Course Description
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.

Prerequisites: None (with regards to coursework); students outside of the Health Behavior concentration must receive Instructor approval.

Instructor
Liz Chen, PhD, MPH
Assistant Professor
Department of Health Behavior
Rosenau 358A
Phone: 919-966-9207
Email: lizcchen@live.unc.edu

Teaching Assistants
Erika Redding, erredding@live.unc.edu
Allison Pack, apack15@email.unc.edu

Office Hours: Liz will host office hours on Tuesdays from 2 pm – 3 pm in Rosenau 358A. Liz and Erika are also available by appointment.

Course Website: https://sakai.unc.edu/welcome/. Use your ONYEN and password.

Class Days, Times, Location: Tuesdays/Thursdays, 12:30 pm – 1:45 pm, McGavran-Greenberg 2308

Course Overview
The overall goal of the course is to facilitate student synthesis and application of knowledge acquired through the required MPH Core courses and the Health Behavior Concentration courses to program evaluation. Students will also apply these skills to current evaluation projects.

By the end of the course, students will be able to:
- Create conceptual models, logic models, and SMART objectives for public health interventions
- Understand when different types of evaluation are required given the purpose of the evaluations
- Create process evaluation plans for a variety of health behavior programs
- Create impact evaluation plans for a variety of health behavior programs
• Describe how implementation science can be applied to the evaluation of health behavior programs
• Describe a range of participatory methods to evaluate and disseminate health behavior programs
• Describe a range of methods to share evaluation results and findings with communities

Course Format
The course will meet twice a week for the duration of the semester. Generally, each class session will consist of a lecture that will be supplemented with small group discussions, in-class exercises, case studies, and examples from the public health literature. Students are expected to complete the readings before class and come to each class prepared to discuss the texts.
Course-at-a-Glance
The instructor reserves the right to make changes to the syllabus, including topics, readings, assignments, and due dates. Any changes will be announced as early as possible and noted on Sakai. For session-by-session course schedule details, please see the Sakai course site.

<table>
<thead>
<tr>
<th>Date/Session</th>
<th>Topic</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td><strong>Module 1: Overview &amp; Evaluation Frameworks</strong></td>
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<tr>
<td>Class 1: 8/20/19</td>
<td>Course overview</td>
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<tr>
<td>Class 2: 8/22/19</td>
<td>Utilization-focused evaluation</td>
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<tr>
<td>Class 3: 8/27/19</td>
<td>Evaluation frameworks</td>
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<tr>
<td>Class 4: 8/29/19</td>
<td>Participatory methods for intervention design and evaluation</td>
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<tr>
<td>Class 5: 9/3/19</td>
<td>Participatory methods for intervention design and evaluation</td>
<td></td>
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<tr>
<td>Class 6: 9/5/19</td>
<td>Conceptual models, logic models, and SMART goals</td>
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<tr>
<td>Class 7: 9/10/19</td>
<td>Conceptual models, logic models, and SMART goals</td>
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<tr>
<td>Class 8: 9/12/19</td>
<td>Journal Club</td>
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<tr>
<td><strong>Module 2: Process Evaluation</strong></td>
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<tr>
<td>Class 9: 9/17/19</td>
<td>Purpose and core components</td>
<td>Module 1 Assignment due</td>
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<tr>
<td>Class 10: 9/19/19</td>
<td>Collecting process evaluation data</td>
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<tr>
<td>Class 11: 9/24/19</td>
<td>Collecting process evaluation data</td>
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<tr>
<td>Class 12: 9/26/19</td>
<td>Analyzing and communicating process evaluation data</td>
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<tr>
<td>Class 13: 10/1/19</td>
<td>Analyzing and communicating process evaluation data</td>
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<tr>
<td>Class 14: 10/3/19</td>
<td>Implementation science and process evaluation</td>
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<tr>
<td>Class 15: 10/8/19</td>
<td>Generating recommendations from process evaluations: what’s next?</td>
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<td><strong>Module 3: Logistics and Management</strong></td>
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<tr>
<td>Class 16: 10/10/19</td>
<td>Institutional Review Board applications 101</td>
<td>Module 2 Assignment due</td>
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<tr>
<td>Class</td>
<td>Date</td>
<td>Topic</td>
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<tr>
<td>Class 17</td>
<td>10/15/19</td>
<td>Evaluation logistics</td>
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<tr>
<td>Class 18</td>
<td>10/22/19</td>
<td>Evaluation logistics</td>
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<td><strong>Module 4: Impact Evaluation</strong></td>
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<tr>
<td>Class 19</td>
<td>10/24/19</td>
<td>Defining outcomes and choosing study designs</td>
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<tr>
<td>Class 20</td>
<td>10/29/19</td>
<td>Collecting impact evaluation data &amp; Journal club</td>
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<tr>
<td>Class 21</td>
<td>10/31/19</td>
<td>Collecting impact evaluation data</td>
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<tr>
<td>Class 22</td>
<td>11/5/19</td>
<td>Monitoring</td>
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<tr>
<td>Class 23</td>
<td>11/7/19</td>
<td>Policy evaluation</td>
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<tr>
<td>Class 24</td>
<td>11/12/19</td>
<td>Communicating impact evaluation results</td>
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<td>Module 4 Assignment due</td>
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<tr>
<td>Class 25</td>
<td>11/14/19</td>
<td>Communicating impact evaluation results</td>
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<tr>
<td>Class 26</td>
<td>11/19/19</td>
<td>Communicating impact evaluation results</td>
</tr>
<tr>
<td>Class 27</td>
<td>11/21/19</td>
<td>Implementation science and impact evaluation</td>
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<tr>
<td>Class 28</td>
<td>11/26/19</td>
<td>Team time</td>
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<tr>
<td>Class 29</td>
<td>12/3/19</td>
<td>Group presentations</td>
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<td>Group Project due</td>
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</tbody>
</table>
Course Assignments and Assessments
This course will include the following graded assignments that contribute to your final grade in the course. For assignment descriptions and assignment grading rubrics, please see the Sakai course site.

