

**PH620 (12746): Planning, Implementation, and Evaluation of Public Health Interventions**  
**Oakland University**  
**School of Health Sciences, Winter 2018**

**Instructor:** Laurel Stevenson, PhD, MPH

**Course time:** Tuesday/Thursday 1:00pm-2:47pm

**Course location:** Human Health Building 5054

**Contact:** (248) 364-8665, stevenson@oakland.edu, or through “Messages” on Moodle

**Office:** Human Health Building 3099

**Office Hours:** Tuesday/Thursday 10:00-11:00am or by appointment

**Course description:**

Public health interventions are a key strategy to deliver health education and improve health behaviors in individuals and communities. This course will cover the steps necessary in development of health interventions including literature reviews and program justifications, needs assessment methodologies, and critical review of materials. Issues relevant to implementation and management of health interventions will be addressed. Strategies for effective program evaluation will focus on reliability and validity of measurements and the fit between evaluation measures and program values.

**Course Prerequisites:**

PH 600: Foundations of Health Behavior and Health Education

PH 610: Principles of Community-Based Participatory Research

**Course Objectives**

By the end of the course students are expected to be able to:

1. Describe the appropriate steps that should be completed in designing a health intervention program
2. Critically analyze the strengths and weaknesses of various needs assessment methodologies
3. Understand and troubleshoot various issues that arise during implementation of health promotion programs
4. Develop an implementation and management program for a health intervention program
5. Understand the concepts of instrument reliability and validity for measuring program effectiveness
6. Create appropriate needs assessment and program evaluation measurements (surveys, focus group/interview guides, observation tools)
7. Reflect on the use of the MPH competencies *Environmental Health Sciences, Epi/Biostats, Health Behavior and Health Education, and Health Management and Policy* and the concentration competencies in course work and activities

**Required course material and readings:** McKenzie, J., Neiger, B., & Thackeray, R. (2013). *Planning, Implementing & Evaluating Health Promotion Programs: A primer*. 6<sup>th</sup> Edition. Pearson Education Inc.: Boston, MA.

Supplemental readings will be posted on Moodle.

Each reading assignment should be completed **prior** to the class session for which it is assigned. The readings provide critical background information and the foundation needed to thoughtfully participate in discussions and to successfully complete class activities.

**Ethics and Academic Integrity:** The faculty of the School of Health Sciences believes that the conduct of a student registered or taking courses in the School should be consistent with that of a professional person. Courtesy, honesty, and respect should be shown by students toward faculty members, guest lecturers, administrative support staff, and fellow students. Similarly, students should expect faculty to treat them fairly, showing respect for their ideas and opinions and striving to help them achieve maximum benefits from their experience in the School.

Student academic misconduct refers to behavior that may include plagiarism, cheating, fabrication, falsification of records or official documents, intentional misuse of equipment or materials (including library materials), unauthorized collaboration, and aiding and abetting the perpetration of such acts. The preparation of reports, papers, and examinations, assigned on an individual basis, must represent each student’s own effort. Reference sources should be indicated clearly.

The use of assistance from other students or aids of any kind during a written examination, except when the use of aids such as electronic devices, books or notes has been approved by an instructor, is a violation of the standard of academic conduct expected in this course. The Oakland University policy on academic conduct will be strictly followed with no exceptions. See catalog under Academic Policies and Procedures.

**Course Procedures and Expectations of Students:** All communication and electronic devices are to be turned off and stored out of sight during the class. No text messaging is permitted during class. Calls must be avoided during class breaks if the call is likely to disrupt prompt return to the classroom.

The University add/drop policy will be explicitly followed. It is the student's responsibility to be aware of the University deadline dates for dropping the course.

Students with disabilities or circumstances who may require special considerations should make an appointment with the on-campus Office of Disability Support Services. Students should bring in writing their needs and required accommodations to the instructor as soon as possible.

**Course Grading Scale:**

Letter	Points	Grade									
A	1000	4.0	B	890	3.5	C	790	2.9	D	690	1.9
	990	4.0		880	3.5		780	2.8		680	1.8
	980	4.0		870	3.4		770	2.7		670	1.7
	970	3.9		860	3.4		760	2.6		660	1.6
	960	3.9		850	3.3		750	2.5		650	1.5
	950	3.8		840	3.3		740	2.4		640	1.4
	940	3.8		830	3.2		730	2.3		630	1.3
	930	3.7		820	3.2		720	2.2		620	1.2
	920	3.7		810	3.1		710	2.1		610	1.1
	910	3.6		800	3.0		700	2.0		600	1.0
	900	3.6							F	≤590	0.0

Course Assignments	Points
Class Participation	100
Review/Reflection Statement	100
Draft Proposal (Steps 1-6)	200
Final Plan	400
Critical Review of Proposal	200
<b>Total</b>	<b>1000</b>

**\*All project assignments will be returned to students with comments and suggestions. Students must keep all returned assignments until final grades have been posted. If there is a grading dispute or concerns regarding the final paper and poster, the instructor reserves the right to see all of the student's returned assignments throughout the semester.**

**Assignments:**

**Class participation:** Throughout the course, students will be expected to participate in a variety of in-class activities.

