

UNIVERSITY SENATE REVIEW AND CONSULTATION SUMMARY SHEET

Proposal Title: CPH 956 Program Evaluation for Public Health Professionals and Leaders

**Proposal Contact: Martha Riddell
121 Washington Avenue Room 103
218-2012 martha.riddell@uky.edu**

Instruction: To facilitate the processing of this proposal please identify the groups or individuals reviewing the proposal, identify a contact person for each entry, provide the consequences of the review (specifically, approval, rejection, no decision and vote outcome, if any) and please attach a copy of any report or memorandum developed with comments on this proposal.

Reviewed By	Contact person	Consequences of Review	Date of Proposal Review	Review Summary Attached?
Dept of Health Services Mgt	Julia Costich, Chair	Approved	8-31-09	Yes
Academic Affairs Committee	James Holsinger, Chair	Approved	9-1-09	Yes
Faculty Council	Graham Rowles, Chair	Approved	9-8-09	Yes
Office of Academic Affairs	Linda Alexander, Associate Dean	Approved	9-21-09	Yes



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COLLEGE OF PUBLIC HEALTH

MEMORANDUM

TO: Health Care Colleges Council

**FROM: Linda A. Alexander, EdD
Associate Dean for Academic Affairs**

**SUBJECT: Proposal for CPH 956 Program Evaluation for Public Health
Professionals and Leaders**

DATE: September 21, 2009

It is the intention of the Department of Health Services Management in the College of Public Health to formally establish a course to enhance offerings to students in the DrPH degree program. The proposal for CPH 956, Program Evaluation for Public Health Professionals and Leaders, is attached.

This proposal has been reviewed and approved by the Academic Affairs Committee and the Faculty Council, according to our college's established bylaws.

Further information about this course can be obtained by contacting the course director, Dr. Martha Riddell, via phone at 218-2012 or via email at martha.riddell@uky.edu.



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COLLEGE OF PUBLIC HEALTH

M E M O R A N D U M

TO: Linda Alexander, EdD
Associate Dean for Academic Affairs

FROM: Graham D. Rowles, PhD
Chair, Faculty Council

SUBJECT: Approval – New Course Proposal
CPH 956 Program Evaluation for Public Health Professionals and Leaders

DATE: September 8, 2009

At its meeting today, the Faculty Council approved the following new course proposal:

CPH 956 Program Evaluation for Public Health Professionals and Leaders

This is now ready to proceed to the next stage of the approval process. Please do not hesitate to contact me if you need additional information or clarification.

MEMO

DATE: September 1, 2009

TO: Associate Dean for Academic Affairs

FROM: Chair, Academic Affairs Committee

SUBJECT: Course Approval

The Academic Affairs Committee approved the request for a new course entitled CPH 956 – Program Evaluation for Public Health Professionals and Leaders.

APPLICATION FOR NEW COURSE

1. Submitted by the College of College of Public Health Date: August 31, 2009

Department/Division proposing course: Health Services Management

2. Proposed designation and Bulletin description of this course:

a. Prefix and Number CPH 956

b. Title* Program Evaluation for Public Health Professionals and Leaders

*If title is longer than 24 characters, write a sensible title (24 characters or less) for use on transcripts:

Program Evaluation

c. Courses must be described by at least one of the categories below. Include the number of actual contact hours per week for each category, as applicable.

() CLINICAL () COLLOQUIUM () DISCUSSION () LABORATORY () LECTURE
() INDEPEND. STUDY () PRACTICUM () RECITATION () RESEARCH () RESIDENCY
(3) SEMINAR () STUDIO () OTHER – Please explain: _____

d. Please choose a grading system: Letter (A, B, C, etc.) Pass/Fail

e. Number of credit hours: 3

f. Is this course repeatable? YES NO If YES, maximum number of credit hours: _____

g. Course description:

This course is designed to provide DrPH students the knowledge and skills to guide and critically review program evaluations in their roles as public health professionals and leaders. The course focuses on providing an overview of the key concepts, methods, and approaches to program evaluation with an emphasis on public health practice. Topics include approaches to program evaluation, defining evaluation questions, managing an evaluation, program evaluation standards, program evaluation designs, reporting and disseminating results and findings, and political issues of evaluation.

h. Prerequisite(s), if any:

Enrollment as a DrPH student or by permission of the instructor

i. Will this course be offered through Distance Learning? YES NO

If YES, please circle one of the methods below that reflects how the majority of the course content will be delivered:

Internet/Web-based Interactive video Extended campus Kentucky Educational Television (KET/teleweb) Other

