

TITLE: Applied Research Methods for Program Planning and Evaluation – Epid 806

TERM: Winter

YEAR: 2023

COURSE OVERVIEW:

This is an introductory course that examines the application of research methods for program planning and evaluation in policy-relevant questions in the arena of health care. The course consists of one three hour class per week in the winter term. The course format is a combination of lecture and discussion revolving around a topical policy issue or other question. Students are expected to have completed all readings and addressed the questions in advance of each class.

LEARNING OUTCOMES:

1. identify different types of research methods for program planning and evaluation and when to employ particular methods; and
2. propose steps necessary to conduct a program evaluation.

KEY TOPIC AREAS:

The course is structured into two parts: Part I introduces basic concepts of program evaluation, discussing how these evaluative principles are used to assess programs in health care. Throughout, real world examples will be shared, and students are encouraged to apply methods within their own areas of interest. Part II entails applying concepts and proposing steps needed to conduct a program evaluation.

KEY LEARNING ACTIVITIES:

Students are evaluated on the basis of short written assignments on evaluations, group and individual presentations, mid-term exam, and a final written assignment. The series of short assignments test knowledge of the basic concepts of evaluation (Part I). These assignments are designed to test the student's knowledge and understanding of evaluation techniques. The second final written assignment follows Part II and comprises an evaluation plan testing application of concepts by proposing an evaluation in the student's topic of interest.

TEXTBOOK:

Rossi PH, Lipsey MW, Henry GT, *Evaluation: A Systematic Approach*. Eighth Edition. Oxford: Oxford University Press. 2019.

COURSE LOCATION:

Carruthers Hall, Room 102

COURSE SCHEDULE:

Jan 9 – April 10, 2021

Jan 9, 16, 23, 30, Feb 6, 13, 27, March 6, 13, 20, 27, April 3, 10

Mondays 10:30 AM – 1:30 PM

INSTRUCTOR:

Ana P. Johnson, Ph.D.
Professor, Department of Public Health Sciences
Health Services and Policy Research Institute
3rd Floor Abramsky Hall, Room 311
Telephone: (613) 533-6000 ext. 78055
E-mail: ana.johnson@queensu.ca

TEACHING ASSISTANT:

Elizabeth Hore, Ph.D. Epidemiology Candidate
Department of Public Health Sciences
E-mail: 15ebh@queensu.ca

COURSE OUTCOMES:

- Part A - small critique exercises, group presentation, and mid-term exam (9% for individual 1 page exercises; 12% for group presentation; 19% for mid-term exam);
- Part B – individual presentation; individual written assignment (individual presentation: 10%; written assignment: 50%).

1. Individual Exercise 9%

Students submit 3 assignments (worth 3% each) based on evaluation topics onto onQ (individual written work). This one page is to be one-sided, 12-point Calibri.

2. Group Presentation 9%

Students prepare three power point presentations in groups (worth 3% each) on program outcomes, impact evaluation, and design bringing in a specific example of program evaluation the group's choice. Each group presents for 3 minutes in class (2 minutes discussion/feedback).

3. Mid-Term Exam 22%

Students go through an exam (open book), 3 hours. This exam will assess knowledge and foundations (to ensure we are all on the same level playing field before applying concepts: proposing an evaluation).

4. Individual Presentation of Topic Chosen 10%

In class individual power point slides and presentation containing steps needed to conduct an evaluation on a student chosen topic. Presentations are 3 mins long with 2 mins discussion/feedback.

Prior to presentation, there will be opportunity for ungraded feedback on an abstract

Mar 30 – Ungraded abstract due (500 words containing evaluation plan for chosen topic)

By Apr 2 – Ungraded feedback provided on abstract

5. Final Written Assignment 50%

Students submit a final written assignment - 2,500 words or less with references (references/citations – any style - and tables/figures are not included in 2,500 word limit) (12 point Calibri). There will be opportunity for ungraded feedback of first draft of assignment.

March 28 – Ungraded written draft assignment due

By April 2 – Ungraded feedback provided on first draft

April 28 – Final written assignment due

This assignment requires that students use program evaluation methods and components as guidance for proposing a program evaluation of a program of the student’s choice within a topic of interest. This is to be written in an essay format with a title, clearly delineated subheadings, and references (not in question and answer format).

In drafting your final assignment, issues to think about are the following.

How would you go about conducting a program evaluation? Why would you be using a method versus another or this way of measuring impact/outcomes/costs versus another way? How would you go about collecting data? Would you collect primary data or look for information in the literature? How do you combine all information? Do you use modeling? Is there an intermediate measure of effect or benefits? What is the final measure of effectiveness/utility/benefit? Maybe costs, too. How do you combine costs and effectiveness/benefit?

Other hints to get you started:

- Think about what interests you.
- Do the programs work or do you have a belief based on evidence that the programs will work?
- What is the desired level of outcome?
- What type of evaluation design will you choose?

