

Washington University School of Medicine  
Course Syllabus  
Fall 2018

**M88 AHBR582 Evaluation of Health Services Programs (3 Credit Hours)**

Course Description:

We might be passionate about a health services program or charity, but is there evidence to show the actions of the program produce results? This course will introduce students to the fundamentals of program evaluation. Program evaluation assesses the effectiveness of a program at accomplishing measurable outcomes, the quality with which a program is implemented, and it identifies ways the program can be improved. Evaluation is critical in assessing the success of programs and is often used to justify the continuance of established programs or the initiation of new programs.

This course focuses on evaluation methodology with a heavy emphasis on practical, real-world applications and examples. The emphasis of the course is on developing critical thinking skills. Topics in the course include, but are not limited to: the link between program planning and program evaluation; evaluation designs and their limitations; integrating process and outcome approaches; methods of data collection and related measurement; reliability and validity; and utilization of evaluation results.

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Office: Goldfarb Hall 345, Office hours by appointment

Meeting time and location: Tuesday, 5:30-8:00 PM  
Taylor Avenue Building (TAB), 600 S. Taylor Avenue; Classroom 147A

Required Textbooks\*:

L. Michele Issel (2014). Health program planning and evaluation: A practical, systematic approach for community health. Burlington, MA: Jones & Bartlett Learning. ISBN: 978-1-284-02104-2

Gertler et. Al (2016). Impact Evaluation in Practice Second Edition. The World Bank. Washington DC.  
**(Available on Blackboard)**

\*Additional readings as assigned will be available on the Blackboard course site.

Class Format:

The class is conducted in a graduate seminar format with applied learning activities. Emphasis is given to providing students with tangible tools to be used in the future. Lectures and discussions will cover theory, concepts, terminology, and methodology necessary to complete the course assignments. Workshops will provide students with case study specific examples of concepts or skills. Occasional working sessions will provide students with structured time to work on assignments and receive feedback from peers and instructors. Students are required to participate in each class discussion of readings and in the in-class application exercises/activities.

Course Objectives:

The learning activities and assignments in this course will assess your mastery of these learning outcomes. Upon course completion, each student will be able to:

1. Understand basic evaluation principles and methodology
2. Critique evaluation designs in relation to internal and external validity
3. Apply evaluation methodology to construct an evaluation design
4. Identify strengths and weaknesses of program evaluation publications or reports
5. Understand the difference between qualitative and quantitative methods and their appropriate use
6. Recognize the relationship between evaluation and program and policy development
7. Disseminate findings from a program evaluation for purposes of replication and scale

Assignments and Grading Criteria

Participation	15%
Program Narrative	25%
Community Visit Reflection	10%
Evaluation Critique	15%
Final Evaluation Plan Proposal	30%
Evaluation Proposal Presentation	5%

Grades are based on the following percentages:

A  $\geq$ 93-100, A-  $\geq$ 90-92, B+  $\geq$ 87-89, B  $\geq$ 83-86, B-  $\geq$ 80-82, C  $\geq$ 70-79, F <70

Overview of Assignments:

\*Rubrics for each assignment will be available on Blackboard. Please consult the rubric for a full description of requirements for each assignment.

*1) Participation (15%)*

This grade is based on attendance, class discussion, and contributions during workshops. Class attendance is mandatory. Active participation during class lectures, discussions, and workshops will be evaluated based on the level of complexity and creativity of questions and issues raised. Students should demonstrate an ability to apply principles from lectures and readings to all class discussions and in providing feedback to others.

*2) Program Narrative (25%) – 2-3 pages*

Students will select a program for which they will develop an evaluation plan. This assignment will provide an overview of the program including a description of the organization, the setting and intended target population, the activities of the intervention, the goals and objectives/aims of the program, and the purpose of the evaluation. The student must notify and receive approval of their selected program from the course instructor prior to beginning the assignment. Suggested program options will be listed on Blackboard however students may select a program that is not on this list.

