PUBH 590: Public Health Program and Policy Evaluation

Purdue University
Distance delivery, 8-week course
3 credit hours (135 total contact hours, approximately 15-20 hours per week)

Instructor: Dr. Melissa Kenzig	**Preferred Pronouns: she, her**
Email: mkenzig@purdue.edu	**Office Hours**: by appointment via **Calendly**
Course Webpage: *Brightspace*	
How to contact the instructor: *via email, or make an appointment*	

Course Description

This 3-credit course provides an overview of the methods required to evaluate the effectiveness of public health intervention or prevention programs and policies. This course will introduce a range of quantitative, qualitative, and mixed methods research designs and the application and tailoring of these designs to public health evaluations.

Course Outcomes

1. Summarize the role of evaluation within the program life cycle
2. Discuss the basics of formative, process, outcome, and cost evaluation
3. Build a logic model to guide the evaluation plan and justify the decisions made in the logic model
4. Interpret and critique the quality of evaluation research case studies and reports
5. Explain the role of ethics, health equity, and social justice in evaluation planning and implementation
6. Apply the major evaluation designs to public health interventions that consider the budget, time, data and environmental constraints of the situation
7. Explain and defend an evaluation plan in lay language

Foundational Public Health Knowledge and MPH Competencies Addressed in this PUBH 590

Our Master of Public Health (MPH) program is accredited by the Council on Education for Public Health (CEPH).

Core MPH Competencies
After completing the program, learners will be able to:
1. Select quantitative and qualitative data collection methods appropriate for given public health context.
2. Interpret results of data analysis for public health research, policy or practice.
3. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels.
4. Assess population needs, assets and capacities that affect communities' health.
5. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs

6. Select methods to evaluate public health programs.
7. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.
8. Advocate for political, social or economic policies and programs that will improve health in diverse populations.
9. Evaluate policies for their impact on public health and health equity.
10. Select communication strategies for different audiences and sectors.
11. Communicate audience-appropriate public health content, both in writing and through oral presentation.
12. Describe the importance of cultural competence in communicating public health content.

In addition to CEPH's Foundational Competencies, the Family and Community Health (FCH) Concentration offers students the opportunity to attain depth and expand their knowledge and skills in this designated area. Listed below are the Concentration Competency expectations for students completing this course:

2: Evaluate health programs and policies through the application of appropriate quantitative and qualitative methods, models, theories, and best practices.

Required Course Materials

Required Texts
- Issel, L. M., Wells, R., Williams, M. (2022). *Health Program Planning and Evaluation*. (5th edition) Burlington, MA: Jones and Bartlett Learning.
- U.S. Department of Health and Human Services, Centers for Disease Control and Prevention. Office of the Director, Office of Strategy and Innovation. (2011) Introduction to program evaluation for public health programs: A self-study guide. Atlanta, GA: Centers for Disease Control and Prevention. Retrieved from https://www.cdc.gov/eval/guide/cdcevalmanual.pdf

Additional course material is posted in Brightspace. All course readings and media are either available through the Purdue Library or linked/posted within the course on Brightspace.

Course Structure

This course is organized into eight, self-paced, weekly modules. Each weekly module includes readings, assignments, discussions, and quizzes. Students are expected to complete each weekly activity as outlined in the instructions. Weeks begin on Monday (day 1) and end on Sunday (day 7). Due dates are listed as module days in each assignment.

Course Requirements

Assignment Categories	*% of Total Grade*
Final Project (Group)	40

Final Project (Individual)	20
Public Health Ontario – Health Equity Impact Assessment Online Training Course	10
Quizzes (Weeks 1, 3, 4, 5, 6 & 7)	10
Other	20

