

Course Syllabus

HSERV 522, Program Evaluation

Summer 2022, 3 credits

Instructors

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Course Description

This course introduces students to the role of process and outcome evaluations in planning for community health improvement. As public health professionals interested in improving health outcomes for diverse communities, an important part of our work is to systematically evaluate whether programs and interventions intended to improve health actually do so. The process of program evaluation gives us insight into a program's design, delivery, and influence on health risk factors and/or outcomes and identifies potential opportunities for improvement.

In this course, you will consider the relationship among program design, implementation, and evaluation; explore the role of evaluation in identifying program elements that perpetuate or mitigate health inequities; learn methods to collect quantitative and qualitative data for both process and outcome evaluations; and explore the roles of the evaluator and communities served during the evaluation process

Required Course Materials

We will use the following free, online textbook for this course:

[Centers for Disease Control and Prevention. Program Evaluation for Public Health Programs: A Self-Study Guide. 2011. \(PDF\)](#)

Additional course materials will be posted on the course Canvas site.

Grading

To be successful in the course you will need to complete all of the learning activities listed.

Final grades will be calculated as follows:

Assignment	Grade %
Discussions (3 total)	15%
Quizzes (6 total)	15%
Textbook Worksheet Activities (3 total)	3%
Participation (in webinars and online)	5%
3 Part Assignment Total	62%
<i>Part 1: Logic Model (group)</i>	15%
<i>Part 2: Program Description, Implementation Plan, Process Evaluation (individual)</i>	20%
<i>Part 3a: Draft Evaluation Plan for peer review (individual)</i>	0
<i>Part 3b: Peer Review of 1 peer's draft plan (individual)</i>	2%
<i>Part 3c: Overall Evaluation Plan (individual)</i>	25%
Total	100%

The Online MPH program follows the UW Graduate Grading System for Graduate Students ([Memo 19](#)) and the Department of Health Services Grading Policy. See [here](#) for the Grading System.

Course Learning Objectives

This course will prepare you to:

1. Describe the use of program evaluation in decision-making to improve the health of populations.
2. Illustrate the relationships among program design, implementation, and evaluation.
3. Describe commonly used types of program evaluation, including process and outcome evaluation, and distinguish their purpose, steps, use, benefits, and limitations.
4. Recognize how a program's theory of change contributes to the design for evaluating the program.
5. Compare commonly used study designs used for program evaluation.
6. Identify common constraints and threats to efficient, ethical, and valid program evaluation, and describe steps evaluators take to address those issues.
7. Craft relevant, answerable evaluation questions and select the appropriate methods needed to answer them.
8. Develop an effective analytic plan to ensure efficient, organized data collection and analysis.
9. Identify traditional methods for disseminating program evaluation results, and propose resourceful

- dissemination methods that better engage typical audiences and/or reach more diverse audiences.
10. Apply important concepts in evaluation theory--including evaluation methods, sampling strategies, threats to validity, and ethical issues--in the development of an evaluation proposal for an existing program.
 11. Apply an equity and social justice lens in planning, conducting, and disseminating an evaluation.

Assignment and Learning Activities

Your coursework will consist of the following activities:

- Readings and videos that introduce you to course concepts and/or provide examples of specific evaluation skills (weekly)
- Small-group discussions on Canvas on the readings and videos (every other week)
- Quizzes to aid and assess retrieval of readings and videos (every other week)
- Live webinars that will introduce, review, or extend course concepts (weekly)
- Individual and team-based work toward a cumulative program-evaluation-design project (multiple milestones during the quarter)
- Meeting with your faculty to gain additional insight into course concepts or your performance in class (during office hours as desired by students)

The following describe the course learning activities and assessments in more detail.

Discussions

These serve as one of two ways to demonstrate understanding of the course readings and videos. Each week, you will complete an original post and respond to classmates' posts.

Faculty will contribute to each discussion thread within a few days to note important ideas and answer some key questions. In addition, your original posts will be evaluated individually using a simple rubric.

Participating actively in discussions is a valuable opportunity to demonstrate new skills and knowledge, and learn from your classmates. You each have unique lived experiences, and by sharing these you will provide each other with real-life learning opportunities and new perspectives.