**Program Selection due via e-mail to [mchapnick@wustl.edu](mailto:mchapnick@wustl.edu) on 9/4/18 by 5pm**

**Program Narrative due via Blackboard on 9/25/18 by 11:59pm**

3) *Community Visit Reflection (10%) 2 pages*

4

Three times throughout the semester, we will visit community programs addressing health issues in St. Louis and across the country. Students will select one community site to develop a short reflection piece that will describe 1) the health problems addressed by the community program(s) at the site; 2) the types of programs offered; 3) critique of existing evaluation activities; 4) future program evaluation questions that may be of interest to the organization.

**Community Visit Reflection due via Blackboard by 11:59pm one week after the visit**

4) *Evaluation Critique (15%) 2-3 pages*

To develop their ability to critique evaluation designs, students will review one of three selected evaluation articles posted on Blackboard. In 2-3 pages students will summarize the evaluation design and methods, and critique the evaluation with regards to its internal and external validity.

**Evaluation Critique due via Blackboard on October 10/30/18 by 11:59pm**

5) *Final Evaluation Plan Proposal (30%) 8 pages total*

Students will develop a detailed evaluation plan for their selected program. This assignment will include a description of the study design and implementation plan, an indicator table, budget, timeline, as well as brief dissemination plan. Students will respond to the feedback from the Program Narrative assignment and include this content in the final proposal. Formatting requirements including sections and headings will be outlined in the final evaluation plan proposal rubric.

**Final Evaluation Plan Proposal due via Blackboard on 12/13/18 by 11:59pm**

6) *Evaluation Proposal Presentation (5%)*

On the last day of class, each student will present a summary of their evaluation proposal to the rest of the class (potential funders of the evaluation). The presentation will be limited to 15 minutes per student including 10 minutes for presentation and 5 minutes for funder questions. Presentations will be evaluated for their content, clarity, and concise presentation of ideas.

**Evaluation Proposal Presentations in class 12/11/18**

NOTE: All written course assignments should utilize Times New Roman or Calibri style font size 12, 1.5 line spacing, and 1" margins. Students should utilize American Medical Association (AMA) style citations.

**Policy on Late Assignments:** Health-related issues will need to be documented with a certificate from the doctor attesting to the student's or family member's ill health. Except under extremely unusual circumstances, papers must be turned in online by the beginning of class on the due date. *Late assignments will result in a deduction of five points for each day late (including weekends) off the assignment score unless prior approval is obtained from the instructor or a compelling situation prevents prior approval.* The time/date of submitting assignment is verification of when it was turned in for grading.

Academic Integrity:

All students are expected to abide by and uphold the Washington University policy on academic integrity. Plagiarism is a serious violation of the academic integrity policy, but it is not the only violation. To review this policy, refer to the following web site:

<http://graduateschool.wustl.edu/files/graduate/AcademicIntegrity.pdf>

Student Evaluations of Course:

All course evaluations are now completed online at the following link:

<https://acadinfo.wustl.edu/WebSTAC.asp> Your input is extremely valuable in making this course the best possible, so please take the time at the end of the course to complete your evaluation. I take these very seriously. Thank you!

Washington University Students with Disability Policy:

"Washington University is committed to providing accommodations and/or services to students with documented disabilities. Students who are seeking support for a disability or a suspected disability should contact the Disability Resource Center (DRC) at 5-4062 on the lower level of the Women's Building ([drc@dosa.wustl.edu](mailto:drc@dosa.wustl.edu)). The DRC is responsible for approving and arranging all accommodations for University students."

## Course Outline

NOTE: Syllabi are subject to change at the discretion of the instructor to accommodate instructional and/or student needs, emergency situations, and unexpected circumstances. Students must keep abreast of all announced changes to the syllabus. All changes will be announced in class and posted on the Blackboard course site. It is the responsibility of the student to keep abreast of all changes.

