This three-credit course is an introduction to program planning and evaluation in international health designed to give students practical skills in planning projects and programs, and developing public health program evaluations. It is required for Joint PhD students in the Global Health Track and is open to students in the Epidemiology and Health Behavior Joint PhD Programs, as well as to second-year Master's students in public health or related health fields, and Preventive Medicine Residents who are interested in international health work. **Enrollment is limited to 12 students.**

The course will be practical and hands-on, with most readings drawn from guidance documents and manuals of international organizations, non-governmental organizations, and foundations directly involved in planning and evaluating international projects and programs.

**COURSE TOPICS**
The planning topics will include stakeholder analyses, SWOT analyses, and root cause analyses; the development of objectives, logic models, and logic frameworks; choosing evidence-based practices and outcome indicators; and development of critical path analyses, timelines, and
budgets; and introduction to results-based management. The evaluation portion of the course will address the basics of monitoring and evaluation; the types of evaluations and their uses; and methods for collecting and analyzing data, including questionnaire design, survey methods, cluster-randomized community trials, and difference-in-differences techniques. It will also cover how to communicate evaluation results to funders and program recipients. Students will be expected to do the basic readings and to complete a brief electronic quiz prior to class each week on these readings. Class time will then be used to review additional content material and to hear about real-world examples presented by practitioners.

COURSE OBJECTIVES
Students who complete this course will be able to:

1. Describe results-based management and why it is the most common framework used in international health program planning.
2. Understand the use of SWOT analysis, root cause analysis, and stakeholder analysis in the definition of problems prior to planning an intervention.
3. Develop problem statements, objectives and appropriate indicators to measure outcomes.
4. Develop logical frameworks for use in project planning.
5. Describe the methods used to develop project time lines.
6. Describe the major components of a budget for planning purposes and how to estimate the major components.
7. Define the major types of evaluation and list the main steps in performing an evaluation.
8. Develop theory of change or logic models for evaluation purposes.
9. Describe the similarities and differences between monitoring and evaluation and when they are most appropriate.
10. Describe the most common study designs for evaluations and the circumstances under which each is appropriate.
11. Identify critical factors in designing questionnaires and scales for evaluation purposes.
12. Describe the methods used for sampling in evaluation studies.
13. Describe the methods used to assess statistical significance of trends over time and differences between intervention and comparison groups.
14. Distinguish between cost-effectiveness and cost-benefit analyses and describe their role in evaluation studies.
15. Describe key features of written and oral communication to stakeholders in evaluations.

ASSIGNMENTS
Much of public health practice involves working in groups with persons of varied backgrounds. For this reason, the course will involve extensive small group work, done in and outside of class and built around real-world examples. Groups will be asked to present frequently on assignments related to the reading and on the progression of the two main projects in the course. The planning portion of the class will conclude with a mid-term project of a 6-page letter of intent. The evaluation portion of the course will result in the development of protocols for IRB submission. These two projects will be submitted in written form and presented to the class. Students will be offered the opportunity to conduct the evaluations during the summer and fall of 2013 and receive additional credits. It may also be possible to receive funding for overseas experiences.
Class Readings
Students are expected to read the assigned materials, which will consist of introductions and broad overviews of each topic and certain key papers. For the most part, they will not be covered during class time, which will be used instead for presentations on a related or controversial aspect of the topic, for class exercises, and for student presentations. The readings will be posted on Blackboard a minimum of 7 days prior to each class. Please consult Blackboard each week for the updated reading list.

Weekly Quizzes
Each week, a quiz on the week’s required readings will be posted on Blackboard each Wednesday by noon. Quizzes must be completed by 11:55 PM on Sunday night prior to each class. Each will consist of 5 questions and one or more bonus questions based on recommended but not required reading or involving greater synthesis of the readings. Immediate feedback on the score you obtain will be available on Blackboard. These quizzes will account for 20% of the grade. They are not meant to be group work, nor are they meant to be searches for key words in the relevant documents—you will only get out of this course what you put into it.

Group Work
Two group projects will be conducted: the first a real-world planning exercise and the second the development of an evaluation protocol for submission to the IRB. Each will be conducted in a series of progressive steps, with oral and written presentations at each step along the way. The final written product for the planning exercise will be a six-page proposal in a format to be posted in the documents section of Blackboard. This will be presented to the class and to potential project partners from the community.

