PLANNING, IMPLEMENTING, AND EVALUATING

HEALTH PROMOTION PROGRAMS

EIGHTH EDITION

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Preface

Planning, Implementing, and Evaluating Health Promotion Programs, Eighth Edition, is written for students who are enrolled in a professional course in health promotion program planning. It is designed to help them understand and develop the skills that are necessary to carry out program planning regardless of the setting. The book is unique among the health promotion planning textbooks on the market in that it provides readers with both theoretical and practical information. A straightforward, step-by-step format is used to make concepts clear and the full process of health promotion planning understandable. This book provides, under a single cover, material on all three areas of program development: planning, implementing, and evaluating. And its new 4-color design brings concepts to life unlike ever before.

Learning Aids

Each chapter includes chapter objectives, a list of key terms, presentation of content, chapter summary, review questions, activities, and weblinks. In addition, many of the key concepts are further explained with information presented in boxes, figures, and tables.

Chapter Objectives

The chapter objectives identify the content and skills that should be mastered after reading the chapter, answering the review questions, completing the activities, and using the weblinks. Most of the objectives are written using the cognitive and psychomotor (behavior) educational domains. For most effective use of the objectives, we suggest that they be reviewed before reading the chapter. This will help readers focus on the major points in each chapter and facilitate answering the questions and completing the activities at the end.

Key Terms

Key terms are introduced in each chapter and are important to the understanding of the content. The terms are presented in a list at the beginning of each chapter and are printed in boldface at the appropriate points within the chapter. In addition, all the key terms are presented in the glossary along with other important terms. Again, as with the chapter objectives, we suggest that readers skim the key terms list before reading the chapter. Then, as they read the chapter, particular attention should be paid to the definition of each term.

Presentation of Content

Although each chapter could be expanded—in some cases, entire books have been written on topics we have covered in a chapter or less—we believe that each chapter contains the necessary information to help students understand and develop many of the skills required to be successful health promotion planners, implementers, and evaluators.

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Responsibilities and Competencies Boxes

Within the first few pages of all except the first chapter, readers will find a box that contains the responsibilities and competencies for health education specialists that are applicable to the content of the chapter. The responsibilities and competencies presented in each chapter are the result of the most recent practice analysis—the *Health Education Specialist Practice Analysis II 2020* (HESPA II 2020), which is published in *A Competency-Based Framework for Health Education Specialists—2020* (NCHEC & SOPHE, 2020). These boxes will help readers understand how the chapter content applies to the responsibilities and competencies required of health education specialists. In addition, these boxes should help guide candidates as they prepare to take either the Certified Health Education Specialist (CHES®) or Master Certified Health Education Specialist (MCHES®) exam. A complete listing of the Responsibilities, Competencies, and Subcompetencies can be found online at https://www.nchec.org/responsibilities-and-competencies.

Chapter Summary

At the end of each chapter, readers will find a one- or two-paragraph review of the major concepts covered in the chapter.

Review Questions

The questions at the end of each chapter provide readers with some feedback regarding their mastery of the content. These questions also reinforce the objectives and key terms presented in each chapter.

Activities

Each chapter includes several activities that allow students to use their new knowledge and skills. The activities are presented in several different formats for the sake of variety and to appeal to the different learning styles of students. It should be noted that, depending on the ones selected for completion, the activities in one chapter can build on those in a previous chapter and lead to the final product of a completely developed health promotion program plan.

Weblinks

The final portion of each chapter consists of a list of updated links on the Internet. These links encourage students to explore a number of different websites that are available to support planning, implementing, and evaluating programs.

