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## Suggested Readings Program Planning and Evaluation Courses

### Needs Assessment

Evans-Agnew, R. A. (2018). Asthma Disparity Photovoice: **The Discourses of Black Adolescent and Public Health Policymakers**. *Health Promotion Practice*, 19(2), 213–221.

<https://doi.org/10.1177/1524839917691039>

- HPP's 2018 Paper of the Year, this article demonstrates the power of photovoice methodology to understand and assess need from the perspective of the priority population. In a particularly innovative extension of photovoice, the author compares the vocabulary and framing of Black adolescents with environmentally-related asthma and the decision makers responsible for local public health policy. The article concludes with a call for more diverse voices in policy and program planning in order to appropriately understand and address health disparities.
- 9 pages, free download through the link (library subscription or SOPHE membership not required). Includes photos and a comparison of 4 different discourses found in the discussion of asthma and disparities. Very appropriate for graduate level instruction or advanced undergraduates.

Diaz, H. J.-M., Ainsworth, D., & Schmittlein, M. C. (2019). **Funding Priorities: Data-Driven Approach for Prioritizing Community Health Needs in Vulnerable Communities**. *Health Promotion Practice*, 20(4), 616–623. <https://doi.org/10.1177/1524839918771977>

- This article describes a standardized method to identify and prioritize health needs within and across “communities of concern” for the purpose of federally mandated Community Health Needs Assessment (CHNA). The method integrates qualitative and quantitative data, offering a best

practice strategy for conducting CHNAs using publically available data (such as census tract or zip code) and local stakeholder input. The article is based on work done in partnership with 6 hospital CHNAs in Northern California.

- 8 pages, tables show examples of potential health needs (PHNs) such as access to affordable, healthy food and access to transportation and mobility, indicators, as well as a detailed example of quantitative and qualitative data for four specific PHNs. Appropriate for undergraduate or graduate courses.

Cain, C. L., Orionzi, D., O'Brien, M., & Trahan, L. (2017). **The Power of Community Voices for Enhancing Community Health Needs Assessments.** *Health Promotion Practice*, 18(3), 437–443. <https://doi.org/10.1177/1524839916634404>

- This article reports on an innovative way to incorporate local, qualitative data in the Community Health Needs Assessment (CHNA) process. The authors recorded video interviews with members of the priority populations and then coded the transcripts to be used as a data source in the CHNA. Based on the interviews, recommendations for enhancing health services (and, by extension, health education and health promotion) are presented, including viewing culture as a health resource.
- 7 pages, engaging and accessible writing style, includes large table of key themes and examples from the qualitative interviews. Appropriate for undergraduate and graduate levels.

Haas, E., Truong, C., Bartolomei-Hill, L., Baier, M., Bazron, B., & Rebert-Franklin, K. (2019). **Local Overdose Fatality Review Team Recommendations for Overdose Death Prevention.** *Health Promotion Practice*, 20(4), 553–564. <https://doi.org/10.1177/1524839918797617>

- This article introduces the process of local overdose fatality review teams (LOFRT) and reports on the state of Maryland's findings and recommendations for overdose prevention. Based on the now well-established child fatality review process, LOFRT is emerging as an effective means of understanding the opioid epidemic, with the unique vantage point of being able to identify systems-level gaps and potential policy issues that can then inform environmental-level program and policy change.
- 12 pages, full-page tables that document the data points and recommendations, appropriate for undergraduate or graduate courses.

Kroshus, E., Gonzalez, L. A., Chrisman, S. P. D., & Jimenez, N. (2019). **Availability of Concussion Information in Spanish for Parents of Youth Athletes.** *Health Promotion Practice*, 20(3), 372–380.

<https://doi.org/10.1177/1524839918790231>

- This article reports on a study exploring the extent and nature of Spanish-language concussion information available on the websites of U.S. high school athletic association websites, providing an example of another type of needs assessment.
- 8 pages, clearly written, with tables showing results and the website evaluation rubric. This should be appropriate for undergraduate and graduate level students.

Van Gelderen, S. A., Krumwiede, K. A., Krumwiede, N. K., & Fenske, C. (2018). **Trialing the Community-Based Collaborative Action Research Framework: Supporting Rural Health Through a Community Health Needs Assessment.** *Health Promotion Practice*, 19(5), 673–683.

