

COURSE DESCRIPTION: The course is intended to prepare students to organize health programmes that meet specific and identified community needs. Skills include setting goals and objectives, selecting appropriate strategies, assessing and evaluating outcomes of interventions and mobilizing internal and external resources.

COURSE CONTENT: The course explores the dynamics of behaviour from a neurophysiological perspective originating from the central nervous system and how this may influence physical and psychological responses.

COURSE OBJECTIVES: This course aims at fulfilling a fourfold objective in the areas of knowledge, belief, values, and attitude thus:

KNOWLEDGE ----- At the end of this course, each student is expected to:

1. Define program planning and evaluation.
2. Identify processes involved in planning, implementing and evaluating public health programs.
3. Define Program Objectives
4. Identify characteristics of Program Objectives.
5. Define Learning/behavioral Objectives
6. Identify characteristics of Learning/behavioral Objectives
7. Identify Theories/models used for planning health intervention
8. Articulate a theoretical perspective of the program planning and evaluating process using the logic model/PRECEDE/PROCEED framework.
9. Apply skills to organize, design, and evaluate an effective health program and evaluation.
10. Review statistical techniques for evaluating health promotion programs.

BELIEFS ----- It is expected that at the end of this course, each student would have an understanding that:

- i. God created the world and programmed all living organisms to function in their courses.
- ii. The resources to execute any project must be harnessed and carefully managed,
- iii. Evaluation is an inevitable plan to make judgment of the works of each person, and is an integral part of the plan of salvation.

VALUES ----- For every successful endeavor require strategic planning.

ATTITUDE ----- At the end of this course each student will:

1. Express confidence in using health promotion principles to facilitation health programme planning and implementation of behaviour change programmes.
2. Be willing to use the skills acquire to Design, develop, implement and evaluate health promotion programs as professionals.

REQUIRED TEXTBOOKS/JOURNALS: Required and recommended texts for the course include:

www.wkcf.org/Pubs/Tools/Evaluation/Pub770.pdf
www.wkcf.org/Pubs/Tools/Evaluation/Pub3669.pdf
<http://cancer.gov/aboutnci/oc/theory-at-a-glance/page1>
<http://www.cdc.gov/eval/evalguide.pdf>
<http://www.cdc.gov/eval/index.htm>
<http://www.uwex.edu/ces/pdande/evaluation/evaldocs.html>

COURSE REQUIREMENTS:

CLASS ATTENDANCE: “Every student is required to attend classes regularly and punctually, unless ill or prevented by some recognized emergency. Students who absent themselves from class for more than three weeks during the semester shall merit an F grade. Authorized leave of absence from campus does not excuse the student from classes, or relieve the student of the required course work’ (*BU Academic Bulletin 2012-2015 p.13*).

PARTICIPATION: -Students are to actively engage in topic discussion and sharing of ideas in class.

TARDINESS/CONDUCT OF STUDENTS IN CLASS: - Lateness to class is unacceptable; students are not allowed to operate their cell phones, iPods and other electronic mobile gargets during classes, except with the permission of the teacher. Eating and chewing off bubble gums and drinking (water exempted) is also not allowed except with the permission of the teacher. Very importantly, students are required to dress in compliance with the university dress code and wear their identity cards while in class.

SHORT DEVOTIONALS/PRAYER: - Spiritual nurture is a part of whole person development, and team spirit is our strength; thus, every student is required to participate in the devotional exercise and prayer in class.

SUBMISSION OF ASSIGNMENT: there are weekly group assignments to be submitted on schedule dates as stipulated on the course outline table below.

LATE ASSIGNMENTS: Assignments could be turned in earlier, but not later than the deadline set by the teacher. Any student found careless in this regard will be penalized in line with the regulations of the Academic Bulletin.

GUIDELINE FOR WRITTEN WORK: **Assignments should be typed or hand-written on A4 paper as stipulated in the course outline table below.**

ACADEMIC INTEGRITY/HONESTY: “Babcock University has a zero tolerance for any form of academic dishonesty. Morally and spiritually, the institution is committed to scholastic integrity. Consequently, both students and staff are to maintain high, ethical Christian levels of honesty. Transparent honest behavior is expected of every student in all spheres of life. Academic dishonesty include such things as plagiarism, unauthorized use of notes or textbooks on quizzes and examinations, copying or spying the test or paper of another student (formal or take-home), talking to another student during examinations. Academic matter would automatically result in a failing grade for the examination, and suspension, or outright dismissal from the university. Academic dishonesty issues are referred to SPEAM (Senate Panel on Examination and Academic Misconduct) who investigates and makes recommendations to Senate. Penalties for examination and academic misconduct are spelt out in the *student’s handbook* and in other regulations as published from time to time” (*BU Academic Bulletin2012-2015 p.18*).

