



**Department of Public Health Sciences  
Health Promotion Program Syllabus**

<b>Course name:</b>	<b>Program Evaluation in Health Sciences</b>
<b>Course no.:</b>	HSCI 4309
<b>Course CRN:</b>	22039
<b>Semester/year</b>	Spring 2018
<b>Graduate credit hours:</b>	3
<b>Class location:</b>	HSSN 206
<b>Class meeting time:</b>	Wednesdays 3:00pm – 5:50 pm
<b>Class instructor:</b>	Jeannie B. Concha, PhD MPH ; (Teaching Assistant to be Determined)
<b>Office location:</b>	Health Sciences & Nursing Building Room 414
<b>Phone:</b>	(915)747-8308
<b>Email:</b>	jeannie@utep.edu
<b>Office hours:</b>	Wednesdays 1:00 pm – 2:30 pm, Thursdays 2:30 pm – 3:30 pm, or by appointment
<b>Preferred contact method:</b>	Email and Blackboard
<b>Syllabus Purpose</b>	This syllabus is considered a contract between you and the professor. It is an agreement that includes the "rules" to be observed during the course, both by students and the instructor. Although this syllabus can change, no changes will be made without notice.
<b>Course description:</b>	Students enrolled in this course will explore the program evaluation principles and methods in relation to public health programs. Students will gain foundational knowledge related to evaluating public health programs. Student will examine what it means to evaluate a program, the purpose of evaluation and issues to consider when evaluating a program. All class assignments will incorporate critical thinking in relation to application of various program evaluation methods. Teamwork will be emphasized in most class activities and assignments. Students will discuss planning program evaluation in real-world settings with special focus on the U.S.-Mexico border communities.
<b>Course pre-requisites:</b>	N/A
<b>Required textbooks:</b>	Harris. M. J. (2017). Evaluating Public and Community Health Programs
<b>Supplemental reading:</b>	Supplemental readings will be assigned throughout the term as they relate to each chapter.
<b>Course format:</b>	Lecture
<b>Major learning objectives (must be numbered):</b>	<p>On successful completion of this course students will:</p> <ol style="list-style-type: none"> <li>1. Be able to identify multiple program evaluation methods used to evaluate public health programs</li> <li>2. Be able to identify the steps involved in community assessment</li> <li>3. Be able to examine the appropriate use of at least 2 basic types of evaluation design (e.g., process, outcome evaluation, impact monitoring etc.) in relation to evaluating public health programs</li> <li>4. Have the experience of designing a basic program logic model for a given public health program</li> <li>5. Be able to examine regional program evaluation needs in relation to Healthy People2020 goals and objectives</li> </ol>

**Program Competencies**

<p><b>Program Competencies</b> (core competency area must be identified &amp; number according to that listed)</p>	<p><b>Learning objectives</b></p>	<p><b>Assessment strategies</b></p>
<p><b>This course meets the following Bachelors in Health Promotion degree competencies</b></p>		
<p>1. Assess needs, assets and capacity for health education</p> <p>Competency 1A: Access existing health-related data.</p>	<p>Students will identify at least 2 local and 3 national health related databases to conduct their needs assessment</p> <p>Students will review a needs assessment from local health disparity</p>	<p>1. Review Needs Assessment</p>
<p>Competency 2C: Formulate appropriate and measurable program objectives.</p>	<p>Students will be able to design a mission statement, goal statement and at least 2 SMART (specific, measurable, attainable, results oriented and time-bound) objectives</p>	<p>1. Mission, goals, objectives assignment</p>
<p>4. Conduct evaluation and research related to health education</p> <p>4.A. Develop plans for evaluation and research</p> <p>4.B. Review research and evaluation procedures</p> <p>4.C. Design data collection instruments</p> <p>4.E. Interpret results from evaluation and research</p>	<p>Students will:</p> <p>be able to design a mission statement, goal statement and at least 2 SMART (specific, measurable, attainable, results oriented and time-bound) objectives</p> <p>have the experience of designing a basic program logic model for a given public health program</p> <p>be able to identify multiple program evaluation methods used to evaluate public health programs</p> <p>be able examine the appropriate use of at least 2 basic types of evaluation design (e.g. process, outcome evaluation, impact monitoring etc.) in relation to evaluating public health programs</p> <p>be able to examine regional program evaluation needs in relation to Healthy People2020 goals and objectives</p>	<p>1. Mission, goals, objectives assignment</p> <p>2. Exams 1 &amp;2</p> <p>3. Quantitative and Qualitative Data Collection</p> <p>3. Logic Model assignment</p> <p>4. Develop a Program Evaluation Plan</p>
<p>5. Use health-related information resources</p>	<p>identify at least 2 local and 3 national health related databases and learn how to evaluate programs</p>	

