

Health Services 422: Practices of Evaluation in Health Services

Spring Quarter 2004

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**HS 422:
PRACTICES OF EVALUATION IN HEALTH SERVICES**

**Spring 2004
T/Th 8:00-9:50 A.M.
Room 61-269 CHS.**

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Learning Objectives & Competencies

This course will provide students with an understanding of the critical role of systematic evaluation in assessing the effectiveness of health services. Students will learn a **systematic approach** to conceptualizing, designing, implementing, and evaluating the impact of a new or existing product, service, policy, or an organizational change intervention. 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.

The specific learning objectives for this course are outlined below. Ultimately, the achievement of these learning objectives should provide students with the competency to practice evaluation in health services at entry-level career. Grading will be based on achievement of learning objectives.

Collaboration and Communication

1. Use effective oral and written communication techniques to fulfill course assignments and to interface with organizational preceptors, students, and faculty.

2. Communicate carefully with preceptors and organizations to respond to concerns and possible adverse events or information related to the evaluation study.

Conceptualization

1. Describe the four major stages of comprehensive evaluation research (conceptualization, design, implementation, and impact assessment).
2. Develop conceptual skills through working with an organization and preceptor to identify a researchable organizational problem, analyze the underlying causes of the problem, and propose potential solutions to the problem.
3. Apply organizational theory by specifying and operationalizing the dependent and independent variables and possible interventions for the evaluation proposal.
4. Conduct library and internet research to identify journal articles addressing specific interventions and evaluation topics.

Design Phase

1. State clear and measurable program objectives for an intervention.
2. Understand and apply research design (pre-experimental, quasi-experimental, and experimental).
3. Explain threats to internal and external validity for each research design.
4. Discuss measurement issues, e.g., level of measurement (nominal, ordinal, interval, ratio), establishing validity and reliability.
5. Specify the target population and the unit of observation/ analysis.
6. Develop a data collection plan and identify instrument(s) for data collection.
7. Understand how to pilot test data collection instruments.
8. Discuss design issues such as sampling strategy and random assignment.

Implementation of the Intervention

1. Create an implementation plan and a process monitoring system to examine the extent to which the intervention is being implemented as planned.
2. Understand the value of a management information system and/or clinical information system for monitoring progress and resource expenditures.

Impact Assessment

1. Prepare and present a comprehensive evaluation proposal including a plan for impact assessment.
2. Understand the strengths and limitations of quantitative and qualitative data and the use of data triangulation for analyzing research results among multiple data sources.
3. Compare cost-utility, cost-benefit, and cost-effectiveness analysis.

Learning and Performance Improvement

1. Analyze how relevant measurable evaluation results can be used for improving organizational effectiveness and efficiency.

Professionalism

1. Promote and adhere to high standards for personal and organizational integrity, honesty, and respect for people.
2. Promote the development of professional roles/ values that are compatible with the improvement of population and individual health.

3. Value lifelong learning in order to develop and improve professional competencies through continuous learning, education, and professional advancement.

Course Requirements

Each student will select a field study site. The site may come from the accompanying list of sites and preceptors, or may be self-selected by you with instructor approval. In cooperation with the site preceptor, you will determine a research evaluation project. Whether or not any actual evaluation is carried out during the quarter will depend on the nature of the design and the circumstances at the particular site. The design, however, must be feasible and realistic. Each student will be responsible for giving an oral presentation on the design in class. A preliminary proposal is due the fourth week of class, a design proposal is due the sixth week, and the final design is due the Monday of finals week. The final paper along with the proposals and oral report will count for 60% of the course grade. Copies of the final paper are to be submitted to the preceptor, as well as to the course instructor. In addition, there will be an examination covering the required readings and course discussion, which will count for 40% of the grade. Overall grading will be based on the achievement of the learning objectives specified earlier. You are also expected to come to class and participate in course discussions.

READINGS

The required text for this course is:

David Grembowski. *The Practice of Health Program Evaluation*. Sage Publications, Inc.: Thousand Oaks, CA (2001).

The required supplementary readings are:

1. Michael Quinn Patton: "Utilization –Focused Evaluation." Patton, Chapter 14. Newbury Park, CA: Sage, 1997.
2. Brindis, Claire, et al. "The Use of Formative Evaluation to Assess Integrated Services for Children." Evaluation & the Health Professions. 1998; 21(1):66-90.
3. Corner, P.D. "An Integrated Model for Teaching Quantitative Research Design." Journal of Management Education, 2002; 26(6): 671-692.
4. Davidson, PL, et al., "A Framework for Evaluating and Continuously Improving the NCHL Transformational Leadership Initiative." *Quality Management in Health Care*, 2002, 11(1): 3-13.
5. Suchman, Edward. "Types and Categories of Evaluation." In Evaluation Research. Chicago: Rand McNally, Chapter 4, pp. 51-73, 1967.
6. Sloan, John Henry, et al. "Handgun Regulation, Crime, Assaults, and Homicide:

