

Health Services 422: Practices of Evaluation in Health Services

Winter Quarter 2005

Instructors:

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

**Winter 2005
M/W 10:00-11:50 A.M.
Room 61 -269 CHS.**

Instructor:

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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.

2

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. Work with a group to prepare and present a comprehensive evaluation proposal including a plan for impact assessment.
- 3
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

1. Homework: There will be 6 homework assignments. You will get one point for satisfactory completion of the homework assignment prior to the class meeting. After the class meeting you will be given the opportunity to earn an additional point by revising the assignment using MS Word "Track Changes" mode. (Total 12 points)
2. Team Proposal. About half way through the term, you will be assigned to a team. Each team will be randomly assigned a study type and asked to design an evaluation on a specific topic. Within your team, you will be given a specific assignment. The team will produce a grant proposal in the NIH format. In addition, each team will present the proposal to the entire class. Your oral presentation can earn up to 10 points. Your written contribution to the team proposal can earn up to 45 points.
3. Exam. There will be a written closed book final exam worth 33 points.

There are 100 possible points. 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

4

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.

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:

- Atkins, D., Best, D., Briss, P. A., Eccles, M., Falck-Ytter, Y., Flottorp, S., et al. (2004). Grading quality of evidence and strength of recommendations. *Bmj*, 328(7454), 1490.
- Cretin, S., Shortell, S. M., & Keeler, E. B. (2004). An evaluation of collaborative interventions to improve chronic illness care. Framework and study design. *Eval Rev*, 28(1), 28-51.
- Dent, C., & Biglan, A. (2004). Relation between access to tobacco and adolescent smoking. *Tob Control*, 13(4), 334-338.
- Gilpin, E. A., Lee, L., & Pierce, J. P. (2004). Changes in population attitudes about where smoking should not be allowed: California versus the rest of the USA. *Tob Control*, 13(1), 38-44.
- Henderson, H., German, V. F., Panter, A. T., Huba, G. J., Rohweder, C., Zalumas, J., et al. (1999). Systems change resulting from HIV/AIDS education and training. A cross-cutting evaluation of nine innovative projects. *Eval Health Prof*, 22(4), 405-426.
- Landon, B. E., Wilson, I. B., McInnes, K., Landrum, M. B., Hirschhorn, L., Marsden, P. V., et al. (2004). Effects of a quality improvement collaborative on the outcome of care of patients with HIV infection: the EQHIV study. *Ann Intern Med*, 140(11), 887-896.
- Landrigan, C. P., Rothschild, J. M., Cronin, J. W., Kaushal, R., Burdick, E., Katz, J. T., et al. (2004). Effect of reducing interns' work hours on serious medical errors in intensive care units. *N Engl J Med*, 351(18), 1838-1848.
- Mittman, B. S. (2004). Creating the evidence base for quality improvement collaboratives. *Ann Intern Med*, 140(11), 897-901.
- Moher, D., Schulz, K. F., & Altman, D. (2001). The CONSORT statement: revised recommendations for improving the quality of reports of parallel-group randomized trials. *Jama*, 285(15), 1987-1991.
- A public health action plan to prevent heart disease and stroke*. (2003).
- Wennberg, J. E., Fisher, E. S., Stukel, T. A., & Sharp, S. M. (2004). Use Of Medicare Claims Data To Monitor Provider-Specific Performance Among Patients With Severe Chronic Illness. *Health Aff (Millwood)*.

The text will be available in the **HEALTH SCIENCES BOOK STORE** and the readings are available in PDF format from the course website.