Assignments	Due date and time	Point Value	Grade Category
Week 1 Discussion: Class Introductions	Initial post Thursday, Week 1 by 11:59 PM ET Peer responses by Sunday, Week 1 by 11:59 PM ET	-	Other
Week 1 Assignment: Getting Started with Evaluation	Sunday, Week 1 by 11:59 PM ET	10	Other
Week 1 Assignment: Public Health Ontario – HEIA Online Training	Complete HEIA Online Training: Module 1 by Sunday, Week 1 by 11:59 PM ET Submit Certificate of Completion in Week 5 (nothing due in Week 1)	-	PHO HEIA Online Training
Week 1 Quiz	Sunday, Week 1, by 11:59PM ET	20	Quizzes
Week 2 Discussion: Getting Started with Logic Models	Initial post Thursday (suggested) Peer responses by Sunday (suggested)	-	Other
Weeks 2 Discussion: Learning to Love Your Logic Model (Perusall)	Initial posts by Thursday, Week 2 by 11:59 PM ET Peer responses by Sunday, Week 2 by 11:59 PM ET	-	Other
Week 2 Assignment: Creating Logic Models for Evaluation	Sunday, Week 2 by 11:59 PM ET	10	Final Project (Group)
Week 2 Assignment: Public Health Ontario – HEIA Online Training	Complete HEIA Online Training: Module 2 by Sunday, Week 2 by 11:59 PM ET Submit Certificate of Completion in Week 5 (nothing due in Week 2)	-	PHO HEIA Online Training
Week 3 Assignment: Final Project Proposal	Sunday, Week 3 by 11:59 PM ET	10	Final Project (Group)
Week 3 Assignment: Public Health Ontario – HEIA Online Training	Complete HEIA Online Training: Module 3 by Sunday, Week 3 by 11:59 PM ET	-	PHO HEIA Online Training

	Submit Certificate of Completion in Week 5 (nothing due in Week 3)		
Week 3 Quiz	Sunday, Week 3 by 11:59 PM ET	20	Quizzes
Weeks 4-7 Discussion: Evaluation Plan Development Process (Week 4)	Post Week 4 initial posts (2) by Thursday, Week 4 by 11:59 PM ET Post Week 4 peer responses by Sunday, Week 4 by 11:59 PM ET	-	Final Project (Individual)
Week 4 Assignment: Public Health Ontario – HEIA Online Training	Complete HEIA Online Training: Module 4 by Sunday, Week 4 by 11:59 PM ET Submit Certificate of Completion in Week 5 (nothing due in Week 4)	-	PHO HEIA Online Training
Week 4 Assignment: Health Equity Personal Reflection	Sunday, Week 4 by 11:59 PM ET	10	Other
Week 4 Quiz	Sunday, Week 4 by 11:59 PM ET	20	Quizzes
Week 5 Assignment: Public Health Ontario – HEIA Online Training	Complete HEIA Online Training: Module 5 by Sunday, Week 5 by 11:59 PM ET Submit Certificate of Completion by Sunday, Week 5 by 11:59 PM ET	10	PHO HEIA Online Training
Weeks 4-7 Discussion: Evaluation Plan Development Process (Week 5)	Post Week 5 initial post by Thursday, Week 5 by 11:59 PM ET Post Week 5 peer responses by Sunday, Week 5 by 11:59 PM ET	-	Final Project (Individual)
Week 5 Discussion: Reading RCTs (Perusall)	Initial posts by Thursday, Week 6 by 11:59 PM ET Peer responses by Sunday, Week 6 by 11:59 PM ET	10	Other
Week 5 Quiz	Sunday, Week 5 by 11:59 PM ET	20	Quizzes
Week 6 Final Project Assignment: Questions-Designs-Methods Map	Submit two days prior to meeting with professor, no later than Sunday, Week 6 by 11:59 PM ET	-	Final Project (Group)
Weeks 4-7 Discussion: Evaluation Plan Development Process (Week 6)	Post Week 6 initial posts by Thursday, Week 6 by 11:59 PM ET Post Week 6 peer responses by Sunday, Week 6 by 11:59 PM ET	-	Final Project (Individual)
Week 6 Discussion: Reading RCTs Presentation	Initial post by Thursday, Week 6 by 11:59 PM ET	10	Other

