University of Maryland College Park
School of Public Health

HLTH 776 Community Health Program Evaluation

Semester: Fall 2018
Classroom and Time: SPH 0308, Thursdays 4:00-6:45PM
Instructor: Amelia M. Arria, Ph.D.                              Office Hours: Thursdays 3-4pm and by appointment
Office: 1242 SPH
Phone: 301-405-9795
Email: Darria.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 and Evaluation are addressed:
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: Internet browsing, 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

For medically necessitated absences: Students may, one time per course per semester, provide a self-signed excuse as documentation of an absence from a single class (e.g., lecture, recitation, or laboratory session) that does not coincide with a major assessment or assignment due date. For all other medically necessitated absences, a course instructor may request that students provide documentation from a physician or the University Health Center to verify an absence. In cases where students are asked to provide verification, the course instructor may request the dates of treatment or the time frame that the student was unable to meet academic responsibilities, but may not request diagnostic information.

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 will be 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.

For updates to all course-related policies, please see: http://www.ugst.umd.edu/courserelatedpolicies.html
Special Accommodations / Accessibility & Disability Services: If you have a documented disability and wish to discuss academic accommodations for test taking or other needs, you will need documentation from Accessibility & Disability 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:

UMD maintains a commitment to the principles of truth and academic honesty. Accordingly, the Code of Academic Integrity is designed to ensure that the principle of academic honesty is upheld. While all members of the University share this responsibility, the Code of Academic Integrity is designed so that special responsibility for upholding the principle of academic honesty lies with you as a student. To promote academic honesty on campus you will be asked to write by hand and sign the following pledge on every examination, paper or other academic exercise. Writing this pledge will serve as a reminder of your commitment to academic integrity.

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

Failure to sign the pledge is not a violation of the Code of Academic Integrity, but neither is it a defense in case of violation of this Code. Students who do not sign the pledge will be given the opportunity to do so.
Refusal to sign must be explained to the instructor. Signing or non-signing of the pledge will not be considered in grading or judicial procedures. Material submitted electronically should contain the pledge, submission implies signing the pledge. On examinations, no assistance is authorized unless given by or expressly allowed by the instructor. On other assignments, the pledge means that the assignment has been done without academic dishonesty, as defined below.

The pledge is a reminder that you as a University of Maryland student carry the primary responsibility for academic integrity. The meaningfulness of your degree depends on it. Academic dishonesty is a corrosive force in the academic life of a university. It jeopardizes the quality of education and depreciates the genuine achievements of others. All members of the University community—students, faculty, and staff—share the responsibility and authority to challenge and make known acts of apparent academic dishonesty.

**Code of Academic Integrity defines four major types of Academic Dishonesty:**

CHEATING: fraud, deceit, or dishonesty in any academic course or exercise in an attempt to gain an unfair advantage and/or intentionally using or attempting to use unauthorized materials, information, or study aids in any academic course or exercise.

FABRICATION: intentional and unauthorized falsification or invention of any information or citation in an academic course or 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 course or exercise.

**The Office of Student Conduct will contact you if you have been reported for a violation of the Code of Academic Integrity.** Your course instructor may or may not mention the report to you. The instructor may not grade or record the grade of an assignment that is related to the report. Information about the resolution options are outlined in the University of Maryland Code of Academic Integrity. Note that the normal sanction for a violation is the grade of "XF" for the course.

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](http://www.shc.umd.edu).

**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.

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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 guidelines will be covered during class on August 30 and September 6, 2018. This grant proposal is developed over a series of assignments that address specific components of the evaluation. Expect to revise these components as the project develops. The two 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. See below for the number of points each component will be worth towards the course grade. You will turn in one paper copy of each assignment to facilitate grading. With each assignment, please include the Assignment # in the upper right hand corner.
<table>
<thead>
<tr>
<th>Grading Components</th>
<th>Points</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Section A of Evaluation Grant Proposal</td>
<td>100</td>
<td>September 13, 2018</td>
</tr>
<tr>
<td>Section B of Evaluation Grant Proposal and Sections C-1, C-2, and C-3</td>
<td>150</td>
<td>October 25, 2018</td>
</tr>
<tr>
<td>Full Proposal, Sections A-D</td>
<td>250</td>
<td>November 29, 2018</td>
</tr>
<tr>
<td>Quizzes on Article Readings (9 quizzes; 10 points each, 20 points last quiz)</td>
<td>100</td>
<td>In class</td>
</tr>
<tr>
<td>Midterm Examination</td>
<td>200</td>
<td>October 18, 2018</td>
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<tr>
<td>Final Examination</td>
<td>200</td>
<td>TBD</td>
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**TOTAL: 1000**

