

# JSGS 824 Health Program Planning and Evaluation

	UNIVERSITY OF REGINA CAMPUS	UNIVERSITY OF SASKATCHEWAN CAMPUS
<b>INSTRUCTOR:</b>	Jasmin Bhawra	
<b>PHONE:</b>	-	
<b>E-MAIL:</b>	jasmin.bhawra@uregina.ca	
<b>OFFICE HOURS:</b>	Upon request	
<b>OFFICE LOCATION:</b>	2155 College Avenue, Rm. 332.2	
<b>TERM:</b>	Spring 2019	
<b>ROOM:</b>	Online	
<b>DATE AND TIME:</b>	May 6 to June 23	

## CALENDAR DESCRIPTION

This intensive 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; indicators and measures of program outcomes; mixed-methods data collection; 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 the application of multiple evaluation 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

## ATTRIBUTES OF JSGS GRADUATES

1. Management, Governance, and Leadership: Ability to inspire support for a vision or course of action and successfully direct the teams, processes, and changes required to accomplish it.
2. Communication and Social Skills: Ability to communicate effectively and build enduring, trust-based interpersonal, professional relationships.

3. Systems Thinking and Creative Analysis: Ability to identify key issues and problems, analyze them systematically, and reach sound, innovative conclusions.
4. Public Policy and Community Engagement: Ability to understand how organizational and public policies are formulated, their impact on public policy and management and how to influence their development.
5. Continuous Evaluation and Improvement: Commitment to on-going evaluation for continuous organizational and personal improvement.
6. Policy Knowledge: Ability to analyze and contribute content to at least one applied policy field.

## COURSE CONTENT AND APPROACH

All course material will be posted on the course website: <https://urcourses.uregina.ca/>. PowerPoint presentations will be posted on **Monday every week**. 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

<b>MODULE 1- Introduction to Program Planning and Evaluation</b>	Week of May 6
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### **Topics:**

- Characteristics of program planning and evaluation
- Approaches to program planning
- Theories, frameworks and models
- Difference between research and evaluation
- Question(s)/problems, target populations, program goals and objectives
- Stakeholder relationships
- Evaluability assessment
- Introduction to logic models

### **Readings:**

1. Fraser Health. 2009. A Guide to Planning and Conducting Program Evaluation. Section 2.0 – Background on Program Evaluation **p. 10-15**.
2. The Health Communication Unit - Centre for Health Promotion University of Toronto. 2001. Introduction to Health Promotion Program Planning. **p.1-7**.
3. Kegler MC, Rigler J, Honeycutt S. 2011. The role of community context in planning and implementing community-based health promotion projects. *Evaluation and Program Planning*, 34:246-253.
4. Levin-Rozalis M. 2003. Evaluation and research: Differences and similarities. *Canadian Journal of Program Evaluation*, 18(2):1-31.
5. Crosby R, Noar SM. 2011. What is a planning model? An introduction to PRECEDE-PROCEED. *Journal of Public Health Dentistry*, 71:**S7-S15**.
6. Tramm R, McCarthy A, Yates P. 2011. Using the Precede-Proceed model of health program planning in breast cancer nursing research. *Journal of Advanced Nursing*, 68(8):1870-1880.

7. Dunet DO & Reyes M. 2006. Stakeholder-focused evaluation of an online course for health care providers. *Journal of Continuing Education in the Health Professions*, 26(4):257-67.
8. March of Dimes (2004). "SMART" objectives.
9. Fraser Health. 2009. A Guide to Planning and Conducting Program Evaluation: Section 3.0 – Preparing for Evaluation and Section 4.0 – Develop an Evaluation Plan. p. 16-35.
10. Craig P, Campbell M. 2015. Evaluability assessment: A systematic approach to deciding whether and how to evaluate programs and policies. *What Works: Scotland*.
11. *Additional optional reading (in-depth description of the steps from the slides):* Public Health Ontario. 2015. *Planning health promotion programs: Introductory workbook*. (4<sup>th</sup> Edition). Toronto, ON: Queens Printer for Ontario.

