

- Course Title:** Program Planning and Evaluation
- Course Number:** HBSP 0652; 3 credits
- Course Pre- and Co-requisite(s):** PHCO 0505
- Course Location:** Canvas
- Course Date & Time:** Asynchronous – Modules will generally be released by Mondays of each week
- Course Instructor:** Olivia Wackowski, PhD, MPH, Associate Professor, Dept. of Health Behavior, Society and Policy, Center for Tobacco Studies, wackowol@sph.rutgers.edu
- Office Hours:** Tuesdays, 12:30-1:30 via Zoom:
<https://rutgers.zoom.us/j/93082770411?pwd=aHVWb0VKUmpnc3dVYzJkVCtnQjFFZz09>
Meeting ID: 930 8277 0411, Password: 059326
(Additional meetings available by appointment)
- Course Assistant:** Abigail Thompson: amt202@sph.rutgers.edu
- Course Website:** In Canvas
- Required Course Text:** Planning, Implementing & Evaluating Health Promotion Programs – 8th edition. McKenzie, Neiger & Thackeray. (7th or 6th editions are also acceptable).
- Additional/Supplemental Readings/Resources:** Other readings as assigned (to be made available on Canvas)
- Course Description:** This course provides students with the hands on skills needed to plan, implement, and evaluate public health and health promotion programs in various settings. Students develop and plan an evaluation for a program for a health problem in a population at risk.
- Selected Concentration Competencies Addressed:** Each Concentration identifies competencies for each degree offered. See competencies addressed by this course for different concentrations starting on the last pages of this syllabus. Please visit the Concentration webpages on the School of Public Health’s website at sph.rutgers.edu for additional competencies addressed by this course for other degrees and concentrations.
- Course Objectives:** By the completion of this course, students will be able to:
1. Describe a variety of program planning models and intervention strategies
 2. Develop a program rationale using needs assessment and data from the literature
 3. Formulate a program plan for a relevant health problem and population, including program objectives and logic model
 4. Integrate appropriate health behavior and/or educational theories

5. Identify pros/cons of evaluation designs and develop an appropriate evaluation plan
6. Design a process evaluation for a health promotion program
7. Design an impact evaluation for a health promotion program
8. Understand program planning strategies and evaluation methods and their application in urban and global contexts.

Course Communication: The instructor and the course assistant will communicate with students primarily through the tools within the Canvas course. If you have a question that you feel your classmates may be able to address, please post your question in the “Class Help: Ask A Question” discussion thread. If you need the help from your professor, email Dr Wackowski at wackowol@sph.rutgers.edu During the work week, Dr. Wackowski will aim to respond to personal emails directed to her within 24-48 hours. For communications emailed over the weekend, she will try to respond by the end of the business day on Tuesday for most situations. You can also connect with Dr. Wackowski by dropping in during virtual Office hours or by scheduling an appointment for phone or online meetings.

Canvas Announcements: Canvas has an announcements option, which we will use to highlight information or to send reminders. Be sure you review your notification settings in Canvas so that you receive these Announcements using your preferred contact method. In addition, please be sure to check the Announcements tab at least once each week in the Canvas shell for this course.

Module Schedule: This is an asynchronous, online course. **Modules will open up no later than Monday each week.** Most assignments/discussion postings will be due on Friday afternoon of the same week and/or Monday of the following week. But you can certainly submit an assignment/posting before the due time if you are ready to do so. All course deadlines are listed in Eastern Time Zone. Canvas will record all deadlines in this time zone. If you are in a different time zone, plan accordingly. Most modules will include assigned readings and videos, as well as one or more discussion board postings or assignments. In order to complete all of the module assignments, you should plan to spend approximately 9 hours per week on the course material for a total of approximately 145 hours of course-related activities (discussion boards, assignments, papers, readings, etc).

Course Requirements and Grading:

- *For assignments, my goal will be to post grades within seven days of the final due date of the assignment, unless otherwise stated. (The grade for your final project paper will be posted by the last day of class.)*
- *For discussion postings, we will not be able to reply to everyone’s postings each week because our class has 25 students in it. However, the course assistant and I will record that you have contributed, and each week we may post replies to a randomly selected number of students.*

1. Midterm Exam	25%	(100 pts)
2. Evaluation Quiz	15%	(60 pts)
3. Eval. Case Study Discussions (3)	15%	(60 pts)
4. Class Participation/Discussions	15%	(60 pts)

5. <i>Other Mini-assignments</i>	5% (20 pts)
a. <i>Logic model scramble (4pts)</i>	
b. <i>STI program objectives, resources (16pts)</i>	
6. <i>Final Project Paper</i>	20% (80 pts)
7. <i>Final Project Presentation</i>	<u>5% (20 pts)</u>
<i>Total:</i>	100%. (400 pts)

Midterm Exam: This will be an online timed exam that will cover content from the first half of the class, i.e., Weeks 1 – Weeks 7. This will include mostly multiple-choice questions and some short open ended questions. A good way to study for the exam is to review your lecture handout notes and readings, especially ones from the textbooks. The exam won't ask you about any detailed content that is never mentioned in a lecture video, handout or major activity/discussion. Additional details will be posted closer to the date of the exam.

