SCHOOL OF
PUBLIC HEALTH
UNIVERSITY OF MINNESOTA

PUBH 6852, Section 320

Program Evaluation in Health and Mental Health Settings
Spring Semester 2019

COURSE & CONTACT INFORMATION

Credits: 2 credits
Meeting Day(s), Time, and Place: January 22 – May 6, 2019. This course is entirely web-based, delivered via Moodle at http://moodle.umn.edu.

Contact Type	Contact Information	Role	When to Contact
Instructor	Lesley Weaver MPP weav0095@umn.edu	Primary instructor for this course	Questions about the class, content, assignments, deadlines, etc.
Teaching Assistant	Benjamin Nicla nicla002@umn.edu	Assign grades and provide individualized feedback on assignments	Questions about the content, assignments, and deadlines.
Technical Support	Technical support options are available on the SPH website. https://z.umn.edu/sphquickhelp	Troubleshoots technical issues related to the course site or course content.	Technical issues with the course site, media, quizzes or assignments.

Please save this contact information to your computer or print it. That way, you can still contact us in the event that you have difficulty connecting to the Internet or accessing the syllabus.

Communication in Online Courses

Communication is especially important in an online course. The course site announcement forums/discussions and email will be used to communicate with students. You are responsible for reading all course-related emails sent to your University email account and contacting us in a timely manner with any questions you may have. We strongly recommend that you check your U of M email daily. My goal is to respond to emails within 48 hours of receiving them, Monday through Friday.

COURSE DESCRIPTION

To use their scarce resources wisely while simultaneously serving individuals, groups, and communities, the individuals responsible for developing and implementing public health programs need to answer numerous questions. For instance, in our community, what health needs are not being met? Is our program effectively achieving its goals and objectives? Why or why not? If not, how can we improve it? Individuals can begin formulating answers to these, and other, important questions by evaluating their programs or hiring an evaluator to do it for them.

Program evaluation is a rigorous, systematic method for collecting, analyzing, and answering questions about programs, policies, and partnerships. Evaluators work with program staff, and other key stakeholders, to clarify a program's operational theory, document how it is being implemented, and examine its impact on individuals' health and well-being. Using the information uncovered as part of an evaluation study, key decision-makers, such as a non-profit organization's Executive Director or Board of Directors, can make informed decisions about their program's future. That is, should it be

implemented, terminated, or modified in some way?

In this introductory course, students will gain hands-on experience using the tools of program evaluation. This course is designed to help students acquire some of the knowledge and skills they need to design and conduct their own evaluations as well as thoughtfully critique and analyze those performed by others. Students will also learn about some of the challenges evaluators may encounter in the field and how they can be addressed, to the extent possible.

Acknowledgments
The multimedia course content was developed with assistance from the SPH Office of E-Learning Services.

COURSE PREREQUISITES
Since this is an introductory course for graduate students in public health, a prior knowledge or familiarity with program evaluation is not required. Although having a background in research methods would be useful, it is not required. This course has been designed for students who have not taken any courses in research or evaluation methods.

COURSE GOALS & OBJECTIVES
Course goal: To familiarize and equip students with some of the knowledge and skills needed to work as a program evaluator. While students will acquire a variety of different skills, those with a strong interest in evaluation are encouraged to take advanced courses in program evaluation, research methods, statistics, and primary data collection.

Key objectives: By the end of the semester, students will be able to:
1. Describe the importance of program evaluation for public health.
2. Differentiate between the different types of evaluation and explain when it is appropriate to use each one.
3. Use stakeholder analysis techniques to identify the position, power, and resources of key stakeholders.
4. Develop a logic model that summarizes a program's underlying operational theory.
5. Describe the strengths and weaknesses of different study designs and data collection modalities.
6. Identify, adapt, or create qualitative data collection instruments.
7. Design and plan evaluation studies.
8. Explain what it means to be an ethical evaluator as well as how to protect the individuals who participate in evaluation studies.
9. Explain the challenges inherent to program evaluation and describe the strategies for addressing them to the extent possible.

METHODS OF INSTRUCTION AND WORK EXPECTATIONS
Course Workload Expectations
PubH 6852 is a 2 credit course. The University expects that for each credit, you will spend a minimum of three hours per week attending class or comparable online activity, reading, studying, completing assignments, etc. over the course of a 14-week term. Thus, this course requires approximately 84 hours of effort spread over the course of the term in order to earn an average grade.

