I. COURSE DOMAIN AND BOUNDARIES

The purpose of this course is to prepare students for the practice of solving public health problems through effective programming. The course introduces and applies theories and methodologies for each of the three stages of programming; planning; implementation; and evaluation. It is designed to complement the Foundations of Public Health Behavior and Health Education and the Research Methods courses.

I. MPH FOUNDATIONAL KNOWLEDGE AND COMPETENCIES ADDRESSED IN THIS COURSE:

A. Foundational Knowledge

Profession and Science of Public Health
- Explain public health history, philosophy and values.
- Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population’s health.
- Explain the critical importance of evidence in advancing public health knowledge

Factors Related to Human Health
- Explain biological and genetic factors that affect a population’s health
- Explain behavioral and psychological factors that affect a population’s health
- Explain the social, political and economic determinants of health and how they contribute to population health and health inequities
B. Foundational Competencies (and or Specialization Competencies as applicable)

Evidence-based Approaches to Public Health
- Apply epidemiological methods to the breadth of settings and situations in public health.
- Interpret results of data analysis for public health research, policy or practice

Planning & Management to Promote Health
- Assess population needs, assets and capacities that affect communities’ health
- Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
- Design a population-based policy, program, project or intervention
- Explain basic principles and tools of budget and resource management
- Select methods to evaluate public health programs

Policy in Public Health
- Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes

Communication
- Communicate audience-appropriate public health content, both in writing and through oral presentation
- Describe the importance of cultural competence in communicating public health content

Systems Thinking
- Apply systems thinking tools to a public health issue

III. BROWN SCHOOL ACADEMIC POLICIES

Academic Integrity: If a faculty member or student suspects that academic or professional integrity has been violated, they are required to submit an Academic Integrity or Professional Integrity Violation form found on Inside Brown for review by the Assistant Dean of the program. The Assistant Dean or designated representative will aid in the investigation of the violation, which includes but is not limited to gathering relevant evidence; conversations with the instructor, student(s) involved, witnesses, and others as necessary. Depending on the seriousness of the case, the Assistant Dean may choose to refer the matter directly to the University Student Conduct Board. This referral procedure will generally be followed if it is believed that the penalty is likely to involve suspension or expulsion from the University. The Assistant Dean for the program or designated representative will offer to meet privately with the student(s) against whom the complaint has been made. It is the student’s responsibility to familiarize themselves with the behaviors that constitute an academic integrity violation requiring referral.

Student Handbook 2019
Accommodations: If you have a learning, sensory, or physical disability or any other diagnosis that requires accommodations and/or assistance in lectures, reading, written assignments, and/or exam taking, please work with the Disability Resource Center, a University-wide resource that provides academic accommodations support and referrals. After requesting academic accommodations by providing appropriate documentation, students approved for accommodations will provide an Accommodation Letter to the instructor and are encouraged to work directly with the instructor to discuss specific course needs. The student’s Academic Advisor and/or the Assistant Dean for Academic Affairs can support a student through this process.

Pronouns: The Brown School embraces and promotes gender expansiveness as reflective of the lived experiences of many students, staff, faculty and members of our expanded community. The correct use of an individual’s pronouns is a critical part of an individual's identity and of building an inclusive community. Students, faculty and staff are encouraged to use pronouns during introductions, are expected to use expressed pronouns of all Brown School community members, and are encouraged to apologize when mistakes are made. Educational resources are available at: https://campuslife.wustl.edu/lgbtqia/lgbt-resources/gender-pronouns/

English Language Proficiency: If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to your instructor who may refer you to the English Language Program (ELP). ELP is a University-wide resource that provides classes and academic English language support designed to increase non-native English speaking students' English language proficiency and to facilitate their academic success at Washington University. You may also find the Academic Assistance resources available through the Office for International Students and Scholars to be helpful.

