

## PUBHLTH 6003 – Methods in Public Health Planning and Evaluation

2 credits – Spring 2026

Online | Asynchronous

### Course Instructor

Ashleigh LoVette, PhD, Behavioral and Social Health Sciences, Brown University, May 2020

Office: Cunz Hall

Phone: 614-292-8350

Email: [lovette.15@osu.edu](mailto:lovette.15@osu.edu)

### Instructor's Office Hours

Virtual office hours with Dr. LoVette are by appointment only. Please contact her by email to arrange a meeting by phone or video conference.

### Faculty Feedback & Response Time:

The following gives you an idea of my intended availability during the course:

- **Grading:** You can generally expect feedback within 10 days.
- **E-mail:** I aim to reply to course-related e-mails and Carmen messages within 48 hours during the week. Please note emails/messages sent on the weekend or holidays may not receive a response until the next weekday or working day.

### Graduate Teaching Assistant (GTA)

Caroline Willet, MA

[willett.97@buckeyemail.osu.edu](mailto:willett.97@buckeyemail.osu.edu)

Office hours will be held on Zoom during the following times:

Tuesdays from 5:30 -6:30pm ET

Thursdays from 12:00-1:00pm ET

**Zoom Link:** Please see Carmen for Zoom link.

### GTA Responsibilities

The GTA assigned to the course will hold regular office hours for any students who need help with class material. The TA may assist with scoring assignments; however, final grades will be assigned by the instructor. **Any questions regarding grading should be directed to the professor and not the TA.**

### Course Description

This course will address methods, frameworks, and strategies used when planning, implementing, and evaluating evidence-based public health programs among various populations and settings. Topics to be covered in this course include:

- Key concepts and factors for health promotion and population health
- Frameworks and models frequently used to guide the planning of public health programs
- Theoretical and conceptual models to inform the development of public health programs
- Effective communication and messaging approaches for health promotion
- Designing accessible and appealing materials for public health programs
- Contextual considerations for health promotion, including health literacy and cultural

- awareness
- Qualitative research methods used to plan and evaluate public health programs
- Program budget development and management
- Approaches and strategies commonly used to evaluate public health programs

### Prerequisites

Grad standing in Master of Public Health (MPH) program or permission of instructor

### Course Learning Objectives

Upon completion of this course, the successful student will be able to:

- Explain the scope and philosophical basis of population health and health promotion
- Assess evidence linking behavioral and socioecological factors to health and illness
- Use behavioral and social science theory to inform the planning, implementation, and evaluation of public health programs
- Describe the role of qualitative research, including data collection and analysis, in program planning and evaluation
- Identify methods and strategies for planning and evaluating public health programs

### Competencies:

Foundational Knowledge Objectives:

- 3. Explain the role of quantitative and **qualitative** methods and sciences in describing and assessing a population's health.
- 5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.
- 6. Explain the critical importance of evidence in advancing public health knowledge.
- 9. Explain behavioral and psychological factors that affect a population's health.
- 10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities.

MPH Foundational Competencies:

- 2. Select quantitative and **qualitative** data collection methods appropriate for a given public health context.
- 3. Analyze quantitative and **qualitative** data using biostatistics, informatics, computer-based programming and software, as appropriate.
- 7. Assess population need, assets and capacities that affect communities' health.
- 8. Apply awareness of cultural values and practices to the design, implementation, or critique of public health policies or programs.
- 10. Explain basic principles and tools of budget and resource management.
- 11. Select methods to evaluate public health programs.
- 12. Select communication strategies for different audiences and sectors.
- 19. Communicate appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation.
- 29. Describe the importance of cultural competence in communicating public health content.

A complete list of College of Public Health Competencies is located on the College of Public Health website: <https://cph.osu.edu/students/competencies>.

## Text/Readings:

A list of readings is included at the end of the syllabus. All course texts and readings are available on Carmen. There is no textbook for this class.

## Carmen

There is a Carmen site for this course: <https://carmen.osu.edu>. All course materials, including pre-recorded lectures, readings, assignments, and quizzes are available via Carmen.

