

COURSE SYLLABUS

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A. Overview

Course Description	The objective of this course is to provide students with an understanding of the theory and methods of evaluation in assessing the effectiveness of health services programs, practices, and policies. Students will be given an introduction to the basic theoretical principles underlying health services research and program evaluation with an emphasis on practical application in settings such as learning health systems. This course serves as a capstone course for the program, and as such students will be expected to incorporate knowledge from across their prior coursework and foster skills and topical knowledge in preparation for their career goals.
Prerequisites	Not applicable
Instructor	Isomi Miake-Lye, PhD Adjunct Assistant Professor, Department of Health Policy & Management, UCLA Fielding School of Public Health Associate Director, VA Evidence-based Synthesis Program Health Science Specialist, VA HSR&D Center for the Study of Healthcare Innovation, Implementation & Policy (CSHIIP), VA Greater Los Angeles Healthcare System Email: imiakelye@g.ucla.edu
Teaching Assistant	Brayan V. Seixas, BPharm MSc PhD Student, Department of Health Policy & Management, UCLA Fielding School of Public Health Email: brayanseixas@ucla.edu
Class Days, Times, Location	With the suspension of in-person classes, HLTHPOL M422 Spring 2020 will now be conducted exclusively online. Please see "Section E. Course Outline" for schedule details.
Office Hours	Virtual via Zoom Isomi: Available upon request Brayan: Tuesdays, 10-11am and other times available upon request
Course Texts	This course has <u>one required textbook</u> (Grembowski D. <i>The Practice of Health Program Evaluation</i> . Second Edition. Newbury Park: Sage Publications, Inc., 2016) with selected chapters for each class session.
Required Readings	In addition to the textbook, supplemental readings will be made available on CCLE. Students also complete a literature review, which will require acquisition, reading, and synthesis of literature in their topical areas.
Course Website	The course will be found via ccl.e.ucla.edu for enrolled students.
Course Format	This course is an online course.

Classroom Participation & Attendance	Attendance data will be collected for synchronous online sessions, and participation will be measured for asynchronous activities (ie individual or group work). Please see “Section C. Course Assignments, Exams, & Grading” for grading details.
UCLA ADA Policy	Students needing academic accommodations based on a disability should contact the Center for Accessible Education (CAE) at (310) 825-1501 or in person at Murphy Hall A255. When possible, students should contact the CAE within the first two weeks of the term as reasonable notice is needed to coordinate accommodations. For more information visit www.cae.ucla.edu .
ADA Contact	Nickey Woods Center for Accessible Education A255 Murphy Hall Phone: (310) 825-1501 TTY / TTD: (310) 206-6083 Fax: (310) 825-9656
Inclusivity	UCLA’s Office for Equity, Diversity, and Inclusion provides resources, events, and information about current initiatives at UCLA to support equality for all members of the UCLA community. I hope that you will communicate with me or your TA if you experience anything in this course that does not support an inclusive environment, and you can also report any incidents you may witness or experience on campus to the Office of Equity, Diversity, and Inclusion on their website (https://equity.ucla.edu/).

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HLTHPOL 422: Practices of Evaluation of Health Services:
Theory and Methodology
Term: Spring
Credits: 4

B. Learning Objectives

Council on Education for Public Health (CEPH) areas of foundational knowledge are addressed in this course using the learning objectives listed below along with the assessment that will evaluate students' attainment of these objectives.

Learning Objectives	CEPH Learning Experiences & Competencies	Assessments
1. To design health-related policies, programs, projects or interventions to address target health care problems.	Design a population-based policy, program, project or intervention (D2:C9) Apply systems thinking tools to a public health issue (D2:C22)	HW #2
2. To identify and apply appropriate scientific evaluation methods.	Select methods to evaluate public health programs (D2:C11) Select quantitative and qualitative data collection methods appropriate for a give public health context (D2:C2) Interpret results of data analysis for public health research, policy or practice (D2:C4) Evaluate policies for their impact on public health and health equity (D2:C15)	HW #2 through HW#8
3. To design strategies for optimal dissemination to key stakeholders.	Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes (D2:C13) Select communication strategies for different audiences and sectors (D2:C18) Apply appropriate evaluations to facilitate a learning system	HW#9, Final proposal and dissemination run-through, Final exam
4. To effectively communicate evaluation plans.	Communicate audience-appropriate public health content, both in writing and through oral presentation (D2:C19)	Final proposal and dissemination run-through

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C. Course Assignments & Grading

Detailed descriptions of each assignment, along with due dates, are posted on CCLE.

Homework assignments (30%, 100 possible points x .3)

- 1. Literature review & problem statement (20 points)** Introduce the topic or focus area of your program, describing the problem and prior work in the area.
- 2. Program description (10 points)** Describe the program goals, activities, and theory of program effect.
- 3. Data sources, measures, collection (10 points)** Identify data sources and metrics and describe data collection procedures.
- 4. Evaluation questions and standards and measures (10 points)** Operationalize program goals for evaluation, linking questions and standards with relevant measures.
- 5. Study design (10 points)** Select and tailor an appropriate study design for your evaluation.
- 6. Sampling (10 points)** Describe sampling strategies for your evaluation.
- 7. Data analysis (10 points)** Develop a data analysis plan.
- 8. Qualitative component/process evaluation (10 points)** Generate a qualitative component to compliment your impact evaluation.
- 9. Dissemination and collaboration plan (10 points)** Create a dissemination and collaboration plan for your evaluation to ensure it contributes to a learning health system.

