

**Note:**

**Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.**

---

**HLTH 633**  
**HEALTH PROGRAM EVALUATION****COURSE DESCRIPTION**

This course provides an introduction to quantitative, qualitative, and ethnographic methods of evaluation for health education programming. A variety of health education evaluation topics are included. Students will be introduced to both formative and summative evaluation as well as principles of measurement.

**RATIONALE**

This course will permit the student to evaluate health programs using quantitative and qualitative (including ethnographic) measures to ascertain if the program's desired results are achieved and to discern where program improvements are needed. The contents of this course will apply to the assessment of a wide ranging group of health programs, including community health education programs, nutrition education projects, wellness promotion efforts, health department disease control initiatives, clinical patient surveys, etc. Health educators and health administrators will find this course a crucial addition to their skill-set as they daily strive to improve and prove program productivity.

**I. PREREQUISITE**

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

**II. REQUIRED RESOURCE PURCHASE**

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

**III. ADDITIONAL MATERIALS FOR LEARNING**

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Microsoft Word  
(Microsoft Office is available at a special discount to Liberty University students.)

**IV. MEASURABLE LEARNING OUTCOMES**

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

- A. Describe the basic vocabulary of and steps required in conducting an evaluation of a health education program or other health enhancement initiative.
- B. Develop and explain the value of logic models in analyzing the components and desired outcomes/outputs of a health program/system.
- C. Describe and craft research questions that need to be posed to health education and care delivery programs in order to assess their goals and productivity expectations, and then effectively answer those questions using quantitative and qualitative evaluation techniques, such as value assessments of products, pretest/post-test measures, ethnographic considerations, cost benefit analysis, etc.
- D. List procedures for disseminating the results of evaluations in order to craft future health programs and to redesign existing ones with augmented ethnographic insights, enhanced productivity, and improved efficiency.
- E. Describe and apply the concepts and techniques learned in the readings and videos and use them to effectively write (1) a realistic evaluation of a complex and realistic health program, and (2) an individual spiritual evaluation using Biblical insights.

**V. COURSE REQUIREMENTS AND ASSIGNMENTS**

- A. Textbook readings and lecture presentations/notes
- B. Course Requirements Checklist  
After reading the Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.
- C. Discussion Board Forums (3)  
There are 3 Discussion Board Forums in the course. The student will post a thread to the module/week's discussion topic, and then reply to at least 2 classmates' threads in the next module/week. The thread is due by 11:59 p.m. (ET) on Sunday of the assigned module/week, and 2 replies are due by 11:59 p.m. (ET) on Sunday of the following module/week.
- D. Health Program Logic Model  
The Health Program Logic Model assignment will require the student to take an assigned health program resource material package and use it to develop a Logic Model diagram using the textbook readings and examples. This diagram will need to be attended by a narrative (500–750 words) describing the diagram's contents.

E. Health Program Evaluation Project

The Term paper of 1,300–2,100 words will be required on a two-part Health Program Evaluation Project that will build upon the student’s previous Logic Model assignment and use the same extensive resource materials supplied by the instructor to have the student research and write a formal evaluation of the program. A plan of action for program revisions and future evaluation steps will be included by the student. Additional instructions will be made available during the course concerning this assignment.

F. Spiritual Condition Evaluation Paper

A Spiritual Condition Evaluation Paper will be required of each student. This document will run from 1,000–2,000 words and expect the student to use the course’s contents, including some of the Scriptural readings assigned, to evaluate the student’s (or the famous person’s) spiritual condition/status with cultural sensitivity, and then to outline goals for personal spiritual improvement over the next 5 years. A proposed evaluation plan for the student to use in re-assessing his/her spiritual growth (or the famous person’s) after 5 years will also be required as part of this evaluation paper. Additional instructions will be made available during the course concerning this assignment.

**VI. COURSE GRADING AND POLICIES**

A. Points

Course Requirements Checklist	10
Discussion Board Forums (Threads) (3 at 30 pts ea)	90
Discussion Board Forums (Replies) (3 at 20 pts ea)	60
Health Program Logic Model	250
Health Program Evaluation Project - Part 1	150
Health Program Evaluation Project - Part 2	250
Spiritual Condition Evaluation Paper	200
<b>Total</b>	<b>1010</b>

B. Scale

A = 940–1010    A- = 920–939    B+ = 900–919    B = 860–899    B- = 840–859  
 C+ = 820–839    C = 780–819    C- = 760–779    D+ = 740–759    D = 700–739  
 D- = 680–699    F = 679 and below

Special circumstances (e.g. death in the family, personal health issues) will be reviewed by the instructor on a case-by-case basis.

C. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Academic Support (ODAS) at [LUOODAS@liberty.edu](mailto:LUOODAS@liberty.edu) to make arrangements for academic accommodations. Further information can be found at [www.liberty.edu/disabilitysupport](http://www.liberty.edu/disabilitysupport).

***COURSE SCHEDULE***

**HLTH 633**

**HEALTH PROGRAM EVALUATION**

Textbooks: Grembowski, *The Practice of Health Program Evaluation* (2001).

<b>MODULE/ WEEK</b>	<b>READING &amp; STUDY</b>	<b>ASSIGNMENTS</b>	<b>POINTS</b>
<b>1</b>	1 presentation 1 website	Course Requirements Checklist DB Forum 1 Thread	10 30
<b>2</b>	Grembowski: ch. 1 1 presentation	DB Forum 1 Replies	20
<b>3</b>	1 presentation 1 website	Health Program Logic Model	250
<b>4</b>	Grembowski: chs. 2-4 1 presentation	DB Forum 2 Thread	30
<b>5</b>	1 presentation 2 websites	DB Forum 2 Replies Health Program Evaluation Project - Part 1	20 150
<b>6</b>	Grembowski: chs. 5-6 1 presentation	DB Forum 3 Thread	30
<b>7</b>	Grembowski: chs. 7-11 1 presentation	DB Forum 3 Replies Health Program Evaluation Project - Part 2	20 250
<b>8</b>	Bible Readings 1 presentation 1 website	Spiritual Condition Evaluation Paper	200
<b>TOTAL</b>			<b>1010</b>

DB = Discussion Board

**NOTE:** Each course week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final week ends at 11:59 p.m. (ET) on Friday.