PUBHHBP 7522 – Program Planning and Implementation
3 credits – Spring 2026
Tuesday and Thursday, 2:20-3:40pm, Hitchcock Hall 030

Course Instructor
Tonni Oberly, PhD, MPH, City and Regional Planning (2023) and Public Health (2016), The Ohio State University
Assistant Professor
Division of Health Behavior and Health Promotion

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Instructor's Office Hours
Fridays 10:00-11:00am, or by appointment
Office hours Zoom link

Faculty Feedback & Response Time:
The following gives you an idea of my intended availability during the course:
- **Grading:** You can generally expect feedback within 7 days.
- **E-mail:** I will reply to e-mails (sent via Carmen) within 24 hours on school days.

Graduate Teaching Assistant (GTA)
Rayonna Booth, MPH
Booth.282@buckeyemail.osu.edu
GTA office hours Wednesdays 11:00am-12:00pm
GTA office hours Zoom link

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

Course Description
Public health professionals must plan, implement, and evaluate health promotion programs that address health-related issues for different populations in a variety of settings. The goal for this course is for students to appreciate the importance of planning theoretically-based health promotion programs. Students will gain the skills needed to plan a health program for a specific population, including planning for the program's implementation and evaluation.

Prerequisites
None

Course Learning Objectives

At the completion of the course students will be able to:

- Conduct a literature review about a specific health problem.
- Apply a planning model to a specific health problem.
- Develop program goals and objectives for a specific program.
- Prepare a written program plan for a specific health problem that includes a problem statement, goals and objectives, intervention description/methods, plans for evaluation, budget and budget justification, and a timeline.
- Describe issues (e.g. health literacy) or populations that need special attention when planning health promotion programs.
- Prepare and deliver a professional presentation describing a developed health program plan.

Competencies:

Foundational Public Health Knowledge Objectives

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 Public Health Competencies

7. Assess population needs, 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
9. Design a population-based policy, program, project or intervention
10. Explain basic principles and tools of budget and resource management
11. Select methods to evaluate public health programs
18. Select communication strategies for different audiences and sectors
19. Communicate audience-appropriate (i.e. non-academic, non-peer audience) public health content, both in writing and through oral presentation
20. Describe the importance of cultural competence in communicating public health content

HBHP Specialization Competencies

1. Apply behavioral and social science theory to the development and implementation of health promotion and disease prevention programs at multiple targets and different levels of intervention (intrapersonal, interpersonal, and community)
2. Critically assess the scientific literature describing health promotion interventions
4. Demonstrate cultural competency when planning health promotion and disease prevention activities

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:

Required textbook: *Health Program Planning and Evaluation: A practical, systematic approach for community health*, 4th edition, Rebecca Wells, Michele Issel
** Note that an online version of this book is available through The Ohio State University Library

Additional readings from the literature will be provided on the Carmen Canvas site. See course outline for details.

Carmen

There is a Carmen site for this course: https://carmen.osu.edu. All course materials are available via Carmen.

You will need to use BuckeyePass (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.

Class Format: How this course works

- **Mode of delivery:** In-person
- **Credit hours and work expectations:** This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (e.g., instructor content and Carmen activities) in addition to 6 hours of homework/active learning activities (e.g., reading and assignment preparation) to receive a grade of (C) average.
- **Attendance and participation requirements:** Students are expected to attend all classes, arrive on time, and actively participate in class. Exceptions are made for documented medical emergencies, religious observances, or pre-approved professional development (e.g., presenting at a conference). Please notify the instructor at least **48 hours in advance** for known absences. Students are permitted **two (2) unexcused absences** without a direct penalty to their final grade. Arriving more than 10 minutes late or leaving early counts as a "half-absence."

Course Technology

Technology skills needed for this course

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

Required equipment

- **Computer:** current Mac (Mac OSX) 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.
- **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.