Class	Topic(s)	Assigned Readings	Activities and Deadlines
1 8/28/18	<b>Introduction to Evaluation</b> <ul style="list-style-type: none"> <li>- Program Planning &amp; Eval. Cycle</li> <li>- Evaluation History and Purpose</li> <li>- Types of Evaluation</li> </ul>	Course Syllabus Issel Ch. 1 Context of Health Program Development & Evaluation	Social Enterprise Case study
2 9/4/18	<b>Describing Program Activities &amp; Outcomes</b> <ul style="list-style-type: none"> <li>- Program Strategies &amp; Activities</li> <li>- Goals, Aims, Objectives</li> </ul>	Issel Ch. 7 Program Objectives and Setting Targets	<b>Program Selection Due via e-mail by 5pm</b> Describing Goals & Objectives Workshop
3 9/11/18	<b>Planning for Impact Evaluation</b> <ul style="list-style-type: none"> <li>- Analyzing and Engaging Stakeholders</li> <li>- Developing Research Questions</li> <li>- Determining Approach and Purpose</li> </ul>	Issel Ch. 12 Planning the Intervention Effect Evaluations World Bank Handbook p.31-40	Research Questions Workshop
4 9/18/17	<b>Measuring Program Outcomes: Indicators</b> <ul style="list-style-type: none"> <li>- Selecting Indicators</li> <li>- Developing Indicator Tables</li> </ul>	UNAIDS – An Introduction to Indicators p.13-52 World Bank Handbook p. 41-44	Indicator Table Workshop
5 9/25/18	<b>Community Visit 1: Epharmix</b>	TBD	<b>Program Narrative Due</b> Meet at 4220 Duncan at 5:30pm
6 10/2/18	<b>Evaluation Design I</b> <ul style="list-style-type: none"> <li>- Randomized Controlled Trials</li> <li>- Individual and Cluster</li> <li>- Matching techniques</li> </ul>	Issel p. 393-406, 419-426 World Bank Handbook p. 63-88	<b>Epharmix Community Visit Reflection Due</b> Case Study I
7 10/9/18	<b>Evaluation Design II</b> <ul style="list-style-type: none"> <li>- Cohort Studies</li> <li>- Case-Control</li> </ul>	Issel p. 406-418 World Bank Handbook p. 129-141	Case Study II

8 10/16/18	<b>Evaluation Design III</b> - Review of methods - Selecting a method	Revisit Issel p. 402-405 World Bank Handbook p. 187-200	Case Study III
9 10/23/18	<b>Qualitative Methods</b> - Conducting Semi-Structured Interviews - Focus Group Interviewing - Qualitative Data Analysis	Issel Ch. 16 Qualitative Methods for Planning and Evaluation	Case Study IV
10 10/30/18	<b>Community Visit 2: Habif Health &amp; Wellness Center</b>	TBD	<b>Evaluation Critique Due</b> Meet at 1 Shepley Drive at 5:30pm
11 11/6/18	<b>Implementation Considerations</b> - Sample Size - Budget Development - Timeline Development	World Bank Handbook p. 201-230 and p. 261-290	<b>Habif Community Vist Reflection Due</b> Budget and Timeline Sketch
12 11/13/18	<b>In –Class Proposal Working Session</b>		
13 11/20/18	<b>Community Visit 3: Casa De Salud</b>	TBD	Meet at 3200 Chouteau at 5:30pm
14 11/27/17	<b>Evaluation Ethics</b> - Evaluation Challenges, Issues, Trends - Providing Recommendations	Issel Ch. 17 Program Evaluators’ Responsibilities World Bank Handbook p. 231-246	<b>Casa De Salud Community Visit Reflection Due</b> Ethics Debate
15 12/4/18	<b>Dissemination &amp; Conclusions</b> - Impacting policy & programming - End of semester wrap up	World Bank Handbook p. 247-258  Sridharan et Al. 2011 Ten steps to making evaluation matter	In-Class Proposal Working Session
16 12/11/18	<b>Evaluation Proposal Pitch Session</b>		
17 12/13/18	<b>Final Evaluation Plan Proposal Due by 11:59pm</b>		

Evaluation Resources:

1. Measure Evaluation  
<https://www.measureevaluation.org/measure>
2. Better Evaluation  
<http://www.betterevaluation.org/en>
3. UNICEF Evaluation Toolkit  
[https://www.unicef-irc.org/KM/IE/impact\\_1.php](https://www.unicef-irc.org/KM/IE/impact_1.php)
4. USAID Evaluation Toolkit  
<https://usaidlearninglab.org/evaluation>