

Graduate School of Public Health
San Diego State University
PH 666 Health Promotion Program Planning and Assessment
Spring 2007

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| Class Schedule: | Wednesday, 1:00-3:40pm Hepner Hall 146 |
| Office hours: | By appointment Instructor will be available immediately before and after class Teaching assistant available by appointment |
| Instructor: | Guadalupe X. Ayala, PhD, MPH Assistant Professor, Division of Health Promotion San Diego State University, Graduate School of Public Health Primary telephone at BACH (Sky Park): 619-594-6686 Campus telephone: 619-594-8084 |
| Teaching Assistant: | Barbara Baquero, MPH Doctoral Student, Behavioral Sciences San Diego State University, Graduate School of Public Health Telephone: 619-594-7919 Fax number: 619-594-2998 |

Overview

In this course, students will develop the knowledge and skills needed to effectively plan, implement, and evaluate health promotion programs for defined populations in a variety of settings. The PRECEDE/ PROCEED Framework will be used to guide this process, although several other program planning models will be discussed.

Students will apply this knowledge to a specific health topic of interest, and in collaboration with group members, will prepare a written program plan at the end of the course to include budget, timeline, and ethical considerations. Groups will share their plans with the class during a 15-minute presentation at the end of the course, and in a written plan consistent with standard grant proposal guidelines.

Teaching Methods

The course will use a variety of teaching methods including required readings, interactive lectures, reviews of case studies, small and large group discussions, and small group activities. An emphasis will be placed on theory-driven approaches to planning, delivering and evaluating interventions in a variety of community-settings.

Invited guests will present real world examples of course topics to illustrate the flexibility of thinking required given the demands of various constituencies, the current funding climate, and other challenges in health promotion programming and evaluation.

Objectives

Upon completing the course, the students will be able to:

1. Apply the PRECEDE/PROCEED planning, implementation, and evaluation framework to a particular health problem

2. Conduct a mini-formative assessment: Identify a key informant, interview the key informant, prepare a written summary of the findings, and integrate findings into final program plan
3. Write specific, measurable, and clear goals and objectives
4. Develop an evidenced-based intervention plan:
 - a. Understand and appropriately apply theory in the program planning process
 - b. Draw a conceptual model of an intervention plan
 - c. Describe at least two evidenced-based intervention strategies and activities for addressing a specific health topic for a specific population using at least two levels of the Socio-Ecologic framework
5. Develop an evidenced-based evaluation plan:
 - a. Understand and appropriately apply methods for the various levels of evaluation
 - b. Describe at least two evidenced-based evaluation methods for addressing a specific health topic for a specific population that address your targeted levels of the Socio-Ecologic framework
6. Prepare a written program plan for a particular health topic that includes: problem statement, goals and objectives, intervention methods, evaluation methods, budget, and timeline
7. Prepare and deliver a professional presentation on the final program plan
8. Offer constructive feedback to peers on the final program plan
9. Critically reflect on issues related to sustainability and dissemination of health promotion interventions

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| Evaluation Methods |
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Your performance in the course will be evaluated on the following:

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| 1. | <u>Classroom participation</u> Students are expected to ask questions, comment on readings, and share their experiences, thoughts, and ideas related to the discussion topic. | 5 pts |
| 2. | <u>Reflection papers</u> See handout for more information and opportunity for 5 extra points | 10 pts |
| 3. | <u>Midterm Exams 1 and 2</u> You will have two closed-book, in-class mid-term exams (see schedule). These exams are <u>not</u> cumulative, and will consist of short-answer and discussion questions, covering both lecture material and readings. | 20 pts & 20 pts |
| Students who believe that they have provided a correct answer and failed to receive adequate credit are required to prepare a two page typed explanation for each test item within one week of receipt of the exam grade. Credit will be provided for those written explanations that are judged correct. | | |
| 4. | <u>Key informant interview</u> See handout for more information | 15 pts |
| 5. | <u>Group presentation and paper</u> See handout for more information | 30 pts |

Course grades will be assigned as follows based on total points accumulated for the semester:

A = 96-100

B+ = 87-89

C+ = 77-79

F = < 69

A- = 90-95

B = 84-86

C = 74-76

B- = 80-83

C- = 70-73

Incomplete: Medical emergencies verified by practicing clinicians and limited other emergencies are the basis for an incomplete.