Quizzes

Most weeks, you will complete a quiz on the week's content to demonstrate your understanding of the course materials. These quizzes serve as a cumulative review of the course readings and videos and will provide you with the opportunity to revisit previous modules as needed. You should regard these quizzes as a self-assessment tool as they are low stakes. You have two tries and will receive answer feedback after the last try. Quizzes will be available when the module opens and students are required to submit them by Sunday at 11:59 PM PT.

Textbook Worksheet Activities

Within the CDC textbook you will be using for this course, there are worksheets to help you design your evaluation plan. These worksheets help prepare you for your final evaluation. There are three modules within the course where you will be required to use these worksheets, both individually and with your groups. These are individual submissions that are graded credit/no credit.

Participation

This includes webinar attendance, punctuality of work, and observed level of engagement during webinars and discussion forums.

Unless an issue needs to be addressed, we will not provide regular feedback in this category since this can be self-monitored.

3-Part Assignment

This culminating project has three component assignments, one completed in small groups and two completed individually. It stretches throughout the course. In that assignment, you build an evaluation plan for one of the program scenarios we provide you. The goal is to design an evaluation for a health program that will be assigned to you at the start of the quarter.

Faculty will provide brief comments directly on each component assignment and use a rubric to evaluate your assignments, within one week of submission. For the final component, you will receive and give peer feedback before submitting a final draft to faculty.

Assignment Parts:

Part 1: Logic Model (Group) 15%

This assignment will be completed as a group assignment. The first step in evaluating a program is to develop a logic model that illustrates the program's anticipated outcomes and the resources and activities that will help produce those outcomes.

Part 2: Program Description, Implementation Plan, Process Evaluation (individual) (20%)

Now, you will have an opportunity to describe the program in further detail, partially design how it will be implemented, and describe how you will evaluate whether the program has been implemented as intended (in other words, you will be designing your process evaluation of the program).

Part 3a: Draft Overall Evaluation Plan for peer review (ungraded)

Working in groups and using the grading rubric, you will offer peer feedback on the Overall Evaluation Plan to two of your classmates, and they to you. This part is submission of your draft plan.

Part 3b: Peer review of one peer's draft plan (2%)

This part of the assignment is giving feedback to your peer's on their plan. You are required to submit one of the peer reviews for credit.

Part 3c: Overall Evaluation Plan (individual) (25%)

This assignment will be completed as an individual assignment. The assignment builds on the two previous assignments on logic models and process evaluation, offers a chance to revise those based on faculty feedback, and adds in other components to create a complete evaluation plan.

Synchronous Class Sessions

During these sessions you will have the opportunity to engage with faculty and your peers. Please come prepared with any questions you have, as these sessions aim to clarify concepts and support your learning. We will have two guest sessions during this quarter. The sessions are also an opportunity for group discussions to practice and review new skills before applying those skills to your final evaluation project. Sessions will also include informal presentations of your evaluation-design project, in which you share your progress to date and get feedback and suggestions from peers. Any requests for additional preparation needed before the synchronous sessions will be communicated to students ahead of time.

The schedule is as follows:

- June 23 (Thursday), 7:00-8:00pm PT
- July 14 (Thursday), 7:00-8:00pm PT
- July 28 (Thursday), 7:00-8:00pm PT
- August 4 (Thursday), 7:00-8:00pm PT
- August 11 (Thursday), 7:00-8:00pm PT
- August 18 (Thursday), 7:00-8:00pm PT

Late Work Policy

Be sure to pay close attention to deadlines—there will be no make-up assignments or quizzes, or late work accepted without a compelling reason and instructor approval.

Expectations

Our vision for this course is one of a dynamic online learning community, where your individual learning is deepened by the learning of the whole class.

The following policies support our vision for a dynamic learning community:

1. Timeliness of Assignments

All assignments are due by the date and time specified on Canvas. These deadlines exist for a reason: they help everyone in class progress through the course material together, and they are checkpoints that allow us to provide timely feedback on how your learning is progressing. If an emergency issue arises that will prevent you from meeting an assignment deadline, we expect you to email us in advance and make arrangements to submit a late assignment. If you do not communicate with us

ahead of time, you will not receive credit for the assignment.

2. Webinar Attendance

Students are expected to attend all webinar sessions and make every effort to sign in promptly by the start time. Because the evaluation-design project is a major component of this course, and some webinars will be used for team meetings, your attendance supports your own success as well as that of your team. Please notify us in advance--and your team, when appropriate--if you have to miss a webinar. Makeup work will be required for missed webinars.

