

**PHHE 469 Principles of Health Planning, Fall 2019**

INSTRUCTOR	COURSE INFORMATION
M. Courtney Hughes, Ph.D., M.S. E-mail: courtneyhughes@niu.edu Office: Wirtz 257	Credit: 3 credit hours Class: Online from Aug 26 to Dec 14 Office Hours: Wed 12:15 – 2:15pm or by appointment.

**COURSE DESCRIPTION**

Principles of Health Planning Section 1: Study of the principles and techniques of health planning at both the community and institutional levels. Emphasis on comprehensive public health planning through the formulation of priorities, goals and objectives. Discussion of procedures for collecting and interpreting data in public health planning. PRQ: PHHE 467. (Source: Northern Illinois University Undergraduate Catalog 2019-2020). (3 credits).

**COURSE OBJECTIVES**

By the completion of the course, it is expected that students will have gained a theoretical base of knowledge related to models of program planning and needs assessment practices. It is also required that students will be able to competently apply what they have learned to real-life situations. PHHE 469 students should also be able to display high levels of functional competency in the following areas:

1. Gaining an understanding of contemporary problems in public health at community and institutional levels: problem causes and possible program impact(s).
2. Being able to describe and apply basic theory related to program and strategic planning.
3. Developing an awareness of complementary and competing models of program planning; their range and suitability to needs in community and institutional settings.
4. Demonstrating an ability to describe and competently construct the elements of a “needs assessment” that successfully addresses both theoretical and measurement concerns.
5. Being able to describe and form appropriate intervention strategies in terms of goals and objectives.
6. Understanding how to structure effective program design to meet the changing needs of clientele.
7. Being able to use Management Information Systems (MIS) in program planning processes.
8. Developing an awareness of the central role of budgeting for control, management and planning functions of an agency, including the use budgeting processes to achieve maximum program results.
9. Understanding the differences among and applicability of line-item, functional and program budgeting systems in program planning.
10. Developing a hands-on knowledge of data requirements for program evaluation, and needs assessment functions within a health care delivery system.
11. Being able to appreciate and actively address special public health planning concerns such as public health emergency services and mental health clientele services.
12. Understanding and use of existing planning documents which guide the availability, distribution, and quality of public health services at county, state and federal levels

## REQUIRED TEXTS

1. Kettner, Peter, Moroney, Robert, and Martin, Lawrence. *Designing and Managing Programs: An Effectiveness-Based Approach*, Fifth Edition. Sage Publications (Los Angeles, CA, 2017).
2. Allison, Michael and Kaye, Jude. *Strategic Planning for Nonprofit Organizations: A Practical Guide for Dynamic Times*, Third Edition. John Wiley and Sons, Inc. (Hoboken, New Jersey, 2015).

## REQUIRED READINGS

Readings in *Module* folders and *Resources* in Blackboard

## ACADEMIC INTEGRITY

Students who copy the work of another on an examination, an assignment, or a paper are guilty of cheating. The misrepresentation of another's work as one's own or copying material from books, magazines, or other resources (including the Internet) without acknowledgment and identification of those sources is plagiarism. If a student is guilty of either cheating or plagiarism or of assisting other students in cheating or plagiarism on any assignment or test, the student may receive a zero point for the assignment and face further consequences (e.g., F grade for the entire course). A report will be also submitted to the NIU Office of Community Standards & Student Conduct, which may result in further disciplinary actions. Written assignments will be checked for cheating or plagiarism using the **SafeAssign** function in Blackboard (information available at <http://wiki.safeassign.com/display/SAFE/Home>). To learn more about academic integrity, go to NIU Online Tutorial of Academic Integrity at <http://www.ai.niu.edu/ai/students/>.

## PHYSICAL OR LEARNING DISABILITY

If you need an accommodation for this class, please contact the Disability Resource Center as soon as possible. The DRC coordinates accommodations for students with disabilities. It is located on the 4th floor of the Health Services Building, and can be reached at 815-753-1303 or [drc@niu.edu](mailto:drc@niu.edu). Also, please contact me privately as soon as possible so we can discuss your accommodations. Please note that you will not be required to disclose your disability, only your accommodations. The sooner you let me know your needs, the sooner I can assist you in achieving your learning goals in this course.

## COURSE EXPECTATIONS AND POLICIES

The class format varies and includes lectures, presentations, discussions, tests, and papers. Student participation is essential to a full learning process in this course. Students will learn not just through lectures or materials provided by the instructor but also through preparing and performing presentations and participating in discussions on peers' posts and presentations.