**Review/Reflection Statement:** Students are expected to review the National Commission for Health Education Credentialing statements on the Profession, Responsibilities & Competencies, and Code of Ethics for the Health Education Profession by the Coalition of National Health Education Organizations. Then, students should create a brief (up to 3 pages, double-spaced) statement on 1) how the student intends to develop skills in one area of competencies (by addressing current professional/personal strengths and weaknesses), and 2) how the student intends to address one ethical article in his or her professional development.

**Draft Intervention and Evaluation Plans (Steps 1-6):** See **PH6200 Pontiac Prescription for Health Proposal and Intervention and Evaluation Plan** document for detailed instructions for each step, and more direction will be given

throughout the semester. Throughout the semester, students are expected to submit drafts of the six steps listed below on the dates listed in the course schedule.

**Intervention and Evaluation Plan:** Students are expected to submit an Intervention and Evaluation Plan in response to the Pontiac Prescription for Health Program grant.

**The final proposal should include the following sections:**

1. **Executive summary**
2. **Program narrative**
  - a. **Step 1: Choosing an organization and defining the health problem**
  - b. **Step 2: Stating program goals and objectives**
  - c. **Step 3: Selecting and describing a theory**
  - d. **Step 4: Program approach and methods**
  - e. **Step 5: Components and materials**
  - f. **Step 6: Monitoring and evaluation plan**
3. **Work plan**
4. **Budget and justification**
5. **References and appendices**
  - a. **References**
  - b. **Evidence tables**
  - c. **Appendices**

**Critical Review of Plan:** Students will be expected to participate in a peer-review activity for the Intervention and Evaluation Plan. More detailed instructions will be given later in the semester.

**Tentative Course Schedule\*\***

	<b>Date</b>	<b>Topic</b>	<b>Readings*</b>	<b>Due</b>
TH	Jan 4	Overview of course and introductions	Syllabus and Work Plan	
T	Jan 9	Health Education, Health Promotion, Health Education Specialists, and Program Planning Tentative – HPWC meeting	Chapter 1	
TH	Jan 11	Starting the Planning Process	Chapter 2	Personal statement of interests, goals, and assets and weaknesses as a health professional
T	Jan 16	Models for Program Planning in Health Promotion	Chapter 3	
TH	Jan 18	Tentative meeting day with community organizations		
T	Jan 23	Models for Program Planning continued		
TH	Jan 25	Assessing Needs	Chapter 4	
T	Jan 30	Class workday		
TH	Feb 1	Measurement, Instruments, and Sampling	Chapter 5	Step 1
T	Feb 6	Measurement, Instruments, and sampling continued		
TH	Feb 8	Mission Statement, Goals, and Objectives	Chapter 6	
T	Feb 13	Theories and Models in Interventions Class will not meet in person	Chapter 7	Step 2
TH	Feb 15	Interventions Class will not meet in person	Chapter 8	
T	Feb 20	Spring Break		
TH	Feb 22	Spring Break		
T	Feb 27	Logic Models	Supplemental reading to be posted on Moodle	Step 3
TH	Mar 1	Class workday		
T	Mar 6	Class workday		Step 4
TH	Mar 8	Budgets	Supplemental reading to be posted on Moodle- Caskey, 2006 article	*Work on budgets
T	Mar 13	Community Organization and Community Building	Chapter 9	
TH	Mar 15	Marketing	Chapter 11	
T	Mar 20	Implementation	Chapter 12	Step 5
TH	Mar 22	Class workday		
T	Mar 27	Evaluation: An overview	Chapter 13	
TH	Mar 29	Evaluation Approaches and Designs	Chapter 14	
T	Apr 3	Data Analysis and Reporting	Chapter 15	Step 6
TH	Apr 5	Peer review activity		
T	Apr 10	Peer review activity		Peer review documents
TH	Apr 12	Presentations		
T	Apr 17	Class Reflections and Wrap-up		Final Proposal

**\*\*This syllabus and tentative schedule are subject to change if necessary to meet the needs of the students, guest speakers, or the instructor.**

**\*All readings should be completed by the class period for which they are assigned, and additional readings will be posted on Moodle.**