The final written product for the evaluation project will be a protocol suitable for submission to the SDSU IRB. This activity will also be conducted in successive steps, with intermediate oral and written presentations of the background and previous knowledge on the topic, objectives, the analytical plan, the proposed design of the evaluation, the planned methods of data collection and data analysis, the instruments that will be used to collect the data, and ethical consent forms.

EXAMS AND GRADING
There will be no midterm or final exam. Final grades will be based on the quizzes, class participation, and the completion and presentation of the group planning project and evaluation proposals in written and oral form. For the group work, the same core grade will be given to each member of the group, although separate points will be granted for the individual oral presentations of the group’s efforts. It is likely that the group activities will take a minimum of two to three hours a week in addition to the reading and quizzes. Each group will have a mentor (Dr. Binkin, Dr. Novotny, or TA Sarah Hiller, MA).

Grading will be based on the following:
Required attendance and participation 10%
Weekly quizzes 20%
Group grade on oral presentations 25%
Individual grade on oral presentations 5%
Group grade on planning and protocol documents 40%
PH880 Program Planning and Evaluation

Letter grades will be based on cumulative scores:

100-95= A  
94-90= A-  
90-87= B+  
89-87= B  
84-86= B-  
80-83= B-  
79-79= C+  
74-76= C  
70-73= C-  
69-60= D  
<60 = F [non-passing grade]

NOTE ON ATTENDANCE: Attendance will be taken during each class period by the TA. One excused absence is allowed, after which the attendance and participation grade will be reduced by 1 point for each additional class missed.

READINGS AND RELATED COURSE DOCUMENTS


Additional readings, particularly for the planning segment of the course will be drawn from pdf documents that will be posted on Blackboard.

Weekly assignments, quizzes, other documents, news, and changes will be posted to the PH 880 Blackboard site. Registered students will have immediate access to this site.

WEB AND OTHER RESOURCES


University of Wisconsin Extension. Logic model on-line tutorial. [http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html](http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html)


Western Michigan University Evaluation Center: Evaluation Checklists (includes several practical checklists on topics such as budget development) http://www.wmich.edu/evalctr/checklists/checklist_topics/


**ADDITIONAL COURSE INFORMATION**

**Disclaimer: Course Syllabus Subject To Change**

Every effort will be made to follow the syllabus content and schedule; however, if circumstances dictate, there may be modifications necessary during the semester. The professor or TA will notify students in a timely manner.

**Academic Integrity:** Academic dishonesty is an affront to the integrity of scholarship at SDSU and a threat to the quality of learning. Violations of academic integrity are noted in the SDSU Statement of Student Rights and Responsibilities: http://csrr.sdsu.edu/rights2.html/.

**Plagiarism:** Plagiarism is academically and ethically unacceptable. Students are strongly urged to take the SDSU library’s online tutorial (http://infotutor.sdsu.edu/plagiarism/) and utilize the TURNITIN tool on Blackboard prior to submission of the written assignments. If plagiarism is identified, the work submitted will receive a failing grade and a report will be filed with the SDSU Judicial Procedures Office in accordance with SDSU policy.

**SDSU’s Position Statement on Plagiarism and Academic Dishonesty**

Academic dishonesty includes cheating, plagiarism or other forms of academic dishonesty that are intended to gain unfair academic advantage. See section 41301 of the University policies. Plagiarism is an important element of this policy. Plagiarism is defined as ‘formal work publicly misrepresented as original; it is any activity wherein one person knowingly, directly and for lucre, status, recognition, or any public gain resorts to the published or unpublished work of another in order to represent it as one’s own’. Any work, in whole or in part, taken from the Internet or other computer-based source without referencing the source is considered plagiarism.

**Statement on Nondiscrimination Policy**

San Diego State University complies with the requirements of Title VI and Title VII of the Civil Rights Act of 1964, as well as other applicable federal and state laws prohibiting discrimination.
No person shall, on the basis of race, color, or national origin be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination in any program of the California State University

SDSU does not discriminate on the basis of disability in admission or access to, or treatment or employment in, its programs and activities. Students should direct inquiries concerning San Diego State University’s compliance with all relevant disability laws to the Director of Student Disability Services (SDS), Calpulli Center, Room 3101, San Diego State University, San Diego, CA 92128 or call 619-594-6473 (TDD: 619-594-2929).