	Peer responses by Sunday, Week 6 by 11:59 PM ET		
Week 6 Quiz	Sunday, Week 6 by 11:59 PM ET	20	Quizzes
Weeks 4-7 Discussion: Evaluation Plan Development Process (Week 7)	Post Week 7 initial posts by Thursday, Week 7 by 11:59 PM ET Post Week 5 peer responses by Sunday, Week 7 by 11:59 PM ET	10	Final Project (Individual)
Week 7 Discussion: Health Equity	Initial post Thursday, Week 7 by 11:59 PM ET Peer responses by Sunday, Week 7 by 11:59 PM ET	10	Other
Week 7 Assignment - Final Project: Evaluation Plan Presentation	Sunday, Week 7 by 11:59 PM ET	25	Final Project (Group)
Week 7 Quiz	Sunday, Week 7 by 11:59 PM ET	20	Quizzes
Week 8 Discussion: Final Project Presentation Showcase	Initial post Wednesday, Week 8 by 11:59 PM ET Feedback responses (respond to two other groups' initial posts) by Saturday, Week 8 by 11:59 PM ET Reply to peers who responded to your group's initial post by Sunday, Week 8 by 11:59 PM ET	10	Final Project (Individual)
Week 8 Assignment: Final Project Evaluation Plan	Sunday, Week 8 by 11:59 PM ET	50	Final Project (Group)
Week 8 Assignment: Final Project Reflection	Sunday, Week 8 by 11:59 PM ET	5	Final Project (Individual)

Major Assignments

Public Health Ontario: Health Equity Impact Assessment Online Training (Weeks 1-5)
Integrated into Weeks 1-5 of PUBH 590 is a "mini-course," **Public Health Ontario's Health Equity Impact Assessment training course**. This online training course reviews **The Health Equity Impact Assessment (HEIA)**, which is a decision support tool that helps public health professionals identify disparities among population groups and determine how to reduce them. You will have the opportunity to consider how the HEIA template applies to your work in this course and in the future. While working through the course, check out the **Health Equity Impact Assessment Workbook**, an excellent resource by Public Health Ontario that provides detailed information about HEIA and how to use it.

There are five interactive modules of Public Health Ontario's HEIA training course that:

- introduce key concepts related to health equity and the social determinants of health,
- examine the relationship between health inequities and the determinants of health,

- explore the different approaches commonly employed to deliver public health programming and how they might reduce inequities in programming depending on the delivery method that is used, &
- summarizes the key considerations for planning an HEIA.

Plan to complete one module of the HEIA online training course per week during the first five weeks of PUBH 590. The online training course is self-paced. Once you have completed the course, you will receive a certificate of completion, which you will download and submit in **Week 5** to fulfill the requirements of this assignment.

PUBH 590 Final Project
The Final Project is a major, ongoing assignment in this course. Pieces of the Final Project will be due at three times during the course, a proposal during **Week 3**, a Questions-Designs-Methods Map in **Week 6**, a presentation (screencast) in **Week 7** (also "presented" to your classmates in Week 8), and the written evaluation plan and reflection in **Week 8**. The Final Project allows you to demonstrate the skills and knowledge you have gained in evaluation planning, implementation, and dissemination throughout the course. This project is designed to provide a real-world experience of working with a community group or groups to develop an evaluation. You may work individually or in partnership with a classmate (2-3 people maximum) to complete it.

Throughout the course, as you work through the evaluation plan assignments, you are encouraged to review the Final Project overview regularly. Develop a schedule for completing the Final Project assignments that will help you organize your research and complete not only the weekly assignments, but your final presentation, and paper at the end of the course. If you are working with a partner, develop a plan detailing how you and your partner will communicate and work together to complete each element of the Final Project.

An overview of Final Project is provided below. Specific details for each of the Final Project assignments are provided in the module in which they are due. Altogether, the Final Project is worth 50% of your overall grade.

Final Project Details: Selecting Your Evaluation Partner(s) and Getting Started
For the Final Project, students, working in teams of 2-3, will select a program/initiative and create an evaluation plan (e.g., the document created before the data collection occurs) for it. Your plan should include an evaluation design and methods for at least three parts of the program you are proposing to evaluate. In your project, you will determine the goals of your proposed evaluation, create a logic model of the program you plan to evaluate, explain your proposed evaluation design, including data collection methods, and develop a plan for how you would disseminate the evaluation results.

