Meeting Place and time
Online – Weekly activities and assignments will be placed on Laulima

Instructor Information
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Office hours: Online, Tuesdays 6-7 pm.
In-office hours available Monday-Friday by appointment.

Course Description

In order to serve their communities, the funders, agencies, and individuals who develop health programs need answers to many questions: Who is a program intended to serve? What are its goals? What does the program actually look like, who does it actually reach, and what are the outcomes for those who received the intervention? How can a program be improved to better meet its goals? What needs to be adapted for a different population or setting? Why should a program continue to be funded? Which intervention works better? Which is more cost-effective?

Program evaluation is the art and science of developing viable answers to these questions. Evaluation covers a wide range of assessments, not just of individual programs, but of working coalitions, and institutional and governmental policies. Evaluators work with program staff and stakeholders to clarify a program’s operational theory and goals, develop information to help tailor an intervention to a specific audience, document a program’s specific activities, reach, and outcomes, and develop information about the impact of a program or policy on a specific community health concern.

Evaluation is one of the 10 essential public health functions, and is critical in the development and maintenance of evidence-based practice. This practical course will cover the core knowledge and skills involved in program evaluation, provide hands-on experience in evaluation design, and provide exposure to some of the ethical and philosophical issues current in evaluation research.

The course will be conducted entirely online. Course activities will be focused on giving you hands-on experience in the specific research skills and tools required for effective program evaluation. Individual written assignments will build on each other over the course of the semester, culminating in a final paper documenting your evaluation plan for a real-world project.

Course Learning Objectives:
At the conclusion of this course, students will be able to:
1. Understand the vocabulary and standards of program evaluation
2. Differentiate between formative, process, impact and outcome evaluation
3. Develop a program logic model that summarizes a program’s promises
4. Identify health behavior theories to inform program actions and guide evaluation of outcomes
5. Apply health promotion research methods to program evaluation
6. Identify appropriate data sources for program assessment
7. Identify, adapt or create quantitative and qualitative data collection instruments
8. Create an evaluation plan for a health or social agency in Hawai‘i, including data collection strategies for each indicator
Texts and Assigned Readings

Required:

- Other readings as assigned on Laulima

Optional: *(but highly recommended, particularly if you are challenged by logic model construction/use)*


Other Recommended Resources:

- The Community Health Worker Evaluation Toolkit [https://apps.publichealth.arizona.edu/CHWToolkit/](https://apps.publichealth.arizona.edu/CHWToolkit/)
- American Evaluation Association [www.eval.org](http://www.eval.org)
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<thead>
<tr>
<th>Week/Date</th>
<th>Topic</th>
<th>Readings and activities to be completed this week</th>
<th>Assignments to be given this week</th>
<th>Assignments DUE MONDAY this week</th>
</tr>
</thead>
</table>
| 1 - Jan 7 | Introduction to Evaluation | Readings:  
- CDC Guidebook Pages 1-12  
- Wholey pp 5-29 (Planning and Designing Useful Evaluations)  
- AEA Public Statement on Cultural Competence in Evaluation (Laulima)  

Online Activities:  
- Lecture #1  
- Blog | Identify program for evaluation plan | None |
| 2 – Jan 14 | Evaluation Ethics | Readings:  
- Wholey pp 182-207 (Recruitment and Retention of Study Participants)  
- AEA Guiding Principles for Evaluators  
http://www.eval.org/publications/guidingprinciples.asp  
- Handout: Strategies for making evaluation more culturally sensitive (Laulima)  

Online Activities:  
- Lecture #2  
- NIH human subjects training  
http://phrp.nihtraining.com/users/login.php  
- Blog | NIH human subjects training | Blog (Week 1) |
| 3 – Jan 21 | Planning for Evaluation --Evaluation Assessment --Identifying & Working with Stakeholders | Readings:  
- Wholey pp 30-54 (Analyzing & Engaging Stakeholders)  
- Wholey pp 83-90 (Exploratory Evaluation)  
- CDC Guidebook pp 13-20  

Online Activities:  
- Lecture #3  
- Blog | Program and stakeholder description  
Evaluation purpose statement | NIH human subjects training  
Blog (Week 2) |
| 4 – Jan 28 | Describe the Program --Intro to Logic Models --Writing program objectives | Readings:  
- CDC manual pages 21-25  
- Logic Model Guidebook pages 2-33  
- Wholey pp 55-80 (Using Logic Models)  
- SMART Objectives Handout (laulima)  