3. Active Engagement and Use of Technology in Class

We expect you to complete all required readings and assignments so that you are prepared to engage in discussions and exercises that apply what you've absorbed each week. We recognize that "active participation" takes different forms in a primarily online learning environment. We provide you with a variety of ways to demonstrate your preparation for class and active engagement with the materials, and we encourage you to take full advantage of all those different opportunities. We expect that you engage thoughtfully with your peers on each discussion forum, that you actively listen and limit distractions during webinars, and that you come prepared to use team meetings efficiently during webinars.

Land Acknowledgement

The UW School of Public Health and HSERV 522 teaching team acknowledge the land we occupy today as the traditional home of the Coast Salish people, including the Tulalip, Muckleshoot, Duwamish and Suquamish tribal nations. Without them we would not have access to this working, teaching and learning environment. We humbly take the opportunity to thank the original caretakers of this land **who are still here**.

Academic Integrity

Students at the University of Washington (UW) are expected to maintain the highest standards of academic conduct, professional honesty, and personal integrity. The UW School of Public Health (SPH) is committed to upholding standards of academic integrity consistent with the academic and professional communities of which it is a part. Plagiarism, cheating, and other misconduct are serious violations of the University of Washington Student Conduct Code (WAC 478-120). We expect you to know and follow the university's policies on cheating and plagiarism, and the [SPH Academic Integrity Policy](#). Any suspected cases of academic misconduct will be handled according to University of

Washington regulations. For more information, see the University of Washington Community Standards and Student Conduct website.

Statement on Inclusion and Diversity

Diverse backgrounds, embodiments and experiences are essential to the critical thinking endeavor at the heart of University education. In SPH, we are expected:

1. To respect individual differences, which may include, but are not limited to, age, cultural background, disability, ethnicity, family status, gender identity and expression, citizenship and immigration status, national origin, race, religion, sex, sexual orientation, socioeconomic status and veteran status.
2. To engage respectfully in the discussion of diverse worldviews and ideologies embedded in course readings, presentations and artifacts, including those course materials that are at odds with personal beliefs and values.

On our first day of class we will create ground rules together to follow in promoting a productive learning environment for all members of the class. I am committed to making this class an equitable learning environment. Please talk with me right away if you experience disrespect in this class from other students and/or from me, and I will work to address it in an educational manner.

Statement on Classroom Climate

We are co-creators of our learning environment. It is our collective responsibility to develop a supportive learning environment for everyone. Listening with respect and an open mind, striving to understand others' views, and articulating your own point of view will help foster the creation of this environment. We engage our differences with the intent to build community, not to put down the other and distance our self from the other. Being mindful to not monopolize discussion and/or interrupt others will also help foster a dialogic environment.

The following guidelines can add to the richness of our discussion:

- We assume that persons are always doing the best that they can, including the persons in this learning environment.
- We acknowledge that systematic oppression exists based on privileged positions and specific to race, gender, class, religion, sexual orientation, and other social variables and identities.
- We posit that assigning blame to persons in socially marginal positions is counter-productive to our practice. We can learn much about the dominant culture by looking at how it constructs the lives of those on its social margins.
- While we may question or take issue with another class member's ideology, we will not demean, devalue, or attempt to humiliate another person based on her/his experiences, value system, or construction of meaning.
- We have a professional obligation to actively challenge myths and stereotypes about our own groups and other groups so we can break down the walls that prohibit group cooperation and growth.

[Adapted from Lynn Weber Cannon (1990). Fostering positive race, class and gender dynamics in the classroom. *Women Studies Quarterly*, 1 & 2, 126-134.]

We are a learning community. As such, we are expected to engage with difference. Part of functioning as a learning community is to engage in dialogue in respectful ways that supports learning for all of us and that holds us accountable to each other. Our learning community asks us to trust and take risks in being vulnerable.