Evaluation Quiz: This will be an online timed quiz (about 45-50 minutes) that will cover content from the second half of the class, i.e., Weeks 10 – Weeks 13. This will include mostly multiple choice questions.

A good way to study for the quiz is to review your lecture handout notes and readings, especially ones from the textbooks. The quiz won't ask you about any detailed content that is never mentioned in a lecture video, handout or major activity/discussion. Additional details will be posted closer to the date of the quiz.

Evaluation Case Study Assignments: In the second half of the class, you will review brief 1-2 page descriptions of an intervention, and then be asked to put yourself in the shoes of an evaluator, and answer a series of questions. This will include questions such as listing likely objectives for the program, listing relevant evaluation questions that could be answered, drawing logic models, thinking about sampling plans, data collection plans, etc. There is no one right answer BUT, your plans/responses should be thoughtful, reasonable and realistic. We will cover a different program case each week for three weeks (3 total).

Discussion Postings and Mini Assignments: Along the way in this class, I will ask you to contribute to numerous discussion postings or mini-assignments related to a topic covered that week. These will generally be worth between 3-5 points each. In general, for the discussion postings, you will not be able to see what your classmates have posted until you first add your own post – this helps ensure you are able to add your original thoughts first. After that, you can reply and comment on posts from your classmates. While replying to postings of your classmates is not required every week (I will tell you when it is), it is certainly encouraged!

Because our class has 25 students in it, I will not be able to reply to everyone's postings each week. However, the course assistant and I will record that you have contributed, and each week we may post replies to a randomly selected number of students.

What makes a good quality comment/discussion posting? The length and depth of your response may depend on the particular question(s) for a given discussion. You certainly do not need to write an essay, but we are looking for you to provide thoughtful contributions and reflections that respond to the questions posed, and, as relevant, connect to the course content.

A good habit is to always *write, and save a copy of your Discussion posts in another location (notes, MS Word, Google), so that you have a copy of your work backed up in case of accident*

or session time-out. This can also be helpful for checking for errors in spelling and grammar before posting.

Mini PhotoVoice Activity: One of the mini activities you will be asked to participate in is a very short PhotoVoice presentation. You will be asked to take (or find) photos of some health-related issue/condition in your community, paste these into Powerpoint presentation slides, and use the notes section of the slides to explain: What's going on in this picture? Why did you take this picture? What are the themes that were highlighted in these images? How do the (5) images that you selected work together – what story are you trying to tell? You will share this on Canvas. Later, you will have a chance to view and comment on those presentations posted by your classmates.

Final Project Paper & Video Presentation: You will develop a brief 6-7 page program proposal paper based on a relevant health problem and priority population of your choosing. The program plan can address a domestic issue/population or an international one. It also can be focused on research, health education, promotion or service delivery. You will include a program rationale, description, logic model and objectives, implementation plan and evaluation plan. You will also develop a 10 minute video presentation about your program proposal. See additional details and project timeline on Canvas.

Grading Policy:	94 – 100	A
	90 – <94	A-
	87 – <90	B+
	84 – <87	B
	80 – <84	B-
	77 – <80	C+
	70 – <77	C
	<70	F

**Grades will NOT be rounded.*

Course Schedule: Note: Although this syllabus includes an outline of items due each week, please check the weekly module information posted in Canvas for the most updated information required for each week.

Week/Module 1: Introduction to Program Planning & Intervention Types

(week of Tuesday Jan 17)

Module 1 Checklist: Each week, the module checklist will provide a list of items that need to be completed.

1. View the Instructor Welcome Video.
2. Please add your picture to your Canvas profile. This will help me to get to know you sooner. Go to the circle below the Rutgers badge on the lefthand menu. Click on the circle and choose Profile. If you hover over the circle you will see a pencil that will allow you to add your picture.
3. Read [Chapter 1](#) from the textbook – Intro to Program Planning
4. View all videos on [Week 1 Videos page](#).
5. Complete the SPH Honor Code Quiz by Friday, 1/20, 3pm (1pt)

6. Introduce yourself Online - Post a brief introduction of yourself and then say hello to your classmates in [Week 1 Discussion](#)
7. Questions? - Post and reply to your [Peers](#) or email the Instructor as needed (wackowol@sph.rutgers.edu).

Module 1 Readings:

- Read textbook Chapter 1 – Intro to Program Planning

Module 1 Discussion Postings:

- **Introduce Yourself Online:** Since we won't be meeting in-person, please tell us a little bit about yourself in a discussion post on Canvas. Tell us your name, your preferred pronouns, which concentration you're in, how long you've been in the MPH program, and what your public health/health interests are. If you're willing to share, please also tell us why you joined the MPH program, and what you think you might like to do when you graduate. Also, just for fun, tell us about 1 or 2 things on your "bucket list" that you hope to do someday? Lastly, I'm sure we are all always looking for a good new book to read or show to binge watch – please share any recent ones you've enjoyed!
 - (Post by 3pm on Friday 1/20 and then reply to 3-5 classmates by Monday, 1/23) (2 discussion/participation points)

Module/Week 2: Introduction to Program Planning and Intervention Types

(Week of Monday Jan 23)

Module 2 Checklist:

1. Read posted readings for [this week](#)
2. View all videos on [Week 2 Videos page](#)
3. If you haven't already, reply to 3-5 [student introductions from Week 1](#)
4. Post a comment about [social media's role in interventions](#) in the Week 2 Discussions
5. Post a comment about [strategies used to address COVID-19](#) in the Week 2 Discussions
6. Explore the Cochrane Website and [post a relevant systematic review](#) article in Week 2 Discussions
7. Think about your [final project](#).
8. Questions? - Post and reply to your [Peers](#) or email the Instructor as needed (wackowol@sph.rutgers.edu).