Please describe "Other": _____

3. Teaching method: N/A or Community-Based Experience Service Learning Component Both

4. To be cross-listed as: NA

APPLICATION FOR NEW COURSE

Prefix and Number

Signature of chair of cross-listing department

5. Requested effective date (term/year): Fall / 2009
6. Course to be offered (please check all that apply): Fall Spring Summer
7. Will the course be offered every year? YES NO
If NO, please explain: _____
8. Why is this course needed?
DrPH students concentrating in Health Services Management require an understanding of the evaluation of programs not only for Capstone projects but upon degree completion in the practice of public health at the local, state, national, and global level, depending on their professional objectives.

9. a. By whom will the course be taught? Dr. Martha Riddell
- b. Are facilities for teaching the course now available? YES NO
If NO, what plans have been made for providing them?

10. What yearly enrollment may be reasonably anticipated?
12
11. a. Will this course serve students primarily within the department? Yes No
- b. Will it be of interest to a significant number of students outside the department? YES NO
If YES, please explain.
DrPH students in Health Behavior and Epidemiology concentrations
12. Will the course serve as a University Studies Program course[†]? YES NO
If YES, under what Area? _____
- [†]AS OF SPRING 2007, THERE IS A MORATORIUM ON APPROVAL OF NEW COURSES FOR USP.
13. Check the category most applicable to this course:
- traditional – offered in corresponding departments at universities elsewhere
- relatively new – now being widely established
- not yet to be found in many (or any) other universities
14. Is this course applicable to the requirements for at least one degree or certificate at UK? Yes No
15. Is this course part of a proposed new program? YES NO
If YES, please name: _____

APPLICATION FOR NEW COURSE

16. Will adding this course change the degree requirements for ANY program on campus? YES NO
 If YES[‡], list below the programs that will require this course:

[‡]In order to change the program(s), a program change form(s) must also be submitted.

17. The major teaching objectives of the proposed course, syllabus and/or reference list to be used are attached.
18. Check box if course is 400G or 500. If the course is 400G- or 500-level, *you must include a syllabus showing differentiation* for undergraduate and graduate students by (i) requiring additional assignments by the graduate students; and/or (ii) the establishment of different grading criteria in the course for graduate students. (See *SR 3.1.4*)

19. Within the department, who should be contacted for further information about the proposed new course?

Name: Dr. Martha Riddell Phone: 859-257-5678 Email: martha.ridell@uky.edu

20. Signatures to report approvals:

DATE of Approval by Department Faculty	/	Reported by Department Chair
	printed name	signature
DATE of Approval by College Faculty	/	Reported by College Dean
	printed name	signature
* DATE of Approval by Undergraduate Council	/	Reported by Undergraduate Council Chair
	printed name	signature
* DATE of Approval by Graduate Council	/	Reported by Graduate Council Chair
	printed name	signature
* DATE of Approval by Health Care Colleges Council (HCCC)	/	Reported by Health Care Colleges Council Chair
	printed name	signature
* DATE of Approval by Senate Council	Reported by Office of the Senate Council	
* DATE of Approval by University Senate	Reported by Office of the Senate Council	

*If applicable, as provided by the *University Senate Rules*. (<http://www.uky.edu/USC/New/RulesandRegulationsMain.htm>)

UK College of Public Health
CPH 956 001 Syllabus
Program Evaluation for Public Health Professionals and Leaders
Fall 2009

Professor: Martha Cornwell Riddell, DrPH
Office: College of Public Health, Suite 103
Office Hours: by Appointment
Office Phone: (859) 218-2012
Office Fax: (859) 257-2821
Email: martha.riddell@uky.edu

Class Schedule: CPH Room 202
Friday, Sept. 4; 8:30-5
Friday, Oct. 2, 8-5
Saturday, Oct. 3, 8-5
Friday, Nov. 6, 8-5
Saturday, Nov. 7, 8-5

Course Overview: This course is designed to provide DrPH students the knowledge and skills to guide and critically review program evaluations in their roles as public health professionals and leaders. The course focuses on providing an overview of the key concepts, methods, and approaches to program evaluation with an emphasis on public health practice. Topics include approaches to program evaluation, defining evaluation questions, managing an evaluation, program evaluation standards, program evaluation designs, reporting and disseminating results and findings, and political issues of evaluation.