<https://doi.org/10.1177/1524839917754043>

- This article describes the Community-Based Collaborative Research (CBCAR) Framework, comparing it to two widely used planning approaches - MAPP (Mobilizing for Action through Planning and Partnership) and PRECEDE-PROCEED. CBCAR presents a systematic way to conduct a Community Health Needs Assessment (CHNA) that centers social justice and human rights. After detailing the framework and its 6 guiding principles, the process and outcomes from a Minnesota application are discussed.
- 11 pages, with excellent charts describing the CBCAR framework, the application, and a wordcloud developed in the needs assessment. Excellent for graduate students and likely suitable for advanced undergraduates.

Shuter, J., Rosander, C., Kim, R. S., & Brownstein, J. S. (2019). **Passenger or Patient? The Automobile: A New Frontier in Health Promotion.** *Health Promotion Practice*, 20(3), 328–332.

<https://doi.org/10.1177/1524839919830653>

- This short article describes the way in which the authors assessed the acceptability of health messages during ridesharing (Uber and Lyft). It demonstrates the use of convenience surveys to explore a new idea in an emerging context prior to program design.
- 5 pages, very accessible reading, likely of particular interest to undergraduates.

## Program Planning and Design

Kristjansson, A. L., Mann, M. J., Sigfusson, J., Thorisdottir, I. E., Allegrante, J. P., & Sigfusdottir, I. D. (2019). **Development and Guiding Principles of the Icelandic Model for Preventing Adolescent Substance Use.** *Health Promotion Practice*. <https://doi.org/10.1177/1524839919849032>

- This article describes the development of the Icelandic Prevention Model (IPM). Based on theories of change and Icelandic culture, the model emerged as a collaborative, community-based response to address a significant and unexpected increase in adolescent substance use by Icelandic youth in the 1990s. Pre-and post-intervention results show significant reduction in a range of related attitudes and behaviors. The model's five guiding principles are described; an accompanying table shows their integration in each intervention step. This is the first of a two-part series; the second paper presents the implementation steps and strategies. The article is supported by an excellent website Planet Youth <https://planetyouth.org/> which provides images, short reports, and additional material related to the Icelandic Model
- 8 pages, [free download through the link](#) (library subscription or SOPHE membership not required). Written in a style that should be accessible to undergraduate and graduate-level readers.

Chen, E., Leos, C., Kowitt, S. D., & Moracco, K. E. (2019). **Enhancing Community-Based Participatory Research Through Human-Centered Design Strategies.** *Health Promotion Practice*. <https://doi.org/10.1177/1524839919850557>

- Comparison of the values, purpose, methods, and outcomes of Human Centered Design and Community-Based Participatory Research. The authors work through an example of how HCD and CBPR would approach the same issue differently. Key design principles include centering empathy and rapid prototyping. The authors show the potential power of integrating HCD principles into health promotion interventions.
- 12 pages, including full page table comparing CBPR and HCD principles, HCD constructs, and ways to combine HCD and CBPR in a real application. Engaging writing style that should be accessible to undergraduate and graduate-level readers.

Garney, W., Wilson, K., Nelon, J., Muraleetharan, D., McLeroy, K., & Baletka, D.-M. (2019). **Ecological Approaches to Teen Pregnancy Prevention: An Examination of Evidence-Based Interventions.**

*Health Promotion Practice*, 20(4), 494–501. <https://doi.org/10.1177/1524839918815463>

- This article reports on a meta-analysis of evidence-based teen pregnancy prevention programs, focusing on each program's social-ecological levels of approach, intervention, and measurement. The analysis reveals the need for more evidence-based interventions addressing and measuring environmental and policy level changes.
- 8 pages, tables showing the meta-analysis process and categorization of results. An excellent introduction to systematic mapping and meta-review. Straightforward language, should be accessible to undergraduate and graduate program planning students.

Roe, K. M., & Mata, H. J. (2019). **The Power of Words**. *Health Promotion Practice*, 20(2), 153–156. <https://doi.org/10.1177/1524839919827900>

- Commentary by HPP journal leadership regarding the importance of word choices when framing issues, identifying priority populations, developing change goals, and communicating about programs. Specific example shows changing language for substance use.
- 4 pages, [free to download from link](#) (does not require library subscription or SOPHE membership), accessible language, suitable for all undergraduate and graduate levels.

