Course Description: This course provides an overview of frameworks, principles, models and strategies for evaluating community health education programs. Prerequisites: HE 4010 or permission of the instructor (catalogue description).

This is an undergraduate class for community health education majors. The purpose of this course will be to provide a thorough introduction to evaluation and measurement for health educators including application of key evaluation techniques for health education, promotion and prevention programs.

Course Outcomes and Objectives
At the conclusion of the course, students will be able to demonstrate knowledge across the following topic areas: program planning as it relates to evaluation, basics of measurement, steps in instrument development, reliability assessment, validity assessment, measurement errors, process evaluation, designs for quantitative evaluation, approaches to qualitative evaluation, sampling for evaluation, introduction to quantitative analysis, and data interpretation and evaluation report writing.

The following Responsibilities and Competencies for Certified Health Education Specialists (CHES Exam) will be addressed:

**Responsibility I – Assess Needs, Assets and Capacity for Health Education**

**Competency 1.1 Plan Assessment Process**
1.1.4 Develop plans for data collection, analysis, and interpretation
1.1.5 Engage stakeholders to participate in the assessment process

**Competency 1.2 Access Existing Information and Data Related to Health**
1.2.1. Identify sources of data related to health
1.2.3. Select valid sources of information about health
1.2.4. Identify gaps in data using theories and assessment models

**Responsibility IV – Conduct Evaluation and Research Related to Health Education**

**Competency 4.1: Develop Evaluation/Research Plan**
4.1.1 Create purpose statement
4.1.2 Develop evaluation/research questions
4.1.3 Assess feasibility of conducting evaluation/research
4.1.4 Critique evaluation and research methods and findings found in the related literature
4.1.6 Assess the merits and limitations of qualitative and quantitative data collection for evaluation
4.1.8 Identify existing data collection instruments
4.1.9 Critique existing data collection instruments for evaluation
4.1.11 Create a logic model to guide the evaluation process
4.1.12 Develop data analysis plan for evaluation
4.1.14 Apply ethical standards in developing the evaluation/research plan

**Competency 4.2: Design Instruments to Collect**

4.2.1 Identify useable questions from existing instruments
4.2.2 Write new items to be used in data collection for evaluation
4.2.4 Establish validity of data collection instruments
4.2.5 Establish reliability of data collection instruments

**Competency 4.3: Collect and Analyze Evaluation/Research Data**

4.3.3 Analyze data using descriptive statistics
4.3.5 Analyze data using qualitative methods
4.3.6 Apply ethical standards in collecting and analyzing data

**Competency 4.4: Interpret Results of the Evaluation/Research**

4.4.1 Compare results to evaluation/research questions
4.4.2 Compare results to other findings
4.4.3 Propose possible explanations of findings
4.4.4 Identify possible limitations of findings
4.4.5 Develop recommendations based on results

**Competency 4.5: Apply Findings from Evaluation/Research**

4.5.1 Communicate findings to stakeholders
4.5.3 Apply evaluation findings in policy analysis and program development

**Course Format:** There will be multiple teaching methods, including: lectures, assigned readings, discussions, skill-building activities, written assignments, and exams.

**Required Reading Material**
Readings for each class session will be accessible on the Blackboard Website for the course ([http://blackboard.wayne.edu](http://blackboard.wayne.edu)) or accessible through the WSU library by clicking on Google Scholar to search for the document’s DOI. Your WSU AccessID will provide you with access to the course website on Blackboard. The Blackboard course website includes announcements, the most up-to-date syllabus, handouts, lecture slides, assignments and external links. The Blackboard site will be an evolving course product and resource. To have access to the documents through the WSU library and/or Google Scholar you must sign in through the library’s webpage: [www.lib.wayne.edu](http://www.lib.wayne.edu). Call the Help Desk for assistance: 313-577-4887.

There is one required textbook, which will be supplemented by selected journal articles and websites.


The textbook is available at the Student Bookstore.

**Additional Required and Optional Readings:** Additional readings (outside of the textbook) will be listed online and will be available via the course website on Blackboard.
Course Assignments and Student Assessment

Your grade will consist of the total points that you earn on the assignments listed below. When scored assignments are returned to you (electronically through email or Blackboard), please record the number of points that you earned for each assignment and ensure that it is correct in Blackboard (View by clicking on the “My Grades” tab). Do not delete assignments until your final grade is posted, if there is an error in your grade, you will need to show proof of the actual grade received.