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

Assignments/Assessments
Assignments: 60%
Students will complete several individual assignments throughout the semester. All individual assignments must be completed independently and must be original, self-generated work product. Please use an appropriate citation style when citing other people's work in your assignments. See the course Carmen page for assignment details. All assignments must be submitted in Carmen; emailed assignments will not be accepted or considered. Assignments are considered late starting the minute after the due date and time. Late assignments will receive half credit and will not be accepted after 48 hours from the due date.

Exams: 30%
The course will have a midterm exam and a final exam. Exams will be a take-home format conducted via Carmen Canvas. Types of exam questions include multiple choice, matching, short essay, and problems. Exams are open note and open book, but must be completed individually, without the assistance of other students or any other people or GenAI tools.

Attendance and participation: 10%
Students are expected to attend all classes and arrive on time. Exceptions are made for documented medical emergencies, religious observances, or pre-approved professional development (e.g., presenting at a conference). Please notify the instructor at least **48 hours in advance** for known absences. Students are permitted **two (2) unexcused absences** without a direct penalty to their final grade. Arriving more than 10 minutes late or leaving early counts as a "half-absence."

Grading
Final grades will be calculated based on the weighting scheme below. Final grades will be rounded to the nearest tenth. Grades will not be rounded per student request. Any extra credit opportunities will be offered to all students, not to individual students at their request.

Grading Scale
93–100: A   Outstanding work that reflects mastery of the material and ability to apply it critically and creatively
90–92.9: A-   Excellent work that reflects mastery of the material
87–89.9: B+   Good work that reflects mastery of most of the class material
83–86.9: B   Good work that reflects mastery of some of the class material
80–82.9: B-   Good work that reflects mastery of a few aspects of the class material
77–79.9: C+   Mediocre work that reflects familiarity with, but not mastery of the class material
73–76.9: C   Mediocre work that reflects familiarity with the class material

70–72.9: C-   Mediocre work that reflects little familiarity with class material
67–69.9: D+   Poor work that reflects familiarity with class material
60–66.9: D   Poor work that reflects little familiarity with class material
Below 60: E   Poor work that is not reflective of familiarity with class material

Class Policies
Communicating with the instructor
- Email is the preferred way to communicate with me outside of the classroom.
- Please **DO NOT** send messages to me through Carmen. Inevitably, I miss these communications and replies are significantly delayed.
- When emailing, include "HBHP 7532" in the subject line to ensure a timely response.
- Allow at least 24 hours on school days before expecting a reply.
- Expect limited-to-no response over weekends and holidays.

Assignment Submissions: Unless otherwise specified, assignments are to be submitted to Carmen **before** 11:59pm on the due date. Unless discussed prior to the due date**, late assignments will receive half credit if submitted within 48 hours of the due date. After 48 hours, assignments will not receive credit.** It is your responsibility to ensure that the instructor receives your assignments by the due date. Problems with Carmen will not be accepted as sufficient reason for late or non-submission of required assignments.

- Unless otherwise specified, all assignments must be posted to Carmen in order to receive a grade. Do not submit assignments via email.
- All assignments should include a header with student name, assignment title and due date.
- Unless otherwise specified, all assignments should have 1" margins, 11-12-pt font, and citations should follow the AMA or APA style. *Points will be deducted from your assignment if this is done incorrectly.*
- Strong writing skills and attention to detail will be critical in your public health professions. Please review all submissions carefully for content, spelling, punctuation, and grammar before turning them in. Written submissions with three or more grammatical/spelling errors will automatically be lowered one letter grade. The Writing Center at the Center for the Study of Teaching of Writing offers academic writing tutoring services for all students. The writing tutors work with students at any stage of the composing process, including: pre-writing, revising, or polishing a final version of a paper. Please take advantage of these services as necessary.

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow AMA or APA style to cite the ideas and words of your research sources. You are welcome to ask a trusted person to proofread your assignments before you turn them in, but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please ask ahead of time.

- **Group projects:** This course includes group projects, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions.
- **NOTE: The instructor reserves the right to change this syllabus at any time. Any changes to these policies or assignments will be discussed in class and posted on Carmen.**

Copyright Statement
This syllabus and all course materials (e.g., homework assignments, solution keys, course materials) are under copyright by the instructor and cannot be posted elsewhere without written permission.

