



University of South Florida
College of Public Health

PHC 6708: Evaluation and Research Methods

Summer 2022

PHC 6708 | 310 | 3

COURSE SYLLABUS

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| Course Description | This course will cover contextual issues surrounding planning, evaluation, and research designs and methodological issues, theories and methods, qualitative and quantitative data and analyses, ethical issues, budgets, and communicating the results. | | |
| Pre-requisites | PHC TMPH Foundation Course: Population Assessment 1 | Course Website | http://my.usf.edu (Canvas) |
| Co-requisites | N/A | Delivery Method | Online |

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| Instructor Information | Dick Powis, PhD | Office location: tba |
| | richardpowis@usf.edu | Office hours: by appointment |
| | No phone. | Preferred method of contact: Email |
| | Reply Policy: Weekdays, 8AM-6PM | |

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| Instructor Information | Nicholas Thomas, PhD | Office location: COPH 1039 |
| | nicholasthomas@usf.edu | Office hours: by appointment |
| | 813.396.2314 | Preferred method of contact: Email |
| | Reply Policy: reply within 2 business days | |

Course Requirements

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| Required Materials | <p><i>Perrin, K.M. 2022. Principles of Planning, Evaluation, and Research for Health Care Programs. Jones and Bartlett Learning. ISBN: 978-1-284-20391-2</i></p> <p>HSC Bookstore http://www.usfhealthshop.com/.</p> |
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| Recommended Materials | n/a |
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Technology Information

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| Technology Requirements | <p>Students in all online public health courses are expected to meet the basic technology requirements to successfully participate in their courses. Failure to meet these requirements may cause problems accessing the course materials.</p> <p>It is the student's responsibility to ensure all requirements are met prior to the start of the semester. http://health.usf.edu/publichealth/eta/students_tech_requirements.htm</p> <p>Pre-requisite technology skills: Describe any technology skills required before taking this course here.</p> <p>Special Technology Requirements for this course (if applicable): Provide link and description of additional requirements here.</p> <p>Collaborate Computer Requirements (if applicable): Collaborate: http://eta.health.usf.edu/technology/Collaborate/Collaborate_Instructions.pdf Collaborate Ultra: http://eta.health.usf.edu/technology/Collaborate/CollaborateUltra_Instructions.pdf</p> |
| Technical Assistance | <p>Use the Tech Assistance button on the course website. The Tech Assistance button links to the Technical Support page of the Office of Educational Technology & Assessment website at: http://health.usf.edu/publichealth/eta/techsupport.html Select from any of the available options. Students will receive a reply WITHIN 24 hours via phone or email based on student preference.</p> <p>During Exams: Technical assistance for exams are supported by ETA. The phone number will be posted on the course website.</p> |

Course Schedule

| Date and Week | Topic | Assignment | Due Date: 8PM |
|---------------|--|--|------------------|
| Week 1: 5/16 | Introduction: Tips for Writing a Funding Proposal Chapter 1: Program Planning | Log into Canvas; Topic Approval | 5/20 |
| Week 2: 5/23 | Chapter 2: Evaluation and Research Chapter 3: Budgets and Cost Analysis | Discussion Board (1) for Chapter 2; Final Topic Approval | 5/27 |
| Week 3: 5/30 | Chapter 4: Ethics Chapter 5: Determinants of Health | Discussion Board (2) for Chapter 4; Budget Justification | 6/3 |

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| Week 4: 6/6 | Chapter 6: Theories and Models Chapter 7: Reliability and Validity | Exam 1: Chapters 1-5; Discussion Board (3) for Chapter 7 | 6/10 |
| Week 5: 6/13 | Chapter 8: Elements of Design Chapter 9: Population and Samples | Grant: Section 1 | 6/17 |
| Week 6: 6/20 | Chapter 10: Qualitative Methods Chapter 11: Surveys | Exam 2: Chapters 6-8; Discussion Board (4) for Chapter 11 | 6/24 |
| Week 7: 6/27 | Chapter 12: Data Tools | Grant: Section 2 | 7/1 |
| Week 8: 7/4 | Chapter 13: Inferential Statistics (Pt1) | Grant: Section 3; Discussion Board (5) for Chapter 13 | 7/8 |
| Week 9: 7/11 | Chapter 13: Inferential Statistics (Pt2) | Exam 3: Chapters 9-13 | 7/15 |
| Week 10: 7/18 | Chapter 14: Dissemination | Final Grant | 7/22 |

