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

Prerequisites:  Graduate, MPH, or special student status

Faculty:  Susan Zahner, DrPH, RN  
Telephone:  608-263-5282  
Office:  H6/246 Clinical Sciences Center  
Email:  sjzahner@wisc.edu

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:


Learn @ UW

A course website exists in Learn@UW: [https://learnuw.wisc.edu/](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.

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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
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:
- Issel: Ch 5

July 29  Input planning
Resources (Personnel, materials)
Budgeting
Funding
Grants and grant writing

Suggested reading:
- Issel: Ch 7

July 30  Evaluation planning
Types of evaluation
Evaluation designs
CDC Framework for Evaluation

Suggested reading:

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

07/21/09
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.