

**HPM 963**

# Program Evaluation for Health Leaders Syllabus – Summer 2017

---

## **Class Meetings:**

Regular Webinar meetings (see course schedule)

## **Faculty**

Karl Umble, PhD, MPH  
Clinical Assistant Professor  
Department of Health Policy and Management  
Gillings School of Global Public Health  
University of North Carolina at Chapel Hill  
Campus Box 7411  
Chapel Hill, NC 27599  
919.962.2974  
umble@email.unc.edu

Karl Umble received an M.P.H. in Health Behavior and Education from the University of Alabama-Birmingham School of Public Health, and a Ph.D. in Adult Education from the University of Georgia. Umble then worked as a Health Educator with the Virginia Department of Health. While obtaining his Ph.D., he consulted in training program evaluation with the CDC's National Immunization Program. In 1998, he joined the North Carolina Institute for Public Health at the Gillings School of Global Public Health at UNC-Chapel Hill, where he planned and evaluated continuing education and distance learning programs, and taught program evaluation in the Department of Health Policy and Management. At the Institute, Umble played major roles in the Management Academy for Public Health, the National and Southeast Public Health Leadership Institutes, the Caribbean Health Leadership Institute, and many other programs. Umble also has conducted evaluations of the CDC's Sustainable Management Development Program in the Philippines and Vietnam, and of continuing education programs offered by the Atlanta-based Public Health Informatics Institute.

Umble teaches program evaluation to masters and doctoral students, as well as leadership and management and honors thesis for bachelor's students, and directs the BSPH program in Health Policy and Management. His main interests are continuing professional education, program design and evaluation, and management and leadership development. Umble's publications have appeared in the *American Journal of Public Health*, *Public Health Reports*, *Evaluation & the Health Professions*, *Adult Education Quarterly*, *Journal of Public Health Management and Practice*, *Journal of Continuing Education in the Health Professions*, *Advances in Developing Human Resources*, *American Journal of Preventive Medicine*, and other journals.

## Course Overview and Broad Goals

This is a course for senior leaders obtaining a doctorate in leadership. I have carefully framed the course in both content and learning methods to reflect who you are.

Broad goals include helping you to:

1. Develop a point of view about how program evaluation fits into your role as an organization or program leader in an organization and a steward of opportunities and resources
2. Develop skills related to leading evaluations
3. Learn and apply fundamental approaches to planning useful evaluations that you can use personally or recommend to your staff or partners
4. Learn key aspects of evaluation design in straightforward and complex situations
5. Learn how to conduct evaluations under conditions of constraint: money, time, data, and political
6. Learn where to find additional resources on key topics of greatest interest to you

## Course Learning Objectives

By the end of the course, participants should be able to:

	<b>Course Objectives</b>	<b>CEPH Competencies</b>
1	Explain their point of view on how leaders can use program evaluation in their broader efforts to effectively lead organizations and partnerships. Participants will be able describe how the practical domain of program evaluation can serve the practical domain of leadership.	Propose strategies for health improvement and elimination of health inequities by organizing stakeholders, including researchers, practitioners, community leaders and other partners.  Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies.  Facilitate shared decision making through negotiation and consensus building methods.  Use quality improvement techniques to evaluate and improve health systems, programs and practices
2	Explain their point of view on how to manage and lead the evaluation function	Facilitate shared decision making through negotiation and consensus building methods.

