

University of Florida
College of Public Health & Health Professions Syllabus
PHC 6104: Evidence-Based Management of Public Health Programs (3 credit hours)
Fall: 2014
Delivery Format: Online
e-Learning in Canvas

INSTRUCTOR

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Prerequisites

None

PURPOSE AND OUTCOME**Course Overview**

This course provides practical guidance on how to monitor achievement of a program's objectives, gather information and evidence of the program's effectiveness, and determine a program's impact in public health settings. We begin with a review of the structure and functions of the public health system, followed by the rationale and application of an evaluation framework that leads to evidence-based decision-making in public health.

Relation to Program Outcomes

The course will then focus on fundamental components germane to evaluating and managing public health programs, including: program monitoring, performance measurement, and evaluation research. Furthermore, the topics covered within these three areas will include:

- developing evaluation questions
- how to select performance measures
- research designs
- populations and sampling
- the importance of qualitative data
- acquiring, measuring, and analyzing the data
- other evaluation frameworks (CDC Evaluation Framework; Logical Framework Analysis)
- cost-benefit analysis; and finally
- how to utilize the results of evaluation research

Course Objectives and/or Goals

By the end of this course, the student should be able to:

- 1) Recognize the need for evidence-based public health.
- 2) Explain the role of program evaluation in public health practice.
- 3) Understand and apply an appropriate evaluation framework.
- 4) Demonstrate skills in program monitoring methods.
- 5) Demonstrate skills in performance measurement.
- 6) Demonstrate skills in evaluation research methods.
- 7) Prepare and write components of program evaluations.
- 8) Demonstrate an understanding of the political, economic, organizational, interpersonal influences on evaluation processes.

- 9) Work with the multiple users of evidence, including public health practitioners, policy makers, the public, interest groups, the media, and other stakeholders.

Instructional Methods

The method of instruction will be comprised of lectures and active student participation in discussion boards, followed by exercises using real-world examples that will allow the class to apply the material presented through the lectures while simultaneously demonstrating understanding of the material. Material presented in lectures will be linked to the reading assignments. Multidisciplinary perspectives will be discussed, and many examples will be provided to illustrate important concepts. Occasionally, speakers will be invited to discuss their experiences with public health evaluation topics. The various components of the course are designed to stimulate thinking about interventions that have been implemented to address public health problems, subsequently deciding on appropriate approaches used to determine the quality and the effectiveness of these interventions.

What is expected of you?

Students are expected to:

- Log into the course site regularly.
- Complete the required reading PRIOR to lectures and be prepared to participate in and perhaps LEAD a discussion board.
- Actively contribute in discussion boards and participate in exercises, and demonstrate teamwork if assigned group activities or projects.
- Submit assignments (projects) on or prior to the due date(s).

DESCRIPTION OF COURSE CONTENT

1. Lectures – provide a general overview of each topic.
2. Required Text, readings, and materials
3. Students enrolled in this course must have a working webcam and microphone for live sessions.
3. Additional resources (See pages 9 and 10 of the Syllabus below.)

Topical Outline/Course Schedule

NOTE: all times are posted in Eastern time – note that the semester starts in Eastern Daylight Savings Time (EDST). On Sunday, November 1, 2015, Eastern time will “fall back” one hour to Eastern Standard Time (EST).

The instructor reserves the right to modify the course content and schedule as deemed necessary.

Week 1: Monday, August 24 – Sunday, August 30

Lectures	Lecture 1a - Instructor Introduction and Course/Syllabus Overview	See “Getting Started”
	Lecture 1b – Why evidence-based management and evaluation?	J Feller
Readings	Grembowski, Chapter 1, pages 3-13	
Discussions	Week 1 Discussion Board	closes for grading 8/30 at 11:59PM

Week 2: Monday, August 31 – Sunday, September 6

Lectures	Lecture 2a – The Evaluation Process as a Three-Act Play	J Feller
	Lecture 2b – Roles of the Evaluator and the Political and Cultural Contexts of Evaluation	J Feller
Readings	Grembowski, Chapter 2, pages 15-31	
Discussions	Week 2 Discussion Board	closes for grading 9/6 at 11:59PM

