CHS 211B
SPRING 2013

PROGRAM PLANNING, RESEARCH, AND EVALUATION IN COMMUNITY HEALTH SCIENCES

Day and Time: Mondays and Wednesdays 10:00-12:00 43-105

Discussion Sections:
- Mondays: 12:00-1:00 51-279
- Tuesdays: 12:00-1:00 61-262
- Wednesdays: 12:00-1:00 41-235

Instructors and office hours for CHS 211B:

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310-825-4053
lbourque@ucla.edu
Monday, Wednesday: 1:00-3:00 PM

May Wang, Dr.P.H.
26-051B CHS
310-206-5306
maywang@ucla.edu
Tuesday, Thursday 2:00-4:00

Mienah Sharif, MPH
Email: mienah@gmail.com
Office: 21-262 CHS
Office Hours: Wednesday, 2:00-4:00 PM

Hannah Coleman
hannahhocoleman@gmail.com
Office: 21-262
Office Hours: Tuesday, 3:00-5:00 PM

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Email: alanna.hirz@gmail.com
Office: 41-230 MPH
Office Hours: Thursday, 11:00 AM-1:00 PM

Textbooks:

Course website:

I. Course Objectives

CHS 211 is a problem-based learning two-quarter course. This course introduces you to the development, planning, and administration of evidence-based programs that are relevant for public health practice; basic research methods; and, the evaluation and assessment of both existing and new programs. The overall goal of this course is for you to develop concrete program development and evaluation skills; to learn to work successfully with colleagues to complete a project; to develop a program and program evaluation proposal; and, to succinctly convey your ideas and findings orally and in writing. Students will work on their class projects in groups of about 4 students. Below are the objectives and related competencies of this 2-quarter course. Key competencies are listed below, and complete competency descriptions are available online at http://www.asph.org/document.cfm?page=851.
Note: CI = Communication and Informatics, P = Professionalism, PP = Program Planning, and SBS = Social and Behavioral Sciences.

### 211A course objectives

<table>
<thead>
<tr>
<th></th>
<th>ASPH competencies</th>
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</thead>
<tbody>
<tr>
<td>a)</td>
<td>To understand the levels of program planning (individual, group, and community) and how they contribute to policy formulation.</td>
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<tr>
<td>b)</td>
<td>To identify the role of communications, community organization, and staff development in the identification and solution of public health problems.</td>
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<tr>
<td>c)</td>
<td>To recognize the significant and various applications of needs assessment methods of program development at the community, organizational, and clinical levels.</td>
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<tr>
<td>d)</td>
<td>To conceptualize and develop intervention approaches based on behavioral and social science theories, research, and principles.</td>
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<td>e)</td>
<td>To understand the role and general methods of formative research.</td>
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<td>f)</td>
<td>To develop process evaluation plans for community level interventions.</td>
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### 211B course objectives

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<thead>
<tr>
<th></th>
<th>ASPH competencies</th>
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<tr>
<td>g)</td>
<td>To know the basic terminology, major concepts, and logic of social science research as it is applied to the field of health.</td>
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<td>h)</td>
<td>To apply these ideas in the formulation of a viable research strategy.</td>
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<td>i)</td>
<td>To become research literate; to know how to critically view and analyze research articles in the health field.</td>
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<td>j)</td>
<td>To become a critical consumer of evaluation research; to know when it was done well, given the limitations of evaluation research.</td>
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<td>k)</td>
<td>To understand how general research principles are used in the design and execution of evaluation research, so that you have competence in requesting and negotiating evaluations.</td>
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<td>l)</td>
<td>To develop sufficient skills to be able to conduct simple evaluations yourself when necessary in a program setting.</td>
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<td>m)</td>
<td>To understand some of the controversies in program evaluation, so that you can anticipate problems when using, designing, and/or conducting evaluations.</td>
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### 211A course assignments objectives

<table>
<thead>
<tr>
<th></th>
<th>ASPH competencies</th>
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<tbody>
<tr>
<td>1)</td>
<td>Problem definition and population description</td>
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<tr>
<td>2)</td>
<td>Goals and objectives</td>
</tr>
<tr>
<td>3)</td>
<td>Program strategies and activities</td>
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<tr>
<td>4)</td>
<td>Program proposal and process evaluation</td>
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### 211B course assignments objectives

