



Department of Public Health Sciences

Course name:	Program Evaluation in Health Sciences
Course no.:	HSCI 4309
Course CRN:	18604
Semester/year	Fall 2021
Graduate credit hours:	3
Class location:	Online
Class meeting time:	Zoom on Wednesdays, 1:30-4:20 PM <u>Use this link to connect to virtual F2F zoom meetings:</u> Join Zoom Meeting https://utep-edu.zoom.us/j/85281358070?pwd=NEROeGxFTUhwOGFTdmhsOEg1b0FIQT09 Meeting ID: 852 8135 8070 Passcode: x04EXHVQ
Class instructor:	Dr. Julia Lechuga
Office location:	College of Nursing and Health Sciences Rm 408
Phone:	915-747-7221
Email:	julialec@utep.edu
Office hours:	Mondays 11-12 by Zoom or by appointment <u>Use this link to connect to virtual office hours:</u> Time: Oct 18, 2021 11:00 AM Mountain Time (US and Canada) Join Zoom Meeting https://utep-edu.zoom.us/j/87074149372?pwd=RFpJczl1UTVMU2JGeUhsaGZKcmpCUT09 Meeting ID: 870 7414 9372 Passcode: HB8aYjUt
Preferred contact method:	Email
Course description:	This course will introduce students to the fundamentals of program evaluation. Course content will cover definitions of program evaluation, ethical issues in program evaluation, and philosophical assumptions. Students will be also exposed to 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.
Required textbooks:	Harris, M. J (2017). Evaluating Public and Community Health Programs. Hoboken, NJ: Jossey-Bass

Course format:	Online and virtual Face-to-Face (F2F) activities including mini-lectures, class forum discussions, application of course content in applied exercises, quizzes, and exams. Some course activities will be delivered via virtual F2F activities and active student participation, practice of skills, and team work will be key course aspects.
Major learning objectives:	<p>By the end of this course, the student will be able to:</p> <ol style="list-style-type: none"> 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
Assessment strategies:	<ul style="list-style-type: none"> ▪ Individual and group quizzes ▪ Class discussions and exercises to apply course content ▪ Discussion forums ▪ Assignments based on case studies and vignettes ▪ Exams (Mid-term and Final)

Grading scale & criteria	<p>Grading scale:</p> <ul style="list-style-type: none"> ▪ A (> 90%-exceptional graduate-level performance) ▪ B (80-89%-average graduate-level performance) ▪ C (70-79%-below average graduate-level performance) ▪ D (60-69%-unacceptable graduate-level performance) ▪ F (< 60%-very unacceptable graduate-level performance) <p>Grading components:</p> <ul style="list-style-type: none"> ▪ Quizzes: 20% ▪ Application of course content in team applied exercises: 20% ▪ Participation in discussion forums: 20% ▪ Exams: 20% ▪ Blogs and Wikis: 20% <p>Participation in virtual F2F activities is mandatory: Missed F2F virtual sessions will result in a zero grade for that activity.</p>
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Incomplete policy:	An "I" (incomplete grade) will be considered only <u>if requested by the student in advance of the conclusion of the course</u> and only for <u>legitimate, documented</u> 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.
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Course/Instructor & Institutional Policies	
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Attendance:	Because this is an online course, attendance is determined by class participation online including participation in discussion forums, quizzes, written assignments, exams, and virtual F2F activities. Students must complete the activities of each course module (readings, mini-lectures, videos, individual quiz, and written assignments) before the scheduled virtual F2F activities in order to be prepared to engage in team discussions and meaningfully contribute to virtual team based activities.
Writing standards	Effective professionals are also effective written as well as oral communicators. Written communication is a critical element of the communication process. Students are

	encouraged to seek out assistance from the free UTEP Writing Center https://www.utep.edu/uwc/ as points will be deducted for incorrect grammar or run-on sentences in written assignments.
Policy for late assignments and Coupon Use	Due dates all assignments are designed for fairness to all students. In order to accommodate potential student time conflicts you will be provided with two coupons that you can exchange for extensions to deadlines and two coupons that will allow you to miss two F2F virtual classes. After these coupons have been exchanged there will be no exceptions to missing assignment dates or virtual classes unless there is a legitimate documented reason such as an illness.
Technology Requirements:	<p>Course content is delivered via the Internet through the Blackboard learning management system (LMS). Ensure your UTEP e-mail account is working and that you have access to the Web. You may use any of the primary Web browsers—Explorer, Google Chrome, Firefox, Safari, etc. When having technical difficulties, try switching to another browser.</p> <p>You will need to have or have access to a computer/laptop, a webcam, and a microphone. You will need to download or update the following software: Microsoft Office, Adobe, Flashplayer, and Windows Media Player. Check that your computer hardware and software are up-to-date and able to access all parts of the course. If you encounter technical difficulties of any kind, contact the Help Desk https://www.utep.edu/technologysupport/.</p>
Netiquette	<p>The following professional demeanor is expected of all students:</p> <ul style="list-style-type: none"> • Remember that members of the class and the professor will be reading any postings. Please carefully consider your audience before writing postings. • Respect and courtesy must be provided to classmates and to professor at all times. No harassment or inappropriate postings will be tolerated. • When reacting to someone else’s message, address the ideas, not the person. Post only what anyone would comfortably state in a Face-to-Face situation. • Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on these online spaces is intended for classmates and professor only. Do not copy documents and paste them to a publicly accessible website, blog, or other space. If students wish to do so, they have the ethical obligation to first request the permission of the writer(s).
Class participation:	Active student participation during virtual F2F activities is very important. Students must be prepared to discuss, answer questions, and participate in all activities designed to apply course content.
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. 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”. 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 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.

