

**SBPS 6340 INTRODUCTION TO
MONITORING & EVALUATION OF
HEALTH PROGRAMS
3 credit hours**

CLASS SESSIONS

Monday 1:00 pm – 2:15 pm

Wednesday 1:00 pm – 2:15 pm.

INSTRUCTOR

Francoise Grossmann

Clinical Assistant Professor

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TEACHING ASSISTANT(S)

N/A

OFFICE HOURS

To better accommodate students' schedule, I am providing individualized office hours on appointment. To request a Zoom meeting, email me or text me at (504) 931-9904

DESCRIPTION

This course provides students with an introduction to monitoring and evaluation, a widely valued set of skills in public health, in both the domestic and international contexts. The course content includes rationales for evaluation; the political, organizational, theoretical aspects of evaluation; and methods for implementing a sound evaluation. Students will gain practical experience in translating concepts into the development of an evaluation plan for actual programs.

PREREQUISITES

Students must have completed SPHL6080 or should get the permission of the instructor.

LEARNING OBJECTIVES

Students who complete this course and the signature activities/assessments will be able to do the following:

By the end of this course, students will be able to:

1. Critically articulate the major concepts used in program evaluation presented in class or through the reading of the literature on program evaluations (specifically, type of evaluation designs, stakeholders mapping, logic model, internal validity, data collection methods, study population, sampling and recruitment).
2. Design a comprehensive process and outcomes evaluation plan for an existing public health program
3. Identify major ethical issues associated with research in vulnerable populations and prepare for such problems

| Learning Objectives (1-5) | Signature Activity/Assessment | Program/Degree Competency |
|---|--|---|
| <p>1. Critically articulate the major concepts used in program evaluation presented in class or through the reading of the literature on program evaluations (specifically concepts associated with formative, process and outcome evaluation designs, health, behavioral, cognitive outcomes, threat to internal validity, quantitative and qualitative data collection methods, study population, sampling and recruitment, dissemination of findings).</p> | <p>Reading assignments. Before each class, students are requested to read one or two articles and answer questions that address evaluation concepts that will be covered during the lecture. To enhance the learning experience, a follow-up discussion is taking place in class.</p> <p>Midterm exam (includes a mix of knowledge and application questions). Exam answers are reviewed in class.</p> | <p>Plan research and evaluation strategies to answer key social behavioral science research questions and evaluate programming, applying a community-informed lens.</p> |
| <p>2. Design a comprehensive process and outcomes evaluation plan for an existing public health program</p> | <p>Evaluation Plan Sections 1, 2 and 3.</p> <p>Evaluation Plan Section # 1 and 2. Students describe the scope of the health problem, formulate the health, behavioral and cognitive outcomes, propose a LM with a focus on evaluation, develop a plan for process evaluation, generate a stakeholder mapping with a specific focus on evaluation. They review the literature to inform and help shape the various components of the evaluation plan.</p> <p>Evaluation Plan Section # 3. Students write a proposal for an outcome evaluation. They recommend an outcome evaluation design, identify potential threats to internal validity</p> | <p>Plan research and evaluation strategies to answer key social behavioral science research questions and evaluate programming, applying a community-informed lens</p> |

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|---|--|--|
| | and discuss means to minimize them. They describe the population study, sampling methods and the participants' recruitment process. | |
| 3. Identify major ethical issues associated with research in vulnerable populations and prepare for such problems | Assignment, <i>"Doing research with vulnerable populations."</i> This assignment addresses the Evaluation Principle: "Respect for People". Using a case scenario, students will elaborate on a range of ethical issues that might occur when conducting research evaluation with vulnerable population. They identify problems and devise solutions to address these problems. | Appraise one's own implicit biases and make a plan for minimizing their potential impact on personal and professional interactions |

ASSESSMENT of LEARNING and GRADING POLICY

| Assessment Methods | % contribution |
|---|----------------|
| Reading and short assignments: readings and take-home assignments; in-class exercises related to class content. The performance will be assessed through canvas evaluation rubrics. | 45 % |
| M & Evaluation plan: The primary student product for this course is an evaluation plan for an existing health program. The evaluation plan includes written and oral components. The performance will be assessed through canvas evaluation rubrics. | 40% |
| Exam: will be provided in class and covers materials discussed in class and included in the readings. The exam will consist of multiple-choice, true/false, short answer questions along with some short case studies. | 15% |
| Total | 100% |

Grades are reported as follows:

A.....4.00
A minus (A-).....3.67
B plus (B+).....3.33
B minus (B-)2.67
C.....2.00

F0.00

REQUIRED ASSIGNMENTS, PROJECTS, DISCUSSIONS, ACTIVITIES

1. Evaluation Plan Proposal

The major student product for this course is an evaluation plan for an existing health education or communication program. The evaluation plan will be developed in four phases and submitted as described below:

Evaluation Section # 1 (Written). The first section of the evaluation plan describes the program to evaluate, including its purpose, health issue to be addressed, goals, and objectives. This section also includes the stakeholders' analysis.