**Grading Procedures:**

- 960 – 1000 A+  
- 930 – 959 A  
- 900 – 929 A-  
- 860 – 899 B+  
- 830 – 859 B  
- 800 – 829 B-  
- 760 – 799 C+  
- 730 – 759 C  
- 700 – 729 C-  
- 660 – 699 D+  
- 630 – 659 D  
- 600 – 629 D-  
- < 599 F
### Course Outline / Course Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Session</th>
<th>Topic</th>
<th>Required Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/30/18</td>
<td>Session 1</td>
<td>Introductions, Course Overview, Review of Key Concepts of Program Planning, Course Resources</td>
<td>Issel: Review Chapters 1-8 from HLTH 774</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Description of Evaluation Grant Proposal Assignment</td>
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<td>Description of Evaluation Grant Proposal Assignment</td>
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<tr>
<td>9/6/18</td>
<td>Session 2</td>
<td>Implementation (Process) Evaluation: Measuring Inputs and Outputs</td>
<td>Issel: Chapter 9</td>
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<td>Required Readings</td>
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<tr>
<td>9/13/18</td>
<td>Session 3</td>
<td>Section A of Program Evaluation Grant Proposal Due</td>
<td></td>
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<td></td>
<td></td>
<td>Program Quality and Fidelity: Managerial and Contextual Considerations</td>
<td></td>
</tr>
</tbody>
</table>

#### Description of Evaluation Grant Proposal Assignment

**8/30/18**

- **Milstein B, Homer J, Briss P, Burton D, Pechacek T.** Why behavioral and environmental interventions are needed to improve health at lower cost. *Health Affairs* 30:823-832, 2011.

**9/6/18**


**9/13/18**

- **Thompson TP, Greaves CJ, Ayres R et al.** Lessons learned from recruiting socioeconomically disadvantaged smokers into a pilot randomized controlled trial to explore the role of Exercise Assisted Reduction then Stop (EARS) smoking. *Trials* 16:1, 2015.

<table>
<thead>
<tr>
<th>Date</th>
<th>Session</th>
<th>Topic</th>
<th>Required Readings</th>
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<tbody>
<tr>
<td>10/11/18</td>
<td>Session 7</td>
<td>Sampling Designs and Data Sources for Effect Evaluations/ MIDTERM REVIEW</td>
<td>No new articles to read, but review the assessments/measures from previous articles</td>
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<tr>
<td>10/18/18</td>
<td></td>
<td>MIDTERM EXAM</td>
<td></td>
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</tbody>
</table>
**Session 8**  
**10/25/18**  
**Section B and Sections C-1, C-2, and C-3 of Evaluation Grant Proposal Due**  
**Policy Evaluations**  
**Required Readings:**


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**Session 9**  
**11/1/18**  
**Quantitative Data Analysis and Interpretation**  
**Required Readings:** Issel: Chapter 14


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**Session 10**  
**11/8/18**  
**Quantitative Data Analysis and Interpretation**  
**Required Readings:** Issel: Chapter 14


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**Session 11**  
**11/15/18**  
**Qualitative Methods for Planning and Evaluation**  
**Required Readings:** Issel: Chapter 15


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**Session 12**  
**11/22/18**  
**Thanksgiving Break — NO CLASS**

**11/29/18**  
**Full Evaluation Grant Proposal Due**  
**Presentations of Evaluation Projects**
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/6/18</td>
<td>Program Evaluator Responsibilities/Review of Key Concepts</td>
<td>Required Readings: Issel: Chapter 16</td>
</tr>
<tr>
<td>TBD</td>
<td>Final Exam – Sometime between Dec. 12-18</td>
<td>The actual date will be assigned by the University at mid-semester</td>
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</table>