



FALL 2023
PUBH 5352: Public Health Evaluation and Research
CRN: 25637

Professor: Dr. Maria D. Fuentes, M.D. MPH.

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Phone: (915) 877 - 7670 (Work)

Class Schedule & Location: Classes will be held in person every Thursday from 6:00 pm to 8:50 pm at HSSN #215.

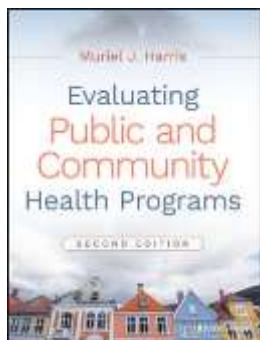
Office Hours: Virtually via Blackboard Collaborate Tuesday/Thursday 12:00 pm – 1:00 pm or by appointment (email your professor with at least 12 hrs. before). Please call or email to confirm or cancel appointment.

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 and community stakeholders, and major research designs and techniques that can be employed to plan, design and implement a program evaluation in a community or a public health institution.

REQUIRED MATERIALS



REQUIRED TEXTBOOK

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

COURSE OBJECTIVES

By the end of the course, you will:

MODULES & TOPICS	<u>LEARNING OBJECTIVES</u> After taking this course, students will be able to:
<p><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><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><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><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

COURSE ASSIGNMENTS AND GRADING

This course will include lectures, group activities, discussions and presentations.

Course format will be Online (Blackboard) and 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 teamwork will be key course aspects.

Grade Distribution

100% - 90% = **A** 89.9% - 80% = **B** 79.9% - 70% = **C** 69.9% - 60% = **D** 59.9% - 0 = **F**

Class Activity	Total Points	Final Grade %
Active Participation, Attendance and Engagement	10 points	10%
Assignments Individual or Group (8 total)	40 points	30%
Assessment (2 total)	10 points	10%
Individual Project	40 points	50%
TOTAL POINTS	100 points	100%

Format and Requirements

Class Readings: Students are expected to show up to class fully prepared on assigned readings before the session scheduled for discussion and class activities.

Class Participation: Students are active participants throughout the class, discussions, presentations, and virtual community visits. Students will participate in class in person or online, be on time, and remain for the entire session. If you do not attend, you cannot participate, and a total of 2 points will be deducted for every class missed and for every session that you are significantly late (15 minutes or over) or depart early from class without previous consent from your professor.

Missing Classes: In addition, any student missing more than three (3) class sessions risks being withdrawn from the class with a grade of 'W' if the absences occur prior to the first eight (8) weeks of class. A grade of 'F' will be assigned if the total of class sessions missed exceeds three (3) after the first eight (8) weeks of the course.

Class Drop: Students wishing to drop a course and receive a grade of 'W' must do so before official due date (please see University calendar). Any drop of a course after that time will result in an automatic grade of F. This is in accordance with the university policy. Any student who anticipates problems adhering to the course attendance policy should arrange a meeting with the lecturer for the course as soon as possible.

Assignments: All course assignments must be completed in an appropriate manner and on time.

1. **Active Participation, Attendance and Engagement (10 points).** Consists of high impact activities like critical thinking, problem solving and team building engagement in

class. Participation is based on attendance, active engagement in class discussions and debates.

***Note:** Any assignment completed late (defined as the end of the class session on which it is due) for which an extension was not previously obtained will have **10 points deducted from their score for the first 24 hours it is late and then 5 points each day it is late.**

2. **Class Assignments (40 points = 5 points each).** Students will need to complete an assignment related to the weekly chapter. Some activities will be completed in group and others individually. There will be a total of 8 weekly assignments.
All students must be prepared to discuss the reading and the issue or program being evaluated according to the information read from each chapter.
3. **Chapter Quizzes or Assessments (10 points = 5 points each).** Students will need to complete assessments related to the weekly chapter. There will be a total of 2 quizzes to assess the knowledge of the student.
4. **Individual Project: (40 points = 20 points presentation + 20 points evaluation paper).** Students will write a final evaluation paper for a local community or a non-profit organization following the elements learned in class and the rubric provided by the course professor. A list of possible stakeholders will be provided by your professor. Students are welcomed to research other local organizations and programs they would like to do their final project on.

*Research paper must be written in APA 7th and a minimum of 6 pages.

For your final presentation, you will present your final program evaluation at the end of the semester reflecting the information of your research paper. All students must collaborate and be ready to answer any questions to other classmates. You can use images or interviews as part the presentation.

