Instructor

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Office: 11 Florida Gym (FLG)
Office Hours: By appointment (Will work around your schedule)
Course Meeting Time/Location: Tuesday 3-6pm in 235 FLG

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

Course Description & Objectives

Evaluation is necessary for the development and maintenance of evidence-based practice, and it is essential that graduate professionals have strong evaluation skills. This course examines models and strategies for conducting formative and summative evaluation of health education program interventions. Emphasis is given to planning evaluations, psychometrics, evaluation designs, and the politics and ethics associated with measurement and evaluation. Students will complete an applied evaluation project. NCHEC (National Commission for Health Education Credentialing) responsibilities, competencies and sub-competencies that are covered in this class are listed on the last page of this document.
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.

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 for free at: https://www.cdc.gov/eval/guide/CDCEvalManual.pdf
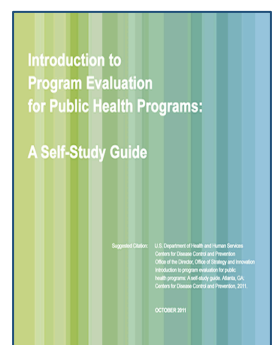
Recommended Course Materials:

Harris, M. J. (2016). *Evaluating public and community health programs (2nd Ed)*. Hoboken, NJ: John Wiley & Sons. ISBN: 9781119151050 (print); 9781119151081 (eText). Additional eText options: RedShelf (reduced price); UF library course reserves (sign out eText for 2 hours at a time).

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 readings posted under the weekly modules on Canvas.
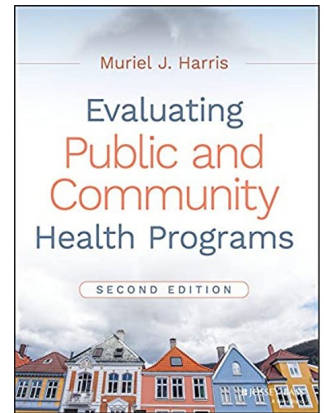
Class Format

This section is scheduled to meet in person on Tuesdays from 3-6pm in 235 Florida Gym. Any alternate meeting locations will be discussed in class and communicated via course announcements on Canvas. A typical class will consist of the following: 1) a brief lecture (or discussion of content viewed in advance on Canvas), 2) a student-led journal club discussion related to that week's topic, and 3) a relevant class activity or time for students to work on group projects. You will have at least two breaks in every 3-hour block.

Course readings, assignments, some lecture materials, and grades will be posted on the course Canvas website, which you can access through the UF e-Learning dashboard. Assignments are due on the date and time specified in the syllabus and should be submitted via Canvas unless otherwise specified. E-Learning is not an exhaustive resource for this course. Attendance in class is important for synthesis of information.

Please report any problems with Canvas directly to e-Learning Support Services (352-392-4357 or https://helpdesk.ufl.edu/).

Attendance/Engagement

You will find you learn from this class in direct proportion to your contributions. In other words, you get out what you put in. This class has been carefully designed to provide practical, hands-on experience with program evaluation and will require a good amount of collaborative group work. You are responsible for attending and participating in both class sessions and group activities.

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 before 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 have built skills to support the following learning outcomes required for your degree and certification as a health education specialist:

- 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)

Course Evaluation & Grading Scale

Assignment	Points	Due Date
Team Evaluation Project Components		
Part 1: Project Description & Evaluability Assessment	50	9/19
Part 2: Draft Evaluation Design & Feasibility Assessment	50	11/7
Part 3: Final Evaluation proposal & Peer evaluations	100	12/5
Final Presentation	50	12/7
Quizzes & Final Exams		
8 quizzes @ 10 points each (lowest score dropped)	70	Ongoing
Final Exam	80	12/16
Course Activities & Engagement		
Journal Club Discussion	50	TBD
In-class and Yellow Dig Engagement	30	Ongoing
Others activities as assigned	20	TBD
Total:	500 points	

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

Below you will find a description of each evaluative component. Additional information, resources and rubrics can be found on Canvas.

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, assess 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. All assignments are to follow APA 7th edition formatting guidelines. Additional information regarding project components can be found on Canvas.