College graduates, especially educators, should be able to communicate both orally and in written form. Once you enter the workforce you are representing Wayne State University and this department/program. Therefore, all assignments must be properly written in a professional style. Wayne State University has a writing center that can assist you, should you need help crafting or reviewing your written assignments (http://clasweb.clas.wayne.edu/writing). If you know from previous classes that this is a problem for you, please complete your assignment in time to get to the writing center and have it checked.

ALL assignments must be posted to Blackboard under the relevant Assignment link by 11:59 P.M. on the day they are due. For each assignment uploaded to Blackboard, please use the following naming convention:

LASTNAMEINCAPS_name of assignment
Example: SMITH_Assignment1

All written assignments should use APA format. You can purchase the 6th edition APA Style Guide or use the Purdue Online Writing Lab as a guide: http://owl.english.purdue.edu/owl/resource/560/01/

Assignments, unless otherwise noted, will be submitted via the SafeAssign function in Blackboard, in order to ensure plagiarism of assignments is not an issue and proper citations are used throughout. Please review Wayne State University’s policy on Academic Dishonesty/Plagiarism at the end of this syllabus.

Overview of Course Assignments

1. Complete Self-Assessment Pre-Class (10 points) – In the book, pp 9-11 there are two self-assessment worksheets 1.1 and 1.2. I have created one online survey that combines “Evaluation Competency Assessment of Health Educators” and “Basic Knowledge Assessment of Evaluation Competency.” Self-assessment is located at: https://umichumhs.ut1.qualtrics.com/SE/?SID=SV_424vMWHYOeMmQaV

2. Exams (25 points Exam 1; 25 points Exam 2) – There will be two comprehensive exams given online. Exams will be open-book and open-notes, and will consist of both multiple choice and short answer/brief discussion questions.
   - EXAM #1 will open Thursday, February 23 at noon and closes at 11:59 p.m. on Wednesday, March 1 and will cover through class 6, including material presented in lecture, on Blackboard, and reading assignments from the articles and textbook.
   - EXAM #2 will open Thursday, April 20 at noon and close at Wednesday, April 26 11:59 p.m. and will cover from class 8 to the end of the semester, including material presented in lecture, on Blackboard, and reading assignments from the articles and textbook.
   Do not rely on this being “open book” as responding to the questions will require a higher level of thinking about the concepts in the book rather than rote memorization.

3. Program Evaluation Critiques (Writing Assignments) (n=2, 10 points each) - You will provide a critical review of health education evaluation plans from the lens of a funding organization/agency (i.e. Centers for Disease Control and Prevention, Robert Wood Johnson Foundation). The critiques will be written in APA memo format and will be scored based on response to the proposed questions (issues
Critiques should be submitted via the assignment link on Blackboard; Critique 1 will be due by Wednesday, February 15 at 11:59 p.m. and Critique 2 will be due by Wednesday, March 29 at 11:59 p.m.

4. **Threaded Discussion (100 points)** – For class participation, in an online format, we will have weekly threaded discussions. A willingness to be active in discussions and participate in respectful dialogue is crucial. The participation score is based on the quality, not quantity, of contributions to discussions.

The threaded discussions provide an opportunity for you to present and discuss various topics raised in the book, articles, evaluation guides, and professional experience. These discussions are designed to simulate a classroom discussion. You are not simply responding to questions. After you have posted for the week, you are expected to read other postings and consider others’ points of view before posting at least two responses, in the form of a question. Please start posting questions on a post that do not have any questions so that everyone has a chance for dialogue. You are also expected to respond to at least one question posed to your post with a thoughtful comment/answer. You need to post by Sunday evening (11:59pm) and pose at least two questions to colleagues post by Monday (11:59 p.m.) and respond to one question on your discussion by Wednesday at noon. Poorly written or poorly edited comments will not receive full credit. Your posts should be at least a paragraph written with complete sentences. Your question should be written as a complete sentence as well as your response. An example on Blackboard will be provided for Week 2 when discussions begin.

5. **Evaluation Plan and Logic Model (30 points)** – All students will complete a comprehensive Evaluation Plan and Logic Model. The Evaluation Plan and Logic Model must be submitted by on Blackboard by April 19 at 11:59 p.m.. More details regarding the project and the scoring will be provided on the Blackboard course page.