New to This Edition

In revising *Planning, Implementing, and Evaluating Health Promotion Programs, Eighth Edition*, we incorporated as many suggestions from reviewers, colleagues, and former students as possible. Since the last edition of this book was published, several major documents that impact the program planning have been released/revised. In addition to the new Responsibilities, Competencies, and Subcompetencies (NCHEC & SOPHE, 2020) noted above, there is a revised Code of Ethics for the Health Education Profession (CNHEO, 2020), a Report of the Joint Committee on Health Education and Promotion Terminology (Videto & Dennis, 2021), and a new set of goals and objectives for the nation—*Healthy People 2030* (USDHHS, 2020). The content of these documents is reflected in this updated book. There also has been a slight reordering and retitling of the chapters in this edition of the book. The chapter on marketing has moved from Chapter 12 to Chapter 9. The rationale behind this change is based on the importance of marketing to creating an intervention that will be adopted by the priority population. This change has also

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impacted the order and titles of Chapters 10 through 12. In addition to updating material, adding new visual components, and, where appropriate, new application boxes throughout the text, the following points reflect the major changes in this new edition:

- Chapter 1 now includes discussions about the six dimensions of wellness and the social determinates of health, and an overview of *Healthy People 2030*.
- Chapter 2 has been expanded to include additional information on *The Community Guide* and provides an updated example of a written program rationale.
- Chapter 3 has been streamlined to provide more information about fewer planning models with emphasis on the Generalized Model. Because of the role that nonprofit hospitals play in community health, new information about ACHI's Community Assessment Toolkit has been added.
- Chapter 4 includes new information about issues to consider before conducting a needs assessment and additional information on conducting surveys as a means of collecting needs assessment data.
- Chapter 5 now incorporates more practical examples to explain the different levels of measurement and how best to sample a population.
- Chapter 6 now includes an expanded discussion on the various levels of objectives and how to go about developing objectives.
- Chapter 7 includes additional information on the socioecological approach and its application to creating an intervention.
- Chapter 8 features new information on Public Health 3.0, Design Thinking, and systems thinking. The chapter also includes a new section on how to select the right strategies for an intervention, and expansions of advocacy strategies, and the levels of evidence, including a flow chart to aid in determining the level of evidence for an intervention. And, information about logic models has been moved to this chapter.
- Chapter 9, Marketing (formerly Chapter 12), includes new marketing examples and several new boxes, which make the text less dense and easier to read.
- Chapter 10, Community Organizing and Community Building (formerly Chapter 9), provides more information on the need for community organization and an expanded discussion of working with diverse populations.
- Chapter 11, Preparing for Implementation (formerly Chapter 10—Identification and Allocation of Resources), has been reworked to provide background information about successful implementation including creating an action plan. Also, information about timelines has been moved to this chapter.
- Chapter 12, Carrying out Implementation and Management, includes three new sections on sustainability, cultural humility, and on reaching out to the media.
- Chapter 13 now includes information on the need to conduct meaningful evaluation regardless of program type, size, or duration. The chapter also includes expanded content on the purposes of evaluation and practical issues or barriers in conducting an evaluation.
- Chapter 14 includes several new figures and new boxes to illustrate case studies for (1) pretesting, (2) pilot testing, (3) quasi-experimental design, (4) one group pretest-posttest design, (5) process evaluation, and (6) interrupted time series design.
- Chapter 15 now includes updated guidelines for developing a written report, a new table showing nonparametric statistics and their parametric equivalents, and a new section on data visualization.

To assist students and instructors, the completely new Navigate Advantage course includes both Student and Instructor resources.

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Student resources include:

- Interactive eBook
- Slides in PowerPoint format
- Learning Objectives
- Image Bank
- Application Boxes
- Flashcards
- Weblinks

Instructor resources include:

- Test Bank (Chapter Quizzes)
- Slides in PowerPoint format
- Lecture Outlines
- Image bank

Students will find this book easy to understand and use. We are confident that if the chapter objectives and key terms are reviewed prior to reading the chapters, the chapters are then carefully read, and an honest effort is put into completing the activities and visiting the weblinks, and students will gain the essential knowledge and skills for program planning, implementation, and evaluation.

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J. F. M.
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