You will need to use BuckeyePass ([buckeyepass.osu.edu](https://buckeyepass.osu.edu)) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (<https://admin.resources.osu.edu/buckeyepass/adding-a-device>)
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (<https://admin.resources.osu.edu/buckeyepass/installing-the-duo-mobile-application>) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

## Course Format: How this Class Works

- **Mode of delivery:** This course is 100% online delivery via asynchronous Distance Learning (DL) mode. There are no required sessions when you must be logged in to Carmen at a scheduled time.
- **Pace of online activities:** The content for this course is released to students on a weekly basis, with content released on Sunday evenings unless specified otherwise. You may schedule your efforts freely throughout the week as you keep pace with weekly due dates.
- **Credit hours and work expectations:** This is a **2-credit-hour course**. According to Ohio State policy ([go.osu.edu/credithours](https://go.osu.edu/credithours)), students should expect around 2 hours per week of time spent on direct instruction (e.g., lectures, text/readings) in addition to 4 hours of homework/active learning activities (e.g., assignments, discussions/reflections, quizzes) to receive a grade of (C) average.
- **Attendance and participation requirements:** Because this is a distance learning mode course, your attendance is based on your online activity and participation.
  - **Participating in online activities for attendance: AT LEAST ONCE PER WEEK**  
You are expected to log in to the course in Carmen every week. During most weeks, you will probably log in many times. If you have a situation that might cause you to miss an entire week of class, please discuss it with the instructor **as soon as possible**.

## Course Technology

*Technology skills needed for this course*

- Basic computer and web-browsing skills
- Navigating Carmen ([go.osu.edu/canvasstudent](https://go.osu.edu/canvasstudent))
- CarmenZoom virtual meetings ([go.osu.edu/zoom-meetings](https://go.osu.edu/zoom-meetings))

*Required equipment*

- **Computer:** current Mac (MacOs) or PC (Windows 10) with high-speed internet connection

- **Calculator:** Students should have access to a scientific calculator that can perform basic arithmetic, square roots, logarithms, and exponentiation. For this online class, a program such as Microsoft Excel may suffice.
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

*Optional equipment (for participation in optional live office hours and/or review sessions)*

- **Webcam:** built-in or external webcam, fully installed and tested
- **Microphone:** built-in laptop or tablet mic or external microphone

*Required software*

- **Microsoft 365 Copilot (formerly Office 365)**

All Ohio State students are now eligible for free Microsoft 365 Copilot (formerly Office 365). Full instructions can be found at [go.osu.edu/office365help](http://go.osu.edu/office365help).

*Technology support*

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** <http://it.osu.edu/help>
- **Phone:** 614-688-4357(HELP)
- **Email:** [servicedesk@osu.edu](mailto:servicedesk@osu.edu)

## Assignments/Assessments

*Assignments: 60%*

There will be assignments throughout the semester where students will have the opportunity to discuss course content, demonstrate understanding of course concepts, and practice application of course materials. All assignments will be in an open book/note format so that any course materials can be used to complete an assignment, but working with others, including other students in the course, to complete an assignment is strictly prohibited. Assignments will include both individual- and discussion board-based activities.

- *Individual-based Assignments*
  - These assignments will include activities to complete and submit individually and will focus on application of course content and concepts. Individual-based assignments will not include engagement with other students.
- *Discussion-based Assignments:*
  - These assignments will take place in smaller online-discussion groups and will include discussion and reflection activities based on course content and concepts as well as current events. Discussion-based assignments will include engagement with other students.

All assignments should be submitted in Carmen by the date and time they are due. Assignments sent to instructors or TAs via email will not be accepted. Assignments should clearly reflect students' own independent responses. The number of points each assignment is worth is indicated on Carmen.

For questions about either type of assignment, please first contact the TA via Carmen or email. If your question remains unanswered after contacting the TA, please contact the course instructor via Carmen or email. Please note that while the TA (and instructor if needed) are available to answer questions about assignments and course material, they will not review or provide feedback on drafts of assignments.

Late assignments will be docked by 5% per day (i.e., up to 24 hours late = loss of 5% of available points, up to 48 hours late = loss of 10% of available points, etc.). If a serious reason causes you to be late with an

assignment, you can prevent the loss of points by contacting the instructor via email before the due date to discuss plans to submit a late assignment without penalty.