Generative AI Policy
Use of Generative AI: Intellectual honesty is vital to an academic community and for my fair evaluation of your work. All work submitted in this course must be your own, completed in accordance with the University's academic regulations. The use of generative artificial intelligence (GenAI) tools such as **Copilot, ChatGPT, or writers aids like Grammarly** are not permitted in this course, unless explicitly specified. Any use of GenAI tools for work in this class may therefore be considered a violation of Ohio State's Academic Integrity policy and Code of Student Conduct because the work is not your own. If I suspect that you have used GenAI on an assignment for this course, I will ask you to explain your process for completing the assignment in question. The unauthorized use of GenAI tools will result in referral to the Committee on Academic Misconduct.

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; 614-292-3307; or 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 or calling 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 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

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

		Module 1: Introduction and theory	
Week	**Date**	**Content/Readings**	**Assignments Due**
1	1/13/26	**Course introduction** • Syllabus • Course structure • Program plan instructions	
	1/15/26	**Introduction to health program planning and evaluation** • Ch. 1 Context of Health Program Development and Evaluation	Journal club leader sign-up (due 1/15/26)
2	1/20/26	**Health inequities and program planning** • Ch. 2 Relevance of Diversity and Disparities to Health Programs • Ch. 4 Characterizing and Defining the Health Problem	
	1/22/26	**Journal club session** • Wallerstein NB. Using community-based participatory research to address health disparities. Health Promot Pract 2006;7:312-323. • Greene-Moton E. Cultural competence or cultural humility? Moving beyond the debate. Health Promot Pract 2020:21;142-145. • Nichols L. Participatory program planning: Including program participants and evaluators. Evaluation and program planning. 2002 Feb 1;25(1):1-4.	Health Problem Scope (due 1/25/26)
3	1/27/26	**Health Behavior Theory** • National Cancer Institute. Theory at a glance: a guide for health promotion practice, 2005. • In-class activity Evidence-based Intervention Planning	
	1/29/26	**Journal club session** • Glanz K. The role of behavioral science theory in development and implementation of public health interventions. Annu Rev Public Health 2010;31:399-418. • Fernandez ME, Ruiter RAC, Markham C, Kok G. Intervention Mapping: Theory- and Evidence-Based Health Promotion Program Planning: Perspective and Examples. Frontiers in Public Health 2019. • Allen, C, Barbero, C, Shantharam, S, Moeti, R. Is Theory Guiding Our Work? A Scoping Review on the Use of Implementation Theories, Frameworks, and Models to Bring Community Health Workers into Health Care Settings. J Public Health Manag Pract. 2019;25(6):571-580. doi:10.1097/PHH.0000000000000846.	Health Behavior Theory (due 2/1/26)
		Module 2: Defining the Health Problem	
4	2/3/26	• Ch. 3 Community Health Assessment for Program Planning • Gielen AC. Chapter 18. Using the PRECEDE-PROCEED model to apply health behavior theories. In Health Behavior and Health Education. Theory, Research, and Practice. 4th Ed. 2008 (pp. 407-433).	PRECEDE-PROCEED in-class activity (due 2/3/26)

