PROGRAM PLANNING AND EVALUATION  
PUBH 746  
Spring Semester 2015, 3 credits

Instructor

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COURSE DESCRIPTION

Program planning and evaluation is a deliberate approach in which public health professionals:

- Identify a health problem  
- Develop goals and objectives to address the health problem  
- Develop a set of key activities/strategies to reach a set of desired improvements  
- Establish a means to measure the attainment of the desired improvements.

Careful planning and evaluation of public health programs are essential competencies for public health professionals. Through this course students will gain a basic understanding of how to implement public health programs and evaluate their effectiveness. As this course is designed to be grounded in public health practice, you will complete the course with the skills necessary to develop both a program and evaluation plan. Given the importance of public health planning and evaluation occurring within the context of interdisciplinary teams, students in this course will also discuss and practice skills for building effective teams and accomplishing individual and group objectives through team work.

COURSE GOALS

1. Define program planning and evaluation.  
2. Develop an understanding of the processes involved in planning and evaluating public health programs.  
3. Apply skills to organize, design, and evaluate an effective health program and evaluation.  
4. Articulate a theoretical perspective of the program planning and evaluating process.  
5. Identify characteristics of an effectively functioning team.  
6. Demonstrate tools and techniques used to promote team development and to diagnose and respond to conflict.
PRINCIPLE COURSE TEXTS AND WEBSITE RESOURCES

For Purchase


Online Resources

Centers for Disease Control and Prevention, [http://www.cdc.gov/eval/index.htm](http://www.cdc.gov/eval/index.htm)


NYS Governor’s Office of Employee Relations - Fundamental Team and Meeting Skills, Copyright 2003 [http://www.goer.state.ny.us/train/onlinelearning/FTMS/intro.html](http://www.goer.state.ny.us/train/onlinelearning/FTMS/intro.html)

Teaching and Learning with Technology - Building Blocks for Teams Student Guide, Copyright 2001-2005 Penn State University [http://tlt.its.psu.edu/suggestions/teams/student/index.html](http://tlt.its.psu.edu/suggestions/teams/student/index.html)


CLASS SESSIONS
9:05 am—12:05pm, Wednesdays, McG-G
Class time is scheduled for teams to meet to prepare their assignments (details below). The Instructor will be available to meet with teams on most weeks, see course schedule for Instructor availability. *The Instructor will provide a sign-up sheet for teams to meet individually with the Instructor between 10a and 11:30a during those weeks.*
INSTRUCTIONS FOR ASSIGNMENTS

Please remember the university honor code, which may be accessed at http://instrument.unc.edu/applies to all assignments completed for this class.

Assignments

This course includes the following assignments:
1. A project team charter
2. A team moderator schedule
3. Program planning team assignments and the final program plan
4. Evaluation planning team assignments and the final evaluation plan
5. Peer evaluations of team members
6. Overall course evaluation
7. Individual assignment

Important notes about assignments

1. All assignments will be due to the instructor by email by 9 am (Eastern Standard Time) on the Tuesday following the assignment week. Email the planning assignments to the Instructor.
   • Assignments should be sent in MS Word format as an email attachment. For labeling weekly assignment files, use the assignment letter and your team name, e.g., 
     assignmenta_teamx.doc.
   • For the labeling of all final team project files (weekly assignments and final plans),
     Use the convention “finalprogram_team name.doc” or “finaleval_team name.doc”.
     Number the pages
     Place header (team name, week, assignment name) on each page
     Also include the file name in the subject heading of your email.
2. Include references and citations with each assignment.

Weekly Team Assignments serve as the foundation for this course and should be completed by each team with active participation and shared leadership among all team members. You may utilize face to face meetings, the Elluminate, discussion board, email or other tools in Sakai to facilitate communication and collaboration within your team (see Communication section).

Please sample the different communication methods to assess which formats work best for your team. The Instructor is available to speak with teams at any point in the development of your program plan or evaluation plans.