**Example: Assignment Rubric**

Item	Exceptional (4-5 points)	Satisfactory (2-3 points)	Unsatisfactory (0-1 point)	Score
Item #1	Response is clearly described and appropriate	Response is partially described and/or appropriate	Responses is not described and/or appropriate	
Item #2	Response is clearly described and appropriate	Response is partially described and/or appropriate	Responses is not described and/or appropriate	
Item #3	Response is clearly described and appropriate	Response is partially described and/or appropriate	Responses is not described and/or appropriate	
Item #4	Response is clearly described and appropriate	Response is partially described and/or appropriate	Responses is not described and/or appropriate	
			<b>Total Score</b>	n/20

*Quizzes: 40%*

There will be a total of 4 quiz assessments during the semester, with a quiz at the end of each block. All quizzes will be administered via Carmen. Quizzes may include multiple choice, true/false, matching, and/or short answer items. Each quiz will be block-specific, meaning only material from that particular block will be covered on the quiz. Quizzes will not be cumulative, and there is no cumulative final exam for this course. Students will have 45 minutes to complete each quiz. All quizzes will be in an open book/note format, which means any course materials can be used to complete the quiz but working with others (including other students in the course) or using quiz-taking software, on a quiz is strictly prohibited.

Late quizzes will be docked by 5% per day (i.e., up to 24 hours late = loss of 5% of available points, up to 48 hours late = loss of 10% of available points, etc.). If a serious reason causes you to be late with a quiz, you can prevent the loss of points by contacting the instructor via email before the due date to discuss plans to submit a late quiz without penalty.

**Grading**

Grades will be calculated using the following weights:

- Assignments: 60% of total grade
  - Individual-based Assignments: 75% of Assignments Grade
  - Discussion-based Assignments: 25% of Assignments Grade
- Quizzes: 40% of total grade
  - Each quiz is worth 10% of total grade.

**Grading Scale**

- A 94 to 100** Outstanding work that reflects mastery of the material and the ability to apply it
- A- 90 to <94** Excellent work that reflects mastery of the material
- B+ 87 to <90** Good work that reflects mastery of most of the material
- B 84 to <87** Good work that reflects mastery of some of the material
- B- 80 to <84** Good work that reflects mastery of a few aspects of the material
- C+ 77 to <80** Mediocre work that reflects familiarity with, but not mastery of the material
- C 74 to <77** Mediocre work that reflects familiarity with most of the material
- C- 70 to <74** Mediocre work that reflects little familiarity with the material

D+	67 to <70
D	61 to <67
E	Below 61

### **Class Policies**

For course policies, please see the previous sections on attendance, grading, and assessments as well as the following copyright statement.

### **Copyright Statement**

This syllabus and all course materials (e.g., homework assignments, quizzes) are under copyright by the instructor and cannot be posted elsewhere without written permission. This includes uploading materials to online sources such as Quizlet, Chegg, etc.

### **Generative AI Policy**

There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (GenAI) tools, including Co-Pilot, ChatGPT, Claude and others. These tools will help shape the future of work, research and technology but when used inappropriately, they can stand in conflict with academic integrity at Ohio State.

Given that the learning goals of this class are to develop and practice skills necessary for developing, planning and evaluating public health programs, **the use of GenAI tools is generally NOT permitted in this course** and should only be used for assignments when clearly specified. If GenAI is permitted, this will be indicated on the assignment instructions. **When GenAI is permitted on an assignment, you MUST include a brief description explaining how GenAI was used to complete the assignment and how the assignment still represents your own work. Use of GenAI tools for any work where GenAI is NOT permitted, or use without a brief description, may be considered a violation of Ohio State's [Academic Integrity](#) policy and [Code of Student Conduct](#) because the work is not your own.** The use of unauthorized GenAI tools may result in referral to the [Committee on Academic Misconduct](#).

If the instructor suspects you have used GenAI on an assignment for this course, they will ask you to communicate with them to explain your process for completing the assignment in question. If you feel you need to use GenAI for translation, please contact the instructor first. If you have any other questions regarding this course policy, please contact the instructor.

### **Office of Student Life: Disability Services**

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://slds.osu.edu).

## **Mental Health Services**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](https://ccs.osu.edu) or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

## **Religious Beliefs or Practices Accommodations**

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Civil Rights Compliance Office](#). (Policy: [Religious Holidays, Holy Days and Observances](#))

## **Academic Misconduct**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all

instances of alleged academic misconduct to the committee ([Faculty Rule 3335-5-48.7 \(B\)](#)). For additional information, see the [Code of Student Conduct](#).