TECHNOLOGY REQUIREMENTS

Course content is delivered via the Internet through the Blackboard learning management system and office hours are delivered via Zoom. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop, scanner, a webcam, and a microphone. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link <http://portal.office.com/> for more information about Microsoft Office 365 and follow the instructions.

IMPORTANT: If you encounter technical difficulties beyond the scope of troubleshooting, please contact UTEP. [Help Desk](#) as they are trained specifically in assisting with the technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

Course Communication: How we will stay in contact with each other

There are several ways we can keep the lines of communication open:

Office Hours: My office hours will be held in person or via ZOOM using the links below during the following times: (the links will also be in Blackboard)

- Tuesday and Thursdays: 12:00 pm – 1:00 pm. Mountain Time via Zoom link can be found in BlackBoard

Email: UTEP email is the best way to contact me. I will make every attempt to respond to your email within 24-48 hours upon receiving your email. When e-mailing me, be sure to email from your UTEP student account.

Announcements: It is the responsibility of the student to check Blackboard announcements frequently for any updates, deadlines, or other important messages.

Discussion Board: If you have a question that you believe other students may also have, please post it in the Help Board of the discussion boards in Blackboard. Please also respond to other students' questions if you have a helpful response.

NETIQUETTE

As we know, sometimes communication online can be challenging. It is possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider the audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas.
- Respect and courtesy must always be provided to classmates and to the instructor. 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 in these online spaces is intended for classmates and professors only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

Course Policies: What do you need to do to be successful in the course

ATTENDANCE AND PARTICIPATION

This class requires that you participate in in person classes or scheduled weekly zoom sessions with social workers. The purpose of these sessions is for you to view live demonstrations of the course material and/or to participate in small discussion groups with your classmates.

Students are expected to, at least occasionally, participate in these sessions with a webcam and microphone. The sessions will be recorded and provided so that they can be reviewed by classmates later. Our use of such technology is governed by the Federal Educational Rights and Privacy Act (FERPA) and UTEP's acceptable-use policy. A recording of class sessions will be kept and stored by UTEP, in accordance with FERPA and UTEP policies. Your instructor will not share the recordings of your class activities outside of course participants, which include your fellow students, teaching assistants, or graduate assistants, and any guest faculty or community-based learning partners with whom we may engage during a class session. You may not share recordings outside of this course. Doing so may result in disciplinary action.

If you are unable to attend a class session, please let me know as soon as possible so that accommodation can be booked when appropriate.

Attendance is determined by participation in the learning activities of the course. Your participation in the course is important not only for your learning and success but also to create a community of learners. Participation is determined by the completion of the following activities:

- Reading/Viewing all course materials to ensure understanding of assignment requirements
- Participating in scheduled weekly Blackboard Collaborate sessions and discussions
- Other activities as indicated in the weekly modules

Because these activities are designed to contribute to your learning each week, they cannot be made up after their due date has passed.

EXCUSED ABSENCES AND/OR COURSE DROP POLICY

Students who miss more than three classes will be automatically withdrawn from class with a grade of W if absences occur prior to the drop date for Spring 2023 or an F if the total of class sessions missed exceeds three after the first four weeks of the course.

Students wishing to drop this class, please contact the Registrar's Office (records@utep.edu) <https://www.utep.edu/student-affairs/registrar/students/registration.html> to initiate the drop process. If you cannot complete this course for whatever reason, please contact me. If you do not, you are at risk of receiving an "F" for the course.

DEADLINES, LATE WORKS AND ABSENCE POLICY

Any assignment that is not turned on the day and time that it is due will be considered late. If for some reason assignments are turned in late, the following policy applies to the grade for the assignment.

1. Up to 24 hours late 10% reduction on a 100-point scale
2. More than 24 hours – 5 points reduction each day it is late for up to 1 week.
3. 1 week late – *You will receive no points.*

MAKE-UP WORK

Make-up work will be given only in the case of a documented emergency. Note that make-up work may be in a different format than the original work, may require more intensive preparation, and may be graded with penalty points. If you miss an assignment and the reason is not considered excusable, you will receive a zero. It is therefore important to reach out to me—in advance if possible—and explain with proper documentation why you missed a given course requirement. Once a deadline has been established for make-up work, no further extensions or exceptions will be granted.

ALTERNATIVE WAYS OF SUBMITTING WORK IN CASE OF TECHNICAL ISSUES

I strongly suggest that you submit your work with plenty of time to spare if you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your work (answers to discussion points, quizzes, exams, and essays) in a separate Word document as a back-up. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through the course website, please contact the UTEP Help Desk. You can email me your back-up document as a last resort.

