Designing & Implementing Sustainable Global & Domestic Health Programs  
(Program Planning & Evaluation in Maternal and Child Health)  
MHCH 700: Spring Semester 2014  
Course Syllabus  
Online Lectures & Team Meetings: Weekly

Instructor

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Guest Lecturers

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COURSE DESCRIPTION
This course will familiarize students with concepts and methodologies required for effective public health program planning and evaluation in a variety of settings, domestic and global. Students in this course will develop a program plan while learning the essential competencies for planning, implementing and evaluating sustainable programs for the maternal and child health population. Given the importance of public health planning and evaluation occurring within the context of interdisciplinary teams, students will also discuss and practice skills for building highly functional teams and accomplishing individual and group objectives through team work. This course will be entirely online.
COURSE OBJECTIVES

By the end of the course, students should be able to:

1. Define program planning and evaluation and its role in addressing population-based needs in public health and achieving a set of desired health improvements.
2. Demonstrate tools and techniques used to promote effective team development, to engage stakeholders and to diagnose and respond to conflict among key partners.
3. Using an ecological model, examine the broader political, technical and administrative context for an initiative and the multiplicity of factors that influence the target population and the program throughout its life cycle.
4. Develop a program vision that includes a clear statement of the health issue being addressed based on an assessment of community needs and assets.
5. Design a theory-of-change for a program and a corresponding logic model that depicts these relationships.
6. Develop specific goals and measurable objectives for a program.
7. Articulate and apply a theoretical perspective throughout the program planning and evaluation cycle.
8. Identify inputs and outputs for a program’s service utilization and organizational plan as well as the rationale for decisions that impact program implementation and management.
9. Appreciate the complexity inherent in planning, implementing and evaluating evidence-based programs in a dynamic and potentially turbulent environment.
10. Learn key elements associated with successful and sustainable initiatives.

CROSS-CUTTING COMPETENCIES

While program planning - the ability to plan for the design, development, implementation and evaluation of strategies to improve individual and community health - is an essential cross-cutting competency for interdisciplinary public health professionals, this course also supports the development of additional UNC SPH cross-cutting competencies.

- Systems Thinking
  - Respond to identified public health needs within their appropriate contextual setting
- Communication and Informatics
  - Use information technology tools effectively in core public health functions such as retrieval of institutional and online public health data and dissemination of public health information
  - Engage in collective information sharing, discussion and problem solving
- Diversity and Cultural Competency
  - Demonstrate awareness of and sensitivity to the varied perspectives, norms and values of others based on individual and ethnic/cultural differences (e.g., age, disability, gender, race, religion, sexual orientation, region and social class)
- Develop, implement, and/or contribute to effective public health programming and conduct research that integrates: (1) knowledge levels of health access among individuals and within communities, and (2) culturally-appropriate methods for conducting practice or research

**Leadership**
- Demonstrate basic team building, negotiation, and conflict management skills
- Create a climate of trust, transparency, mutual cooperation, continuous learning, and openness for suggestion and input with co-workers, partners, other stakeholders, and/or clients
- Exercise productive organizational, time-management and administrative skills

**Professionalism and Ethics**
- Consider the effect of public health decisions on social justice and equity
- Apply evidence-based concepts in public health decision-making

**COURSE STRUCTURE**

The course is organized into 16 weekly units that build sequentially, and ultimately, cover a complete planning and evaluation life cycle for a typical public health program. Weekly lectures will consist of a mix of online class presentations and multimedia resources. The majority of student project work will be conducted in teams, with the option of scheduled opportunities to meet as a full community and interact with course instructors.

**COURSE REQUIREMENTS**

Students are expected to complete all activities included in the weekly units (lectures and readings), participate actively in group projects and perform satisfactorily on an individual case study. The course is fast paced and requires organization, a desire to grapple with complex concepts and their application, and a commitment to collaboration and team work. In program planning and evaluation there is often no ‘one right way’ to do something. Consequently, planners and evaluators in public health should anticipate the need for active problem-solving, analysis of options and continuous refinement of theories, models and approaches.

