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Spring 2015

### COHE 7233 - Ecologically Focused Program Evaluation

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**Georgia Southern University**  
**Jiann-Ping Hsu College of Public Health**

COHE 7233 – Ecologically Focused Program Evaluation  
Spring 2015

<b><u>Instructor:</u></b>	Moya L. Alfonso, PhD, MSPH
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<b><u>Office Hours:</u></b>	Monday 12:30 to 5:30 pm By apt. (no Fridays)
<b><u>Web Page:</u></b>	<a href="http://www.georgiasouthern.edu">http://www.georgiasouthern.edu</a>
<b><u>Class Meets:</u></b>	Thursday 12:30 pm to 3:15 pm Location: Education Building 3159

-- Course schedules can be found at: <http://www.collegesource.org/displayinfo/catalink.asp> --

**Prerequisites:** Graduate course in health promotion planning or permission of the instructor.

**Catalog Description:** This course provides an overview of the principles of program evaluation. It explores the methods associated with systematic evaluation of public health education programs. Students will learn the skills needed to plan, conduct, and critique evaluation research. The content of the course includes: program logic models, formative, process, impact, outcome, and summative evaluation; theory driven evaluation; a review of validity issues as they relate to evaluation; sampling in a complex context; operationalizing variables; assessment of measurement instruments; and analysis of quantitative evaluation designs. In addition, issues that impact evaluation across the ecological model, specifically the importance of context and equity issues, will be examined. Qualitative methods used in program evaluation and mixed method designs for evaluation will be highlighted. Supporting the needs of stakeholders in the evaluation will be emphasized.

**Required Texts:** Harris, J.M. (2010). *Evaluating public and community health programs*. San Francisco, CA: John Wiley & Sons. (Entire book)

**Reference Texts:** Participatory Evaluation (to be provided)  
Websites and electronic resources.

**Social and Behavioral Sciences MPH Concentration Competencies: At the completion of the MPH in SBS/CHE students will be able to:**

1. Synthesize theories, concepts, and models from social and behavioral science disciplines (e.g. anthropology, sociology, psychology, health education) that are used in public health research and practice.
2. Assess philosophical foundations and assumptions of research applied to community health problems.
3. Analyze social and behavioral determinants of health equity at all ecological levels (individual through policy) applied in rural and urban settings.
4. Demonstrate the use of a variety of health communication methods and techniques including social marketing, media advocacy and GIS software for data communication.
5. Demonstrate legislative advocacy skills that influence health policy.
6. Demonstrate how to plan and implement a community-based public health education intervention.
7. Compare qualitative and quantitative methods and their use in community health intervention, evaluation, and research.
8. Describe the benefits and challenges of a mixed methods approach.
9. Utilize qualitative, quantitative, and mixed methods to address community health problems.
10. Apply Community-Based Participatory Research (CBPR) approaches when working with diverse communities.
11. Explain ethical principles critical to community-based research and practice.
12. Assess the impact of power and privilege on health inequity at local, national, and global levels
13. Assess current and future community-level needs for keeping the public healthy.
14. Analyze evidence-based social and behavioral interventions to address community health issues.
15. Develop collaborative and transdisciplinary relationships to respond to public health problems.
16. Describe skills needed to function successfully as a community and organizational change agent.
17. Develop logic model and mission, goal and objective (outcome) driven program development and program evaluation plans.
18. Promote the public health and health education professions individually and collectively.

**Course Objectives:** At the completion of this course the student will be able to:

1. Define program evaluation and discuss its applications to community health. (17)
2. Discuss relationships between theory, evidence based intervention, and evaluation. (1,17)
3. Collaboratively develop logic models for simple and complex program evaluations. (17)
4. Demonstrate how to develop a mission, goal and objective focused evaluation plan. (17)
5. Describe the ecological model applied in rural and urban populations. (3)

