PADM 564 Healthcare Policy and Program Evaluation

Credit Hours: 3   Days: Tuesdays & Thursdays 7:00-9:30 pm
Semester: Summer 2014   Room: DSH 134

Instructor Information
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Course Description
This course is designed to engage students in critically thinking about health policy making and its impact on healthcare program delivery and evaluation. This course will provide healthcare leaders with knowledge and skills in basic evaluation approaches and help them be consumers of evaluation in their roles as leaders. Program evaluation is a broad term that describes the process of collecting information to determine if a program or treatment is working as intended, whether it is being implemented with fidelity and what can be changed to make the program more effective. This course is designed to give students a broad overview of program evaluation and exposure to the variety of views and approaches to evaluation. Through understanding approaches to evaluating programs and reporting results, the students will be able to assess the intended and unintended outcomes of health policy decisions as well as the ethical and interpersonal context of evaluation.

Course Goals
By the end of the course, students should be able to:
1. Monitor and interpret trends and activities in health care and anticipate impact on health policy;
2. Understand and prepare key components of an evaluation plan, including logic models and literature reviews;
3. Demonstrate the steps in conducting a program evaluation;
4. Articulate the practical constraints in evaluation – budgets, time, data and political context – be able to formulate strategies to address them;
5. Build skills to be good consumers of evaluation, including identifying and using evaluation methods and results in an organizational context; and
6. Use evaluation results to understand the policy, ethical and political implications of health policy making.

Teaching Philosophy and Course Format
The role of the instructor is to guide the students through the process of acquiring the course subject matter. It is critical that students read the materials prior to each session and participate in class discussion. The course will be conducted as a combination of lectures and seminar (group discussions of readings). In addition there may be occasional guest lecturers.

Course Materials
There is no assigned textbook for this class. There is a simulation learning tool, comprised of four modules, which you will need to purchase – LearnScapes for Health Policy published by Jones & Bartlett. You can access the course at:

https://urldefense.proofpoint.com/v1/url?u=http://www.jblearning.com/catalog/978128403916 0/&k=yYSsEqip9%2FcIjLHUhVwIqA%3D%3D%0A&r=TNiPS4Y4gQNpxkc3VQtfiPAJUshPMzoD2K Z%2BfEQwNwEwZRLqtgfSN%2BQJFdIj95Df%0A&m=%2Fucy3MGJ0E5og%2BnLwaSjR6gPsT%2F1 g35MoHSx%2FqhNiFo%3D%0A&s=ebc38b7de1e0ee1c41322a6d2280241563de949c870823797 af0192679f9bdc1.

There are assigned readings for each class that will be available on the Internet or will be provided electronically. Students will be expected to access CDC and Kellogg Foundation materials, particularly:

- A Framework for Program Evaluation: http://www.cdc.gov/eval/framework/index.htm

- Kellogg Foundation Evaluation Guidebook: http://www.wkkf.org/knowledge-center/resources/2010/w-k-kellogg-foundation-evaluation-handbook.aspx

- Kellogg Foundation Logic Model Development Guide: http://www.wkkf.org/knowledge-center/resources/2006/02/wk-kellogg-foundation-logic-model-development-guide.aspx

Students should also consider subscribing to an electronic health policy newsletter for the duration of the course: "Daily Health News" at http://www.kaiserhealthnews.org/Daily-Report.aspx

Recommended additional materials for this course are:
Fitzpatrick JL, Sanders JR, Worthen BR (2011). Program Evaluation: Alternative Approaches and Practical Guidelines. 4th edition. Pearson, Allyn & Bacon

Kingdon, J. W. (2010). Agendas, Alternatives and Public Policy. 2nd edition. Longman Classics in Political Science

Course Grading
Students are required to attend all classes. Students are also expected to complete all readings in preparation for class and participate in the class discussions. Grades will be determined by the following:

Class Participation	Individual Activity	10%
Program Evaluation Activity	Individual Activity	10%
Policy Memorandum	Individual Activity	20%
LearnScape Health Policy Module Assessments (5% each)	Individual Activity	20%
Evaluation Plan	Individual Activity	40%
	Total	100%

Course Asssignments
Class Participation
By definition, a seminar course involves a considerable amount of peer learning, and comparatively little lecture. I expect each student to participate actively in every class discussion. The people who learn the most from this class are the ones who:
- Come to class prepared with questions on each assigned reading;
- Offer relevant, insightful and thoughtful comments during class discussion;
- Contribute to the steady flow of comments or questions that advance group discussion during class meetings; and
- Listen attentively, respond respectfully and not talk or text while others are talking.

