

Request for Graduate Course Addition

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: COHPDept/Division: Public HealthAlpha Designator/Number: PH 657
 Graded CR/NC
Contact Person: Dr. Anthony WoartPhone: (304) 696-5772

NEW COURSE DATA:

New Course Title: Program Evaluation

Alpha Designator/Number:

P	H	6	5	7					
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Title Abbreviation:

P	R	O	G	R	A	M	E	V	A	L	U	A	T	I	O	N				
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(Limit of 25 characters and spaces)

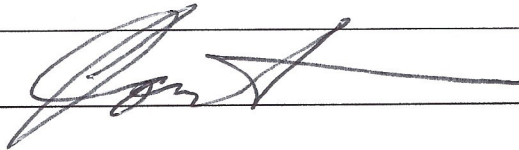
Course Catalog Description:
(Limit of 30 words)

This course deals with the application of research methods to evaluate public health programs and health services.

Co-requisite(s): NoneFirst Term to be Offered: Spring 2019Prerequisite(s): PH 621Credit Hours: 3Course(s) being deleted in place of this addition (*must submit course deletion form*): _____

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head



Date

9/13/2018

Registrar

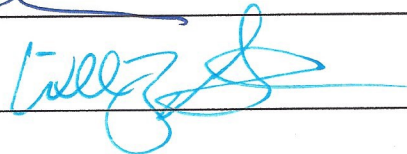


512201

Date

9/14/18

College Curriculum Chair



Date

9/20/18

Graduate Council Chair

Date

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College: COHP

Department/Division: Public Health

Alpha Designator/Number: PH 657

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. FACULTY: Identify by name the faculty in your department/division who may teach this course.

Dr. Robert Lowinger

2. DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the proposal. Enter "**Not Applicable**" if not applicable.

Not Applicable

3. REQUIRED COURSE: If this course will be required by another department(s), identify it/them by name. Enter "**Not Applicable**" if not applicable.

Not Applicable

4. AGREEMENTS: If there are any agreements required to provide clinical experiences, attach the details and the signed agreement. Enter "**Not Applicable**" if not applicable.

Not Applicable

5. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter "**Not Applicable**" if not applicable.

Not Applicable

6. COURSE OBJECTIVES: (May be submitted as a separate document)

Upon completion of the course, students will be able to:

1. Explain the major concepts, methods, and applications of evaluation research in public health care settings.
2. Critically evaluate existing public health care programs.
3. Develop an evaluation design for the evaluation of an existing public health care program
4. Present an evaluation report of a public health program in either oral or written form.

7. COURSE OUTLINE (May be submitted as a separate document)

Week1 : Introduction to the course; Types and process of health program evaluation
Week 2: Types and process of health program evaluation
Week 3: New Perspectives in Health Program Evaluation
Week 4: Describing the Program
Week 5: Needs Assessment
Week 6: Determining Program Goals
Week 7: Formative and Process Evaluations
Week 8: Program Evaluation Designs- Quasi-Experimental and Experimental Designs
Week 9: Cost Effectiveness Analysis
Week 10: Population and Sampling
Week 11: Measurement and Data Collection
Week 12: Quantitative Data Analysis
Week 13: Qualitative and Mixed Methods Analysis
Week 14: Report Writing and Disseminating Results
Week 15: Review for Final Exam
Week 16: Final Exam

8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document)

- Grembowski D. The Practice of Health Program Evaluation, 2nd Edition, 2016, ISBN-13: 978-1483376370
- Smith, M. The Handbook of Program Evaluation for Social Workers and Health Professionals, Oxford University Press, 2010. ISBN-13: 978-0195158434

9. EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, internship)

Lectures, videos, discussions

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10. EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)

Paper #1 Program Evaluation Critique, Paper #2 Program Evaluation Design, Oral Presentation, Midterm Exam and Final Exam.

11. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE/GRADUATE COURSE

Not Applicable

12. PROVIDE COMPLETE BIBLIOGRAPHY (May be submitted as a separate document)

- Grembowski D. The Practice of Health Program Evaluation, 2nd Edition, 2016, ISBN-13: 978-1483376370
- Smith, M. The Handbook of Program Evaluation for Social Workers and Health Professionals, Oxford University Press, 2010. ISBN-13: 978-0195158434
- Issel, L.M. & Wells, R. Health Program Planning and Evaluation, 4th ed., 2018.
- American Evaluation Association: <http://www.eval.org/>
- AnSWR (Analysis Software for Word-based Records) is a free software available on the Center for Disease Control website. AnSWR can help you electronically organize your qualitative data into common categories that can be used to develop themes. The CDC website for AnSWR (found below) gives further explanation of qualitative data, how AnSWR can be used and directions for downloading the software.
<http://www.cdc.gov/hiv/software/answr.htm>
- Better Tools for Multi-Site Research. <http://www.researchtoolkit.org/>
- CDC Evaluation Working Group. <http://www.cdc.gov/eval/>
- Community Tool Box website at: <http://ctb.ku.edu/> Resources for conducting community-based evaluations.
- Diversity Rx. A clearinghouse of information on how to meet the language and cultural needs of minorities, immigrants, refugees, and other diverse populations seeking health care (<http://www.DiversityRx.org>)
- Empowerment Evaluation. This is the Home Page for the Collaborative, Participatory and Empowerment topical interest group of the American Evaluation Association (<http://homepage.mac.com/profdavidf/empowermentevaluation.htm> (and his blog) <http://evaluation.blogspot.com/>).
- Health and Psychosocial Instruments: Search for finding scales to measure self-efficacy, depression and many, many other concepts. (<http://healthlinks.washington.edu/contentBrowser.jsp?ctype=1&segment=H>)
- The HRET Health Disparities Toolkit gives hospitals, health systems, clinics, and health plans the information and resources needed for collecting race, ethnicity, and primary language data from patients. In order to make this invaluable Toolkit more accessible to all health care providers, the Toolkit is now available free of charge. Go to (<http://www.hretdisparities.org>) to access the new Toolkit.
- Health Services Research Methods (sponsored by AcademyHealth): www.HSRmethods.org
- Health Services Research Methodology Core Library Recommendations, 2007 <http://www.nlm.nih.gov/nichsr/corelib/hsrmethods.html>
- International Health and Evaluation: Check the Web site for "MEASURE Evaluation," which is one of five components of the "Monitoring and Evaluation to Assess and Use Results" (MEASURE) ten-year effort, funded by the U.S. Agency for International Development's (USAID) Bureau of Global Health (BGH):
<http://www.cpc.unc.edu/measure/home.html>
- The Knowledge Base: An Online Research Methods Textbook. This site provides all kinds of useful information on research methods that can aid in the development of evaluation designs (<http://www.socialresearchmethods.net/>).
- Practihc (Pragmatic Randomized Controlled Trials in HealthCare) is a European Union-funded concerted action which provides open-access tools, training and mentoring to researchers in developing countries who are interested in designing and conducting pragmatic randomized controlled trials of healthcare interventions.
<http://www.practihc.org/index.htm>
- Rutgers Cooperative Extension, Procedures for Program Evaluation and Research. The Web site contains basic methods for evaluating education programs and conducting surveys, with links to other sites (<http://www.rce.rutgers.edu/evaluation/>).
- Resources to Help You Learn and Use Stata. UCLA has a website with lots of information on how to use the Stata statistical software package, including examples of Stata data analysis and output (<http://www.ats.ucla.edu/stat/stata/>).

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Please insert in the text box below your course summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department:

Course Number and Title:

Catalog Description:

Prerequisites:

First Term Offered:

Credit Hours:

Department: Public Health

Course Number and Title: PH 657-Program Evaluation

Catalog Description: Application of research methods to evaluate public health programs and services.

Prerequisites: PH 621- Statistical Methods I

First Term Offered: Spring 2019

Credit Hours: 3



PH 657 Syllabus – Program Evaluation

Spring 2019

Course & Instructor Information

Course Number and Title: PH 657-Program Evaluation

Term/Year: Spring 2019

Days/Time: TBA

Location: TBA

Credit Hours: 3

Prerequisites: PH 621- Statistical Methods I

Instructor: Dr. Robert Lowinger

Office: Prichard Hall 215

Phone: 304-696-5769

Email: Lowinger@marshall.edu (Preferred contact)

Office Hours: Monday and Wednesday 10AM- 12 noon, Tuesday and Thursday 10AM-11AM. You may also schedule an appointment with me.

Academic Calendar:

For beginning, ending, and add/drop dates, see the [Marshall University Academic Calendar](#).

