## PHXXX: Course Title

Day/Time/Format

Instructor:

Office:

Office Hours:

Phone:

Email:

Any statements about preferred way to contact you

## Pre-requisites

These must be consistent with what is in the graduate catalog. Please check the 17/18 graduate school catalog for updates. If not applicable, delete this subheading

## Required Text/Materials

Pretty self-explanatory. =)

## Course Description

This should come out of the current graduate school catalog. Please note that several course descriptions will be different in the fall.

## Course Goals or Overview

Optional

## Course Objectives

Learning objectives should identify what students will be able to do upon completing the course. Please use **higher-order verbs**, and avoid using verbs that cannot be demonstrably assessed, e.g. understand, know, appreciate, etc. **NOTE: If the course meets any of the MPH foundational knowledge objectives, please list them verbatim (or higher-order version), and notate that it is a foundational knowledge (e.g. use of footnote, asterisk, etc.).**

## Course Assessments

Describe the assessments used in class, noting which learning objectives are addressed by each assessment.

## Grading

Specific weight/points assigned to each assessment and grading scale.

## Academic Dishonesty

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## Disability Accommodations

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Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at [sarc.connect@wku.edu](mailto:sarc.connect@wku.edu) . Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

## MPH Competencies

Even if your courses is not a core course, please identify the key competencies addressed by the course. Please do not list the competencies that are addressed superficially. Please show where your learning objectives align with the competencies. You may want to have a statement such as:

This course contributes to the development of the following competencies:

|  |  |
| --- | --- |
| Evidence-based Approaches to Public Health | Obj. |
| 1. Apply epidemiological methods to the breadth of settings and situations in public health practice |  |
| 2. Select quantitative and qualitative data collection methods appropriate for a given public health context |  |
| 3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate |  |
| 4. Interpret results of data analysis for public health research, policy or practice |  |
| Public Health & Health Care Systems |  |
| 5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings |  |
| 6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels |  |
| Planning & Management to Promote Health |  |
| 7. Assess population needs, assets and capacities that affect communities’ health |  |
| 8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs |  |
| 9. Design a population-based policy, program, project or intervention |  |
| 10. Explain basic principles and tools of budget and resource management |  |
| 11. Select methods to evaluate public health programs |  |
| Policy in Public Health |  |
| 12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence |  |
| 13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes |  |
| 14. Advocate for political, social or economic policies and programs that will improve health in diverse populations |  |
| 15. Evaluate policies for their impact on public health and health equity |  |
| Leadership |  |
| 16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making |  |
| 17. Apply negotiation and mediation skills to address organizational or community challenges |  |
| Communication |  |
| 18. Select communication strategies for different audiences and sectors |  |
| 19. Communicate audience-appropriate public health content, both in writing and through oral presentation |  |
| 20. Describe the importance of cultural competence in communicating public health content |  |
| Interprofessional Practice |  |
| 21. Perform effectively on interprofessional teams |  |
| Systems Thinking (waiting on technical assistance paper from CEPH) |  |
| 22. Apply systems thinking tools to a public health issue |  |
| WKU MPH Program Competencies |  |
| 23. Apply health behavior theories and models to address public health problems. |  |
| 24. Describe the role of budgeting; methods of seeking extramural funding; and methods of financial analysis in making decisions about policies, programs and services. |  |
| 25. Describe the roles of history, power, privilege and structural inequality in producing health disparities. |  |
| 26. Integrate social determinants into public health science, practice, and research. |  |
| 27. Identify the direct and indirect population health effects of environmental hazards (biological, chemical and physical) on humans, animals and the ecology. |  |

## Foundational Knowledge

Some required core classes meet CEPH’s foundational knowledge requirements. If your course doesn’t, please leave this chart off. You may want to have some sort of statement like:

This course contributes to the foundational knowledge of public health by addressing the following:

|  |  |
| --- | --- |
| Profession & Science of Public Health | Obj |
| 1. Explain public health history, philosophy and values |  |
| 2. Identify the core functions of public health and the 10 Essential Services. |  |
| 3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population’s health |  |
| 4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program |  |
| 5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc. |  |
| 6. Explain the critical importance of evidence in advancing public health knowledge |  |
| Factors Related to Human Health |  |
| 7. Explain effects of environmental factors on a population’s health |  |
| 8. Explain biological and genetic factors that affect a population’s health |  |
| 9. Explain behavioral and psychological factors that affect a population’s health |  |
| 10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities |  |
| 11. Explain how globalization affects global burdens of disease |  |
| 12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (eg, One Health) |  |