Program Evaluation Activity (3 pages)
Find three examples of activities related to program evaluation from current local, state and federal news media. Describe the major issues, including any advocacy of new programs, or criticisms of current activities. Discuss how program evaluation could help inform the discussion.

Policy Memorandum (5 pages)
Identify a health care topic and prepare a 5-page policy analysis memorandum (single spaced, with two lines between paragraphs) using the following outline:
- Defining the issue and identifying stakeholders related to the issue
- Develop at least 2 alternatives, plus no change, to address the problem
- Address impact on cost, quality and access over the next 5 years that you anticipate for each option
- Anticipate likely reactions of the stakeholders to each alternative

LearnScape Health Policy Assessments
There are four modules, each with an assessment to be completed. Each module assessment is worth 5 percent of the course grade; all module assessments must be completed in order for the work to receive a grade.

Evaluation Plan (12-15 pages)
This is the major assignment for this class. You will choose a program/project and develop an evaluation plan. You will start by identifying a healthcare policy that will impact your organization. It may be a program that you are currently working on or a program that you are familiar with. You will conduct a literature review on how programs have been developed to address similar policies. You will then recommend a program for your organization to address the policy and describe the Logic Model that could be used to illustrate the relationships between Inputs, Activities, Outputs and Outcomes (Initial, Intermediate, Long-term).You will present your evaluation plan during the last class session for critic by your colleagues.

Key elements of your plan are assigned as drafts throughout the semester, to allow you to receive guidance/feedback as you develop your plan. (Drafts will be graded only on timeliness, adherence to guidelines and level of effort). The final plan should be a 12-15 page paper (not counting bibliography and appendix), containing the following sections:
- Background (health care policy and implications)
- Literature review
- Program description
- Stakeholder identification
- Program logic model
- Evaluation goal statement
- Description of proposed methodology, including indicators to be used
- Analysis plan
- Description of how you plan to disseminate results
- Bibliography (at least 8 journal citations)
- Appendix containing any measurements tools to be used for data collection (survey, semi-structured interview guide, etc.)

The following sections will be submitted as drafts on dates indicated the course schedule. All drafts should be submitted as Word documents so that I can annotate or comment on them.

Policy Background & Literature Review	This should be a substantive 5 page paper providing enough information on the policy that is driving the program and an abbreviated literature review that would get the reader (think in terms of upper management) up to speed on your proposed program/project detailing what is known about the impact of such projects/programs developed to address this or similar policies. Your literature review can use references from the Web but must be as fully cited as possible, beyond just providing URL, e.g. author, organization, date of publication/posting, web accession date, etc. Published, peer-review

	literature is of course the "gold standard" but not always feasible or even complete among the wealth of online and other information sources that are available.
Program Description & Stakeholder Identification	This should be a substantive 2-3 page paper providing enough information in the following areas for the reader to fully understand the program/project you propose to evaluate. It should include: • Population/patients/community served • Program goals • Program setting • Stakeholders • Intervention design
Logic Model & Evaluation Goal	You will develop a logic model schematic that details the program's resources, assumptions, intended activities, and the expected short, mid-term and long-term outcomes of these activities. This should be accompanied by a concise (no more than 2 paragraphs) summary of the specific goals of this evaluation. The reader should be able to understand exactly what information this evaluation will provide and how that information may be used.

Course Policies

1. It is required that everyone in class will:
- Attend all class meetings, read assigned materials, and be ready to discuss the materials.
- Raise relevant questions and contribute relevant observations to the topic being discussed.
- Demonstrate awareness of appropriate interpersonal communication and sensitivity to others.
- Fully participate in group activities and discussions in class.
- A laptop computer is allowed in class as long as it is used for classroom activities
- Cell phones should be turned off or the ringer set to "silent" or "vibrating-mode" in class.