Course Objectives:

By the end of the course, students should be able to

- Demonstrate knowledge of key program evaluation approaches and forms.
- Understand and analyze the different roles and challenges of leading program evaluations in organizations with a focus on public health organizations. (i.e., political, ethical)
- Evaluate and demonstrate personal and professional insights regarding key managerial/administrative skills and professional competencies of program evaluation. (i.e. evaluation design, methods, communication skills)
- Apply and enhance program evaluation skills and knowledge through field work, case analysis, presentations, simulations, assignments and guided discussion.

Course Format:

This course is designed as a seminar facilitated by the instructor with shared responsibility for course learning by each student and the instructor. Since the course is designed in an executive format, attendance is required. The success of this course depends on how well you and your fellow students prepare for each class session. Instructor led sessions will present evaluation concepts and will be supplemented by student-led presentations and class discussions. Do not expect long lectures from me. The learning experience relies on your contributing to the discussion. I expect you to come to class fully prepared to share your view in the classroom discussions, having read the assigned materials prior to class.

The quality of your participation is important and adds value to the class. Be prepared to present your ideas clearly and support them with logical, relevant information. Be prepared to listen respectfully to your colleagues, guest speakers, and myself. Respond to colleagues' prior comments in a respectful, constructive manner. In many ways, we become a "learning organization" for the semester, and our goal is to be a dynamic, learning organization.

Due to the size and format of the class, we will complete work individually and/or in small groups to assist with field work, discussions of cases, and presentations. You will be expected to lead class sessions on various evaluation approaches, skills, and topics as determined by the class/instructor. Students will assess each other's contributions, so it is important to participate actively and professionally throughout the course.

To help you achieve the objectives of active learning and personal development, a significant portion of the class time will entail experiential exercises (role plays, group activities, cases, etc.) in addition to class presentations.

The Blackboard site for this course is CPH 956-001: Program Evaluation for Public Health Professionals and Leaders: <http://myUK.uky.edu> . It is my intent to place handouts and PowerPoints on this website along with additional resources throughout the course, and that Blackboard is available as a communication tool for the class. You will not be able to log into Blackboard until you have created your active directory (AD) account and changed the initial password. To do so, please look at the instructions at <http://www.uky.edu/Blackboard/> .

Course Prerequisites: DrPH enrolled students or permission of the instructor.

Evaluation Competencies:

The evaluation of public health programs is an important competency for public health professionals and leaders. The June 11, 2009 revised Core Competencies for Public Health Professionals includes program evaluations in the Policy Development/Program Planning Skills Core Competency area. This course also provides information and learning activities to address the following skills:

- Organization development/organization behavior theory and application
- Leadership—visioning, change management and team development
- Written, verbal, and interpersonal communication skills
- Professional skills development

Course Expectations and Policies

- The course requires extensive reading and class preparation as well as a very high level of participation in class. Due to the format of the course, the amount of learning you accomplish in this course is a direct function of your thorough preparation for each class and full participation. Students are expected to attend all classes and to have read course material ahead of time.
- Projects are due at the beginning of the class period. You must turn in all projects to pass the course. Projects that are turned in late will receive a 10% penalty.
- Attendance is required for all class sessions. Case-by-case pre-approved exceptions will be given for holidays per university policy.
- You are encouraged to conduct all official email correspondence for this course using your official UK email account. If you prefer to use a non-UK email address, please update your email address by visiting <http://www.uky.edu/Blackboard/email.php> and notify the instructor.
- Cheating, including plagiarism, will not be tolerated in this course. Consult the UK student handbook for what constitutes cheating. Serious cheating offenses may result in a failing grade for the course or expulsion from the University. You can find the UK Statement of Student Rights and Responsibilities at <http://www.uky.edu/StudentAffairs/Code/>.
- Any student with a disability who is taking this course and needs classroom or exam accommodations should contact the Disability Resource Center, 257-2754, room 2, Alumni Gym, jkarnes@uky.edu.
- The instructor reserves the right to change this syllabus at any time.
- Final grades will be assigned as follows: 100-90.0%=A, 89.9-80.0%=B, 79.9-79.0%=C, below 69.9%=E.

Inclement weather

The University of Kentucky has a detailed policy for decisions to close in inclement weather. The snow policy is described in detail at http://www.uky.edu/PR/News/severe_weather.htm or you can call (859) 257-5684.

Course Requirements

Class Participation	20%
Class Presentation	40%
Case Analysis	40%

Class Participation: Class participation is a key component of the seminar format, and thus key to building a learning organization. Class participation also includes peer feedback of colleagues, participation in simulations, presentations/discussion of assignments, course review, and personal reflections on the course. Assignments completed either individually or as pairs of students will be included in the class participation grade.

