

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

American Public University System

The Ultimate Advantage is an Educated Mind

School of Health Sciences
COURSE PBHE531
Public Health Program Planning and Evaluation
Credit Hours: 3
Length of Course: 8 weeks
Prerequisite: None

Instructor Information

Please refer to the Syllabus tab for your instructor's contact information and biography.

Course Description (Catalog)

This course is an analysis of public health program planning, implementation and evaluation, with examination of consumer participation, data collection, consultation, negotiation, training, budgeting, and writing program reports.

Course Scope

Students will learn the mechanics of planning a public health program and the steps to evaluate that program.

Course Learning Objectives

After successfully completing this course, students will be able to:

- Describe how social, behavioral, environmental, and biological factors contribute to specific individual and community health outcomes.
- Evaluate appropriate information sources and gaps in data.
- Explain the use of data, the scientific knowledge base and other evidence-based principles in the planning, implementation, and evaluation of a program.
- Create a framework, based on a mission, goals, and objectives and/or competencies, to evaluate public health programs for their effectiveness and quality.
- Demonstrate how the findings of formative and summative evaluation can be used to improve program effectiveness, utility and impact on public health.

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- Explain logic models for program development, implementation, and evaluation.

Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. Online assignments are due weekly as noted on the course outline and can include Forum questions and written assignments. Assigned faculty will support the students throughout this eight-week course.

Course Materials

Required Course Textbook:

1. Textbook: McKenzie, J.F., Neiger, B., and Thackeray, R. (2013). *Planning, Implementing, and Evaluating Health Promotion Programs: A Primer* (6th ed.). San Francisco, CA: Pearson Benjamin Cummings.
2. American Psychological Association Publication Manual, 6th Edition.

Academic Writing Requirements:

The School of Health Sciences requires use of APA format and style and all students are encouraged to have a current copy of the *APA Publication Manual*. All written assignments are to be submitted in APA format style unless otherwise noted in the assignment directions.

Web Sites

In addition to the required course texts, the following public domain web sites are useful. Please abide by the university's academic honesty policy when using Internet sources as well. Note web site addresses are subject to change.

- None

Evaluation Procedures

Forum

Please join the forums each week. Replies must be posted in the week due and replies after the end of the each week will not be graded. The Forums are for student interaction and input should be submitted before the week ends in order to fully participate in the discussions. Students should demonstrate their own knowledge in the forums and avoid copying and pasting from websites.

Guidelines:

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- Post the initial response to each forum by 11:55pm, ET, Wednesday.
- Initial responses should be no less than 450-500 words.
- Initial responses are to be original in content and demonstrate a thorough analysis of the topic.
- Reply to at least 2 of your classmates in each forum by 11:55pm, ET, Sunday.
- Replies to classmates should be no less than 200 words.
- Responses to classmates are significant to advance the forum.
- All forums can be accessed in the Forums section of the course.

Students will be responsible for providing a peer response posting for at least two (2) of their peers' postings, unless there are less than 3 students in the course, where only one (1) peer posting will be required. Your peer postings should challenge or expound upon at least one of the points made by your peer, and "I agree" does not constitute as an adequate response. As graduate students, you will be expected to provide comprehensive, relevant and well supported points in your assignments.

We all bring something unique to the classroom, from our understanding, our experiences, and our value systems. We honor and respect each person's diverse beliefs to help us see beyond the classroom to be the most effective individuals we can be. Therefore, we should all be respectful of others while expressing our viewpoints and opinions. Proper netiquette behavior is expected. Any inflammatory, demining or disrespectful language in a posting will be immediately removed from the discussion space.

Final Project: The final project is worth 30% of the course grade. Final project will be graded in accordance with the **APUS 500-600 rubric** as outlined in detail in the classroom. All course research papers must be submitted to Turnitin.com **AND** to the student assignment folder for grading. If the student submit a paper that is either missing citations, is not properly paraphrased (i.e. you have a high amount of matching text from external sources per Turnitin) or has numerous direct quotes, you may be asked to re-write the assignment, will have major points deducted, or the student may receive a zero on the assignment. Review Student Handbook section on Academic Integrity and Plagiarism.

Assignments, Forums, and Final Project **must** follow American Psychological Association (APA) guidelines for reference and bibliographic citation. If necessary, refer to *Publication Manual of the American Psychological Association* (6th Ed). 2001. Washington, D.C.: American Psychological Association. Other APA websites are available through the Library.

The paper must be typed, double-spaced with 1-inch margins in 12-point Times New Roman font with all references cited. Papers will be graded based upon: 1). the extent to which students followed directions for the assignment, and 2). overall presentation (including clarity

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of argument, grammar and spelling) (see grading rubric for more specific grading information).

Refer to the Student Handbook for policies relevant to academic honesty and other procedures and policies related to this course. Refer to Online Resource Center for any research assistance.

Course Grading Outline

Grading Instrument		Percentage of Final Grade
Forum (8 @ 100 pts each)	800 pts	25%
Introductory Forum Post	10 pts	
Assignments		55%
Tentative Topic for Program	100 pts	
Selling Your Program	100 pts	
Mission Statement, Goals, and Objectives	100 pts	
Multi-strategy Interventions	100 pts	
Community Partners, Resources, Budget	100 pts	
Program Implementation, Timeline and Activities	100 pts	
Evaluation of your program	100 pts	
Final Project (Public Health Program)	100 pts	20%
TOTAL	1610 pts	100%

