

PHCM9108

Program Design and Evaluation

Semester 2, 2011



UNSW
THE UNIVERSITY OF NEW SOUTH WALES

SCHOOL OF PUBLIC HEALTH
AND COMMUNITY MEDICINE

Contributors

Associate Professor Rohan Jayasuriya

School of Public Health and Community Medicine
Faculty of Medicine
University of New South Wales
UNSW Sydney NSW 2052

Tel: +61 (2) 9385-2278 Fax: +61 (2) 9385 1036
Email: r.jayasuriya@unsw.edu.au

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Welcome

Welcome to the course in Program Design and Program Evaluation! As public health practitioners, you are likely to be involved in different types of program and project management activities, including, planning and implementation of programs, design and planning evaluations, or in contracting out evaluations of health programs that were under your management. Each of these different types of activities requires specific knowledge and skills. Often, whole courses and subjects are taught on program planning, program implementation, project management, and program evaluation, to name the most common topics.

This course on Program Design and Evaluation has been designed to address some of the core topics in this field. The field of program evaluation is vast and changing constantly. As this is an introductory course, I have only attempted to cover the basics, in a manner that is relevant to public health personnel. This course has been offered for the last four years and this has provided me the opportunity to use feedback to refine and tailor it to the needs of students. The course is designed with an emphasis on program design as this area precedes evaluation. For those who wish to concentrate on program evaluation, I have endeavoured to provide directions for further study.

Course staff

Course convenor

Rohan Jayasuriya

Tel: +61 (2) 9385-2278

Fax: +61 (2) 9385 1036

Email: r.jayasuriya@unsw.edu.au

Office hours: by appointment, please set via email or telephone

I began my professional life in Public Health in Sri Lanka, a long time back...it seems. I chose Public Health (called Community Medicine in Sri Lanka), as I wanted to make a significant contribution to reduce the inequity in health and identified that preventing disease is better and more cost efficient than cure. After 4 years in the "bush", I did my post graduate work in Sri Lanka (MD) and USA (MPH). I then took up a senior administrative position in the Ministry of Health. This was for a period of about eight years, when I was involved in many different projects and programs, especially in the role of planning and monitoring programs. This exposed me to a wide variety of

requirements at national and decentralised levels. I also came across many methods of program management used by external agencies. Of note were projects with World Bank, WHO, UNICEF and USAID.

In 1988, I left Sri Lanka to take up a position in academia in the Faculty of Medicine in Papua New Guinea. This exposure increased my belief that poor management of resources contributed to the deficiencies in health delivery. I migrated to Australia in 1990 and was at the University of Wollongong till July 2007. In that period, I continued my interest in project management and evaluation, through work for AusAID, Asian Development Bank, WHO, UNICEF and World Bank. I could confidently say that I have a balanced view of how each of these organizations manage projects and how this translates to projects and programs on the ground in many countries of the region. One deficiency I saw was the insufficient knowledge and skills of many program managers in these countries that contributed to poor results, despite their enthusiasm.

Many of you taking the course would be interested in how we do program/project management in Australia. I was fortunate from the beginning to work in close collaboration with the Area Health Service and NSW Health Department on a number of projects. I was involved, as part of the design team or as an external evaluator. Large projects such as coordinated care trials required very complex designs and evaluation strategies. I taught a course in Health Planning and Evaluation at UOW (for a period of 15 years), with significant contribution from practitioners. Some of the material for this course reflects the developments I witnessed in teaching this course and the feedback I received from students.

Course information

This course is designed to provide the concepts and current evidence on program design and program evaluation. It is specifically written for those working in public health, broadly defined. As an elective course, this course is suitable for students in both the MPH and MHM programs. I have provided examples from developing countries as appropriate, as a number of students at SPHCM are from those countries.

Health program design and evaluation draws on a number of broader disciplines. Sociology, behavioural science, and economics contribute to some of the methods and techniques. Epidemiology, statistics and research methods are used in a number of ways. Therefore, typically, this course will be most beneficial for those who have already

undertaken the core courses in the two programs of study (MPH and MHM).

The use of case studies to teach adult learners is not new. It is a well tested method. More details of what is expected of participants will be given later.

Units of credit

This course is an elective course in the postgraduate programs in the School of Public Health and Community Medicine, comprising six units of credit towards the total required for completion of the study program.

Pre-requisites

There are no prerequisites for this course.

Course aim



The overall aim of this course is to provide the concepts and critical skills to design a health program or project and develop an evaluation plan.

Course outcomes

The outcomes for this course are to enable you to:

1. Define and describe the steps in planning a health program/project.
2. Discuss the use of program theory and program logic in design of interventions.
3. Demonstrate the use of tools and techniques for planning public health programs.
4. Describe and discuss the role and purposes of program evaluation for public health programs.
5. Define and differentiate between approaches for program evaluation.
6. Identify appropriate evaluation questions and designs for program evaluation.
7. Critically appraise evaluations conducted of public health programs.

