HLTH 776 Community Health Program Evaluation

Semester: Fall 2016  
Classroom and Time: JUL 1105, Thursdays 4:00-6:45PM  
Instructor: Amelia M. Arria, Ph.D.  
Office Hours: Wednesdays 3-4pm and Tuesdays 9-10:30am  
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.

Course Policies:
Personal Technology Use Policy
HLTH 776 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 irrelevant 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, 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.

Contacting Dr. Arria: The best way to get in touch with Dr. Arria with questions is through EMAIL and by setting up an appointment through email via DrArria.terp@gmail.com. Voicemail messages cannot be expected to be returned.

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.

Absence Policy: It is your responsibility to find out what was covered in class from a classmate. In accordance with University policy if you are absent for a single (1) 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, the instructor must be contacted 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. A link to the new policy covering absences from class can be found at http://www.president.umd.edu/policies/v100g.html

Late work and Missed Exams/Assignments: Late work and/or missed exams may not be made up for any other reason except a documented medical/health/emergency reason. When an extension is granted for these reasons, work must be completed within one week after the emergency/health problem has been resolved.

Mid-term Grades: Course grades are determined by faculty in accordance with information found in the course syllabus. Mid-term grades are submitted for undergraduate students enrolled in their first year, enrolled in 100 and 200 level courses, and all student athletes. Mid-term grades are used to inform students of their performance in a course during roughly the first half of the semester; they are used for advising purposes and are not recorded on a student's academic transcript.

Final Exams: There will be a final exam or assessment in all undergraduate courses. Final exams are scheduled by the University, and the exam schedule is available for you to review.

Students may seek to reschedule final examinations so that they have no more than three examinations on any given day. It is the responsibility of the student to initiate the rescheduling or be responsible for taking the examination as originally scheduled. When rescheduling is desired, students should first contact their instructors (see Academic Deadlines). Students who encounter difficulty rescheduling examinations with their instructors are advised to contact the dean's office of their academic program for help. Faculty members are expected to accommodate students with legitimate rescheduling requests. Students are strongly encouraged to check the final exam schedule before registering for courses. Exam schedules are based on, but not the same as, the start time of the lecture period for the individual class.

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 the first week of class about 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 Services (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.

**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) and snow phone line (301-405-SNOW), as well as local radio and TV stations. Do not assume that the university will be closed due to inclement weather if no notices are sent out.

**Course Evaluations:** The University, the School of Public Health, and the Department of Behavioral and Community Health are committed to the use of student course evaluations for improving the student experience, course and curriculum delivery, and faculty instruction. Your evaluations help instructors improve their courses; help deans and department chairs decide on merit pay for faculty, renewal of contracts, and support tenure and promotion decisions; and help current and future students decide on classes. **A notice will be posted on ELMS/CANVAS regarding the dates when course evaluations can be posted (www.CourseEvalUM.umd.edu).**

**Complaints about Final Course Grades:** Any questions about course grades should first be addressed to the course instructor. In the case of Final Course grades the University of Maryland has a procedure for you to follow if you believe that your final course grade was assigned on some basis other than performance, or that the grade was assigned according to unreasonable standards different from those which were applied to other students in the course, or that the grade was assigned in a manner that was a substantial, unreasonable, or unannounced departure from the instructor's previously articulated standards. According to the policy the grade appeal must be filed within 20 working days after the first day of instruction of the next regular semester. The grade appeal procedure is outlined in the policy. Note that the policy encourages you to begin by attempting an informal resolution with your course instructor and/or the administrator of the academic unit offering the course. If you have questions about this policy you may want to speak to your academic advisor or the Undergraduate Student Ombudsperson.

**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.shc.umd.edu/code.html](http://www.shc.umd.edu/code.html). 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.

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.

Statement on Cheating: The Department of Behavioral and Community Health has a zero tolerance policy on academic dishonesty of any kind. If a Departmental 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.

Sexual Misconduct: The University of Maryland is committed to providing a working and learning environment free from sexual misconduct. Sexual misconduct, including relationship abuse, is prohibited by UMD’s Sexual Misconduct Policy & Procedures. The Office of Civil Rights & Sexual Misconduct receives all complaints of sexual misconduct. To report an incident, contact the Office of Civil Rights & Sexual Misconduct by phone at 301-405-1142 or by email at titleixcoordinator@umd.edu.

