Health Policy and Management 423  
Spring 2020  

Advanced Evaluation Theory and Methods for Health Services

Instructor: Beth Glenn, Ph.D.  
Center for Cancer Prevention and Control Research  
A2-125 CHS  
(310) 206-9715  
bglenn@ucla.edu

Class Time: Tuesday & Thursday, 10:00 a.m. – 11:50 a.m.  
Zoom Meeting: https://ucla.zoom.us/j/817948081

Discussion Time: Tuesday, 9:00 a.m. – 9:50 a.m.  
Zoom Meeting: https://ucla.zoom.us/j/256786832

Office Hours: Beth Glenn, PhD  
Tuesdays 12 p.m.-2 p.m. or by appointment,  
Via Zoom  
Zoom Meeting: https://ucla.zoom.us/j/914584174

TA: Lina Tieu  
Office hours by appointment, Via Zoom  
Linatieu@ucla.edu

Course Website: https://ccle.ucla.edu/course/view/20S-HLTPOL423-1

Required Reading: David Grembowski. The Practice of Health Program Evaluation.  
(On Reserve at the Bio-Med Library)

Donald Campbell and Julian Stanley. Experimental and Quasi-Experimental Designs for Research.  
Houghton Mifflin/Cengage (1963)  
(On Reserve at the Bio-Med Library)

Journal articles listed on the course website.  
Additional readings will be periodically assigned.
Course Description

The objective of this course is to provide students with an in-depth understanding of the critical role of systematic evaluation in assessing the effectiveness of health services programs and policies. Students will become familiar with current theoretical concepts in evaluation and gain skills in integrating theory into program implementation and evaluation design. A primary focus of the course will be on developing students’ ability to apply various evaluation methodologies most appropriate to a variety of settings both within and outside of health care and public health and consider the advantages and disadvantages of potential designs. Students will also become familiar with the shift in the field of evaluation over the past decade from a principal focus on program efficacy (i.e., internal validity) to a more balanced approach considering efficacy in the context of feasibility, reach, cost, and sustainability (i.e., external validity) and evaluation designs that have emerged as a result (e.g., pragmatic and adaptive trials).

Development of an “impact” evaluation proposal applied to a “real world” setting will be one of the major course assignments. 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 will depend upon the nature of the design and the circumstances at the particular site, but the actual conduct of the evaluation is not a course expectation. The proposed evaluation, however, must be feasible and realistic. A written report and oral presentation of the proposed evaluation 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; assess the advantages and disadvantages of the various pre-experimental, quasi-experimental and experimental evaluation designs as applied to specific contexts and settings; understand how aspects of measurement including may affect evaluation. Upon completion of this course, students should be able to conduct an evaluation of a program or policy including: conceptualization, integration of a theoretical perspective, design, implementation and monitoring of the program, and the use of information obtained to evaluate the impact of a program or policy.
## Evaluation of Student Performance

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Component</th>
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<tbody>
<tr>
<td>15%</td>
<td>In-class presentation of assigned reading and other periodic assignments</td>
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**Note:** Each enrolled student will be asked to prepare to present on one of the assigned articles. Dr. Glenn will start off the discussion and ask the presenting student to provide basics of the study and help start the class discussion.

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<tr>
<th>Percentage</th>
<th>Component</th>
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<tbody>
<tr>
<td>30%</td>
<td>Final Examination (May 19)</td>
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<tr>
<td>35%</td>
<td>Written proposal (Due by Sunday, June 7th by midnight)</td>
</tr>
<tr>
<td>10%</td>
<td>Oral presentation</td>
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<tr>
<td>10%</td>
<td>Attendance and class participation</td>
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Schedule of Topics+

**Week 1**
March 31
Introduction and Course Overview
*Grembowski-* Chapters 1 & 2
NOTE: No Discussion Section prior to first lecture

April 2
Needs Assessment and Program Monitoring
*Grembowski-* Chapters 3 & 6
Readings 1, 2, 3, 4

**Week 2**
April 7
Overview of Impact Assessment & Intro to Pre-Experimental Designs
*Grembowski-* Chapter 4 (65-83)
*Campbell and Stanley* – p.1-13
NOTE: Discussion Section begins Week 2

April 9
Pre-experimental Designs cont.
*Grembowski-* Chapter 4 (p.65-82)
Readings 5, 6*, 7

**Week 3**
April 14
Experimental Designs
*Grembowski-* Chapter 4 (p.83-89)
*Campbell and Stanley* – p.13-33
Reading 8

April 16
Experimental Designs
Readings 9*, 10

**Week 4**
April 21
Experimental Designs
Reading 11

April 23
Quasi-experimental Designs
*Grembowski-* Chapter 4 (p.89-108)
*Campbell and Stanley* – p.34-70
Classic Quasi-Experimental Studies
Readings 12, 13

**Week 5**
April 28
Quasi-experimental Designs
Readings, 14, 15

April 30
Quasi-experimental Designs
Reading 16*, 17
Schedule of Topics (continued) +

Week 6  May 5  Quasi-experimental Designs
        Readings 18

        May 7  Group Discussion of Project Ideas

Week 7  May 12  Mixed Methods for Evaluation
        Readings 19, 20, 21, 22* (Optional Homework #4)

        May 14  Mixed Methods continued (as needed) + Exam Review

Week 8  May 19  Exam

        Note: You are allowed to use your copy of the assigned articles for
        reference during the exam. We plan to have the test at class time and
        are researching available options for web-based proctoring, etc. We
        will confirm the selected technology/approach closer to the date of
        the exam.

