UNC GILLINGS SCHOOL OF GLOBAL PUBLIC HEALTH

Syllabus

HBEH 752: Public Health Evaluation
Fall 2019
3 Credits | Residential

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, eredding@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.

Date/ Session	Topic	Assignment Due
Module 1: Overview & Evaluation Frameworks		
Class 1: 8/20/19	Course overview	
Class 2: 8/22/19	Utilization-focused evaluation	
Class 3: 8/27/19	Evaluation frameworks	
Class 4: 8/29/19	Participatory methods for intervention design and evaluation	
Class 5: 9/3/19	Participatory methods for intervention design and evaluation	
Class 6: 9/5/19	Conceptual models, logic models, and SMART goals	
Class 7: 9/10/19	Conceptual models, logic models, and SMART goals	
Class 8: 9/12/19	Journal Club	
Module 2: Process Evaluation		
Class 9: 9/17/19	Purpose and core components	Module 1 Assignment due
Class 10: 9/19/19	Collecting process evaluation data	
Class 11: 9/24/19	Collecting process evaluation data	
Class 12: 9/26/19	Analyzing and communicating process evaluation data	
Class 13: 10/1/19	Analyzing and communicating process evaluation data	
Class 14: 10/3/19	Implementation science and process evaluation	
Class 15: 10/8/19	Generating recommendations from process evaluations: what's next?	
Module 3: Logistics and Management		
Class 16: 10/10/19	Institutional Review Board applications 101	Module 2 Assignment due

Class 17: 10/15/19	Evaluation logistics	
Class 18: 10/22/19	Evaluation logistics	
Module 4: Impact Evaluation		
Class 19: 10/24/19	Defining outcomes and choosing study designs	
Class 20: 10/29/19	Collecting impact evaluation data & Journal club	
Class 21: 10/31/19	Collecting impact evaluation data	
Class 22: 11/5/19	Monitoring	
Class 23: 11/7/19	Policy evaluation	
Class 24: 11/12/19	Communicating impact evaluation results	Module 4 Assignment due
Class 25: 11/14/19	Communicating impact evaluation results	
Class 26: 11/19/19	Communicating impact evaluation results	
Class 27: 11/21/19	Implementation science and impact evaluation	
Class 28: 11/26/19	Team time	
Class 29: 12/3/19	Group presentations	Group Project due

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.

Graded Assignments	Percentages of Final Course Grade
1. Module 1 Assignment	15
2. Module 2 Assignment	15
3. Module 4 Assignment	15
4. Group Project	30
5. Cover Letter Assignment	15
6. Attendance & Participation	10
TOTAL	**100**

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

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.

	Description	Numeric Value
H	High Pass: Clear excellence	93-100
P	Pass: Entirely satisfactory graduate work	80-92
L	Low Pass: Inadequate graduate work	70-79
F	Fail	0-69

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/