
HEALTH PROGRAM PLANNING AND EVALUATION: ENHANCING PLANNING AND EVALUATION SKILLS AMONG HEALTH EDUCATION SPECIALISTS

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INTRODUCTORY ESSAY

The following syllabus is designed as a senior level required course in the bachelor's degree program in health education at a four year university in the southern part of the United States.

The National Health Education Credentialing (NCHEC, 2012), is a credentialing body which credentializes excellence in health education. Among the responsibilities and competencies expected of an entry-level health education specialist, Area 11, Area 111 and Area IV deal with health program planning, health program implementation and health program evaluation related skill development. The current syllabus designed for the emerging entry-level health education specialist aligns with the areas of responsibilities as highlighted by the organization, as well as fulfilling the competencies and sub competencies in the areas of health program planning, implementing and evaluating. This course is an integral course for students who plan to sit for the CHES (Certified Health Education Specialist) exam which provides a national standard of practice for all health education specialists, attests to their knowledge and skills and provides an opportunity for continued professional development (NCHEC, 2012).

The course goals and objectives are developed to reflect the areas, competencies and sub competencies. This course, as mentioned below, is taught entirely online (100% distance learning) and involves some innovative tools to engage the students. Each chapter in a Unit has chapter specific objectives (mentioned in the online course module) along with chapter specific learning notes and additional learning documents to enhance student understanding of the core concepts of health program planning and evaluation. Student-to -student interaction is required in two different ways: 1) topic discussions via discussion board activities pertaining to each course units and 2) via group projects –developing a health program plan along with an evaluation plan.

This course emphasizes student-driven learning in terms of using peer-to-peer discussions as an interactive teaching tool and group-based tools such as file exchange, group blogs, group discussion boards and e-mails. Students have an opportunity to engage in creative discussions related to their health topics of interest in a free exchange learning environment. Research has shown that group work can benefit students in several ways such as 1) retaining information longer than other teaching methods, 2) having a positive feeling about the course material, 3) developing positive peer relationships and self-esteem, 4) increasing student social and communication skills, and above all 5) increasing student critical learning skills (The Global Development Research Center, 2012).

The other two interesting features of this course include the use of a 'Libguide' and 'library discussion board.' The former, a research guide created in collaboration with a faculty librarian, meets the research and writing style needs of the students participating in this course. Additionally, a 'library discussion board' has been created for students to interact with the librarian as they continue to develop new research ideas and collaborate with other group members on creating a health program and an

evaluation plan.

The knowledge gained by the students is assessed via multiple exams. The purpose of these exams is meant to be instructive about the learning material more than a memory testing exercise. Considering this goal, students receive feedback after answering a question correctly, as well as incorrectly. An incorrect response leads the students interactively to the chapter and the section which discusses the posed question. Also the questions are designed in such a way as to capture the competencies and sub competencies related to areas of responsibilities dealing with program planning, implementation and evaluation.

Finally, this course uses Blackboard Collaborate (virtual classroom) which is a web conferencing tool. This tool allows the students to interact with the instructor, using video-audio features in discussions about course related issues. Also, Blackboard Collaborate is a teaching tool through which students can be instructed using whiteboard and desk application services. Hence, a student can synchronously participate in this course without meeting in a traditional face-to-face setting.

SYLLABUS

HHPS 4380

Health Education Program Evaluation

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Email: Blackboard Learning System (Bb) email (fastest!)

This course proposes the following five core student learning outcomes upon course completion.

At the end of this course, students will be able to:

- 1) conduct a health needs assessment using qualitative and quantitative data sources.
- 2) design a health program plan with measurable goals and objectives and using a logic model.
- 3) use behavioral theories and health planning models to create a health program which is evidence-based and facilitates evaluation.
- 4) prepare an evaluation plan which will include evaluation questions and an appropriate evaluation design related to the health topic and the population targeted.
- 5) prepare an evaluation report to communicate the program plan to both scientific and lay audiences.

COURSE DESCRIPTION

100% online using Blackboard Learning Management System 9.1

This course is designed to provide students with an opportunity to learn about program planning, evaluation and measurement concepts in health education and health promotion; as well as their applications in a variety of settings such as school, worksites, universities and industry. Course content

will include: needs assessment, planning models (including logic models), health behavior theories, evaluation terminology, information on writing measurable objectives, identifying evidence based models, designing and collecting data using quantitative and qualitative methods, and interpretation of data collected.

