HBEH 752: Public Health Intervention and Evaluation  
Fall 2014

Course instructors:  
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Gillings School of Global Public Health  
The University of North Carolina at Chapel Hill  
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Teaching assistants:  
Jaimie Hunter, MPH  
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Doctoral Candidate  
ttaggart@live.unc.edu

Course instructors are available by appointment; please send an e-mail to arrange to meet with us.

Course meeting time:  
Mondays 11:00 AM-1:50 PM

Location:  
McGavran-Greenberg 2308

Course website:  
http://sakai.unc.edu/portal

Guiding Principles

When asked what type of information/skills HB alumni wished they had more training in, the top two issues were “evaluation” and “grant writing” (see Linnan, Steckler et al, AJP, 2010). In addition, given the growth of evidence-based interventions (EBIs), public health educators need skills in finding EBIs and adapting them for use with new populations and/or settings. We expect completion of this course to enhance student knowledge and skills about intervention adaptation, program evaluation, and grant proposal writing (and reviewing). The course will provide opportunities for MPH students to interact with instructors and each other, as well as other faculty (including adjunct faculty), doctoral students, practitioners, and alumni. Much of the learning will be experiential. Engaging with the readings, participation in the classroom discussions, and completing assigned activities will be an essential part of the learning that occurs in this course.

Course Description and Goals

The overall goal of the course is to offer students the opportunity to synthesize, integrate, and apply knowledge acquired through the required HB academic courses (e.g. Planning, Theory, Methods, Biostatistics, Capstone, etc.) to the areas of intervention adaptation, evaluation, as well as grant proposal writing and reviewing. Students will gain highly practical skills for identifying evidence-based interventions and then adapting them for new health issues, populations, or settings. In addition, they will learn program evaluation skills, as well as have an opportunity to write a grant proposal and work with other students to review and recommend “awards” for winning applications.
Specific Course Objectives

After completing this, course students will:

- Understand how to identify and/or select evidence-based interventions appropriate for defined populations, settings, and health issues;
- Choose an evidence-based intervention and adapt it for a new population and/or setting using the ADAPT framework;
- Understand key ethical considerations when implementing interventions for defined public health problems, populations and settings.
- Understand the benefits and importance of program monitoring and evaluation in the context of public health education-related work.
- Be oriented and able to apply the CDC program evaluation framework, the American Evaluation Association (AEA) standards, RE-AIM Framework, and utilization-focused evaluation approaches to the monitoring and evaluation of public health programs.
- Create a model to guide the evaluation of a public health program and/or intervention.
- Establish evaluation questions and select an appropriate evaluation design to answer the questions.
- Identify strengths, limitations, and quality control issues associated with measure selection, data collection, data analysis, and data management.
- Understand the ethical and political implications of evaluation work.
- Be able to write a grant proposal, including a budget, to secure funds to conduct an evaluation of an evidence-based intervention.
- Review grant proposals using established criteria and participate in a study section review of the proposals.

Expectations

Students should expect that all instructors (faculty and TAs) treat them, their thoughts/ideas, classwork, and any questions they pose with respect. In turn, the teaching team (including guest speakers) expect common courtesies to be upheld in the classroom. We expect to start and end class on time. Disruptions during class should be kept to a minimum, including but not limited to: side conversations not related to the topic/discussion at hand, cell phones that ring during class, and disagreements or interruptions that are not handled with respect for all. Students are welcome to bring computers to class; however, computer use should only be for purposes related to this course. Computer use during class that is beyond the purposes of this course (e.g., surfing, chatting, Facebook, emailing, or working on other assignments) will reduce your participation grade. Out of respect for guest speakers, we ask that you not use computers during their presentations. We will post all PowerPoint slides so that your attention can be focused on the class discussion, readings, and related activities of the day.
Honor Code