Professional Use of Electronic Devices in the Classroom: Computers or other electronic devices, including “smart pens” (devices with an embedded computer and digital audio recorder that records the classroom lecture/discussion and links that recording to the notes taken by the student), may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These activities include taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording devices is at the discretion of the instructor, unless this use is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices and use of laptops or other devices for other coursework is distracting and seriously disrupts the learning process for other people in the classroom. Neither computers nor other electronic devices are to be used in the classroom during class for nonacademic reasons or for work on other coursework. Nonacademic use includes emailing, texting, social networking, playing games, instant messaging, and use of the Internet. Work on other coursework may include, but is not limited to, use of the Internet, writing papers, using statistical software, analyzing data, and working on quizzes or exams. The nonacademic use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The
instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation or attendance points, a loss of the privilege of device use in the classroom, or being asked to leave the classroom.

Religious Holidays: The Brown School recognizes the individual student’s choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.

IV. WASHINGTON UNIVERSITY ACADEMIC SUPPORT POLICIES

Accommodations based upon sexual assault: The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb, Director of the Relationship and Sexual Violence Prevention Center, or Jen Durham Austin, Support Services Counselor. Both Kim Webb and Jen Durham Austin are confidential resources; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Director. If you would like to speak with directly Ms. Kennedy directly, she can be reached at (314) 935-3118, jwkennedy@wustl.edu, or by visiting the Title IX office in Umrah Hall. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Title IX

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-3445 for an appointment or visiting the 4th floor of Seigle Hall. See: RSVP Center

Bias Reporting: The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu.

Mental Health: Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic
experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See Mental Health Resources.

**Center for Diversity and Inclusion (CDI):** The Center of Diversity and Inclusion (CDI) supports and advocates for undergraduate, graduate, and professional school students from underrepresented and/or marginalized populations, creates collaborative partnerships with campus and community partners, and promotes dialogue and social change. One of the CDI's strategic priorities is to cultivate and foster a supportive campus climate for students of all backgrounds, cultures and identities. See: diversityinclusion.wustl.edu/

**Additional Issues or Concerns:** If you feel that you need additional supports in order to be successful in your time at Brown, beyond the mentioned accommodations, please contact your Academic Advisor or Danielle Bristow, Assistant Dean for Academic Affairs. They can assist you in navigating a myriad of concerns.

V  **READINGS**

**Textbooks**

Issel, Michele (2018). *Health Program Planning and Evaluation: A Practical and Systematic Approach for Community Health*, 4th edition. Sudbury, MA: Jones and Bartlett Publishers. (The 3rd Edition is sufficiently similar to be used; however, the chapter numbering is different. Be sure to review the chapter titles for the readings.) **RESERVE**

Copies are on reserve in the Social Work library.

Readings outside of these texts are listed within the syllabus, and as relevant, additional readings may be assigned over the course of the semester.

**Effective Reading**

Readings will include text chapters and empirical reports to provide an overview of current thinking, conceptual issues, and methods used to garner empirical support. It is encouraged that you approach readings actively and systematically. Read to understand and not to memorize – it may be worthwhile to skip paragraphs. Effective reading includes summarizing the main theses upon completion of an article, and evaluating the research evidence used to support theses.

Summarizing includes asking:
1. What issue is of most concern to the author?
2. Why does the author think this issue is important?
3. What theoretical assumptions guide the interpretation and integration of findings?
4. What are the main findings and/or main points of the chapter or article, and what is the most critical evidence presented by the author in support of these points?

Evaluating research evidence entails inquiring:
1. What are the strengths of the author’s work:
   a. Theoretical or empirical contribution?
   b. Credibility/tenability of the assumptions?
c. Appropriateness of the research design, measures, and sample selection for the question under investigation?

d. Soundness of the interpretation of the data?

2. How would you improve on the author’s work?

3. What questions provoked by the author’s work merit further investigation?

4. What research designs or methods would be fruitful to addressing these questions in future investigations?

VI. ORGANIZATION OF COURSE

Class sessions are structured in a standard format throughout the semester and with emphasis given to providing students with tangible tools to be used in the future. Each class includes time for lecture and discussion of the theory, concepts, terminology, and methodology. Additionally, time will be reserved for workshops and working sessions to support course assignments. Workshops provide students with case study specific examples to work through issues involved in conceptual frameworks, designing goals and objectives, logic modeling, and creating indicator tables. Students are expected to work on their projects each week and present their progress to the class during a select number of workshops. Working sessions will provide students with structured time to work on their final assignment and receive feedback from peers and the instructor.