Sims, J., & Aboelata, M. J. (2019). **A System of Prevention: Applying a Systems Approach to Public Health**. *Health Promotion Practice*, 20(4), 476–482. <https://doi.org/10.1177/1524839919849025>

- Introduction of the Prevention Institute's System of Prevention Framework for community-based prevention design. The authors argue that the systems currently creating poor health outcomes can be redesigned to produce health, safety, and equity. Specific examples from across the U.S. are provided for each key step of the System of Prevention.
- 7 pages, [free to download from link](#) (does not require library subscription or SOPHE membership), includes 3 color pages illustrating the System of Prevention. Written in clear, accessible language, suitable for undergraduate or graduate level instruction.

## Program Implementation

Kristjansson, A. L., Mann, M. J., Sigfusson, J., Thorisdottir, I. E., Allegrante, J. P., & Sigfusdottir, I. D. (2019). **Development and Guiding Principles of the Icelandic Model for Preventing Adolescent Substance Use**. *Health Promotion Practice*. <https://doi.org/10.1177/1524839919849032>

- This article is the second in the two-part series on the Icelandic Prevention Model (the first article is described in the Needs Assessment section). The authors present and discuss the 10 core steps to implementing the Icelandic Model as developed to address an unexpected increase in adolescent substance use in Iceland and then applied in several other countries. Community-developed goals and Implementation strategies illustrate application of the model.
- 10 pages, [free download with link](#) (library subscription or SOPHE membership not required). Full page tables outlining the core steps and related implementation strategies. Excellent for both undergraduate and graduate level instruction

Livingood, W. C., Bilello, L., Lukens-Bull, K., Smotherman, C., & Choe, U. (2019). **Implementation Research as Applied Science: Bridging the Research to Practice Gap**. Health Promotion Practice. <https://doi.org/10.1177/1524839919858082>

- This article uses a case study approach to illustrate and discuss the use of quality improvement (QI) as the implementation model guiding an effective effort to establish texting STI test results as organizational practice in five county health departments. The authors introduce implementation science and demonstrate the differences between organizational change efforts framed from a research or a QI perspective.
- 9 pages, with tables showing characteristics of local health departments and key findings in the QI process. Likely better suited for graduate instruction, may be suitable for advanced undergraduate courses.

Lee, J. A., & Welk, G. J. (2019). **Association Between Comprehensive School Physical Activity Program Implementation and Principal Support**. Health Promotion Practice. <https://doi.org/10.1177/1524839919862767>

- This article reports on the results of a study to evaluate the impact of school principal support for implementation of the Comprehensive School Physical Activity Program (CSPAP). Schools involved in the Iowa FitnessGram Initiative participated in implementation-focused process evaluation. The authors identify principal support as key to partial or full implementation and provide a set of evidence-based recommendations for fostering that support. The recommendations are applicable to gaining administrative support across other settings.

- 9 pages, clear implications for practice section at the end, suitable for both undergraduate and graduate levels

Simmvong, P. K., Hillier, L. M., & Petrella, R. J. (2019). **Lessons Learned in the Implementation of HealthSteps: An Evidence-Based Healthy Lifestyle Program.** *Health Promotion Practice*, 20(2), 300–310. <https://doi.org/10.1177/1524839918759946>

- This article reports on the implementation-related findings of a detailed process evaluation exploring the feasibility of translating HealthSteps, an evidence-based intervention in community and clinic settings in Canada. The program is designed to address chronic disease, particularly diabetes, but the identified barriers, supports, and implementation recommendations are applicable to other health content and settings.
- 11 pages, excellent half and full page figures showing findings and recommendations, suitable for both undergraduate and graduate levels.

Quinn, M., Kowalski-Dobson, T., & Lachance, L. (2018). **Defining and Measuring Sustainability in the Food & Fitness Initiative.** *Health Promotion Practice*, 19(1\_suppl), 78S-91S. <https://doi.org/10.1177/1524839918782697>

- Description of the process and findings from evaluation of the 10 community-based food and fitness partnerships funded by the W.K. Kellogg Foundation, with particular emphasis on implementation and sustainability. Ten dimensions of sustainability were assessed with a stakeholder survey and then developed through interviews with partnership leaders. Key themes and factors contributing to the sustainability of program implementation are detailed and discussed.
- 14 pages, free download from the link (does not require library subscription or SOPHE membership), with several full page charts of indicators, participant quotes, survey results. Interesting and contemporary data visualization techniques in quantitative tables. Detailed but accessible writing style, should be suitable for both advanced undergraduate and graduate instruction.

