Flipped IN-CLASS Lesson Plan Template

Topic or concept: HS 159 – Health Program Planning – Program goal & SMART +C objectives

Basic objectives for preparatory work:	Advanced objectives for classwork & after class work:
1. Write a program goal that includes priority population, health issue, community. 2. Describe the difference(s) between a goal and an objective 3. Define each element of SMART 4. Identify the three types of objectives requested in the RFP. 5. Match the three types of objectives in the RFP to the language in Coley & Scheinberg. 6. Determine what is measured by each type of objective in the RFP. 7. Identify two contributing factors to your health issue in the priority population. 8. Explain why each identified factor is relevant and important to measure as it relates to the goal. 9. Ask them a question about how comfortable they feel writing a goal? An impact objective? An outcome objective? A process objective?	1. Revise SMART objectives. 2. Develop two SMART impact objectives based on the contributing factors and goal. 3. Develop one SMART outcome objective based on the contributing factors and goal. 4. Develop three SMART process objectives based on the contributing factors and goal. 5. Identify and address gaps in continuity from goal through process objectives.

	Time planned	Activity and rationale	Resources needed	Learning objective addressed

| Beginning of class period	5 mins	Review entry ticket goals. Have students pair up and discuss whether or not the written goals are appropriate based on the readings. To have them activate knowledge from preparatory activities and provide accountability.	Students entry tickets with goal written	B*LO 1 & 2*
Middle of period	15 minutes	Mini-lecture based on Q&A from preparatory activities. Clarify misconceptions and offer new info. Include examples of each type of objective (process, impact, outcome). Be sure to include environmental change, policy change, advocacy change, etc. in examples.	Lecture prep/slides Could use iclicker for them to vote for which type of objective the different examples are.	BLO 1-6
Middle of period	15 minutes	Practice revising objectives to make them SMART in pairs.	Worksheet with 10 sample objectives that don't meet the SMART format.	ALO 1
Middle of period	10 minutes	Identify contributing factors to the health issue within the priority population and prioritize in a 2x2 table. *Independent work.*	Paper with 2x2 table (importance vs. changeability)	BLO 7 & 8

Middle of period	20 minutes	Write one SMART impact objective based on the contributing factors and goal for their priority population and health issue. Have three students write one of their impact objectives on the white board or poster paper in class. Use these three examples to run through with the entire class. Pair up and give feedback to classmates/peers on how SMART their impact objectives are.	Paper/computers White board or poster paper Peer feedback rubric	ALO 2
End of period	10 minutes	Muddiest point: have students write down questions, thoughts, comments on what they still need assistance with to be successful in writing a goal and SMART objectives. Review questions, comments, concerns AND/OR could have students answer an iclicker poll on how they feel about writing a goal, process objective, impact objective, outcome objective, SMART objective and then go from there with questions	Index cards Could use a Google doc where students type it up or a discussion board using Piazza. Iclicker poll	BLO 9

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Flipped AFTER CLASS Work Plan Template

Advanced learning objective	Activity and rationale	Instructions to students
(Place ALO here) Revise SMART objectives. Develop two SMART impact objectives based on the contributing factors and goal.	*Example:* Annotated problem solving. For two problems with published solutions, write notes explaining each step. For two new problems, solve the problems and explain each step. This provides practice in problem-solving and also articulating the problem-solving process so that small errors do not derail you. Revise and rewrite two SMART impact objectives based on feedback from classmates.	*Example:* Annotate solutions to problems 1 and 2 in this week's after-class folder in Blackboard. Solve and annotate problems 3 and 4. You may work together; just be sure that YOU can solve and annotate problems independently as the exam will be similar to this work. Using the G&O worksheet from PC#XX, write two SMART impact objectives relevant to program goal, priority population, community, and health issue.
Develop one SMART outcome objective based on the contributing factors and goal.	Write one SMART outcome objective based on the contributing factors and program goal for the community, priority population, and health issue.	Using the G&O worksheet from PC#XX, write one SMART outcome objective relevant to program goal, priority population, community, and health issue.
Develop three SMART process objectives based on the contributing factors and goal.	Write three SMART process objective based on the contributing factors and goal.	Using the G&O worksheet from PC#XX, write three SMART process objectives based on the contributing factors and goal.
Identify and address gaps in continuity from goal through process objectives. *pact objectives address knowledge change but outcome objective is about long-term behavior change [ex. Participants will know three stretching techniques they can do at home (impact obj). Participants will have lost 10 pounds (outcome obj)]*	Students will review their G&Os using a rubric/checklist and adjust accordingly. Students will reflect on the process of creating a goal and SMART objectives to highlight their strengths and areas that need more clarity.	Students will review and revise their goal and objectives to ensure major gaps in continuity and progression are not present using SMART objectives rubric/checklist. The revised version of the goal and objectives (1 outcome, 2 impact, 3 process) will be brought a*s a hard copy* to next class for another activity.

