

Course Syllabus
SPPH 540-DL: Program Planning and Evaluation
Term 2 – 2018

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Course Overview

SPPH 540 provides an overview of the art and science (e.g., frameworks, processes, and practices) for 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, key planning models, implementation frameworks, and evaluation. The course covers a variety of evaluation approaches and discusses standards of practice, ethical considerations, supporting evaluation use, and continuous learning in 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, and student presentations. Students will develop 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

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

Public Health Domain	Competency Area	Course Assessment
Public health sciences	1.4 Use evidence and research to inform health policies and programs	Program plan 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 2.6 Recommend specific actions based on the analysis of information	Program plan assignment

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

Instructional Methods

This course will be delivered in a “flipped” format. The bulk of the foundational content will be delivered through online through PPTs, the course text, additional readings, videos, and other resources. The online content and readings will prepare you to apply the concepts in real-world planning, implementation, and evaluation tasks. The majority of these tasks will be team-based.

We’ll form teams during the second week of the course. To construct highly functioning teams for TBL (team-based learning) activities, the teams need to be as diverse as possible (e.g., background, work experience), so you 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.

The flipped classroom allows 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. It is **essential that you attend all three scheduled class sessions**. Time will be allotted in each class session to review the main points, answer questions, and seek clarification. We’ll use quizzes, during each of the three face-to-face meetings, 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 get immediate 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.

Learning Resources

Harris, MJ. *Evaluating Public and Community Health Programs* (2nd Edition). New Jersey: John Wiley & Sons, 2017.

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

Student Assessment

Students will be assessed through a combination of individual and group works. 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 an assignment is late, 10% of the possible grade for that assignment will be deducted.

Individual Quizzes	10%
Group Quizzes	10%
Course Participation	20%
Team Planning Assignment	30%
Team Evaluation Proposal	30%

Description of Group Assignments

Proposal for Planning Assignment including Needs Assessment. The first team assignment requires you to develop 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 (Precede-Proceed) 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 the development of the plan, however, additional work outside class will be necessary.

Evaluation Proposal. The second team assignment requires you to develop a proposal for the evaluation of a public health program (10 double-spaced pages excluding appendices). The instructor will link teams with an actual 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 facilitate the development of your evaluation proposal, however, additional work outside class will be necessary.

Proposed Course Schedule

See online course site for assigned readings and background materials. With the exception of the first week, each course week starts on a Friday and ends on Thursday. Course materials for each week will be posted by Friday.

Week	Topic	Online Preparation	Class Meetings
1	Introduction to the Intervention Lifecycle Evidence Informed Practice in Public Health	January 3-4	--
2	The Intervention Cycle	January 5-11	--
3	Assessing Needs Adopting, Adapting or Developing the Intervention	January 12-18	--
4	Implementing Interventions Individual and Group Quiz Class activities supporting planning assignment	January 19-25	January 19 (1 of 3) SPPH B-104
5	Work Group Program Planning Assignment DUE FEB 1 (before midnight) SUBMIT ONLINE	January 26 – February 1	--
6	Introduction to Evaluation Information about community placements provided	February 2 – 8	--
7	Planning an Evaluation – Part 1 Class activities supporting planning assignment	February 9 - 15	February 16 (2 of 3) SPPH B-104
	UBC MIDTERM BREAK	February 19 -23	
8	Planning an Evaluation – Part 2	February 23 – March 1	

9	Managing an Evaluation Individual and Group Quiz	March 2 - 8	
10	Communicating Findings and Facilitating Use Individual and Group Quiz Group presentations and feedback on evaluation plan	March 9-15	March 16 3 of 3 SPPH B-104
11	Pulling it all together: Tips on proposal writing	March 16 - 22	--
12	Topic TBA	March 23 - 29	--
13	Topic TBA	March 30 – April 5	
	Evaluation Plan Assignment DUE APRIL 9 (before 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>.