

# HSC 6712: Evaluating Health Education Programs

Spring 2024

## Instructor

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(\*\*\* please use email for questions related to this course\*\*\*)

**Office Hours:** Tuesday/Friday by appointment



## Course Logistics

**Course Meeting Time/Location:** Tuesdays 1:55-4:55pm; Turlington 2349

## Course Description

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. NCHCEC (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.

## Course Objectives

*Upon completion of this course students are expected to successfully:*

1. Describe the purpose of evaluation.
2. Differentiate types, levels, and stages of evaluation.
3. Identify appropriate data sources for assessing health needs & benchmarking program progress.
4. Identify evidence-based health education programs using existing databases and literature.
5. Assess the strengths and limitations of evaluation studies found in the peer-reviewed literature.
6. Assess a program's readiness and need for evaluation.
7. Implement effective strategies to engage stakeholders.
8. Develop a logic model that can be used to inform evaluation questions and design.
9. Select appropriate study designs (experimental, quasi-experimental, and observational) and methods (quantitative, qualitative, or mixed) to evaluate health education programs.
10. Define indicators and assess data sources for answering evaluation questions.
11. Compare strengths and weaknesses (e.g., reliability/validity) of various measurement methods.
12. Create a comprehensive evaluation plan for a health education or health promotion program using the CDC Framework for Program Evaluation.

Introduction to  
Program Evaluation  
for Public Health Programs:  
A Self-Study Guide

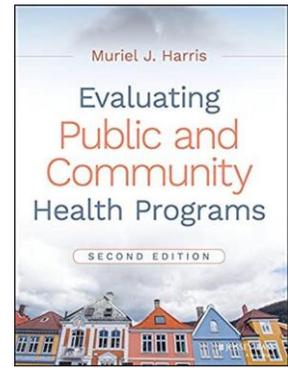
## Text & Reading Material

- 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>

**Additional Readings posted to Canvas.**

### 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).



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>

## Class Format

**This section is scheduled to meet in person on Tuesdays from 1:55-4:55 in Turlington 2349.** Any alternate meeting times/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/>).

## Summary of Course Activities, Evaluation & Grading Scale

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)

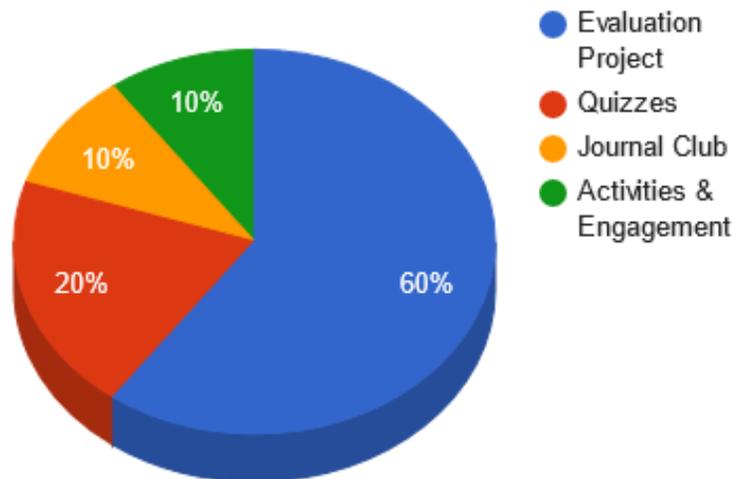
Below you will find a description of each evaluative component. Additional information, resources and rubrics can be found on Canvas.