<table>
<thead>
<tr>
<th></th>
<th>ASPH competencies</th>
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<tbody>
<tr>
<td>5)</td>
<td>Research design</td>
</tr>
<tr>
<td>6)</td>
<td>Research hypotheses and variables</td>
</tr>
<tr>
<td>7)</td>
<td>Unit of analysis, sample, and data collection</td>
</tr>
<tr>
<td>8)</td>
<td>Final proposal</td>
</tr>
</tbody>
</table>

**Competencies associated with overall course:** P 4, P 5, P 6, P 76, PP 3, PP 6, PP 8, PP 9, PP 10, ST 6, and ST 7.  
**Competencies associated with overall assignment:** SBS 5, SBS 7, SBS 8, SBS 9, SBS 10, PP 9  
**Competencies associated with CHS 211B final exam:** PP 10
II. Discussion Sections and Role of the Special Reader

<table>
<thead>
<tr>
<th>Mondays 12:00-1:00</th>
<th>Tuesdays 12:00-1:00</th>
<th>Wednesdays 12:00-1:00</th>
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</thead>
<tbody>
<tr>
<td>Room 51-279</td>
<td>Room 61-262</td>
<td>Room 41-235</td>
</tr>
<tr>
<td>Hannah Coleman</td>
<td>Mienah Sharif</td>
<td>Alanna Hirz</td>
</tr>
</tbody>
</table>

The Discussion Sections are designed to help you work through your assignments and to help you clarify class lectures and readings. **Attendance at the Discussion Sections is required. You must attend at least one Discussion Section per week during 8 of the 10 weeks of the Spring Quarter.**

Each group will be assigned a Special Reader for CHS 211A. In CHS 211B, a different Reader will be assigned. Therefore, over the course of the two-quarters your group will work with two of the three Special Readers. Although you are assigned a specific Reader for your projects, you are welcome to attend any of the sections and any of the Readers’ office hours.

**Guidelines for working with special readers:**

1) Regularly attend discussion sessions; attendance will be taken
2) Regularly attend special readers’ office hours
3) Special readers will **not** read drafts of assignments
4) Special readers will **not** answer in-depth questions over email; lengthy questions should be addressed during office hours. For example:
   a) Specifics about your project
   b) Specifics about the scope and requirements of assignments
   c) Issues around group dynamics
   d) Questions that begin with “Can you explain….” or “What would be better….?”
5) All group members **must** be present for office hours with Special Readers
6) Groups should sign-up for a meeting time on the schedules posted on the board outside 41-230/

Special readers are available during class, sections, and their office hours. Be respectful of their schedules and only ask for their assistance during these times. **Readers are also busy students.**

III. Course Requirements

1. Examinations

There will be a final exam for CHS 211B on Tuesday, June 11, 2013, from 8:00 AM to 11:00 AM. It accounts for 25% of the final grade. **Note that the final exam will only be given during the scheduled time.** If you are unable to take the exam during the scheduled time, you will receive an Incomplete in the course and will have to take the final exam during the following academic year (2014).
2. Assignments

Over the course of the two quarters, your group will prepare a proposal for an intervention to address an important community health problem, including a plan for evaluation of the intervention. This proposal is developed over a series of eight assignments that address specific components of the intervention and its evaluation. It is expected that you will revise these components as the project develops over time.

Assignments 1-4 are due during CHS 211A and Assignments 5-8 during CHS 211B. Assignments are worth varying amounts toward the course grade. All assignments are completed by the group.

All assignments must be typed, double-spaced, using 12 point font, and with one inch margins. Follow page limitations. Reference lists do not count toward page limitations. Please format your references in the way that is standard for public health – see the reading list section of this syllabus or any recent issue of the American Journal of Public Health (http://www.ajph.org/misc/ifora.shtml).

Please turn in three copies of each assignment to facilitate grading. In addition, for Assignments 5, 6, and 7, turn in the indicated prior assignments along with our written comments.

With each assignment, please include the following in the upper right hand corner:

- Group #
- Assignment #

3. Procedures

It is expected that all assignments will be turned in on time on the date due at the start of class (10 AM). We will make every attempt to return all assignments to you at the end of the next class period.

