

HBEH 772

Planning Health Promotion Programs in Medical, Worksite and Community Settings, **SPRING 2018**

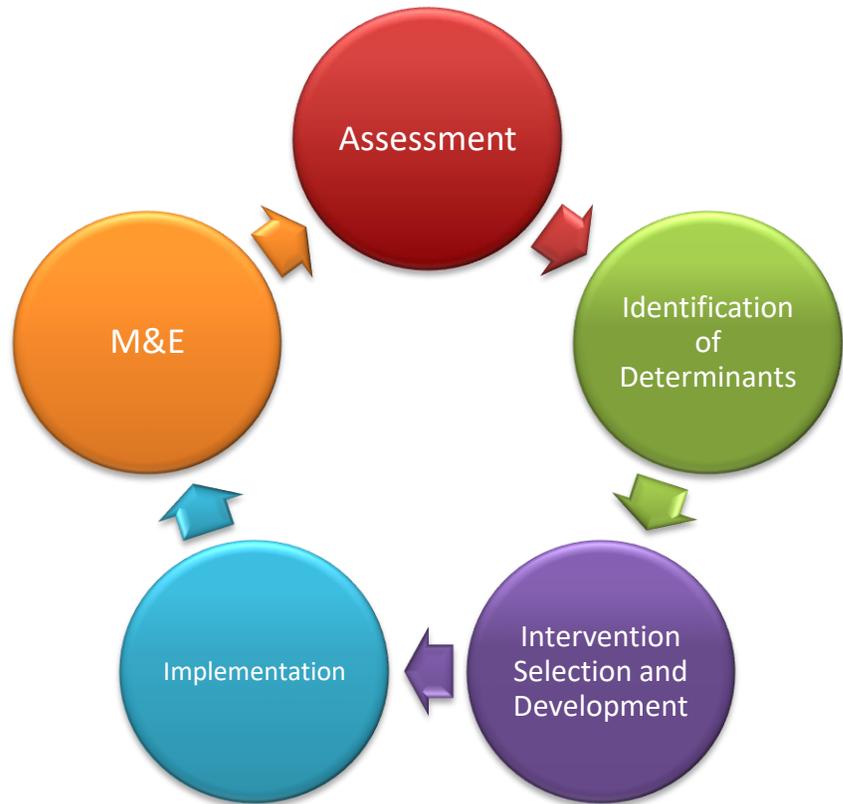
INSTRUCTOR

Beth Moracco, PhD, MPH
Department of Health Behavior
359 Rosenau, CB 7440
Tel. 919-966-5542
moracco@email.unc.edu
Office hours by appointment

TEACHING ASSISTANTS

Belinda Young, MSPH, CPH
Department of Health Behavior
bryoung2@live.unc.edu
Office hours by appointment

Melissa Luong, MPH(c)
Department of Health Behavior
melluong@live.unc.edu
Office hours by appointment



Tuesdays and Thursdays, 3:30 - 4:45pm McG-G 2308

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 plan.

Prerequisites:

This is a graduate level course. Students should have taken BIOS 601, HBEH 700, 730, and 750, and have a basic understanding of public health principles, theories/models, quantitative and qualitative research methods, and biostatistics.

Course Learning 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 and describe intervention activities to be included in a program plan;
- 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 specific public health or social issue that includes a needs assessment, intervention activities, and evaluation indicators.

MPH Core Competencies:

The Association for Schools and Programs of Public Health (ASPPH)-led *Framing the Future: The Second Hundred Years of Education for Public Health Task Force*, created an MPH Expert Panel to study the rationale, design, and content for the MPH degree in order to update it for 21st century public health practice. The panel released a report, *Master of Public Health Degree for the 21st Century: Key Considerations, Design Features, and Critical Content of the Core* in January 2014, which was revised in November 2014. The Council on Education for Public Health (CEPH, the accrediting body for schools and programs of public health) drew from these recommendations for their 2016 accreditation criteria revisions. You can read more about the Framing the Future Report here:

http://www.aspph.org/app/uploads/2014/06/MPHPanelReportFINAL_2014-11-03REVISEDfinal1.pdf

HBEH 772 addresses several of the 22 “foundational areas” of the core MPH degree cited in the Framing the Future Report, including:

- Population health concepts, and the processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations;

- Identification and pursuit of opportunities for promoting health and preventing disease across the life span and for enhancing public health preparedness
- Concepts of project implementation and management, including planning, budgeting, human resources, assessment, and evaluation; and
- The cultural context of public health issues and respectful engagement with people of different cultures and socioeconomic strata.