Attendance: Although, attendance is not mandatory, students are encouraged to attend all classes. Completion of group activities will serve as a record for attendance and will be used as one method for generating your participation grade.

Readings and Course Materials

Required Textbook:

McKenzie, J.F., Neiger, B.L., & Smeltzer, J.L. (2005). Planning, implementing, & evaluating health promotion programs: A primer, 4th edition. San Francisco, CA: Pearson.

Additional required readings and other resources:

Posted on blackboard: blackboard.sdsu.edu

Other Administrative Issues

Academic Integrity

Academic dishonesty is an affront to the integrity of scholarship at SDSU and a threat to the quality of learning. Violations of academic integrity are noted in the SDSU Statement of Student Rights and Responsibilities:

2.1 Cheating shall be defined as the act of obtaining or attempting to obtain credit for academic work by the use of dishonest, deceptive, or fraudulent means. Examples of cheating include, but are not limited to (a) copying, in part or in whole, from another's test or other examination; (b) discussing answers or ideas relating to the answers on a test or other examination without the permission of the instructor; (c) obtaining copies of a test, an examination, or other course material without the permission of the instructor; (d) using notes, cheat sheets, or other devices considered inappropriate under the prescribed testing condition; (e) collaborating with another or others in work to be presented without the permission of the instructor; (f) falsifying records, laboratory work, or other course data; (g) submitting work previously presented in another course, if contrary to the rules of the course; (h) altering or interfering with the grading procedures; (i) plagiarizing, as defined; and (j) knowingly and intentionally assisting another student in any of the above.

2.2 Plagiarism shall be defined as the act of incorporating ideas, words, or specific substance of another, whether purchased, borrowed, or otherwise obtained, and submitting same to the University as one's own work to fulfill academic requirements without giving credit to the appropriate source. Plagiarism shall include but not be limited to (a) submitting work, either in part or in whole, completed by another; (b) omitting footnotes for ideas, statements, facts, or conclusions that belong to another; (c) omitting quotation marks when quoting directly from another, whether it be a paragraph, sentence, or part thereof; (d) close and lengthy paraphrasing of the writings of another; (e) submitting another person's artistic works, such as musical compositions, photographs, paintings, drawings, or sculptures; and (f) submitting as one's own work papers purchased from research companies.

3.0 Academic and Punitive Sanctions: Cheating and plagiarism in connection with the academic program at The University may warrant two separate and distinct courses of disciplinary action that may be applied concurrently in response to a violation of this policy: (a) academic sanctions, such as grade modifications; and (b) punitive sanctions, such as probation, suspension, or expulsion.

Other issues

- All assignments must be typed using Microsoft Word or a similar word processing program. In addition to spelling, grammar, and writing style, your work will be evaluated based on professional appearance (examples of non-professional appearance: crinkled pages, stains, poor staple job)
- You are strongly encouraged to keep computer backups of your work to avoid losing information and time.
- No late or make-up assignments will be accepted. All assignments are due in hard copy at the beginning of class. If you are unable to attend class on the day an assignment is due, have someone bring the assignment to class for you or leave it in my GSPH mailbox BEFORE 1:00pm of the due date.
- **No assignments will be accepted via email.**
- If you have an Authorization for Accommodations form that indicates a need for academic accommodations, please let me know so we can discuss this.
- Policy on absences for religious observances: By the end of the second week of classes, students should notify the instructor of planned absences for religious observances. The instructor will provide appropriate accommodations.

