

**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
**PHC 6104: Evidence-Based Management of Public Health Programs (3 credit hours)**  
**Fall 2017 Syllabus**

Delivery Format: On-Campus  
 Schedule: Tuesdays, 1:55 PM – 4:55 PM  
 Location: HPNP G210  
 E-Learning in Canvas

Instructor Name: Nicole M. Marlow, PhD, MSPH  
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 Office Hours: By appointment  
 Preferred Course Communications: Email message through Canvas

## **PURPOSE AND OUTCOME**

### **Course Overview**

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. The course will focus on fundamental components germane to evaluating and managing public health programs, including: program monitoring, performance measurement, and evaluation research.

### **Disclaimer**

This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.

### **Course Objectives and/or Goals**

Upon successful completion 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.

## **DESCRIPTION OF COURSE CONTENT**

### **Topical Outline/Course Schedule**

Week	Date(s)	Topic(s)	Readings
1	8/22	Introduction to the Course	
2	8/29	The Importance of Program Evaluation	R, T, & P: Ch. 1

Week	Date(s)	Topic(s)	Readings
3	9/5	Ethical Issues in Program Evaluation	R, T, & P: Ch. 2
4	9/12	The Evaluation Process as a Three-Act Play; Developing Evaluation Questions	
5	9/19	Needs Assessment	R, T, & P: Ch. 3
6	9/26	Qualitative and Mixed Methods in Evaluation	R, T, & P: Ch. 4
7	10/3	What are Formative and Process Evaluation	R, T, & P: Ch. 5
8	10/10	Writing Evaluation Proposals, Reports, and Journal Articles	R, T, & P: Ch. 14
9	10/17	Measurement Tools and Strategies	R, T, & P: Ch. 11
10	10/24	Selecting the Best Evaluation Measure for Your Project	R, T, & P: Ch. 12
11	10/31	Single System Research Designs	R, T, & P: Ch. 6
12	11/7	Client Satisfaction	R, T, & P: Ch. 7
13	11/14	Sampling	R, T, & P: Ch. 8
14	11/21	Group Research Designs	R, T, & P: Ch. 9
15	11/28	Cost-Effectiveness and Cost Analysis	R, T, & P: Ch. 10
16	12/5	Pragmatic Issues	R, T, & P: Ch. 13
17	12/12	No Class – Final Project Due	

### Course Materials and Technology

Rose, D., Thyer, B. A., Padgett, D. K. 2016. *Program Evaluation: An Introduction to an Evidence-Based Approach, 6<sup>th</sup> Edition*, Boston, MA: Cengage Learning.

For technical support for this class, please contact the UF Help Desk at:

- [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu)
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

## ACADEMIC REQUIREMENTS AND GRADING

### Assignments

#### Project 1 (Due 9/26, 1:55 PM)

Writing Evaluation Questions (Assigned 9/12)

Details will be distributed when assigned. Unless otherwise stated, project submissions shall be submitted in hard copy form AND in electronic form via Canvas. See the Assignment Tool in Canvas or in-class assignment sheet in for further information. Late submissions will not be accepted.

#### Project 2 (Due 11/7, 1:55 PM)

Reviewing an Evaluation Research Article using an Evaluation Article Review Tool (Assigned on 10/10)

A 4-5 page paper will be required. Details will be distributed when assigned. Unless otherwise stated, project submissions shall be submitted in hard copy form AND in electronic form via Canvas. See the Assignment Tool in Canvas or in-class assignment sheet in for further information. Late submissions will not be accepted.

#### Final Project (Due 12/12, 5:00 PM)

Creating an Evaluation Plan for a Public Health Program (Assigned on 11/7)

An 8-10 page paper will be required. Details will be distributed when assigned. Unless otherwise stated, project submissions shall be submitted in hard copy form AND in electronic form via Canvas. See the Assignment Tool in Canvas or in-class assignment sheet in for further information. Late submissions will not be accepted.

### Class Participation (Evaluated Weekly)

For each class, the instructor will determine whether or not the student was engaged in the class to extent that class participation for that class was satisfactory. Class discussions and group and individual exercises

will supplement traditional in-class lectures during the weekly scheduled class. The participation grading rubric is shown in the table below.

### Participation Rubric

Participation Actions	A (18-20 points)	B (16-17 points)	C (14-15 points)	D/E (13 points or lower)
<b>Frequency and Quality</b>	Attends class regularly and <i>always contributes</i> to the discussion by raising thoughtful questions, analyzing relevant issues, building on others' ideas, synthesizing across readings and discussions, expanding the class' perspective, and appropriately challenging assumptions and perspectives.	Attends class regularly and <i>sometimes contributes</i> to the discussion in the aforementioned ways.	Attends class regularly but <i>rarely contributes</i> to the discussion in the aforementioned ways.	Attends class regularly but <i>never contributes</i> to the discussion in the aforementioned ways.

### Grading

Requirement	Due date	% of final grade
Project 1	September 26	25%
Project 2	November 7	25%
Final Project	December 12	30%
Class Participation	Evaluated weekly	20%

Point system used (i.e., how do course points translate into letter grades).

