

**BROWN SCHOOL
WASHINGTON UNIVERSITY IN ST. LOUIS
Fall 2018
PROGRAM PLANNING, IMPLEMENTATION, AND EVALUATION (PIE)
S55-MPH-5240.01**

CREDIT HOURS: 3

GRADE: L/G

ROOM: Goldfarb 39

DAY/TIME: Thursday 9:00am-12:00pm

TA: Caitlin Ashby, MPH, MSW

INSTRUCTOR: Jessica K. Levy, PhD, MPH

OFFICE: Goldfarb 348

OFFICE HOURS: By appointment

E-MAIL: jessicaklevy@wust.edu

I. COURSE DOMAIN AND BOUNDARIES

The purpose of this course is to prepare students for the practice of solving public health problems through effective programming. The course introduces and applies theories and methodologies for each of the three stages of programming; planning; implementation; and evaluation. It is designed to complement the Foundations of Public Health Behavior and Health Education and the Research Methods courses.

II. MPH FOUNDATIONAL KNOWLEDGE AND COMPETENCIES ADDRESSED IN THIS COURSE:

A. Foundational Knowledge

Profession and Science of Public Health

- Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health.
- Explain the critical importance of evidence in advancing public health knowledge

Factors Related to Human Health

- Explain biological and genetic factors that affect a population's health
- Explain behavioral and psychological factors that affect a population's health
- Explain the social, political and economic determinants of health and how they contribute to population health and health inequities

B. Foundational Competencies (and or Specialization Competencies as applicable)

Evidence-based Approaches to Public Health

- Apply epidemiological methods to the breadth of settings and situations in public health.
- Interpret results of data analysis for public health research, policy or practice

Planning & Management to Promote Health

- Assess population needs, assets and capacities that affect communities' health
- Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
- Design a population-based policy, program, project or intervention
- Explain basic principles and tools of budget and resource management
- Select methods to evaluate public health programs

Policy in Public Health

- Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes

Communication

- Communicate audience-appropriate public health content, both in writing and through oral presentation
- Describe the importance of cultural competence in communicating public health content

Systems Thinking

- Apply systems thinking tools to a public health issue

III. BROWN SCHOOL ACADEMIC POLICIES

Academic Integrity: If a faculty member or student suspects that academic or professional integrity has been violated, they are [required to submit an Academic Integrity or Professional Integrity Violation form found on Inside Brown for review by the Assistant Dean of the program](#). The Assistant Dean or designated representative will aid in the investigation of the violation, which includes but is not limited to gathering relevant evidence; conversations with the instructor, student(s) involved, witnesses, and others as necessary. Depending on the seriousness of the case, the Assistant Dean may choose to refer the matter directly to the University Student Conduct Board. This referral procedure will generally be followed if it is believed that the penalty is likely to involve suspension or expulsion from the University. The Assistant Dean for the program or designated representative will offer to meet privately with the student(s) against whom the complaint has been made. It is the student's responsibility to familiarize themselves with the behaviors that constitute an [academic integrity violation](#) requiring referral.

[Student Handbook 2018](#)

Accommodations: If you have a learning disability, sensory, or physical disability or other impairment, and you may need special assistance in lectures, reading, written assignments, and/or exam taking, please contact the Brown School Director of Student Affairs who can provide coordination of accommodations at Washington University and the Brown School. The [Disability Resource Center](#), a University-wide resource, provides diagnostic and academic accommodations support and referrals.

English Language Proficiency: If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to your instructor who may refer you to the [English Language Program](#) (ELP). ELP is a University-wide resource that provides classes and academic English language support designed to increase non-native English speaking students' English language proficiency and to facilitate their academic success at Washington University. You may also find the Academic Assistance resources available through the [Office for International Students and Scholars](#) to be helpful.

Professional Use of Electronic Devices in the Classroom: Computers or other electronic devices, including “smart pens” (devices with an embedded computer and digital audio recorder that records the classroom lecture/discussion and links that recording to the notes taken by the student), may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These activities include taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording devices is at the discretion of the instructor, unless this use is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices and use of laptops or other devices for other coursework is distracting and seriously disrupts the learning process for other people in the classroom. Neither computers nor other electronic devices are to be used in the classroom during class for nonacademic reasons or for work on other coursework. Nonacademic use includes emailing, texting, social networking, playing games, instant messaging, and use of the Internet. Work on other coursework may include, but is not limited to, use of the Internet, writing papers, using statistical software, analyzing data, and working on quizzes or exams. The nonacademic use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation or attendance points, a loss of the privilege of device use in the classroom, or being asked to leave the classroom.

