JSGS 824: Health Program Planning and Evaluation

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<th>UNIVERSITY OF REGINA CAMPUS</th>
<th>UNIVERSITY OF SASKATCHEWAN CAMPUS</th>
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<tr>
<td>INSTRUCTOR: Tarun Katapally, PhD, MHA, MBBS</td>
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<td>OFFICE HOURS:</td>
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<td>OFFICE LOCATION: 110-2 Innovation Place</td>
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<td>TERM: Fall 2017</td>
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<td>ROOM:</td>
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<td>DATE AND TIME:</td>
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<tr>
<td>TEACHING ASSISTANT: Kayla Stevenson (<a href="mailto:stevekay@uregina.ca">stevekay@uregina.ca</a>)</td>
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**CALENDAR DESCRIPTION**

This course is designed to provide the key principles of health program planning and evaluation to health professionals who aspire to inform program development in their respective fields of expertise. The areas of focus for this course include program planning models; design of evaluation plans; program theory; mixed-methods data collection; indicators and measures of program outcomes; special topics including Indigenous evaluation and policy evaluation, as well as evaluation reporting. By the end of the course, students will be familiar with a variety of tools used in program planning and evaluation, and will have gained experience in developing an evaluation plan.

**LEARNING OBJECTIVES**

- Understand the relationship between program planning, research, and evaluation
- Develop a knowledge base of evaluation that could be used within multiple contexts of health planning and programming
- Explore pros/cons and application of multiple evaluation approaches and types
- Demonstrate knowledge of mixed methods in conducting program evaluation
- Design an evaluation plan for a public health program, including the development of a logic model
- Understand and identify evaluation challenges, as well as ethical implications
COURSE WEBSITE
All course material will be posted on the course website: https://urcourses.uregina.ca/. PowerPoint presentations will be posted on Wednesday every week (except for topics spanning two weeks). Students are encouraged to use the discussion board to ask questions and engage in conversations with their peers about the weekly modules.

COURSE OUTLINE AND ASSIGNMENTS

MODULE 1- Introduction to Program Planning and Evaluation

Week of September 4

Topics:
- Characteristics of program planning and evaluation
- Key definitions (i.e., program, stakeholder, target group, etc.)
- Rationale for program planning/evaluation
- Approaches to program planning
- Social, political, and economic context considerations
- Theories, frameworks and models
- Program planning cycle
- Difference between research and evaluation

Readings:

MODULE 2- Planning a Program and an Evaluation

Week of September 11

Topics:
- Question(s)/problems, target populations, program goals and objectives,
- Stakeholder relationships
- Evaluability assessment
- Internal vs. external evaluation
- Introduction to logic models
Readings:


MODULE 3- Program Theory and Logic Models

Week of September 18

Topics:

- What is program theory
- How evaluation questions flow from program theory
- Program theory assessment
- Development of logic models
- Examples of theories relevant to health practice

Readings:


MODULE 4- Evaluation Approaches

Week of September 25

Topics:

- Overview of evaluation approaches
- Use and purpose of approaches in guiding program evaluation
- Examples of evaluation approaches:
  - Utilization-focused evaluation
  - Participatory evaluation
  - Appreciative inquiry
  - Developmental evaluation
Readings:

Additional readings:

MODULE 5- Types of Evaluation  
Week of October 2 and October 9 (spans 2 weeks)

Topics:
- Formative evaluation
- Needs assessments
- Process (implementation) evaluation
- Outcome (effect) evaluation
- Cost evaluations and economic analyses
- Examples from the field of public health

Readings:


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**OPTIONAL ASSIGNMENT DEADLINE (EVALUATION PLAN PART 1): OCTOBER 16**

**ONLINE QUIZ: OCTOBER 23-24**

**MODULE 6- Evaluation Design, Methods and Data Collection Tools**

Week of October 16 and October 23 (spans 2 weeks, before and after reading week)

**Topics:**

- Evaluation design
- Quantitative methods (i.e., surveys, google analytics)
- Qualitative methods (i.e., focus groups, content analysis, goal attainment scaling, Photovoice)
- Sources of data for health programs

**Readings:**


   - Section 6: Conducting Focus Groups
   - Section 7: Needs Assessment Survey
   - Section 12: Conducting Interviews
   - Section 13: Conducting Surveys
   - Section 15: Qualitative Methods to Assess Community Issues


9. Optional: Katapally Longo webinar on innovative methods

**MODULE 7- Special Topic: Conducting Evaluation in Indigenous Communities**  Week of October 30

**Topics:**
- Considerations for conducting evaluation in Indigenous communities/of Indigenous-focused programs
- Appropriate evaluation approaches
- Case example

**Readings:**


**Additional readings:**

MODULE 8- Indicators and Measuring Program Outcomes  

Topics:

- Measurement and monitoring of program outcomes
- Identification of relevant indicators
- Assessment of program impact
- Detection, interpretation, and analysis of program effects

Readings:


OPTIONAL ASSIGNMENT DEADLINE (EVALUATION PLAN PART 2): NOVEMBER 13

MODULE 9- Challenges and Ethical Considerations  

Topics:

- Professional standards and ethical conduct
- Management of multiple stakeholders
- Measurement bias and validity issues

Readings:

MODULE 10 – Policy Evaluation

Week of November 20

Topics:

- The role of evaluation in evidence-informed decision and policymaking
- Approaches in conducting policy evaluation (key questions, data sources, methods)
- Example of a policy evaluation

Readings:

   - Section 2: Framework for Setting up and Conducting Evaluation of the Policy and Plan
   - Section 3: Case Study: An Evaluation of a National Mental Health Policy and Plan in a Hypothetical Country

MODULE 11 – Evaluation Reporting and Wrap Up

Week of November 27

Readings:


FINAL EVALUATION PLAN ASSIGNMENT DEADLINE: DECEMBER 5
REQUIRED READINGS

All of the reading material for this course will be provided through the course website. This course has no required textbooks, however optional reference books are listed below:


GRADING SCHEME AND ASSIGNMENTS

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<thead>
<tr>
<th>Assessment</th>
<th>Weight</th>
<th>Deadline</th>
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<tr>
<td>Participation in online discussion board</td>
<td>20%</td>
<td>Ongoing</td>
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<tr>
<td>Online quiz</td>
<td>20%</td>
<td>October 23/24</td>
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<td>Evaluation Plan</td>
<td>60%</td>
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<td>- Part 1: Program description, evaluation purpose, and stakeholder summary (15%)</td>
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<td>- Part 2: Program logic model (25%)</td>
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<td>- Part 3: Mixed methods evaluation design and draft survey or interview guide (20%)</td>
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*Students will be given the option to either:*

1) Submit this assignment in its entirety on **December 5** or;
2) Submit each section on its respective due date and receive feedback prior to continuing with the rest of the assignment.

*All written assignments will be assessed for overall grammar, clarity, presentation/formatting, and writing style. A total of 5% of your assignment grade will be for writing style. Please consult University of Regina Writing Services if you require help with writing or proofreading your assignments.

Participation

The discussion board will be used as a venue to post questions and engage in discussions with your classmates. For each module, the course instructor will post a question or discussion topic for students to discuss on the board for participation marks. Students are encouraged to share their experiences and
post any questions they may have about the material, however the grading will only be based on responses to the question/discussion topic posted.

Discussion forum posts do not need to include references. There will be a word limit of 200 words to help you keep responses succinct and incorporate readings/content from the module where appropriate.

Live webinars will be held once per month to provide students with an opportunity to interact and ask questions. Webinars will be scheduled using a poll after the term has commenced. Attendance for webinars are optional and will not be graded for participation.

**Online Quiz**
A multiple-choice, closed-book quiz will be administered online to assess students’ understanding of the basics of program and evaluation planning, evaluation types, and uses of each approach. In order to work around varied schedules, students will have two days to complete the quiz (Oct 23-24). The quiz will have to be completed in one sitting as there will be a 60-minute time limit, and students will not be able to log out and re-enter the quiz once started. Additional information will be posted online prior to the quiz date.

**Evaluation Plan Assignment**
This assignment will test students’ ability to apply the course concepts and design an evaluation for a health program. Students will be given the option to choose between three different programs. The assignment can be submitted in three parts, or in its entirety at the end of the course. More detailed instructions and templates are available on the course website.

**LATE ASSIGNMENTS**
It is essential that assignments are submitted by the time and date specified. Late assignments will be penalized by deduction of 5% per day. In extenuating circumstances, please contact the course instructor.

**STUDENTS WITH SPECIAL NEEDS**
University of Regina (U of R): Students in this course who, because of a disability, may have a need for accommodations are encouraged to discuss this need with the instructor and to contact the Coordinator of Special Needs Services at (306) 585-4631.

U OF S: Students in this course who, because of a disability, may have a need for accommodations are encouraged to discuss this need with the instructor and to contact Disability Services for Students (DSS) at 966-7273.

**STUDENTS EXPERIENCING STRESS**
University of Regina (U of R): Students in this course who are experiencing stress can seek assistance from the University of Regina Counselling Services. For more information, please see the attached document, visit this website: http://www.uregina.ca/student/counselling/contact.html, or call (306) 585-4491 between 8:30 a.m. to 4:30 p.m. Saskatchewan time Monday to Friday.
ACADEMIC INTEGRITY AND CONDUCT

U of R: Ensuring that you understand and follow the principles of academic integrity and conduct as laid out by the University of Regina (available at http://www.uregina.ca/gradstudies/grad-calendar/policy-univ.html) is vital to your success in graduate school. Ensuring that your work is your own and reflects both your own ideas and those of others incorporated in your work is important: ensuring that you acknowledge the ideas, words, and phrases of others that you use is a vital part of the scholarly endeavour. If you have any questions at all about academic integrity in general or about specific issues, contact your course instructor to discuss your questions.

U OF S: Understanding and following the principles of academic integrity and conduct as laid out in the University of Saskatchewan’s Guidelines for Academic Conduct is vital to your success in graduate school (available at www.usask.ca/university_secretary/council/reports_forms/reports/guide_conduct.php). Ensuring that your work is your own and reflects both your own ideas and those of others incorporated in your work is important: ensuring that you acknowledge the ideas, words, and phrases of others that you use is a vital part of the scholarly endeavour. If you have any questions at all about academic integrity in general or about specific issues, contact any faculty member and we can discuss your questions.