UF

Evaluating Health Education Programs

HSC 6712| Section 15E7| Fall 2021

Instructor

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Please use e-mail (nscaglione@ufl.edu) for questions concerning this course

Course Description & Objectives

This course examines the principles of effective health education/promotion program evaluation, including formative and summative best practices. Upon completion of this course, students will be able to:

1. Describe the purpose of evaluation.
2. Differentiate types, levels, and stages of evaluation.
3. Manage an effective evaluation team.
4. Implement effective strategies for engaging stakeholders.
5. Assess a program's readiness for evaluation.
6. Develop a logic model that can be used to inform evaluation questions and design.
7. Examine experimental, quasi-experimental, and observational evaluation designs.
8. Apply quantitative and qualitative evaluation methods to the different stages of evaluation.
9. Assess data sources for answering evaluation questions.
10. Compare methods of measurement.
11. Explain the concepts of validity and reliability.
12. Apply the principles of conducting an evaluability assessment.
13. Assess an evaluation study for strengths and limitations.
14. Create an evaluation plan for a health education or health promotion program using the CDC Framework for Program Evaluation.

Grading Scale

Grade	Percentage	Points
A	93% - 100%	465 – 500
A-	90% - 92%	450 – 464
B+	88% - 89%	440 – 449
B	83% - 87%	415 – 439
B-	80% - 82%	400 – 414
C+	78% - 79%	390 – 399
C	73% - 77%	365 – 389
C-	70% - 72%	350 – 364
D+	68% - 69%	340 – 349
D	63% - 67%	315 – 339
D-	60% - 62%	300 – 314
E	59% and below	0 – 299

Course Evaluation

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Course activities & engagement	70 points
Quizzes (8 @ 10 pts each)	80 points
Evaluation proposal project (all components)	250 points
Final Exam	100 points
Total:	500 points

Course Materials

Required:

U.S. Department of Health and Human Services Centers for Disease Control and Prevention. Office of the Director, Office of Strategy and Innovation. *Introduction to program evaluation for public health programs: A self-study guide.* Atlanta, GA: Centers for Disease Control and Prevention, 2011. Available at: https://www.cdc.gov/eval/guide/CDCEvalManual.pdf

Recommended:

Harris, M. J. (2016). *Evaluating public and community health programs (2nd Ed)*. Hoboken, NJ: John Wiley & Sons. ISBN: 9781119151050 (print); 9781119151081 (eText)

American Psychological Association (2020). *Publication manual of the American Psychological Association: The official guide to APA style* (7th ed). American Psychological Association. https://doi.org/10.1037/0000165-000

Additional required readings posted under the weekly modules on Canvas.
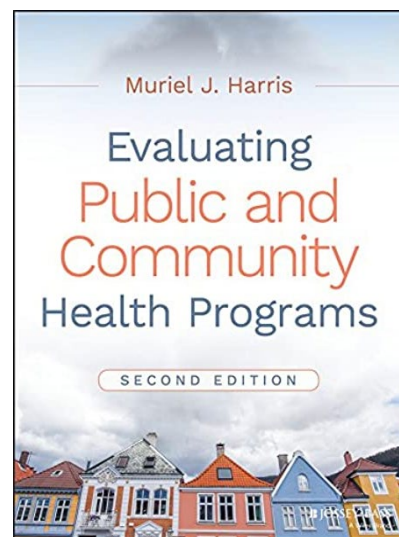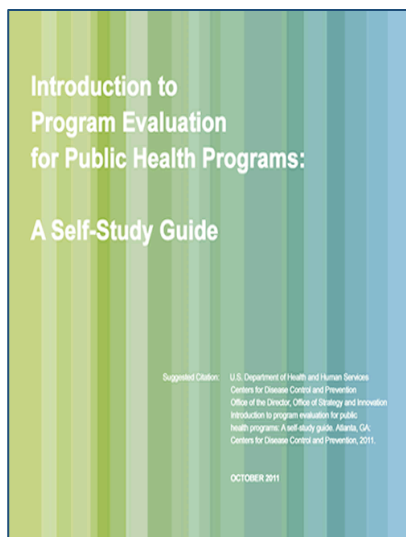
Class Format

This section is scheduled as an asynchronous online course. Our section will not meet via regularly scheduled times and it is your responsibility to view the recorded lectures, meet in groups to complete the project and complete course assignments by the deadline.