Discrimination: The University of Maryland is committed to creating and maintaining an educational, working and living environment that is free from discrimination and harassment. UMD’s Non-Discrimination Policy & Procedures prohibit discrimination against individuals based on certain characteristics, including but not limited to, disability, sexual orientation, and race. The Office of Civil Rights & Sexual Misconduct receives all complaints of discrimination, harassment, and retaliation. To report an incident, contact the Office for Civil Rights & Sexual Misconduct by phone at 301-405-1142, or email civilrights@umd.edu. For more information go to Office for Civil Rights & Sexual Misconduct.

Copyright Notice: These materials may not be reproduced (e.g. students may not copy and distribute these materials) for anything other than personal use without my explicit written permission. My lectures and course materials, including power point presentations, tests, outlines, and similar materials, are protected by copyright. I am the exclusive owner of copyright in those materials I create. You may take notes and make copies of course materials for your own use. You may not and may not allow others to reproduce or distribute lecture notes and course materials publicly whether or not a fee is charged without my express written consent. Persons who publicly distribute or display or help others publicly distribute or display copies or modified copies of an instructor's Course Materials may be considered in violation of the University Code of Student Conduct, Part 9(k).

Additional Literature, Websites and Other Resources:
1. UMD Libraries - www.lib.umd.edu
2. The Community Tool Box: http://ctb.ku.edu
3. Healthy People 2020: www.healthypeople.gov

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 8 and 15, 2016. 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 three assignments prior to the full proposal must be typed double-spaced and use 12 point Cambria font, with one inch margins; the final full proposal must be typed, single-spaced. The total maximum page limit for the full proposal is 20 pages. 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.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 Description of Program and Target Population</td>
<td>100</td>
<td>September 15, 2016</td>
</tr>
<tr>
<td>#2 Goals of Evaluation</td>
<td>100</td>
<td>October 13, 2016</td>
</tr>
<tr>
<td>#3 Evaluation Measurement Plan</td>
<td>100</td>
<td>November 17, 2016</td>
</tr>
<tr>
<td>#4 Full Proposal including Analysis Plan</td>
<td>200</td>
<td>December 8, 2016</td>
</tr>
<tr>
<td>Midterm Examination</td>
<td>250</td>
<td>October 13, 2016</td>
</tr>
<tr>
<td>Final Examination</td>
<td>250</td>
<td>TBD</td>
</tr>
</tbody>
</table>

Grading Procedures:
- 960 – 1000 A+
- 930 – 950 A
- 900 – 920 A-
- 860 – 890 B+
- 830 – 850 B
- 800 – 820 B-
- 760 – 790 C+
- 730 – 750 C
- 700 – 720 C-
- 660 – 690 D+
- 630 – 650 D
- 600 – 620 D-
- < 590 F

TBD
### Course Outline / Course Calendar:

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture</th>
<th>Topic</th>
<th>Required Readings</th>
<th>Additional Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>Lecture No.</td>
<td>Title</td>
<td>Required Readings</td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>-------------</td>
<td>----------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>10/13/16</td>
<td></td>
<td>Midterm Examination</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Required Readings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 10/27/16   | Lecture 7  Policy Evaluations | Required Readings  
• Issel : Chapter 14  
| 11/3/16    | 11/10/16 Lecture 8 Quantitative Data Analysis and Interpretation | Required Readings  
• Issel: Chapter 15  
| 11/17/16   | 11/17/16 Lecture 9 Quantitative Data Analysis and Interpretation | Required Readings  
• Issel: Chapter 15  
| 11/24/16   | 11/24/16 Thanksgiving Break – NO CLASS |                                                      |
| 12/1/16    | 12/1/16 Lecture 10 Qualitative Data Analysis and Interpretation | Required Readings  
• Issel: Chapter 16  
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Required Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/8/16</td>
<td>Additional Considerations for Evaluators/Review of Key Concepts</td>
<td>• Issel: Chapter 17</td>
</tr>
<tr>
<td>TBD</td>
<td>Final Exam – Sometime between Dec. 12-20</td>
<td>The actual date will be assigned by the University at mid-semester</td>
</tr>
</tbody>
</table>