

HSC 6712: Evaluating Health Education Programs

Department of Health Education & Behavior

University of Florida

Section 1461, 3 credits.

Spring 2012

Instructor: Robert M. Weiler, PhD, MPH
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Class Period: Tuesday, Periods 9-11 (4:05 p.m. - 7:05 p.m.)

Class Location: FLG 265

Office Hours: Tuesday 2:00 pm – 4:00 pm, or by appointment.
Scheduled appointments are recommended.

Department

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Course Description

The course examines models and strategies for conducting formative and summative evaluation of health education program interventions. Emphasis is given to model selection, the politics and ethics associated with evaluation, planning evaluations, measurement, needs assessment, evaluation designs, sampling, data analysis, cost analysis, and report generation. Students complete an applied evaluation or needs assessment project.

Course Objectives

By the completion of this course students should be able to:

1. Differentiate the types, levels, and stages of program evaluation.
2. List the advantages and disadvantages of involving stakeholders in the planning and execution of a program evaluation.
3. Describe the principles and concepts of conducting an evaluability assessment.
4. Develop a logic model.
5. Write focused evaluation questions.
6. Specify indicators and data sources for evaluation.
7. Describe the strengths and weakness of evaluation designs.
8. Know the basic principles of measurement as they related to program evaluation.
9. Describe the process of developing measurement scale and data collection instruments.
10. Describe the process of conducting a needs assessment.
11. Describe the principles effectively managing evaluation projects.
12. Apply the CDC Framework for Program Evaluation during the course of planning an evaluation proposal.

Course Textbook

Rossi, P.H., Lipsey, M.W., & Freeman, H.E. (2004). *Evaluation: A Systematic approach* (7th ed.). Newbury Park, CA: Sage.

Course Materials Available on Sakai

U.S. Department of Health and Human Services. Centers for Disease Control and Prevention. Office of the Director, Office of Strategy and Innovation. Introduction to Program Evaluation for Public Health Programs: A Self-Study Guide. Atlanta, GA: Centers for Disease Control and Prevention, 2005.

Centers for Disease Control and Prevention. Framework for Program Evaluation in Public Health. MMWR 1999;48(No. RR-11). [Online: <ftp://ftp.cdc.gov/pub/Publications/mmwr/rr/rr4811.pdf>]

Weiler, RM (2010). A Practical Guide to Evaluating Health Promotion Programs: An Instruction Workbook. Gainesville, FL.

Assignments, Point Values, and Grading Scale

Exams (200 points): There will be two exams. The exams will cover technical specifications of planning, implementing, and evaluating health education programs as presented in the text, lectures, and supplement materials posted in Sakai and distributed in class. Each exam may include multiple choice questions, matching, short answer, and essay questions. The exams will be limited to 75 minutes. For each exam students are required to bring two, sharp, #2 pencils with a functional eraser.

Evaluation Proposal (100 points): For this course you will develop a proposal to evaluate a health promotion program or policy related to one of the major focus areas of Healthy People 2020. Both the focus area and the program or policy should be of strong personal interest to you. You will use the *CDC Framework for Program Evaluation* as your evaluation model. This project is designed to give you an opportunity to apply the “framework” using the concepts and principles discussed in this course. Guidelines for completing this assignment are posted under the Assignment link in Sakai.

Participation (50 points): Your participation grade will be based on your performance in leading and contributing to class discussions and completing various activities. Points are subtracted from the total point value for each missed participation opportunity. Missed opportunities cannot be made up.

Assignments	Point Values	Final Grade Scale	Grade Points
1. Exam 1	100	A = 93.5% and above	4.0
2. Exam 2	100	A- = 90.0 – 93.49%	3.67
3. Evaluation Proposal	100	B+ = 86.5 – 89.99%	3.33
4. Participation	75	B = 83.5 – 86.49%	3.0
Total	375	B- = 80.0 – 83.49%	2.67
		C+ = 76.5 – 79.99%	2.33
		C = 73.5 – 76.49%	2.0
		C- = 70.0 – 73.49%	1.67
		D+ = 66.5 – 69.99%	1.33
		D = 63.50 - 66.49%	1.0
		D- = 60.0 – 63.49%	.67
		E = < 60%	0
		WF, I, NG, S-U	0

Readings: In order to develop a deep understanding of the concepts and principles of program evaluation, students are strongly encouraged to read and study the relevant chapters and sections that parallel the topics presented in the syllabus. Students are responsible for the interpretation of all assigned readings. However, not all reading materials will be covered in class. More time may be spent on certain topics covered in the reading materials than others. Read carefully and critically. Pay close attention to main headings, and study key words, tables, and figures. Identify questions for class.