- Reasonable accommodations will be made for students with special needs. This syllabus is also available in alternative formats (please notify me in advance).

2. The grade of "F" will be awarded in the case of academic dishonesty, such as plagiarism. It may also be given in cases where the student demonstrates no effort/preparation and obvious lack of participation. In this latter case, such students will have fair warning they are on this track and given the opportunity to improve, before "F" is awarded. This course is not designed to promote student failure; just the opposite, to promote student success. Therefore, to do well in this course, the formula is simple and straightforward: read assigned materials, come to class and be ready to discuss assigned readings, and do well on assignments.

3. Assignments are due on the dates specified on the schedule. **Missed assignments** will receive a score of zero.

4. Cell phones, electronic media: Cell phones and all other communication devices must be switched to 'silent' mode during class meetings. Use of laptops for activities not related to this class will be penalized.

5. Student Feedback: I encourage you to take an active role in this course by providing me with your feedback and comments about the course throughout the semester. Please do so by contacting me directly – individually, collectively or via delegates – as early as possible rather than waiting for a formal feedback survey. Feedback is an important part of continuous improvement. Please let me know if there is anything I can do to make this class better for you.

6. Grading Scale
The grading scale below indicates the ranges for specific letter grades. The numeric scores you receive for assignments will be weighted based on the percentages in the course outline. The final score will then be used to assign a course grade.

Letter	Number (%)	Description
A	93.00-100.00	Excellent, superior performance, showing comprehensive understanding of subject matter
A-	90.00-92.99	
B+	87.00-89.99	Good, clearly above-average performance with knowledge of subject matter generally complete
B	83.00-86.99	
B-	80.00-82.99	
C+	77.00-79.99	Satisfactory, basic understanding of the subject matter
C	73.00-76.99	
C-	70.00-72.99	Minimal pass, marginal performance generally insufficient preparation for subsequent courses in the same subject
F	<70.00	Fail, unsatisfactory performance or failure to meet course requirements

Tentative Course Schedule:

Class #	Date	Topic, Readings to Prepare for Class and Assignments Due
1	6/3/2014 Tuesday	**Introduction: Class overview, syllabus, course requirements** **What Health Policy Do You Want to Change?** *Readings* Institute of Medicine (2002) Executive Summary of "The Future of Public's Health in the 21st Century" (Washington, DC: National Academies Press) *Assignment Due: Student Information Form*
2	6/5/2014 Thursday	**Assessing Need and Demand for Health Care** *Readings* Institute of Medicine (January 2004) Executive Summary of "Insuring America's Health: Principles and Recommendations" (Washington, DC: National Academies Press) Stuck in the Middle: The False Choice Between Health and Education in Texas Middle Schools http://www.rgkfoundation.org/pdf/2010_Kelder.pdf *Assignment Due: None*
3	6/10/2014 Tuesday	**Historical, Legal and Ethical Perspectives on Health Policy** *Readings* Obesity Prevention through Physical Activity in School-Age Children and Adolescents http://www.olympic.org/Assets/Sport_for_all/2-CamiloJoseCelaUniversityStudy-preventionofobesity-final-en.pdf Gabel J.R. et al (2012) More than Half of Individual Health Plans Offer Coverage That Falls Short of What Can Be Sold Through Exchanges as of 2014, *Health Affairs* 31(6) 1-8 *Assignment Due: None*
	6/12/2014 Thursday	**Economic and Financial Considerations in Health Policy** *Readings* HHSC and TDI (December 2010) Impact on Texas if Medicaid is Eliminated http://www.hhsc.state.tx.us/HB-497_122010.pdf GF Anderson et al (2004) Doughnut Holes and Price Controls http://www.commonwealthfund.org/usr_doc/769_Anderson_doughnut_holes_and_price_controls.pdf Auerbach & Kellerman (2011) A Decade of Health Care Cost Growth Has Wiped Out Real Income Gains for an Average U.S. Family, *Health Affairs* 30(9): 1630-1636 *Assignment Due: Program Evaluation Activity*
5	6/17/2014 Tuesday	**LearnScape Health Policy Module 1 Policy Analysis and Development** *Readings* Kellogg Foundation Evaluation Guidebook: http://www.wkkf.org/knowledge-center/resources/2010/w-k-kellogg-foundation-evaluation-handbook.aspx *Assignment Due: None*
6	6/19/2014 Thursday	**LearnScape Health Policy Module 2 Going from Policy to Law** *Readings* Kellogg Foundation Evaluation Guidebook *Assignment Due: None*
7	6/24/2014 Tuesday	**LearnScape Health Policy Module 3 Implementing Policy in Healthcare Delivery Systems** *Readings* Kellogg Foundation Evaluation Guidebook *Assignment Due: None*
8	6/26/2014 Thursday	**LearnScape Health Policy Module 4 Evaluation & Health Care Policy** *Readings* Kellogg Foundation Evaluation Guidebook *Assignment Due: None*
9	7/1/2014 Tuesday	**State Health Policy: Guest Lecturer** *Assignment Due: All LearnScape Module Assessments*

