COURSE  
CMAN 434 Health Program Planning & Evaluation

CREDIT HOURS  
3 Semester Credits

MEETING SCHEDULE  
Online lectures and/or discussions will take place via Sakai on Thursdays beginning January 16th

- Optional Synchronous Class: Thursday, January 30th 6:00pm CST
- Required Synchronous Class: Thursday, March 27th 6:00pm CST

FACULTY  
Dr. Marymargaret Sharp-Pucci

CONTACT INFO  
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PRE-REQUISITES  
None

CO-REQUISITES  
None

COURSE DESCRIPTION
This course focuses on the evaluation of health programs using the framework of evaluation of need, evaluation of progress, evaluation of outcome and evaluation of efficiency. Psychometric, economic, political and ethical issues related to health program evaluation are analyzed. Examples will be drawn from community health, home health care, ambulatory care and acute hospital settings as well as other health and social programs. Students will design a needs assessment or outcome evaluation as well as critique published evaluation studies. This course is designed for graduate students in nursing, medicine, social work, health law or those in business or management who are interested in health care.

COURSE OUTCOMES
Upon completion of this course, the student will be able to:

1. Identify models for the evaluation of health problems.
2. Understand ethical, political, economic and psychometric issues related to health program evaluation.
3. Identify data sources for planning and evaluation of health programs.
4. Recognize the importance of needs assessment to program planning.
5. Analyze needs assessment data for utility in program planning.
6. Describe selected methodologies for evaluating need, process, impact (outcome), and efficiency.
7. Identify the components of an evaluation report and pitfalls to avoid in reporting results.
8. Apply concepts and principles of program evaluation in the critique of quality assurance or total quality improvement programs, case studies, and research studies from nursing and health care.
9. Describe selected methodologies for the evaluation of need, process, outcome and efficiency.

TEACHING METHODS
Lecture, discussion, case analysis and project work will be used to help students achieve the course outcomes.

EVALUATION
Submit written assignments via “Turn it In” on Blackboard

Assignment Values
1. Community Health Needs Assessment 25 points
2. Program Planning Proposal 20 points
3. Project Presentation 15 points
4. Book Reflection 20 points
5. Q & A on Discussion Board 15 points
6. Class Participation 5 points

100 total points

Grading Scale
In keeping with LUC policy, students are graded on a scale from A to F. Assignment and final course grades assigned as follows. Grades are not rounded up.

A 94-100% Not only meets all expectations, but work also consistently contains an impressive level of insight and effort.
A- 92-93.99 Not only meets all expectations, but work also contains some unique elements of insight and effort.
B+ 89-91.99 Very good work that meets all expectations, but does not attain a unique or consistently impressive level of insight.
B 86-88.99 Meets most expectations, but contains some minor problems in quality of work.
B- 84-85.99 Meets most expectations but work is incomplete, contains superficial analysis, little evidence of synthesis, and/or has errors in some elements.
C+ 80-83.99 Meets some expectations but work is incomplete, contains superficial analysis, little evidence of synthesis, and/or has errors in some elements.
C 77-79.99 Meets some expectations but work is incomplete, contains superficial analysis, little evidence of synthesis or scholarship, has errors in some elements, and/or lacks attention to detail.
C- 75-76.99 Meets few expectations, contains superficial analysis, little evidence of synthesis or scholarship, has errors in some elements.
REQUIRED COURSE MATERIALS


Various learning materials will be used throughout the course, potentially including journal articles, government reports, case studies, blogs, and videos. These materials may be posted on Sakai under Course Content, set up as an internet link, or in some cases you may be directed to use library resources.

COURSE FEEDBACK EXPECTATION

It is a professional expectation that all students participate in course feedback to guide ongoing program improvement.

ACADEMIC INTEGRITY STATEMENT

Academic honesty is an expression of an ethic of interpersonal justice, responsibility and care applicable to Loyola University faculty, students and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity.

- MSN students: Refer to the MSN Handbook located in the Sakai Organization "Information for MSN Students" for a description of the Academic Honesty
- Non-MSN students: Refer to policies of the Graduate School http://www.luc.edu/gradschool/academics_policies.shtml

D+ 72-74.99 Meets at least one expectation but contains significant problems in quality and completeness of work

D 69-71.99 Meets at least one expectation but contains significant problems in quality, completeness and effort of work

F <68.99 Does not meet graduate coursework expectations