Religious Holidays: The Brown School recognizes the individual student’s choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.

IV. WASHINGTON UNIVERSITY ACADEMIC SUPPORT POLICIES

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 Kim Webb (kim_webb@wustl.edu), Director of the Relationship and Sexual Violence Prevention Center. Ms. Webb is a confidential resource; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as 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, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University's Title IX Coordinator. If you would like to speak with the Title IX Coordinator directly, Ms. Kennedy can be reached at [\(314\) 935-3118](tel:3149353118), jwkennedy@wustl.edu, or by visiting her office in Umrath Hall. Additionally, you can report incidents or complaints to Tamara King, Associate Dean for Students and Director of Student Conduct, or by contacting WUPD at [\(314\) 935-5555](tel:3149355555) or your local law enforcement agency. You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling [\(314\) 935-8761](tel:3149358761) or visiting the 4th floor of Seigle Hall.

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: brss.wustl.edu

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.

Additional Issues or Concerns: If you feel that you need additional supports in order to be successful in your time at Brown, beyond the mentioned accommodations, please contact Essie Rochman, Director of Student Affairs at erochman@wustl.edu. She can assist you in navigating a myriad of concerns. Her office in Brown Hall, room 320.

V READINGS

Textbook

Issel, Michele (2012). *Health Program Planning and Evaluation: A Practical and Systematic Approach for Community Health*, 3rd edition. Sudbury, MA: Jones and Bartlett Publishers.

Bamberger, M., Rugh, J., & Mabry, L (2012). *Real World Evaluation: Working Under Budget, Time, Data, and Political Constraints*, 2nd edition. Thousand Oaks, CA: SAGE Publications, Inc.

Copies of the texts are on reserve in the Social Work library. Additional readings are assigned by lecture.

Recommended Texts

McDavid, J.C., & Hawthorn, L.R.L. (2006). *Program evaluation and performance measurement: An introduction to practice*. Thousand Oaks, CA: Sage Publications, Inc.
Or 2nd Edition (2012)

Rossi, P.H., Freeman, H.E., & Lipsey, M.W. (2004). *Evaluation: A systematic approach*, 7th edition. Thousand Oaks, CA: SAGE Publications, Inc.

VI. ORGANIZATION OF COURSE

Class sessions are structured in a standard format throughout the semester and with emphasis 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 the instructor.

VII. ROLE OF FACULTY AND STUDENT

Instructor's role

The instructor is responsible for the learning environment and course content. The instructor will grade assignments and provide appropriate feedback. A lecture/discussion format will be used in class, followed by group work and in-class exercises. The instructor will respond to student inquiries regarding the readings, case studies, and assignments. The instructor is available by appointment.

TA's role

The TA is will work closely with the instructor to grade assignments and provide appropriate feedback. The TA will also respond to student inquiries regarding the readings, case studies, and assignments. The TA is available by appointment.

Student role

Class attendance and participation: Students are expected to attend all class sessions unless illness or other emergencies make attendance impossible. If you are unable to attend class, please contact the instructor in advance, or failing that, immediately afterwards. Students are expected to participate in class. It is the student's responsibility to seek guidance and feedback from the instructor as needed to assure one's progress.

Seeking assistance: Proactive and creative-problem solving is an essential public health competency. Prior to seeking assistance about an assignment from the instructor, students are expected to A) have completed all the relevant readings; B) have attempted to frame the problem clearly and succinctly; C)

have developed at least two alternative solutions with a list of the pros and cons for each; and, D) have a clear and concise question or request for assistance.

Writing requirements: Application of content through writing and oral presentation is an integral component of this course and the skills necessary to become a public health professional. As such, students are expected to use a professional style in all written communication (e-mail & class assignments). Please avoid colloquial expressions, proof read all documents, and employ good grammar. All assignments must be typed and submitted as Microsoft Word or Excel. Specific instructions will be given for each paper. Use of other sources and references should be properly cited using AMA Citation Style. **Material that is not correctly cited is considered plagiarized and provides grounds for academic discipline.** Although it is not a requirement, it is highly recommended that students visit the writing center before submitting their assignments.

Research ethics and protection of project evaluation data: Protecting the privacy and security of program, agency, and client data is of paramount importance. Students will be instructed about research ethics and strategies for protecting data security.

VIII. ASSIGNMENTS AND GRADING CRITERIA

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) Program Idea Paper (15%) **Due: September 20, via blackboard at 5pm**

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; and 4) program model to be adapted. It also includes the causal framework.

3) Program Description and Logic Model Framework (20%) **Due: October 25, via blackboard at 5pm**

The program description 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.