An adult-learner model is the basis of the course. Active participation and full preparation by each student for each class is expected. Regular and on time attendance, peer review, timely submission of assignments, and discussions of research as current event topics relevant to evaluation also count toward active participation. The instructor will randomly call upon students to lead class discussion based on the readings or assignments for the week.

VII. ROLE OF FACULTY AND STUDENTS

Instructor’s role
The instructor is responsible for the learning environment and course content. The instructor will grade assignments and provide appropriate feedback. The instructor will respond to student inquiries regarding the readings and the course project, both individually and in concert with the co-instructor. The instructor is available during office hours and by appointment.
Co-Instructor/Teaching Assistant’s role
The co-instructor for this course will lead portions of lectures and class activities. The co-instructor will provide students with support and guidance particularly in program design, implementation, and evaluation methods. The co-instructor will work with students by appointment and also assist with grading.

Student role.
Class attendance and participation: The developmental nature of learning in this class requires students to keep up with readings, assignments, and attend class sessions. Students are expected to attend all class sessions unless illness or other emergencies make attendance impossible. If a student is unable to attend class, please contact the instructor in advance, or failing that, immediately afterwards. It is the student’s responsibility to obtain class notes or updates from another student when class is missed. Students are expected to participate in class. It is the student’s responsibility to seek guidance and feedback from the instructor and co-instructor as needed to assure progress.

Active team membership: Students will be assembled in small teams throughout the semester to build skills in planning, implementation, and evaluation design. Teams offer opportunities to develop ideas and gather feedback efficiently by maximizing the wisdom of the crowd. To be effective, team members must engage in key behaviors that include 1) making others feel comfortable and able to contribute, 2) dependably contributing quality work, 3) assigning clear roles and tasks, and 4) committing to expand prevention practice. Students are expected to contribute actively to teams to ensure high quality work of all members.

Seeking assistance: Proactive and creative problem solving is an essential social work and public health competency. Prior to seeking assistance about an assignment, students are expected to 1) have completed all the relevant readings; 2) have attempted to frame the problem clearly and succinctly; 3) have developed at least two alternative solutions with a list of the pros and cons for each; and, 4) have a clear and concise question or request for assistance. This is what an employer would expect of you in a professional setting.

Writing requirements: Use a professional style in all written communication (e-mail & class assignments). Please proofread all documents. Students should use the grammar and spell checking available in Microsoft Word before submitting papers. Students are encouraged to take advantage of the writing tutoring and assistance available at the Brown School and at the University Writing Center. Use of other sources and references should be guided by the dictum: “If you did not write it, then you have to cite it.”

Ethics and protection of project evaluation data: Protecting the privacy and security of program, agency, and client data is of paramount importance. Students will be instructed about research ethics and strategies for protecting data security. All students are expected to have completed CITI training as a requirement of this course.
VIII. ASSIGNMENTS AND GRADING CRITERIA

Course assignments allow students to demonstrate progressive understanding of program design and evaluation. Early in the semester, students will select from a set of real public health scenarios made available by the instructors. Each assignment relates with a component of a grant proposal. As such, assignments lead toward the final grant proposal, reducing the written workload at the end of the semester.

A set-based design approach will be used. Each student will develop an individual program plan, implementation strategy, and evaluation framework that responds to the selected scenario. Simultaneously, students will work within small teams addressing the same public health problem, and thus, can share ideas, information, as well as problem solve together. Interactions strengthen individual program proposals, while providing a ‘set’ of potential proposals that address different aspects of the public health problem. Teams

Assignments should be submitted as Microsoft Word documents through Canvas by the stated due dates. Submissions after the start of class on the due date will be considered late. The course website includes detailed instructions with grading rubrics for each; please follow the instructions closely. Assignment details and due dates may change as the semester unfolds. The following is a summary of the course assignments.

1) Program Idea Paper (100 points)
This assignment outlines the basic components of the program idea: 1) public health problem to be addressed; 2) target population and catchment area; 3) implementing organization or agency; and 4) program model to be adapted. It also includes the causal framework.