TENTATIVE COURSE SCHEDULE*

Dates	Topics	Assignments Due/Class Activities Dates
Module 1 Week of 10/18	Syllabus & Course Overview What is Program Evaluation & Community Needs Assessment	<u>Live Virtual F2F Activities for Wednesday Oct 20 (Connect Zoom 1:30-4:20):</u> <ul style="list-style-type: none"> ➤ Read Chapter 1 and 2 (before live virtual F2F session) ➤ Meet the instructor & Syllabus Overview (1:30-2:00) ➤ Mini-lecture Ch 1 and 2 (2:00-3:00) ➤ Applied group exercise (3:00 – 3:40) ➤ Class discussion & Q/A (3:40-4:20) <u>Assignments for Sunday Oct 26 at 11:59 PM:</u> <ul style="list-style-type: none"> ➤ Quiz # 1 (Ch 1 and 2) individual and group ➤ Post to forum discussion Ch 1 and 2 ➤ Complete assignment
Module 2 Week of 10/25	Developing Initiatives and Planning for Evaluation	<u>Live Virtual F2F Activities for Wednesday Oct 27 (Connect Zoom 1:30-4:20):</u> <ul style="list-style-type: none"> ➤ Read Chapter 3 and 4 (before live virtual session) ➤ Mini-lecture Ch 3 and 4 (2:00-3:00) ➤ Applied group exercise (3:00 – 3:40) ➤ Class discussion & Q/A (3:40-4:20) <u>Assignments for Sunday Oct 31 at 11:59 PM:</u> <ul style="list-style-type: none"> ➤ Quiz # 2 (Ch 3 and 4) ➤ Post to forum discussion Ch 3 and 4 ➤ Complete assignment
Module 3 Week of 11/1	Designing the Evaluation Part 1 and Designing the Evaluation Part 2a	<u>Live Virtual F2F Activities for Wednesday Nov 3 (Connect Zoom 1:30-4:20):</u> <ul style="list-style-type: none"> ➤ Read Chapter 5 and 6 (before live virtual session) ➤ Mini-Lecture Ch 5 and 6 (2:00-3:00) ➤ Applied group exercise (3:00 – 3:40) ➤ Class discussion & Q/A (3:40-4:20) <u>Assignments for Sunday Nov 7 at 11:59 PM:</u> <ul style="list-style-type: none"> ➤ Quiz # 3 (Ch 5 and 6) ➤ Post to forum discussion Ch 5 and 6 ➤ Complete assignment
11/8	Mid-Term Chapters 1-6	Mid-term available Monday 11/8 in Blackboard Mid-term due Sunday 11/14 at 11:59 midnight
Module 4 Week of 11/8	Designing the Evaluation Part 2b	<u>Live Virtual F2F Activities for Wednesday Nov 10 (Connect Zoom 1:30-4:20):</u> <ul style="list-style-type: none"> ➤ Read Chapter 7 (before live virtual session) ➤ Mini-lecture Ch 7 (2:00-3:00) ➤ Applied group exercise (3:00 – 3:40) ➤ Class discussion & Q/A (3:40-4:20) <u>Assignments for Sunday Nov 14 at 11:59 PM:</u> <ul style="list-style-type: none"> ➤ Quiz # 4 (Ch 7) ➤ Post to forum discussion Ch 7 and 8 ➤ Complete assignment

