Washington University School of Medicine
Course Syllabus
Fall 2015

M88-AHBR 582 Evaluation of Health Services Programs
Applied Health Behavior Research Program

Meeting time and location: Tuesdays, 5:30-8:00 PM
Taylor Avenue Building (TAB)

Course Description Overview:
We might be passionate about a health services program or charity, but is there evidence to show the actions of the program produce results? This course will introduce students to the fundamentals of program evaluation. Program evaluation assesses the effectiveness of a program at accomplishing measurable outcomes, the quality with which a program is implemented, and it identifies ways the program can be improved. Evaluation is critical in assessing the success of programs and is often used to justify the continuance of established programs or the initiation of new programs.

This course focuses on evaluation methodology with a heavy emphasis on practical, real-world applications and examples. The emphasis of the course is on developing critical thinking skills. Topics in the course include, but are not limited to: the link between program planning and program evaluation; evaluation designs and their limitations; integrating process and outcome approaches; methods of data collection and related measurement; reliability and validity; and utilization of evaluation results.

Instructor: Julie M. Kapp, MPH, PhD
Associate Professor
University of Missouri School of Medicine
Office hours by appointment

So that I may respond to you in a timely fashion, please send all email messages using WUSM at the beginning of the subject line. Example: WUSM Question About Class Yesterday

Course Objectives:
Upon completion of this course, students will be able to:
1. Understand basic evaluation principles and methodology
2. Critique evaluation designs in relation to internal and external validity
3. Apply evaluation methodology to construct an evaluation design
4. Identify strengths and weaknesses of program evaluation publications or reports
5. Understand the difference between qualitative and quantitative methods and their appropriate use
6. Recognize the relationship between evaluation and program and policy development

Required Textbook:
Wholey J.S., Hatry, H.P., & Newcomer, K.E. (2010). Handbook of practical program evaluation (3rd ed.). San Francisco: CA: Jossey-Bass

****The textbook is available free at http://www.themedfomscu.org/media/Handbook_of_Practical_Program_Evaluation.pdf****

Plus additional readings as assigned.

Classroom Format:
The class is conducted in a graduate seminar format with applied learning activities. Students are required to participate in each class discussion. The classroom will be held in-person or online through Blackboard. A free software program called http://www.screencast-o-matic.com/ will be used to develop video lectures.

Course Requirements and Student Assignments:

Participation and Discussion (30%):

Class attendance (in-person or virtually) is expected, and given the nature of the class size, essential. Students are expected to complete assigned readings before class and to be prepared to participate in discussions and in-class exercises. No make ups for (in-person or virtual) attendance or participation will be granted. Excessive absenteeism (in-person or online) will result in a reduced grade.

In the event you are ill or must miss class, please notify me by email prior to the class period, if possible.

Logic Model Presentation and Peer Review (20%):

This assignment includes preparing a logic model related to your final presentation. Essentially, this is an opportunity to prepare for the class an informal summary of your chosen program, present your logic model, and facilitate Q&A for feedback and peer review. You would then revise the logic model to strengthen your final presentation.

A related rubric will be discussed in class and posted to the Blackboard site.

Program Evaluation Plan Presentation (50%):

This course will culminate in a formal presentation, synthesizing and demonstrating your mastery of the course material. You will design and propose a program evaluation around an existing health program (it may be a clinical, community-based, or non-profit program), to include: study design, formative and summative evaluation plan, timeline, data collection plan (including intended instruments/tools), stakeholders, estimated budget, logic model, expected strengths and weaknesses (including expected biases and threats to internal and external validity). Part of your grade will be based on questions asked to other presenters and your ability to answer questions.

A related rubric will be discussed in class and posted to the Blackboard site. No written report is required.

THE GRADING PROCEDURE/ STANDARD TO BE USED FOR THE COURSE IS:

Letter Grade	Percent
A	≥93-100
A-	≥90-92
B+	≥87-89
B	≥83-86
B-	≥80-82
C	≥70-79
F	<70

Course Policies:
All assignments must be completed on time. Grades for assignments that are handed in late will be lowered 5 percentage points per day including weekends and holidays. No assignments will be accepted 5 days or more after the assigned due date (including weekends and holidays). Excessive typographical/grammatical and/or formatting/referencing errors (≥5) on any assignment will lower the score on the assignment by a full letter grade (e.g., A to B, B to C, etc.).

Academic Integrity:
All students are expected to abide by and uphold the Washington University policy on academic integrity. Plagiarism is a serious violation of the academic integrity policy, but it is not the only violation. To review this policy, refer to the following web site: http://graduateschool.wustl.edu/files/graduate/AcademicIntegrity.pdf

Subject to Change Clause:
This syllabus is subject to change at the discretion of the instructor to meet the learning needs of the students. Students will be notified of changes.