6. Describe social and behavioral determinants of health equity at each ecological level. (3)
7. Demonstrate how to plan, implement, and disseminate a community-based public health intervention evaluation. (17)
8. Demonstrate competencies to support rural health, promote health equity, eliminate health disparities and serve the underserved. (1-17)
9. Demonstrate how to develop evidence-based program evaluations to address community health issues. (17)
10. Demonstrate qualitative and quantitative data collection skills. (9)
11. Demonstrate skills for conducting formative and summative evaluation such as impact and outcome evaluation. (1-17)
12. Discuss the program evaluation standards (11)
13. Demonstrate the process of operationalizing variables to measure in evaluation designs. (11)
14. Assess the quality and usefulness of various measurement instruments. (9)
15. Analyze the importance of context on developing and conducting evaluation plans. (3)
16. Discuss strategies for conducting a utilization-focused evaluation. (15,17)

**Overview of the Content to be Covered during the Semester:**

<b>Week</b>	<b>Topic</b>	<b>Readings</b>	<b>Assignment</b>
1/15	Introduction and Course Overview  Overview of service learning project	Syllabus	Download syllabus from Folio and bring to class
1/22	Introduction to Community Health Program Evaluation	Harris: Chapters 1 & 2  CDC: Introduction to Program Evaluation for Public Health Programs  McLeroy et al. (1988) An Ecological Perspective on Health Promotion Programs. HEQ 15(4):351-77.	
1/29	Program Development Overview & Logic Modeling	Harris: Chapter 3  W. K. Kellogg Foundation. Logic Model Development Guide. <a href="http://www.wkkf.org/Pubs/Tools/Evaluation/Pub3669.pdf">http://www.wkkf.org/Pubs/Tools/Evaluation/Pub3669.pdf</a>  Fielden et al. (2007). Key Considerations for Logic Model Development in Research Partnerships. Eval Prog Plan 30:115-24.	In Class Assignment 1

2/5	Planning for Evaluation	Harris: Chapter 4  McNamara: Basic Guide to Program Evaluation (Planning Your Program Evaluation, Who Should Carry Out the Evaluation Plan, Contents of an Evaluation Plan)	
2/12	Describing the Program and Designing the Evaluation	Harris: Chapters 5 and 6  Lafferty & Mahoney (2003). A Framework for Evaluating Comprehensive Community Initiatives. HPP 4(1):31-44  Evaluability Assessment Example  Birnbaum	
2/19	Quantitative Approaches to Data Collection	Harris: Chapter 7 Fowler (Chapters 4-7)	In-Class Assignment 2
2/26	Quantitative Data Analysis  Download trial version of SPSS and bring laptop (only lasts for limited time, don't download too early)	Harris: Chapter 8  McDaniel & Gates: Chapters 13 and 14	In-Class Assignment 3
3/5	Midterm Exam	In class exam	
3/12	No Class – Dr. Alfonso at Gulf South Summit	Work on Director Interview	
3/19	Spring Break – Enjoy!		
3/26	Qualitative Approaches to Data Collection  Possible guest lecture	Harris: Chapter 9  Vaughn et al.: Chapter 10  Issel Ch 15 and 17	In-Class Assignment 4  Service learning final report due 3/26 by 5 pm eastern by Folio dropbox

4/2	Qualitative Data Analysis	Harris: Chapter 10 MacQueen (1998)  Johnson Chapter 17 <a href="http://www.southalabama.edu/coe/bset/johnson/lectures/lec17.pdf">http://www.southalabama.edu/coe/bset/johnson/lectures/lec17.pdf</a>	In-Class Assignment 5
4/9	Writing Up Results and Evaluation Reporting	Harris: Chapter 11  Patton: Chapter 13  Lavinghouze et al. (2007) The Program Success Story: A Valuable Tool for Program Evaluation. HPP 8(4):323-31	Director Interview Due via Folio dropbox by 5 pm eastern on 4/9
4/16	Evaluator Responsibilities and Ethical Issues in Evaluation	Issel: Chapter 17  Fowler: Chapter 9  Milstein & Wetterhall (2000) A Framework Featuring Steps and Standards for Program Evaluation. HPP 1(3) 221-8.  Schram: Chapter 8	
4/23	Special Topic: Evaluating Coalition Functioning, Community Capacity, and Sustainability	Alfonso et al. (2007)  Johnson et al. (2004)  Pluye et al. (2004)	In Class Assignment 6
4/30	Special Topic: Strategies for Making Evaluation Useful	Patton: Chapters 2, 4, & 11	Evaluation Plan due 5 pm via Folio dropbox
5/7	Final Exam Due	No readings, no class	Exam and reflection paper due 5 pm via Folio dropbox