		• In-class activity: PRECEDE-PROCEED	
	2/5/26	**Journal club session** • Porter CM. Revisiting Precede-Proceed: A leading model for ecological and ethical health promotion. Health Educ Journal 2016;75:753-764. • Greene County Community Health Improvement Plan 2023-2026 (Link)	Program Context (due 2/8/26)
**Module 3: Health Program Development and Planning**			
5	2/10/26	• Ch. 5 Program Theory and Interventions Revealed • Julia A. Bucher, RN, PhD Using the Logic Model for Planning and Evaluation: Examples for New Users • Optional: Schmitz. Everything you wanted to know about logic models but were afraid to ask • Optional: W.K. Kellogg Foundation Logic Model Development Guide • In-class activity: Logic models	
	2/12/26	**Guest Lecture** **Phyl Flannigan YWCA**	
6	2/17/26	• Ch. 6 Program Objectives and Setting Targets • Perrault, E. K.; Inderstrodt-Stephens, J.; Hintz, E. A. Tracking Success: Outputs Versus Outcomes—A Comparison of Accredited and Non-Accredited Public Health Agencies' Community Health Improvement Plan Objectives. *Journal of community health* **2018**, *43* (3), 570–577. https://doi.org/10.1007/s10900-017-0454-0. • In-class activity: Goals and Objectives Development	
	2/19/26	**Guest Lecture** **Food is Health Mid-Ohio Food Collective- Using Logic Models in Program Planning**	Draft goals and objectives (due 2/22/26)
**Module 4: Implementing and Monitoring a Health Program**			
7	2/24/26	• Ch. 7 Process Theory for Program Implementation • In-class activity: Goals and objectives peer review	Goals and objectives peer review (due 2/24/26)
	2/26/26	**Journal club session** • Durlak. 2016. What you HAVE to know about program implementation https://sites.nationalacademies.org/cs/groups/dbassesite/documents/webpage/dbasse_173471.pdf • Voss, S., Bauer, J., Coenen, M., Jung-Sievers, C., Moore, G., & Rehfuess, E. (2025). Logic models for the evaluation of complex interventions in public health: lessons learnt from a staged development process. *BMC Public Health*, *25*(1), 1923. • Green, Traci C. PhD, MSc; Olson, Rebecca MPH; Jarczyk, Cole BA; Erowid, Earth BA; Erowid, Fire BA; Thyssen, Sylvia BA; Wightman, Rachel MD; del Pozo, Brandon PhD, MPA, MA; Michelson, Laura MSW; Consigli, Amanda MPH; Reilly, Brittni MSW; Ruiz, Sarah MSW, MPH. Implementation and Uptake of the Massachusetts Drug Supply Data Stream: A Statewide	• Draft logic model (due 3/1/26) • Midterm (due 3/1/26)

		Public Health-Public Safety Partnership Drug Checking Program. Journal of Public Health Management and Practice 28(Supplement 6):p S347-S354, November/December 2022. | DOI: 10.1097/PHH.0000000000001581	
8	3/3/26	• Ch. 8 Monitoring Implementation Through Budgets and Information Systems • In-class activity: Budget Building Activity	Logic model peer review (due 3/3/26) Budget Building Activity (due 3/3/26)
	3/5/26	**Journal club session** • Goldman KD. Facilitated "Fussbudgeting": How to plan and revise budgets. Health Promot Pract. 2003;4:210-213. • Campbell, M., Escobar, O., Fenton, C. *et al.* The impact of participatory budgeting on health and wellbeing: a scoping review of evaluations. *BMC Public Health* **18**, 822 (2018). https://doi.org/10.1186/s12889-018-5735-8 • OPTIONAL Implementing Programme Based Budgeting in Ghana's Health Sector https://iris.who.int/server/api/core/bitstreams/e76fe9c8-8a6d-450f-ab36-8a175a0ebd69/content	Draft budget, justification, timeline (due 3/8/26)
9	3/10/26	• Workshop day • In class activity: Budget, justification, timeline peer review	Budget, justification, timeline peer review (due 3/10/26)
	3/12/26	**Guest Lecture- Farmacy Program Development and Implementation Mid- Ohio Food Collective**	
10	3/17/26	Spring break	
	3/19/26		
		Module 5: Planning for Program Evaluation	
11	3/24/26	• Ch. 9 Implementation Evaluation: Measuring Inputs and Outputs • Ch. 10 Program Quality and Fidelity: Managerial and Contextual Considerations • Compass How to develop indicators • In-class activity- Implementation Evaluation Activity	Implementation Evaluation In-class Activity (due 3/24/26)
	3/26/26	**HBHP Guest Lecture: Dr. Stephanie Cook**	Participant Recruitment Strategy (due 3/29/26)
12	3/31/26	• Ch. 11 Planning the Intervention Effect Evaluations • Ch. 12 Choosing Designs for Effect Evaluations **Journal club session** • Freedman AM, Simmons S, Lloyd LM, et al. Public Health Training Center Evaluation: A Framework for Using Logic Models to Improve Practice and Educate the Public Health Workforce. *Health Promotion Practice*. 2014;15(1_suppl):80S-88S. doi:10.1177/1524839913509271	

