

**HBEH 752: Public Health Intervention and Evaluation**  
**Fall 2016**  
**Tuesdays and Thursdays, 12:30-1:45pm**  
**McGavran-Greenberg 2308**

**Teaching Team:**

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2. Amanda Kong, MPH; Teaching Assistant, [akong2@live.unc.edu](mailto:akong2@live.unc.edu)
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*\*The teaching team is available for office hours by appointment; please email us to arrange a time.*

**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 concepts of implementation and dissemination will be emphasized throughout the course.

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 should be able to:

- Recognize and utilize major evaluation designs to assess public health programs with applications to multiple levels of the social ecological framework;
- 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;
- 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](http://sakai.unc.edu)) under HBEH752.001.FA16. 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 posted on Sakai. All assignments should be submitted via Dropbox on the course Sakai website by the date and time listed on the detailed assignment instructions, using the following file naming convention:

FirstinitialLastname\_Assignment\_Duedate\_HB752

*Example:* CJones\_EvalDesignApp\_Sep8\_HB752

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 (45% total):**
  - Evaluation design application (15%): A short, individually written reflection on the complimentary uses of four key evaluation designs.
  - Quiz on principles of impact evaluation (15%): Short, individual quiz on main elements of impact evaluation designs and analytical techniques.
  - Questionnaire critique (15%): A review to identify weaknesses and draft improvements to a question, to be completed individually.
- **Evaluation report (45% total):**
  - Overall project grade (35%)
  - Peer assessment of individual contributions to evaluation report (10%)

Assignment	Assigned	Due (by 5:00 pm)
<i>Evaluation design application</i>	August 30 <sup>th</sup>	September 8 <sup>th</sup>
<i>Impact evaluation quiz</i>	October 4 <sup>th</sup>	October 11 <sup>th</sup>
<i>Questionnaire critique</i>	October 25 <sup>th</sup>	November 1 <sup>st</sup>
<i>Evaluation report</i>	September 15 <sup>th</sup>	December 1 <sup>st</sup>
<i>Program description</i>		October 4 <sup>th</sup>
<i>Evaluation focus</i>		October 4 <sup>th</sup>
<i>Selected Data Sources &amp; Analysis Methods</i>		October 4 <sup>th</sup>
<i>Results</i>		October 30 <sup>st</sup>
<i>Recommendations</i>		November 15 <sup>th</sup>
<i>Peer assessment</i>	November 29 <sup>th</sup>	December 6 <sup>th</sup>

## 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."

## Policy on Accommodations for Students with Disabilities

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. Please contact the University's Disability office to request the paperwork necessary for approved accommodations.

## Course Schedule

Class Date	Topic(s)	Preparation for class
<b>Module 1: Overview &amp; Evaluation Designs</b>		
Tuesday, August 23rd	<ul style="list-style-type: none"><li>• Course introduction</li><li>• Key terms</li><li>• Types of evaluations</li></ul>	
Thursday, August 25 <sup>th</sup>	<ul style="list-style-type: none"><li>• Steps for designing an evaluation plan</li><li>• Approaches for evaluation planning:<ul style="list-style-type: none"><li>• CDC Framework</li><li>• Performance Measurement Plan</li><li>• USAID/UN Monitoring &amp; Evaluation Plan</li></ul></li></ul>	Reading: <ul style="list-style-type: none"><li>• Conceptual Models (Earp &amp; Ennett 1991)</li><li>• Logic Model (P. McCawley)</li><li>• Results Framework (USAID)</li><li>• Logical Framework (USAID)</li></ul>

	<ul style="list-style-type: none"> <li>Evaluation designs overview: <ul style="list-style-type: none"> <li>Conceptual framework</li> <li>Logic models</li> <li>Results framework</li> <li>Logical framework</li> </ul> </li> </ul>	
Tuesday, August 30th	<ul style="list-style-type: none"> <li>Activity: comparing evaluation designs</li> </ul>	Reading: <ul style="list-style-type: none"> <li>Intro to Eat Better, Feel Better Program</li> </ul>
<b>Module 2: Process Evaluation</b>		
Thursday, September 1 <sup>st</sup>	<ul style="list-style-type: none"> <li>Purpose of process evaluation</li> <li>Seven core components of process evaluation: fidelity, dose delivered, dose received (exposure &amp; satisfaction), reach, recruitment, context</li> </ul>	Reading: Steckler & Linnan (2002)
Tuesday, September 6th	<ul style="list-style-type: none"> <li>Activity: Differentiating core evaluation components</li> </ul>	Bring to class: <ul style="list-style-type: none"> <li>Intro to Eat Better, Feel Better Program from 8/30</li> </ul>
Thursday, September 8 <sup>th</sup>	<ul style="list-style-type: none"> <li>Review process evaluation component and evaluation question activity</li> </ul>	<b>DUE</b> on Sakai by 5pm: Evaluation Design Application
Tuesday, September 13 <sup>th</sup>	<ul style="list-style-type: none"> <li>Steps to developing an evaluation report</li> <li>Introduce evaluation report assignment</li> <li><i>Guest speakers: Carol Golin and Jessica Carda-Auten Project imPACT</i></li> </ul>	Reading: CDC evaluation guide
Thursday, September 15 <sup>th</sup>	<ul style="list-style-type: none"> <li>Steps to developing a process evaluation plan: Steps 1-3</li> </ul>	
Tuesday, September 20 <sup>th</sup>	Steps to developing a process evaluation plan: Steps 4-5	
Thursday, September 22 <sup>nd</sup>	Realities in the field: process evaluation <i>Guest speaker: Nancy Nachbar, DrPH</i>	
<b>Module 3: Impact Evaluation</b>		
Tuesday, September 27 <sup>th</sup>	<ul style="list-style-type: none"> <li>Debate: when to conduct an impact evaluation?</li> </ul>	
Thursday, September 29 <sup>th</sup>	<ul style="list-style-type: none"> <li>Analytical techniques to strengthen alternative study designs (Susannah Zietz)</li> </ul>	Before class: <ul style="list-style-type: none"> <li>Watch flipped class on experimental and quasi-experimental designs</li> </ul>
Tuesday, October 4 <sup>th</sup>	<ul style="list-style-type: none"> <li>Participatory evaluation (Amelia Rock)</li> </ul>	<b>DUE</b> on Sakai by 5pm: Evaluation Report Program Description, Evaluation Focus, and Selected Data Sources and Analysis Methods  Reading: TBD