Students are encouraged to search out community/public health organizations in need of an evaluation, particularly in areas of potential interest to students. Please see the details in Brightspace on how to select a suitable program/initiative to use for this project.

Students must demonstrate the following skills in the Final Project:

- Develop an evaluation purpose statement that is concise, understandable, articulates the main goal(s) of the evaluation, and is appropriate given the status of the program
- Create a logic model for the initiative, with evaluation activities incorporated
- Develop and defend an evaluation design that is appropriate for the evaluation questions, the program status, and the type of evidence required by the stakeholders

- Articulate and justify the data collection, management, and analysis that are appropriate for your evaluation design and the available budget, timeframe, environment, and data
- Create a dissemination plan that reaches the appropriate stakeholders and clearly explain the implications of the findings, including the impact of limitations

Final Project Assignments

Final Project Proposal The first step of the project is to submit a project proposal. In this proposal, provide a plan for how you will complete the project. Describe the program you will evaluate, why you want to evaluate it, the program logic model (which you will start work on in Week 2). On your logic model, you should select three specific pieces you intend to use as the basis of your evaluation plan. This assignment is graded approved/not approved. You must have an approved proposal before you continue with the project. All groups are required to have their first meeting the to discuss their proposal prior to the end of Week 4. Once your group has met with the professor and has an approved written proposal, you can proceed with creating the full plan. Please submit your written proposal at least 24 hours before your initial meeting with the professor. You may need to have additional meetings with the instructor if your proposal needs revision.

Questions-Designs-Methods Map Teams should have another meeting with the instructor to check-in on their project, preferably during Week 6, in additional to submitting their Questions-Designs-Methods Map. As part of this assignment, you are also welcome to submit a draft of your Evaluation Plan for feedback, a list of questions you have about the project, or anything else that would help you progress on the project. The more you submit, the more feedback you can receive. The Questions-Designs-Methods Map will be used as the basis for the meeting with the instructor and should be submitted at least 2 days prior to your meeting with the instructor. This assignment is ungraded, but it is required.

Final Project Evaluation Plan One of the two major deliverables of this project is the creation of a written evaluation plan or report, which is the document submitted to the stakeholders or funders prior to data collection. Review the assignment guidelines (in Brightspace) and rubric, which provide detailed information on how you will be graded. The **CDC documents** that outline how to develop an effective evaluation plan/report are also valuable resources.

Final Project Presentation & Showcase The second deliverable of this project is a presentation (screencast) of your evaluation plan or report that could be given to program staff, community stakeholders, and the press. This deliverable has two pieces: you will 1) submit this presentation as a graded assignment to the instructor (Week 7 Assignment: Final Project Presentation), and 2) share it with your classmates who will act as the "audience" and give you feedback as if they were the program stakeholders (Week 8 Discussion: Final Project Presentation Showcase).

Final Project Reflection The final deliverable of the project is an individual 2-3-page paper, in which you describe what you learned during the process and what recommendations you have for the organization in moving forward in either actually conducting the evaluation and/or in what was learned from the evaluation. Discuss your experience of doing this evaluation (What did you enjoy? Learn? Find challenging?), obstacles encountered, what would have been helpful to know, and what you learned for the next time.

Group Discussions

Weeks 4-7 Discussion: Evaluation Plan Development Process

This discussion, which takes place over four weeks during with you engage in with just your Final Project group, will help you walk through the steps of creating an evaluation Plan. You will use the same discussion board for the four weeks of this discussion, each week adding new posts and responding to your peers based on the topic we are covering. For each week of the discussion, you will be given a specific task to complete based on your logic model for your selected program. Details for each part of this discussion are in Brightspace. You can imagine these discussions more like activities that we might engage in during a class session in an in-person course, rather than a typical discussion about a reading. For each discussion, you will be presenting information to your classmates and proposing ideas on how to apply the concepts that we are learning. Note that the discussions are organized differently from "traditional" online discussions in that they take place over numerous weeks rather than just one.