**PRINCIPLE COURSE TEXTS AND WEBSITE RESOURCES**

Please purchase through the publisher Jones & Bartlett or through Amazon. The 3rd edition, released in 2013, contains several updates including access to an Online Companion Website. The 2nd edition (published in 2009) can be purchased used and contains all the material needed for this course. Either version will serve as an excellent reference planning & evaluation textbook for the future.

Online Resources

Centers for Disease Control & Prevention
AND Other Evaluation Resources


NYS Governor’s Office of Employee Relations - Fundamental Team and Meeting Skills, Copyright 2003
[http://www.goer.state.ny.us/Training_Development/Online_Learning/FTMS/intro.html](http://www.goer.state.ny.us/Training_Development/Online_Learning/FTMS/intro.html)

Teaching and Learning with Technology - Building Blocks for Teams Student Guide, Copyright 2001-2005 Penn State University
[http://tlt.its.psu.edu/suggestions/teams/student/index.html](http://tlt.its.psu.edu/suggestions/teams/student/index.html)


Recommended Resources for Target Setting

Healthy People 2010 & 2020 (HP2010 & 2020)

UN Millenium Development Goals (MDGs)
MDG Child Health and Maternal Health Project Report
[http://www.unmillenniumproject.org/reports/tf_health.htm](http://www.unmillenniumproject.org/reports/tf_health.htm)
UNICEF
INSTRUCTIONS FOR ASSIGNMENTS

All students are expected to be familiar with and abide by the university honor code, which may be accessed at http://instrument.unc.edu/. The university honor code applies to all assignments completed for this course.

An online introduction to the honor code for UNC SPH students can be accessed at http://www.sph.unc.edu/nciph/core_certificate_program_policies_966_8041.html.

COURSE ASSIGNMENTS

This course includes the following assignments:

1. A project team charter
2. A team facilitator schedule
3. Program planning and evaluation team assignments and the final program plan
4. One individual case study assignment
5. Team presentation of final plan for grant funding
6. Peer evaluations of team members
7. Overall course evaluation

Important notes about assignments

1. Students should think of each new weekly unit beginning on Mondays. It will be helpful if students complete online lectures and readings early on in the week such that subsequent team meeting time can be dedicated to a deeper exploration and collective application of the material. Many students complete the lectures for the new week Saturday/Sunday prior to the unit start. A weekly unit schedule is included on page 11 of this syllabus.

2. All assignments will be due to the instructor by email by 5pm (EST) on the Saturday of each assignment week. Please note that this course is structured to accommodate online, distance learners. A residential version of the course is offered each Fall. Early assignment submissions are always welcome.

3. Assignments should be sent in MS Word format as an email attachment. When naming the document, please include the Week #_your team name.doc (or doc.x) and the names of each group member, e.g., Week 1: Child Health (Tawara Fields, Dan Reynes, Manari Amad, and Kim Young).

4. For the final group project, use the convention “Final Plan_team name.doc”. Also include this name in the subject heading of your email.
5. The instructor will make every attempt to provide feedback on your weekly team assignment to the team via email prior to the new unit beginning on Monday. That will allow teams to ask for clarification or pose questions to the instructor or the full group concurrent with moving forward with the new material.

**Weekly Team Assignments**
These form the foundation for this course and should be completed by each team with active participation by all team members. Establish a regular schedule for team meetings in order to effectively accomplish the assignments. You may choose to meet face-to-face via Skype, set up an account with Google docs, and/or utilize any of the online communication tools in your Team Area on Sakai - such as the Team Discussion Board (see Communication Section). You are encouraged to find those methods which work best for your team.

I am available to consult with teams or individuals at any point in the semester. Please email or contact me to schedule a time.

Team assignments should be submitted by a selected team member (typically the weekly facilitator) via email by the dates indicated in the syllabus.

