Course Instructor
Jeff Feller, MSISE
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Office Hours: By appointment only

Course Description
This course provides practical guidance on how to monitor achievement of a program’s objectives, gather information and evidence of the program’s effectiveness, and determine a program’s impact in public health settings. We begin with a review of the structure and functions of the public health system, followed by the rationale and application of an evaluation framework that leads to evidence-based decision-making in public health.

The course will then focus on fundamental components germane to evaluating and managing public health programs, including: program monitoring, performance measurement, and evaluation research. Furthermore, the topics covered within these three areas will include:

- developing evaluation questions
- how to select performance measures
- research designs
- populations and sampling
- the importance of qualitative data
- acquiring, measuring, and analyzing the data
- other evaluation frameworks (CDC Evaluation Framework; Logical Framework Analysis)
- cost-benefit analysis; and finally
- how to utilize the results of evaluation research

The method of instruction will be comprised of lectures and active student participation in discussion boards, followed by exercises using real-world examples that will allow the class to apply the material presented through the lectures while simultaneously demonstrating understanding of the material. Material presented in lectures will be linked to the reading assignments. Multidisciplinary perspectives will be discussed, and many examples will be provided to illustrate important concepts. Occasionally, speakers will be invited to discuss their experiences with public health evaluation topics. The various components of the course are
designed to stimulate thinking about interventions that have been implemented to address public health problems, subsequently deciding on appropriate approaches used to determine the quality and the effectiveness of these interventions.

**Course Objectives**

By the end of this course, the student should be able to:

1) Recognize the need for evidence-based public health.
2) Explain the role of program evaluation in public health practice.
3) Understand and apply an appropriate evaluation framework.
4) Demonstrate skills in program monitoring methods.
5) Demonstrate skills in performance measurement.
6) Demonstrate skills in evaluation research methods.
7) Prepare and write components of program evaluations.
8) Demonstrate an understanding of the political, economic, organizational, interpersonal influences on evaluation processes.
9) Work with the multiple users of evidence, including public health practitioners, policy makers, the public, interest groups, the media, and other stakeholders.

**Course Policies**

Students are expected to:

- Log into the course site regularly.
- Complete the required reading PRIOR to lectures and be prepared to participate in and perhaps LEAD a discussion board.
- Actively contribute in discussion boards and participate in exercises, and demonstrate teamwork if assigned group activities or projects.
- Submit assignments (projects) on or prior to the due date(s).

**Course Textbook(s) and Reading**


Additional readings, including online resources, may be assigned. Students will be directed to the class e-Learning portal for weekly supplementary reading assignments.

**Academic Integrity**

Students are expected to act in accordance with the University of Florida Honor Code, which recognizes that academic honesty and integrity are fundamental values of the University community. Cheating or plagiarism in any form is not acceptable and may result in a zero on the assignment or project and further action with the University of Florida. All exercises and projects will be submitted through Turn It In for review for originality and plagiarism.
**The Honor Code:**

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

On all work submitted for credit by the students at UF, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

**Students with Special Needs**

Students requesting classroom accommodation must first register with the Dean of Students Office, which will provide documentation to the student. The student should then present the documentation to the instructor.

**Getting Started**

A non-graded syllabus quiz will open on Monday, August 25 and each student is required to be complete this syllabus quiz before Sunday, August 31 at 11:55 pm (Eastern Time) before you can proceed further with the class website. You must take the quiz until you receive a 100% or your course materials will NOT open. Please review the quiz before retaking to insure that you understand the questions.

**Course Evaluation**

Grades for this course will be determined according to student performance on the requirements described below.

- Project 1: 20%
- Project 2: 20%
- Final Project: 30%
- Discussion Boards: 20%
- Exercises: 10%
- Total: 100%

**Project 1 (Due Sunday, 9/28)**

*Writing Evaluation Questions*

See course Assignment Tool in Sakai for further information. Late submissions will not be accepted.

**Project 2 (Due Sunday, 11/16)**

*Reviewing an Evaluation Research Article using an Evaluation Article Review Tool*

A 3-5 page paper will be required.

See course Assignment Tool in Sakai for further information. Late submissions will not be accepted.

**Final Project (Due Tuesday, 12/16)**

*Creating an Evaluation Plan for a Public Health Program*

An 8-10 page paper will be required.

