6,7,8,9	80 points	Sept 3 - Nov 18
4. <b><u>Required Learning Assignments</u></b> Application and practice exercises to help students develop skills related to assignments and competencies (8 <i>exercises</i> x 10 points each)	1,2,3,6,7,9	80 points	Sept 9 – Nov 4
5. <b>Written Assignment: <u>Program description Part 1</u></b> Program plan with description of theoretical basis, interventions goals, objectives, activities and logic model	1, 2, 3, 4, 5, 6	25 points	Oct 22
6. <b>Written Assignment: <u>Program description Part 2</u></b> Program timeline, description of resources for program, plan for marketing to target population, and how program will be sustained	1,2,3,4,5,8	25 points	Oct 28
7. <b>Written Assignment: <u>Evaluation Plan</u></b> Evaluation plan, including type, design, logic model, evaluation questions and plan for data collection	2, 6, 7, 9	25 points	Nov 18
8. <b>Written Assignment: <u>Source(s) for Funding: RFP's</u></b> Search for appropriate RFP to fund chosen project, including assessing strengths and weaknesses for completing the RFP	10	25 points	Dec 9
9. <b><u>Quizzes</u></b> 4 modules have a required quiz. (Module 1= 20 points; Module 2 = 30 points; Module 3 = 30 points; and Module 4 = 20 points)	1 – 10	100 points	See sched.

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### Grading/Assessment Calculation

Total Points Possible: **410**

A = 367 - 410 points; B = 326 – 366 points; C = 285 - 325 points; D = 244 – 284 points; F = ≤ 243 points

## **Disability Accommodations**

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at [sarc.connect@wku.edu](mailto:sarc.connect@wku.edu). Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

## **Academic Dishonesty**

Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the course work in which the act is detected or a failing grade in a course without possibility of withdrawal. The faculty member may also present the case to the Office of Judicial Affairs for disciplinary sanctions. A student who believes a faculty member has dealt unfairly with him/her in a course involving academic dishonesty may seek relief through the Student Complaint Procedure.

## **Title IX Sexual Misconduct/Assault**

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and Discrimination and Harassment Policy (#0.2040) at [https://wku.edu/policies/hr\\_policies/2040\\_discrimination\\_harassment\\_policy.pdf](https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf).

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and **MUST** report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

## MPH Competencies

This course contributes to the development of the following competencies:

<b>Evidence-based Approaches to Public Health</b>	<b>Obj.</b>
1. Apply epidemiological methods to the breadth of settings and situations in public health practice	3
2. Select quantitative and qualitative data collection methods appropriate for a given public health context	3
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate	
4. Interpret results of data analysis for public health research, policy or practice	
<b>Public Health &amp; Health Care Systems</b>	
5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings	
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels	
<b>Planning &amp; Management to Promote Health</b>	
7. Assess population needs, assets and capacities that affect communities' health	3
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs	7
9. Design a population-based policy, program, project or intervention	2-7
10. Explain basic principles and tools of budget and resource management	8
11. Select methods to evaluate public health programs	9
<b>Policy in Public Health</b>	
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence	
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes	
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations	
15. Evaluate policies for their impact on public health and health equity	
<b>Leadership</b>	
16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making	
17. Apply negotiation and mediation skills to address organizational or community challenges	
<b>Communication</b>	
18. Select communication strategies for different audiences and sectors	7
19. Communicate audience-appropriate public health content, both in writing and through oral presentation	5, 9
20. Describe the importance of cultural competence in communicating public health content	7
<b>Interprofessional Practice</b>	
21. Perform effectively on interprofessional teams	
<b>Systems Thinking (waiting on technical assistance paper from CEPH)</b>	
22. Apply systems thinking tools to a public health issue	4
<b>WKU MPH Program Competencies</b>	
1. Apply health behavior theories and models to address public health problems.	5
2. Describe the role of budgeting; methods of seeking extramural funding; and methods of financial analysis in making decisions about policies, programs and services.	8, 10
3. Describe the roles of history, power, privilege and structural inequality in producing health disparities.	
4. Integrate social determinants into public health science, practice, and research.	
5. Identify the direct and indirect population health effects of environmental hazards (biological, chemical and physical) on humans, animals and the ecology.	