   • A selected team member should email the Instructor to submit team weekly assignments by the dates indicated in the syllabus.
   • Weekly team assignments will not be graded. Instead, each team will receive feedback from the instructor on each assignment.
   • Your team should review and consider incorporating this feedback carefully, because the final program plan and evaluation plans will be graded, which contribute to 70% of your grade in this course, will be closely based on the work done in the team assignments during the course of the semester. Additionally, this course builds sequentially on previous assignments, so it is important to build a strong foundation for subsequent teamwork. Teams are encouraged to edit returned assignments soon after they are returned so that you are not in a crunch a few days before the plan is due.
• While you will not receive a grade for team process assignments, the expectation is that these assignments will contribute to the development of a strong team process and the final program and evaluation plans— which in turn serves as the foundation for accomplishing individual and group projects for this course.
• If you have not received feedback from the instructor by Friday of the week you submitted the assignment, please contact the instructor.

Assignment Details

I. Project Team Charter and Moderator Schedule

• At the beginning of the semester, students will be assigned to work in teams. The Instructor will post team assignments on Sakai and provide a discussion forum for your teamwork. This is the prompt to initiate communication with team members to meet to complete your project team charter and team moderator schedule.
• Specific guidance for developing your project team charter and your team moderator schedule are included on the sample templates provided as a Word document under assignments for Week 1.
• Post your completed project team charter and moderator schedule to your team’s shared workspace/discussion board area on Sakai and email a copy to the Instructor.

II. Final Program Plan

The final program plan should include the following sections

• Limit 15 pages of text (sections 3-9).

1. Cover page (title, course number, team members’ names)
2. Table of Contents
3. Overview of the plan
4. Context of program plan
5. Relevant program theories
6. Goals and objectives
7. Logic model
8. Program Implementation (activities/strategies, staffing, estimated timeline, detailed budget)
9. References
   Appendix, if needed. (charts, graphs, material examples, etc.)
III. Final Evaluation of Public Health Program

The final evaluation assignment should include the following sections. The page length will vary depending on the length of your evaluation planning table, but the narrative itself (rationale, study design, methods, dissemination plans, IRB considerations) should be no more than 10 pages of text.

1. Cover page (title, course number, team members’ names)
2. Table of Contents
3. Rationale and Approach to the Evaluation
4. Evaluation Study Design
5. Evaluation Methods
6. Evaluation Planning Table
7. Dissemination Plans
8. IRB considerations

IV. Individual Assignment

Interview a program planner or evaluator about a specific public health program plan or evaluation and then critically assess their approach to the work. The total length of the assignment is 5 pages double-spaced, max. Citations can go at the end of the entire assignment on page 6. The assignment has two parts.

This assignment is 10% of your overall course grade. Please see the syllabus or course calendar for the due date. Students who will receive less than a 90 on the assignment will have an opportunity to revise the assignment based on Instructor comments and resubmit the assignment.

PART 1. As part of the interview, ask the programmer or evaluator the following guiding questions. Please DO NOT name the planner, evaluator or their location. You only need to answer the questions based on who you interview.

Questions if you are interviewing a program planner:
1. Describe the goal of the health program that was developed.
2. Describe what prompted your agency to develop this specific intervention?
3. What are the objectives for the intervention?
4. How was your program plan funded? Did you have any role in obtaining funding?
5. Did you use any program theories to help guide you in choosing your activities? If not, how did you choose your activities?
6. Is this a time-limited program plan? If so, do you have plans to promote sustainability?
7. How have you collaborated with stakeholders? Who are they?
8. What are the successes and/or challenges of this program plan?
   Have you been evaluating the program plan? If so, please briefly summarize.

Questions if you are interviewing an evaluator:
1. Describe the goal of the health program that was developed.
2. What are the objectives, if they exist, for the program?
3. At what point in the development and/or implementation of the program did you begin evaluating this intervention?
4. How and why were you asked to evaluate this program?
5. How did you work with the program planner to develop and implement the evaluation plan?
6. Describe how you developed the evaluation plan? What were the key components of it?
7. What are the key methods and short and long term outcomes you are measuring?
8. What have been the successes and/or challenges in evaluating this program?
9. Have you involved key stakeholders in the evaluation (e.g., program planner, funders, other stakeholders)? If so, who?

PART 2 Critical Assessment. To assess the interview, draw on the course materials to apply critical thinking related to the program planning and/or evaluation process. Focus on the following questions.