See course Assignment Tool in e-Learning for further information. Late submissions will not be accepted.
Discussion Boards (2pts each, 20pts or 20% total)

There are a total of 15 discussion boards available. Participation in a total of 10 Discussion Boards is required. Everyone will be assigned the Week 1 Discussion Board which is a “get acquainted” discussion board. You will then be assigned to participate in 5 additional specific weekly discussion boards, and you will pick another 4 of your own choosing (via the “Sign-up” tool in Sakai) for a total of 10 boards in which you will be required to participate. Discussion boards are critically graded, with each response worth up to 2% of your grade. You may participate in more than 10 discussion boards but you MUST participate in the Week 1 discussion and your five assigned discussion boards and there is no extra credit for participating in more than 10 discussion boards. Note: in the grade book you will see “0” grades for those discussion boards that you are not assigned to, don’t let this bother you as this is a normal function of the Sakai grade book.

Exercises (2pts each, 10 pts or 10% total)

There will be a total of 5 exercises to complete throughout the duration of the course. Student exercises are not critically graded (though feedback will be provided) but must be competed to earn 2% for each exercise. The instructor will determine whether and exercise has been completed sufficiently to earn credit. Desired responses for these exercises will most likely be discussed in the Discussion Boards so even if you are not assigned a Discussion Board during a given week you may want to take a look at the Discussion Board to gain insights on the exercises.

Late submissions or submitting the wrong attachment will not be accepted. It is a student’s responsibility to properly attach the correct assignment document. Please verify your attachments in the Assignment tool.

In accordance with the University of Florida grading policy for graduate students, letter grades will be assigned as follows:

The grading scale for this course is as follows:

93% - 100% = A (4.00)
90% - 92% = A- (3.67)
87% - 89% = B+ (3.33)
83% - 86% = B (3.00)
80% - 82% = B- (2.67)
77% - 79% = C+ (2.33)
73% - 76% = C (2.00)
70% - 72% = C- (1.67)
67% - 69% = D+ (1.33)
63% - 66% = D (1.00)
60% - 62% = D- (0.67)
Below 60% = E (0.00)

There will be no redistribution or deletion of course requirements. The same evaluation procedure will consistently be applied to all students.
**Course Schedule**

*NOTE: all times are posted in Eastern time – note that the semester starts in Eastern Daylight Savings Time (EDST). On Sunday, November 2, 2014 at 2:00 am, Eastern time will “fall back” one hour to Eastern Standard Time (EST).*

The instructor reserves the right to modify the course content and schedule as deemed necessary.

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<thead>
<tr>
<th>Week 1: Monday, August 25 – Sunday, August 31</th>
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<td><strong>Lectures</strong></td>
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<td><strong>Readings</strong></td>
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<td><strong>Discussions</strong></td>
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<tr>
<th>Week 2: Monday, September 1 – Sunday, September 7</th>
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<td><strong>Lectures</strong></td>
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<td><strong>Readings</strong></td>
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<td><strong>Discussions</strong></td>
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<th>Week 3: Monday, September 8 – Sunday, September 14</th>
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<td><strong>Lectures</strong></td>
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<td><strong>Readings</strong></td>
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<td><strong>Discussions</strong></td>
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<td><strong>Exercise</strong></td>
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<td><strong>Assignments</strong></td>
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<th>Week 4: Monday, September 15 – Sunday, September 21</th>
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<td><strong>Lectures</strong></td>
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<td><strong>Readings</strong></td>
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<td><strong>Discussions</strong></td>
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<td><strong>Exercise</strong></td>
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### Week 5: Monday, September 22 – Sunday, September 28

**Lectures**  
- Lecture 5a - Evaluation of Program Impacts: Experimental Designs  
- Lecture 5b – Evaluation of Program Impacts: Quasi-Experimental Designs  
  
**Readings**  
Grembowski, Chapter 4, pages 67-115
  
**Discussions**  
Week 5 Discussion Board
  
**Assignments**  
Project 1 – Formulating Evaluation Questions
  
**Week 6 Monday, September 29 – Sunday, October 5**

**Lectures**  
- Lecture 6a – Cost-Benefit Analysis  
- Lecture 6b – (Cont.) Cost-Benefit Analysis  
  
**Readings**  
Grembowski, pages 117 - 141
  
**Discussions**  
Week 6 Discussion Board
  
**Exercise**  
Week 6 Exercise – Provide a framework for conducting a cost-benefit analysis of a given public health or social service program
  