Module 2 Readings:

- Chapter 8 – Interventions
- Read at least one of the two news articles related to COVID:
 - Washington Post special report: COVID-19 and racial, ethnic minorities: <https://www.washingtonpost.com/graphics/2020/health/covid-race-mortality-rate>
 - [New York Times article \(Links to an external site.\)](#): What data shows about vaccine supply and demand in the most vulnerable places

Module 2 Discussion Postings/Assignments:

- *Social media's role in interventions*: In our current society, social media can play an important role in health promotion interventions. Please discuss what you think are some of the ways in which social media can be used as a tool for health promotion interventions? How can it be helpful/beneficial? On the other hand, what are some of the potential challenges or limitations of using social media in an intervention that we should be mindful of? Feel free to use any relevant examples you can think of.
(Post by 3 pm on Friday 1/27) (3 discussion/participation points)
- *Strategies used to Address COVID-19*: Although providing education and improving knowledge is a frequent objective of many interventions, we have said that knowledge is typically necessary but not sufficient to produce most behavior change. Please discuss how this concept relates to efforts to address COVID-19.

Your readings also discuss the use of policy as a type of strategy for health promotion, although sometimes it can be controversial and challenging. Again, please discuss some ways in which policy has been used to address COVID-19, why some of these may be challenging/controversial, and the arguments used to support/enforce these.

(Post by 3 pm on Friday 1/27) (3 discussion/participation points)

- *Cochrane resource*: Explore the Cochrane Collaboration website and post an article providing a systematic review of strategies/interventions in a topic/content area of your interest – explain why you selected this article and what did you learn?
<https://www.cochrane.org/>, <https://www.cochranelibrary.com>
(Post by 3pm on Monday 1/30) (3 discussion/participation points)

Module/Week 3: Models for Program Planning

(Week of Monday Jan 30)

Module 3 Checklist:

1. Complete listed [readings](#) for this week
2. View all videos on [Week 3 Videos page](#)
3. Post a comment about who you'd convene for a hypothetical program [planning group](#) in the Week 3 Discussions
4. Post a comment about the [Community Guide](#) in Week 3 Discussions
5. Practice planning for an [STI prevention program using PRECEDE](#) in Week 3 Discussions
6. Practice unscrambling and [drawing a logic model](#) for a hypothetical program
7. Keep thinking about and working on your [final project](#).
8. Questions? - Post and reply to your [Peers](#) or email the Instructor as needed (wackowol@sph.rutgers.edu).

Module 3 Readings:

- Textbook Chapter 2 - Starting the planning process

- Textbook Chapter 3 - Models for Program Planning
- McGinn, Therese et al. (2004). "[The Causal Pathway Framework](#): Effective Design, Monitoring and Evaluation of Field Projects."
- Wazir et al. 2013. National program for family planning and primary care in Pakistan: [a SWOT analysis](#)
- Explore the Community Tool Box website and their page with links to websites/databases of best practices: <https://ctb.ku.edu/en/databases-best-practices>
- Explore 1 of following Family Planning High Practice (HIP) studies available at this link: <https://www.fphighimpactpractices.org/briefs/>
 - Adolescent-friendly contraceptive services: mainstreaming adolescent friendly elements into existing contraceptive services;
 - Educating girls: creating a foundation for positive sexual and reproductive health behaviors; or
 - Domestic Public Financing: Building a sustainable future for family planning programs.

Module 3 Discussion Postings/Assignments:

- Convening a Planning Group: Imagine you are planning to convene a group to implement a program to either
 - reduce rates of maternal mortality and severe morbidity in NJOR
 - reduce youth vaping in New Jersey (or a municipality within NJ).Pick one of these program topics and list all of the stakeholders you would like either on your planning group or to involve in creating buy in for your program. (due Friday 2/3, 3pm)(3 discussion/participation points)
- Explore The Community Guide website and information under a topic/content area of your interest (see Topics section). In a post describe - what kind of guides or recommendations did you find? <https://www.thecommunityguide.org/> (due Friday 2/3, 3pm)(3 discussion/participation points)
- Planning with PRECEDE Model example – Thoughtfully considering planning related questions about a hypothetical campus program to reduce sexually transmitted infections among Rutgers students. (5 points, due Monday 2/6, 5pm)
- Mini Assignment 1 – Simple Logic Model/Causal Pathway Practice.
 - Review the bullet points on slide 1 of the attached slide deck, related to a STD prevention program in Newark NJ
 - Decided if bullet point statement represents an Input, Activity, Output, Effect or Impact.
 - Based on this, arrange the statements in the correct order into the draft logic model boxes on slide 2.
 - Save the slide deck with your name, and upload this as an assignment (4 points, due Monday 2/6, 5pm)

Module/Week 4: Needs Assessment

(Week of Monday Feb 6)

Module 4 Checklist:

Each week, the module checklist will provide a list of items that need to be completed.