<b>MODULE 2 - Types of Evaluation</b>	Week of May 13
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**Topics:**

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

**Readings:**

1. Langevin CM. 2001. An evaluation framework for the maison decision house substance abuse treatment program. *Canadian Journal of Program Evaluation*, 16(1):99-129.
2. Mercer NJ. 2009. Cost analysis of public health influenza vaccine clinics in Ontario. *Canadian Public Health Association*, 100(5):340-343.
3. Saunders RP, Evans MH, Praphul J. 2005. Developing a process-evaluation plan for assessing health promotion program implementation: a how-to guide. *Health Promotion Practice*, 6:134-147.
4. Lim S.S. Et al. 2010. India's Janani Suraksha Yojana, A conditional cash transfer programme to increase births in health facilities: an impact evaluation. *The Lancet*, 375:2009-23.
5. Andresen MA, Boyd, N. 2009. A cost-benefit and cost effectiveness analysis of Vancouver's supervised injection facility. *International Journal of Drug Policy*, doi:10.1016/j.drugpo.2009.03.004.
6. Boyd NR, Windsor RA. 2003. A formative evaluation in maternal and child health practice: The partners for life nutrition education program for pregnant women. *Maternal and Child Health Journal*, 7(2):137-143.
7. Types of Evaluation. 2015. CDC: National Center for HIV/AIDS, Viral Hepatitis, STD, and TB Prevention.
8. Gobin M, Verlander N, Maurici C, Bone A, Nardone A. 2013. Do sexual health campaigns work? An outcome evaluation of a media campaign to increase chlamydia testing among young people aged 15-24 in England. *BMC Public Health*, 13:484.
9. Quality Improvement and Innovation Partnership. 2009. Needs Assessment Resource Guide.

**MODULE 3 - Program Theory and Logic Models**

Week of May 20

**Topics:**

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

**Readings:**

1. Tudor-Locke C, Myers AM, Rodger NW. 2001. Development of a theory-based physical activity intervention for individuals with Type 2 Diabetes. *The Diabetes Educator*, 27(1):85-93.
2. Astbury B & Leeuw FL. 2010. Unpacking black boxes: mechanisms and theory building in evaluation. *American Journal of Evaluation*, 31(3):363-381.
3. Chen H. 2003. Theory-driven approach for facilitation of planning health promotion or other programs. *The Canadian Journal of Program Evaluation*, 18(2):91-113.
4. Chapter 1: Introduction to Logic Models.
5. W.K. Kellogg Foundation. 2004. Logic Model Development Guide.

**MODULE 4 - Indicators and Measuring Program Outcomes**

Week of May 27

**Topics:**

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

**Readings:**

1. Adamchak et al. 2000. A guide to monitoring and evaluating adolescent reproductive health programs. *Tool Series 5*. Chapter 4: Indicators.
2. Rogers T, Chappelle EF, Wall HK et al. 2011. Using DHDS outcome indicators for Policy and Systems Change for Program Planning and Evaluation. Atlanta, GA: Centers for Disease Control and Prevention.
3. National Resource Center. 2010. Measuring Outcomes guidebook. Available at: <http://strengtheningnonprofits.org/resources/guidebooks/MeasuringOutcomes.pdf>
4. University of Kansas. 2016. The Community Tool Box. Section 9: Developing Baseline Measures of Behaviour. Available at [http://ctb.ku.edu/en/tablecontents/chapter\\_1003.htm](http://ctb.ku.edu/en/tablecontents/chapter_1003.htm)