This course is entirely online. Therefore, time you would otherwise be in class will be incorporated into work for the course in the form of online discussions, lectures, etc.

In this course, a variety of different instructional methods and learning activities will be used, including, but not limited to, reading the material, listening to recorded lectures, watching videos, and participating in discussion forums. Since the tools of program evaluation are used in a variety of disciplines, this course will not focus on a specific area within the field of public health. Instead, students will be presented with examples of how the tools of program evaluation have been, and can be, applied to a variety of public health issues. Throughout the course, students will be encouraged to relate the concepts, ideas, and methods presented to their own areas of interests.

Course Expectations
Throughout the course, students are expected to:
- Spend approximately 6 – 8 hours per week interacting with course content (e.g. completing assigned readings and assignments). Students may need to spend more or less time studying for this course, depending on their prior knowledge, skills, and expertise.
- Complete all assigned readings and assignments by the due date or contact the instructor via email as soon as

possible if they cannot complete an assignment on time. Extensions will be given for legitimate reasons, such as illness, religious holidays, childbirth, and other important life events.
- Abide by the University's policy on academic honesty. Students who violate this policy will be reported to the Office for Student Conduct and Academic Integrity and subject to disciplinary action.
- Request an accommodation through the Disability Resource Center as soon as possible, if needed.
- Always treat the instructor and their colleagues with consideration and respect.

All of the above will be taken into consideration in students' final grades, but more importantly will contribute to an environment that fosters students' learning.

Throughout the course, students can expect the instructor to:
- Plan and implement learning activities that will help them achieve the course objectives.
- Provide timely, constructive feedback on all assignments. Students can expect to receive personalized feedback within 7 – 10 days of the assignment deadline.
- Grade assignments fairly and consistently. Grading rubrics for all assignments will be posted on the course Canvas site.
- Be available via email and at other mutually agreed upon times.
- Always treat you with consideration and respect.

Email Communication
If you have any course-related questions, please feel free to email me or the Teaching Assistant. *You can expect a response to your emails within a reasonable time frame of 24 – 48 hours. Most likely, responses will not be immediate, so please do not wait until the last minute to complete the assignments in case you have questions or need additional clarification.* You must use your UMN email account for all email correspondence.

Technology
You will use the following technology tools in this course. Please make yourself familiar with them.
- Microsoft Word [training is available at http://lynda.umn.edu.

Learning Community
School of Public Health courses ask students to discuss frameworks, theory, policy, and more, often in the context of past and current events and policy debates. Many of our courses also ask students to work in teams or discussion groups. We do not come to our courses with identical backgrounds and experiences and building on what we already know about collaborating, listening, and engaging is critical to successful professional, academic, and scientific engagement with topics.

In this course, students are expected to engage with each other in respectful and thoughtful ways.

In group work, this can mean:
- Setting expectations with your groups about communication and response time during the first week of the semester (or as soon as groups are assigned) and contacting the TA or instructor if scheduling problems cannot be overcome.
- Setting clear deadlines and holding yourself and each other accountable.
- Determining the roles group members need to fulfill to successfully complete the project on time.
- Developing a rapport prior to beginning the project (what prior experience are you bringing to the project, what are your strengths as they apply to the project, what do you like to work on?)

In group discussion, this can mean:
- Respecting the identities and experiences of your classmates.
- Avoid broad statements and generalizations. Group discussions are another form of academic communication and responses to instructor questions in a group discussion are evaluated. Apply the same rigor to crafting discussion posts as you would for a paper.
- Consider your tone and language, especially when communicating in text format, as the lack of other cues can lead to misinterpretation.

Like other work in the course, all student to student communication is covered by the Student Conduct Code (https://z.umn.edu/studentconduct).

COURSE TEXT & READINGS

Textbook: Newcomer, K.E., Hatry, H.P., & Wholey J.S. (2015). *Handbook of practical program evaluation* (4th ed.). John Wiley & Sons.

The textbook is required, and an electronic copy of it is available through the UMN Libraries. It is also available for purchase at the U of M Bookstore at Coffman Memorial Union and through online retailers, like Amazon.com.

