PubH 6034
Evaluation
Spring 2018

Credits:	3
Meeting Days:	T, Th
Meeting Time:	9:45-11:00
Meeting Place:	Mayo A110
Instructor:	**Traci Toomey, PhD**
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I.   **Course Description**

This course was designed for MPH students to provide an introduction to the concepts and tools needed to conduct assessments and evaluate interventions.

Acknowledgments
The contents of PubH 6034 have been developed with the contributions of numerous instructors. Dr. Toomey, the current instructor, has been involved with the majority of recent content and modifications. Former faculty/instructors, including Dr. Ben Capistrant and Dr. Simone French each had roles in either the conceptual development or actual content of the current course, and are acknowledged for their contributions. The SPH Office of E-Learning Services is also acknowledged for their help in developing the course.

II. Course Prerequisites

CHP, MCH or Nutr MPH student or instructor's permission.

III. Course Goals and Objectives

Course Goal: Students will understand the basic tools and components of evaluation within the context of public health.

The syllabus is a guide for class schedule and specific objectives. Additional information and details will be given on Moodle and during class.

Course Objectives:
By the end of the semester, students will be able to:
1. Describe the importance of evaluation for public health.
2. Describe the main components of evaluation, including assessment, formative evaluation, process evaluation, and outcome evaluation.
3. Explain the different types of roles of evaluators.
4. Explain different types of evaluation.
5. Compare different options for data collection.
6. Design a basic evaluation plan.
7. Describe basic management issues related to evaluation (e.g., budgets, staffing).
8. Explain strengths and limitations of different evaluations.

This course addresses the following MPH Foundational Competencies:
Evidence-based Approaches to Public Health
- Select quantitative and qualitative data collection methods appropriate for a given public health context.

Planning and Management to Promote Health
- Assess population needs, assets and capacities that affect communities' health.
- Explain basic principles and tools of budget and resource management.
- Select methods to evaluate public health programs.

Communication
- Communicate audience-appropriate public health content, both in writing and through oral presentation.
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This course addresses the following Community Health Promotion (CHP) Competencies:
- Identify needs of individuals and communities to promote healthy behaviors.
- Evaluate public health programs, policies, and practices using the appropriate study design and methods.
- Communicate in writing and orally to lay and professional audiences about the needs of populations, intervention plans, and evaluation outcomes.

This course addresses the following Maternal & Child Health (MCH) Competencies:
- Assess the effectiveness of an existing health program for specific MCH population groups.
- Assess the strengths of individuals and communities and respond appropriately to their needs based on sensitivity to—and respect for—their cultural and ethnic backgrounds and socioeconomic status.
- Develop strategies, including the use of supportive evidence, to develop public health policies and programs.

IV. Methods of Instruction and Work Expectations

The class sessions will be a combination of online and in-class lectures, classroom and small group discussion/workshops, and presentations by guest lecturers. **Assigned readings and online lectures should be completed before each class.**

Attendance in class is mandatory. Students are expected to attend class and participate in class discussion. If you are unable to attend class, please contact the instructor **prior to class,** by email, or by phone.

V. Course Text and Readings

Course readings are available through Moodle.

VI. Course Outline/Weekly Schedule

See pages at the end of the syllabus.

VII. Evaluation and Grading

Students will be evaluated on:
- Team data collection workshop/other workshops   15%
- Online Quizzes   10%
- Mid-term exam   35%
- Evaluation Plan/Small-group Presentation   20%
- Evaluation report critique   20%

On designated days, students should complete the online quizzes before 8:00 a.m. The quizzes can be completed anytime within two days before it is due. You will have 15 minutes to complete each of the 7 quizzes. The quizzes will include T/F and multiple choice questions that focus on major concepts from the readings and any online lectures for that week.

The in-class exam will cover material addressed Weeks 1-10, including lectures (in-class and online), workshops, and readings. The exam may include T/F, multiple choice, and short-answer questions.