When you get an assignment back, we encourage you to look at the written comments and make sure that you understand what the comments mean. We strongly encourage you to take advantage of the faculty and Special Reader’s office hours. If you would like to discuss your project, your entire group is expected to attend and to be on time.

If you have problems in the course, make an appointment during office hours with a reader or an instructor. Other suggestions are to form study groups with your friends and to read supplementary textbooks. We also encourage you to consult with other faculty in the department or the school who are knowledgeable about the topic area of your project.

You are welcome to ask to have an assignment or examination re-graded. We will re-grade the entire assignment or examination, not just a specific point you raise. Thus, it is possible that your grade could go up, go down or remain unchanged.

4. Peer Evaluation

At the conclusion of each quarter each student will complete a peer evaluation form to evaluate fellow group members. Each student will receive up to five points each quarter based on this assessment. These peer evaluation forms are due on June 5, 2013, the last day of class. Remember that the peer evaluations account for 5% of the final grade for each quarter.
5. Assignment Due Dates

The following is a chart of the 4 assignments for CHS 211B and their due dates; the exam is also listed. A description of each assignment is provided in the course schedule section of the syllabus.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>#5 Research Questions and Research Design Strategy</td>
<td>10</td>
<td>April 17, 2013</td>
</tr>
<tr>
<td>#6 Research Hypotheses and Variables</td>
<td>10</td>
<td>May 1, 2013</td>
</tr>
<tr>
<td>#7 Unit of Analysis, Sample and Data Collection</td>
<td>10</td>
<td>May 15, 2013</td>
</tr>
<tr>
<td>#8 Final Proposal</td>
<td>40</td>
<td>June 5, 2013</td>
</tr>
<tr>
<td>Peer Evaluation</td>
<td>5</td>
<td>June 5, 2013</td>
</tr>
<tr>
<td>211B Final Examination</td>
<td>25</td>
<td>June 11, 2013; 8:00 AM-11:00 AM</td>
</tr>
</tbody>
</table>

6. Assignment Examples

If you would find it helpful, feel free to review the work of students who took this course in recent years. Specifically, we have put several assignments on the course website because we believe that they are examples of quality work in 211AB. Keep in mind that the assignments have evolved over the years, so the exact format that we are requesting this year may differ from the following examples.

Model Assignments for 211B:

5. Rachel Blaine, Brooke Horn, Crystal Kwan, Arminda Robles, Snap Back! An obesity prevention program of the American Heart Association serving low-income residents of Tulare County, California, 2009.


7. Lecture Notes and Readings

Lecture outlines, slides, figures, tables, and other supporting materials will be available on the course website. Readings that are not available in Crosby, DiClemente and Salazar or Rossi, Lipsey, and Freeman will be on the website.
SCHEDULE

1. **Monday, April 1**
   - **Wang/Bourque**
   - Overview of the course;
   - Significance of evaluation research within public health

   The program planning cycle
   - What is program evaluation?
   - Why evaluate programs?
   - How are programs evaluated? (Research considerations)
   - Evidence-based programs

   **Reading:**

2. **Wednesday, April 3**
   - **Bourque**
   - Formulating a Research Question
   - Objective/reason for: Basic vs. Applied (Evaluation) Research
   - Sources of Ideas for Research Questions
   - Testability/Nature of the Research Question

   **Types of Research Design Strategies**
   - Exploratory Designs
   - Descriptive Designs (e.g., cross-sectional designs)
   - Causal/Explanatory Designs (experimental, quasi-experimental, analytical, longitudinal, etc.)

   **Readings:**

3. **Monday, April 8**
   - **Bourque**
   - Research Design Strategies: True & Quasi-Experiments

   **Readings:**
4. **Wednesday, April 10**  
Research Design Strategies: Surveys  
- Cross-sectional/descriptive  
- Analytical  
- Longitudinal/Panel/Cohort

Readings:  

5. **Monday, April 15**  
**OPERATIONALIZING THE RESEARCH QUESTION**  
- Developing and Testing Hypotheses  
- Null hypotheses/alternative hypotheses  
- Assertive Hypotheses  
- Descriptive/Associational Hypotheses  
- Causal/Explanatory Hypotheses

Readings:  

6. **Wednesday, April 17**  
**ASSIGNMENT 5 DUE**  
**OPERATIONALIZING THE RESEARCH QUESTION**  
- Turning Concepts/Constructs into Working Definitions and Variables

Reading: Same as above.

