Spring 2018

CHBE 9230 - Community-based Public Health Program Planning and Evaluation

Andrew Hansen
Georgia Southern University, ahansen@georgiasouthern.edu

Georgia Southern University
Jiann-Ping Hsu College of Public Health

CHBE 9230 – Community-based Public Health Program Planning and Evaluation
Spring 2018

Instructor: Andrew Hansen, Dr.P.H., M.S., B.S.Ed.
Office: 2033 Hendricks Hall
Phone: (912) 478-0261
E-Mail Address: ahansen@georgiasouthern.edu
Office Hours: Monday and Wednesday 10:00am to 12:00pm
                           or by appointment

Class Meets: Monday 2:30 pm – 5:15 pm
                           IT Building Room 3216

-- Course schedules can be found at: http://www.collegesource.org/displayinfo/catalink.asp **--**

Course Description

This course introduces students to the theory and application of community-based program planning and evaluation. Concepts in community assessment, organization, and mobilization for the purposes of addressing identified public health concerns will serve as the foundation for the public health planning process. Appropriate techniques of partnership building, planning strategies, data collection, data analysis, and evidence-based decision-making will also be introduced.

Required Books

McKenzie, J.F., Neiger, B.L., Thackeray, R. (2008). *Planning, implementation and evaluating health promotion programs: A primer*. Benjamin Cummings Publisher: San Francisco, CA.

Suggested

Calley, N.G. (2010). *Program development in the 21st century: An evidence-based approach to design, implementation and evaluation*. Sage: Thousand Oaks, CA.

Community Health Behavior and Education Student Learning Outcomes

Cross-cutting
1. Demonstrate their readiness to work with communities to address public health problems.
2. Select and apply theoretically based interventions to address public health problems.
3. Apply appropriate research methods to address community health problems, particularly among rural and underserved populations.

Community Health Behavior and Education Concentration
1. Collaborate with communities using a variety of research methods including community-based participatory research to address community health problems.
2. Identify and address social and behavioral determinants of health at multiple ecological levels.
3. Use and evaluate a variety of logically designed, culturally competent evidence-based interventions (e.g., health communication strategies, legislative advocacy) to address public health problems.
4. Identify and address ethical issues (i.e., issues of power and privilege) in public health practice and research.
5. Assess current and future public health needs and mobilize the five core areas of public health to address those needs.
6. Assess global health issues and be prepared to work with communities to address emergent public health issues.
7. Communicate social and behavioral science principles and concepts to lay and professional audiences through both oral and written communication.

Social and Behavioral Sciences / Community Health Concentration Competencies

At the completion of the Dr.P.H. degree program all Community Health students will be able to:

Cross-cutting Competencies
1. Apply evidence-based practice, generation of practice-based evidence, and leadership positions that apply and synthesize translational and implementation science findings in governmental, non-profit, and private-sector settings as well as teaching, research, and service in academic roles at the undergraduate or graduate level.
2. Demonstrate the ability to generate products that discover, apply, and synthesize evidence from a broad range of disciplines and health-related data sources, in order to advance programs, policies, or systems addressing population health. Learning products may be created in a range of formats.
3. Demonstrate leadership in increasingly interdisciplinary, interprofessional, and crosssectoral roles and settings.
4. Develop innovative, current, and proactive approaches to adapt to the ever-changing public health systems and health care landscape.
5. Explain a core, interdisciplinary orientation toward evidence-based public health practice, leadership, policy analysis and development, evaluation methods, and translational and implementation research to generate practice-based evidence.
6. Demonstrate an ability to work in a global context, recognizing the relationships among domestic and global issues.

Community Health Behavior and Education Concentration
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. Communicate and interact with people across diverse disciplines, communities and cultures for development of programs, policies, and research.
3. Develop collaborative partnerships with communities, policy makers, and other relevant groups.
4. Engage communities in creating evidence-based, culturally competent programs.
5. Understand community-based participatory intervention and research projects.
6. Design action plans for enhancing community and population-based health.
7. Assess cultural, environmental, and social justice influences on the health of communities.
8. Implement culturally and linguistically appropriate programs, services, and research.

