

**HPM 773.967 Program Evaluation in Health Care  
Spring 2019 Three Credit Hours  
Department of Health Policy and Management  
Gillings School of Global Public Health**

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**Course Overview**

This course provides an overview of the key concepts, methods, and approaches in the field of evaluation, 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 a program in the “real-world.” The class will cover both quantitative and qualitative evaluation approaches, and guest lecturers recorded via Mediasite 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 projects, as well as competent in the area of evaluation design.

**Course Objectives and HPM Competencies**

	<i>Course Learning Objective</i>	<i>HPM Competencies</i>
1.	Describe the practical and methodological basics of conducting an evaluation	Performance measurement; Analytical thinking; Strategic orientation; Systems thinking
2.	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; Initiative; Communications skills
3.	Describe 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; Initiative; Project management
4.	Gain and demonstrate confidence and professional competencies in evaluation research methods and approaches	Professionalism; Self-confidence; Strategic Orientation

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## Resources and Texts

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### Website

All students are enrolled on the Sakai course website. The Sakai site will be used for announcements, schedule changes, guidance material, and access to readings and other course documents (aside from the readings in the assigned text books). Assignments and deliverables will also be turned in and returned via the Sakai Assignment Tool.

**Primary Text** (Free access as an e-book from the UNC-CH Library, or can be purchased online):

**Davidson, JE**, *Evaluation Methodology Basics*, Sage, 2005

This is a practical text with a straightforward approach and useful checklists.

### Secondary/Optional Texts:

**Bamberger M.**, *Real World Evaluation*, 2<sup>nd</sup> Ed. Sage, 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 useful checklists and helpful appendixes. Copies may also be available from the instructor.

**Trochim, W.**, *Research Methods: The Essential Knowledge Base*, 2nd ed. Centage, 2016 (“TR”)

This book is an encyclopedia of research design and analysis methods, and a good reference book. The book is linked to student web resources; access will be provided.

### Articles and Other Resources

There is a huge amount of material on evaluation available on the internet, as well as many important organizations that have devoted much time and effort to evaluation. The instructor will post on Sakai material and/or .urls from some of the key sources, e.g., CDC and Kellogg Foundation. As students find other interesting or useful material, please share! See also “Additional Resources” compiled by faculty member Karl Umble, PhD, and posted on Sakai.

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## Requirements and Expectations

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### Semester-long Evaluation Plan or Design:

Students will develop an evaluation design for an agency or a program which they have selected. There are a number of key aspects related to the evaluation plan, as discussed below. In thinking about what agency or program to study, students should reflect on their interests as well as work experiences and/or career aspirations. Investigating an organization or program in depth could be very helpful for future work.

Another way to identify a program would be to think in terms of important questions and data availability within a specific organization. The key prerequisite is to identify an actual program for which an evaluation plan or design might be of value. *Note that the requirement is not conducting the evaluation itself, but only the design for the evaluation.* In many cases, this will be highly applicable for the organization. Regardless, the work across the semester should provide a “real-world” experience. If the student is unable to identify a program, the instructor can help identify some local opportunities. Examples of evaluation plans from previous years will be posted on Sakai.

One drawback to focusing on an actual program is that much analytical/evaluative work may have already been accomplished, making the student’s original thinking and value-added more difficult to demonstrate. Moreover, there could be a lot of information easily available and tempting to over-harvest. 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 information from the Health Sciences Library website:

<http://guides.lib.unc.edu/c.php?g=9028&p=45251>.

## **Deliverables and Components for an Evaluation Design:**

**1. Program Choice and Description of Program.** This description should be 2-3 pages in length, maximum, and should include the following information:

- A statement of why this program was created and the need it was meant to address
- Overview of the activities or services to be evaluated
- Stage of development of the program to be evaluated (e.g., Is the program still in the planning stages? Has it been implemented? If so, how recently? Is the program completed and this is a post-hoc evaluation)
- Environmental context within which the program is being evaluated

**1a. Evaluation Questions:** A section describing the “big picture” evaluation questions, whether the evaluation will assess absolute or relative merit/worth, and the audience for the evaluation.

**2. Logic Model.** Students will prepare a program logic model that demonstrates a detailed understanding of the program, its goals, and impact from a systems perspective, e.g., inputs, activities, outputs, outcomes, impact, and the environment. Logic modeling will be discussed in class, and guidelines are available in the supplementary readings. The logic model will also be presented in graphical/schematic format.