HS422: Practices of Evaluation in Health Services

CLASS SCHEDULE/ WINTER 2005

(Last Revised: 1-4-05)

DAY	DATE	TOPIC	LECTURE	TEXT	ADDITIONAL READINGS & COURSE ASSIGNMENTS
Monday	Jan 10	1 .Introduction: Health Policy & Program Evaluation 2. Evaluation Process	Kaplan Davidson	Chapter 1 Chapter 2	<ul style="list-style-type: none"> • Course Overview • Introduction to HS422 WEB SITE for obtaining HS422 course materials and readings • Print and Complete Homework Assignment #1
Wednesday	Jan 12	Developing Evaluation Questions	Kaplan	Chapter 3	<ul style="list-style-type: none"> • CDC Cardiovascular Disease Task Force: Executive Summary & Overview <http://www.cdc.gov/cvh/Action_Plan/index.htm> • Homework Assignment #1 Due • Print and Complete Homework Assignment #2 from WEB SITE: Henderson, et al., (1999) • Assign Teams for Group Discussion/ Class Proposals
Monday	Jan 17	HOLIDAY			
Wednesday	Jan 19	Pre-experimental Designs & Threats to Validity	Davidson	Chapter 4 Pages 70-83	<ul style="list-style-type: none"> • Homework Assignment #2 Due • Print and Complete Homework Assignment #3 from WEB SITE: Landrigan, et al., (2004)
Monday	Jan 24	Experimental Designs	Kaplan	Chapter 4 Pages 83-89	<ul style="list-style-type: none"> • Homework Assignment #3 Due • Print and Complete Homework Assignment #4 from WEB SITE: Landon, et al., (2004); Mittman (2004)
Wednesday	Jan 26	Quasi-experimental & Observational Designs	Masaquel	Chapter 4 89-113	<ul style="list-style-type: none"> • Homework Assignment #4 Due • Print and Complete Homework Assignment #5 from WEB SITE: Cretin, Shortell, and Keeler (2004)
Monday	Jan 31	Evaluation of Program Implementation	Davidson	Chapter 6	<ul style="list-style-type: none"> • Homework Assignment #5 Due • Print and Complete Homework Assignment #6 from WEB SITE: Gilpin, Lee and Pierce (2004)
Wednesday	Feb 2	Selecting the Population/ Sampling	Kaplan	Chapter 7	<ul style="list-style-type: none"> • Homework Assignment #6 Due

DAY	DATE	TOPIC	LECTURE	TEXT	ADDITIONAL READINGS & COURSE ASSIGNMENTS
Monday	Feb 7	Evaluation Design Proposal Assignments	Kaplan		<ul style="list-style-type: none"> • Dent and Biglan (2004) • Assign Evaluation Designs to Teams • Teams self manage and assign weekly deliverables for completing components of the proposal
Wednesday	Feb 9	Cost Effectiveness Evaluation	Kaplan	Chapter 5	<ul style="list-style-type: none"> • Team meetings
Monday	Feb 14	Evidence-Based Medicine	Kaplan		<ul style="list-style-type: none"> • "Grading quality of evidence and strength of recommendations." BMJ 2004; 328;1490 • Team meetings
Wednesday	Feb 16	Evidence-Based Management	Davidson		<ul style="list-style-type: none"> • Reading – TBD • Team meetings
Monday	Feb 21	HOLIDAY			
Wednesday	Feb 23	Measurement Data Collection	Kaplan	Chapter 8	<ul style="list-style-type: none"> • Team meetings
Monday	Feb 28	Consort Guidelines for Data Analysis/ Reporting	Kaplan	Chapter 9	<ul style="list-style-type: none"> • Moher, Schulz and Altman (2001) • Team meetings
Wednesday	Mar 2	Findings, Decisions & Policy Epilogue	Kaplan	Chapters 10 & 11	<ul style="list-style-type: none"> • Team meetings
Monday	Mar 7	REVIEW	Davidson		<ul style="list-style-type: none"> • Team meetings
Wednesday	Mar 9	EXAM			<ul style="list-style-type: none"> • Team meetings
Monday	Mar 14				<ul style="list-style-type: none"> • Class Presentations
Wednesday	Mar16				<ul style="list-style-type: none"> • Class Presentations
Monday	Mar21				<ul style="list-style-type: none"> • Final Design Due 5:00 P.M.