HBEH 772 also addresses numerous Council on Education for Public Health's (CEPH) MPH Foundational Competencies, including: 1,2,4, 6-10, 13, 20-22. The CEPH MPH Foundational Competencies can be found here: <http://ceph.org/assets/2016.Criteria.pdf>

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, Tuesday classes will include a lecture/discussion related to the assigned readings and associated concepts and principles related to program planning and evaluation. Thursday classes will consist of application of the material covered in class through continued discussion, in-class activities, and/or time to work in teams on class assignments. After the first few class sessions, the last 45 minutes of class on Thursdays will usually be devoted to "Team Time," during which you will work with your team on your program plan and the teaching team will be available to provide real time technical assistance.

Readings:

The readings are a mix of materials that either describe 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 Sakai site), though there may be some additions and/or changes during the semester. The "Additional Resources" folder on the course Sakai site contains additional materials relating to course topics that you may find helpful.

All readings will be posted on the course Sakai site.

There is no required textbook for this course. However, some 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.”

- Green LW & Kreuter MW. *Health Promotion Planning: An Educational and Ecological Approach*. (4th edition). McGraw-Hill. 2005. ISBN 13: 978-0-07-255683-4.
Issel LM. *Health Program Planning and Evaluation: A Practical, Systemic Approach for Community Health*. (2nd Edition). Jones and Bartlett. 2009. ISBN-13:978-07636-5334-4.
- McKenzie, J.F., Neiger, B.L., Thackery, R. (2017). *Planning, Implementing & Evaluating Health programs: A Primer*. (7th Ed.). Boston, MA: Pearson.
- Eldredge Bartholomew, L.K., Markham, C.M., Ruitter, R.A.C., Fernandez, M.E., Kok, G., & Parcel, G.S. (2016). *Planning health promotion programs* (4th Ed.). San Francisco, CA: Jossey-Bass Bartholomew LK, Parcel GS, Kok G, Gottlieb, NH. *Planning Health Promotion Programs: Intervention Mapping*. (2nd Edition). Jossey-Bass. 2006. ISBN-10: 078797899X.

Course Sakai Site:

All students enrolled in the course have access to the course website, accessible via Sakai, at: <http://sakai.unc.edu/> The site 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 Sakai site by 3:00 on the day of class.

Course Expectations & Assessment:

Attendance

We expect everyone to attend every class. Of course, there are always unforeseen and/or extenuating circumstances (please be creative and/or dramatic!). If you must miss a class, please let your TA 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 expect that that during class cell phones will remain on vibrate, if on at all, and that you will refrain from texting, Tweeting, Facebooking, Snapchating, Instagramming, checking email, web browsing, watching movies, engaging in online shopping or dating, and other non-essential electronic activity, including activity on your laptop or tablet. It's rude and disruptive, and we can tell when you are doing it. Just, no.

Accessibility and Accommodations

The UNC Accessibilities Resources and Services Office facilitates the implementation of reasonable accommodations, including resources and services, for students with: chronic disabilities, a temporary disability, chronic medical conditions, or pregnancy complications that may result in difficulty accessing learning opportunities. All accommodations are coordinated through the Accessibility Resources and Service Office. For more information about this process, please visit their website <http://accessibility.unc.edu>, call 919-962-8300, or email accessibility@unc.edu.

Academic Integrity and Ethics

UNC Honor Code

By enrolling at UNC, you agree to abide by the UNC Honor Code, which states: “All students must refrain from lying, cheating, and stealing as well as from engaging in conduct that significantly impairs the welfare or educational opportunities of others in the university community. This includes refraining from all forms of academic dishonesty, including plagiarism. Your full participation and observance of the [Honor Code](#) is expected at all times.”

The Honor Code is found in a document known as the *Instrument of Student Judicial Governance*, which also includes information on the rights and responsibilities of all members of the UNC community to the Honor System and under the Honor System. If you have not already done so, please complete the [Online Honor System Module](#). Please also review the UNC Library System’s [Plagiarism Tutorial](#). Remember, when in doubt, cite.

In this class, a signed Honor Code pledge is required on all work submitted for grading.

The HBEH 772 Teaching Team is committed to abiding by the “Statement of Faculty Responsibilities under the Honor Code” (as adopted by the UNC Faculty Council in 2003) that is included in Appendix B of the Instrument.