Graduate capabilities

This course supports you achieving a range of capabilities that you will achieve across your studies in the Master of Public Health. For the complete list please refer to the School website. In particular, this course provides learning opportunities that will nurture the following capabilities:

The **knowledge and skills** to plan and evaluate public health strategies, programs and projects in a range of diverse public health contexts, in particular:

- Appraise current and contextually relevant evidence to inform the planning and evaluation of public health interventions
- Assess needs and determine priorities for planning public health strategies, programs and projects
- Apply best practice project management principles and techniques for managing public health projects
- Use evaluation methods and techniques to determine the effectiveness and value of public health interventions

The **interactional abilities** to:

- Strengthen relationships and communicate effectively to enhance public health outcomes
- Engage with and contribute to local, national and international communities

The **personal attributes** to:

- Apply analytical and critical thinking for evidence based problem solving

Learning and teaching rationale

Most students accepted for Masters level courses in this school have prior learning (at undergraduate and other levels) as well as exposure to work in organizational settings, preferably in the health sector. There is some assumption of this prior knowledge; however the course tries to provide direction for further learning and readings, in areas that you have limited exposure. Some of you will have actual experience in program planning and evaluation. This course has been designed to take into account the wealth of experience that you bring with you and will enable you to

place your prior learning in perspective of the broader disciplines of program planning and program evaluation by exposing you to the wider literature in the field.

Active participation is the key to getting the best from postgraduate learning. The principle that the best method to learn is by “doing” is followed in this course. We therefore have designed the assessment of the course based on this principle. The course offers you a combination of learning experiences, integrating both individual and group work throughout the class time (or online) and your assessment tasks.

Teaching strategies

The course comprises on-campus classes for internal students, an online learning component for external students, and the additional independent study of the course notes and readings for all the students.

The group activities you will take part both in the class and in the online environment have been designed to actively engage you in the learning process. These group activities will allow you to interact and collaborate with your fellow students and myself in a way that builds on your prior experiences and knowledge, providing you with the appropriate challenge and depth of engagement while maintaining your interest in the learning experience.

The teaching strategies used in this course are designed to foster your:

- skills in seeking information from the wider literature
- capacity to critically appraise work of others and to recognise best practice
- ability to have a deeper understanding of concepts so as to be able to apply it to different contexts
- ability to recognise the importance of understanding external factors (social, environmental and behavioural) in public health practice
- commitment to promote ethical practice and quality in professional work.
- capacity to collaborate in a group setting and to share and discuss your own and other people’s evaluations, interpretations and ideas.

In addition to the group activities, you are expected to do additional independent study of the course notes and readings in preparation for written assignments. This independent work will:

- allow you time to reflect on what you have learnt
- provide you with the opportunity to develop and test your skills in using the tools and techniques used in program design and evaluation
- allow you to apply the material in areas of your individual interest.



Online learning component

External Students

The UNSW Blackboard component of this course provides:

1. Course notes with Web links to required readings. Links will be found under the relevant lecture. Unless otherwise specified, web links to optional readings are not provided as web addresses are given in the course notes.
2. Group Discussion: By the end of Week 2 you will be assigned to a group for your online participation. Each group will have a specific space in which you will discuss and complete the group activities which are assessed.
3. A set of activities for students that will allow you to learn the tools and techniques taught in the course. These activities have been designed for you to complete on your own as you work your way through the materials. You can post questions relating to these activities in the Q and A section of UNSW Blackboard. Answers to these activities (after sufficient time is given for you to do it on your own) will be posted in Blackboard.
4. A Lectopia section where lecture recordings will be available for lectures given every other week. Please check this as you move through each section.
5. A Q&A facility for you to raise any questions arising during semester. Unless questions are of a personal nature, please do not email course staff directly, but raise them using this facility. Please remember this online component is for asking general questions / issues in relation to the course. Discussion of ideas/concepts and exchange between you and your tutorial group should take place in the Group Discussion area (My Groups).
6. A specific section in which you are to submit assignments
7. A place where you get to know more about your peers and chat socially amongst each other.

Guidance for using UNSW Blackboard

The School runs a Blackboard tutorial during residential week at the start of each semester. If you are unable to attend this tutorial, guidance for using UNSW Blackboard, including some basic tips, can be found at: <http://support.telt.unsw.edu.au/blackboard>

If you are still experiencing difficulties with UNSW Blackboard, please contact the UNSW IT Service Desk for assistance.

Assessment

There are three components to the assessment.