## Course Topics/Schedule

Many of us include this in our Bb sites rather than on the syllabus. For the syllabi we have to turn in to CEPH, please include this

## **PH 591: Program Evaluation**

**Most Mondays, 9:05 – 11:30 a.m. (see schedule for dates)**

Instructor: Dr. Marilyn Gardner Email: marilyn.gardner@wku.edu

Office: AC 128F Phone: 270-745-5864

Virtual Office Hours: 8:30 – 12, T - F Face-to-face: By appointment only

*Email is the easiest way to reach me. I try to respond to all emails within 24 hours (48 over weekends). If you’ve not heard back from me by then, please re-email me. Please put the course name in the subject line. See course site for additional details on how to reach me.*

## **Pre-requisites**

PH587 and PH520 or PH620; or permission of instructor

## **Required Text/Materials**

Consistent access to SPSS

Required readings are provided in Blackboard

## **Course Description**

Application of methods and techniques to evaluate public health programs.

## **Course Overview**

This course is designed to build the knowledge and skills necessary to design, analyze, and interpret program evaluations. This is an applied class that builds on knowledge of the core disciplines of public health.

## **Course Objectives**

Upon successful completion of this course, students will be able to:

1. illustrate fundamental concepts and principles of program evaluation;
2. examine the role of stakeholders in program evaluation;
3. diagram and critically assess a program using systems thinking tools;
4. prepare literature review;
5. choose appropriate indicators and measures for various levels and types of evaluation;
6. assess program methodology with respect to internal and external validity;
7. create assessment tools to measure process;
8. critically evaluate tools that measure impact;
9. design an impact evaluation plan and assess its strengths and weaknesses;
10. prepare, analyze, and interpret data relative to evaluation questions and solutions;
11. prepare evaluation report;
12. present evaluation findings; and,
13. evaluate principles of leadership, collaboration, and ethics in self and others.

## **Course Assessments**

Quizzes/Homework: Over the course of the semester, you will be assigned various homework assignments (individual and group) that apply course concepts and help prepare you for exams and projects. You will also have several unproctored quizzes on Blackboard.  You are welcome to use your notes/class lectures for the quizzes, but any narrative responses (short answers, essays, etc.) MUST be in your own words. Quizzes can only be taken once and must be completed once started.  *Assesses objectives 1 – 9.*

Exams. There are two proctored, non-cumulative, closed-notes exams and a take home final exam. The proctored exams are case-based and require application of course content (objectives 1 – 9). The take home exam is cumulative and applied. *Assesses objectives 1, 3, 5, 11, and 13.*

Evaluation Project. Throughout the semester, you will work on a multi-part group project that culminates in preparing a written evaluation report and powerpoint presentation. The project uses SPSS (or another software package of your choice) to analyze and report data in APA format, and thus applies skills related to data management, data analysis, data reporting, and data interpretation. This project will take a **significant** amount of time, so please plan accordingly. Each group member is expected to work on each section. The report and presentation should have a unified voice and be free from grammatical errors. *Assesses objectives 1, 3 – 6, and 9 – 12.*

## **Grading**

A standard 10-point scale is used. I do not round up.

Quizzes/Homework 25%

Evaluation Project 10%

Exam 1 30%

Exam 2 25%

Final Exam 10%

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|  |  |
| --- | --- |
| Evidence-based Approaches to Public Health | Obj. |
| 1. Apply epidemiological methods to the breadth of settings and situations in public health practice |  |
| 2. Select quantitative and qualitative data collection methods appropriate for a given public health context | 1,5 |
| 3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate | 10 |
| 4. Interpret results of data analysis for public health research, policy or practice | 10 |
| Public Health & Health Care Systems |  |
| 5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings |  |
| 6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels |  |
| Planning & Management to Promote Health |  |
| 7. Assess population needs, assets and capacities that affect communities’ health | 4 |
| 8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs |  |
| 9. Design a population-based policy, program, project or intervention |  |
| 10. Explain basic principles and tools of budget and resource management |  |
| 11. Select methods to evaluate public health programs | 1,5-9 |
| Policy in Public Health |  |
| 12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence |  |
| 13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes | 2 |
| 14. Advocate for political, social or economic policies and programs that will improve health in diverse populations |  |
| 15. Evaluate policies for their impact on public health and health equity |  |
| Leadership |  |
| 16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making | 13 |
| 17. Apply negotiation and mediation skills to address organizational or community challenges |  |
| Communication |  |
| 18. Select communication strategies for different audiences and sectors |  |
| 19. Communicate audience-appropriate public health content, both in writing and through oral presentation | 11,12 |
| 20. Describe the importance of cultural competence in communicating public health content |  |
| Interprofessional Practice |  |
| 21. Perform effectively on interprofessional teams |  |
| Systems Thinking (waiting on technical assistance paper from CEPH) |  |
| 22. Apply systems thinking tools to a public health issue | 3 |
| WKU MPH Program Competencies |  |
| 1. Apply health behavior theories and models to address public health problems. | 5, 8, 10 |
| 2. Describe the role of budgeting; methods of seeking extramural funding; and methods of financial analysis in making decisions about policies, programs and services. |  |
| 3. Describe the roles of history, power, privilege and structural inequality in producing health disparities. |  |
| 4. Integrate social determinants into public health science, practice, and research. |  |
| 5. Identify the direct and indirect population health effects of environmental hazards (biological, chemical and physical) on humans, animals and the ecology. |  |

