HPM 472.001 Program Evaluation in Health Care

(Three Credit Hours)

Department of Health Policy and Management
Gillings School of Global Public Health

Spring 2019 Syllabus

Location: Rosenau 230 (the Mayes Center)

Mondays and Wednesdays, 11:15 AM -- 12:30 PM

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Course Overview

This course provides an overview of the key concepts, methods, and approaches in evaluation within the paradigm of health services research, and with a focus on health care programs. Practical experience will be gained by students choosing an actual program as a semester-long project, and developing an evaluation plan for the program as the final course deliverable. The class will cover both quantitative and qualitative approaches in evaluation, and guest health services researchers and evaluation practitioners will provide methodological insights as well as real-world issues around evaluation implementation and interpretation. At the end of the course students should feel knowledgeable and competent in taking on active, well-informed roles in public and private evaluation and health services research projects. Depending upon the student's focus, this course can also count toward credits for the GSGPH Global Health Certificate.

Course Objectives and HPM Competencies

	Course Learning Objective	*HPM Competencies*
1.	Understand and critique the major theoretical approaches, techniques, and methods involved in evaluation research	Professional Literacy; Analytical Thinking; Strategic Orientation; Systems Thinking
2.	Understand and prepare key components of an evaluation plan, including logic models and literature reviews, and be able to integrate them into a formal evaluability assessment/evaluation plan	Information Seeking; Analytical Thinking; Strategic Orientation; Innovative Thinking; Communication Skills
3.	Understand, interpret and prepare responses to RFPs/RFAs from governmental and non-governmental funding agencies	Analytical Thinking; Self-Confidence; Professionalism; Communication Skills; Team Dynamics; Accountability

4.	Understand the practical constraints in evaluation research—budgets, time, data, and political context—and be able to formulate strategies and approaches for addressing them	Strategic Orientation; Political Savvy; Information Seeking; Change Management; Project Management;
5.	Gain and demonstrate confidence and professional competence in evaluation research methods and approaches	Professionalism; Self-Confidence; Interpersonal Awareness and Emotional Intelligence; Reputation Management

Resources and Texts

Website

All students are enrolled on the *Sakai* course website. The *Sakai* site will be used for announcements, schedule changes, resource material, and access to readings and other course documents. Assignments and deliverables will be turned in and returned via the *Sakai* Assignment Tool.

Required Text:

Trochim, W., *Research Methods: The Essential Knowledge Base*, 2nd ed. Centage, 2016 ("TR")
This book is an encyclopedia of research design and analysis methods; you can buy or rent it. It is a reference, however, that I have found worth keeping. The book is linked to student web resources; access will be provided as possible.

Optional Text (but free access!):

Davidson, J. *Evaluation Methodology Basics: The nuts and bolts of sound evaluation.* Sage Publications, 2005. ("Davidson" – Free access as an e-book from the UNC-CH Library.)
This short text is a practical and straightforward primer with useful checklists.

Optional Text (but required for Global Health Certificate course credit):

Bamberger M., *Real World Evaluation,* Second Edition, Sage Publications,2012 ("RWE").
This text is a very practical text with a strong developing country, field setting focus. For those students interested in global health it is highly recommended as almost a field manual. The text has lots of useful checklists, and helpful appendixes.

Supplemental Readings and Resources:

Other suggested/optional texts/readings/resources are posted on *Sakai* or will be otherwise distributed as the semester progresses. Course e-Reserves can be accessed through *Sakai*.

Requirements and Expectations

Semester-long Evaluation Design -- Components:

Students will develop an evaluation design for a selected agency or a program. There are a number of key components related to the evaluation plan, as discussed below.

1. Program Choice. Students will select an actual agency and a program to study in depth with regard to an evaluation. There will be a number of interim deliverables related to the selected program, beginning with program identification and selection, discussed over the first two weeks of the semester. In thinking about what agency and program to study, students should reflect on their interests as well as internship

and/or career aspirations.[1] Investigating an organization or program in depth could be very helpful for advancing ones chances for a summer internship or subsequent job offer. Another way to identify a program would be to think in terms of the required MSPH Master's Paper. Exploring questions and data availability around a specific organization could also lead to a productive and interesting Master's Paper topic. Finally, if none of these avenues prove fruitful, the instructor can help identify some project/ program opportunities.