**Weekly team assignments will not be graded.** Instead, each team will receive feedback from the instructor. You should review and consider this feedback carefully; the final program plan and team presentation, which count for 60% of your grade in this course, will be closely based on the work done in team assignments completed over the course of the semester.

**Presentation and Final Program Plan Team Assignments**
The Team Presentation and Final Program Plan assignments will be due during Weeks 15 & 16, after the program planning and evaluation weekly assignments have been completed. There will be no formal final exam.

**Individual Case Study Assignment**
An individual case study assignment will be made available between Weeks 12 and 13 that must be completed no later than April 19, 2013. Early submissions are welcome.

**Assignment Details**

**I. Project Team Charter and Facilitator Schedule**
At the beginning of Week 1 (which starts Monday, January 14, 2013) you will receive confirmation of your team selection. At this stage, you are expected to have ordered the Issel text and to begin coursework.

Once receiving confirmation of group membership, begin working on the initial three team assignments – the Project Team Charter and the Facilitator Schedule, as well as the
brief summary of your program (health problem & context); these are all due 5:00 pm, (EST), Saturday, January 19, 2012.

II. Final Presentation
Each team will develop a 15-20 minute recorded presentation that provides a potential grant funder with a succinct description of the proposed program, how it is likely to achieve its goals, and why it merits funding. While you can choose how to organize your presentation, it should be structured to include:
1. Vision - Consistency with Local, State, National, Global & Foundation Priorities
2. Impact
3. Rationale and Approach
4. Organizational Capacity
5. Community-based Collaborations and Partnerships
6. Evaluation and Program Improvement
7. Dissemination and Sustainability
8. References
Teams can choose to have multiple presenters or just one – however, the work in preparing and rehearsing the presentation should be shared equitably by all members.

III. Final Program Plan
The final program plan should not exceed 25 pages in the body of the narrative, of 12 pt. text, 1’ margins. Tables, models and charts can use a more condensed format and be included in the body of the plan or as an Appendix. Please organize the document to include the following sections:
1. Cover page (title, course number, team name, members’ names)
2. Introduction, Rationale for the Program, and Statement of Need
3. Discussion of Theory of Change
4. Program Goals and Objectives
5. Program Logic Model
6. Application of Program Theories
7. Implementation Plan (activities/strategies, staffing, estimated timeline)
8. Evaluation Plan
9. Discussion of Sustainability
10. Dissemination Plan
11. Detailed Budget and Narrative (not included in page limit)
12. References (not included in page limit)
13. Appendix, optional if needed. (e.g., charts, graphs, agreements, etc.)

IV. Individual Case Study
The individual assignment will focus on a case study involving the evaluation of a public health program that has run into some real “snags”. Students will be provided with the case and asked to identify key issues and how they might be best addressed from the
diverse perspectives of the program developer, evaluator and grant funding officer. Please limit the length to 3 pages single to 1½-spaced with a 12’ font and 1” margins. References should be included (but not included in the page count).

COMMUNICATION WITH TEAM MEMBERS

In order to successfully create a coherent program plan, this course requires a sophisticated level of communication and collaboration amongst team members.

TEAM AND INDIVIDUAL COMMUNICATION WITH INSTRUCTOR

My goal as an instructor will be to facilitate individual learning, group interaction and collaborative team work. Students are expected to actively engage in a variety of individual and group-based activities throughout the course – which is designed to promote collaborative learning, team-based problem-solving and public health practice. I look forward to communicating about team projects and individual assignments throughout the semester.

ATTENDANCE AND PARTICIPATION REQUIREMENTS

You will be expected to meet the deadline for required assignments/submissions each week.
- With each new week, a new set of tasks is assigned, each building on lessons from the previous week. Thus, the pace moves quickly in this course.
- To be considered in attendance you are expected to complete the lectures and readings associated with weekly class sessions, engage in classroom discussions online through Sakai as appropriate, and participate fully in team meetings and in executing your team’s work schedule.

