

**UW-Madison  
School of Medicine and Public Health  
Summer Institute 2009**

**Pop Health 650: Special Topics Lecture  
Public Health Program Planning**

**Time:** 9:00 to 12:00 July 27-31, 2009  
**Location:** 1222 HSLC  
**Credits:** 1

**Prerequisites:** Graduate, MPH, or special student status

**Faculty:** Susan Zahner, DrPH, RN  
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**Course Description:**

This course provides an overview of the concepts and methods useful for planning programs in the context of public health, health care and community health organizations.

**Course Objectives:**

1. Examine the critical elements of health program planning models including logic models.
2. Overview methods for conducting needs assessment, creating measurable objectives, choosing interventions, developing a budget, and planning for evaluation.
3. Construct a basic program logic model and program plan that demonstrates knowledge of core program planning concepts.

**Suggested Text:**

Issel, LM. (2009). *Health Program Planning and Evaluation: A Practical, Systematic Approach for Community Health*. 2<sup>nd</sup> edition. Sudbury, MA: Jones and Bartlett Publishers.

**Learn @ UW**

A course website exists in Learn@UW: <https://learnuw.wisc.edu/>. Orientation to Learn@UW will be provided if needed. Students may access course syllabus, lectures, and additional resources, and send emails to the course professor and colleagues through the Learn@UW site.

**Course Products, Due Dates, and Evaluation Criteria**

Program logic model presentation (10 points)

Due date: July 31, 2009

Students will create a logic model for a proposed program and discuss it with the class. The presentation is informal; PowerPoint slides may be used but it is not required. A written handout of the logic model must be distributed to the class for the discussion. The logic model format will be presented on the first day of class. Discussion points should 1) a description of the context for the program, 2) a description of the need for the program (need assessment), 3) proposed program outcomes (at least one short, medium, and longer term objective), 4) a description of program participants (target audience), 5) an outline of program activities or interventions, and

5) expected resources needed for the program. The presentation should be about 15 minutes in length.

Program plan paper (40 points)

Due date: August 7, 2009

Students will provide evidence of learning by writing a 7-8 page paper, (1.5 spaced, 11 point font, using APA citation format for references) describing a proposed program. The paper must include a need statement (~2 pages), program objectives (short, medium, and long term) (~1 page), target audience and expected number to be served (~1/2 page), activities/interventions (~ 2 pages), and resources needed in the form of a budget (1 page). The final version of the logic model must also be included (1 page).

### **Evaluation Criteria:**

The final grade will be given based on the total number of points earned on the assignments described above.

A	45-50 points	C	25-29 points
AB	40-44 points	CD	20-24 points
B	35-39 points	D	15-19 points
BC	30-34 points	F	14 points or below

### **Class content:**

**July 27**

#### **Welcome/Introductions/Course Overview**

Introductions  
Group asset mapping  
Review course content, structure, books, products, website

#### **Program planning models**

Common program planning models  
UW Extension logic model

#### **Needs and Assets Assessment**

Getting started: participation and support  
Agency environment  
Community assessment  
Needs and assets assessment  
-Data sources  
-Data collection  
-Community/participant involvement

#### *Suggested reading:*

- Issel: Ch 1, 2, 3, 4, 6
- Office of Minority Health. Executive Summary: National Standards for Culturally and Linguistically Appropriate Health Care  
<http://www.omhrc.gov/templates/browse.aspx?lvl=2&lvlID=15>

## Homework for July 28

Write a short story (<1 page) about a program in which you have been a participant, a provider, an evaluator, a manager, or a funding agency. Write from your perspective and consider including what you learned, how the experience was helpful or harmful, what was confusing or frustrating, what you still wonder about or don't understand, or how it might have been a better experience. We will share our stories in class.

### **July 28**                      **Defining problems, setting priorities, identifying outcomes**

Problems and problem statements  
Setting priorities  
Outcomes and objectives

#### **Intervention/Activity planning**

Reflect on program experience  
Common program theories  
Evidence-based interventions

#### *Suggested reading:*

- Isseel: Ch 5

### **July 29**                      **Input planning**

Resources (Personnel, materials)  
Budgeting  
Funding  
Grants and grant writing

#### *Suggested reading:*

- Isseel: Ch 7

### **July 30**                      **Evaluation planning**

Types of evaluation  
Evaluation designs  
CDC Framework for Evaluation

#### *Suggested reading:*

- U.S. Department of Health and Human Services. Centers for Disease Control and Prevention. Office of the Director, Office of Strategy and Innovation. Introduction to program evaluation for public health programs: A self-study guide. Atlanta, GA: Centers for Disease Control and Prevention, 2005.

#### *Homework for July 31:*

- Prepare logic model presentation

### **July 31**                      **Program logic model presentations and discussion**

#### **Program implementation and management**

Program promotion  
Implementation  
Piloting  
Final touches

### **August 7**                      **Final papers due at 12:00 noon** **Submit via L@UW dropbox**

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**Policy on Student Concerns/Complaints:**

Any student who has a concern or complaint specific to an experience in this course should first talk with the instructor. If the solution is still not satisfactory, the student should discuss the situation with Barbara Duerst, Associate Director of the Master of Public Health Program, Department of Population Health, School of Medicine and Public Health.

**Policy on Academic Integrity:**

Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions." (UWS 14.01) If you have any questions about the interpretation of this policy, please see the course professor.

**Students with Disabilities or Special Needs:**

The McBurney Disability Resource Center, 263-2741, provides academic support services to students with disabilities. Students seeking accommodation should contact the center and request assistance as early as possible, preferably at least eight weeks prior to the date of anticipated need. It is the responsibility of students to inform nursing faculty, in a timely manner, of their request for accommodation. Faculty, either directly or in coordination with McBurney, work with students to identify and provide reasonable instructional accommodation.