

**HSCI 4309 - CRN 22517 SYLLABUS
Spring 2014**

Timings Mondays & Wednesday; 3 PM-4.20 PM **Location:** HSSN 215

Title: Program Evaluation in Health Science

Graduate Credit Hours: 3

<p>Instructor: Dr. Thenral Mangadu Office: 402, College of Health Sciences Department of Public Health Sciences The University of Texas at El Paso Office phone: 915-747-8516 E-mail: tdmangadu@utep.edu Office hours: Mondays 11AM- 1 PM & By appointment</p>

TEXTS and MATERIALS

Harris. M. J. (2010). Evaluating Public and Community Health Programs

Selected readings from Journals and Books (will be posted on Blackboard)

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.

HSCI 4309 - CRN 22517 Learning Objectives

On successful completion of this course students will:

- be able to identify multiple program evaluation methods used to evaluate public health programs
- be able to identify the steps involved in community assessment
- 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
- have the experience of designing a basic program logic model for a given public health program
- be able to examine regional program evaluation needs in relation to Healthy People 2020 goals and objectives

TEACHING METHOD & PHILOSOPHY

This course design incorporates interactive learning assignments which will engage students in critical thinking related to evaluation public health programs. Students will be involved in active learning tasks relevant to the course content and, will be equipped with skills and strategies to become independent learners. Although lectures will be used to deliver course content, the main format of the class will be interactive discussions and assignments which promote critical thinking and prepare students to effectively function in program planning and evaluation teams. The instructor will provide guidance in academic content related to public health program evaluation while mentoring the students in enhancing their basic program evaluation skills. All course activities and assignments will focus on preparing the students to work as part of a program planning team and contribute effectively in relation to program evaluation.

COURSE POLICIES

Attendance and Participation: To be successful in HSCI 4309, students must attend class. Students who are absent from class miss important information; therefore, satisfactory attendance is a course requirement. Students must come to class on time and prepared.

Assigned readings should be brought to class and out-of-class assignments should be completed by the due dates listed on the course calendar. In class, students are expected to be attentive and actively participate in all discussions/activities.

Unsatisfactory attendance consists of absences, tardiness, leaving the classroom early, or coming to class unprepared to participate (without readings and/or assignments). When a student has unsatisfactory attendance, he/she will be dropped from the course or fail the course. Exceptions may be made to the above policy if the instructor deems that circumstances warrant them.

Deadlines: All specified assignments should be handed over to the instructor at the beginning of the class period. **Five points will be taken for each day of delay for an assignment (including**

weekends). If you must be absent, you may email assignments (Microsoft Word) to Dr.Mangadu or have a friend drop them by Dr. Mangadu's office prior to the start of class.

Students who must be absent are responsible for finding out what was addressed and assigned in class in order to be prepared when they return to class. In case of absences, students should contact the instructor or class member for that information. There are **no make-ups** for missed quizzes, assignments, and presentations.

Student Conduct: Students are expected to behave as courteous and responsible adults, which means, in part, that students will be tolerant and will listen to and respect the opinions of others.

[From the Handbook of Operating Procedures: Student Affairs]

Each student is responsible for notice of and compliance with the provisions of the Regents **Rules and Regulations**, which are available for inspection electronically at <http://www.utsystem.edu/bor/rules/homepage.htm>.

Copyright Statement

Some of the materials in this course are copyrighted. Violation of US copyright law can result in civil damages for each work copied. Copying of textbooks is not "fair use" under the Copyright Act. The "fair use doctrine" only permits non-commercial copying of part (in general, not more than 10%) of a copyrighted work. Do not bring a copied textbook to this class. Your cooperation is expected.

Academic Integrity: UTEP expects all students to maintain a high standard of academic integrity. Academic dishonesty (e.g., plagiarism, cheating on assignments, papers, or exams) will not be tolerated. Disciplinary action will be taken. The following information about scholastic dishonesty is from the UTEP Handbook of Operating Procedures.

Scholastic Dishonesty

It is the 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. It is contrary to University policy for a faculty member to assign a disciplinary grade such as an "F" or zero to an assignment, test, examination, or other coursework as a sanction for admitted or suspected scholastic dishonesty in lieu of normally charging the student through the Dean of Students.

Similarly, students are prohibited from proposing and/or entering into an arrangement with a faculty member to receive a grade of "F" or any reduced grade in lieu of being charged with scholastic dishonesty. 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.

