

University of Florida
Department of Health Services Research, Management and Policy
College of Public Health and Health Professions

PHC 6104 – Section 1603
Evidence-Based Management of Public Health Programs
Fall 2014 Syllabus

Class Time and Place

Thursday 4:05 p.m. - 7:05 p.m.
HPNP G-316

Course Instructor

Jeff Feller, MSISE
Chief Operations Officer
WellFlorida Council, Inc.
E-mail: jfeller@wellflorida.org (PREFERRED and RECOMMENDED)
Alternate E-mail(s): jafeller@phhp.ufl.edu AND ufhoops@yahoo.com
Cell: 352-214-2164
Office: 352-313-6500, ext. 108
Office Hours: By appointment only

Course Description

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

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

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

The method of instruction will be comprised of lectures (online lectures will be utilized as part of a blended/flipped learning environment – see **blended learning** statements below) and active student participation in class discussions, followed by class exercises using real-world examples

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

In addition, this method of instruction will incorporate a blended learning model that really flips the traditional structure of how the above materials are delivered to students and how in-person class time is utilized.

What is blended learning and why is it important? A Blended Learning class uses a mixture of technology and face-to-face instruction to help you maximize your learning. Knowledge content that I would have traditionally presented during a live class lecture is instead provided online before the live class takes place. This lets me focus my face-to-face teaching on course activities designed to help you strengthen higher order thinking skills such as critical thinking, problem solving, and collaboration. Competency in these skills is critical for today's health professional.

What is expected of me?

You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you will struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the live class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

Things to keep in mind. Because I post material on line, you can go back and review it as many times as needed to feel comfortable with the material prior to the live class. Please keep in mind that you have to allocate your time wisely to take full advantage of the blended learning approach.

Course Objectives

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

- 1) Recognize the need for evidence-based public health.
- 2) Explain the role of program evaluation in public health practice.
- 3) Understand and apply an appropriate evaluation framework.
- 4) Demonstrate skills in program monitoring methods.
- 5) Demonstrate skills in performance measurement.
- 6) Demonstrate skills in evaluation research methods.

- 7) Prepare and write components of program evaluations.
- 8) Demonstrate an understanding of the political, economic, organizational, interpersonal influences on evaluation processes.
- 9) Work with the multiple users of evidence, including public health practitioners, policy makers, the public, interest groups, the media, and other stakeholders.

Course Policies

Students are expected to:

- Attend class regularly, be on time and stay until class is dismissed.
- View the required lectures and complete the required reading PRIOR to class and be prepared to participate in and perhaps LEAD class discussion.
- Actively contribute in class discussion and participate in class exercises, and demonstrate teamwork if assigned group activities or projects.
- Submit assignments (class projects) on or prior to the due date (s).
- Please limit use of iPads, smart phones, computers (unless otherwise instructed), and any other fun electronic devices during class to class-related activities such as taking notes or for working on assignments that we are doing in class.

Course Textbook(s) and Reading

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

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

Academic Integrity

Students are expected to act in accordance with the University of Florida Honor Code, which recognizes that academic honesty and integrity are fundamental values of the University community. Cheating or plagiarism in any form is not acceptable and may result in a zero on the assignment or project and further action with the University of Florida. All projects will be submitted through Turn It In for review for originality and plagiarism.

The Honor Code:

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

On all work submitted for credit by the students at UF, the following pledge is either required or implied:

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

Students with Special Needs

Students requesting classroom accommodation must first register with the Dean of Students Office, which will provide documentation to the student. The student should then present the documentation to the instructor.

Course Evaluation

Grades for this course will be determined according to student performance on the requirements described below.

Project 1	25%
Project 2	25%
Final Project	30%
<u>Class Participation</u>	<u>20%</u>
Total	100%

Project 1 (Due 9/25)

Writing Evaluation Questions (Assigned September 11)

Unless otherwise stated, project submissions shall be submitted in hard copy form AND in electronic form via email. If e-Learning is used in the course, see course Assignment Tool or in-class assignment sheet in for further information. Late submissions will not be accepted.