<table>
<thead>
<tr>
<th>Graded Assignments</th>
<th>Percentages of Final Course Grade</th>
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</thead>
<tbody>
<tr>
<td>1. Module 1 Assignment</td>
<td>15</td>
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<tr>
<td>2. Module 2 Assignment</td>
<td>15</td>
</tr>
<tr>
<td>3. Module 4 Assignment</td>
<td>15</td>
</tr>
<tr>
<td>4. Group Project</td>
<td>30</td>
</tr>
<tr>
<td>5. Cover Letter Assignment</td>
<td>15</td>
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<tr>
<td>6. Attendance &amp; Participation</td>
<td>10</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Map of Competencies to Learning Objectives and Assessment Assignments
Below you will see the competencies you will develop in this course, the learning objectives that comprise each competency, and the assignment in which you will practice demonstrating each competency.

**Competency**
HBEH01. Identify health behavior and social science theories, integrate constructs across levels of social ecological framework, and apply conceptual models to public health practice.

**Learning Objectives** that comprise the competency
Students will be able to:
- Create conceptual models, logic models, and SMART objectives for public health interventions

**Assessment Assignment** for evidence of student attainment of competency
- Module 1 Assignment
- Group Project

**Class Sessions**
6, 7

**Competency**
HBEH04. Develop, adapt, and evaluate health behavior programs and policies and scale the, up using implementation science.

**Learning Objectives** that comprise the competency
Students will be able to:
- Understand when different types of evaluation are required given the purpose of the evaluations
- Create process evaluation plans for a variety of health behavior programs
- Create impact evaluation plans for a variety of health behavior programs
- Describe how implementation science can be applied to the evaluation of health behavior programs

**Assessment Assignment** for evidence of student attainment of competency

- Module 1 Assignment
- Module 2 Assignment
- Module 4 Assignment

**Class Sessions**

1-29

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**Competency**

HBEH05. Engage with communities using participatory strategies and principles of effective partnership to plan, implement, evaluate, and disseminate health behavior programs.

**Learning Objectives** that comprise the competency

Students will be able to:
- Describe a range of participatory methods to evaluate and disseminate health behavior programs
- Describe a range of methods to share evaluation results and findings with communities

**Assessment Assignment** for evidence of student attainment of competency

- Module 2 Assignment
- Module 4 Assignment

**Class Sessions**

2, 4, 5, 7, 10-13, 20-26
Syllabus Appendix

Course Grading Scale(s)
Final course grades will be determined using the following UNC Graduate School grading scale. The relative weight of each course component is shown in the Graded Assignments table.

<table>
<thead>
<tr>
<th>Description</th>
<th>Numeric Value</th>
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</thead>
<tbody>
<tr>
<td>H High Pass: Clear excellence</td>
<td>93-100</td>
</tr>
<tr>
<td>P Pass: Entirely satisfactory graduate work</td>
<td>80-92</td>
</tr>
<tr>
<td>L Low Pass: Inadequate graduate work</td>
<td>70-79</td>
</tr>
<tr>
<td>F Fail</td>
<td>0-69</td>
</tr>
</tbody>
</table>

Instructor Expectations:

Email
The Instructor/TAs will typically respond to email within 48 hours if sent Monday through Friday. The Instructor/TAs may respond to weekend emails, but it is not required of them. If you receive an out of office reply when emailing, it may take longer to receive a reply. The instructor/TAs will provide advance notice, if possible, when they will be out of the office.

