HSC 6712 – EVALUATING HEALTH EDUCATION PROGRAMS
Department of Health Education & Behavior
University of Florida
Fall 2015 Semester
Section 1789

Meeting Information: Tuesday 3pm-5:45pm (Periods 8-10), FLG 285

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Phone: 352-294-1823
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Email Subject line should be: HSC6712-YOURLASTNAME

COURSE DESCRIPTION:
Evaluation is necessary for the development and maintenance of evidence-based practice, and it is essential that graduate professionals have strong evaluation skills. This course examines models and strategies for conducting formative and summative evaluation of health education program interventions. Emphasis is given to planning evaluations, needs assessment, psychometrics, evaluation designs, and the politics and ethics associated with measurement and evaluation. Students complete an applied evaluation project.

Course Objectives:
By the end of this course, students will be able to:
- Describe the purpose of an evaluation.
- Distinguish between the different types, levels, and stages of evaluation.
- Describe the three evaluation domains (policy, practice, science), as well as the stakeholders and influencers within each domain.
- Describe the principles and concepts of conducting an evaluability assessment.
- Describe methods of qualitative evaluation and apply them appropriately in the different stages of evaluation.
- Specify indicators and data sources for evaluation.
- Describe the strengths and weakness of various measurement methods.
- Describe the process of conducting a needs assessment.
- Explain the concepts and types of validity and reliability.
- Critically evaluate an evaluation study and identify its limitations.
- Describe the process of conducting a meta-evaluation.
- Explain the importance of conducting a meta-evaluation for identification of best practice.
- Use the CDC Framework for Program Evaluation to create an evaluation plan for a health education or health promotion program.

CLASS STRUCTURE:
This course meets weekly for a 3 hour block. Class will begin promptly at 3:00pm and will end at 5:45pm with one 10 minute break. Students are encouraged to do what they need to during this 10 minute break to re-energize themselves for the second half of class. Each class will consist primarily of lecture with discussion and skill-building activities to complement. Attendance is important for synthesis and comprehension of the material.
Keys for Success

- Attendance.
- Bring your materials to every class (Book, Syllabus, Project Handouts)
- Communicate with the instructor.
- Question? Check the syllabus, project handout, or book FIRST. Can’t find your answer, or still confused? Ask the instructor.

Course Website and e-Learning Services:
The syllabus and some class materials will be posted on Canvas. However, e-Learning is not an exhaustive resource for this course. Attendance in class is essential. Much will be covered outside of materials posted on Canvas. Report any problems with the Website directly to e-Learning Support Services at 352-392-4357. I do not control the technical aspects of the Website.

COURSE MATERIALS

Required


*Additional important readings are posted on Canvas.*

COURSE ASSIGNMENTS AND STUDENT ASSESSMENT:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Point Value</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brief Program Description (for approval)</td>
<td>3</td>
<td>Thursday, September 10</td>
</tr>
<tr>
<td>Exam I</td>
<td>50</td>
<td>Tuesday, September 22</td>
</tr>
<tr>
<td>Project steps 1 &amp; 2 Outline</td>
<td>7</td>
<td>Wednesday, October 7</td>
</tr>
<tr>
<td>Stakeholder interview report</td>
<td>13</td>
<td></td>
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<tr>
<td>Exam II</td>
<td>50</td>
<td>Tuesday, October 27</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>25</td>
<td>Wednesday, November 4</td>
</tr>
<tr>
<td>Project steps 3 &amp; 4 Outline</td>
<td>7</td>
<td>Monday, November 16</td>
</tr>
<tr>
<td>Data Analysis Assignment</td>
<td>15</td>
<td>Tuesday, November 24</td>
</tr>
<tr>
<td>Quiz</td>
<td>25</td>
<td>Tuesday, December 8</td>
</tr>
<tr>
<td>Final Evaluation Proposal</td>
<td>75</td>
<td>Tuesday December 14</td>
</tr>
<tr>
<td>In class activities and participation</td>
<td>30</td>
<td>On-going</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>300</strong></td>
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Grading Scale (percent)

- A = 90 - 100;
- B+ = 87 – 89;
- B = 80-86;
- C+ = 77 – 79;
- C = 70–77;
- D+ = 67 – 69; D = 60–67; E = LESS THAN 59 %

Information on current UF grading policies for assigning grade points can be found at http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html.
Evaluation Proposal Project and Deliverables (130 points): You will choose a program, and develop an evaluation plan for this program using the CDC Framework for Program Evaluation. It may be a program that you are currently working with, or a program that you are familiar with. You will need to have access information on the program’s structure, goals and implementation, and be able to conduct interviews with 2 stakeholders in the program (staff, decision-makers, current or potential clients, community members affected by the program). If you do not have a program in mind, contact me and I will be able to help you with this. The majority of activities and assignments throughout the semester are designed to assist you in developing your final proposal. Details for each piece will be provided in class and on Canvas. Please note that peer- and self-evaluations will be required, and will be considered in students individual Final Project grade.