		Students will reflect on the process of creating a goal and SMART objectives. What makes sense? What is challenging? What do you need clarification on? What can you explain to a peer? The reflection will be brought to next class as a *hard copy*.
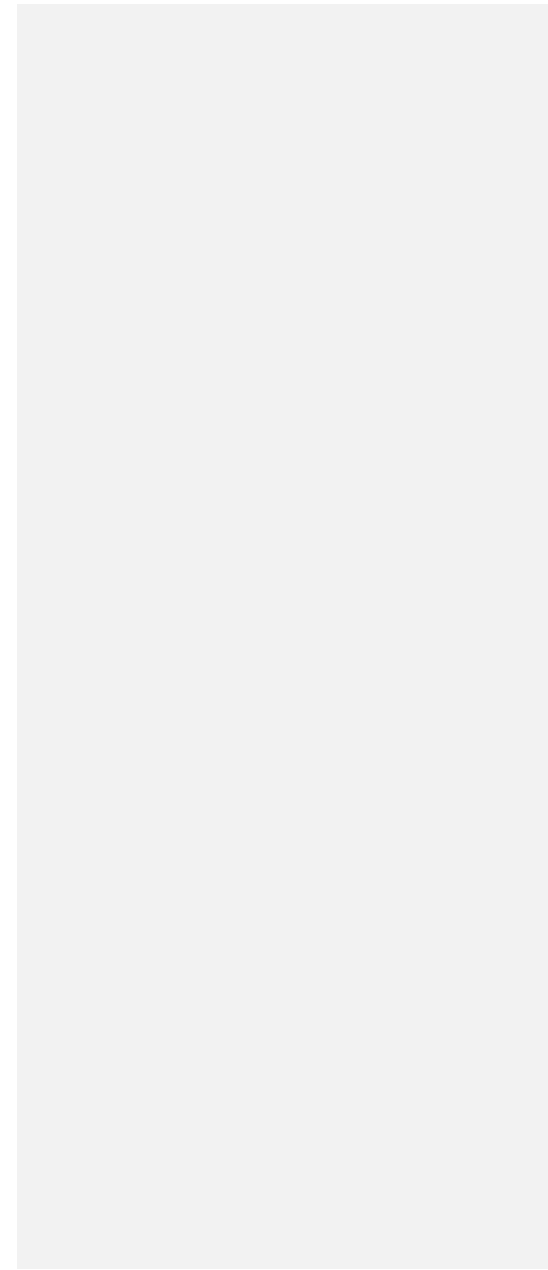
Class: HS 159
Date assigned: XXX
Date due: noon on XXX
Time estimate to complete this assignment: 45 minutes

Overview/Introduction

What is this lesson about? Why do we care?

Goals and objectives (G&Os) measure what changes the health promotion program is striving to bring about in the priority population and the community related to the health issue. They are the foundation for most health promotion program plans and funders use them to determine whether or not a program will be funded. Programs are then evaluated on whether or not the G&Os have been met. G&Os are closely tied to evaluation and this will be explored in a future class.

Public Health programs often use the SMART format to create objectives that will articulate the desired outcomes the program will achieve in the priority population and community in regard to the health issue.

Learning Objectives (LO)

Basic objectives (BLOs) (while preparing for class)
1. Write a program goal that includes priority population, health issue, community.
2. Describe the difference(s) between a goal and an objective
3. Define each element of SMART +C
4. Identify the three types of objectives requested in the RFP.
5. Match the three types of objectives in the RFP to the language in Coley & Scheinberg.
6. Determine what is measured by each type of objective in the RFP.