### **Intellectual Diversity**

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

### **Grievances and Solving Problems**

A student who encounters a problem related to his/her educational program has a variety of avenues available to seek resolution. According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, you may take your case to the department chairperson. Specific procedures are outlined in [Faculty Rule 3335-8-23](#), the [CPH Graduate Student Handbook](#), and the [CPH Undergraduate Student Handbook](#). Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

### **Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct**

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Civil Rights Compliance Office:

Online reporting form at <http://civilrights.osu.edu/>,

Call 614-247-5838 or TTY 614-688-8605,

Or Email [civilrights@osu.edu](mailto:civilrights@osu.edu)

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Civil Rights Compliance Office to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any

human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

## Course Outline

Week	Topic(s)	Readings and Materials	Assessment
<b>Block 1: Public Health Program Planning</b>			
Week 1: January 12	<ul style="list-style-type: none"> <li>• Overview of population health</li> <li>• Prevention approaches               <ul style="list-style-type: none"> <li>○ Prevention paradox</li> <li>○ Primary, secondary, tertiary</li> </ul> </li> <li>• Social ecological model</li> </ul>	<ul style="list-style-type: none"> <li>• Rose (1985; reprint 2001) Sick individuals and populations</li> <li>• Woolf (2009) Economics of prevention</li> <li>• McLeroy et al. (1988) Ecological perspective to health promotion</li> <li>• Golden Earp (2012) Social ecological approaches</li> <li>• Latimore et al. (2023) Primary, Secondary, and Tertiary Prevention through Socioecological Strategies</li> </ul>	<p><u>Assignment:</u> Creating a social ecological model for prevention. Due 1/18</p>
Week 2: January 19	<ul style="list-style-type: none"> <li>• Introduction to public health programs: planning, implementing, evaluating</li> <li>• Community health assessments</li> <li>• Community-engaged approaches to health promotion</li> </ul>	<ul style="list-style-type: none"> <li>• McKenzie et al. (2013) Planning, implementing, and evaluating programs – Chapter 2 (pages 18-41)</li> <li>• McKenzie et al. (2013) Planning, implementing, and evaluating programs – Chapter 4 (pages 71-109)</li> <li>• Ravaghi et al. (2023)</li> </ul>	<p><u>Assignment:</u> Community health assessment discussion and reflection. Due 1/25</p>
Week 3: January 26	<ul style="list-style-type: none"> <li>• Introduction to public health programs: program goals, program objectives</li> <li>• Theory of change models</li> <li>• PRECEDE-PROCEED model</li> </ul>	<ul style="list-style-type: none"> <li>• McKenzie et al. (2013) Planning, implementing, and evaluating programs – Chapter 6 (pages 141-160)</li> <li>• National Cancer Institute (2005) Theory at a glance (pages 39-46)</li> <li>• Annie E. Casey Foundation (2022) Developing a Theory of Change: Part 1</li> <li>• Porter (2016) Revisiting Precede-Proceed</li> <li>• Meador Linnan (2006) Using the PRECEDE model</li> </ul>	<p><u>Assignment:</u> Applying the PRECEDE- PROCEED model. Due 2/1</p>
Week 4: February 2	<ul style="list-style-type: none"> <li>• Program content and activities               <ul style="list-style-type: none"> <li>○ Logic models</li> </ul> </li> <li>• Proctor's Conceptual Model of Implementation Research</li> <li>• RE-AIM Framework</li> <li>• Community-engaged approaches to health promotion</li> </ul>	<ul style="list-style-type: none"> <li>• CDC Evaluation guide: developing and using a logic model</li> <li>• Glasgow et al. (1999) REAIM framework</li> <li>• Harden et al. (2018) REAIM in settings</li> <li>• Proctor et al. (2008).</li> </ul>	<p><u>Block 1 Quiz:</u> Due 2/8</p>