Week 3: Monday, September 7 – Sunday, September 13		
Lectures	Lecture 3a – Developing Evaluation Questions – Part 1	J Feller
	Lecture 3b – Developing Evaluation Questions – Part 2	J Feller
Readings	Grembowski, Chapter 3, pages 35-63	
Discussions	Week 3 Discussion Board	closes for grading 9/13 at 11:59PM
Exercise	Week 3 Exercise: Searching for an Article on Evaluation and Identifying the Evaluation Questions	Due: 9/13 before 11:59PM
Assignments	Assign Project 1 – Formulating Evaluation Questions	Due: 9/27 before 11:59PM
Week 4: Monday, September 14 – Sunday, September 20		
Lectures	Lecture 4a – Evaluation of Program Implementation	J Feller
	Lecture 4b – (Cont.) Evaluation of Program Implementation	J Feller
Readings	Grembowski, Chapter 6, pages 143-163	
Discussions	Week 4 Discussion Board	closes for grading 9/20 at 11:59PM
Exercise	Week 4 Exercise: Outlining a Plan to Evaluate the Implementation of a New Health Clinic	Due: 9/20 before 11:59PM
Week 5: Monday, September 21 – Sunday, September 27		
Lectures	Lecture 5a - Evaluation of Program Impacts: Experimental Designs	J Feller
	Lecture 5b – Evaluation of Program Impacts: Quasi-Experimental Designs	J Feller
Readings	Grembowski, Chapter 4, pages 67-115	
Discussions	Week 5 Discussion Board	closes for grading 9/27 at 11:59PM
Assignments	Project 1 – Formulating Evaluation Questions	Due: 9/27 before 11:59PM
Week 6 Monday, September 28 – Sunday, October 4		
Lectures	Lecture 6a – Cost-Benefit Analysis	J Feller
	Lecture 6b – (Cont.) Cost-Benefit Analysis	J Feller
Readings	Grembowski, pages 117 - 141	
Discussions	Week 6 Discussion Board	closes for grading 10/4 at 11:59PM
Exercise	Week 6 Exercise – Provide a framework for conducting a cost-benefit analysis of a given public health or social service program	Due: 10/4 before 11:59PM
Week 7: Monday, October 5 – Sunday, October 11		
Lectures	Lecture 7a – Population and Sampling	J Feller
	Lecture 7b – (Cont.) Population and Sampling	J Feller
Readings	Grembowski, Chapter 7, pages 169 – 199	
Discussions	Week 7 Discussion Board	closes for grading 10/11 at 11:59PM

Week 8 Monday, October 12 – Sunday, October 18		
Lectures	Lecture 8 - Measurement and Data Collection	J Feller
Readings	Grembowski, Chapter 8, pages 201 – 239	
Discussions	Week 8 Discussion Board	closes for grading 10/18 at 11:59PM
Exercise	Week 8 Exercise – Costs and tradeoffs in data collection	Due: 10/18 before 11:59PM
Week 9: Monday, October 19 – Sunday, October 25		
Lectures	Lecture 9 – Analyzing Evaluation	J Feller
Readings	Grembowski, pages 241-255, other reading may be assigned	
Discussions	Week 9 Discussion Board	closes for grading 10/25 at 11:59PM
Assignments	Assign Project 2 – Critically Reviewing an Evaluation Research Article	Due: 11/15 before 11:59PM
Week 10 Monday, October 26 – Sunday, November 1 (*daylight savings time ends 11/1)		
Lectures	Lecture 10 – The Role and Importance of Qualitative Data in Evaluation: Emerging Techniques	Douglas Monroe, MPH
Discussions	Week 10 Discussion Board	closes for grading 11/1 at 11:59PM*
Week 11: Monday, November 2 – Sunday, November 8		
Lectures	Lecture 11- Disseminating the Answers to Evaluation Questions, Part 1	J Feller
Readings	Grembowski, Chapter 10, pages 259 – 289	
Discussions	Week 11 Discussion Board	closes for grading 11/8 at 11:59PM
Exercise	Week 11 Exercise – Overcoming an evaluation communication challenge	Due: 11/8 before 11:59PM
Week 12 Monday, November 9 – Sunday, November 15		
Lectures	Lecture 12 – The CDC Framework for Evaluation	J Feller
Discussions	Week 12 Discussion Board	closes for grading 11/15 at 11:59PM
Assignments	Project 2 – Critically Reviewing an Evaluation Research Article	Due: 11/15 before 11:59PM
	Assign Final Project – Creating an Evaluation Plan for a Public Health Program	Due 12/15 before