Outline of Course

| Wk | Date | Content | Readings | Assignments due | |
|----|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|-----------------------------------------------------------|--|
| 1 | Jan 24 | <ul style="list-style-type: none"> Introduction to the course Introduction to the Socio-Ecologic Framework | -Chapter 1 -Linnan 2005 | | |
| 2 | Jan 31 | <ul style="list-style-type: none"> Planning Models: PRECEDE/PROCEED | -Chapter 2 -Green 1999 -Mirtz 2005 | | |
| 3 | Feb 7 | <ul style="list-style-type: none"> Planning Models: Other planning models <p style="text-align: center;"><i>Last day to drop the class</i> <i>Last day to sign up for graduation May 2007</i></p> | -Thurston -Nutbeam 1998 | | |
| 4 | Feb 14 | <ul style="list-style-type: none"> Guest Speaker: Sue Hollander, Health Sciences Librarian (LA78) | -Chapter 3 | | |
| 5 | Feb 21 | <ul style="list-style-type: none"> Formative assessment | -Chapter 4 -Howat 1997 -Meador 2005 | | |
| 6 | Feb 28 | <ul style="list-style-type: none"> Writing goals and objectives | -Chapter 6 -Handout on BB | | |
| 7 | March 7 | <ul style="list-style-type: none"> Intervention planning <p style="text-align: center;"><i>If you have not taken PH 661, read Chapter 7 and find additional resources on BB.</i></p> | -Chapter 8 -Best 2003 -Briss 2004 | | |
| 8 | March 14 | <ul style="list-style-type: none"> Intervention planning | -Darrow 2004 -Mercer 2005 | | |
| 9 | March 21 | <ul style="list-style-type: none"> Development of project timelines | | Midterm #1 Table of intervention levels and strategies | |
| 10 | March 28 | SPRING BREAK | | | |
| 11 | April 4 | <ul style="list-style-type: none"> Evaluation 1: Process | -Chapter 13 -Crump Chpt -Steckler 2003 -Wallerstein 2000 | Key informant interview paper | |
| 12 | April 11 | <ul style="list-style-type: none"> Evaluation 2: Summative and Impact Writing a human subjects section | -Chapter 14 -Hecker 2000 -Chang 2004 -Habicht 1999 | | |
| 13 | April 18 | <ul style="list-style-type: none"> Evaluation 3: Outcome Guest speaker: Shaina Gross, United Way | -Chapter 15 -Chiang 2004 -Pirie 1994 -Schmidt 2003 | | |
| 14 | April 25 | <ul style="list-style-type: none"> Developing a budget | -Chapter 10 -Tilson 2006 | Midterm #2 Table of evaluation levels and methods | |
| 15 | May 2 | <ul style="list-style-type: none"> Developing a budget (continued) Ethical considerations | -Chapter 12 -Rivera 2007 | | |
| 16 | May 9 | <ul style="list-style-type: none"> Final presentations | | Written Program Plan | |

Note: items in bold will be uploaded in Blackboard as soon as they arrive.

Discipline-specific Competencies

(Excerpted from the ASPH competencies document; see Blackboard for full document)

SOCIAL AND BEHAVIORAL SCIENCES

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

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

1. Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice.
2. Identify the causes of social and behavioral factors that affect health of individuals and populations.
3. Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions.
4. Identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions.
5. Describe steps and procedures for the planning, implementation and evaluation of public health programs, policies and interventions.
6. Describe the role of social and community factors in both the onset and solution of public health problems.
7. Describe the merits of social and behavioral science interventions and policies.
8. Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions.
9. Apply ethical principles to public health program planning, implementation and evaluation.
10. Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies.

PH 666, Spring 2007
Class Assignments

Overall Objective:

- Critically reflect on the complexities of health promotion program planning and evaluation.
- Integrate existing and new knowledge and skills in health promotion program planning and evaluation in a specific health topic in a specified population.

The Methods:

You will be assigned to one of five groups based on your identified health topic preferences from the Student Information Sheet. Individually, you will work on several assignments that will compliment each other and inform development of the final group presentation and paper.

| <u>Assignments</u> | <u>Due dates</u> |
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| 1. Reflection papers | Due no later than April 25 th ; 5 extra points if BOTH turned in by March 21 st |
| 2. Key Informant Interview paper | April 4th |
| 3. Table/diagram of intervention levels and strategies | March 21st |
| 4. Table of evaluation levels and methods | April 26th |
| 5. Final written program plan | May 9 th |
| 6. Group presentation | May 9 th |