Note that the requirement for the course is <u>not</u> conducting the evaluation itself, but only preparing a <u>design</u> for the evaluation.

Regardless, the work across the semester will provide a "real-world" experience. Examples of evaluation plans from previous years will be posted on Sakai.

A drawback of focusing on an actual program, however, is that much analytical/evaluative work may have already been accomplished, making your original thinking and value-added more difficult to demonstrate. Moreover, there could be a lot of information easily available and very tempting to "overharvest." It is critical that all sources be fully cited, and that any occurrence or appearance of plagiarism be carefully avoided. *When in doubt, over-document!* For questions regarding plagiarism and proper citation of sources please see the tutorial on the Health Sciences Library website, http://www.hsl.unc.edu/services/tutorials/plagiarismtutorial/intro.html.

2. <u>Logic Model and Stakeholder Analysis</u>. Following identification/selection of your program, a program logic model and stakeholder analysis will be prepared. Logic models (also called "program theory models" and "intervention models") should demonstrate and communicate a detailed understanding of the program and its goals and impact from a <u>systems perspective</u>, e.g., inputs, activities, outputs, environment. Examples of logic models will be discussed in class, and guidelines are available in the supplementary readings. The stakeholder analysis should be comprehensive and can be displayed in a variety of manners as well.

3. <u>Literature Review</u>. An abbreviated literature review related to the program and its evaluability (e.g. examples of methods used elsewhere) will also be prepared. This is not the kind of detailed, substantive literature review that might be expected for a Master's paper or dissertation, but a more typical evaluation research literature review done to get oneself (or one's boss or organization) up to speed with the proposed evaluation. The challenge is to present background on your selected project/program and a review of what is known about the impact of such projects, in a short, concise document of 2-3 pages, maximum. An appendix to the abbreviated lit review should describe your search strategy or approach, key words, and results in terms of a flow chart diagram (examples will be provided).

4. <u>Data Collection and Analysis Strategy</u>. A strategy and suggested approach needs to be developed to address identified data needs as part of the evaluation design. The strategy could include prototype data collection instruments, structured interview guides, focus group protocols, or administrative data set specifications. Be sure to consider human subjects/IRB issues in your strategy. Additionally, analytical methods and approaches need to be specified or suggested.

5. <u>Final Evaluation Plan</u>. The final deliverable for the semester will be tying together of the above material into an expanded final evaluation plan. Relevant sections of this deliverable should reflect comments received on earlier segments, and contain additional value-added material that you may have identified about the program. The final deliverable should not exceed 15-20 double-spaced pages including your revised logic model, but not counting an annotated bibliography (i.e., a revised literature review) and appendixes with data collection prototype(s), as appropriate. Submitting a draft plan is optional two weeks before the final due date. Please do <u>not</u> submit preliminary deliverables in ".pdf" format as they are hard annotate or comment on in that format. Except for the final submission submit in MS Word only: ".docx" or ".doc".

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[1]   e.g., domestic vs. international; prevention vs. treatment; mothers and children vs. LTC; for profit vs. not-for-profit, etc.

Other Course Activities and Requirements:

Semester Planning Using a Gantt Chart or other Scheduling Tool

An additional class requirement is to develop a Gantt Chart (or other program planning tool) for assignments and deliverables, for this class and your Spring Semester overall. The personal Gantt Chart or work schedule is due early in the semester. In addition to providing exposure to systematic planning, the Gantt Chart should also help you navigate the semester with less stress!

IRB Certification Training

Understanding issues around involvement of human subjects in research is critically important. These issues fall under the jurisdiction of Institutional Review Boards (IRBs) or Ethics Review Committees. Through completion of UNC's online IRB certification course for social and behavioral research (https://research.unc.edu/human-research-ethics/getting-started/training/) students will have a useful, if not required, credential for part-time research jobs, summer internships, etc. Unless already in place, students should complete and verify certification, and post to Sakai. This requirement will be graded on a Complete/Incomplete basis.

