

1-2014

# CHTH 445.01: Program Planning in Community Health

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**THE UNIVERSITY OF MONTANA**  
**Department of Health and Human Performance**  
**CHTH 445: Program Planning in Community Health**  
**Mondays and Wednesdays 5:10- 6:30pm**  
**Education 214**

**Semester:** Spring 2014  
**Instructor:** Keri McWilliams, MPA  
**Office:** McGill 130  
**Email:** Keri.McWilliams@mso.umt.edu  
**Office Hours:** By appointment

**COURSE DESCRIPTION:**

CHTH 445 is designed to provide students with an overview of the issues, approaches, and techniques health professionals utilize in planning programs to assist communities in improving health status and health disparities and reducing risky behaviors and their determinants. Emphasis will be on developing program planning skills required in Community Health & Health Promotion settings. In addition, the information and activities in this class prepares students for the CHES exam.

**INSTRUCTIONAL METHODS:**

This course utilizes a variety of instructional methods. Lecture, class discussion, written assignments, group process/projects, population & field research, and an in-class student colloquium/presentation will be the methods utilized.

**COURSE OBJECTIVES:**

Upon completion of this course, students will be able to:

1. Describe the evolution of program planning.
2. Identify different models for program planning.
3. Explain the importance of an advisory committee in program planning.
4. Define cultural competence & explain how it applies to planning programs.
5. Demonstrate the knowledge and skills to develop a needs assessment.
6. Utilize needs assessment methods.
7. Develop goals/measurable objectives for a specific prevention program.
8. Apply health behavior theory to prevention strategies.
9. Develop prevention/intervention strategies.
10. Identify evaluation designs and methods and develop an evaluation plan.
11. Apply the conceptual framework of a generalized program planning model to a population-based program plan.
12. Propose a comprehensive program plan in a student colloquium.

## **COURSE READINGS:**

*TEXT: Planning, Implementing & Evaluating Health Promotion Programs*

Authors: McKenzie, Neiger & Smeltzer

*TEXT: Needs and Capacity Assessment Strategies for Health Education & Health Promotion*

Authors: Gilmore, GD & Campbell, D.

*ARTICLES:* Additional program planning information & research articles may be assigned in class.

## **ACADEMIC MISCONDUCT**

*All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at: <http://www.umt.edu/SA/VP/SA/index.cfm/page/1321>*

## **COURSE REQUIREMENTS:**

1. *Attendance* is required. You are allowed **two** absences from class for the semester. If you have **more than two absences, 10 points will be deducted from your total grade per absence**. An absence includes coming to class late or leaving early. If you need to be absent from class, it is your responsibility to get updated from your classmates on what you've missed including lecture notes, missed assignments, project requirements, etc.
2. *Quizzes* will include information from class lecture, class & project assignments, and assigned readings.
3. *Assignments* will include weekly readings and project assignments. Text readings & program planning articles will be assigned in class weekly.
4. *Students are required* to hand-in assignments **in class** on designated due dates and take quizzes & exams **in class** on the designated days. *Students are required* to attend the student colloquiums/presentations and this attendance will be graded on an all or none basis.
5. *A final written group program plan & colloquium/oral presentation* will be required. Project & colloquium requirements will be discussed in class.

## GRADING:

Quizzes/Assignments	100 points	360-400	90-100%	A
Project Participation	50 points	320-359	80-89%	B
Part I: Needs Assessment	50 points	280-319	70-79%	C
Part II: Prog Plan Strategies	50 points	240-279	60-69%	D
Colloquium Presentation	40 points	<239	<60%	F
Colloquium Attendance	10 points			
Final	100 points			
<b>Total</b>	<b>400 points</b>			

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## TENTATIVE COURSE CALENDAR:

### **JANUARY 27**

- Introductions
- Overview of course and review of syllabus
- **ASSIGNMENT:** Read *Planning, Implementing & Evaluating Health Promotion Programs* Chapter 1: pages 1-10.

### **JANUARY 29**

- Evolution of Program Planning
- Overview of Health Education/Health Promotion
- Assumptions vs. Perceived & Actual Needs
- **ASSIGNMENT:** Read *Planning, Implementing & Evaluating Health Promotion Programs* Chapter 2: pages 15-22; 27-29; 44-45.
- **ASSIGNMENT:** Begin thinking about a population/culture that interests you. Get creative—there are many cultures/subcultures/subpopulations within a community and population. Type up a demographic and cultural description of the population you are interested in (no more than one page). Please do not focus on any health issues at this point. **Due Feb. 5<sup>th</sup>.**

### **FEBRUARY 3**

- **QUIZ #1**-you may use your notes
- Program Planning Models
- **ASSIGNMENT:** Read *Planning, Implementing & Evaluating Health Promotion Programs* Chapter 3: pages 53-56, 60-65

### **FEBRUARY 5-Demographic and Cultural description of a potential target population due**

- Starting the Planning Process and Cultural Competency
- Identify Target Populations
- Assign Groups for Projects
- **ASSIGNMENT:** Read *Planning, Implementing & Evaluating Health Promotion Programs* Chapter 4: pages 72-84; 88-95

- **ASSIGNMENT:** Identify one to two potential gatekeepers/cultural brokers for your population to share with your group on **Feb. 12**. Type names, affiliations (what organization do they work for, etc) and contact information to turn in on 2/12.