2) Program Description and Logic Model Framework (100 points)
The program description will flesh out the activities that will be implemented and the logic framework will pictorially illustrate the pathways through which the program will have its intended impact. The framework should represent the logic sequence of inputs, outputs, outcomes, and impacts, as well as the program assumptions. Other criteria used for grading the framework will be plausibility of pathway action and feasibility of program implementation.

3) Evaluation Design (100 points)
Students should submit a description of the planned evaluation for the program. It should present the design, level of inference (adequacy, plausibility, or probability), indicators, methods for measuring outcomes, and plan for data collection, analysis, and dissemination.

4) Oral Presentation (25 points)
Each student will present a summary of their proposal to the rest of the class. The presentation will be limited to 3 minutes per student. Further instructions will be given in class.

5) Program Proposal (125 points)
Students will prepare a project proposal using a basic grant template. The proposal should be approximately 10-12 pages (1.5 spacing, 12 point font, left-justified) of text followed by the bibliography, using a standard citation style (American Psychological Association (APA),
American Medical Association (AMA), or others that fit best). The final also includes six appendices (Causal framework, logic model, work plan/timeline, indicator table, budget, and bibliography). The following sections and elements will be contained in the proposal:

1. **Executive Summary** (<300 words)
2. **Public health problem and context** – empirical data presented in compelling manner to rationalize proposed program, relevant health practices and behaviors, overview of socio-economic, demographic, and political conditions, and relevant policies and programs (2-3 pages)
3. **Goal & objectives** – succinct presentation of the anticipated outcomes of program that are both feasible and plausible (1 page)
4. **Strategy & activities** – target population, catchment area, description of activities, reference to the logic model framework, personnel, and workplan calendar (2-3 pages)
5. **Partnerships** – description of implementing and evaluating organization, partners, and list of potential stakeholders (1 page)
6. **Monitoring and Evaluation** – various types of evaluation (formative, process, impact, and economic evaluation), description of design, indicators, plan for collecting and analyzing data (4-5 pages)

**Appendices:**
A. Causal framework
B. Logic model
C. Workplan calendar/Timeline
D. Indicator table
F. Bibliography (20+ References)

6) **Participation (50 points)**
This grade is based on attendance, class discussion, and contributions during workshops. Class attendance is mandatory. Active participation during class lectures and workshops will be evaluated based on the level of complexity and creativity of questions and issues raised. Students should demonstrate an ability to apply principles from lectures and readings to all class discussions and in providing feedback to others.

There are a total of 500 possible points in this course. Grades will be assigned based on performance in the following tasks.

**Letter Grading Scale:**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>96 – 100%</td>
<td>A</td>
<td>77-79.9%</td>
</tr>
<tr>
<td>92 – 95.9%</td>
<td>A-</td>
<td>73-76.9%</td>
</tr>
<tr>
<td>88 – 91.9%</td>
<td>B+</td>
<td>70 – 72.9%</td>
</tr>
<tr>
<td>84 – 87.9%</td>
<td>B</td>
<td>65 – 68.9%</td>
</tr>
<tr>
<td>80-83.9%</td>
<td>B-</td>
<td>Below 64.9%</td>
</tr>
</tbody>
</table>

Please be sure to review the section of your student handbook titled “Grading System.” Understand that a grade of “A” is only given for work that is “outstanding and exceeds the expected level of performance for graduate study.”
Your expectations about the grade you receive should be wholly based on (1) your efforts, (2) the extent to which you respond to assignment objectives (an “A” is given for exceeding expectations, not merely for meeting baseline expectations), (3) the quality of your writing (to include grammar and spelling, organization, and clarity) and class participation, (4) your ability to demonstrate critical thinking and to make connections between class content and your career objectives in social work, and (5) how your work compares to the work of other students.

Grades represent performance in class and on assignments. Grades DO NOT reflect your value as a person. We recognize the reality that graduate school requires balancing multiple demands inside and outside of school. High marks in this class may require effort that is not feasible given other circumstances. Opportunities still exist for learning and making valuable contributions to your evaluation site. Our goal is to promote learning, regardless of grades.