10	7/3/2014 Thursday	**Evaluation and Assessment of Health Policy** *Readings* Evaluation Planning: What is it and how do you do it? http://www.cdc.gov/healthcommunication/pdf/evaluationplanning.pdf Brownson, Royer, Ewing & McBride (2006) Researchers and policymakers; Travelers in parallel universes. *American Journal of Preventive Medicine* 30(2):164–172 *Assignment Due: Policy Memorandum*
11	7/8/2014 Tuesday	**Setting up the Evaluation** *Readings* Centers for Disease Control and Prevention *Introduction to Program Evaluation for Public Health Programs*: *A Self Study Guide.* http://www.cdc.gov/eval/guide (pages 1-25) Kellogg Foundation Logic Model Development Guide: http://www.wkkf.org/knowledge-center/resources/2006/02/wk-kellogg-foundation-logic-model-development-guide.aspx Schur CL et al. (2009). Connecting the ivory tower to main street: setting research priorities for real-world impact. Health Affairs, 28 (5):w886-w899 *Assignment Due: Policy Background & Literature Review draft*
12	7/10/2014 Thursday	**Evaluation Designs and Appropriate Use of Designs** *Readings* Caracelli VJ & Greene JC. (1997). Crafting mixed method evaluation designs. *New Directions for Evaluation*, 74:19-32. Centers for Disease Control and Prevention *Introduction to Program Evaluation for Public Health Programs*: *A Self Study Guide.* (pages 26-59) Gugiu & Rodrguez-Campos (2007) Semi-structured interview protocol for constructing logic models *Evaluation and Program Planning*, 30:339-350. Kellogg Foundation Logic Model Development Guide McLaughlin & Jordan (1999). Logic models: A tool for telling your program's performance story *Evaluation and Program Planning*, 22:1-15 *Assignment Due: Program Description & Stakeholder Identification draft*
13	7/15/2014 Tuesday	**Evaluation Data Collection Approaches, Analysis and Synthesis** *Readings* Davis et al (2012). Effectiveness of public health quality improvement training approaches: Application, application, application *Journal of Public Health Management Practice* 18(1): E1-E7 *Assignment Due: None*
14	7/17/2014 Thursday	**Monitoring and Performance Measurement** *Assignment Due: Logic Model & Evaluation Goal draft*
15	7/22/2014 Tuesday	**Reporting and Ensuring Use** *Readings* Olsen & Lindoe (2004). Trailing research based evaluation: phases and roles *Evaluation and Program Planning* 27: 371-380. *Assignment Due: None*
16	7/24/2014 Thursday	**Evaluation Plan Critiques** *Assignment Due: Evaluation Plan*

This schedule is a guide and every attempt is made to provide an accurate overview of the course plan. However, circumstances and events may make it necessary for the instructor to modify the schedule during the semester and this may depend, in part, on the progress, needs, and experiences of the students. In addition, opportunities to bring in guest speakers or attend topical events, university closures, and other unforeseen events may result in changes to the schedule. The most up-to-date schedule will be provided at the start of the semester.