Online Activities:  
- Lecture #4  
- Blog | Stakeholder Interviews | Program description  
Blog (Week 3) |
| 5 – Feb 4 | Choosing indicators (Logic Models redux) | Readings:  
- CDC manual pages 26-40, 56-59  
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<tbody>
<tr>
<td>Disease 2006, Jan. (Laulima)</td>
<td>• Logic model guidebook pp 34-62 OR Kellogg Foundation Logic Model Development Guide (Laulima)</td>
<td>Online Activities: • Lecture 5 • Blog</td>
<td></td>
<td>Blog (Week 4)</td>
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<td>7 – Feb 18</td>
<td>Impact &amp; Outcome Evaluation</td>
<td>Readings: • Patton: <em>Utilization-Focused Evaluation</em> (Laulima)</td>
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<td>Blog (Week 6)</td>
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<td>8 – Feb 25</td>
<td>Secondary Data Sources</td>
<td>Readings: • Wholey pp 243-261 (<em>Using Agency Records</em>) • Wholey pp 347-353 (<em>Using the Internet</em>)</td>
<td>Data Source Assignment</td>
<td>Logic model Blog (Week 7)</td>
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<td>Week/Date</td>
<td>Topic</td>
<td>Readings and activities to be completed this week</td>
<td>Assignments to be given this week</td>
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| 10 – Mar 11| Survey design                  | Online Activities:  
• Lecture 9  
• Blog  

Readings:  
• Wholey pp 262-297 *(Using Surveys)*  
• Wholey pp 353-362 *(Conducting Surveys on the Internet)*  

Online Activities:  
• Lecture 10  
• Blog  

Draft survey instrument  
Blog (Week 9) |
| 11 – Mar 18| Qualitative methods            | Online Activities:  
• Lecture 11  
• Qualitative Data Analysis webpage  
  (Review the webpage, watch the “training video on coding” and complete “interactive exercises” A, B and C)  
• Blog  

Readings:  
• Wholey, pp 298-320 *(Using Trained Observer Ratings)*  
• Wholey ch 16 pp 365-377 *(Conducting semi-structured interviews)*  
• Wholey pp 378-403 *(Focus Group Interviewing)*  

Draft FG interview guide  
Draft survey instrument  
Blog (Week 10) |
| 12 – Mar 25| Spring Break                   | Enjoy the break!                                                                                                                                                                                                                                                                                                                                                               |                                  |                                  |
| 13 – Apr 1 | Cost-effectiveness, Policy Analysis | Online Activities:  
• Lecture  
• Blog  

Readings:  
• Wholey pp 493-530 *(Cost-Effectiveness & Cost-Benefit Analysis)*  

Evaluation Plan  
Blog (Week 11) |
| 14 – Apr 8 | Reporting evaluation findings  | Online Activities:  
• Lecture  
• Blog  

Readings:  
• Wholey pp 404-423 *(Using Stories in Evaluation)*  
• Wholey pp 581-593 *(Providing Recommendations, Suggestions and Options for Improvement)*  
• Wholey pp 594-619 *(Writing for Impact)*  

Draft FG guide  
Blog (Week 13) |
| 15 – Apr 15| Special Topics: Participatory /empowerment | Online Activities:  
• Lecture  
• Blog  

Readings:  
• *The Community Tool Box: Participatory Evaluation.*  
  [http://ctb.ku.edu/en/tablecontents/sub_section](http://ctb.ku.edu/en/tablecontents/sub_section)  

Blog (Week 14) |
<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic</th>
<th>Readings and activities to be completed this week</th>
<th>Assignments to be given this week</th>
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<tbody>
<tr>
<td></td>
<td>evaluation</td>
<td><strong>main_1907.aspx</strong></td>
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<td></td>
<td></td>
<td>• Kellogg Foundation. <em>Facilitator’s Guide: Participatory Evaluation with Young People</em> (Laulima)</td>
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<td>Online Activities:</td>
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<td>• Lecture 15</td>
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<td></td>
<td>• Blog</td>
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<td><em>Totally Optional but Interesting:</em> Claremont Empowerment Evaluation Debate (Fetterman, Scriven, Patton) <a href="http://ccdl.libraries.claremont.edu/cdm/singleitem/collection/lap/id/69">http://ccdl.libraries.claremont.edu/cdm/singleitem/collection/lap/id/69</a> (Start 8 minutes in to skip all the introductory “chatter”, watch as long as you are interested.)</td>
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<td>16 – Apr 22</td>
<td>Class Powerpoints</td>
<td>Online Activities:</td>
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<tr>
<td></td>
<td></td>
<td>• Upload a powerpoint presenting your evaluation plan to Laulima</td>
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<td>Evaluation Plan Powerpoint</td>
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<td>• Review 5 student evaluation plans on Laulima, and provide constructive feedback in blog</td>
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<td>Blog (Week 15)</td>
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<tr>
<td>17 – Apr 29</td>
<td>Special Topics: Evaluation of coalitions</td>
<td>Readings:</td>
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<td></td>
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<td>• Butterfoss FD. <em>Evaluating partnerships to prevent and manage chronic disease</em>. Prev Chronic Dis 2009;6(2):A64.</td>
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<td>Online Activities:</td>
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<td></td>
<td></td>
<td>• Lecture 16</td>
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<td>May 8 (midnight)</td>
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<td>Final Evaluation Plan Due</td>
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## Class Assignments, Due Dates and Point Values