### Course Requirements

- 60% - Evaluation Project
- 20% - Quizzes
- 10% - Journal Club
- 10% - Activities & Engagement

### Grading Standards

A	= 100-93	C(S)	= 76.99-73
A-	= 92.99-90	C-(U)	= 72.99-70
B+	= 89.99-87	D+	= 69.99-67
B	= 86.99-83	D	= 66.99-63
B-	= 82.99-80	D-	= 62.99-60
C+	= 79.99-77	E	= 59.99-0



See current UF Grading Policies for further details:

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

## Course Activities

### **Evaluation Proposal Project (300 points)**

To gain real-world evaluation experience that has the potential for community impact, students will develop teams of approximately 4 students and develop a comprehensive evaluation plan for the University of Florida Office for Accessibility and Gender Equity. Teams will work together to 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 parts over the course of the semester, providing multiple opportunities for instructor feedback before the final project is due:

- **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)** – Adds to Part 1 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 3a: 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. While plans for all 6 steps of the CDC Framework should be included here, think of this as a final opportunity to gather feedback from peers and stakeholders before submitting your final written proposal (Part 3b)
- **Part 3b: Final Evaluation Proposal & Peer Evaluations (100 Points)** – Adds to Parts 1 and 2 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. A final proposal will be submitted that includes new content and incorporates revisions to Parts 1 and 2, based on instructor, peer, and stakeholder feedback.

### **Quizzes (100 points)**

**Six reading quizzes** will be given throughout the semester assessing course content. Quiz format will include multiple choice, true/false, and short answer. Quizzes are timed, but open book and note. They will be administered via Canvas. Quizzes will be announced in class the week prior (not all weeks will have a quiz; estimated dates are included in the Tentative Course Schedule). Each quiz will be worth 20 points; you may drop your lowest score.

### **Journal Club (50 points)**

I firmly believe that by reading and critiquing research articles, we become more thoughtful about our own research projects. Most weeks, students will have at least one article assigned to read for a journal club in-class discussion, assigned by myself and/or selected by a student who will present the article and lead the discussion. All students will lead one journal club session. When it is your time to lead, you will submit an article to me for approval (at least 10 days in advance of the class when you are scheduled to present) and prepare a brief PowerPoint presentation to facilitate that day's journal club, using the provided template. For all other weeks, you will be expected to have read the article, respond to questions about the article on a Canvas discussion board in advance of class, and be able to participate in class discussion of the article.

### **Course activities and engagement (50 points total)**

Various activities will be provided throughout the semester. These opportunities will include formative assignments (e.g., practice with data analysis) and discussion of course-related content in class. The purpose of these activities is to facilitate authentic engagement, participation, and skill development. Class engagement is extremely important to the learning experience for this course. The expectation is that you will participate in class sessions each week, including participation in individual and group-based class activities. In my experience, you learn from this class in direct proportion to your contributions - in other words, you get out what you put in!

### **A Note on Attendance:**

Requirements for class attendance and make-up quizzes, 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 Schedule