SDSU does not discriminate on the basis of sex, gender, or sexual orientation in the educational programs or activities it conducts.

More detail on SDSU’s Nondiscrimination Policy can be found in the SDSU General Catalog, University Policies.

**Student Conduct and Grievances**

SDSU is committed to maintaining a safe and healthy living and learning environment for students, faculty and staff. Sections 41301, Standards for Student Conduct, and Sections 41302-41304 of the University Policies regarding student conduct should be reviewed.

If a student believes that a professor’s treatment is grossly unfair or that a professor’s behavior is clearly unprofessional, the student may bring the complaint to the proper university authorities and official reviewing bodies. See University policies on Student Grievances.

**Course schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic 1</th>
<th>Topic 2</th>
<th>Topic 3</th>
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<tbody>
<tr>
<td>27-Aug</td>
<td>Introduction to course content and objectives NOVOTNY</td>
<td>Student Project option 1: BUTTS NOVOTNY</td>
<td>Student project option 2: One Health MALOY</td>
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<td>3-Sep</td>
<td>Labor day--no class</td>
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<tr>
<td>10-Sep</td>
<td>Planning: an introduction BINKIN</td>
<td>Planning: overview of steps and situation and problem analysis (root cause and SWOT analyses) BINKIN</td>
<td>Student project option 3: Survivors of Torture progress monitoring ANDERSON</td>
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<td>17-Sep</td>
<td>Planning: Situation and problem analysis (stakeholder analysis) HILLER</td>
<td>Planning: Designing a program: Problem statement, objective, and logical frameworks BINKIN</td>
<td>Planning: Designing a program: The art and science of developing indicator BINKIN</td>
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<td>24-Sep</td>
<td>Planning: designing a program: Gantt charts and critical path management HILLER</td>
<td>Planning: Designing a program: budgets CLARK</td>
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<td>Date</td>
<td>Activity</td>
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<td>1-Oct</td>
<td>Planning: implementation: Practical suggestions on moving from paper to practice</td>
<td>HILLER</td>
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<td>Planning: project monitoring and evaluation</td>
<td>BINKIN</td>
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<td>Mentoring of student projects:</td>
<td>BINKIN/HILLER/NOVOTNY</td>
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<td>8-Oct</td>
<td>Student presentations of project plans</td>
<td>BINKIN</td>
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<td></td>
<td>An introduction to evaluation</td>
<td>BINKIN</td>
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<td>15-Oct</td>
<td>Student Project option 1: TB program evaluation</td>
<td>MOSER</td>
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<td>Student project option 2: Survivors of torture narrative therapy evaluation</td>
<td>JARANSON</td>
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<td>Student project option 3: SeriousFun camps for HIV positive children</td>
<td>HILLER</td>
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<td>22-Oct</td>
<td>Types of evaluation and the steps in the evaluation process</td>
<td>BINKIN</td>
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<td>An introduction to logic models and their use in evaluation</td>
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<td>Exercise: inputs, activities, outputs, outcomes, and impacts</td>
<td>HILLER</td>
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<td>29-Oct</td>
<td>Evaluation study design: an overview</td>
<td>BINKIN</td>
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<td>Introduction to qualitative data</td>
<td>HILLER</td>
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<td>Steps in gathering data</td>
<td>BINKIN</td>
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<tr>
<td>5-Nov</td>
<td>Questionnaire design</td>
<td>BINKIN</td>
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<td>Scales and their validation</td>
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<td>Randomized trials in evaluation</td>
<td>RAJ</td>
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<td>12-Nov</td>
<td>HOLIDAY--Veterans Day</td>
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<td>19-Nov</td>
<td>When you can’t randomize: other study designs in evaluation</td>
<td>BINKIN</td>
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<td>An introduction to mixed methods in evaluation</td>
<td>HILLER</td>
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<td>Mentoring of student projects:</td>
<td>BINKIN/HILLER/NOVOTNY</td>
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<td>26-Nov</td>
<td>Evaluation in the real world: the Serious Fun experience</td>
<td>NAGLER</td>
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<td>Communicating results to stakeholders and decision-makers</td>
<td>BINKIN</td>
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<td>Mentoring of student projects:</td>
<td>BINKIN/HILLER/NOVOTNY</td>
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<tr>
<td>3-Dec</td>
<td>Student presentations of evaluation projects</td>
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