		Implementation Research in Mental Health Services	
<b>Block 2: Theory in Public Health Programs</b>			
Week 5: February 9	<ul style="list-style-type: none"> <li>• Introduction to health behavior theories and models</li> <li>• Health Belief Model</li> <li>• Theory of Reasoned Action</li> <li>• Theory of Planned Behavior</li> </ul>	<ul style="list-style-type: none"> <li>• National Cancer Institute (2005) Theory at a glance (pages 4-7; 10-14; 16-18)</li> <li>• Rosenstock (1974) Origins of health belief model</li> <li>• Carpenter (2010) Meta-analysis of health belief model</li> <li>• Ajzen Madden (1986) Prediction of goal- directed behavior</li> </ul>	<u>Assignment:</u> Applying the Health Belief Model and Theory of Planned Behavior. Due 2/15
Week 6: February 16	<ul style="list-style-type: none"> <li>• Social Cognitive Theory</li> <li>• Stage Models <ul style="list-style-type: none"> <li>○ Transtheoretical model</li> <li>○ Precaution adoption process model</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• National Cancer Institute (2005) Theory at a glance (pages 15-16; 18-21, 43-47)</li> <li>• Bandura (2004) Health promotion by social cognitive means</li> <li>• Prochaska Velicer (1997) Transtheoretical model</li> <li>• Weinstein Sandman (1992) Precaution adoption process model</li> </ul>	<u>Assignment:</u> Health behavior theories in the media discussion and reflection. Due 2/22.
Week 7 February 23	<ul style="list-style-type: none"> <li>• Structural approaches to health promotion</li> <li>• Policies, systems, and built-environment</li> </ul>	<ul style="list-style-type: none"> <li>• Brown et al. (2019) Structural interventions to reduce disparities</li> <li>• Katz (2009) Structural interventions</li> <li>• Laddu et al. (2021) Role of built environment in promoting physical activity</li> </ul>	<u>Assignment:</u> Comparison of environments for physical activity. Due 3/1  <u>Block 2 Quiz:</u> Due 3/1
<b>Block 3: Public Health Program Implementation</b>			
Week 8 March 2	<ul style="list-style-type: none"> <li>• Health literacy</li> <li>• Cultural awareness</li> <li>• Health communication</li> </ul>	<ul style="list-style-type: none"> <li>• Stableford Mettger (2007) Plain language</li> <li>• Baker (2006) The meaning and the measure of health literacy</li> <li>• Berkman et al. (2011) Low health literacy and health outcomes</li> <li>• Selig et al. (2006) Teaching cultural competence</li> <li>• Tervalon Murray-Garcia</li> </ul>	<u>Assignment:</u> Critiquing health materials. Due 3/8

		(1998) Cultural humility versus cultural competence <ul style="list-style-type: none"> <li>• Kreuter McClure (2004) Role of culture in health communication</li> </ul>	
Week 9: March 9	<ul style="list-style-type: none"> <li>• Program material development</li> <li>• Targeting and tailoring content</li> <li>• Strategic messaging</li> </ul>	<ul style="list-style-type: none"> <li>• Kreuter Wray (2003) Targeted and tailored health communication</li> <li>• Hawkins et al. (2008) Understanding tailoring in communicating about health</li> <li>• Wilson (2007) Designing media messages</li> <li>• Scott et al. (2017) How to make an engaging infographic</li> <li>• Rothman et al. (2006) Strategic use of gain- and loss-framed messages</li> </ul>	<u>Assignment:</u> Designing targeted health materials discussion and reflection. Due 3/15
Week 10: March 16	<b>No Classes or Assignment for Spring Break</b>		
Week 11: March 23	<ul style="list-style-type: none"> <li>• Program budgets and resource allocation</li> <li>• Budget management</li> <li>• Participatory budgeting</li> </ul>	<ul style="list-style-type: none"> <li>• McKenzie et al. (2013) Planning, implementing, and evaluating programs – Chapter 10 (pages 280-308)</li> <li>• Hagelskamp et al. (2018) Participatory budgeting</li> <li>• Leider et al. (2015) Budgets and priorities at state health agencies</li> </ul>	<u>Assignment:</u> Developing and managing a program budget. Due 3/29  <u>Block 3 Quiz: 3/29</u>
<b>Block 4: Public Health Program Evaluation</b>			
Week 12: March 30	<ul style="list-style-type: none"> <li>• Formative evaluation</li> <li>• Qualitative data collection</li> <li>• Qualitative data analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Dehar et al. (1993) Formative and process evaluation</li> <li>• Bradley et al. (2007) Qualitative data analysis for health services research</li> <li>• Liamputtong (2009) Qualitative data analysis: conceptual and practical considerations</li> </ul>	<u>Assignment:</u> Qualitative data analysis practice. Due 4/5
Week 13: April 6	<ul style="list-style-type: none"> <li>• Outcome evaluation</li> <li>• Mediators and moderators</li> </ul>	<ul style="list-style-type: none"> <li>• DiClemente et al. (2015) Chapter 15: Statistical analysis for RCTs (pages 429-454)</li> <li>• Mihovich et al. (2023) Qualitative approaches to program evaluation</li> </ul>	<u>Assignment:</u> Outcome Evaluation practice. Due 4/12