Details of Methods

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| Reflection paper | <p>Read two of the articles found on blackboard (see Assignments) and write two separate reflection papers responding to the following questions:</p> <ul style="list-style-type: none"> • What types of work experience have you had or can you imagine having that are related to the concepts in the readings? • What information was new to you? What was intriguing? • What information was in conflict with your experiences and/or knowledge and WHY? What lacked evidence? <p>Each reflection paper should be double-spaced, 12 pt font size, 1 inch margins, and no more than TWO pages in length maximum. No title page or abstract are needed.</p> |
| Key informant interview paper | <p>The purpose of this assignment is to gather and process formative data for your assigned health topic.</p> <p>Each person in your group will choose a key informant to interview (e.g., a service provider or person affected by the topic area) who can provide additional information about your topic. A key informant is someone who has special knowledge or skills or has access to perspectives or observations that you might not have about the topic area. For example: if your topic is type 2 diabetes you might interview someone with diabetes or a diabetes educator who works with diabetics in the community. Since the ultimate goal is to develop intervention components that are culturally appropriate, it is preferable that you interview someone with knowledge, expertise and/or experience with your target population.</p> <p>Interviews should include a series of different types of questions such as:</p> <ol style="list-style-type: none"> 1. Descriptive, broad open-ended questions to elicit a story that is directed by the informant (e.g., “As a diabetes educator, tell me about the types of topics you cover when educating people who are diagnosed with diabetes.” or “Tell me what went through your mind when you learned that you have diabetes.”). 2. Structural or verification questions to further focus the interview and enhance understanding of an issue (e.g., “What kinds of services are offered in the |

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| | <p>community for people with diabetes?” or “When you feel ill because of diabetes, what does it feel like?”)</p> <p>3. Compare and contrast questions to identify relationships, clarify terms or verify your understanding (e.g., “What is the difference between the information that is provided to diabetic patients by a diabetes educator and their medical provider?”)</p> <p>After completing the interview, write a 5-6 page paper that includes the following:</p> <ul style="list-style-type: none"> ◆ Describe your methodology: who you selected to interview and why (i.e., what expertise does this person have); how you collected the data and the specific questions asked; how you processed the data; and how you analyzed it (i.e., identification of themes and subthemes). Suggested length: 1 page. ◆ Highlight the themes or issues that emerged about the topic area during the course of the interview and briefly describe how you identified these themes. Suggested length: 2 pages. ◆ Explain how the information you have learned will be used in the development of the materials for your topic or what implications it has for the implementation of an intervention. Suggested length: 1 page. ◆ Include additional information about how these formative issues have been addressed in the literature to support your ideas. Suggested length: 1 page. <p>Important notes:</p> <ul style="list-style-type: none"> ◆ You are not required to audiotape and transcribe the interview unless you choose to do so. ◆ You are not required to use qualitative data-analysis software unless you choose to do so. ◆ You do not need to obtain informed consent since this is a class project. However, you are advised to begin the interview using a script similar to the one proposed below: <p>“Hello. Thank you for agreeing to be interviewed. This interview is for a project I am doing for a course called Health Promotion Program Planning and Assessment in the Graduate School of Public Health at SDSU. I am interested in hearing your perspectives about [topic] in relation to [target] community. Just as a reminder, your participation is completely voluntary. Also, your answers to the questions will be kept strictly confidential and your name will not be associated with the contents of the interview.”</p> <p>Format</p> <ul style="list-style-type: none"> • 5-6 pages excluding title page, abstract, and references • 1-inch margins, 12-point font (preferably Times-New Roman) • APA or AMA-style formatting for paper sections and references in the text and reference section. |
| Final written program plan | See handout for additional details |
| Group presentation | Each group will receive 15 minutes to present your final program plan, and 5 minutes are allowed for questions and answers from the audience. You are likely to have time to show one overhead on each of the following: significance of the problem, PRECEDE diagram, conceptual model of the intervention, intervention plan, and evaluation plan. Modify this approach, within the time limits, to tell the best story about your plan. Time limits will be STRICT. You will be evaluated on content, clarity and presentation skills using established criteria that will be shared beforehand. |

PROGRAM PLAN REQUIREMENTS

General Guidelines:

- a. Students will be placed into groups based on ranking order of five health topics.
- b. Students are asked to work in groups of four.
- c. All students will use PRECEDE/PROCEED as the planning, intervention and evaluation framework for the program plan chosen.
- d. Students will use data gathered during the key informant interview and secondary data sources to provide a strong rationale for addressing a particular health or social problem, as well as the intervention and evaluation methods proposed. This means providing evidence from the scientific literature for your proposed methods.
- e. Moving into PROCEED, the implementation phase, students are required to choose two levels of the social ecological framework in which to plan intervention strategies. These should directly relate to the planning effort you conducted in Phases 1-4 of PRECEDE. For example, one might choose the intrapersonal level and the organizational level. Theory-driven goals, objectives, intervention methods, and evaluation strategies will be included in the program plan for each of the two levels chosen.
- f. In the real world, busy administrators, funding agency representatives, and colleagues read program plans; therefore, fairly strict page limits are established for each component of the program plan. Plans that exceed recommended page and/or margin limits will be graded downward.
- g. We expect that this experience (e.g. drafting your program plan) will culminate in your gaining knowledge and skills about planning, implementation and evaluation; and enhancing your capacity to think critically about 1) the evidence you need to make a strong case for justifying a particular program, 2) the planning process that best helps you prepare a defensible plan, and 3) the “politics” involved in planning.

Specific Guidelines:

You will work on a series of activities to culminate in a final written program plan. Write the final program plan using formal, professional language and style – as if you are presenting it to a supervisor/decision-maker at work. Check spelling, grammar, and writing clarity. Include references, appropriately cited in all cases. The final program plan will include the following components. Suggested page lengths are provided.

Project overview (1 paragraph) – Compose a brief description of what the plan will accomplish.

Significance of problem (3-4pgs) - Phase 1 and Phase 2 of PRECEDE demand that you summarize available social and epidemiological evidence to provide a rationale for the health/social problem you plan to address. Most of this evidence will come from a review of available literature (qualitative and quantitative data) on the subject, but you may also include information from your key informant interviews as well as discussions with community representatives who know (or work in) this area.

Make sure you clarify the problem using data and references, and make a clear summary statement of the significance of this public health issue.

Description of target population (1-2pgs) – Provide age, sex, ethnicity, and other descriptors that specify who the target population(s) will be and offer a brief rationale for the selection of the target population(s). Use all available/appropriate epidemiological data/statistics to make provide a strong rationale for the selected target population (vs. other groups).

Behavioral and environmental determinants (1-2pgs) – Phase 3 of PRECEDE asks you to create an inventory of behavioral and environmental factors that are associated with a particular health outcome. Search the literature and consider theories that might hypothesize about key determinants. Use the PRECEDE diagram to illustrate and frame your remarks. Then prioritize among the determinants based on importance/changeability (or other criteria you select) and provide a rationale for why you prioritized as you did, using theory and/or evidence from the literature. Be sure you appropriately cite the evidence for your inventory and your priorities.

Set priorities among categories of determinants (1-2pgs) – Phase 4 of PRECEDE asks you to inventory all possible predisposing, reinforcing and enabling factors that are linked to prioritized behavioral and/or environmental determinants from Phase 3. Then, provide a rationale for setting priorities AMONG the predisposing, reinforcing and enabling factors you identified, and WITHIN prioritized categories based on your knowledge of the subject, theory, available literature, and any other evidence you uncover. Uses tables to summarize your priorities and provide references throughout this section to justify your priorities.

Administrative and policy assessments (1-2pgs) - Phase 5 of PRECEDE calls for two levels of assessment: administrative (budget, staffing, timelines) and policy (politics, regulations, organizational supports/barriers). Please focus on the potential administrative and policy-related barriers and facilitators that must be addressed if you are to positively influence this public health problem. Again, use whatever evidence you can find to clarify key barriers and facilitators of the planning effort you are putting together.

Intervention overview (2-3pgs) –Offer a brief description and rationale for the utility of the theory used to plan an intervention to address your selected health/social problem. Be sure to state the overall program goal of the intervention plan.

Conceptual model of the intervention (1pg) – Include a conceptual model of your intervention in the Appendix, which represents a “picture” of the logic underlying your two levels of intervention. Be sure to give a brief description of the conceptual model in the text to clarify how the intervention is theory-linked.

Intervention goals and objectives (1-2pg) – For each of the two levels of intervention (e.g. intrapersonal level and organizational level), write at least two measurable goals and two objectives. For example, at the intrapersonal level, you write 2 goals, and one process and one outcome objective for each goal. At the organizational level, you write 2 goals, and one process and one outcome objective for each goal. In total, you write 4 goals, 4 outcome objectives and 4 process objectives. Make sure they are linked and are related both to the PRECEDE planning process, and to your conceptual model of the intervention.

