

PUBH 746 – Fall 2017
Program Planning and Evaluation
Public Health Leadership Program, UNC Gillings School of Global Public Health
SYLLABUS

Course Location, Dates, and Times:

- This is an online course. The course calendar includes the suggested dates for reviewing the lessons, and dates for scheduling team meetings and project presentation.

Course Instructor:

- **Lori Carter-Edwards, PhD**
 - Research Associate Professor, Public Health Leadership Program and Department of Health Behavior; Associate Director, Community Academic Resources for Engaged Scholarship (CARES), NC Translational and Clinical Sciences Institute (NC TraCS)
 - 4111 McGavran-Greenberg Hall, Gillings School of Global Public Health, 135 Dauer Drive CB#7469, Chapel Hill, NC 27599-7469
 - lori_carter-edwards@unc.edu; 919.597.0275 (for scheduled calls, or text for urgent matters)
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Course Overview

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 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.

Learning Objectives and Competencies

Objectives:

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.

Program Planning and Evaluation Competencies:*

- Develops options for policies, programs, and services (e.g., secondhand smoking policies, data use policies, HR policies, immunization programs, food safety programs)
- Explains the importance of evaluations for improving policies, programs, and services

Public Health Leadership Competencies: * **

- Develop creative capacities to optimize learning, critical thinking, and analysis skills.
- Describes the ways public health, health care, and other organizations can work together or individually to impact the health of a community.
- Contributes to development of a vision for a healthy community (e.g., emphasis on prevention, health equity for all, excellence and innovation).

*The Council on Linkages between Academia and Public Health Practice. Core competencies for public health professionals, policy development and program planning, June 2014, http://www.phf.org/resourcestools/Documents/Core_Compencies_for_Public_Health_Professionals_2014June.pdf.

**Wright K et al. Competency development in public health leadership. Am J Public Health 2000; 90(8):1202-07.

Course Format

This course consists of contact hours via required narrated online tutorials posted on the class Sakai site, as well as through assigned readings, in-class discussions, and assigned team projects.

Students will be assigned to a project team for the duration of the course. Teams will be formulated as best as possible to reflect the diversity across the class.

The course is composed of weekly modules. The content of each module is presented through assigned readings, online presentations/lectures, and completion of course assignments. Required reading and written assignments reinforce and expand the online presentations/tutorials and discussions. Written assignments and project work products – individual and team assignments – are submitted for grading.

The middle of the course will be dedicated to completing a program plan and the end of the course will be dedicated to the completion of a qualitative evaluation plan. Both will build from the weekly team assignments that you complete.

You will also have an individual assignment where you will: a) critically assess the work of a program planner or evaluator that you will identify to interview; or b) work on developing your individual program and evaluation plan for your own master's paper topic.

Method of Instruction

- **Readings:** Substantial readings are assigned for each unit of this course. Complete the readings for each lesson first before proceeding to tutorials and activities. Reading materials are found in required textbooks or are available online in each lesson. It is recommended you work with your team to collectively summarize the reading assignments.
- **Tutorials:** Some lessons include an audio or video tutorial – a pre-recorded, online lecture accompanied by slides. Tutorials highlight information and concepts presented in greater depth in readings and throughout each lesson.
- **Short Videos:** Throughout the course I will try to provide short videos from me to supplement explanations on key points.
- **Weekly Team Assignments:** This component is designed to help you reinforce and apply concepts presented in the lesson. Generally speaking, these assignments are 1-2 page papers which describe an element of your team's program plan (e.g. planning issues, context, etc.) These papers will be prepared and submitted as a team. Requirements regarding length and content will vary from week to week so be sure to read each assignment's instructions thoroughly. More information on the team assignments can be found below under "Team Assignments."

- **Team Teleconferences with Instructor:** Each team will have two scheduled teleconference sessions with the instructor in order to receive guidance and feedback on the team’s approaches/strategies. These calls will also serve to determine team progress and participation. You will be provided more detailed information regarding how and when to schedule these calls at a later date.
- **In-Class Discussions:** In-class discussions bring you into contact with your classmates as you share ideas, opinions, and experiences relating to key concepts presented in the course. These discussions also give the instructor a chance to review questions and comments you may exchange about your individual program planning and evaluation project, as well as help determine level of team participation. In-class discussions will be once a week during the first hour of the meeting time.
- **Individual Assignment:** The individual assignment will be either a critical assessment of the work of a program planner or evaluator that you will identify to interview, or work on a master’s paper. **Critical Assessment:** is a two-part assignment in which you will interview a program planner or evaluator about a specific public health program plan or evaluation and then critically assess their approach to the work. Part One of the assignment will allow you the opportunity to meet with a program planner and/or evaluator and learn more about their experience. In Part Two, you will draw on course lessons to critique their strategies and approach.
- **Program and Evaluation Plans:** This is a culmination of the tasks you will complete in team assignments for program planning and team assignments for evaluation. You will rely on the development of a logic model to guide the development of both plans. As you develop your team’s plan throughout the course, you will be prompted to consider the numerous facets of program planning and evaluation. The goal of this exercise is to provide you with the necessary skills to create a thoughtful and effective planning and evaluation plan, both for this class and in the future.
- **Instructional Content Example:** For the purposes of instruction on program planning and evaluation, course materials and the program and evaluation plans will be built around cardiovascular disease. The course will provide both domestic and international context from which to work. For our domestic context we will be focusing on North Carolina and internationally we will focus on Saudi Arabia.

