HBIEH 772 | Planning Health Promotion Programs in Medical, Worksite and Community Settings
Spring 2013

TEACHING TEAM:
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Thursdays, 2:00-4:50
MG-G 2301
Breakout rooms for group sessions: MHRC 1001; MHRC 2005; 3005
Course Website Accessible through Sakai, at: http://sakai.unc.edu/

Course Description: In this course we will critically examine and discuss models and processes to systematically plan and evaluate public health interventions. Students will develop skills in needs assessment, program planning, and evaluation by reading and discussing literature in the field, working individually and in small groups on in-class activities and outside assignments, and by developing a data-driven program and evaluation plan.
Prerequisites:
This is a graduate level course. Students should have taken HBHE 730, and HBHE 750, and have a basic understanding of public health principles, theories/models, research methods and biostatistics.

Course Objectives:
By the end of the course, students will be able to:
♦ Explain the role of needs assessment, program planning, and evaluation in public health research and practice;
♦ Critically review scientific literature on needs assessment, program planning, implementation, and evaluation;
♦ Understand the role of theory and appropriately apply theories and conceptual models in program planning and evaluation;
♦ Develop conceptual and logic models for public health interventions;
♦ Write program goals and objectives that are clear, specific, and measurable;
♦ Describe at least three program planning models;
♦ Offer constructive written and verbal feedback to peers on program and evaluation plans;
♦ Identify evidence-based or promising interventions for addressing a particular public health issue in a target population;
♦ Outline intervention activities to be included in a program plan;
♦ Describe a variety different evaluation designs;
♦ Select an appropriate evaluation design for a given public health intervention;
♦ Write clear, specific, and measurable objectives for both process and outcome evaluations;
♦ Develop a budget for a program and evaluation plan;
♦ Create a clear and realistic timeline for a proposed intervention and evaluation;
♦ Articulate potential ethical issues in designing and conducting program planning and evaluation activities; and
♦ Prepare a written program plan for a particular health problem that includes a needs assessment, intervention activities, and evaluation plan.

CEPH Core Competencies:
Through certification exams of the Association of Schools of Public Health, those with the MPH degree will be expected to demonstrate broad competencies in key disciplines of public health: Biostatistics, Environmental Health Sciences, Epidemiology, Health Policy and Management, Social and Behavioral Sciences. HBEH 772 addresses at least two of CEPH’s Core Cross-Cutting Competencies, Program Planning and Systems Thinking, as well as most of the discipline-specific competencies for an MPH in Social and Behavioral Science (Master’s Degree in Public Health -- Core Competency Development Project, Version 2.3 -- May 2007).
http://www.asph.org/document.cfm?page=851
E. SOCIAL AND BEHAVIORAL SCIENCES

The social and behavioral sciences in public health address the behavioral, social and cultural factors related to individual and population health and health disparities over the life course. Research and practice in this area contributes to the development, administration and evaluation of programs and policies in public health and health services to promote and sustain healthy environments and healthy lives for individuals and populations.

**Competencies:** Upon graduation a student with an MPH should be able to...

E. 1. Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice.

E. 2. Identify the causes of social and behavioral factors that affect health of individuals and populations**.

E. 3. Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions.**

E. 4. Identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions.**

E. 5. Describe steps and procedures for the planning, implementation and evaluation of public health programs, policies and interventions.**

E. 6. Describe the role of social and community factors in both the onset and solution of public health problems.**

E. 7. Describe the merits of social and behavioral science interventions and policies.**

E. 8. Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions.**

E. 9. Apply ethical principles to public health program planning, implementation and evaluation.**

E. 10. Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies.**
Course Format:
The format will vary throughout the course (e.g. lectures, debates, guest speakers, small group activities, panel discussions); however, discussion will be a critical component of every class. Typically, the first 60-75 minutes of the class will include lecture/discussion related to readings and various concepts and principles related to program planning and evaluation. The remainder of the class will consist of continued discussion, in-class activities, or time to work in teams on class assignments.

We will have a 10-minute break approximately midway through each class.

Readings:
The readings are a mix of materials that either describe various principles and models of program planning and evaluation, or are examples of applications of program planning and evaluation concepts. Both required and recommended readings are listed in this syllabus (which is also posted on the course website), though there may be some additions and/or changes during the semester. The “Resources” folder within the “Course Documents” folder on the course website contains additional documents relating to course topics that you may find helpful.  All readings will be posted on the course website.