Academic Honesty: “The University of Florida requires all members of its community to be honest in all their endeavors. Students are required to commit themselves to academic honesty by signing a prescribed basic statement, including the *Student Honor Code*, as part of the registration process. “As a member of the UF community, students pledge on their honor to neither give nor receive unauthorized aid while working or completing assignments and examinations. “Any individual who becomes aware of a violation of the Student Honor Code is bound by honor to take corrective action.” Violations of the UF Academic Honesty Guidelines will not be tolerated and violators will be treated in accordance with the UF Student Honor Code.

Attendance: Although attendance is not mandatory, students are expected to prepare for and attend all class sessions and complete all assignments. Contributing to the class discussions is expected as well. Remember poor attendance, tardiness, and lack of readiness for class will affect your grade. Also, please note course-related announcements are made during class with no reminders. Therefore, when you anticipate missing a class or if you miss a class be sure to get a copy of any notes, handouts, assignments, etc. from a classmate. Remember to bring your textbook to every class session.

Late Assignment Policy: Assignments will be collected at the beginning of class on their due dates. Assignments not submitted at the time they are collected will be considered late. Assignments submitted up to 24 hours late will be accepted but the grade for the assignment will be reduced by 15% of the grade you would have otherwise received. Assignments submitted after the 24 hour grace period will not be accepted. Class participation activities will not be accepted after their due date and cannot be made up.

Policy for Missed Exams: Students who miss Exam #1 are allowed to take a make-up exam given at Exam #2. The make-up exam is a cumulative exam covering course material for the entire semester. The raw score on the make-up exam will serve as the grade for Exam #1 and Exam #2. Exam #2 cannot be made up. No exceptions. Exams must be taken when scheduled.

Testing, Exam Reviews, and Grade Appeal Policy: STUDENTS WHO ARRIVE AFTER THE FIRST PERSON COMPLETES THEIR EXAM WILL NOT BE ALLOWED TO SIT FOR THE EXAM AND WILL BE REQUIRED TO TAKE THE MAKE-UP. I will discuss the answers to all exams and quizzes in class. Do not ask me to go over exams and quizzes on a tutorial basis. It is your responsibility to review your grade on each exam, quiz, exercise activity, etc. when they are returned. After grades are returned in class, students have one week to appeal the grade. After one week, a grade will not be changed. No exceptions.

Commercial Sale of Course Lectures: The content presented in the class is the property of the instructor and UF and may not be duplicated in any format without permission from the instructor, and may not be used for any commercial purposes. Students violating this policy may be subject to disciplinary action under the UF Conduct Code.

Special Accommodations: Students requesting specific classroom accommodations must provide the instructor with an accommodation letter from the Disability Resource Center (Dean of Students Office) by the end of the second week of the semester verifying their eligibility and specifying their level of support. Students experiencing difficulty with the course readings, lectures, assignments, or examinations are encouraged to talk with the instructor.

Classroom Etiquette: To minimize disruptions students are asked to arrive to class a few minutes early so that we can start on time. I recommend that you arrive to class 10 minutes early on the day of exams. Turn off cell phones, smart phones, and other electronic devices including laptops before entering the classroom. You may be asked to leave class if found violating this policy. Students are expected to be courteous and civil to others at all times. While university policy does not allow eating or drinking in any classroom, drinking bottled water is permissible.

UF Grading Policies: Information on current UF grading policies and for assigning points can be found at <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>.

Course Assistance: If you have questions about course expectations or the grading procedures, or if you have difficulty with the course content, the readings, the lectures, the class activities, or the assignments, please see me. Don't wait until it's too late.

Volunteer Research Assistants: Students serving as volunteer research assistants with one of my ongoing evaluation research projects have an opportunity to earn up to 15 extra credit points. If interested, see me for details. Volunteer opportunities are limited and are assigned on a first-come, first-serve basis.

