

M2191.001600 Global Health Program Planning & Evaluation

Spring 2026
Day and Time: Wednesday (3:00-5:50pm)
3-credit hours
Course Language: Korean
Classroom: Room 429, Building 221
Office Hour: Wednesday 6:00-7:00pm (Room 427, Building 221)

Instructor

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Course description

Planning and evaluating a global health program in a developing country setting is particularly challenging and requires a broader perspective and a systematic approach considering the specific local conditions. This course aims to review important factors relevant to each of the steps in planning, implementing, monitoring and evaluating a global health program and to provide understanding about the theories and methods of the steps. The course introduces real-world examples of a global health program planning and evaluation and discusses the reasons of success or failure of each example. The course also provides students with an opportunity to experience developing their own global health program design and a monitoring & evaluation plan, considering a country's sociocultural and economic conditions, health care needs, community participation, and sustainability of the program.

Learning objectives

By the end of the course, students will be able to do the following:

- Understand the steps for developing a global health program
- Obtain knowledge and skills for evaluating a global health program
- Describe ethical issues in global health program planning and implementation
- Explain the challenges in conducting program evaluation in resource-poor settings.

Pre-requisites

- No pre-requisite course is required, but it is recommended that students take “Global Health (902.618B)” before taking this course.
- As this class requires proactive team-based project participation, auditing is not allowed.

Course format

- This course consists of two modules – Module 1 (Program planning) and Model 2 (Program evaluation).
- This course is **a semi-flipped course** – Students will obtain the basic knowledge on each session topic through reading assignments and review of the lecture slides ahead of class. The level of students' understanding of the topics will be tested through quiz during the first 5 minutes of each session. Then, the first half of each class will be spent on 1) the instructor's short lecture (focused on the gist of the session topic) and a Q&A session, and 2) critical appraisal of relevant articles/reports. The second half will be spent on class activities, including 1) in-class exercises applying the knowledge to the team (or individual) project, 2) students' short presentations on the progress of their projects, and 3) group discussion.

Course materials

There is no required textbook for this course. The required (and/or supplementary) readings for reading assignments for each topic will be listed under the Detailed Course Schedule of this document. All of the readings will be posted on the eTL site ahead of time for each session. For students interested in further readings, below are some relevant textbooks:

Key references/Textbooks:

- Issel LM, Wells R, Williams M. Health Program Planning and Evaluation: A Practical, Systematic Approach to Community Health (5th edition). Jones & Bartlett Learning; 2021.
- Green LW, Gielen AC, Ottoson JM, Peterson DV, Kreuter MW. Health Program Planning, Implementation, and Evaluation: Creating Behavioral, Environmental, and Policy Change. Johns Hopkins University Press; 2022.
- Eldredge LKB, Markham CM, Ruiter RA, Fernández ME, Kok G, Parcel GS. Planning Health Promotion Programs: An Intervention Mapping Approach (4th edition) by Jossey-Bass/Wiley; 2016.
- Imas LGM and Rist RC. The Road to Results: Designing and Conducting Effective Development Evaluations. The World Bank; 2009.
- 한국국제협력단. 국제개발협력 프로젝트 실행과 관리. 한울, 2018.
- 박수영. 국제개발협력 평가의 이해. 지식과감성, 2023.

Course requirements

Attendance

- Students are expected to attend all classes. In case of unavoidable absence, students should let the instructor know ahead of time.

Reading assignments

- All students are expected to read all reading materials before attending class.
- The asterisk (*) indicates basic knowledge materials.
- ***Please note and be prepared that the reading load will be relatively heavy***, as this is an intensive course covering both planning and evaluation of global health programs in one semester.

Quiz tests

- For some Sessions, the first 5 minutes will be spent to assess students' understanding of the reading materials, through QUIZ questions (graded).

Class participation

- Students are expected to proactively participate in class discussion and class activities including group work and in-class exercises.

Critical appraisal of articles/reports

- For a majority of the Sessions, pre-selected student(s) will critically appraise a relevant article or case/report (to be included in the reading assignments and marked with a hash #) and lead class discussion.
- The student(s) should submit a 2-3 page summary of the assigned article or case/report along with 2-5 discussion questions by one day before each class.