Project 2 (Due 11/13)

Reviewing an Evaluation Research Article using an Evaluation Article Review Tool (Assigned on October 16)

A 4-5 page paper will be required. Details will be distributed when assigned.

Unless otherwise stated, project submissions shall be submitted in hard copy form AND in electronic form via email. If e-Learning is used in the course, see course Assignment Tool or in-class assignment sheet in for further information. Late submissions will not be accepted.

Final Project (No Class on 12/11 and no Final Exam but Final Projects Will be Due on Thursday, December 11 by 5:00 pm)

Creating an Evaluation Plan for a Public Health Program (Assigned on November 6)

An 8-10 page paper will be required. Details will be distributed when assigned.

Unless otherwise stated, project submissions shall be submitted in hard copy form AND in electronic form via email. If e-Learning is used in the course, see course Assignment Tool or in-class assignment sheet in for further information. Late submissions will not be accepted.

Class Discussion/Participation/Attendance (20% total)

For each class, the instructor will determine whether or not the student was engaged in the class to extent that class participation for that class was satisfactory. Class participation is an essential part of the blended learning process. Class discussions and group and individual exercises will constitute the traditional in-class time during the weekly scheduled class. The participation grading rubric is shown in the table below.

Participation Rubric for Blended Learning In-Class Time for PHC 6104

Participation Actions	A (18-20 points)	B (16-17 points)	C (14-15 points)	D/E (13 points or lower)
Frequency and Quality	Attends class regularly and <i>always contributes</i> to the discussion by raising thoughtful questions, analyzing relevant issues, building on others' ideas, synthesizing across readings and discussions, expanding the class' perspective, and appropriately challenging assumptions and perspectives.	Attends class regularly and <i>sometimes contributes</i> to the discussion in the aforementioned ways.	Attends class regularly but <i>rarely contributes</i> to the discussion in the aforementioned ways.	Attends class regularly but <i>never contributes</i> to the discussion in the aforementioned ways.

Grading Scale

In accordance with the University of Florida grading policy for graduate students, letter grades will be assigned as follows:

The grading scale for this course is as follows:

- 93% - 100% = A (4.00)
- 90% - 92% = A- (3.67)
- 87% - 89% = B+ (3.33)
- 83% - 86% = B (3.00)
- 80% - 82% = B- (2.67)
- 77% - 79% = C+ (2.33)
- 73% - 76% = C (2.00)
- 70% - 72% = C- (1.67)
- 67% - 69% = D+ (1.33)
- 63% - 66% = D (1.00)
- 60% - 62% = D- (0.67)
- Below 60% = E (0.00)

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

Course Schedule

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

August 25 (Week 1)

- Instructor Introduction and Course/Syllabus Overview
- Discussion of Blended Learning and “Flipped” Classroom Concept
- Why evidence-based management and evaluation? (Grembowski, Chapter 1, pages 3-13)

September 4 (Week 2)

- View lectures for Weeks 1 and 2 prior to class
- The Evaluation Process as a Three-Act Play (Grembowski, Chapter 2, pages 15-24)
- Roles of the Evaluator and the Political and Cultural Contexts of Evaluation (Grembowski, Chapter 2, pages 24-31)
- Assign Exercise for Week 3 (September 11) – Exercise Week 3: Searching for an Evaluation Article and Identifying the Evaluation Questions

September 11 (Week 3)

- View lecture for Week 3 prior to class
- Developing Evaluation Questions – Part 1 (Grembowski, Chapter 3, pages 35-52)
- Developing Evaluation Questions – Part 2 (Grembowski, Chapter 3, pages 52-63)
- Present and Discuss Responses to Exercise Week 3
- Assign Project 1 – Formulating Evaluation Questions (Due: September 25 on or before classtime at 4:05 p.m.)