Selected Online Evaluation Resources

Healthy People 2020 National Health Promotion and Disease Prevention Objectives. USDHHS, Public Health Service. [Online: www.healthypeople.gov]

American Evaluation Association, Guiding Principles for Evaluators: www.eval.org

Centers for Disease Control and Prevention, CDC Evaluation Working Group: www.cdc.gov/eval

Community Guide Branch, National Center for Health Marketing (NCHM), Centers for Disease Control and Prevention, The Community Guide: <http://www.thecommunityguide.org/index.html>.

WEB Center for Social Research Methods: <http://www.socialresearchmethods.net/>

W.K. Kellogg Foundation: <http://www.wkkf.org/Publications/evalhdbk/>

University of Kansas, The Community Toolbox, <http://ctb.lsi.ukans.edu/ctb>

University of Toronto: <http://www.utoronto.ca/shp/hcu>

University of Wisconsin Extension: <http://www.uwex.edu/ces/pdante/evaluat.htm/>

Tentative Course Schedule

Week	Date	Lectures, Topics, and Activities	Readings
1	JAN 10	Introduction to Evaluating Health Promotion Programs <ul style="list-style-type: none"> • Course Overview • Aims, Purposes, and Uses of Evaluation • Evaluation vs. Evaluation Research 	Rossi, et al., Chapter 1
2	JAN 17	The Taxonomy of Program Evaluation By Types, Levels, and Stages <ul style="list-style-type: none"> • Formative and Summative Evaluation • Process, Impact, and Outcome Evaluation • Formative, Process, Impact, and Outcome 	
3	JAN 24	CDC Framework for Program Evaluation <ul style="list-style-type: none"> • Community-Based Participatory Evaluation • Guiding Principles for Evaluators • Framework Overview 	<i>Introduction to Program Evaluation for Public Health Programs: A Self-Study Guide. PDF Available in Sakai</i>
4	JAN 31	Step #1 Engage Stakeholders <ul style="list-style-type: none"> • Types and examples of stakeholders • Forms of evaluator-stakeholder relationships • Roles of stakeholders • Advantages and disadvantages of involving stakeholders 	Rossi, et al., Chapter 2 Weiler, Step #1
5	FEB 7	Step #2: Describe or Plan The Program <ul style="list-style-type: none"> • Problem statement • Program description • Stage of development and program context • Evaluability assessment • Logic models 	Rossi, et al., Chapter 3 Weiler, Step #2
6	FEB 14	Step #3: Focus the Design <ul style="list-style-type: none"> • Clarifying the purpose of the evaluation • Generating and prioritizing process and evaluation questions • Aligning evaluation questions with evaluation designs 	Rossi, et al., Chapter 4 Weiler, Step #3
7	FEB 21	Step #4: Gather Credible Evidence <ul style="list-style-type: none"> • Specifying indicators, data sources, and performance indicators for evaluation questions. • Identifying sources of data • Specifying data collection methods • Selecting an appropriate design 	Rossi, et al., Chapter 5 Weiler, Step #4
8	FEB 28	Exam 1	

Tentative Course Schedule

Week	Date	Lectures, Topics, and Activities	Readings
9	MAR 6	SPRING BREAK	
10	MAR 13	<p>Step #5: Justify Conclusions</p> <ul style="list-style-type: none"> • Processing and analyzing data • Interpreting the results <p>Step #6: Ensure Use</p> <ul style="list-style-type: none"> • Preparing evaluation reports • Presenting data 	<p>Rossi, et al., Chapter 6 Weiler, Step #5</p> <p>Rossi, et al., Chapter 7 Weiler, Step #6</p>
11	MAR 20	<p>Managing Evaluation Projects</p> <ul style="list-style-type: none"> • Developing work plans, budget, and timelines for evaluation activities 	
12	MAR 27	<p>Measurement, Reliability, and Validity</p> <ul style="list-style-type: none"> • Basic principles of measurement. • Levels of measurement • Forms of reliability Types of validity 	<p>Rossi, et al., Chapter 8, 9</p>
13	APR 3	TBA	
14	APR 10	Instrument Development and Needs Assessment	
15	APR 17	Needs Assessment and Pilot Testing Projects Due	
16	APR 24	Exam 2	