Midterm/Final Projects

- Each project team will consist of 3-4 students, depending on the final size of the class.
- Each team will develop two small proposals (one on program planning & implementation [Proposal I] and the other on program monitoring & evaluation [Proposal II]) for a global health program/project in a selected resource-poor setting.
- Proposal I will be prepared in a form of a '*Project Concept Paper (PCP)*'; and Proposal II in a form of the program evaluation proposal.
- More detailed guidance will be provided throughout the course by the instructor.
- The first proposal is due by midnight before the class for Session 8. Each team will present its own proposal (20 minutes each) during the class for Session 8 and lead class discussion.
- The second proposal is due by midnight before Session 15. Each team will present (20 minutes each) their proposal and lead class discussion during the last class.

Assessment of performance

- A total of 100 points are possible in this course. Grading will be based on the following performance:
 - Class participation: 10 points
 - Quiz test: 20 points total
 - Critical appraisal (individual work): 20 points total (two presentations, 10 points each). Each presentation will be graded out of 10 points: 5 points from instructor evaluation and 5 points from peer evaluation.
 - Midterm project (group work) – Proposal I (Planning & Implementation of a Global Health Program): 25 (instructor evaluation: 15, peer evaluation: 5, intrateam evaluation on contribution: 5)
 - Final project (group work) – Proposal II (Monitoring & Evaluation of a Global Health Program): 25 (instructor evaluation: 15, peer evaluation: 5, intrateam evaluation on contribution: 5)
- Final letter grades will be assigned according to the following scale:
 - A = 88-100
 - B = 80-87
 - C = 70-79
 - D = 60-69

At-a-Glance Course Calendar

Session (Date)	Topic	Quiz	Critical Appraisal	Class Activity
Module 1: Global Health Program Planning & Implementation				
Session 1 (3/4/26)	Introduction and overview	--	--	Project team designation
Session 2 (3/11/26)	Theories and frameworks	O	--	Group work
Session 3 (3/18/26)	Community health assessment	O	CA presentation 1	Group work
Session 4 (3/25/26)	Health program development	O	CA presentation 2	Group work
Session 5 (4/1/26)	Designing interventions	O	CA presentation 3	Group work
Session 6 (4/8/26)	Program implementation	O	CA presentation 4	Group work
Session 7 (4/15/26)	Ethical issues in global health program planning & implementation	O	Ethical cases 1 Ethical cases 2	Group discussion
Session 8 (4/22/26)	<i>Presentation of Proposal I – Planning & Implementation of a Global Health Program</i>	--	--	<i>Proposal I due</i>
Module 2: Global Health Program Monitoring & Evaluation				
Session 9 (4/29/26)	Monitoring a program	--	--	
Session 10 (5/6/26)	Planning program evaluation	O	CA presentation 5	Group work
Session 11 (5/13/26)	Implementation research vs. program evaluation	O	CA presentation 6	Group work
Session 12 (5/20/26)	Designing program effect evaluations	O	CA presentation 7	Group work
Session 13 (5/27/26)	Sampling, data collection and analysis for effect evaluations	O	CA presentation 8	Group work
Session 14 (6/10/26)	Real-world examples – Global health program monitoring & evaluation	--	KOICA eval. report 1 KOICA eval. report 2	
Session 15 (6/17/26)	<i>Presentation of Proposal II – Monitoring & Evaluation of a Global Health Program</i>	--	--	<i>Proposal II due</i>

Detailed Course Schedule

Session 1	Introduction and overview	3/4/26
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Topics:

- Course overview/administration
- The context of global health program planning and evaluation

Reading assignments:

*Issel LM, Wells R, Williams M. Chapter 1. Context of Health Program Development and Evaluation. In: Health Program Planning and Evaluation. Jones & Bartlett Learning; 2021.

Reynolds HW, Sutherland EG. A systematic approach to the planning, implementation, monitoring, and evaluation of integrated health services. *BMC Health Serv Res* 2013; 13: 168.

Session 2	Theories and frameworks	3/11/26
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Topics:

- Theories/Models in health behavior and promotion
- Combining theories and practices
- The PRECEDE-PROCEED Model
- The Program Theory

Reading assignments:

*U.S. DoHHS. Theory at a Glance: A Guide for Health Promotion Practice (Second edition). 2005.