		<ul style="list-style-type: none"> <li>• Wewers et al. (2009) Outcome evaluation of an intervention</li> <li>• MacKinnon (2011) Integrating mediators and moderators</li> </ul>	
Week 14: April 13	<ul style="list-style-type: none"> <li>• Process evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Linnan et al. (2002) Chapter 1 process evaluation</li> <li>• Saunders et al. (2005) Developing process evaluation plan</li> <li>• Baquero et al. (2014) Process evaluation of a food intervention</li> </ul>	<u>Assignment:</u> Process evaluation practice. Due 4/19
Week 15: April 20	<ul style="list-style-type: none"> <li>• Economic evaluation</li> <li>• Cost-effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>• Shiell McIntosh (2006) Economics of health promotion</li> <li>• Turner et al. (2021) An Introduction to the Main Types of Economic Evaluations</li> <li>• Uhd et al. (2023) Money Matters</li> </ul>	<u>Block 4 Quiz:</u> Due 4/26

## Course Readings

### Week 1

- Rose G. Sick individuals and sick populations. *Int J Epidemiol* 2001; 30: 427-432.
- Woolf SH. A closer look at the economic argument for disease prevention. *JAMA* 2009; 301(5): 536-538.
- McLeroy KR, Bibeau D, Steckler A, Glanz K. An ecological perspective on health promotion programs. *Health Educ Q* 1988; 15(4): 351-377.
- Golden SD, Earp JA. Social ecological approaches to individuals and their contexts: twenty years of health education & behavior health promotion interventions. *Health Educ Behav* 2012; 39(3): 364-372.
- Latimore AD, Salisbury-Afshar E, Duff N, Freiling E, Kellett B, Sullenger RD, Salman A. Primary, secondary, and tertiary prevention of substance use disorders through socioecological strategies. NAM perspectives. Discussion paper, National Academy of Medicine, Washington, DC. 2023 Sep 6;2023:10-31478.

### Week 2

- McKenzie JF, Neiger BL, Thackeray R. Planning, implementing, and evaluating health promotion programs. 2013. Chapter 2 (pages 18-41).
- McKenzie JF, Neiger BL, Thackeray R. Planning, implementing, and evaluating health promotion programs. 2013. Chapter 4 (pages 71-109).
- Ravaghi H, Guisset AL, Elfeky S, Nasir N, Khani S, Ahmadnezhad E, Abdi Z. A scoping review of community health needs and assets assessment: concepts, rationale, tools and uses. *BMC health services research*. 2023 Jan 17;23(1):44.

### Week 3

- McKenzie JF, Neiger BL, Thackeray R. Planning, implementing, and evaluating health promotion programs. 2013. Chapter 6 (pages 141-160).
- National Cancer Institute. Theory at a glance. 2005 (pages 39-46).
- Porter CM. Revisiting Precede-Proceed: a leading model for ecological and ethical health promotion. *Health Educ J* 2016; 75: 753-764.
- Meador MG, Linnan LA. Using the PRECEDE model to plan men's health programs in a managed care setting. *Health Promot Pract* 2006; 7: 186-196.
- The Annie E. Casey Foundation. Part I: Overview of theory of change concepts and language Developing a theory of change: Practical guidance. 2022.

### Week 4

- CDC Division for Heart Disease and Stroke Prevention. Evaluation guide: developing and using a logic model.
- Glasgow RE, Vogt TM, Boles SM. Evaluating the public health impact of health promotion interventions: the RE-AIM framework. *Am J Public Health* 1999;89(9):1322-1327.
- Harden SM, Smith ML, Ory MG, Smith-Ray RL, Estabrooks PA, Glasgow RE. RE-AIM in clinical, community, and corporate settings: perspectives, strategies, and recommendations to enhance public health impact. *Front Public Health* 2018;6:1-10.
- Proctor EK, Landsverk J, Aarons G, Chambers D, Glisson C, Mittman B. Implementation research in mental health services: an emerging science with conceptual, methodological, and training challenges. *Administration and Policy in Mental Health and Mental Health Services Research*.

