

University of Florida
College of Public Health & Health Professions Syllabus
PHC 6104: Evidence-Based Management of Public Health Programs (3 credit hours)

Fall: 2018 Section: 1603

Delivery Format: Blended - Live and Online e-Learning in Canvas

Period(s) 7-9 (1:55 pm – 4:55 pm)

Room: HPNP G301A

INSTRUCTOR

Jeff Feller, MSISE
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Office Hours: By appointment only

Prerequisites

None

PURPOSE AND OUTCOME

Course Overview

This course provides practical guidance on how to monitor achievement of a program's objectives, gather information and evidence of the program's effectiveness, and determine a program's impact in public health settings. We begin with a review of the structure and functions of the public health system, followed by the rationale and application of an evaluation framework that leads to evidence-based decision-making in public health.

Relation to Program Outcomes

The course will then focus on fundamental components germane to evaluating and managing public health programs, including: program monitoring, performance measurement, and evaluation research. Furthermore, the topics covered within these three areas will include:

- developing evaluation questions
- how to select performance measures
- research designs
- populations and sampling
- the importance of qualitative data
- acquiring, measuring, and analyzing the data
- other evaluation frameworks (CDC Evaluation Framework; Logical Framework Analysis)
- cost-benefit analysis; and finally
- how to utilize the results of evaluation research

Course Objectives and/or Goals

By the end of this course, the student should be able to:

- 1) Recognize the need for evidence-based public health.
- 2) Explain the role of program evaluation in public health practice.
- 3) Understand and apply an appropriate evaluation framework.
- 4) Demonstrate skills in program monitoring methods.
- 5) Demonstrate skills in performance measurement.
- 6) Demonstrate skills in evaluation research methods.
- 7) Prepare and write components of program evaluations.

- 8) Demonstrate an understanding of the political, economic, organizational, interpersonal influences on evaluation processes.
- 9) Work with the multiple users of evidence, including public health practitioners, policy makers, the public, interest groups, the media, and other stakeholders.

Instructional Methods

The method of instruction for this course will be comprised of lectures (online lectures will be utilized as part of a blended/flipped learning environment – see **blended learning** statements below) and active student participation in class discussions, followed by class exercises using real-world examples that will allow the class to apply the material presented through the lectures while simultaneously demonstrating understanding of the material. Material presented in class will be linked to the reading assignments. Multidisciplinary perspectives will be discussed, and many examples will be provided to illustrate important concepts. Occasionally, speakers will be invited to discuss their experiences with public health evaluation topics. The various components of the course are designed to stimulate thinking about interventions that have been implemented to address public health problems, subsequently deciding on appropriate approaches used to determine the quality and the effectiveness of these interventions. The primary components of the grading for this course will be three mid-term projects, assigned exercises and class participation.

What is blended learning and why is it important?

A blended learning class uses a mixture of technology and face-to-face instruction to help you maximize your learning. Knowledge content that I would have traditionally presented during a live class lecture is instead provided online before the live class takes place. This lets me focus my face-to-face teaching on course activities designed to help you strengthen higher order thinking skills such as critical thinking, problem solving, and collaboration. Competency in these skills is critical for today's health professional.

What is expected of you?

You are expected to actively engage in the course throughout the semester. You must come to class prepared by viewing all out-of-class lectures in Canvas and completing any assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you will struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the live class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

In general, students are expected to:

- View lectures in advance of live class.
- Complete the required reading PRIOR to lectures and be prepared to participate in and perhaps LEAD class discussions.
- Actively contribute in discussions, participate in exercises and demonstrate teamwork if assigned group activities or projects.
- Submit assignments (projects) on or prior to the due date(s).

My Teaching Philosophy

My role as the instructor is to guide, assist and support students through their own process of acquiring the course subject matter. In choosing to teach almost exclusively at the graduate level, I have for many years been committed to the proposition that learning is and should be left largely in the hands of each individual student. My lectures are designed to facilitate your understanding of the text as you seek to acquire the knowledge in the text and from internal and external class resources.

DESCRIPTION OF COURSE CONTENT

1. Lectures – provide a general overview of each topic.
2. Required text, readings, and materials
3. Students enrolled in this course must have a working webcam and microphone for potential live sessions.
3. Additional resources (See pages 9 and 10 of the Syllabus below.)