		11:59PM
Week 13: Monday, November 16 – Sunday, November 22		
Lectures	Lecture 13 – International Program Evaluation: The Trials Tribulations and Triumphs of Food Security Programs in Africa	Sarah L. McKune, PhD, MPH
Discussions	Week 13 Discussion Board	closes for grading 11/22 at 11:59PM
Week 14 Monday, November 23 – Sunday, November 29		
Lectures	Lecture 14 – Logical Framework Analysis -- Emerging issues in the practice of evaluation (audio file with PowerPoint file)	J Feller with material from Keerti Bhusan Pradhan
Discussions	Week 14 Discussion Board	closes for grading 11/29 at 11:59PM
Week 15: Monday, November 30 – Sunday, December 6		
Lectures	Open Live Final Project Discussion Sessions This week, we will hold live sessions via Canvas Conferences. Further information on dates and times will be posted in future.	J Feller
Discussions	Week 15 Discussion Board – this is the final discussion board	closes for grading 12/6 at 11:59PM
Week 16 Monday, December 7 – Sunday, December 13		
Lectures	Lecture 16 – Ethical Considerations of Evaluation (audio file only)	J Feller
Week 17: Monday, December 14 – Friday, December 18		
Lectures	No lecture	
Final Exam	NO FINAL EXAM	
Assignments	Final project – Creating an Evaluation Plan for a Public Health Program	Due December 15 before 11:59PM

Course Materials and Technology

Course Textbook(s) and Reading

REQUIRED: Grembowski, David (2001). The Practice of Health Program Evaluation. Sage Publications Inc. ISBN: 0-7619-1846-9 (C) and 0-7619-1847-7 (P)

Additional readings, including online resources, may be assigned. Students will be directed to the class e-Learning portal for weekly supplementary reading assignments.

For technical support for this class, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

ACADEMIC REQUIREMENTS AND GRADING

Assignments

Getting Started

A non-graded syllabus quiz will open on the first day of classes, and each student is required to be complete this syllabus quiz before the following Sunday at 11:59PM (Eastern Time). The other course modules will not open until you receive a 100% on the quiz. You will have multiple attempts to take the quiz in order to receive the required 100% score. Please review the quiz before retaking to insure that you understand the questions.

Project 1

Writing Evaluation Questions

See the Assignment in Canvas for further information. Late submissions will not be accepted.

Project 2

Reviewing an Evaluation Research Article using an Evaluation Article Review Tool

A 3-5 page paper will be required.

See the Assignment in Canvas for further information. Late submissions will not be accepted.

Final Project

Creating an Evaluation Plan for a Public Health Program

An 8-10 page paper will be required.

See the Assignment in Canvas for further information. Late submissions will not be accepted.

Discussion Boards

There are a total of 15 discussion boards available. Participation in a total of 10 Discussion Boards is required. Everyone will be assigned the Week 1 Discussion Board which is a “get acquainted” discussion board. You will then be assigned to participate in 5 additional specific weekly discussion boards, and you will pick another 4 of your own choosing for a total of 10 boards in which you will be required to participate. Discussion boards are critically graded, with each response worth up to 2% of your grade. You may participate in more than 10 discussion boards but you MUST participate in the Week 1 discussion and your five assigned discussion boards and there is no extra credit for participating in more than 10 discussion boards. Note: in the grade book you will see “0” grades for those discussion boards that you are not assigned to, don’t let this bother you as this is a normal function of the grade book.

Exercises

There will be a total of 5 exercises to complete throughout the duration of the course. Student exercises are not critically graded (though feedback will be provided) but must be completed to earn 2% for each exercise. The instructor will determine whether an exercise has been completed sufficiently to earn credit. Desired responses for these exercises will most likely be discussed in the Discussion Boards so even if you are not assigned a Discussion Board during a given week you may want to take a look at the Discussion Board to gain insights on the exercises. Late submissions or submitting the wrong attachment will not be accepted. It is a student’s responsibility to properly attach the correct assignment document. Please verify your attachments in the Assignment tool.