## PH 575 Tentative Class Schedule and Overview

Session	Date	Topics	Readings (Note: these are subject to change)	Assignments: Discussion Boards	Assignments: Writing/Other Required	Practice Exercises (Optional)
<b>MODULE 1: OVERVIEW</b>						
1	8/26	<b>Lecture 1: Introduction to Program Planning,</b> <ul style="list-style-type: none"> <li>Role and importance of health promotion and health education</li> <li>Assumptions and purpose of program planning</li> </ul>	Course syllabus			<b>Practice Activity 1a):</b> "What's the Difference?"  <b>Practice Activity 1b):</b> "Let's Take a Trip"
2	9/3	<b>Lecture 2: The WHYS and HOWS of Planning</b> <ul style="list-style-type: none"> <li>Types of models for PH program planning</li> <li>Review of PRECEDE-PROCEED Model</li> <li>The planning process: rationale and needs assessments</li> <li>Tools and resources for planning</li> <li>Selecting a health issue, population, and setting</li> </ul>	Crosby & Noar (2011). <i>What is a planning model?</i>  <b>(note: due to Labor Day, students will be given an extra day to complete assignments)</b>	<b>Discussion Board 1</b> <b>Due 9/10</b>	Graded Learning Assignment: <b>Choosing the best planning model for each situation.</b> <b>Due 9/10</b>  Complete Quiz for <b>MODULE 1</b> <b>Due 9/10</b>	<b>Practice Activity 2a):</b> "A Planning Model Crossword Puzzle"  <b>Practice Activity 2b):</b> Multiple Choice: <i>Models for Planning</i>
<b>MODULE 2: ASSESSMENT</b>						
3	9/9	<b>Lecture 3: Assessing Needs - Qualitative and Epidemiologic</b> <ul style="list-style-type: none"> <li>What to expect from a needs assessment</li> <li>Sources of data for a needs assessment</li> <li>Precede-Proceed Phase 1: Social Assessment (<i>what do people think?</i>)</li> <li>Precede-Proceed Phase 2: Epidemiological Assessment (<i>what problem should we address?</i>)</li> </ul>	Wright, McGorry, Harris et al (2006). <i>Development and evaluation of a youth mental health community awareness campaign - The Compass Strategy.</i>  Cole & Horacek (2009). <i>Applying PRECEDE-PROCEED to develop an intuitive eating nondieting approach to weight management</i>	<b>Discussion Board 2</b> <b>Due 9/16</b>	Graded Learning Assignment: <b>Search and assess websites for your epi assessment: usefulness and resources</b> <b>Due 9/16</b>  <b>Writing Assignment 1:</b> <i>Description of problem &amp; focus population, social and epi data needs assessment results</i> <b>Due 9/17</b>	<b>Practice Activity 3a):</b> <i>What would you do?</i>

Session	Date	Topics	Readings (Note: these are subject to change)	Assignments: Discussion Boards	Assignments: Writing/Other Required	Practice Exercises
4	9/16	<b>Lecture 4: Assessing Needs – Behavioral and Environmental</b> <ul style="list-style-type: none"> <li>• Precede-Proceed Phase 3: Behavioral and environmental assessment (<i>what needs to change?</i>)</li> <li>• How do behavioral theories apply to planning and evaluation</li> <li>• Designing a measurement tool for a behavioral and environmental assessment</li> <li>• Measures and instruments – part 1</li> </ul>	<p>Mokdad &amp; Remington (2010). <i>Measuring health behaviors in populations</i></p> <p>Gielen &amp; Sleet (2003). <i>Application of behavior-change theories to injury prevention.</i></p>	<b>Discussion Board 3</b> <b>Due 9/23</b>	<b>Writing Assignment 2:</b> <i>Questionnaire to measure behavioral/ environmental risk factors</i> <b>Due 10/1</b>	<b>Practice Activity 4a):</b> <i>Review 4 surveys and their questions. What do you like and don't like?</i>  <b>Practice Activity 4b):</b> <i>"Writing Good or Better Survey Questions"</i>  <b>Practice Activity 4c):</b> <i>Take the Praise Project Health Needs Assessment Survey</i>
5	9/23	<b>Lecture 5: Assessing Needs – Ecologic and Educational</b> <ul style="list-style-type: none"> <li>• Precede-Proceed Phase 4: Ecological and educational assessment (<i>what is the best solution?</i>)</li> <li>• The process of prioritizing and ranking needs identified in a needs assessment</li> <li>• More assessing! (Targeting predisposing, enabling and reinforcing factors)</li> </ul>	<p>Castellanos, Downey, et al (2013). <i>Examining the diet of post-migrant Hispanic males using the Precede-Proceed model</i></p>	<b>Discussion Board 4</b> <b>Due 9/30</b>	<p>Complete Quiz for <b>MODULE 2</b>  <b>Due 10/1</b></p> <p>Graded Learning Assignment:  <b>Identify Predisposing, Enabling and Reinforcing Factors and Theory Constructs</b>  <b>Due 9/30</b></p>	<b>Practice Activity 5a):</b> <i>"Identifying Predisposing, Enabling and Reinforcing Factors"</i>  <b>Practice Activity 5b):</b> <i>"Match the Constructs with Health Behavior Theories"</i>  <b>Practice Activity 5c):</b> <i>"Which Theory Would You Use?"</i>