**Week 7: Monday, October 6 – Sunday, October 12**

**Lectures**  
- Lecture 7a – Population and Sampling  
- Lecture 7b – (Cont.) Population and Sampling  
  
**Readings**  
Grembowski, Chapter 7, pages 169 – 199
  
**Discussions**  
Week 7 Discussion Board
  
**Week 8 Monday, October 13 – Sunday, October 19**

**Lectures**  
Lecture 8 - Measurement and Data Collection
  
**Readings**  
Grembowski, Chapter 8, pages 201 – 239
  
**Discussions**  
Week 8 Discussion Board
  
**Exercise**  
Week 8 Exercise – Costs and tradeoffs in data collection
  
**Week 9: Monday, October 20 – Sunday, October 26**

**Lectures**  
Lecture 9 – Analyzing Evaluation
  
**Readings**  
Grembowski, pages 241-255, other reading may be assigned
  
**Discussions**  
Week 9 Discussion Board
  
**Assignments**  
Assign Project 2 – Critically Reviewing an Evaluation Research Article
  
**Week 10 Monday, October 27 – Sunday, November 2** (*daylight savings time ends 11/2)

**Lectures**  
Lecture 10 – The Role and Importance of Qualitative Data in Evaluation: Emerging Techniques  
  
**Discussions**  
Week 10 Discussion Board
  
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**Week 5 Discussion Board closes for grading**  
9/28 at 11:55 pm
  
**Week 6 Discussion Board closes for grading**  
10/5 at 11:55 pm
  
**Week 7 Discussion Board closes for grading**  
10/12 at 11:55 pm
  
**Week 8 Discussion Board closes for grading**  
10/19 at 11:55 pm
  
**Week 9 Discussion Board closes for grading**  
10/26 at 11:55 pm
  
**Week 10 Discussion Board closes for grading**  
11/2 at 11:55 pm*
### Week 11: Monday, November 3 – Sunday, November 9

<table>
<thead>
<tr>
<th>Lectures</th>
<th>Lecture 11- Disseminating the Answers to Evaluation Questions, Part 1</th>
<th>J Feller</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readings</td>
<td>Grembowski, Chapter 10, pages 259 – 289</td>
<td></td>
</tr>
<tr>
<td>Discussions</td>
<td>Week 11 Discussion Board</td>
<td>closes for grading 11/9 at 11:55 pm</td>
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<tr>
<td>Exercise</td>
<td>Week 11 Exercise – Overcoming an evaluation communication challenge</td>
<td>Due: November 9 before 11:55 pm</td>
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### Week 12 Monday, November 10 – Sunday, November 16

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<thead>
<tr>
<th>Lectures</th>
<th>Lecture 12 – The CDC Framework for Evaluation</th>
<th>J Feller</th>
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</thead>
<tbody>
<tr>
<td>Discussions</td>
<td>Week 12 Discussion Board</td>
<td>closes for grading 11/16 at 11:55 pm</td>
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<thead>
<tr>
<th>Assignments</th>
<th>Project 2 – Critically Reviewing an Evaluation Research Article</th>
<th>Due: 11/16 before 11:55PM</th>
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<tbody>
<tr>
<td></td>
<td>Assign Final Project – Creating an Evaluation Plan for a Public Health Program</td>
<td>Due December 16 before 11:55 pm</td>
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### Week 13: Monday, November 17 – Sunday, November 23

<table>
<thead>
<tr>
<th>Lectures</th>
<th>Lecture 13 – International Program Evaluation: The Trials Tribulations and Triumphs of Food Security Programs in Africa</th>
<th>Sarah L. McKune, PhD, MPH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions</td>
<td>Week 13 Discussion Board</td>
<td>closes for grading 11/23 at 11:55 pm</td>
</tr>
</tbody>
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### Week 14: Monday, November 24 – Sunday, November 30

