

**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 2016 Syllabus**

**Class Time and Place**

Time: Thursday 4:05 p.m. - 7:05 p.m. (see blended learning discussion in Instructional Methods below; watch class lectures in advance; shorter in person class time)

Classroom: HPNP G-316

**Course Instructor**

Jeff Feller, MSISE

Chief Operations Officer

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Office Hours: By appointment only (typically off campus)

**Course 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. 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.

**Relation to Program Outcomes**

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

### **Course Objectives and/or Goals**

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 multiple users of evidence, including public health practitioners, policymakers, the public, interest groups, the media and other stakeholders.

### **Instructional Methods**

The method of instruction for this course 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. The primary components of the grading for this course will be three mid-term projects.

In addition, the method of instruction for this course 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 lectures and 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**

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- 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 (2016). *The Practice of Health Program Evaluation*. Sage Publications Inc. ISBN: 978-1-4833-7637-0 (paperback : alk. paper)

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 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.

### **Students with Special Needs**

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 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.

### **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%
Class Participation	20%
<b>Total</b>	<b>100%</b>

### **Project 1 (Due 9/22)**

Writing Evaluation Questions (Assigned September 8)

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 11/3)**

Reviewing an Evaluation Research Article using an Evaluation Article Review Tool (Assigned on October 6)

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 12/8 and no Final Exam but Final Project Will be Due on Monday, December 12 by 5:00 pm )**

Creating an Evaluation Plan for a Public Health Program (Assigned on November 5)

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. Graded copies of the final project WILL NOT be returned to students.

**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**

<b>Participation Actions</b>	<b>A (18-20 points)</b>	<b>B (16-17 points)</b>	<b>C (14-15 points)</b>	<b>D/E (13 points or lower)</b>
<b>Frequency and Quality</b>	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	Attends class regularly and <i>sometimes contributes</i> to the discussion in the aforementioned was.	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.

	class' perspective, and appropriately challenging assumptions and perspectives.			
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### **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. Taped lectures will be available approximately one (1) week before scheduled class date, but this is always subject to change. The lecture for Week 1 most likely will not be available until Monday, August 22 at 12:01 a.m.

#### **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 1-15)

#### **September 1 (Week 2)**

- View lectures for Weeks 1 and 2 prior to class
- The Evaluation Process as a Three-Act Play (Grembowski, Chapter 2, pages 17-33)
- Roles of the Evaluator and the Political and Cultural Contexts of Evaluation (Grembowski, Chapter 2, pages 33-44)

- Assign Exercise for Week 3 (Due September 8) – Exercise Week 3: Searching for an Evaluation Article and Identifying the Evaluation Questions

### **September 8 (Week 3)**

- View lecture for Week 3 prior to class
- Developing Evaluation Questions – Part 1 (Grembowski, Chapter 3, pages 45-78)
- Developing Evaluation Questions – Part 2 (Grembowski, Chapter 3, pages 45-78)
- Present and Discuss Responses to Exercise Week 3
- Assign Project 1 – Formulating Evaluation Questions (Due: September 22 on or before classtime at 4:05 p.m. – bring hard copy to class; email electronic copy)

### **September 15 (Week 4)**

- View lecture for Week 4 prior to class
- Evaluation of Program Implementation (Grembowski, Chapter 6, pages 155-176)
- Exercise Week 4 (In-Class): Outlining a Plan to Evaluate the Implementation of a New Health Clinic

### **September 22 (Week 5)**

- View lecture for Week 5 prior to class
- Evaluation of Program Impacts: Experimental Designs (Grembowski, Chapter 4, pages 81-119)
- Evaluation of Program Impacts: Quasi-Experimental Designs (Grembowski, Chapter 4, pages 119-134)
- Project 1 due on or before classtime at 4:05 p.m. (bring hard copy to class and email electronic copy)

### **September 29 (Week 6)**

- View lecture for Week 6 prior to class
- Cost-Benefit Analysis (Grembowski, Chapter 5, pages 135-153)
- 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 6 (Week 7)**

- View lecture for Week 7 prior to class
- Population and Sampling (Grembowski, Chapter 7, pages 183-211)
- Assign Project 2 – Critically Reviewing an Evaluation Research Article (due November 3 before 4:05 p.m. – bring hard copy to class and email electronic copy)

### **October 13 (Week 8)**

- View lecture for Week 8 prior to class
- Measurement and Data Collection (Grembowski, Chapter, 8, pages 213-245)
- Exercise Week 8 (In-Class): Cost and Trade-offs in Data Collection
- Lecturer may be out of town so the Exercise for Week 8 may be an additional assignment to do at home



### **October 20 (Week 9)**

- View lecture for Week 9 prior to class
- Analyzing Evaluation Data (Grembowski, Chapter 9, pages 247-264, other reading may be assigned)
- In-Class Discussion Topics

### **October 27 (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 (instructor may be out-of-town but discussion will be held by guest lecturer)

### **November 3 (Week 11)**

- View lecture for Week 11 prior to class
- Disseminating the Answers to Evaluation Questions (Grembowski, Chapter 10, pages 265-287)
- In-Class Discussion Topics
- Exercise Week 11 (In-Class) – Overcoming an Evaluation Communication Challenge
- Project 2 Due on November 3 before 4:05 p.m. (bring hard copy to class and email electronic file)
- Assign Final Project – Creating an Evaluation Plan for a Public Health Program (Due December 12 – see submission requirements at end of syllabus)

### **November 10 (Week 12)**

- View lecture for Week 12 prior to class
- The CDC Framework for Evaluation (reading may be assigned)
- In-Class Discussion Topics (Review of Project 2)

### **November 17 (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 24 (Week 14)**

- THANKSGIVING DAY – NO CLASS!

### **December 1 (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 8 (Week 16)**

- READING DAY – NO CLASS
- No new material; focus on completing Final Project
- Final project due Monday, December 12, no later than 5:00 pm. Final project must be submitted electronically AND hard copy in my mailbox in Room HPNP 3103 by that deadline as well. NOTE: Graded copies of the final project WILL NOT be returned to students.

**Final Exam** Finals week begins Saturday, December 10. **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](http://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](http://www.jphmp.com))
- Morbidity and Mortality Weekly Report, a journal of the Centers for Disease Control and Prevention ([www.cdc.gov/mmwr](http://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](http://www.ajpm-online.net))

#### **Public Health Resources**

##### *Government Agencies*

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

#### **Public Health Organizations**

- American Public Health Association ([www.apha.org](http://www.apha.org))
- Association of State and Territorial Health Officials ([www.astho.org](http://www.astho.org))
- National Association of County and City Health Officials ([www.naccho.org](http://www.naccho.org))
- Association of Schools of Public Health ([www.asph.org](http://www.asph.org))
- Florida Public Health Association ([www.fpha.org](http://www.fpha.org))

- Public Health Foundation ([www.phf.org](http://www.phf.org))
- Association of Teachers of Preventive Medicine ([www.atpm.org](http://www.atpm.org))

### **International Health**

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

### **Public Health Data and Information**

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

### **Other Resources**

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