

HBEH 752: Public Health Intervention and Evaluation
Fall 2017
Tuesdays and Thursdays, 12:30-1:45pm
Rosenau 133

Teaching Team:

1. Vivian Go, PhD; Instructor, vgo@unc.edu
2. Natalie Blackburn, MPH; Teaching Assistant, nblackbu@live.unc.edu
3. Waru Gichane, MSPH; Teaching Assistant, warugich@live.unc.edu

Office Hours: Tuesday and Thursday, 2:00pm-3:00pm, or by appointment
Natalie will be located in 308C (inside the Health Behavior student lounge)
Waru will be located in the Health Behavior doctoral student lounge

Course Framework and Expectations

Designed to provide practical tools that can be used in real world settings, this course will examine methods to determine if and how a particular health-related program works. Several major types of evaluation will be covered, with emphasis on process and impact evaluation.

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 to program evaluation. Thus, in addition to providing grounding in the principles and concepts of program evaluation, students will also apply these skills to current evaluation projects.

By the end of the course, students will be able to:

- Recognize and utilize major evaluation designs to assess public health programs
- Describe and differentiate types of program evaluation (assessments of program process and impact), as well as the strategies and goals for each;
- Gain familiarity with core elements of data collection instruments necessary for evaluating a program;
- Demonstrate job-relevant evaluation skills through assessments with current data;
- Develop an evaluation report based on process data generated from an existing public health program;
- Understand the key elements and purpose of dissemination and implementation science.

The discipline of program evaluation requires diverse perspectives to address the key public health issues facing our global world. Thus, we expect this course to facilitate co-learning among students and the teaching team. The experiences and ideas of all those participating in the course will enrich our learning and understanding of the materials and its application to current demands in the field.

Course Materials

All course materials are available on the course Sakai website (sakai.unc.edu) under HBEH752.001.FA17. Materials for class including preparatory readings, lecture slides and in-class activity documents will be posted for the corresponding date within the Resources folder on Sakai. All announcements for the

course will be sent via Sakai. Students should regularly monitor the Sakai site for the latest updates to course materials.

Course Preparation & Assignments

Students are expected to attend all class sessions unless approved by the course instructor prior to class. The quality of the course depends on students’ preparation for and participation in class discussion. Thus, we expect students to arrive at each class fully prepared to participate in the day’s activities. All preparations for class are clearly described in the course schedule below. During class, cell phones must be silenced and computers may not be used for personal activities. Below are short descriptions for graded assessments in this course. Detailed assignments will be introduced in class and instructions posted to Saka. All assignments should be submitted via the Assignments folder on the course Sakai website by the date and time listed on the detailed assignment instructions, using the following file naming convention:

 LastnameFirstinitial_Assignment_Duedate_HBEH752
Example: JonesC_QuestCritique_Nov2_HBEH752

Students are expected to complete assignments on time. Grades will be reduced by 10% for each day that an assignment is late.

- **Class engagement (10%):** preparation, attendance and participation in class.
- **Short written assignments (40% total):**
 - Quiz on principles of impact evaluation (20%): Short, individual quiz on main elements of impact evaluation designs and analytical techniques.
 - Questionnaire critique (20%): A review to identify weaknesses and draft improvements to a questionnaire, to be completed individually.
- **Evaluation report (50% total):**
 - Overall project grade (40%)
 - Peer assessment of individual contributions to evaluation report (10%)

Assignment	Assigned	Due (by 5:00 pm)
<i>Impact evaluation quiz</i>	October 5 th	October 12 th
<i>Questionnaire critique</i>	October 26 th	November 2nd
<i>Evaluation report*</i>	September 19 th	November 30th
<i>Program description</i>		October 3rd
<i>Evaluation focus</i>		October 3rd
<i>Selected Data Sources & Analysis Methods</i>		October 3rd
<i>Results</i>		October 29
<i>Recommendations</i>		November 14 th
<i>Peer assessment</i>	November 28 th	December 5 th

***Students have the option of submitting the individual components of the evaluation report by the select dates in order to receive feedback. The individual milestone dates are not required assignments and do not impact your course grade.**

Grading

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

- **H– High pass**; exceeds expectations. Student(s) displays a level of critical thinking and engagement that goes above and beyond the criteria for receiving a grade of P. Student(s) offers unique insights and thoughtful critiques and delivers information in a particularly engaging and innovative manner.
- **P– Pass**; meets all expectations. Overall, student(s) follows all directions given and displays a level of critical thinking and engagement that meets course expectations.
- **L– Low pass**; minimally meets expectations. Student(s) display 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.