Week #	Topic	Assignment Due by NOON on the day of class Due by 11:59PM the Fri following class
Week #1 1/9	Welcome & Introductions Course Overview What is Program Evaluation? Why do we do it?	<ul style="list-style-type: none"> <li>•Review syllabus and post any questions in the Course Questions Discussion Board</li> <li>•Week 1 Readings</li> </ul>
Week #2 1/16	Describing the Target Population & Need Identifying Evidence-Based Programs	<ul style="list-style-type: none"> <li>•Week 2 Readings</li> <li>•Week 1 &amp; 2 Reading Quiz (Q1)</li> <li>•Journal Club (JC) Discussion Post (JC1)</li> </ul>
Week #3 1/23	Planning for Evaluation CDC Step 1: Engaging Stakeholders	<ul style="list-style-type: none"> <li>•Week 3 Readings</li> <li>•Step 1 Worksheet</li> <li>•JC2 Discussion Post</li> <li>•Defining the Problem Assignment (1/26)</li> </ul>
Week #4 1/30	Meet your Community Stakeholder! CDC Step 2: Describe the Program •Logic Models & Evaluability Assessment	<ul style="list-style-type: none"> <li>•Week 4 Readings</li> <li>•Week 3 &amp; 4 Reading Quiz (Q2)</li> <li>•Step 2 Worksheet</li> </ul>
Week #5 2/6	CDC Step 3: Focusing your Evaluation •Evaluability Assessment (cont.) •Developing Evaluation Questions •Process Evaluation	<ul style="list-style-type: none"> <li>•Week 5 Readings</li> <li>•Week 5 Reading Quiz (Q3)</li> <li>•Step 3 Worksheet (Process EQs)</li> <li>•JC3 Discussion Post</li> </ul>
Week #6 2/13	CDC Step 3: Focusing your Evaluation •Outcome Evaluation •Practical Considerations in Design	<ul style="list-style-type: none"> <li>•Week 6 Readings</li> <li>•Week 6 Reading Quiz (Q4)</li> <li>•Step 3 Worksheet (Outcome)</li> <li>•JC4 Discussion Post</li> </ul>
Week #7 2/20	Group Evaluation Plan Workshop CDC Step 4: Gather Credible Evidence •Data Collection Part 1: Intro to Sampling & Measurement	<ul style="list-style-type: none"> <li>•Week 7 Readings</li> <li>•Eval Project Part 1 (2/23)</li> <li>•Mid-course feedback quiz (2/23)</li> </ul>
Week #8 2/27	CDC Step 4: Gather Credible Evidence •Data Collection Part 2: Quantitative Methods	<ul style="list-style-type: none"> <li>•Week 8 Readings</li> <li>•Step 4A Worksheet</li> <li>•JC5 Discussion Post</li> </ul>
Week #9 3/5	CDC Step 4: Gather Credible Evidence •Data Collection Part 3: Qualitative Methods	<ul style="list-style-type: none"> <li>•Week 9 Readings</li> <li>•Week 7 –9 Reading Quiz (Q5)</li> <li>•Step 4B Worksheet</li> <li>•JC6 Discussion Post</li> </ul>
Week #10 3/12	Spring Break: No Class	
Week #11 3/19	Feasibility of/Practical Considerations for Your Evaluation Plan CDC Step 5: Justifying Conclusions •Data Analysis Part 1: Quantitative Data Management	<ul style="list-style-type: none"> <li>•Week 10 Readings</li> <li>•Begin Step 5 Worksheet</li> </ul>
Week #12 3/26	CDC Step 5: Justifying Conclusions •Data Analysis Part 2: Quantitative Analysis & Reporting	<ul style="list-style-type: none"> <li>•Week 11 Readings</li> <li>•Continue to work on Step 5 Worksheet</li> <li>•JC7 Discussion Post</li> <li>•Eval Project Part 2 (3/29)</li> </ul>
Week #13 4/2	CDC Step 5: Justifying Conclusions •Data Analysis Part 3: Qualitative Analysis & Reporting	<ul style="list-style-type: none"> <li>•Week 12 Readings/online guest lecture</li> <li>•Week 10-12 Reading Quiz (Q6)</li> <li>•Complete &amp; Submit Step 5 Worksheet</li> <li>•JC8 Discussion Post</li> </ul>
Week #14 4/9	CDC Step 6: Ensure Use of Evaluation Findings & Share Lessons Learned	<ul style="list-style-type: none"> <li>•Week 14 Readings</li> <li>•Step 6 Worksheet</li> <li>•JC9 Discussion Post</li> </ul>
Week #15 4/16	Additional Topics (as time permits) Group project work time	
Week #16 4/22	Present Final Evaluation Plan to Stakeholder(s) Course Wrap Up	<ul style="list-style-type: none"> <li>•Eval Project Part 3a (Final Presentation)</li> <li>•Eval Project Part 3b (Final Proposal; 4/27)</li> </ul>

\*This schedule is subject to change. The group evaluation plan dates may be adjusted to accommodate stakeholders. Dr. Jake-Schoffman may adjust class topics/assignments as needed, to best meet the needs of the class.

## 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 ([djakeschoffman@ufl.edu](mailto:djakeschoffman@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/>.

## 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.

**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](mailto: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](http://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](http://police.ufl.edu).

### **Academic Resources**

[E-learning technical support](#), 352-392-4357 (select option 2) or e-mail to [Learning-support@ufl.edu](mailto: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, resource person. See full list of 2020 responsibilities/competencies here:

[https://assets.speakcdn.com/assets/2251/hespa\\_competencies\\_and\\_sub-competencies\\_052020.pdf](https://assets.speakcdn.com/assets/2251/hespa_competencies_and_sub-competencies_052020.pdf).

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