### Table 1. Points for course assignments
Grades will be based on the following activities:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Number of Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Complete Self-Assessment Pre-Class</td>
<td>10</td>
</tr>
<tr>
<td>2. Exams (n=2; 25 points Exam 1; 25 points Exam 2)</td>
<td>50</td>
</tr>
<tr>
<td>3. Program Evaluation Critiques (n=2; 10 points each)</td>
<td>20</td>
</tr>
<tr>
<td>4. Threaded Discussion (n=10, 10 points each)</td>
<td>100</td>
</tr>
<tr>
<td>5. Evaluation Plan and Logic Model</td>
<td>30</td>
</tr>
<tr>
<td>6. Complete Self-Assessment Post-Class</td>
<td>10</td>
</tr>
<tr>
<td>7. Evaluation Report/Reflection Paper on Change in Pre- and Post-tests data</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total Points Possible</strong></td>
<td><strong>230</strong></td>
</tr>
</tbody>
</table>

Total points earned out of 100 will be converted to letter grades for each student. The grading scales for this course are outlined below:
Table 2. **UNDERGRADUATE** Student Grading scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (Excellent)</td>
<td>100 - 93</td>
</tr>
<tr>
<td>A-</td>
<td>92.99 - 90.0</td>
</tr>
<tr>
<td>B+</td>
<td>89.99 – 88.0</td>
</tr>
<tr>
<td>B (Good)</td>
<td>87.99 – 83.0</td>
</tr>
<tr>
<td>B-</td>
<td>82.99 – 80.0</td>
</tr>
<tr>
<td>C+</td>
<td>79.99 – 78.0</td>
</tr>
<tr>
<td>C (Average)</td>
<td>77.99 – 73.0</td>
</tr>
<tr>
<td>C-</td>
<td>72.99 - 70.0</td>
</tr>
<tr>
<td>D+</td>
<td>69.99 - 68.0</td>
</tr>
<tr>
<td>D</td>
<td>67.99 – 63.0</td>
</tr>
<tr>
<td>D-</td>
<td>62.99 – 60.0</td>
</tr>
<tr>
<td>E</td>
<td>59.99 and below</td>
</tr>
</tbody>
</table>

**Course Evaluation:** Informal feedback throughout the course is appreciated. The instructor will periodically survey students about the quality and usefulness of the assigned readings and lectures. There will also be a mid-course evaluation that will benefit current students, as well as a final evaluation to benefit future students.

**KHS 6540 – Winter 2017 At-A-Glance Calendar**

**Tentative Class Schedule:** Adjustments will be made during the semester as necessary. Each module starts on Thursdays at noon and closes on Wednesday at 11:59 p.m. Please plan accordingly - no late work will be accepted.