Feedback
All graded assignments will receive written feedback that coincides with the assessment rubric. Feedback is meant to be constructive and help the student continue to build upon their skills. The types of feedback you may receive are descriptive feedback, evaluative feedback, and motivational feedback. Feedback is a tool that you as a learner can use to understand the areas that you are succeeding in and what you can do to improve in other areas.

Grading
The Teaching Team aims to grade and return assignments within two weeks of the due date. Early submissions will not be graded before the final due date.

Honor Code
Instructors may report suspected violations of the Honor Code, including inappropriate collaborative work or problematic use of secondary materials, to the Honor Court. Honor Court sanctions vary but may include receiving a zero for the assignment, failing the course and/or suspension from the university. See Additional Resources and Policies for additional information.

Inclusive Excellence
In this class, we practice the Gillings School’s commitment to inclusion, diversity, and equity in the following ways. See Additional Resources and Policies for additional information.

- Develop classroom participation approaches that acknowledge the diversity of ways of contributing in the classroom and foster participation and engagement of all students.
- Structure assessment approaches that acknowledge different methods for acquiring knowledge and demonstrating proficiency.
- Encourage and solicit feedback from students to continually improve inclusive practices.
Syllabus Changes
The instructor reserves the right to make changes to the syllabus, including topics, readings, assignments, and due dates. Any changes will be announced as early as possible. For session-by-session course schedule details, please see the Sakai course site.

Telephone Messages
Email communication is preferred as Liz spends time in her office in Rosenau and at her office at Innovate Carolina (109 Church Street).

Student Expectations:
Appropriate Use of Course Resources
The materials used in this class, including, but not limited to, syllabus, class activities, and assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor may be a violation of the University’s Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This includes, among other things, uploading class materials to websites for the purpose of sharing those materials with other current or future students.

Assignments
Submit all assignments through the Assignments or Dropbox features on Sakai in accordance to assignment instructions. Emailing assignments is not acceptable unless prior arrangements have been made. If you are having issues submitting assignments, try a different web browser first. If switching browsers does not work, email or call the instructor for guidance.

All submitted assignments should use the following file naming convention:

   LastnameFirstinitial_Assignment.docx
Example: ChenE_Module1Assignment.docx

Attendance/Participation
Your attendance and active participation are an integral part of your learning experience in this course. If you are unavoidably absent, please notify Erika as soon as possible.

Communication
You are expected to follow common courtesy in all communication to include email, class discussions, and office hour appointments. All electronic communications sent should follow proper English grammar rules to include complete sentences. This is a professional course, and you are expected to communicate as a professional.

Contributions
You are expected to offer individual contributions in class and on individual assignments, and collaborate with fellow students on assignments for which students may work together, such as group assignments.
Honor Code
To ensure effective functioning of the Honor System at UNC, students are expected to:

- Conduct all academic work within the letter and spirit of the Honor Code, which prohibits the giving or receiving of unauthorized aid in all academic processes.
- Learn the recognized techniques of proper attribution of sources used in written work; and to identify allowable resource materials or aids to be used during completion of any graded work.
- **Students may not use materials they wrote for other courses in class assignments unless they receive approval by the Instructor or a TA.**
- **For assignments, students may not verbally discuss approaches to the assignment unless permission is given in assignment instructions.**

See Additional Resources and Policies for additional information.

Inclusive Excellence
In this class, we practice the Gillings School’s commitment to inclusion, diversity, and equity in the following ways. See Additional Resources and Policies for additional information.

- Treat all members of the Gillings community (students, faculty, and staff) as human persons of equal worth who deserve dignity and respect, even in moments of conflict and disagreement.
- Contribute to creating a welcoming and inclusive classroom environment, where all are able to learn and grow from one another.
- Acknowledge and respect the diversity of experiences that others bring to the classroom and the ways in which this richness enhances everyone's learning.
- Strive to maintain a spirit of curiosity and generosity, particularly in the face of new and/or seemingly contradictory information and perspectives. Encourage and solicit feedback from students to continually improve inclusive practices.

Late Work
Assignment due dates will not be changed because of exams or assignments in other courses or because of conflicting vacation travel plans. Late submissions will receive a 10% reduction for every day that they are late. After seven days, late submissions will receive no points. You should inform the instructor on the first week of class if you cannot attend the final group project presentations scheduled for Tuesday, December 3rd due to extenuating circumstances, such as medical procedures or professional travel. Attendance on the day of the presentation is otherwise required to receive points for those activities.

