

HEALTH SERVICES 422
Spring 2007

Practices of Evaluation in Health Services: Theory & Methodology

- Instructor:** Dr. Roshan Bastani
- Class time:** Tuesday & Thursday, 10:00 a.m. – 11:50 a.m.
- Room:** 61-269 CHS
- Office hours:** Thursdays noon - 2 p.m. or by appointment, A2-125 CHS
(310) 206-9266
bastani@ucla.edu
- Teaching Assistant:** Kimberly Enard, A2-125 CHS
(310) 794-7760
kenard@ucla.edu
Discussion Section: TBA
- Required texts:** David Grembowski. *Practice of Health Program Evaluation*.
Sage Publications, Inc.: Thousand Oaks, Ca (2001)
- Donald Campbell and Julian Stanley. *Experimental and Quasi
Experimental Designs for Research*. Houghton Mifflin, 1963
- Required readings:** The readings listed in this handout are available for purchase at
The UCLA Health Sciences Book Store

Course Description

The objective of this course is to provide students with an understanding of the critical role of systematic evaluation in assessing the effectiveness of health services programs and policies. Students will be exposed to the basic theoretical concepts as well as the methodology of program evaluation. The primary focus will be on the practical application of evaluation principles and methods to health services programs and policies.

Each student will select a program site. In consultation with a site preceptor (administrator, etc.), the student will identify a researchable evaluation question/problem. All potential sites and research questions must be approved by the instructor. Each student will design/develop an “impact” evaluation proposal to address the identified problem/question. Whether or not an actual evaluation is carried out during the quarter will depend upon the nature of the design and the circumstances at the particular site. The design, however, must be feasible and realistic. A written report and oral presentation of the evaluation design are expected. A copy of the written report must be provided to the preceptor.

Learning Objectives

Upon completion of this course, students should be able to distinguish between various types of evaluations and their appropriate applications; understand the advantages and disadvantages of the various pre-experimental, quasi-experimental and experimental evaluation designs; understand the concepts of reliability and validity of measures and their role in evaluation; and understand the concepts of cost-benefit and cost-effectiveness.

Upon completion of this course, students should be able to conduct an evaluation of a program or policy. This includes conceptualization, design, implementation and monitoring of the program, and the use of information obtained to evaluate the impact of a program or policy when appropriate.

Evaluation of Student Performance

<u>Option A</u> (default)	<u>Option B</u>	(You need to actively select Option B by turning in a signed request to Dr. Bastani no later than May 10, 2007)
15%	-----	Periodic homework assignments
30%	40%	Examination
30%	35%	Written proposal
15%	15%	Oral presentation
10%	10%	Attendance

Schedule of Topics

- Apr 3 Introduction and Course Overview
Various types and purposes of evaluation
Grembowski- Chapters 1 & 2, Reading 1
- Apr 5 Needs Assessment
Grembowski- Chapter 3
Readings 2 & 3
- Apr 10 Program Monitoring
Grembowski- Chapter 6
Reading 4
- Apr 12 Impact Assessment: Overview
Grembowski- Chapter 4 (p.108-113)
- Apr 17 Pre-experimental Designs
Grembowski- Chapter 4 (p.65-82)
Campbell and Stanley - Pages 1-13
Readings 5 & 6
- Apr 19 Experimental Designs
Grembowski- Chapter 4 (p.83-89)
Campbell and Stanley - Pages 13 - 33
- Apr 24 Experimental Designs
Reading 7 & 8
- Apr 26 Experimental Designs
Grembowski- Chapter 4 (p.89-107)
Readings 9& 10
- May 1 Quasi-experimental Designs
Grembowski- Chapter 4 (p.89-107)
Campbell and Stanley - Pages 34 - 70
Readings 11a, b & 12
- May 3 Quasi-experimental Designs
Reading 13

Schedule of Topics (continued)

May 8	Quasi-experimental Designs Reading 14 & 17
May 10	Community Intervention Trials Readings 15 & 16
May 15	Measurement Issues: Reliability, Validity <i>Grembowski</i> - Chapter 8 Reading 18
May 17	Measurement Issues: Sampling, Questionnaire Development <i>Grembowski</i> - Chapter 7 Reading 19
May 22	EXAM
May 24	Student Presentations
May 29	Student Presentations
May 31	Student Presentations
June 5	Student Presentations
June 7	Student Presentations FINAL PROPOSALS DUE

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Roshan Bastani, Ph.D.

Required Reading

1. Millar, A., Simeone, R., Carnevale, J. (2001). Logic models: a systems tool for performance management. *Evaluation and Program Planning*, 24 , 73-81.
2. Bastani, R., Marcus, A., Hollatz-Brown, A. (1991). Screening mammography rates and barriers to use: A Los Angeles County survey. *Preventive Medicine*, 20(3), 350-363.
3. Bastani, R., Kaplan, C., Maxwell, A.E., Nisenbaum, R., et al. (1994). Initial and repeat mammography screening in low income multi-ethnic women in Los Angeles. *Cancer Epidemiology, Biomarkers and Prevention*, 4, 161-167.
4. Slevin, M.L., Terry, Y., Hallett, N., Jeffries, S., et al. (1988). BACUP -- The first two years: Evaluation of a national cancer information service. *British Medical Journal*, 297, 669-672.
5. Armour, B., Friedman, C., Pitts, M., Wike, J., Alley, L., Etchason, J. (2004). The Influence of Year-end Bonuses on Colorectal Cancer Screening. *The American Journal of Managed Care*, 10 (9), 617-624.
6. Hindi-Alexander,M., Cropp,G. (1984). Evaluation of a family asthma program. *Journal of Allergy and Clinical Immunology*, 74(4), 505-510.
7. Sidel, V., Beizer, J., Lisi-Fazio, D., Kleinmann, K., et al. (1990).Controlled study of the Impact of educational home visits by pharmacists to high-risk older patients. *Journal of Community Health*, 15(3), 163-174.
- 8.. Bastani, R., Maxwell, A.E., Bradford, C., Prabhu Das, I., Yan, K. (1999) Tailored Risk Notification for Women with a Family History of Breast Cancer. *Preventive Medicine*, 29(5), 355-364.
9. Kominski, G., Andersen, R., Bastani, R., et al. UPBEAT: The Impact of a Psychogeriatric Intervention in VA Medical Centers. *Medical Care*, 39 (N5): 500-512.
10. Simons-Morton, B., Parcel, G., Baranowski, T., Forthofer, R., O'Hara, N. (1991). Promoting physical activity and a healthful diet among children: Results of a school-based intervention study. *American Journal of Public Health*, 81(8),986-991.

