



PH 218B: Evaluation of Health and Social Programs

Course Syllabus (Fall XX)

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Course Information

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|-------------------------------------|---|
| Course Meeting Dates/Times: | Wednesdays, 9:00am-12:00pm |
| Course Location: | Berkeley Way West XX |
| Instructors: | Julianna Deardorff, PhD (jdeardorff@berkeley.edu) |
| GSI: | XX |
| Course Canvas/bCourses link: | XX |
| Course Unit: | 4 |

Course Description

This course provides an overview of the concepts and methods of program evaluation. The course will be useful to those concerned with evaluation of health and social service programs. Participants will develop the critical skills necessary to assess the quality of evaluation research projects, to apply technical evaluation skills in professional practice, and to develop evaluation plans for a variety of health and social programs. The course is primarily intended for masters' level students who will be conducting, managing, or interacting with program evaluations in their professional work. This course will combine lecture, discussion, case studies and interactive learning activities. This course also involves a significant field component where students will partner with a community organization to apply the knowledge and skills acquired through this semester through the development of an evaluation plan.

Prerequisites

This course is intended for graduate students in Public Health with priority given to MPH students in their final year of the program for whom this is a required course. No undergraduates will be permitted.

Course Learning Objectives

By the end of this course, students will be able to:

1. Master the basic concepts of program evaluation, and understand how it differs from other types of research activities by understanding the history and theories of evaluation and modern applications to real-life settings;
2. Distinguish between different types of evaluation, including needs assessment, process evaluation, participatory/empowerment evaluation, and outcome evaluation;
3. Identify and describe the key steps in planning an evaluation for different types of health and social programs, including the use of both qualitative and quantitative methods, by in-class lectures and discussions and the application of these skills in partnership with a community-based organization;
4. Understand how to select and design surveys and other instruments to appropriately answer evaluation questions;
5. Develop budgets for evaluation plans by developing a draft budget for a partner organization;
6. Write a finalized plan to conduct a process and/or outcome evaluation in partnership with an organization and with feedback from instructors;
7. Consult effectively with an organization/agency to develop the evaluation plan through interacting effectively with the organization and with ongoing instructor feedback.

Methods of Instruction

This course is planned to be delivered synchronously in-person during the scheduled class time (Wednesdays 9am-12pm). Class time will combine lecture, small group discussion, interactive learning activities, and time for small group work on evaluation projects. This course involves a significant field component where small student groups will partner with a community organization to apply the knowledge and skills acquired through this semester through the development of an evaluation plan.

Co-Instructor Information

Julianna Deardorff, PhD
Associate Professor, UCB School of Public Health
Email: jdeardorff@berkeley.edu
Office: 2121 Berkeley Way West Room 6163
Office hours: Wednesdays 2-4pm

GSI Information

[insert name]
Doctor of Public Health Program, UCB School of Public Health
Email: XX
Office hours: XX

Course Format

Course Schedule

| Week | Date | Topic | Group Project |
|-------------|-------------|--|--|
| 1 | [XX] | Overview of the course and enrollment | |
| 2 | | Introduction to evaluation and role of the evaluator | Complete preference form |
| 3 | | Evaluation frameworks and logic models | Matched with organizations |
| 4 | | Process/implementation evaluation, continuous improvement <i>Guest Speaker - Abigail Guttman-Gonzalez, UCSF, Institute for Health Policy Studies and Bixby Center for Reproductive Health</i> | |
| 5 | | Outcome/impact evaluation, threats to validity, sampling | |
| 6 | | Data sources and indicators | |
| 7 | | Measurements from Indicators to Questions <i>Guest Speaker: Nancy Berglas, UCSF ANSIHR</i> | Assignment 1 due (5PM) |
| 8 | | Qualitative approaches | |
| 9 | | Mixed methods and triangulation | |
| 10 | | Ethical challenges in evaluation Policy and advocacy | |
| 11 | | Policy and Advocacy in Evaluation – Guest Speaker: <i>Janine Saunders, The California Endowment</i> | Assignment 2 due (5PM) |
| 12 | | Innovative methods, emerging trends and participatory evaluation <i>Zea Malawa, Abundant Birth Project</i> | |
| 13 | | Sharing evaluation findings, data visualization | |
| 14 | | NO CLASS – UNIVERSITY HOLIDAY | |
| 15 | | Presentation of Evaluation plan Day 1 | Assignment 3 - Presentation of evaluation plan (Day 1) |
| 16 | | Presentation of Evaluation plan Day 2 | Assignment 3 - Presentation of evaluation plan (Day 2) |

