

**University of Florida  
Department of Health Services Research, Management and Policy  
College of Public Health and Health Professions**

**PHC 6104 – Section 1603  
Evidence-Based Management of Public Health Programs  
Fall 2013 Syllabus**

**Class Time and Place**

Thursday 4:05 p.m. - 7:05 p.m.  
HPNP G-201

**Course Instructor**

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**Course Description**

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.

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.

The method of instruction will be comprised of lectures 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.

### **Course Objectives**

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.

### **Course Policies**

Students are expected to:

- Attend class regularly, be on time and stay until class is dismissed.
- Complete the required reading PRIOR to class and be prepared to participate in and perhaps LEAD class discussion.
- Actively contribute in class discussion and participate in class exercises, and demonstrate teamwork if assigned group activities or projects.
- Submit assignments (class projects) on or prior to the due date (s).
- Please limit use of iPads, smart phones, computers (unless otherwise instructed), and any other fun electronic devices during class to class-related activities such as taking notes.

### **Course Textbook(s) and Reading**

Grembowski, David (2001). *The Practice of Health Program Evaluation*. Sage Publications Inc. ISBN: 0-7619-1846-9 (C) and 0-7619-1847-7 (P)

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

## **Academic Integrity**

Students are expected to act in accordance with the University of Florida Honor Code, which recognizes that academic honesty and integrity are fundamental values of the University community. Cheating or plagiarism in any form is not acceptable and may result in a zero on the assignment or project and further action with the University of Florida. All projects will be submitted through Turn It In for review for originality and plagiarism.

## **The Honor Code:**

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

On all work submitted for credit by the students at UF, the following pledge is either required or implied:

*“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”*

## **Students with Special Needs**

Students requesting classroom accommodation must first register with the Dean of Students Office, which will provide documentation to the student. The student should then present the documentation to the instructor.

## **Course Evaluation**

Grades for this course will be determined according to student performance on the requirements described below.

Project 1	20%
Project 2	20%
Final Project	30%
Exercises/Quizzes	20%
<u>Class Discussion/Participation/Attendance</u>	<u>10%</u>
<b>Total</b>	<b>100%</b>

## **Project 1 (Due 9/26)**

Writing Evaluation Questions (Assigned September 12)

Unless otherwise stated, project submissions shall be submitted in hard copy form AND in electronic form via email. If e-Learning is used in the course, see course Assignment Tool or in-class assignment sheet in for further information. Late submissions will not be accepted.

## **Project 2 (Due 11/7)**

Reviewing an Evaluation Research Article using an Evaluation Article Review Tool (Assigned on October 17)

A 4-5 page paper will be required. Details will be distributed when assigned.

Unless otherwise stated, project submissions shall be submitted in hard copy form AND in electronic form via email. If e-Learning is used in the course, see course Assignment Tool or in-class assignment sheet in for further information. Late submissions will not be accepted.

**Final Project (Due 12/9 – No Class on 12/5 but Final Projects Will be Due)**

Creating an Evaluation Plan for a Public Health Program (Assigned on November 7)

An 8-10 page paper will be required. Details will be distributed when assigned.

Unless otherwise stated, project submissions shall be submitted in hard copy form AND in electronic form via email. If e-Learning is used in the course, see course Assignment Tool or in-class assignment sheet in for further information. Late submissions will not be accepted.

**Exercises (5 pts each, 20 pts or 20% total)**

There will be a total of 4 exercises to complete throughout the duration of the course. Student exercises are not critically graded but must be completed to earn 2.5% for each exercise. The instructor will determine whether an exercise has been completed sufficiently to earn credit. Exercises, unless otherwise stated, will generally be due immediately at the beginning of the class following the class in which the Exercise was assigned. A pop quiz or quizzes may take the place of an exercise or exercises. Late submissions will not be accepted.

**Class Discussion/Participation/Attendance (10% total)**

For each class, the instructor will determine whether or not the student was engaged in the class to extent that class participation for that class was satisfactory. The percentage of classes attended with a score of satisfactory participation will be calculated and converted to represent 10% of the total grade. Instructor will drop the class participation scores for up to two classes to account for unforeseen absences and “off days”.

In accordance with the University of Florida grading policy for graduate students, letter grades will be assigned as follows:

The grading scale for this course is as follows:

93% - 100%	= A (4.00)
90% - 92%	= A- (3.67)
87% - 89%	= B+ (3.33)
83% - 86%	= B (3.00)
80% - 82%	= B- (2.67)
77% - 79%	= C+ (2.33)
73% - 76%	= C (2.00)
70% - 72%	= C- (1.67)
67% - 69%	= D+ (1.33)
63% - 66%	= D (1.00)
60% - 62%	= D- (0.67)
Below 60%	= E (0.00)

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

## **Course Schedule**

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

### **August 22 (Week 1)**

- Instructor Introduction and Course/Syllabus Overview
- Why evidence-based management and evaluation? (Grembowski, Chapter 1, pages 3-13)

### **August 29 (Week 2)**

- The Evaluation Process as a Three-Act Play (Grembowski, Chapter 2, pages 15-24)
- Roles of the Evaluator and the Political and Cultural Contexts of Evaluation (Grembowski, Chapter 2, pages 24-31)
- In-Class Discussion Topic

### **September 5 (Week 3)**

- Developing Evaluation Questions – Part 1 (Grembowski, Chapter 3, pages 35-52)
- Developing Evaluation Questions – Part 2 (Grembowski, Chapter 3, pages 52-63)
- In-Class Discussion Topic
- Assign for Week 4 (September 12) – Exercise 1: Search for an Article on Evaluation and Identify the Evaluation Questions