Principles of academic honesty, integrity, and responsible citizenship govern the performance of all academic work and student conduct at this University. It is expected that you both know and are committed to the principles embodied in the Code of Student Conduct (see The Instrument of Student Judicial Governance, University of North Carolina at Chapel Hill, effective July 1, 2000). Your participation in this course comes with an expectation that your work will be completed in full observance of the Honor Code. Academic dishonesty in any form is unacceptable. A breach in academic integrity, however small, diminishes everyone’s experience. Academic dishonesty includes plagiarism, such as failure to cite the work and/or ideas of others. Plagiarism is regarded as quite serious and can result in expulsion from school. For more information about what constitutes plagiarism and how to avoid it, please see http://writingcenter.unc.edu/handouts/plagiarism/. The failure to attribute credit to the originator of a piece of work or an idea is theft of intellectual property. If you have any questions about your responsibility or the responsibility of faculty members under the Honor Code, please consult with someone in either the Office of the Student Attorney General (966-4084) or the Office of the Dean of Students (966-4041).

To uphold the Honor Code, include a statement that acknowledges you have upheld the Honor Code and neither gave nor received help beyond that explicitly permitted by the instructor (see below – NOTE: under Summary of Assignments). Should undue collaboration or failure to appropriately cite others’ work or ideas be suspected, action would be taken as outlined in the faculty responsibilities for The Honor Code at the University of North Carolina at Chapel Hill (see http://honor.unc.edu). If you have any questions about the Honor Code, or student/faculty responsibilities as they relate to this class, please contact the teaching team or the other resources on campus mentioned above.

We highly recommend that all students complete the following tutorials:

Honor System Module: http://studentconduct.unc.edu/students/honor-system-module

Plagiarism Tutorial: http://www2.lib.unc.edu/instruct/plagiarism/

Course Materials

Students should refer to the course Sakai website (https://sakai.unc.edu/portal) throughout the semester for the latest course information and as a platform for student discussion and collaboration. The website contains information and materials including: this syllabus, announcements, course readings, assignments, lecture slides, handouts, and discussion forums. This site will be an evolving course product, and the teaching team welcomes contributions to the production of the Sakai site resources.
Course Format

The class format will vary throughout the semester (e.g., lectures, guest speakers, small groups, peer review activities and panel discussions); however, discussion will be a critical component of every class. Each class will consist of one or more of the following: instruction/lectures, discussion, in-class activities, and facilitated group work. All reading assignments should be completed prior to class, and posts to online discussion boards will contribute to the co-learning that we expect in this class.

Grading & Assignments

The following scale will be used to assign a letter grade at the completion of the course:

H—High pass; exceeds expectations. Student displays a level of critical thinking and engagement that goes above and beyond the criteria for receiving a grade of P. Student offers unique insights and thoughtful critiques and delivers information in a particularly engaging and innovative manner.

P—Pass; meets all expectations. Overall, student or assignment follows all directions given and displays a level of critical thinking and engagement that meet course expectations.

L—Low pass; minimally meets expectations. Student displays a level of critical thinking that is below course expectations. The assignment may be missing a critical component or is not delivered clearly.

F—Fail; does not meet expectations

Generally, it is our grading standard that only exemplary performance on course assignments will be recognized with a grade of H. Work that meets assignment expectations will be awarded a grade of P.

Summary of Assignments

NOTE: An Honor Code statement is required on all work submitted for grading. An example to include on your documents, along with your printed name: "I acknowledge that I have upheld the Honor Code and that I neither gave nor received help beyond that explicitly permitted by the instructor."