REQUIRED TEXTBOOK

Hodges, B.C., & Videto, D.M. (2011). *Assessment and Planning in Health Programs*. Sudbury, MA: Jones and Bartlett Learning. ISBN: 978-0-7637-9009-7

CALENDAR OF DUE DATES

Please pay close attention to the calendar of due dates in your Blackboard online course shell.

COURSE GOALS

1. Students will gain an appreciation of the fundamental concepts of health program planning and evaluation and its application in a variety of health education, health promotion and wellness programs.
2. Students will apply the concepts gained in the course to activities being performed, by synthesizing and integrating information and ideas gained in the course.

COURSE OBJECTIVES

At the end of this course students will be able to:

1. Discuss reasons for conducting a needs assessment for planning health education and/or health promotion programs. **Assessed through:** weekly discussions, objective examinations
2. Assess assets and problems in a target population prior to planning a health education and/or health promotion program. **Assessed through:** weekly discussions, objective examinations
3. Decide on data collection strategies and methods of sampling for primary data collection. **Assessed through:** weekly discussions, objective examinations
4. Plan a health education and/or a health promotion program (using elements such as mission statement, goals and objectives, implementation plan, logic model and evaluation plan). **Assessed through:** weekly discussions, objective examinations, health project paper, group assignments.
5. Design a health program plan and implement it using social marketing concepts. **Assessed through:** weekly discussions, objective examinations, health project paper, group assignments.
6. Select theories and models for planning and evaluating a health promotion and/or health education program. **Assessed through:** weekly discussions, objective examinations, health project paper, group assignments.
7. Compose mission statements, goals for planning, implementing and evaluating health education and/or health promotion programs. **Assessed through:** weekly discussions, health project paper, group assignments.
8. Formulate health program objectives for different levels to be assessed using evaluation strategies. **Assessed through:** weekly discussions, objective examinations, health project paper, group assignments.

9. Identify and formulate strategies and activities for health education and/or health promotion programs. **Assessed through:** weekly discussions, objective examinations, health project paper, group assignments.
10. Construct health program implementation planning questions. **Assessed through:** health project paper, group assignments.
11. Plan an evaluation strategy for health promotion and/or health education programs. **Assessed through:** weekly discussions, health project paper, group assignments.
12. Choose an evaluation structure and design for a health promotion and/or health education programs. **Assessed through:** weekly discussions, health project paper, group assignments.
13. Construct broad evaluation questions at the formative, process, impact and outcome evaluation levels. **Assessed through:** weekly discussions, health project paper, group assignments.
14. Construct a logic model and an impact map for a health promotion and/or a health education program. **Assessed through:** health project paper, group assignments.

GENERAL DESCRIPTIONS OF ASSIGNMENTS

1. FIRST ASSIGNMENT IS ORIENTATION! You must read all information below, and then go to the Orientation folder to complete the orientation assignments.

- Before beginning the orientation assignments, explore the course! Take the "mighty clicker" and check out everything on the homepage and in the course menu. Go to each icon or tool, click and simply look around. When you feel comfortable navigating in the course, go to the orientation learning module and complete the orientation assignments.
- By completing these first orientation assignments, you will not only be moving through the course finding where everything you will need is located, but these assignments will serve as "trial runs" in submitting your work.
- The instructor will review and return these assignments to you to correct and resubmit. So be sure and get these assignments completed and submitted **As soon as possible!!!**

2. DISCUSSION POSTINGS: Each chapter learning module will have an associated 'discussion topic'.

Every two weeks (bi-weekly) you will have to post a discussion posting. These are based on the 'discussion topic' for each chapter. You also need to respond to at least 2 peer posts each week. (Refer to calendar for due dates). You have to choose any one of the discussion topic for that Unit (each unit has 2 discussion topic). Please make sure that each discussion post and the peer-post uses American Psychological Association (APA 6th edition) formatting style for citations and references along with double-spacing the text.

a. A submission link to the discussion forum is provided in each unit corresponding with the week the discussion forum posts are due.

Caveat: Discussion board posts are public for all to read... keep that in mind as you compose your comments. (Refer to discussion tool instructions in 'Start Here' folder!).

b. **General Discussion policies and procedures:**

Refer to your readings in the textbook and chapter learning notes when you are posting your discussion.

In your initial post, it would be a good idea to compose your answer in a Word document so you can proof your work, then you can copy/paste it into the discussion forum.

c. **Discussion Grading Rubric:** will be available in each discussion topic (Refer to 'Start Here' learning module! for more information on the grading rubric).