Ethics

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 here:

<http://gradschool.unc.edu/publications/ethics.html>

Diversity, Inclusion, and Anti-Oppression

The teaching team is committed to fostering an affirming, inclusive, learning environment that is consistent with anti-racist and anti-oppression principles. We expect that students do the same, and engage in respectful inquiry and civil discourse in this class (and beyond). This course is embedded in a large department, in a large school of public health, in a large public university in the United States. We recognize that we each come to this course with perspectives informed by our intersecting identities and individual experiences, including experiences of discrimination, oppression, and privilege. These unique experiences, and the perspectives they inform, are valuable to the shared learning process.

We also acknowledge that these lived experiences and other influences can lead to unintentional use of clumsy or offensive language and approaches—especially in the classroom as we seek to deepen our understanding of these issues and how they apply to our work as public health practitioners. We expect that we, as a learning community, compassionately hold each other accountable for the language we use and the underlying assumptions and attitudes they may represent, and, when possible, provide explanation and clarification. Please do not hesitate to raise issues and provide feedback or suggestions to the teaching team in or outside of class, so that we can continue to incorporate new perspectives and information into the course.

Here are some resources on diversity, inclusion, anti-racism, privilege, and oppression.

Racial Equity Institute

<https://www.racialequityinstitute.org/>

Organizing Against Racism

<https://www.oaralliance.org/>

The People's Institute for Survival and Beyond

<http://www.pisab.org/>

Racial Equity Tools

<http://www.racialequitytools.org/home#>

UNC Office on Diversity and Multi-Cultural Affairs

<http://diversity.unc.edu/>

Assignments and Student Assessment

The Program Plan

As the major project for this course, you will develop a complete program plan that addresses a public health issue in a specific population. You will not implement or evaluate the intervention. 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 teams of 4-5 students. We intentionally created this as a group project not only because it mimics how interventions are developed in the field, but also because we believe that good public health practice reflects the perspectives and contributions of more than one person, and that the whole is truly greater than the sum of its parts. Or, as writer David Carr noted, "great work emerges in the spaces between people." Thus, the quality of your plan will largely depend on your ability to recognize, draw upon, and bring out the excellence of your team members.

On **January 11th**, the first day of class, we will discuss and narrow down a list of potential plan topics. By **7:00 pm** that day, the teaching team will send out a Planning Topics Survey containing the final list of potential planning topics via Qualtrics (a link to the survey will be emailed to students). ***Please complete the survey, noting your top five plan topic choices, and submit it online no later than 5:00 pm on Friday, January 12th.*** 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 before class on Tuesday, January 16th.***

Once your team has been formed, it is your and your team members' responsibility to organize and facilitate the team's work. You will work with your team throughout the semester, with the bulk of the work conducted outside of class, although we will have in-class working sessions most Thursdays after the first few class 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 for the final document.

You will have multiple formal and informal opportunities to receive feedback on this project throughout the semester. You will get written comments from the instructor and your team's TA, and a written review from at least two other classmates on your draft of Part I of your plan, and at least two peer reviews on your draft of Part II of your plan. You will also get feedback from the teaching team and peer teams on your conceptual and logic models as part of our in-class activities. During the last 45 minutes of most Thursday classes, you will have the opportunity to work with your project team. During that time, the instructor and TAs will be available for feedback and consultation. Teams can sign up 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 on 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 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:

Grade	Interpretation	Total points
H	High pass	475-500
H-	High pass minus	460-474
P+	Pass plus	440-459
P	Pass	420-439
P-	Pass minus	400-419
L	Low Pass	375-399
F	Fail	<375

Note:

This grading scale is intended to help you interpret your grades on HBEH 772 assignments. Final course grades, in conformance with University policy, will be limited to H, P, L or F.

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 (total of 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 before class. You should complete all assigned required readings prior to class and be prepared to ask questions and to engage in class discussions and in-class activities. We will provide discussion questions before selected classes to give you the opportunity to reflect on key points.

At the end of the semester, students will assess their team members on their preparation for team time activities and will assign a score of 0-10 points. Similarly, at the end of the semester, the teaching assistants will assess the members of their assigned teams on their preparation for class readings, lectures, and discussions, and assign a score of 0-10 points.

Attendance (total of 15 points)

You should arrive on time and attend each class unless you have informed the teaching team ahead of time that you will be late or absent.

At the end of the semester, students will assess their team members on their attendance during team time activities and assign a score of 0-5. At the end of the semester, the teaching assistants will assess the members of their assigned teams on class attendance and will assign a score of 0-10 points.