1. Complete listed [readings](#) for this week
2. View all videos on [Week 4 Videos](#) page
3. View and reflect on 4 images of health care facilities and complete the [Direct Observation Activity](#) posting
4. Post a comment about the [Good Intentions](#) article in Week 4 Discussions
5. Post a comment based on your review of the [Health County Rankings](#) website in Week 4 Discussions
6. Review your mini [PhotoVoice Activity](#) assignment. This is due by Monday Feb 27.
7. Think about your [final project](#). Your outline is due in four weeks, by Monday 3/6 (send to me by email - wackowol@sph.rutgers.edu)

Module 4 Readings:

- Textbook Chapter 4 – Assessing Needs
- Handout – [Nominal Group Technique](#)
- Strack et al – [Engaging youth through photovoice](#)
- Harden, Blaine. “[Good Intentions](#).” Chapter 5 in *Africa: Dispatches from a Fragile Continent*. Harper Collins Publishers, London: 1993. (READ CAREFULLY TO PAGE 184—THIS WILL BE USED FOR A DISCUSSION POSTING)
 - This is a timeless piece about pitfalls and the problems that ensue from doing a poor N&R assessment. Identify what the planners could have done differently. Stop after the first paragraph on page 184, unless you want to read more about Kenyan politics in the 1990’s.

Module 4 Discussion Postings/Assignments:

- ***Direct Observation Discussion:*** Please review the 4 images in the attached slide, which depict health facilities in different international health facilities.
 - In a discussion posting, please reflect on each of the four images and for each image, consider what you might learn or want to know more about by observing these health facilities/services directly? What might you see/learn about in terms of potential health related needs/concerns that would not immediately emerge from other sources of data collection? In your posting, you can organize your comments for each image in separate paragraphs and label them as “Image 1”, “Image 2”, “Image 3”, “Image 4”.
 - Due by Friday 2/10, 3pm. (3 discussion points)
- ***Good Intentions Discussion:*** Based on reading the “Good Intentions” article, in a posting discuss how a needs assessment in Lake Turkana could have improved decision-making about the focus of interventions.
 - Who should have been involved in defining the needs of the community?
 - Which primary/secondary data sources would have been the most important and what methods would you have recommended to collect any primary data?

- How would a good needs assessment have shifted any planned intervention(s)?
- This example is from many years ago and yet the same issues persist. Can you provide one recent example from your experience/reading where a needs assessment would be critical for effective, people-centered planning?
 - Due by Friday 2/10, 3pm (4 discussion points)
- County Health Rankings: Review data on www.countyhealthrankings.org from the county you grew up in or currently live in. In an online post discuss what you found, what might prioritize for an intervention, and why.
 - Due by Monday 2/13, 5pm. (2 discussion points)

Module/Week 5: Logic Models, Goals, Objectives & Program Implementation Part 1

(Week of Monday Feb 13)

Module 5 Checklist:

1. Complete listed [readings](#) for this week
2. View all videos on Week 5 [Videos page](#)
3. Complete the Objectives, Logic Model, Resources [assignment](#)
4. Keep working on your mini [Photovoice Activity](#) - due Monday 2/27
5. Keep working on your [final project](#). Your outline is due in three weeks, by Monday 3/6 (send to me by email - wackowol@sph.rutgers.edu)
6. Questions? - Post and reply to your [Peers](#) or email the Instructor as needed (wackowol@sph.rutgers.edu).

Module 5 Readings:

- Textbook Chapter 6 – Goals & Objectives
- McLaughlin & Jordan – [Logic Models](#)
- USAID (2017). How to Note: [Developing a Project Logic Model](#)
- Read Textbook Chapter 7 on health behavior theories and review [summary slides](#)
- Read about Preparation for Implementation/Identification & Allocation of Resources in the textbook
 - this should be chapter 11 if you have the 8th edition or Chapter 10 in older editions
- [Prinja](#) et al. Cost analysis of implementing mHealth intervention for maternal, newborn and child health care through community health workers: assessment of ReMIND program in Uttar Pradesh, India.

Module 5 Discussion Postings/Assignments:

- Objectives/Model Assignment: Review the STI Prevention program description on the attached PPT slides. Using these slides, write relevant SMART objectives of each type found in the slides.