Facilitator

Each team member will take the lead in facilitating the discussion on weekly assignments an equal (or nearly equal) number of times during the semester. Each team will complete a Team Facilitator Schedule during Week 1 to clarify roles and responsibilities for facilitation, decision-making, managing work flow and submission of assignments. The initial Facilitator Schedule is a “working document”; however, I recommend that you take every opportunity to share leadership and participate equitably.

As the facilitator:
- Establish a schedule/timeline in the beginning of each week and initiate the discussion with a review of the assignment parameters for that week.
- Facilitate discussion as to how all members will contribute.
- Integrate all contributions, summarize comments and questions and ask other team members to review and edit the assignment prior to submission to the instructor.
• Each week, after instructor feedback has been received, moderate discussion as to how to best incorporate changes to the team assignment.

TEAM PROCESS EVALUATION

You will be asked to evaluate your team members as well as your team contribution at the end of the semester – once the program plan is completed and the team presentation has been made. This will account for 10% of your grade. The evaluation form will be available online through the Sakai course site.

Items
- This team member actively participates in team assignments
- This team member accomplished tasks on time
- This team member’s work reflected an acceptable level of thought and effort
- This team member functioned as a valuable member of the team by supporting the efforts of the other team members
- Note that there will be an open-ended item for other feedback

COURSE EVALUATION

As part of your professional responsibility, all students are expected to complete an online course evaluation at the end of the semester. Additionally, I am interested in receiving feedback in regard to course content and delivery – particularly suggestions for improvement. Comments are welcome at any point in the semester.

GRADING

Grades will be earned based on the following scale
- 92-100: H
- 75-91: P
- <75: L

Your individual course grade will be based on the following components
- Team Program Plan: 40%
- Team Presentation: 20%
- Individual Assignment: 20%
- Team Process Evaluations: 10%
- Instructor Evaluation: 10%
SELECTING A HEALTH TOPIC

There will be a total of 3-5 teams for the course (depending on enrollment), each composed ideally of 4 individuals. While all teams will follow a similar process to develop a Program Plan, and later, present that plan to a potential funder – each team will focus on a different health topic, in a different geographic setting.

Prior to the first week of class, students will be asked to review the health topic areas listed below and share their order of preference – as well as interest in a global or domestic focus. While attempts will be made to honor individual preferences, groups will need to have +/-4 members, so student flexibility is requested in regard to final assignment.

<table>
<thead>
<tr>
<th>Health Topics for Program Planning &amp; Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pregnancy &amp; Antenatal Care (Global Focus)</td>
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<tr>
<td>2. Pregnancy &amp; Prenatal Care (Domestic Focus)</td>
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<tr>
<td>3. Contraceptive Care/Family Planning</td>
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<td>4. Infectious &amp;/or Chronic Disease</td>
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<tr>
<td>5. Mental &amp; Behavioral Health</td>
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</tbody>
</table>

The health topics selected are purposefully broad in scope as teams will narrow their programmatic focus as they proceed. For example, the Prenatal/Antenatal Care team may decide to focus on breastfeeding, prematurity prevention, maternal nutrition, birthing practices, or the prevention of violence or depression during pregnancy. The same degree of ‘elasticity’ holds true for all topic areas and students are encouraged to potentially concentrate on infant, child and/or adolescent health in addition to the perinatal population.

Student teams will also select a geographic area for the program - either in a domestic or international setting. Thus, students are encouraged to indicate if they have a strong preference for focusing domestically or internationally.

Teams will be encouraged to integrate Healthy People 2020 or UN Millenium Development Goals into their plans as these provide frameworks for prevention for the nation and the world, respectively. By reflecting these broader planning frameworks, teams will be able to build a relevant agenda for their program, consistent with the key domestic and global health improvement goals and objectives in public health.

Each team will be charged with developing a **2-3 year program plan** that addresses a community or population health issue/problem within the selected public health topic area.