### **FEBRUARY 10**

- **Quiz #2-**You may use your notes
- Needs and Capacity Assessments
- Triangulating Data: Utilizing Primary and Secondary Data Sources
- **ASSIGNMENT:** Read *Planning, Implementing & Evaluating Health Promotion Programs* Chapter 5: pages 99-125.

### **FEBRUARY 12**

- Epi/Behavioral/Environmental Assessment
- Time to meet with Group
- **ASSIGNMENT:** decide which gatekeepers to contact and interview and who from group will contact them.

### **FEBRUARY 17- PRESIDENTS DAY. NO CLASS**

### **FEBRUARY 19**

- Time to meet with group. Update on conversations with gatekeepers.
- Secondary Data Collection
- Program Objective and baseline data
- **ASSIGNMENT:** Read *Needs & Capacity Assessment Strategies* Chapter 3: pages 46-66; Chapter 5: pages 74-86
- **ASSIGNMENT:** Research secondary data sources to identify 1-3 health problems in your target population. Be sure to site sources. Due 2/24

### **FEBRUARY 24**

- Primary Data Collection
- Meet with group to share secondary data sources.
- **ASSIGNMENT:** Read *Needs & Capacity Assessment Strategies* Chapter 6: pages 88-96; Chapter 7: pages 98-104

### **FEBRUARY 26**

- Primary Data Collection (continued)
- Time to meet with groups to discuss primary data collection for project.

### **MARCH 3**

- Help Session Optional
- Use class time to conduct primary data collection from target population (focus groups, interviews, nominal group process, etc.)
- **ASSIGNMENT:** Provide a type written summary of the primary data collection used for your target population. **Due March 10.**

### **MARCH 5**

- **QUIZ #3-** you may use your notes
- Assessing predisposing, reinforcing and enabling factors to program strategies

### **MARCH 10-Individual summaries of primary data collection due.**

- Linking predisposing, reinforcing and enabling factors to program strategies
- **ASSIGNMENT:** Read *Planning, Implementing & Evaluating Health Promotion Programs* Chapter 6: pages 127-141

### **MARCH 12**

- Mission, Goals and Objectives
- Meet with group and develop your Program Mission as a team
- **ASSIGNMENT:** Read *Planning, Implementing & Evaluating Health Promotion Programs* Chapter 7: pages 144-176
- **ASSIGNMENT:** Write TWO measurable Program Objectives based on the top behavioral and environmental factors. **Due March 17.**

### **MARCH 17-Program Objectives Due**

- Health Theories and Models
- Meet with Group to decide as a team on what program objectives to use.
- **ASSIGNMENT:** Read *Planning, Implementing & Evaluating Health Promotion Programs* Chapter 8: pages 178-205

### **MARCH 19**

- Program Implementation

### **MARCH 24- NEEDS ASSESSMENT PAPER DUE**

- Program Implementation

### **MARCH 26**

- Social Marketing
- **ASSIGNMENT:** Read *Planning, Implementing & Evaluating Health Promotion Programs* Chapter 13: pages 291-302
- **ASSIGNMENT:** Work with your team to develop media messages for your Social Marketing Campaign based on the P, E, R factors influencing your behaviors and environmental factors. Develop other strategies & strategy methods that target your P, E, R factors. A portion of your program strategy score will be based on creativity and innovation so try to stay away from using traditional “educational strategies”... at least pair them up with other types of strategy. Also, research other programs/intervention strategies targeting your health problem to see how you can improve on addressing the issues.

### **MARCH 31- SPRING BREAK. NO CLASS**

**APRIL 2- SPRING BREAK. NO CLASS**

**APRIL 7**

- Types of Evaluations
- Meet with Groups to discuss strategies for project
- **ASSIGNMENT:** Read *Planning, Implementing & Evaluating Health Promotion Programs* Chapter 14: pages 304-325

**APRIL 9**

- Evaluating Program Strategies
- **ASSIGNMENT:** Read *Planning, Implementing & Evaluating Health Promotion Programs* Chapter 10: pages 231-247

**APRIL 14**

- **QUIZ #4-** you may use your notes
- Grant Writing & Fundraising

**APRIL 16- TBA**

- Meet with group to discuss evaluation plan for project
- **ASSIGNMENT:** Turn in a written summary of what you accomplished this week as a group and your contribution to the project.

**APRIL 21- TBA**

**APRIL 23- TBA**

**APRIL 28- PROGRAM STRATEGIES AND EVALUATION PLAN PAPER DUE**

- Class time to work on presentations

**APRIL 30- CLASS PRESENTATIONS**

**MAY 5- CLASS PRESENTATIONS**

**MAY 7- CLASS PRESENTATIONS**

**MAY 12- Final 5:30-7:30 p.m.**

You may use your notes

**\*\*Attendance during Colloquium Presentations is required of all students**