Resources

Required Text:

- Issel, L. Michele. *Health Program Planning and Evaluation: A Practical, Systematic Approach for Community Health*, 2014.
- Web and other references available in the reading list on the Sakai site.

Course Website:

- Sakai at <https://sakai.unc.edu/portal> use ONYEN and password to login; site: **PUBH746.001.FA17**
- This website will be used extensively during the course for students to access required online tutorials and readings (not in the course text).
- Class announcements and other important communications will be distributed through this site, so please ensure your email address is correctly reflected in ConnectCarolina.
- Team Sites will be established to facilitate Team communications, collaboration, storage of team documentation, and final posting of team assignments to be graded.
- Students will also be able to check their individual grades on the Gradebook.

Valuing Diversity

Promoting and valuing diversity in the classroom enriches learning and broadens everyone’s perspectives. Inclusion and tolerance can lead to respect for others and their opinions and is critical to maximizing the learning that occurs in this course. This may challenge our own closely held ideas and personal comfort zones. The results, however, create a sense of community and promote excellence in the learning environment.

Diversity includes consideration of (1) the variety of life experiences other have had, and (2) factors related to “diversity of presence”, including, among others, age, economic circumstances, ethnic identification, disability, gender, geographic origin, race, religion, sexual orientation, social position.

This course follows principles of inclusion, respect, tolerance, and acceptance that support the values of diversity. The University of North Carolina at Chapel Hill is committed to equality of educational opportunity. The University does not discriminate in offering access to its educational programs and activities on the basis of age, color, creed, disability, gender, gender expression, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, or veteran status. The Equal Opportunity and Compliance Office (100 E. Franklin Street, Unit 110, CB #9160, Chapel Hill, NC 27599-9160 or 919.966.3576) has been designated to handle inquiries regarding the University’s non-discrimination policies. <http://policies.unc.edu/policies/nondiscrim/>

UNC Honor System

The University of North Carolina at Chapel Hill has had a student-led honor system for over 100 years. Academic integrity is at the heart of Carolina and we all are responsible for upholding the ideals of honor and integrity. The student-led Honor System is responsible for adjudicating any suspected violations of the Honor Code and all suspected instances of academic dishonesty will be reported to the honor system.

Academic work is a joint enterprise involving faculty and students. Both have a fundamental investment in the enterprise and both must share responsibility for ensuring its integrity. In relation to the Honor Code, therefore, specific responsibilities of the faculty which parallel the responsibilities of the students have been formally adopted by the Faculty Council. Information, including your responsibilities as a student is outlined in the Instrument of Student Judicial Governance. Your full participation and observance of the Honor Code is expected.

Academic Dishonesty:

Plagiarism in the form of "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. Plagiarism can take many forms and there may be a number of reasons why it occurs. Some examples are as follows:

- Quote and cite any words that are not your own.
- If you paraphrase the words of another, you must still give proper attribution.
- The default citation style for the UNC Gillings School of Global Public Health is APA Style.
- "If you look it up, write it down."

Authorized vs. Unauthorized Collaboration:

All academic work in this course, including homework, quizzes, and exams, is to be your own work, unless otherwise specifically provided. It is your responsibility if you have any doubt to confirm whether or not collaboration is permitted.

Unauthorized Materials:

Course assignments will indicate if students are permitted to use old exams, outside resources, internet articles, or any other materials in the completion of academic assignments.

Resources for Additional Information:

Students wishing to seek additional information are welcome to contact the course instructor or the Office of Student Conduct at 919.962.0805 or review the UNC Graduate Record.

Grading

A students’ final grade will be based on a combination of individual participation on your team (10%), individual assignment (20%), team assignments (20%) and submission of a program plan (25%) and submission of an evaluation plan (25%).

UNC Graduate Level grading will be applied:

H = High Pass; P = Pass; L = Low Pass; F = Fail; IN = Work Incomplete*

*A temporary grade that converts to an administrative fail unless the incomplete coursework is completed so that the temporary grade is replaced with a permanent grade before the last day of class for the same term one year later.

A quality final evaluation plan, participation in discussions, and completion of online assignments earns a P grade, indicating solid graduate performance. Exceptional performance (95% or better) will merit an H in the course.