Students will be expected to participate in the workshops. There are 12 workshops scheduled throughout the semester. The first two, data collection workshops will culminate in a group report that will be worth 5 points. The remaining workshops are worth 1 point each.

For each day late, 1 point will be taken off assignments, quizzes, workshops, and the exam without prior approval from the instructor.

Grades will be determined by total effort as follows:

A = 93-100 pts   Represents achievement that is outstanding relative to the level necessary to meet course requirements

A-= 90-92 pts

B+= 87-89 pts

B = 83-86 pts   Represents achievement that is significantly above the level necessary to meet course requirements

B- = 80-82 pts   Represents achievement that meets the minimum course requirements

C+ = 77-79 pts

C = 73-76 pts

C- = 70-72 pts

F (or N)   Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit, or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I

For additional information, please refer to:
http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html.

Course Evaluation
The SPH will collect student course evaluations electronically using a software system called CoursEval: www.sph.umn.edu/courseval. The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade in SPHGrades: www.sph.umn.edu/grades. All students will have access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation or not. Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

Incomplete Contracts
A grade of incomplete "I" shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an "I" requires that a contract be initiated and completed by the student before the last official day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student's college). For more information and to initiate an incomplete contract, students should go to SPHGrades at: www.sph.umn.edu/grades.

University of Minnesota Uniform Grading and Transcript Policy
A link to the policy can be found at onestop.umn.edu.

VIII. Other Course Information and Policies

Grade Option Change (if applicable):
For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester courses) can be found at onestop.umn.edu.

Course Withdrawal:
Students should refer to the Refund and Drop/Add Deadlines for the particular term at onestop.umn.edu for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Office of Admissions and Student Resources at sph-ssc@umn.edu for further information.

Student Conduct Code:
The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities,

and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Use of Personal Electronic Devices in the Classroom:
Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.

Scholastic Dishonesty:
You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html.

The Office for Community Standards has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty https://communitystandards.umn.edu. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Makeup Work for Legitimate Absences:
Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html.

Appropriate Student Use of Class Notes and Course Materials:
Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.

Sexual Harassment:
"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the

University setting. For additional information, please consult Board of Regents Policy:
http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf

Equity, Diversity, Equal Opportunity, and Affirmative Action:
The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy:
http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf.

Disability Accommodations:
The University of Minnesota is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center Student Services is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DRC at 612-626-1333 or drc@umn.edu to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DS website, https://diversity.umn.edu/disability/.

Mental Health and Stress Management:
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: http://www.mentalhealth.umn.edu.

The Office of Student Affairs at the University of Minnesota:
The Office for Student Affairs provides services, programs, and facilities that advance student success, inspire students to make life-long positive contributions to society, promote an inclusive environment, and enrich the University of Minnesota community.

Units within the Office for Student Affairs include, the Aurora Center for Advocacy & Education, Boynton Health Service, Central Career Initiatives (CCE, CDes, CFANS), Leadership Education and Development – Undergraduate Programs (LEAD-UP), the Office for Fraternity and Sorority Life, the Office for Community Standards, the Office for Student Engagement, the Parent Program, Recreational Sports, Student and Community Relations, the Student Conflict Resolution Center, the Student Parent HELP Center, Student Unions & Activities, University Counseling & Consulting Services, and University Student Legal Service.

For more information, please see the Office of Student Affairs at https://osa.umn.edu/.

Academic Freedom and Responsibility: *for courses that do <u>not</u> involve students in research:*
Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

OR:

Academic Freedom and Responsibility, for courses that involve students in research

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom and conduct relevant

research. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.* When conducting research, pertinent institutional approvals must be obtained and the research must be consistent with University policies.

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, (Dr Kristin Anderson, SPH Dean of Student Affairs), or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".

