

Washington University School of Medicine
Course Syllabus
Spring 2019

U88 AHBR536 Health Education: Methods, Planning and Evaluation (3 Credit Hours)

Course Description:

This class will focus on the role played by individual and community behavior as well as environmental and policy factors in preventing chronic and communicable diseases. Students who take this class will have the knowledge and skills to plan, develop, implement, monitor and evaluate behavior change programs for improving health status. Students also will learn how to assess the health needs of communities and organizations.

Course Overview:

This course introduces the student to the roots of the fields of health education and health promotion. Strategies for planning, monitoring and evaluating health education programs that support the improvement of health outcomes will be presented and utilized. A variety of settings in which health education programs are implemented will be explored. Emphasis will be placed on assessing the needs of target populations based on an ecological framework and the application of appropriate methods at each level of that framework.

Instructor: Melissa A. Chapnick, RD, MS, MPH

Phone: (office) 314-935-6483; (cell) 314-607-9291; Office hours by appointment

Email: mchapnick@wustl.edu

Meeting time and location: Tuesday, 5:30-8:00 PM
Taylor Avenue Building (TAB), 600 S. Taylor Avenue; Classroom 147B

Textbook*:

L. Michele Issel (2017). Health program planning and evaluation: A practical, systematic approach for community health. 4th edition. Burlington, MA: Jones & Bartlett Learning. ISBN: 978-1-284-112115

*Additional readings as assigned will be posted on the Blackboard course site.

Additional Resources:

Glanz, K., Rimer, B.K. & Viswanath, K. (Eds.) (2008). Health behavior and health education: Theory, research and practice (4thed.). San Francisco, CA: Wiley & Sons. ISBN 978-0-7879-9614-7

Kiritz, N., Floersch, B., & Kiritz, C. (2015) Grantsmanship: Program planning & Proposal Writing (2nd ed.). Los Angeles, CA: The Grantsmanship Center. ISBN: 978-1930250017

Course Objectives:

The learning activities and assignments in this course will assess your mastery of these learning outcomes. At course completion, each student will be able to:

- 1) define health education;
- 2) define the components of the program planning process;
- 3) demonstrate the ability to understand health problems from an ecological perspective;
- 4) describe the magnitude and severity of a public health problem for a target population in a specific catchment area;
- 5) identify and utilize appropriate needs assessment strategies to determine the health needs of a community;
- 6) identify and adapt intervention and health education strategies based on a critical review of effectiveness evidence;
- 7) develop a program logic model framework;
- 8) develop measurable health, behavioral, environmental, learning and resource objectives;
- 9) understand and respond to the ethical, political, economic, and other contextual issues underlying the program planning, implementation, and evaluation process;
- 10) recognize stakeholders and implement strategies to engage them for ensuring program success;
- 11) identify and apply appropriate evaluation designs and methodologies for assessing program processes and impact;
- 12) disseminate findings from a program evaluation for purposes of replication and scale;
- 13) plan and design a health education program proposal.

Class Format:

The class is conducted in a graduate seminar format with applied learning activities. Emphasis is given to providing students with tangible tools to be used in the future. The first half of each class period will be used for lecture and discussion of the theory, concepts, terminology, and methodology necessary to complete the course assignments. The second half of class will be reserved for workshops and working sessions. Workshops will provide students with case study specific examples of a conceptual framework, goals & objectives, logic model, and indicator table. Students will be expected to work on their projects each week and present their progress to the class during a select number of workshops. Working sessions will provide students with structured time to work on their final assignment and receive feedback from peers and instructors. Students are required to participate in each class discussion of readings and in the in-class application exercises/activities.

Assignments and Grading Criteria

Participation	15%
Program Idea Paper	20%
Program Description & Logic Model Framework	20%
Evaluation Design	15%
Final Program Proposal (includes written & oral component)	30%

Grades are based on the following percentages:

A \geq 93-100, A- \geq 90-92, B+ \geq 87-89, B \geq 83-86, B- \geq 80-82, C \geq 70-79, F <70

Overview of Assignments:

1) *Participation (15%)*

This grade is based on attendance, class discussion, and contributions during workshops. Class attendance is mandatory. Active participation during class lectures and workshops will be evaluated based on the level of complexity and creativity of questions and issues raised. Students should demonstrate an ability to apply principles from lectures and readings to all class discussions and in providing feedback to others.

