

University of Florida
College of Public Health & Health Professions Syllabus
PHC 6104: Evidence-Based Management of Public Health Programs (3 credit hours)
Fall 2017 Syllabus

Delivery Format: On-Campus
Schedule: Tuesdays, 1:55 PM – 4:55 PM
Location: HPNP G210
E-Learning in Canvas

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Office Hours: By appointment
Preferred Course Communications: Email message through Canvas

PURPOSE AND OUTCOME

Course Overview

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. The course will focus on fundamental components germane to evaluating and managing public health programs, including: program monitoring, performance measurement, and evaluation research.

Disclaimer

This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.

Course Objectives and/or Goals

Upon successful completion 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.

Instructional Methods

The course will be conducted as a seminar that features discussion, application of learning, and active participation. Following the weekly assigned group presentation, the class will engage in a discussion about the chapter and associated presentation. Students are expected to engage in debate and discussion of the assigned readings and associated questions (see *Questions for Class Discussion* at the end of each text chapter). Students are also expected to actively participate in all in-class activities.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

Week	Date(s)	Topic(s)	Readings	Group Presentation
1	8/22	Introduction to the Course		
2	8/29	The Importance of Program Evaluation	R, T, & P: Ch. 1	1
3	9/5	Ethical Issues in Program Evaluation	R, T, & P: Ch. 2	2
4	9/12	Needs Assessment	R, T, & P: Ch. 3	3
5	9/19	Developing Evaluation Questions	R, T, & P: Ch. 1	Dr. Marlow
6	9/26	Measurement Tools and Strategies	R, T, & P: Ch. 11	1
7	10/3	Selecting the Best Evaluation Measure for Your Project	R, T, & P: Ch. 12	3
8	10/10	Writing Evaluation Proposals, Reports, and Journal Articles	R, T, & P: Ch. 14	Dr. Marlow
9	10/17	Qualitative and Mixed Methods in Evaluation	R, T, & P: Ch. 4	2
10	10/24	What are Formative and Process Evaluation	R, T, & P: Ch. 5	1
11	10/31	Single System Research Designs	R, T, & P: Ch. 6	2
12	11/7	Client Satisfaction	R, T, & P: Ch. 7	3
13	11/14	Sampling	R, T, & P: Ch. 8	1
14	11/21	Group Research Designs	R, T, & P: Ch. 9	2
15	11/28	Cost-Effectiveness and Cost Analysis	R, T, & P: Ch. 10	3
16	12/5	No Class – Final Project Due @ 5 PM		

Course Materials and Technology

Rose, D., Thyer, B. A., Padgett, D. K. 2016. *Program Evaluation: An Introduction to an Evidence-Based Approach, 6th Edition*, Boston, MA: Cengage Learning.

You will also need a laptop, tablet, or smartphone device for the purposes of researching on-line materials during in-class activities.

For technical support for this class, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

ACADEMIC REQUIREMENTS AND GRADING

Assignments

Topic Presentations (see course schedule for dates)

The course is designed in seminar format. As such, each of you are assigned to a three-person group as the primary discussants for four class sessions. As the primary discussant you are responsible for:

- Synthesizing the assigned reading for the week.
- Leading and pacing the class discussion by means of an in-class presentation. As appropriate, you should facilitate your presentation with visual aids or any other media you think will make your points effectively.

- Developing summary handouts for the class and emailing them to the instructor 24 hours in advance of the course session (i.e., Mondays by 1:55 PM). The instructor will post these handouts for the class on the course Canvas site.
- Extracting at least five in-depth questions for the class to discuss from the *Questions for Class Discussion* at the end of each text chapter.
- Meeting at least once with your fellow group members to prepare for the upcoming class.

You should develop an in-depth set of presentation materials and discussion notes but also synthesize sufficiently so that all materials are covered in discussion. In-class activities are welcome to enrich the class discussion (see the *Mini-Projects* at the end of each text chapter for a generation of ideas). As a guide, your presentation should last 60 – 90 minutes. If in-class activities are developed, presentation time can vary up to an additional 30 – 60 minutes, for a total presentation time of 90 – 150 minutes. [Note, the instructor will provide the presenting group with PowerPoint slides for the assigned chapter as a foundation for each presentation. However, you are not required to utilize this material.]

Participation in Class Discussion (Evaluated Weekly)

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 discussions and in-class activities will comprise a major portion of each weekly scheduled class. Students are responsible for completing the readings as well as the *Questions for Class Discussion* in advance. Students are expected to participate in class discussions of the assigned readings and associated questions as well as in-class activities. There will be points awarded each class session for participation in discussions and in-class activities. The participation grading rubric is shown in the table below. [Note, if you miss classes, you cannot make up these points and will be given a score of 0 for that day. Your lowest weekly participation score will be dropped.]

Participation Rubric (10 points each)

Participation Actions	A (9-10 points)	B (8 points)	C (7 points)	D/E (6 points or lower)
Frequency and Quality	Attends class and contributes to the discussion by raising thoughtful questions, analyzing relevant issues, building on others' ideas, synthesizing across readings and discussion questions, expanding the class' perspective, and appropriately challenging assumptions and perspectives.	Attends class and sometimes contributes to the discussion in the aforementioned ways.	Attends class but rarely contributes to the discussion in the aforementioned ways.	Attends class but never contributes to the discussion in the aforementioned ways.

Final Project - Creating an Evaluation Plan for a Public Health Program (Due 12/5, 5:00 PM)

An 8-10 page paper will be required. Details will be distributed when assigned. Project submissions shall be submitted in hard copy form AND in electronic form via Canvas. See the Assignment Tool in Canvas or in-class assignment sheet in for further information. Late submissions will not be accepted.

Grading

Requirement	Due date	% of final grade
Topic Presentations (4)	See course schedule	45%
Class Participation	Evaluated weekly	25%
Final Project	December 5	30%

Point system used (i.e., how do course points translate into letter grades).

Points earned	95-100	90-94.99	87-89.99	83-86.99	80-82.99	77-79.99	73-76.99	70-72.99	67-69.99	63-66.99	60-62.99	Below 60
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

Please be aware that a C- is not an acceptable grade for graduate students. In addition, a grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A.

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:

<http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Policy Related to Late Submissions and Make Up Work

Late submissions will not be accepted. Any requests for late submissions due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail me by the assignment due date/time to report a technical difficulty if you wish to request an extension. Make up work due to class absence and missed participation points will only allowed be allowed for excused absences (see attendance policy below).

Policy Related to Required Class Attendance

We will adhere to the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx> For an absence to be considered excused based on these criteria, the course instructor must be given notification prior to the start time of class via email or Canvas message. The time stamp of the email will be used to determine if notification was prior to the start of the class.

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

Students are expected to complete all reading assignments, attend and be prepared to participate in all class sessions, and demonstrate teamwork during in-class activities. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives. Students are also expected to arrive on time and stay until class is dismissed.

Laptops and tablet devices may be used in class only for taking notes, viewing slides, or accessing materials that are associated with ongoing class activities. Students are not allowed to use laptops in class for any other reason.

Cell phones are not allowed to be out during class time unless requested by the instructor.

Communication Guidelines

The preferred method of contact is through Canvas email. All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats.

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

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

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

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

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>
<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:
Alachua County Crisis Center:
(352) 264-6789
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu

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)

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

- American Evaluation Association: (<http://www.eval.org/>)
 - 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>
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