**3. Stakeholder Analysis.** Students will prepare a comprehensive stakeholder analysis demonstrating understanding of the program that is proposed for evaluation. The stakeholder analysis should be presented in graphical/schematic format.

**4. Literature Review.** Students will prepare an abbreviated literature review related to the program and its evaluability. This is not the kind of detailed, substantive literature review that might be expected for an article or dissertation, but a more typical evaluation research literature review 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 what is known about the impact of similar projects, in a short, concise document of 3-4 pages, maximum. It is suggested that the literature review consist of a half page (~250 words) executive summary, followed by approximately 2-3 pages that synthesize the findings. Your appendix should include approximately 10-12 annotated references (i.e., the citation plus a short paragraph identifying the relevant points.) References from the web are acceptable, but must be as fully cited as possible, beyond just providing the .url (e.g., author, organization, date of publication/posting, web accession date, etc.). The Internet can be a great place to start, by identifying and then seeking out the more robust, primary sources of information. Published, peer-reviewed literature is better, but not always feasible or even complete among the wealth of online and other information sources (the “grey literature”) that are available. An appendix should also describe your search strategy or approach, key words, and results in terms of a flow chart diagram.

**5. Data Collection Strategy.** The evaluation plan will propose a data collection strategy and methods to obtain data needed for the evaluation. The data collection strategy may include one or multiple (“mixed”) methods (for example, use of secondary data, a short questionnaire, a structured interview guide, or a focus group protocol) and should demonstrate knowledge of survey research methods and issues as presented in the texts and in class. You will need to consider IRB issues as part of your proposed data collection strategy.

**6. & 7. Presentation and Submission of Final Evaluation Plan.** The final deliverable for the evaluation plan will be tying together all of the above material into an expanded final evaluation plan, including the program need and description, evaluation questions, literature review, logic model, and data collection strategy. The student will summarize the final plan in a 20 minute online presentation at the end of the semester. The final plan should reflect the comments received on earlier segments, and contain additional value-added material that you may have identified about the program. The final deliverable should be a submission of approximately 10-15 double spaced pages including the revised logic model but not

including the annotated bibliography or appendices with data collection prototype(s), if appropriate. Please submit all materials on Sakai in MS Word format only.

### Other Course Activities and Requirements

**8. CDC Webinars and Adobe Connect Online Sessions.** Five CDC webinars in program evaluation will be part of the online sessions across the semester. Students will be asked to watch the CDC Evaluation Webinars: [http://www.cdc.gov/asthma/program\\_eval/evaluation\\_webinar.htm](http://www.cdc.gov/asthma/program_eval/evaluation_webinar.htm) and submit 2-3 discussion questions from each webinar for online sessions scheduled via Adobe Connect following each webinar assignment. The online sessions may also include discussion of prerecorded Mediasite presentations by guests to the residential program evaluation class.

**9. Critique of Published Program Evaluation.** Students will be asked to identify a published program evaluation and provide a 2-3 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 for pre-approval.

**10. Class Participation.** Interaction with and learning from peers as well as the instructor will be critical for the achievement of course objectives. Regular online class attendance and active participation in the discussions is expected. Unless impossible, let the instructor know by email ahead of time if you will not be able to attend an online session.

**11. 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 (full details at: <http://ohre.unc.edu/educ.php>). Through completion of UNC's online IRB certification course for social and behavioral research students will have an oftentimes required credential for part-time research jobs, summer internships, etc. Unless already completed, students must complete training and submit their certification, found at: <https://research.unc.edu/human-research-ethics/getting-started/training/>

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## Deliverables, Due Dates, and Grading -- HPM 773.967 Spring 2019

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	Deliverable / Draft due date	Due Date	Total Points	Comments
<i>Related to Final Evaluation Plan:</i>				
1.	Program background and evaluation questions (discuss ideas 1/14)	1/28	5	2-3 page description of program with key evaluation questions
2.	Logic model (draft due 2/11)	2/25	10	single page diagram, consistent with program description
3.	Stakeholder Analysis (draft due 2/11)	2/25	10	single page diagram, consistent with program description
4.	Literature review and background research (draft due 3/18)	4/1	10	3-4 page annotated bibliography with executive summary
5.	Data collection methodology and analytical approach (draft due 3/18)	4/1	10	2-3 page description of proposed approach
6.	Presentation of final program evaluation design and proposal	4/8, 4/15, or 4/22	10	20 min PPT presentation, including questions