Honor Code

Students must observe the Honor Code in all course assignments. You are expected to produce your own work, except where group work is specifically allowed. In all written assignments, you must not plagiarize the work of others. The instrument defining the Honor Code defines plagiarism as "deliberate or reckless representation of another's words, thoughts, or ideas as one's own without attribution in connection with submission of academic work, whether graded or otherwise." If you have questions about your responsibility under the honor code, please bring them to one of the instructors or consult with the office of the Dean of Students or the *Instrument of Student Judicial Governance*. This document, adopted by the Chancellor, the Faculty Council, and the Student Congress, contains all policies and procedures pertaining to the student honor system. A tutorial on the Honor System is available here: <http://studentconduct.unc.edu/students/honor-system-module>. Please include the following pledge on all written assignments: "On my honor, I have neither given nor received unauthorized aid on this assignment."

Diversity, Inclusion, and Anti-Oppression

The teaching team is committed to fostering an affirming, inclusive, learning environment that is consistent with anti-racist and anti-oppression principles. We ask that students do the same, and engage in respectful inquiry and civil discourse in this class (and beyond). This course is embedded in a large department in a large school of public health in a large public university in the United States, and we recognize that we each come to this work with perspectives informed by our intersecting identities and individual experiences, including experiences of discrimination, oppression, and privilege. These unique experiences and the perspectives they inform are valuable to the shared learning process.

We also acknowledge that these lived experiences and other influences can lead to unintentional use of clumsy or offensive language and approaches—especially in the classroom as we seek to deepen our understanding of these issues and how they apply to our work as public health practitioners. We ask that we, as a learning community, compassionately hold each other accountable for the language we use and the underlying assumptions and attitudes they may represent, and, when possible, provide explanation and clarification. Please do not hesitate to raise issues and provide feedback or suggestions

to the teaching team in- or outside of class so that we can continue to incorporate new perspectives and information into the course. Here are some resources on diversity, inclusion, anti-racism, privilege, and oppression. Racial Equity Institute <http://rei.racialequityinstitute.org/wpsite/> Organizing Against Racism <http://www.oarnc.org/> The People’s Institute for Survival and Beyond <http://www.pisab.org/> Racial Equity Tools <http://www.racialequitytools.org/home#> UNC Office on Diversity and Multi-Cultural Affairs <http://diversity.unc.edu/>

Accessibility and Accommodations

If you have a disability that could impact your participation in the course, please notify the course instructor if you wish to have special accommodations in instructional and/or assignment format and delivery including the quizzes. The UNC Accessibilities Resources and Services Office facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through the Accessibility Resources and Service Office. For more information about this process, please visit their website <http://accessibility.unc.edu>, call 919-962-8300 or email accessibility@unc.edu.

Course Schedule

Class Date	Topic(s)	Preparation for class
Module 1: Overview & Evaluation frameworks		
Tuesday, August 22 (Class 1)	<ul style="list-style-type: none"> • Course introduction • Key terms • Types of evaluations 	
Thursday, August 24 (Class 2)	<ul style="list-style-type: none"> • Steps for designing an evaluation plan • Approaches for evaluation planning: <ul style="list-style-type: none"> • CDC Framework • Performance Measurement Plan • USAID/UN Monitoring & Evaluation Plan • Evaluation framework overview: <ul style="list-style-type: none"> • Conceptual framework • Logic models 	Reading: <ul style="list-style-type: none"> • Conceptual Models (Earp & Ennett 1991) • Logic Model (P. McCawley)
Tuesday, August 29 (Class 3)	Activity: comparing evaluation frameworks	Reading: <ul style="list-style-type: none"> • Intro to Eat Better, Feel Better Program
Module 2: Process Evaluation		
Thursday, August 31 (Class 4)	<ul style="list-style-type: none"> • Purpose of process evaluation • Seven core components of process evaluation: fidelity, dose delivered, dose received (exposure & satisfaction), reach, recruitment, context 	Reading: <ul style="list-style-type: none"> • Steckler & Linnan (2002)
Tuesday, September 5 (Class 5)	Activity: Differentiating core evaluation components	Bring to class: <ul style="list-style-type: none"> • Intro to Eat Better, Feel Better Program