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>Graded across semester</td>
<td>10%</td>
</tr>
<tr>
<td>Assignment 1-EBI selection</td>
<td>September 3* (Wednesday)</td>
<td>Applied to class participation grade</td>
</tr>
<tr>
<td>Assignment 2-EBI adaptation and rationale</td>
<td>September 22</td>
<td>15%</td>
</tr>
<tr>
<td>Assignment 3- Draft grant proposal</td>
<td>October 24* (Friday)</td>
<td>20%</td>
</tr>
<tr>
<td>Assignment 4-Final grant proposal</td>
<td>November 17</td>
<td>35%</td>
</tr>
<tr>
<td>Study section review and</td>
<td>December 8</td>
<td>20%</td>
</tr>
</tbody>
</table>
presentations
Evaluation for grading purposes will be based on class participation and the completion of the assignments listed below. The teaching team will provide more detailed information on each assignment including specific instructions, length, format, and grading criteria in class and on the course's Sakai website. Each assignment will contribute as listed above to the calculation of your grade.

Missed Assignment Deadlines
Deadlines for all assignments are listed in the syllabus and included in the assignment details on the course’s Sakai webpage. Students are expected to complete assignments on time. Grades will be reduced by 10% for each day that an assignment is late.

Class Participation
Grading class participation encourages students to get engaged in the class and with required readings. We expect students to continually clarify and synthesize course materials and practice analysis of course content. In-class discussion and activities will enable students to share experiences and ideas and to further develop critical thinking and oral communication skills. The teaching team will give each student a grade for class participation at the end of the semester. This grade will be based on attendance and contributions to the intellectual environment (preparation, quality—not quantity!).

Attendance and Contributions
Students are expected to attend all scheduled classes on time. Because classroom activities and discussions build on work from previous classes, attendance is an important part of class participation and preparation. If there are unforeseen and/or extenuating circumstances and you must miss a class, please contact Jaimie Hunter via email (jaimie.hunter@unc.edu) as soon as possible. Students should complete all required readings prior to class and be prepared to participate in class discussions. Classroom contributions should demonstrate the following levels of learning: 1) the use of course information, 2) the synthesis of course information, and 3) the application of lessons learned from practicum, capstone and other work-related or volunteer experiences.

Discussion Questions
We have a wide variety of faculty, alumni and practitioners coming to talk with our class, and dialogue is an important part of the learning process. Dialogue requires an exchange of information between students and the speaker for the purpose of learning.

In order to encourage a greater depth of understanding and discussion of the readings, you are asked to post a question, comment, resource, and/or share an experience to Sakai at least 5 times during the semester by 5p.m. on the Thursday before the class for which you are posting. Your posts will be shared with presenters/guest lecturers and the teaching team in order to enhance classroom learning.

To post a comment or question:
1. Log in to your Sakai site (https://sakai.unc.edu/portal) using your Onyen.
2. Click on the tab for HBEH 752.
3. Click on Forums in the left hand column.
4. Click on the week for which you are posting a comment or question.
Assignments List and Descriptions

Assignment 1
(Individual; Included as part of participation grade)

In Assignment 1, you will be asked to select an evidence-based intervention (EBI) in an area of your interest. You will turn in to Sakai (via Dropbox) a two-page (not including references), double-spaced Word document in 11-point Arial font that contains the following information:

- Description of the intervention [with reference(s)]
- Description of the intervention effectiveness. What are the results of this intervention? What populations has this been applied to? In what setting(s) has it been offered? How have the results been measured?
- Brief rationale for why you think this intervention would be effective in a new population or setting of your choosing. The rationale should be clear, using empirical literature whenever possible.

Assignment 1 is due on the Sakai Dropbox no later than 11:59PM on Wednesday, September 3rd. Please title the word file you are submitting to Sakai Dropbox with “Last Name_Assignment 1”.

Additionally, students are asked to post the name of the intervention, the health topic, the original population and setting, and the proposed adapted population and/or setting to the Sakai forum called “Assignment 1.” Please post no later than 11:59PM on Wednesday, September 3rd. Title your Sakai post with the health topic/ behavior for your EBI (e.g. Title: TOBACCO CESSATION; Title: HIV PREVENTION).