Course Readings: You can access the electronic version of all assigned articles by clicking on the access course readings link located at the top of the course Canvas site. It is good practice to use a citation manager to keep track of your readings. More information about citation managers is available at https://www.lib.umn.edu/pim/citation.

COURSE OUTLINE/WEEKLY SCHEDULE

This course has specific deadlines. All coursework must be submitted via the course site before the date and time specified on the site. **Note: assignments are due by 11:55pm CST unless indicated otherwise.**

The following schedule is a general overview and is tentative. It may be subject to change to reflect new directions of inquiry in response to students' customized needs and interests throughout the semester. Students will be informed of any course changes in advance via email and the announcements forum on Moodle.

Note: *All assignments written in bold are due at the end of the week for which they have been assigned (i.e. Sundays by 11:55 pm), unless otherwise noted. Points will be deducted for late assignments.*

Week	Topic	Readings	Activities/Assignments
Week 1 **1/22-1/27**	**Lesson 1: Introduction to Program Evaluation**	• Newcomer, K.E., Hatry, H.P., & Wholey J.S. (2015). *Handbook of practical program evaluation* (4th ed.). John Wiley & Sons (hereafter Newcomer) Chapter 1 • CDC Guidebook pgs. 1 – 12 • Fain (2005) • Scriven (2003)	• **Introductions, due 1/27**
Week 2 **1/28-2/3**	**Lesson 2: Preparing for an Evaluation**	• Newcomer Chapters 2 & 4 (pp. 83-91 only) • CDC Guidebook pgs. 13 – 20 • Leviton et al. (2010) • Preskill & Jones (2009) • (*Optional)* Byron et al. (2011)	• **Concept Application Activity 1: Stakeholder Identification and Analysis, due 2/3**
Week 3 **2/4-2/10**	**Lesson 3: Developing a Logic Model**	• Newcomer Chapter 3 • CDC Guidebook pgs. 21 – 44	
Week 4 **2/11-2/17**	**Lesson 4: Conducting a Community Needs Assessment**	• Compassion Capital Fund National Resource Center (2010) • Rosenthal et al. (2003) • Collier et al. (2012)	• **Concept Application Activity 2: Needs Assessment Logic Modeling, due 2/17** • **Assignment 1: Program Description and Stakeholder Analysis, due 2/17**
Week 5 **2/18-2/24**	**Lesson 5: Conducting a Process Evaluation**	• Saunders et al. (2005) • Curran et al. (2005) • Moore et al. (2015) • Balbach (1999) • (*Optional)* Martin et al. (2012) (*Optional)* Nakkash et al. (2012)	• **Concept Application Activity 3: Designing a Process Evaluation, due 2/24**
Week 6 **2/25-3/3**	**Lesson 6: Conducting an Impact Evaluation**	• Newcomer Chapter 7 • Campbell & Ross (1968) • Campbell (1957)	• **Concept Application Activity 4: Designing an Impact Evaluation, due 3/3** • **Assignment 2: Program Logic Model, due 3/3**
Week 7 **3/4-3/10**	**Lesson 7: Developing a Sampling, Recruitment, and Retention Strategy**	• Newcomer Chapter 9 • Palinkas et al. (2013) • Grant & Sugarman (2004) • (*Optional)* O'Connell (2000)	• **Discussion 1: The Ethics of Participation Incentives, due 3/6 & 3/10** • **Concept Application Activity 5: Sampling, Recruitment, and Retention, due 3/10**

Week 8 3/11-3/17	**Lesson 8: Designing Useful Surveys**	• Newcomer Ch. 14 & pgs. 479 – 489 • Etchegaray & Fischer (2010a) • Etchegaray & Fischer (2010b) • Etchegaray & Fischer (2011)	• **Concept Application Activity 6: Identifying Possible Sources of Survey Error, due 3/17** • **Assignment 3: Evaluation Design, due 3/17**
3/18-3/24	**Spring Break!**		
Week 9 3/25-3/31	**Lesson 9: Collecting Qualitative Data**	• Newcomer Chapters 19, 20, & 22	• **Concept Application Activity 7: Creating a Focus Group Script, due 3/31**
Week 10 4/1-4/7	**Lesson 10: Using Secondary Data**	• Newcomer Chapter 13 • Andersen et al. (2011) • Boo & Froelicher (2013) • Doolan & Froelicher (2009)	• **Concept Application Activity 8: Assessing the Utility of Government Data, due 4/7**
Week 11 4/8-4/14	**Lesson 11: Developing Recommendations and Disseminating Your Evaluation Findings**	• Newcomer Chapters 27 & 28 • SACHRU (n.d.)	• **Assignment 4: Data Collection Plan, due 4/14**
Week 12 4/15-4/21	**Lesson 12: Conducting Ethical Evaluations**	• American Evaluation Association (2004) • **(*Optional*)** International Program for Development Evaluation Training (2007)	• **Discussion 2: What Do the AEA's *Guiding Principles* Mean in Practice?, due 4/18 & 4/21** • **Assignment 5: CITI Training, due 4/21**
Week 13 4/22-4/28	**Lesson 13: Conducting a Partnership Evaluation**	• Butterfoss (2009) • Gabriel (2000) • Baker et al. (2012) • Claus et al. (2012)	• **Concept Application Activity 9: Designing a Partnership Evaluation, due 4/28**
Week 14 4/29-5/5	**Lesson 14: Conducting a Culturally Responsive Evaluation**	• American Evaluation Association (2011) • Bowen & Tillman (2015) • Casado et al. (2012) • Merryfield (1985) • Adams et al. (2005) • (*Optional)* Newcomer Ch. 12 • (*Optional*) CDC (2014) • (*Optional*) Trimble et al. (2012)	• **Discussion 3: Ethical Issues in Culturally Responsive Research, due 5/2 & 5/5** • **Assignment 6: Evaluation Review, due 5/5**
Finals Week 5/6-5/15*		• **None**	• **Assignment 8: Final Evaluation Proposal, due 5/9**

*Monday, May 6 is the last day of classes

SPH AND UNIVERSITY POLICIES & RESOURCES

The School of Public Health maintains up-to-date information about resources available to students, as well as formal course policies, on our website at www.sph.umn.edu/student-policies/. Students are expected to read and understand all policy information available at this link and are encouraged to make use of the resources available.

The University of Minnesota has official policies, including but not limited to the following:
- Grade definitions
- Scholastic dishonesty
- Makeup work for legitimate absences
- Student conduct code
- Sexual harassment, sexual assault, stalking and relationship violence
- Equity, diversity, equal employment opportunity, and affirmative action
- Disability services
- Academic freedom and responsibility

Resources available for students include:
- Confidential mental health services
- Disability accommodations
- Housing and financial instability resources
- Technology help
- Academic support

EVALUATION & GRADING

Class Participation: You are expected to participate in all class discussion forums. Your participation grade will be based upon the timeliness, content, depth, and quality of your contribution to all discussion forums. **Detailed guidelines for each discussion will be posted on Canvas. Class participation is ~10% (30 pts.) of your final grade.**

Major Assignments: Below is a summary of the major assignments that you are expected to complete over the course of the semester. **Detailed instructions and guidelines will be posted on Canvas.**

1. **Program Description and Stakeholder Analysis (due 2/17 by 11:55 pm) – Individual Assignment (15 points)**

   Select an existing public health program that interests you and develop a proposal to evaluate it. The first steps in the evaluation process are performing a stakeholder analysis and understanding and describing the program. Write a short paper (roughly 4 – 5 pages) that describes the program you selected and the results of your stakeholder analysis.

2. **Program Logic Model (due 3/3 by 11:55 pm) – Individual Assignment (15 points)**

   Develop a comprehensive logic model for the program you selected for the first assignment.

3. **Evaluation Design (due 3/17 by 11:55 pm) – Individual Assignment (20 points)**

   Now that you have a thorough understanding of the program you selected, your next step is to design your evaluation study. Write a short paper (roughly 4 – 5 pages) that describes your evaluation question(s), evaluation objective(s), study design, and sampling methodology, including its associated strengths and limitations.

4. **Data Collection Plan (due 4/14 by 11: 55 pm) – Individual Assignment (20 points)**

   To answer your evaluation question(s), you need to decide what information you need and how you are going to obtain it. For secondary data, provide a detailed description of the dataset you are going to use. For primary data, state the data collection method(s) you are going to use and explain why you believe it is appropriate. Also, draft a copy of your data collection instrument.