Critique of Published Program Evaluation

In place of a final exam, all students will be asked to identify a published program evaluation from the peer-reviewed literature and provide a 3-4 page double-spaced summary and critique of the evaluation, focusing especially on the design, methods, and conclusions. Students must identify the article they propose to critique and post on Sakai for pre-approval by the instructor.

Mid-Term Exam

There will be a mid-term exam in early March, immediately preceding Spring Break. The mid-term will consist of multiple choice and short answer questions, focusing on basic concepts and definitions we have covered in the first half of the class, essentially representing "professional literacy"

Mini-Proposal/RFP Exercise

In order to expose students to "real-world" Requests for Proposals (RFPs), there will be two RFP "rapid response" exercises done in small teams. Existing RFPs from government or private sources will be condensed and assigned for rapid response proposals, which will be presented and critiqued in class.

Class Participation

This class will be conducted in a highly collegial manner and interaction with and learning from peers, as well as with the instructor and guests, will be critical. Regular class attendance is expected and active participation in the discussions will constitute and an important part of the class participation grade. Further, guest experts will be providing substantive, skill-oriented presentations and real-world examples that will be important for the achievement of course objectives. Unless impossible, please let the instructor know by email ahead of time if you will not be able to attend class on any particular day.

Deliverables, Due Dates, and Grading

	Deliverable	Level of Assessment	Due Date	Total Points	Comments
1.	Gantt Chart/ Work Plan for semester	Individual	1/30	Complete/ Incomplete	Planning for Spring Semester (all courses & other significant events)
2.	Final Program Selection (initial due 1/16)	Individual	1/30	Complete/ Incomplete	Focus for semester-long evaluation plan development
3.	Final Program Logic Model and Stakeholder Analysis (draft due 2/6)	Individual	2/27	15	
4.	Mid Term exam	Individual	3/6	20	Terms and concepts focus: "Professional literacy"
5.	IRB Certification	Individual	3/18	Complete/ Incomplete	
6.	Selection of article for critique	Individual	3/20	Complete/ Incomplete	Critique of a published evaluation will be in place of a final exam (Article critique due 4/17)
7.	Focused literature review	Individual	3/27	Complete/ Incomplete	2-3 pages, with executive summary
8.	RFP Exercises	Team	4/3	10	All team members receive same points
9.	Data collection and analysis strategy	Individual	4/8	Complete/ Incomplete	
10.	Evaluation article critique	Individual	4/17	15	3-4 pages. Critique is in place of course final examination
11.	Presentations of program evaluation designs	Individual	4/15 and 4/17	10	Audiences for presentation will be the agency or decision makers most concerned with your work.
12.	Final Evaluation Plan	Individual	4/26	20	15 - 20 pages excluding figures, bibliography, and appendixes
13.	Participation / Instructor Assessment	Individual	---	10	Complete/Incomplete grades count toward participation.
	Total Possible Points			**100**	L: <70 P: 70-89 H: 90-100

Format Instructions: Except for your Final Evaluation Plan do not submit deliverables in ".pdf" format; submit in MS Word only: ".docx" or ".doc". Double-space, one-inch margins for all documents. Be sure to put your name on the document itself, and begin each deliverable file name with: *lastname_firstinitial*.

UNC Honor Code

The principles of academic honesty, integrity, and responsible citizenship govern the performance of all academic work and student conduct at UNC. Your acceptance of enrollment in the University presupposes a commitment to the principles embodied in the Code of Student Conduct and a respect for this most significant Carolina tradition. *Your reward is in the practice of these principles.* Your participation in this course comes with the expectation that your work will be completed in full observance of the Honor Code. Academic dishonesty in any form is unacceptable, because any breach in academic integrity, however small, strikes destructively at the University's life and work. If you have any questions about your responsibility or the responsibility of faculty members under the Honor Code, please consult with someone in either the Office of the Student Attorney General (966-4084) or the Office of the Dean of Students (966-4042). Read "The Instrument of Student Judicial Governance" (http://instrument.unc.edu). Guidance on plagiarism: http://www.lib.unc.edu/instruct/plagiarism/ .