COURSE OUTLINE:

Week & Dates	Topic & Assigned Readings	Activities & Assessment
Week 1 JAN 9	Program evaluation – why? Rossi, Lipsey, Henry ch. 1	In class: <ul style="list-style-type: none"> - The instructor teaches basic elements of program evaluation - The goal is to start understanding the elements involved in evaluations
Week 2 JAN 16	Needs assessment Rossi, Lipsey, Henry ch. 2	In preparation for Week 2: <ul style="list-style-type: none"> - Read Rossi, Lipsey, Henry ch. 2 During class: <ul style="list-style-type: none"> - We understand needs assessment
Week 3 JAN 23	Program theory Rossi, Lipsey, Henry ch. 3	In preparation for Week 3: <ul style="list-style-type: none"> - Read Rossi, Lipsey, Henry ch. 3

Week & Dates	Topic & Assigned Readings	Activities & Assessment
		During class: <ul style="list-style-type: none"> - We understand about program design
Week 4 JAN 30	Program process, implementation Rossi, Lipsey, Henry ch.4	In preparation for Week 4: <ul style="list-style-type: none"> - Read Rossi, Lipsey, Henry ch. 4 During class: <ul style="list-style-type: none"> - We understand about program process and implementation - Students are assigned into groups
Week 5 FEB 6	Program outcomes Rossi, Lipsey, Henry ch.5	In preparation for Week 5: <ul style="list-style-type: none"> - Read Rossi, Lipsey, Henry ch. 4 - Students hand in individual one written page independently applying evaluation components from Week 4 to a chosen program - Students submit onto onQ before class by 9 am - Each group submits their power point slides onto onQ before class by 9 am In class: <ul style="list-style-type: none"> - Student groups present - We understand about program outcomes
Week 6 FEB 13	Real world program impact Rossi, Lipsey, Henry ch. 6	In preparation for Week 6: <ul style="list-style-type: none"> - Read Rossi, Lipsey, Henry ch. 5 - Students hand in individual one written page independently applying evaluation components from Week 5 to a chosen program - Students submit onto onQ before class by 9 am - Each group submits their power point slides onto onQ before class by 9 am

Week & Dates	Topic & Assigned Readings	Activities & Assessment
		In class: <ul style="list-style-type: none"> - Student groups present - We understand about real world program impact
Week 7 FEB 27	Program evaluation design Rossi, Lipsey, Henry, chs. 7, 8	In preparation for Week 7: <ul style="list-style-type: none"> - Read Rossi, Lipsey, Henry ch. 6 - Students hand in individual one written page independently applying evaluation components from Week 6 to a chosen program - Students submit onto onQ before class by 9 am - Each group submits their power point slides onto onQ before class by 9 am In class: <ul style="list-style-type: none"> - Student groups present - We understand about program evaluation design
Week 8 MAR 6	Mid-term exam (3 hours) Mid-term exam (20%)	In preparation for Week 8: <ul style="list-style-type: none"> - Students prepare /study for mid-term During class: <ul style="list-style-type: none"> - Students take mid-term exam
Week 9 MAR 13	Program effectiveness Rossi, Lipsey, Henry, ch. 9	In preparation for Week 9: <ul style="list-style-type: none"> - Read Rossi, Lipsey, Henry, ch. 9 During class: <ul style="list-style-type: none"> - We understand about effectiveness - As we cover the material, students are asked to jot down, individually, thoughts about their proposed evaluation
Week 10 MAR 20	Program efficiency Rossi, Lipsey, Henry, ch. 10	In preparation for Week 10: <ul style="list-style-type: none"> - Read Rossi, Lipsey, Henry, ch. 10

Week & Dates	Topic & Assigned Readings	Activities & Assessment
		During class: <ul style="list-style-type: none"> - We understand about economic efficiency - As we cover the material, students are asked to jot down, individually, thoughts about their proposed evaluation
Week 11 MAR 27	Program evaluation plan Rossi, Lipsey, Henry, chs. 11, 12	In preparation for Week 9: <ul style="list-style-type: none"> - Read Rossi, Lipsey, Henry, chs. 11, 12 During class: <ul style="list-style-type: none"> - We understand about evaluation plan - As we cover the material, students are asked to jot down, individually, thoughts about their proposed evaluation
MAR 28	Submission of abstract (500 words)	<ul style="list-style-type: none"> - Students submit draft abstract by March 28 by 4 pm (students receive ungraded feedback by April 2)
Week 12 APR 3	Student individual pitches	In preparation for Week 12: <ul style="list-style-type: none"> - Students submit individual final power point presentations onto onQ by 9 am During class: <ul style="list-style-type: none"> - Students present during class
Week 13 APR 10 END OF CLASSES	Student individual pitches	In preparation for Week 12: <ul style="list-style-type: none"> - Students submit individual final power point presentations onto onQ by 9 am. During class: <ul style="list-style-type: none"> - Students present during class
APR 17	First draft of final written assignment due	<ul style="list-style-type: none"> - Submit onto onQ by 4 pm
APR 24	Ungraded feedback on final written assignment provided	<ul style="list-style-type: none"> - Provided on onQ
APR 28	Final written assignment due	<ul style="list-style-type: none"> - Submit onto onQ by 4 pm

Students are advised to be familiar with Queen’s University regulations prohibiting academic dishonesty and plagiarism, in particular:

<https://www.queensu.ca/academicintegrity/students/avoiding-plagiarismcheating>

There are five fundamental values in the Queen’s University academic integrity guide: honesty, trust, fairness, respect and responsibility (see www.academicintegrity.org). Given these values, all community members will thrive. It is the responsibility of students to familiarize themselves with academic integrity regulations and to ensure their assignments adhere to its principles. Falsification of evidence, use of unauthorized materials and plagiarism form part of deviations from academic integrity. Sanctions can range from drastic measures such as request to withdraw from the university to loss of grades on an assignment to a warning.