INCOMPLETE GRADE POLICY

Incomplete grades may be requested only under exceptional circumstances after you have completed at least half of the course requirements. Communicate with me immediately if you believe an incomplete is needed. I highly suggest keeping the lines of the communication open with me during the semester to avoid getting to this point! However, if granted, we will establish a contract of work to be completed with deadlines.

ACCOMMODATIONS POLICY

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. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University.

Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services](#) (CASS). Contact the Center for Accommodations and Support Services at 915-747- 5148, or email them at cass@utep.edu, or apply for accommodations online via the [CASS portal](#).

COVID-19 PRECAUTIONS

Students are not permitted on campus when they have a positive COVID-19 test, exposure or symptoms. If you are not permitted on campus, you should contact me as soon as possible so we can arrange necessary and appropriate accommodations. (classes with on-campus meetings) Students who are considered high risk according to CDC guidelines and/or those who live with individuals who are considered high risk may contact Center for Accommodations and Support Services (CASS) to discuss temporary accommodations for on-campus courses and activities. Apply at cassportal.utep.edu and fill out a three-question application. You will be scheduled to meet with disability coordinator to discuss your unique situation.

SCHOLASTIC INTEGRITY

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operation Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. 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) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#).

CLASS RECORDINGS

The use of recordings will enable you to have access to class lectures, group discussions, and so on in the event you miss a synchronous or in-person class meeting due to illness or other extenuating circumstance. Our use of such technology is governed by the Federal Educational Rights and Privacy Act (FERPA) and UTEP's acceptable-use policy. A recording of class sessions will be kept and stored by UTEP, in accordance with FERPA and UTEP policies. Your instructor will not share the recordings of your class activities outside of course participants, which include your fellow students, teaching assistants, or graduate assistants, and any guest faculty or community-based learning partners with whom we may engage during a class session. You may not share recordings outside of this course. Doing so may result in disciplinary action.

PLAGIARISM DETECTING SOFTWARE

Some of your course work and assessments may submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

COPYRIGHT STATEMENT FOR COURSE MATERIALS

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

TITLE IX STATEMENT

Title IX of the Education Amendments of 1972 (Title IX), prohibit discrimination based on sex in education programs or activities operated by recipients of Federal financial assistance. Sexual harassment of students, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability. A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual coercion, stalking, and relationship violence. All such acts of sexual violence are forms of sexual harassment covered under Title IX.

In accordance with Title IX of the Education Amendments of 1972, UTEP does not discriminate based on sex in the operation of its educational programs and activities. This commitment to non-discrimination applies to both employment in and admission to such programs and activities. [Link to full text at <http://admin.utep.edu/Default.aspx?tabid=68750>]

Inquiries regarding Title IX should be referred to the University's Title IX Coordinator(s) in the following link: <https://www.utep.edu/titleix/Title-IX-Coordinators.html>

Course Resources: Where you can go for assistance

UTEP provides a variety of student services and support:

Technology Resources

- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Academic Resources

- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

Individual Resources

- [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.
- [Center for Accommodations and Support Services](#): Assists students with ADA-related accommodations for coursework, housing, and internships.

- [Counseling and Psychological Services](#): Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.
- UTEP Food Pantry: UTEP Food Pantry offers support and assistance to UTEP students who are dealing with food insecurity. All UTEP staff, students enrolled in the fall or spring semesters are eligible to use the Food Pantry. Email: foodpantry@utep.edu. Phone: (915) 747-8053. Website: <https://www.utep.edu/student-affairs/foodpantry/>
- Center Against Sexual and Family Violence (CASFV): **915-593-7300 or 1-800-727-0511**
- For crimes, contact the El Paso Police Department or UTEP Police Department (**915-747-5611**)
- For suspected abuse of children or older persons, Child/Adult Protective Services **1-800-252-5400**
- National Domestic Violence Hotline: **1-800-799-SAFE (7233)**.
- Respect Is (Dating Abuse Prevention) at loveisrespect.org
- Mental Health Crisis Line **915-779-1800**
- National Suicide Prevention Hotline **1-800-273-8255**
- Veterans Crisis Line **1-800-273-8255**

NAMI of El Paso (National Alliance Against Mental Illness) hosts free weekly support groups for people with mental illness and their families. elpaso.nami@dshs.state.tx.us or **915-534-5478**.

Syllabus & scheduling subject to change at instructor's discretion

Any changes will be communicated with students through blackboard announcements.