Encouraging, Recognizing, and Valuing Diversity

The importance of diversity is recognized in the mission statement of HPM. In the classroom, diversity strengthens the products, enriches the learning, and broadens the perspectives of all in the class. Diversity requires an atmosphere of inclusion and tolerance, which oftentimes challenges our own closely-held ideas, as well as our personal comfort zones. The results, however, create a sense of community and promote excellence in the learning environment. This class will follow principles of inclusion, respect, tolerance, and acceptance that support the values of diversity.

Diversity includes consideration of: (1) life experiences, including type, variety, uniqueness, duration, personal values, political viewpoints, and intensity; and (2) factors related to "diversity of presence," including, among others, age, economic circumstances, ethnic identification, family educational attainment, disability, gender, geographic origin, maturity, race, religion, sexual orientation, social position, and Veteran status.

Accessibility

UNC-CH supports all reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or a pregnancy complication resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through the UNC Office of Accessibility Resources & Services (ARS), http://accessibility.unc.edu; phone 919-962-8300 or email accessibility@unc.edu. Students must document/register their need for accommodations with ARS before any accommodations can be implemented.

Counseling and Psychological Services

UNC-CH Counseling and Psychological Services (CAPS) provides therapy, psychiatry, referral, and academic intervention services for UNC Chapel Hill students and post-doctoral fellows. CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to the website: https://caps.unc.edu or visit their facilities on the third floor of the Campus Health Services building, Emergency Room Drive, for a walk-in evaluation to learn more.

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Course Evaluation

HPM participates in the Course Evaluation System, the university's online course evaluation tool, enabled at the end of each semester. Your responses will be anonymous, with feedback provided in the aggregate. Open-ended comments will be shared with instructors, but not identified with individual students. Your participation is sought and fully expectd, as providing constructive feedback is a professional expectation. Such feedback is critical to improving the quality of our courses, as well as providing input to the assessment of your instructors.

Electronic Devices

Use of electronic devices in this class is encouraged for taking notes, or perhaps quick look-up of information relevant to the discussion. Use of electronic devices (including cell phones) for multi-tasking, checking email, sending instant messages, playing games, etc., is inappropriate and oftentimes rude to the presenter as well as inconsiderate to other class members. Complaints about electronic devices in the classroom come from students themselves, as well as from lecturers and guests. Please limit the use of electronic devices only to class-relevant activities.

Mod	Topic	Wk	Day	Date	Subject	Assigned and [optional] readings	Assignments (Individual)*	Comments
		9	Mon	3/4	International program evaluation -- *Monitoring and Evaluation*	MEASURE Evaluation: M & E Fundamentals (readings TBA)		
	Mid-Term Exam		Wed	3/6	Mid-Term Exam -- Multiple choice / Short answer			Focuses on terminology and concepts in readings and lectures
		10			**Spring Break:** No classes Monday 3/11 & Wednesday 3/13			
8	**Admin Data**	11	Mon	3/18	Hlth Serv Res Data (1) -- Admin/ Claims data	TBA	IRB Training Certification complete	**Module Objective:** Intro and skills in quant data analysis
			Wed	3/20	Strengthening eval designs / Mixed methods; Intro to RFPs	RWE Chap 7; RWE Chap 14	Selection of program eval article for critique	
9	**Applica-tions**	12	Mon	3/25	Hlth Serv Res Data (2) -- Research data base exercise	TBA		**Module Objective:** Experience with preparing Requests for Proposals
			Wed	3/27	RFP 1 Exercise -- Team in-class prep time	RFP/RFA and guidance posted	Focused Literature Review due	
		13	Mon	4/1	RFP 1 Exercise -- Team presentations			"Best-and-final" presentations; reviewers to be assigned
			Wed	4/3	RFP 2 Exercise -- Team in-class prep time	RFP/RFA and guidance posted	Data collection strategy due	
		14	Mon	4/8	RFP 2 Exercise -- Team presentations			"Best-and-final" presentations; reviewers to be assigned
10	**Final Pres**		Wed	4/10	Individual Evaluation Plans -- In class prep time			**Module Objective:** Final presentation of evaluation design
		15	Mon	4/15	Individual presentations of program evaluation designs	PPT presentations of individual evaluation plans		10-12 min individual presentations; *Audience: Your agency*
			Wed	4/17	Individual presentations of program evaluation designs	"	Program evaluation article critique due	10-12 min individual presentations; *Audience: Your agency*
11	**Wrap-up**	16	Mon	4/22	Presenting evaluations and follow-up	TR Chap 13; [RWE Chap 8]		**Module Objective:** Course wrap up and "way forward"
			Wed	4/24	Course Summary and Wrap-up; Course Evaluation	RWE 19	**Final Evaluation Plan**: Due Fri 4/26, last day of classes	
TR: Trochim, "Research Methods: The Essential Knowledge Base"; **RWE:** Bamberger, "Real-World Evaluation"								**Last day of classes:** Friday, 4/26
Other readings as posted on Sakai or on HSL e-Reserves.						*No final exam:* Program evaluation article critique, due 4/17, is in place of final exam.		
					* Assignments are due by class on day indicated. Please submit only through the *Sakai* Assignment tool.			