	within organizations, partnerships and programs.	
3	Explain the purposes of evaluation	Explain qualitative, quantitative, mixed methods and policy analysis research and evaluation methods to address health issues at multiple (individual, group, organization, community and population) levels.
4	Describe the 6-step framework promulgated by the Centers for Disease Control and Prevention about how to plan useful evaluations, and the 4 evaluation standards that are at the center of that model (utility, feasibility, propriety, and accuracy). Explain the advantages of using this model to plan useful evaluations. In particular, explain how stakeholder engagement, program theory modeling, and awareness of programs' lifecycle stage are helpful in the evaluation planning process.	<p>Explain qualitative, quantitative, mixed methods and policy analysis research and evaluation methods to address health issues at multiple (individual, group, organization, community and population) levels.</p> <p>Design a qualitative, quantitative, mixed methods, policy analysis or evaluation project to address a public health issue.</p> <p>Facilitate shared decision making through negotiation and consensus building methods.</p>
5	Develop evaluation questions appropriate for the evaluation context.	<p>Explain qualitative, quantitative, mixed methods and policy analysis research and evaluation methods to address health issues at multiple (individual, group, organization, community and population) levels.</p> <p>Design a qualitative, quantitative, mixed methods, policy analysis or evaluation project to address a public health issue.</p>
6	Explain appropriate uses of various evaluation designs and data collection methods.	<p>Explain qualitative, quantitative, mixed methods and policy analysis research and evaluation methods to address health issues at multiple (individual, group, organization, community and population) levels.</p> <p>Design a qualitative, quantitative, mixed methods, policy analysis or evaluation project to address a public health issue.</p>
7	Explain how program evaluators and program leaders can design useful evaluations in the face of limitations in budget, time, data available, and political factors.	Design a qualitative, quantitative, mixed methods, policy analysis or evaluation project to address a public health issue.

8	Explain methods that evaluators and leaders can use to make it more likely that program evaluation results will be used to make improvements in programs or to inform practice in other locations; describe how concepts related to organizational learning can assist evaluators, managers, and leaders in making the greatest use of evaluation.	Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies. Facilitate shared decision making through negotiation and consensus building methods.
9	Describe methods to design evaluations of complex and multicomponent programs	Design a qualitative, quantitative, mixed methods, policy analysis or evaluation project to address a public health issue.
10	Explain some of the implications of systems thinking for program evaluation, especially in complex situations involve multiple players and programs.	Design a qualitative, quantitative, mixed methods, policy analysis or evaluation project to address a public health issue.  Facilitate shared decision making through negotiation and consensus building methods.  Design a system-level intervention to address a public health issue
11	Explain ethical frameworks related to evaluation and negotiate ethical aspects of evaluation.	Facilitate shared decision making through negotiation and consensus building methods.  Propose strategies to promote inclusion and equity within public health programs, policies and systems
12	Overall, participants will have a greater understanding of the broad outlines of the field of evaluation, and places to find information on those topics for use in the long run.	Design a qualitative, quantitative, mixed methods, policy analysis or evaluation project to address a public health issue.
13	Participants will also have a greater knowledge of one particular dimension of evaluation leadership that is particularly related to their practice concerns.	Design a qualitative, quantitative, mixed methods, policy analysis or evaluation project to address a public health issue.
14	Through the use of the self-written narrative and the peer reflection groups, participants will increase in their ability to critically reflect on leadership situations regarding evaluation and chose wise strategies to address these situations.	Design a qualitative, quantitative, mixed methods, policy analysis or evaluation project to address a public health issue.  Facilitate shared decision making through negotiation and consensus building methods.

## Course Overview

This course begins by asking participants to reflect on their point of view about how to plan useful evaluations and important problems and issues that they have encountered in leading, planning, conducting, reporting, and encouraging the use of evaluations within organizational or partnership settings. We will do this through each participant writing and sharing their own story about an important incident from their own evaluation practice.

The course will continue with a review of the essential nature of program evaluation and some fundamental frameworks for planning evaluations, with a focus on stakeholder engagement and program theory modeling. It then provides basic overviews of key evaluation designs (including quantitative, qualitative, and mixed-methods designs).

The course will continue with readings about strategies for overcoming common constraints in program evaluation such as shortages of money, time, or data, and political constraints. It will continue with strategies for helping stakeholders use evaluations (with references to dissemination and implementation science). Optional chapters will address strategies to evaluate complicated, complex, and multicomponent programs, ways to organize and manage the evaluation function, and ways to strengthen evaluation capacity at agency and national levels.

