HLTH 776 Community Health Program Evaluation

Semester: Fall 2015
Classroom and Time: SPH 0307, Thursdays 4:00-6:45PM
Instructor: Amelia M. Arria, Ph.D.
Office Hours: Wednesdays 12-1:30pm and by appointment
Office: 1242 SPH
Phone: 301-405-9795
Email: Drarria.terp@gmail.com

Required Text:

Course Description: The purpose of this course is to provide the student with an understanding of a systematic approach to the evaluation of community health programs. Program monitoring, rigorous methods of impact assessment and the measurement of efficacy and effectiveness are examined. The practical goal of this course is to know how to develop an evaluation plan and conceptualize the implementation of the evaluation.

Course Learning Objectives:
Upon completing this course, the student will be able to:
1. Use conceptual models to design and develop a detailed evaluation plan
2. Conduct formative research with target audiences, experts, and gatekeepers that informs the development of the evaluation
3. Develop a conceptual framework and use it to select indicators that evaluate each phase of an intervention, strategy, program or policy
4. Formulate appropriate and measurable program goals and objectives for the evaluation
5. Choose appropriate measures to evaluate process, impact, and outcomes during the evaluation
6. Document evaluation protocols so others can follow them and use them to conduct or replicate the evaluation

Program Competencies Addressed in this Course:
The following competencies for Community Health Program Planning are addressed in this course:
1. Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions.
2. Describe steps and procedures for the evaluation of public health programs, policies and interventions.
3. Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions
4. Apply ethical principles to public health program planning, implementation and evaluation.
5. Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies
6. Identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions.

7. Describe the merits of social and behavioral science interventions and policies.

8. Cite examples of situations where consideration of culture-specific needs resulted in a more effective modification or adaptation of a health intervention.

Course Requirements:
Out of respect for your time, class will begin at 4:00PM and end by 6:45PM. There will be a break approximately midway through the class period. Classes are taught using several teaching and learning methods (e.g., facilitator, visual, auditory, etc.); including, but not limited to lectures, class activities, and group work. Class attendance and in-class participation is expected.

Absence Policy:
In accordance with university policy, if you are absent for a single lecture due to illness or some form of personal or family emergency, this absence will be considered “excused” and the instructor will accept a note from you, attesting to the date of the illness/incident, along with an acknowledgement that the information is true. Whenever feasible, you should contact the instructor in advance.

Multiple or prolonged absences, and absences that prevent attendance at a major scheduled grading event like an exam or test, will require written documentation from an appropriate health care provider/organization.

For complete information on the university’s absence policy see: http://www.president.umd.edu/policies/v100g.html

Course Policies:
Email – The Official University Correspondence:
Verify your email address by going to www.my.umd.edu.

All enrolled students are provided access to the University’s email system and an email account. All official University email communication will be sent to this email address (or an alternate address if provided by the student). Email has been adopted as the primary means for sending official communications to students, so email must be checked on a regular basis. Academic advisors, faculty, and campus administrative offices use email to communicate important and time-sensitive notices.

Students are responsible for keeping their email address up to date or for redirecting or forwarding email to another address. Failure to check email, errors in forwarding email, and returned email (from “full mailbox” or “unknown user” errors for example), will not excuse a student from missing University announcements, messages, deadlines, etc. Email addresses can be quickly and easily updated at www.my.umd.edu or in-person at the Student Service Counter on the first floor of the Mitchell Building.

For technical support for University email: www.helpdesk.umd.edu or call 301-405-1400.

Personal Technology Use Policy:
HLTH 774 permits and encourages the use of laptops and tablets to assist students in taking notes and in seeking further clarification of course material during the lectures. Use of personal technology must be conducive to the learning environment and not a distraction to the instructor and other students.
Classroom rules:
1. Unless required for class content, wireless network adapters should be disabled.
2. Applications not relevant to the class discussion should not be open. This includes, but is not limited to: surfing the web, responding to email, Facebook, Instagram, Twitter, Canvas sites of other classes, instant messaging, etc.
3. All sounds must be muted before the start of class and for the duration of class.
4. Under no circumstances should personal, non-emergency calls be placed or answered from within a classroom while a class is in session.
5. Under no circumstances should students view or send personal, non-emergency text messages.
6. Individuals who are aware that they may receive notice of an emergency during a class session should speak with the instructor before class. If such a notification is received, either quietly leave the class or wait until a break before responding.
7. In the event that an emergency notification is sent via UMD’s Emergency Notification System, notify the instructor and follow instructions accordingly.
8. Individuals who require video or audio recording devices to satisfy a DSS service should consult with the instructor to make arrangements for the placement and operation of these devices.
9. Individuals who wish to use audio or video recording devices, but are not doing so to satisfy a DSS service, must receive approval from the instructor before utilizing the equipment.

Late work and Missed Exams / Assignments: Late or incomplete work will be made up within one week of the missed assignment if a legitimate excuse (determined by University policy and the instructor) is documented at or before the next class period. Special arrangements for making up missed work must be made in advance with the instructor. If you cannot make a class or an exam due to illness or some other legitimate reason, you must contact the instructor in person or by phone before the missed class period.

There will be no extra credit assignments. Failure to do or turn in the in-class and/or take-home assignments on time can significantly lower one’s final grade. Some learning activities are completed and collected in class; therefore, class attendance and participation are important and will reflect your final grade. All assignments are due by 4:00PM on the due date. Assignments turned in after 4:00PM will be considered late.

Students who enroll in the class at any time during the drop-add period are responsible for all in-class work to date.

Religious Observances:
The University System of Maryland policy provides that students should not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. It is the student’s responsibility to inform the instructor in advance of any intended absences for religious observance.

Special Accommodations / Disability Support Services:
If you have a documented disability and wish to discuss academic accommodations for test taking or other needs, you will need documentation from Disability Support Service (301-314-7682). If you are ill or encountering personal difficulties, please let the instructor know as soon as possible. You can also contact Learning Assistance Services (301-314-7693) and/or the Counseling Center (301-314-7651) for assistance.
Academic Integrity:
The University's code of academic integrity is designed to ensure that the principle of academic honesty is upheld. Any of the following acts, when committed by a student, constitutes academic dishonesty:

- **CHEATING**: intentionally using or attempting to use unauthorized materials, information, or study aids in an academic exercise.
- **FABRICATION**: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- **FACILITATING ACADEMIC DISHONESTY**: intentionally or knowingly helping or attempting to help another to violate any provision of this code.
- **PLAGIARISM**: intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

For more information see: [http://www.president.umd.edu/policies/iii100a.html](http://www.president.umd.edu/policies/iii100a.html)

The Department of Behavioral and Community Health has a zero tolerance policy on academic dishonesty of any kind. If a Department instructor believes that a student has been involved in academically dishonest activity he or she will report it to the University's Office of Student Conduct, and is not obligated to disclose the report to the student in question. Once referred, the Office of Student Conduct will contact the student in writing to inform them of the charges.

The Honor Pledge is a statement undergraduate and graduate students should be asked to write by hand and sign on examinations, papers, or other academic assignments. The Pledge reads:

> I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.

The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit [http://www.shc.umd.edu](http://www.shc.umd.edu).

Inclement Weather / University Closings:
In the event that the University is closed for an emergency or extended period of time, the instructor will communicate to students regarding schedule adjustments, including rescheduling of examinations and assignments due to inclement weather and campus emergencies. Official closures and delays are announced on the campus website ([http://www.umd.edu](http://www.umd.edu)) and snow phone line (301-405-SNOW), as well as local radio and TV stations.