September 18 (Week 4)

- View lecture for Week 4 prior to class
- Evaluation of Program Implementation (Grembowski, Chapter 6, pages 143-162)
- Evaluation of Program Implementation (Grembowski, Chapter 6, pages 143-163)
- Exercise Week 4 (In-Class): Outlining a Plan to Evaluate the Implementation of a New Health Clinic

September 25 (Week 5)

- View lecture for Week 5 prior to class
- Evaluation of Program Impacts: Experimental Designs (Grembowski, Chapter 4, pages 67-89)
- Evaluation of Program Impacts: Quasi-Experimental Designs (Grembowski, pages 89-115)
- Project 1 due on or before classtime at 4:05 p.m.

October 2 (Week 6)

- View lecture for Week 6 prior to class
- Cost-Benefit Analysis (Grembowski, pages 117-141)
- In-Class Discussion (Lessons Learned in Project 1)

- Exercise Week 6 (In-Class): Provide a framework for conducting a cost-benefit analysis of a given public health or social service program.

October 9 (Week 7)

- View lecture for Week 7 prior to class
- Population and Sampling (Grembowski, Chapter 7, pages 169-199)

October 16 (Week 8)

- View lecture for Week 8 prior to class
- Measurement and Data Collection (Grembowski, Chapter, 8, pages 201-239)
- Exercise Week 8 (In-Class): Cost and Trade-offs in Data Collection
- Assign Project 2 – Critically Reviewing and Evaluation Research Article (due November 13 before 4:05 p.m.)

October 23 (Week 9)

- View lecture for Week 9 prior to class
- Analyzing Evaluation Data (Grembowski, pages 241-255, other reading may be assigned)
- In-Class Discussion Topics

October 30 (Week 10)

- View lecture for Week 10 prior to class
- Scheduled Guest Lecture (Subject to Change) – The Role and Importance of Qualitative Data in Evaluation: Emerging Techniques (reading may be assigned)
- In-Class Discussion Topics

November 6 (Week 11)

- View lecture for Week 11 prior to class
- Disseminating the Answers to Evaluation Questions (Grembowski, Chapter 10, pages 259-289)
- In-Class Discussion Topics
- Exercise Week 11 (In-Class) – Overcoming an Evaluation Communication Challenge
- Assign Final Project – Creating an Evaluation Plan for a Public Health Program (Due December 11)

November 13 (Week 12)

- View lecture for Week 12 prior to class
- The CDC Framework for Evaluation (reading may be assigned)
- Project 2 Due on November 7 before 4:05 p.m.
- In-Class Discussion Topics (Review of Project 2)

November 20 (Week 13)

- View lecture for Week 13 prior to class
- Scheduled Guest Lecture (Subject to Change) – The Need for Program Evaluation: An International Perspective (reading may be assigned)
- In-Class Discussion Topics

November 27 (Week 14)

- THANKSGIVING DAY – NO CLASS!

December 4 (Week 15)

- View lectures for Week 14 and Week 16 prior to class
- Logical Framework Analysis (reading may be assigned)
- Emerging Issues in the Practice of Evaluation (reading may be assigned)
- Ethical Considerations of Evaluation reading (reading may be assigned)
- Questions and Answers on Final Project (if needed)
- Last chance to discuss Final Project in class (if needed)

December 11 (Week 16)

- READING DAY – NO CLASS
- Final project due Thursday, December 11, no later than 5:00 pm. Final project must be submitted electronically AND hard copy in my mailbox in Room HPNP 4134 by that deadline as well.

Final Exam Finals week begins Saturday, December 13. There is no Final Exam. All grades based on 3 class projects, class assignments and class participation.

Additional Resources

Public Health Journals

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

Public Health Resources

Government Agencies

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

Public Health Organizations

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

International Health

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

Public Health Data and Information

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

Other Resources

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