

Course Title: Evaluation and Evidence for Public Health

Course Number: UGPH 0716

Course Pre- and Co-requisite(s):

Course Location: Synchronous online meetings and in-person executive sessions

Course Date & Time: June 2 through July 28, 2022; 6:30 – 9:00 most sessions; some sessions 6:30 – 8:30; plus July 22 – 24 executive sessions)

Course Instructor: Kimberly Boller, Ph.D.
Kimberly.boller@rutgers.edu
609-532-0986 (please text or call as needed and identify yourself each time)

Office Hours: By appointment and for 30 minutes after each class meeting

Course Assistant: None

Course Website: canvas.rutgers.edu

Required Course Texts:

1. Newcomer, K.E., Hatry, H.P. & Wholey, J.S. (2015). *Handbook of practical program evaluation*. 4th Edition. Hoboken, NJ: Wiley.
2. Haskins, R. & Margolis, G. (2015). *Show me the evidence: Obama's fight for rigor and results in social policy*. Washington, DC: The Brookings Institution.
3. World Health Organization (2013). *WHO evaluation practice handbook*. Geneva: World Health Organization. Available online. (ISBN 978 92 4 154868 7)

Additional/Supplemental Readings/Resources: Journal articles, briefs, and reports listed in the course meeting modules and readings in the table below.

Course Description: Public health professionals are both consumers and creators of evidence about what works and does not work to enhance public well-being. Through this course, students will understand the role of program evaluation in developing evidence for policy and program decisions. With a grounding in impact, implementation, and cost-benefit evaluation, students will demonstrate mastery by developing an evaluation design and an outline for a request for proposals for their dissertation. Throughout, students will make connections between the methods and how to apply them to their dissertation.

Selected Concentration Competencies Addressed: Each Concentration identifies competencies for each degree offered. The competencies addressed in this course for the DrPH in Leadership, Research and Practice include:

- A. Explain qualitative, quantitative, mixed methods, and policy analysis research and **evaluation** methods to address health issues at multiple (individual, group, organization, community, and population) levels

- B. Design a qualitative, quantitative, mixed methods, policy analysis or **evaluation** project to address a public health issue

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 the role of evidence and evaluation in public health policy and programs.
2. Analyze evidence criteria and evaluation standards in public health published by federal departments, professional organizations, and international entities.
3. Create a program theory of change linking inputs, outputs, and outcomes that can be used to design a dissertation.
4. Design a mixed-method evaluation with an emphasis on use of equitable evaluation approaches (covering implementation and impact research questions) to assess a public health policy, program, or practice.
5. Create a request for proposals (RFP) that includes mixed methods to assess the implementation and impact of a public health program/strategy.
6. Identify and assess the quality and rigor of the research designs used in influential public health evaluations.
7. Apply evaluation methods to public health issues in their state, nationally, and internationally.

Special Circumstances During COVID-19 (For Summer 2022)

The School of Public Health recognizes that students may experience challenges or be negatively impacted due to the COVID-19 pandemic, mental and emotional health toll from systemic racism, altered personal and professional obligations, and other crises existing at the moment in our local, national, and global communities. 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. If additional support is needed, students may reach out to the Office of Student Affairs (studentaffairs@sph.rutgers.edu) or any of the appropriate referral resources listed on the Student Connect Canvas page.

Course Requirements and Grading:

- Graded assignments and projects with points for each.
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| 1. Assignment #1: SPH Honor Code quiz (individual) | 1 pt |
| 2. Assignment #2: Evaluation research questions and logic model (individual) | 14 pts |
| 3. Assignment #3: Evaluation design plan slide deck and presentation (group) | 25 pts |

4. Assignment #4: Evaluation request for proposals outline (individual)	10 pts
5. Assignment #5: Evaluation design project (group revised deck and methods section)	30 pts
6. Reflection/blog post #1 (individual)	10 pts
7. Reflection/blog post #2 (individual)	10 pts
Total:	100 pts

- Class participation and full engagement in the culminating group assignments (#3 and #5) are expected.
- Excellent writing (style, grammar, punctuation, use of “plain language”) is expected. Every assignment must be spell-checked and grammar-checked using review software such as Grammarly. Do not submit your first draft. Submitted work with more than 3 writing issues will be turned back for rewriting. Grading rubrics include writing quality.
- Individual assignments may be submitted up to two days without discussion of circumstances. Given that this is a fast-moving course, all requests for additional time must be made in writing, but generally will not be granted for more than one week beyond the due dates below.
- Most assignments are due by Wednesday at midnight eastern time the week after they are assigned.

Grading scale:

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

Course Schedule, Topics, Mode, Assignments, and Competencies

- The specifics for each written assignment (scope, length, due date) are posted on Canvas under the Assignment tab.
- All individual assignments will be submitted on Canvas and all grades will be provided through Canvas. Group assignments will be emailed to the instructor.
- Readings and viewing of videos should be completed before the course meeting. Assignments are listed in the session they are introduced, not when they are due.