WEEKLY CALENDAR**

Week	Readings and Assignments	Assignment & Due dates
Wk-1 Aug 31	Syllabus Review and Introduction	
Wk-2 Sep 7	Read Chapter 1: <i>Introduction to Public and Community Health Evaluation.</i>	Class Ind/Group Activity #1 Due Sep 13
Wk-3 Sep 14	Read chapter 2: <i>The Community Assessment.</i>	Class Ind/Group Activity #2 Due Sep 20
Wk-4 Sep 21	Read Chapter 4: <i>Planning for Evaluation.</i>	Assessment#1 on Chapters 1 and 2
Wk-5 Sep 28	Read Chapter 6: <i>Process Evaluation</i>	Class Ind/Group Activity #3 Due Oct 4
Wk-6 Oct 5	Read Chapter 7: <i>Outcome Evaluation</i>	Class Ind/Group Activity #4 Due Oct 9
Wk-7 Oct 10	Read Chapter 8: <i>Quantitative Data</i>	Class Ind/Group Activity #5 Due Sep 27
Wk-8 Oct 18	Read Chapter 9: <i>Qualitative Data</i>	Assessment#2 on Chapters 8 and 9
Wk-9 Oct 25	Read Chapter 10: <i>Analyzing and Interpreting Data</i>	Class Ind/Group Activity #5 Due Nov 1
Wk-10 Nov 2	Read Chapter 11: <i>Reporting Evaluation Findings</i>	Individual Project
Wk-11 Nov 9	Read Chapter 13: <i>Case Study: Process Evaluation</i>	Class Ind/Group Activity #6 Due Sep 27
Wk-12 Nov 16	Guest Speaker and Group Activity	Class Ind/Group Activity #7

		Due Sep 27
Wk-13 Nov 23	THANKSGIVING WEEK	N/A
Wk-14 Nov 30	Guest Speaker and Group Activity	Class Ind/Group Activity #8 Due Sep 27
Wk-15 Dec 7	Final Project Presentations	Submit copy of Final Paper by Dec 3
Dec 19	Final Grades are posted	

* This schedule may be modified at the instructor's discretion to better achieve the objectives of the course and assist the student meet the learning objectives. Any changes made to it will be notified to the students as soon as possible through announcements. It is the student's responsibility to check BB constantly for announcements or any updates.

Participatory Model for Evaluation Rubric Information for Individual Paper

DUE DATE: December 3, 2023

I. General Program Information (20 points)

1. *Name of organization or the program.*
2. *Mission Statement.*
3. *Describe the program.* Briefly describe what the program is about.
4. *Background and justification for the program evaluation.* Do you identify a public health problem? Are there any factors creating this problem? Who is being affected by this problem? What does the literature say about this issue? Can you identify other programs from organizations or agencies (local, state, national or foreign) doing something similar and explain how this one is different or similar from the rest? Why do we need this program? Provide evidence-based information to support your justification.
5. *Stakeholders.* Clearly describe who are all the stakeholders involved in your program evaluation and what their role would be. Organizational chart.

II. Evaluation Design (30 points)

1. *Theoretical framework.* Could you apply a specific theory for behavior change? Which one would you apply and why?
2. *Following the ecological model* does this program impact individuals at an individual, interpersonal, organizational, community or policy level? Explain.
3. *Evaluation Team.* Who is part of your evaluation team? Do you need to provide training? Provide a basic action plan or a timeline.
4. *Ethical and cultural considerations.*
5. *Logic Model Diagram*
 - a. Public Health Goal
 - b. Resources
 - c. Program Activities
 - d. Outputs
 - e. Outcomes (Short, Intermediate and Long-term Objectives)

III. Data and Analysis (20 points)

1. *Data Collection.* What type of data will you collect as part of your program evaluation? Are you using quantitative, qualitative, or mixed methods? Explain.
2. *Data Analysis.* How you are planning to analyze it. Do they have data already? What would you change if they already have data? What is next?
3. *Results of findings* if you have any.

IV. Conclusions (20 points)

1. *Report final findings.* Are there any suggestions you could give to improve the program or the community assessment next time?
2. *Dissemination of findings.* How and to whom are you providing the findings to?

V. References and Format (10 points)

1. Provide at least 5 references of articles (references must be within 5 years of publication, unless you can justify the need to use a older article).
2. Provide references for 2 organizations local, state, or national doing something similar.
3. Provide final paper in APA 7th.
4. Rubric for final presentation will be provided separately.