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due By</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Class participation (as judged by participation in online blogs)</td>
<td>(weekly)</td>
<td>20</td>
</tr>
<tr>
<td>NIH Human Subjects Training Certification</td>
<td>January 21</td>
<td>5</td>
</tr>
<tr>
<td>Program description (draft)*</td>
<td>January 28</td>
<td>3</td>
</tr>
<tr>
<td>Evaluation Purpose statement (draft)*</td>
<td>February 4</td>
<td>3</td>
</tr>
<tr>
<td>Stakeholder interview report</td>
<td>February 11</td>
<td>10</td>
</tr>
<tr>
<td>Program Logic Model (draft)*</td>
<td>February 25</td>
<td>3</td>
</tr>
<tr>
<td>Data Source Assignment</td>
<td>March 4</td>
<td>5</td>
</tr>
<tr>
<td>Survey Instrument (draft)*</td>
<td>March 18</td>
<td>3</td>
</tr>
<tr>
<td>Focus group guide (draft)*</td>
<td>April 8</td>
<td>3</td>
</tr>
<tr>
<td>Evaluation Plan Powerpoint</td>
<td>April 22</td>
<td>5</td>
</tr>
<tr>
<td>Final Evaluation Plan</td>
<td>May 8</td>
<td>40</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>100</strong></td>
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</tbody>
</table>

*All draft items should be finalized and incorporated as appropriate into the Final Evaluation Plan.

## Assignment Descriptions:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Summary</th>
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</thead>
<tbody>
<tr>
<td>NIH Human Subjects Training Certification</td>
<td>A short online course leading to NIH human subjects certification. (If you have already completed the NIH training for another project or class, you do not need to repeat this -- simply submit a copy of your certificate.) Turn in a copy of your completion certificate.</td>
</tr>
<tr>
<td>Evaluation Plan</td>
<td>This is the major deliverable for this class. You will choose a program, and develop an evaluation plan for this program. It may be a program that you are currently working with, or a program that you are familiar with.</td>
</tr>
</tbody>
</table>

You will need to have access to data 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.

Key elements of the plan are assigned as drafts throughout the semester, to allow you to receive guidance/feedback as you develop your plan. (Drafts will be graded only on timeliness, adherence to guidelines, and level of effort.) The final plan should be a 10-15 page paper, containing the following sections:

--Background (public-health implications and need)
--Program description
--Stakeholder identification
--Program logic model
--Evaluation goal statement
--A description of your proposed methodology, including the indicators to be used
--Your analysis plan
--A description of how you plan to disseminate the results
--Bibliography (at least 5 journal citations – background and methods sections should always be grounded in the literature)
--An appendix containing your survey instrument and/or qualitative interview guide
| **Program & Stakeholder Description (draft)** | This should be a substantive 2-3 page paper (double-spaced), providing enough information in the following areas to allow the reader to fully understand the program you propose to evaluate:  
- Community the program serves  
- 2-3 paragraph literature review on the need for the program  
- Program goals  
- Program setting  
- Stakeholders  
- Intervention design  
- Any prior formative assessment or evaluation conducted on the program |
| **Evaluation Purpose Statement (draft)** | Concise (no more than 2 paragraphs) summary of the specific goals of this evaluation. The reader should be able, from this summary, to understand exactly what information this evaluation will provide, and how that information may be used. |
| **Stakeholder Interview Report** | 2-3 page report summarizing the results of semi-structured interviews with two stakeholders of your program. |
| **Logic Model (draft)** | Logic model schematic (using provided template) that details the program’s resources, assumptions, intended activities, and the expected short, mid-term, and long-term outcomes of these activities. |
| **Data Source Assignment** | Select an online source of secondary data relevant to your program, review this data set online, and provide a summary of two variables from that dataset that might be used to provide long-term outcome data on your program’s impact. |
| **Survey Instrument (draft)** | A 10- item closed-ended survey, including appropriate demographic items, that is relevant to your evaluation plan |
| **Focus Group Interview Guide (draft)** | A 6-10 item focus group interview guide, including prompts and probes, that is relevant to your evaluation plan |
| **Evaluation Powerpoint** | A brief powerpoint presentation (to be uploaded to Laulima) that will allow your classmates to understand and review the elements of your evaluation plan. |