4) Evaluation Design and Survey (20%) **Due: November 20, via blackboard at 5pm**

Students should submit a description of the planned evaluation for the program. It should present the design, level of inference (adequacy, plausibility, or probability), indicators, methods for measuring outcomes, and plan for data collection, analysis, and dissemination.

5) Program Proposal [includes written and oral portions] (30%)

Written portion: (25%) **Due: December 13, via blackboard at 5pm**

Students will prepare a project proposal using a basic grant template. The proposal should be approximately 10-14 pages (1.5 lines, 11 pt font, left-justified) of text followed by the bibliography, using

American Medical Association (AMA) Citation Style, and six appendices (Causal framework, logic model, workplan/timeline, indicator table, budget and bibliography). The following sections and elements will be contained in the proposal:

- a. *Executive Summary* (<300 words)
- b. *Public health problem and context* – empirical data presented in compelling manner to rationalize proposed program, relevant health practices and behaviors, overview of socio-economic, demographic, and political conditions, and relevant policies and programs (2-3 pages)
- c. *Goal & objectives* – succinct presentation of the anticipated outcomes of program that are both feasible and plausible (.5-1 page)
- d. *Strategy & activities* – target population, catchment area, description of activities, reference to the logic model framework, personnel, and workplan calendar (2-3 pages)
- e. *Partnerships* – description of implementing and evaluating organization, partners, and list of potential stakeholders (.5-1 page)
- f. *Monitoring and Evaluation* – Various types of evaluation (formative, process, impact, and economic evaluation), description of design, indicators, plan for collecting and analyzing data (4-5 pages)

Appendices:

- A. *Causal framework*
- B. *Logic model*
- C. *Workplan calendar/Timeline*
- D. *Indicator table*
- F. *Bibliography* (20+ References)

Oral Presentation portion: (5%) In class, TBD

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 3 minutes per student. Further instructions will be given in class.

Policy on Late Assignments: 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 (or the specified time) on the due date. *Late assignments will result in a deduction of five points for each day late (including weekends) from 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.

See [Explanation of Grading document in BB](#). Grades are based on the following percentages:
 95-100 = A; 90-94 = A-; 86-89 = B+; 83-85= B; 80-82 = B-; 76-79 = C+; 73-75= C; 70-72 = C-.

IX. MPH COMPETENCY ALIGNMENT TO ASSESSMENT OPPORTUNITY

MPH Competencies	Assessment Opportunity
Interpret results of data analysis for public health research, policy or practice	In the first assignment, students must describe the public health problem they will be addressing for the rest of the semester. By interpreting and synthesizing empirical data from the literature, students describe the magnitude and scope of the problem, review

	important risk factors, and create a causal framework to illustrate pathways to the outcome of interest.
Design a population-based policy, program, project or intervention	All students create a program to address a specified PH problem. As a part of this program design, students must describe the basic components of the program idea, including: 1) public health problem to be addressed; 2) target population and catchment area; 3) implementing organization or agency; 4) program model to be adapted; 5) the activities that will be implemented and a logic framework pictorially illustrating the pathways through which the program will have its intended impact. The program planning also includes an evaluation plan, budget, and causal framework.
Explain basic principles and tools of budget and resource management	Budget and Financial Management planning lecture includes a workshop on budget building. During this workshop students are given a case study example about a fictional organization, Save Our Children (SOC). They are told that SOC has the opportunity to apply for a grant that will cover \$250K of a community-based immunization program over 2 years (\$125K per year), with up to 10% of the project going to indirect expenses. In groups of 3 or 4, students build a budget for this project, including all direct and indirect costs.
Select methods to evaluate public health programs	In their third paper, students summarize their plan for evaluating the program that they're planning. As a part of their plan, they must describe the rationale and methods for a formative evaluation, process evaluation; and impact evaluation. Additionally, they must include an indicator table with 2 to 3 indicators for each component of their program logic model.
Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes	In their second assignment, students must identify potential partners and stakeholders to engage in the program they're designing. Specifically, they must describe who they are and, briefly, how their program will engage them; and provide a rationale for the partnership (i.e. address important risk factors that their organization does not have the capacity to address).
Communicate audience-appropriate public health content, both in writing and through oral presentation	Final Assignment: Students prepare a project proposal using a basic grant template and present their idea orally on the last day of class. For the oral presentation, students are challenged to distill their program into a concise, 3-minute elevator pitch to be delivered to an audience of potential funders. To do this effectively, they use the Single Overriding Communication Objective (SOCO), developed by the CDC Media relations office. By addressing four main questions, the SOCO technique aids students in determining the one main message their audience needs to take away from their presentation.
Describe the importance of cultural competence in communicating public health content	Class 13 Lecture: Dissemination- designing for policy and program impacts: dissemination and communication. During second half of class, students break into groups and create and present a dissemination plan using a specified example.