There is no required textbook for this course. However, many of the readings included in the course come from the books listed below. All of these books are excellent references for needs assessment, program planning and evaluation, and can be ordered through UNC Student Stores, or other venues.


Course Website:
All students who are enrolled in the course have access to the course website, accessible via Sakai, at: [http://sakai.unc.edu/](http://sakai.unc.edu/)

You will need to use your (ONYEN) username and password to access the course website. The website contains information and materials, including this syllabus, announcements, course readings, lecture slides, handouts, and other exciting e-features. This site will be an evolving course product, and we welcome your help with it.

*Lecture slides will be posted on the course website by 11:00 a.m. the day of class.*
Course Expectations & Assessment:

Attendance
We expect everyone to attend all classes. Of course, there are always unforeseen and/or extenuating circumstances (please be creative!). If you must miss a class, please let one of us know in advance. Many of our activities and discussions build on work from previous sessions, so attendance is an important part of class participation and preparation.

Use of Electronic Devices
We request that that during class cell phones remain on vibrate, if on at all, and that you refrain from texting, Tweeting, Facebooking, checking email, Web browsing, watching movies, and other non-essential electronic activity.

Academic Integrity and Ethics

By enrolling or working at UNC, we have agreed to abide by the UNC Honor Code, which says that all students shall "Refrain from lying, cheating, or stealing." A signed Honor Code pledge is required on all work submitted for grading. Please be familiar with the guidelines of the UNC Honor Code (http://honor.unc.edu), and consult with us if you have any questions or concerns.

The Honor Code is found in a document known as the Instrument of Student Judicial Governance. (http://instrument.unc.edu) The Instrument is the University’s official document containing the rules and regulations that guide the Honor System. The list of prohibited conduct and the possible sanctions given by the Honor Court can all be found in the Instrument. This document also includes information on the rights and responsibilities of all members of the UNC community to the Honor System and under the Honor System.

The instructor and TAs are committed to abiding by the “Statement of Faculty Responsibilities under the Honor Code” (as adopted by Faculty Council in 2003). You can review this statement here:

http://instrument.unc.edu/instrument.text.html#appendicesb

As part of the course, we will be reviewing and discussing ethical issues surrounding research, needs assessment, program planning and evaluation, and applying those principles to our work in the course. Please also review the Graduate School’s Guidelines for Academic Integrity and Ethics, available at the website below.

http://gradschool.unc.edu/publications/ethics.html
Assignments and Student Assessment

Team Project
As the major project for this course, you will prepare a complete program and evaluation plan that addresses a public health issue in a specific population. You will not need to implement the intervention or conduct the evaluation. The plan will be grounded in the real world, and thus draw on real data and other information gathered in the needs assessment and planning processes.

You will work on this project in groups of 4-5 students. On January 10th, the first day of class, we will discuss and narrow down a list of potential plan topics. By 6:00 pm that day, the teaching team will post a Planning Topics Survey containing the final list of potential planning topics via Qualtrics (a link to the survey will be posted on Sakai and emailed to students). Please complete the survey, noting your top five project choices, and submit it on-line no later than 9:00 am on Monday, January 14th. You will be placed in planning teams based on your identified preferences; we will do our best to give everyone their first or second choices. If all goes well, we will notify you of the groups’ compositions by 10:00 am on Thursday, January 17th.

Once your team has been formed, it is your responsibility to organize and facilitate the team’s work. You will work with your team throughout the semester, with the bulk of the work done outside of class, although we will have some in-class working sessions. The team will produce a single final document, and all members of the group will receive the same grade for the draft of Part I and the final document.

You will have several formal and informal opportunities to receive feedback on this project throughout the semester. You will get written comments from the instructor and the TAs, and a written review from at least two other classmates for each part of your plan. During the last 45-60 minutes of each class, you will have the opportunity to work in breakout rooms with your project teams. During that time, the instructor and TAs will be available for feedback and consultation. Teams can sign up via the TA for a 10-15 minute block of time during team time to meet with the instructor for brief problem-solving and/or check-ins. Meeting with the instructor and TAs while drafting your program plan is strongly encouraged and is one mechanism through which your group will receive ongoing feedback.