You can view/download class lectures, readings, and assignments from the Canvas website through the UF e-Learning dashboard. Attendance and engagement is essential for synthesis and comprehension. I encourage you to report all problems with Canvas directly to e-Learning Support Services (352-392-4357 or https://helpdesk.ufl.edu/). NOTE: *A faulty internet connection IS NOT an excusable reason for any missed assignments, activities, and/or quizzes/exams.*

An virtual learning environment can present significant challenges; particularly to individuals who are not 'self-starters' or those who do not possess advanced writing skills. Procrastination often results in low quality performance and will be reflected in student grades. This course is not self-paced. You are expected to adhere to the course schedule and engage in zoom meetings. Assignments are due on the date and time specified on Canvas. I generally respond to all e-mails within 48 hours. Anytime you have a question or problem, email me immediately.

Attendance/Engagement

Although online courses offer students the option of doing their work in isolation, participation is still a critical components. Attendance will be recorded by tracking your progress through the course via meeting deadlines, time spent viewing lectures and module materials, etc. Inactivity in the course site is evidenced by Canvas' tracking statistics. You will find you learn from this class in direct proportion to your contributions. You are responsible for participating regularly and attending the asynchronous sessions.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. [Click here to read the university attendance policies](). If personal circumstances arise that may interfere with your ability to meet a deadline, **please let me know as soon as possible <u>before</u> the due date**. Acceptable absences with documentation include illness, serious family emergencies, special curricular requirements, military obligation, severe weather conditions, religious holidays, court-imposed legal obligations, and participation in official University activities.

Course Assignments

This course requires the completion of a major course project as well as various engagement opportunities and evaluative components. Upon successful completion of the course you will meet the following learning outcomes:

- Plan, implement, and conduct evaluation and research related to health education/promotion. (SLO3)
- Administer and manage health education/promotion programs. (SLO4)
- Serve as a health education/promotion resource person. (SLO5)

Below you will find a description of each evaluative component. Additional information, resources and rubrics can be found on Canvas. All assignments are to follow APA 7th edition formatting guidelines. Keep in mind points will be deducted if the assignment does not follow the formatting completely.

Course activities and engagement (70 points total)
Various activities will be provided throughout the semester. These opportunities may involve engagement in discussion boards, reflections, and other participatory involvement. The purpose of these activities is to develop authentic engagement, participation and skill development within the course.

Quizzes (8 @ 10 pts = 80 points)
Eight quizzes will be provided throughout the semester assessing course content. Questions will draw from lectures, course readings, and other module materials. Each quiz will be composed of 10 multiple/choice questions.

Evaluation Proposal Project (250 points total)
Students will develop teams of 3-5 students and learn about a health promotion program, assess the program's evaluability, create a comprehensive evaluation design, test the feasibility of that design, and develop a final proposal complete with evaluation methodology and dissemination plans. This project will be completed in three phases over the course of the semester, providing multiple opportunities for stakeholder and instructor feedback before the final project is due. By working together in small groups, students will develop an evaluation proposal to assess various aspects of a program's impact. Additional information regarding project components, resources, and rubrics can be found on Canvas.

Final Exam (100 points)
The final exam will be composed of 50 multiple choice questions from prior quizzes. The cumulative content will cover the scope of the semester. A topical outline will be provided to support study efforts. The exam will be timed, closed notes, and one attempt will be allowed.

Tentative Course Schedule

Notes: All assignments are due by **11:59pm** on stated due dates; Under discussion posts you'll see two dates: **O** = date your **original** post is due; **R** = final date for any **responses** to peers' posts; Eval Step Worksheets should be submitted with their corresponding Team Project Part (e.g., Step 1 & 2 worksheets should be submitted on 9/19 with Team Project Part 1), though I recommend you complete them sooner to inform stakeholder meetings and Team Project Parts. BLUE text identifies group assignments/activities. **Bolded** assignments require submission/posting in Canvas.

