



PUBH 410: Program Planning & Evaluation

Term: Fall 2026

Credits: 3.0

Seminar Times & Location: Tuesday & Thursday 4:00–5:15 p.m., Calder Health Sciences Building 170

Modality: In-Person Seminar

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Instructor Information

- **Instructor:** Dr. Colette Duval (Assistant Professor of Public Health)
- **Email:** cduval@university.alkimi.ai
- **Office:** Calder Health Sciences Building 312
- **Office Hours:**
 - Monday & Thursday: 9:00–10:30 a.m. (In person, Calder Health Sciences Building 312)
 - Friday: 9:00–10:00 a.m. (Virtual via Zoom; link posted in Canvas)
 - Also available by appointment.

Course Description

Needs assessment, logic models, goals and objectives, implementation planning, budgeting, and process and outcome evaluation of public health programs. PUBH 410 serves as the capstone preparation course for public health majors preparing to enter community practice and their senior practicum. Students learn the systematic methods required to plan, implement, and evaluate evidence-based public health interventions in collaboration with community partners. Utilizing frameworks such as PRECEDE-PROCEED and CDC evaluation standards, students conduct community needs assessments, construct comprehensive logic models, write measurable SMART objectives, develop implementation work plans and line-item budgets, and design rigorous process and outcome evaluations.

Prerequisites

PUBH 301 and PUBH 340.

Measurable Student Learning Outcomes

Upon successful completion of PUBH 410, students will be able to:

1. **Conduct Community Health Needs Assessments:** Collect and triangulate primary and secondary epidemiological, demographic, and qualitative community data to identify and prioritize pressing population health needs.
2. **Construct Comprehensive Logic Models:** Develop logically aligned program logic models linking identified community problems, resources/inputs, core activities, outputs, and short-, intermediate-, and long-term outcomes.
3. **Formulate Actionable SMART Objectives and Interventions:** Write precise, measurable, achievable, relevant, and time-bound process and outcome objectives anchored in behavioral and ecological change theories.

4. **Design Implementation Plans and Budgets:** Formulate operational implementation work plans, Gantt charts, staffing models, and justifiable line-item program budgets with budget narratives.
5. **Develop Process and Outcome Evaluation Methodologies:** Design rigorous evaluation protocols utilizing quantitative and qualitative indicators, formative monitoring, fidelity assessments, and experimental or quasi-experimental evaluation designs.

Required Course Materials & Approximate Costs

1. **McKenzie, James F., Brad L. Neiger, and Shawn M. Thackeray.** *Planning, Implementing, and Evaluating Health Promotion Programs: A Primer*. 8th ed., Jones & Bartlett Learning, 2022. Approx. \$95 print, \$60 digital rental.
2. **Issel, L. Michele, and Rebecca Wells.** *Health Program Planning and Evaluation*. 5th ed., Jones & Bartlett Learning, 2021. Approx. \$90 print or digital.
3. **Total estimated cost:** \$95 to \$150.

Generative AI Policy (AI Level 2: AI Permitted with Disclosure for Specified Tasks)

In accordance with Alkimi University Academic Policies (Student Handbook §5.8), PUBH 410 operates under **AI Level 2**.

- **What is permitted:** You may use generative AI tools to brainstorm community intervention activity concepts, organize preliminary logic model components, structure line-item budget categories, and refine the prose of grant proposal drafts for grammatical clarity.
- **What is prohibited:** You may not use generative AI to fabricate community needs assessment data, write program narratives or evaluation plans, generate fictional stakeholder feedback, or complete quizzes and examinations. Submitting synthetic community assessment data is an academic integrity violation.
- **Disclosure:** Every major written milestone (the Needs Assessment, the Logic Model, and the Final Grant Proposal) must include an AI disclosure note stating which generative AI tools were used and for what specific drafting or formatting steps. If no AI tools were used, state: 'No generative AI tools were used in preparing this work.'

Grading Components and Weights

- **Examination 1 (Planning Models & Needs Assessment):** 15% (In class, Thursday, October 1)
- **Examination 2 (Implementation, Budgeting, & Evaluation):** 15% (In class, Thursday, November 12)
- **Community Needs Assessment & Problem Statement:** 20% (Due Friday, October 23 at 11:59 p.m.)
- **Comprehensive Program Planning & Evaluation Grant Proposal:** 20% (Due Friday, November 20 at 11:59 p.m.)
- **Weekly Planning & Logic Model Canvas Quizzes:** 10% (Due Mondays at 11:59 p.m. in Canvas; lowest quiz score dropped)
- **Final Examination:** 20% (Thursday, December 17, 2026, 3:30–5:30 p.m.)

Grading Scale (Alkimi University Standard)

- **A:** 93–100% | **A-:** 90–92%
- **B+:** 87–89% | **B:** 83–86% | **B-:** 80–82%
- **C+:** 77–79% | **C:** 73–76% | **C-:** 70–72%
- **D+:** 67–69% | **D:** 60–66% | **F:** Below 60%
- **Extra credit:** No individual extra credit assignments are offered in PUBH 410.