Critical Assessment Questions for the Program Planner Interview
What elements of the planning process did the planner include? What elements were missing? From your perspective, did this seem to affect the quality of the program?
1. If you were a consultant, how would you describe the strengths of the current program? The challenges they are facing?
2. If you were a consultant hired to make suggestions to improve the structure of this program or future ones they might develop, what would be three to four key recommendations you would make? Support each recommendation with a few sentences and citations.

Critical Assessment Questions for the Evaluation Interview
1. If you were a consultant, how would you describe the strengths of the current evaluation? The challenges they are facing in carrying out the evaluation? How have these challenges affected the scope and effectiveness of the evaluation?
2. If you were a consultant hired to make suggestions to improve the overall evaluation of the program or future ones they may become involved with, what would be three to four key recommendations you would make? Support each recommendation with a few sentences and citations.

INSTRUCTIONS FOR COMMUNICATION WITH TEAM MEMBERS

In order to effectively and efficiently create your program and evaluation plan, this course requires a sophisticated level of ongoing communication with your team members. In addition to meeting face-to-face, the following communication strategies are available.

1. Web Conferencing

Elluminate is a web conferencing tool that allows you not only to communicate but also to work on shared documents in an online meeting space. If you have a broadband internet connection and a computer with a microphone or a headset, we encourage you to try this option. Links to meeting spaces and instructions for use will be available in the Sakai course in your team meeting spaces. Each team will be assigned a separate meeting room so it will be available to you and your team at all times. Note that Elluminate is the campus-supported tool.

2. Discussion Forum

It is recommended that the discussion forum on Sakai be used as a format for team members to work on team assignments. There, your team can have an open discussion forum for members to post assignment files, comment on the program or evaluation topic. This is your team’s space to field your ideas and develop your weekly assignments, in addition to the use of Elluminate. If your team has questions or would like specific feedback, please contact the instructor.
The best way to communicate with the Instructor is via email. Should questions arise as you work on these assignments, please send the Instructor an email with questions.

TEAM AND INDIVIDUAL COMMUNICATION WITH INSTRUCTOR

During the semester teams and instructor will be together online and in person developing knowledge, skills and competencies required to effectively plan public health programs while laying a foundation for program evaluation.

- My goal as instructor is to facilitate individual learning, group interaction and collaborative team work.
- Students are expected to actively engage in a variety of individual and team-based activities throughout the course designed to promote online collaborative learning, team-based problem-solving and public health practice.
- For select weeks throughout the semester, the Instructor will offer in-class discussion and team facilitation opportunities.

INSTRUCTOR AND INDIVIDUAL COMMUNICATION WITH THE CLASS

Announcements for Frequently Asked Questions
In course taught primarily online, it is important for lectures to be straightforward and our assignments to be clearly written. However, you will still have excellent questions about the class that may not have been addressed. When such questions arise, answers to the question will be e-mailed to the class or addressed during face to face sessions so that everyone can benefit from the response.

ATTENDANCE AND PARTICIPATION REQUIREMENTS

Full participation is very important online and is required for this course. You will be expected to meet the required assignments/postings each week.

- With each new week, a new set of tasks is assigned, each building on lessons from the previous week. Thus, the pace moves quickly throughout this course.
- To be considered in attendance during an online week, you are expected to be involved in the discussions each week and to meet with your team at its’ agreed upon posting commitment schedule based on the team charter.
- A peer evaluation will be completed by group members twice. The peer evaluation following the completion of your program plan and evaluation plan count as part of your teamwork grade.
- The only in-class session where attendance will be required is January 14, 2015. Attendance at the remaining sessions will be at team discretion or if the Instructor announces a week in advance that attendance will be required.

Moderator

It is expected that each team member will take the lead in moderating and facilitating the discussion on at least one weekly assignment, as equal (or nearly equal) number of times during the semester. Your team will complete a Team Moderator Schedule during Week 1 to clarify dates, roles and responsibilities for facilitation, decision-making, managing work flow and submission of
assignments. While the initial schedule can be treated as a “working document” for your team, it is strongly recommend that team members take every opportunity to share leadership and participate equitably. (See Section I under Assignments).