University Policies:

By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to www.marshall.edu/academic-affairs and clicking on “Marshall University Policies.” Or, you can access the policies related to Academic Dishonesty/ Excused Absence Policy for graduates/ Computing Services Acceptable Use/ Inclement Weather/ Dead Week/ Students with Disabilities/ Academic Forgiveness/ Academic Probation and Suspension/ Academic Rights and Responsibilities of Students/ Affirmative Action/ Sexual Harassment directly by going to http://www.marshall.edu/academic-affairs/?page_id=802

Course Description: From Catalog

This course deals with the application of research methods to evaluate public health programs and health services.

Course Outcomes

Upon completion of the course, students will be able to:

1. Explain the major concepts, methods, and applications of evaluation research in public health care settings.
2. Critically evaluate existing public health care programs.
3. Develop an evaluation design for the evaluation of an existing public health care program
4. Present an evaluation report of a public health program in either oral or written form.

Course student learning outcomes	How students will practice each outcome in this course	How student achievement of each outcome will be assessed in this course
<p><u>Objective 1.</u> Explain the major concepts, methods, and applications of evaluation research in public health care settings.</p> <p>1.1) Explain political, administrative, ethical, and cultural issues in evaluating health programs</p> <p>1.2) Describe experimental, quasi-experimental, and non-experimental designs as to how they are applied in</p>	<p>Readings, Lecture, Group discussion</p>	<p>Midterm and Final exams, Critique paper, Design Paper</p>

<p>evaluating health programs</p> <p>1.3) Explain the purpose and applications of common descriptive and inferential statistical techniques to health program evaluation</p> <p>1.4) Describe the major features of, and compare process and outcome evaluations of health care programs</p> <p>1.5) List and define the major steps in health care program evaluation</p>		
<p><u>Objective 2.</u> Assess the adequacy of proposals and program evaluations designed by others.</p> <p>2.1) Assess internal validity of health program evaluation report and be able to discuss strengths and weaknesses</p> <p>2.2) Assess external validity of health program evaluation report and be able to discuss strengths and weaknesses</p>	<p>Readings, Lecture, Group discussion</p>	<p>Midterm and Final exams, Critique paper</p>
<p><u>Objective 3.</u> Develop an evaluation design for an existing health program.</p> <p>3.1) Describe the program’s objectives and characteristics, conceptual model of cause and effect and implementation model</p> <p>3.2) Develop a needs assessment for the program</p> <p>3.3) Develop appropriate evaluation questions</p> <p>3.4) Develop the study design for answering each evaluation question</p> <p>3.5) Develop the sampling plan to collect data for the design selected</p> <p>3.6) Develop operational definitions of the predictors and outcomes and the specific measures to be used for the proposed evaluation</p> <p>3.7) Develop a plan for the qualitative and quantitative analysis of the data including mock tables.</p>	<p>Readings, Lecture, Group discussion</p>	<p>Midterm and Final exams, Design Paper</p>
<p><u>Objective 4.</u> Present a proposed health program evaluation in the form of an appropriate and actionable briefing.</p>	<p>Lecture, Readings, Group Discussion</p>	<p>Oral Presentation</p>

Required Texts/Readings/Other Materials

- Grembowski D. *The Practice of Health Program Evaluation*, 2nd Edition, 2016, ISBN-13: 978-1483376370
- Smith, M. *The Handbook of Program Evaluation for Social Workers and Health Professionals*, Oxford University Press, 2010. ISBN-13: 978-0195158434

Additional References:

- Issel, L.M. & Wells, R. *Health Program Planning and Evaluation*, 4th ed., 2018.
- Personal computer and smartphone (iPhone or Android) are required.
- Students will be provided outlines, PowerPoint slides and selected recordings and readings.
- American Evaluation Association: <http://www.eval.org/>
- AnSWR (Analysis Software for Word-based Records) is a free software available on the Center for Disease Control website. AnSWR can help you electronically organize your qualitative data into common categories that

can be used to develop themes. The CDC website for AnSWR (found below) gives further explanation of qualitative data, how AnSWR can be used and directions for downloading the software.