Grading
There are no exams in this course. Assessment for grading purposes will be based upon the completion of the assignments listed below and on class participation. Each will contribute as follows to the calculation of your grade:

1. Class Engagement (individual grade) 10%
2. Draft of Part 1 of Program Plan (group grade) 15%
3. Review of another group’s draft (individual grade) 20%
4. Final Program and Evaluation Plan (group grade) 40%
5. Peer Assessment (individual grade) 15%
We will use the UNC Graduate School grading scale (H,P,L,F) to determine your final grade for the course, based on your grades for the various course assignments. Out of a total of 500 points, the grading criteria are:

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<thead>
<tr>
<th>Grade</th>
<th>Interpretation</th>
<th>Total points</th>
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<tbody>
<tr>
<td>H</td>
<td>High pass</td>
<td>475-500</td>
</tr>
<tr>
<td>H-</td>
<td>High pass minus</td>
<td>460-474</td>
</tr>
<tr>
<td>P+</td>
<td>Pass plus</td>
<td>440-459</td>
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<tr>
<td>P</td>
<td>Pass</td>
<td>420-439</td>
</tr>
<tr>
<td>P-</td>
<td>Pass minus</td>
<td>400-419</td>
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<tr>
<td>L</td>
<td>Low Pass</td>
<td>375-399</td>
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<tr>
<td>F</td>
<td>Fail</td>
<td>&lt;375</td>
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</tbody>
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1. **Class Engagement (50 points; 10% of overall course grade)**
Class engagement is worth a total of 50 points, and will be based on three components: preparation, attendance, and participation.

**Preparation (20 points)**
We have limited the quantity of required readings in order to keep the load manageable and to allow you to read the materials in-depth. Students should complete all assigned required readings prior to class and be prepared to ask questions and to engage in class discussions and in-class exercises. Discussion questions will be provided before selected classes to give students the opportunity to reflect on key points. Small group work or large group discussions will be held to review discussion questions in each class.

- 0-10 points—at the end of the year, students will assess their team members on their preparation for team time activities and will assign a grade of 0-10.
- 0-10 points—teaching assistants will periodically assess their teams on their preparation for class readings, lectures, and discussions.

**Attendance (15 points)**
Students should arrive on time and attend each class unless they have informed the teaching team ahead of time.

- 0-5 points— at the end of the year, students will assess group members on their attendance for team time activities and assign a grade of 0-5.
- 0-10 points— teaching assistants will periodically assess assigned teams on class attendance during class and will assign a grade of 0-10.

**Participation (15 points)**
Much of this course will involve discussion or small group activities, therefore willingness to be active in discussion and respectful debate is crucial. The participation score is based on the quality, not the quantity, of contributions to in-class discussions, small group work, and exercises.

- 0-5 points— Based on the quality, quantity, and helpfulness of contributions, students will assign a grade of 0-5 for each group member’s participation in team time activities at the end of the year.
- 0-10 points—teaching assistants will periodically assess assigned teams on participation in class discussions and lectures.

2. Draft of Part I (Sections 1-4) of Program Plan (75 points; 15% of overall course grade)
Due date: March 21st
Each planning team will prepare a complete written draft of the first four sections of their program plan (no more than 25 pages). Overall guidelines for the program plan and a grading rubric for the plan will be available on Sakai. Please bring three copies of your draft to class on March 21st, one for the teaching team and two for your peer reviewers (see below).

3. Review of Peer’s Draft of Part I or Part II of Program Plan (100 points; 20% of overall course grade)
Due dates: March 28th (Part I) or April 25th (Part II)

Review of Draft of Part I (Sections 1-4)
Due date: March 28th
On March 21st, two students from each group will receive another group’s draft program plan (sections 1-4) to review and critique. Students who do not receive a draft program plan on March 21st will receive another group’s draft program plan (sections 5-8) to review on April 18th. Details of the content of the review will be discussed in class, and a review rubric will be posted on the Blackboard site. Grades will be assigned based on the quality, not quantity, of feedback that you provide to your peers on your reviews.

Review of Draft of Part II (sections 5-8)
Due date: April 25th
On April 18th, students who did not receive a draft program plan on March 21st will receive a draft program plan (Sections 5-8) to review and critique. Details of the content of the review will be discussed in class, and a review rubric will be posted on the Blackboard site. Grades will be assigned based on the quality, not quantity, of feedback that you provide to your peers on your reviews.

4. Final Program and Evaluation Plan (200 points; 40% of overall course grade)
Due date: 5:00 PM, May 2nd
Your team will submit a single final program plan that is no longer than 50 pages, excluding references and appendices. A Program Plan Guidance Document containing detailed project guidelines, including descriptions of each section’s contents, page limitations, etc., is posted on Blackboard and will be discussed in class on January 24th.