Points earned	95-100	90-94.99	87-89.99	83-86.99	80-82.99	77-79.99	73-76.99	70-72.99	67-69.99	63-66.99	60-62.99	Below 60
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

Please be aware that a C- is not an acceptable grade for graduate students. In addition, a grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A.

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:

<http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

### Policy Related to Late Submissions and Make Up Work

Late submissions will not be accepted. Any requests for late submissions due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail me by the assignment due date/time to report a technical difficulty if you wish to request an extension. Make up work due to class

absence and missed participation points will only allowed be allowed for excused absences (see attendance policy below).

### **Policy Related to Required Class Attendance**

We will adhere to the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx> For an absence to be considered excused based on these criteria, the course instructor must be given notification prior to the start time of class via email or Canvas message. The time stamp of the email will be used to determine if notification was prior to the start of the class.

## **STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT**

### **Expectations Regarding Course Behavior**

Students are expected to complete all reading assignments, attend all lectures, be prepared to participate in all class sessions, and demonstrate teamwork during in-class activities. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives. Students are also expected to arrive on time and stay until class is dismissed.

Laptops may be used in class only for taking notes, viewing slides, or accessing materials that are associated with ongoing class activities. Students are not allowed to use laptops in class for any other reason.

Cell phones are not allowed to be out during class time unless requested by the instructor.

### **Communication Guidelines**

The preferred method of contact is through Canvas email. All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats.

### **Academic Integrity**

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

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

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

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

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>  
<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

### **Online Faculty Course Evaluation Process**

Students are expected to provide feedback on the quality of instruction in this course by

completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

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## SUPPORT SERVICES

### Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

### Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:  
Alachua County Crisis Center:  
(352) 264-6789  
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

### Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: [www.multicultural.ufl.edu](http://www.multicultural.ufl.edu)

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## ADDITIONAL RESOURCES

### Public Health Journals

- American Journal of Public Health, a journal of the American Public Health Association ([www.ajph.org](http://www.ajph.org)).
- Journal of Public Health Management and Practice, a journal of the National Association of County and City Health Officials ([www.jphmp.com](http://www.jphmp.com))
- Morbidity and Mortality Weekly Report, a journal of the Centers for Disease Control and Prevention ([www.cdc.gov/mmwr](http://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](http://www.ajpm-online.net))

### Government Agencies

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

### Public Health Organizations

- American Public Health Association ([www.apha.org](http://www.apha.org))
- Association of State and Territorial Health Officials ([www.astho.org](http://www.astho.org))
- National Association of County and City Health Officials ([www.naccho.org](http://www.naccho.org))
- Association of Schools of Public Health ([www.asph.org](http://www.asph.org))
- Florida Public Health Association ([www.fpha.org](http://www.fpha.org))
- Public Health Foundation ([www.phf.org](http://www.phf.org))
- Association of Teachers of Preventive Medicine ([www.atpm.org](http://www.atpm.org))

### International Health

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

### Public Health Data and Information

- CDC Behavioral Risk Factor Surveillance System ([www.cdc.gov/brfss](http://www.cdc.gov/brfss))
- Healthfinder ([www.healthfinder.gov](http://www.healthfinder.gov))
- National Center for Health Statistics ([www.cdc.gov/nchs](http://www.cdc.gov/nchs))
- National Library of Medicine ([www.nlm.nih.gov](http://www.nlm.nih.gov))
- National Health Information Center ([www.health.gov/nhic](http://www.health.gov/nhic))
- National Women's Health Information Center ([www.4women.gov](http://www.4women.gov))
- Institute of Medicine ([www.iom.edu](http://www.iom.edu)) and National Academy Press ([www.nap.edu](http://www.nap.edu))

### Other Resources

- American Evaluation Association: (<http://www.eval.org/>)
- Medline Plus ([www.nlm.nih.gov/medlineplus](http://www.nlm.nih.gov/medlineplus))
- Medscape ([www.medscape.com](http://www.medscape.com))
- Public Health Grand Rounds (national live webcasts) ([www.publichealthgrandrounds.unc.edu](http://www.publichealthgrandrounds.unc.edu))
- Florida CHARTS ([www.floridacharts.com](http://www.floridacharts.com))
- CDC Wonder (<http://wonder.cdc.gov>)

- US Census ([www.census.gov](http://www.census.gov))
  - Fedstats ([www.fedstats.gov](http://www.fedstats.gov))
  - CDC Mortality and Morbidity Weekly Reports (free subscriptions) ([www.cdc.gov/mmwr](http://www.cdc.gov/mmwr)) and MMWR morbidity and mortality data by time and place ([www.cdc.gov/mmwr/distrnds.html](http://www.cdc.gov/mmwr/distrnds.html))
  - State Health Facts ([www.statehealthfacts.kff.org](http://www.statehealthfacts.kff.org)) provides individual state health data.
  - State Public Health Information Database ([www.statepublichealth.org](http://www.statepublichealth.org))
  - Tuft New England Medical Center. The CEA Registry <https://research.tufts-nemc.org/cear/default.aspx>
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