Students are expected to review one another’s Sakai posts before class on September 8th in order to facilitate pairing up to work on a grant proposal for the semester. You will be asked to e-mail Jaimie Hunter with the name of your partner by Wednesday, September 10th at 11:59 PM.
**PLEASE SEE THE HUNTER TAGLIN FOUNDATION CALL FOR PROPOSALS HANDOUT FOR A DESCRIPTION OF EACH SECTION NUMBER REQUIRED FOR ASSIGNMENTS 2-5.**

Assignment 2  
(Group; GRADED H-P-L)

In Assignment 2, you will work with your partner to complete the first two sections of your grant proposal handout (The Hunter Taglin Foundation Evaluation Grants 2014 Call for Proposals) (see numbers 1 and 2). Your assignment should contain the following information:

- Describe the original EBI, including references—use assignment 1. (Number 1)
- Provide a brief rationale for adapting the EBI to your specified new setting and/or population  
  o NOTE: Most of this can come from your first assignment unless you change it. If you change it, change it with permission from the teaching team.
- Present two conceptual models: original EBI and your adapted version, showing clearly how you have adapted the intervention to the new setting/population. Write out in text the changes that have been made, and be sure to reference your conceptual models. (Number 2)

You will turn in to Sakai Dropbox a three-page (not including references or your conceptual models), single-spaced Word document in 11-point Arial font. Assignment 2 is due on the Sakai Dropbox no later than 11:59 PM on Monday, September 22nd. Please title the word file you are submitting to Sakai Dropbox with “Last Name 1_Last Name 2_Assignment 2”.
Assignment 3
(Grupo; GRADED H-P-L)

In Assignment 3, you will be asked to work in pairs to complete numbers 3-6 of your grant proposal. Your assignment should contain the following information:

- Describe how a Utilization Focused Evaluation approach will benefit your evaluation effort. (Number 3)
- Describe overall evaluation design and specify your primary and secondary outcomes (Number 4)
- Specify methods and measures you will use to assess process and outcome measures and describe your analysis plans (use the table below) (Number 5)
- Explain how you will summarize the data and the strength of the evidence you have collected (Number 6)

Measures Table Template

<table>
<thead>
<tr>
<th>Measures</th>
<th>Participants</th>
<th>Source of Data</th>
<th>Data Collection Methods***</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Outcomes</td>
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<tr>
<td>Secondary Outcomes</td>
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<tr>
<td>Process Measures</td>
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</tbody>
</table>

***include instrument name and specific items that are within that instrument where applicable

You will turn in to Sakai Dropbox a three-page (not including references or the measures table), single-spaced Word document in 11-point Arial font. This assignment is due via Sakai Dropbox by Friday, October 24th at 11:59pm. Please title the word file you are submitting to Sakai Dropbox with "Last Name 1_Last Name 2_Assignment 3".
**Assignment 4: Final grant proposal**  
(Group; GRADED H-P-L)

In Assignment 4, you will be asked to work with your partner to revise sections 1-6 of your grant proposal (following feedback from the teaching team) and to complete the remainder of proposal, using the Hunter Taglin Foundation Call for Proposals as your guide. Your assignment should consist of the following items:

- Revised numbers 1-6 of your proposal.
- Dissemination plan for evaluation results (Number 7; 1 paragraph). **This bullet and the above bullet (numbers 1-6) comprise your 6 pages total.** Note that these 6 pages do NOT include your references, conceptual models, or any of the sections below.
- Budget and budget justification (Number 8)
- Abstract (Number 9; limit 250 words)
- Critical reflection about use of the CDC evaluation framework, RE-AIM, and AEA joint standards (Number 10, 2 single-spaced pages)

You will turn in to Sakai Dropbox a single-spaced Word document in 11-point Arial font. **This assignment is due via Sakai Dropbox by Monday, November 17\textsuperscript{th} at 11:59pm. Please submit TWO copies to the teaching team: one with your name on it and one blinded.**
Assignment 5: Study section review and presentation  
(Graded: H-P-L)

Study Section Review Procedures

1. Each student partner team will be assigned to one of 3 study sections.

2. Members of each study section will receive 7-9 proposals to review and score. In class, we will cover procedures of study sections.