As the moderator,

- Establish a schedule in the beginning of each week, begin the discussion, let team members know when they should make postings in order for their comments to be included in the team assignment.
- Establish a finish date for the team’s contributions to weekly assignments.
- Each week, at the end of the discussion, the moderator will summarize responses to write the draft assignment and ask other team members to review and edit the assignment prior to submission by the designated date/time on the schedule.
- The moderator will email the final weekly assignment to the instructor.

TEAM PROCESS EVALUATION

You will be asked to evaluate your team members as well as your team contribution - This will account for 10% of your grade.

**Items to consider in your evaluation:**
- The team member actively participated in team assignments.
- The team member accomplished tasks on time.
- The team member's work reflected an acceptable level of thought and effort.
- The team member functioned as a valuable member of the team by supporting the efforts of the other team members.
- Note that there will be an open-ended item for other feedback.

If the instructor notices any significant issues with a team member’s participation, she will contact that individual confidentially either by email or by phone. **IMPORTANT NOTE:** If participation is determined to be less than satisfactory, the instructor reserves the right to decrease the grade on the program plan or evaluation plan between one half to one full grade.
GRADING

Grades will be earned based on the following scale

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>92-100</td>
<td>H</td>
</tr>
<tr>
<td>75-91</td>
<td>P</td>
</tr>
<tr>
<td>&lt;75</td>
<td>L</td>
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</tbody>
</table>

Your individual course grade will be based on the following components

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>Team Program Plan</td>
<td>35%</td>
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<tr>
<td>Team Evaluation Plan</td>
<td>35%</td>
</tr>
<tr>
<td>Peer Evaluations</td>
<td>10%</td>
</tr>
<tr>
<td>Individual Assignment</td>
<td>20%</td>
</tr>
</tbody>
</table>

**Note 1:** Students will evaluate their team members’ participation during the course for 10% of the grade.

**Note 2:** Written communication is a critical skill in Program Planning and Evaluation. Thus, spelling, grammar, and paragraph construction also will be evaluated in your assignments. For assistance with writing, you may wish to use the resources of the UNC Writing Center ([http://writingcenter.unc.edu/](http://writingcenter.unc.edu/)).
COURSE CALENDAR

Unless otherwise noted, all assignments are due emailed to the instructor by 9:00 am on Tuesday following the assignment week. **Bolded dates** indicate that the Instructor will be available during scheduled class time.

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Date</th>
<th>Title</th>
<th>*Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/7</td>
<td>Introduction</td>
<td>Introductions</td>
</tr>
<tr>
<td>2A and 2B</td>
<td>1/7</td>
<td>Tools &amp; Techniques for Working in Teams: Intro to Team Development</td>
<td>Team Assignment A, Due 1/16</td>
</tr>
<tr>
<td></td>
<td>1/12</td>
<td>Overview of Program Planning Prioritizing Program Planning Issues</td>
<td>Team Assignment B, Due 1/20</td>
</tr>
<tr>
<td>3</td>
<td>1/19</td>
<td>The Context of Program Planning: Challenges and Strategies for Success</td>
<td>Team Assignment C, Due 1/27</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tools &amp; Techniques for Working in Teams: Addressing Common Issues in Team Development</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>1/26</td>
<td>Using Program Theory Frameworks</td>
<td>Team Assignment D, Due 2/3</td>
</tr>
<tr>
<td>5</td>
<td>2/2</td>
<td>Developing Program Goals and Objectives</td>
<td>Team Assignment E, Due 2/10</td>
</tr>
<tr>
<td>6</td>
<td>2/9</td>
<td>Logic Model</td>
<td>Team Assignment F, 2/17</td>
</tr>
<tr>
<td>7</td>
<td>2/16</td>
<td>Program Implementation Sustainability Budgeting</td>
<td>Team Assignment G, Due 2/24</td>
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<td></td>
<td>2/23</td>
<td>Final Program Plan Due</td>
<td>The Final Program Plan Due 3/6 <em>Graded PEER Evaluation</em></td>
</tr>
<tr>
<td>8</td>
<td>3/2</td>
<td>Introduction to and Rationale for Program Evaluation</td>
<td>Individual Assignment Due 3/17</td>
</tr>
<tr>
<td>9</td>
<td>3/16</td>
<td>Preparing for an Evaluation</td>
<td>Team Assignment H, Due 3/24</td>
</tr>
<tr>
<td>12A and 12B</td>
<td>4/6</td>
<td>Collecting and Analyzing Evaluation Data Communicating Findings and Using the Results</td>
<td>Team Assignment K, L <strong>Due 4/14</strong></td>
</tr>
<tr>
<td>13</td>
<td>4/13</td>
<td>Evaluation Politics: Lessons Learned Final Evaluation Plan Due</td>
<td>Final Evaluation Plan Due 4/24 <em>Graded Peer Evaluation</em></td>
</tr>
<tr>
<td></td>
<td>4/20</td>
<td></td>
<td>Course Evaluation <strong>Revised Individual Assignment Due 4/27</strong></td>
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PROGRAM PLANNING