Intervention methods (3-5pgs) – According to the goals/objectives you have specified, select appropriate intervention strategies, activities or methods that are most likely to produce expected health changes in the target population as written in your measurable objectives. Be realistic about what a particular intervention strategy can achieve (e.g. use evidence-based intervention strategies found in the research literature, the Community Guide to Preventive Services, etc.). Cite evidence to support the fact that your chosen intervention methods can/will achieve the changes you expect. Consider creating a table or chart that shows how specific intervention methods/activities relate to each specific objective, and references that relate to each. Think about the literature you have reviewed previously, and be sure to consult intervention literature that have been attempted to address your target population or your health/social problem.

Barriers, assets and unintended consequences (2pgs) – Specify potential collaborators for this program plan, as well as strengths, or important features that enhance the likelihood of intervention success. In addition, briefly discuss limitations of the plan, and potential unintended consequences (both positive and negative) of intervening as specified. Here you can think about the administrative issues (Phase 5) like budget, timelines, personnel, as well as policy or structural barriers that might stand in the way of your successful implementation of this intervention plan.

Evaluation Design and Overview (1 page) – In a few paragraphs, briefly describe the design you will use to evaluate the intervention you have described. Some students will propose a non-experimental design and others will decide to organize the evaluation effort around an experimental design. The choice is yours, but be prepared to budget for the evaluation accordingly. Clearly describe the evaluation design and give a brief (1-2 sentences) rationale for your decision.

Evaluation Plan (2-3pgs) – Describe how to evaluate each goal and objective proposed. This will be easy to summarize in a table but give a brief narrative description in the text as well. Describe the evaluation method and data collection tools you will use; the theory-driven items/constructs you are intending to measure (e.g. 3-item Healthy Days quality of life measure); and, the time/timing of the measurement (e.g. survey distributed at baseline and at a 12 month follow-up assessment). Be as specific as possible. Use existing instruments, measures, items, whenever possible. Provide references throughout.

Final Summary (1 par)– Write one paragraph that summarizes the potential public health impact if the program plan is delivered and evaluated as described in this document.

Final Reflection on The PRECEDE-PROCEED Planning Process (3-5 pages) – This portion of the document asks you to think critically and summarize your thoughts about using PRECEDE-PROCEED to plan, implement and evaluate your selected health/social program. Specifically, answer the following questions in your final reflection effort:

- What are at least 3 strengths and 3 limitations of using the PRECEDE/PROCEED planning process?
- If you were asked to develop a program plan in the “real world,” -- which planning approach would you use and WHY? Imagine you could use any approach that was described in class or one you create – be specific in your effort to explain your decision and use references as needed.

References – Use a consistent format for your references – preferably APA or AMA format

Appendices – Include PRECEDE/PROCEED framework diagram and the project Timeline, Budget, and Budget Justification (see below).

- Timeline – Create a timeline to specify the expected timeline for the key intervention, evaluation, and administrative tasks necessary to implement this program plan as specified. Include the timeline in your Appendix.
- Budget and Budget Justification – Use handouts/format provided in class to describe the budget required to plan, implement and evaluate the program specified in the Final Program Plan. Be specific and as realistic as possible. Make sure you include intervention AND evaluation components.

PH 666 Health Promotion Program Planning and Assessment
Grading Rubric for Interview and Formative Research Paper
 15 points possible

Student Name: _____

| Evaluation Criteria | Excellent (5) | (4) | Fair (3) | (2) | Poor (1) |
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| 1. Interview a. Are the interview questions worded appropriately? b. Are the contents of the interview questions relevant? c. Is the informant an expert and/or knowledgeable? | | | | | |
| 2. Analysis a. Does the paper include a description of how themes identified? b. Does the paper indicate comprehension of the assignment and integration with group project? c. Does the paper integrate concepts addressed in class and in the literature? | | | | | |
| 3. Structure/Organization a. Does the paper include a description of the methodology used? b. Is the paper formatted to best illustrate key themes and integration with literature? c. Is the paper organized according to APA or AMA style? | | | | | |
| 4. Style a. Are the paragraphs linked with explicit transitions? b. Are sentences coherent and varied? c. Is writing concise and precise? d. Is writing free of jargon, clichés, and sexist language? | | | | | |
| 5. Editing a. Is spelling correct? b. Is punctuation correct? c. Are sentences grammatically correct? | | | | | |