| Week | Date | Topic | Group Project |
|------|------|-------|---|
| | | | Assignment 4 - Final evaluation plan due December X, 5pm |

Course Grading

Grading: Grading is based on the following class attendance and participation, the methods case study, and progress on the small group evaluation plan. Final grades will be assigned according to the following percentages:

- 20% – Class Attendance and Participation
- 10% – Facilitate Group Discussion
- 15% – Assignment 1 of Evaluation Plan
- 20% – Assignment 2 of Evaluation Plan
- 10% – Assignment 3 of Evaluation Plan (Presentation)
- 25% – Assignment 4 of Evaluation Plan (Final Plan)
- *Extra credit 1% – Completing Course Evaluation*

Grade Values:

| | | | |
|--------------|--------------|--------------|--------------|
| 94%-100% = A | 83%-85% = B | 73%-75% = C | 63%-65% = D |
| 90%-93% = A- | 80%-82% = B- | 70%-72% = C- | 60%-62% = D- |
| 86%-89% = B+ | 76%-79% = C+ | 66%-69% = D+ | <60% = F |

Writing: Communicating well through writing is an important part of public health practice. The assignments for this seminar provide an opportunity to refine your ability to communicate to public health practitioners and community members through writing. The following Berkeley resources may prove helpful: <http://writing.berkeley.edu> and <http://slc.berkeley.edu/writing>. Guidelines will be provided for font size, margins, line spacing, citation style, and page limits.

Academic Integrity: All assignments for this course are to be your own original work. When referring to other's work, either paraphrase or quote, use appropriate citations: <http://www.lib.berkeley.edu/instruct/guides/citations.html>. For a definition and consequences of plagiarism, see the campus guide: <http://sa.berkeley.edu/cite-responsibly>.

Course Requirements

Class Attendance and Participation

Attendance and participation are important to this class, given much of evaluation requires skills-building. When everyone comes to class having read the assigned readings, there is a stronger opportunity to have a rich discussion and engaging participation. Please do your part by coming prepared. Students are encouraged to come to office hours with their questions and should reach out to the instructors whenever circumstances will keep them from attending.

Facilitation of small group discussion

Every week students will break off into smaller discussion groups to talk about the readings. In the second week of classes, each student will be asked to sign-up for two weeks for which to generate discussion questions for their small group and to help facilitate the small group discussion. On the Monday before a student will be facilitating, the students will post their discussion questions to the google doc link provided by the course GSI.

Group Project: Evaluation Plan

Students will work in small groups (4-5 students) throughout the course to develop a complete evaluation plan for a community-based organization/program of their choice. A list of organizations/programs will be provided to students at the beginning of the semester, and students will rank their top 3 preferences. If you are working on a project that you want to propose, please speak to the instructors the first week of class. **Students will be matched with an organization the second week of class** to give groups enough time to prepare for the first assignment.

Student groups are expected to determine together their tools for communication and workflow: through in-person meetings, email, Google Docs, Zoom, bCourse group space, or other mechanisms. With each group assignment, only one group member needs to submit the group's work. Please make sure the names of all group members are included with each submission. There are additional resources on the group project hub on bcourses with tips for working in groups.

Your group is responsible for turning in four assignments during the course. Detailed instructions for each assignment are posted on the course site.