- A Tale of Two Cities." The New England Journal of Medicine. 1988; 319:1256-62.
7. Silverman, Myrna, et al. "Strategies for Increasing the Rigor of Qualitative Methods in Evaluation of Health Care Programs." Evaluation Review. 1990; 14 (1): 57-74.
 8. Kominski, Gerald et al. "Upbeat: The Impact of a Psychogeriatric Intervention in VA Medical Centers." Medical Care. 2001; 39(5): 500-512.
 9. Selby-Harrington, Maija, et al. "Increasing Medicaid Child Health Screenings: The Effectiveness of Mailed Pamphlets, Phone Calls, and Home Visits." The American Journal of Public Health. 1995; 85:1412-1417.
 10. Andersen, Ronald, et al. "Access of Vulnerable Groups to Antiretroviral Therapy Among Persons in Care for HIV Disease in the United States." Health Services Research. 2000; 35(2):389-416.
 11. Schriger, David L., et al. "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. 1997; 278(19):1585-1597.
 12. Scheirer, Mary Ann. "Designing and Using Process Evaluation." In Handbook of Practical Program Evaluation. San Francisco: Jossey-Bass, Chapter 3, pp. 40-68, 1994.
 13. Dineen, Sean, et al. "Towards an Optimal Model for Community-Based Diabetes Care: Design and Baseline Data from the Mayo Health System Diabetes Translation Project." Journal of Evaluation in Clinical Practice, 2000; 6(4): 421-429.
 14. Siegel, E.R. and Wood, F.B. "The National Library of Medicine's Strategy for Assessing the Impacts of Health Information Web Sites." Information Services & Use 23 (2003): 227-234.
 15. Devers, KJ. "How will we know good qualitative research when we see it? Beginning the dialogue in health services research." Health Services Research, 1999; 34(5):1153-88.
 16. Ware, John E. et al. A 12-Item Short-Form Health Survey: "Construction of Scales and Preliminary Tests of Reliability and Validity." Medical Care, vol. 34, No. 3, 1996, pp. 220-233.
 17. Aday, Lu Ann. "Designing and Conducting Health Surveys." 2nd edition. San Francisco: Jossey Bass, 1996, pp. 177-221.

The text will be available in the **HEALTH SCIENCES BOOK STORE** and the reader can be purchased at **WESTWOOD COPIES** at 1001 Gayley Avenue, #1004, 310-208-3233.

SCHEDULE OF ACTIVITIES AND DUE DATES

<u>Date</u>	<u>Activity</u>
April 6	Discuss site selection
April 15	Deadline for selecting sites and preceptors. Turn in to instructors name of organization, preceptor and proposed project title
April 22	Assign oral presentation dates
April 27	Turn in preliminary proposal (1-2 pages)
May 13	Turn in design proposal - be prepared to discuss your proposal in class
June 1	In class, closed book examination
June 3, 8, 10	Student oral presentation of projects
June 14	Final Evaluation Paper is due in Room 31-293 NO LATER THAN 5:00 PM.

Guide for Developing the Research Design

The problem to which the design is addressed must be researchable and feasible. It should be relevant to the program or organization in which you are working and to some more general concerns of health services policy, management, or research. Your written report should cover all the major questions in this guide, which are applicable to your case, plus any others you feel are essential for understanding or clarifying your work.

- The **preliminary proposal** (1-2 typewritten, double-spaced pages) should describe your project setting, the expectations of your preceptor, and the topic and general approach for your evaluation project.
- The **design proposal** should be limited to four or five typewritten double-spaced pages and indicate your progress to date, with emphasis on the nature of the problem you are addressing, the basic design you are proposing to use, and the feasibility of carrying out the proposed work. You may also list specific questions you would like the faculty to address.
- The **final paper** should be limited to 15 to 20 typewritten, double-spaced pages. Your study can emphasize problem identification, monitoring, or impact assessment. All reports must include an evaluation design.

Specific Topics to Cover in Final Paper

1. Describe the program that you will be evaluating.
 - What is the program; where is it implemented; who implements it; who funds it, etc.
2. What is your relationship to the program?
 - Why do you have access to the data, etc.
3. What are the goals of the program?
 - List the stated goals of the program, if any.
 - If goals are not stated, develop a goal statement based on your knowledge of the program and your evaluation question(s).
4. What are the objectives of the program?
 - List the stated objectives of the program, if any.
 - If objectives are not stated, develop an objective or a set of objectives compatible with the goal(s).
5. What is (are) the particular goal(s) and objective(s) that you will be evaluating? (i.e. What is the particular research problem?)
6. What is the target population of the programs?
 - This should be specific to the goals and objectives you have chosen to evaluate.

7. What "stage of development" is the program in?
 - i.e., conceptualization, design implementation, etc.
8. Discuss the purpose(s) of the evaluation.
 - What are your evaluation questions?
 - Why did you choose these questions over other possible questions?
9. Have related evaluations been done before? Note pertinent literature.
10. Present the evaluation design you have chosen (include a diagram using Rs, Xs, and Os).
 - What design from the array of designs does this most closely resemble?
 - Why did you choose this design?
 - What are the strengths and weaknesses of this design (i.e. with respect to internal and external validity)?
11. What is the sampling process you will use?
12. What are the independent and dependent variables that you will be measuring?
 - Include process measures (if any) as well as outcome measures. - For each variable, describe the methods you will use for data collection.
 - Describe the relationship of the measures to the evaluation questions. -- Address the reliability and validity of your measures.
13. Describe the analytic methods you plan to use. - How will these assist you in answering the evaluation questions?
14. What are the requirements of the evaluation for personnel, equipment, space, time, money?
 - Is this project feasible and practical to carry out?
15. What are the implications and recommendations of your study for?
 - The program or organization.
 - Administrators of other similar programs or organizations.
 - Contribution to substantive knowledge regarding the delivery of health services.

GRADING

	Points
Examination	40
Evaluation Design	60
-Preliminary Design Proposal	5
-Design Proposal and Discussion	10
-Oral Presentation	10
-Final Paper	35
TOTAL	100

The student's letter grade will be determined as follows:

Points	LETTER GRADES
98 – 100	A+
93 – 97	A
90 – 92	A-
88 – 89	B+
83 – 87	B
80 – 82	B-
78 – 79	C+
73 – 77	C
70 – 72	C-
Below 70	F

Excellent work showing mastery of principles and extra effort on design is required for an A. Good, solid work is required for a B. It is possible to get below a B.