Course Schedule (Fall 2026)

Week	Dates	Topics & Readings	Assignments & Deadlines
Week 1	Aug 27	Foundations of Public Health Program Planning: Overview of program planning, historical perspectives, role of community engagement, and introduction to the course grant simulation. <i>Reading: McKenzie et al., Ch. 1</i>	<i>First day of classes: Wed Aug 26.</i>
Week 2	Sep 1, 3	Planning Models in Public Health Practice: PRECEDE-PROCEED framework, MATCH, Mobilizing for Action through Planning and Partnerships (MAPP), and the CDC MAP-IT model. <i>Reading: McKenzie et al., Ch. 2</i>	<i>Wed Sep 2: Add/section change deadline.</i>
Week 3	Sep 8, 10	Assessing Community Needs and Assets: Primary versus secondary data sources, epidemiological data, windshield surveys, key informant interviews, focus groups, and resource mapping. <i>Reading: McKenzie et al., Ch. 3; Issel & Wells, Ch. 4</i>	<i>Mon Sep 7: Labor Day (no classes). Wed Sep 9: Census date (last day to drop without a W).</i>
Week 4	Sep 15, 17	Problem Prioritization and Causal Analysis: Prioritization matrices (Borda count, Hanlon method), root cause analysis, identifying modifiable behavioral and environmental risk factors. <i>Reading: McKenzie et al., Ch. 4</i>	—
Week 5	Sep 22, 24	Mission, Goals, and Writing SMART Objectives: Distinguishing program mission from goals; crafting Specific, Measurable, Achievable, Realistic, and Time-bound process and outcome objectives. <i>Reading: McKenzie et al., Ch. 5</i>	—
Week 6	Sep 29, Oct 1	Theories of Health Behavior in Intervention Design: Health Belief Model, Theory of Planned Behavior, Social Cognitive Theory, Transtheoretical Model, and ecological frameworks; Examination 1 in class. <i>Reading: McKenzie et al., Ch. 6–7</i>	Examination 1 (Planning Models & Needs Assessment) (in class).
Week 7	Oct 6, 8	Designing Evidence-Based Interventions: Selecting evidence-based interventions from the Community Guide, adapting interventions with fidelity, and multi-level intervention strategies. <i>Reading: McKenzie et al., Ch. 8</i>	—
Week 8	Oct 15	Logic Models: Architecture and Alignment: Inputs, core activities, direct outputs, short-term changes, intermediate outcomes, and long-term community impacts; logic model workshop. <i>Reading: Issel & Wells, Ch. 6; CDC Logic Model Guide</i>	<i>Oct 12–Oct 13: Fall break (no classes).</i>
Week 9	Oct 20, 22	Program Implementation, Work Plans, and Timelines: Phasing in programs, pilot testing, total implementation, Gantt charts, organizational readiness, and overcoming implementation barriers. <i>Reading: McKenzie et al., Ch. 10</i>	Community Needs Assessment & Problem Statement due Fri Oct 23 at 11:59 p.m.
Week 10	Oct 27, 29	Program Budgeting, Financial Planning, and Sustainability: Direct versus indirect costs, fringe benefits, in-kind contributions, budget justification narratives, and diversified revenue generation. <i>Reading: McKenzie et al., Ch. 11; Issel & Wells, Ch. 10</i>	—
Week 11	Nov 3, 5	Introduction to Public Health Program Evaluation: CDC Framework for Program Evaluation in Public Health, engaging stakeholders, describing the program, and focusing the evaluation design. <i>Reading: McKenzie et al., Ch. 12; Issel & Wells, Ch. 1</i>	<i>Fri Nov 6: Last day to withdraw (W) or elect Pass/No Pass.</i>
Week 12	Nov 10, 12	Process Evaluation and Implementation Fidelity: Formative evaluation, reach, dosage delivered, dosage received, fidelity monitoring, and quality control systems; Examination 2 in class. <i>Reading: McKenzie et al., Ch. 13; Issel & Wells, Ch. 8</i>	Examination 2 (Implementation, Budgeting, & Evaluation) (in class).
Week 13	Nov 17, 19	Summative Evaluation: Outcome and Impact Methodologies: Quantitative and qualitative outcome indicators, data collection instruments, pre-post designs, quasi-experimental controls, and	Comprehensive Program Planning & Evaluation Grant Proposal due Fri Nov 20 at 11:59 p.m.

