



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

Course name:	Program Evaluation in Health Sciences
Course no.:	HSCI 4309
Course CRN:	21712
Semester/year	Spring 2020
Graduate credit hours:	3
Class location:	College of Business Administration Rm 321
Class meeting time:	Tuesdays 3:00pm – 5:50 pm
Class instructor:	Jeannie B. Concha, PhD MPH (Teaching Assistant, Dennis Nyachoti donyachoti@miners.utep.edu)
Office location:	Health Sciences & Nursing Building Room 414
Phone:	(915)747-8308
Email:	jeannie@utep.edu
Office hours:	Tuesday 1:30-2:30; Wednesday 3:30-4:30 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:	HSCI 4307
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 programs 2. Be able to identify the steps involved in community assessment 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 4. Have the experience of designing a basic program logic model for a given public health program 5. 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 PBL activities.	0 to 15 points
	ONLINE PBL Class Activities (15 points per activity) <ul style="list-style-type: none"> The in class activities will now be submitted by each individual student. You will use the same case study scenario. You can still work as a group on this activity but you must each submit your own PBL activity. Each student will receive an individual grade for these activities but can contribute their individual work to the group Program Evaluation Plan I will create and assignment upload for you to turn in your PBL 	up to 180 points
	CitiTraining certificate	10 points
	Discussion Board Participation (5 discussion posts – 10 pts each)	50 points
	Online Class Exam 1 (Chapters 1-7)	up to 50 points
	Online Class Exam 2 (Chapters 8-13)	up to 50 points
	TOTAL AVAILABLE POINTS	up to 400
	Extra Credit Points Available	up to 5 points
	1. Chapter Outlines: Handwritten outlines of each weekly chapter/chapter section due each Tuesday before the end of day via Blackboard Upload. You can scan or submit a word document. Only 5 outlined chapters will be accepted as extra credit. <ol style="list-style-type: none"> Chapter 1 outline due beginning of class Jan 28 Chapter 2 outline due beginning of class Jan 28 Chapter 3 outline due beginning of class Feb 4 Chapter 4 outline due beginning of class Feb 11 Chapter 5 outline due beginning of class Feb 18 Chapter 6 outline due beginning of class Feb 25 Chapter 7 outline due beginning of class Mar 3 Chapter 8 outline due beginning of class Mar 10 Chapter 9 outline due end of day April 7th Chapter 10 P1 outline due end of day April 7th Chapter 10 P2 outline due end of day Apr 7 Chapter 8 budget outline due end of day Apr 14 Chapter 11 outline due end of day Apr 21 NOTE: Only 5 outlines will be counted toward extra credit points	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
Grade Distribution	A = 360 or more points B = 320 – 359 points C = 280 – 319 points D = 240 – 279 points F = 200 or less points	

Incomplete policy:	An "I" (incomplete grade) can only be considered <u>only if requested by the student in advance of the conclusion of the course and only for legitimate, documented</u>
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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:	Each Student is expected to participate in all assigned quizzes, discussion boards, and PBL activities. Each student is expected to view the posted videos.
Reading assignments:	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.
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	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.
Permission to record lectures & discussions	Not permitted without express permission of the instructor
Cellphone/electronic tablet/ use policies:	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.
Class participation:	Due to the COVID 19 safety precautions, each student is responsible for participating on group discussion boards, by completing online quizzes and Problem Based Learning 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. <p>“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.</p> <p>“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.</p>

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 20
Classes begin	Jan. 21
Census Day	Feb 5 th
Spring Break	March 16-20
Cesar Chavez Day_ No classes	March 27

Spring Drop/Withdraw deadline	April 3 th
Last Day of Classes	May 7
Spring Dead day	May 8
Final Exams	May 11-15

REVISED COURSE SCHEDULE*

Dates	Topics	Reading Assignments	Homework Assignments	Due Date
WEEK 1 1/21	<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 CDC Careers website 	What type of evaluation job would you pick? https://careers.eval.org/jobseeker/search/results/ CDC Keyword: evaluation - General Health Sciences	Jan 28 beginning of class

			<ul style="list-style-type: none"> - Management and Program Analysis Jobs -Public Health Program Specialist Jobs - Safety and Occupational Health Management jobs - Social Science Jobs <p>https://jobs.cdc.gov/</p>	
WEEK 2 1/28	<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 10 Due Apr 28
WEEK 3 2/4	<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 2/11	<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 2/18	<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 2/25	<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 3/3	<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 10	Group Program Evaluation Plan Draft Sections 1 – 4 due Monday morning 9am March 11th (25 points)			

Week 8 3/10	<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 3/17	Spring Break March 16 – 22nd			
WEEK 10 3/24	COVID 19 Pandemic Safety Precautions: Classes Cancelled			
WEEK 11 3/31	<ul style="list-style-type: none"> • ONLINE CLASS EXAM 1 (Chapters 1 – 7) 	<ul style="list-style-type: none"> • Chapter 9 		
WEEK 12 4/7	<ul style="list-style-type: none"> • Quiz 8 on Chapter 9 • Chapter 9: Collecting the Data • Qualitative Data • Mock focus group • Online PBL activity 8 	<ul style="list-style-type: none"> • Chapter 10 Part 1 		
WEEK 13 4/14	<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 • Online PBL activity 9 	<ul style="list-style-type: none"> • Chapter 10 Part 2 		
WEEK 14 4/21	<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 • Online PBL activity 10 	<ul style="list-style-type: none"> • Chapter 8 from Health Program Planning and Evaluation (Issel and Wells 2018) 		
WEEK 15 4/28	<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 • Online PBL activity 11 	<ul style="list-style-type: none"> • Chapter 11 		
Week 16 5/5	<ul style="list-style-type: none"> • Quiz 12 on Chapter 11 and Quiz 13 on Chapter 12 & 13 • Chapter 11: Reporting Evaluation Findings • Online PBL activity 12 	<ul style="list-style-type: none"> • Chapter 12&13 		
WEEK 17 5/11-15th	May: Online 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.