Advanced objectives (ALOs) (in the class session on goals and objectives & through advanced practice)
1. Revise SMART objectives.
2. Develop two impact objectives based on the contributing factors and goal.
3. Develop one outcome objective based on the contributing factors and goal.
4. Develop three process objectives based on the contributing factors and goal.
5. Identify and address gaps in continuity from goal through process objectives.

Preparatory Activities and Resources:

1. Give detailed, action-oriented instructions for completing the Guided Practice assignment. Keep in mind that the activities should be minimal, simple, engaging, productive, and failure tolerant (see Talbert, 2017, pg. 135)

    a. **Read** the goal and objective section of the RFP. (Linked to Basic LO1, LO2, LO3, LO4, LO5, & LO6)

    b. **Read** p.51-59 (through Step 2) in Coley & Scheinberg. (Linked to Basic LO2, LO5, & LO6)

    c. **Read** https://www.cdc.gov/healthyyouth/evaluation/pdf/brief3b.pdf (Linked to Basic LO3)

    d. If you'd like additional information on goals and objectives **explore**: https://ctb.ku.edu/en/table-of-contents/structure/strategic-planning/create-objectives/main AND/OR https://www.cdc.gov/healthyyouth/evaluation/pdf/brief3.pdf

    e. **Practice**: See additional examples of how to write a goal and smarten objectives https://www.health.state.mn.us/communities/practice/resources/phqitoolbox/objectives.html (Linked to Basic LO3)

    f. **Watch**: For more information on how to write SMART objectives watch this video. Please note that they use a different term for the A in SMART but the overall messaging is the same. https://www.youtube.com/watch?v=RaL9--xuah0 (Linked to LO3)

2. Give a "playlist" of resources such as readings, videos, audio, or other content delivery methods that provide students the content to work with.

    a. See above

Exercises: Please complete by noon on Monday, XXX

To assess your pre-class learning, please complete two exercises linked to Basic LO 1-6, which consist of:

- A quick quiz on goals and objectives, based on the readings and video
- Identifying your program goal

To do the exercises go to these two links:

- Quiz – link to Canvas
- Program goal: Bring goal to class. Be sure to include priority population, community, and health issue in the goal. This will be your entry ticket to class.

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Questions?

Post question on G&O discussion board in Canvas. I will check each day until we return to class.

You are always welcome at office hours (time, location), please drop-in or schedule an appointment for 1 on 1 time.

ADVANCED PRACTICE

This is given for students to complete after the class meeting in which they work together.

Class: HS 159
Date assigned: XXX
Date due: XXX next class after G&O in class activity
Time estimate to complete this assignment: (Note that this is advanced practice, so is expected to take longer than a preparatory assignment – but not TOO long! Keep it reasonable.)

45 minutes

Learning Objectives

Advanced objectives (ALOs)
List 3-4 learning objectives that you expect students to need help mastering in class and after class.
1. Revise SMART objectives.
2. Develop two SMART impact objectives based on the contributing factors and goal.
3. Develop one SMART outcome objective based on the contributing factors and goal.
4. Develop three SMART process objective based on the contributing factors and goal.
5. Identify and address gaps in continuity from goal through process objectives.

Activities & deliverables: Hard copies due at 1:30 pm on XX
1. **Review** readings, video, slides, and feedback from peer(s).
2. **Re-write** two SMART impact objectives based on the feedback using PC#XX matrix.
3. **Develop** one SMART outcome objective based on the contributing factors and goal using PC#XX matrix.
4. **Develop** three SMART process objectives based on the contributing factors and goal using PC#XX matrix.
5. **Identify** and **address** gaps in continuity from goal through process objectives using rubric/checklist.
6. **Revise** G&Os and bring a HARD copy of reworked PC#XX matrix as an *entry ticket* to the next in person class meeting.
7. **Reflect** on your goal and SMART objective writing process. What makes sense? What is challenging? What do you need clarification on? What can you explain to a peer?
   a. **Write** up your reflection and bring it to next class as a hard copy (separate from matrix)

Resources:

- Give a "playlist" of resources to help students complete the assignment.
- Use resources from guided practice and class activities (readings, video, PPT slides, peer feedback, notes).

Questions?

Post question on G&O discussion board in Canvas. I will check each day until we return to class.
You are always welcome at office hours (time, location), please drop-in or schedule an appointment for 1 on 1 time.