Grading Policies and Procedures

No extra credit is available in this course.

| Letter Grade | Percentage (%) | Points |
|--------------|----------------|-----------|
| A | 90 - 100 | 275 - 248 |
| B | 80 - 89 | 247 - 220 |
| C | 70 - 79 | 219 - 193 |
| D | 60 - 69 | 192 - 165 |
| F | 0 - 59 | < 164 |

Grading Criteria

| Assessment | Points of Final Grade |
|---|-----------------------|
| <i>Topic Approval</i> | <i>10 points</i> |
| <i>Budget (15 points) & Justification (15 points)</i> | <i>30 points</i> |
| All sections of the grant require: Double-spacing, 1" margins, 12-point Times New Roman font, and APA style citations. <i>Grant - Section 1: Introduction and Literature Review. For a research project, provide research questions. For an evaluation project, provide goals and objectives including how possible ethical issues are addressed and whether IRB review will be required. Maximum word count for this section is 1000 words (APA references at the end are not included in the word count).</i> | <i>30 points</i> |
| <i>Exams (3 exams x 25 points)</i> | <i>75 points</i> |
| <i>Grant – Section 2: Provide Theories/Models, Reliability/Validity, Sample Size, Methods including recruitment. Maximum word count for this section is 1000 words (APA references at the end are not included in the word count).</i> | <i>30 points</i> |
| <i>Grant – Section 3: Describe survey development or focus group guide and data analysis. Maximum word count for this section is 1000 words (APA references at the end are not included in the word count).</i> | <i>30 points</i> |
| <i>Discussion Board Participation (5 discussion boards x 6 points)</i> | <i>30 points</i> |

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| <i>Final Grant: Maximum word count is 2500 words (Budget, Budget justification and APA references at the end are not included in the word count). Yes, you must condense Section 1, 2, 3.</i> | 40 points |
| Total | 275 points (100%) |

Assessment Description

Topic Approval: Post your topic on the Assignment page of Canvas. Make sure that your topic is narrow and measurable. The budget for the grant is \$100,000. You must include 15% indirect costs. If your topic is too broad and not feasible, you will receive 0 points for the assignment. However, you may need to resubmit multiple times. You may not move forward with your topic until it has been approved.

Practice Quizzes: The goal of this course is to learn the material. You may take the practice quizzes as many times as you wish to practice the material prior to taking the exam. The quizzes are open the entire semester. There are no points given for practice quizzes.

Exams: Exams are a combination of multiple choice, T/F, and short answer with a critical thinking component.

All sections of the grant require: Double-spacing, 1" margins, 12-point Times New Roman font, and APA style citations.

Budget and Budget Justification: This assignment requires an Excel spreadsheet for the \$100,000 budget for your grant. There are examples of budgets in the textbook. The budget must include personnel, personnel benefits (calculated at 28%), costs for the project and 15% indirect costs. The budget justification should reflect the example provided in the textbook.

Grant – Section 1: This section of the grant includes the introduction and review of the literature. For a research project, provide measurable research questions. For an evaluation project, provide goals and objectives. Be sure to include ethical issues and whether you will need to submit an IRB protocol. Maximum word count without APA citations is 1000 words.

Grant - Section 2: This section of the grant includes the theories/models, how reliability and validity are verified, sample size, methods and recruitment. Maximum word count without APA citations is 1000 words.

Grant – Section 3: Provide a detailed description of the survey development or focus group guide and methods that would be used for the data analysis. Maximum word count without APA citations is 1000 words.

Peer Review Comments: Throughout the semester, you will share sections of the grant with each other to get feedback. Keep these notes and comments. A discussion board is provided in Canvas for the purpose of asking questions and receiving feedback.

Discussion Boards: Throughout the semester, discussion board topics will be linked to several chapters and PowerPoint slides. These discussion boards allow the students to discuss a topic related to the chapter.

Final Grant: Final Grant: Maximum word count is 2500 words (Budget, Budget justification and APA references at the end are not included in the word count). Yes, you must condense Section 1, 2, 3.