<table>
<thead>
<tr>
<th>Module #</th>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
</table>
| 1        | Thursday, Jan. 12 noon- Wednesday, Jan. 18 11:59 p.m. | Course Overview and Introduction to Evaluation in Health Education & Health Promotion | Read Syllabus  
Read Chapter 1  
Listen Intro  
Review Lecture Slides  
Complete Self-Assessment |
| 2        | Thursday, Jan. 19 noon- Wednesday, Jan. 25 11:59 p.m. | Planning Evaluation for Health Education & Health Promotion | Read Chapter 2  
Read Other Assigned Readings  
Review Lecture Slides  
Threaded Discussion |
| 3        | Thursday, Jan. 26 noon- Wednesday, Feb. 1 11:59 p.m. | Measurement | Read Chapter 3  
Read Other Assigned Readings  
Review Lecture Slides  
Threaded Discussion |
|   | Thursday, Feb. 2 noon- Wednesday, Feb. 8 11:59 p.m. | Steps in Instrument Development | Read Chapter 4  
Read Other Assigned Readings  
Review Lecture Slides  
Threaded Discussion |
|---|---|---|---|
| 5 | Thursday, Feb. 9 noon- Wednesday, Feb. 15 11:59 p.m. | Reliability Assessment / Validity Assessment | Read Chapter 5 & 6  
Read Other Assigned Readings  
Review Lecture Slides  
Threaded Discussion  
**DUE: CRITIQUE 1** |
| 6 | Thursday, Feb. 16 noon- Wednesday, Feb. 22 11:59 p.m. | Measurement Errors | Read Chapter 7  
Read Other Assigned Readings  
Review Lecture Slides  
Threaded Discussion |
| 7 | Thursday, Feb. 23 noon- Wednesday, March 1 11:59 p.m. | EXAM #1, Opens Thursday, February 23 and closes at noon- Wednesday, March 1 11:59 p.m. | **EXAM #1** |
| 8 | Thursday, March 2 noon- Wednesday, March 8 11:59 p.m. | Process Evaluation | Read Chapter 8  
Read Other Assigned Readings  
Review Lecture Slides  
Threaded Discussion |
| 9 | Thursday, March 9 noon- Wednesday, March 15 11:59 p.m. | Designs for Quantitative Evaluation | Read Chapter 9  
Read Other Assigned Readings  
Review Lecture Slides  
Threaded Discussion |
| 10 | Thursday, March 16 noon- Wednesday, March 22 11:59 p.m. | **SPRING BREAK** | **NOTHING DUE** |
| 11 | Thursday, March 23 noon- Wednesday, March 29 11:59 p.m. | Approaches to Qualitative Evaluation | Read Chapter 10  
Read Other Assigned Readings  
Review Lecture Slides  
Threaded Discussion  
**DUE: CRITIQUE 2** |
| 12 | Thursday, March 30 noon- Wednesday, April 5 11:59 p.m. | Sampling & Quantitative Data Analysis | Read Chapter 11 & 12  
Read Other Assigned Readings  
Review Lecture Slides  
Threaded Discussion |
| 13 | Thursday, April 6 noon- Wednesday, April 12 11:59 p.m. | Data Interpretation & Report Writing | Read Chapter 13  
Read Other Assigned Readings  
Review Lecture Slides  
Threaded Discussion |
| 14 | Thursday, April 13 noon- Wednesday, April 19 11:59 p.m. | Final Project Due by Wednesday, April 19 11:59 p.m. | **DUE: EVAL PLAN AND LOGIC MODEL** |
| 15 | Thursday, April 20 noon- Wednesday, April 26 11:59 p.m. | EXAM #2, Opens Thursday, April 20 noon- Wednesday, April 26 11:59 p.m. | **EXAM #2** |
COMPUTER SKILLS REQUIRED

1. **Back up your work:** After class starts please create a folder for this class specifically. Call this new folder **KHS 6540. Save a copy of every assignment in this folder.** It is a good idea to back-up your computer files by saving them to an external drive, by periodically emailing yourself important files, or keeping your documents on the cloud (i.e., iCloud, Dropbox, etc.).

2. **Ability to Access a Website and Send / Download Documents:** This course is a online course. You will need to be able to access the course home page via Blackboard and use various functions within Blackboard. Blackboard will be our channel of communication between classes. All correspondence, course materials and readings, assignments and grades will be available through Blackboard. Make sure you know how to send and receive email messages, attach files and open files. You can view the Blackboard Basics video on the course page to get started if you are unfamiliar with how to use the site.

3. **WSU email address:** I will only use your WSU access ID for official communication (through Blackboard or otherwise). If you do not check your WSU email address, please forward your WSU emails to an address that you check frequently.

CLASS POLICIES AND PROCEDURES

1. **Accommodations for Students:** In accordance with university policy, if you have a documented disability and require accommodations to obtain equal access in this course, or are a student athlete and need accommodations, please contact the instructor at the beginning of the semester or when given an assignment for which an accommodation is required. **Attention Students with Disabilities:**

   If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is **313-577-1851 or 313-202-4216 (video phone).** Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

   Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible. The EAS Student Handbook, found online at the link below, includes departmental procedures and policies, in addition to the many forms that may be used to request the services and accommodations that you desire; [http://www.eas.wayne.edu](http://www.eas.wayne.edu)

2. **University Policies and Student Handbook:** As a student at Wayne State University, you are required to know the policies described in the Student Bulletin. The policies in this course are guided by the policies described in the student handbook. You may access the WSU Graduate Student Bulletin at: [http://www.bulletins.wayne.edu/gbk-output/index.html](http://www.bulletins.wayne.edu/gbk-output/index.html)

3. **Enrollment:** It is the student’s responsibility to ensure proper enrollment in classes. You are advised to review your official class schedule during the first two weeks of the semester. Should you identify an error in your class schedule, you have until February 5 to correct it with the registrar. If registration errors are not corrected by that date and you continue to attend and
participate in classes for which you are not officially enrolled, you are advised now that you will not receive a grade at the end of the semester.