LESSON 1: (A) Course Introduction, and (B) Tools and Techniques for Working in Teams: Intro to Team Development

Objectives

At the end of this session, learners will be able to:
• Explain the elements required for satisfactory completion of this course, including:
  • Completion of online lectures
  • Readings
  • Participation in a team project culminating in the development of a program plan by the middle of the course and evaluation plan by the end of course
  • Participation in team discussions to develop each team assignment.
• Discuss the context for team work in public health
• Describe the qualities and characteristics of a team and the process of working as a team rather than a group
• Identify strategies and approaches that promote team development and optimize the potential contribution of team members

Required Readings

Issel, Chapter 1, Context of Health Program Development and Evaluation

Characteristics of a Team, http://www.stanford.edu/class/e140/e140a/effective.html


Slides and Lecture: Tools and Techniques for Working in Teams: Intro to Team Development

Introductions and Assignment

Introductions
Please share with your classmates a brief overview of (2 to 3 sentences at most) your public health experience and then elaborate a bit on your interests outside of work and school, and if you dare, one surprising thing about yourself.

Team Assignment:
Each individual will be assigned a team to work with the remainder of the semester to develop a program plan and evaluation plan. Team assignments will be posted on Sakai.

Team Development Assignment A

Complete Project Team Charter and Team Moderator Schedule
Your initial team assignments are to develop a project team charter and a team moderator schedule. See Word documents under Week 1 for the full instructions. You are encouraged to meet in person this first week to complete these documents.
LESSON 2A: An Overview of Program Planning

Objectives

At the end of this session, learners will be able to:
- Describe the program planning and evaluation cycle
- Define program planning
- Describe planning methodologies for health planning
- List approaches utilized in planning health programs
- Identify steps in program planning
- List possible target levels for intervention

Required Readings

Issel, Chapter 3, Planning for Health Programs and Services

The NC Domestic Violence Program Survey: A Description of Service Provision Focused on Meeting the Needs of Special Populations (Scan the entire report, and read carefully the section and figures on disabilities.).

Slides and Lecture: Overview of Program Planning

LESSON 2B: Prioritizing Program Planning Issues

Objectives

At the end of this session, learners will be able to:
- Identify data to help set priorities for your program activities
- Identify health plans and policy frameworks to help set priorities for your program activities
- Describe the basis of the Access for All project planning strategies
- Understand the stages of team development
- Differentiate between productive and non-productive team behaviors
- Identify different types of team conflicts and approaches to problem resolution.

Required Readings


Additional References (optional)

Eat Smart Move More: http://www.eatsmartmovemorenc.com/
Teaching and Learning with Technology - Building Blocks for Teams Student Guide, Copyright 2001-2005 Penn State University


Conflict Resolution - http://archive.tlt.psu.edu/suggestions/teams/student/conflicts.html

Slides and Lectures:

1. Prioritizing Program Planning Issues,
2. Addressing Common Issues in Team Development

Team Assignment: B

In 1-2 pages, identify existing health data, health plans, and /or policy frameworks related to your team’s assigned health problem that help your group set priorities for activities of your program plan. This information may suggest narrowing your focus population, such as specific ages or gender. Use your judgment!

This program plan is an introduction to developing a small plan. As a result, you will develop your program plan throughout the weeks, with only a budget that can range from $50,000- $75,000 per year. The budget is developed later in the course. (Evaluation costs will be addressed in the 2nd half of semester). This can impact your decisions you make for planning the intervention.
LESSON 3: The Context of Program Planning and Challenges and Strategies for Success.

Objectives
At the end of this session, learners will be able to:
• Describe the context of the program planning process
• Identify factors to consider that may support or inhibit a program plan
• Apply context issues to a real program plan
• Identify some challenges one may face during program planning
• List some strategies that can promote success

Required Readings
Issel, Chapter 2: Relevance of Diversity and Disparities to Health Programs

Slides and Lecture

Lecture 1: The Context of Program Planning
Lecture 2: Challenges and Strategies for Success

Team Assignment C:
Write a 1-2 page paper that defines the context of your program planning regarding your health topic. Identify challenges you might face and possible solutions to use to move forward with planning.
Consider:
• the political environment,
• consistency with local,
• state and national priorities,
• acceptability to providers and recipients,
• possible financial resources,
• technical feasibility,
• stakeholders and other factors.
LESSON 4: Using Program Theory Frameworks

Objectives

At the end of this session, learners will be able to:

• Define and distinguish between theory, concepts, constructs, variables, and models
• Identify how theoretical frameworks are useful in program planning, implementation, and evaluation
• Describe the benefits of utilizing theory
• Gain understanding of specific theoretical frameworks at the individual, interpersonal, and community levels

Required Readings

National Cancer Institute, Theory at a Glance: A Guide for Health Promotion Practice (Read Introduction, Section I and Section II)
http://cancer.gov/aboutnci/oc/theory-at-a-glance/page1


Additional References (optional)

Issel, Chapter 6: Program Theory and Interventions Revealed


Slides and Lecture: Program Theory

Team Assignment: D

There have been a number of identified models published in public health journals and texts and best practices that help explain how theory can inform the development of successful programs.

• Submit a 1-2 page paper on what theories you will utilize to guide your choice of activities in the development of your program plan to lead to your desired outcomes. Correlate how the theories you choose impact each activity you are choosing for the plan.
LESSON 5: Developing Program Goals and Objectives

Objectives

At the end of this session, learners will be able to:
  • Define terms: goals, objectives, and strategies
  • Apply information learned to develop goals, objectives, and strategies for a program plan

Required Readings

• Issel, Chapter 7: Program Objectives and Setting Targets

• SMART Objectives template www.cdc.gov/.../docs/evaluate_smart_objectives_template.doc

Additional References (optional)

Review the Grant Application Toolkit at the Community Toolbox,

Slides and Lecture: Developing Program Planning Goals and Objectives

Team Assignment: E

Develop goals and objectives for your program plan. Be sure that objectives are (SMART)-
specific, measurable, achievable, and time-specific, utilizing format from the lecture.
  • You should include both short term (1-3 years) and long-term (3-5 years) objectives for
your program plan.
  • Try to develop no more than 4 short term and 4 long-term objectives.
LESSON 6: Introduction to Logic Models

Objectives
At the end of this session, learners will be able to:
- Define a program planning logic model
- Identify the purpose and benefits of a logic model
- List several logic model approaches
- Describe the basic components of a logic model
- Utilize a basic logic model template to develop a logic model for your program plan

Required Readings

WK Kellogg Foundation, Logic Model Development Guide

Power Point Presentation, adapted by Dr. Betsy Randall-David, Empowerment Evaluator for the NC DHHSS Injury and Violence Prevention Branch from the work of Ellen Taylor-Powell at the University of Wisconsin Cooperative Extension Service, see Sakai for Link.

Additional References (optional)


Slides and Lecture: Logic Models

Team Assignment: F

Using the basic logic model template from the Kellogg Foundation Guide, develop a 1-page logic model for your program plan. Utilize your goal and objectives to guide and align with the logic model.
- Remember to identify
  - Inputs (what resources you have – needs assessments, expertise, and partnerships),
  - Activities,
  - Outputs (what you expect to achieve as evidence of service delivery)
  - Short term outcomes (1-3 years)
  - Long term outcomes (3-5 years)
  - Impact (expected changes within 7-10 years).
LESSON 7: Program Implementation and Sustainability

Objectives

At the end of this session, learners will be able to:

• List key elements in program implementation
• Identify specific strategies / activities to create your implementation plan
• Become familiar with steps to develop a work plan for implementation of a proposed intervention.