Module	Week # (dates)	Topic(s)	Assignments/Activities	Due Date(s)	Points
1	Week #1 (8/23 – 8/29)	Welcome! (Course Orientation) What is Program Evaluation?	**Hi! My name is… (Introductory Discussion Post)** **UF Academic Integrity Module** **Quiz 1: Intro to Program Evaluation**	**8/25 (O); 8/29 (R)** **8/29** **8/29**	**5** **0** **10**
2	Week #2 (8/30 – 9/5)	Step 1—Engaging Stakeholders	**Team Project Topic & Team Selection** **Develop Your Team Contract** **Brief Project Description (Team Discussion Post)** Begin Eval Step 1 Worksheet	**9/5** **9/5** **9/5 (O); 9/12 (R)** n/a	**0** **5** **5** **0**
2	Week #3 (9/6 – 9/12)	Step 2—Describe the Program	**Quiz 2: Stakeholder engagement, logic models, & evaluability** Begin Eval Step 2 Worksheet Prepare Stakeholder Questions & Meet with Stakeholders (Topic: Program purpose, implementation, logic model)	**9/12** n/a n/a	**10** 0 0
2	Week #4 (9/13 – 9/19)	Step 3—Focusing Your Evaluation	**Quiz 3: Evaluation Types** **Evaluation Design Discussion Post**	**9/19** **9/15 (O); 9/19 (R)**	**10** **10**
2	Week #5 (9/20 – 9/26)	Outcome Evaluation Designs	**Team Project Part 1: Project Description & Evaluability Assessment (Steps 1 & 2)** **Submit Complete Eval Step 1 & 2 Worksheets** Begin Eval Step 3 Worksheet	**9/26** n/a	**50** 0
2	Week #6 (9/27 – 10/3)	Outcome Evaluation Designs (continued)	**Quiz 4: Evaluation Design** Continue work on Eval Step 3 Worksheet **Complete Mid-Course Feedback/Evaluation**	**10/3** n/a 10/3	**10** 0 0
3	Week #7 (10/4 – 10/10)	Step 4—Gathering Credible Evidence Quantitative Methods	**Team Project Mid-term Presentation** **Schedule Team Feedback Meeting w/ Instructor** Begin work on Eval Step 4 and 4A Data Sources Worksheets (Quantitative Sources)	**10/10** 10/13 n/a	**40** 0 0
3	Week #8 (10/11 – 10/17)	Quantitative Methods (continued)	**Quiz 5: Quantitative Methods & Measurement** **Applied Measurement Activity**	**10/17** **10/17**	**10** **10**
3	Week #9 (10/18 – 10/24)	Qualitative Methods	**Quiz 6: Qualitative Methods & Measurement** Continue work on Eval Steps 4 & 4A Worksheets (Add Qualitative Sources)	**10/24** n/a	**10** 0
3	Week #10 (10/25 – 10/31)	Evaluation Implementation Practices	**CHiPS Evaluation Design Discussion Board Activity** Meet with Stakeholders (Topic: Design Feasibility)	**10/27 (O); 10/31(R)** 10/31	**10** 0
4	Week #11 (11/1 – 11/7)	Quantitative Analysis Best Practices	**Team Project Part 2: Draft Evaluation Plan & Feasibility Assessment (Steps 3 & 4)** **Submit Completed Eval Steps 3, 4 & 4A Worksheets** **Quiz 7: Quantitative Data Analysis** Begin Eval Step 4B Worksheet	**11/7** **11/7** **11/7** n/a	**50** **n/a** **10** 0
4	Week #12 (11/8 – 11/14)	Qualitative Analysis Best Practices	**Practice with Data Analysis Assignment** **Quiz 8: Qualitative Data Analysis** Continue work on Eval Step 4B Worksheet	**11/14** **11/14** n/a	**10** **10** 0
4	Week #13 (11/15 – 11/21)	Step 5—Justify Conclusions	**Scientific Justification in the Literature** Begin Eval Step 5 Worksheet	**11/21** n/a	**10** 0
4	Week #14 (11/22 – 11/28)	Step 6—Ensure Use of Evaluation Findings & Share Lessons Learned	Begin Eval Step 6 Worksheet Final meeting with Stakeholders (Topic: Final design & dissemination plan feedback)	n/a 11/28	0 0
4	Week #15 (11/29 – 12/5)	Additional Evaluation Topics	**Team Project Part 3: Final Evaluation Proposal & Peer Group Evaluations** **Submit Complete Eval Step 4B, 5, & 6 Worksheets**	**12/5** **12/5**	**100** **n/a**
4	Week #16 (12/6 – 12/12)	Additional Evaluation Topics Course Wrap Up	**Remember to complete your End of Course Evaluation at https://ufl.bluera.com/ufl/ Final Exam (Available on Canvas 12/6-12/12)**	12/10 12/12	n/a **100**