Thursday, October 6 <sup>th</sup>	<b>Group check-in with TA</b>	
Tuesday, October 11 <sup>th</sup> (University day, classes after 12:30PM held)	Realities in the field: impact evaluation <i>Guest speaker: Lisa Parker, PhD</i>	Impact evaluation quiz (at home on Sakai)
Thursday, October 13 <sup>th</sup>	Logistics: <ul style="list-style-type: none"> <li>Start-up for an evaluation</li> <li>Management of data and evaluation processes</li> </ul> <i>Guest speakers: Jessica Carda-Auten, MPH and Jennifer Groves, MS, MBA, Project imPACT</i>	
<b>Module 4: Questionnaire Development</b>		
Tuesday, October 18 <sup>th</sup>	Nuts and bolts of developing questionnaires: Part 1	
Thursday, October 20 <sup>th</sup>	No class: Fall Break	
Tuesday, October 25 <sup>th</sup>	Nuts and bolts of developing questionnaires: Part 2	
Thursday, October 27 <sup>th</sup>	Critiquing questions	Reading: TBA
Tuesday, November 1 <sup>st</sup>	<b>Group check-in with TA</b>	<b>DUE</b> on Sakai by 5pm: Questionnaire critique  <b>DUE Sunday, October 31<sup>st</sup></b> on Sakai by 5pm to receive feedback from TA in class: Evaluation Report Results
<b>Module 5: Dissemination &amp; Implementation</b>		
Thursday, November 3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>Purpose of implementation science</li> <li>Key terms</li> <li><b>GROUP TIME</b></li> </ul>	Recommended Reading: <ul style="list-style-type: none"> <li>Eccles &amp; Mittman (2006)</li> <li>Flottorp et al. (2013)</li> <li>Proctor et al. (2009)</li> <li>Woolf (2008)</li> <li>Woolf &amp; Johnson (2005)</li> </ul>
Tuesday, November 8 <sup>th</sup>	<ul style="list-style-type: none"> <li>Theories and frameworks to inform implementation science</li> <li>Barriers to scale-up of EBIs</li> </ul> <i>Guest speaker: Byron Powell, PhD</i>	Reading: <ul style="list-style-type: none"> <li>Damschroder et al. (2009)</li> <li>Nilsen (2015)</li> </ul>
Thursday, November 10 <sup>th</sup>	<ul style="list-style-type: none"> <li>Implementation strategies to overcome scale-up barriers</li> </ul>	Reading: <ul style="list-style-type: none"> <li>Powell et al. (2012)</li> </ul>

Tuesday, November 15 <sup>th</sup>	<ul style="list-style-type: none"> <li>Implementation study designs</li> <li>Implementation outcomes</li> </ul> <i>Guest speaker: Byron Powell, PhD</i>	<b>DUE</b> on Sakai by 5pm: Evaluation Report Recommendations  Reading: <ul style="list-style-type: none"> <li>Strauss et al (2013)</li> </ul>
Thursday, November 17 <sup>th</sup>	<b>Group check-in with TA</b>	
Tuesday, November 22 <sup>nd</sup>	Applications of implementation science for scaling up in the real world <i>Guest speaker: Allison Metz, PhD</i>	
Thursday, November 24 <sup>th</sup>	No class: Thanksgiving	
<b>Module 6: Logistics &amp; Management of Evaluation</b>		
Tuesday, November 29 <sup>th</sup>	Cost-effectiveness <i>Guest speaker: Stephanie Wheeler, PhD</i>	<ul style="list-style-type: none"> <li>Zhou et al. (2014)</li> <li>Julliard et al. (2015)</li> </ul>
Thursday, December 1 <sup>st</sup>	Panel: M&E in the field <i>Guest speakers: TBA</i>	<b>DUE</b> on Sakai by 5pm: Evaluation report
Tuesday, December 6 <sup>th</sup>	<i>Course wrap-up and conversations</i>	<b>DUE</b> on Sakai by 5pm: Peer assessment BRING LAPTOPS TO CLASS