7. **Monday, April 22**  
**OPERATIONALIZING THE RESEARCH QUESTION: VARIABLES**  
- Nominal  
- Ordinal  
- Interval  
- Ratio  
- Continuous  
- Discrete  
- Categorical  
- Independent/Predictor  
- Dependent/Outcome

Readings:  
8. **Wednesday, April 24**  
Bourque  
Operationalizing the Research Question: Variables, continued & Selecting the Research Subjects  
- Probability Samples  
- Systematic Samples  
- Non-Probability Samples  

Reading:  

9. **Monday, April 29**  
Bourque  
Operationalizing the Research Question: Selecting the Research Subjects, continued  

Readings:  

10. **Wednesday, May 1**  
**ASSIGNMENT 6 DUE**  
Bourque, Wang  
Operationalizing the Research Question: Data Collection Strategies  
Questionnaires: Design, administration and specifications  

Reading:  
11. **Monday, May 6**  
*Research Design Strategies: Qualitative*  
Wang

- Qualitative Approaches
- Triangulation
- Sampling in qualitative research
- Community Based Participatory Research
- Example of Qualitative Research Process

**Readings:**


12. **Wednesday, May 8**  
*Preparing for the Evaluation*  
Wang

- Models for Framing Evaluation
- Outcome vs Impact Evaluation
- Establishing Good Relations in the Community
- Logistical Considerations (e.g., budgeting)
- Contingency Plans
- CDC Approach to Evaluation

**Readings:**

13. **Monday, May 13**

**Evaluation Types**

Wang

Formative, process, and summative evaluation
CBPR (Community-Based Participatory Research)

**Readings:**


14. **Wednesday, May 15**

**ASSIGNMENT 7 DUE**

**Monitoring Progress in Program Evaluation**

Wang

Client Attrition
Intervention Drift
Program Flow
Efficacy versus Effectiveness
Contingency Plans
Translation Research

**Reading:**


15. **Monday, May 20**

**Understanding Program Effects**

Wang

Analysis Plans
Interpreting Results
Magnitude and Detection of Effect
Variations in Program Effects
Practical versus Statistical Significance

**Readings:**

16. **Wednesday, May 22**
Evaluating Plans, Management and Cost
Assessing Cost, Cost Benefit, Cost Effectiveness
Efficiency Analysis

Wang

Reading:

17. **Monday, May 27**
HOLIDAY
MEMORIAL DAY

18. **Wednesday, May 29**
Writing the Report and Presenting the Results
Writing the Report
Presenting the Results
The Role of the Media

Wang

Readings:

19. **Monday, June 3**
Ethics, Special Populations and Politics
Ethics and Institutional Review Boards (IRBs)
Special Populations
Evaluation Politics

Wang

Readings:

20. **Wednesday, June 5**
Wrapping it all up

**ASSIGNMENT 8 (FINAL PROPOSAL) DUE**
**PEER EVALUATION FORMS DUE**
Evaluation Resources

http://www.cdc.gov/eval/
http://www.cdc.gov/eval/framework/index.htm
http://www.calendow.org/article.aspx?id=1764&ItemID=1764 (Evaluation toolkit)
**ASSIGNMENTS**

Assignment 5: Research Question(s) and Research Design Strategy

In this assignment, you start developing a research study that you will use to evaluate the project you developed in CHS 211A.

1. Since Professors Bourque and Wang did not teach in CHS 211A, we need some background information about your projects. Please write no more than three short sentences describing the problem, the target population, and the program. If your Abstract from Assignment 4 clearly states those three things, you can turn in your abstract instead of writing new sentences. **1 point**

2. State at least one and no more than three research questions. The question(s) must be appropriate to the program you will be evaluating. **1 point**

3. Describe the overall research strategy that you will use to address your research question. Specify whether the overall strategy is exploratory, descriptive, or explanatory. Explain why this design is appropriate for your research question. **1 point**

4. Describe the specific research design that you will use and why you selected this one. Why is this design appropriate for your research question? For example: experiment, quasi-experiment, cross-sectional survey, longitudinal or panel design, etc. **3 points**

