Instructor Name: William Sorensen, Ph.D. Professor

Office Location & Times: HPC Rm #3095 (email the instructor to set a time if you wish to meet).
Phone: (Jason Lee Admin Assistant:) 903.877.5924
E-mail: wsorensen@uttyler.edu or bsorensen@uttyler.edu

Format: The course is all online. Canvas is the "platform" for course documents or quizzes.

Communications are done through Canvas or email. Set your Canvas notifications so that you receive Canvas announcements automatically through your email. Make a constant schedule whereby you log into your university email account and Canvas account several times each week.

Class Location & Times: The class is considered "asynchronous"- no meetings- the schedule is set by the student at the student's convenience, except for due dates or other chores (Zoom meetings, quizzes) (Note: students are expected to attend any 2 of the 4 Zoom class meetings.

Required Text: no textbooks, but several free PDF documents needed; these will be posted in Canvas, or the links will be posted in Canvas.

Catalog Description: This course provides an overview of the principles of program evaluation. It explores the methods associated with the systematic evaluation of public health education programs. Students will learn the skills needed to plan, conduct and critique evaluation research. The content of the course includes program logic models, formative, process, impact, outcome and summative evaluation; theory-driven evaluation; a review of validity issues as they relate to evaluation; sampling in a complex context; operationalizing variables; assessment of measurement instruments; and analysis of quantitative evaluation designs. In addition, issues that impact evaluation across the ecological model, specifically the importance of context and equity issues, will be examined. Qualitative methods used in program evaluation and mixed-method designs for evaluation will be highlighted. Supporting the needs of stakeholders in the evaluation will be emphasized.

Course Objectives: Upon successful completion of this course students will be able to:
1. Define practical program evaluation, describe reasons for conducting an evaluation;
2. Identify and describe how to engage program stakeholders;
3. Describe a program in specific terms that facilitates evaluation, including identification of the outcome objectives, logic model, context, and activities;
4. Focus an evaluation on specific questions that will provide useful information to stakeholders;

5. Identify methods and resources for gathering credible evidence to address selected evaluation questions;
6. Describe considerations in drawing justifiable conclusions about a program, based on the selected evaluation questions and methods;
7. List characteristics of evaluation findings that make them useful.

Letter grade-percentage transposition:

A: 91% - 100%	D: 61% - 70%
B: 81% - 90%	F: below 61%
C: 71% - 80%	

Grading Plan:

Project	50%
Quizzes (4 @ 5 points)	20%
Critiques of current evaluation (2 @ 10 points)	20%
Regular Participation any 2 of 4 Zoom meetings	10%

Project:
  A project- evaluation plan- covers most of this course: The student creates an ideal public health program from his/her imagination/experiences. There are two PDF texts used for this project, one is from 2011, the other from 2024. In between these times, steps and standards have changed, therefore the students needs to be aware of which document offers what.
  The student will first describe his/her project idea in a Discussion folder whereby students see each other's ideas, but there will also be dialogue from the instructor and possible changes to be made. Once the project is "approved" the student uses the notions of Evaluation Steps and Standards to flesh out the project, working through workbook exercises (note in the schedule 1½ weeks are allotted per each of the 6 steps). From the 2011 document, pg. 88, it lists the basic elements of the evaluation plan:

Title page	Evaluation focus
Question overview	Methods
Intended use and users	Analysis and interpretation plan
Program description	Use, dissemination, and sharing plan

  Consider this list as the backbone as the student fills out the project. No length requirement, single spaced, 12-point font, 1" margins.

Critiques:
  The student will complete two critiques of different evaluations reports. He/she may refer to evaluation steps and standards, or not. Please critique the methods and not the topic. (In a way, this is an evaluation of an evaluation report.) 3-4 pages in length, double spaced, 12-point font, 1" margins.

Quizzes: These are timed multiple choice questions, mostly "knowledge" which assesses your memory and basic understanding of evaluation concepts.

No Make-ups: On the graduate level, the instructor expects no late projects or assignments.

Communications: In regards to questions about the "mechanics" of the class, please communicate through the Canvas discussion folder called "Administrative issues". This allows both questions and responses to questions to be seen by everyone. More generally, please do not send the instructor an e-mail message or a private Canvas-"inbox" message about the mechanics of the course. If you must communicate with the instructor privately, send him an email through regular email.

A note about Zoom participation: If you do log into a Zoom meeting, please have your video screen on (at all times). Visuals of faces are a good form of communication.

IF References are used: the style specified in the latest APA Publication Manual (American Psychological Association. This includes in-text references and reference lists. Invest the time early on to learn APA style.

AI statement (starting in the fall of 2024, UT Tyler expects every course syllabus to include an AI statement): AI is permitted, AND the student must acknowledge it in his/her references. Be aware too of Dr. Sorensen's observation that AI is not a good writer; AI generated written pieces are 1. Repetitive, 2. Use a lot of jargon, and 3. Are not concise. The instructor believes that the individual graduate student can do better than AI.

*****For MPH Students*****
Generalist Program Competencies:
The student learning outcomes listed above address the following MPH program CEPH competencies and are highlighted in green**.**
        Evidence-based Approaches to Public Health
1. Apply epidemiological methods to 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 and 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 systemic 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, implementation, or critique 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 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 leadership and/or management principles to address a relevant issue.
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 (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation.
20. Describe the importance of cultural competence in communicating public health content.

Interprofessional and/or Intersectoral Practice

21. Integrate perspectives from other sectors and/or professions to promote and advance population health.

Systems Thinking

22. Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative.