Course Syllabus
SPPH 540-02 (F2F): Program Planning and Evaluation
Term 2 – 2018-19

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Office Hours   By appointment

Course Overview

SPPH 540 provides an overview of the art and science of planning, implementing, and evaluating public health programs and services. We explore the facilitators and challenges surrounding evidence-informed public health practice throughout the intervention lifecycle. Topics include stakeholder engagement, planning models, implementation frameworks, and evaluation. We discuss standards of practice, ethical considerations, supporting evaluation use, and continuous learning in planning, implementation, and evaluation. By the end of the course students will have been exposed to an assortment of resources and tools that they can draw on to design programs, implementation strategies, and evaluations that best meet stakeholder needs and contexts.

Instructional techniques include lectures, group discussions, in-class exercises and demonstrations, team-based learning, and student presentations. Notes from lectures will be provided as PowerPoint presentations or Word documents on Canvas.   Student assessment is based on two group assignments, individual contributions, and class participation. In the first group assignment, students will use a planning framework to recommend a program to meet an identified need. The second group assignment involves students developing an evaluation plan for a public health program. The prerequisites for this course are SPPH 502 (Epidemiological Methods I) and SPPH 400 (Statistics for Health Research). For students wishing to take the course without having completed these courses, exemptions may be allowed if students can demonstrate adequate background and training from other comparable course-work.

Learning Outcomes

Students will gain competency in each domain of public health practice.

Public Health Domain	Competency	Course Assessment
Public health sciences	1.4 Use evidence and research to inform health policies and programs (1 out of 5 competencies)	Program planning assignment
Assessment and analysis	2.1 Identify relevant and appropriate sources of information, including community assets and resources 2.4 Analyze information to determine appropriate implications, uses, gaps and limitations	Program planning assignment

	2.6 Recommend specific actions based on the analysis of information	
Policy and program planning, implementation and evaluation	3.1 Describe selected policy and program options to address a specific public health issue 3.3 Develop a plan to implement a course of action taking into account relevant evidence, legislation, emergency planning procedures, regulations, and policies. 3.7 Demonstrate an ability to set and follow priorities, and to maximize outcomes based on available resources.	Program planning assignment Evaluation planning assignment
Partnerships, collaboration, and advocacy	4.1 Identify and collaborate with partners in addressing public health issues. 4.2 Use skills such as team building, negotiation, conflict management, and group facilitation to build partnerships. 4.3 Mediate between differing interests in the pursuit of health and well-being and facilitate the allocation of resources.	Program planning assignment Evaluation plan assignment
Diversity and inclusiveness	5.2 Address population diversity when planning, implementing, adapting, and evaluating public health programs and policies. 5.3 Apply culturally relevant and appropriate approaches with people from diverse cultural, socioeconomic and educational backgrounds, and persons of all ages, genders, health status, sexual orientations, and abilities.	Program planning assignment Evaluation planning assignment
Communication	6.1 Communicate effectively with individuals, families, groups, communities, and colleagues. 6.2 Interpret information for professional, non-professional, and community audiences. 6.4 Use current technology to communicate effectively.	Program planning assignment Evaluation Plan Assignment Reading Tweets Class Participation
Leadership	7.2 Contribute to developing key values and a shared vision in planning and implementing public health programs and policies in the community. 7.3 Utilize public health ethics to manage self, others, information, and resources. 7.4 Contribute to team and organizational learning in order to advance public health goals. 7.6 Demonstrate an ability to build community capacity by sharing knowledge, tools, expertise, and experience.	Program Planning Assignment Evaluation Plan Assignment Reading Tweets Class Participation

Instructional Methods

This course will be delivered in a "flipped" format. The content will be delivered through the course texts and online platform through PPTs, course notes, additional readings, and other resources. The texts, online content, and in-class activities will prepare students to apply the concepts in real-world planning, implementation, and evaluation tasks.

Project teams will be formed during the first week of the term. To construct highly functioning teams for team-based learning activities, the teams need to be as diverse as possible (e.g., background, work experience, interests), so students will complete a short survey after the first class to gather relevant information. The course instructor will use the information to form teams of 3-4 learners. These teams will work together throughout the term.

The flipped classroom gives students control over when content is reviewed and provides lots of opportunities to apply the learnings, but it also puts more responsibility on each student to keep pace with the course materials and prepare for class. Time will be allotted in each class to review the main points from the readings, answer questions, and seek clarification. Online questions are welcome at any time. As most students bring a wealth of knowledge and experience to the classroom, students are encouraged to relate the material to their own experiences and challenges throughout the course.

Learning Resources

Harris, M.J. (2017). *Evaluating Public and Community Health Program 2nd Edition*. San Francisco: Jossey-Bass.

Hutchinson, K. (Ed.). (2019). Evaluation Failures. Thousand Oaks: Sage.

A limited number of additional readings will be assigned most weeks. These will be posted on Canvas.

Student Assessment

Students will be assessed through a combination of individual and group assignments. Marks for assignments will be given according to the criteria included under the "grading" section. In general, late assignments will not be accepted. If there are extenuating circumstances they will be considered. For each day that an assignment is late, 10% of the possible grade for that assignment will be deducted.