### **September 12 (Week 4)**

- Evaluation of Program Implementation (Grembowski, Chapter 6, pages 143-162)
- Evaluation of Program Implementation (Grembowski, Chapter 6, pages 143-163)
- In-Class Discussion Topic (Review of Exercise 1)
- Assign Project 1 – Formulating Evaluation Questions (Due: September 26 on or before classtime at 4:05 p.m.)
- Assign for Week 5 (September 19) – Exercise 2: Outlining a Plan to Evaluate the Implementation of a New Health Clinic

### **September 19 (Week 5)**

- Evaluation of Program Impacts: Experimental Designs (Grembowski, Chapter 4, pages 67-89)
- Evaluation of Program Impacts: Quasi-Experimental Designs (Grembowski, pages 89-115)
- In-Class Discussion Topic (Review of Exercise 2)

### **September 26 (Week 6)**

- Cost-Benefit Analysis (Grembowski, pages 117-141)
- In-Class Discussion (Lessons Learned in Project 1)
- Assign for Week 7 (October 3) Exercise 3: Provide a framework for conducting a cost-benefit analysis of a given public health or social service program.
- Project 1 Due on September 26 before 4:05 p.m.

### **October 3 (Week 7)**

- Population and Sampling (Grembowski, Chapter 7, pages 169-199)
- In-Class Discussion Topic (Review of Exercise 3)

### **October 10 (Week 8)**

- Measurement and Data Collection (Grembowski, Chapter, 8, pages 201-239)
- In-Class Discussion Topic

### **October 17 (Week 9)**

- Analyzing Evaluation Data (Grembowski, pages 241-255, other reading may be assigned)
- In-Class Discussion Topic
- Assign Project 2 – Critically Reviewing and Evaluation Research Article (due November 7 before 4:05 p.m.)

### **October 24 (Week 10)**

- Scheduled Guest Lecture (Subject to Change) – The Role and Importance of Qualitative Data in Evaluation: Emerging Techniques (reading may be assigned)
- In-Class Discussion Topic

### **October 31 (Week 11)**

- Disseminating the Answers to Evaluation Questions (Grembowski, Chapter 10, pages 259-289)
- In-Class Discussion Topic
- Assign for Week 12 (November 7) Exercise 4 – Overcoming an Evaluation Communication Challenge

### **November 7 (Week 12)**

- The CDC Framework for Evaluation (reading may be assigned)
- Project 2 Due on November 7 before 4:05 p.m.
- In-Class Discussion Topic (Review of Project 2 and Exercise 4)
- Assign Final Project – Creating an Evaluation Plan for a Public Health Program (Due December 9)

### **November 14 (Week 13)**

- Scheduled Guest Lecture (Subject to Change) – The Need for Program Evaluation: An International Perspective (reading may be assigned)
- In-Class Discussion Topic

### **November 21 (Week 14)**

- Logical Framework Analysis (reading may be assigned)
- Emerging Issues in the Practice of Evaluation (reading may be assigned)
- Ethical Considerations of Evaluation reading (reading may be assigned)
- Questions and Answers on Final Project (if needed)

### **November 28 (Week 15)**

- THANKSGIVING HOLIDAY – NO CLASS

### **December 5 (Week 16)**

- READING DAY – NO CLASS
- Final project due Monday, December 9, no later than 5:00 pm. Final project must be submitted electronically.

**Final Exam** Finals week begins Saturday, December 7. There is no Final Exam. All grades based on 3 class projects, class assignments and attendance.

### **Additional Resources**

#### **Public Health Journals**

- American Journal of Public Health, a journal of the American Public Health Association ([www.ajph.org](http://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](http://www.jphmp.com))
- Morbidity and Mortality Weekly Report, a journal of the Centers for Disease Control and Prevention ([www.cdc.gov/mmwr](http://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](http://www.ajpm-online.net))

#### **Public Health Resources**

##### *Government Agencies*

- U.S. Department of Health and Human Services ([www.dhhs.gov](http://www.dhhs.gov)) and its various Public Health Service agencies
  - Centers for Disease Control and Prevention ([www.cdc.gov](http://www.cdc.gov))
  - Food and Drug Administration ([www.fda.gov](http://www.fda.gov))
  - Health Resources and Services Administration ([www.hrsa.gov](http://www.hrsa.gov))
  - National Institutes of Health ([www.nih.gov](http://www.nih.gov))
  - Agency for Healthcare Research and Quality ([www.ahrq.gov](http://www.ahrq.gov))
- U.S. Environmental Protection Agency ([www.epa.gov](http://www.epa.gov))
- Florida Department of Health ([www.doh.state.fl.us](http://www.doh.state.fl.us))

#### **Public Health Organizations**

- American Public Health Association ([www.apha.org](http://www.apha.org))
- Association of State and Territorial Health Officials ([www.astho.org](http://www.astho.org))
- National Association of County and City Health Officials ([www.naccho.org](http://www.naccho.org))
- Association of Schools of Public Health ([www.asph.org](http://www.asph.org))
- Florida Public Health Association ([www.fpha.org](http://www.fpha.org))
- Public Health Foundation ([www.phf.org](http://www.phf.org))

- Association of Teachers of Preventive Medicine ([www.atpm.org](http://www.atpm.org))

### **International Health**

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

### **Public Health Data and Information**

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

### **Other Resources**

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