Evaluation Section # 2 (Written). The second section of the evaluation plan describes the behavior change/logical model, and process evaluation plan.

Evaluation Section # 3 (Class Presentation). This third section consists of developing and presenting a thoughtful outcome evaluation design for your program. To enhance the learning experience and class discussion, each presenting team will be paired with a discussant team.

Final evaluation plan (Written). In this last document, all the previous parts of the evaluation plan are combined to form a final evaluation plan. The final evaluation plan will be submitted with revisions of the previously submitted plan components. Students will also discuss sampling, recruitment, and address the threats to internal validity created by the design choices.

2. Reading and Short Assignments

During the semester, students will complete a series of reading and other short assignments. The purpose of these assignments is to assess students' comprehension of the concepts described in the evaluation studies and then to use synchronous class time to expand further students' understanding by applying concepts from the reading to other evaluation contexts.

3. Examination

The purpose of the examination is to assess students' achievement of the learning objectives and help identify learning gaps. The exam will take place during the second part of the semester. It includes a mix of multiple-choice and short essay questions that covers materials discussed during the semester. The exam will take place on Canvas using Respondus Lockdown Browser.

COURSE POLICIES

Attendance and participation

In this course, student attendance is defined as attending all the on-ground sessions and completing all the asynchronous assignments listed in Canvas.

The student is solely responsible for checking updates and announcements related to the course.

Expected Effort: Tulane University policy states that work expectations per credit hour are fixed at a ratio of 1:3 i.e., a single credit course assumes three hours of work per week including class attendance.

Assignment submission

You will submit all assignments directly within Canvas. Class assignments must be submitted no later than the due date, as specified on the assignment.

Late submission is defined as submitted after the due date and time in the assignment section of this course and will be penalized as follow: 5% for the first 2 hours and then 10% for each additional day late.

Students are responsible for hitting the "submit" button and verifying that the assignment is posted on Canvas. If for some reasons you are unable to submit your assignment in Canvas on time, email me your assignment immediately to avoid late submission.

Guidelines for writing papers and submission

All papers or written documents must adhere to the APA format for general guidelines, paper sections, and citations/references. Check these APA sources:

- https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_sample_paper.html
- <http://owl.english.purdue.edu/owl/resource/560/01/>

Amendment to the syllabus

Amendments to the syllabus, including evaluation and grading mechanisms, are possible. The lecture content, format, schedule, and reading assignments may be altered to fit the needs of the students.

MATERIALS, READINGS, RESOURCES

All required readings and audio-video materials are listed in the course schedule section of this syllabus and posted on Canvas.

TULANE SPHTM POLICIES AND EXPECTATIONS

Students and faculty have a shared commitment to the school's mission, values, and motto.
<http://sph.tulane.edu/mission-and-values>

Academic Integrity:

Students are required to adhere to the SPHTM Honor Code, available online at <https://tulane.box.com/v/honor-code-FULL>.

Academic standards policies for Master's Programs are also available online at <https://tulane.box.com/v/policy-academic-stand>.

Disability Access and Accommodations:

It is the policy and practice of Tulane University to comply with the Americans with Disabilities Act (Pub. L. No. 101-336), Section 504 of the Rehabilitation Act of 1973 (Pub. L. No. 93-112, § 504, as amended), and state and local requirements regarding individuals with disabilities. Under these laws, no qualified individual with a disability shall be denied access to or participation in services, programs, and activities of Tulane University.

The Goldman Center for Student Accessibility offers assistance to all students and employees of Tulane and accommodates them with modifications to their academic and work environments.
<http://accessibility.tulane.edu/>