Grading scale & criteria		Point Value
	<b>Attendance</b> (1 point per class Weeks 1-8 and weeks 10-16)	0 to 15 points
	<b>Quizzes</b> - 13 in class (3 points each) 3 lowest grades dropped <b>10 quizzes counted towards the 30 points</b>	0 to 30 points
	<b>Discussion Board:</b> respond to weekly questions 1pt each You will be graded on responding accordingly, to the questions. There are no right or wrong answers.	0 to 15 points
	<b>In Class Activities</b> (10 points per activity) <ul style="list-style-type: none"> <li>• These activities will help you build your Program Evaluation Plan.</li> <li>• Each student will receive an individual grade for these activities but can contribute their individual work to the group Program Evaluation Plan</li> <li>• You can turn it in at the end of each class or beginning of next class.</li> </ul>	up to 120 points
	<b>Excel or SPSS Workshop at UTEP Technology Center (Dates TBD)</b>	up to 20 points
	<b>Group Program Evaluation Plan Sections 1 – 4</b>	up to 50 points
	<b>Group Program Evaluation Plan Sections 5 – 8</b>	up to 50 points
	<b>In Class Exam 1</b> (Chapters 1-7)	up to 50 points
	<b>In Class Exam 2</b> (Chapters 8-13)	up to 50 points
	<b>TOTAL AVAILABLE POINTS</b>	<b>up to 300</b>
	<b>Extra Credit Points Available</b>	up to 10 points
	1. Chapter Outlines: Handwritten outlines of each weekly chapter/chapter section due at the start of class. <b>Only 10 outlined chapters will be accepted as extra credit.</b> <ul style="list-style-type: none"> <li>a) Chapter 1 outline due beginning of class Jan 24</li> <li>b) Chapter 2 outline due beginning of class Jan 24</li> <li>c) Chapter 3 outline due beginning of class Jan 31</li> <li>d) Chapter 4 outline due beginning of class Feb 7</li> <li>e) Chapter 5 outline due beginning of class Feb 14</li> <li>f) Chapter 6 outline due beginning of class Feb 21</li> <li>g) Chapter 7 outline due beginning of class Feb 29</li> <li>h) Chapter 8 outline due beginning of class Mar 7</li> <li>i) Chapter 9 outline due beginning of class Mar 28</li> <li>j) Chapter 10 P1 outline due beginning class Apr 4</li> <li>k) Chapter 10 P2 outline due beginning class Apr 11</li> <li>l) Chapter 8 budget outline due beginning class Apr 18</li> <li>m) Chapter 11 outline due beginning of class Apr 25</li> </ul> <b>NOTE: Only 10 outlines will be counted toward extra credit points</b>	1 point 1 point 1 point 1 point 1 point 1 point 1 point 1 point 1 point 1 point 1 point 1 point 1 point 1 point
	<b>Grade Distribution</b>	A = 360 or more points B = 320 – 359 points C = 280 – 319 points D = 240 – 279 points F = 239 or less points

<b>Incomplete policy:</b>	An "I" (incomplete grade) can only be considered only <u>if requested by the student in advance of the conclusion of the course and only for legitimate, documented emergencies.</u> Failure to request and negotiate the terms of an "Incomplete" grade
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before the conclusion of the course will result in a denial except in the most extraordinary circumstances.