## Program Evaluation

Juárez-Carrillo, P. M., Liebman, A. K., Reyes, I. A. C., Ninco Sánchez, Y. V., & Keifer, M. C. (2017).

**Applying Learning Theory to Safety and Health Training for Hispanic Immigrant Dairy Workers.**

Health Promotion Practice, 18(4), 505–515. <https://doi.org/10.1177/1524839916683668>

- HPP's 2017 Paper of the Year, this article describes the design, implementation, and evaluation of an occupational safety program for immigrant, Spanish-speaking dairy workers. The curriculum was designed with the Taxonomy of Significant Learning, adult and behavioral learning theory, and principles of occupational hazard control. The authors present the quantitative and qualitative methods used to evaluate the program and offer recommendations for further worker safety programs, particularly with immigrant workers.
- 11 pages, available for free download through the link (library subscription or SOPHE membership not required for free access). Several full page charts of curriculum evaluation and program results. Most suitable for graduate or advanced undergraduate instruction.
- **This paper is also available for free download in Spanish:** Juárez-Carrillo, P. M., Liebman, A. K., Reyes, I. A. C., Ninco Sanchez, Y. V., & Keifer, M. C. (2018). Aplicación de la teoría de aprendizaje en el entrenamiento acerca de seguridad y salud para trabajadores inmigrantes en las lecherías. Health Promotion Practice. <https://doi.org/10.1177/1524839918812419>

Arya, M., Marek, H. G., Marren, R. E., Hemmige, V., Street, R. L., & Giordano, T. P. (2018).

**Development and Evaluation of a Physician-Targeted Video to Promote HIV Screening.**

Health Promotion Practice. <https://doi.org/10.1177/1524839918783742>

- Pre-and post test evaluation of the effectiveness of a short video promoting routine opt-out HIV screening developed for primary care physicians. The evaluation was designed to test acceptability of the video and changes in knowledge, attitudes, and intention to screen.
- 10 pages, including detailed full-page tables of results and a logic model that links the video intervention to a broader theory of change. Very straightforward writing, suitable for undergraduate and graduate instruction.

Schwendler, T., Shipley, C., Budd, N., Trude, A., Surkan, P. J., Anderson Steeves, E., ... Gittelsohn, J. (2017). **Development and Implementation: B'More Healthy Communities for Kid's Store and Wholesaler Intervention.** Health Promotion Practice, 18(6), 822–832.



<https://doi.org/10.1177/1524839917696716>

- This article describes the methods and results of the process evaluation of the B'More Healthy Communities for Kids (BMCK) multi-level intervention trial designed to influence wholesalers and corner stores to improve community access to healthy food. The authors present the methods and results of the evaluation objective of this article is to describe the development and implementation of BHCK's corner store and wholesaler interventions through formal process evaluation. Supplemental materials include detailed evaluation results and samples of program communication materials.
- 11 pages, full-page tables detailing implementation steps, key indicators, and results. Recommended for graduate and advanced undergraduate courses.

Morrel-Samuels, S., Rupp, L. A., Eisman, A. B., Miller, A. L., Stoddard, S. A., Franzen, S. P., ... Zimmerman, M. A. (2018). **Measuring the Implementation of Youth Empowerment Solutions**. *Health Promotion Practice*, 19(4), 581–589. <https://doi.org/10.1177/1524839917736511>

- This article presents and discusses the methods used for process evaluation of the Youth Empowerment Solutions (YES) programs. The evaluation included 25 groups in 12 schools over 4 years and included fidelity, dose delivered, dose received and program quality as key indicators. The authors present the evaluation findings and suggest a model for using multiple methods to collect and analyze process evaluation data for continuous program improvement.
- 9 page article, very clear evaluation language with full page tables showing indicators and results. Recommended for graduate and advanced undergraduate courses.