## Learning Methods Employed in This Course

This course will use a combination of complementary learning methods.

1. Reading parts of the main text and other selected articles.
2. Story-writing and reflection on our stories related to evaluation as a large group and using blogs and peer group telephone/Skype calls
3. Reflection assignments and responses completed by individuals in advance of class sessions, and informal presentations and discussions of these responses during webinars.
4. Brief presentations of key concepts and ways to put the concepts into practice in participants' contexts
5. Each participant will complete a project that helps them further develop their expertise in a specific domain related to evaluation that is useful for their current job, or a future expected job. The specifications for this project are explained in a separate document.

## Required text

Bamberger M., Rugh R., & Mabry L. (2012). RealWorld Evaluation (2<sup>nd</sup> edition). Sage.

Supplemental optional text:

Wholey, J.S., Hatry, H.P., Newcomer, K.E. (eds). Handbook of Practical Program Evaluation. (3<sup>rd</sup> ed.). San Francisco: Jossey-Bass.



## Grading

The course grade will be computed by taking the number of points that you earn and dividing that total by a denominator of 760 possible points.

Assignment	Due Dates	Points Possible	% of Grade
Story-Telling Assignment – Initial Story	May 29	75	10
Story-Telling Assignment – End of Semester Version and Reflection	August 7	75	10
Self-Directed Learning Plan – Learning Goals	June 26	20	3
Self-Directed Learning Plan – Learning Activities	July 10	40	5
Self-Directed Learning Plan – Final Learning Summary	August 7	150	20
Attend/Participate in Weekly Webinars 10 Weekly Webinars @ 15 points each Miss one with no penalty; attend all 10 and get 15 bonus points	Tuesdays all semester	135 (or 150 if attend all 10 with 15 bonus points)	18
Comment on Others' Blog posts: Comment at least 3 times thoughtfully on the blog posts of your peer group members (15 points each time for giving some thoughtful questions or suggestions or ideas; due dates are in course schedule and here)	By June 14 By July 14 By August 5	45	6
Six weekly 1-page reflection assignments worth 30 points maximum each	Mondays by noon the day before webinars	180	24
Meet with Peer Group twice to discuss stories, 20 points per meeting (one person from the group emails the instructor to tell him that these happened, and who was present and a one-sentence summary of the meeting – no further reporting needed) Suggested story discussion guidelines in the story-telling assignment sheet.	Two times – once by June 14, once by August 5	40	5
<b>Total Possible Points</b>		<b>760</b>	<b>100%</b>

### *Brief Reflection or Case Study Response Papers*

Each week, participants will complete a brief reflection assignment or case study response related to the topic and readings for the week. The grading criteria for each assignment will be included in each will assignment, with each assignment with a maximum of 30 points each.

*See Separate Assignment Sheets Explaining the Self-Directed Learning Assignment and the Story Assignment*

**Grading scale: 90 or above (H), 80-89 (P), 70-79 (L), below 70 (F)**

**Regarding late assignments:**

Because this course creates a community of reflection and practice, it is important that all work be completed and handed in on time.

1. Each assignment will have a 12-hour grace period from the time that it was due. After that, 10% of the value of the assignment will be deducted from the assignment. Exceptions to this may be granted by the instructor if he is notified ahead of time for illnesses or other unavoidable reasons.
2. Any assignment that is more than 2 weeks late will automatically revert to a “0,” unless the instructor has approved a delay for an illness or other unavoidable reason. If you have a pending late assignment, it is crucial to keep track of this deadline.

**Regarding late arrival to webinars:**

To be respectful of all participants’ time, I plan to start the webinars right on time. I am sure that you will try to be on-time to webinars. If a participant is more than 30 minutes late, their participation in the webinar won’t be counted, unless there was some completely unavoidable reason.