Course Learning Objectives

The course is designed around learning objectives that correspond to the core competencies listed above. At the completion of this course the student will be able to:

1. Understand and apply theories to develop a framework for public health research and practice (1)
2. Demonstrate how to plan and implement a community-based public health education intervention. (2,8)
3. Develop, analyze, and critique program plan proposals (6)
4. Assess community capacities that facilitate the development of multi-level social and behavioral interventions.(2)
5. Understand qualitative and quantitative methods and their use in community health intervention, evaluation, and research.(cc2)
6. Assess the benefits and challenges of a mixed methods approach. (7)
7. Apply community-based participatory research (CBPR) approaches when working with diverse communities. (5)
8. Assess ethical principles critical to community-based research and practice. (7,8)
9. Demonstrate skills that support cultural competence and cultural humility when working with diverse communities. (8)
10. Assess current and future community-level needs for keeping the public healthy. 6)
11. Evaluate evidence-based social and behavioral interventions to address community health issues. (cc1)
12. Develop collaborative and transdisciplinary relationships to respond to public health problems. (cc3)
13. Demonstrate skills needed to function successfully as a community and organizational change agent. (cc3)
14. Develop logic model and mission, goal and objective (outcome) driven program development and program evaluation plans. (2)

Instructional Methods:

Methods will vary and will include but not limited to lectures, article discussions, videos, in-class exercises, and student-led discussions, reports, and presentations. Discussion and debate of course material is crucial for success in the course. Therefore, students are required to read all material assigned for the class and to come to class prepared to discuss the assigned readings.

Grading:

Assignment:	Point Value	Grading scale
Citi Training and IRB application	25	
Systematic Review (Rationale)	200	270-to-300 points = A
Discussion leading	50	240-to-269 points = B
Participation	25	210-to-239 points = C
Evaluation Plan	200	180-to-211 points = D
Quizzes	100	Below 180 points = F
Final	100	
Total	700	

Samples of your work may be reproduced for search purposes and/or inclusion in the professor's teaching portfolio. You have the right to review anything selected for use, and subsequently ask for its removal.

Description of assignments: *(Course learning objectives addressed are noted following each assignment.)*

Citi Training and IRB application – The purpose of this assignment is to prepare students for the research process and become familiar with the Institutional Review Board website. The goal is to complete the Human Subjects Protection training course on the CITI website. In addition, identify the appropriate IRB application process for the evaluation plan assignment.

Systematic Review of Interventions (Course Objectives: 2, 5, 6, 8, 11) – The purpose of this assignment is to become familiar with the systematic review process and produce a final product for referencing interventions that address a specific public health issue and population. The five step process outlined by Khan et al 2003 will be utilized for the process and the grading of the product. Each component will be done in stages throughout the semester. Individual meetings between student and instructor will be conducted regularly throughout the semester to guide the process.

Evaluation Plan – (Course Objectives: 1, 3, 5-14). The purpose of this assignment is to develop an evaluation plan for a program run by a community-agency (e.g., health department, non-profit, etc.). In order to do this, students will need to work with the program director to identify evaluation needs and feasible methods. Students are expected to identify their own community agency/program and work independently. Once needs and methods are identified, students are expected to develop an evaluation plan (maximum of 10 pages, double-spaced, 12 point font), which should include the following sections: Overview of the issue addressed by the program; Goals and objectives; Intervention (program description); Logic model, evaluation purpose/objectives/design, evaluation methods including sample and recruitment, instrumentation, procedures, strengths and limitations, and strategies for ensuring evaluation use. The paper should conclude with a discussion of how the evaluation (if conducted) would contribute to the organization/program. Papers should provide sufficient detail to allow for someone else to conduct the evaluation. Choices/decisions made must be justified and explained. Facts not commonly known must be cited using APA formatting

Class Discussion Leading (Course Objectives: 1 – 14) Students will read content provided by the instructor. One student will develop three discussion questions and lead the class discussion. Questions should be directly connected to the topic and designed to generate significant discussion. Please come prepared to lead discussion for your questions. You will need to submit a hard copy of your questions on Folio, both in the drop box and on the discussion board for your peers to review before class.

Participation – students will lead discussions based on information analyzed in assignment one. It is the responsibility of all others not presenting to come prepared by answering at least one question, provided by the discussion leader, in type written form. If the leader does not post questions in a timely manner, others will create and submit a question to ask the class. In addition, contribution to discussion requires verbal input. Comments will be done in a professional manner and uphold class expectations for the protection of all students.

Quizzes – The purpose of the quizzes is to provide students a process for increasing familiarity with content and provide immediate feedback on their knowledge of content in each chapter. This series of quizzes related to the chapters in the McKenzie textbook will be available on Folio a week before the class they are due.

Final Exams – (Course Objectives: 1 – 14) Comprehensive midterm and final exams will be given over the course of the semester. Exams will cover readings, discussions, and classroom lectures/group work. Exams will comprise a variety of question formats, including but not limited to, multiple choice, true/false, short answer and essay questions. The midterm exam will be administered in class. The final exam will be a take home exam. Students are expected to work independently. **Make up exams are not permitted**. Schedule your daily/work/travel life accordingly.

Expectations:
This course will involve the completion of a number of written assignments. Writing as a means of effective communication, argumentation, and presentation of ideas is extremely important as a public health professional, or a professional of any sort. It is expected that students will turn in assignments that express their ideas thoughtfully, with attention to organization, spelling, grammar, and supporting evidence. Content, readability, and presentation matter for publication and report writing. Work that fulfills beyond minimum requirements and displays evidence

of enhanced investigative writing; proper APA formatting and style will result in a higher grade even if required content is missed. Conversely, should work display the characteristics of a rush job, the opposing grade will be earned.

Proper citation and quotation of references in writing is absolutely critical, and failure to do so can have serious repercussions both in the academic and professional realms. Failure to give credit as required by APA standards will result in a failing grade on assignments.

If you have questions about citation, please seek help from Dr. Hansen or another source (i.e. Chapter 6 page 170 of APA sixth edition). If you would like assistance in developing your writing skills, the University Writing Center (871-1413) is an excellent resource.

The quality of the experience students have in this class will depend heavily upon completion of assigned readings and participation in class discussion. If you feel uncomfortable speaking up for any reason, please let me know. We want to create an environment in which all students can feel safe to express their ideas.

1. **Attendance and Participation:** Federal regulations require attendance be verified prior to distribution of financial aid allotments and University policy requires all students to attend the first class meeting of all classes for which they are registered. Excused absences follow the criteria of the Graduate Catalogue (e.g., illness, serious family emergency, military obligations, religious holidays), and should be communicated to the instructor a minimum of one week in advance, particularly planned events (e.g. conferences, work, or university functions). In the case of unanticipated emergencies warranting a medical (family) excuse and resulting in missing a homework or project deadline, documentation will be necessary retrospectively in a reasonable time frame. Participation is possible only through attendance. Out of courtesy to peers, students must attend student presentations. Class participation grades may NOT be made up if a class is missed. Common illnesses, busy work schedules, etc., will not be considered as reasonable requests for delayed assignments. Absences or tardies during peer facilitated discussions and presentations are an immediate deduction from the participation grade unless prior notification and documentation meeting the acceptable criteria is provided. Regardless of attendance, students are responsible for all material presented in class and meeting the scheduled due dates for class assignments.

2. **Assignments:** Each student is responsible for obtaining all material and assignments on the syllabus, in Folio, or distributed in class.
   > **SUBMIITING:** Assignments for this class are to be submitted on Folio in the manner indicated in assignment descriptions. Assignments meant to be submitted via Folio will only be accepted for grading on Folio. Anything submitted via email is immediately deleted and a zero is recorded.
   > **LATE OR POSTING PROBLEMS:** Folio will accept late assignments. To be graded, submit on time and as requested. If you have issues posting, keep trying or use another computer (on campus). Post early in case of issues so you have time to compensate for problems. Points will be deducted for each day an assignment is late.
   > **FORMATTING:** All assignments must include the requirements requested to receive full credit. Each assignment has specific requirements. Students are responsible for presenting all assignments in a professional manner. This includes proper APA formatting good use of headings, titles, Times New Roman, either 10 or 11 pt. font, and margins of .5 to 1.0. Points will be deducted for each format deficiency along with obvious grammatical, spelling, and writing errors.
   > **MISSED IN-CLASS ACTIVITY ASSIGNMENT:** Any time a student misses an in-class activity (including but not limited to, discussions, case studies, presentation-peer or self), no work will be accepted and a zero (0) will be assigned for the activity/assignment and five points deducted from participation.

3. **Make-up assignments:** Allowing for make-ups and giving exceptions to one student is unfair to other students. If an extraordinary circumstance exists, both prior notification (1 week minimum) followed by appropriate documentation provided within one week is expected. In the case of unanticipated emergencies warranting a medical (family) excuse and resulting in missing a homework or project deadline, documentation will be

necessary retrospectively.   These criteria are particularly important for activities done in class.

4. **Grievances and Appeals**: I request you submit disputes in written form. For issues related to grades, cite page numbers from your notes and other sources validating your argument. All submissions will be extensively reviewed and decided by the next class. If you need immediate clarification, simply ask. As an aspiring public health leader, professional decorum is expected. Spontaneously disputing or criticizing questions/answers, assignments, etc. in class is inappropriate. We will conduct discussions in a safe environment and advocate for issues with consideration of others and avoid unintentional alienation of others. After submitting a written grievance a mandatory meeting will be held, at a mutually agreed upon time, to ensure an understanding of each person's thoughts is reached.   Failure to meet with the instructor when invited will be interpreted as non-responsive and the grade will remain as is and no further discussion permitted. Should a complaint arises over a grade in which an accommodation has been granted for reasons other than those sanctioned by the university and listed in this syllabus, the syllabus will be immediately upheld and the accommodation revoked.