2) *Public Health Problem Paper (20%)*

This assignment outlines the basic components of the program idea: 1) public health problem to be addressed; 2) target population and catchment area; 3) implementing organization or agency; 4) the causal framework.

3) *Program Description and Logic Model (20%)*

The program description will describe the program model to be adapted including goals, strategies, and activities. It will flesh out the activities that will be implemented and the logic framework will pictorially illustrate the pathways through which the program will have its intended impact. The framework should represent the logic sequence of inputs, outputs, outcomes, and impacts, as well as the program assumptions. Other criteria used for grading the framework will be plausibility of pathway action and feasibility of program implementation. The intervention design must include one educational strategy.

4) *Evaluation Design, Budget, and Timeline (15%)*

The evaluation design assignment will provide a description of the planned evaluation methods for the program. Students will focus on process evaluation and include an indicator table. Impact evaluation plans will be described briefly. A budget, timeline, and dissemination plan will also be included.

NOTE: Ordinarily a health promotion/health education project plan would include an extensive evaluation schema. However, program evaluation will be covered extensively in the AHR582 Evaluation of Health Services Programs.

5) *Final Program Proposal (30%)*

Written portion: Students will synthesize the content from the three previous assignments into one final written program proposal. The final proposal will include an executive summary, description of the public health problem and context, program goals & objectives, program strategies & activities, partnerships, monitoring and evaluation plan, and appendices.

Oral Presentation: On the last day of class, each student will present a summary of their proposal to the rest of the class. The presentation will be limited to 10 minutes per student. Further instructions will be given in class.

NOTE: All written course assignments should utilize Times New Roman or Calibri style font size 12, 1.5 line spacing, and 1" margins. Students should utilize American Medical Association (AMA) style citations.

Policy on Late Assignments: All assignments are due via Blackboard no later than 11:59pm on the day indicated in the course outline. Health-related issues will need to be documented with a certificate from the doctor attesting to the student's or family member's ill health. Except under extremely unusual circumstances, papers must be turned in online by the beginning of class on the due date. *Late assignments will result in a deduction of two points for each day late (including weekends) off the assignment score unless prior approval is obtained from the instructor or a compelling situation prevents prior approval.* The time/date of submitting assignment is verification of when it was turned in for grading.

Accommodations based upon sexual assault: The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to one of following resources: Dr. Karen Winters, MD, Director of Student Health Service; [Dr. Gladys Smith, PhD](#), Sexual Violence Prevention Therapist and Licensed Psychologist, or [Kim Webb](#), Director of the [Relationship and Sexual Violence Prevention Center at the Danforth Campus](#). These are confidential resources; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University School of Medicine, I am required to immediately report it to an Office of Education Dean or directly to Ms. Jessica Kennedy, the University's Title IX Director. If you would like to speak directly with [Ms. Kennedy](#), she can be reached at [\(314\) 935-3118](#), or by visiting the [Title IX office](#) in Umrath Hall on Danforth Campus. Additionally, you can report incidents or complaints to the Office of Student Affairs or by contacting WUSM Protective Services 314-362-4357 or your local law enforcement agency.

You can also speak confidentially and learn more about available resources by contacting [Dr. Gladys Smith, PhD](#), Sexual Violence Prevention Therapist and Licensed Psychologist at the Medical Campus, (314) 362-2404, or contacting the Relationship and Sexual Violence Prevention Center located on the 4th floor of Seigle Hall on Danforth Campus, [\(314\) 935-3445](#).

For further Resources, see: wusmhealth.wustl.edu/students/victims-sexual-assault-abuse/resources-2/

Bias Reporting: The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University's Bias Report and Support System (BRSS) team.