Thursday, September 7 (Class 6)	<ul style="list-style-type: none"> Review process evaluation component and evaluation question activity Quiz on Key Terms 	
Tuesday, September 12 (Class 7)	<ul style="list-style-type: none"> Steps to developing an evaluation report Introduce evaluation report assignment Steps to developing a process evaluation plan: Steps 1-3 	Reading: <ul style="list-style-type: none"> CDC evaluation guide
Thursday, September 14 (Class 8)	Steps to developing a process evaluation plan: Steps 4-6	
Tuesday, September 19 (Class 9)	Introduction to Project imPACT: <i>Carol Golin, MD and Jessica Carda-Auten, MPH</i>	ASSIGNED: Evaluation report (due November 30)
Thursday, September 21 (Class 10)	Realities in the field: process evaluation <i>Guest speaker: Nancy Nachbar, DrPH</i>	
Tuesday, September 26 (Class 11)	Process Evaluation in a Multi-Worksite Trial <i>Guest speaker: Laura Linnan, ScD</i>	
Module 3: Impact Evaluation		
Thursday, September 28 (Class 12)	Debate: when to conduct an impact evaluation?	Reading: <ul style="list-style-type: none"> Rojanapithayakorn (2006) UNAIDS case study of Thai program (2000) (can skim this)
Tuesday, October 3 (Class 13)	<ul style="list-style-type: none"> Analytical techniques to strengthen alternative study designs Participatory Impact Evaluation 	Before class: <ul style="list-style-type: none"> Watch flipped class on experimental and quasi-experimental designs Reading (Optional) – Participatory Evaluation: <ul style="list-style-type: none"> Holte-McKenzie (2006) Scarinci (2009) Schulz (1998)
DUE Tuesday, October 3rd (Optional) by 5pm to receive feedback from TA in class: Evaluation Report Program Description, Evaluation Focus, and Selected Data Sources and Analysis Methods		
Thursday, October 5 (Class 14)	Group check-in with TA	ASSIGNED: Impact evaluation quiz (due October 12 th) available on Sakai
Tuesday, October 10 (Class 15)	Realities in the field: impact evaluation <i>Guest speaker: Amanda Pomeroy-Stevens</i>	
Module 4: Questionnaire Development		

Thursday, October 12 (University day, classes after 12:30PM held) (Class 16)	Nuts and bolts of developing questionnaires: Part 1	DUE: on Sakai by 5pm: Impact evaluation quiz (complete online on Sakai)
Tuesday, October 17 (Class 17)	Logistics: <ul style="list-style-type: none"> • Start-up for an evaluation • Management of data and evaluation processes <i>Guest speakers: Jessica Carda-Auten, MPH and Jennifer Groves, MS, MBA, Project imPACT</i>	
Thursday, October 19 (Class 18)	No class: Fall Break	
Tuesday, October 24 (Class 19)	Nuts and bolts of developing questionnaires: Part 2	
Thursday, October 26 (Class 20)	Critiquing questions	ASSIGNED: Questionnaire critique (due November 2)
DUE Sunday, October 29th by 5pm to receive feedback from TA in class: Evaluation Report Results		
Tuesday, October 31 (Class 21)	Group check-in with TA	
Module 5: Dissemination & Implementation		
Thursday, November 2 (Class 22)	<ul style="list-style-type: none"> • Policy Impact Evaluation: International Tobacco Control (ITC) Project Case Study (Guest Speaker: Amanda Kong) • Purpose of implementation science • Key terms • GROUP TIME 	Recommended Reading: <ul style="list-style-type: none"> • Eccles & Mittman (2006) • Flottorp et al. (2013) • Proctor et al. (2009) • Woolf (2008) • Woolf & Johnson (2005) DUE on Sakai by 5pm: Questionnaire critique
Tuesday, November 6 (Class 23)	GROUP TIME	
Thursday, November 9 (Class 24)	<ul style="list-style-type: none"> • Theories and frameworks to inform implementation science • Barriers to scale-up of EBIs <i>Guest speaker: Byron Powell, PhD</i>	Reading: <ul style="list-style-type: none"> • Damschroder et al. (2009) • Nilsen (2015)

Tuesday, November 14 (Class 25)	Applications of implementation science for scaling up in the real world <i>Guest speaker: Allison Metz, PhD</i>	DUE on Sakai by 5pm: Evaluation Report Recommendations
Thursday, November 16 (Class 26)	<ul style="list-style-type: none"> Implementation strategies to overcome scale-up barriers 	Reading: <ul style="list-style-type: none"> Powell et al. (2012) *schedule meetings as needed with TA
Tuesday, November 21 (Class 27)	Group check-in with TA	
Thursday, November 23 (Class 28)	No class: Thanksgiving	
Module 6: Logistics & Management of Evaluation		
Tuesday, November 28 (Class 29)	Cost-effectiveness <i>Guest speaker: Stephanie Wheeler, PhD</i>	Recommended reading: Zhou et al. (2014) Juillard et al. (2015) ASSIGNED: Peer Assessment (due December 5)
Thursday, November 30 (Class 30)	Panel: M&E in the field <i>Presentation on Program Evaluation Resources (Natalie Blackburn)</i>	DUE on Sakai by 5pm: Evaluation report
Tuesday, December 5 (Class 31)	<i>Course wrap-up and conversations</i>	DUE on Sakai by 5pm: Peer assessment BRING LAPTOPS TO CLASS