Week	Course Topics	Assignments/ Assessments (written work due the Tuesday after they are assigned unless otherwise noted)	Link to Competencies and Assessments
1 (6/2/22)	Defining public health evidence and evaluation, identifying policy-relevant research questions, developing logic models	<p>Reading for 6/2: Haskins and Margolis (pp. 1-66)</p> <p>Michalopoulos, C., Duggan, A., Knox, V., et al. (2013). Revised Design for the Mother and Infant Home Visiting Program Evaluation. Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. Chapters 1, 2</p> <p>Ungraded activity prepared for 6/2 discussion: Write 3+ bullets in response to what your future self is doing in 10-20 years with your DrPH. Who is Dr. XX (you)? What questions drive them? What are they doing with evidence and data?</p> <p>Assignment #1 due 6/3: Honor Code Quiz</p> <p>Reflection #1 due 6/8: Reflection on the role of evidence in policy decision making</p>	Competency A, Objectives 1, 2, 3, 6 (Assessed by Reflection #1)
2 (6/9/22)	Linking research questions, logic models, and evaluation methods Starting with the end in mind: evidence standards and systematic reviews	<p>Readings and viewing for 6/9:</p> <p>Newcomer et al. Chapter 1, Planning and Designing Useful Evaluations Chapter 3, Using Logic Models Chapter 26, Pitfalls in Evaluation</p> <p>Michael Quinn Patton on theory of change vs theory of transformation https://www.youtube.com/watch?v=WiYpWyjhO78</p> <p>APPAM interview of Ron Haskins on Show Me the Evidence https://www.youtube.com/watch?v=axZDFgvrMig</p> <p>Paulsell, D, et al. (2016). A Trusted Source of Information: How Systematic Reviews Can Support User Decisions About Adopting Evidence-Based Programs. Evaluation Review, 41 (1): 50-77. https://bit.ly/3eMQoWT</p> <p>Assignment #2 (Part 1 due 6/15; Part 2 due 6/16 2-minute logic model share in class): Evaluation Research Questions and Logic Model</p>	Competency A, Objectives 1, 2, 3, 6 (Assessed by Assignment #2)

Week	Course Topics	Assignments/ Assessments (written work due the Tuesday after they are assigned unless otherwise noted)	Link to Competencies and Assessments
3 (6/16/22)	Impact evaluation: Experiments Equitable evaluation: Quant Crit 2-minute sharing of logic model and research question highlights	Readings and viewing for 6/16: Newcomer et al. Chapter 7, Randomized Controlled Trials Chapter 23, Using Statistics in Evaluation Bleeker, M., Mabli, J., Fox, M., Jean-Louis, B. & Fox, M. The Impact of Healthy Harlem on the Body Mass Index and Weight Status of Adolescents after Two and Three Years (2018). Princeton, NJ: Mathematica. Castillo, W. & Gillborn, D. How to “QuantCrit:” Practices and Questions for Education Data Researchers and Users (2022). (EdWorkingPaper: 22-546). Providence, RI: Brown University. Castillo, W. SREE Researchers of Color Brown-Bag: How to “QuantCrit.” (2021). https://youtu.be/Wqi2H84DBeE	Competency B, Objectives 4, 6 (Assessed by Assignment #3)
4 (6/23/22)	Impact evaluation: Quasi-experiments and factorial designs Group project consultations	Readings for 6/23: Newcomer et al. Chapter 6: Comparison Group Designs Baker, T.B., et al. (2017). Implementing Clinical Research Using Factorial Designs: A Primer. <i>Behavior Therapy</i> , 48(4): 567–580. https://bit.ly/3wdaeAL	Competency B, Objectives 4, 6, 7 (Assessed by Assignment #2)

Week	Course Topics	Assignments/ Assessments (written work due the Tuesday after they are assigned unless otherwise noted)	Link to Competencies and Assessments
5 (6/30/22)	Implementation evaluation: Frameworks and methods	<p>Readings for 6/30:</p> <p>Damschroder, L.J. et al. (2009). Fostering implementation of health services research findings into practice: a consolidated framework for advancing implementation science. <i>Implementation Science</i>, 4(50). https://bit.ly/3w6k0V8</p> <p>Keith R.E. et al. (2017). Using the consolidated framework for implementation research (CFIR) to produce actionable findings: a rapid-cycle evaluation approach to improving implementation. <i>Implementation Science</i>, 12(1).</p> <p>Michalopoulos, C., Duggan, A., Knox, V., et al. (2013). Revised Design for the Mother and Infant Home Visiting Program Evaluation. Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. (Chapters 3, 4)</p> <p>Reflection #2 due 7/6: Reflection on the definition of public health 2022 and what public health 2030 should address</p>	<p>Competency A, Objective 1</p> <p>Competency B, Objectives 4, 6 (Assessed by Assignment #3)</p>
6 (7/7/22)	Evaluation methods and measures	<p>Readings for 7/7:</p> <p>Newcomer et al. Chapter 13, Using Agency Records Chapter 14, Using Surveys Chapter 20, Focus Group Interviewing</p> <p>Assignment #3 presentation outline due 7/13 for 30-minute in-class group check-in with instructor: Evaluation design plan slide deck outline</p>	<p>Competency B, Objectives 4, 6 (Assessed by Assignment #3)</p>