Session	Date	Topics	Readings (Note: these are subject to change)	Assignments: Discussion Boards	Assignments: Writing/Other Required	Practice Exercises
<b>MODULE 3: PLANNING &amp; IMPLEMENTATION</b>						
6	9/30	<b>Lecture 6: Evidence Based Interventions and Adaptations</b> <ul style="list-style-type: none"> <li>Intervention strategies: a case where more is better</li> <li>Evidence-based interventions: <i>Whose evidence? Whose interventions?</i></li> <li>Criteria, sources, advantages &amp; disadvantages for EBIs</li> <li>Advantages/pitfalls of adaptations</li> </ul>	Mier, Ory & Medina (2009). <i>Anatomy of culturally sensitive interventions promoting nutrition and exercise in Hispanics</i>	<b>Discussion Board 5</b> <b>Due 10/7</b>	Graded Learning Assignment: <b>Search for and evaluate an EBI program</b> <b>Due 10/7</b>  Graded Learning Assignment: <b>Take the "Adaptation Challenge"</b> <b>Due 10/8</b>	<b>Practice Activity 6a):</b> <i>"A multi- strategy Intervention for Walmart Employees"</i>  <b>Practice Activity 6b):</b> <i>Take the "Adaptation Challenge"</i>
7	10/7	<b>No lecture this week</b>	<b>Catch up on assignments and enjoy yourself</b>		<b>FALL BREAK</b>	
8	10/14	<b>Lecture 7: Implementation: Strategies and Concerns Part 1</b> <ul style="list-style-type: none"> <li>Precede-Proceed Phase 5: Administrative &amp; policy diagnosis (<i>what components &amp; materials are needed and how do we make this happen?</i>)</li> <li>Identifying and prioritizing the tasks to be completed</li> <li>Logic Models for all occasions</li> </ul>	Handout: <i>The Logic Model for Program Planning &amp; Evaluation</i>		Graded Learning Assignment: <b>Writing stronger objectives and logic models</b> <b>Due 10/21</b>  <b>Writing Assignment 3:</b> <i>Description of program, theoretical base, goals, objectives, activities, and logic model (Part 1)</i> <b>Due 10/22</b>	<b>Practice activity 7a):</b> <i>"Practice with Goal and Objective Challenges"</i>  <b>Practice Activity 7b):</b> <i>"A Logic Model for a Physical Activity-Based Employee Wellness Program"</i>
9	10/21	<b>Lecture 8: Implementation: Strategies and Concerns Part 2</b> <ul style="list-style-type: none"> <li>Precede-Proceed Phase 5: Administrative &amp; policy diagnosis (<i>what is needed and how do we make this happen?</i>)</li> <li>Timelines, staffing and budgets (AKA resource allocation and staffing issues)</li> </ul>			Graded Learning Assignment: <b>Create a staffing plan and budget using a case study</b> <b>Due 10/28</b>  Complete Quiz for <b>MODULE 3</b> <b>Due 10/29</b>	<b>Practice activity 8a):</b> <i>"Is there enough time to complete implementation?"</i>  <b>Practice activity 8b):</b> <i>"Developing a Staffing Plan"</i>  <b>Practice activity 8c):</b> <i>What will the program cost?</i>