Readings
Readings (or other course content) should be completed/viewed before the class session and before completing associated activities.

Technical support
The best way to help prevent technical issues from causing problems for assignments and quizzes is to submit them at least 24-36 hours before the due date and time. Your instructor cannot resolve
technical issues, but it's important to notify them if you are experiencing issues. If you have problems submitting an assignment or taking a quiz in Sakai, immediately do the following:

1. Contact the UNC Information Technology Services (ITS) department with the time you attempted to do your course action and what the course action was.
2. Email Erika with the information you sent to ITS and what time you sent the information.

The ITS department provides technical support 24-hours per day, seven days per week. If you need computer help, please contact the ITS Help Desk by phone at +1-919-962-HELP (919-962-4357), or by online help request at http://help.unc.edu/help/olhr, or by UNC Live Chat at http://help.unc.edu/chat.
Additional Resources and Policies

Accessibility at UNC Chapel Hill
UNC-CH supports all reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or a pregnancy complication resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through the UNC Office of Accessibility Resources & Services (ARS), https://ars.unc.edu/; phone 919-962-8300; email ars@unc.edu. Students must document/register their need for accommodations with ARS before accommodations can be implemented.

Counseling and Psychological Services at UNC Chapel Hill
CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: https://caps.unc.edu, call them at 919-966-3658, or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

Gillings School Diversity Statement
We are committed to expanding diversity and inclusiveness across the School — among faculty, staff, students, on advisory groups, and in our curricula, leadership, policies and practices. We measure diversity and inclusion not only in numbers, but also by the extent to which students, alumni, faculty, and staff members perceive the School’s environment as welcoming, valuing all individuals, and supporting their development.

For more information about how we are practicing inclusive excellence at the Gillings School, visit our Diversity and Inclusion webpages:

- Diversity and Inclusion:
  https://sph.unc.edu/resource-pages/diversity/
- Minority Health Conference:
  http://minorityhealth.web.unc.edu/
- National Health Equity Research Webcast:
  https://sph.unc.edu/mhp/nat-health-equity-research-webcast/

Gillings School Office of Student Affairs
https://sph.unc.edu/students/osa/

Honor Code
As a student at UNC Chapel Hill, you are bound by the university’s Honor Code, through which UNC maintains standards of academic excellence and community values. It is your responsibility to learn about and abide by the code. All written assignments or presentations (including team projects) should be completed in a manner that demonstrates academic integrity and excellence. Work should be completed in your own words, but your ideas should be supported with well-cited evidence and theory. If you have any questions about your rights and responsibilities, please consult the Office of Student Conduct (https://studentconduct.unc.edu/) or review the following resources:

- Honor System
https://studentconduct.unc.edu/honor-system
- Honor system module
https://studentconduct.unc.edu/students/honor-system-module
- UNC Library’s plagiarism tutorial
https://guides.lib.unc.edu/plagiarism
- UNC Writing Center’s handout on plagiarism
https://writingcenter.unc.edu/tips-and-tools/plagiarism/

LGBTQ Center
https://lgbtq.unc.edu/

Non-Discrimination Policies at UNC Chapel Hill
https://eoc.unc.edu/our-policies/policy-statement-on-non-discrimination/

Ombuds
https://ombuds.unc.edu/

Prohibited Discrimination, Harassment, and Related Misconduct at UNC Chapel Hill
https://deanofstudents.unc.edu/incident-reporting/prohibited-harassmentsexual-misconduct

Title IX at UNC Chapel Hill
Acts of discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, stalking, and related retaliation are prohibited at UNC-Chapel Hill. If you have experienced these types of conduct, you are encouraged to report the incident and seek resources on campus or in the community. Please contact the Director of Title IX Compliance / Title IX Coordinator (Adrienne Allison, adrienne.allison@unc.edu), Report and Response Coordinators (Ew Quimbaya-Winship, eqw@unc.edu; Rebecca Gibson, rmgibson@unc.edu; Kathryn Winn kmwinn@unc.edu), Counseling and Psychological Services (CAPs) (confidential) in Campus Health Services at 919-966-3658, or the Gender Violence Services Coordinators (confidential) Cassidy Johnson, cassidyjohnson@unc.edu; Holly Lovern, holly.lovern@unc.edu to discuss your specific needs. Additional resources are available at safe.unc.edu.

Writing Center
https://writingcenter.unc.edu/