Apply systems thinking tools to a public health issue	Class 2 Lecture: Causal Frameworks and complex dynamic Systems. In addition to the lecture, students participate in a Causal Loop Diagram Workshop, during which time they create and discuss a simple CLD related to child malnutrition.
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X. COURSE OUTLINE

CLASS	TOPIC	ASSIGNED READINGS	ACTIVITIES & DEADLINES
1 8/30	Introduction Syllabus discussion PIE introduction & history Program proposal	Readings and other materials to be provided in class.	Workshop: Self-directed research for Program Idea Paper
2 9/6	Planning I Problem identification review <ul style="list-style-type: none"> ● Magnitude and severity ● Target population and catchment area ● Causal frameworks 	<u>Required:</u> <ul style="list-style-type: none"> ● Issel M. Chapter 5 “Characterizing and Defining the Health Problem” <u>Recommended</u> <ul style="list-style-type: none"> ● Rossi Chapter 4 “Assessing the Need for a Program” 	Workshop: Causal Frameworks Guest: Jacob Eaton
3 9/13	Planning II The PIE team <ul style="list-style-type: none"> ● Partners ● Coalition building & stakeholders ● Strategies & priorities 	<ul style="list-style-type: none"> ● Issel M. Chapter 4 “Community Health Assessment for Program Planning” 	Informal Presentations: Program and Causal Frameworks
4 9/20	Planning III Program objectives Interventions Logic Model CDC and others	<ul style="list-style-type: none"> ● Issel M. Chapter 7 “Program Objectives and Setting Targets” 	Workshop: Goals & Objectives
5 9/27	Implementation I Community assessment Participatory approaches	<u>Required:</u> <ul style="list-style-type: none"> ● Issel M. Chapter 10 “Program quality and Fidelity: Managerial and Contextual Considerations” <u>Recommended</u> <ul style="list-style-type: none"> ● Rossi Chapter 6 “Assessing and Monitoring Program Process” 	Informal Presentations: Goals & Objectives
6 10/4	Implementation II Budget	<ul style="list-style-type: none"> ● Issel, Chapter 9 “Monitoring Implementation Through 	Workshop: Budget Building

	Guest speaker: TBD	Budgets and Information Systems”	
7 10/11	Implementation III Implementation Strategy Monitoring Center for Mental Health Services Research	<u>Required:</u> • Issel M. Chapter 8 “Program Implementation” <u>Recommended:</u> • Proctor et al Admin Pol Men 2009 • Brownson Chapter 1 “The Promise and Challenges of Dissemination and Implementation Research”	Workshop: Logic Models
8 10/18	Evaluation I Introduction: Design Overview Levels of inference Measurement in Program Evaluation	• McDavid Chapter 3 Research Designs for Program Evaluations • Habicht et al. Int J Epidemiol. 1999	Workshop: Indicator Tables
9 10/25	Evaluation II Process evaluation	• Issel Chapter 10 Implementation Evaluation: Measuring Inputs and Outputs •	Informal Presentations: Indicator Tables
9 11/1	Evaluation III Economic evaluation Efficiency - cost-benefit; and cost-effectiveness; DALYS Guest speaker: Abby Barker Evaluation	• Issel M. Chapter 16 “Economic Analyses: The Basics”	WORKING SESSION ONE
10 11/8	Evaluation IV Impact evaluations – part 1 • Experimental and quasi-experimental designs • Ethics of control groups Guest Speaker: TBD	• Rossi Chapter 8 “Assessing Program impact: Randomized field experiments”	WORKING SESSION TWO
11 11/15	Evaluation V Impact evaluations – part 2 Guest Speaker:	<u>Required:</u> Real World Evaluation, 2 nd Ed., Chapter 5: Critical Information is Missing or Difficult to Collect: Addressing Data Constraints	Group Exercise: Evaluation Design & Survey

	TBD	(available on BB)	
12 11/22	THANKSGIVING BREAK: NO CLASS!		
13 11/29	<p>Dissemination Designing for Policy and Program impacts: dissemination & communication</p> <p>Guest Speaker: TBD</p>	<p><u>Required:</u></p> <ul style="list-style-type: none"> • Heath & Heath Introduction (available on BB) • Brownson. "Getting the Word Out" (available on BB) 	WORKING SESSION THREE
14 12/6	Conclusions & Next Steps		Feedback on Evaluation Design
15 12/13	<p>PIE Project Presentations *** PIE party ***</p>		Presentations: PIE Project