



**Syllabus for PADM 564: Healthcare Policy & Program Evaluation  
Spring 2018**

**Instructor:** Dr. Kate Cartwright

**Office Location:** SSCO 3040

**Office Hours:** Wed., 4-6pm, and by appt.

**Class Meeting Day:** Wednesday

**Class Location/Room:** Dane Smith Hall 134

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**Class Time:** 7:00-9:30pm

**Course Credits:** 3.0

**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:**

Grembowski, David. (2016). *The Practice of Health Program Evaluation*. Thousand Oaks, CA: SAGE Publications. (Required)

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

**Course Requirements:**

Assessment	% of Grade
Class Participation	10
Evaluation in Media	5
Logic Model	10
Final Project Progress Report	5
Mid-Term Exam	20
Quantitative Exercise	10
Qualitative Exercise	10
Final Presentation (G)	10
Final Paper	20
<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 Services (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** (Required language): 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). 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.

Wk	Date: Topic	Readings	Assessments*
1	1/17: Introduction	---	---
2	1/24: Evaluation as a 3-Act Play	Grembowski, Ch. 1 & 2 CDC Program Eval Framework Katzman et al., 2016	Introduction Assignment (class participation)
	<b>ACT I: Asking the Questions</b>		

3	1/31: How to Ask Evaluation Qs	Grembowski, Ch. 3 Bruna et al., 2014 (White) Kaufman et al., 2015 (Wesbrook) Kellogg Logic Model Guide	Evaluation in the Media
<b>ACT II: Answer the Questions</b>			
4	2/7: Assessing Program Impacts	Grembowski, Ch. 4 Del Rio et al., 2017 (Ward) Davis et al., 2014 (Sharratt)	---
5	2/14: Cost-Effectiveness Analysis	Grembowski, Ch. 5 Brown-Connelly et al., 2013 (Pacheco) Horn et al. 2016 (Montoya)	Logic Model Assignment
6	2/21: Evaluating Program Implementation	Grembowski, Ch. 6 Crisanti et al., 2015 (Medrano) Getrich et al., 2017 (Lujan)	---
7	2/28: Population & Sampling	Grembowski, Ch. 7 Jakeman et al., 2015 (Johnson) Dirmyer, 2016 (Jackson) AEA Cultural Competence & Eval.	Final Project Progress Report
8	3/7: Measurement & Data Collection (Quantitative)	Grembowski, Ch. 8, pp. 213-235 Soto-Mas et al., 2015 (Hoses) Greer et al., 2014 (Hopper)	---
9	3/14: NO CLASS—SPRING BREAK	---	Mid-Term Exam
10	3/21: Data Analysis (Quant)	Grembowski, Ch. 9, pp. 252-263 Kalkhoran et al., 2015 (Gerencser) Davis et al., 2016 (Garcia)	Mid-Term Exam DUE 3/20 by 11:59pm
11	3/28: Measurement & Data Collection (Qualitative)	Grembowski, Ch. 8, pp. 236-247 Kano et al., 2016 (Ferris) Rouner et al., 2015 (Elmaoued) Greenfield et al., 2014 (Clayton)	Quantitative Exercise
12	4/4: Final Project Planning	No class—Final Project Time	---
13	4/11: Data Analysis (Qual)	Grembowski, Ch. 9, pp. 248-251 Hoffman et al., 2015 (Chapman) Belone et al., 2017 (Blanchard)	Qualitative Exercise
<b>ACT III: Using the Answers</b>			
14	4/18: Disseminating Answers	Grembowski, Ch. 10 Sanchez et al., 2014 (Berg) Morshed et al., 2015 (Astorga)	---
15	4/25: Program Evaluation & Grants Early Final Presentations	Kellogg Foundation Handbook Willging et al., 2014 Cresswell, et al. (NIH)	Early Presentations
16	5/2: Final Presentations	---	Final Project Presentations (PP)
17	5/9: Final Paper DUE	---	Final Evaluation Plan DUE 5/9 by 11:59pm

\*Assignments Due at 7pm (before class starts) unless otherwise noted