<http://www.cdc.gov/hiv/software/answr.htm>

- Better Tools for Multi-Site Research. <http://www.researchtoolkit.org/>
- CDC Evaluation Working Group. <http://www.cdc.gov/eval/>
- Community Tool Box website at: <http://ctb.ku.edu/> Resources for conducting community-based evaluations.
- Diversity Rx. A clearinghouse of information on how to meet the language and cultural needs of minorities, immigrants, refugees, and other diverse populations seeking health care (<http://www.DiversityRx.org>)
- Empowerment Evaluation. This is the Home Page for the Collaborative, Participatory and Empowerment topical interest group of the American Evaluation Association (<http://homepage.mac.com/profdavidf/empowermentevaluation.htm> (and his blog) <http://evaluation.blogspot.com/>).
- Health and Psychosocial Instruments: Search for finding scales to measure self-efficacy, depression and many, many other concepts. (<http://healthlinks.washington.edu/contentBrowser.jsp?ctype=1&segment=H>)
- The HRET Health Disparities Toolkit gives hospitals, health systems, clinics, and health plans the information and resources needed for collecting race, ethnicity, and primary language data from patients. In order to make this invaluable Toolkit more accessible to all health care providers, the Toolkit is now available free of charge. Go to (<http://www.hretdisparities.org>) to access the new Toolkit.
- Health Services Research Methods (sponsored by AcademyHealth): www.HSRmethods.org
- Health Services Research Methodology Core Library Recommendations, 2007 <http://www.nlm.nih.gov/nichsr/corelib/hsrmethods.html>
- International Health and Evaluation: Check the Web site for “MEASURE Evaluation,” which is one of five components of the “Monitoring and Evaluation to Assess and Use Results” (MEASURE) ten-year effort, funded by the U.S. Agency for International Development’s (USAID) Bureau of Global Health (BGH): <http://www.cpc.unc.edu/measure/home.html>
- The Knowledge Base: An Online Research Methods Textbook. This site provides all kinds of useful information on research methods that can aid in the development of evaluation designs (<http://www.socialresearchmethods.net/>).
- Practihc (Pragmatic Randomized Controlled Trials in HealthCare) is a European Union-funded converted action which provides open-access tools, training and mentoring to researchers in developing countries who are interested in designing and conducting pragmatic randomized controlled trials of healthcare interventions.
- <http://www.practihc.org/index.htm>
- Rutgers Cooperative Extension, Procedures for Program Evaluation and Research. The Web site contains basic methods for evaluating education programs and conducting surveys, with links to other sites (<http://www.rce.rutgers.edu/evaluation/>).
- Resources to Help You Learn and Use Stata. UCLA has a website with lots of information on how to use the Stata statistical software package, including examples of Stata data analysis and output (<http://www.ats.ucla.edu/stat/stata/>).
- Sample size/Power Calculations: The name of the software is GLIMPSE and you can find it at: <http://glimpse.samplesizeshop.org/>
- Statistics Homepage. The site can be a useful source for information about various kinds of statistical techniques (<http://www.statsoft.com/textbook/stathome.html>).
- STATSnetBASE. Library of statistics information. <http://www.statsnetbase.com/>
- Resources for monitoring and evaluating HIV/AIDS Programs: <http://www.fhi.org/en/HIVAIDS/pub/guide/meprogramguide.htm>

Syllabus Information

- You have 48 hours from the time this syllabus is provided online via blackboard to identify any possible errors to the attention of the instructor of this course.

- For any given reason if you happen to download a wrong/incorrect/outdated syllabus – It is completely your responsibility to bring this to the attention of the instructor. Failure to do so and following a wrong syllabus/due dates and seeking extension/s after assignment/s are overdue will not be entertained.

Communication

- You must use your Marshall email when communicating with me. Do not use the Course Messages or Mail (Internal) tool in Blackboard.
- FERPA rules and regulations require you to use your Marshall email when communicating about a class. I will not speak to a family member or friend on your behalf regarding coursework so kindly do not ask them to communicate with me.
- If you are confused by an email, it is the responsibility of the student to seek clarification of that email, in writing, within 24 hours. If you do not notify me within 24 hours, I will not discuss or entertain changes to that email.
- All course related announcements will be sent to your Marshall email.
- When you send the instructor an email account, turn on a “read receipt” if possible.
- It is the student’s responsibility to check their email regularly (2-3) times a day and follow email instructions.

Grading Policy

Paper #1 Program Evaluation Critique	20%
Paper #2 Program Evaluation Design	35%
Oral Presentation	10%
Midterm Exam	15%
Final Exam	15%
Participation	5%

Course Requirements

General Information: The critique and design papers should be typed double-spaced not including title page, references, or illustrations/charts/tables. You are to make extensive use of textbook and assigned readings. You must also include at least 3 to 5 additional sources drawn from journal articles relevant to public health published in the last ten years. The critique paper should be about 6-8 pages; the design paper should be 10-12 pages.