- 1. Participation in two group activities: There are two group activities worth 35% in total**

Group Activity 1 - (External students complete this online and submit it via the assignment icon on UNSW Blackboard. Internal students may use online facilities to discuss. They must submit via Blackboard) (15%)

Group Activity 2 – (Internal and External students complete this online and submit it via the assignment icon on UNSW Blackboard) (20%)

- 2. Individual Assignment in Program Design and Evaluation: This is the Major assignment and is worth 65%**

Part 1 - Program Design is worth 45% of your course marks; and

Part 2 - Program Evaluation is worth 20% of your course marks.

Please note: A schedule with details about assessments and due dates is provided at the end of this outline along with a course schedule. Please read this carefully and keep it in a safe, accessible place.

Details of assessment requirements

Assignment 1: Program Design

PARTICIPATION IN GROUP ACTIVITIES



Group Activity One – Program Design 15%

Weighting:	15% of total marks
Format:	One report, submitted via UNSW Blackboard
Length:	Report 1200 words approx
Due date:	End of Week 6 -26 th August

Task description:

During weeks 3-6, each group will carry out the following group tasks and submit a report up to 1200 words [the word limits for sub-sections are indicative only], that will contain the following components:

1. Background to the project/program, its focal problem and its importance (include a problem tree to illustrate) [300 words]
2. Purpose /goal of a health program/project [50 words]
3. Selection of strategies/interventions, evidence for its efficacy and feasibility [400 words].
4. A program logic diagram (include an objective tree to illustrate) [200 words]
5. Program objectives, outputs and indicators (250 words).

In order to complete this task, you are required to read the case studies available on Blackboard [Case study: Assignment one]. In your group complete the following steps to produce the group report: **Select only one case study for this assignment.**

An example of a completed assignment from a previous year will be placed in Blackboard under Resources.

1. Group work Week 3

- (a) Prepare a problem tree to identify the focal problem. Read section 2: AusAID: AusGUIDE. Page 3.4 gives an example of a Problem tree and 3.5 gives an example of an Objective Tree.
- (b) Discuss your version of the problem tree with others in the group to obtain consensus.
- (c) Identify a focal problem and prepare a goal (purpose) statement for a project. To write this statement you may need to take into consideration, underlying/antecedent causes that are amenable to change.

2. Group work Week 4

- (a) Go back to your group activity (see above). Select 3-5 clear underlying/ antecedent causes that are amenable to intervention. For each cause write a clear objective. Use the objective tree diagram to obtain guidance.
- (b) Search for strategies in the literature that are evidence based, are efficacious and feasible given the context, and can be used as interventions. You may decide to allocate this work (review of strategies) to members of the group. It is important that the group prepares this in accordance with the requirements given for the assignment - remember to include references.
- (c) Prepare a program logic diagram.

3. Group work Week 5

- (a) Go back to your group activity (see above). Revise your objectives to write SMART objectives.
- (b) Based on the selected strategies for intervention, identify outputs that are measurable. Identify how you can measure them (measurable indicators).
- (c) Prepare a table that has as columns (i) output (ii) measurable indicator (iii) means of verification

Group submission of Report (Assignment 1): One student in the group will submit via UNSW Blackboard.

Marking Criteria

Heading	Criterion	Description	marks
Focal health problem and purpose of project/program	The focal health problem is clearly identified using a problem tree	Ability to identify key health problems and a clear purpose for the project/program	4
Program strategy	Selection of strategy/intervention	Identifying suitable evidence based strategies for interventions. Ability to write concise statement that includes evidence.	5
Program Logic	Program logic diagram	A clear sequence of logic is illustrated, after drawing an objective tree.	3
Program objectives and outputs	Skills in writing SMART objectives and identifying outputs and indicators	Ability to identify clear objectives for the project/program. Listed outputs and indicators are relevant.	3

Learning Outcomes addressed:

These group activities address the following learning outcomes

- Define and describe the steps in planning a health program/project
- Discuss the use of program theory and program logic in design of interventions.
- Demonstrate the use of tools and techniques for planning public health programs.

Assignment 2: Program Planning & Evaluation

MAJOR ASSIGNMENT

Weighting:	65 % of total marks
Format:	Written Assignment - Health Program Plan and Evaluation plan
Length:	3500 words approx [Part 1-2000-2500 words] [Part 2 -750-1000 words]
Outline due:	End of Week 4 – 12th August
Due date*:	Part 1- End of Week 8 – 16th September Part 2- End of Week 13- 21st October

**Note: outline due by end of week four, as discussed below.*

Task description:

Prepare a **health program plan** and an **evaluation plan** using the concepts and methods discussed in the course.

Select **one of three topic** areas given below:

1. Program for service improvement/integration for a target group, defined as a group with common condition (e.g. cancer) or need (e.g. complex care);
2. Program for delivery of services in a specific setting (e.g. a developing country) or special risk group (e.g. drug users);
3. Program for health promotion for a target group or condition (e.g. adolescents; physical activity).

Part 1 - Program Plan

Read section 3 and Chapter 3 of AusAID , AusGUIDE Tools for development. Page 3.4 gives an example of a Problem tree and 3.5 gives an example of an Objective Tree.

After you have read section 3 (and listened to the lecture – *external students can do so via UNSW Blackboard – lectopia lecture recordings*), write objectives for the project/ program and complete a Logical Framework. Use techniques given in readings and from other sources to arrange the activities in a logical order before you start

writing. An example of the 4X4 LogFrame required is given at page 3-15 in your notes. Other examples will be handed out in class and placed in Blackboard.

An example of a completed assignment from a previous year will be provided in Blackboard under course resources.

Details of Program Plan

The format you should use in preparing your report (program plan) is as follows:

1. Introduction
 - a) Health problem to be addressed
 - b) Target population
 - c) Justification/significance and expected outcome
2. Goals and Objectives of the service/program
 - a) Program goal/s
 - b) Objectives
3. Selection of strategy/intervention/method
 - a) Demonstrate program logic (use diagram given in notes)
 - b) Description of strategies/interventions
[provide information on how the strategy/interventions were selected, including evidence for its efficacy and feasibility]
4. Complete a Log Frame (a 4 X 4 log frame , see page 3-15)
 - a) Objectives/outputs/activities /inputs
 - b) Measurable indicators
 - c) Means of verification, and
 - d) Important assumptions

You are required to send me (via email) a brief outline of only the section on introduction by end of week 4 (see point 1 – Introduction above). Please include a clear identification of the topic (one of three given above) and health problem/need you plan to address. The target population (in terms of location, i.e. country, place, and boundaries) must be specified. A few sentences on the justification are enough. **Please also add a paragraph that will explain what resources you have to access to obtain information for the plan.** These could be organizations that you have contact with (e.g. your work place) or persons who can facilitate your access to relevant information.

A few examples of proposals submitted are provided for guidance in Blackboard, under course resources.

You have to give written assurance [at the beginning of your assignment] that you are not using material from an existing program and/or you do not have access to material if it has been written.

[Please note : this is a strict rule and if you do not follow it, you may be transgressing plagiarism rules]

I will contact you IF I feel there is a major issue regarding the topic/target group and/or resources at your disposal. Please note, you should send this in an email to me (r.jayasuriya@unsw.edu.au) with the title “PHCM9108 Major Topic – Program Design & Evaluation 2011” and you should also include a contact telephone number.

If these instructions are not followed I cannot guarantee a quick response and it may get lost in my emails.

We will endeavour to provide feedback from Part-1: Program Design before you complete Part-2.

All assignments MUST be submitted via Blackboard.

Part 2 - Program Evaluation Plan

Read sections 9 and 10 before you commence. The group activity (Assignment 3) will also be of value to understand Evaluation design.

1. Develop a process evaluation plan. Formulate questions for process evaluation using the format given in section 9. Complete a process evaluation plan using the framework given in Saunders et al.,(2005), Table 4.
2. Write key questions for Impact Evaluation of program. For each question, describe briefly the design of your study. Justify the design. You need not give details of measures and data collection/analysis.

Criteria for grading

The grade will be based on the criteria given below. Use the marks as a general indication of the amount of material to present under each heading. However, depending on your choice of topic, the amount of material presented under each heading and its relevance to the plan will vary. For example, succinct and clear goals and objectives can be written in a few sentences and the length of this section is not the basis for the marks.

Part 1 - Program Plan

Heading	Criterion	Description	marks
Introduction	Identification of health program and target population is clear. Adequacy of justification	Demonstrate ability to select a health problem and underlying issues (using problem tree analysis) and select a target population that is relevant to health problem/s identified.	6
Goals and objectives	Ability to write goals and objectives	Goals /objectives are relevant to health program and are derived using program logic .SMART objectives are written.	6
Strategy/ intervention	Ability to select relevant strategy/interventions based on evidence	Comprehensiveness and feasibility of strategy/intervention. Evidence of integration of ideas from readings/literature, evidence of synthesis and use of unifying concepts	9
Log Frame	Ability to demonstrate the use of a Log Frame for program planning.	A 4 x 4 logical framework is completed; Vertical and horizontal logic is sound. If-then causality demonstrated Assumptions are identified.	20
Style and organization of report	Structure and organization of report	Organization and presentation of ideas, use of tables, graphs, etc., Reference list follows guidelines.	4

Part 2 - Program Evaluation Plan

Heading	Criterion	Description	marks
Process Evaluation	Relevance of questions and methods	Are questions relevant to process. Are methods relevant and feasible.	10
Impact Evaluation	Ability to write relevant questions. Understands evaluation designs	Questions are relevant to impact. Are the designs suitable and feasible.	10

Learning Outcomes addressed:

- Define and describe the steps in planning a health program/project.
- Discuss the use of program theory and program logic in design of interventions.
- Demonstrate the use of tools and techniques for planning public health programs.
- Identify appropriate evaluation questions and designs for program evaluation.

Assignment 3: Program Evaluation



Group Activity two – Program Evaluation 20%

Weighting:	20 % of total marks
Format:	Part A - Group Assignment – Critical appraisal of a Program Evaluation
Length:	750 words approx Part B – Individual Online Contribution 500 words approx
Due date:	End of Week 11 – 7 Oct

Part A Task description

You will be provided with a case study of Program Evaluation (one each from an industrialized country and a developing country). These will be available on UNSW Blackboard under Course Resources, titled "Case Study: Program Evaluation".

Choose ONLY one for this assignment.

As a group will need to complete the following tasks [10 marks]:

Critically discuss each set of questions (given below), based on the material provided in the case study selected. You may draw on wider literature and knowledge, but the answers need to use examples from the case study to support your arguments [Approximately 250 words each].

1. Group work Week 8

- a. Is the problem and program presented clearly? Is there a clear purpose and rationale for the evaluation? Have clear questions been identified for the evaluation?

2. Group work Week 9

- b. Does the methodology describe the design of the evaluation adequately? Is the design the most appropriate for the questions? Critically evaluate other designs that could have been used.

3. Group work Week 10

- c. Are the measures valid? Are findings interpreted correctly? What are the strengths and weaknesses of the evaluation? How would you have addressed the weaknesses?

Marking Criteria

Heading	Criterion	Description	marks
Critical evaluation of the design of evaluation	Purpose of evaluation Evaluation questions Evaluation design	Demonstrate ability to identify components of the evaluation. Shows clear understanding of pros and cons of different evaluation designs	7
Evaluation measures	Validity of measures Interpretation of findings	Describes assessment of measures Correct interpretation of findings	3

INDIVIDUAL CONTRIBUTION [10 marks]

Part B Task Description

As part of your individual online contribution to the second group task, you are required to select two of your best individual contributions to online discussions as well as two online contributions from peers relating to the second group task. You need to critically reflect and write a brief justification of how these contributions have enhanced your learning in Program Evaluation. You need to demonstrate how the online posts have helped you gain insights into the topic area and as a result have contributed to your thinking and learning. We are looking for evidence of your understanding through your participation in the group task and discussions. You are required to include the four posts

(including details on date, discussion board forums etc) as an appendix along with your submission.

Word length: 500 words (excluding the appendix)

Marking Criteria

Your individual contribution will be assessed according to the following criteria:

1. Relevance of the posts you have provided
2. Ability to meaningfully and concisely reflect on your contributions in each of the three areas of the group task
3. Critical analysis of how the exchange of ideas, information and viewpoints has contributed to your understanding of Program Evaluation
4. Evidence of critical reflection on the key concepts and arguments in the discussion and on your learning in Program Evaluation.

Grading

Grades to be used are represented by the following symbols (and corresponding range of marks):

HD (85%-100%), **DN** (75%-84%), **CR** (65%-74%), **PS** (50%-64%), **FL** (<50%)

HD This grade represents a High Distinction. This level of performance involves all of the characteristics of a DN performance but also a level of excellence that makes it outstanding. The level of originality, creativity, or depth of thought and understanding shown would be higher than normally expected for postgraduate students. It demonstrates a higher order of critical thinking and reflection than that demonstrated at the level of DN.

DN This grade represents a Distinction. This level of performance involves all of the characteristics of a CR performance but also a level of originality, creativity, or depth of thought and understanding. The work might involve a high level of abstract thinking, or the ability to take an idea or an application into a new context, understand the demands of that context and make modifications. Specific assessment criteria relevant to this assignment are adequately addressed and ALL aspects well done. (This distinguishes it from a CR in which one or two aspects may be incomplete or otherwise not well done.)

CR This grade represents a Credit. The assignment or project comes together to make a broadly coherent whole. The response answers the question, makes a good argument, draws on appropriate evidence, and shows some selectivity and judgment in deciding what is important and what is not. Communication is clear and effective. Specific assessment criteria relevant to this assignment are adequately addressed. (One or two aspects may not be well done but the overall result is still MORE THAN satisfactory).

- PS** This grade represents a pass. The student has demonstrated understanding of the basic aspects of the topic, but they may be minimally integrated and fail to make a convincing coherent statement or argument. Written work may be descriptive rather than analytical. It may rely too much on retelling other sources such as texts and lecture notes, with little evidence that the student is capable of transforming these into a personal understanding. Significant elements of the assignment are treated superficially. Assessment criteria relevant to the assignment are sufficiently addressed to warrant a PS however the overall standard is no more than satisfactory.
- FL** This grade represents a clear fail. This grade is used when the student has misunderstood the point of the assignment, or failed to address the most important aspects of the topic. In other words a substantial failure, which would need major work before it could be passed.

