



UNM

SCHOOL of PUBLIC
ADMINISTRATION

Syllabus for PADM 564: Healthcare Policy & Program Evaluation
Spring 2021

Instructor: Kelly Chong, PhD, MHA, MPhil
Zoom Class Meeting Day: Tues 7:00 -9:30pm
Email: KChong1@salud.unm.edu

SPA Office: (505) 277-1095
Course Credits: 3.0

Course Description:

The purpose of this course is to present students with an overview of approaches used to systematically assess public programs, with focus on health programs and healthcare policies. Program evaluation aims to determine whether a particular program or policy is achieving its intended goals and objectives. Evaluation findings aid decision-makers on whether programs should be continued, expanded/trimmed or eliminated. As an academic practice, program evaluation contributes to social science research as well by testing ideas and generating knowledge. Moreover, there are several different ways to assess the extent to which programs are being carried out, operating, achieving goals, and producing desirable changes and benefits.

This course is a detailed introduction to the models, methods, and practices that are used to study the performance of public programs--ongoing, publicly funded, and executed activities that are intended to carry out legislatively adopted public policies. The course will look at program evaluation from a conceptual and analytical point of view and review the numerous ways of understanding and assessing program effectiveness.

Upon successful completion of this course, students should be able to:

- Explain concepts, strategies, and techniques for evaluating health programs
- Describe the purpose and logic of program evaluation
- Formulate concrete evaluation questions
- Produce a logic model for a given program
- Describe examples of evaluation research in health services as well as other sectors
- Develop an evaluation plan to assess the effectiveness of a program
- Critique program evaluations designed by others

Required Textbook:

- P. H. Rossi, M. W. Lipsey, & G.T. Henry, (2019). *Evaluation: A Systematic Approach (8th Edition.)*, Thousand Oaks, CA: Sage

Recommended Textbooks:

- K. E. Newcomer, H. P. Hatry, J. S. Wholey, (2015). *Handbook of Practical Program Evaluation, (4th Edition)*, San Francisco, California: Jossey-Bass.

Additional readings:

Additional readings will be available on our course UNM Learn site. Students will be expected to read articles from academic journals as part of their course work. These readings will be necessary to complete course assignments. All assigned articles will be available in PDF files on the course UNM Learn site. Full citations for these articles are included in the course schedule below under Readings.

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.

Course Requirements and Grading:

Attendance	5%
In-Class Participation	5%
Weekly Homework	10%
Journal Article Presentation	10%
Presentation Evaluations	4.3%
Logic Model Assignment	10%
Impact Evaluation Question Assignment	10%
Midterm	20%
Final Project	25%
Course Evaluation	0.7%
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Total	100%

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%

Assignments:

All assignments will be posted to the UNM Learn site for the course. Explanations of the assignments and important comments on how to complete them successfully will be discussed in class. Extensions to submit assignments are not given, but students may turn in assignments after they are due and should expect a deduction of points for lateness. No extra credit or make-up assignments will be given. Drafts or resubmissions will not be accepted.

Discussions/Class Participation:

Each student is expected to participate fully and enthusiastically in class discussions. The purpose of the discussions is for students to demonstrate their understanding of key concepts and to get feedback from and help other students understand them as well. For each discussion session, students will be expected to show knowledge of the assigned material found in the lectures and readings. Class participation rubric is attached in the UNM Learn course information page.

Course Evaluation:

At the end of the course, students are given an opportunity to evaluate the course. Given that this is a course in evaluation, students are *expected to complete this evaluation* and will receive *five (5) points* for doing so. Each student should receive an email indicating when the evaluation is available on-line and *must send a course message to the instructor after completing it in order to receive the five (5) points credit.*

Incomplete Grades:

The grade of Incomplete MUST be requested in writing (electronic mail is acceptable) to the instructor. The grade of incomplete will not be assigned unless so requested. The request must state a reason appropriate to the UNM Office of Graduate Studies guidelines for incomplete grades. Per these guidelines... "the grade of "I" is given only when circumstances beyond the student's control have prevented completion of the course work within the official dates of a session."

Plagiarism:

The policy on plagiarism in this class follows the definitions used in the UNM Faculty Handbook. Plagiarism is the appropriation of another person's ideas, processes, results or words without giving appropriate credit. It is done intentionally. Ideas and quotations from others must be cited appropriately. This includes all sources even the author's own work used elsewhere. Such work in the course will not be accepted to complete any assignment

Title IX:

To meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered "responsible employees" by the Department of Education (see pg. 15 - <http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf>). 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>

ADA Accommodation:

In keeping with the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and University Policy 2310 academic accommodations may be made for any qualified student who notifies the instructor of the need for an accommodation. The University provides reasonable academic adjustments to qualified students with disabilities as necessary to ensure equality of access to the courses, programs, services, and facilities of the University. However, students with disabilities are still required to adhere to all University policies, including policies concerning conduct and performance. Further information about accommodation and contact with the University's Accessibility Resource Center (ARC) can be found by reviewing Policy 2310 at <https://policy.unm.edu/university-policies/2000/2310.html>

Academic Integrity:

Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or otherwise fails to meet the standards. Any student judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course. Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records.