**Course/Instructor & Institutional Policies**

<b>Attendance:</b>	<p>It is UTEP policy that all students attend all scheduled classes. Attendance will be taken at each class. When a student registers for a course, it is assumed that she/he has made arrangements to avoid such conflicts. Students are responsible for any information or activities presented in class discussions, lectures, assignments, and/or readings. If you are unable to attend class, it is your responsibility to inform the instructor before the respective class session. Students may be administratively withdrawn for excessive unexcused absences (3 classes). Compliance to due dates, in class presentations, homework, exams and other activities is mandatory. All emergency-related absences must be verified.</p> <p>You are expected to be in class and seated by 3:00 PM. Excessive tardiness will be noted by the instructor and addressed with the student.</p>
<b>Reading assignments:</b>	<p>All assigned readings need to be completed prior to coming to the next scheduled class session. Example: the reading assignments for week 2 need to be completed prior to coming to the week 2 class session.</p>
<b>Writing standards</b>	<p>Effective public health leaders and practitioners are also effective written as well as oral communicators. Written communication is a critical element of the communication process. Our Public Health Sciences program both recognizes and expects good writing to be the norm for course work. Please feel free to seek out assistance from the UTEP Writing Center. It is free and they are very helpful.</p> <p><b>Plagiarism:</b> Electronic reports will be submitted by the instructor to <b>TURNITIN and/or SAFEASIGN</b> for evaluation of potential plagiarism. A maximum of 25% of similarity will be considered as acceptable. Greater similarity percentages will be return for correction, which must be completed and re-submitted before the last day of class.</p> <p>If you need additional assistance with career related information you can reach out to <a href="http://sa.utep.edu/careers/calendar/workshops">http://sa.utep.edu/careers/calendar/workshops</a>. In addition, the University Career Center can assist students with letters of intent, CV review, grad school preparation, etc.</p>
<b>Policy for late assignments</b>	<p>Due dates for homework, exams, presentations and other assignments are designed for fairness to all students. No exceptions to those dates will be made excepting in cases of university-designated closures. All assignments are due at the beginning of the class period on the due date. Five (5) points will be deducted for each day an assignment is late (including weekend days). No extra credit assignments will be given to make-up for missed assignments.</p>
<b>Permission to record lectures &amp; discussions</b>	<p>Not permitted without express permission of the instructor</p>

<b>Cellphone/electronic tablet/ use policies:</b>	<p>Please note that all cellular telephones, pagers, headphones, iPods, iPads, mp3 players, earpieces, laptops, and other forms of communication and entertainment technology equipment must be powered off and put away during the class period. If a situation should arise which necessitates a student to be contacted by a physician or family member, the instructor shall be notified and cell phone can be set to "vibrate." Please be advised that students who use unauthorized technology during class time will be dismissed from that week's class session.</p>
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<b>Class participation:</b>	Active student participation in this course is very important. Students must be prepared to come to class to discuss, answer questions, and participate in all class activities.
<b>Special accommodations:</b>	<p><b>American Disabilities Act:</b>  If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to <a href="mailto:cass@utep.edu">cass@utep.edu</a>, or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at <a href="http://www.sa.utep.edu/cass">www.sa.utep.edu/cass</a>.</p>
<b>MPH handbook:</b>	<a href="http://chs.utep.edu/publichealthsciences/pdf/MPH%20STUDENT%20%20HANDBOOK%202013-2014.pdf">http://chs.utep.edu/publichealthsciences/pdf/MPH%20STUDENT%20%20HANDBOOK%202013-2014.pdf</a>
<b>Student conduct:</b>	<p>Students are expected to be above reproach in all scholastic activities. Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the university. “Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, and the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another student, any act designed to give unfair advantage to a student or the attempt to commit such acts.” <u>Regent’s Rules and Regulations</u>, Part One, Chapter VI, Section 3.2, Subdivision 3.22. Since scholastic dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. From the UTEP Dean of Student Affairs (<a href="http://studentaffairs.utep.edu/Default.aspx?tabid=4386">http://studentaffairs.utep.edu/Default.aspx?tabid=4386</a>) “It is an official policy of university that all suspected cases or acts of alleged scholastic dishonesty must be referred to the Dean of Students for investigation and appropriate disposition. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts”.</p> <p><b>Examples of “cheating” include:</b></p> <ul style="list-style-type: none"> <li>• Copying from the homework, in-class work or exam paper of another student, engaging in written, oral, or any other means of communication with another student during an exam or homework assignment, or giving aid to or seeking aid from another student during a test;</li> <li>• Possession and/or use during an exam or home test of materials which are not authorized by the person giving the test, such as class notes, books, or specifically designed “crib notes”;</li> <li>• Using, obtaining, or attempting to obtain by any means the whole or any part of non-administered test, test key, homework solution, or computer program; using a test that has been administered in prior classes or semesters but which will be used again either in whole or in part without permission of the instructor; or accessing a test bank without instructor permission;</li> <li>• Collaborating with or seeking aid from another student for an assignment without authority;</li> <li>• Substituting for another person, or permitting another person to substitute for one's self, to take a test;</li> <li>• Falsifying research data, laboratory reports, and/or other records or academic work offered for credit.</li> </ul> <p><b>“Plagiarism”</b> means the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own academic work offered for credit, or using work in a paper or assignment for which</p>

the student had received credit in another course without direct permission of all involved instructors. NOTE: This includes cutting-and-pasting and photocopying from on-line and other material.