		• Nesbit, B, Hertz, M, Thigpen, S, et al. Innovative Methods for Designing Actionable Program Evaluation. J Public Health Manag Pract. 2018;24:S12-S22. doi:10.1097/PHH.0000000000000682. • Reedy, A, Luna, R, Olivas, G, Sujeer, A. Local Public Health Performance Measurement: Implementation Strategies and Lessons Learned From Aligning Program Evaluation Indicators With the 10 Essential Public Health Services. J Public Health Manag Pract. 2005;11(4):317-325.	
	4/2/26	**Journal club session** • Land, G, Romeis, J, Gillespie, K, Denny, S. Missouri's Take a Seat, Please!! and Program Evaluation. J Public Health Manag Pract. 1997;3(6):52-59. • Sherman, M, Covert, H, Lichtveld, M. "The More We Know, the More We're Able to Help": Participatory Development of an Evaluation Framework for Community Health Worker Programs. J Public Health Manag Pract. 2022;28(5):E734-E742. doi:10.1097/PHH.0000000000001528. • Hood, J, Kubiak, R, Avoundjian, T, et al. A Multifaceted Evaluation of a COVID-19 Contact Tracing Program in King County, Washington. J Public Health Manag Pract. 2022;28(4):334-343. doi:10.1097/PHH.0000000000001541.	Draft Evaluation Plan (due 4/5/26)
13	4/7/26	Program Sustainability • Shediac-Rizkallah MC. Planning for the sustainability of community-based health programs: Conceptual frameworks and future directions for research, practice and policy. Health Educ Res 1998;13:87-108. • Shelton RC, Cooper BR, Stirman SW. The sustainability of evidence-based interventions and practices in public health and health care. Annual review of public health. 2018 Apr 1;39(1):55-76. • Herlitz L, MacIntyre H, Osborn T, Bonell C. The sustainability of public health interventions in schools: a systematic review. Implementation science. 2020 Dec;15:1-28.	Evaluation Plan Peer Review (4/12/26)
	4/9/26	**Guest lecture: Healthy Beginnings at Home Shayna Bryant (HBAH Project Manager)**	Sustainability Plan (due 4/12/26)
14	4/14/26	Student presentations	Slides due by 12:00pm the day you present
	4/16/26	Student presentations	Slides due by 12:00pm the day you present
15	4/21/26	Course summary • In-class activity: Existing program plan analysis	Existing program plan analysis (due 4/21/26)
	4/23/26	Workshop day	Program Plan (due 4/27/26)

			Final exam (due 4/27/26)

Alignment of Competencies with Assessments

Competencies	Exams	Program Plan	Student Presentation
MPH Foundational Public Health Competencies			
12) Assess population needs, assets and capacities that affect communities' health		x	
13) Apply awareness of cultural values and practices to the design, implementation, or critique of public health policies or programs		x	
14) Design a population-based policy, program, project or intervention		x	
15) Explain basic principles and tools of budget and resource management	x	x	
16) Select methods to evaluate public health programs	x	x	
21) Select communication strategies for different audiences and sectors			x
22) Communicate audience-appropriate (i.e. non-academic, non-peer audience) public health content, both in writing and through oral presentation		x	x
23) Describe the importance of cultural competence in communicating public health content		x	x
HBHP Specialization Competencies			
1) Apply behavioral and social science theory to the development and implementation of health promotion and disease prevention programs at multiple targets and different levels of intervention (intrapersonal, interpersonal, and community)		x	
2) Critically assess the scientific literature describing health promotion interventions	x	x	
4) Demonstrate cultural competency when planning health promotion and disease prevention activities		x	