- 11a. Kotelchuck, M., Schwartz, J., Anderka, M., Finison, K. (1984). WIC participation and pregnancy outcomes: Massachusetts statewide evaluation project. *American Journal of Public Health*, 74(10), 1086-1092.
- 11b. Rush, D. (1984). Some comments on the Massachusetts WIC evaluation. *American Journal of Public Health*, 74(10), 1145-1146.
12. Payne, S., Ash, A., Restuccia, J. (1991). The role of feedback in reducing medically unnecessary hospital use. *Medical Care*, 29(8), (supplement), AS91-AS106.
13. Bastani, R., Berman, B., Belin, T., Crane, L., Marcus, A., Nasser, K., Herman-Shipley, N. (2002) Increasing cervical cancer screening among underserved women in a large urban county health system: Can it be done? What does it take? *Medical Care*. 40(10): 891-907.
14. Schriger, David L., et al. (1997) "Implementation of Clinical Guidelines Using a Computer Charting System: Effect on the Initial Care of Health Care Workers Exposed to Bodily Fluids." *The Journal of the American Medical Association*. 278(19): 1585-1597.
15. Bickman, L. (1996). A Continuum of Care: More Is Not Always Better. *American Psychologist*, 51(7), 689-701.
16. Sechrest, L., Walsh, M., (1997). Psychology in the Public Forum: Dogma or Data: Braggings Rights. *American Psychologist*, 52(5), 536-540.
17. Cretin, S., Shortell, S., Keeler, E. (2004) An Evaluation of Collaborative Interventions To Improve Chronic Illness Care. *Evaluation Review*, 28 (1) , 28-51.
18. Ware, John E., et al. A 12-Item Short-Form Health Survey: "Construction of Scales and Preliminary Test of Reliability and Validity." *Medical Care*, vol.34, No.3, 1996, pp.220-233.
19. Bozzette, S., Berry, S., Duan, N., Frankel, M., et al. (1998). The Care of HIV-Infected Adults in the United States. *The New England Journal of Medicine*, 339 (26), 1897-1904.
20. Hu, T., Kaltreider, D., Igou, J., Yu, L., Rohner, T. (1990). Cost effectiveness of training incontinent elderly in nursing homes: A randomized clinical trial. *Health Services Research*, 25(3), 455-477.
21. Mushlin, A.I., Finctor, L. (1992). Is Screening for Breast Cancer Cost-Effective? *Cancer*, 69(7), 1957-1962.

Guidelines for Evaluation Project Proposal

(15-20 typewritten, double-spaced pages)

General Overview

Include the following sections in your paper: Background, Design, Sample, Data Collection, Threats to Validity and Implications. Devote no more than 1-2 pages to the background section. **The bulk of your paper should be on the threats to validity.**

Specific points to cover in your paper

1. Background, introduction, statement of the problem, etc. (no more than 1 page)
2. State the causal and intervention hypotheses.
3. Describe, in general, the outcomes of interest.
4. Describe the “intervention”, i.e. the program or policy whose effect you will be evaluating. What is the target population of the intervention? (no more than 1 page)
5. Describe and critically comment on any needs assessment that was performed (or planned) before the intervention was (is) implemented. If no needs assessment was performed (or planned) describe what questions you would have asked in a needs assessment. What methods would you have used to obtain this information? (no more than 1 page)
6. Describe and critically comment on any monitoring activities that are in place or planned. If none are planned or in place, describe what you would recommend. Be specific regarding the methods you would employ. (no more than 1 page)
7. Describe the evaluation design you have chosen and include a diagram using Rs, Xs and Os. What Campbell and Stanley design does it most closely resemble? Describe any modifications from a standard design and provide your reasons for making the modifications. Clearly specify the independent (predictor) and dependent (outcome) variables?
8. How will the outcomes/dependent variable(s) be measured? Comment on the reliability and validity of the measures.
9. Will you be measuring any other variables such as control variables that could influence the outcome?
10. What (if any) is the sampling process you will use?
11. Describe in general terms the analytic methods you will use on the data.
12. Discuss in detail how **EACH** of the threats to internal and external validity apply to your

study design. Do not simply state whether a particular threat is present or absent. Give specific reasons for why this is so in your case. For example, if you think that “history” is an issue in your design, give an illustration of a specific historical factor that could bias the conclusions you may be able to draw regarding the effectiveness of the intervention. **This section should be the bulk of your paper.**

13. What are the implications of your study/evaluation for: (a) the program or organization and (b) administrators of other similar programs or organizations ?

Oral Presentations

You will have 10 minutes or less to describe the evaluation you designed. Please include **only** the following 5 overheads for your presentation:

1. Question or problem
2. Intervention or program
3. Design
4. Threats to validity (2 overheads)