2009 Jan;36(1):24-34.

#### Week 5

- National Cancer Institute. Theory at a glance 2005 (pages 4-7; 10-14; 16-18).
- Rosenstock IM. Historical origins of the Health Belief Model. *Health Educ Monographs* 1974; 2: 328-335.
- Carpenter CJ. A meta-analysis of the effectiveness of health belief model variables in predicting behavior. *Health Commun* 2010; 25: 661-669.
- Ajzen I, Madden TJ. Prediction of goal-directed behavior: Attitudes, intentions, and perceived behavioral control. *J Ex Soc Psycho* 1986; 22: 453-474.

#### Week 6

- National Cancer Institute. Theory at a glance. 2005 (pages 15-16, 18-21, 43-47)
- Bandura A. Health promotion by social cognitive means. *Health Educ Behav* 2004; 31: 143-164.
- Prochaska JO, Velicer WF. The transtheoretical model of health behavior change. *Am J Health Promot* 1997; 12: 38-48.
- Weinstein ND, Sandman PM. A model of the Precaution Adoption Process: evidence from home radon testing. *Health Psych* 1992; 11: 170-180.

#### Week 7

- Brown AF, Ma GX, Miranda J, Eng E, Castille D, Brockie T, et al. Structural interventions to reduce and eliminate health disparities. *Am J Public Health* 2019; Suppl 1, 109: S72-S78.
- Katz MH. Structural interventions for addressing chronic health problems. *JAMA* 2009; 302: 683-685.
- Laddu D, Paluch AE, LaMonte MJ. The role of the built environment in promoting movement and physical activity across the lifespan: Implications for public health. *Progress in cardiovascular diseases*. 2021 Jan 1;64:33-40.

#### Week 8

- Stableford S, Mettger W. Plain language: A strategic response to the health literacy challenge. *J Public Health Policy* 2007; 28: 71-93.
- Baker DW. The meaning and the measure of health literacy. *J Gen Intern Med* 2006; 21: 878-883.
- Berkman ND, Sheridan SL, Donahue KE, Halpern DJ, Crotty K. Low health literacy and health outcomes: An updated systematic review. *Ann Intern Med* 2011; 155: 97-107.
- Selig S, Tropiano E, Greene-Moton E. Teaching cultural competence to reduce health disparities. *Health Promot Pract* 2006; 7: 247S-255S.
- Tervalon M, Murray-Garcia J. Cultural humility versus cultural competence: A critical distinction in defining physician training outcomes in multicultural education. *J Health Care Poor and Underserved* 1998; 2: 117-125
- Kreuter MW, McClure SM. The role of culture in health communication. *Annu Rev Pub Health* 2004; 25: 439-455.

#### Week 9

- Kreuter MW, Wray RJ. Tailored and targeted health communication: strategies for enhancing information relevance. *Am J Health Behav* 2003; 27 (Suppl 3): S227-S232.
- Hawkins RP, Kreuter M, Resnicow K, Fishbein M, Dijkstra, A. Understanding tailoring in

communicating about health. *Health Educ Res* 2008;23:454-466.

- Wilson BJ. Designing media messages about health and nutrition: What strategies are most effective? *J Nutr Educ Behav* 2007;39:S13-S19.
- Scott H, Fawkner S, Oliver CW, Murray A. How to make an engaging infographic? *Br J Sports Med* 2017; 51: 1183-1184.
- Rothman AJ, Bartels RD, Wiaschin J, Salovey P. The strategic use of gain- and loss-framed messages to promote healthy behavior: How theory can inform practice. *J of Comm* 2006;56:S202-S220.

#### Week 10

No class or readings this week

#### Week 11

- McKenzie JF, Neiger BL, Thackeray R. Planning, implementing, and evaluating health promotion programs. 2013. Chapter 10 (pages 280-308).
- Hagelskamp C, Schleifer D, Rinehart C, Silliman R. Participatory budgeting: Could it diminish health disparities in the United States?. *Journal of Urban Health*. 2018 Oct 15;95(5):766-71.
- Leider JP, Resnick B, Sellers K, Kass N, Bernet P, Young JL, Jarris P. Setting budgets and priorities at state health agencies. *Journal of Public Health Management and Practice*. 2015 Jul 1;21(4):336-44.