Individual Reading "Tweets"	15%
Class Participation	15%
Peer Team Contribution Assessment	15%
Team Program Planning Assignment	25%
Team Evaluation Plan Assignment	30%

Description of Group Assignments

Team Program Planning Assignment
The first team assignment requires the project team to prepare a recommendation for senior management regarding a program to implement to meet an identified program need. The program area will be provided by the instructor or can be selected by the team. The assignment should be no more than 10 pages double spaced excluding appendices. Students will be asked to apply components of the Precede-Proceed planning model presented in readings and lectures to assess three programs and make a recommendation. In-class activities will

facilitate the development of the assignment, however, additional work outside class will be necessary. See Team Program Planning Assignment Instructions for further information.

Team Evaluation Plan Assignment
The second team assignment requires the project team to develop a proposal for the evaluation of a public health program (10 double-spaced pages excluding appendices). Each team is responsible for selecting the program but programs must be approved by the instructor. An outline for the proposal will be provided. In-class activities will facilitate the development of the evaluation proposal, however, additional work outside class will be necessary. See Team Program Evaluation Plan Assignment for further information.

Proposed Course Schedule

 See Canvas Course Site for assigned readings.

Week	Topic	Online Preparation	Class Meeting
1	Orientation to 540 Public Health Competencies Introduction to the Intervention Lifecycle Evidence Informed Practice in Public Health	January 2	January 3
2	Program Planning Models	January 4-9	January 10
3	Applying Program Planning Models Assessing Needs	January 11-16	January 17
4	Adopting, Adapting or Developing the Intervention	January 18-23	January 24
5	Implementing Interventions	January 25 – January 30	January 31
6 **Program Planning Assignment** **DUE FEB 7 (midnight)** **SUBMIT ONLINE**	Introduction to Evaluation	February 1–6	February 7
7 Program selection for Evaluation Plan Assignment due February 9th	Planning an Evaluation – Part I	February 8 - 13	February 14
8	MIDTERM BREAK	February 18 -22	No class

9	Planning an Evaluation – Part 2	February 25 – Feb 27	Feb 28
10	Managing an Evaluation	March 1 -6	March 7
11	Communicating Findings and Facilitating Use	March 8-13	March 14
12	Pulling it all together: Words of Wisdom	March 15 - 20	March 21
13	Individual evaluation plan consultations	March 22 - 27	March 28
14	Student evaluation plan presentations	March 29 – April 3	April 4
Evaluation Plan Assignment DUE APRIL 11 (midnight) SUBMIT ONLINE			

Grading Criteria (from the UBC Department of Educational Studies, Graduate Course Grading Policy):

A+   SCHOLARSHIP THAT DEMONSTRATES SUBSTANTIAL MASTERY OF RELEVANT CONTENT AND ORIGINALITY IN ITS INTERPRETATION, SYNTHESIS AND APPLICATION ACROSS CONTEXTS
The top of this range, A+ (90-100%), is reserved for exceptional work that demonstrates good command of the subject and originality in analysis and application of the material. In addition, the work must satisfy all the conditions below.

A   SCHOLARSHIP THAT DEMONSTRATES EXCELLENT INTERPRETATION AND APPLICATION OF RELEVANT CONTENT IN A SPECIFIC CONTEXT
The middle of the 'A' range (85-89%) means there is a very high level of quality throughout every aspect of the work. Work deserving of an A is of high quality in virtually every aspect. Work of this caliber will demonstrate initiative, probing analysis and insightful application. In addition, the work must show careful attention to detail in every aspect of the work.

A-   SCHOLARSHIP THAT DEMONSTRATES ACCURATE UNDERSTANDING AND APPLICATION OF RELEVANT CONTENT IN A SPECIFIC CONTEXT
The bottom of the 'A' range (80-84%) suggests there is generally high quality throughout all of the work, with no problems of any significance, and evidence of attention having been given to each criterion. Work of this caliber will not demonstrate a level of quality that would distinguish itself in terms of other examples of writing, teaching, or thinking amongst the materials we have read and discussed. However,
A- work would be accurate, show some depth of interpretation and application of relevant content, with careful attention to detail and appropriate application in a specific context.

'B' Level Graduate Work (68-79%)
SCHOLARSHIP THAT DEMONSTRATES ADEQUATE UNDERSTANDING OF THE SUBJECT
Work of this calibre is typified by adequate understanding and representation of the concepts, principles, and theoretical perspectives explored during the term. It is distinguished from A level work by ANY ONE OF FOUR things: (1) one or more significant errors in understanding; (2) superficial representation or analysis of relevant content; (3) absence of evidence showing you have gone beyond what was provided; (4) multiple problems with

presentation, for example, writing that lacks clarity or contains multiple spelling, grammatical, or punctuation errors.

B+ The distinction between levels of B is a matter of degree. For example, the top level, B+ (76-79%), will be awarded if the work shows adequate and accurate understanding and analysis, and goes beyond what was provided, but is careless or sloppy in its presentation.

B   The middle level, B (72-75%), will be assigned if the work has a more significant problem, e.g., shows little or no evidence of having gone beyond what was provided.

B-   The bottom level, B- (60-71%), will be assigned to work that is more seriously flawed, e.g., superficial representation of relevant content or material.

'C' Level Graduate Work (60-67%)
Generally, this mark would be appropriate only in cases where the work is seriously flawed in more than one of the above categories. Any mark lower than 60% is considered an "F" in the Faculty of Graduate studies and will appear as such on the transcript.
Plagiarism

At the graduate level students are expected to know what constitutes plagiarism and that plagiarism is a form of academic misconduct. As such, plagiarism is subject to penalty. Please review the Plagiarism and Student Discipline sections of the UBC Calendar, available at http://vpacademic.ubc.ca/integrity/ubc-regulation-on-plagiarism/ and http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,0,0.