COURSE 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; policy evaluation and 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.

COURSE 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 and cons of multiple evaluation approaches
• Demonstrate knowledge of mixed and multi 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/). Students are encouraged to use the discussion board to ask questions and engage in conversations with their peers about the weekly modules.

RECOMMENDED READINGS
All of the reading material for this course will be provided through the course website. Readings will be uploaded under each module at the beginning of each week. This course has no required textbooks, however optional reference books are listed below:


CLASS SCHEDULE

MODULE 1- Introduction to Program Planning and Evaluation  Week of January 4 and January 11

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 January 18

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

Readings:

**MODULE 3- Program Theory and Logic Models**  
**Week of January 25**

**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- Types of Evaluation**  
**Week of February 1 and February 8**

**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): FEBRUARY 12**

**Week of February 15 – Reading Week**

**ONLINE QUIZ: FEBRUARY 22-23**

**MODULE 5- Evaluation Design, Methods and Data Collection Tools**  
Week of February 22 and February 29

**Topics:**
- Quantitative methods (i.e., surveys, google analytics)
- Survey design
- Qualitative methods (i.e., focus groups, content analysis, photovoice)
- Mixed and multi-methods
- Innovative methods
- Sources of data for health programs

**Readings:**


   - Section 15: Qualitative Methods to Assess Community Issues
   - Section 6: Conducting Focus Groups
   - Section 7: Needs Assessment Survey
   - Section 12: Conducting Interviews
   - Section 13: Conducting Surveys
   - Section 24: Arranging Assessments that Span Jurisdictions


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**MODULE 6- Guest Lecture, Dr. Justin Longo: Social Media Evaluation and Innovative Methods**

**Week of March 7**

**Readings:**
- To be posted online

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**MODULE 7- Indicators and Measuring Program Outcomes**

**Week of March 14**

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

**Readings:**
   - Section 9: Developing Baseline Measures of Behaviour

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**OPTIONAL ASSIGNMENT DEADLINE (EVALUATION PLAN PART 2): MARCH 21**

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**MODULE 8- Challenges and Ethical Considerations**

**Week of March 21**

**Topics:**
- Professional standards and ethical conduct
- Management of multiple stakeholders
- Measurement bias and validity issues
Readings:

CRITIQUE ASSIGNMENT DEADLINE: MARCH 28

MODULE 9 – Policy Evaluation
Week of March 28

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 10 – Evaluation Reporting and Wrap Up
Week of April 4

Readings:


**FINAL EVALUATION PLAN ASSIGNMENT DEADLINE: APRIL 11**

**GRADING SCHEME AND ASSIGNMENTS**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weight</th>
<th>Deadline</th>
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<tbody>
<tr>
<td>Participation in online discussion board</td>
<td>15%</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Online quiz</td>
<td>20%</td>
<td>February 22/23</td>
</tr>
<tr>
<td>Critique of program evaluation journal article/case study</td>
<td>15%</td>
<td>March 28</td>
</tr>
<tr>
<td>Evaluation Plan</td>
<td>50%</td>
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<tr>
<td>- Part 1: Program description, evaluation purpose, and stakeholder summary (10%)</td>
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<td>- Part 2: Program logic model (20%)</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 April 11 or;
2) Submit each section on its respective due date and receive feedback prior to continuing with the rest of the assignment.

**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.

**Online Quiz**
A multiple-choice 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 (Feb 22-23). The quiz will have to be completed in one sitting as there will be a 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.
Critique Assignment
Students will be required to answer a series of questions regarding the design and methodological rigor of either a program evaluation (journal article) or case study. The assignment will be posted at the beginning of March.

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.

Policy on 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.

Academic Integrity: All students are responsible for upholding academic integrity in all aspects of class participation, examinations, and assignments (http://www.uregina.ca/gradstudies/grad-calendar/policy-univ.html). Plagiarism will not be tolerated.