Required Readings

Issel, Chapter 8: Program Implementation

Franklin VL, Greene A, Waller A, Greene SA, Pagliari C. Patients' engagement with "Sweet Talk" - a text messaging support system for young people with diabetes. Maternal and Child Health Sciences, Ninewells Hospital and Medical School, Dundee, UK
Link: http://www.jmir.org/2008/2/e20


Additional References (optional)

Detailed Budget Example, Department of Justice grant

Slides and Lecture:
Program Implementation
Program Sustainability
Budget Lecture

Team Assignment: G

Develop an implementation plan in narrative form that includes goals and objectives, with strategies/activities that you will use to meet the objectives, the plan’s resource needs (human and fiscal/budgetary) and a timeline. This work plan will form the core of your final program plan and will guide the implementation of your intervention.
PROGRAM EVALUATION

LESSON 8: Introduction to and Rationale for Program Evaluation

Objectives

At the end of this session, learners will be able to:

• Define program evaluation
• Discuss the context and rationale for program evaluation
• Define the ‘balance between the call to prove with the need to improve’
• Discuss the three basic levels of program evaluation

Required Readings

Chapter 2 and 3, W.K. Kellogg Foundation Evaluation Handbook,  


To receive weekly updates from the American Evaluation Association, you can join via the website listed here: http://www.eval.org/

Slides and Lecture: Introduction to and Rationale for Program Evaluation
LESSON 9: Preparing for an Evaluation

Objectives

At the end of this session, learners will be able to:

• Identify key roles and skills of an evaluator
• Develop skills in developing and implementing an evaluation (steps for this lesson)
• Identify the rationale for the evaluation
• Identifying the key stakeholders
• Budget the cost of an evaluation

Required Readings


Centers for Disease Control, 

Chapter 5, pgs. 47 - 63, W.K. Kellogg Foundation Evaluation Handbook, 


Slides and Lecture: Preparing for an Evaluation

Team Assignment: H

In preparing for an evaluation, it is important to consider the why a program needs to be evaluated, the roles you might take on as an evaluator, the stakeholders’ questions, and any potential challenges you may encounter in implementing the evaluation. Please address the following questions in two to three pages double spaced, drawing on the readings and lectures for this lesson:

1. What the primary reasons this program should be evaluated? (see CDC reading, table on page 5)
2. How would you describe your role as an evaluator for this program? Would you recommend an internal or external evaluator, or both? Why? What are the key skills and/or characteristics the evaluator would need to evaluate this program?
3. Which stakeholders would need to be involved in the evaluation and what might be the key questions the different stakeholders would be most concerned with? In what ways might you involve them throughout the process?
4. What are some potential challenges the evaluation might encounter?

Objectives

At the end of this session, learners will be able to:

• Describe how to use a project logic model in developing evaluation questions
• Determine implementation and outcome evaluation questions.
• Describe how to use project objectives in developing evaluation questions.

Required Readings


Mary Davis, DrPH, Director of Evaluation Services, NC Institute for Public Health (at the time of the recording), PowerPoint Lecture on Using a Logic Model

RE-AIM, http://www.re-aim.org/

This resource and evaluation framework supports the need for program theory. Thus, when you are evaluating a program, you want to work with the program to ask evaluation questions that are in line with the focus of the program (individual level, organizational level, etc.). If your short and long term objectives are in line with your program theory, your evaluation questions will be fairly easy to develop.

Recommended Resources

Copyright ©2006, William M.K. Trochim. http://www.socialresearchmethods.net/kb/. This is an excellent online resource on evaluation, methods, and study design.