1. Paper #1-Program Evaluation Critique - You are to read a program evaluation in the field of public health. I will put some suggested reports on Blackboard or you are free to find your own report. You must email me with the report you are planning to use by November 14, whether you use one on Blackboard or your own report. No more than one student can do the same report. You are to discuss all aspects of the program evaluation as presented in the report including the program description, program goals, needs assessment, logic model, evaluation of financial (budgetary) and management information systems, measurement of inputs and outputs, evaluation of program quality, and the design, sampling, and qualitative/quantitative/mixed methods data analysis conducted to evaluate the program. Remember that your paper should be discussing the evaluation of the program on these elements, NOT the program itself. For each of these elements you need to state the methodology used for the evaluation as well as the strengths and weaknesses of that methodology. You should end your paper with a two to three-page discussion of your overall evaluation of the work of the evaluators writing the report and suggestions for improving the evaluation of this program.

2. Paper # 2 - Design Health Program Evaluation- In this assignment, you are to first read about a health care program for which no published program evaluation is available. For this paper you will develop an evaluation proposal for this program. Your paper will have an introduction, body, conclusion, and references. In the introduction section, you are to write a clear description of: (1) characteristics of the setting and timeline for completing the evaluation (2) the program’s objectives and characteristics including a needs assessment upon which the program is based (3) the program’s conceptual logical model of cause and effect (4) the conceptual logical model of the program’s implementation strategy. In the body of the paper, you should provide a clear description of: (1) the evaluation’s questions; and (2) the study design(s) for answering each question. The study design needs to include the population and sample, quantitative measures (e.g., survey instruments), qualitative information to be collected (e.g. interview questions), data collection plans, and data analysis plan for qualitative and quantitative information including mock tables. The conclusions section should provide an

assessment of the strengths and weaknesses of the evaluation plan you developed as well as an assessment of potential problems and obstacles you could foresee in trying to carry out this evaluation and suggestions for handling these problems/obstacles.

3. Oral Presentation - Each student will make one 10-minute presentation on their progress and lead a discussion, informed by key readings, on conceptual and methodological challenges encountered in their evaluation projects. The presentations are expected to benefit the class in two ways. First, each student will receive comments about their projects from the class and the instructor, which may lead to improvements in the final design papers. Second, each presentation may reveal evaluation methods and insights that inform the design of other evaluations done by your classmates.

4. Midterm and Final Exams- The midterm and final exam will be non-cumulative take-home assessing all learning outcomes for the course. They will contain a series of essays from which you will select 6 to answer with a response required of approx. one page for each essay. The essays will target your understanding of aspects of the material that you might not have covered in your papers. For example, you might be asked specifically to address how cultural issues impact the formation of health program goals and objectives.

Grading Scale

A (90 – 100); **B** (80 – 89); **C** (70 – 79); **D** (60 – 69); **F** (<60)

- No curving; grades ending in .5 will be rounded up; grades ending in .4 or lower will round down.
- No extra credit will be offered.
- No incompletes will be given in this class unless an extraordinary circumstance, accompanied by a University Excused Absence, warrants it. Please make sure you inform the instructor immediately if applicable.
- Turning in late work or late posts will result in loss of points.

The Honor Code – Academic Dishonesty

– is a very important and serious matter, so please do not jeopardize your grades or academic status by violating it. A violation of the Honor Code involves cheating, plagiarism, collusion, academic negligence, or other acts of dishonesty in the area of academics. The most frequent violations of the Honor Code are cheating, collusion and plagiarism:

- Taking credit for work another person has done.
- Using notes, textbooks, or reference materials on a test, quiz, or exam, unless the professor specifically permits the use.
- Giving or receiving facts or ideas either verbally or in writing during a test.
- Working on an assignment with others for any work meant to be completed individually.

The professor will, without exception, immediately report any perceived violation to the Marshall University Honor Council.

Graded Activities

Late Work

- No makeup exams or extensions will be provided unless you supply a University Excused Absence.

Athletes

- You must provide the instructor a copy of your travel and game schedule at the beginning of the semester.
- Assignments will not be accepted late unless prior arrangements have been made with the instructor.

Activities - Assessments

- The Course Schedule contains topic information and activity due dates (located on Syllabus).
- Problem sets and exams are not open book.