**“Collusion”** means the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on scholastic dishonesty.

**Notice on dropping the course, withdrawals, and incomplete.**

Students may drop individual courses or completely withdraw from the University as described below. Refer to the on-line Academic Calendar at [www.utep.edu/calendar](http://www.utep.edu/calendar) or to the *Class Schedule* to identify the dates during which adds, drops, withdrawals, and pass/fail registration changes may occur.

**a) Student-initiated Drops**

It is the student’s responsibility to officially drop a course that s/he no longer wishes to take. Failure to do so may result in a grade of “F” on the student’s academic record. Athletes must receive permission from the Miner Athletic Advising Center before dropping a course. International students with F or J visas must receive permission from the Office of International Programs before dropping a course.

**b) Administrative Drops**

During registration periods for upcoming semesters, students will be dropped from registered courses for failure to meet prerequisites or co-requisites after final grades have been posted for the current semester and before the beginning of late registration for next semester. A student may petition the department chair of the course in question for a prerequisite or co-requisite waiver.

At the discretion of the instructor, a student may be dropped from a course because of excessive absences or lack of effort. Students may also be administratively withdrawn from a course during the semester for other reasons, with the concurrence of the academic dean or department chair. A grade of “W” will be assigned before the course drop deadline and a grade of “F” after the course drop deadline. A grade of “F” received due to disciplinary action imposed by the University overrides a grade of “W” received through a student-initiated or faculty drop. Students will be notified of their drop through their UTEP e-mail account.

**c) Grade Assignment for Drops and Withdrawals**

Grades will be assigned as follows when a student drops a course or completely withdraws from the University:

1. If a student drops a course before the official census date of a semester, neither the course nor a grade will appear on the student’s academic record.
2. If a student drops from a course after the census date but before the student-initiated course drop deadline listed in the *Class Schedule*, a grade of “W” will be assigned.
3. If the student drops after the student-initiated course drop deadline, instructors will determine a grade of “W” or “F” for each course. A grade of “W” is considered only under exceptional circumstances and must be approved by the instructor and department chair for the course. A student may petition for a grade of “W” in writing with the necessary supporting documentation.

**IMPORTANT DATES:**

Martin Luther King Jr. Holiday University Closed	Jan 15
Classes begin	Jan. 16
Census Day	Jan.31
Spring Break	March 12-16
Spring Drop/Withdraw deadline	March 29
Cesar Chavez Day_ No classes	March 30
Last Day of Classes	May 3
Spring Dead day	May 4
Final Exams	May 7-11