Student Academic Success Services (SASS): http://www.sass.umn.edu:
Students who wish to improve their academic performance may find assistance from Student Academic Support Services.   While tutoring and advising are not offered, SASS provides resources such as individual consultations, workshops, and self-help materials.

Template update 8/2017

Course Outline/Weekly Schedule

(Note: Some lectures may be changed to meet course needs)

Class	Date	Topic(s)	Assigned Lecture/Reading	Quiz/Exam/Assignment Due
WEEK 1				
1	Jan 16	**COURSE INTRODUCTION**	**REQUIRED READING:** • None	
2	Jan 18	**LECTURE:** Evaluation Overview	**REQUIRED READING:** • Framework for Program Evaluation in Public Health, *MMWR*, V. 48, No. RR-11, 1999. (ftp://ftp.cdc.gov/pub/Publications/mmwr/rr/rr4811.pdf) • CDC Self-Study Guide Introduction to Program Evaluation for Public Health Programs: A Self-Study Guide, CDC, 2011; https://www.cdc.gov/eval/guide/cdcevalmanual.pdf, pp. 1-12	**Reading Online Quiz 1**: closed at 8:00 a.m. today
WEEK 2				
3	Jan 23	**LECTURE:** Overview of Types of Data	**REQUIRED ONLINE LECTURES:** • Quantitative Data • Qualitative Data **REQUIRED READINGS:** • *CDC Self-Study Guide* https://www.cdc.gov/eval/guide/cdcevalmanual.pdf, pp 58-73 • *Kellogg Evaluation Handbook*, pp. 142-164 • Quinn Patton, M. *Essentials of utilization-focused evaluation*. 2012 Sage Publications, Inc. Chapters 10 (pp. 263-283).	**Reading and Lecture Online Quiz 2:** closed at 8:00 a.m. today

			RECOMMENDED READINGS: • Administration on Children, Youth & Families. (ACYF) (2016). *Qualitative research methods in program evaluation: Considerations for federal staff* https://www.acf.hhs.gov/sites/default/files/acyf/qualitative_research_methods_in_program_evaluation.pdf p. https://www.cdc.gov/healthyyouth/evaluation/pdf/brief19.pdf	
4	Jan 25	**WORKSHOP:** Discuss Key Concepts & Develop Protocol for Data Collection And question development	**REQUIRED READING:** • None	
WEEK 3				
5	Jan. 30	**WORKSHOP**: Collect Data, Data Collection Critique & Protocol Changes	**REQUIRED READING:** • None	

| 6 | Feb 1 | **GUEST LECTURE:** *Linda Bosma, PhD*

• Evaluator roles
• Working with stakeholders and community partners stakeholders/community | **REQUIRED READINGS:**

• CDC Self-Study Guide Different Types of Evaluators/Evaluator Roles/Working with Stakeholders. https://www.cdc.gov/eval/guide/cdcevalmanual.pdf pp13-20

• Kellogg Evaluation Handbook pp. 85-93

• JA King & L Stevahn. Chapter 4 pp. 66-95: Interactive Evaluation Practice. Sage Publications. 2013 | **Assignment Due:** Small-group Data Collection Report |

WEEK 4

| 7 | Feb 6 | **LECTURE**: Assessment | **REQUIRED READING:**
• Issel & Wells, 2018, pp. 71-85

REVIEW:
• Kaiser Permantente. (2015a) "*Community Health Needs Assessment Toolkit Part I: Overview, Pre-Assessment & Data Collection*." Oakland, CA: Kaiser Permanente p.12-28.http://www.communitycommons.org/wp-content/uploads/2015/05/KP-CHNA-Toolkit-Part-I-FINAL-052215- | **Reading Online Quiz:** closed at 8:00 a.m. today |