Plagiarizing a classmates posting will result in a 0 for that discussion assignment or an F in the course

- **FYI:** Posts such as "I agree", etc. will receive no credit.... you must contribute to the dialogue. Also, last minute posts, which do not allow enough time for others to reply, will receive no credit. This would be the same as coming into a face-to-face class the last 15 minutes of class. If there is no participation, no discussion points will be allotted.
- You need to check the discussion board frequently and don't simply pop in and make your posts and then leave. This is similar to your face-to-face class discussions, but if you don't read all the comments you miss out! Once a topic is closed, the information from that discussion will still be available for you to read, but you will not be able to post.
- Discussion credit will not be given for comments off the stated topic. Also care, should be taken when posting comments on discussion board related to use of language (no abusive language permitted). No comment should encroach on the personal issues of your peers and should not display inappropriate emotions in order to harm your peers psychologically or emotionally.

EXAMS

You will be having three exams, which will be objective in nature, covering all the chapters in the text-book as well as chapter learning notes. The maximum time limit to complete each exam is one hour. After this time has expired, the exam will be automatically submitted in Blackboard for grading. Each exam may be taken multiple times, but the last attempt only will be recorded for grading purposes.

COLLABORATION/INTERACTION/GROUP WORK AND GROUP ASSIGNMENTS

In this course, you will be divided into randomly assigned groups in which they will complete learning activities providing opportunities for interaction that support active learning. The benefits derived from group work are: the creation of a community through group interaction, fostering creativity with group dynamics and the enhancement of social, communication and critical thinking skills. The final goal is to have a positive learning experience about the course material. Each group has its own space to work (Group Homepage). You will see various communication tools such as group discussion board, blogs, e-mail and file exchange to support student engagement in the group as you work toward completing the various sections of your final product – a health program planning and an evaluation project paper.

Please make sure that you spend time in the first week of the course in getting oriented to the 'My Group' tab under course menu and explore the group pages and tools. I have added some additional tools such as my tasks and calendars to enhance your interaction and keep you on task throughout the course. Each group member should be able to customize his/her group page as and when desired.

FINAL HEALTH PROJECT PAPER (PROGRAM PLANNING AND EVALUATION)

Your Final Project paper has been divided into three health project paper section assignments. This "chunking" of the paper should enable you to focus on the individual parts of your project paper, and enhance your understanding of the application of various program planning and evaluation concepts. It is like putting pieces of a jig-saw puzzle together!

Also explore the 'Group assignment' tab under course menu where you will find instructions pertaining to your project paper section assignments and your final assignment health program planning and evaluation project paper. Submission instructions are included in the area also (please refer to calendar for due dates).

TENTATIVE SCHEDULE FOR THE SEMESTER

(For specific due dates refer to the semester calendar)

Week 1: Orientation

Weeks 2 & 3: Unit 1

UNIT 1: CHAPTERS 1 & 2

Ch 1: Assessment for developing programs and interventions: The Big Picture.

Ch 2: Paint a picture of your target population: Assessing Assets and Problems.

Weeks 3 & 4: Unit 2

UNIT 2: CHAPTERS 3 & 4

Ch 3: Data collection strategies for needs assessments and evaluations.

Ch 4: Program planning: The big picture.

Week 5 – Health Program Project Paper section 1 submission & Exam 1 review and Exam 1

Weeks 6 & 7: Unit 3

UNIT 3: CHAPTERS 5 & 6

Ch 5: Social Marketing, Program Planning, and Implementation

Ch 6: The importance and use of theories in health education and health promotion.

Week 8 & 9: Unit 4

UNIT 4: CHAPTERS 7 & 8

Ch 7: Identifying and writing mission statements, goals and objectives.

Ch 8: Identifying strategies and activities.

Week 10: Health Program Project Paper section 2 submission & Exam 2 review and Exam 2

Weeks 11 & 12: Unit 5

UNIT 5: CHAPTERS 9 & 10

Ch 9: Program Implementation

Ch 10: Technology and information systems

Weeks 13 & 14:

Appendix 4- Evaluation structure and designs

Threats to internal validity and threats to external validity

Health Program Project Paper section 3 submission & Exam 3 review and Exam 3.

Week 15: Final paper submission (includes all the earlier sections as well)

EVALUATION CRITERIA

Personal bio	50 points
Orientation quiz	20 points
Orientation assignment	20 points
Five discussion postings and two peer responses	250 points 50 points
Exam 1	50 points
Exam 2	50 points
Exam 3	50 points
Final Paper (Program Plan along with evaluation plan)	200 points
*--Group assignment 1-	55 points
*--Group assignment 2-	65 points
*--Group assignment 3-	80 points
Total points:	740 points

* Indicates 'scaffolding' in use of assignments: Scaffolding in this group assignment is built to encourage and facilitate student learning. It is offered in two distinct ways a) the final health project paper is broken down into Group assignment 1, Group assignment 2 and Group assignment 3 (notice that additionally the point weightage keeps on increasing gradually as the assignment gets more complex and denotes gradually self-efficacy building and mastery skills from simple to complex). New knowledge is added to previous knowledge to facilitate motivation and reduce stress to promote effective learning (Lipscomb, Swanson, & West, 2012).

GRADE SCALE

A = 690-740

B = 640-689

C = 589-639

D = 530-588

F = 529 and below

COURSE POLICIES

In this 15-week course students are expected to read all the chapters and the chapter specific learning notes corresponding with the unit for each week as well as participate in bi-weekly discussions.

DISCUSSION POLICIES

a. Each bi-weekly discussion posting should be 300-400 words based on the discussion descriptions which go along with each chapter learning module. You are free to choose any one of the discussion topics in the unit for the corresponding bi-weekly discussion post. Each student has to comment and respond to at least two peer postings to get full credit for their bi-weekly discussions. Five points are allotted for each peer posting. Instructor feedback is provided for each discussion post within a discussion rubric comment box and a separate constructive feedback via the feedback box.

b. Each bi-weekly discussion must be posted by 11:59 pm (Central Standard Time) (Refer to calendar for due dates). This is to give enough time for your peers to respond to your postings. For approval to make up missed discussions, documentation for verification of incident that prevented you from posting must be provided. No late discussion postings are accepted [Students who do not submit their discussion postings by 11:59 pm (midnight) (see calendar for due dates) of the corresponding week will have all their points for that week deducted]. If a student has an emergency or extenuating circumstances, the student will need to get in touch (either via phone or blackboard e-mail) with the instructor as soon as possible to discuss his/her situation (refer to instructor contact information).

HEALTH PROGRAM PROJECT POLICIES

All group assignments are due by 11:59 pm (Central Standard Time) (Refer to calendar for due dates).

INSTRUCTOR CONTACT POLICIES

- a. Conference will be by appointment. I will have regular office hours for the fall session (please see my office hours under 'information' in the Blackboard course menu. There is a 'help' forum in the 'start here' folder for posting which I will be frequently visiting throughout the course.
- b. The fastest way to communicate with me will be via 'blackboard e-mail'.

ACADEMIC INTEGRITY POLICIES

- a. **Collusion:** Collusion is defined as obtaining from another party, without specific approval in advance by the professor, assistance in the production of work offered for credit, to the extent that the work reflects the ideas of the party consulted rather than those of the person in whose name the work is submitted
- b. **Duplicity:** To offer for credit identical or substantially unchanged work in two or more courses, without specific advance approval of the professors' involved.
- c. **Plagiarism:** To adopt and reproduce as one's own, to appropriate to one's own use, and incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

If you do not understand what plagiarism is, find out now! Go to <http://www.google.com/> and type in the word plagiarism to get more information. An automatic F will be given immediately for any assignments which are considered plagiarized. You are not to copy information directly from the internet, or any other source, or "cut and paste" and submit as your answer to assignments. Again, this is cheating! We will be implementing "Turn it in" and Safe Assign which are programs we have at university for determining if a student has committed plagiarism.

<http://owl.english.purdue.edu/owl/resource/589/02/>

Copy the above address and paste it into your browser window. You can find good information on plagiarism here. Be informed!

STUDENTS WITH DISABILITIES

Your success in this class is important to me, and it is the policy and practice of the university is to create inclusive learning environments consistent with federal and state law.

If you have a documented disability (or need to have a disability documented), and need an accommodation, please contact me privately as soon as possible, so that we can discuss with the Disability Resource Center (DRC) how to meet your specific needs and the requirements of the course.

The DRC offers resources and coordinates reasonable accommodations for students with disabilities. Reasonable accommodations are established through an interactive process among you, your instructor(s) and the DRC.