3. Study sections have some flexibility with respect to the review and recommendation process. Within your study section you will be asked to describe your process carefully and note the strengths and limitations of your approach. Ideally you will do your reviews independently, in advance of making final funding recommendations for your study section. Each study section member should review and complete a scoring rubric for each proposal assigned to his/her study section. Suggestion: Study sections may want to assign a primary and secondary reviewer of each proposal the study section is assigned to review. The primary and secondary reviewer would be responsible for leading the in-group discussion on the proposal and writing up the summary scoring rubric. When the study section meets as a group, they will discuss and rank order each proposal.

4. Class will not be held on November 24th or December 1st so students can use the time to review proposals and meet. Each proposal will receive one overall score (see Study Section Review Criteria for details). The proposals should then be given a priority ranking and a recommendation for or against funding.

5. The Hunter & Taglin Foundation has $200,000 to award per study section ($600,000 overall). Each study section will select 2 proposals to be recommended for funding.

6. Each study section will be given 30 minutes to give a formal presentation about the review process and its outcomes. Study section presentations should include the following:

- The process used for study section review and scoring and the challenges and lessons learned with the review and scoring process.

- The general weaknesses/concerns/limitations of proposals not recommended for funding

- For the two proposals to be recommended for funding, please give a general description, list strengths and weaknesses and give a rationale for why they have been recommended for funding.
## WEEK 1: AUGUST 25<sup>th</sup>

<table>
<thead>
<tr>
<th>TIME</th>
<th>TOPIC</th>
<th>SPEAKER</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:00</td>
<td>Introduction to the course</td>
<td>Laura Linnan</td>
</tr>
<tr>
<td>11:30</td>
<td>Key evaluation frameworks and standards</td>
<td>Laura Linnan</td>
</tr>
<tr>
<td>12:30</td>
<td><strong>BREAK</strong></td>
<td></td>
</tr>
<tr>
<td>12:45</td>
<td>Evidence-based interventions: Lecture and in-class activity</td>
<td>Jennifer Leeman, UNC School of Nursing</td>
</tr>
</tbody>
</table>

### ASSIGNMENTS DUE

**EBI scavenger hunt worksheet; Assignment 1 due September 3<sup>rd</sup>.**

### READINGS

**REQUIRED**


**RECOMMENDED**

- RE-AIM website: [www.re-aim.org](http://www.re-aim.org)
IMPORTANT NOTE:

THERE IS NO CLASS ON SEPTEMBER 1\textsuperscript{st} DUE TO LABOR DAY. HOWEVER, ASSIGNMENT 1 IS DUE TO THE SAKAI FORUMS AND DROPBOX BY 11:59 PM ON WEDNESDAY, SEPTEMBER 3\textsuperscript{rd}.
# WEEK 2: SEPTEMBER 8th

<table>
<thead>
<tr>
<th>TIME</th>
<th>TOPIC</th>
<th>SPEAKER</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:00</td>
<td>Review assignment 2; time for questions and answers</td>
<td>Laura Linnan</td>
</tr>
<tr>
<td>11:30</td>
<td>Social time: Choosing a grant-writing partner</td>
<td>All</td>
</tr>
<tr>
<td>12:15</td>
<td>BREAK</td>
<td></td>
</tr>
<tr>
<td>12:30</td>
<td>Adapting EBIs to new populations and settings</td>
<td>Lisa Parker</td>
</tr>
</tbody>
</table>

## ASSIGNMENTS DUE

Please have one partner e-mail Jaimie Hunter ([Jaimie.hunter@unc.edu](mailto:Jaimie.hunter@unc.edu)) with the names of both partners and the topic you have chosen by Wednesday, September 10th.