        May 21  Enhancing External Validity in Evaluation Research via Emerging
        Designs
        Readings 23, 24

Week 9  May 26  Enhancing External Validity (cont.)
        Reading 25

        May 28  Lecture Wrap-Up

Week 10 June 2  Student Presentations

        June 4  Student Presentations

FINAL PROPOSALS DUE by Sunday, June 7th by midnight
Late proposals will be penalized by reducing the earned grade to the next lower step
(e.g., A- will be reduced to a B+). The penalty will accumulate for each additional late
day.

*Homework due

+ We will progress through the Schedule of Topics in the order indicated. We will not begin
discussion of a reading in advance of the Schedule, but will likely fall behind from time to time.
Advanced Evaluation Theory and Methods for Health Services

HEALTH POLICY AND MANAGEMENT 423 – Spring 2019

Required Readings

**Needs Assessment and Program Monitoring**


**Pre-Experimental Designs**


**Experimental Designs**


**Quasi-Experimental Designs (Classic Evaluations)**


**More Quasi-Experimental Designs**


Mixed Methods in Evaluation Research


Enhancing External Validity in Evaluation Research via Emerging Designs


Guidelines for Evaluation Project Proposal

(15-20 typewritten, double-spaced pages with at least 12-point font)

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.

NOTE: The paper should be submitted through CCLE for grading by Sunday, June 7th by midnight. In addition, you should send a copy of your proposal to your preceptor by email and cc me or the TA, so that we are aware you have provided feedback to your preceptor. It is acceptable to send your preceptor a revised version of the paper that focuses more on the areas of interest to the preceptor and less on the “academic” aspects. Please let me know if you foresee any challenges with sending a version of your paper to your preceptor prior to the end of the course.

Specific points to cover in your paper

1. Cover page to include ALL of the following:
   a. Title of paper, HS 423, Spring 2019
   b. Student’s first and last name, e-mail address and phone number
   c. Preceptor’s first and last name, title, e-mail address, phone and fax numbers
   d. Name of the sponsoring organization, street address, city, state and zip code

2. Background, introduction, statement of the problem, etc. (no more than 1 page)

3. State the causal and intervention hypotheses.

4. Describe, in general, the outcomes of interest.

5. 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)

6. 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)

7. 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)
8. 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.

9. How will the outcomes/dependent variable(s) be measured? Comment on the reliability and validity of the measures.

10. Will you be measuring any other variables such as control variables that could influence the outcome?

11. What (if any) is the sampling process you will use?

12. Describe in general terms the analytic methods you will use on the data.

13. 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.

14. 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 to describe the evaluation you designed. Please include the following PowerPoint slides in your presentation (limit to 7 slides):

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

**NOTE:** Finalized PowerPoint slides must be submitted to Dr. Glenn and the TA by 5pm on the day before each student's scheduled presentation day. You may include a cover slide if you wish.
<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Health Services Competencies</th>
<th>ASPH MPH Core Competencies, Version 2.3</th>
<th>AcademyHealth HSR Doctoral competencies</th>
<th>How Evaluated / Assessed</th>
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<tbody>
<tr>
<td>1) Distinguish between various types of evaluations and their appropriate applications</td>
<td></td>
<td>K6) Differentiate the purposes of formative, process, and outcome evaluation.</td>
<td>5) Recognize the strengths and weaknesses of study designs to appropriately address specific health services research questions</td>
<td>1. Homework Assignments 2. In-class presentation of assigned reading 3. Final Exam 4. Written Proposal 5. Oral presentation 6. Class discussion</td>
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<td>2) Understand the advantages and disadvantages of the various pre-experimental, quasi-experimental and experimental evaluation designs</td>
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<td>K10) Assess evaluation reports in relation to their quality, utility, and impact on public health.</td>
<td>5) Recognize the strengths and weaknesses of study designs to appropriately address specific health services research questions</td>
<td>1. Homework Assignments 2. In-class presentation of assigned reading 3. Final Exam 4. Written Proposal 5. Oral presentation 6. Class discussion</td>
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<td>3) Identify a researchable evaluation question/problem through professional communication with an existing health care institution, health provider, or community-based organization</td>
<td>Analytic Skills: Identifies and analyzes problems, potential solutions and best practices in order to determinate appropriate course of action.</td>
<td>J3) Apply evidence-based principles and the scientific knowledge base to critical evaluation and decision-making in public health.</td>
<td>5) Recognize the strengths and weaknesses of study designs to appropriately address specific health services research</td>
<td>1. Written Proposal 2. Oral presentation</td>
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<td>4) Develop a written and oral evaluation proposal of a program/policy that includes conceptualization, design, implementation and monitoring of the program/policy, and the use of evaluation results to inform the program/policy</td>
<td>Analytic Skills: Identifies and analyzes problems, potential solutions and best practices in order to determinate appropriate course of action.</td>
<td>J3) Apply evidence-based principles and the scientific knowledge base to critical evaluation and decision-making in public health.</td>
<td>5) Recognize the strengths and weaknesses of study designs to appropriately address specific health services research</td>
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