SCHEDULE

| Session# Date Topic | Readings and audio-visual materials | Assignments/Assessments Due* | LO |
|--|--|---|----|
| | | In-class Exercises/Activities** | |
| Week 1 Introduction to M& Eval | CDC (2011) Developing an Effective Evaluation Plan. Program Evaluation for Public Health Programs: A Self-Study Guide https://www.cdc.gov/eval/guide/introduction/index.htm READ: What is Program Evaluation? Why Evaluate Public Health Programs? How to Establish an Evaluation Team? Choosing an evaluator: https://ctb.ku.edu/en/table-of-contents/evaluate/evaluation/choose-evaluators/main | 1. Canvas discussion # 1: “Get to know each other” 2. Canvas discussion # 2: Referring to the reading "Choosing an Evaluator," 3. Complete the training module on "M&E Fundamentals." | 1 |
| Week 2 Formative Evaluation | Leviton, L. (2010). Evaluability Assessment to improve policies, programs, and practices. Gittelsohn, et al. (2006) Formative research in school and community-based A self-study guide Evaluation : CDC. (Read: https://www.cdc.gov/eval/guide/step1/index.htm) | 1. Reading assignment: Gittelsohn, et al. (2006) 2. Class Project Assignment: Short description of your intervention for the class project 3. Let's Apply: WPLP: Formative Evaluation | 2 |
| Week 3 Describing the program | A self-study guide: CDC. (Read: STEP 2: Describe the program) https://www.cdc.gov/eval/guide/step2/index.htm UNICEF Brief 2 - Patricia Roger: Theory of change | 1. Reading Assignment: Ghosh-Dastidar (2004). Modifying Pro-Drug Risk Factors in Adolescents | 2 |
| Week 4 Process Evaluation | Barnes (2011). NFP Program: First-Year Pilot Implementation. Saunders (2005). Developing a process evaluation plan for the health promotion program A self-study guide: CDC. (Read: STEP 3: https://tulane.instructure.com/courses/2221875/modules/items/30182987) | 1. Evaluation Plan Section # 1 2. Reading Assignment Process evaluation: (Barnes (2011)) 3. Let's Apply: WPLP: Process Evaluation | 2 |
| Week 5 Outcome Evaluation | Videos RCT (UNICEF 9 min) What makes a randomized control trial? (5 min) White (2013) An introduction to the use of RCTs to evaluate development interventions Craciun et al. (2012) Facilitating sunscreen use in women online intervention: A randomized controlled trial. | 1. Reading Assignment # 4: Greenberg-Seth, J. (2004) 2. Mini-Quiz: Outcome evaluation design Videos | 2 |
| Week 6 Threats to Internal Validity | Wright. Chapter 3.7 Internal Validity - Basic Research http://www.pt.armstrong.edu/wright/hlpr/text/3.7.intval.htm Mc Millan (2007). RCT and Internal Validity: | 1. Reading Assignment: # 5 Craciun (2012) | 2 |

| Session# Date Topic | Readings and audio-visual materials | Assignments/Assessments Due* | LO |
|--|--|--|-------|
| | | In-class Exercises/Activities** | |
| Week 7 Quantitative Data collection | Taylor-Powell (1998). Questionnaire Design A self-study guide: CDC. (Read: STEP 4: https://www.cdc.gov/eval/guide/step4/index.htm) | 1. Let's Apply: Developing survey questions 2. Evaluation Plan Section # 2 | 2 |
| Week 8 Qualitative Data collection | Guion (2002) - Triangulation Qualitative interview -Series. Guide # 5 | 1. Let's Apply Assignment: Analyzing qualitative data. "Qualitative Interview with Z" | 2 |
| Week 9 Study Population, Sample | Research Methods in Social Sciences: Chapter 8 Sampling Video: 01 Sampling What is Sampling Video: Sampling: Simple Random, Convenience, systematic, cluster, stratified | 1. Mini-Quiz: Probability and nonprobability sampling methods Videos | 2 |
| Week 10 Dissemination of findings + Exam Review | Disseminating Your Findings Mueller 2008 Multiple Methods for Dissemination Evaluation Findings DC Evaluation Self Study Step 6: Ensure Use of Evaluation Findings and Share Lessons Learned | 1. Assignment: WPL (CHOP) study: Disseminating Evaluation Findings 2. Jeopardy game | 2 |
| Week 11 Exam | No reading | Examination | 1,2 |
| Week 12 Ethnic Vulnerable populations | OHRP: Research Involving Vulnerable Populations https://youtu.be/SqRw6FevuXg Coughlin (2016). Ethical and Social Issues in Health Research Involving Incarcerated People Fitzpatrick(2016) Seeking consent for research with indigenous communities: a systematic review Blair (2016) Ethical Research with Sexual & Gender Minorities Njie-Carr (2019) Methodological and Ethical Considerations in Research with Immigrant and Refugee Survivors | 1. Assignment: Conducting evaluation with vulnerable populations | 3 |
| Week 13 Class presentations | | 1. Peer-review assignment 2. Evaluation Plan Section # 3 | 1,2 |
| Week 14 Class presentations | | | 1,2 |
| Week 16 | | Final Report | 1,2,3 |

*May include required reading

**In-class schedule may be subject to change