			2.pdf • Kaiser Permantente. (2015b) "*Community Health Needs Assessment Toolkit Part II: Completing theCHNA Report.*" Oakland, CA: Kaiser Permanente.http://www.communitycommons.org/wp-content/uploads/2015/05/KP-CHNA-Toolkit-Part-Two-Updated-August-2015.pdf	
8	Feb 8	**WORKSHOP:** Assessment.	**REQUIRED READINGS:** • Minnesota Statewide Heatlh Assessment: http://www.health.state.mn.us/healthymnpartnership/docs/2017MNStatewideHealthAssessment.pdf **REVIEW** • Data from the 2017 Minnesota Statewide Health Assessment: http://www.health.state.mn.us/healthymnpartnership/docs/2017MNStatewideHealthAssessmentData.pdf **ADDITIONAL EXAMPLES OF ASSESSMENT REPORTS** • University of Minnesota Medical Center. 2015 Community Health Needs Assessment. Minneapolis, MN: University of Minnesota Medical Center https://www.fairview.org/fv/groups/internet/documents/web_content/s_127536.pdf • Recommended Ramsey County	

			Community Health Improvement Plan 2014-2018. Saint Paul, MN: Ramsey County. https://www.ramseycounty.us/sites/default/files/Departments/Public%20Health/CHIP_report_rev_june2016.pdf	

WEEK 5				
9	Feb 13	**LECTURE/WORKSHOP:** Stages of Intervention Development and Implementation	**ONLINE LECTURE:** Basics of intervention development **REQUIRED READINGS:** • Quinn Patton, M. *Essentials of utilization-focused evaluation*. 2012 Sage Publications, Inc. Chapter 9, pp 230-262. • *CDC Self-Study Guide Introduction to Program Evaluation for Public Health Programs: A Self-Study Guide*, CDC, 2011; https://www.cdc.gov/eval/guide/cdcevalmanual.pdf, pp. 21-25	**Reading & Lecture Online Quiz**: closes at 8:00 a.m. today
10	Feb 15	**LECTURE**: Logic Models	**REQUIRED READINGS:** • *Kellogg Evaluation Handbook* W.K. Kellogg Foundation Logic Model Development Guide. (2006) https://www.wkkf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide • *CDC Self-Study Guide Introduction to Program Evaluation for Public Health Programs: A Self-Study* Guide, CDC, 2011; https://www.cdc.gov/eval/guide/cdce	

		valmanual.pdf, pp. 26-39	
		• Quinn Patton, M. *Essentials of utilization-focused evaluation*. 2012 Sage Publications, Inc. (pp. 232-236).	

WEEK 6				
11	Feb 20	**WORKSHOP**: Logic Model Activities	**REQUIRED READINGS :** • None	**Reading Online Quiz:** closes at 8:00 a.m. today (for readings from Feb. 15)
12	Feb 22	**LECTURE:** Formative Evaluation	**REQUIRED READINGS:** • http://www.tools4dev.org/wp-content/uploads/how-to-pretest-and-pilot-a-survey-questionnaire.pdf • The importance of pilot studies. Edwin R. van Teijlingen and Vanora Hundley.http://sru.soc.surrey.ac.uk/SRU35.pdf	
WEEK 7				
13	Feb. 27	**WORKSHOP**: Formative Evaluation	**REQUIRED READINGS :** • None	
14	March 1	**Lecture:** Process Evaluation	**REQUIRED READINGS :** • Issel & Wells, 2018, pp. 219-244 **RECOMMENDED READING:** • Bellg AJ et al., Enhancing treatment fidelity in health behavior change studies: Best practices and recommendations from the NIH Behavior Change Consortium. *Health Psychology* 2004; 23: 443-451.	**Reading Online Quiz:** closes at 8:00 a.m. today
WEEK 8				
15	March 6	**WORKSHOP:** Process Evaluation	**REQUIRED READINGS :** • None	
16	March 8	**LECTURE:** Outcome Evaluation	**REQUIRED READINGS:**	**Reading Online Quiz:** closes at 8:00 a.m. today

