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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.