University Policy on Disability

Marshall University is committed to equal opportunity in education for all students, including those with physical, learning and psychological disabilities. University policy states that it is the responsibility of student with disabilities to contact the Office of Disability Services (ODS) in Prichard Hall 117 (304) 696-2271 to provide documentation of their disability. Following this, the ODS Director will send a letter to each of the students' instructors outlining the academic accommodations he/she will need to ensure equality in class experiences, outside assignments, testing and grading. The instructor and student will meet to discuss how the accommodation(s) requested will be provided.

ATTENDANCE POLICY

This class meets weekly. Attendance is mandatory. More than 2 unexcused absences will result in a penalty of full grade deducted from the final grade.

Technical Skills

Minimum Technical Skills required:

- Microsoft Office (Word and PowerPoint)
- Marshall email access and use
- Adobe Reader
- General understanding of Blackboard and how to navigate
- High-speed internet access and access to a computer on a regular basis (Please do not attempt to complete this course with a tablet or mobile device alone).
- Students may be required to submit assignments as Microsoft Word documents (.docx), using the most recent Microsoft Office suite. Office 365 is available at no extra charge to students enrolled at MU. For information visit Marshall IT: Office 365 (URL: <http://www.marshall.edu/it/office365/>).
- See the Tech Support tab in Blackboard for additional information on browsers, technology, and apps.

Technology Assistance

- If you have technical problems, please contact one or more of the following:
- Blackboard Support Center (URL: <http://marshall.edusupportcenter.com>)
- Marshall Information Technology (IT) Service Desk (Help Desk) (URL: <http://www.marshall.edu/it/departments/it-service-desk/>)
 - Huntington: (304) 696-3200
 - South Charleston: (304) 746-1969
 - Email the IT Service Desk (itservicedesk@marshall.edu)

Marshall University E-Mail Accounts

You must have and use your MU email account. Your personal email accounts will not be used for official communication with Marshall University programs and personnel. You may redirect your MU email to your own personal email account, but you must sign in to your MU account to do that. Marshall University uses Office 365 email. For more information, visit Marshall IT: Office 365 (URL <https://www.marshall.edu/it/office365/>).

Marshall University Writing Center

If you would like assistance with your writing, the Writing Center is available to all students, including distance students. The Writing Center is a free tutoring service, provided by the English Department, in conjunction with Reference

Librarians. If you need help with any aspect of writing, including citation methods, or if you are struggling to understand how library resources or reference works, you should contact the Writing Center:

<http://www.marshall.edu/writingcenter/>

Course Schedule

Week	Date	Topic	Readings
1	TBD	Introduction to the course; Types and process of health program evaluation	Smith, ch. 1
2	TBD	Types and process of health program evaluation	Smith, ch. 2 <ul style="list-style-type: none"> Knowlton W., Phillips, CC. <i>The Logic Model Guidebook: Better Strategies for Great Results</i>. (2nd Edition). Thousand Oaks, CA, Sage Publications, 2013. Ball, Lauren; Ball, Dianne; Leveritt, Michael; Ray, Sumantra; Collins, Clare; et al., Using logic models to enhance the methodological quality of primary health-care interventions: guidance from an intervention to promote nutrition care by general practitioners and practice nurses Australian Journal of Primary Health; Collingwood Vol. 23, Iss. 1, (Feb 2017): 53-60. DOI:10.1071/PY16038
3	TBD	New Perspectives in Health Program Evaluation	Smith, ch. 3 <u>Abraham Wandersman,</u> ¹ <u>Kassandra Ann Alia, Brittany Cook, and Rohit Ramaswamy</u> <i>BMJ Qual Saf.</i> 2015 Oct; 24(10): 645–652. Published online 2015 Jul 15. doi: 10.1136/bmjqs-2014-003525 . Integrating empowerment evaluation and quality improvement to achieve healthcare improvement outcomes. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4602254/ Glasgow, R. E. & Emmons, K. M. (2007). How can we increase translation of research into practice? Types of evidence needed. <i>Annual Review of Public Health</i> , 28, 413-433. doi:10.1146/annurev.publhealth.28.021406.144145
4	TBD	Describing the Program	Smith, Ch. 4 CDC manual pages 21-25, https://www.cdc.gov/eval/guide/cdcevalmanual.pdf
5	TBD	Needs Assessment	Moscosa, Chavesa , Vidalb, & Argilagac, Reporting a program evaluation: Needs, program plan, intervention, and decisions, <i>International Journal of Clinical and Health Psychology</i> (2013) 13, 58–66. http://www.elsevier.es/en-revista-international-journal-clinical-health-psychology-355-articulo-reporting-program-evaluation-needs-program-X1697260013849765?referer=buscador Thein, K., Zaw, K. T., Teng, R. E., Liang, C., & Julliard, K. (2009). Health needs in Brooklyn’s Chinatown: A pilot assessment using Rapid Participatory appraisal. <i>Journal of Health Care of the Poor and Underserved</i> , 20, 378-394. doi:10.1353/hpu.0.0140 Smith, Ch. 5