*Green LW et al. Chapter 1. A Model for Population Health Planning, Implementation, and Evaluation. Johns Hopkins University Press; 2022.

*Issel LM, Wells R, Williams M. Chapter 5. Program Theory and Interventions Revealed. Jones & Bartlett Learning; 2021.

Session 3	Community Health Assessment	3/18/26
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Topics:

- Definition of community
- Needs assessment
- Stakeholder analysis
- Assessments based on the PRECEDE steps

Reading assignments:

*Issel LM, Wells R, Williams M. Chapter 3. Community Health Assessment for Program Planning. Jones & Bartlett Learning; 2021.

#Lam SC et al. Use of the PRECEDE-PROCEED Model in Piloting Vaccine Promotion and Infection Self-Protection: Intervention Development and Effectiveness Examination." *Vaccines* 2024;12(9), 979.

Supplementary readings (optional):

Rossi P, Lipsey M, Freeman H. Chapter 4. Assessing the Need for a Program. In: Evaluation: A Systematic Approach. SAGE Publications; 2004.

Villadsen SF, Tersbol BP, Negussie D, et al. Antenatal care strengthening in Jimma, Ethiopia: a mixed-method needs assessment. *Journal of environmental and public health* 2014:945164.

Namazzi G, N KS, Peter W, John B, Olico O, A AK, A HA, Elizabeth EK. Stakeholder analysis for a maternal and newborn health project in Eastern Uganda. *BMC Pregnancy Childbirth* 2013;13:58.

Session 4	Health Program Development	3/25/26
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Topics:

- Identifying and defining health problems
- Designing a theory-based program
- Setting the perspectives and objectives of a health program
- Community participation and engagement

Reading assignments:

*Issel LM, Wells R, Williams M. Chapter 4. Characterizing and Defining the Health Problem. In: Health Program Planning and Evaluation. Jones & Bartlett Learning; 2021.

#Mayston R, Alem A, Habtamu A, Shibre T, Fekadu A, Hanlon C. Participatory planning of a primary care service for people with severe mental disorders in rural Ethiopia. *Health Policy and Planning* 2016; **31**(3): 367-76.

Session 5	Designing interventions	4/1/26
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Topics:

- Types of interventions
- Identifying appropriate interventions
- Challenges in designing global health interventions

Reading assignments:

* Issel LM, Wells R, Williams M. Chapter 5. Program Theory and Interventions Revealed. Jones & Bartlett Learning; 2021.

#English M. Designing a theory-informed, contextually appropriate intervention strategy to improve delivery of paediatric services in Kenyan hospitals. *Implement Sci* 2013;8:39.

Supplementary reading (optional):

Kung'u JK, Ndiaye B, Ndedda C, Mamo G, Ndiaye MB, Pendame R, Neufeld L, Mwitari J, Desta HH, Diop M, Doudou M, De-Regil LM. Design and implementation of a health systems strengthening approach to improve health and nutrition of pregnant women and newborns in Ethiopia, Kenya, Niger, and Senegal. *Matern Child Nutr* 2018;14 Suppl 1.

Session 6	Program implementation	4/8/26
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Topics:

- Implementation and management of a public health program
- Examples of public health program implementation in LMICs

Reading assignments:

*Issel LM, Wells R, Williams M. Chapter 7. Process Theory for Program Implementation. Jones & Bartlett Learning; 2021.

#Uneke CJ, Ndukwe CD, Ezeoha AA, Urochukwu HC, Ezeonu CT. Improving maternal and child healthcare programme using community-participatory interventions in Ebonyi State Nigeria. *Int J Health Policy Manag* 2014;3(5):283-7.

Session 7	Ethical issues in global health program planning & implementation	4/15/26
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Topics:

- Ethics case studies from Africa
- Ethical challenges in global health program planning and implementation

Reading assignments:

*Nuffield Council on Bioethics. The Ethics of Research Related to Healthcare in Developing Countries: A Follow-up Discussion Paper. London: Nuffield Council on Bioethics, 2005.

*Decamp M, Pomerantz D, Cotts K, Dzung E, Farber N, Lehmann L, Reynolds PP,

Sulmasy LS, Tilburt J. Ethical Issues in the Design and Implementation of Population Health Programs. *J Gen Intern Med* 2018;33(3):370-375.

