

Course Syllabus
SPPH 540-01: Program Planning and Evaluation
Term 2 - 2015

Instructor Chris Lovato, PhD
Room 163, SPPH Building, 2206 East Mall
604.875.4111 ext 66050 (for messages)
chris.lovato@ubc.ca

Teaching Assistant Graham Shaw graham.shaw@ubc.ca

Office Hours By appointment

Course Overview

SPPH 540 is an introductory, graduate-level course in program planning and evaluation. Planning and evaluation are addressed as inter-related, cyclical activities. The course involves developing a program plan and an evaluation proposal 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 you can demonstrate adequate background and training from other comparable course-work.

Learning Outcomes

Program planning and evaluation are core competencies for public health practice. The goal of this course is to introduce learners to the major activities and processes involved in planning and evaluating a public health program. Key competencies for evaluation practice specified by the Canadian Evaluation Society are emphasized.

- Comprehend the relationship between program planning and evaluation.
- Understand the similarities and differences between research and evaluation.
- Appreciate the similarities/differences between different planning models.
- Develop a program plan that includes a needs assessment.
- Be familiar with the professional evaluation standards.
- Know the evaluation guidelines for ethical conduct.
- Understand the role and importance of stakeholders in an evaluation.
- Be familiar with the knowledge base of evaluation (theories, models, types, methods, tools).
- Understand the component parts of a program theory of change/logic model and the linkages between component parts (e.g., inputs, activities, outputs, outcomes).
- Know the steps involved in conducting an evaluability assessment.
- Develop a logic model and know how to use it to guide an evaluation.
- Determine the purpose of an evaluation.
- Develop evaluation questions.
- Develop an evaluation design.
- Identify evaluation methods, data sources, measures, and tools.
- Plan data collection and analysis of evaluation data.
- Develop an evaluation proposal.

Instructional Methods

This course will be delivered in a “flipped” format. With this format, foundational content will be delivered online through video lectures, links, and readings. The online content will provide the foundation for interactive activities in class where we will spend our time together consolidating and extending concepts that you will apply in

simulated and real-world planning and evaluation tasks. The majority of class time will be spent in team-based activities. In Team-Based Learning (TBL) students spend most of their time working in a team applying what has been learned from the foundational materials provided.

We'll form teams during our first class meeting. To construct highly functioning teams for TBL activities, the teams need to be as diverse as possible (e.g., background, work experience), so students will complete a short survey to gather relevant data, and then will be assigned to teams of 4-5 learners each by the instructor. These teams will work together throughout the term.

Teams work on applying what is learned to solve real-world problems. TBL uses short tests to make sure you've got the basics from the foundational materials. The process is quite different from the traditional quiz process. You'll take the quizzes both individually and as a team, and you get feedback, so that the quizzes are a learning tool. The majority of class time will be spent on activities that apply the learning and contribute to development of your group assignments.

The online format will allow you flexibility to manage your own time but it also puts more responsibility on you to keep pace with the course materials and prepare for class. The readings and video lectures will form the basis for content learning and in-class activities. There will be always be time allotted for questions in class and online questions are welcome at any time. As the majority of students are from the public health sector, or will be a part of the health sector in the future, participants will be encouraged to share their own experiences and challenges in this context.

Learning Resources (examples)

Harris, MJ. *Evaluating Public and Community Health Programs*. San Francisco: Jossey-Bass; 2010.

Green LW, and Kreuter MW. *Health Program Planning: An Educational and Ecological Approach*, 4th edition (New York: McGraw-Hill, 2005). Chapter 1, pp 1-28.

Lawrie L, Ardal S, Butler J, Edwards R. The Health Planners Toolkit. Module 1: The Planning Process. Ontario Ministry of Health and Long-term Care, 2006.

http://www.health.gov.on.ca/transformation/providers/information/resources/health_planner/module_1.pdf

Edwards R, Ardal S., Butler J., Lawrie L. The Health Planners Toolkit. Module 2: Assessing Need. Ontario Ministry of Health and Long-term Care, 2006.

http://www.health.gov.on.ca/transformation/providers/information/resources/health_planner/module_2.pdf

Developing an Effective Evaluation Plan. Atlanta, Georgia: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Office on Smoking and Health; Division of Nutrition, Physical Activity, and Obesity, 2011. <http://www.cdc.gov/obesity/downloads/CDC-Evaluation-Workbook-508.pdf>

Student Assessment

Students will be assessed through a combination of individual and group quizzes, peer assessment, and two group assignments. Marks for papers 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 an assignment is late, 10% of the possible grade for that assignment will be deducted.

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| Individual Quizzes | 10% |
| Team Quizzes | 10% |
| Peer Assessment | 15% |
| Team Planning Assignment | 25% |
| Team Evaluation Proposal | 40% |

Description of Group Assignments

Proposal for Planning Assignment including Needs Assessment

The first team assignment is a paper describing a plan for a program or intervention that addresses a public health problem. The topic will be provided by the instructor. You will be asked to apply a planning model presented in readings and lectures. The plan must include a needs assessment and refer to relevant public health literature (12-15 double-spaced pages). In class activities will be designed to facilitate and support your development of the planning assignment, however, some work outside class will be necessary.

Evaluation Proposal

The second team assignment is a proposal for the evaluation of a public health program (20-25 double-spaced pages). The instructor will link teams with a real program in the community that will form the basis for the proposal. The proposal will include: 1) Description of the program, 2) Evaluation design, 3) Data collection, 4) Analysis/interpretation, 5) Communication, and 5) Evaluation Management. A suggested outline for the proposal will be provided. In class activities will be designed to facilitate and support development of your evaluation proposal, however, some work outside class will be necessary.

Tentative Course Schedule

| Module # | Topic | On-line Preparation | Class Meeting |
|-------------------------------|---|---|--------------------------|
| 1 | Introduction to Planning and Evaluation | January 5-7 | January 8 |
| 2 | Assessing Need and Program Planning | January 9-14 – Part 1 January 16-21 – Part 2 | January 15 January 22 |
| 3 | Identifying the intervention approach and planning implementation | January 23-28 | January 29 |
| 4 | Theories of Practice in Evaluation | January 30 – February 4 Note: 2 modules Jan 30 – Feb 4 TEAM ASSIGNMENT #1 DUE BY FEBRUARY 2 (submit on-line) | February 5 |
| 5 | Designing an Evaluation – Part 1 | January 30 – February 4 | February 5 |
| 6 | Designing an Evaluation – Part 2 | February 6 - 11 | February 12 |
| Feb 16-20 MIDTERM BREAK | -- | -- | -- |
| 7 | Evaluability Assessment | February 21 - 25 | February 26 |

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|----|---|---|--------------------|
| 8 | Designing, Collecting and Analyzing Data for Program Evaluation | February 27 – March 4 | March 5 |
| 9 | Writing and Critiquing an Evaluation Proposal | March 6 - 11 | March 12 |
| 10 | Interpreting and Reporting Results from Program Evaluations | March 13 - 18 | March 19 |
| | Proposal Critiques Activity | March 20 - 25 | March 26 |
| | In-Class Learning Activities | -- ASSIGNMENT 2 - Evaluation Proposal Due April 16 (submit on-line) | April 2 April 9 |

Grading (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>.