4. **Withdrawal Policy:** Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.
   - WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
   - WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
   - WN will be awarded if no materials have been submitted, and so there is no basis for a grade
   - Students must submit their withdrawal request on-line through Academica. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved. Withdrawals can be requested at any point from the fifth week of class through the 10th week (last day: March 26).

5. **Academic Dishonesty:** The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. Specific examples of academic dishonesty, including what constitutes plagiarism, can be found in the University’s Undergraduate Bulletin (http://bulletins.wayne.edu/ubk-output/index.html) and Graduate Catalog (http://www.bulletins.wayne.edu/gbk-output/index.html) under the heading “Student Ethics.” These university policies are also included as a link on Blackboard within each course in which students are enrolled. It is every student’s responsibility to read these documents to be aware which actions are defined as plagiarism and academic dishonesty. Sanctions could include failure in the course involved, probation and expulsion, so students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work.

6. **Specific Academic Dishonesty/Plagiarism Policy for all Health Classes:** This policy pertains only to those instances where the instructor is reasonably certain that plagiarism has occurred. Instructors will discuss the policy and his/her specific referencing requirements for their class, however, it’s the students’ responsibility to understand and comply with this policy. Additional responsibilities of the student are contained in the paragraph above.
   - All materials (tests, assignments, etc.) submitted to Blackboard will be submitted through Safe Assign and students will be able to view the report.
   - Instructors will review the Safe Assign reports prior to grading the assignment.
   - If an instructor determines that plagiarism has occurred, the assignment will not be graded and the following policies will be in effect.
     - 1st Offense – The student must re-do the assignment until the instructor deems it satisfactory. A grade of “F” will be given on that assignment and the final grade will drop 1 complete letter. This policy will be in effect even if the grade drop moves the student to a non-passing grade.
     - 2nd Offense – A grade of “F” will be assigned in the class.

7. **Professionalism/Attendance:** It is a College of Education expectation that you will act, perform, and conduct yourself as a true professional. This includes the content and style of your class communications, online communications and the nature of communication with Instructors. As a future professional, it is expected that you will exhibit professionalism in all areas including honesty, integrity, industry, and reliability. If you do not attend class or use class time in appropriately (i.e. on personal communication devices), it is assumed that you do not care about
your development as a professional. True professionals in any field are prompt, reliable, report to work when scheduled and are mentally and physically present in meetings/discussions. Therefore, it is the expectation that you will be prompt, reliable, and faithful to attend class. Your participation will be logged and recorded.

If you have an “excused absence” from class, its constitute the following:

- Medical excuse with documentation
- Funeral of immediate family (parent, sibling, grandparent)

You are responsible for ALL work missed during your absence.

8. **Late Work:**
   - Late work will *not* be accepted since most of your assignments are online and you have almost a week window to complete.
   - If there are going to be known extenuating circumstances that conflict with a due date, please contact the Instructor via email at least one week prior to the due date.
   - If an emergency arises, please email a doctor’s note or some other appropriate form of verification. If the excuse is due to a family member passing away, please email the Instructor BEFORE the assignment is due and inform the Instructor of the situation with the name of the person, your relation to them, and the location of the funeral or other service. Then when you are able to make up the exam or turn in the assignment, please make sure that you email some sort of documentation.

9. **Communication with Instructor:** Communication between instructor and student is very important. If you are having problems in the course, with an assignment, or personally that may affect your participation or grade in the course, please contact the Instructor as soon as possible. DO NOT wait until the end of the semester or until you have missed classes or assignments to talk with the Instructor.

10. **Final Grade Changes:** Scoring of assignments will not be changed unless there is a mathematical error in scoring calculations. All students are scored with the same rigor in an assignment, therefore grades cannot be changed for one individual over another. If you believe there is an error on an assignment, please see the Instructor as soon as possible so that the error can be discussed and corrected.

11. **Incomplete/Drops/Withdraws:** An “Incomplete” or “Drop” will only be given if there is a serious medical or personal problem that has been discussed in person with the Instructor. Please make an appointment and see the Instructor about these issues. Instructors cannot withdraw students from a course. It is up to you as a student to withdraw yourself by the university deadlines. Students who disappear after the mid-point of the semester will be given an “F.”

12. **Bumping Borderline Grades:** At the end of the semester, the Instructor reserves the right to give an extra percentage point or two to students who have demonstrated excellent attendance and leadership within the class.

13. **Religious Observance Policy:** Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their Instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

14. **Extra Credit:** No extra credit projects will be permitted unless the Instructor offers it to all students.