The grading rubric is as follows:

Grade Composition	Weight	Component
Participation Course Participation Peer Evaluation	10%	Individual and Team
Individual Assignment: Assessment of a Program or Evaluation Plan	20%	Individual
Team Assignments (Weekly – Includes PowerPoint Slides of Team’s Program and Evaluation Plans)	20%	Team
Program Plan	25%	Team
Evaluation Plan	25%	Team

Peer Evaluation

The purpose of the peer evaluation is to evaluate each of your team members on their performance as a team member in completing team assignments. This electronic peer evaluation is completed once at the end of the course. In the peer evaluation, you will be asked to rate individual team members on each of the following five statements using a 5-point Likert scale (5=strongly agree; 4=agree; 3=somewhat agree; 2=disagree; and 1=strongly disagree):

- ❖ This team member actively participated in team assignments;
- ❖ This team member accomplished tasks on time;
- ❖ This team member's work reflected an acceptable level of thought and effort;
- ❖ This team member functioned as a valuable member of the team by supporting the efforts of fellow team members;
- ❖ This team member would make an excellent project manager for this team.

In addition to the five statements, the peer evaluation has an open-ended question in which you can write specific comments (no longer than 3-4 sentences) on the performance of each of your team members or to provide any specific information to the professor. You will receive an overview of the feedback provided by your team after the evaluations have been submitted and tallied. Follow-up by the professor will be undertaken with individuals and/or teams as required by the aggregated average scores that will be reported to students; comments will not be shared. The peer evaluation will be conducted in the middle and at the end of the course.

Course Policies and Requirements

- Class participation is encouraged and expected, through actively participating in individual group discussions and activities – whether team meetings and teleconferences, posting on your team’s forum site in Sakai, or other course-related participation.
- Assigned readings and online tutorials are to be completed by the date in the course calendar.
- If there is something you do not understand, ask questions. Email Dr. Carter-Edwards at lori_carter-edwards@unc.edu, or text 919.597.0275 for urgent matters (or call for scheduled meetings). ***Please feel free to ask your question, as it is likely something that other class members might also not understand.***

- Questions and replies that are addressed with Dr. Carter-Edwards outside of class that are relevant to other class members will be posted to the course Sakai site for clarification and communication for all.
 - The Honor Code described above is in effect for the duration of this class. If you have a question about how certain activities, especially group activities, might be interpreted under the Honor Code, please ask.
 - A grade of incomplete may be taken only because of illness or special circumstances and **only with the permission of your departmental adviser and the course instructor.**
 - As course professor, Dr. Carter-Edwards reserves the right to make changes to the syllabus, including project due dates, when unforeseen circumstances occur. While no changes to the syllabus are anticipated, if they are, the changes will be announced as early as possible.
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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

TEAM ASSIGNMENTS

Please refer to the Sakai site for full instructions for the team assignments and the course reading materials. **When preparing to submit your assignments, please use the following filename convention for your documents (e.g., *AssignmentA_Team1_2017-01-12, AssignmentB_Team3_2017-02-09, etc.*).**

1. Team 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.

2. Team Assignment B

Assessing Health Problem Scopes and Prioritizing Program Planning Issues

In 1 page, summarize the cardiovascular health problems in Pitt County, NC and in Riyadh, Saudi Arabia. In 1-2 pages, identify existing health data, health plans, and /or policy frameworks related to your team's assigned health problem and location that help your group set priorities for activities of your program plan.

3. Team Assignment C

Context of a Program Plan

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; and
- stakeholders and other factors.

4. *Team Assignment D*

Theoretical Framework for a Program Plan

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.

5. *Team Assignment E*

SMART Objectives

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.

6. *Team Assignment F*

Developing a Logic Model

Using the basic logic model template from the Kellogg Foundation Guide (2006)

(<http://www.epa.gov/evaluate/pdf/eval-guides/logic-model-development-guide.pdf>), 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).

7. *Team Assignment G*

Developing an Implementation Plan

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.

8. Team Assignment H

Developing a Budget

Develop a budget that supports the strategies and activities necessary to carry out your program plan. Include personnel and other resources needed. Include a budget justification summary to provide a rationale for the funds needed to implement the program plan.

9. Team Assignment I

Final Program Plan

This assignment is the final culmination of your weekly assignments to create a complete intervention. The final program plan should be limited to 15 pages (including sections 2-8) and table of contents. You can include an appendix, if needed. Include the below sections:

- i. Cover page (title, course number, team members' names)
- ii. Overview of the plan
- iii. Context of program plan
- iv. Relevant program theories
- v. Goals and objectives
- vi. Program Implementation (activities/strategies, staffing, estimated timeline, detailed budget)
- vii. Logic model
- viii. References
- ix. Appendix, if needed. (charts, graphs, material examples, etc.)

