



**Department of Public Health Sciences
MPH Program Syllabus**

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| Course name: | Public Health Evaluation and Research |
| Course no.: | PUBH 5352 |
| Course CRN: | 22535 |
| Semester/year | Spring 2016 |
| Graduate credit hours: | 3 |
| Class location: | Liberal Arts 211 |
| Class meeting time: | 5 PM- 7.50 PM, Thursdays |
| Class instructor: | Dr. Thenral Mangadu |
| Office location: | 402, HSN |
| Phone: | 915-747-8516 |
| Email: | tdmangadu@utep.edu |
| Office hours: | Tuesdays 1 pm – 2.30 pm; Wednesdays 1.30 PM – 2.30 PM; &by appointment |
| Preferred contact method: | Email |

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| Course description: | Public Health Evaluation and Research Examination of the issues, problems, and techniques involved in the evaluation of public health programs and public health research. |
| Course pre-requisites: | N/A |
| Required textbooks: | Michael J. Smith (2010). Handbook of program evaluation for social work and health professionals. Oxford University Press |
| Supplemental reading: | Selected readings from Journals and Books – will be available electronically or provided in class |
| Course format: | Hybrid |
| Major learning objectives (must be numbered): | On successful completion of this course students will: <ul style="list-style-type: none">• be able to identify multiple program evaluation methods used to assess public health programs• be able examine the appropriate use of each evaluation design (e.g. process, outcome evaluation, impact monitoring etc.) in relation to evaluating public health programs• be able to design a program logic model for a given public health program relevant to Hispanic/border communities• have worked on designing a program evaluation proposal for a local public health program (Hispanic/Border community)• gain knowledge related to selection, design and implementation of quantitative and qualitative research methods in program evaluation design• gain knowledge pertaining to practical issues in designing and implementing public health program evaluation• be able to align public health program evaluation concepts and needs with applicable Healthy People2020 objectives |

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| Assessment strategies: (must be numbered) | <ol style="list-style-type: none"> 1. Program Evaluation article review & Presentation –. Students will write a critique/review of a peer-reviewed program evaluation article and also make a 15 minute PowerPoint presentation of their article review. 2. Needs Assessment – Students will conduct a topic-specific needs assessment with relevance to a local (U.S-Mexico border) public health issue. 3. Program Logic Model Assignment – students will design a basic logic model for a selected program to be evaluated. Prior to the assignment due date, students will participate in in-class group activities which will help them practice logic model design. 4. Program Evaluation Proposal – students will design individual program evaluation proposal for a given local program according to the format provided. A grading rubric will be provided to students in advance. Students will work in groups to gather information necessary for the program evaluation design and will work individually to design the evaluation plan. 5. In class group activities 6. Mid-term closed-book in-class exam |
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| Program Competencies (core competency area must be identified & number according to that listed by the MPH program) | Learning objectives | Assessment strategies |
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| This course meets the following MPH degree & graduate certificate in public health competencies | | |
| <u>MPH program competencies:</u> | | |
| <p><u>Social & Behavioral Sciences</u> 5: Describe steps and procedures for the planning, implementation and evaluation of public health programs, policies and interventions 8: Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions</p> <p><u>Biostatistics</u> 5: Apply descriptive techniques commonly used to summarize public health data</p> | <ul style="list-style-type: none"> • be able to identify multiple program evaluation methods used to evaluate public health programs • be able examine the appropriate use of each evaluation design (e.g. process, outcome evaluation, impact monitoring etc.) in relation to evaluating public health programs • be able to design a program logic model for a given public | <p>Team project on designing program evaluation proposal</p> <p>Written article review of a peer reviewed program evaluation article and oral presentation (Individual assignment)</p> <p>In class program evaluation design activities for mission-goals-objectives design; logic model design and application of program evaluation to Hispanic/US-MX border community programs</p> <p>Individual Needs assessment written assignment</p> |

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| <p>6: Apply common statistical methods for inference 7: Apply descriptive and inferential methodologies according to the type of study design for answering a particular research question 8: Apply basic informatics techniques with vital statistics and public health records in the description of public health characteristics and in public health research and evaluation 9: interpret results of statistical analyses found in public health studies 10: Develop written and oral presentations based on statistical analyses for both public health professionals and educated lay audiences.</p> | <p>health program relevant to Hispanic/border communities</p> <ul style="list-style-type: none"> • have worked on designing a program evaluation proposal for a local public health program (Hispanic/Border community) • gain knowledge related to selection, design and implementation of quantitative and qualitative research methods in program evaluation design | <p>Individual program logic model design assignment (written)</p> <p>In class program evaluation design activities for mission-goals-objectives design; logic model design and application of program evaluation to Hispanic/US-MX border community programs In-class closed-book exam (50 points)</p> |
| <p><u>Health Policy & Management</u> 5: Apply the principles of planning, development, budgeting, management and evaluation in organizational and community initiatives.</p> | <ul style="list-style-type: none"> • gain knowledge pertaining to practical issues in designing and implementing public health program evaluation • have worked on designing a program evaluation proposal for a local public health program (Hispanic/Border community) | <p>In class program evaluation design activities for mission-goals-objectives design; logic model design and application of program evaluation to Hispanic/US-MX border community programs</p> <p>In-class closed-book exam</p> <p>Team project on designing program evaluation proposal</p> |
| <p><u>Hispanic & Border Health Concentration</u> 8: Know how to plan, implement, administer, and evaluate public health programs in Hispanic and border communities</p> | <ul style="list-style-type: none"> • be able to design a program logic model for a given public health program relevant to Hispanic/border communities • have worked on designing a program evaluation proposal for a local public health program (Hispanic/Border community) | <p>Team project on designing program evaluation proposal In-class closed-book exam In class program evaluation design activities Individual program logic model design assignment</p> |

