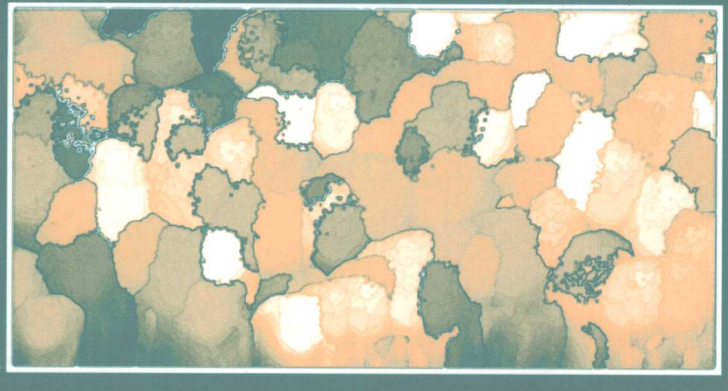
PLANNING, IMPLEMENTING, — AND — EVALUATING HEALTH PROMOTION PROGRAMS

A PRIMER



THIRD EDITION

JAMES F. MCKENZIE JAN L. SMELTZER

Planning, Implementing, and Evaluating Health Promotion Programs

A Primer

THIRD EDITION

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This book is dedicated to five special people—
Bonnie, Anne, Greg, Hilary, and Mike—

and to our teachers and mentors—
Marshall H. Becker (deceased), Mary K. Beyrer,
Norren M. Clark, Nancy Kinney, Terry W. Parsons,
Irwin M. Rosenstock, and Yuzuru J. Takeshita

Preface

This book is written for students who are enrolled in their first professional course in health promotion program development. It is designed to help them understand and develop the skills necessary to carry out program development regardless of the setting. The book is unique among the health program–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 programming understandable. This book also provides, under a single cover, material on all three areas of program development: planning, implementing, and evaluating.

Learning Aids

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

Chapter Objectives. The chapter objectives identify the content and skills that should be mastered after reading the chapter, answering the end-of-chapter questions, and completing both sets of activities. 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 will facilitate answering the questions and completing the activities at the end.

Key Terms. Key terms are introduced in each chapter of the textbook and are important to the understanding of the chapter. The terms are presented in a list at the beginning of each chapter and then are printed in boldface at the appropriate points within the chapter. Again, as with the chapter objectives, we suggest that readers skim the list before reading the chapter. Then as the chapter is read, particular attention should be paid to the definition of each term.

Presentation of Content. Although each chapter in this book could be expanded—in some cases, entire books have been written on topics we have covered

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in a chapter or less—we believe that each chapter contains the necessary information to help readers understand and develop many of the skills required to be a successful health promotion program planner, implementor, and evaluator.

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

Review Questions. The purpose of the questions at the end of each chapter is to provide readers with some feedback regarding their mastery of the content. We have endeavored to ask questions that would reinforce the chapter objectives and key terms presented in each chapter.

Activities. Each chapter also includes several activities that will allow readers to put their new knowledge and skills to use. The activities are presented in several different formats for the sake of variety and to appeal to the different learning styles of readers. 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.

Web Activities. The final portion of each chapter consists of several activities based on the World Wide Web. These activities allow readers to explore a number of different websites that are available to support program planning, implementation, and evaluation efforts.

New to This Edition

In revising this textbook, we incorporated as many suggestions from reviewers, colleagues, and former students as possible. In addition to updating material throughout the text, the following points reflect the major changes in this new edition:

- Chapter 1 has been expanded to include information about how the Framework for Competency-Based Health Education has been revised to include competencies for advanced-level health practitioners.
- Chapter 2 on planning models has been reorganized with the addition of the MATCH (Multilevel Approach to Community Health), CDCynergy, and SMART (Social Marketing Assessment and Response) planning models. Also, the most recent updates to the PRECEDE-PROCEED model are included.
- Chapter 4 has been expanded to include strategies on using the World Wide Web to assist in the needs assessment process. In addition, the needs assessment process has been broadened to allow for ease of application.
- Chapter 7 on theories and models used for interventions has been expanded with additional information about the transtheoretical model.
- Chapter 8 on interventions has been restructured to place greater emphasis on communication intervention activities.

- Chapter 9 has been extended by adding the concept of community building to the discussion of community organizing.
- The information presented on social marketing in Chapter 11 has been expanded.
- Chapter 14 has been reorganized with the addition of the Framework for Program Evaluation from the Centers for Disease Control and Prevention.
- Throughout the textbook, new applications of and references to planning programs in multicultural settings have been included.
- At the end of each chapter, World Wide Web activities have been added to support the readers in their program-planning efforts.

Readers will find this book easy to understand and use. We are confident that if the chapters are carefully read and an honest effort is put into completing the activities and web activities, readers will gain the essential knowledge and skills for program planning, implementation, and evaluation.

Acknowledgments

A project of this nature could not have been completed without the assistance and understanding of many individuals. First, we thank all our past and present students, who have had to put up with our "working drafts" of the manuscript.

Second, we are grateful to those professionals who took the time and effort to review and comment on various editions of this book. For the first edition, they included Vicki Keanz, Eastern Kentucky University; Susan Cross Lipnickey, Miami University; Fred Pearson, Ricks College; Kerry Redican, Virginia Tech; John Sciacca, Northern Arizona University; and William K. Spath, Montana Tech. For the second edition, reviewers included Gordon James, Weber State; John Sciacca, Northern Arizona University; and Mark Wilson, University of Georgia. For this third edition, the reviewers included Joanna Hayden, William Paterson University; Raffy Luquis, Southern Connecticut State University; Teresa Shattuck, University of Maryland; Thomas Syre, James Madison University; and Esther Weekes, Texas Women's University.

Third, we thank our friends for providing valuable feedback on all three editions of this book: Robert J. Yonker, Ph.D., Professor Emeritus in the Department of Educational Foundations and Inquiry, Bowling Green State University; Lawrence W. Green, Dr.P.H., Distinguished Service Fellow/Visiting Scientist, Office on Smoking and Health, National Center for Chronic Disease Prevention and Health Promotion, Centers for Disease Control and Prevention; Bruce Simons-Morton, Ed.D., M.P.H., Chief, Prevention Research Branch, National Institute of Child Health and Human Development, National Institutes of Health; and Jerome E. Kotecki, H.S.D., Associate Professor, Department of Physiology and Health Science, Ball State University.

Fourth, we thank Brad Neiger, Ph.D., C.H.E.S., Associate Professor, Health Science Department, Brigham Young University, for writing the largest portion of Chapter 2 and for his organization of the whole chapter.

Fifth, we appreciate the work of Allyn and Bacon employees Joe Burns, series editor for health and physical education, and his assistants Tanja Eise and Annemarie Kennedy. We also appreciate the careful work of freelancers Susan Freese and Lynda Griffiths.

Finally, we express our deepest appreciation to our families for their support, encouragement, and understanding of the time that writing takes away from our family activities.

J. F. M.
J. L. S.

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