Grading Policies

In Canvas, a grading rubric will be posted for each written assignment.

Grades will be posted on Canvas within 5 days of submission.

If your assignment is going to be late, notify Dr. Powis and Dr. Thomas.

No extra credit is allowed for this course.

Please adhere to the word limits provided for each section of the grant application.

Course Competencies and Objectives

| Alignment Matrix | | | | |
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| CONCENTRATION COMPETENCIES (CC): [THIS COURSE SERVES AS AN ELECTIVE FOR MANY CONCENTRATIONS. THE GENERAL COMPETENCIES ARE LISTED.] | COURSE OBJECTIVES: [PHC 6708 AND EVALUATION AND RESEARCH METHODS] | MEETS CC | ASSESSMENTS* | SESSION # |
| 1. Apply epidemiological methods to the breadth of settings and situations in public health practice. | 1. N/A | | | |
| 2. Select quantitative and qualitative data collection methods appropriate for a given public health context | 2. Chapter 6: Select a theory or model and develop grant objectives using the chosen theory or model. Chapter 7: Discuss reliability and validity in the methods section of the grant proposal. Chapter 11: Develop a survey to answer the questions proposed in your grant proposal. | #2 | Survey development; practice quiz; Exam 3 | 6, 7, 11 |
| 3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate | 3. Chapter 8: Discuss elements of design in the grant proposal. Chapter 9: Demonstrate selection of a sample size using population data and sample selection. Chapter 10: Demonstrate knowledge of qualitative analyses. Chapter 12: Explain the quantitative data analyses for the proposed grant. Chapter 13: Analyze the quantitative survey data using inferential statistics. | #3 | Show inferential statistics data; practice quiz; and Exam 4 | 8, 9, 10, 12, 13 |
| 4. Interpret results of data analysis for public health research, policy or practice Public Health & Health Care Systems | 4. Chapter 14: Using hypothetical data results from proposed grant, recommend policy and practice statements. | #4 | Discussion Board 4; recommendation of policy | 14 |
| 5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings | 5. N/A | | | |
| 6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal | 6. Chapter 5: Explain the how social determinants are influenced racism, structural bias, and health disparities at the organizational, community and societal levels. | #6 | Practice quiz; Exam 1; Discussion Board 1 | 5 |

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| 7. Assess population needs, assets and capacities that affect communities' health | 7. N/A | | | |
| 8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs | 8. N/A | | | |
| 9. Design a population-based policy, program, project or intervention | 9. N/A | | | |
| 10. Explain basic principles and tools of budget and resource management | 10. Chapter 3: Demonstrate how to build a budget and justification for the proposed grant. | #10 | Budget and justification; practice quiz and Exam 1 | 3 |
| 11. Select methods to evaluate public health programs | 11. Chapter 1: Describe two methods used to plan and evaluate public health programs. Chapter 2: a) Explain the difference between research and evaluation; b) Describe one method used to evaluate public health programs. | #11 | Grant: Section 1 and final grant; practice quiz and Exam 1 | 1 and 2 |
| 12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence | 12. Chapter 4: Explain how the basic ethical principles apply to research and evaluation. | #12 | Discussion Board 1; Grant Section 1 and final grant; practice quiz and Exam 1 | 4 |
| 13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes | 13. Chapter 1: Examine the advantages of involving stakeholders early in the planning process for community projects. | #13 | Discussion Board 1; Grant section 1 and final grant; practice quiz and Exam 1 | 1 |
| 14. Advocate for political, social or economic policies and programs that will improve health in diverse populations | N/A | | | |
| 15. Evaluate policies for their impact on public health and health equity | N/A | | | |
| 16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making | N/A | | | |
| 17. Apply negotiation and mediation skills to address organizational or community challenges | N/A | | | |
| 18. Select communication strategies for different audiences and sectors | N/A | | | |
| 19. Communicate audience-appropriate public health content, both in writing and through oral presentation | 19. Chapter 14: Describe how to disseminate results using written and oral presentations. | #19 | Discussion board – poster of grant; peer-review comments; final exam; | 15 |