10. Team Assignment J

Framework for an Evaluation Plan

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:

- i. What the primary reasons this program should be evaluated?
- ii. 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?
- iii. 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?
- iv. What are some potential challenges the evaluation might encounter?

11. Team Assignment K

Developing a Qualitative Evaluation Plan

Develop a qualitative evaluation plan in narrative form that is designed to address formative (process) and impact (outcome) evaluation. In 2-3 pages, using the previously developed logic model, include the evaluation questions to address, and the qualitative approach to be used to

assess the process of executing the plan as well as the preliminary impact of the program on 1-2 outcomes.

12. Team Assignment L

Develop a Slide Presentation Disseminating Your Program and Evaluation Plans

Develop a slide presentation (no more than 20 slides) for sharing your program and evaluation plans. Identify the stakeholder audience(s) for whom the presentation is targeted. In the presentation, state the background/rationale for the plans, the core objectives, overall plan for program implementation, overall plan for evaluation, overall budget, and the timeline.

Summarize your proposed plans for dissemination to the stakeholder(s) targeted. The goal to this assignment is to develop the ability to take a large amount of information and compile it into a succinct presentation format. Clarity and conciseness are key.

13. Team Assignment M

Final Qualitative Evaluation Plan

This assignment is the final culmination of your weekly assignments to create a qualitative intervention. The final program plan should be limited to 10 pages and table of contents. You can include an appendix, if needed. The final evaluation plan should include the following key sections:

- i. Rationale and Approach to the Evaluation
- ii. Evaluation Study Design
- iii. Evaluation Methods
- iv. Evaluation Planning Table
- v. Dissemination Plans

INDIVIDUAL ASSIGNMENT: PUBH 746 – CRITICAL ASSESSMENT

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, maximum.

PART I. 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?
9. 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 (eg., program planner, funders, other stakeholders)? If so, who?

Assignment Length for Part 1. Two pages double-spaced. Take notes and ask for supporting program planning and evaluation documents. Cite all documents.

PART II Critical Assessment. To assess the interview, draw on the course materials to apply critical thinking related to the program planning and/or evaluation process. Some questions we'd like for you to focus on include:

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.

Assignment length for Part 2. This section should be 3 double spaced pages. Citations can go at the end on page 6.

PUBH746 – FALL 2017 COURSE CALENDAR

Lesson	Date	Title	Assignment	Due
1	Aug 24	Introduction: Tools & Techniques for Working in Teams in an Online Learning Environment: Intro to Team Development	Introductions Team Assignment A	Aug 31
2A/2B	Aug 31	Overview of Program Planning: Prioritizing Program Planning Issues	Team Assignment B	Sep 7
3	Sep 7	The Context of Program Planning: Challenges and Strategies for Success Tools & Techniques for Working in Teams: Addressing Common Issues in Team Development	Team Assignment C	Sep 14
4	Sep 14	Using Program Theory Frameworks	Team Assignment D	Sep 21
5	Sep 21	Developing Program Goals and Objectives	Team Assignment E <i>Graded PEER Evaluation</i>	Sep 28
6	Sep 28	Logic Models	Team Assignment F Program Planning Progress: Team Question, Answer, and Discussion with Instructor – schedule times for conference call (via Blackboard Collaborate)	Oct 5 Oct 3, 4
7	Oct 5	Implementation of and Budgeting for a Program Plan	Team Assignments G and H	Oct 12
8	Oct 12	Monitoring a Program Plan	Individual Assignment, Part 1 Due	Oct 17
9	Oct 17	Sustainability	Team Assignment I, FINAL Program Plan	Oct 26
10	Oct 26	Introduction to and Rationale for Program Evaluation	Team Assignment J	Nov 2
11	Nov 2	Utility of Quantitative and Qualitative Evaluations	Team Assignment K Program Evaluation Progress: Team Question, Answer, and Discussion with Instructor – schedule times for conference call (via Blackboard Collaborate)	Nov 9 Nov 14, 15
12	Nov 9	Developing a Mixed Methods Evaluation Plan	Individual Assignment, Part 2	Nov 16
13	Nov 16	Communicating Your Program and Evaluation Plans with Others	Team Assignment L, Team PowerPoint Presentations Due and Presentations to the Class (Technology to be Determined) <i>Graded Peer Evaluation</i>	Nov 30
14	Nov 30	Last Day of Class – Dec 6 Nov 30-Dec 6: Last Days of Virtual Office Hours Before Final Assignments and Course Evaluations are Due	<i>Course Evaluation</i> Review Summaries of Other Teams' Presentations (complete reviews as a team) Team Assignment M, FINAL Mixed Methods Evaluation Plan	Dec 7 Dec 7 Dec 14

***Unless otherwise noted, all assignments are due to the instructor by 11:55pm on the due date listed above.**