Participation (total of 15 points)

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

Based on the quality, quantity, and helpfulness of contributions, students will assign a score of 0-5 points for each group member's participation in team time activities at the end of the semester. The teaching assistants will assess members of their assigned teams on participation in class discussions and lectures and assign a score of 0-10 points.

2. Draft of Part I (Sections 1-4) of Program Plan (75 points; 15% of overall course grade)

Due date: 5:00 pm, Friday, March 9th.

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 are available on the Sakai site. These drafts will be distributed electronically to the TAs and peer reviewers (logistics to be discussed in class) on **March 9th**.

3. Review of Peer's Draft of Part I or Part II of Program Plan (100 points; 20% of overall course grade)

Due dates: 5:00 pm March 23rd (Part I) or April 27th (Part II)

Review of Draft of Part I (Sections 1-4)

Due date: March 23rd

On **March 9th**, 2-3 students from each team will receive another team's draft Part I of their program plan (sections 1-4) to review and critique. Students who do not receive a draft program plan on March 9th will receive another group's draft program plan (sections 5-8) to review on **April 13th**. We will discuss the details of the content of the review in class, and a review rubric is posted on the Sakai 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 27th

On **April 13th**, students who did not receive a draft of Part I of a program plan on March 9th will receive a draft of Part II of another team's program plan (Sections 5-8) to review and critique. We will discuss the details of the content of the review in class, and a review rubric is posted on the Sakai 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, Tuesday, May 1st

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 the Sakai site and will be discussed in class on **January 11th**.

5. Peer- and Self-Assessment (75 points total; 15% of overall course grade)

Due dates: 5:00 PM, Friday, March 9th and Friday, May 4th

You will be asked to provide an assessment of the quality of the contribution developing and writing the program plan made by yourself and by each of your team members, at two time points (middle and end) during 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 team members. At the middle of the semester, the peer and self-assessment will be worth 25 points; at the end of the semester, they will be worth 50 points. Assessment criteria will ask you to rate yourself and your teammates on: 1) attendance and preparation, 2) timeliness in meeting deadlines, 3) quality of work, 4) team dynamics, and 5) overall contributions. In addition to the quantitative criteria, which will be graded, a qualitative, ungraded question will ask you to provide constructive feedback for each of your teammates, which we will share with them. While who provided this feedback will be kept confidential, we expect it to be professional, thoughtful, and most of all, useful for your teammates.

All assignments are due by the end of the class period on the date they are due, unless otherwise stated. We will deduct 10% of the total points on any given assignment for each day past the deadline. 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 evaluations, 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.

Mid-Course Check-In

You will complete an anonymous, online mid-course evaluation by **March 9th**, and we will spend some time during the first part of class on **March 22nd** 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 SPH-wide standardized course evaluation (which we strongly encourage you to complete), we have prepared a separate, anonymous evaluation for the course, which you will complete online after your team has submitted your program plan. Once again, your feedback is greatly appreciated!

Course Suggestion Box

There is an electronic “suggestion box” posted on the course Sakai site, where you may submit any concerns, questions, suggestions, etc. that you have. Please be as specific and constructive as possible.

HBEH 772, SPRING 2018

CLASS SCHEDULE OVERVIEW

Class Date	Topics	Assignments
INTRODUCTION TO PROGRAM PLANNING AND EVALUATION		
Thursday, January 11	<ul style="list-style-type: none"> ▪ Introductions ▪ Course Overview ▪ Guidance Document Overview ▪ Program Plan Topic Generation and Selection 	Program Plan Topic selection survey completed online by 12:00 pm, Friday January 12th
Tuesday, January 16	<ul style="list-style-type: none"> ▪ Introduction to Program Planning, PRECEDE-PROCEED, and IPEM ▪ Introduction to Group Work 	Review the Groupwork Assessment in the "Handouts" folder on Sakai
Thursday, January 18	<ul style="list-style-type: none"> ▪ Attend talk by CDC Director Brenda Fitzgerald ▪ Strategies for Success Panel 	Snowed out!
ASSESSMENT		
Tuesday, January 23	<ul style="list-style-type: none"> ▪ Epidemiological Assessment, Including Health Inequities ▪ Data Sources and Interpretation: Becoming a Critical Consumer of Data 	
Thursday, January 25	<ul style="list-style-type: none"> ▪ Social Assessment ▪ Team Time 	
Tuesday, January 30	<ul style="list-style-type: none"> ▪ Capacity Assessment ▪ Prioritizing Health and Social Needs 	Complete preparation for prioritization activity for your assigned "community" before class on February 1st
Thursday, February 1	<ul style="list-style-type: none"> ▪ Prioritization Activity ▪ Team Time 	Watch "13th" before class on February 6. https://www.netflix.com/title/80091741
IDENTIFICATION OF DETERMINANTS AND PRECURSORS		
Tuesday, February 6	<ul style="list-style-type: none"> ▪ Structural and Environmental Determinants 	
Thursday, February 8	<ul style="list-style-type: none"> ▪ Behavioral Determinants ▪ Strategies for Success panel 	
Tuesday, February 13	<ul style="list-style-type: none"> ▪ Identifying Precursors to Behavioral and Environmental Determinants 	
Thursday, February 15	<ul style="list-style-type: none"> ▪ Behavioral and Environmental Determinants Activity ▪ Team Time 	