- On a separate PPT slide, draw a logic model representing how you think this program is conceptually supposed to work in order to get to their ultimate health goal – that is, what outcomes (e.g., short/intermediate/long term) do you think the proposed activities and associated outputs are supposed to lead to, and how do these outcomes relate to one another? Some of these may be learning-related outcomes, behavioral-related, health outcomes. I have started it for you. You can “fill in” the one included in the PPT slides.
- On additional PPT slides, make a list of all the resources you might need to implement the program and the budget required for its implementation. For personnel consider what their responsibilities might be and what qualifications, skills, training or other qualities they may need. Due by Friday 2/17, 3pm. (16 points)

Module/Week 6: Program Implementation II

(Week of Monday Feb 20)

Module 6 Checklist:

1. Complete listed [readings](#) for this week
2. View all videos on Week 6 [Videos](#) page
3. Post a reaction to questions about Program Implementation [Scenario 1](#), and then comment on posts from two classmates
4. Post a reaction to questions about Program Implementation [Scenario 2](#), and then comment on posts from two classmates
5. Upload your mini [Photovoice activity](#) presentation - due next Monday 2/27 by 3pm.
6. Keep working on your [final project](#). Your outline is due in two weeks by 3/6 (send to me by email - wackowol@sph.rutgers.edu)
7. Questions? - Post and reply to your [Peers](#) or email the Instructor as needed (wackowol@sph.rutgers.edu).

Module 6 Readings:

- Textbook Chapter 12 – Program Implementation
- [Frieden](#): Six Components Necessary for Effective Public Health Program Implementation
- [Fleischman & Streifel](#): Strategic Partnerships to Advance Family Planning – Lessons from Senegal.

Module 6 Discussion Postings/Assignments:

- 1) Implementation Case Study 1: Review Implementation Scenario 1 attached, and post a discussion board response to the questions at the bottom of the scenario – Post by Friday, 2/24, 3pm.
 - a. By Monday 2/27, read and comment on 2 other students’ responses – did they propose the same things as you?

- 2) Implementation Case Study 2: Review Implementation Scenario 2 attached, and post a discussion board response to the questions at the bottom of the scenario – Post by Friday, 2/24, 3pm.
 - a. By Monday 2/27, read and comment on 2 other students' responses – did they propose the same things as you?

Module/Week 7: Community Organizing

(Week of Monday Feb 27)

Module 7 Checklist:

1. Complete listed readings for this week
2. View all videos on Week 7 [Videos](#) page
3. Upload your mini [Photovoice activity](#) presentation - due Monday by 2/27 by 3pm.
4. Comment on at least three of your classmates' [Photovoice](#) presentations by Friday, 3/3.
5. Post in the discussion about [modern community organizing](#) examples by Friday, 3/3
6. Review the GirlTrek Video and Website and [draft a logic model](#) for this program by Friday, 3/3
7. Study for your [midterm exam](#) next week
8. Keep working on your [final project](#). Your outline is due next week by Monday 3/6 (send to me by email - wackowol@sph.rutgers.edu)
9. Questions? - Post and reply to your [Peers](#) or email the Instructor as needed (wackowol@sph.rutgers.edu).

Module 7 Readings:

- Textbook– Community Organizing & Building (Chapter 9 or 10, depending on edition)
- Practical strategies for [culturally competent evaluations](#)
- [Wegs et al.](#) Community Dialogue to Shift Social Norms and Enable Family Planning: An Evaluation of the Family Planning Results Initiative in Kenya
- [Leah Hoffman et al.](#): To speak to me, address us: Insights from LGBT young adults to inform public education campaigns

Module 7 Discussion Postings/Assignments:

- *[Modern Community Organizing](#)*: Take a look at the picture of the Time magazine cover attached. Who are these people? Do you think their efforts can be considered “community organizing”? How and why? What if, anything, do you think were some positive results of their actions?

Can you think of any other modern day examples of community organizing or advocacy efforts? What makes you think so? Can you describe any results of these efforts thus far? (due by Friday 3/3, 3pts)
- *[GirlTrek Model](#)*: After watching the Girl Trek video and exploring the Girl Trek website (https://www.girltrek.org/our_mission), take a stab at mapping and drawing a logic model

for how you think this program "works". You can create your logic model on a PowerPoint Slide or on Word document. Upload the file here. (due by 3/3, 3pts)

Module/Week 8: Midterm Exam (covers weeks 1-7)

(Week of Monday March 6)

- Email your outline notes about your Final Project paper to me by Monday, March 6th, 3pm (wackowol@sph.rutgers.edu)
- Complete your online Midterm Exam by Friday, 3/10, 3pm)
- Read and comment on at least 2 of your classmates' posts in last week's discussion about modern community organizing/advocacy efforts – did they propose the same things as you? (due by Friday, 3/10)

Module/Week 9: Spring Break – No Class

(Week of Monday March 13)

Module/Week 10: Intro to Evaluation/Process Evaluation

(Week of Monday March 20)

Module 10 Checklist:

1. Complete listed [readings](#) for this week
2. View all videos on Week 10 [Videos](#) page
3. Post in the discussion about [process evaluation](#) by Friday, 3/24
4. Keep working on your [final project](#)
5. Questions? - Post and reply to your [Peers](#) or email the Instructor as needed (wackowol@sph.rutgers.edu).