Thus, if you have a disability, please contact university contact person

Link to Americans with Disabilities Act of 1990 (ADA) POLICY:

<http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx>

Please fax or email a copy of your disability letter from the university Disability Support Services to the instructor if you need to be considered for any special accommodations while taking this course. Please note the instructor's name on the front page of your fax. I cannot allow any special considerations until I have your official university disability letter

HEALTH PROGRAM PROJECT ASSESSMENT RUBRIC

Sections	Grade A (90- 100%)	Grade B (80-89%)	Grade C (70-79%)	Grade D (60-69%)	Grade E (< 60%)
Introduction to health problem – magnitude of health problem. (50 points)	Class participant has excellent coverage of the magnitude of health problem with data at national, state and local level with relevant references logical flow of paragraphs and no grammatical errors – about 4 pages.	Class participant has sufficient coverage of the magnitude of health problem with limited data at national, state and local level with few references, and few grammatical errors – about 3 pages.	Class participant has an average coverage of the magnitude of health problem with very limited data at national, state and local level with no references and many grammatical errors – about 2 pages.	Class participant has a poor coverage of the magnitude of health problem with missing data at national, state and local level with no references and many grammatical errors – about 1 pages.	Class participant has very poor coverage of the magnitude of health problem- sketchy (< 1 page)
Evidence-based programs and best practices conducted for addressing the health problem (40 points)	Class participant has an excellent coverage of evidence-based planning programs at the national, state and local levels and no grammatical errors- 4 pages	Class participant has a sufficient coverage of evidence-based planning programs at the national, state and local levels and few grammatical errors- about 3 pages	Class participant has an average coverage of evidence-based planning programs at the national, state and local levels and many grammatical errors- about 2 pages	Class participant has a poor coverage of evidence-based planning programs at the national, state and local levels and many grammatical errors- 1 page	Class participant has very poor coverage of evidence-based planning programs at the national, state and local levels sketchy (< 1 page)
Health Program goals and objectives(20 points)	Class participant has very well formulated goals and SMART objectives at	Class participant has sufficiently well formulated goals and SMART	Class participant has averagely formulated goals and objectives at limited levels such	Class participant has poorly formulated goals and no objectives for the health	Class participant has no program goals and objectives

	various different levels such as learning, process, outcome etc. for the health problem addressed-1- 2 pages	objectives at limited levels such as learning, process, outcome etc. for the health problem addressed-1 page	for the health problem addressed-< 1 page	problem addressed.	
Health Program intervention- Logic Model (5 points)	Class participant has excellent logic model with clear explanation of the and no grammatical errors – 1 page	Class participant has a well done logic model but has some elements missing and unclear explanation with few grammatical errors – about 1	Class participant has an average logic model with many missing links and many grammatical errors in its explanation– about 1 page.	Class participant has a poor logic model many grammatical errors – < 1 page	Class participant has no logic model
Description of health program/program plan. (35 points)	Class participant has an excellent description of program plan with intervention details and proposed activities and no grammatical errors- 2-3 pages	Class participant has a sufficiently well described program plan with some details missing and few grammatical errors- 1-2 pages	Class participant has an average description of program plan with many missing details and many grammatical errors- <1 page	Class participant has a poor description of the program plan and interventions and many grammatical errors- sketchy.	Class participant has no program plan.
Evaluation Plan (40 points)	Class participant has very well formulated plan (timeline, evaluation designs, and well linked objectives to different levels such as (process, outcome etc. for the health problem addressed) - 2 -3 pages	Class participant has sufficiently well formulated plan but has few missing elements and not so well linked objectives to different levels such as(process, outcome etc. for the health problem addressed-) 1 page	Class participant has averagely formulated plan with many missing elements -< 1 page	Class participant has poorly formulated evaluation plan – sketchy	Class participant has no evaluation plan
Bibliography (5 points)	Class participant has an extensive reference listing	Class participant has an limited reference listing	Class participant has a very limited reference listing	Class participant has poor listing of references	Class participant has a very poor listing of

	of text-books, articles, websites in either APA or AMA format with at least 10-12 references	of articles, websites in either APA or AMA format with at least 8-10 references	of text-books, articles, websites in improper format with at least 6-8 references	from articles, websites in poor format with < 6 references	references-books, articles, websites in poor format with < 5 references
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Bibliography

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Purdue Online Writing Lab (n.d.). *Welcome to the Purdue OWL*. Retrieved from <http://owl.english.purdue.edu/owl/search.php>

The Global Development Research Center (2012). *Collaborative learning: 44 benefits of collaborative learning*. Retrieved from <http://www.gdrc.org/kmgmt/c-learn/44.html>