NOTE: Students are expected to meet UNSW standards of academic writing and in particular must meet standards of referencing described by the Learning Centre. Failure to reference correctly may limit marks to PS or below. Plagiarism or collusion will result in an automatic FL.

Submitting your assignments

1. All assignments must have a cover sheet attached. Cover sheets can be downloaded from the school website: <http://www.sphcm.med.unsw.edu.au/sphcmweb.nsf/page/AdminForms> Students submitting assignments in UNSW Blackboard should use the cover sheet available in UNSW Blackboard.
2. Extensions of up to one week are only granted if requested before the due date. Longer extensions, up to a maximum of two weeks, are only considered with medical certificate unless other appropriate reason is given.
3. Assignments will not be marked if submitted after other students' assignments returned.
4. Only FL assignments can be resubmitted. The maximum grade that can be achieved after re-marking is a PS.
5. Assignments will be marked within two weeks of due date. Feedback may not reach students until three weeks after assignment submission.
6. All assignments for **external** and **internal** students are to be **submitted electronically** in the section indicated within UNSW Blackboard. Students **submitting assignments electronically** must make sure their name, course code, date and assignment title is on the front page of their assignment, but preferably in the header or footer so it appears on every page.
7. **Please note:** Any assignment submitted electronically may be checked at random for plagiarism using the tool, Turnitin.

8. All late assignments (unless extension or exemption previously agreed) will drop a grade. This rule applies if the assignment is one day or one week late.

Feedback on assessment

Formal feedback on your assignments will be provided directly to you, in writing, within a reasonable time (usually two weeks) from submission of your assignments. Feedback will be succinct but cover both positive elements of submitted work and suggestions for improvement. Informal feedback will be provided on an ongoing basis by your lecturer as well as your peers in the discussions.

Academic honesty and plagiarism

What is Plagiarism?

Plagiarism is the presentation of the thoughts or work of another as one's own.* Examples include:

- direct duplication of the thoughts or work of another, including by copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person's assignment without appropriate acknowledgement;
- paraphrasing another person's work with very minor changes keeping the meaning, form and/or progression of ideas of the original;
- piecing together sections of the work of others into a new whole;
- presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor; and
- claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.†

For the purposes of this policy, submitting an assessment item that has already been submitted for academic credit elsewhere may be considered plagiarism.

Knowingly permitting your work to be copied by another student may also be considered to be plagiarism.

Note that an assessment item produced in oral, not written, form, or involving live presentation, may similarly contain plagiarised material.

The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does *not* amount to plagiarism.

The Learning Centre website is main repository for resources for staff and students on plagiarism and academic honesty. These resources can be located via: www.lc.unsw.edu.au/plagiarism

The Learning Centre also provides substantial educational written materials,

workshops, and tutorials to aid students, for example, in:

- correct referencing practices;
- paraphrasing, summarising, essay writing, and time management;
- appropriate use of, and attribution for, a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre. Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items.

* Based on that proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle

† Adapted with kind permission from the University of Melbourne.

Collusion

The School recognises and encourages the need of external students to have contact with each other and where possible collaborate in their studies. However, there have been instances where students have copied each other's material and submitted it as their own. Lecturers, despite their heavy workload, are alert to this practice. It is emphasised that where collusion can be shown, the students involved may be required to rewrite and re-submit their assignments or may be awarded a fail for the assignment or may be failed in the whole course and even be excluded from the University for misconduct. You should not attempt the assignment questions together and submit the same work as someone else. **It is also not acceptable to submit an assignment which has been submitted by a student in a previous year.**

Referencing

It is your responsibility to learn one of the accepted academic methods for acknowledging sources of information (citing references).

Guidelines for acknowledging sources of information can be found on the following websites:

Faculty of Medicine

<http://web.med.unsw.edu.au/infoskills/cite.htm>

SPHCM

<http://www.sphcm.med.unsw.edu.au/sphcmweb.nsf/page/AssessmentGuidelines>

The Learning Centre

<http://www.lc.unsw.edu.au/olib.html#Referencing>

Additional support to students

How to adopt a critical approach to your assignments

It is important that you adopt a critical approach to your assignments, to the material that you obtain for assignments, to the required readings, and to other information with which you are presented in this course.

A critical approach does not mean a disparaging or belittling attitude to information. Rather, it means that you do not absorb what you are reading in a passive way and that you do not accept without question what may often seem to be authoritative pronouncements by authors and commentators. It means you think about and evaluate the material which you are reading and which you are presenting in assignments. It means that you attempt to cast aside your assumptions and biases, and attempt to assess the logic and consistency of the material in light of the supporting evidence. Wide reading on a topic facilitates this process.