Module 10 Readings:

- Textbook Chapter 13 – Evaluation – an Overview
- Textbook Chapter 14 – read first part of chapter on Process Evaluation
- [Linnan & Steckler](#) article – Process Eval
- [Sharma et al](#): Process evaluation plan for assessing a complex community-based maternal health intervention in Ogun State, Nigeria.
- Explore CDC's Evaluation Resource page: <https://www.cdc.gov/eval/index.htm>

Module 10 Discussion Postings/Assignments:

Process Eval Discussion: Let's practice our process eval skills with our ongoing NJU STI program example. Re-read the scenario below and this time address the questions about process evaluation:

Imagine that you've been called in to help develop evaluation plans for a new program at New Jersey University that aims to reduce the incidence and prevalence of sexually transmitted infections (STIs) at NJU. The program planners tell you that that the program will consist of several **activities**:

- the installation of condom machines in all campus dorms
- the provision of free confidential STI screenings on campus clinics
- a campus media campaign (using ads in the school's paper, flyers, posters, and bus ads) highlighting the importance & benefits of safe sex and the services mentioned above; and
- seminars in campus dorms to educate students about different types of STIs, their risks and prevention methods (including demonstrations on proper use of condoms)

Your Turn:

- What are some relevant process evaluations questions you might examine for each of these activities?
- How could you collect data to address them?
- (due by Friday, 3/24)

Module/Week 11: Impact Evaluation

(week of Monday March 27)

Module 11 Checklist:

1. Complete listed [readings](#) for this week
2. View all videos on Week 11 [Videos](#) page
3. Complete your [Evaluation Case Study 1](#) Assignment by Friday, 3/31
4. Keep working on your [final project](#)
5. Questions? - Post and reply to your [Peers](#) or email the Instructor as needed (wackowol@sph.rutgers.edu).

Module 11 Readings:

- Textbook Chapter 14 – read second part of chapter on Summative Evaluation
- Rossi – [Assessing Program Impact](#) – Randomized Field Experiments
- McKenzie – [Internal & External Validity](#)
- Muthengi & Austrian: Cluster randomized evaluation of the [Nia Project](#): study protocol

Module 11 Discussion Postings/Assignments:

- Assignment: Complete Eval Case Study #1 (due by Friday 3/31, 3pm, 20 points)

Module/Week 12: Sampling Methods and Measures

(Week of Monday April 3)

Module 12 Checklist:

1. Complete listed [readings](#) for this week
2. View all videos on Week 12 [Videos](#) page
3. Complete your [Evaluation Case Study 2](#) Assignment by Friday, 4/7
4. Keep working on your [final project](#). Your full paper is due for peer review in two weeks (Monday, April 17th).
5. Questions? - Post and reply to your [Peers](#) or email the Instructor as needed (wackowol@sph.rutgers.edu).

Module 12 Readings:

- Textbook Chapter 5 – Measurement & Sampling
- [Weinmann](#) et al. Population-based assessment of health needs of Syrian migrants in Germany: what is the best sampling method?
- [Guillery et al.](#) Recruiting Hard-to-Reach Populations for Survey Research: Using Facebook and Instagram Advertisements and In-Person Intercept in LGBT Bars and Nightclubs to Recruit LGBT Young Adults. [J Med Internet Res.](#)2018 Jun; 20(6): e197.
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- Optional reading: [USAID](#) – Design, implementation, monitoring and evaluation of cross-cultural HIV-related mental health and psycho-social assistance programs: user's manual

Module 12 Discussion Postings/Assignments:

- Assignment: Complete Eval Case Study #2 (due by Friday 4/7, 3pm)

Module/Week 13: Data Analysis & Reporting

(Week of April 10th)

Module 13 Checklist:

1. Complete listed [readings](#) for this week
2. View all videos on Week 13 [Videos](#) page
3. Complete your [Hypothesis Testing Activity](#) by Friday, 4/14, 3pm
4. Complete your [Evaluation Case Study 3](#) Assignment by Friday, 4/14, 3pm
5. Keep working on your [final project](#). Your full papers are due for peer review next week, Monday, April 17th.
6. Study for your [Evaluation Quiz](#) next Week.
7. Questions? - Post and reply to your [Peers](#) or email the Instructor as needed (wackowol@sph.rutgers.edu).

Module 13 Readings:

- Textbook Chapter 15 – Data Analysis & Reporting
- [Rossi Chapter 12 - eval results and stakeholders-1.pdf](#)
- [NCI – Making Data Talk](#)

- Skim through the following links to get an idea of how the FDA communicated about results of one of their tobacco prevention campaigns in various ways:
 - A peer reviewed research [article](#)
 - A press [release](#)
 - A [webpage](#) for the public
 - An [infographic](#) about certain results
 - A [fact sheet](#) about some of its research methods

Module 13 Discussion Postings/Assignments:

- [Data analysis activity sheet](#): Complete the following activity sheet to practice writing logical hypotheses, thinking about independent and dependent variables and what statistical tests can be used. Upload your completed copy. I will share an “answer key” after all submissions are in so you can check your work before the quiz next week (Due by Friday 4/14, 3pm 4 participation points)
- Assignment: Complete Eval Case Study #3 (due by Friday, 4/15, 3pm)

Module/Week 14: Evaluation Quiz & Paper Peer Review

(Week of April 17th)

Module 14 Checklist:

1. Share your final project paper to receive peer grading/feedback from two of your classmates – Upload your paper by Monday, April 17, 3pm
2. You will also read/review and provide peer feedback and grading on two of your classmates' papers. Complete your review by Friday April, 21, 3pm
3. Review "answer key" from hypothesis testing activity
4. Take the online Evaluation Quiz by Friday April, 21, 3pm
5. Review notes from Eval Case Study 3

Module/Week 15: Wrapping Up – Final Project Papers Due

(Week of April 24th)

Module 15 Checklist:

1. Submit your [Final Project Papers](#) by Thursday, April 27th, 9am.
2. Work on your 10 minute [Video Presentation](#) about your final project (due next week by Monday, May 1st, 3pm).
3. Optional Reading: Crankshaw et al. (2022). [Final evaluation for This Free Life](#), a 3-Year, Multi-Market Tobacco Public Education Campaign for Gender and Sexual Minority Young Adults in the United States.
4. Questions? - Post and reply to your [Peers](#) or email the Instructor as needed (wackowol@sph.rutgers.edu).