- **Part 1: Project Description & Evaluability Assessment** (50 points)—reflects CDC Evaluation Framework Steps 1 (Engaging Stakeholders) and 2 (Describe the Program). Teams will assess the need for their program, describe the population it aims to reach, get to know and understand the relevant stakeholders and their interest in the program/driving evaluation questions, develop a deep understanding of the program components, underlying health behavior theories, mode(s) of implementation, and stage of implementation.
- **Part 2: Draft Evaluation Design & Feasibility Assessment** (50 points)—reflects CDC Evaluation Framework Steps 3 (Focusing your Evaluation) and 4 (Gather Credible Evidence). Teams will develop evaluation questions and iteratively develop an appropriate evaluation design and plan for collecting relevant data. Teams will have opportunities to gather feedback from instructor and stakeholders prior to submitting the full draft.
- **Part 3: Final Evaluation Proposal & Peer Evaluations** (100 points)—reflects CDC Evaluation Framework Steps 5 (Justify Conclusions) and 6 (Ensure use of findings/lessons learned). Teams will prepare data management, analysis, and interpretation plans/guidelines and a comprehensive dissemination plan for stakeholders.
- **Final Presentation** (50 points)—Provides an opportunity for teams to "pitch" their evaluation proposal to stakeholders, including clear rationale for why their proposed plan should be selected over alternatives.

Quizzes & Final Exam (150 points total)

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. The **final exam** will be composed of 40 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.

Course activities and engagement (100 points total)

Various activities will be provided throughout the semester. These opportunities will include formative assignments (e.g., practice with data analysis), discussion of course-related content in class and via YellowDig, and participation in a weekly in-class journal club which students will take turns leading. The purpose of these activities is to facilitate authentic engagement, participation and skill development.

Tentative Course Schedule

	Lecture/Discussion Topic(s)	In-Class Activities	Assignments Due by 11:59pm on specified due dates
Week 1: **8/24**	Welcome Course Overview Group Project assignment & Options What is Program Evaluation?	Review & select group project topics Sign up for journal club leadership dates	Quiz 1—**Due by Sunday, 8/29**
Week 2: **8/31**	Intro to CDC Evaluation Framework Step 1: Engage Stakeholders	Journal Club #1 (Scaglione) Prepare for initial stakeholder meeting	Happy Labor Day Weekend!
Week 3: **9/7**	Step 2: Describe the Program Evaluability Assessment	Journal Club # 2 Develop draft of logic model Prepare stakeholder questions	Quiz 2—**Due by Sunday, 9/12** Initial stakeholder consultation
Week 4: **9/14**	Step 3: Focusing your Evaluation Formative Evaluation Design Process Evaluation Design	Journal Club # 3 Develop evaluation questions	Quiz 3—**Due by Sunday, 9/19**
Week 5: **9/21**	Outcome Evaluation I: Experimental & Quasi-Experimental Designs	Journal Club # 4 Plan eval design	**Due by Sunday, 9/26:** **Team Project Part 1**—Program Description & Evaluability Assessment
Week 6: **9/28**	Outcome Evaluation II: Observational & Mixed-Methods Designs Practical Considerations in Design	Journal Club # 5 Plan eval design	Quiz 4—**Due by Sunday, 10/3**
Week 7: **10/5**	Step 4: Gather Credible Evidence Quantitative Methods	Journal Club # 6 **Mid-term team group check-in & feedback**	Mid-course Evaluation—**Due by Sunday, 10/10**
Week 8: **10/12**	Quantitative Methods (Continued)	Journal Club # 7 Develop methods (quant)	Quiz 5—**Due by Sunday, 10/17**
Week 9: **10/19**	Qualitative Methods	Journal Club # 8 Develop methods (qual)	Quiz 6—**Due by Sunday, 10/24**
Week 10: **10/26**	Practical Considerations for Evaluation Implementation Assessing Evaluation Plan Feasibility	Journal Club # 9 Second stakeholder consultation	Happy Halloween!
Week 11: **11/2**	Quantitative Analysis & Interpretation	Journal Club #10 Draft data management & analysis plan (quant)	**Due by Sunday, 11/7:** **Team Project Part 2**—Draft Evaluation Plan & Feasibility Assessment
Week 12: **11/9**	Qualitative Analysis & Interpretation	Journal Club # 11 Draft data management & analysis plan (qual)	**Due by Sunday, 11/14:** Quiz 7 Practice with data analysis
Week 13: **11/16**	Step 5: Justify Conclusions	Journal Club # 12	Quiz 8—**Due by Sunday, 11/21**
Week 14: **11/23**	Step 6: Ensure Use of Evaluation Findings & Share Lessons Learned	Journal Club #13 Draft dissemination plans	Thanksgiving Break/College Football Rivalry Weekend!
Week 15: **11/30**	Additional Topics in Evaluation (e.g., cost evaluations, pursuing funding to support evaluation)	Journal Club # 14 Final Stakeholder consultation	**Due by Sunday, 12/5:** **Team Project Part 3**—Final Evaluation Plan
Week 16: **12/7**	Course Wrap Up	Journal Club # 15 **Final Group Presentations**	Course Evaluation—**Due by 12/10** FINAL EXAM—**Due by 12/16**

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/). 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/).

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

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.*