Course Schedule:

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

WEEK	DATE: TOPIC	APPLICATION PRACTICE ACTIVITIES/DUE DATE	READING
1	1/19: Introductions and Course Overview		
2	1/26: What is Program Evaluation and Why is it Needed?	<ul style="list-style-type: none"> • Journal Article Presentations • Homework Group Discussion 	<ul style="list-style-type: none"> • Rossi et al. Ch.1 • Review articles in break-out groups • Page, T. F., Batra, A., Ghouse, M. M., & Palmer, R. C. (2014). Implementation Cost Analysis of a Community-Based Exercise Program for Seniors in South Florida. <i>Health Promotion Practice</i>, 15(4), 585-591. DOI: 10.1177/1524839913518221 • Yampolskaya, S., Nesman, T. M., Hernandez, M. & Koch, D. (2004). Using Concept Mapping to Develop a Logic Model and Articulate a Program Theory: A Case Example. <i>American Journal of Evaluation</i>, 25(2), 191-207. DOI: 10.1177/109821400402500204
3	2/2: Social Problems and Assessing the Need for a Program	<ul style="list-style-type: none"> • Journal Article Presentations • Homework Group Discussion 	<ul style="list-style-type: none"> • Rossi et al. Ch.2 • *Dierst-Davies, R., Rock Wohl, A., Pinney, G., Johnson, C. H., Vincent-Jones, C., & Pérez, M. J. (2017). Methods to Obtain a Representative Sample of Ryan White-Funded Patients for a Needs Assessment in Los Angeles County: Results from a Replicable Approach. <i>Journal of the International Association of Providers of AIDS Care</i>, 16(4), 383-395. DOI: 10.1177/2325957415592476 • *Karlsson, M. E. & Zielinski, M. J. (2018). Sexual Victimization and Mental Illness Prevalence Rates Among Incarcerated Women: A Literature Review. <i>Trauma, Violence, & Abuse</i>. DOI: 10.1177/1524838018767933
4	2/9: Program Theory and Logic Model	<ul style="list-style-type: none"> • Journal Article Presentations • Homework Group Discussion • Logic Model Assignment - Due 3/2 	<ul style="list-style-type: none"> • Rossi et al. Ch.3 • Karras-Jean Gilles, J., Astuto, J., Gjicali, K., & Allen, L. (2018). Sample Retention in an Urban Context: Exploring Influential Factors Within a Longitudinal Randomized Evaluation. <i>American Journal of Evaluation</i>. DOI: 10.1177/1098214017742719 • Rosas, S. R. (2005). Concept Mapping as a Technique for Program Theory Development: An Illustration Using Family Support Programs. <i>American Journal of Evaluation</i>, 26(3), 389-401. DOI: 10.1177/1098214005278760
5	2/16: Assessing Program Process and Implementation	<ul style="list-style-type: none"> • Journal Article Presentations • Homework Group Discussion 	<ul style="list-style-type: none"> • Rossi et al. Ch.4 • Roe, K. & Roe, K. (2004). Dialogue Boxes: A Tool for Collaborative Process Evaluation. <i>Health Promotion Practice</i>, 5(2), 138-150. DOI: 10.1177/1524839903260141 • Bridges, A. J., Andrews III, A. R. & Deen, T. L. (2012). Mental Health Needs and Service