Module/Week 16: Wrapping UP

(Week of Monday May 1)

Module 16 Checklist:

- Final project videos are due.
- Should be 10 minutes long max, narrated power point presentation
- Post your video by Monday, May 1st, 3pm.

- **Watch** presentation videos of 5 different classmates
 - o Provide comments for each and provide a peer eval grade on this assignment (your review will be anonymous)
 - o Will be graded based on average peer evaluation grade
 - o Will provide grading rubric
 - o Complete viewing of videos and peer grades by Friday May 5th, 3pm.

Module/Week 17: Grades Due – No Class

(Grades due on Wed May 10)

Learning Management System: Canvas will be used extensively throughout the semester for course syllabus, assignments, announcements, communication and/or other course-related activities. It is the student's responsibility to familiarize themselves with Canvas and check it regularly. If you have difficulties accessing Canvas, please inform the instructor and Canvas Support (help@canvas.rutgers.edu). Canvas is accessible at canvas.rutgers.edu.

School of Public Health Honor Code: The School of Public Health Honor Code is found in the School Catalog (sph.rutgers.edu/academics/catalog.html). Each student bears a fundamental responsibility for maintaining academic integrity and intellectual honesty in his or her graduate work. For example, all students are expected to observe the generally accepted principles of scholarly work, to submit their own rather than another's work, to refrain from falsifying data, and to refrain from receiving and/or giving aid on examinations or other assigned work requiring independent effort. In submitting written material, the writer takes full responsibility for the work as a whole and implies that, except as properly noted by use of quotation marks, footnotes, etc., both the ideas and the works used are his or her own. In addition to maintaining personal academic integrity, each student is expected to contribute to the academic integrity of the School community by not facilitating inappropriate use of her/his own work by others and by reporting acts of academic dishonesty by others to an appropriate school authority. It should be clearly understood that plagiarism, cheating, or other forms of academic dishonesty will not be tolerated and can lead to sanctions up to and including separation from the Rutgers School of Public Health.

Students with Disabilities: Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student must apply for Services by first completing a Registration Form with the Rutgers Office of Disability Services (ODS) at ods.rutgers.edu. The student will also be required to participate in an ODS intake interview and provide documentation. If reasonable accommodations are granted, ODS will provide you with a Letter of Accommodations which should be shared with your instructors as early in your courses as possible.

Commitment to Safe Learning Environment: The Rutgers School of Public Health is committed to helping create a safe learning environment for all students and for the School as a whole. Free expression in an academic community is essential to the mission of providing the highest caliber of education possible. The School encourages civil discourse, reasoned thought, sustained discussion, and constructive engagement. Provocative ideas respectfully presented are an expected result. An enlightened academic community, however, connects freedom with responsibility. The School encourages all students to disclose any situations where you may feel unsafe, discriminated against, or

harassed. Harassment or discrimination of any kind will be not tolerated and violations may lead to disciplinary actions.

Student Well-Being: The School of Public Health recognizes that students may experience stressors or challenges that can impact both their academic experience and their personal well-being. If the source of your stressors or challenges is academic, students are encouraged to discuss these challenges and circumstances with their instructor, if they feel they may need additional support or temporary accommodations at the beginning or during this course. The course instructor may consider making reasonable temporary adjustments depending on the student's situation. For personal concerns or if additional support is needed, students may reach out to the [Office of Student Affairs](#) or any of the appropriate referral resources listed on the [SPH Student Connect](#) Canvas page

Reporting Discrimination or Harassment: If you experience any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, know that help and support are available. You may report such incidents to the [RBHS Title IX Office](#) or to the School of Public Health's [Office of Student Affairs](#). Rutgers University has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. If you experience any other form of discrimination or harassment, including racial, ethnic, religious, political, or academic, please report any such incidents to the School's [Office of Student Affairs](#). The School strongly encourages all students to report any incidents of discrimination or harassment to the School. Please be aware that all Rutgers employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers as listed in Appendix A to [Policy 10.3.12](#)) are required to report information about such discrimination and harassment to the School and potentially the University. For example, if you tell a faculty or staff member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty or staff member must share that information with the [RBHS Title IX Coordinator](#). If you wish to speak to a confidential employee who does not have this reporting responsibility, you can find a list of resources in Appendix A to University [Policy 10.3.12](#). For more information about your options at Rutgers, please visit [Rutgers Violence Prevention and Victim Assistance](#).