HBEH 772, SPRING 2018

CLASS SCHEDULE OVERVIEW

Class Date	Topics	Assignments
Tuesday, February 20	Using Theory and Conceptual Models to Inform Intervention Development and Identify Intervention Targets	
INTERVENTION DEVELOPMENT, SELECTION, AND ADAPTATION		
Thursday, February 22	<ul style="list-style-type: none"> ▪ Creating a Conceptual Model of Your Team's Health Issue ▪ Team Time 	Conceptual model of your health issue due (non-graded) by 6:00 pm on Friday, February 24th
Tuesday, February 27	<ul style="list-style-type: none"> ▪ Defining and Identifying Evidence-Based Interventions 	
Thursday, March 1	<ul style="list-style-type: none"> ▪ Intervention Selection ▪ RE-AIM 	
Tuesday, March 6	<ul style="list-style-type: none"> ▪ Writing Program Goals and Objectives ▪ Identifying Indicators and processes for Program Monitoring and Evaluation ▪ Discussion about Peer Review Expectations 	
Thursday, March 8	<ul style="list-style-type: none"> ▪ SMART Objectives Activity ▪ Team Time 	<p>Draft of Part I of Program Plan due to TAs and peer reviewers by 5:00 pm Friday, March 9th</p> <p>Mid-Course Assessment due by 5:00 pm Friday, March 9th</p> <p>Peer and Self-Assessment due by 5:00 pm on Friday, March 9th</p>
Tuesday, March 13th and Wednesday, March 15th: Spring Break: No Class		
IMPLEMENTATION		
Tuesday, March 20	<ul style="list-style-type: none"> ▪ Implementation Fidelity ▪ Adaptation of EBIs 	
Thursday, March 22	<ul style="list-style-type: none"> ▪ Quick review of mid-course evaluation ▪ Adaptation Exercise ▪ Team Time 	Peer review of Part I of Program Plan due to TAs and team by 5pm on Friday, March 23th
Tuesday, March 27	Program Administration, Staffing, and Budgets	
Thursday, March 29	Conceptual Model of the Intervention Activity (Team Time)	Conceptual model of your intervention (non-graded) due by 5:00 pm Friday, March 30th
Tuesday, April 3	Logic Models	

HBEH 772, SPRING 2018

CLASS SCHEDULE OVERVIEW

Class Date	Topics	Assignments
Thursday, April 5	Logic Model Activity (Team Time)	Logic model due (non-graded) by 5:00 pm on Friday, April 6th
Tuesday, April 10	Preparing for Evaluation	
Thursday, April 12	<ul style="list-style-type: none"> ▪ Evaluation Activity ▪ Team Time 	Draft of Part 2 of Program Plan submitted to TAs and peer reviewers by 5pm on FRIDAY, April 13th
Tuesday, April 17	<ul style="list-style-type: none"> ▪ Ethical Issues in Program Planning and Evaluation 	
COURSE WRAP UP		
Thursday, April 19	Open Mic Q&A Team Time	
Tuesday, April 24	Other Program Planning Models	
Thursday, 4/26	<ul style="list-style-type: none"> ▪ So You Think You Can Plan? ▪ Course Wrap-Up and SPH Course Evaluation 	Peer review of Part II of Program Plan due to TAs and teams by 5pm on Friday, April 27th
<i>Final Program Plan Due by 5:00 pm, Tuesday, May 1st, 2018</i>		
<i>Peer Assessment Due (submitted online) by 5:00 pm, Friday, May 4th</i>		