<table>
<thead>
<tr>
<th>Lectures</th>
<th>Lecture 14 – Logical Framework Analysis -- Emerging issues in the practice of evaluation (audio file with PowerPoint file)</th>
<th>J Feller with material from Keerti Bhusan Pradhan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions</td>
<td>Week 14 Discussion Board</td>
<td>closes for grading 11/30 at 11:55 pm</td>
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### Week 15: Monday, December 1 – Sunday, December 7

<table>
<thead>
<tr>
<th>Lectures</th>
<th>Open Live Final Project Discussion Sessions This week, we will hold live sessions via Adobe Connect. Further information on dates and times will be posted in future.</th>
<th>J Feller</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions</td>
<td>Week 15 Discussion Board – this is the final discussion board</td>
<td>closes for grading 12/7 at 11:55 pm</td>
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### Week 16 Monday, December 8 – Sunday, December 14

<table>
<thead>
<tr>
<th>Lectures</th>
<th>Lecture 16 – Ethical Considerations of Evaluation (audio file only)</th>
<th>J Feller</th>
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### Week 17: Monday, December 15 – Friday, December 19

<table>
<thead>
<tr>
<th>Lectures</th>
<th>No lecture</th>
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<tbody>
<tr>
<td>Final Exam</td>
<td>NO FINAL EXAM</td>
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<tr>
<td>Assignments</td>
<td>Final project – Creating an Evaluation Plan for a Public Health Program</td>
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Additional Potential Resources

Public Health Journals
- Journal of Public Health Management and Practice, a journal of the National Association of County and City Health Officials (www.jphtm.com)
- Morbidity and Mortality Weekly Report, a journal of the Centers for Disease Control and Prevention (www.cdc.gov/mmwr)
- American Journal of Preventive Medicine, a journal of the American College of Preventive Medicine and the Association of Teachers of Preventive Medicine (www.ajpm-online.net)

Public Health Resources

Government Agencies
- U.S. Department of Health and Human Services (www.dhhs.gov) and its various Public Health Service agencies
- Centers for Disease Control and Prevention (www.cdc.gov)
- Food and Drug Administration (www.fda.gov)
- Health Resources and Services Administration (www.hrsa.gov)
- National Institutes of Health (www.nih.gov)
- Agency for Healthcare Research and Quality (www.ahrq.gov)
- U.S. Environmental Protection Agency (www.epa.gov)
- Florida Department of Health (www.doh.state.fl.us)

Public Health Organizations
- American Public Health Association (www.apha.org)
- Association of State and Territorial Health Officials (www.astho.org)
- National Association of County and City Health Officials (www.naccho.org)
- Association of Schools and Program of Public Health (www.aspph.org)
- Florida Public Health Association (www.fpha.org)
- Public Health Foundation (www.phf.org)
- Association of Teachers of Preventive Medicine (www.atpm.org)

International Health
- United Kingdom Public Health Association (www.ukpha.org)
- World Health Organization (www.who.org)
- Global Health Council (www.globalhealth.org)
- Pan American Health Organization (www.paho.org)
- Family Health International (www.fhi.org)

Public Health Data and Information
- CDC Behavioral Risk Factor Surveillance System (www.cdc.gov/brfss)
- Healthfinder (www.healthfinder.gov)
- National Center for Health Statistics (www.cdc.gov/nchs)
- National Health Information Center (www.health.gov/nhic)
- National Women’s Health Information Center (www.4women.gov)
• Institute of Medicine (www.iom.edu) and National Academy Press (www.nap.edu) –

Other Resources

• Medline Plus (www.nlm.nih.gov/medlineplus)
• Medscape (www.medscape.com)
• Public Health Grand Rounds (national live webcasts) (www.publichealthgrandrounds.unc.edu)
• Florida CHARTS (www.floridacharts.com)
• CDC Wonder (http://wonder.cdc.gov)
• US Census (www.census.gov)
• Fedstats (www.fedstats.gov)
• CDC Mortality and Morbidity Weekly Reports (free subscriptions) (www.cdc.gov/mmwr) and MMWR morbidity and mortality data by time and place (www.cdc.gov/mmwr/distrnds.html)
• State Health Facts (www.statehealthfacts.kff.org) provides individual state health data.
• State Public Health Information Database (www.statepublichealth.org)
• Tuft New England Medical Center. The CEA Registry https://research.tufts-nemc.org/cear/default.aspx