Readings and resources



Each week's work is accompanied by selected reading material. This includes chapters from the prescribed and recommended texts listed below. Most of the readings can be found in the Reading Section. The recommended texts and reading material that are not found in the notes are available in the library.

Recommended texts with comments

Dwyer, J, Stanton, P and Thiessen, V (2004) ***Project Management in Health and Community Services***, Routledge, London, [A concise book written for health and community services, it covers planning and management. The section on evaluation is small.]

Nutbeam, D and Bauman, A (2006) ***Evaluation in a nutshell, A practical guide to the evaluation of health promotion programs***, McGraw Hill, Sydney. [a very concise pocket book]

Dignan, M.B. and Carr, P.A. 1992, ***Program Planning for Health Education and Promotion***, Second edition, Philadelphia, Lea and Ferbiger [One of the few texts that contain material on program planning and program evaluation. Only focussed on health education/promotion]

Owen, J .M (2006) ***Evaluation forms and approaches in Program evaluation: forms and approaches***, 3rd edition, Allen and Unwin, Sydney. [*a must read book for program evaluation specialists*]

Eagar, K., Garrett, P. and Lin, V (2001) ***Health Planning Australian Perspectives***, Allen & Unwin, Crows Nest,. [*one of the few texts on health planning, that covers Australian material*]

Guba EG, Lincoln YS. ***Fourth Generation Evaluation***. California: Sage Publications, 1989.

Hawe P, Degeling D, Hall J. ***Evaluating Health Promotion: A Health Worker's Guide***. Sydney: MacLennan & Petty, 1990. [*A classic still. Worthwhile to read*]

Rossi PH, Freeman HE, Lipsey MW. ***Evaluation: A Systematic Approach*** (6th edition) California: Sage Publications, 1999. [*A classic text in evaluation, details of methods provided*]

Wadsworth Y. ***Everyday Evaluation on the Run*** (2nd edition), Crows Nest: Allen & Unwin, 1997. [*This book is a very accessible introduction to program evaluation, designed for practitioners in a wide range of disciplines*]

The SPHCM has recently taken on the updating and running of the Virtual Public Health Library (VPHL), accessible at <http://vph.sphcm.med.unsw.edu.au/>

The VPHL provides access to public health sites and resources in a systematic and easily accessible way for all those wishing to be in touch with the most relevant and meaningful public health resources. Please use it to expand upon your readings provided with the coursework. Additionally, we invite you to play part in contributing to building the site as a major international public health resource by contributing your own recommended readings by emailing us at vph@unsw.edu.au so that our moderator can make the addition. Also use this email address for any comments or suggestions you may wish to offer, or even to let us know of broken links or discarded sites.

We hope you will enjoy frequent visits to our site.

Continual course improvement

Periodically student evaluative feedback on both courses and teaching is gathered. The UNSW's Course and Teaching Evaluation and Improvement (CATEI) Processes are used along with student focus groups, student forums, and at times additional evaluation and improvement instruments developed in consultation with the Faculty of Medicine's Program Evaluation and Improvement Group. Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback. Evaluation activities across the Faculty are strongly linked to improvements and ensuring support for learning and teaching activities for both students and staff.

YOUR FEEDBACK ON THE COURSE WILL BE THE MOST VALUABLE INFORMATION FOR COURSE IMPROVEMENT.

Additional support to students

IT requirements for UNSW students

Our courses have online components which have been developed and are taught on the assumption that all students meet the UNSW IT Requirements Policy. Viewable online at:

<https://www.it.unsw.edu.au/students/policies/index.html>

UNSW IT Service Desk (UNSW Blackboard support)

The IT Service Desk is your central point of contact for assistance and support with UNSW Blackboard, UniPass, zPass, UniMail, UniWide, zMail and Anti-virus software. Contact them directly for assistance with IT related matters, including UNSW Blackboard:

Website: <http://www.it.unsw.edu.au/index.html>

Tel: +61 (2) 9385 1333

Email: itservicecentre@unsw.edu.au

Location: UNSW Library

UNSW library support

Staff at the library can help you:

- find information resources for your assignments
- access electronic resources & databases

- advise you on library and information services.

