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. NCHEC (National Commission for Health Education Credentialing) responsibilities, competencies and sub-competencies that are covered in this class are listed on the last page of this document.

Course Objectives:
By the end of this course, students will be able to:

• Describe the purpose of 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.

REQUIRED COURSE MATERIALS


* Additional important readings will be posted on Canvas.
CLASS STRUCTURE:
This course meets weekly for a 3-hour block. Typically, class will begin promptly at 3:00pm and will end at 5:45pm with one 10-minute break (occasionally, we will take two breaks and end at 6pm). Students are encouraged to do what they need during the break(s) to re-energize themselves for the remainder 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
- Bring your materials to every class (Book, Syllabus, Project Handouts)
- Come to class prepared to contribute to class activities and discussions.
- Be present at all class meetings. If you must miss a class, please communicate this with me, and get notes from a peer.
- Communicate with the instructor about absences, concerns, questions, etc.

Course Website and e-Learning Services:
The syllabus and some class materials will be posted on Canvas. Grades will also be posted on Canvas so you can track your progress. 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 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>5</td>
<td>Thursday, September 8</td>
</tr>
<tr>
<td>Exam I</td>
<td>85</td>
<td>Tuesday, September 20</td>
</tr>
<tr>
<td>Project steps 1 &amp; 2 Outline</td>
<td>15</td>
<td>Wednesday, October 5</td>
</tr>
<tr>
<td>Stakeholder interview report</td>
<td>30</td>
<td>Tuesday, November 8</td>
</tr>
<tr>
<td>Exam II</td>
<td>85</td>
<td>Thursday, November 17</td>
</tr>
<tr>
<td>Project steps 3 &amp; 4 Outline</td>
<td>15</td>
<td>Tuesday, December 6</td>
</tr>
<tr>
<td>Quiz</td>
<td>40</td>
<td>Thursday, December 8</td>
</tr>
<tr>
<td>Final Evaluation Proposal</td>
<td>150</td>
<td>Thursday December 8</td>
</tr>
<tr>
<td>In class activities, other assignments and participation</td>
<td>75</td>
<td>On-going</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>500</strong></td>
<td></td>
</tr>
</tbody>
</table>

Grading Scale (percent)
A = 92-100%      A- = 90-91%      B+ = 88-89%      B = 82-87%      B- = 80-81%      C+ = 78-79%
C = 72-77        C- = 70-71        D+ = 68-69        D = 62-67        D- = 60-61        E = ≤ 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 (215 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 two (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 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 (210 points):** You will have two exams for this course (85 points each), and one quiz (40 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 (75 points):** In addition to your evaluation proposal assignments, you will also complete at least one additional out-of-class assignment (Data Analysis). In-class activities will be graded based on active participation in class. Students cannot 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 silent and put them away. 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

**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/secr/process/incident-report/  
www.dso.ufl.edu/secr/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, 352-392-8565, www.dso.ufl.edu/drc

GatorWell Health Promotion Services, 352-273-4450, www.gatorwell.ufsa.ufl.edu  
Recommended service: Wellness Coaching for Academic Success

The Teaching Center, 352-392-2010; for appointments 352-392-6420, teachingcenter.ufl.edu  
Recommended Service: Study Skills

UMatter, We Care, 352-294-CARE (2273), umatter@ufl.edu, www.umatter.ufl.edu

University Writing Studio, 352-846-1138, writing.ufl.edu

**Additional Course Resources:**


TENTATIVE COURSE OUTLINE AND READING SCHEDULE

I. Intro to Health Education/Promotion Evaluation

II. Taxonomy of Program Evaluation by Levels, Phases, Stages, and Types

III. Considerations in Planning Health Education/Promotion Evaluation

IV. Planning a Health Education Evaluation
   a. Identifying and Engaging Stakeholders
   b. Describing the Program

Exam 1

V. Focusing the Evaluation
   a. Efficacy & Effectiveness of Evaluation (Quantitative Evaluation)
   b. Qualitative and Mixed Methods Evaluation

VI. Gathering Credible Evidence
   a. Measurement in Evaluation
   b. Validity, Reliability, and Measurement Error
   c. Sampling
   d. Survey Methods in Evaluation

Exam 2

VII. Justifying Conclusions
   a. Quantitative Data Analysis
   b. Data Interpretation and Report Writing

VIII. Ensure Use of Evaluation Findings; Stating Lessons Learned

Final Quiz
NCHEC Responsibilities, Competencies and Sub-competencies:

Responsibility I: Assess Needs, Resources and Capacity for Health Education/Promotion

Competency 1.1: Plan assessment process for health education/promotion;
  Sub-competencies: 1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5
Competency 1.2: Access existing information and data related to health;
  Sub-competencies: 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6
Competency 1.3: Collect primary data to determine needs; Sub-competencies: 1.3.1, 1.3.2, 1.3.3, 1.3.5
Competency 1.4: Analyze relationships among behavioral, environmental and other factors that influence health; Sub-competencies: 1.4.1
Competency 1.6: Examine factors that enhance or impede the process of health education/promotion; Sub-competencies 1.6.1, 1.6.3
Competency 1.7: Determine needs for health education/promotion based on assessment findings;
  Sub-competencies: 1.7.5

Responsibility II: Plan Health Education/Promotion

Competency 2.5: Address factors that influence implementation of health education/promotion;
  Sub-competency 2.5.1

Responsibility III: Implement Health Education/Promotion

Competency 3.4: Monitor implementation of health education/promotion;
  Sub-competencies 3.4.1, 3.4.2, 3.4.4, 3.4.5, 3.4.8

Responsibility IV: Conduct Evaluation and Research Related to Health Education/Promotion

Competency 4.1: Develop evaluation plan for health education/promotion;
  Sub-competencies 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.1.6, 4.1.8, 4.1.10
Competency 4.2: Develop a research plan for health education/promotion;
  Sub-competencies 4.2.6, 4.2.7, 4.2.8, 4.2.10
Competency 4.3: Select, adapt and/or create instruments to collect data;
  Sub-competencies 4.3.1, 4.3.4, 4.3.5
Competency 4.4: Collect and manage data; Sub-competency 4.4.3, 4.4.4, 4.4.5
Competency 4.7: Apply findings; Sub-competencies 4.7.1, 4.7.3, 4.7.4, 4.7.5

Responsibility V: Administer and Manage Health Education/Promotion

Competency 5.3: Manage relationships with partners and other stakeholders;
  Sub-competencies 5.3.2, 5.3.5
Competency 5.4: Gain acceptance and support for health education/promotion programs;
  Sub-competencies 5.4.1, 5.4.2

Responsibility VI: Serve as a Health Education/Promotion Resource Person

Competency 6.3: ProvideAdvice and Consultation on Health Education/Promotion Issues;
  Sub-competencies 6.3.2, 6.3.3, 6.3.5