**Instructional Methods:** Class meetings will be a combination of lecture, class discussion, and computer software demonstration. Written homework assignments, in class assignments, service

learning products including reflection paper, and exams will be used to assess student learning outcomes.

**Exam Schedule and**

**Final Examination:**

Midterm Examination: March 5, 2015

Final Examination (take home): Due May 7, 2015

**Grading:**

*Weighting* of assignments for purposes of grading will be as follows:

Director Interview .....	150 points (23%)
Midterm Exam .....	100 points (15%)
Final Exam .....	100 points (15%)
Service Learning Project & Reflection Paper	100 points (15%)
Evaluation Plan .....	150 points (23%)
In Class Assignments .....	60 points (9%)

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Total Possible Points .....	660 points (100%)
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The following point scale will be utilized in grading:

594-to-660 points (90%) A

528-to-593 points (80%) B

462-to-527 points (70%) C

396-to-461 points (60%) D

For calculation of your final grade, all grades above will be included. **A's will be reserved for those who are truly exceptional (i.e., excellent or above average).**

All exams and assignments will be graded and returned promptly so that students may accurately calculate their grades at any point in time during the semester. You can check your grades at any point in time by going to Folio.

There are times when extraordinary circumstances occur (e.g., serious illness, death in the family, etc.). In such circumstances, and/or if you need additional time to satisfactorily complete any course requirement, **please consult with the instructor immediately or within two days (48 hours) of the event.** Everyday illness, work related issues, etc. do not count as emergencies. *Nota Bene:* Extensions are not guaranteed and will be granted solely at the discretion of the instructor.

**NO EXTRA CREDIT PROJECTS WILL BE ASSIGNED!**

Grade determination: I do NOT determine your grade. You do. Your grade is based on your performance. If you have questions or concerns, it is YOUR responsibility to contact the instructor and discuss your concerns or questions. Please take advantage of office hours.

### **Descriptions of Requirements:**

- A. Mid-term and final exam. Two exams will be given that test your knowledge of program evaluation and mastery of critical thinking. These will be comprehensive exams and will include multiple choice, true/false, short answer and essay questions covering both material taught in classes as well as assigned readings. Students should be familiar not only with concepts learned, but should also be able to apply these concepts to hypothetical research contexts. (Course Objectives 1 – 16)
- B. Service Learning Projects: (Course Objectives: 1, 5-8, 10, 12, 14-16)  
Over the course of the semester you will work on a comprehensive health assessment for the Downtown Statesboro Redevelopment Effort. More details about the needs assessment will be discussed in class. Every student is expected to participate in the process. Work schedules and/or travel distance are not valid excuses for not participating. Service learning products which will be graded include a final report and a reflection paper (2 to 3 pages, double spaced, 12 pt. font). The reflection paper should address the following questions:
1. What did you learn about yourself as a public health professional as a result of participating in the service learning process?
  2. How did participation in the service learning project reinforce what you learned in the classroom?
  3. How do you think the community forum will affect the Willow Hill community? What steps should they take next?
- C. Director Interview (Course Objectives: 1,2,5,6,8,10,12): Over the course of the semester, you will arrange to interview a community-based organization director. As a part of this process, you will develop and submit for review and interview guide that asks questions about programming and evaluation needs and challenges. The interview guide needs to be submitted to Dr. Alfonso for review and approval within seven days of the interview. The interviews should be conducted in person. If absolutely not possible, a phone interview can be used with prior instructor approval. After each interview, you will submit a 3 to 5 page paper that summarizes the content of the interview and reflects upon the following four questions:
1. What did you learn about community-based organizations and the issues they face?
  2. How did their responses relate to the course content?
  3. What challenges do community-based organizations face with programming and evaluation?
  4. What can you as an evaluator do to help overcome these challenges?
- D. Evaluation Plan. Students are expected to develop an evaluation plan for a program run by a community-agency (e.g., health department, non-profit, etc.). Organizations within Georgia Southern do not qualify as a community-based organization. Students can work