6	TBD	Determining Program Goals	Smith, Ch. 6
7	TBD	Formative and Process Evaluations	Smith, Ch. 7 Berkowitz et al (2008). Overview of formative, process & outcome evaluation methods used in the VERB campaign. <i>Am J Prev Med</i> 2008, 34:6S, 224- 229). https://www.ajpmonline.org/article/S0749-3797(08)00255-9/fulltext Forsetlund L, Talseth KO, Bradley P, Nordheim L, Bjorndal A. Many a slip between cup and lip: process evaluation of a program to promote and support evidence-based public health practice. <i>Evaluation Review</i> 2003;27(2):179-209.
8	TBD	Program Evaluation Designs- Quasi-Experimental and Experimental Designs	Grembowski, Ch. 6 Reynolds KD, West SG. A multiplist strategy for strengthening nonequivalent control group designs. <i>Evaluation Review</i> 1987;11:691-714. Craig P, Cooper C, Gunnell, Haw S, Lawson K, Macintyre S, Ogilvie D, Petticrew M, Reeves, Sutton M, Thompson S. Using natural experiments to evaluate population health interventions: new Medical Research Council guidance. <i>J Epidemiol Community Health</i> 2012;66:1182-86. <u>Jefferson T, Demicheli V (1999). Relation between experimental and non-experimental study designs. HB vaccines: A case study. <i>J Epidemiol Community Health</i> 53:51-54.</u> https://jech.bmj.com/content/jech/53/1/51.full.pdf
9	TBD	Cost Effectiveness Analysis (Critique Paper is Due)	Grembowski, Ch. 6 Walker, D. G., & Jan, S. (2005). How do we determine whether community health workers are cost-effective? Some core methodological issues. <i>Journal of Community Health</i> , 30(3), 221-229.
10	TBD	Population and Sampling (Midterm Exam is Due)	Grembowski, Ch. 7 Wellisch & Jordan, Sampling and Data Collection in Natl Nutrition, <i>Am J Clin Nutr</i> 40 1984 368-381
11	TBD	Measurement and Data Collection	Grembowski, Ch. 8 Kozinetz CA, Warren RW, Berseth CL, Aday LA, Sachdeva R, Kirkland RT (1999). Health status of children with special health care needs: Measurement issues and instruments. <i>Clinical Pediatrics (Phila)</i> 38:525-533.
12	TBD	Quantitative Data Analysis	Grembowski, Ch. 9 Grembowski D, Milgrom PM. Increasing access to dental care among Medicaid preschool children: the access to baby and child dentistry (ABCD) Program. <i>Public Health Reports</i> . 2000; 115(5):448-59. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2266968/

13	TBD	Qualitative and Mixed Methods Analysis	<p>Grembowski, Ch. 9</p> <p>Washington TA. The homeless need more than just a pillow, they need a pillar: an evaluation of a transitional housing program. <i>Families in Society: The Journal of Contemporary Human Services</i> 2002;83(2):18388.</p> <p>Creswell JW, Klassen AC, Plano Clark VL, Smith KC for the Office of Behavioral and Social Sciences Research (OBSSR) of the National Institutes of Health (NIH). Chapter 3: The nature and design of mixed methods research, pages 4-10 only. https://obssr.od.nih.gov/training/mixed-methods-research/</p> <p>Waitzkin H, Schillaci M, Willging CE. Multimethod evaluation of health policy change: an application to Medicaid managed care in a rural state. <i>Health Serv Res.</i> 2008;43(4):1325-47.</p>
14	TBD	Report Writing and Disseminating Results (Oral Reports Due)	Grembowski, Ch. 10
15	TBD	Review for Final Exam (Design Paper is Due)	All readings listed above
16	TBD	Final Exam Due	All readings listed above