5. **Distractions**: Please turn your cell phone to silent, or to "vibrate" in case of emergency or if you have an urgent personal or professional reason for expecting a call. Texting can also wait until after class. "Side" conversations among students are not acceptable unless your conversation is a course-related one. This is to protect your peers. If disruptions affect others in the class, disrupters will be asked to leave and deducted participation points.

6. **Privacy:** If you take pictures of other students in class, peers, community members, etc. get permission, to use, share, keep, or post on venues like Facebook.

7. **Decorum:** As a matter of courtesy this instructor will not reserve the right to make arbitrary changes to the syllabus. Any changes will be done in class with class consensus. Assignments or quizzes will not be added and dates not moved up only pushed back (unless consensus requests otherwise). Changes to the evaluation criteria /course outline will not occur unless they are mutually beneficial.   As a return in courtesy students should not demand extensions, bonuses, or other arbitrary changes as these create disparities and inequities between students.

In class everyone should display professional decorum and consideration for others in the class. If at any time the instructor determines students are uncomfortable with the comments or action of another student or the instructor, appropriate action will be taken in the best interest of the group.   Email is not the appropriate forum to resolve disputes.

Standardized Georgia Southern University and JPHCOPH Expectations:

Academic Integrity:
The instructor believes that the conduct of a student registered or taking courses in the JPHCOPH 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 JPHCOPH.

Please adhere to the strictest academic standards of conduct noted in the GSU *Student Conduct Code* and the *Undergraduate & Graduate Catalog.* Familiarize yourself with University's policies. Enrollment in this course is an implied contract between you and the instructor. Academic integrity relates to the appropriate use of intellectual property. The syllabus and all materials presented and/or distributed during this course are protected by copyright law. You are authorized to take notes, but that authorization extends only to making one set of notes for personal (and no other) use. Students are not authorized to sell, license, commercially publish, distribute, transmit, display, or record notes in or from class without written permission of the instructor.

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), 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.

Intellectual Property:
In accordance with the Georgia Board of Regents, Georgia Southern University has adopted a specific set of policies regarding intellectual property created by students and faculty during their time at Georgia Southern University. This document can be found at: http://welcome.georgiasouthern.edu/president/intpropol.htm

Plagiarism:
According to the Academic Dishonesty Policy of GSU, Plagiarism includes (but is not limited to):

    A. Directly quoting the words of others without using quotation marks or indented format to identify them.
    B. Using published or unpublished sources of information without identifying them.
    C. Paraphrasing material or ideas without identifying the source.
    D. Unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material.

If you are accused of plagiarism by a JPHCOPH, the following policy, as per the Judicial Affairs website (http://students.georgiasouthern.edu/judicial/faculty.htm) will be enforced:

PROCEDURES FOR ADJUDICATING ACADEMIC DISHONESTY CASES

A. First Offense - In Violation Plea
1. If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is a first violation of academic dishonesty. The incident will be reported via the following website: http://students.georgiasouthern.edu/judicial/faculty.htm

2. If it is a first violation, the professor should talk with the student about the violation. If the student accepts responsibility in writing and the professor decides to adjudicate the case, the following procedures will be followed:
    a. The student will be placed on disciplinary probation for a minimum of one semester by the Office of Judicial Affairs.
    b. The student will be subject to any academic sanctions imposed by the professor (from receiving a 0 on the assignment to receiving a failing grade in the class).
    c. A copy of all the material involved in the case (Academic Dishonesty Report Form and the Request For Instructor to Adjudicate Form) and a brief statement from the professor concerning the facts of the case and the course syllabus should be mailed to the Office of Judicial Affairs for inclusion in the student's discipline record.

B. First Offense - Not In Violation Plea (student does not admit the violation)
1. If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is the first or second violation of academic dishonesty. The student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case. If the student is found responsible, the following penalty will normally be imposed:
    a. The student will be placed on Disciplinary Probation for a minimum of one semester by the Office of Judicial Affairs.
    b. The student will be subject to any academic sanctions imposed by the professor.

C. Second Violation of Academic Dishonesty
1. If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, and if it is determined this is the second violation, the student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case.
2. If the student is found responsible, the following penalty will normally be imposed:
   a. Suspension for a minimum of one semester or expulsion.
   b. The student will be subject to any academic sanctions imposed by the professor.

NOT RESPONSIBLE FINDING

When a student is found not responsible of academic dishonesty, the work in question (assignment, paper, test, etc.) would be forwarded to the Department Chair. It is the responsibility of the Department Chair to ensure that the work is evaluated by a faculty member other than the individual who brought the charge and, if necessary, submit a final grade to the Registrar. For the protection of the faculty member and the student, the work in question should not be referred back to the faculty member who charged the student with academic dishonesty. In the case of a Department Chair bringing charges against a student, an administrator at the Dean's level will ensure that the student's work is evaluated in an appropriate manner.