with the program director who participated in the interview or select a new program. To do so, students will need to work with the program director to identify evaluation needs and feasible methods. Students are expected to identify their own community agency/program and work independently. Once needs and methods are identified, students are expected to develop an evaluation plan (maximum of 7 pages, double-spaced, 12 point font), which should include the following sections: overview of the issue addressed by the program, program description including logic model, evaluation purpose/objectives/design, evaluation methods including sample and recruitment, instrumentation, procedures, strengths and limitations, and strategies for ensuring evaluation use. The paper should conclude with a discussion of how the evaluation (if conducted) would contribute to the organization/program. Papers should provide sufficient detail to allow for someone else to conduct the evaluation. Choices/decisions made must be justified and explained. Facts not commonly known must be cited using APA formatting. (Course Objectives: 1 -16)

- E. In-class and homework assignments. A variety of in-class exercises and assignments will be carried out throughout the semester. Specifics of these will depend on class needs, readiness, and desire to go deeper into topic areas. Expect an in-class assignment regularly or an in-class exercise that develops into a homework assignment for the following week. Exact timing will be flexible. The assignments will be weighed proportionately according to the number of assignments divided by 60 possible points. (Course Objectives: 1 – 16)

**Children in the classroom:** The instructor understands that many students are parents and that, on occasion, child care issues emerge. If an occasion arises where child care is an issue and a student would like to attend class with their child, the student must ask the instructor for permission prior to bringing the child to class. This is because the instructor has to think of the needs of the entire class, which includes parents and their peers. Therefore, notice and a complete understanding of the requirements for having a child in the classroom are required. As 24 hours' notice is not always possible when dealing with child care, the instructor requires the request be placed in writing (via email) NO LESS than 5 hours prior to the start of class if the student wishes to attend class with their child. In addition, it is up to the instructor to consider and approve or deny the request based on their understanding of the situation **and** the needs of the class. If a child is brought to class without the consent of the instructor, the instructor has the right to request that the student leaves the classroom. Also, if consent to bring a child by the instructor is given, the instructor expects the child to not interfere with classroom management. Children who are disruptive, which is deemed so by the instructor, will be asked to leave along with their parent and the student will be responsible for making up the material missed in class. There are no exceptions to this policy.

### **Academic Integrity:**

The instructor believes that the conduct of a student registered or taking courses in the JPHCOPH should be consistent with that of a professional person. Courtesy, honesty, and respect should be shown by students toward faculty members, guest lecturers, administrative support staff, and fellow students. Similarly, students should expect faculty to treat them fairly, showing respect for their ideas and opinions and striving to help them achieve maximum benefits from their experience in the JPHCOPH. **Students should communicate**

**professionally via email with the professor and other students. The professor reserves the right to forward unprofessional emails to Dr. Telfair for follow up. In addition, the professor reserves the right to NOT respond to unprofessional emails.**

Please adhere to the strictest academic standards of conduct noted in the *GSU Student Conduct Code* and the *Undergraduate & Graduate Catalog*. Familiarize yourself with University's policies. Enrollment in this course is an implied contract between you and the instructor. Academic integrity relates to the appropriate use of intellectual property. The syllabus and all materials presented and/or distributed during this course are protected by copyright law. You are authorized to take notes, but that authorization extends only to making one set of notes for personal (and no other) use. Students are not authorized to sell, license, commercially publish, distribute, transmit, display, or record notes in or from class without written permission of the instructor.