#### Week 12

- Dehar MA, Casswell S, Duignan P. Formative and process evaluation of health promotion and disease prevention programs. *Evaluation Review* 1993; 17: 204-220.
- Liangputtong L. Qualitative data analysis: conceptual and practical considerations. *Health Promotion Journal of Australia* 2009; 20(2): 133-139.
- Bradley EH et al. Qualitative data analysis for health services research: developing taxonomy, themes, and theory. *Health Serv Res* 2007; 42: 1758-1772.

#### Week 13

- Salazar LF, Crosby RA, DiClemente RJ. Research methods in health promotion. 2015. Chapter 15 (pages 429-454).
- Mihovich, C., & Welch, R. 2023. Qualitative approaches to program evaluation (OPRE Report No. 2023-302). U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation.
- Wewers ME, Ferketich AK, Harness J, Paskett ED. Effectiveness of a nurse-managed, lay-led tobacco cessation intervention among Ohio Appalachian women. *Cancer Epidemiol Biomarkers Prev* 2009;18(12):3451-3458
- MacKinnon DP. Integrating mediators and moderators in research design. *Research on Social Work Practice* 2011;21(6):675-681.

#### Week 14

- Linnan L, Steckler A. Chapter 1: Process evaluation for public health interventions and research. 2002. Pages 1-23.
- Saunders RP, Evans MH, Joshi P. Developing a process-evaluation plan for assessing health promotion program implementation: a how-to guide. *Health Promot Pract* 2005;6(2):134-147.
- Baquero B, Linnan L, Laraia BA, Ayala GX. Process evaluation of a food marketing and environmental change intervention in Tiendas that serve Latino immigrants in North Carolina.

Health Promot Pract 2014;15(6):839-848.

### Week 15

- Shiell A, McIntosh K. Some economics of health promotion: what we know, don't know and need to know before spending to promote public health. *Harvard Health Policy Review* 2006;7(2):21-31.
- Turner HC, Archer RA, Downey LE, Isaranuwatthai W, Chalkidou K, Jit M, Teerawattananon Y. An introduction to the main types of economic evaluations used for informing priority setting and resource allocation in healthcare: key features, uses, and limitations. *Frontiers in public health*. 2021 Aug 25;9:722927.
- Uhd J, DeGroff A, Sharma K. Money matters: A three-step process for using budget data in program evaluation to assess the design and management of a novel public health program. *Health promotion practice*. 2023 Jan;24(1):70-5

## Alignment of Competencies with Assessments

Competencies	Individual Assignments	Discussion and Reflection Based Assignments	Quizzes
PH Foundational Knowledge 3. Explain the role of quantitative and <b>qualitative</b> methods and sciences in describing and assessing a population's health.	X		
PH Foundational Knowledge 5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.	X		X
PH Foundational Knowledge 6. Explain the critical importance of evidence in advancing public health knowledge.		X	
PH Foundational Knowledge 9. Explain behavioral and psychological factors that affect a population's health.	X		X
PH Foundational Knowledge 10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities.	X		X
MPH Foundational Competencies 2. Select quantitative and <b>qualitative</b> data collection methods appropriate for a given public health context.			X
MPH Foundational Competencies 3. Analyze quantitative and <b>qualitative</b> data using biostatistics, informatics, computer- based programming and software, as appropriate	X		
MPH Foundational Competencies 7. Assess population need, assets and capacities that affect communities' health.		X	X
MPH Foundational Competencies 8. Apply awareness of cultural values and practices to the design, implementation, or critique of public health policies or programs.	X	X	
MPH Foundational Competencies 10. Explain basic principles and tools of budget and resource management.	X		X
MPH Foundational Competencies 11. Select methods to evaluate public health programs.	X		
MPH Foundational Competencies 12. Select communication strategies for different audiences and sectors.		X	X

<b>Competencies</b>	<b>Individual Assignments</b>	<b>Discussion and Reflection Based Assignments</b>	<b>Quizzes</b>
MPH Foundational Competencies 19. Communicate appropriate (i.e., non-academic, non-peer audience) public health content, both in <b>writing</b> and through oral presentation.	<b>X</b>		
MPH Foundational Competencies 29. Describe the importance of cultural competence in communicating public health content.	<b>X</b>		