

DEPARTMENT OF PUBLIC HEALTH SCIENCES

PROGRAM EVALUATION IN HEALTH SCIENCES

WELCOME

WELCOME! THE COURSE WILL INTRODUCE YOU TO THE FIELD OF PROGRAM EVALUATION. THE COURSE IS ABOUT THE USE OF SOCIAL SCIENCE RESEARCH METHODS TO GENERATE EVIDENCE TO UNDERSTAND THE EFFECTIVENESS OF PROGRAMS AIMED AT IMPROVING PEOPLE'S HEALTH.

Instructor Corner



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Hello, I am Dr. Julia Lechuga. I am your instructor. I have over 15 years of experience conducting evaluations of programs in the area of sexual and reproductive health and substance use. I am a graduate from UTEP and enjoy meeting students. So please feel comfortable emailing me or requesting a meeting to introduce yourself. **My preferred contact method is email.**

REQUIRED TEXTBOOK

Harris, M. J (2017). Evaluating Public and Community Health Programs. Hoboken, NJ: Jossey-Bass

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COURSE OVERVIEW

This course will take place in person Wednesdays 1:30-4:30 in the Liberal Arts building room 308.

The course is divided into 4 Modules of content that is important to master simultaneously.

Course content will cover definitions of program evaluation, ethical issues in program evaluation, and culturally responsive evaluation. You will learn about different types of program evaluation, their purpose, and major research designs and techniques that can be employed to plan, design and implement a program evaluation.

COURSE MAJOR LEARNING OBJECTIVES

By the end of this course, the student will be able to:

1. Differentiate the diverse types of evaluations and their purpose.
2. Link research study designs with an evaluation's purpose.
3. Explain the differences among research study designs and identify threats to validity.
4. Understand the meaning of a conceptual framework and logic model and the components of these.
5. Understand how to develop program objectives and indicators.
6. Understand the different components of an evaluation plan.

MODULES & TOPICS	<u>LEARNING OBJECTIVES</u> After taking this course, students will be able to:
<p align="center"><u>MODULE 1</u></p> <p>Culturally responsive, ethical evaluation and planning for it</p>	<ul style="list-style-type: none"> • Define the use and purpose of evaluation • Describe the role of stakeholders • Break down what is culturally responsive and ethical evaluation and how it promotes stakeholder engagement • Describe the activities needed to effectively manage an evaluation
<p align="center"><u>MODULE 2</u></p> <p>Three Major types of Evaluations</p> <ol style="list-style-type: none"> 1. The community assessment 2. Process evaluation 3. Outcome evaluation 	<ul style="list-style-type: none"> • Illustrate the approaches to the major types of evaluation • Appraise the evaluation question that each major type of evaluation answers
<p align="center"><u>MODULE 3</u></p> <p>Two major research methods to generate evidence of program implementation and effectiveness</p>	<ul style="list-style-type: none"> • Contrast the data collection approaches for quantitative and qualitative research methods • Evaluate how to safeguard the validity and reliability of research methods
<p align="center"><u>MODULE 4</u></p> <p>Recommended forms of analyzing data and presenting findings to stakeholders</p>	<ul style="list-style-type: none"> • Dissect strategies to analyze the data generated through each form of research • Illustrate strategies to disseminate the data generated in a form that will maintain stakeholder engagement

MODULE ACTIVITIES AND ASSIGNMENTS AT A GLANCE

CLASS ACTIVITIES	COURSE ASSESSMENTS
✓ MINI LECTURES	➤ READING QUIZ (individual and team)
✓ CLASS DISCUSSIONS	➤ TEAM ASSIGNMENTS AND PRESENTATIONS
✓ TEAM PROBLEM SOLVING	➤ LEARNING ASSESSMENT SURVEY



Module	Readings and Assignments	Due dates
1	Read chapter 1	Wednesday Oct 18
	Read chapter 4	Wednesday Oct 26
	Learning assessment survey (Blackboard)	Monday Oct 31 @ midnight
2	Read chapter 2	Wednesday Nov 2
	Turn in community needs assessment team assignment (use blackboard link)	Monday Nov 14 @ midnight
	Read chapters 6	Wednesday Nov 16
	Learning assessment survey	Monday Nov 21 @ midnight
3	Read chapters 7, 8 and 9	Wednesday Nov 23
	Learning assessment survey	Monday Nov 28 @ midnight
4	Read chapter 10 and 11	Wednesday Nov 30
	Learning assessment survey	Monday December 5 @ midnight

Types of Assignments	Purpose	Possible points
Reading quizzes	Show your preparation before class by scoring high on individual quizzes and help your team score high on team quizzes	40 points (individual) 40 points (team)
In class assignments	Engage in a discussion with your assigned team members to answer questions based on reading content and mini lectures	30 points
In class presentations	Present your responses to a class assignment questions to the entire class and showcase your application of content	30 points
Learning assessment surveys	Show your mastery of module content	40 points
Total possible points per module		180 points

<u>Grading components:</u>	<u>Grading scale:</u>
Module 1: 25%	A (> 90%)
Module 2: 25%	B (80-89%)
Module 3: 25%	C (70-79%)
Module 4: 25%	D (60-69%)
	F (< 60%)



COURSE & INSTITUTIONAL POLICIES

Special accommodations

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Students requesting an accommodation based on a disability must register with the UTEP Center for Accommodations and Support Services <https://www.utep.edu/student-affairs/cass/>

Student Conduct

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, 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.”

Regent’s Rules and Regulations, 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: *“It is an official policy of the 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.

All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) <https://www.utep.edu/student-affairs/osccr/> for possible disciplinary action.



Examples of “cheating” include:

- 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 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.

