



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

Course name:	Program Evaluation in Health Sciences
Course no.:	HSCI 4309
Course CRN:	22039
Semester/year	Spring 2019
Graduate credit hours:	3
Class location:	Education Bldg 318
Class meeting time:	Tuesdays 3:00pm – 5:50 pm
Class instructor:	Jeannie B. Concha, PhD MPH ; (Teaching Assistant to be Determined)
Office location:	Health Sciences & Nursing Building Room 414
Phone:	(915)747-8308
Email:	jeannie@utep.edu
Office hours:	Monday and Wednesday 1:00-2:00 pm; Thursday 3:00-4:30 pm and by appointment
Preferred contact method:	Email and Blackboard
Syllabus Purpose	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.
Course description:	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.
Course pre-requisites:	N/A
Required textbooks:	Harris. M. J. (2017). Evaluating Public and Community Health Programs
Supplemental reading:	Supplemental readings will be assigned throughout the term as they relate to each chapter.
Course format:	Lecture
Major learning objectives (must be numbered):	On successful completion of this course students will: <ol style="list-style-type: none">1. Be able to identify multiple program evaluation methods used to evaluate public health programs2. Be able to identify the steps involved in community assessment3. 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 programs4. Have the experience of designing a basic program logic model for a given public health program5. Be able to examine regional program evaluation needs in relation to Healthy People2020 goals and objectives

Program Competencies

<p align="center">Program Competencies (core competency area must be identified & number according to that listed)</p>	<p align="center">Learning objectives</p>	<p align="center">Assessment strategies</p>
<p>This course meets the following Bachelors in Health Promotion degree competencies</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 &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
	Attendance (1 point per class Weeks 1-8 and weeks 10-16)	0 to 15 points
	Quizzes - 13 in class (3 points each) 3 lowest grades dropped Total 10 quizzes counted towards the 30 points	0 to 30 points
	Peer Evaluation: Each of you will evaluate your team member based on their contribution and effort dedicated to your program evaluation plan assignment.	0 to 15 points
	In Class Activities (10 points per activity) <ul style="list-style-type: none"> • These activities will help you build your Program Evaluation Plan. • Each student will receive an individual grade for these activities but can contribute their individual work to the group Program Evaluation Plan • You can turn it in at the end of each class or beginning of next class. 	up to 120 points
	Excel, QuestionPro, or SPSS Workshop at UTEP Technology Center (Dates TBD)	up to 20 points
	Group Program Evaluation Plan Sections 1 – 4	up to 25 points
	Group Program Evaluation Plan Sections 5 – 8	up to 25 points
	Final Group Program Evaluation Plan	up to 50 points
	In Class Exam 1 (Chapters 1-7)	up to 50 points
	In Class Exam 2 (Chapters 8-13)	up to 50 points
	TOTAL AVAILABLE POINTS	up to 400
	Extra Credit Points Available	up to 10 points
	1. Chapter Outlines: Handwritten outlines of each weekly chapter/chapter section due at the start of class. Only 10 outlined chapters will be accepted as extra credit. <ol style="list-style-type: none"> Chapter 1 outline due beginning of class Jan 29 Chapter 2 outline due beginning of class Feb 5 Chapter 3 outline due beginning of class Feb 12 Chapter 4 outline due beginning of class Feb 19 Chapter 5 outline due beginning of class Feb 26 Chapter 6 outline due beginning of class Mar 5 Chapter 7 outline due beginning of class Mar 12 Chapter 8 outline due beginning of class Mar 26 Chapter 9 outline due beginning of class Apr 2 Chapter 10 P1 outline due beginning class Apr 9 Chapter 10 P2 outline due beginning class Apr 16 Chapter 8 budget outline due beginning class Apr 23 Chapter 11 outline due beginning of class Apr 30 NOTE: Only 10 outlines will be counted toward extra credit points	1 point 1 point
Grade Distribution	A = 360 or more points B = 320 – 359 points C = 280 – 319 points D = 240 – 279 points F = 239 or less points	

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

Course/Instructor & Institutional Policies

Attendance:	<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>
Reading assignments:	<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>
Writing standards	<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>Plagiarism: Electronic reports will be submitted by the instructor to TURNITIN and/or SAFEASIGN 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 http://sa.utep.edu/careers/calendar/workshops. In addition, the University Career Center can assist students with letters of intent, CV review, grad school preparation, etc.</p>
Policy for late assignments	<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>
Permission to record lectures & discussions	<p>Not permitted without express permission of the instructor</p>

Cellphone/electronic tablet/ use policies:	<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</p>
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	advised that students who use unauthorized technology during class time will be dismissed from that week's class session.
Class participation:	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.
Special accommodations:	American Disabilities Act: 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 cass@utep.edu , or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/cass .
MPH handbook:	http://chs.utep.edu/publichealthsciences/pdf/MPH%20STUDENT%20%20HANDBOOK%202013-2014.pdf
Student conduct:	<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 (http://studentaffairs.utep.edu/Default.aspx?tabid=4386) "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>Examples of "cheating" include:</p> <ul style="list-style-type: none"> • 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; • 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"; • 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; • Collaborating with or seeking aid from another student for an assignment without authority; • Substituting for another person, or permitting another person to substitute for one's self, to take a test; • Falsifying research data, laboratory reports, and/or other records or academic work offered for credit.