Policy on late assignments: As professionals, it is important to plan wisely, manage your time, engage key stakeholders, and build in time for unexpected delays. Class activities and assignments preceding the final evaluation report are designed to facilitate completion of the graded assignment. Except under extremely unusual circumstances, papers must be turned in at the due time on the due date. Health-related issues will need to be documented with a certificate from the doctor attesting to the student’s or family member’s ill health. Assignments cannot be missed. Grades will be significantly reduced for each day an assignment is late. Timely feedback cannot be guaranteed for late assignments.

Requests to reconsider a grade: If you feel that a paper or other work you submitted was improperly evaluated, you can ask to have it reviewed and the grade reconsidered. To do this, prepare a written statement (one or two paragraphs) explaining what you believe to be erroneous about the grade. While I am decidedly unreceptive to being asked to review work simply because a poor grade was received, I truly appreciate the opportunity to correct a mistake. Please recognize that a new grade could be lower or higher than the original grade.

IX. MPH COMPETENCY ALIGNMENT TO ASSESSMENT OPPORTUNITY

<table>
<thead>
<tr>
<th>MPH Competencies</th>
<th>Assessment Opportunity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpret results of data analysis for public health research, policy or practice</td>
<td>In the first assignment, students must describe the public health problem they will be addressing for the rest of the semester. By interpreting and synthesizing empirical data from the literature, students describe the magnitude and scope of the problem, review important risk factors, and create a causal framework to illustrate pathways to the outcome of interest.</td>
</tr>
<tr>
<td>Design a population-based policy, program, project or intervention</td>
<td>All students create a program to address a specified PH problem. As a part of this program design, students must describe the basic components of the program idea, including: 1) public health problem to be addressed; 2) target population and catchment area; 3) implementing organization or agency; 4) program model to be adapted; 5) the activities that will be implemented and a logic framework pictorially illustrating the</td>
</tr>
</tbody>
</table>
pathways through which the program will have its intended impact. The program planning also includes an evaluation plan, budget, and causal framework.

**Explain basic principles and tools of budget and resource management**

Budget and Financial Management planning lecture includes a workshop on budget building. During this workshop students are given a case study example about a fictional organization, Save Our Children (SOC). They are told that SOC has the opportunity to apply for a grant that will cover $250K of a community-based immunization program over 2 years ($125K per year), with up to 10% of the project going to indirect expenses. In groups of 3 or 4, students build a budget for this project, including all direct and indirect costs.

**Select methods to evaluate public health programs**

In their third paper, students summarize their plan for evaluating the program that they're planning. As a part of their plan, they must describe the rationale and methods for a formative evaluation, process evaluation; and impact evaluation. Additionally, they must include an indicator table with 2 to 3 indicators for each component of their program logic model.

**Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes**

In their second assignment, students must identify potential partners and stakeholders to engage in the program they’re designing. Specifically, they must describe who they are and, briefly, how their program will engage them; and provide a rationale for the partnership (i.e. address important risk factors that their organization does not have the capacity to address).

**Communicate audience-appropriate public health content, both in writing and through oral presentation**

Final Assignment: Students prepare a project proposal using a basic grant template and present their idea orally on the last day of class. For the oral presentation, students are challenged to distill their program into a concise, 3-minute elevator pitch to be delivered to an audience of potential funders. To do this effectively, they use the Single Overriding Communication Objective (SOCO), developed by the CDC Media relations office. By addressing four main questions, the SOCO technique aids students in determining the one main message their audience needs to take away from their presentation.

**Describe the importance of cultural competence in communicating public health content**

Class 13 Lecture: Dissemination - designing for policy and program impacts: dissemination and communication. During second half of class, students break into groups and create and present a dissemination plan using a specified example.

**Apply systems thinking tools to a public health issue**

Class 3 Lecture: Causal Frameworks and complex dynamic systems. In addition to the lecture, students participate in a Causal Loop Diagram Workshop, during which time they create and discuss a simple CLD related to child malnutrition.

