



**Department of Public Health Sciences
Syllabus**

Course name:	Program Evaluation in Health Science
Course no.:	HSCI 4309
Course CRN:	22333
Semester/year	Spring 2015
Graduate credit hours:	3
Class location:	UGLC 334
Class meeting time:	Mondays & Wednesday; 3 PM-4.20 PM
Class instructor:	Dr. Thenral Mangadu
Office location:	HSN 402
Phone:	915-747-8516
Email:	tdmangadu@utep.edu
Office hours:	Mondays 11.30 AM – 2.30 PM
Preferred contact method:	e-mail
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:	
Required textbooks:	Harris. M. J. (2010). Evaluating Public and Community Health Programs
Supplemental reading:	Readings assigned in class
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 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
Assessment strategies (must be numbered)	<ol style="list-style-type: none"> 1. Community Needs Assessment individual assignment 2. Mission, goals , objectives individual assignment 3. Exam 1 4. Exam 2

	<p>5. Program Logic Model Assignments (2) -individual</p> <p>6. In-class activities and participation</p>
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Program Competencies (core competency area must be identified & number according to that listed)	Learning objectives	Assessment strategies
This course meets the following Bachelors in Health Promotion degree competencies		
<p>1. Assess needs, assets and capacity for health education 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 conduct a needs assessment using valid secondary data for a local health disparity</p>	<p>1. Needs Assessment</p>
<p>Competency 1 B: Collect health-related data.</p>	<p>Students will conduct a needs assessment using valid secondary data for a local health disparity</p>	<p>1. Needs assessment 2. In-class group activities</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 4.A. Develop plans for evaluation and research 4.B. Review research and evaluation procedures 4.C. Design data collection instruments 4.E. Interpret results from evaluation and research</p>	<p>Students will:</p> <ul style="list-style-type: none"> be able to design a mission statement, goal statement and at least 2 SMART (specific, measurable, attainable, results oriented and time-bound) objectives have the experience of designing a basic program logic model for a given public health program be able to identify multiple program evaluation methods used to evaluate public health programs 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 be able to examine regional program evaluation needs in relation to Healthy People2020 goals and objectives 	<p>2. Mission, goals, objectives assignment 3. Exams 1 &2 4. Needs Assessment 5. Logic Model assignment</p>
<p>6. Serve as health education resource person 6.A. Use health-related information resources</p>	<p>Students will</p> <ul style="list-style-type: none"> identify at least 2 local and 3 national health related databases to conduct their needs assessment conduct a needs assessment using valid secondary data for a local health disparity 	<p>1. Needs Assessment assignment 2. In-class activities</p>

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Grading scale & criteria	<p><u>Point Value</u></p> <ol style="list-style-type: none"> 1. Community Needs Assessment = 100 2. Mission, goals , objectives = 50 3. Exam 1 = 50 4. Exam 2 = 50 5. Program Logic Model Assignment 2 * 100 = 200 6. In-class activities and participation = 50
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Incomplete policy:	An "I" (incomplete grade) can only be considered only if <u>requested by the student in advance of the conclusion of the course and only for legitimate, documented emergencies</u> . 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

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>Chronic tardiness not only reflects lack of commitment and professional behavior but also is disruptive to your classmates and the instructor. You are expected to be in class and seated by 3:00 PM.</p>
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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.
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Writing standards	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 Bachelors in Health Promotion 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.
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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). <u>No extra credit assignments will be given to make-up for missed assignments.</u>
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Permission to record lectures & discussions	Not permitted without express permission of the instructor
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Cellphone/electronic	Please note that all cellular telephones, pagers, headphones, iPods, iPads, mp3 players,
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tablet/ use policies:	earpieces, laptops, and other forms of communication and entertainment technology equipment must be powered off and put away during the class period unless it involves usage of these for in-class instructor assigned learning tasks. 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.
Field trip policies:	N/A
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:	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 .
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.

TENTATIVE COURSE SCHEDULE*

Dates	Topics	Homework Assignments
WEEK 1 Wednesday Jan 21	Introduction to HSCI 4309 Overview of Program Evaluation in Public Health AEA Program Evaluation Standards and Guiding Principles	
WEEK 2 M&W Jan 26 & 28	Chapter 1 , Harris (2010) Overview of Evaluation Pre-assessment; CBPR Participatory Model Cultural Considerations	
WEEK 3 M&W Feb 2 & 4	Chapter 2 Theory Ecological Model Data sources Stakeholder participation in evaluation	
WEEK 4 M&W Feb 9&11	Chapter 3 Developing Initiatives Planning the initiative Theory of change Program success	
WEEK 5 M&W Feb 16&18	Chapter 4 Planning for Evaluation: Purpose and Process Evaluation context	Goals-Mission-Objectives assignment
WEEK 6 M&W Feb 23 & 25	Chapter 5 Describing the Program Needs Assessment Presentations	Needs Assessment Presentations in class (oral-PowerPoint)
WEEK 7 M&W	Describing the Program Exercise Program Description group work	Needs Assessment Written Assignment (individual) due on March 4

Mar 2&4		
WEEK 8 M&W Mar 9-11	Spring break	Spring break
Dates	Topics	Homework Assignments
WEEK 9 M&W Mar 16-18	Chapter 6 Determining evaluation questions and design Exam 1 (March 18)	
WEEK 10 M&W Mar 23-25	Chapter 6 Process evaluation Outcome evaluation Logic Model Practice	
WEEK 11 M&W Mar 30 Apr 1	Outcome evaluation & Introduction to data collection	Logic Model 1
WEEK 12 M&W Apr 6 &8	Chapter 7: Quantitative Data Collection Choosing data collection methods Survey Design Testing Ethics Stakeholder involvement	
WEEK 13 M&W Apr 13&15	Chapter 8 Quantitative Data analysis and interpretation Analysis & implications	
WEEK 14 M&W Apr 20&22	Chapter 9 Qualitative Data Collection Choosing data collection methods Types of qualitative data collection methods	
WEEK 15 M&W Apr 27&29	Chapter 10 Qualitative Data Analysis and Interpretation	
WEEK 16 M&W May 4 &6	Chapter 11 Reporting Evaluation Findings May 6: Exam II	
Finals week May 11&15	2 nd Logic Model due by 5 pm on May 15	

* 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.