## READINGS

### REQUIRED


### RECOMMENDED

## WEEK 3: SEPTEMBER 15th

<table>
<thead>
<tr>
<th>TIME</th>
<th>TOPIC</th>
<th>SPEAKER</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:00</td>
<td>Tips and tricks for writing your grant proposal: What have we learned?</td>
<td>Panel of former students: Meagan Brown, Sarah Kowitt, Dane Emmerling, Stephanie Finkbeiner</td>
</tr>
<tr>
<td>11:45</td>
<td>BREAK</td>
<td></td>
</tr>
<tr>
<td>12:00</td>
<td>Contracts: What are they, and how do we acquire them?</td>
<td>Doug Rupert, RTI</td>
</tr>
<tr>
<td>1:00</td>
<td>What do foundations look for when awarding grant money?</td>
<td>Kate Shirah, Rex Endowment, Allen Smart, Kate B. Reynolds Charitable Trust</td>
</tr>
</tbody>
</table>

### ASSIGNMENTS DUE

**NEXT WEEK: ASSIGNMENT 2 DUE**

### READINGS

**REQUIRED**

- Rex Endowment funding opportunities: [http://www.rexendowment.org/apply-for-a-grant/current-funding-opportunities](http://www.rexendowment.org/apply-for-a-grant/current-funding-opportunities)

  [http://kbr.org/sites/default/files/Application%20Guidelines_PND_5_2014_0.pdf](http://kbr.org/sites/default/files/Application%20Guidelines_PND_5_2014_0.pdf)  

- What they’ve funded:  
  - Rex Endowment: [http://www.rexendowment.org/what-we-fund/funding-areas](http://www.rexendowment.org/what-we-fund/funding-areas)  
  - KBR: [http://kbr.org/recent-grants](http://kbr.org/recent-grants)

- KBR Healthy Places: [http://kbr.org/content/healthy-places-nc](http://kbr.org/content/healthy-places-nc)

- CDC Contract RFP (See Sakai)
<table>
<thead>
<tr>
<th>TIME</th>
<th>TOPIC</th>
<th>SPEAKER</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:00</td>
<td>Finding funding opportunities: lecture and class activity</td>
<td>Brenda Linares</td>
</tr>
<tr>
<td>12:30</td>
<td>BREAK</td>
<td></td>
</tr>
<tr>
<td>12:45</td>
<td>Grant opportunities at the National Institutes of Health</td>
<td>Jaimie Hunter</td>
</tr>
</tbody>
</table>

ASSIGNMENTS DUE

ASSIGNMENT 2 DUE BY 11:59 PM TO DROPBOX

READINGS

[TBD readings on finding funding opportunities]

NC TraCS [Translational and Clinical Sciences Institute]: [http://tracs.unc.edu/](http://tracs.unc.edu/)
Grants that (doctoral) students can take advantage of: [http://tracs.unc.edu/index.php/plan-research/pilot-program/tracs-2k-grants](http://tracs.unc.edu/index.php/plan-research/pilot-program/tracs-2k-grants)

NIH grants process overview: [http://grants.nih.gov/grants/grants_process.htm](http://grants.nih.gov/grants/grants_process.htm) (See video and the overview of the grants process beneath the video)

## WEEK 5: SEPTEMBER 29th

<table>
<thead>
<tr>
<th>TIME</th>
<th>TOPIC</th>
<th>SPEAKER</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:00</td>
<td>Project managers and key personnel: Jobs that MPH graduates frequently obtain</td>
<td>Panel: Ingrid Morris BCBSNC&lt;br&gt;Meg Pomerantz UNC&lt;br&gt;Sarah Langdon Lenore Crago WFUSM</td>
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<tr>
<td>12:15</td>
<td>BREAK</td>
<td></td>
</tr>
<tr>
<td>12:30</td>
<td>Timelines and budgets</td>
<td>Tamara Taggart</td>
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<tr>
<td>1:15</td>
<td>Work with your partner on timeline and budget for grant proposal</td>
<td>All</td>
</tr>
</tbody>
</table>