NOTE: This class does not address any of the foundational knowledge, so that table is left off.

## Course Schedule

|  |  |  |
| --- | --- | --- |
| **Class #**  **Date** | **Topic(s)/ Readings**  *Readings and lectures should be completed* ***before*** *class time on the date listed in the first column* | **Assignments/Due Date** *Unless otherwise noted, assignments are due within the* ***current week*** *of class which runs Monday through Sunday.* |
| Class 1  online | Lectures  Overview of Evaluation  Program Theory  Overview of CDC’s Framework  Framework Step 1:  Engaging Stakeholders    Readings  Guide pgs 3-20 | DB Class 1:  **Due noon Wednesday; respond by noon Saturday.**  DB Introductions: **Due Noon Wednesday**  Self-Assessment: **Due Noon Friday**  Quiz 1: **Due Noon Sunday**  In-Class Case 1: **Complete and bring to Class 2**  CITI Course (2 modules) **Due: 10 p.m. Saturday of Class 3** |
| Class 2  F2F | Readings  Guide pgs  21 – 41    Lectures  Step 2: Describe Program | Case Homework 1:  **Due Noon Sunday** |
| Class 3  online | Readings  Guide pgs 42-56  Cost Benefit/Cost Effectiveness Article  Optional Articles    Lectures  Types of Evaluations | Homework: BrCa PP: **Complete and bring to Class 4**  DB Post: **Due Noon Wednesday**  Quiz 2: **Due Noon Sunday**  Case Homework 2 (Group): **Due 5 p.m. Sunday (upload to group page)** |
| Class 4  F2F | Lectures  Designs and Internal Validity  -- Experimental  -- Quasi-experimental  -- Non-experimental | Quiz 3:  **Due Noon Sunday**    Case Homework 3**: Due Noon Sunday** |
| Class 5  F2F | Lectures  Sampling and external validity    Readings  Guide pgs 56 - 73 | Quiz 4:  **Due Noon Sunday**    Case Homework 4 (Group): **Due 5 p.m. Sunday.  Upload to Group Page.** Bring hard copies of survey to Class 6 (enough for everyone to take). |
| Class 6  F2F | Readings  Collecting Credible data  data collection techniques  survey construction  Exam Review/Catch up |  |
| Class 7 F2F | Exam 1 |  |
| Class 8  F2F | Lectures  Overview of Data Management  Making Measures  Data Codebooks  Creating data shell in SPSS  Coding Data  Data Entry Using SPSS | Case Homework 5:  **Due Noon Sunday** |
| Class 9  F2F | Lectures  Descriptive Statistics: The Basics  Communicating Results  Scaled Data | Case Homework 6:  **Due  noon Sunday** |
| Class 10  F2F | Lectures  Inferential Statistics: The Basics  Levels of Measurement  Inferential Analysis  Communicating Results  Examples of Tables | Quiz 5:  **Due Noon Sunday**    Case Homework 7: **Due 5 pm. Sunday** |
| Class 11  F2F | Readings  Guide pgs 74 – 90  Using Graphs and Charts    Lecture  Creating Presentations    Exam Review/Catch Up | Case Homework 8: **Due 5 p.m. Sunday** |
| Class 12  F2F | Exam 2 |  |
| Class13  F2F | Readings  Evaluation ethics | Work on report; **drafts due noon Sunday (optional)** |
| 11/21  F2F | Group work/Draft Reviews | Work on report/presentation |
| Class 14  F2F | Group Presentations | Group Presentation: Upload to DB and through assignment link**: Due Noon Monday.**    Presentation Critiques:  **Due Noon Sunday**    Report: **Due 7 p.m. Sunday**  Group 360:  **Due 9 p.m. Sunday** |
| Finals Week  5/5 | Final Exam (Takehome) | **Due Noon Thursday** |