- Assignment 1: Program overview (**15% of total grade, due Wed [insert date] at 5pm**)
- Assignment 2: Evaluation design and revisions to Assignment 1 (**20%, due Wed XX**)

- Assignment 3: Presentation (**10%, due Wed XX or Wed XX**)
- Assignment 4: Complete evaluation plan (**25%, due Fri XX**)

Course Materials

bCourses website

To access the course website, go to bCourses at [insert link]

Here you will find links to required and optional readings, the syllabus, assignment descriptions and additional course resources. Any changes will be reflected on the bCourse page.

The majority of readings for the class can be found under “Files.” There are also a number of resources – beyond the required reading for this class – that may be relevant to your specific evaluation plan. Please review these materials if you need additional resources related to various research methods.

Required Materials

There are no required textbooks for this course. All required readings will be provided or linked in on the bCourse page.

Optional Materials

Optional readings and further resources will be listed on the bCourse page.

Course Communication

This class will rely heavily on the use of bcourses (bcourses.berkeley.edu). The email address you have on record with the university will be your link to course materials, communication, etc. You are responsible for monitoring the emails and announcements related to this class.

Announcements

Announcements will be posted on the home page of the bCourse site. Please check regularly for updates.

Course Mail

Course announcements will also be sent out through Canvas' notification system. The default is to receive announcements via the Course Mail system, so make sure to check your Course Mailbox for message or wherever you receive notifications.

Policies

Due Dates

Please check the online course calendar for up to date assignment guidance and due dates. Please communicate with instructors if you will not be able to meet course deadlines ahead of the deadlines.

Late Assignments

We understand assignments may be submitted after the due date due to unforeseen delays or due to circumstances with the partner organization. Please discuss late assignments in advance with the Course Instructor or GSI as soon as possible and we will discuss the late policy on a case by case basis. Late assignments that are not discussed with an Instructor will be reduced by 5% per day.

Attendance

Regular attendance benefits students' engagement with the course. Please communicate in advance if you will be unable to attend a class, whenever possible. Repeated absences (more than one) interferes with the learning process. We encourage students with repeat absences to reach out to the instructors to discuss accommodations or alternative methods of engaging in the course material. Coming to class late can be disruptive for other students and the instructors, we understand moving from one class to the other can make this difficult, please let the instructor know if this will be a regular occurrence for you. Unexcused absences or repeat disruptive behavior may result in lowering of the student's participation grade.

Correspondence

For all correspondence, please put PH 218B in the subject heading. We will try to answer your query within 48 hours during the week. If you send an email on Friday after 5:00pm, you will get a reply the following Monday.

Diversity, Equity, Inclusion and Belonging (DEIB) statement

At Berkeley Public Health, we strive to create an inclusive and anti-racist learning environment. We recognize our own positionality and commit to teaching this course, to the best of our ability, with an antiracist, racial justice, and equity-minded lens that promotes inclusion. We invite you to take this journey with us by being fully present and open. We are interested in your perspectives and in the value and knowledge you bring to contribute to an enriching classroom environment.

We view this syllabus as a dynamic document oriented toward learning and not just coverage of material; thus, we may add or modify topics covered, assignments, and resources (e.g., required readings) based on the needs and interests of students in the course. We invite feedback and input at any time, and we will engage in careful reflection of any modifications that may help improve the course in the future.

As your Instructor team, we agree that:

- We will make intentional efforts to include relevant information pertaining to BIPOC and historically underrepresented and/or marginalized communities.
- Students are the experts of their own experiences. Your world lens is welcomed; and as students, you are invited to lift up information and/or data that is relevant to the course material. Everyone is a teacher and everyone is a student.
- We cannot speak on behalf of all groups, or fully understand the issues, concerns and histories of all students. However, we are willing to listen and learn, admit mistakes and engage in ongoing cultural humility practices.
- We welcome student feedback and input at any time during the course without fear of reprisal.

SPH Course Policies

Descriptions of and relevant campus links to SPH school wide course policies on Disability Support Services, Accommodation of Religions Creed, Course Evaluations, Academic Integrity can be found at: [insert link]