WEEK	DATE: TOPIC	APPLICATION PRACTICE ACTIVITIES/DUE DATE	READING
			Utilization by Hispanic Immigrants Residing in Mid-Southern United States. <i>Journal of Transcultural Nursing</i>, 23(4), 359-368. DOI: 10.1177/1043659612451259
6	2/23: Measuring and Monitoring Program Outcomes	<ul style="list-style-type: none"> Journal Article Presentations Homework Group Discussion 	<ul style="list-style-type: none"> Rossi et al. Ch.5 Anderson, K. A., Geboy, L., Jarrott, S. E., Missaelides, L., Ogletree, A. M., Peters-Beumer, L. & Zarit, S. H. (2018). Developing a Set of Uniform Outcome Measures for Adult Day Services. <i>Journal of Applied Gerontology</i>. DOI: 10.1177/0733464818782130 Jackson, J. L., Kay, C., & Frank, M. (2015). The validity and reliability of attending evaluations of medicine residents. <i>SAGE Open Medicine</i>, 3. DOI: 10.1177/2050312115589648
7	3/2: Impact Evaluation: Isolating the Effects of Social Programs in the Real World	<ul style="list-style-type: none"> Journal Article Presentations Homework Group Discussion Logic Model Due Impact Evaluation Question Assignment 	<ul style="list-style-type: none"> Rossi et al. Ch.6 Arseneault, C., Alain, M., Plourde, C., Ferland, F., Blanchette-Martin, N., & Rousseau, M. (2015). Impact Evaluation of an Addiction Intervention Program in a Quebec Prison. <i>Substance Abuse: Research and Treatment</i>, 9. DOI: 10.4137/SART.S22464 Wimbush, E., Montague, S., & Mulherin, T. (2012). Applications of contribution analysis to outcome planning and impact evaluation. <i>Evaluation</i>, 18(3), 310-329. DOI: 10.1177/1356389012452052
8	3/9: Impact Evaluation: Comparison Group Designs	<ul style="list-style-type: none"> Journal Article Presentations Homework Group Discussion 	<ul style="list-style-type: none"> Rossi et al. Ch.7 Newcomb, T. M. (1984). Conservation Program Evaluations: The Control of Self-Selection Bias. <i>Evaluation Review</i>, 8(3), 425-440. DOI: 10.1177/0193841X8400800308 Grady, M. D., Edwards, Jr., D., & Pettus-Davis, C. (2017). A Longitudinal Outcome Evaluation of a Prison-Based Sex Offender Treatment Program. <i>Sexual Abuse</i>, 29(3), 239-266. DOI: 10.1177/1079063215585731
9	3/16: No Class - Spring Break		
10	3/23: Impact Evaluation: Designs with Strict Controls on Program Access	<ul style="list-style-type: none"> Journal Article Presentations Homework Group Discussion Impact Evaluation Question Assignment Due 	<ul style="list-style-type: none"> Rossi et al. Ch.8 Hind, J. (2010). Additionality: A Useful Way to Construct the Counterfactual Qualitatively? <i>Evaluation Journal of Australasia</i>, 10(1), 28-35. DOI: 10.1177/1035719X1001000105 Minzner, A., Klerman, J. A., Markovitz, C. E., & Fink, B. (2014). The Impact of Capacity-Building Programs on Nonprofits: A Random Assignment Evaluation. <i>Nonprofit and Voluntary Sector Quarterly</i>, 43(3), 547-569. DOI: 10.1177/0899764013491013 White, H. (2010). A Contribution to Current Debates in Impact Evaluation. <i>Evaluation</i>, 16(2), 153-164. DOI: 10.1177/1356389010361562

WEEK	DATE: TOPIC	APPLICATION PRACTICE ACTIVITIES/DUE DATE	READING
11	3/30: In-Class Midterm	<ul style="list-style-type: none"> • Midterm 	Midterm covers Rossi Chapters 1-8
12	4/6: Detecting, Interpreting, and Exploring Program Effects	<ul style="list-style-type: none"> • Journal Article Presentations • Homework Group Discussion 	<ul style="list-style-type: none"> • Rossi et al. Ch.9 • Reichardt, C. S. (2011). Evaluating Methods for Estimating Program Effects. <i>American Journal of Evaluation</i>, 32 (2), 246-272. DOI: 10.1177/1098214011398954 • Mukherjee, D. & Kable, J. W. (2014). Value-Based Decision Making in Mental Illness: A Meta-Analysis. <i>Clinical Psychological Science</i>, 2(6), 767-782. DOI: 10.1177/2167702614531580
13	4/13: Planning and Evaluation	<ul style="list-style-type: none"> • Journal Article Presentations • Homework Group Discussion 	<ul style="list-style-type: none"> • Rossi et al. Ch.11 • Orr, L. L. (2018). The Role of Evaluation in Building Evidence-Based Policy. <i>The ANNALS of the American Academy of Political and Social Science</i>, 678(1), 51-59. DOI: 10.1177/0002716218764299 • Francis, L. J. & Smith, B. J. (2015). Toward Best Practice in Evaluation: A Study of Australian Health Promotion Agencies. <i>Health Promotion Practice</i>, 16(5), 715-723. DOI: 10.1177/1524839915572574
14	4/20: Assessing the Economic Efficiency of Programs	<ul style="list-style-type: none"> • Journal Article Presentations • Homework Group Discussion 	<ul style="list-style-type: none"> • Rossi et al. Ch.10 • Willis, E., Semple, A. C., & de Waal, H. (2016). Quantifying the benefits of peer support for people with dementia: A Social Return on Investment (SROI) study. <i>Dementia</i>, 17(3), 266-278. DOI: 10.1177/1471301216640184 • Lee, S. & Aos, S. (2011). Using cost-benefit analysis to understand the value of social interventions. <i>Research on Social Work Practice</i>, 21(6), 682-688. DOI: 10.1177/1049731511410551
15	4/27: The Social and Political Context of Evaluation	<ul style="list-style-type: none"> • Journal Article Presentations • Homework Group Discussion 	<ul style="list-style-type: none"> • Rossi et al. Ch.12 • Tossavainen, P. J. (2017). Co-create with stakeholders: Action research approach in service development. <i>Action Research</i>, 15(3), 276-293. DOI: 10.1177/1476750316641995 • Steve Jacob, Yves Boisvert. (2010). To Be or Not to Be a Profession: Pros, Cons and Challenges for Evaluation. <i>Evaluation</i>, 16(4), 349-369. DOI: 10.1177/1356389010380001
16	5/4: Course Wrap Up Course Evaluation	<ul style="list-style-type: none"> • Final Project Q & A 	
17	5/11: No Class – Finals Week	<ul style="list-style-type: none"> • Final Project Due 	