Module 5 Week of 11/15	Collecting the Data (Quantitative)	<u>Live Virtual F2F Activities for Wednesday Nov 17 (Connect Zoom 1:30-4:20):</u> <ul style="list-style-type: none"> ➤ Read Ch 8 (before live virtual session) ➤ Mini-lecture Ch 8 (2:00-3:00) ➤ Applied group exercise (3:00 – 3:40) ➤ Class discussion & Q/A (3:40-4:20) <u>Assignments for Sunday Nov 21 at 11:59 PM:</u> <ul style="list-style-type: none"> ➤ Quiz # 5 Ch 8 ➤ Post to forum discussion Ch 9 & 10 ➤ Complete assignment
Module 6 Week of 11/22	Collecting the Data (Qualitative)	<u>Live Virtual F2F Activities for Wednesday Nov 24 (Connect Zoom 1:30-4:20)</u> <ul style="list-style-type: none"> ➤ Read Ch 9 ➤ Mini-lecture Ch 8 & 9 (2:00-3:00) ➤ Applied group exercise (3:00 – 3:40) ➤ Class discussion & Q/A (3:40-4:20) <u>Assignments for Sunday Nov 28 at 11:59 PM:</u> <ul style="list-style-type: none"> ➤ Quiz # 6 (Ch 9) ➤ Post to forum discussion Ch 9 ➤ Complete assignment
Module 7 Week of 12/6	Analyzing and Interpreting Qualitative and Quantitative Data and Reporting Evaluation Findings	<u>Live Virtual F2F Activities for Wednesday Dic 6 (Connect Zoom 1:30-4:20):</u> <ul style="list-style-type: none"> ➤ Read Ch 10 and 11 (before virtual live session) ➤ Mini-lecture Ch 10 and 11 (2:00-3:00) ➤ Applied group exercise (3:00-3:40) ➤ Class discussion & Q/A (3:40-4:20) <u>Assignments for Sunday Dic 12 at 11:59 PM:</u> <ul style="list-style-type: none"> ➤ Quiz # 7 (Ch 10 and 11) ➤ Post to forum discussion Ch 10 and 11 ➤ Complete assignment
Final	Final Exam Chapters 7-11	Final exam made available on blackboard Monday 12/13 Final exam due Sunday 12/19 at 11:59 PM

* 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.

Information and Instructions for Course Activities and Assignments:

Mini-Lectures: Mini-lectures will be course content posted on blackboard in the form of power points with audio recordings or written content posted. Other content in the form of videos may be included. Students should view, listen, and read this content as it will contain complementary information not found in the assigned readings. This information may be included in quizzes, exams, and may be necessary to understand to perform well in applied exercises during the live portions of the course.

Quizzes: Students will answer quizzes about course content throughout the semester. Students will answer individually a quiz posted on blackboard consisting of 10 questions about course content for a particular module. Each question will be worth 2 points. Students will answer the same quiz as a team on a subsequent class session

via Zoom. Correct answers will be provided after the team quiz, which is when students will be able to check their individual score. Questions that individual students got wrong individually will be marked as correct if the question is answered correctly as a team. The purpose of the individual quiz is to assess individual performance and preparation. The purpose of the team quiz is to foster class discussions, peer collaboration and learning engagement. Both quizzes will be graded and will count towards the final course grade.

Forum Discussions: The purpose of forum discussions is to facilitate learning by interaction and consideration of ideas of classmates. Please make a concerted effort to post an insightful and informed comment. Also when crafting a response to your classmates reflect on what they are posting and craft a thoughtful response. Questions regarding course content (e.g., readings, mini-lectures, videos) will be posted in class forums. Students should post individual answers, comments and also reply to two other classmates. To receive full credit for posts, students should refer to course content, discussions, and other course material in their replies. Replies that are too short or too general such as “I agree” or “great suggestion” will be considered non-responsive and will not be graded. The purpose of discussion forums is to enrich the learning experience through informed discussions about course content.

Assignments: Students will be asked to turn in assignments throughout the semester. Dr. Lechuga has planned these assignments to permit the mastery of course content and acquisition of associated skills. These assignments will be graded and will be an opportunity for the student to receive feedback on his/her mastery of the material and the application of course content. Assignments will consist of case studies or vignettes and students will be given a choice between completing a blog, wiki, or small project. When assigned, a link for each assignment will appear in the module section of the class and include instructions to complete the assignment. Dr. Lechuga will remind students of assignments, instructions, and due dates. Students will receive 2 coupons to turn in assignments at a later date. The new date the student selects to turn in the assignment cannot be more than 7 days from the original date the assignment was due.

Applied Group Exercises: The course is planned so that certain activities and assignments are to be completed individually and others completed in groups. Group sessions will take place in a live virtual face-to-face (F2F) format. Live virtual F2F sessions will be conducted on zoom on Wednesdays at 1:30 (see class calendar for specific dates). The zoom link to access the live virtual F2F sessions is provided at the beginning of this syllabus. In these virtual F2F sessions, Dr. Lechuga will assign students to teams assign exercises to apply course content. The purpose of these applied exercises designed is to encourage critical thinking about course content to help students master it. Students will receive 2 coupons for free absences.

Coupons for assignments

Coupon # 1
Student Name: _____
Student ID: _____
Assignment for which coupon is being used:
Original date: _____/New Date: _____

Coupon # 2
Student Name: _____
Student ID: _____
Assignment for which coupon is being used:
Original date: _____/New Date: _____

Coupons for absences

Coupon # 1

Student Name: _____

Student ID: _____

Missed class date: _____

Coupon # 2

Student Name: _____

Student ID: _____

Missed class date: _____