**Course Policies**

1. Maximum benefit from this class can be achieved only if you stay timely with the class, and complete readings and projects as they are assigned.
2. Assignments are due by midnight of the due date. **Late assignments will be penalized by one point for each day that they are overdue. However...**
3. Because life is complicated and things happen -- each student will be allowed ONE “free pass” allowing you to turn in an assignment up to one week late with no penalty (except for the final evaluation plan). I don’t need to know why (you had the flu, work/family/school obligations got in the way, or just didn’t get it done... doesn’t matter). You must, however, contact me to let me know that you want to use your one “pass” on that particular assignment.
4. “Draft” items will be graded only on timeliness, adherence to instructions, and perceived effort.
5. Final grades will be issued on the basis of completed assignments, projects, and online participation.
6. All written assignments must be typed with one-inch margins, with page numbers on each page. References may use either APA or Vancouver style.
7. Plagiarism is UNACCEPTABLE and will result in a failing (F) grade for the assignment. Students are expected to be familiar with and abide by the University of Hawai‘i Student conduct Code. Copies of the Student Conduct Code are available at the Office of Student Affairs at the Student Services Center.
Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A=90-100</td>
<td>Excellent, distinctive work. Demonstrates sophisticated understanding, nuanced and insightful account, powerful and effective application of concepts, frameworks and theories.</td>
</tr>
<tr>
<td>B=80-89</td>
<td>Above average work. Demonstrates accomplished understanding, thorough, well-documented account; adequate and apt application of concepts, frameworks and theories discussed in class and articulated in written work.</td>
</tr>
<tr>
<td>C=70-79</td>
<td>Average work, sufficient, but not distinctive. Acceptable view with some misconceptions or oversight; not fully supported; acceptable but limited application of concepts, frameworks and theories discussed in class.</td>
</tr>
<tr>
<td>D=60-69</td>
<td>Poor, insufficient work. Inadequate understanding. Simplistic account and use of concepts, frameworks and theories discussed in class. Unable to articulate thoughts and ideas in written work</td>
</tr>
<tr>
<td>F&lt;60</td>
<td>Unacceptable work</td>
</tr>
</tbody>
</table>

*PH 765 does not use the plus or minus (+/-) grading system

Public Health Competencies Addressed:
1. Identify basic theories, concepts, and models from a range of social and behavioral disciplines used in public health
2. Identify individual, family, community and societal factors that influence health behavior.
3. Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions.
4. Identify individual, organizational, and community concerns, assets, resources, and deficits for social and behavioral science interventions.
5. Describe the role of social and community factors in both the onset and solution of public health programs.
6. Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies
7. Identify critical stakeholders for the planning, implementation, and evaluation of public health programs, policies, and interventions.
8. Describe steps and procedures for the planning, implementation, and evaluation of public health programs, policies, and interventions.
9. Apply ethical principles to public health program planning, implementation and evaluation.

Nursing Competencies Addressed:
1. Use science-based theories and concepts to:
   - determine the nature and significance of health and health care delivery phenomena;
   - describe the actions and advanced strategies to enhance, alleviate and ameliorate health and health care delivery phenomena as appropriate; and
   - evaluate outcomes.
2. Develop and evaluate new practice approaches based on nursing theories and theories from other disciplines.
3. Develop and evaluate care delivery approaches that meet current and future needs of patient populations based on scientific findings in nursing and other clinical sciences as well as organizational, political, and economic sciences.
4. Design and implement processes to evaluate outcomes of practice, practice patterns, and systems of care within a practice setting, health care organization, or community against national benchmarks to determine variances in practice outcomes and population trends.
5. Use information technology and research methods appropriately to collect appropriate and accurate data to generate evidence for nursing practice; inform and guide the design of databases that generate meaningful
evidence for nursing practice; analyze data from practice; design evidence-based interventions; predict and analyze outcomes; examine patterns of behavior and outcomes; identify gaps in evidence for practice.

6. Evaluate care delivery models and/or strategies using concepts related to community, environmental and occupational health, and cultural and socioeconomic dimensions of health