Additional Course Policies & Information

Learning Barriers

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. [Click here to get started with the Disability Resource Center (https://disability.ufl.edu/students/get-started/)](https://disability.ufl.edu/students/get-started/). It is important for students to share their accommodation letter with their instructor and discuss their access needs as early as possible in the semester.

Respectful Environment

Each of you has a heritage, history, and variety of experiences that influence how you see the world. We tend to attach labels, develop values, and express attitudes based on this diversity. It is this diversity, however, that makes us each unique and important. In this course, we will attempt to minimize barriers of sensitive topics and maximize a trusting environment.

Academic Integrity

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students 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." The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [Click here to read the Honor Code (https://sccr.dso.ufl.edu/process/student-conduct-code/)](https://sccr.dso.ufl.edu/process/student-conduct-code/).

All students must adhere to university regulations regarding academic integrity. Any form of academic dishonesty (including but not limited to any form of cheating, plagiarism, misrepresentation, etc.) will not be tolerated. Any student guilty of academic dishonesty will receive a failing grade (E) for the course, and the matter will be forwarded to the UF Office Student Affairs and the Dean of Students.
Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with me.

Office Hours & Communication

Please feel free to contact me at my UFL email (nscaglione@ufl.edu) if you have questions or concerns throughout the semester. **I am available to meet on an appointment basis.** I am happy to work with your schedule and ask you provide advance notice for optimal scheduling.

For general course questions, I encourage you to check the **Course Questions Discussion Board** since other students may have the same question. If you do not find an answer, post your question using a descriptive subject line. All students are expected to follow rules of common courtesy in email messages, discussions, chats, etc. Please review the Netiquette Guide (also on course website) for further important information.

Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.
Evaluation period: November 23 – December 10

Getting Help

The University of Florida recognizes that pursuit of an online degree requires just as much student support as pursuit of a traditional on-campus degree and, therefore, each online program is responsible for providing the same student support services to both students who are in residence on the main campus and those who are seeking an online degree through distance learning. The following links provide support services for students:

Online Computing Help Desk- e-Learning Support Services
The UF Computing Help Desk is available to assist students with technical issues. If you have any issues accessing the online course material you must contact the UF Computing Help Desk immediately for assistance and obtain a case number. I will not accept late assignments, or change any course dates, due to technology difficulties if you do not have a case number prior to the due date for the assignment.

For issues with technical difficulties in E-learning, please contact the UF Help Desk:

helpdesk@ufl.edu
(352) 392-4357
https://elearning.ufl.edu/student-help-faqs/

Other resources are available at: https://distance.ufl.edu/getting-help/

Online Library Help Desk
The help desk is available to assist students with access to all of the UF Libraries resources.

Copyright/Recording Statement

The materials used in this course are copyrighted. The content presented is the property of UF and may not be duplicated in any format without permission from the College of Health and Human Performance and University of Florida and may not be used for any commercial purposes. Content includes but is not limited to syllabi, videos, slides, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy or distribute the course materials, unless permission is expressly granted. Students violating this policy will be subject to disciplinary action under the UF Conduct Code.