Course Outline

Lesson	Topic	Learning Goals	Reading(s)	Assignment(s)	Forum(s)
1	Health Education, Health Promotion, Health Educators, and Program Planning	Explain the relationship among good health behavior, health education, and health promotion, and differentiate between health education and health promotion.	McKenzie Chapters 1-2 Course Materials: Health Promotion in the Beginning Sample 10 Step Planning Model	Assignment: Tentative Topic for Program	Week 1 Forums: -Introduction -Assumptions of Health Promotion
	Starting the Planning Process	Evaluate how the competencies-based framework for health education specialist is used by colleges and universities, NCHC, NCATE, SOPHE/AAHE, and SABPAC. Develop a rationale for planning and implementing a health	Barriers Chapter 1 Outline Chapter 2 Outline		

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		promotion program. Explain what planning parameters are and what impact they have on program planning.			
Lesson	Topic	Learning Goals	Reading(s)	Assignment(s)	Forum(s)
2	Models for Program Planning in Health Promotion Assessing Needs	Explain the value of using a model in planning a program, especially a generalized model. Identify key models in planning health promotion programs and apply a model to a program you are planning Explain why a needs assessment is an important part of the planning process Explain how a needs assessment can be completed and conduct a needs assessment within a given population	McKenzie Chapters 3-4 Course Materials: Data Collection Methods Defining the Problem Exercise Worksheets Chapter 3 Outline Chapter 4 Outline	Assignment: Selling Your Program and Identifying Target Audience	Week 2 Forum: Program Rationales (Ball State Assignment)
Lesson	Topic	Learning Goals	Reading(s)	Assignment(s)	Forum(s)
3	Measurement, Measures, Measurement Instruments, and Sampling Mission Statement, Goals, and Objectives	Differentiate between quantitative and qualitative measures and discuss why measurements is an important process as it relate to program planning and evaluation Discuss and apply the following terms: bias,	McKenzie Chapters 5-6 Course Materials: Mission Statement, Goals, and Objectives Goals and Objectives	Assignment: Mission Statement, Goals, and Objectives	Week 3 Forum: Measurements

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		<p>validity, reliability, and probability and nonprobability samples.</p> <p>Write program goals and objectives and discuss what is meant by the terms mission statement and vision statement</p> <p>Describe the use for Healthy People 2020.</p>	<p>Setting the Objective Exercise Worksheets</p> <p>Chapter 5 Outline</p> <p>Chapter 6 Outline</p>		
Lesson	Topic	Learning Goals	Reading(s)	Assignment(s)	Forum(s)
4	<p>Theories and Models Commonly Used for Health Promotion Interventions</p> <p>Interventions</p>	<p>Explain why health promotion interventions should be planned using theoretical frameworks</p> <p>Differentiate between a continuum theory and a stage theory</p> <p>Explain and apply the following terms: curriculum, scope, sequence, units of study, lessons, lesson plan, health advocacy, health literacy, and health numeracy.</p> <p>Create an intervention for health promotion program</p>	<p>McKenzie Chapters 7-8</p> <p>Course Materials:</p> <p>Chapter 7 Outline</p> <p>Chapter 8 Outline</p>	<p>Assignment: Multi-strategy Intervention for Your Program</p>	<p>Week 4 Forum: Choose Your Theory</p>
Lesson	Topic	Learning Goals	Reading(s)	Assignment(s)	Forum(s)
5	<p>Community Organizing and Community Building</p> <p>Identification and Allocation</p>	<p>Diagram the processes for organizing and building a community</p> <p>Explain the term mapping community capacity</p>	<p>McKenzie Chapters 9-10</p> <p>Course Materials: Community Analysis</p>	<p>Assignment: Identify Community Agencies to Partner with for your Program, Describe</p>	<p>Week 5 Forum: Assumptions that Planners Consider</p>

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	of Resources	Discuss how technical assistance, volunteers, teamwork, and cultural factors are related to program personnel	Summary Community Analysis Budget Notes	Resources for your Program, and Develop a Budget and Budget Justification	
		Explain what is meant by direct and indirect costs, canned health promotion programs, and budget	Chapter 9 Outline Chapter 10 Outline		
Lesson	Topic	Learning Goals	Reading(s)	Assignment(s)	Forum(s)
6	Marketing Implementation: Strategies and Associated Concerns	Explain and apply the following terms to health promotion programs: exchange process, segmentation process, and diffusion theory. Discuss the relationship between a needs assessment and a social marketing program Analyze the different phases in implementing health promotion programs Analyze the role of federal legislations and their impact on human resource management	McKenzie Chapters 11-12 Course Materials: Activities/Timelines Chapter 11 Outline Chapter 12 Outline	Assignment: Questions Regarding Your Program, Implementation of Your Program, Timeline and Activities	Week 6 Forum: Techniques for Motivating People
Lesson	Topic	Learning Goals	Reading(s)	Assignment(s)	Forum(s)
7	Evaluation: An Overview Evaluation Approaches and Designs Data Analysis	Distinguish between formative and summative evaluation as well as between formative and process evaluation Differentiate between	McKenzie Chapters 13-15 Course Materials: Evaluation Questions Chapter 13 Outline	Assignment: Evaluate Your Program	Week 7 Forum: Why Do We Evaluate a Program?

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	and Reporting	internal and external evaluations. Examine and differentiate between quantitative and qualitative methods of evaluations. Discuss and apply the following terms: descriptive and inferential statistics, null and alternative hypothesis, univariate-bivariate and multivariate analysis	Chapter 14 Outline Chapter 15 Outline		
Lesson	Topic	Learning Goals	Reading(s)	Assignment(s)	Forum(s)
8	Code of Ethics for the Health Education Profession	Analyze the Code of Ethics for the Health Education Profession	McKenzie Appendix	Final Project: Public Health Program	Week 8 Forum: Final Paper Discussion

Policies

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

[Drop/Withdrawal Policy](#)

[Plagiarism Policy](#)

[Extension Process and Policy](#)

[Disability Accommodations](#)