**ASSIGNMENT DEADLINE (EVALUATION PLAN PART 1): JUNE 2**

**MODULE 5 - Evaluation Design, Methods and Data Collection Tools**

Week of June 3

**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:**

1. University of Kansas. 2015. Community Tool Box. Section 4, Chapter 37 – Selecting an appropriate design for the evaluation. Available at: <http://ctb.ku.edu/en/table-of-contents/evaluate/evaluate-community-interventions/experimental-design/main>
2. Measurement, Learning and Evaluation Project. 2013. Types of Evaluation Designs: Available at: <https://www.urbanreproductivehealth.org/toolkits/measuring-success/types-evaluation-designs>
3. Fraser Health. 2009. A Guide to Planning and Conducting Program Evaluation: Section 4.5, p. 35-40.
4. University of Kansas. 2015. The Community Tool Box. Available at [http://ctb.ku.edu/en/tablecontents/chapter\\_1003.htm](http://ctb.ku.edu/en/tablecontents/chapter_1003.htm)
  - 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
  - Section 24: Arranging Assessments that Span Jurisdictions
5. Kramer L, Schwartz P, Cheadle A, Rauzon S. 2013. Using photovoice as a participatory evaluation tool in Kaiser Permanente's Community Health Initiative. *Health Promotion Practice*, 14(5):686-94.
6. Rao V, Woolcock M. 2003. Integrating qualitative and quantitative approaches in program evaluation. Available at: <http://siteresources.worldbank.org/SOCIALANALYSIS/1104890-1120158274352/20566665/Integratingqualitativeandquantapproachesraoandwoolcock.pdf>
7. Mailloux Z, May-Benson TA, Summers CA, et al. 2007. Goal attainment scaling as a measure of meaningful outcomes for children with sensory integration disorders. *American Journal of Occupational Therapy*, 61(2):254-59.
8. Office of Quality Improvement, University of Wisconsin-Madison. 2010. Survey Fundamentals: A guide to designing and implementing surveys. Available at : [http://oqi.wisc.edu/resource/library/uploads/resources/Survey\\_Guide.pdf](http://oqi.wisc.edu/resource/library/uploads/resources/Survey_Guide.pdf)

**MODULE 6 – Evaluation Reporting and Wrap Up**

Week of June 10

**Readings:**

1. Mueller NB, Burke RC, Douglas AL, et al. 2008. Getting the word out: multiple methods for disseminating evaluation findings. *Journal of Public Health Management and Practice*. 14(2):170-176.

2. Fraser Health. 2009. A Guide to Planning and Conducting Program Evaluation: Section 5.0 Conduct Evaluation and Disseminate Findings. p. 45 – 54.
3. Centers for Disease Control and Prevention. Evaluation Reporting: A Guide to Help Ensure Use of Evaluation Findings. Atlanta, GA: US Dept of Health and Human Services; 2013. Available at: [http://www.cdc.gov/dhbsp/docs/Evaluation\\_Reporting\\_Guide.pdf](http://www.cdc.gov/dhbsp/docs/Evaluation_Reporting_Guide.pdf)
4. Health Canada. 2015. Evaluation of the nutrition policy and promotion program 2009-2010 to 2014-2015. Executive Summary. Full text available at: <http://www.hc-sc.gc.ca/ahc-asc/performance/eval/nppp-evaluation-pppn-eng.php>
5. **Reference/supplementary reading only:** Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Office on Smoking and Health, Division of Nutrition, Physical Activity and Obesity. (2013). *Developing an effective evaluation report: Setting the course for effective program evaluation*. Available here: [http://www.cdc.gov/eval/materials/Developing-An-Effective-Evaluation-Report\\_TAG508.pdf](http://www.cdc.gov/eval/materials/Developing-An-Effective-Evaluation-Report_TAG508.pdf)

**ASSIGNMENT DEADLINE (EVALUATION PLAN PART 2): JUNE 23**

## DESCRIPTION OF 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 topic for students to discuss on the board for participation marks. Students **must post their response within the first 72 hours** in order to provide their peers with ample opportunity to respond and discuss. 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.

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 instructions are posted on the course website.

PART 1 – Evaluation Plan Overview and Logic Model

PART 2 – Evaluation Design

## REQUIRED READINGS

All of the reading material for this course will be provided through the course website.

## SUPPLEMENTARY READINGS

**This course has no required textbooks**, however optional reference books are listed below:

Issel LM. *Health program planning and evaluation*. 2<sup>nd</sup> or 3<sup>rd</sup> Edition. Toronto: Jones and Bartlett, 2008.



Green LW and Kreuter MW. *Health Program Planning: An Educational and Ecological Approach*. 4th edition. New York: McGraw-Hill, 2005.

Myers A. *Program evaluation for exercise leaders*. 1<sup>st</sup> edition. Human Kinetics, 1999.

Rossi PH, Lipsey MW, & Freeman HE. *Evaluation: A systematic approach* (7th edition). Thousand Oaks, CA: Sage, 2003.

Patton MQ. (2008). *Utilization-focused evaluation (4th edition)*. Thousand Oaks, CA: Sage.

## EVALUATION

Assessment	Weight	Deadline
Participation in online discussion board	20%	Ongoing
Evaluation Plan - <u>Part 1</u> : Program description, evaluation purpose, and stakeholder summary (20%) and Program logic model (30%) - <u>Part 2</u> : Mixed methods evaluation design and draft survey or interview guide (30%)	80%	Part 1 – June 2  Part 2 – June 23

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.

## 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](http://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.