			• *CDC Self-Study Guide Introduction to Program Evaluation for Public Health Programs: A Self-Study Guide*, CDC, 2011;https://www.cdc.gov/eval/guide/cdcevalmanual.pdf, pp. 42-55	
			• Issel & Wells, 2018, pp. 287-313	
			RECOMMENDED READINGS:	
			• Campbell DT, Stanley, JC. Experimental and Quasi-Experimental Designs for Research on Teaching. 1963. *Handbook of Research on Teaching*. NL Gage (Ed). McNally & Company. Monograph published separately in 1966 as " Experimental and Quasi-Experimental Designs for Research". Wadsworth CENGAGE Learning. 71 pages. pages 1-50 first priority.	

SPRING BREAK (MARCH 12– MARCH 16)

WEEK 9				
17	March 20	**LECTURE/WORKSHOP:** Outcome Evaluation #1	**REQUIRED READINGS :** • None	
18	March 22	**WORKSHOP:** Outcome Evaluation #2	**REQUIRED READINGS :** • None	
WEEK 10				
19	March 27	**LECTURE/WORKSHOP:** Involvement of Stakeholders and other Evaluation Considerations	**REQUIRED READING:** • King JA, Strevahn L. Dealing with the Unexpected in Program Evaluation. Chapter 8 in *Interactive Evaluation Practice*. Thousand Oaks, Calif. SAGE Publications 2013. pp. 240-284. • Quinn Patton, M. *Essentials of utilization-focused evaluation*. 2012	

			Sage Publications, Inc. Chapter 13.	
20	March 29	**LECTURE/WORKSHOP:** Management & Budgeting for Evaluations	**ONLINE LECTURE:** Introduction to Budgets	
WEEK 11				
21	April 3	**IN-CLASS EXAM**	**REQUIRED READINGS :** • None	*IN-CLASS EXAM*
22	April 5	**LECTURE:** Communicating evaluation methods and findings	**REQUIRED READING:** • CDC. Developing an effective evaluation report: Setting the course for effective program evaluation. Atlanta, Georgia: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Office on Smoking and Health, Division of Nutrition, Physical Activity and Obesity, 2013. https://www.cdc.gov/eval/materials/developing-an-effective-evaluation-report_tag508.pdf • Quinn Patton, M. *Essentials of utilization-focused evaluation*. 2012 Sage Publications, Chapter 14.	
WEEK 12				
23	April 10	***WORKSHOP:*** *Critiquing an Evaluation Report*	**REQUIRED READINGS**: • TBA	
24	April 12	**GUEST LECTURE:** Different Forms of Evaluation Communication *Guest Instructor: Ann Zukoski, DrPH & Jennifer Pelletier, PhD SHIP Evaluators*	**REQUIRED READINGS**: • *Statewide Health Improvement Program Report to the Minnesota Legislature,* FY2014-2015	
WEEK 13				
25	April 17	***LECTURE:*** *Work as an Evaluator* *Guest Instructor: Elizabeth Kruger, MPH*	**REQUIRED READING:** • None	
26	April 19	**WORK SESSION:** Planning for Small-Group Presentation	**REQUIRED READINGS :** • None	

WEEK 14

27	April 24	**WORK SESSION:** Planning for Small-Group Presentation	**REQUIRED READINGS :** • None	
28	April 26	**WORK SESSION:** Planning for Small-Group Presentation Or **STUDENT PRESENTATIONS**	**REQUIRED READINGS :** • None	

WEEK 15

29	May 1	**STUDENT PRESENTATIONS:** Small-group presentation of summary of evaluation reports/critique	**REQUIRED READINGS :** • None	**ASSIGNMENT:** Small-group Presentation + Handout
30	May 3	**Synthesis Discussion**	**REQUIRED READINGS :** • None	

Final Assignment Due: Critique of an Evaluation Plan
FINAL ASSIGNMENT DUE: MAY 8, 2018. Assignments must be received by midnight May 8, 2018.