7.	Final program evaluation design	4/27	15	Approximately 12-15 pages total; submit on <i>Sakai</i>
	<b>Total Related to Evaluation Design:</b>		<b>70</b>	
<b><i>Other Requirements, Deliverables, and Assessments:</i></b>				
8.	CDC Webinar discussion questions (five webinars total)	across semester	15	3 points per webinar. Submit on <i>Sakai</i> two days before session
9.	Critique of published evaluation (selection due 3/25)	4/22	10	2-3 page critique of published evaluation
10.	Participation and instructor assessment	across semester	5	Online and during on-campus session
11.	IRB Online Certification	4/27	--	Completion required for final grade
	<b>Total Related to Other Req'mnts:</b>		<b>30</b>	
	<b>Total Points:</b>		<b>100</b>	L: <75, P: 75-89, H: 90-100

There will be no final exam. Please do not submit deliverables in “.pdf” format; submit in MS Word only: “.docx” or “.doc”. Double-space, 12 point font, 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*. Use page numbers on each page and slide.

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## UNC Honor Code

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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/>.

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## Encouraging, Recognizing, and Valuing Diversity

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Diversity includes consideration of: (1) life experiences, including type, variety, uniqueness, duration, 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.

Leveraging diversity is supported by 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.

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## **Accessibility**

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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](mailto:accessibility@unc.edu). Students must document/register their need for accommodations with ARS before any accommodations can be implemented.

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## **Counseling and Psychological Services**

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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 their 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**

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The Department of Health Policy and Management is participating in the Course Evaluation System, the university's new 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 a course requirement, 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.

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## **Electronic Devices**

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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 multitasking, 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 class room come from students themselves, as well as from lecturers and guests. Please limit the use of electronic devices only to class-relevant activities.

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## HPM 773.967 Spring 2019 Detailed Course Schedule

Online Session	Online Date	Topic	Assignments/Deliverables (submit all on Sakai)	Comments/Description
1	1/14/19	CDC Webinar 1: Evaluation Approach and Framework	2-3 discussion questions from Webinar 1	
	1/14/19		Program selection ideas	For discussion; no deliverable
2	1/28/19	CDC Webinar 2: Stakeholders & Engagement	2-3 discussion questions from Webinar 2	
	1/28/19		Selected program--bkgnd and key eval ques	2-3 page descrip of program w/ eval ques
3	2/11/19	CDC Webinar 3: Evaluation Description and Logic Models	2-3 discussion questions from Webinar 3	
	2/11/19		(1) Draft Logic Model and (2) Draft Stakeholder Analysis	Single-page annotated diagrams
4	2/25/19	CDC Webinar 4: Data Collection and Analysis	2-3 discussion questions from Webinar 4	
	2/25/19		(1) Final Logic Model and (2) Final Stakeholder Analysis	Single-page annotated diagrams
5	3/18/19	CDC Webinar 5: Implem and Communication	2-3 discussion questions from Webinar 5	
	3/18/19		Draft Literature Review, and Draft Data Collection Strategy	3-4 page annotated bibliography including
6	3/25/19	Final overview of eval res and discussion (tent. class)	Selection of article for critique	
7	4/1/19	Summary and Discussion	Final Literature Review and Data Collection Strategy	3-4 page annotated bibliography including
8	4/8/19	Final presentations	Final presentation slides	20 min online PPT presentations, including
9	4/15/19	Final presentations	Final presentation slides	20 min online PPT presentations, including
10	4/22/19	Final presentations	Final presentation slides	20 min online PPT presentations, including
	4/22/19		Critique of published eval ( <i>Note: Selection due 3/25</i> )	2-3 pages; in place of final exam
no class	4/27/19	(No class during EMP On-Campus 2 workshops)	Final Program Evaluation Design	Approximately 12-15 pages
<p><b>Note:</b> 1. Classes begin Wed 1/9; first class for HPM 773.967 Spr19 will be Mon 1/14.  2. <b>No classes on: 1/21 (MLK Jr Day), 2/4, 2/18, 3/4, 3/11 (Spring Break), and 3/25 (tent.)</b>  3. Final online class Mon Apr 22.  4. <b>No On-Campus 2 Workshop day;</b> Final Program Evaluation Design is due 4/27.  5. Critique of published evaluation is in place of final exam.</p>				