### Communication

Students are responsible for checking announcements on Blackboard and one's university email account regularly to obtain information on any changes or updates. The instructor will not respond to non-zid emails (hotmail, yahoo, etc.). The instructor will try to respond to zid account

emails within 24 hours during regular work hours Monday through Friday except for holidays, and usually on weekends and holidays.

### **Deadlines**

**Discussion posts:** Discussion posts must be submitted on time in order to receive credit.

**Assessments:** You have only ONE chance for each quiz and exam. Access to quizzes and exams will be closed at 11:59 pm on the due day. Once you start a quiz or an exam, you should finish it within the allowed time. You **CANNOT log out in the middle of a quiz or an exam and continue** it later. The final exam will be accessible **Monday through Wednesday** during the last week of the course.

There are **NO make-up quizzes or exams**. In emergency cases such as the death of an immediate family member or hospitalization of self, students should contact the Office of Student Affairs (815-753-1573) and provide the instructor with written documents (e.g., funeral document, doctor's note). The instructor reserves a right to deny an extension if a student does not notify the instructor or submit appropriate documents pertinent to the emergencies within a reasonable timeframe.

**Having had an Internet connection or login problems CANNOT be an excuse for not completing work on time.** You don't have to wait until the last minute. Try to finish your assignments and tests earlier than due. You are more likely to experience connection or login problems as the time approaches the deadline. If the Blackboard system is down for a prolonged period (e.g., a whole day), notify the problem to the instructor **via email BEFORE DUE**. If you are kicked out in the middle of a test, email the instructor right away. Even if the instructor doesn't see the email at that moment, it leaves a trail that you notified the instructor about the problem at that time. If a student fails to finish a task on time and notifies the instructor about any problem **AFTER DUE**, it will be considered late.

### **Writing Standards**

Your grades for written assignments, including the responses to peers' posts, will be based on the relevance to the assigned tasks, the quality of analysis, clarity, and the mechanics of writing (i.e. proper grammar, spelling, punctuation, sentence structure, word choice, organization, flow, format, and other indicators of writing quality). Please proofread prior to any submission.

All sources used in written assignments need to be carefully cited and referenced. Please note that you need to use a proper APA style for formatting both citations/references. Follow the instructions in the readings in the 'APA Style & Writing' folder. The Purdue University OWL provides resources on writing skills and related topics at <http://owl.english.purdue.edu>. If you need help, you can also contact the NIU Writing Center (<http://www.uwc.niu.edu>).

With successful completion of this course you will meet 1 of the 2 graduation requirements for upper-division writing-infused courses. In a writing-infused course there is an overall 3,000 word minimum for formal and informal writing, writing counts as at least 25% of the grade, and students receive feedback on their writing. The University Writing Center is located in Founders Memorial Library. Appointments may be necessary. See <http://uwc.niu.edu/uwc> for further information.

**STUDENT EVALUATION**

Students' will be evaluated based on the following tasks.

Task	Percentage of Grade
Quizzes (4 quizzes)	33
Final exam	25
Independent project (3 parts)	21
Discussion (7 topics)	21
<b>Total</b>	<b>100</b>

Final letter grades are determined by the system below.

$\text{earned}/\text{total} \geq 93\%$	=	A
$90\% \leq \text{earned}/\text{total} < 93\%$	=	A-
$87\% \leq \text{earned}/\text{total} < 90\%$	=	B+
$83\% \leq \text{earned}/\text{total} < 87\%$	=	B
$80\% \leq \text{earned}/\text{total} < 83\%$	=	B-
$75\% \leq \text{earned}/\text{total} < 80\%$	=	C+
$70\% \leq \text{earned}/\text{total} < 75\%$	=	C
$60\% \leq \text{earned}/\text{total} < 70\%$	=	D
$\text{earned}/\text{total} < 60\%$	=	F

**Quizzes:** Quizzes will be accessible for a week (Monday to Sunday). Quizzes are open-book and consist of multiple choice and true/false questions. Once you start a quiz, you should finish it within one hour.

**Final Exam:** This exam is cumulative and may consist of multiple choice and true/false questions. The exam will be viewable and **accessible Monday through Wednesday** during the last week of the course, **due by the end of Wednesday, Dec. 11.** Once you start the final exam, you should finish it within two hours.