Exams & Quiz (125 points): You will have two exams for this course (50 points each), and one quiz (25 points). Exams and quizzes cannot be made up individually. If you must miss an exam or quiz, you must take an end-of-term comprehensive final exam to replace that grade.

In-Class and Other Assignments (45 points): In addition to your evaluation proposal assignments, you will also complete at least one additional out-of-class assignment (Data Analysis), and at least three additional in-class assignments. Students will not be allowed to make up in-class activities, except in cases of emergencies (please see attendance section below for details).

CLASS POLICIES

To ensure we have a great semester, remember --
All transactions and relationships are enriched by courtesy:
Be considerate of one another during group work, all ideas have merit.
Be considerate of your classmates and the professor during class meetings by being attentive, powering off cell phones, and being prepared to fully participate in each class.

Attendance: I expect you to attend class and participate in all course activities. If you cannot attend class, please let me know in advance if possible, or as soon as feasible. University policy requires that classes meet at the published final examination period. Please do not make travel plans until you review the final examination schedule for this semester. Requirements for class attendance and make-up work are consistent with University policies found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Classroom Courtesies: You may leave the classroom at any time if necessary. Turn cell phones off or place them on vibrate, visual alert, or text messaging. Do not talk to your classmates during guest presentations or course lectures. University policy does not allow eating or drinking in any classroom. (You may drink water.)

Use of Electronics: You may take notes by computer; however, if I perceive electronic devices are not being used appropriately I will forbid use of them in class.

Extra Credit: There is no extra credit and there are no extra credit assignments. Additionally, no points will be “given” at the end of the semester.

Accommodations: Students with disabilities requesting accommodations should first register with the Disability Resource Center (www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. This should be done early in the semester.
**Personal Integrity:** I expect and assume that you will be honest with me in all aspects of your conduct regarding our course. In return, I will do the same with you. By formally registering for coursework at the University of Florida, you are bound by the Honor Pledge which states:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code.” 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.” The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. Violations of the Honor Code will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: [http://www.dso.ufl.edu/SCCR/honorcodes/honorcode.php](http://www.dso.ufl.edu/SCCR/honorcodes/honorcode.php)

**Title IX:** University of Florida has zero tolerance for sexual discrimination, harassment, assault/battery, dating violence, domestic violence, or stalking. Students are encouraged to report any experienced or witnessed occurrences to law enforcement and/or one of UF’s Title IX Coordinators. Students can report incidents or learn more about their rights and options by contacting Student Conduct and Conflict Resolution at 202 Peabody Hall, 352-392-1261; or visit:

- [www.dso.ufl.edu/scrr/process/victim-rights/](http://www.dso.ufl.edu/scrr/process/victim-rights/)

**Policy on Recommendations:** I will consider preparing recommendations for graduate programs, professional schools, internships, scholarships, and jobs if you receive an A in the course.

**HELPFUL STUDENT RESOURCES**

Counseling and Wellness Center, 352-392-1575
www.counseling.ufl.edu

Career Resource Center, 352-392-1601
www.crc.ufl.edu

Disability Resource Center
www.dso.ufl.edu/drc

GatorWell Health Promotion Services, 352-273-4450
www.gatorwell.ufsa.ufl.edu

   Recommended service: Wellness Coaching for Academic Success

UMatter, We Care, 352-294-CARE (2273), umatter@ufl.edu
www.umatter.ufl.edu
TENTATIVE COURSE OUTLINE AND READING SCHEDULE

I. Course Overview
II. Intro to HP/HE Evaluation
   Health promotion at a glance
   What is evaluation?
   Why evaluate?
   Who evaluates?
III. Taxonomy of Program Evaluation by Levels, Phases, Stages & Types
   Evaluation Phases
      • Formative v. Summative
      • Process, Impact, & Outcome Eval
   Evaluation Domains
IV. Considerations in Planning a Health Education Evaluation
   Standards for Program Evaluation
   Political considerations
   Evaluability assessment
   CDC Program Evaluation Framework Overview
V. Planning a Health Education Evaluation
   Theories and Models
   Rigor, utilization, resources
   Exam 1
VI. Efficacy & Effectiveness of Evaluation
   Quantitative evaluation design
   Qualitative and mixed-methods evaluation
VII. Measurement in Evaluation
   Scales & levels of measurement
   Conceptual paradigm of measurement
   Types of variables in health ed/promo
   Selecting data collection instruments
   Validity
   Reliability
   Measurement Error
IX. Introduction to Sampling
   Reliability and validity
   Sample size determination
   Probability v. Nonprobability sampling
   Nonresponse Bias
   Exam 2
X. Survey Methods in Evaluation
   Purpose, Steps, & Types
   Instrument Development
XI. Processing & Analyzing Data
   Quantitative Data Analysis
   Making meaningful comparisons
XII. Basic Cost Analysis & Economic Evaluation
XIII. Interpreting and Disseminating Results, and Next Steps
   Final Quiz