## Suggested Evaluation Resource Sites to use in the course or in future work

- [www.cdc.gov/eval](http://www.cdc.gov/eval) The CDC has very fine links and guidelines on evaluation
- [www.betterevaluation.org](http://www.betterevaluation.org) A wonderful site that guides the reader through the process of evaluation from start to end – highly recommended and easy to follow, relevant in USA or globally
- [American Evaluation Association](http://www.americevaluation.org) – great resources meta-site. For those whose work is closely related to program evaluation on a regular basis, we *highly recommend* joining the AEA. Dues are very reasonable, and the journals, webinars, listserv, and conferences are outstanding. This is a great way to join the wider evaluation community of practice.
- [The Community Toolbox, University of Kansas](http://www.communitytoolbox.org) – a fantastic site for those who work at the community level or who advise and train those who do. Resources helpful for domestic and global work.
- <http://www.esourceresearch.org/> - excellent overview of evaluation and research methods
- <http://gsociology.icaap.org/methods/> - meta-site with lots of links
- <http://www.pitt.edu/~super1/> (on line ppt lectures on epid, statistics, eval.)
- William Trochim web site, Cornell: [www.socialresearchmethods.net](http://www.socialresearchmethods.net)
- Specifically global health program evaluation: while the above are relevant anywhere, see the following for specific guidance in global domains. There are also other sites in this area.
  - [My M&E](http://www.my-m-e.org) – a very good site on global monitoring and evaluation
  - [www.betterevaluation.org](http://www.betterevaluation.org) A wonderful site that guides the reader through the process of evaluation from start to end – highly recommended and easy to follow, relevant in USA or globally
  - International Initiative for Impact Evaluation [www.3ieimpact.org](http://www.3ieimpact.org) this organization emphasizes the use of rigorous experimental and quasi-experimental designs for impact evaluation, a stance which is somewhat controversial when held out as “the one best way to do evaluation”
  - World Health Organization, CDC, Pan-American Health Organization, USAID, Gates Foundation
  - [International Development Evaluation Association](http://www.internationaldevelopmentevaluation.org)

---

## UNC Honor Code

---

The principles of academic honesty, integrity, and responsible citizenship govern the performance of all academic work and student conduct at the University as they have during the long life of this institution. Your acceptance of enrollment in the University presupposes a commitment to the principles embodied in the Code of Student Conduct and a respect for this most significant Carolina tradition. Your reward is in the practice of these principles.

Your participation in this course comes with the expectation that your work will be completed in full observance of the Honor Code. Academic dishonesty in any form is unacceptable,

---

---

because any breach in academic integrity, however small, strikes destructively at the University's life and work.

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 (966-4042).

Read “The Instrument of Student Judicial Governance” (<http://instrument.unc.edu>).

---

### **Recognizing, Valuing, and Encouraging Diversity**

---

The importance of diversity is recognized in the mission statement of HPM. In the classroom, diversity *strengthens* the products, *enriches* the learning, and *broadens* the perspectives of all in the class. Diversity requires an atmosphere of inclusion and tolerance, which oftentimes challenges our own closely-held ideas, as well as our personal comfort zones. The results, however, create a sense of community and promote excellence in the learning environment. This class will follow principles of inclusion, respect, tolerance, and acceptance that support the values of diversity.

Diversity includes consideration of: (1) life experiences, including type, variety, uniqueness, duration, personal values, political viewpoints, and intensity; and (2) factors related to “diversity of presence,” including, among others, age, economic circumstances, ethnic identification, family educational attainment, disability, gender, geographic origin, maturity, race, religion, sexual orientation, social position, and veteran status.

---

### **Course Evaluation**

---

HPM participates in the UNC-CH’s online course evaluation system, enabled at the end of each semester by DigitalMeasures. Your responses will be anonymous, with feedback provided in the aggregate. Open-ended comments will be shared with instructors, but not identified with individual students. Your participation in course evaluation is an expectation, since providing constructive feedback is a professional obligation. Feedback is critical, moreover, to improving the quality of our courses, as well as for instructor assessment.

---