Nieves, C. I., Chan, J., Dannefer, R., De La Rosa, C., Diaz-Malvido, C., Realmuto, L., ... Manyindo, N. (2019). **Health in Action: Evaluation of a Participatory Grant-Making Project in East Harlem**. *Health Promotion Practice*. <https://doi.org/10.1177/1524839919834271>

- This short article describes the steps and results of the process evaluation of an innovative community grantmaking initiative of a local city health department. The project and multi-method evaluation are explicitly informed by understanding structural racism and related health disparities, as well as the health department's existing value-based framework for community engagement. The evaluation results show the effectiveness of the grantmaking project, as well as unanticipated benefits including capacity building within community-based organizations and meaningful relations with the health department.

- 8 pages, including full page tables that lay out how the Community Engagement Framework was applied in the project and overview of each of the grantees. Accessible writing, suitable for both undergraduate and graduate courses.

Ball, L., McCauley, A., Paul, T., Gruber, K., Haldeman, L., & Dharod, J. (2018). **Evaluating the Implementation of a Farmers' Market Targeting WIC FMNP Participants.** Health Promotion Practice, 19(6), 946–956. <https://doi.org/10.1177/1524839917743965>

- This article describes the development and real time formative evaluation of a community-based effort to implement a Farmer's Market near a WIC clinic. The authors demonstrate the role and possibilities of building formative evaluation into a community-based participatory research (CBPR) design, involving farmers, administrators, and community advocates in documenting the implementation process.
- 11 pages, includes figures showing the conceptual model, aerial view of the site, and a summary of the data collection methods and specific examples. Accessible writing, likely suitable for both undergraduate and graduate level instruction.

## HPP Program Planning and Evaluation Classics

Goldman, K. D., & Schmalz, K. J. (2006). Logic Models: **The Picture Worth Ten Thousand Words.** Health Promotion Practice, 7(1), 8–12. <https://doi.org/10.1177/1524839905283230>

- Explains in detail the Logic Model and also give examples!
- 4 pages, from the HPP Tools of the Trade Department, accessible language well suited to both undergraduate and graduate level instruction

Page, M., Parker, S. H., & Renger, R. (2009). **How Using a Logic Model Refined Our Program to Ensure Success.** Health Promotion Practice, 10(1), 76–82. <https://doi.org/10.1177/1524839906296012>

- This short article describes the use of the ATM (Antecedent, Target, Measurement) approach to developing a logic model. Full page tables show the model applied to a problem of concern. The key role of involving stakeholders in logic model design and analysis is discussed.

- 6 pages, slightly dated language but very useful in describing the steps of logic model construction, likely most suitable for graduate student instruction

Langlois, M. A., & Hallam, J. S. (2010). **Integrating Multiple Health Behavior Theories Into Program Planning: The PER Worksheet.** *Health Promotion Practice*, 11(2), 282–288.

<https://doi.org/10.1177/1524839908317668>

- Describes the logic of the Predisposing, Enabling, and Reinforcing Factors construction of PRECEDE-PROCEED and then presents an application using a clear and simple PER Worksheet. Short article designed to simplify the planning process for practitioners and program planning students.
- 6 pages, including full page tables showing the worksheet example

Lytle, L. A., & Perry, C. L. (2001). **Applying Research and Theory in Program Planning: An Example from a Nutrition Education Intervention.** *Health Promotion Practice*, 2(1), 68–80.

<https://doi.org/10.1177/152483990100200111>

- In this article from the second issue of HPP (2001), the authors describe a 10-step process for creating health behavior change programs. The example is drawn from the TEENS study, a school-based nutrition education research trial, to illustrate how a very concrete, community-based intervention is developed from behavioral theory, research, and knowledge of practice and the priority population
- 13 pages, including full page charts illustrating the 10 steps in developing health behavior interventions; the program's environmental, individual, and behavioral factors and related intervention objectives, activities associated with each objective, and detailed summaries of each activity. Likely suitable for undergraduate and graduate level instruction.

Butterfoss, F. D., Francisco, V., & Capwell, E. M. (2000). **Choosing Effective Evaluation Methods.** *Health Promotion Practice*, 1(4), 307–313. <https://doi.org/10.1177/152483990000100404>

- Short and very practical article identifying and comparing basic types of program evaluation data-gathering strategies. Charts clearly list advantages and disadvantages of different quantitative and qualitative approaches, including written questionnaires, interviews, focus groups,

observation, and extant data review. The article ends with a summary graphic and discussion of key variable to consider in making choices.

- 6 pages, from the Evaluation in Practice Department of HPP's first volume. Practical and accessible language, excellent examples, well suited for undergraduate or graduate instruction.