Student Evaluations of Course:
All course evaluations are now completed online at the following link: https://acadinfo.wustl.edu/WebSTAC.asp Your input is extremely valuable in making this course the best possible, so please take the time at the end of the course to complete your evaluation. I take these very seriously. Thank you!

Washington University Students with Disability Policy:
"Washington University is committed to providing accommodations and/or services to students with documented disabilities. Students who are seeking support for a disability or a suspected disability should contact the Disability Resource Center (DRC) at 5-4062 on the lower level of the Women's Building (drc@dosa.wustl.edu). The DRC is responsible for approving and arranging all accommodations for University students."

Course Schedule

"In Person"= 600 S. Taylor Avenue @ Scott Avenue, GMS Classroom Room A

"Online-asynchronous"= Review and respond to the weekly Blackboard materials at your leisure between 5:30pm Tuesday and the following Monday at midnight

"Online-In synch"= You can physically be anywhere, but we will hold a virtual classroom in Blackboard during class time

Week	Date	Format	Content	Readings and Assignments*
1	Aug 25	In Person	Introductions / Syllabus Review Program Evaluation Overview	Read the syllabus
2	Sept 1	Online-asynchronous	Non-Profits and Stakeholders	Wholey, Hatry & Newcomer (WHN): Chapters 1, 2, Box 4.2, Box 4.3 (pp 86 & 87)
3	Sept 8	Online-asynchronous	Logic Models	WHN: Chapter 3
4	Sept 15	Online-asynchronous	Program Evaluation Planning and Study Design	WHN: Chapters 5, 6, 7
5	Sept 22	Online-asynchronous	Discuss final presentation rubric	*Submit program topic for final presentation via email to the instructor by midnight Sept 28*
6	Sept 29	In Person	In Class Exercise: Design a Summative Evaluation	WHN: Chapters 9 Moore et al. (2014)*
7	Oct 6	Online-asynchronous	Bias and Threats to Internal and External Validity Discuss Andriole et al.	WHN: Chapters 23 & pp. 12-14; 558-559 Andriole, G.L., Crawford, E. D…Berg, C.D. (2009)*
8	Oct 13	Online-asynchronous	Data Collection	WHN: Chapters 11, 12
9	Oct 20	Online-In synch	Present and Peer Review Logic Models	*Logic model draft due*
10	Oct 27	In person	In Class Exercise: Design a Formative Evaluation and Prepare a Budget	WHN: Chapters 15, 16, 17
11	Nov 3	Online-asynchronous	Measurement Principles: Reliability & Validity Discuss TBD article	TBD article*
12	Nov 10	TBD	This class will be tailored based on student needs and progress in the class whether additional content is introduced or past concepts are re-explored.	
13	Nov 17	Online-In synch		*Prepare for your presentations*
14	Nov	In-Person	Student Presentations	*Present*

	24			
15	Dec 1	Online- In synch	Discussion & Wrap up	*Reminder: Final Class Evaluations*

*Additional readings will be posted to the course Blackboard (Bb) site or you will be provided the appropriate links.

Additional Web-based Resources ("FYI")

User-Friendly Handbook for Project Evaluation by National Science Foundation
http://www.nsf.gov/pubs/2002/nsf02057/nsf02057.pdf

W. Kellogg Foundation – Logic Model Development Guide
http://ww2.wkkf.org/DesktopModules/WKF.00_DmaSupport/ViewDoc.aspx?fld=PDFFile&CID=281&ListID=28&ItemID=2813669&LanguageID=0

Logic Models
http://www.usablellc.net/Logic%20Model%20%28Online%29/Presentation_Files/index.html

Health Promotion & Health Education Resources
http://www.bettycjung.net/Healthed.htm

County Health Rankings
www.countyhealthrankings.com

Unemployment Maps
http://storymaps.esri.com//UnemploymentPopulation/

DESE Data Portal
http://mcds.dese.mo.gov/quickfacts/SitePages/DistrictInfo.aspx?ID=__bk8100130013005300130013005300

Centers for Disease Control and Prevention (CDC) Health Behavior Indicators (BRFSS Survey)
www.cdc.gov/brfss

Example Evaluation Report
http://www.coloradouplift.org/drupal/sites/default/files/files/Program%20Evaluation%2012-2010.pdf

Introduction to Program Evaluation for Public Health Programs: A Self-Study Guide
http://www.cdc.gov/eval/guide/CDCEvalManual.pdf