Topical Outline/Course Schedule

NOTE: all times are posted in Eastern time – note that the semester starts in Eastern Daylight Savings Time (EDST). On Sunday, November 4, 2018 at 2:00 a.m., Eastern time will “fall back” one hour to Eastern Standard Time (EST).

The instructor reserves the right to modify the course content and schedule as deemed necessary.

Week 1: Tuesday, August 28		
Lectures	Lecture 1a - Instructor Introduction and Course/Syllabus Overview	J Feller
	Lecture 1b – Why evidence-based management and evaluation?	J Feller
Readings	Grembowski, Chapter 1, pages 3-13	Grembowski
Discussions	Discussion questions assigned prior to class or generated during class time.	J Feller and Students
Week 2: Tuesday, September 4		
Lectures	Lecture 2a – The Evaluation Process as a Three-Act Play	J Feller
	Lecture 2b – Roles of the Evaluator and the Political and Cultural Contexts of Evaluation	J Feller
Readings	Grembowski, Chapter 2, pages 15-31	Grembowski
Discussions	Discussion questions assigned prior to class or generated during class time.	J Feller and Students
Week 3: Tuesday, September 11		
Lectures	Lecture 3a – Developing Evaluation Questions – Part 1	J Feller
	Lecture 3b – Developing Evaluation Questions – Part 2	J Feller
Readings	Grembowski, Chapter 3, pages 35-63	Grembowski
Discussions	Discussion questions assigned prior to class or generated during class time.	J Feller and Students
Exercise	Week 3 Exercise: Searching for an Article on Evaluation and Identifying the Evaluation Questions (may be assigned in Week 2 for completion during Week 3 class or may be assigned in class for work in class during Week 3)	In Class or Due Date TBA
Assignments	Assign Project 1 – Formulating Evaluation Questions (assigned)	Due: 10/2 at or before 1:55PM
Note	Instructor will be out of town so there may be additional material assigned in lieu of live class time.	J Feller
Week 4: Tuesday, September 18		
Lectures	Lecture 4a – Evaluation of Program Implementation	J Feller
	Lecture 4b – (Cont.) Evaluation of Program Implementation	J Feller
Readings	Grembowski, Chapter 6, pages 143-163	Grembowski
Discussions	Discussion questions assigned prior to class or generated during class time.	J Feller and Students
Exercise	Week 4 Exercise: Outlining a Plan to Evaluate the Implementation of a New Health Clinic (may be assigned in Week 3 for completion during Week 4 class or may be assigned in class for work in class during Week 4)	In Class or Due Date TBA
Week 5: Tuesday, September 25		
Lectures	Lecture 5a - Evaluation of Program Impacts: Experimental Designs	J Feller
	Lecture 5b – Evaluation of Program Impacts: Quasi-Experimental Designs	J Feller

Readings	Grembowski, Chapter 4, pages 67-115	Grembowski
Discussions	Discussion questions assigned prior to class or generated during class time.	J Feller and Students
Week 6: Tuesday October 2		
Lectures	Lecture 6a – Cost-Benefit Analysis	J Feller
	Lecture 6b – (Cont.) Cost-Benefit Analysis	J Feller
Readings	Grembowski, pages 117 - 141	Grembowski
Discussions	Discussion questions assigned prior to class or generated during class time.	J Feller and Students
Exercise	Week 6 Exercise – Provide a framework for conducting a cost-benefit analysis of a given public health or social service program (may be assigned in Week 5 for completion during Week 6 class or may be assigned in class for work in class during Week 6)	In Class or Due Date TBA
Assignments	Project 1 – Formulating Evaluation Questions (due)	Due: Today at or before 1:55 p.m.
Week 7: Tuesday, October 9		
Lectures	Lecture 7a – Population and Sampling	J Feller
	Lecture 7b – (Cont.) Population and Sampling	J Feller
Readings	Grembowski, Chapter 7, pages 169 – 199	Grembowski
Discussions	Discussion questions assigned prior to class or generated during class time.	J Feller and Students
Week 8: Tuesday, October 16		
Lectures	Lecture 8 - Measurement and Data Collection	J Feller
Readings	Grembowski, Chapter 8, pages 201 – 239	Grembowski
Discussions	Discussion questions assigned prior to class or generated during class time.	J Feller and Students
Exercise	Week 8 Exercise – Costs and tradeoffs in data collection (may be assigned in Week 7 for completion during Week 8 class or may be assigned in class for work in class during Week 8)	In Class or Due Date TBA
Assignments	Assign Project 2 – Critically Reviewing an Evaluation Research Article (assigned)	Due: 11/06 at or before 1:55 p.m.
Week 9: Tuesday, October 23		
Lectures	Lecture 9 – Analyzing Evaluation Data	J Feller
Readings	Grembowski, pages 241-255, other reading may be assigned	Grembowski
Discussions	Discussion questions assigned prior to class or generated during class time.	J Feller and Students
Week 10: Tuesday, October 30		
Lectures	Lecture 13 – International Program Evaluation: The Trials Tribulations and Triumphs of Food Security Programs in Africa (Tentative) OR Qualitative Data Video from the American Evaluation Association	Sarah L. McKune, PhD, MPH (Tentative)
Discussions	Discussion questions assigned prior to class or generated during class time.	J Feller and Students
Week 11: Tuesday, November 6 (U.S. National Election Day)		