Week 5 & 6 Discussions: Reading RCTs
Randomized control trials (RCTs) are the "gold standard" of evaluation. While it's almost impossible to do the "perfect" evaluation, some programs do a better job than others. The purpose of these two discussions is for you to review a program evaluation report of an RCT and determine how well it was conducted and why. In Week 5, with a group you will review a program evaluation report of an RCT and determine how well it was conducted and why. Using a worksheet, you will collectively "annotate" (comment and ask questions about) your assigned article using an interactive, online social learning platform called Perusall, which is embedded in our course. Then, in Week 6, you will (individually) create a 7-10 minute screencast presentation based on your review of your assigned RCT, watch the presentations of the other students who reviewed the other RCTs, and participate in a discussion regarding RCTs.

Class Schedule

Week	Topics	Required Readings
Week 1	Introduction to Evaluation	• Textbook: Introduction to program evaluation for public health programs: A self-study guide ○ Step 1: Pages 1-20 • American Evaluation Association. (2018). Guiding Principles for Evaluators. Washington, DC: American Evaluation Association. Retrieved from https://www.eval.org/d/do/4381 • Centers for Disease Control and Prevention. (1999). Framework for program evaluation in public health. Morbidity and Mortality Weekly Report, 48(RR-11). Retrieved from https://www.cdc.gov/mmwr/PDF/rr/rr4811.pdf • Curtin, N. (2017). Program Evaluation Overview [Video file]. Retrieved from: https://youtu.be/bt_hFtsv7Yc • PACE MyMPH. (2012). CDC Program Evaluation Framework [Video file]. Retrieved from https://www.youtube.com/watch?v=tOjieBh1ce0
Week 2	Creating Logic Models for Evaluations	• Textbook: Introduction to program evaluation for public health programs: A self-study guide ○ Step 2: Pages 21-41

		• Centers for Disease Control and Prevention. (2017). Learning to Love Your Logic Model [Video file]. Retrieved from https://www.youtube.com/watch?v=2HrG5ButP_g • Program Evaluation 101 Lecture (in Brightspace)
Week 3	Evaluation Designs	• Textbook: *Health Program Planning and Evaluation* o Chapter 12 • Textbook: Introduction to program evaluation for public health programs: A self-study guide o Step 3: Pages 42-55 • Windsor, R. (2015). Chapter 1: Introduction to health promotion and disease prevention program evaluation (pg. 6-14, 19-25, 31-36). *Evaluation of health promotion and disease prevention and management programs: Improving population health through evidenced-based practice* (5th Ed.). Oxford University Press: New York.
Week 4	Process Evaluation	• Textbook: *Health Program Planning and Evaluation* o Chapter 9 • See Brightspace for additional readings
Week 5	Impact Evaluation	• Textbook: *Health Program Planning and Evaluation* o Chapters 11 & 13 • See Brightspace for additional readings related to Week 5-6 Discussion: Reading RCTs to be assigned by instructor
Week 6	Quantitative Evaluation Methods	• Textbook: *Health Program Planning and Evaluation* o Chapter 14 • Textbook: Introduction to program evaluation for public health programs: A self-study guide o Step 4: Pages 56-73
Week 7	Qualitative and Mixed Evaluation Methods & Health Equity in Evaluation	• Textbook: *Health Program Planning and Evaluation* o Chapter 15 • Textbook: Introduction to program evaluation for public health programs: A self-study guide o Step 5: Pages 74-81 • Additional required videos as listed in Brightspace
Week 8	Sharing & Strengthening Evaluation Designs	• Textbook: Introduction to program evaluation for public health programs: A self-study guide o Step 6: Pages 82-90

Policies

Please closely review the Class and University Policies in Brightspace for details on policies. You are expected to understand and adhere to all policies as outlined there. If you have any questions, please contact your instructor or the Student Services office immediately.

Students are expected to log in on Monday each week and should log in to the course a minimum of three times each week. It is to your advantage to be an active participant in each week of the course. Additional course information and guidance will be provided in the Announcements section of the course, and there is an Ask your Instructor/Ask a Peer discussion board provided within the course.

Relevant changes to this course will be announced on the course website and by email.
You are expected to read your @purdue.edu email on a frequent basis. Your instructor will only contact you via your Purdue email account.