Here are some guidelines that we try to use in our learning process:

- LISTEN WELL and be present to each member of our group and class.
- Assume that I might miss things others see and see things others miss.
- Raise my views in such a way that I encourage others to raise theirs.
- Inquire into others' views while inviting them to inquire into mine.
- Extend the same listening to others I would wish them to extend to me.
- Surface my feelings in such a way that I make it easier for others to surface theirs.
- Regard my views as a perspective onto the world, not the world itself.
- Beware of either-or thinking.
- Beware of my assumptions of others and their motivations.
- Test my assumptions about how and why people say or do things.

- Be authentic in my engagement with all members of our class.

Reporting Learning Environment Concerns

The Office of the Dean has a [student concern policy](#), a faculty concern policy and standard HR procedures for staff concerns. Students are encouraged to report any incidents of bias in any of the following ways:

- Report the incident to someone they feel comfortable with (including teaching staff, advisor or department staff)
 - Contact School of Public Health (SPH) leadership – reports are tracked for resolution and areas for further training are identified.
 - Email dcinfo@uw.edu for immediate follow-up.
 - Bias concerns can be anonymously and confidentially reported at this link: <https://sph.washington.edu/about/diversity/bias-concerns> (Links to an external site.). Data is collected by the Assistant Dean for EDI and the Assistant Dean for Students and tracked for resolution and identifying areas for further training.

Access and Accommodations

Your experience in this class is important to me. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but are not limited to mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206-543-8924 or uwdrs@uw.edu or disability.uw.edu. DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

Religious accommodations

“Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW’s policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy \(https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/\)](https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/).”

Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form \(https://registrar.washington.edu/students/religious-accommodations-request/\)](https://registrar.washington.edu/students/religious-accommodations-request/).”

Pronouns

We share our pronouns because we strive to cultivate an inclusive environment where people of all genders feel safe and respected. We cannot assume we know someone’s gender just by looking at them. So we invite everyone to share their pronouns.

Writing Skills Information

Writing is an important transferable skill and is important for all career pathways. Establishing a solid foundation in writing skills will help you be successful throughout your future course work and career. Therefore, this course includes several written assignments with the goal to help you identify areas of strength and improvement in your writing. However, if you feel you could benefit from additional opportunities to improve these skills, I have included below a list of resources at the UW and others accessible online.

UW Resources:

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Zoom Privacy Statement

This course is scheduled to run synchronously at your scheduled class time via Zoom. These Zoom class sessions will be recorded. The recording will capture the presenter's audio, video and computer screen. Student audio and video will be recorded if they share their computer audio and video during the recorded session. The recordings will only be accessible to students enrolled in the course to review materials. These recordings will not be shared with or accessible to the public.

The University and Zoom have FERPA-compliant agreements in place to protect the security and privacy of UW Zoom accounts. Students who do not wish to be recorded should not share their computer audio or video during their Zoom sessions.

Guidance to Students Taking Courses Outside of the U.S.

Faculty members at U.S. universities – including the University of Washington – have the right to academic freedom which includes presenting and exploring topics and content that other governments may consider to be illegal and, therefore, choose to censor. Examples may include topics and content involving religion, gender and sexuality, human rights, democracy and representative government, and historic events.

If, as a UW student, you are living outside of the United States while taking courses remotely, you are subject to the laws of your local jurisdiction. Local authorities may limit your access to course material and take punitive action towards you. Unfortunately, the University of Washington has no authority over the laws in your jurisdictions or how local authorities enforce those laws.

If you are taking UW courses outside of the United States, you have reason to exercise caution when enrolling in courses that cover topics and issues censored in your jurisdiction. If you have concerns regarding a course or courses that you have registered for, please contact your academic advisor who will assist you in exploring options.

Statement on SimCheck (Turnitin)

The University has a license agreement with SimCheck, an educational tool that helps prevent or identify plagiarism from Internet resources. Your instructor may use the service in this class by requiring that assignments are submitted electronically to be checked by SimCheck. The Similarity Report will indicate the amount of original text in your work and whether all material that you quoted, paraphrased, summarized, or used from another source is appropriately referenced.

Copyright Statement

All content associated with this course is copyrighted. This includes the syllabus, assignments, reading lists, and lectures, as well as any material generated by your fellow students. Within the constraints of "fair use", you may copy these materials for your personal use in support of your education. For example, you may download materials to your computer for study, but you may not copy the materials and distribute or upload to a website. Such "fair use" by you does not include further distribution by any means of copying, performance or presentation beyond the circle of your close acquaintances, student colleagues in this class and your family.