COURSE TITLE: HHPH 420: Program Implementation and Evaluation of Health Promotion

COURSE VALUE: Three (3) credit hours

COURSE LOCATION: Field House 003

COURSE TIME: MWF 10:00-10:50am

INSTRUCTOR: Spencer Willis, Jr., DrPH, CHES

OFFICE: Field House 100K

OFFICE HOURS: 11am – 12noon and 3pm – 3:45pm

PHONE: (903) 886-5573

FAX: (903) 886-5365

E-MAIL: spencer.willis@tamuc.edu


Course Description:
The course will include program implementation and evaluation in several health promotion settings.

Course Objectives:
At the end of this course the students will be able to:
1. Understand health and community perspectives.
2. Demonstrate the process of evaluation in health promotion settings.
3. Show the ability to implement health promotion plans.
4. Communicating health education needs.

Course Requirements:
A. Health Promotion Career Portfolio 100 points
   This exercise is designed to you familiar with jobs/internships in your field of study as well as best practices for securing employment. Minimal requirements for portfolio sections include:
   • Resume
   • Full-page statement of career goals (short, mid-range, long-term)
   • Five employment postings (not just links) from five different websites with tailored cover letters
   • Two health promotion peer reviewed articles that highlights the type of work you’re interested in pursuing or skills you wish to gain. (Examples: If you want to evaluate oral health programs in developing countries, you should find an article discussing a program evaluation for an oral health in a developing country)
B. Health Promotion Project 500 points

As a class, you will be responsible implementing and evaluating an innovative/technology driven health promotion project. This course covers a great deal of health behavior theory & program planning/evaluation frameworks. This project will provide an opportunity for you to apply those theories in a real life scenario. Not only will this foster a program implementing/evaluation experience, it also provides a health benefit to the respective community. In evaluation of this assignment, the class will prepare a written report including both a process and impact evaluation of the project.

The evaluations reports must be written in a format commonly used in peer-review health promotion journals and reflect each phase of the PRECEDE-PROCEED model. **This will be a work in progress.** You will be required to submit drafts throughout the semester so I can provide feedback for improvement. This is designed to get you comfortable with report writing and proper grammar. Final paper must include the following:

- Description of the problem and target population
- Intervention Justification (Review of literature)
  - Hypothesis (or)
  - Research questions
- Description of the intervention
  - Description of the theoretical framework
  - Logic Model
- Description of Intervention Implementation Process (Methods)
  - Recruitment
  - Data collection
    - Description of measurements used and where they came from.
  - Data Analysis (How are you going to measure change?)
- Evaluation
  - Process Evaluation (Did implementation go as planned?)
  - Impact Evaluation (What impact/change did the project result in?)

Please review the PRECEDE-PROCEED model and evaluation articles in peer review journals.

As mentioned earlier, the paper will be a work in progress. A template of the evaluation report will be in “docSharing.” **All class members must contribute to the development of the paper.** Please use “track changes” when making your contributions. This is how I will assess individual contributions.

This project requires data collection from human subjects. Because of this, all researchers (you and I) must be IRB certified and you must complete and submit an IRB
application prior to data collection. IRB will be discussed more in-class. Please see
calendar for IRB certificate and application due dates.

Health Program Evaluation Project Points Break-down
- Individual IRB Certificate 100 points
- 1st Draft 100 points
- 2nd Draft & IRB Application 100 points
- Group Reflection/Members Eval 100 points
- Final Paper 100 points
**TOTAL 500 POINTS**

C. Quizzes 400 Points
There will be 13 quizzes throughout the semester. The first quiz will reflect information on
the syllabus. This is worth 100 points. The remaining 12 quizzes will be based on
information gathered from the chapters. Each quiz is worth 25 points (25 points x 12
quizzes = 300 points). All quizzes will be administered via eCollege every Friday. Quizzes
will be available only from 10am -10:50 am (50 minutes) *No make-up quizzes will be
given, unless arrangements are made prior to the exam or a verifiable medical
excuse is provided.