Week	Course Topics	Assignments/ Assessments (written work due the Tuesday after they are assigned unless otherwise noted)	Link to Competencies and Assessments
7 (7/14/22)	Developmental evaluation and rapid-cycle evaluation for program innovation and improvement International research In-class Assignment #3 check-in	Readings for 7/14: WHO 2013: Chapter 1, Evaluation in WHO Chapter 3, Evaluation Planning Yousafzai, A. TBD USAID (2019). Rapid feedback monitoring, evaluation, research and learning (Rapid feedback MERL). Washington, DC: USAID.	Competency A, Objectives 1, 2 Competency B, Objectives 3, 4, 6 (Assessed by Assignment 3)
8 (7/21/22)	No class, travel to Rutgers		
8.1 (7/22/22)	Executive session 1 (9 am-12 pm) Presentation and improvement of mixed design projects	Assignment #3 (Groups 1 and 2 present in person): Presentation, discussion, and group feedback	Competency B, Objectives 4, 6 (Assessed by Assignment #3)
8.2 (7/23/22)	Executive session 2 (2-6 pm) Presentation and improvement of mixed design projects	Assignment #3 (Groups 3 and 4 present in person): Presentation, discussion, and group feedback	Competency B, Objective 5 (Assessed by Assignment #3)
8.3 (7/24/22)	Executive session 3 (9 am-12 pm) Components of an effective evaluation request for proposals/terms of reference	Reading for 7/24: Newcomer et al. Chapter 29, Contracting for evaluation products and services Assignment #4 due 8/7: Evaluation request for proposals outline Assignment #5 due 8/14: Final evaluation methods section and design slide deck	Competency A, Objective 7 Competency B, Objectives 4, 5 (Assessed by Assignments #4 and #5)

Week	Course Topics	Assignments/ Assessments (written work due the Tuesday after they are assigned unless otherwise noted)	Link to Competencies and Assessments
9 (7/28/22)	Economic, cost/benefit, and cost-effectiveness evaluation Wrap up home visiting case Final course evaluation survey	Readings for 7/28: Newcomer et al. Chapter 24, Cost-Effectiveness and Cost-Benefit Analysis Russell, Louise B. et al. (2016). Strengthening Cost-Effectiveness Analysis for Public Health Policy. <i>American Journal of Preventive Medicine</i> , Volume 50, Issue 5, S6 – S12. Haskins and Margolis, pp. 213-239	Competency A, Objectives 1, 6, 7 Competency B, Objectives 4, 5 (Assessed by Assignment #5)

Summer 2022 Remote Learning Policies

As you know, we are engaged in this course under extraordinary circumstances. Not only are we conducting the class primarily remotely, but we are all working under the repercussions of the COVID-19 pandemic. The following are class policies for our class Zoom sessions. All students are expected to adhere to the policies.

General: Log into Zoom using your Rutgers NetID and sign in with your full first name and last name as listed on the class roster. (If you use a different name than what is listed on the class roster, please email the instructor in advance of the class or send a private Chat message.) Using your full name allows the instructor to know who is in attendance and to quickly sort students into their groups when needed. Users who do not log into Zoom using their Rutgers NetID may have trouble accessing the Zoom classroom.

Video: Please turn on your video when possible. We recognize that this isn't always easy but this will help to build our class community. Seeing the faces of your classmates more closely duplicates the typical in-person learning experience and may shift your mindset into more focus and attention. Seeing each other can also provide each of us with positive social interactions.

- If you're unable to find an environment without a lot of visual distractions or prefer to not show your living space as a background, feel free to use a virtual background (several virtual background images created by the School of Public Health are available in the Student Connect Canvas page).
- To save bandwidth, there may be times during class when the instructor asks students to turn off videos.
- Add a photo to your Zoom profile. (Then in times when videos are off, we'll see photos of everyone rather than an empty box.)
- If you have limited internet bandwidth or other issues impacting your video use, please inform the instructor.

Audio: Mute your microphone when you are not talking. This helps eliminate background noise.

- Use a headset, if possible. If you own headphones with a microphone, please use them. This improves audio quality.
- Be in a quiet place, if possible. Turn off any music, videos, etc. in the background.

Chat: Stay on topic and be respectful. Use the chat window for questions and comments that are relevant to the class.

NOTE: Class meetings on Zoom will be recorded and made available for students in the course on Canvas only.

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.

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](#).

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