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| 20. Describe the importance of cultural competence in communicating public health content | N/A | | | |
| 21. Perform effectively on interprofessional teams | N/A | | | |
| 22. Apply systems thinking tools to a public health issue | N/A | | | |

* **Assessment Types:** Quiz, Web quest, Journal/Blog, Discussion Board, Written Assignment, Exam (including essays), Poster, Individual Project, Group Project, Group Presentation, Case Study, Research Paper, Demonstration/Simulation and Other

Additional Course Information

Reference List

Other Information

Course Policies

Online Attendance and Participation

First week attendance will be assessed by login to the Canvas site for this class. Please communicate with Drs. Powis and Thomas about any unexpected events that may cause absence or inability to access Canvas during the term.

Religious Observances

We are happy to accommodate any religious observances or holidays. Please communicate with Drs. Powis and Thomas about any and all religious holidays that occur during the class.

Instructor Expectations

Students are expected to log in and watch lectures every week as they are assigned, as well as to engage with other students on the discussion board. If there are any problems with accessing course materials, students should reach out to the Office of Educational Technology and Support, as discussed in the Technology section above as soon as possible.

Institutional Policies

Academic Integrity of Students

Academic integrity is the foundation of the University of South Florida System's commitment to the academic honesty and personal integrity of its university community. Academic integrity is grounded in certain fundamental values, which include honesty, respect, and fairness. Broadly defined, academic honesty is the completion of all academic endeavors and claims of scholarly knowledge as representative of one's own efforts. The process for faculty reporting of academic misconduct, as well as the student's options for appeal, are outlined in detail in [USF System Regulation 3.027](#). The final decision on an academic integrity violation and related academic sanction at any USF System institution shall affect and be applied to the academic status of the student throughout the USF System, unless otherwise determined by the independently accredited institution.

Disruption to Academic Process

Disruptive students in the academic setting hinder the educational process. Disruption of the academic process is defined as the act, words, or general conduct of a student in a classroom or other academic environment which in the reasonable estimation of the instructor: (a) directs attention away from the academic matters at hand, such as noisy distractions, persistent, disrespectful or abusive interruption of

lecture, exam, academic discussion, or general University operations, or (b) presents a danger to the health, safety, or well-being of self or other persons.

Student Academic Grievance Procedures

The purpose of these procedures is to provide all undergraduate and graduate students taking courses within the University of South Florida System an opportunity for objective review of facts and events pertinent to the cause of the academic grievance. An “academic grievance” is a claim that a specific academic decision or action that affects that student’s academic record or status has violated published policies and procedures, or has been applied to the grievant in a manner different from that used for other students.

Disability Access

It is the policy of the University of South Florida System (USF System) to comply fully with the requirements of the *Americans with Disabilities Act of 1990 as amended by the Americans with Disabilities Act Amendments Act of 2008* and all other federal and state laws and regulations prohibiting discrimination and assuring accessibility on the basis of disability ([USF System Policy 0-108](#)). Students with disabilities are responsible for registering with [Students with Disabilities Services \(SDS\)](#) to receive academic accommodations. SDS encourages students to notify instructors of accommodation needs at least 5 business days prior to needing the accommodation. A letter from SDS must accompany this request.

Sexual Misconduct/Sexual Harassment Reporting

USF is committed to providing an environment free from sex discrimination, including sexual harassment and sexual violence ([USF System Policy 0-004](#)). The USF Center for Victim Advocacy and Violence Prevention is a confidential resource where you can talk about incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. This confidential resource can help you without having to report your situation to either the Office of Student Rights and Responsibilities (OSSR) or the Office of Diversity, Inclusion, and Equal Opportunity (DIEO), unless you request that they make a report. Please be aware that in compliance with Title IX and under the USF System Policy, educators must report incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. If you disclose any of these situations in class, in papers, or to me personally, I am required to report it to OSSR or DIEO for investigation. Contact the USF Center for Victim Advocacy and Violence Prevention: (813) 974-5757.

Other Institutional Policies and Resources

Download other Institutional Policies and Resources at: <https://tinyurl.com/ya32b32x>

Please note: The information in this syllabus is subject to change, as needed, by the instructor. You will be notified of any changes via an announcement on the course site or e-mail. It is your responsibility to keep up with any changes.