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| Grading scale & criteria | <u>Grading Scale</u> A = 1000-900 |
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| | <p>B = 899-800 C = 799-700 D = 699-600 F = 599-0</p> <p>(A Grading rubric for program evaluation proposal will be provided)</p> <p>Assignment points: Article Review = 50 Exam = 50 Needs Assessment = 100 Logic Model = 100 Evaluation Proposal = 500 Oral Presentation – final proposal = 100 Class Activities & Participation = 100</p> |
| Incomplete policy: | An "I" (incomplete grade) can only be considered <u>only if 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. |
| 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 (2 or more 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 5:00 PM.</p> |
| 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. |
| 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 MPH graduate 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. |
| 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 time specified on the due date. Five (5) points will be deducted for each day an assignment is late (including weekend days). |
| Permission to record | Not permitted without permission of the instructor |

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| lectures & discussions | |
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| Cellphone/electronic tablet/ use policies: | Please note that all cellular telephones, pagers, headphones, iPods, iPads, mp3 players, earpieces, laptops, and other forms of communication and entertainment technology equipment must be powered off and put away during the class period. 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: | The instructor will make any reasonable accommodations for students with limitations due to disabilities, including learning disabilities. Please see the instructor before or after class in the first two weeks or make an appointment, to discuss any special needs you might have. If you have a documented disability and require specific accommodations, you will need to contact the Center for Accommodations and Support Services (CASS) in the East Union Bldg., Room 106 within the first two weeks of classes. The CASS can also be reached in the following ways: Web: http://sa.utep.edu/cass/ Phone: (915) 747-5148 voice or TTY; Fax: (915) 747-8712; http://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, 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 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 |

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| | <p>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;</p> <ul style="list-style-type: none"> • 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. <p>“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.</p> <p>“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.</p> |
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TENTATIVE COURSE SCHEDULE*

| Dates | Topics | Homework Assignments Due |
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| WEEK 1 01/21/16 | Introduction to PUBH 5352 Overview of Program Evaluation in Public Health AEA Program Evaluation Standards and Guiding Principles | |
| WEEK 2 01/28/16 | Basics of Program Evaluation Group Work | Smith (2010) Chapter 1 Introduction to Program Evaluation |
| WEEK 3 02/04/16 | Program evaluation types & issues | Smith (2010) Chapter 2 & 3 Types of Program Evaluation Studies -New Trends and Issues in Program Evaluation |
| WEEK 4 02/11/16 | Program Description/Program Evaluation Context | Smith (2010) Chapter 4 Describing the Program |
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| WEEK 5 02/18/16 | Article Review Presentation Program Description; Group Activity | Article Review Assignments due |
| WEEK 6 | Article Review Presentation | |

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| 02/25/16 | Introduction to Final Program Evaluation Proposal Design In-class group activity | |
| WEEK 7 03/03/16 | Needs Assessment | Smith (2010) Chapter 5 Needs Assessment Studies Prepare for exam |
| WEEK 8 03/10/16 | Spring-break NO CLASS | |
| Dates | Topics | Homework Assignments due |
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| WEEK 9 03/17/16 | Designing Program Goals & Objectives In-class group activity | Smith (2010) Chapter 6 Determining Program Goals |
| WEEK 10 03/24/16 | EXAM In-class, closed book | Smith (2010), chapters 1-6 |
| WEEK 11 03/31/16 | Designing Program Goals & Objectives Contd. Formative Evaluations | Smith (2010) Chapter 7 Formative Evaluations Needs Assessment Assignment due |
| WEEK 12 04/07/16 | Evaluation Design | Smith (2010) Chapter 8 Designing the Evaluation Study |
| WEEK 13 04/14/16 | Program Evaluation Implementation & Data Analysis Practical Issues in PE Implementation | Smith (2010) Chapter 9 Implementing the Evaluation Study & Analyzing the Data Program Logic Model Assignment due |
| WEEK 14 04/21/16 | Reporting evaluation results & utilizing findings In-class group project work | Smith (2010) Chapter 10 Writing the Report & Implementing the Findings |
| WEEK 15 04/28/16 | Community Based Participatory Research & Program Evaluation | Selected Readings |
| WEEK 16 05/05/16 | In-class Program Evaluation proposal presentation. | |
| Finals | Proposal Presentation in class. Written Proposal due by 5 pm via email on Final Exam day. | |

* 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.