



**Syllabus for PADM 564: Healthcare Policy & Program Evaluation  
Spring 2020**

**Instructor:** Dr. Kate Cartwright  
**Office Location:** SSCO 3016  
**Office Hours:** Wed., 4-6pm, and by appt.  
**Class Meeting Day:** Wednesday  
**Class Location/Room:** SSCO 3030

**Email:** kcartwright@unm.edu  
**SPA Office:** 505-277-1092  
**Course Credits:** 3.0  
**Class Time:** 7:00-9:30pm

**Course Description:** The role of a modern health administrator includes expertise in evaluation. Evaluations may be conducted for both internal and external purposes. While evaluations are conducted for a wide range of reasons, there are two fundamental questions driving most evaluations: (1) Is a specific program causing desired outcomes? And (2) Why or why not? Evaluations produce information that explain program performance and allow informed decisions to be made. Evaluation is a key management tool for funders, administrators, planners, policy-makers and other health officials.

This course will introduce students to health program evaluation theory and practice. This course will provide a thorough foundation in basic evaluation approaches. This course deals with the application of research methods to judge the success of health programs, thus the focus is on health programs and health services, although the concepts are equally relevant to other sectors.

**Course Objectives and Student Learning Outcomes:**

- Explain concepts, strategies, and techniques for evaluating health programs
- Discuss political, administrative, ethical and cultural issues in evaluating health programs
- Describe examples of evaluation research in health services as well as other sectors
- Develop an evaluation plan for an existing program that addresses a particularly health problem
- Assess the adequacy of proposals and program evaluations designed by others
- Assess effectiveness of programs for continuous improvement and responsiveness

**Textbooks and Supplies:**

Bamberger, Michael and Linda Mabry. (2020). *RealWorld Evaluation*. Thousand Oaks, CA: SAGE Publications. (Required)

Hutchinson, Kylie. (2019). *Evaluation Failures*. Thousand Oaks, CA: SAGE Publications. (Recommended, but key excerpts will be available on Learn).

Additional readings will be available on our course UNM Learn site.

**Course Requirements:**

| Assessment             | % of Grade  |
|------------------------|-------------|
| Evaluation in Media    | 5           |
| Logic Model            | 10          |
| Final Project Proposal | 5           |
| Mid-Term Exam          | 25          |
| Quantitative Exercise  | 10          |
| Qualitative Exercise   | 10          |
| Final Project Workshop | 10          |
| Final Paper            | 25          |
| <b>Total</b>           | <b>100%</b> |

**Grading Scale:**

A: 93 – 100%  
A-: 90 – 92%  
B+: 87 – 89%  
B: 83 – 86%  
B-: 80 – 82%  
C+: 77 – 79%  
C: 73 – 76%  
C-: 70 – 72%  
D: 60-69%  
F: Below 60%

**Attendance Policy:** Regular and punctual attendance is required. UNM *Pathfinder* policies apply, which in part means instructor drops based on non-attendance are possible. This class is an interactive learning class, which means that student engagement is vital to maximizing the learning experience for everyone. However, if you need to miss class, please contact me, and I will make the recording of the class available to you.

Distance students: if there are technical difficulties for any reason, the recording of the class will be made available to you as soon as possible.

**Accommodation Statement:** Accessibility Resources Center (Mesa Vista Hall 2021, 505-277-3506) provides academic support to students who have disabilities. If you think you need alternative accessible formats for undertaking and completing coursework, you should contact this service right away to assure your needs are met in a timely manner. If you need local assistance in contacting Accessibility Services, see the Bachelor and Graduate Programs office.

**Academic Integrity:** The University of New Mexico believes that academic honesty is a foundation principle for personal and academic development. All University policies regarding academic honesty apply to this course. Academic dishonesty includes, but is not limited to, cheating or copying, plagiarism (claiming credit for the words or works of another from any type of source such as print, Internet or electronic database, or failing to cite the source), fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. The University's full statement on academic honesty and the consequences for failure to comply is available in the college catalog and in the *Pathfinder*.

**Cell Phones and Technology:** As a matter of courtesy, please turn off cell phones, pagers, and other communication and entertainment devices prior to the beginning of class. Notify me in advance if you are monitoring an emergency, for which cell phone ringers should be switched to vibrate.

**Library and Tutorial Services:** UNM-Main campus provides many library services and tutorial services, including a range of services for distance students. For library services, go to <http://www.unm.edu/libraries/> to link to a

specific library or to contact a librarian. For tutorial services, go to <http://caps.unm.edu/online> to explore UNM's online services.

**Email policy:** UNM policy 2540: Student Email notes that email policies may be determined by individual faculty for instructional purposes, which will be specified in the course syllabus, and must be followed by the students. For this class, all communications must be conducted either within the UNM Learn system or students' and instructor's UNM email. This is both to promote efficiency and to implement best practices in regard to digital communication, which as future health administrators will be of the utmost importance.

**Weather:** During the semester, contact the UNM hotline at 505-277-7669 to determine if classes have been cancelled. Appropriate adjustments will be made to the schedule as needed in the event of weather-related class cancellations.