Class Presentation: Small groups of three or fewer students will lead one class presentation to be determined at the first class. The presentation will include preparing an overview of the content area from information in the required text and from supplemental research and resources (identified both by the instructor and the students). Students should prepare to lead a one-hour session on the selected topic, include an interactive component in the session (simulation (i.e. role-play), case, video presentation, etc.) and provide a resource list on the topic for all colleagues. A draft outline of the presentation is to be shared with the instructor one-week before the presentation. Colleagues will critique the presentation, and the critiques will be compiled by the instructor to be shared with the presenters. A rubric for grading the presentation will be shared by the instructor.

Case Analysis: There will be one 5-page case analysis due at the end of the course and completed as an individual assignment. From instructor-provided cases, students will select from among 3-4 different cases. Students are required to turn in the case analysis at the last class session. After discussion of the cases in class, students may elect to resubmit their completed analysis to the instructor within 5 business days.

Principle Course Text and Websites

Patton, Michael Q., *Utilization-Focused Evaluation. 4th Edition.* 2008. Sage Publications, Inc.

American Evaluation Association Guiding Principles for Evaluators

<http://www.eval.org/Publications/aea06.GPBrochure.pdf> (Abbreviated Version)

<http://www.eval.org/Publications/GuidingPrinciplesPrintable.asp>

Joint Committee on Standards for Educational Evaluation—Program Evaluation Standards

<http://www.wmich.edu/evalctr/jc/>

Centers for Disease Control and Prevention.

<http://www.cdc.gov/eval/evalguide.pdf>

<http://www.cdc.gov/eval/index.htm>

National Institutes of Health, National Cancer Institute: Theory at a Glance: A Guide for Health Promotion Practice, <http://cancer.gov/aboutnci/oc/theory-at-a-glance/page1>

W.K. Kellogg Foundation Evaluation Handbook

http://www.wkkf.org/DesktopModules/WKF.00_DmaSupport/ViewDoc.aspx?fld=PDFFile&CID=281&ListID=28&ItemID=2810770&LanguageID=0

W.K. Kellogg Foundation Logic Model Development Guide

www.wkkf.org/Pubs/Tools/Evaluation/Pub3669.pdf

Supplemental Texts & Websites:

Issel, Michele L., *Health Program Planning and Evaluation. 2nd Edition.* Jones and Bartlett Publishers. 2009.

University of Wisconsin Cooperative Extension <http://www.uwex.edu/ces/pdande/evaluation/index.html>

Owen, John M. *Program Evaluation. Forms and Approaches. 3rd Edition.* 2007. The Guildford Press.

Veney, J.E. & Kaluzny, A.D. *Evaluation and Decision Making for Health Services. 3rd Edition.* 2004. Beard Books, Washington DC.

Tentative Class Schedule

Date	Class Overview	Leader/Facilitator	Readings/Assignments
Friday, 9/4 A.M.	Welcome, Introductions, Course Philosophy, Review of Syllabus	Dr. Riddell	
	The Fundamentals of Program Evaluation—Establishing a Shared Lexicon	Dr. Riddell	Patton, Ch. 1 & 2
	Program Evaluation Frameworks	Dr. Riddell	Develop Matrix—in class exercise
	Discussion of Readings: Skills/competencies of Evaluators; Evaluation Standards	Class	AEA Guiding Principles for Evaluators, Joint Commission Evaluation Standards- Program Evaluation Standards (both are listed in course websites)
	<i>Real-World Evaluation Perspective</i>	Carla Baumann, RN, Robert Wood Johnson Nursing Fellow (confirmed)	
Break-Lunch			
P.M.	Creating an Evaluation Plan—Describe the Program		Centers for Disease Control & Prevention. http://www.cdc.gov/eval/evalguide.pdf http://www.cdc.gov/eval/index.htm
	Logic Models—Theory, Use	Dr. Riddell	
	Development—Case studies of logic model development	Class, group and individual practice followed by class discussion	Logic Model Development Activity 1) Group Process 2) Students each identify one program for review in pairs & present/discuss 3) New pair of students review remaining program in pairs & present/discuss
	<i>Real-World Evaluation Perspective</i>	Dr. Regina Washington, (invited)	
	Reflection/Key Lessons	Class	Also Key Questions
	Next Steps: for October 2 nd & 3 rd		
1)	- Interview Health Program Manager/Leader	This assignment can be completed either individually or as pairs of students	
2)	Develop Draft Logic Model From Interview with Health Program Manager/Leader	This assignment can be completed either individually or in pairs of students	National Institutes of Health, National Cancer Institute: Theory at a Glance: A Guide for Health Promotion Practice, http://cancer.gov/aboutnci/oc/theory-at-a-glance/page1 - Introduction, Section I and