Information about UNSW library assistance is available at:

Library Homepage: <http://www.library.unsw.edu.au/>
Postgraduate Services: <http://www.library.unsw.edu.au/servicesfor/PGandH.html>
Tel: 02 9385 2650
Location: UNSW Library, Level 2 Service desk

Library resources

Online training and resources

There are a variety of online tutorials and resources available to Postgraduate students to help equip you with the information skills you will need to get started in your program such as: searching databases (which include videos and screen captures), evaluating different types of resources like peer-reviewed journals and websites, and citing references. These resources are designed to help students learn more about: searching for information to complete assignments and projects, and self-directed learning. It is highly recommended that students complete the **Online Information Skills Tutorial** prior to commencing their studies and assignments. <http://eliseplus.library.unsw.edu.au/>

Subject guides

Use these guides as a quick and easy pathway to locating resources in your subject area. These excellent guides bring together the core web and print resources in one place and provide a one click portal into the online resources.

UNSW Library Subject Guides: <http://subjectguides.library.unsw.edu.au/>

Public Health and Community Medicine Subject Guide:
<http://subjectguides.library.unsw.edu.au/publichealth>

Virtual Library: Public Health

The Virtual Public Health Library brings together public health sites and resources from around the world in a systematic and easily accessible way for all those wishing to be in touch with the most relevant and meaningful public health resources – see <http://vph.sphcm.med.unsw.edu.au/>

Learning Centre

The Learning Centre provides a wide range of workshops and study skill resources to students enrolled in degree programs at the University. Students can access information on: Essay and assignment writing, Exam skills, Reading and writing skills, Referencing and

plagiarism, Organisation skills, Oral presentations. See:
<http://www.lc.unsw.edu.au>

Administrative matters

All administrative matters are covered comprehensively on the SPHCM Website. Check for details on how to access email, obtain your UniPass etc. at:

<http://www.sphcm.med.unsw.edu.au/sphcmweb.nsf/page/StudentResources>

See the school website for information on school assessment guidelines, including extensions and late assignments:

<http://www.sphcm.med.unsw.edu.au/SPHCMWeb.nsf/page/AssessmentGuidelines>

If you do not have a handbook you can pick one up from the Postgraduate Coursework Office, Level 2 Samuels Building or download if from the web.

<http://www.sphcm.med.unsw.edu.au/SPHCMWeb.nsf/page/Current%20Students>

For any further assistance, you can contact:

Postgraduate Office
School of Public Health and Community Medicine
The University of New South Wales
Level 2, Samuels Building
UNSW Sydney NSW 2052, Australia

T: + 61 (2) 9385 1699 - Graduate Health Management Programs
T: + 61 (2) 9385 2507 - Graduate Public Health Programs
T: + 61 (2) 9385 1928 - Graduate Clinical Education Programs

F: + 61 (2) 9385 1526
E: postgrad-sphcm@unsw.edu.au

Other matters

Occupational Health & Safety:

http://www.ohs.unsw.edu.au/ohs_students/index.html

Complaints procedures:

<https://my.unsw.edu.au/student/atoz/Complaints.html>

Equity & Diversity:

<http://www.studentequity.unsw.edu.au/content/default.cfm?ss=0>

Course schedule

Date/Week	Section/Topic	On Campus	Activities
Week 1 19 th July	Section 1	Lecture Program planning and program logic	1.1. & 1.2
Week 2 26 th July	Section 2	Discussion: Program Logic	2.1
Week 3 2 nd Aug	Section 3	Lecture Program design & log framework	3.1 (group)
Week 4 9 th Aug	Section 4	Discussion: Activity 3.1 & 4.2	4.1 , 4.2(group)
Week 5 16 th Aug	Section 5	Lecture: Program design and implementation	5.1 , 5.2(group)
Week 6 23 rd Aug	Section 6	Discussion: Program Implementation ; activities 5.2, 6.1 & 6.2	6.1 & 6.2
Week 7 30 th Aug	Section 7 & 8	Lecture: Health program evaluation and evaluation questions.	7.1
Mid Semester			
Week 8 13 th Sept	Section 9	Lecture : Process Evaluation; Discussion : activity 8.1	8.1 (group) 9.1 (group)
Week 9 20 th Sept	Section 10	Lecture: Impact Evaluation	10.1 (group)
Week 10 27 th Sept	Section 10	Discussion: Impact Evaluation designs: activities 10.1	
Week 11 4 th Oct	Section 11	Lecture: Issues in program evaluation: examples	11.1 & 11.2
Week 12 11 th Oct	Section 12	Discussion: Final reflections on course	

Task	Weighting	Due Date	Important Notes
1. Outline for Major Assignment on Program Design		End of Week 4 August 12 th	All students must submit to receive feedback in time .
2. Group Task 1 (Duration: From Week 3 to Week 5)	15%	End of Week 6 August 26 th	This is a group task for all students
3. Major Assignment on Program Design	45%	End of Week 8 16 th Sept	For all students . This is an individual task.
4. Major Assignment on Program Evaluation	20%	End of Week 13 21 st Oct	For all students . This is an individual task.
4. Group task 2 on Program Evaluation	20%	End of week 12 14 th Oct	Part A is a group task . Part B is an individual task