MODULE 4: EVALUATION						
10	10/28	<b>Lecture 9: Program Evaluation: Overview and Process</b> <ul style="list-style-type: none"><li>• Precede-Proceed Phase 7: Process Evaluation (<i>How are things going?</i>)</li><li>• Purpose of process evaluation</li><li>• Operationalizing process evaluation in context of program planning</li><li>• Common barriers to PE</li><li>• Methods and measures for process evaluation</li></ul>	Havas, Anliker, Damron et al (2000). <i>Uses of process evaluation in the Maryland WIC 5-a-Day program.</i>  Cunningham, Michielutte, Dignan et al (2000). <i>The value of process evaluation in a community-based cancer control program</i>	<b>Discussion Board 6</b> <b>Due 11/4</b>	<b>Writing Assignment 4:</b> <i>Program timeline, resources &amp; work plan (Part 2)</i> <b>Due 11/5</b>  Graded Learning Assignment: <b>Correctly identify the process, impact and outcome goals.</b> <b>Due 4/9</b>	<b>Practice activity 9a):</b> <i>“Find the process and impact evaluation measures in these examples”</i>  <b>Practice activity 9b):</b> <i>“Identify the process evaluation elements used in the Praise Project case example”</i>
11	11/4	<b>Lecture 10: Making Sure Your Program Gets Respect</b> <ul style="list-style-type: none"><li>• Precede-Proceed Phase 8: Impact Evaluation and Program Evaluation Models (<i>are we making a difference?</i>)</li><li>• Precede-Proceed Phase 9: Outcome Evaluation (<i>what did we really change?</i>)</li><li>• Ethical issues in planning and evaluation</li></ul>	York, Shumway-Cook et al (2011). <i>A trans-lational research evaluation of the Stay Active and Independent for Life (SAIL) community based fall prevention exercise and education program</i>	<b>Discussion Board 7</b> <b>Due 11/11</b>	<b>Writing Assignment 5:</b> <i>Evaluation design, logic model, plan for data collection</i> <b>Due 11/18</b>  Complete Quiz for <b>MODULE 4</b> <b>Due 11/12</b>	<b>Practice activity 10a):</b> <i>“Identify the outcome evaluation objectives”</i>
MODULE 5: MARKETING & SUSTAINABILITY						
12	11/11	<b>Lecture 11: Marketing: Developing Programs That Respond to the Wants &amp; Needs of a Priority Population</b> <ul style="list-style-type: none"><li>• Social marketing</li><li>• The marketing process and health promotion programs</li><li>• The role of pretesting and continuous monitoring</li><li>• How to sustain your “Brain Child” of a program</li></ul>	Prue & Daniel (2006). <i>Planning before conceiving preconception care</i>  LaPelle, N.R., Zapka, J. & Ockene, J.K. (2006). <i>Sustainability of Public Health Programs: The example of tobacco treatment services in Massachusetts.</i>	<b>Discussion Board 8</b> <b>Due 11/18</b>		<b>Practice activity 11a):</b> <i>“Looking for sustainability goals in the Praise Project”</i>  <b>Practice activity 11b):</b> <i>“Check out this Website and Sustainability Assessment Tool!”</i>
13	11/18	<b>Lecture 12: Sustainability: Getting Support for Your Program Part 2</b> <ul style="list-style-type: none"><li>• Grants: what are they and how to you get them?</li><li>• Resources for searching for grants</li><li>• Components of a grant</li><li>• Tips for writing a grant</li></ul>			<b>Writing Assignment 6:</b> Find and assess an RFP and write comparison between what RFP requires and what your program can meet. <b>Due 12/9</b>	<b>Practice activity 12a)</b> <i>Review the sample RFP and the accompanying grant proposal to learn what a grant process and application might look like.</i>
14	12/2	No lectures or additional assignments	<b>All assignments are due 12/10</b>			