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A "class lecture" is an educational presentation intended to teach enrolled students about a inform or particular subject including any instructor-led discussions that form part of the presentation and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited.   To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under University of Florida Regulation 4.040 Student Honor Code and Student Conduct Code.

Disclaimer

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

Campus Resources

U Matter, We Care - Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

Student Privacy
There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see the Notification to Students of FERPA Rights.

Health and Wellness
- **Counseling and Wellness Center:** counseling.ufl.edu/cwc, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

- *GatorWell Health Promotion Services:* For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450.

- *Student Health Care Center***:** Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.

- *UF Health Shands Emergency Room / Trauma Center:* For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website

- **University Police Department** at 392-1111 (or 9-1-1 for emergencies), or police.ufl.edu.

Academic Resources
E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling.

Library Support, Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints Campus

On-Line Students Complaints

NCHEC Responsibilities & Competencies Covered in this Course

This course will help prepare you to pass the Certified Health Education Specialist (CHES) exam. Your coursework not only gives you the knowledge you need but also skills which you will use as a health educator. Evidence of these skills includes course discussions, projects, and activities that directly apply to the Eight Areas of Responsibility critical to the public health education profession. Italicized sub-competencies are advanced-level. Below are the primary responsibilities covered in this course, though skills developed here will also enhance your competencies in planning, implementation, advocacy and serving as an effective resource person. See full list of 2020 responsibilities/competencies here: https://assets.speakcdn.com/assets/2251/hespa_competencies_and_sub-competencies_052020.pdf).

Area IV: Evaluation and Research	
4.1	**Design process, impact, and outcome evaluation of the intervention.**
4.1.1	*Align the evaluation plan with the intervention goals and objectives.*
4.1.2	Comply with institutional requirements for evaluation.
4.1.3	*Use a logic model and/or theory for evaluations.*
4.1.4	*Assess capacity to conduct evaluation.*
4.1.5	*Select an evaluation design model and the types of data to be collected.*
4.1.6	*Develop a sampling plan and procedures for data collection, management, and security.*
4.1.7	*Select quantitative and qualitative tools consistent with assumptions and data requirements.*
4.1.8	Adopt or modify existing instruments for collecting data.
4.1.9	*Develop instruments for collecting data.*
4.1.10	*Implement a pilot test to refine data collection instruments and procedures.*
4.2	**Design research studies.**
4.2.1	*Determine purpose, hypotheses, and questions.*
4.2.2	*Comply with institutional and/or IRB requirements for research.*
4.2.3	*Use a logic model and/or theory for research.*
4.2.4	*Assess capacity to conduct research.*
4.2.5	*Select a research design model and the types of data to be collected.*
4.2.6	*Develop a sampling plan and procedures for data collection, management, and security.*
4.2.7	*Select quantitative and qualitative tools consistent with assumptions and data requirements.*
4.2.8	*Adopt, adapt, and/or develop instruments for collecting data.*
4.2.9	*Implement a pilot test to refine and validate data collection instruments and procedures.*
4.3	**Manage the collection and analysis of evaluation and/or research data using appropriate technology.**
4.3.1	*Train data collectors.*
4.3.2	Implement data collection procedures.
4.3.3	Use appropriate modalities to collect and manage data.
4.3.4	*Monitor data collection procedures.*
4.3.5	Prepare data for analysis.
4.3.6	*Analyze data.*
4.4	**Interpret data.**
4.4.1	*Explain how findings address the questions and/or hypotheses.*
4.4.2	*Compare findings to other evaluations or studies.*
4.4.3	Identify limitations and delimitations of findings.
4.4.4	Draw conclusions based on findings.
4.4.5	*Identify implications for practice.*
4.4.6	*Synthesize findings.*
4.4.7	*Develop recommendations based on findings.*
4.4.8	*Evaluate feasibility of implementing recommendations.*
4.5	**Use findings.**
4.5.1	*Communicate findings by preparing reports, and presentations, and by other means.*
4.5.2	Disseminate findings.
4.5.3	*Identify recommendations for quality improvement.*
4.5.4	*Translate findings into practice and interventions.*