Disciplinary proceedings may be initiated against any student for any of the following acts or omissions:

"Cheating" includes

- a. copying from the test paper of another student, engaging in written, oral, or any other means of communication with another student during a test, or giving aid to or seeking aid from another student during a test;
- b. possession and/or use during a test of materials which are not authorized by the person giving the test, such as class notes, books, or specifically designed "crib notes";
- c. 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, or 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;
- d. substituting for another person, or permitting another person to substitute for one's self, to take a test; and
- e. 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.

"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.

Disabled Student Services: If you have or suspect a disability and need accommodation you should contact The Center for Accommodations and Support Services (CASS) at 747-5148 or at <http://sa.utep.edu/cass/> or go to Room 106 Union East Building. Come talk with me if you need additional support because of a disability. I am happy to work with you and CASS.

Syllabus Change Policy: Except for changes that substantially affect the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

Grading

The student's final grade will be determined by his/her performance in the following assignments:

Point Value

Community Needs Assessment	= 100
Mission, goals , objectives	= 50
Exam 1	= 50
Exam 2	= 50
Program Logic Model Assignment 2 * 100	= 200
In-class activities and participation	= 50

Total Points = 500

Grading Scale

A = 500-400

B = 499-300

C = 299-200

D = 199-100

F = 99-0

Course Assignments

Instructions for each assignment will be provided at the appropriate time of the class calendar.

1. Needs Assessment – Students will conduct a topic-specific needs assessment with relevance to a local (U.S-Mexico border) public health issue. Students will give an oral presentation of the NA findings in class.
2. Mission-Goals-Objectives Exercise: Students will individually develop Mission, goals and objectives for a given public health program following an in-class group practice session.

3. Program Logic Model Assignments – students will design 2 basic logic models for selected programs. Prior to each assignment due date, students will participate in in-class group activities which will help them practice logic model design.
4. Exams: There will be 2 closed book in-class exams – 50 points each.

Course Calendar HSCI 4309 - CRN 24835 SPRING 2013

*Additional readings assigned will be posted on Blackboard.

Week	Topic	Assignments to turn in today
Week 1		
Wednesday January 22	Introduction to HSCI 4309 Overview of Program Evaluation in Public Health AEA Program Evaluation Standards and Guiding Principles	
Week 2 Chapter 1, Harris (2010)		
Monday January 27	Overview of Evaluation Pre-assessment CBPR	
Wednesday January 29	CBPR Participatory Model Cultural Considerations	
Week 3 Chapter 2 Community Assessment		
Monday February 3	Theory Ecological Model Data sources	
Wednesday February 5	Stakeholder participation in evaluation	
Week 4 Chapter 3 Developing Initiatives		
Monday February 10	Planning the initiative	
Wednesday February 12	Theory of change Program success	
Week 5 Chapter 4		

Planning for Evaluation: Purpose and Process		
Monday February 17	Evaluation context	Goals-Mission-Objectives assignment
Wednesday February 19		
Week 6 Chapter 5 Describing the Program		
Monday February 24	Needs Assessment Presentations	Needs Assessment
Wednesday February 26	Needs Assessment Presentations	
Week 7 Describing the Program Exercise		
Monday March 3	Program Description group work	
Wednesday March 5	Exam 1	
Week 8		
SPRING BREAK – No class		
Week 9 Chapter 6 Determining evaluation questions and design		
Monday March 17	Selecting evaluation questions	
Wednesday March 19	Types of evaluation Process evaluation	
Week 10 Chapter 6 contd		
Monday March 24	Process evaluation Logic Model Practice	
Wednesday March 2	Outcome evaluation Logic Model Practice	
Week 11		
Monday April 31	Outcome evaluation	
Wednesday April 2	Introduction to data collection	Logic Model 1

Week 12		
Chapter 7: Quantitative Data Collection		
Monday April 7	Choosing data collection methods Survey Design	
Wednesday April 9	Testing Ethics Stakeholder involvement	
Week 13		
Chapter 8		
Quantitative Data analysis and interpretation		
Monday April 14	Analysis & implications	
Wednesday April 16	Analysis & implications	
Week 14		
Chapter 9		
Qualitative Data Collection		
Monday April 21	Choosing data collection methods Types of qualitative data collection methods	
Wednesday April 23	Methods contd.	
Week 15		
Chapter 10		
Qualitative Data Analysis and Interpretation		
Monday April 28	Analysis & implications	
Wednesday April 30	Analysis & implications	
Week 16		
Chapter 11		
Reporting Evaluation Findings		
Monday May 5	Designing reports Dissemination of findings	
Wednesday May 7	Exam 2	
Week 17		
Wednesday May 14	2nd Logic Model due by 5 pm	