Student academic misconduct refers to behavior that may include plagiarism, cheating, fabrication, falsification of records or official documents, intentional misuse of equipment or materials (including library materials), and aiding and abetting the perpetration of such acts. The preparation of reports, papers, and examinations, assigned on an individual basis, must represent each student's own effort. Reference sources should be indicated clearly. The use of assistance from other students or aids of any kind during a written examination, except when the use of aids such as electronic devices, books or notes has been approved by an instructor, is a violation of the standard of academic conduct.

According to the Academic Dishonesty Policy of GSU, Plagiarism includes (but is not limited to):

- A. Directly quoting the words of others without using quotation marks or indented format to identify them.
- B. Using published or unpublished sources of information without identifying them.
- C. Paraphrasing material or ideas without identifying the source.
- D. Unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material.

If you are accused of plagiarism by a JPHCOPH, the following policy, as per the Judicial Affairs website ( <http://students.georgiasouthern.edu/judicial/faculty.htm> ) will be enforced:

#### PROCEDURES FOR ADJUDICATING ACADEMIC DISHONESTY CASES

##### First Offense - In Violation Plea

1.If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is a first violation of academic dishonesty. The incident will be reported via the following website: <http://students.georgiasouthern.edu/judicial/faculty.htm>

2. If it is a first violation, the professor should talk with the student about the violation. If the student accepts responsibility in writing and the professor decides to adjudicate the case, the following procedures will be followed:

a.The student will be placed on disciplinary probation for a minimum of one semester by the Office of Judicial Affairs.

- b. The student will be subject to any academic sanctions imposed by the professor (from receiving a 0 on the assignment to receiving a failing grade in the class).
- c. A copy of all the material involved in the case (Academic Dishonesty Report Form and the Request For Instructor to Adjudicate Form) and a brief statement from the professor concerning the facts of the case and the course syllabus should be mailed to the Office of Judicial Affairs for inclusion in the student's discipline record.

#### First Offense - Not In Violation Plea (student does not admit the violation)

If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is the first or second violation of academic dishonesty. The student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case. If the student is found responsible, the following penalty will normally be imposed:

- a. The student will be placed on Disciplinary Probation for a minimum of one semester by the Office of Judicial Affairs.
- b. The student will be subject to any academic sanctions imposed by the professor.

#### Second Violation of Academic Dishonesty

If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, and if it is determined this is the second violation, the student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case.

If the student is found responsible, the following penalty will normally be imposed:

- a. Suspension for a minimum of one semester or expulsion.
- b. The student will be subject to any academic sanctions imposed by the professor.

#### NOT RESPONSIBLE FINDING

When a student is found not responsible of academic dishonesty, the work in question (assignment, paper, test, etc.) would be forwarded to the Department Chair. It is the responsibility of the Department Chair to ensure that the work is evaluated by a faculty member other than the individual who brought the charge and, if necessary, submit a final grade to the Registrar. For the protection of the faculty member and the student, the work in question should not be referred back to the faculty member who charged the student with academic dishonesty. In the case of a Department Chair bringing charges against a student, an administrator at the Dean's level will ensure that the student's work is evaluated in an appropriate manner.

#### CONFIDENTIALITY

In accordance with provisions of the Family Educational Rights and Privacy Act of 1974 and the Georgia Open Records Act, any information related to a violation of academic dishonesty or the outcome of a judicial hearing regarding academic dishonesty, is prohibited and must be treated as confidential by members of the faculty."

#### **Academic Handbook:**

Please abide by the Academic Handbook

<http://students.georgiasouthern.edu/sta/guide/07GuideWeb.pdf> Failure to comply

with any part of the Handbook may be a violation and result in an “F” in the course and/or referral for disciplinary action.

**University Calendar:** The University Calendar can be found at:

<http://www.collegesource.org/displayinfo/catalink.asp>.

**Attendance Policy:** Attendance the first day of class is **mandatory** per University policy. Federal regulations require attendance be verified prior to distribution of financial aid allotments.

**One Final Note:** The contents of this syllabus are as complete and accurate as possible. The instructor reserves the right to make changes to the syllabus and course materials. The instructor will make every effort to inform students of changes as they occur. It is the student’s responsibility to know what changes have been made in order to successfully complete the requirements of the course.