### X. COURSE OUTLINE

This schedule is subject to change depending on how we as a class progress through the material.
<table>
<thead>
<tr>
<th>CLASS</th>
<th>TOPIC</th>
<th>ASSIGNED READINGS</th>
<th>ACTIVITIES &amp; DEADLINES</th>
</tr>
</thead>
</table>
| 1 8/27 | Introduction  
  • Syllabus discussion  
  • PIE introduction & history  
  • Program proposal | Readings and other materials to be provided in class. | Workshop: Self-directed research for Program Idea Paper |
| 2 9/3 | Planning I:  
  Problem identification  
  • Planning  
  • Needs assessment  
  • Participatory approaches | Required:  
  • Issel M. Chapter 3  
  “Community Health Assessment for Program Planning” RESERVE | |
|       |       | Additional Resources  
  • PRECEDE-PROCEED: The Community Tool Box  
  • Community Needs and Resources  
  • https://www.cdc.gov/eval/framework/ | |
| 3 9/10 | Planning II  
  Problem identification  
  • Magnitude and severity  
  • Target population and catchment area  
  • Causal frameworks | • Issel M. Chapter 4  
  “Characterizing and Defining the Health Problem RESERVE  
| 4 9/17 | Planning III  
  Program theory  
  • Process and effect theory  
  • Logic models  
  • Intervention adoption and adaptation | • Issel M. Chapter 5  
  “Program Theory and Interventions Revealed” RESERVE | Workshop: Logic Modeling |
|       |       | Additional Resources  
  • https://fyi.extension.wisc.edu/programdevelopment/logic-models/  
  • The Community Tool Box | |
| 5 | 9/24 | **Implementation I** | **Process theory and fidelity**  
- Goals and objectives  
- Strategies  
- Design thinking | **Required:**  
- Issel M. Chapter 6 “Program objectives and setting targets” [RESERVE](#)  
**DUE:**  
*Problem Statement & Program Idea Paper* |
|---|---|---|---|---|---|
| 6 | 10/1 | **Implementation II** | **Budgeting** | **Required:**  
- Issel, Chapter 8 “Monitoring Implementation Through Budgets and Information Systems” [RESERVE](#) | **Informal Presentations:**  
Goals & Objectives  
**Workshop: Budget Building** |
| 7 | 10/8 | **Implementation III** | **Accountability and performance monitoring** | **Required:**  
- Issel M. Chapter 10 “Program Quality and Fidelity: Managerial and Contextual Considerations” [RESERVE](#)  
**Additional Resources:**  
- Proctor et al Admin Pol Men 2009  
- Brownson Chapter 1 “The Promise and Challenges of Dissemination and Implementation Research” | **Workshop: Indicator Tables** |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>10/22</td>
<td>Evaluation I</td>
<td>Issel M. Chapter 11 “Planning the intervention effect evaluations” RESERVE</td>
<td>DUE: Goals/Objectives and Logic Model Framework</td>
</tr>
<tr>
<td>9</td>
<td>10/29</td>
<td>Evaluation II</td>
<td>Issel Chapter 9 Implementation Evaluation: Measuring Inputs and Outputs RESERVE</td>
<td>Informal Presentations: Indicator Tables</td>
</tr>
<tr>
<td>10</td>
<td>11/5</td>
<td>Evaluation III</td>
<td>“McDavid Chapter 3 Research Designs for Program Evaluations”</td>
<td>WORKING SESSION ONE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Real World Evaluation, 2nd Ed., Chapter 5: Critical Information is Missing or Difficult to Collect: Addressing Data Constraints</td>
<td>WORKING SESSION TWO</td>
</tr>
<tr>
<td>11</td>
<td>11/12</td>
<td>Evaluation IV</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Efficiency - cost-benefit; and cost-effectiveness; DALYS</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Designing for Policy and Program impacts: dissemination &amp; communication</td>
<td>Brownson et al. 2011 &quot;Getting the Word Out&quot;</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
<td>Due Date</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>---------------------------------</td>
<td>---------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>PIE Project in class Presentations</td>
<td><strong>DUE:</strong> In-class Presentations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12/3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>PIE Party</td>
<td><strong>DUE:</strong> Final paper by 5PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12/10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>