D. Class Attendance
The student will be responsible for obtaining all materials presented in class and outside
assignments given by the instructor. Participation in class discussion is considered
essential. As a developing scholar, not only are you expected to attend class on a regular
basis, but you should make significant contributions to the scholarship of this course
through your professional oral input. Absences and/or the lack of professional
participation will be reflected on the final grade.

Grading:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Syllabus Quiz</td>
<td>100 pts</td>
<td>(10%)</td>
</tr>
<tr>
<td>Health Promotion Career Portfolio</td>
<td>100 pts</td>
<td>(10%)</td>
</tr>
<tr>
<td>12 Chapter Quizzes @ 25 points each</td>
<td>300 pts</td>
<td>(30%)</td>
</tr>
<tr>
<td>Health Promotion Project</td>
<td>500 pts</td>
<td>(50%)</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>1000 pts</td>
<td>(100%)</td>
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Grade Scale:
- 900 – 1000 points = A
- 800 – 899 = B
- 700 - 799 = C
- 600 - 699 = D
- ≤ 599 = F

A grade of C or above must be maintained in all courses of your major field and for teacher
certification.

All students enrolled at the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning
environment. (see student’s guide book.)

Students requesting accommodations for disabilities must go through the academic support committee. For more information, please contact
the director of disability resources and services, gee library, room 132, (903) 886-5835.

COURSE SYLLABUS
HHPH 420: Program Implementation and Evaluation in Health Promotion  
Tentative Course Outline  
Fall 2015

<table>
<thead>
<tr>
<th>Week</th>
<th>Chapter</th>
<th>Assignments Due 11am (No exceptions)</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>8/31-9/4</td>
<td>Course Introduction, IRB, and Brainstorming</td>
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<tr>
<td>2</td>
<td>9/7-9/11</td>
<td>1 Intro to Public and Community Health Evaluation eCollege Quiz</td>
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<tr>
<td>3</td>
<td>9/14-9/18</td>
<td>2 The Community Assessment: An Overview eCollege Quiz</td>
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| 4    | 9/21-9/25 | 3 Developing Initiatives: An Overview eCollege Quiz  
  Health Behavior Theory PRECEDE/PROCEED Review |
|      | 9/25/2015 | Paper 1: Detailed description of program with measurements  
  Completed IRB Certification |

**Part II: The Evaluation Process**

<table>
<thead>
<tr>
<th>Week</th>
<th>Chapter</th>
<th>Assignments Due 11am (No exceptions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>9/28-10/2</td>
<td>4 Planning for Evaluation: Purpose and Processes eCollege Quiz</td>
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<tr>
<td>6</td>
<td>10/5-10/9</td>
<td>5 Designing the Evaluation: Describing the Program eCollege Quiz</td>
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</tbody>
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| 7    | 10/12-10/16 | 6 Designing the Evaluation: Determining the Evaluation Questions and Evaluation Design eCollege Quiz  
  10/16/2015 Paper 2: Revised Paper 1 with Completed IRB Application |

**Part III: Collecting & Analyzing Data**

<table>
<thead>
<tr>
<th>Week</th>
<th>Chapter</th>
<th>Assignments Due 11am (No exceptions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>10/19-10/23</td>
<td>7 Collecting Data: Quantitative eCollege Quiz</td>
</tr>
<tr>
<td>9</td>
<td>10/26-10/30</td>
<td>8 Analyzing and Interpreting the Data: Quantitative eCollege Quiz</td>
</tr>
</tbody>
</table>
| 10   | 11/2-11/6 | 9 Collecting Data: Qualitative eCollege Quiz  
  11/9-11/13 10 Analyzing and Interpreting the Data: Qualitative eCollege Quiz |
| 11   | 11/16-11/20 | 11 Reporting Evaluation Findings eCollege Quiz |
| 12   | 11/23-11/27 | Thanksgiving! I’ll be available 11/23 for questions |
| 13   | 11/30-12/4 | 12 Case Study & Group Reflections eCollege Quiz  
  12/14/2015 Final Paper with Process and Impact Evaluations  
  **12/11/2015 for feedback** |

Please note that this schedule is tentative and is subject to change. Also, this is NOT all-inclusive (i.e., Homework/Participation). Other assignments will be given throughout the semester.