Mod	Topic	Wk	Day	Date	Subject	Assigned and [optional] readings	Assignments (Individual)*	Comments
1	**Course / Prog Eval Intro**	1	Wed	1/9	Course Intro and Syllabus; Semester work plan / Gantt chart	RWE Chap 1 Intro and Context; TR 1st ed., 16-3 to 16-8 (posted)	Review syllabus; Consider possible eval projects	**Module Objective:** Introduction, purpose and examples of program evaluations
		2	Mon	1/14	Evaluation Concepts and Theory; MCD Evaluation	RWE Chap 2 & 10	Identify examples of public prog evaluations	Report in class; no deliverable
			Wed	1/16	Intro to logic models	GAO Reports 98-26 &11-646SP; Kellogg, Logic Models (posted)	Initial program selection and overview	
		3	Mon	1/21	Martin Luther King, Jr. Holiday -- No class			
2	**Syst Lit Reviews**		Wed	1/23	Systematic literature Reviews: Methods and approaches	TBA		**Module Objective:** Introduction to systematic reviews and meta-
		4	Mon	1/28	Meta-analysis: Methods, biases and analysis	JAMA, Kavalieratos (posted); [RWE Chap 14]		
3	**Quant Methods**		Wed	1/30	Quantitative Evaluation and Quasi-experimental Designs	TR Chap 5; Vermont CCC eval design (posted); [RWE Chap 11]	Final program selection and overview; Semester work plan (Gantt chart)	**Module Objective:** Intro to evaluation design and quant methods
		5	Mon	2/4	Quantitative Evaluation and Quasi-experimental Designs	TR Chap 8 & 10; [RWE Chap 12]		**AcadHlth Health Policy Conference**, Feb 4-5, 2019. *Come back with examples of evaluations!*
3	**Survey Research**		Wed	2/6	Overview of Survey Research and Sampling	TR Chap 7.1--7.4; TR Chap 4.1--4.5, 4.8--4.9; [RWE 15]	Draft Logic Model and Stakeholder Analysis	**Module Objective**: Intro to surv res methods--Questionnaires and qx writing
		6	Mon	2/11	Questionnaire Design and Question Writing	TR Chap 6; "Good Survey Questions" video (posted)		
4	**Qual Methods**		Wed	2/13	Qualitative methods -- Focus groups / Key informant interviews	TR Chap 3; [RWE 13]		**Module Objective:** Intro to qual methods and analysis software
		7	Mon	2/18	Qualitative methods -- Analysis software; nVivo	TR Chap 6		
6	**Logic Models**		Wed	2/20	Prog Eval Design -- *Logic Models / Stakeh Analy -- Pair-and-Share*	Kellogg, Logic Model Development (posted)	One-to-one feedback on LogicModel/SA	**Module Objective:** Finalization of logic models and stakeholder analyses
		8	Mon	2/25	Prog Eval Designs -- *Presentations*		Present revised LM/SA to full class	
7	**Global Context**		Wed	2/27	International health program evaluation	TBA	Final Logic Model and Stakeholder Analysis	**Module Objective:** Examples of prog eval issues in global health

* Assignments are due by class time on day indicated. Please submit only through the *Sakai* Assignment Tool.