Overview of School Policies: Academic and non-academic policies and procedures, such Auditing a Course, Retaking Courses, Grade Grievance and others that cover registration, courses and grading, academic standing and progress, student rights and responsibilities, graduation and more may be found under [Policies](#) on the School of Public Health website. Below are select specific policies; however, students are responsible for keeping informed about academic and non-academic policies and procedures beyond those noted on this syllabus

Graduate Student Computer Policy: Students are required to possess a personal laptop, no older than approximately two years, that must meet minimum requirements which may be found online at: sph.rutgers.edu/student-life/computer-support.html

Policy Concerning Use of Recording Devices and Other Electronic Communications Systems: When personally owned communication/recording devices are used by students to record lectures and/or classroom lessons, such use must be authorized by the faculty member or instructor who must give either oral or written permission prior to the start of the semester and identify restrictions, if any, on the use of mobile communications or recording devices.

Policy Concerning Use of Turnitin: Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com (directly or via learning management system, i.e. Canvas) for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site. Students who do not agree should contact the course instructor immediately.

Withdrawal/Refund Schedule: Students who stop attending their course(s) without submitting a completed [Add/Drop Course](#) form will receive a failing grade. Furthermore, students dropping to zero credits for the semester are considered withdrawn and must submit a completed [Leave of Absence](#) form from the School of Public Health's Office of Student Affairs. The School of Public Health refunds tuition only. Administrative and technology fees are non-refundable. You may find the Withdrawal/Refund Schedule on the School of Public Health website at: sph.rutgers.edu/academics/academic-calendar.html

Selected Concentration Competencies Addressed: Each Concentration identifies competencies for each degree offered.

The competencies addressed in this course for the MPH in Social & Behavioral Health Sciences include:

1. Design, implement, conduct and evaluate health education/promotion programs in diverse settings.
2. Use various techniques to conduct needs assessments of diverse populations.
3. Understand the importance and use of public health policy in health behavior change and health promotion.

Competency	Course Objectives(s)	Lessons	Assessment(s)
1	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6, 7, 10, 11, 12, 13	Midterm, Evaluation Quiz, Evaluation Case Study Assignments, Final Project Report and Presentation
2	2	4	Photovoice Activity, County Health Rankings Activity, Midterm, Final Project Report
3	1, 4	1, 2, 3	Midterm

The competencies addressed in this course for the MPH in Global Public Health include:

1. Demonstrate an understanding of the economic, educational, political, sociocultural, environmental, ecological and biological conditions that represent obstacles to attaining global health
2. Exhibit skill sets required for global health practice including written and verbal communication skills, capacity for interprofessional teamwork, leadership, social awareness and cultural competency to enhance capacity strengthening and service delivery with compassion and integrity

Competency	Course Objectives(s)	Lessons	Assessment(s)
1	1, 2, 3, 4	1, 2, 3,4	Midterm, Final Project Report and Presentation
2	3	4, 5, 6, 7	Evaluation Case Studies, Final Project Report and Presentation

The competencies addressed in this course for the MPH in Urban Public Health include:

1. Use relevant sources (including public health literature and qualitative and quantitative data) to identify the health status and disparities in urban populations and communities

2. Apply methods to develop and assess programs and strategies that protect or endanger the health and well-being of urban populations

Competency	Course Objectives(s)	Lessons	Assessment(s)
1	2	3, 4	Midterm, Final Project Report and Presentation
2	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6, 7, 10, 11, 12, 13	Midterm, Evaluation Quiz, Evaluation Case Study Assignment, Final Project Report and Presentation

The competencies addressed in this course for the MPH in Public Health Nutrition include:

1. Utilize culturally appropriate assessment methodologies to identify and prioritize diet and nutritional problems for diverse population groups; and
2. Apply research methodology, interpretation of research literature, and integration of research principles into evidence-based public health nutrition practice or policy.
3. Develop an evaluation framework for a population-based nutrition intervention or program;

Competency	Course Objectives(s)	Lessons	Assessment(s)
1	2	3, 4	Midterm, Final Project Report and Presentation
2	2, 3	1, 2, 3, 4	Midterm, Final Project Report and Presentation
3	6, 7, 8	10, 11, 12, 13	Evaluation Quiz, Evaluation Case Study, Final Project Report.

The competencies addressed in this course for the MPH in LGBTQ Health include:

1. Use relevant sources (including public health literature and qualitative and quantitative data) to identify the health status and disparities in specific LGBTQ populations and communities

Competency	Course Objectives(s)	Lessons	Assessment(s)
1	2	3, 4	Midterm, Final Project Report and Presentation

The competencies addressed in this course for the MPH in Population Mental Health include:

1. Evaluate interventions that promote population mental health/wellbeing.

Competency	Course Objectives(s)	Lessons	Assessment(s)
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1	5, 6, 7,	10, 11, 12, 13	Evaluation Case Study Assignments, Evaluation Quiz, Final Project Report and Presentation
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The competencies addressed in this course for the MPH in Public Health Practice for Clinicians (PHPC) include:

1. Evaluate programs in diverse settings

Competency	Course Objectives(s)	Lessons	Assessment(s)
1	5, 6, 7, 8	10, 11, 12, 13, 14	Evaluation Case Study Assignments, Evaluation Quiz, Final Project Report and Presentation