GRIEVANCE PROCEDURE

“Students who believe that their academic rights have been infringed upon or that they have been unjustly treated with respect to their academic program are entitled to affair and impartial consideration of their cases. They should do the following to effect a solution:

1. Present their case to the teacher(s) concerned
2. If necessary, discuss the problem with the Head of Department
3. If agreement is not reached at this level, submit the matter to the SchoolDean
4. Finally, ask for are view of the case by the Grievance Committee

5. A fee is charged for remarking of scripts. If a student's grievance is upheld after an external examiner has remarked the script, the grade would be credited to the student. The lecturer will be given a letter of reprimand and will be asked to refund the fees to the student. If the student's grievance is not sustained, the student will be given a letter of reprimand and the original grade retained" (*BU Academic Bulletin 2012-2015 p.18*).

TEACHING/LEARNING METHODOLOGIES: Teachers are to determine their strategies for teaching their students. However, interactive strategies are encouraged, and there should be integration of faith and BU core values in the learning process.

COURSE ASSESSMENT/EVALUATION

Continuous Assessment:

Class Attendance:	5% }	}	=40%
Quizzes & Tests:	10% }		
Assignments:	10% }		
Mid-Semester Exam:	15% }		
Final Semester Exam:	60%		

GRADE SCALE

Currently, the 5-point gradingsystem adopted by the University Senate translates as follows:

Grades	Marks-Quality	Grade Points	Definition
A	80-100	5.00	Superior
B	60-79	4.00	Above Average
C	50-59	3.00	Average
D	45-49	2.00	Below Average
E	40-44	1.00	Pass
F	0-39	0.00	Fail

INCOMPLETE GRADE: An incomplete grade may only be assigned to a student upon request, due to an emergency situation that occurred within that semester, which prevented completion of an/some assignments, quizzes, or examination. Such a student would complete a contract form, obtainable from the Registrar, after agreement with the teacher. The form must be signed by the teacher, the student, the HOD, the dean, the Registrar, and the Senior Vice President (SVP) before contract begins. The original copy of the incomplete form will be sent to the Registrar with copies to the teacher, the student, the HOD, the dean, and the SVP. An incomplete grade (I) reverts to the existing grade if contract is not completed by the end of the following semester (including summer semester, except for examinations), (*BU Academic Bulletin 2012-2015 p. 20*).

STUDENTS WITH DISABILITY

“Babcock University seeks to provide a conducive environment for optimal living and learning experience. While the university is working towards facilities that accommodate persons with disabilities, provisions will be made for students with disabilities under the following conditions. Students with disabilities are to:

- a. Report to Student Support Services for assessment, and obtain a clearance/recommendation at the

commencement of the semester or as soon as disabling incidence occurs

- b. Show the clearance/recommendations to relevant university official at the commencement of the semester or as soon as disabling incidence occurs
- c. Maintain ongoing contact with Student Support Services” (BU Academic Bulletin 2012-2015 p. 20).

Course Outline:

Week	Date	Title	Assignment
1	Sept 12	Introduction: Review of the course outline; Overview of Program Planning in health Promotion; Meaning of Program, Evaluation and Implementation.	Share individual experiences on program planning and evaluation
2	Sept 19	A. The Context of Program Planning B. Challenges and Strategies for Success	A 1-2 page paper that defines the context of your program planning regarding your internship proposed program
3	Sept 26	Prioritizing Program Planning Issues; How does existing data, health plans, and /or policy frameworks related to the identified health problem enable prioritizing problems for program design and implementation.	
4	Oct 3	- Defining program Objectives - Identifying characteristics of program objectives - Defining learning/behavioral objectives -Identifying characteristics of learning/behavioral Objectives	Identify a program, develop goal(s) and objectives for your program plan. Be sure that objectives are measurable, specific, time-specific and achievable. Include both short term (1-3 years) and long term (3-5 years) objectives for your program plan. To make your program plan manageable, do not have more than 5 short term and 5 long term objectives.
5	Oct 10	Developing Program Goals and Objectives	
6	Oct 17	Using program theory frameworks; Using program theory frameworks and planning for implementation; strategies for evaluating health programs.(Instrumentation/measures)	Using one of the basic planning model development templates, develop a 1-page model from selected models for your program plan. Remember to identify the inputs (what resources you have – needs assessments, expertise, and partnerships), activities, outputs (what you expect to achieve as evidence of service delivery), short term (1-3 years) and long term outcomes (3-5 years), and impact (expected changes within 7-10 years).
7	Oct 24 to Oct 31	Statistical methods and development of instrument for evaluation.	
8	Nov 7 to Nov 28	Programme Implementation and Reporting	
9	Dec 12	Examination (2:00 PM)	

God bless! UPDATED September, 2017