Aellah G, Chantler T, Geissler PW. Global Health Research in and Unequal World: Ethics case studies from Africa. CAB International; 2016. [Cases #5, 6, 13, 16]

Aellah G, Chantler T, Geissler PW. Global Health Research in and Unequal World: Ethics case studies from Africa. CAB International; 2016. [Cases #20, 25, 30 and 37]

Session 8	Presentation of Proposal I – Planning & Implementation of a global health program	4/22/26
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Topics:

- Student presentation of Proposal I
- Peer-review and class discussion

Proposal I due

Session 9	Monitoring a program	4/29/26
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Topics:

- Monitoring implementations
- Preparing to monitor
- Monitoring process for data collection, analysis and reporting

Reading assignments:

*Issel LM, Wells R, Williams M. Chapter 8. Monitoring Implementation through Budgets and Information Systems. Jones & Bartlett Learning; 2021.

*UNDP. Chapter 4. Monitoring for Results. In: Handbook on Planning, Monitoring and Evaluating for Development Results. 2009.

Session 10	Planning program evaluation	5/6/26
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Topics:

- Defining evaluation questions
- Designing the evaluation
- Different types of evaluation designs

Reading assignments:

*Green LW et al. Chapter 9. Health Program and Policy Development III: Evaluation strategies. Johns Hopkins University Press; 2022.

#Croke K, Barasa E. "Health system evaluation: new options, opportunities and limits." *Bulletin of the World Health Organization* 2024;102(7):538–540.

Supplementary reading (optional):

McDavid J, Huse I, Hawthorn L. Chapter 3. Research Designs for Program Evaluations. In: Program Evaluation and Performance Measurement: An Introduction to Practice. SAGE Publications; 2013.

Rossi P, Lipsey M, Freeman H. Chapter 8. Randomized Field Experiments. Chapter 9. Assessing Program Impact: Alternative Designs In: Evaluation: A Systematic Approach. SAGE Publications; 2004.

Session 11	Implementation research vs. Program evaluation	5/13/26
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Topics:

- Introduction to implementation research
- The role of implementation research in global health
- Differences between Implementation research vs. Program evaluation

Reading assignments:

*Theobald S, Brandes N, Gyapong M, et al. Implementation research: new imperatives and opportunities in global health. *Lancet* 2018;392(10160):2214–2228.

#Ridde V, Pérez D, Robert E. Using implementation science theories and frameworks in global health. *BMJ Global Health* 2020;5:e002269.

Session 12	Designing program effect evaluations	5/20/26
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Topics:

- Defining evaluation questions
- Designing program evaluation
- Different types of outcome/effect evaluation designs

Reading assignments:

*Issel LM, Wells R, Williams M. Chapter 11. Planning the Intervention Effect Evaluation. Jones & Bartlett Learning; 2021.

#Minary L, Trompette J, Kivits J et al. "Which design to evaluate complex interventions? Toward a methodological framework through a systematic

review." *BMC Medical Research Methodology* 2019;19:84.

Session 13	Sampling, data collection, and analysis for effect evaluations	5/27/26
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Topics:

- Sampling strategies
- Data collection instruments
- Analysis of qualitative data
- Analysis of quantitative data
- Mixed-methods

Reading assignments:

*Imas LGM and Rist RC. Chapters 10. Planning for and Conducting Data Analysis. In: *The Road to Results*. The World Bank; 2009.

#Sclar GD, Routray P, Majorin F et al. Mixed Methods Process Evaluation of a Sanitation Behavior Change Intervention in Rural Odisha, India. *Global Implementation Research and Applications* 2022;2:67–84.

Session 14	Real-world examples of program evaluation	6/10/26
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Topics:

- Real-world examples of program evaluation

Reading assignments:

#Report 1: WHO 4개국 소외열대질환 퇴치사업_종료평가 보고서 (2024)

#Report 2: UNFPA 시리아 전쟁 피해 여성을 위한 보건 및 생활개선 프로그램_종료평가 결과보고서 (2022)

Session 15	Presentation of Proposal II – Monitoring & Evaluation of a global health program / Class wrap-up	6/17/26
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Topics:

- Student presentation of group projects
- Peer evaluation and class discussion
- Class wrap-up

Proposal II due