5. Peer- and Self-Assessment (75 points; 15% of overall course grade)
Due date: 5:00 pm, May 6th
You will be asked to provide an assessment of the quality of the contribution to the overall program and evaluation plan made by yourself and by each of your team members, based on the effort and contributions made throughout the semester. Your scores will be submitted online to the TAs directly and will be kept confidential. Each person will be assigned the average score from all group members.
All assignments are due by the end of the class period on the date they are due, unless otherwise stated. If you cannot turn in any of the above assignments by the last day of class, you will receive an Incomplete (I) for the course unless we have agreed upon a previously-discussed alternative.

**Course Evaluations:**
We welcome your thoughts on how the course could be adjusted during the semester and/or improved for next year. Please feel free to talk to (or email) the instructor or the TAs about the course at any time. In addition to the end-of-semester overall evaluation, it will be helpful for us to have a sense of how things are going as the course progresses. You will have several opportunities to give input throughout the semester, as noted below.

**Weekly evaluations of individual class sessions**
At the end of each class session, please complete the (brief and anonymous!) weekly class evaluation online and submit it by the **5:00 pm the Friday** following that class.

**Mid-Course Check-In**
You will complete an anonymous mid-course evaluation on **March 7th**, and we will spend some time during the second part of class on **March 21st** discussing how the course is going and whether we need to revise or reschedule any parts of the remainder of the course.

**Final Course Evaluation**
In addition to the departmental course evaluation, we have prepared a separate, anonymous evaluation form for the course, which you will complete on the last day of class. Once again, your feedback is greatly appreciated!
<table>
<thead>
<tr>
<th>Class Date</th>
<th>Topics</th>
<th>Assignments</th>
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| January 10| ◦ Introductions  
          ◦ Course Overview  
          ◦ Program Plan Topic Generation and Selection                     | Program Plan Topic selection survey completed online by 9:00am, January 14th |
|           | **ASSESSMENT**                                                         |                                                                             |
| January 17| ◦ Introduction Program Planning, PRECEDE-PROCEED, and IPEM  
          ◦ Epidemiological Assessment  
          ◦ Data Sources and Interpretation  
          ◦ Strategies for Success Panel |                                                                             |
| January 24| ◦ Social Assessment  
          ◦ Capacity/Readiness Assessment  
          ◦ Health Disparities/Inequalities  
          ◦ Prioritizing Health and Social Needs |                                                                             |
|           | **IDENTIFICATION OF DETERMINANTS AND PRECURSORS**                      |                                                                             |
| January 31| ◦ Behavioral and Environmental Assessment                              |                                                                             |
| February 7| ◦ Identifying Precursors to Behavioral and Environmental Determinants |                                                                             |
| February 14| ◦ Identifying Precursors to Behavioral and Environmental Determinants, Part 2 | Conceptual Model of your health issue due (non-graded) at end of class     |
|           | **INTERVENTION SELECTION AND DEVELOPMENT**                            |                                                                             |
| February 21| ◦ Using Theory and Conceptual Models to Inform Intervention Development|                                                                             |
| February 28| ◦ Intervention Selection and Adaptation  
          ◦ Evidence-Based Interventions |                                                                             |
| March 7   | ◦ RE-AIM  
          ◦ Writing Program Goals and Objectives | Conceptual model of intervention due (non-graded) at end of class          
          Complete Mid-Course Assessment |
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<thead>
<tr>
<th>Class Date</th>
<th>Topics</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>March 14</td>
<td><strong>SPRING BREAK!</strong></td>
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<tr>
<td>March 21</td>
<td>◆ Discussion of Mid-Course Assessment results◆ Logic models ◆ Tracking Implementation</td>
<td>◆ Draft of Parts 1-4 of Program Plan Due ◆ Drafts of Parts 1-4 submitted to reviewers</td>
</tr>
<tr>
<td>March 28</td>
<td>◆ Implementation Fidelity ◆ Timelines, Staffing and Budgets—oh my! ◆ Project Administration</td>
<td>Review of Partner’s Draft of Phases 1-4 due</td>
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<tr>
<td>April 4</td>
<td>◆ Process Evaluation and Monitoring</td>
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<tr>
<td>April 11</td>
<td>◆ Outcome Evaluation ◆ Evaluation Design</td>
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<tr>
<td>April 18</td>
<td>◆ Ethical Issues in Program Planning and Evaluation ◆ Ensuring Sustainability</td>
<td>Drafts of Phases 5-8 submitted to reviewers</td>
</tr>
<tr>
<td>April 25</td>
<td>◆ Models of Program Planning ◆ Course Wrap-Up</td>
<td>Review of Partner’s Draft of Phases 5-8 due</td>
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</tbody>
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*Final Program and Evaluation Plan Due by 5:00pm, Thursday, May 2nd*