“Plagiarism” 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 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 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 21
Classes begin	Jan. 22
Census Day	Feb 6 th
Spring Break	March 18-22
Cesar Chavez Day_ No classes	March 29
Spring Drop/Withdraw deadline	April 5 th
Last Day of Classes	May 9
Spring Dead day	May 4/10
Final Exams	May 13-17

TENTATIVE COURSE SCHEDULE*

Dates	Topics	Reading Assignments	Homework Assignments	Due Date
WEEK 1 1/22	<ul style="list-style-type: none"> Syllabus review Chapter 1 An Introduction to public and community health evaluation Identify group members In class activity 1 	<ul style="list-style-type: none"> Chapter 1 & 2 American Evaluation Association Website 	What type of evaluation job would you pick? https://careers.eval.org/jobseeker/search/results/	Jan 29 beginning of class
WEEK 2 1/29	<ul style="list-style-type: none"> Quiz 1 on Chapter 1 & 2 Chapter 2: The Community Assessment an Overview Discuss Assignment 	<ul style="list-style-type: none"> Chapter 3 	Program Evaluation Plan Assignments Sections 1 to 4 Sections 5 to 8	Due Mar 11 Due Apr 29
WEEK 3 2/5	<ul style="list-style-type: none"> Quiz 2 on Chapter 3 Chapter 3: Developing Initiatives: An overview In class activity 2 	<ul style="list-style-type: none"> Chapter 4 		
WEEK 4 2/12	<ul style="list-style-type: none"> Quiz 3 on Chapter 4 Chapter 4: Planning for Evaluation Purposes and Processes In class activity 3 	<ul style="list-style-type: none"> Chapter 5 		
WEEK 5 2/19	<ul style="list-style-type: none"> Quiz 4 on Chapter 5 Part 1 Chapter 5 : Designing the Evaluation Part 1: Describing the program or policy In class activity 4 	<ul style="list-style-type: none"> Chapter 6 		
WEEK 6 2/26	<ul style="list-style-type: none"> Quiz 5 on Chapter 6 Part 2A Chapter 6: Designing the Evaluation Part 2A: Process Evaluation In class activity 5 	<ul style="list-style-type: none"> Chapter 7 		
WEEK 7 3/5	<ul style="list-style-type: none"> Quiz 6 on Chapter 7 Part 2B Chapter 7: Designing the Evaluation Part 2B: Outcome Evaluation In class activity 6 	<ul style="list-style-type: none"> Chapter 8 		
MAR 11	Group Program Evaluation Plan Draft Sections 1 – 4 due Monday morning 9am March 11th (25 points)			
Week 8 3/12	<ul style="list-style-type: none"> Quiz 7 on Chapter 8 Chapter 8: Collecting the data Quantitative data collection In class activity 7 			
WEEK 9 3/19	Spring Break March 18 – 22nd			
WEEK 10 3/26	<ul style="list-style-type: none"> IN CLASS EXAM 1 (Chapters 1 – 7) 	<ul style="list-style-type: none"> Chapter 9 		

WEEK 11 4/2	<ul style="list-style-type: none"> • Quiz 8 on Chapter 9 • Chapter 9: Collecting the Data • Qualitative Data • Mock focus group • In class activity 8 	<ul style="list-style-type: none"> • Chapter 10 Part 1 		
WEEK 12 4/9	<ul style="list-style-type: none"> • Quiz 9 on Chapter 10 Part 1 • Chapter 10: Analyzing and Interpreting Quantitative and Qualitative Data: • Part 1: Quantitative Analysis • In class activity 9 	<ul style="list-style-type: none"> • Chapter 10 Part 2 		
WEEK 13 4/16	<ul style="list-style-type: none"> • Quiz 10 on Chapter 10 Part 2 • Chapter 10: Analyzing and Interpreting Quantitative and Qualitative Data • Part 2: Qualitative Analysis • In class activity 10 	<ul style="list-style-type: none"> • Chapter 8 from Health Program Planning and Evaluation (Issel and Wells 2018) 		
WEEK 14 4/23	<ul style="list-style-type: none"> • Quiz 11 on Chapter 8 from Health Program Planning and Evaluation (Issel and Wells 2018) • Chapter 8: Monitoring Implementation Through Budgets and Information Systems • In class activity 11 	<ul style="list-style-type: none"> • Chapter 11 	Work on Final Program Evaluation Plan	DUE May 7 th
April 29 th	Group Program Evaluation Plan Draft Sections 4 – 8 Due Monday April 29th 9am (25 points)			
WEEK 15 4/30	<ul style="list-style-type: none"> • Quiz 12 on Chapter 11 • Chapter 11: Reporting Evaluation Findings • In Class activity 12 	<ul style="list-style-type: none"> • Chapter 12&13 		
Week 16 5/7	<ul style="list-style-type: none"> • Quiz 13 on Chapter 12 & 13 • Chapter 12: Case Study – The community assessment • Chapter 13 Case Study: Process Evaluation • Final Program Evaluation Plans Due 			
WEEK 17 5/13	May 14: IN CLASS Exam II Chapters 8 - 13			

* 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.