Final proposal (30%, 100 possible points x .3) This final proposal will be iteratively built from homework assignments and the groupwork and instructor feedback provided on those assignments. It is designed to emulate the structure and content of what you might be expected to put together in the real world. Because proposal writing is an intensive activity, homework assignments are designed to help you build the pieces of a proposal over the entire quarter. Students should read and become familiar with the final evaluation proposal instructions provided on CCLE as soon as possible to facilitate their understanding of how course content and assignments build toward its completion by the end of the quarter. You will not be conducting any portion of the evaluation you propose.

Groupwork reflections (20%, 20 possible points)

Dissemination run-through (10%, 10 possible points)

Final exam (10% 10 possible points)

Grading Scale:

Grade Point	4.0	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0
Final Percentage	100-98	97-93	92-90	89-88	87-83	82-80	79-78	77-73	72-70	69-68	67-63	62-60	<60
Letter Grade	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F

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D. Course Policies & UCLA Policies

Message about Academic Integrity to all UCLA Students from UCLA Dean of Students: UCLA is a community of scholars. In this community, all members including faculty, staff and students alike are responsible for maintaining standards of academic honesty. As a student and member of the University community, you are here to get an education and are, therefore, expected to demonstrate integrity in your academic endeavors. You are evaluated on your own merits. Cheating, plagiarism, collaborative work, multiple submissions without the permission of the professor, or other kinds of academic dishonesty are considered unacceptable behavior and will result in formal disciplinary proceedings usually resulting in **suspension** or **dismissal**.

Forms of Academic Dishonesty: As specified in the UCLA Student Conduct Code, violations or attempted violations of academic dishonesty include, but are not limited to, cheating, fabrication, plagiarism, multiple submissions or facilitating academic dishonesty:

Cheating: Unauthorized acquiring of knowledge of an examination or part of an examination

- Allowing another person to take a quiz, exam, or similar evaluation for you
- Using unauthorized material, information, or study aids in any academic exercise or examination – textbook, notes, formula list, calculator, etc.
- Unauthorized collaboration in providing or requesting assistance, such as sharing information
- Unauthorized use of someone else's data in completing a computer exercise
- Altering a graded exam or assignment and requesting that it be regraded

Plagiarism: Presenting another's words or ideas as if they were one's own

- Submitting as your own through purchase or otherwise, part of or an entire work produced verbatim by someone else
- Paraphrasing ideas, data or writing without properly acknowledging the source
- Unauthorized transfer and use of someone else's computer file as your own
- Unauthorized use of someone else's data in completing a computer exercise

Multiple Submissions: Submitting the same work (with exact or similar content) in more than one class without permission from the instructor to do so. This includes courses you are currently taking, as well as courses you might take in another quarter

Facilitating Academic Dishonesty: Participating in any action that compromises the integrity of the academic standards of the University; assisting another to commit an act of academic dishonesty

- Taking a quiz, exam, or similar evaluation in place of another person
- Allowing another student to copy from you
- Providing material or other information to another student with knowledge that such assistance could be used in any of the violations stated above (e.g., giving test information to students in other discussion sections of the same course)

Fabrication: Falsification or invention of any information in an academic exercise

- Altering data to support research
- Presenting results from research that was not performed
- Crediting source material that was not used for research

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While you are here at UCLA, if you are unsure whether what you are considering doing is cheating, **don't take chances**, ask your professor. In addition, avoid placing yourself in situations which might lead your professor to **suspect you of cheating**.

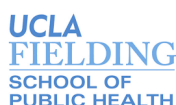
Alternatives to Academic Dishonesty

- **Seek out help** – Meet with your professor, ask for assistance as needed.
- **Ask for an extension** – if you explain your situation to your professor, she/he might be able to grant you an extended deadline for an upcoming assignment.
- **See a counselor** at Student Psychological Services, and/or your school, college or department – UCLA has many resources for students who are feeling the stresses of academic and personal pressures.

If you would like more information, please come see us at the Dean of Students' Office in 1206 Murphy Hall, call us at (310) 825-3871 or visit their website at www.deanofstudents.ucla.edu.

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E. Course Outline

Week	Date	Topics	Relevant textbook chapters	Homework due
1	3/30	Course introduction Choosing and describing the problem	Chapters 1 and 2	
	4/1	Elevator pitches Identifying past solutions	Chapter 3	<i>Preliminary literature review results</i> Reflection 1
2	4/6	Elevator pitches continued Theory of program effect & logic models		
	4/8	Program development workshop		Homework 1 Reflection 2
3	4/13	Data sources and measures	Chapter 8	Homework 2
	4/15	Data collection		Reflection 3
4	4/20	Evaluation questions and standards workshop		Homework 3
	4/22	**REFLECT ON REFLECTIONS** Getting help from your group mates		Homework 4 Reflection 4
5	4/27	Evaluation design part 1: pre-experimental and experimental	Chapter 4 (through experimental section)	
	4/29	Evaluation design part 2: quasi-experimental	Chapter 4 (quasi-experimental to end)	Reflection 5
6	5/4	Study design workshop and integrating homework 2-5		<i>Pick a study design</i>
	5/6	Sampling methods	Chapter 7	Homework 5 Reflection 6
7	5/11	Data analysis workshop	Chapter 9	Homework 6
	5/13	Cost effectiveness analysis	Chapter 5	Homework 7 Reflection 7
8	5/18	Program implementation/ process evaluation Qualitative and mixed methods	Chapter 6	
	5/20	Dissemination planning	Chapter 10	Homework 8 Reflection 8
9	5/25	Real Live Public Health Journalist Erica Hensley talks dissemination		Homework 9
	5/27	Dissemination spotlights		Reflection 9
10	6/1	Dissemination spotlights		
	6/3	Final exam		Final proposal Reflection 10

This schedule may change as the semester progresses, according to student enrollment and needs.

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