See: diversityinclusion.wustl.edu/brss/. To report mistreatment or offensive behavior in the MD program, please report via the following pathways:

- [CANVAS](#) (the Learning Management System) utilizing the direct link from the *Student Commons < Mistreatment, Offensive Behavior, and Bias Reporting*
- Directly contacting any of the following individuals:
 - Senior Associate Dean for Education
 - Associate Dean for Student Affairs
 - Associate Dean for Medical Student Education
 - Student Ombudsperson (as another confidential resource)

Mental Health: Mental Health Services' professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See: shs.wustl.edu/MentalHealth

On the Medical Campus:

Office of the Associate Vice Chancellor for Diversity, Equity and Inclusion (DEI)

The **DEI Training Team** designs, facilitates and leads diversity education programming for faculty, staff and students on a wide range of topics including: creating a climate of respect, the value of diversity and the role of biases in our day-to-day lives.

diversity.med.wustl.edu/training/

The **Office of Diversity Programs** promotes diversity among and prepares medical students to lead in a global society. A priority for the Office of Diversity Programs is to cultivate and foster a supportive campus climate for students of all backgrounds, cultures and identities.

mddiversity.wustl.edu/

The **Diversity and Inclusion Student Council** promotes an inclusive campus environment for all School of Medicine students.

sites.wustl.edu/disc/

The **Office for International Students and Scholars** embraces the university's mission of welcoming promising students from around the world.

wumma.wustl.edu/



YOU CAN TALK WITH US

Support and Reporting Options for Sexual Harassment, Sexual Violence, Dating Violence, Domestic Violence, and Stalking

What happens if I speak with a confidential or non-confidential support resource?

Confidential individuals can offer support and options without a responsibility to report. Non-confidential individuals can offer support and options, and have a responsibility to report information to the Title IX Coordinator. The Title IX Coordinator offers support and resources and gathers information to determine next steps if necessary.

INTERNAL WASHU RESOURCES

Would you like to speak with someone directly?

NO

ANONYMOUS REPORTING FORM
rsvpcenter.wustl.edu/report-form

YES

Would you prefer to

Speak with a Confidential Support Resource

- KIM WEBB**
Director of the Relationship and Sexual Violence Prevention Center
(314) 935-8763
- JEN DURHAM AUSTIN**
Support Services Counselor, RSVP Center
(314) 935-8457
- GLADYS SMITH**
Sexual Violence Prevention Therapist and Licensed Psychologist, WashU School of Medicine
(314) 362-2404
- MED/MENTAL HEALTH SERVICES**
(314) 935-6666
(314) 935-6695
- WUSM STUDENT HEALTH SERVICES**
(314) 362-3523
- S.A.R.A.H**
Sexual Assault and Rape Anonymous Helpline for undergraduate and graduate students
(314) 935-8080
- UNCLE JOE'S**
Peer counseling for undergraduate students
(314) 935-5099

Speak with a Non-Confidential Support Resource

- RCDs**
Serving undergraduate residential colleges and communities
- RAs**
Serving undergraduate residential colleges and communities
- TRAVIS TUCKER**
Assistant Director for LGBTQIA Involvement (Campus Life)
(314) 935-8029
- KATHY STEINER-LANG**
Director, Office for International Student and Scholars
(314) 935-5910
- PURVI PATEL**
Assistant Director, Center for Diversity and Inclusion (Coordinates the Bias Report and Support System)
(314) 935-9255

File a report

- UNIVERSITY**
Jessica Kennedy
Director, Title IX Office & Title IX Coordinator
(314) 935-3118
- ON DANFORTH CAMPUS, WUPD**
(314) 935-5555
- ON MEDICAL CAMPUS, WUSM PROTECTIVE SERVICES**
(314) 362-4357
- OFF CAMPUS, POLICE**
911

BLUE: Confidential Support Resource **YELLOW:** Non-confidential Resource

Learn more about the University's resources, policies, and reporting procedures at RSVPCENTER.WUSTL.EDU

IF YOU YOU NEED IMMEDIATE MEDICAL CARE OR FEAR FOR YOUR SAFETY:

BARNES/JEWISH HOSPITAL: (314) 362-9123

ST. MARY'S HEALTH CENTER: (314) 768-8360

POLICE ON DANFORTH CAMPUS, CALL WUPD: (314) 935-5555

PROTECTIVE SERVICES ON MEDICAL CAMPUS, CALL WUSM: (314) 362-4357

POLICE OFF CAMPUS, CALL: 911

Course Outline

NOTE: Syllabi are subject to change at the discretion of the instructor to accommodate instructional and/or student needs, emergency situations, and unexpected circumstances. Students must keep abreast of all announced changes to the syllabus. All changes will be announced in class and posted on the Blackboard course site. It is the responsibility of the student to keep abreast of all changes.

Class	Topic(s)	Assigned Readings	Activities and Deadlines
1 1/15/19	Introduction I Intro to Program Planning & Eval. *Review Syllabus	Course Syllabus Issel Chapter 1 p. 3-32	
2 1/22/19	Planning I Conducting Needs Assessments - Participatory Approaches	Issel Chapter 4, p. 113-138 Community Toolbox Section 2 Ch. 3.1	Allina Health Case Study
3 1/29/19	Planning II Problem Identification - Magnitude & Severity - Target Pop. & Catchment	Issel Chapter 5, p. 141-175 Community Toolbox Section 2 Ch. 3.2	Skill Workshop: Writing & References Skoll Center Video
4 2/5/19	Planning III Developing a Causal Framework	Reread Issel p. 156-162 We Live Here: Gun Violence as a Public Health Issue Gun Violence: Prediction, Prevention & Policy	Skill Workshop: Creating Causal Frameworks
5 2/12/19	Planning IV Program Goals & Objectives - Process Objectives - Effect Objectives - Intro to indicators	Issel Chapter 7, p 215-248 Frieden 2014 - Six Components Necessary for Effective Public Health Implementation	Peer Review: Casual Framework
6 2/19/19	Implementation I Intro to Logic Models - Inputs - Strategies & Activities	Issel Chapter 8, p. 251-281 Case 9: Improving the Health of the Poor in Mexico	Skill Workshop: Developing Logic Models Due: Public Health Problem Paper

7 2/26/19	Implementation II Logic Models II - Outputs & Outcomes	Issel Chapter 10, p. 305-337 Case 13: Reducing Fertility in Bangladesh	Peer Review: Logic Model
8 3/5/19	Implementation IV Staff Plan, Budget, Timeline - Program Staff Needs - Staff Management - Direct & Indirect Expenses	Issel Chapter 9, p. 283-303 Community Toolbox Ch. 10.1, 10.2, & 10.5 Case 2: Preventing HIV/AIDS and STIs in Thailand	Skill Workshop: Developing a Budget
3/12/19	No Class: Spring Break		
9 3/19/19	Evaluation I Formative Evaluation - Qualitative Techniques *Guest Speaker TBD	Issel Chapter 16, p. 485-510 Case 14: Curbing Tobacco Use in Poland	Due: Program Description & Logic Model Peer Review: Staff Plan & Budget
10 3/26/19	Evaluation II Process Evaluation - Project & Data Management - Indicator Tables	Issel Chapter 11, p. 339-360 UNAIDS Introduction to Indicators	Skill Workshop: Selecting Indicators
11 4/2/19	Evaluation III Intro to Impact Evaluation - Experimental & Nonexperimental Designs Ethics of Control Groups	Issel Chapter 13, p. 393-426 Additional Resource: World Bank Handbook on Impact Evaluation	Peer Review: Indicator Tables
12 4/9/19	Dissemination I Communicating for Impact - Levels of Dissemination - Scaling Up	Brownson et al. 2013 Designing for Dissemination	Skill Workshop: Designing an Evaluation

13 4/16/19	In Class Program Consultations		
14 4/23/19	*Guest Speaker TBD		Due: Evaluation Design, Budget, and Timeline
15 4/30/19	Conclusions & Next Steps Final Project Presentations		Final Project Presentations
5/3/19	Due: Final Program Proposal 5/3/2019, submit to Blackboard by 11:59pm		

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