Additional Literature, Websites and Other Resources:

1. UMD Libraries - [www.lib.umd.edu](http://www.lib.umd.edu)
2. The Community Tool Box: [http://ctb.ku.edu](http://ctb.ku.edu)


Assignments:
During this course, you will individually prepare a grant proposal for an evaluation related to an important community health problem. Specific information will be covered during class on September 3 and 10, 2015. This grant proposal is developed over a series of four assignments that address specific components of the evaluation. Expect to revise these components as the project develops. The total maximum page limit for the proposal is 20 pages. All assignments must be typed, double-spaced, using 12 point Cambria font, and with one inch margins. Reference lists do not count toward page limitations. The American Psychological Association (APA) format is required for all references. Assignments are worth varying amounts towards the course grade. You will turn in one copy of each assignment to facilitate grading. When required, also turn in the prior assignments along with Dr. Arria’s written comments. With each assignment, please include the Assignment # in the upper right hand corner.

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<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>#1 Description of Program and Target Population</td>
<td>100</td>
<td>September 17, 2015</td>
</tr>
<tr>
<td>#2 Goals of Evaluation</td>
<td>100</td>
<td>October 8, 2015</td>
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<td>#3 Evaluation Measurement Plan</td>
<td>100</td>
<td>November 12, 2015</td>
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<td>#4 Evaluation Grant Proposal</td>
<td>200</td>
<td>December 10, 2015</td>
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<td>Midterm Examination</td>
<td>250</td>
<td>October 15, 2015</td>
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<td>Final Examination</td>
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Grading Procedures:

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<td>930 – 950</td>
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<td>B+</td>
<td>830 – 850</td>
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<td>F</td>
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## Course Outline / Course Calendar:

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Required Readings</th>
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</thead>
</table>
| 9/3/15    | **Lecture 1** Introductions, Course Overview, Review of Key Concepts of Program Planning, Course Resources | Required Readings  
  - Issel: Review Chapters 1-9 from HLTH 774  
| 9/10/15   | **Lecture 2** Implementation (Process) Evaluation: Inputs and Outputs | Required Readings  
  - Issel : Chapter 10  
| 9/17/15   | **Lecture 3** Program Quality and Fidelity: Managerial and Contextual Considerations | Required Readings  
  - Issel : Chapter 11  
### Lecture 4
#### 9/24/15
**Planning the Intervention Effect Evaluation**

**Required Readings**
- Issel: Chapter 12


### Lecture 5
#### 10/1/15
**Choosing Designs and Quantitative Measures for Effect Evaluations**

**Required Readings**
- Issel: Chapter 13


### Lecture 6
#### 10/8/15
**Qualitative Methods and Measures for Evaluations**

**Required Readings**
- Issel: Chapter 16


### Lecture 7
#### 10/15/15
**Midterm Examination**

#### 10/22/15
**Work on Program Evaluation Grant Proposal: NO CLASS**

#### 10/29/15
**Sampling Designs and Data Sources for Effect Evaluations**

**Required Readings**
- Issel: Chapter 14

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture No.</th>
<th>Topic</th>
<th>Required Readings</th>
<th>Notes</th>
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<tr>
<td>11/5/15</td>
<td>Lecture 8</td>
<td>Policy Evaluations</td>
<td>Required Readings</td>
<td>- Issel: Chapter 14</td>
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<tr>
<td>11/12/15</td>
<td>Lecture 9</td>
<td>Quantitative Data Analysis and Interpretation</td>
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<td>- Issel: Chapter 15</td>
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<td>11/19/15</td>
<td>Lecture 10</td>
<td>Quantitative Data Analysis and Interpretation</td>
<td>Required Readings</td>
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<td>11/26/15</td>
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<td>Thanksgiving Break – NO CLASS</td>
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<td>12/3/15</td>
<td>Lecture 11</td>
<td>Qualitative Data Analysis and Interpretation</td>
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<td>- Issel: Chapter 16</td>
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<td>12/10/15</td>
<td>Lecture 12</td>
<td>Additional Considerations for Evaluators/Review of Key Concepts</td>
<td>Required Readings</td>
<td>- Issel: Chapter 17</td>
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<td></td>
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<td>Final Exam – Sometime between Dec. 14-19</td>
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<td>The actual date will be assigned by the University at mid-semester</td>
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