Dates	Topics	Reading Assignments	Homework Assignments	Due Date
WEEK 1 1/17	<ul style="list-style-type: none"> <li>Syllabus review</li> <li><b>Chapter 1</b> An Introduction to public and community health evaluation</li> <li>Identify group members</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 1 &amp; 2</li> <li>El Paso Community Health Report 2013</li> <li>Paso del Norte Health Report 2016</li> </ul>	El Paso Health Priority Areas Assignment	Jan 23 end of day
WEEK 2 1/24	<ul style="list-style-type: none"> <li><b>Quiz 1 on Chapter 1 &amp; 2</b></li> <li><b>Chapter 2:</b> The Community Assessment an Overview</li> <li><b>Discuss EL Paso Health Reports</b></li> <li>In class activity 1</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 3</li> </ul>	Program Evaluation Plan Assignments Sections 1 to 4 Sections 5 to 8	Due Mar 4 Due Apr 30
WEEK 3 1/31	<ul style="list-style-type: none"> <li><b>Quiz 2 on Chapter 3</b></li> <li><b>Chapter 3:</b> Developing Initiatives: An overview</li> <li>In class activity 2</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 4</li> </ul>		
WEEK 4 2/7	<ul style="list-style-type: none"> <li><b>Quiz 3 on Chapter 4</b></li> <li><b>Chapter 4:</b> Planning for Evaluation</li> <li>Purposes and Processes</li> <li>In class activity 3</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 5</li> </ul>		
WEEK 5 2/14	<ul style="list-style-type: none"> <li><b>Quiz 4 on Chapter 5 Part 1</b></li> <li><b>Chapter 5 :</b> Designing the Evaluation</li> <li><b>Part 1:</b> Describing the program or policy</li> <li>In class activity 4</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 6</li> </ul>		
WEEK 6 2/21	<ul style="list-style-type: none"> <li><b>Quiz 5 on Chapter 6 Part 2A</b></li> <li><b>Chapter 6:</b> Designing the Evaluation</li> <li><b>Part 2A:</b> Process Evaluation</li> <li>In class activity 5</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 7</li> </ul>		
WEEK 7 2/28	<ul style="list-style-type: none"> <li><b>Quiz 6 on Chapter 7 Part 2B</b></li> <li><b>Chapter 7:</b> Designing the Evaluation</li> <li><b>Part 2B:</b> Outcome Evaluation</li> <li>In class activity 6</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 8</li> </ul>		
MARCH 5	<b>Group Program Evaluation Plan Sections 1 – 4 due Monday morning 9am March 5<sup>th</sup> (25 points)</b>			
Week 8 3/7	<ul style="list-style-type: none"> <li><b>Quiz 7 on Chapter 8</b></li> <li><b>Chapter 8:</b> Collecting the data</li> <li>Quantitative data collection</li> <li>In class activity 7</li> </ul>			
WEEK 9 3/14	<b>Spring Break</b>			
WEEK 10 3/21	<ul style="list-style-type: none"> <li><b>IN CLASS EXAM 1 (Chapters 1 – 7)</b></li> </ul>	<ul style="list-style-type: none"> <li>Chapter 9</li> </ul>		



<b>WEEK 11</b> 3/28	<ul style="list-style-type: none"> <li>• <b>Quiz 8 on Chapter 9</b></li> <li>• <b>Chapter 9: Collecting the Data</b></li> <li>• Qualitative Data</li> <li>• Mock focus group</li> <li>• In class activity 8</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 10 Part 1</li> </ul>		
<b>WEEK 12</b> 4/4	<ul style="list-style-type: none"> <li>• <b>Quiz 9 on Chapter 10 Part 1</b></li> <li>• <b>Chapter 10: Analyzing and Interpreting Quantitative and Qualitative Data:</b></li> <li>• <b>Part 1: Quantitative Analysis</b></li> <li>• In class activity 9</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 10 Part 2</li> </ul>		
<b>WEEK 13</b> 4/11	<ul style="list-style-type: none"> <li>• <b>Quiz 10 on Chapter 10 Part 2</b></li> <li>• <b>Chapter 10: Analyzing and Interpreting Quantitative and Qualitative Data</b></li> <li>• <b>Part 2: Qualitative Analysis</b></li> <li>• In class activity 10</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 8 from Health Program Planning and Evaluation (Issel and Wells 2018)</li> </ul>		
<b>WEEK 14</b> 4/18	<ul style="list-style-type: none"> <li>• <b>Quiz 11 on Chapter 8 from Health Program Planning and Evaluation (Issel and Wells 2018)</b></li> <li>• <b>Chapter 8: Monitoring Implementation Through Budgets and Information Systems</b></li> <li>• In class activity 11</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 11</li> </ul>		
<b>WEEK 15</b> 4/25	<ul style="list-style-type: none"> <li>• <b>Quiz 12 on Chapter 11</b></li> <li>• <b>Chapter 11: Reporting Evaluation Findings</b></li> <li>• In Class activity 12</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 12&amp;13</li> </ul>		
<b>April 30th</b>	<b>Group Program Evaluation Plan Sections 4 – 8 Due Monday April 30<sup>th</sup> 9am (25 points)</b>			
<b>Week 16</b> 5/2	<ul style="list-style-type: none"> <li>• <b>Quiz 13 on Chapter 12 &amp; 13</b></li> <li>• <b>Chapter 12: Case Study – The community assessment</b></li> <li>• <b>Chapter 13 Case Study: Process Evaluation</b></li> </ul>			
<b>WEEK 17</b> 5/9	<b>May 9: IN CLASS Exam II Chapters 8 - 13</b>			

\* Note: The course syllabus is a general tentative plan for the course. Any changes will be announced to the class in advance by the instructor.