Fund for the Improvement of Postsecondary Education, http://www.ed.gov/about/offices/list/ope/fipse/evaluate.html

• This site provides useful information for creating evaluation planning documents


Team Assignment: I

There are two parts to this assignment. For this week’s assignment, create an evaluation table for each of your objectives. This will involve three tables for the short term objectives and three for the long term objectives. Please see examples in the course materials for this week. Your task for this week is to create the tables and the evaluation questions for each objective. Please refer to the student examples as a guide.
LESSON 11: Developing an Evaluation Plan, Part 2: Determining Evaluation Methods and Design

Objectives

At the end of this session, learners will be able to:

- Describe implementation and outcome methods
- Distinguish between quantitative and qualitative methods
- Develop an evaluation plan with research questions and methods

Required Readings

Centers for Disease Control, Developing an Evaluation Plan

Chapters 13, 16. Issel, L.

Important Note: Focus on the information covered in the lecture from Issel. Due to the fact that this is a short course in evaluation, the expectation is that you gain a basic understanding of evaluation design and methods. If you want to lead evaluations, it will be important to take separate methods coursework.

Recommended Reading


Copyright ©2006, William M.K. Trochim. http://www.socialresearchmethods.net/kb/. This is an excellent online resource on evaluation, methods, and study design.

Slides and Lecture: Developing an Evaluation Plan, Part 2: Deciding Upon Evaluation Methods

Team Assignment: J

Methods, Evaluation Planning Table (required for feedback)

Please review the Issel, the CDC readings, and student project examples for guidance.
In two to three pages, provide the following two sections:
(1) a description of the study design (e.g., quasi-experimental, etc.)
(2) an overview of the study methods (e.g., pre/post surveys, focus groups, observation, chart review etc.).
(3) Include the method(s) in the evaluation table. This involves stating a method(s) for each evaluation question in your evaluation tables. Please see examples provided.
LESSON 12A: Collecting and Analyzing Data, and Managing the Process

Objectives

At the end of this session, learners will be able to:

- Distinguish between research and evaluation
- Learn skills needed for gaining institutional review board approval (IRB)
- Provide guidelines for authorship
- Identify research ethics in program evaluation

Required Readings


Chapter 17, Issel, L.

Slides and Lecture: Collecting and Analyzing Data

Team Assignment: K

IRB and Ethics

Review the UNC Institutional Review Board site (http://ohre.unc.edu/). You DO NOT need to fill out the IRB application. Your task is to summarize as follows:

1. Are there any key issues your team would need to address in this IRB application including:
   - risks for human subjects;
   - concerns related to confidentiality of the data;
   - consenting human subjects.

2. What kind of IRB application would you apply for (exempt, full review)? Why
LESSON 12B: Communicating Findings and Using the Results

Objectives

At the end of this session, learners will be able to:

- Describe effective strategies for managing a program evaluation (e.g. hiring statisticians, project timelines, flexibility, etc.)
- Describe effective strategies for communicating evaluation findings to stakeholders
- Outline the key sections of a progress and a final evaluation report
- Describe how to develop a set of recommendations based on evaluation findings
- Suggest ways in which evaluators can involve the program staff in using the evaluation findings for program improvement.

Required Readings

RWE. Chapter 8: Making it Useful: Helping Clients and Other Stakeholders Utilize the Evaluation. 156-166.


Chapter 17, Issel, L.

Recommended

Bathing Without a Battle: CD-ROM and Videotape Training on Person-Centered Bathing of Individuals with Dementia, Project Final Report, August, 2004. Sloane, P., Calleson, D., Barrick, A.L. A Joint Project of the Institute on Aging and the Cecil G. Sheps Center Program on Aging, Disability and Long-Term Care, University of North Carolina at Chapel Hill, and the School of Nursing, Oregon Health Sciences University

Slides and Lecture: Communicating Findings and Using the Results

Team Assignment: L

Communicating Findings and Using the Results

- Summarize in two paragraphs your proposed plans for dissemination (presentations to community groups, stakeholders, relevant newsletters and journals, etc.). In Lecture 10, we covered the fundamentals of planning an evaluation budget.
LESSON 13: Evaluation Politics Lessons Learned

Objectives

At the end of this session, learners will be able to:

• Identify key issues in evaluation and program planning politics
• Describe why evaluation is a value-oriented and political activity.
• Suggest strategies for conducting an evaluation in a political context.

Required Readings


Slides and Lecture: Lessons Learned: Evaluation Politics