5. **CITI Training Certificate (due 4/21 by 11:55 pm) – Individual Assignment (15 points)**

   Complete the Collaborative Institutional Training Initiative (CITI) basic training course for social and behavioral

researchers. If you have a valid certificate that is dated within the last three years, you do not need to complete the training again. To receive full credit, upload a copy of your completion certificate to Canvas.

6. **Evaluation Article Review (due 5/5 by 11:55 pm) – Individual Assignment (20 points)**

   It is important to become a thoughtful, yet critical, consumer of evaluation research. Search the scholarly literature for a published evaluation study and write a short paper (roughly 4 – 5 pages) about it. Briefly summarize the type of evaluation conducted, evaluation question(s), study design, and data collection method(s) used. Afterwards, provide a thoughtful critique of the evaluation, drawing on course concepts when appropriate.

7. **Final Evaluation Proposal (due 5/9 by 11:55 pm) – Individual Assignment (80 points)**

   This is the major deliverable for this course. Key components of this plan were assigned earlier this semester to allow you to receive feedback and guidance on your work. For this assignment, you should revise your previous assignments, as needed. Your evaluation plan should be roughly 15 pages and contain the following components: title page, problem statement, program description, logic model, evaluation design, data collection methodology, and copies of your data collection instrument(s), if applicable.

8. **Weekly Concept Application Activities – Individual or Pair Assignment (63 points; 7 points each)**

   Some weeks, you will complete a concept application activity designed to help you apply the concepts presented in the readings and lectures to real-world program evaluation scenarios that have been taken from the published literature. While these activities can be completed individually or in pairs, you are encouraged to work in pairs. *Please note that these activities are not evenly spaced throughout the semester.*

Grading Policy: The weighted grading policy is as follows:

Activity	Points	Percent of grade
Class Participation/Discussions	30	10.79%
Assignment 1: Program Description and Stakeholder Analysis	15	5.4%
Assignment 2: Program Logic Model	15	5.4%
Assignment 3: Evaluation Design	20	7.19%
Assignment 4: Data Collection Plan	20	7.19%
Assignment 5: CITI Training	15	5.4%
Assignment 6: Evaluation Article Review	20	7.19%
Assignment 7: Final Evaluation Proposal	80	28.78%
Concept Application Activities	63	22.66%
Total	278	100%

Please refer to the University's Uniform Grading Policy and Grading Rubric Resource at https://z.umn.edu/gradingpolicy]

Grading Scale
Final letter grades will be assigned based on the percentage of total points students have earned at the end of the course. Percentages will be rounded to the nearest whole number.

The University uses plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following, and you can expect the grade lines to be drawn as follows:

% In Class	Points	Grade	GPA
95 - 100%	264.1 – 278	A	4.000
90 - 94%	250.2 – 264	A-	3.667
87 - 89%	241.86 – 250.19	B+	3.333
84 - 86%	233.52 – 241.85	B	3.000
80 - 83%	222.40 – 233.51	B-	2.667
77 - 79%	214.06 – 222.39	C+	2.333
74 - 76%	205.27 – 214.05	C	2.000
70 - 73%	194.6 – 205.26	C-	1.667
67 - 69%	186.26 – 194.5	D+	1.333
60 - 66%	166.8 – 186.25	D	1.000
< 60%	166.79	F	

- A = achievement that is outstanding relative to the level necessary to meet course requirements.
- B = achievement that is significantly above the level necessary to meet course requirements.
- C = achievement that meets the course requirements in every respect.
- D = achievement that is worthy of credit even though it fails to meet fully the course requirements.
- F = failure because 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 (Incomplete).
- S = achievement that is satisfactory, which is equivalent to a C- or better
- N = achievement that is not satisfactory and signifies that the work was either 1) completed but at a level that is not worthy of credit, or 2) not completed and there was no agreement between the instructor and student that the student would receive an I (Incomplete).

Evaluation/Grading Policy	Evaluation/Grading Policy Description
Scholastic Dishonesty, Plagiarism, Cheating, etc.	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 (As defined in the Student Conduct Code). For additional information, please see https://z.umn.edu/dishonesty

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: https://z.umn.edu/integrity.

If you have additional questions, please clarify with your instructor. 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.

Indiana University offers a clear description of plagiarism and an online quiz to check your understanding (http://z.umn.edu/iuplagiarism). |
| **Late Assignments** | Deadlines are an important, ubiquitous part of our lives—personally, academically, and professionally. They hold us accountable and keep us on the right track to accomplishing our goals. For the purpose of this course, I have set deadlines for all assignments. They are clearly communicated throughout the syllabus.