*Peer Assessment Due (submitted online) due by 5:00pm, Monday, May 6th*
January 17: Overview of Precede-Proceed and the Integrated Planning and Evaluation Model (IPEM), and Epidemiological Assessment

Speakers: Beth Moracco
Special Guests: 2nd Year MPH Student Panel

Goals:
The goals of this session are to:
1. identify the key components of program planning and evaluation via the IPEM;
2. introduce and broadly describe the Precede-Proceed Model;
3. describe epidemiologic measure to use in assessment;
4. acquire strategies for success in HBEH 772; and
5. get acquainted with your planning teams.

Readings:
Required

Recommended

Activities and Assignments:
In Class
- Social Assessment Activity

Out of Class
By 5:00 pm, Friday, January 18th, submit weekly class evaluation

****

January 24: Social Assessment, Needs and Capacity Assessment, Prioritizing Health Needs

Speaker: Beth Moracco

Goals:
The goals of this session are to:
1. Define and the concepts embedded in the term “social assessment”;
2. describe the uses of needs and resource assessment in public health programs;
3. emphasize the important of community engagement in the planning process;
4. identify strategies for prioritizing health needs for individuals, organizations, and communities; and
5. discuss the Program Plan Guidance Document.

Readings:

Required


Recommended


Activities and Assignments:  

*In Class*

- Social Assessment Activity
**Out of Class**

By 5:00 pm, Friday, January 25th, submit weekly class evaluation

******

**January 31st: Behavioral and Environmental Assessment**

**Speaker:** Beth Moracco

**Goals**

*The goals of this session are to:*

1. Identify and behavior and environmental factors and how they influence health; and
2. Discuss strategies for prioritizing behavioral and environmental determinants for intervention.

**Readings:**

**Required**


**Recommended**


**Activities and Assignments:**

*In Class*

“Bottoms Up” exercise

*Out of Class*

By 5:00 pm, Friday, February 1st, submit weekly class evaluation

******

**February 7th: Identifying Precursors to Behavioral and Environmental Determinants, Part 1**

**Speaker:** Beth Moracco

**Goals**

*The goals of this session are to:*
1. identify and discuss the precursors to behavioral and environmental determinants of health; and
2. understand how to assess the relative importance and of these precursors as they relate to health behaviors and environments.

Readings:
Required

Recommended

Activities and Assignments:
In Class
“Pick your Population” activity
Out of Class
By 5:00 pm, Friday, February 8th, submit weekly class evaluation

February 14th: Identifying Precursors to Behavioral and Environmental Determinants, Part 2

Speaker: Beth Moracco
Goals
The goals of this session are to:
1. identify and discuss the precursors to behavioral and environmental determinants of health; and
2. understand how to assess the relative importance of these precursors as they relate to health behaviors and environments.

Readings:
Required


Recommended


Activities and Assignments:

In Class

“Draw Your Problem” activity

Conceptual model of the determinants and precursors your team’s health/social problem is due by the end of class.

Out of Class

By 5:00 pm, Friday, February 15th, submit weekly class evaluation

*****

February 21st: Using Theory and Conceptual Models to Inform Intervention Development

Speaker: Beth Moracco

Goals:

The goals of this session are to:

1. Describe how social and behavioral science theory can be used to guide intervention development at multiple levels of the social ecological model; and

2. Identify the components of conceptual models that are used to delineate relationships among causal factors.

Readings:

Required


Recommended


Activities and Assignments:

In Class

- New York Success Story Activity

Out of Class

By 5:00 pm, Friday, February 22nd, submit weekly class evaluation

Thursday, February 28th: Intervention Selection and Adaptation, and Evidence-Based Interventions

Speaker: Beth Moracco

Goals:

The goals of this session are to:
1) discuss criteria, sources, advantages, and disadvantages of evidence-based interventions;
2) identify strategies to match interventions to identified needs; and
3) discuss advantages and pitfalls of intervention adaptation and tailoring.

Readings:

Required


Recommended:


Activities and Assignments:

*In Class*

• “Draw Your Solution” activity

*Out of Class*

By 5:00 pm, Friday, March 1st, submit weekly class evaluation

*****

March 7: RE-AIM and Writing Program Goals and Objectives

Speaker: Beth Moracco

Goals:

The goals of this session are to:

1. Introduce the RE-AIM framework;
2. Identify strategies to use RE-AIM in program planning and evaluation;
3. Learning how to develop intervention goals and SMART objectives.

Readings:

*Required*


*Recommended*


• Chapter 7: Program Objectives and Setting Targets.; pp 211-244 in Issel LM. *Health Program Planning and Evaluation: A Practical, Systemic Approach for Community Health*. (2nd Edition).

Activities and Assignments:
In Class: Be SMART Activity

Out of Class
By 5:00 pm, Friday, March 3rd, submit weekly class evaluation

March 14: Spring Break

Speaker: None
Goals:
The goals of this session are to:
1. Take a break from the academic grind; and
2. smell the roses.

Readings:
- the newspaper
- any work of fiction

Activities and Assignments:
- In-Class: None
- Out of Class: Relax.

March 21: Logic Models—the good, the bad, and the ugly; and Tracking implementation
Speakers: Beth Moracco
Goals:
The goals of this session are to:

1. Describe the components of a logic model;
2. distinguish between conceptual and logic models; and
3. describe the construction and importance of logic models in program planning;

Readings:

Required


Recommended


Activities:

*In Class:* Logic Model activity

*Out of Class:*

By 5:00 pm, Friday, March 23rd, submit weekly class evaluation

**Draft of Parts 1-4 of Program Plan Due! Please bring 1 copy to class.**

*****

March 28th: Implementation Fidelity, Timeline, Staffing and Budgets

The goals of this session are to:

1. Introduce the concept of implementation fidelity;
2. discuss the tension between maintaining intervention fidelity and intervention tailoring;
3. discuss the components and structure of intervention timelines and budgets; and
4. describe the components of program administration and management

Readings:

Required:


• Noonan et al. Adoption, Adaptation, and Fidelity of Implementation of Sexual Violence Prevention Programs Health Promot Pract Jan 2009 vol. 10 no. 1 suppl 59S-70S

Activities:
In class: Discussion Questions
Out of Class: By 5:00 pm, Friday, March 29th, submit weekly class evaluation

Review of Partner’s Parts 1-4 Draft Due!

April 4th: Process Evaluation and Monitoring
Speaker: Beth Moracco
1) Operationalize “process evaluation” in the context of program planning; and
2) identify methods and measures for process evaluation of public health interventions.

Readings:
Required

Recommended


Activities:
In class: Small Group Activity on Evaluation Questions
Outside of Class: By 5:00 pm, Friday, April 5th, submit weekly class evaluation

April 11th: Evaluation Design and Outcome Evaluation
Speakers: Beth Moracco
Goals:
The goals of this session are to:
1. operationalize “impact evaluation” and “outcome evaluation” in the context of program planning; and
2. identify methods and measures for impact and outcome evaluation in public health interventions; and
3. introduce various program evaluation designs.

Readings:

Required


Recommended


Activities

*In class:* Small Group Outcome Evaluation Indicator Activity

*Outside of Class:* By 5:00 pm, Friday, April 12th, submit weekly class evaluation

**April 18**th Ethical Issues in Program Planning and Evaluation and Ensuring Sustainability

**Speakers:** Beth Moracco

**Goals:**

*The goals of this session are to:*

1. identify and discuss potential ethical concerns in program planning and evaluation;
2. explore financial and non-financial sustainability and methods for ensuring it; and
3. complete final course assessment

Readings:

Required


**Recommended**


**Activities**

*In class:* Ethical Dilemma Activity

*Outside of Class:* Complete final course evaluation form

**By 5:00 pm, Friday, 19th**, submit weekly class evaluation

*Draft of Parts 5-8 of Program Plan Due! Please bring 3 copies to class.*

*****

**April 25th Program Planning Models and Course Wrap-Up**

**Speakers:** Beth Moracco

**Goals:**

*The goals of this session are to:*

1. Introduce a spectrum of planning models; and
2. complete final course assessment

**Review of Partner’s Parts 5-8 Draft Due**

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**Final Program Plan due by 5:00pm, MAY 6th, 2013**