Program Planning and Evaluation
Course Syllabus: Spring 2007
Department of Nutrition, Food Studies and Public Health
Mondays 4:55 – 6:35

Professor: Diana Silver, Ph.D.
Office Hours: Mondays 2:00-4:00
Phone: 212.998.5592
Email: diana.silver@nyu.edu

Course Description
This course presents methods for the identification of population-based needs for public health intervention, development of programs to meet those needs, and evaluation of the effectiveness of these public health interventions. The course integrates several knowledge and skill areas including: research methods, epidemiology, biostatistics, proposal writing, budget planning, project management, and program evaluation.

Prerequisites: At least one course each in Biostatistics, Epidemiology, and Research Methods.

Course Objectives
By the end of the course students are expected to be able to:
1. Describe the basic elements of program planning in public health: needs assessment, goals, objectives, activities, timeline, budget, and evaluation.
2. Identify barriers to successful implementation of program plans.
3. Identify methods for overcoming barriers to program implementation.
4. Describe methods for process, effect, and impact evaluation of public health programs.
5. Demonstrate the ability to develop, implement, and constructively evaluate public health program and evaluation plans.

Class Format
Lectures, class exercises, blackboard assignments, group discussions, group projects and presentations.

Assignments
Develop a plan to implement and evaluate a public health intervention to address a health need among a defined immigrant community in NYC or in another setting of your choosing. This assignment can follow the work undertaken during Assessing Community Needs, or students can choose a new topic. The memos outlined below should build from one another. Your final paper will include revisions to memos #1 and #2 as you like, along with your memo #3. Students must work in groups of 3-4. When possible, some time will be given in class for groups to meet.

Written
1. Memo #1: Public health problem definition and focus population description (6-8 pages double spaced + references).
2. Memo #2: Program plan including detailed description of intervention; goals, objectives and activities; and logic model. A timeline for the interventions should be appended (8-11 pages double-spaced, plus references if warranted).
3. Memo #3: Evaluation plan, program timeline and description of resources for program. This section should include a description of the type of evaluation that would be needed. Plan should
include evaluation questions to be addressed, identification of a design (including a comparison group), and plan for data collection. Program timeline should include major activities of program by time frame (to be discussed in class). Description of resources should include a brief description of the personnel, including their roles, and materials needed for the program. (8-10 pages double-spaced).

Oral
1. Each group will present a summary of their first memo in no more than 5 minutes, using powerpoint slides. Each group should prepare no more than 8 slides to talk from, including the title slide. Time limits will be strictly adhered to, so practice before hand. You do not all have to present; your group may choose to divide the work however you like.
2. Each group will present their logic models as a summary of their memo #2 to the class in presentations of no more than 7 minutes. You may use powerpoint slides, or distribute handouts of the logic model to the class. Again, your group may choose to divide the work as you wish, but remember: time limits will be strictly adhered to.

Grading
Class Participation (includes blackboard assignments) 15%
Project memo 1: 20%
Project memo 2  25%
Project memo 3  25%
Class Presentations 15%
Note: any assignment not turned in on time will receive a 10% reduction in grade for every day past the due date.

Required texts:

Required Readings:


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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings Due</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>January 28</td>
<td>An introduction to program planning: models and approaches</td>
<td>a) Brownson ch 1,2</td>
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<td>b) Fielding</td>
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<td>c) Smith</td>
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<td>February 4</td>
<td>Assessing community needs</td>
<td>a) Brownson Ch 3, 4</td>
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<td>b) Hodges ch 1, 2</td>
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<td>d) Rissel</td>
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<td>e) Leviton</td>
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<td>February 11</td>
<td>Defining the problem</td>
<td>a) Brownson ch 5, 6,7</td>
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<td>b) Gakidou</td>
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<td>February 18</td>
<td>NO CLASS – Presidents Day</td>
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<td>February 25</td>
<td>Case Study: Applying Evidence in Program Design</td>
<td>a) Rimer</td>
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<td>March 3</td>
<td>Targeting, pilot programs, interventions, and evaluation</td>
<td>a) Stadler</td>
<td>Memo #1 due Class presentations on Memo 1.</td>
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<td>b) Robinson</td>
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<td>d) Abascal</td>
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<td>March 10</td>
<td>Heath Impact Assessment: looking across sectors</td>
<td>a) Northridge</td>
<td>Blackboard assignment using Health Impact Assessments listed on ucla website</td>
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<td>d) Davenport</td>
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<td>e) Dannenberg</td>
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<td>f) <a href="http://www.ph.ucla.edu/hs/health-impact/whatishia.htm">http://www.ph.ucla.edu/hs/health-impact/whatishia.htm</a></td>
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<td>March 17</td>
<td>Spring Break – NO CLASS</td>
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<td>March 24</td>
<td>Goals and Objectives for program planning</td>
<td>a) Hodges ch 3,4</td>
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<td>b) Brownson ch 8</td>
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<td>March 31</td>
<td>Activities and strategies</td>
<td>a) Hodges ch 5</td>
<td>Blackboard assignment</td>
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<td>April 7</td>
<td>Logic Models and program implementation</td>
<td>a) Kellogg</td>
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| April 14 | Program Evaluation and program planning | a) Brownson ch 9  
b) McNall  
c) Cunningham | Memo #2 due  
Class Presentations of Logic Models |
| April 21 | Program Evaluation: impacts and outcomes | a) Schilling  
b) Kristal  
c) Issel ch 10, ch13 |  |
| April 28 | Program resources, budgeting and funding | a) Julian  
b) McFarlane |  |
| May 5 | Program Funding and sustainability | a) Scheirer  
b) Sadof  
c) Gomez  
d) Minkler | Final paper (i.e. revised #1 and #2) and Memo #3 due |