Lectures	Lecture 11- Disseminating the Answers to Evaluation Questions, Part 1	J Feller
Readings	Grembowski, Chapter 10, pages 259 – 289	Grembowski
Discussions	Discussion questions assigned prior to class or generated during class time.	J Feller and Students
Exercise	Week 11 Exercise – Overcoming an evaluation communication challenge (may be assigned in Week 10 for completion during Week 11 class or may be assigned in class for work in class during Week 11)	In Class or Due Date TBA
Assignments	Assign Final Project – Creating an Evaluation Plan for a Public Health Program (assign)	Due: 12/04 at or before 1:55 p.m.
Assignments	Project 2 - Critically Reviewing an Evaluation Research Article (due)	Due: Today at or before 1:55 p.m.
Week 12: Tuesday, November 13		
Lectures	Lecture 12 – The CDC Framework for Evaluation and Other Frameworks	J Feller
Discussions	Discussion questions assigned prior to class or generated during class time.	J Feller and Students
Week 13: Tuesday November 20		
Lectures	No class on campus. Tentatively will hold a phone or via web Q and A session on final project or will direct students to work on final projects in lieu of class. Happy Thanksgiving!	J Feller and Students
Week 14: Tuesday, November 27		
Lectures	Lecture 14 – Logical Framework Analysis - Emerging issues in the Practice of Evaluation (audio file with PowerPoint file) and/or Qualitative Data Video from the American Evaluation Association	J Feller with material from Keerti Bhusan Pradhan
Discussions	Discussion questions assigned prior to class or generated during class time.	J Feller and Students
Week 15: Tuesday, December 4		
Lectures	Informal discussion session on semester learning objectives and the final project.	J Feller
Discussions	Discussion questions assigned prior to class or generated during class time.	J Feller and Students
Assignments	Final Project – Creating an Evaluation Plan for a Public Health Program (due)	Due: Today at or before 1:55 p.m.
Week 16: Tuesday, December 11		
Final Exam	There is NO FINAL EXAM for this course.	J Feller

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Course Materials and Technology

Course Textbook(s) and Reading

Grembowski, David (2016). *The Practice of Health Program Evaluation*. Sage Publications Inc. ISBN: 978-1-4833-7637-0 (paperback)

Additional readings, including online resources, may be assigned. Students may be directed to the class e-Learning portal for weekly supplementary reading assignments.

For technical support for this class, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://elearning.ufl.edu/help.shtml>

ACADEMIC REQUIREMENTS AND GRADING

Assignments

Project 1

Writing Evaluation Questions

A written paper will be required.

See the assignment in Canvas and/or as distributed in class for further information. Late submissions will not be accepted.

Project 2

Reviewing an Evaluation Research Article using an Evaluation Article Review Tool

A 3-5 page written paper will be required.

See the assignment in Canvas and/or as distributed in class for further information. Late submissions will not be accepted.

Final Project

Creating an Evaluation Plan for a Public Health Program

An 8-10 page written paper will be required.

See the assignment in Canvas and/or as distributed in class for further information. Late submissions will not be accepted.

Discussions

There will be weekly in class assigned discussion questions related to readings or assignments or topics generally associated with readings or assignments. Students will be asked to lead and/or engage in discussion and may be asked to generate the discussion question for the day's discussion. Participation in these discussions determine your class participation.