However, I recognized that life happens. We get sick, have family emergencies, get called for jury duty, etc. If you know that you will be unable to meet a specific deadline, please contact me as soon as possible to request an extension. I will grant extensions for legitimate reasons, such as illness, death in the family, jury duty, etc. I will also accept late work in the absence of a legitimate excuse. However, for each day late, your final grade on the assignment will decrease by one full letter grade. |
| **Attendance Requirements** | You are expected to participate in all class discussion forums. Your participation grade will be based upon the timeliness, content, depth, and quality of your contribution to all discussion forums. |

Makeup Work for Legitimate Reasons	If you experience an extraordinary event that prevents you from completing coursework on time and you would like to make arrangements to make up your work, contact your instructor within 24 hours of the missed deadline if an event could not have been anticipated and at least 48 hours prior if it is anticipated. University policy recognizes that there are a variety of legitimate circumstances in which students will miss coursework, and that accommodations for makeup work will be made. This policy applies to all course requirements, including any final examination. Students are responsible for planning their schedules to avoid excessive conflicts with course requirements. 1. Instructors may not penalize students for absence during the academic term due to the following unavoidable or legitimate circumstances: illness, physical or mental, of the student or a student's dependent; medical conditions related to pregnancy; participation in intercollegiate athletic events; subpoenas; jury duty; military service; bereavement, including travel related to bereavement; religious observances; participation in formal University system governance, including the University Senate, Student Senate, and Board of Regents meetings, by students selected as representatives to those bodies; and activities sponsored by the University if identified by the senior academic officer for the campus or the officer's designee as the basis for excused absences. 2. Voting in a regional, state, or national election is not an unavoidable or legitimate absence. 3. Instructors are expected to accommodate students who wish to participate in party caucuses, pursuant to Board of Regents resolution (see December 2005 Board of Regents Minutes, p 147.) 4. For circumstances not listed in (1), the instructor has primary responsibility to decide on a case-by-case basis if an absence is due to unavoidable or legitimate circumstances and grant a request for makeup work. Because this course is entirely online and all materials are available to students from the first day of the term, we expect students to plan accordingly if travels or access to internet will cause them to miss a deadline. Note that our deadlines are generally set for 11:55 p.m. CST, so traveling to a different time zone will require additional planning. Further, circumstances that qualify for making up missed work will be handled by the instructor on a case-by-case basis; they will always be considered but not always granted. For complete information, view the U of M's policy on Makeup Work for Legitimate Absences (http://z.umn.edu/sphmakeupwork).
Saving & Submitting Coursework	**Documents that students submit are considered final;** students may not submit more than one version or draft of each assignment.

Technical Issues with Course Materials	You are expected to submit all coursework on time and it is your responsibility to ensure that your work is submitted properly before the deadline.
	
	If you experience technical difficulties while navigating through the course site or attempting to submit coursework:
	
	• Go to Quick Help: http://z.umn.edu/sphquickhelp.
	• Connect with the appropriate person or office within 30 minutes of the problem's occurrence.
	    o Provide as much information as possible, so the tech team can best help you as soon as possible.
	    o You can expect a response within 1-2 business days to help resolve the problem.

CEPH COMPETENCIES

Competency	Learning Objectives	Assessment Strategies
Select quantitative and qualitative data collection methods appropriate for a given health context	To evaluate the strengths and weaknesses of different data collection methods To select the data collection method(s) that is(are) appropriate for a given context To select the data collection method(s) that will provide the information needed to answer the research question(s) To provide a reasonable rationale for the data collection method(s) that is(are) chosen	Written product. As part of the final evaluation proposal, students are required to choose a data collection method that will allow them to answer their evaluation question(s). Additionally, they must explain why that method is appropriate, given their evaluation question(s) and context.
Select methods to evaluate public health programs or policies	To develop a proposal to evaluate an existing public health program or policy	Written product. Students are required to develop an evaluation proposal for a public health program or policy of their choosing. Their proposal must describe their evaluation question(s), study design, sampling, recruitment and retention strategy, and data collection method. Their methodology must be described in enough detail to allow others to replicate their study, if desired.