### ASSIGNMENTS DUE

(None)

### READINGS

**REQUIRED**

- UNC Writing Center – Sample budget and justification: [http://writingcenter.unc.edu/handouts/grant-proposals-or-give-me-the-money](http://writingcenter.unc.edu/handouts/grant-proposals-or-give-me-the-money)

**RECOMMENDED**


### WEEK 6: OCTOBER 6th

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<thead>
<tr>
<th>TIME</th>
<th>TOPIC</th>
<th>SPEAKER</th>
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<tbody>
<tr>
<td>11:00</td>
<td>Data management: Developing your skills</td>
<td>Jaimie Hunter</td>
</tr>
<tr>
<td>11:30</td>
<td>Managing data at a county health department</td>
<td>Nidhi Sachdeva</td>
</tr>
<tr>
<td>12:30</td>
<td>BREAK</td>
<td></td>
</tr>
<tr>
<td>12:45</td>
<td>Data monitoring</td>
<td>Molly Cannon</td>
</tr>
</tbody>
</table>

**ASSIGNMENTS DUE**

*(None)*

**READINGS**

**REQUIRED**

- MEASURE: Strengthening Program Evaluations with Data:  
  [http://www.cpc.unc.edu/measure/publications/fs-14-120](http://www.cpc.unc.edu/measure/publications/fs-14-120)

- MacDonald: Criteria for Selection of High-Performance Indicators:  

**RECOMMENDED**

# WEEK 7: OCTOBER 13th

<table>
<thead>
<tr>
<th>TIME</th>
<th>TOPIC</th>
<th>SPEAKER</th>
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<tbody>
<tr>
<td>11:00</td>
<td>Real-world evaluation at the national level</td>
<td>Jan Jernigan</td>
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<td>CDC-DNPAO</td>
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<tr>
<td>12:00</td>
<td>Real-world evaluation at the state level</td>
<td>Sam Thompson</td>
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<td>NC State Div Public Health</td>
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<tr>
<td>12:45</td>
<td>BREAK</td>
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<tr>
<td>1:00</td>
<td>Real-world evaluation at the local level</td>
<td>Mel Downey-Piper</td>
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<td>Orange County Health Department</td>
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**ASSIGNMENTS DUE**

(None)

**READINGS**

**REQUIRED**


805: North Carolina Final Report (See Sakai)


**RECOMMENDED**

Templates and forms from speakers (see Sakai)


## WEEK 8: OCTOBER 20\textsuperscript{th}

<table>
<thead>
<tr>
<th>TIME</th>
<th>TOPIC</th>
<th>SPEAKER</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:00</td>
<td>Large-scale international evaluation efforts</td>
<td>Jason Smith&lt;br&gt;Department of Health Behavior&lt;br&gt;UNC&lt;br&gt;MEASURE</td>
</tr>
<tr>
<td>12:00</td>
<td>BREAK</td>
<td></td>
</tr>
<tr>
<td>12:15</td>
<td>What is implementation science, and how does it relate to program evaluation?</td>
<td>Vivian Go&lt;br&gt;Department of Health Behavior&lt;br&gt;UNC</td>
</tr>
<tr>
<td>1:00</td>
<td>Cost-Effectiveness</td>
<td>TBN</td>
</tr>
</tbody>
</table>

### ASSIGNMENTS DUE

**ASSIGNMENT 3 DUE BY 11:59 PM TO DROPBOX ON FRIDAY, OCTOBER 24\textsuperscript{th}**

### READINGS

**REQUIRED**  (Note: Watch for updates to this list on Sakai)


**RECOMMENDED**

<table>
<thead>
<tr>
<th>TIME</th>
<th>TOPIC</th>
<th>SPEAKER</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:00</td>
<td>Reporting results: Working with the press to share evaluation results</td>
<td>TBN</td>
</tr>
<tr>
<td>12:00</td>
<td>BREAK</td>
<td></td>
</tr>
<tr>
<td>12:15</td>
<td>Community forums and working with stakeholders to share results</td>
<td>Alex Lightfoot</td>
</tr>
<tr>
<td></td>
<td></td>
<td>UNC</td>
</tr>
<tr>
<td>1:15</td>
<td>Class activity</td>
<td>All</td>
</tr>
</tbody>
</table>

**ASSOCIATIONS DUE**

(None)

**READINGS**

**REQUIRED**


**RECOMMENDED**

- APHA Media Advocacy Manual: [http://www.apha.org/NR/rdonlyres/A5A9C4ED-1C0C-4D0C-A56C-C33DEC7F5A49/0/Media_Advocacy_Manual.pdf]
# WEEK 10: NOVEMBER 3rd

<table>
<thead>
<tr>
<th>TIME</th>
<th>TOPIC</th>
<th>SPEAKER</th>
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</thead>
<tbody>
<tr>
<td>11:00</td>
<td>Ethics in evaluation</td>
<td>TBN</td>
</tr>
<tr>
<td>12:00</td>
<td>BREAK</td>
<td></td>
</tr>
<tr>
<td>12:15</td>
<td>Ethics in evaluation of community-based research</td>
<td>TBN</td>
</tr>
<tr>
<td>1:00</td>
<td>Class activity</td>
<td>All</td>
</tr>
</tbody>
</table>

## ASSIGNMENTS DUE

**NEXT WEEK**: Post DRAFT of abstract to Sakai forum before coming to class. Bring a copy to class.

## READINGS

**REQUIRED**


## WEEK 11: NOVEMBER 10th

<table>
<thead>
<tr>
<th>TIME</th>
<th>TOPIC</th>
<th>SPEAKER</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:00</td>
<td>Writing a successful abstract</td>
<td>Teaching team</td>
</tr>
<tr>
<td>11:30</td>
<td>Critique and revise abstracts (Break as needed)</td>
<td>All</td>
</tr>
<tr>
<td>12:30</td>
<td>Career Planning in public health: Where does program evaluation fit?</td>
<td>Amy Vincus, Tamara Taggart, Diane Gavarkavich</td>
</tr>
</tbody>
</table>

### ASSIGNMENTS DUE

Come to class with a (rough) draft of your proposal abstract prepared. Post to Sakai forum.

### NEXT WEEK: FINAL PROPOSAL DUE

### READINGS

**REQUIRED (NOTE: Watch Sakai for updated list of readings)**


- Others TBD

***NOTE: APHA meeting is next week***
# WEEK 12: NOVEMBER 17th

<table>
<thead>
<tr>
<th>TIME</th>
<th>TOPIC</th>
<th>SPEAKER</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:00</td>
<td>Video: NIH peer review process and How study sections work</td>
<td>Laura Linnan</td>
</tr>
<tr>
<td>12:15</td>
<td>BREAK</td>
<td></td>
</tr>
<tr>
<td>12:30</td>
<td>Final Question and Answer Session</td>
<td>All</td>
</tr>
<tr>
<td>1:00</td>
<td>Study section planning: Meet with study sections to determine meeting times and responsibilities</td>
<td>All</td>
</tr>
</tbody>
</table>

**ASSIGNMENTS DUE**

**ASSIGNMENT 4 (FINAL PROPOSAL) DUE BY 11:59 PM TO DROPBOX**

**READINGS**

**REQUIRED**


Pay special attention to the “Meeting” column.
## WEEK 13: NOVEMBER 24<sup>th</sup>

- NO CLASS:
  - Study Section Meetings

## WEEK 14: DECEMBER 1<sup>st</sup>

- NO CLASS:
  - Study Section Meetings
  - COMPLETE COURSE EVALUATION ONLINE

## FINAL EXAM: DECEMBER 8<sup>th</sup>

- Study Section Presentations