			II. Patton, Ch. 10
3)	Present Program, Draft Logic Model and Theory of Program	This assignment can be completed either individually or in pairs of students	
	Select Topic for Presentations-- 10/4 & 10/5, 11/6 & 11/7	Student Groups	Students select one of the following topics: 1) Engaging Stakeholders; 2) Developing Evaluation Questions; 3) Reporting Results, 4) Politics & Evaluation, 5) Management of Evaluation
	Readings		As noted here and as listed in October 2 & 3 schedule; Evaluation Tools: log frame, causal loop diagram, flow chart, process flow,

Date	Class Overview	Leader/Facilitator	Readings/Assignments
Friday, 10/2 A.M.	Review of Day 1- Key Lessons/Questions?	Class	
	Presentation of Draft Logic Models & Program Theory	Individual/Pairs Present	Draft Logic Models and Program Theory Centers for Disease Control & Prevention. http://www.cdc.gov/eval/evalguide.pdf http://www.cdc.gov/eval/index.htm National Institutes of Health, National Cancer Institute: Theory at a Glance: A Guide for Health Promotion Practice, http://cancer.gov/aboutnci/oc/theory-at-a-glance/page1 Patton, Ch. 10
	Clarifying the Evaluation Request	Dr. Riddell	Patton, Ch. 6
Break-- noon			
P.M.	Engaging Stakeholders Presentation	Group # 1 Presentation	Patton, Ch. 3
	Developing Evaluation Questions	Group #2 Presentation	W.K. Kellogg Foundation Evaluation Handbook, Ch. 4 http://www.wkkf.org/DesktopModules/WKF.F.00_DmaSupport/ViewDoc.aspx?fld=PDFFile&CID=281&ListID=28&ItemID=2810770&LanguageID=0
	Activity: Developing Evaluation Questions for Draft Logic model		
	View from the Field	Guest Presenter	

	Reflection/Key Lessons	Class	Also Key Questions
Date	Class Overview	Leader/Facilitator	Readings/Assignments
Sat. 10/3 A.M.	Review of Day 2		
	Evaluation Strategies	Dr. Andy Johnson, Ast. Professor, HSM	Veney and Kaluzny, Evaluation and Decision Making for Health Services; CDC Evaluation Guide, pp. 37-46 & 50-59; Patton Ch.11 & 12 Francisco, V.T., Butterfoss, F.D., and Capwell, E.M. Key Issues in Evaluation: Quantitative and Qualitative Methods and Research Design. <i>Health Promotion Practice</i> . 2001;2;20.
	Evaluation Tools	Dr. Riddell & Class	Defining Matrix—in class exercise
Break- Lunch			
P.M.	The Role of Context: <i>Dr. Torrie Harris</i>		Kellogg Evaluation Handbook (see above) Ch. 4 Additional readings to be distributed via Blackboard
	Case Study/Role Play	Class/Stakeholder	To be distributed by instructor
Next Steps:	1) Topics of Interest for Day 4		
	2) Distribution of Cases for Case Analysis		Cases to be distributed by instructor

Date	Class Overview	Leader/Facilitator	Readings/Assignments
Friday, 11/6 A.M.	Overview of Course to Date		
	Reporting Results	Group #3	Patton, Ch. 13 CDC Evaluation Guide, pp. 65-69 & 74-76 Mueller, NB, Burke RC, Douglas AL, Harris, JK. Getting the word out: multiple methods for disseminating evaluation findings. <i>J Public Health Management and Practice</i> . 2008. 14(2), 170-176.
	Politics & Evaluation	Group #4	Patton, Ch. 14
Break- Lunch			
P.M.	Managing the Evaluation	Group #5	<i>Management of Evaluation</i> New Directions for Evaluation, Volume 2009, Issue 121 (This volume focuses exclusively on managing program evaluation.)
	View from Practice: Invited Speaker		

Date	Class Overview	Leader/Facilitator	Readings/Assignments
Sat. 11/7 A.M.	Overview		Case Analysis Due
	Case Presentations	Dr. Riddell & Class	Discussion of cases distributed October 3.
Break- Lunch			
P.M.	<i>View from Practice: Invited Speaker</i>	Response, Questions	
	The Feedback Loop	Class, Dr. Riddell	Reflection, Course Evaluation