Grading

Requirement	Due date	Points or % of final grade (% must sum to 100%)
Project 1	09/27 11:59PM	20%
Project 2	11/15 11:59PM	20%
Final Project	12/15 11:59PM	30%
Discussion Boards	Various see schedule	20%
Exercises	Various see schedule	10%
		100%

Percentages Earned	93% to 100%	90% to 92%	87% to 89%	83% to 86%	80% to 82%	77% to 79%	73% to 76%	70% to 72%	67% to 69%	63% to 66%	60% to 62%	Below 60%
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

There will be no redistribution or deletion of course requirements. The same evaluation procedure will consistently be applied to all students.

Please be aware that a C- is not an acceptable grade for graduate students. In addition, a grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A.

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:

<http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Policy Related to Make Work

Please note: Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

Policy Related to Required Class Attendance

All faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>
<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:
 Alachua County Crisis Center
 (352) 264-6789
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

Additional Potential Resources

Public Health Journals

- American Journal of Public Health, a journal of the American Public Health Association (www.ajph.org).
- Journal of Public Health Management and Practice, a journal of the National Association of County and City Health Officials (www.jphmp.com)
- Morbidity and Mortality Weekly Report, a journal of the Centers for Disease Control and Prevention (www.cdc.gov/mmwr)
- American Journal of Preventive Medicine, a journal of the American College of Preventive Medicine and the Association of Teachers of Preventive Medicine (www.ajpm-online.net)

Public Health Resources

Government Agencies

- U.S. Department of Health and Human Services (www.dhhs.gov) and its various Public Health Service agencies
- Centers for Disease Control and Prevention (www.cdc.gov)
- Food and Drug Administration (www.fda.gov)
- Health Resources and Services Administration (www.hrsa.gov)
- National Institutes of Health (www.nih.gov)
- Agency for Healthcare Research and Quality (www.ahrq.gov)
- U.S. Environmental Protection Agency (www.epa.gov)
- Florida Department of Health (www.doh.state.fl.us)

Public Health Organizations

- American Public Health Association (www.apha.org)
- Association of State and Territorial Health Officials (www.astho.org)
- National Association of County and City Health Officials (www.naccho.org)
- Association of Schools and Program of Public Health (www.aspph.org)
- Florida Public Health Association (www.fpha.org)
- Public Health Foundation (www.phf.org)
- Association of Teachers of Preventive Medicine (www.atpm.org)

International Health

- United Kingdom Public Health Association (www.ukpha.org)
- World Health Organization (www.who.org)
- Global Health Council (www.globalhealth.org)
- Pan American Health Organization (www.paho.org)
- Family Health International (www.fhi.org)

Public Health Data and Information

- CDC Behavioral Risk Factor Surveillance System (www.cdc.gov/brfss)
- Healthfinder (www.healthfinder.gov)
- National Center for Health Statistics (www.cdc.gov/nchs)
- National Library of Medicine (www.nlm.nih.gov)
- National Health Information Center (www.health.gov/nhic)
- National Women's Health Information Center (www.4women.gov)
- Institute of Medicine (www.iom.edu) and National Academy Press (www.nap.edu) –

Other Resources

- Medline Plus (www.nlm.nih.gov/medlineplus)
- Medscape (www.medscape.com)
- Public Health Grand Rounds (national live webcasts) (www.publichealthgrandrounds.unc.edu)
- Florida CHARTS (www.floridacharts.com)
- CDC Wonder (<http://wonder.cdc.gov>)
- US Census (www.census.gov)
- Fedstats (www.fedstats.gov)
- CDC Mortality and Morbidity Weekly Reports (free subscriptions) (www.cdc.gov/mmwr) and MMWR morbidity and mortality data by time and place (www.cdc.gov/mmwr/distrnds.html)
- State Health Facts (www.statehealthfacts.kff.org) provides individual state health data.
- State Public Health Information Database (www.statepublichealth.org)
- Tuft New England Medical Center. The CEA Registry
<https://research.tufts-nemc.org/cear/default.aspx>