Each team will be given an **annual budget of $200,000- $250,000**. (Evaluation costs do not need to be factored into this amount but can be estimated at an additional 10% of the overall budget.) Teams will be able to estimate in-kind or leveraged resources as part of their program budgets to extend their resource base.
<table>
<thead>
<tr>
<th>Week</th>
<th>Unit Dates</th>
<th>Title</th>
<th>Assignment</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan. 13-19, 2014</td>
<td><strong>Course Overview &amp; Introduction to Team Building</strong></td>
<td>Team Charter &amp; Facilitator Schedule; Project Summary</td>
<td>Sat., 1/18 5pm</td>
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<tr>
<td>2</td>
<td>Jan. 20-26, 2014</td>
<td><strong>Understanding the Context for Program Planning</strong></td>
<td>Team Assignment - Program Context</td>
<td>Sat., 1/25 5pm</td>
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<td>4</td>
<td>Feb. 3-9, 2014</td>
<td><strong>Stating the Health Problem</strong></td>
<td>Team Assignment - Statement of Needs</td>
<td>Sat., 2/8 5pm</td>
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<td>5</td>
<td>Feb. 10-16, 2014</td>
<td><strong>Causal Theory in Program Planning</strong></td>
<td>Team Assignment - Change Theory Modeling</td>
<td>Sat., 2/15 5pm</td>
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<tr>
<td>6</td>
<td>Feb. 17-23, 2014</td>
<td><strong>Setting Program Goals &amp; Objectives</strong></td>
<td>Team Assignment - Goals &amp; Objectives</td>
<td>Sat., 2/22 5pm</td>
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<tr>
<td>7</td>
<td>Feb. 24-Mar. 2, 2014</td>
<td><strong>Applying Program Theory to the Design of Interventions</strong></td>
<td>Team Assignment - Program Theory</td>
<td>Sat., 3/1 5pm</td>
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<tr>
<td>8</td>
<td>Mar. 3-9, 2014</td>
<td><strong>Program Logic Models</strong></td>
<td>Begin Team Assignment - Program Logic Model</td>
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<td>9</td>
<td>Mar. 10-16, 2014</td>
<td><strong>Spring Break</strong></td>
<td>No new assignment – Logic Model due</td>
<td>Mon., 3/17 5pm</td>
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<td>11</td>
<td>Mar. 24-30, 2014</td>
<td><strong>Program Implementation: Part II</strong></td>
<td>Team Assignment - Work Plan, Timeline, Detailed Budget</td>
<td>Sat., 3/29 5pm</td>
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<tr>
<td>12</td>
<td>Mar. 31-Apr. 6, 2014</td>
<td><strong>Planning a Utilization-Focused Evaluation</strong></td>
<td>Team Assignment - Evaluation Planning</td>
<td>Sat., 4/5 5pm</td>
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<tr>
<td>12.5</td>
<td>Apr. 3, 2014</td>
<td><strong>Individual Case Study Posted</strong></td>
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<td>Sat. 4/19 5pm</td>
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<td>13</td>
<td>Apr. 7-13, 2014</td>
<td><strong>Program Monitoring &amp; Evaluation</strong></td>
<td>Team Assignment – M&amp;E Outline</td>
<td>Sat., 4/12 5pm</td>
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<td>14</td>
<td>Apr. 14-20, 2014</td>
<td><strong>Dissemination: Communicating &amp; Utilizing the Results</strong></td>
<td>Team Assignment – Dissemination Section</td>
<td>Sat., 4/19 5pm</td>
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<tr>
<td>15</td>
<td>Apr. 21-27, 2014</td>
<td><strong>Final Team Presentations</strong></td>
<td>Team Presentation</td>
<td>Sat., 4/26 5pm</td>
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<tr>
<td>16</td>
<td>April 28-May 6, 2014</td>
<td><strong>Final Program Plan Due</strong></td>
<td>Complete Team Peer &amp; Course Evaluations</td>
<td>Mon., 5/5 noon</td>
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</table>