**Independent Project – Program planning on problem of your choice:** This assignment is for you to have a chance to identify a health problem of importance and interest to you and conduct mock program planning for that health problem. Each student should address a different health problem. This project will consist of written assignments based on the following three parts:

1. *Problem Analysis* – describing the problem; estimating the numbers affected; identifying causal factors; providing rationale for action; and providing a theoretical framework for an intervention

2. *Goals, Objectives & Program Design* – establish a general direction for the program and precise expectations of what the program is attempting to achieve; thoughtful planning to determine program components
3. *Management Information & Budget* – form the basis of development for data collection; prepare a budget for your program plan in a way that you can determine cost-efficiency and cost-effectiveness

**Discussion posts:** Students will contribute to the class by providing discussion posts. The discussion posts will consist of the following for each of seven topics throughout the course:

1. *Original posts* – Provide a minimum 200-word post answering the topic question.
2. *Response posts* - Provide a minimum 150-word post to two peers' original posts on the topic. Please respond to students who have not received two responses yet: choose original posts with a zero or one response. In the responses, please include (1) strengths of the original post or what you agree on the original post, and (2) what you disagree with on the original post or something that the original post could be improved upon and how. Be specific, and avoid vague, generic, and unfounded statements.

**Additional learning activity:** The DeKalb Youth Services Bureau is opening their doors to students of this class so that you can learn about program planning at the county level. You are free to stop by their office at 330 Grove St. in DeKalb on September 24 between 1 and 4pm. If you cannot make it at that time, email Jasmine Young, a therapist at YSB, at [jyoung@dcysb.com](mailto:jyoung@dcysb.com) to set up another time to go in. If you do not live in the area, please visit the offices of a county health program where you live. After the visit, please provide discussion posts (see Discussion posts directions above) about the experience.

### CLASS CALENDAR

Week	Module Topics or Activities	Readings	Due
<b>W 1</b> 8/26- 9/1	Read syllabus thoroughly.  Review: Evaluation (PHHE 467)  Assessing current practices  The contribution of theory to program planning	<b>Goodman</b> article  <b>Kettner</b> Ch 1 & 2	Discussion: Meet & Greet  Sign up with the problem you plan to address on Independent Project
<b>W 2</b> 9/2- 9/8	Understanding social problems  Needs assessment: Theoretical considerations	<b>Kettner</b> Ch 3 & 4	Discussion 1: about Independent Project topics
<b>W 3</b> 9/9- 9/15	Needs assessment: Approaches to measurement  Selecting the appropriate intervention strategy	<b>Kettner</b> Ch 5 & 6	Discussion 2:
<b>W 4</b> 9/16- 9/22	Setting goals and objectives	<b>Kettner</b> Ch 7	Quiz 1 (weeks 1-3)  Independent Project Part 1

<b>W 5</b> 9/23- 9/29	Designing effective programs  9/24 - DeKalb Youth Services Bureau drop-in 1-5pm	<b>Kettner</b> Ch 8	Discussion 3: Youth Services Bureau (due 10/13)
<b>W 6</b> 9/30- 10/6	Designing effectiveness-based information systems	<b>Kettner</b> Ch 9	Independent Project Part 2
<b>W 7</b> 10/7- 10/13	Performance measurement, monitoring, and program evaluation	<b>Kettner</b> Ch 10	
<b>W 8</b> 10/14- 10/20	Impact program evaluation and hypothesis testing	<b>Kettner</b> Ch 11	Quiz 2 (weeks 4-7)
<b>W 9</b> 10/21- 10/27	Budgeting for financial control, management, and planning  Developing line-item, functional, and program budgeting systems	<b>Kettner</b> Ch 12 & 13	Independent Project Part 3
<b>W 10</b> 10/28- 11/3	What is strategic planning?  Set up for success	<b>Allison &amp; Kaye</b> Intro & Ch 1	Quiz 3 (weeks 8-9)
<b>W 11</b> 11/4- 11/10	Stakeholder engagement  Mission, vision, values	<b>Allison &amp; Kaye</b> Ch 2 & 3  <b>Video: SWOT &amp; TOWS</b>	Discussion 4: SWOT
<b>W 12</b> 11/11- 11/17	Environmental scan  Theory of change and program portfolio	<b>Allison &amp; Kaye</b> Ch 4 & 5	Discussion 5: Theory of change
<b>W 13</b> 11/18- 11/24	Business model  Organization capacity	<b>Allison &amp; Kaye</b> Ch 6 & 7	Discussion 6: Business model
<b>W 14</b> 11/25- 12/1	Leadership	<b>Allison &amp; Kaye</b> Ch 8	Quiz 4 (weeks 10-13)
<b>W 15</b> 12/2- 12/8	Complete your strategic plan  Using your plan successfully	<b>Allison &amp; Kaye</b> Ch 9 & 10	Discussion 7: Successful health planning
<b>W 16</b> 12/9- 12/11	Take final exam		Final Exam, <b>Wed, 12/11</b>