Exercises

There will be a total of 5 exercises to complete throughout the duration of the course as part of class participation. Student exercises are not critically graded (though feedback will be provided) but the exercises must be completed. These exercises are factored into the class participation scoring. The instructor will determine whether or not the exercise has been completed sufficiently to qualify for class participation. Late submissions, submitting the wrong attachment or failure to work on the exercise if it is assigned as a class assignment will not be accepted. When submitting an assignment via email or through Canvas, it is a student's responsibility to properly attach the correct assignment document. Please verify your attachments.

Grading

Requirement	Due date	Points or % of final grade (% must sum to 100%)
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Project 1	10/02 1:55PM	25%
Project 2	11/06 1:55PM	25%
Final Project	12/04 1:55PM	30%
Exercises and Class Participation/Discussion	Various see schedule	20%
		100%

Percentages Earned	93% to 100%	90% to 92%	87% to 89%	83% to 86%	80% to 82%	77% to 79%	73% to 76%	70% to 72%	67% to 69%	63% to 66%	60% to 62%	Below 60%
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

There will be no redistribution or deletion of course requirements. The same evaluation procedure will consistently be applied to all students.

Please be aware that a C- is not an acceptable grade for graduate students. In addition, a grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A.

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:

<http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Policy Related to Make Work

Please note: When we use CANVAS for project or work submissions, any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

Policy Related to Required Class Attendance

All faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and 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.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>
<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.



U Matter, We Care

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to

or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:
Alachua County Crisis Center
(352) 264-6789
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu

Additional Potential Resources

Public Health Journals

- American Journal of Public Health, a journal of the American Public Health Association (www.ajph.org).
- Journal of Public Health Management and Practice, a journal of the National Association of County and City Health Officials (www.jphmp.com)
- Morbidity and Mortality Weekly Report, a journal of the Centers for Disease Control and Prevention (www.cdc.gov/mmwr)
- American Journal of Preventive Medicine, a journal of the American College of Preventive Medicine and the Association of Teachers of Preventive Medicine (www.ajpm-online.net)

Public Health Resources

Government Agencies

- U.S. Department of Health and Human Services (www.dhhs.gov) and its various Public Health Service agencies
- Centers for Disease Control and Prevention (www.cdc.gov)
- Food and Drug Administration (www.fda.gov)
- Health Resources and Services Administration (www.hrsa.gov)

- National Institutes of Health (www.nih.gov)
- Agency for Healthcare Research and Quality (www.ahrq.gov)
- U.S. Environmental Protection Agency (www.epa.gov)
- Florida Department of Health (www.doh.state.fl.us)

Public Health Organizations

- American Public Health Association (www.apha.org)
- Association of State and Territorial Health Officials (www.astho.org)
- National Association of County and City Health Officials (www.naccho.org)
- Association of Schools and Program of Public Health (www.aspph.org)
- Florida Public Health Association (www.fpha.org)
- Public Health Foundation (www.phf.org)
- Association of Teachers of Preventive Medicine (www.atpm.org)

International Health

- United Kingdom Public Health Association (www.ukpha.org)
- World Health Organization (www.who.org)
- Global Health Council (www.globalhealth.org)
- Pan American Health Organization (www.paho.org)
- Family Health International (www.fhi.org)

Public Health Data and Information

- CDC Behavioral Risk Factor Surveillance System (www.cdc.gov/brfss)
- Healthfinder (www.healthfinder.gov)
- National Center for Health Statistics (www.cdc.gov/nchs)
- National Library of Medicine (www.nlm.nih.gov)
- National Health Information Center (www.health.gov/nhic)
- National Women's Health Information Center (www.4women.gov)
- Institute of Medicine (www.iom.edu) and National Academy Press (www.nap.edu) –

Other Resources

- Medline Plus (www.nlm.nih.gov/medlineplus)
- Medscape (www.medscape.com)
- Public Health Grand Rounds (national live webcasts) (www.publichealthgrandrounds.unc.edu)
- Florida CHARTS (www.floridacharts.com)
- CDC Wonder (<http://wonder.cdc.gov>)
- US Census (www.census.gov)
- Fedstats (www.fedstats.gov)
- CDC Mortality and Morbidity Weekly Reports (free subscriptions) (www.cdc.gov/mmwr) and MMWR morbidity and mortality data by time and place (www.cdc.gov/mmwr/distrnds.html)
- State Health Facts (www.statehealthfacts.kff.org) provides individual state health data.
- State Public Health Information Database (www.statepublichealth.org)