**Title IX:** The Equal Opportunity in Education Act of 2002 (known as Title IX) states that "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance." As a member of the UNM faculty I take this responsibility seriously.

It is important for all faculty, teaching assistants, graduate assistants, staff and students to understand the following. In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered "responsible employees" by the Department of Education (<http://www2.ed.gov/about/offices/list/ocr/docs/ga-201404-title-ix.pdf>, pp 15). This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity ([oeo.unm.edu](http://oeo.unm.edu)). For more information on the campus policy regarding sexual misconduct, see: <https://policy.unm.edu/university-policies/2000/2740.html>. There are organizations on campus that can maintain anonymity and are not required to report possible Title IX violations. These include Student Health and Counseling, CARS, and UNM Advocacy centers including the LoboRESPECT Advocacy Center, the Women's Resource and the LGBTQ Resource center.

### SCHEDULE OF ACTIVITIES

The Schedule of Activities is subject to change. Minor changes will be announced in class, major ones provided in writing. Assignments due before class (7pm) on due date, unless otherwise noted.

| Wk | Date: Topic                                                           | Readings                                                                                                | Assessments*                                     |
|----|-----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|--------------------------------------------------|
| 1  | 1/22: Introduction & Seven Steps of the RealWorld Evaluation Approach | Syllabus & Intro to Course                                                                              | ---                                              |
| 2  | 1/29: Contexts & Scopes of Evaluations                                | Bamberger & Mabry Ch. 1 & 2<br>Kellogg Logic Model Guide<br>Katzman et al., 2016                        | Introduction<br>Assignment (class participation) |
| 3  | 2/5: Money & Time Constraints                                         | Bamberger & Mabry Ch. 3 & 4<br>Kaufman et al., 2015<br>Davis et al., 2014<br>CDC Program Eval Framework | Evaluation in the Media                          |

|    |                                                                         |                                                                                                                                  |                                           |
|----|-------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|
| 4  | 2/12: Data & Political Constraints                                      | Bamberger & Mabry Ch. 5 & 6<br>Mohan 2019 (Eval Failure Ch. 7)<br>Bruna et al., 2014<br>Del Rio et al., 2017                     | ---                                       |
| 5  | 2/19: Eval Design & Making Evals Useful                                 | Bamberger & Mabry Ch. 7 & 8<br>Brown-Connelly et al., 2013<br>van der Goes et al., 2019                                          | Logic Model Assignment                    |
| 6  | 2/26: Standards, Ethics, & Theory of Evaluation                         | Bamberger & Mabry Ch. 9 & 10<br>Crisanti et al., 2015<br>Getrich et al., 2017<br>Greer et al., 2014                              | ---                                       |
| 7  | 3/4: Matching Eval Design to Eval Projects & Cultural Competence & Eval | Bamberger & Mabry Ch. 11, 17<br>Jakeman et al., 2015<br>Dirmyer, 2016<br>Alhalel et al., 2019<br>AEA Cultural Competence & Eval. | Final Project Proposal                    |
| 8  | 3/11: Quantitative Evaluation                                           | Bamberger & Mabry Ch. 12<br>Soto-Mas et al., 2015<br>Kalkhoran et al., 2015<br>Anderson et al., 2019                             | ---                                       |
| 9  | 3/18: NO CLASS—SPRING BREAK                                             | ---                                                                                                                              | Mid-Term Exam                             |
| 10 | 3/25: Mid-Term Exam                                                     | ---                                                                                                                              | Mid-Term Exam DUE                         |
| 11 | 4/1: Qualitative Evaluation                                             | Bamberger & Mabry Ch. 13<br>Kano et al., 2016<br>Rouner et al., 2015<br>Greenfield et al., 2014<br>Sanchez et al., 2014          | Quantitative Exercise DUE                 |
| 12 | 4/8: Mixed Methods & Sampling Strategies                                | Bamberger & Mabry Ch. 14 & 15<br>Willging et al., 2014<br>Morenz et al. 2019                                                     | ---                                       |
| 13 | 4/15: Evaluating Complex Topics/Projects                                | Bamberger & Mabry Ch. 16<br>Belone et al., 2017<br>Soto Mas et al., 2019                                                         | Qualitative Exercise DUE                  |
| 14 | 4/22: Building Capacity for Evaluation & Big Data in Evaluation         | Bamberger & Mabry Ch. 17<br>Dean-Coffey, 2019 (Eval. Failure Ch. 9)<br>Ienca et al., 2018<br>Wang et al. 2018                    | ---                                       |
| 15 | 4/29: Managing Evaluations & The Road Ahead                             | Bamberger & Mabry Ch. 19 & 20<br>Kellogg Foundation Handbook<br>Cresswell, et al. (NIH)                                          |                                           |
| 16 | 5/6: Final Project Workshop                                             | ---                                                                                                                              | Bring working draft                       |
| 17 | 5/13: Final Paper DUE                                                   | ---                                                                                                                              | Final Evaluation Plan DUE 5/13 by 11:59pm |