Week	Dates	Topics & Readings	Assignments & Deadlines
		threats to internal validity. <i>Reading: McKenzie et al., Ch. 14; Issel & Wells, Ch. 9</i>	
Week 14	Nov 24	Economic Evaluation and Data Analysis: Cost-effectiveness analysis, cost-benefit ratios, return on investment (ROI) in public health, and statistical analysis plans for evaluation data. <i>Reading: Issel & Wells, Ch. 11</i>	Nov 25–Nov 27: Thanksgiving break (no classes).
Week 15	Dec 1, 3	Evaluation Reporting, Dissemination, and Practicum Readiness: Communicating evaluation results to community stakeholders, tailoring reports for policy makers, and completing pre-practicum readiness for PUBH 490. <i>Reading: McKenzie et al., Ch. 15</i>	—
Week 16	Dec 8	Grant Defense and Synthesis: Oral defense of student program grant proposals, peer review critique, synthesis of core program competencies, and final exam review. <i>Reading: Course review packet</i>	Wed Dec 9: Last day of classes. Thu Dec 10: Reading Day.
Finals	Dec 17	Final Examination: Thursday, December 17, 2026, 3:30–5:30 p.m., Calder Health Sciences Building 170.	Comprehensive examination covering needs assessment, logic modeling, program implementation, budgeting, and evaluation methodology.

Course Policies

Attendance Policy

Attendance and proactive seminar contributions are required. In this capstone preparation course, class sessions function as an agency planning team where students collaboratively refine logic models, budgets, and evaluation metrics. If you anticipate an absence due to illness or an interview, notify Dr. Duval prior to class. More than two unexcused absences will result in a deduction from your final grade. Students who miss the first two class meetings without notifying the instructor may be dropped. Students may miss class for religious observance without penalty if they notify the instructor in writing within the first two weeks of the semester (by Wednesday, September 9, 2026). Absences for university-sponsored activities (athletics, performances, conferences) are excused with a letter from the sponsoring office at least one week in advance.

Late Work Policy

Project milestones and written assignments submitted late will incur a 10% penalty per calendar day up to a maximum of three days. Assignments submitted later than 72 hours will receive zero credit. Weekly Canvas quizzes must be completed by the Monday deadline.

Public Health Practicum Prerequisite Requirements

PUBH 410 is a strict prerequisite for PUBH 490 Public Health Practicum & Senior Seminar. Students must achieve a minimum grade of C in PUBH 410 and complete 120 verified hours of pre-practicum agency volunteerism prior to enrolling in PUBH 490.

Final Exam Policy

The final examination (Thursday, December 17, 2026, 3:30–5:30 p.m.) is scheduled by the University Registrar and can't be moved without the Dean's written approval (Faculty Handbook §5.5). A student with three or more final exams on the same calendar day may reschedule one of them. Requests go to the instructor of the middle exam by the last day of classes. For this term, send the request by Wednesday, December 9, 2026 (Student Handbook §6.4).

Academic Integrity

Alkimi University is an academic community devoted to rigorous scholarship, open intellectual inquiry, and uncompromising ethical conduct. All students are subject to the regulations of the Alkimi University Academic Integrity Policy. Academic dishonesty—including plagiarism, cheating on examinations, unauthorized collaboration, fabrication of empirical data, and unauthorized submission of academic work generated by artificial intelligence—undermines the integrity of the university and carries severe disciplinary sanctions. Sanctions range from a failing grade on an assignment or exam to an administrative course failure recorded as an 'XF' on the official transcript, academic suspension, or expulsion. Suspected violations are formally investigated and resolved through the Office of Academic Integrity in accordance with Faculty Handbook §6. For detailed information, consult the Office of Academic Integrity, Lovell Hall 315, (555) 555-0163, integrity@university.alkimi.ai.

Accessibility Services

Alkimi University is committed to providing equitable educational access and reasonable accommodations for all students with documented disabilities, including physical, sensory, psychological, learning, and chronic health conditions. Students requesting academic accommodations must formally register with the Office of Accessibility Services, Harlan Hall 204, (555) 555-0155, access@university.alkimi.ai. Once approved, students will receive an official Faculty Accommodation Letter detailing approved accommodations. Students should present this letter to the instructor as early in the semester as possible, and at least one week prior to any exam or assignment requiring accommodation. Accommodations cannot be applied retroactively.

Student Wellness and Mental Health

Your physical health, psychological well-being, and mental health are essential to your academic success. If you experience heightened stress, anxiety, depressive symptoms, personal trauma, or academic burnout, free, confidential counseling and medical care are available through the Hollis Health & Counseling Center, located in the Hollis Center. Routine appointments are available Monday–Friday 8:00 a.m.–6:00 p.m. and Saturday 10:00 a.m.–2:00 p.m. during the semester by calling (555) 555-0190 or emailing health@university.alkimi.ai. Urgent, 24/7 crisis psychological counseling is accessible immediately at (555) 555-0199.

Campus Student Support Services

- **Academic Advising Center:** Lovell Hall 101 | (555) 555-0158 | advising@university.alkimi.ai
- **Writing Center:** Whitcombe Library 3rd Floor | Free consultations on papers, reports, and research projects at any stage.
- **Whitcombe Library:** Whitcombe Library, Main Floor | (555) 555-0170 | askalibrarian@university.alkimi.ai
- **Hollis Health & Counseling Center:** Hollis Center | (555) 555-0190 | 24/7 Counseling Line: (555) 555-0199 | health@university.alkimi.ai
- **Program Planning & Practicum Advising Table:** Calder Health Sciences Building 312 | Drop-in office hours for grant proposal feedback and PUBH 490 pre-practicum agency placement verification with Dr. Duval.