5. Describe whether you will have comparison groups and, if so, how they will be selected. This is particularly important for quasi-experimental designs. Describe the strengths and weaknesses of the comparison group(s) selected. If using a randomized design, describe possible threats to randomization and how you will minimize them. The group needs to show evidence that they have really thought about this. **4 points**

6. Cite relevant sections of readings and lectures when appropriate.

**Due:** Assignment 5 is due at the beginning of class on April 17, 2013.

**Total pages:** 3 double-spaced pages with 12-point font and 1 inch margins, plus references.

**Total points:** 10

**Turn in 3 hard copies of Assignment 5.**
## Assignment 6: Research Hypotheses and Variables

1. Turn in Assignment 5 with Assignment 6. **Deduction only of up to 2 points**

2. Provide a brief description of the problem, the target population, and the program. **1 point**

3. Create at least two hypotheses from your research question. Identify whether each hypothesis is assertive, descriptive or causal/explanatory. Seriously consider the use of assertive hypotheses to identify the minimum or maximums that you will need to carry out your study. **3 points**

4. Identify the constructs/concepts in each hypothesis. Some may appear in more than one hypothesis. Provide working definitions of the key concepts. **3 points**

5. Identify the level of measurement for the variables that will be used to measure each construct/concept. Identify whether variables are independent, dependent or control variables. **3 points**

6. Cite relevant sections of readings and lectures when appropriate.

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**Due:** Assignment 6 is due at the start of class on May 1.

**Total pages:** 3 double-spaced pages, plus references.

**Total points:** 10

**Turn in assignment 5 with assignment 6.**

**Turn in 3 hard copies of Assignment 6.**
Assignment 7: Sample (or Population) and Data Collection Techniques

Part A: Sample and Unit of Analysis. No longer than 3 pages

1. Describe your unit of analysis. 1 point

2. Describe the kind of sample or population you propose to have, its size, and how you plan to obtain it. 2 points

3. In making these decisions, consider the problems you might have in obtaining access to subjects and how you might overcome these difficulties. These issues could include cost, political issues, availability of subjects, etc. 2 points

Part B: Data Collection No longer than 3 pages

4. Describe the data collection techniques you plan to use. You may need more than one kind of data collection technique. Explain why these techniques are appropriate methods of data collection for your study. Describe the measures to be used. In working on this section, remember that the data collection techniques operationalize the constructs/concepts in your hypotheses. The objective is to end up with measurable variables that can be used to test your hypotheses. 2.5 points

5. If you are using existent measures, cite the source, describe their adequacy, and give the rationale for their use. If you are creating your own measures, describe why you are creating your own, and how they will be created, piloted, and pretested. 2.5 points

Due: Assignment 7 is due at the start of class on May 15.

Total pages: 6 double-spaced pages, plus references.

Total points: 10

Turn in assignments 5-6 with assignment 7.

Turn in 3 hard copies of Assignment 7.
Assignment 8: Final Proposal with Evaluation Plan

The final proposal presents your intervention and the plan for its evaluation. This write-up must encompass all of the components covered in the previous assignments. It is expected that the components covered earlier in CHS211AB will have changed over the course as a result of the development of the project and in response to feedback you have received. This development should be reflected in your final proposal.

Explain and justify the major elements of your intervention and evaluation plan.

Pay particular attention to the integration of the components of your proposal. For example, make sure that the goals and objectives are consistent with the intervention and evaluation design.

A budget and justification is required for your evaluation activities.

Cite relevant literature.

A detailed description of Assignment 8 will be distributed in class.

<table>
<thead>
<tr>
<th>Due:</th>
<th>Assignment 8 is due at the beginning of class on June 5, 2013.</th>
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</thead>
<tbody>
<tr>
<td>Total Pages:</td>
<td>30 double-spaced pages, plus references, abstract, budget, and justification.</td>
</tr>
<tr>
<td>Total Points:</td>
<td>40</td>
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</table>

**Turn in Assignment 8.**

It is not necessary to turn in prior Assignments with assignment 8, but you will need to turn in 3 copies of the assignment, as usual.

Each group member is required to complete a “Peer Evaluation Form” to be turned in separately from the group project. Peer Evaluation Forms must be turned in on or before the last day of class (6/5/13). If not received, you will receive an Incomplete in CHS 211B.

**FINAL EXAM:**
June 11, Tuesday, 8:00 AM-11:00 AM