

<b>Course Title/Number</b>	SWK 643 Advanced Social Work Research II <b>Program Planning and Evaluation in Health Care</b>
<b>Semester/Year</b>	Fall 2017
<b>Days/Time</b>	
<b>Location</b>	
<b>Instructor</b>	
<b>Office</b>	
<b>Phone</b>	
<b>E-Mail</b>	
<b>Office Hours</b>	
<b>University Policies</b>	By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to <a href="http://www.marshall.edu/academic-affairs">www.marshall.edu/academic-affairs</a> and clicking on “Marshall University Policies.” Or, you can access the policies directly by going to <a href="http://www.marshall.edu/academic-affairs/policies/">www.marshall.edu/academic-affairs/policies/</a> . Academic Dishonesty/Excused Absence Policy for Undergraduates/Computing Services Acceptable Use/Inclement Weather/Dead Week/Students with Disabilities/Academic Forgiveness/Academic Probation and Suspension/Academic Rights and Responsibilities of Students/Affirmative Action/Sexual Harassment

**Course Description: From Catalog**

Program and intervention development and evaluation research in health settings; Issues and skill development in program design and methods for evaluation.
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This course is designed to equip the student with knowledge and skills necessary to systematically develop, implement, and evaluate health-related programs, services, and interventions. Health care payers, providers, consumers, policymakers, and the general public are increasingly focused on assessing the costs, quality, and outcomes of health services. At the same time, health care service systems are becoming more complex, serving increasingly diverse populations, and facing multiple and conflicting demands from various stakeholders. Calls for “empirically-based practice” are becoming strong determinants of the types of services that will, or will no longer, be provided as part of the delivery of health care services in the US. Thus, evidence-based program development is potentially powerful in helping to legitimize and advance psychosocial practice and services in health care.

This course will enhance the student’s ability to provide leadership in advancing these issues in the practice communities where he/she may find himself/herself working. It will be imperative for the student to be able to (1) conduct health needs assessment, (2) develop, implement and monitor health programs, (3) evaluate the effectiveness and efficiency of health programs, and (4) analyze research results as a basis in advocating for programs delivered by social work practitioners.

**The table below shows the following relationships: How each student learning outcome will be practiced and assessed in the course.**

<b>Course student learning outcomes</b>	<b>How students will practice each outcome in this course</b>	<b>How student achievement of each outcome will be assessed in this course</b>
Students will understand skills in problem formulation, program development, resource procurement and program implementation as a means for promoting social justice, social change, health promotion and disease prevention Competency 3 – Social Justice and Human Rights	Group work, discussion, in-class exercises, chapter reviews, writing, practice presentations	[List assessments-exam questions, papers, projects, presentations-that evaluate mastery of this particular outcome].
Students will understand a range of techniques and skills necessary to advocate at the interpersonal, organizational, inter-organization, and community levels on behalf of diverse populations with special attention to eliminating structural barriers that limit service delivery to disadvantaged and underserved populations such as severe and/or chronically ill persons, women, children, older people, gay/lesbian, and oppressed racial/ethnic minorities. Competency 2 – Diversity and Difference	Group work, discussion, in-class exercises, chapter reviews, writing, practice presentations	
Students will understand program planning and evaluation skills and provide students with opportunities to apply such skills in evaluating social work programs and interventions in health-related settings, including development of research designs, program monitoring systems, and data analysis. Competency 4 – Practice-Informed Research and Research-Informed Practice	Group work, discussion, in-class exercises, chapter reviews, writing, practice presentations	

Students will critically evaluate and select methodologies used in social work research to inform micro, mezzo, and macro level practices, including both quantitative and qualitative approaches, and provide opportunities for students to assess the strengths and weaknesses of each, including sensitivity to ethical, multicultural, gender, race, and class, sexual orientation, and disability issues. Competency 9 – Evaluation	Group work, discussion, in-class exercises, chapter reviews, writing, practice presentations	
Students will		

**Required Texts, Additional Reading, and Other Materials**

Royse, D., Thyer, B. A., & Padgett, D. K. (2010). *Program evaluation: An introduction* (5<sup>th</sup> ed.). Belmont, CA: Wadsworth.

Smith, M. (2010). *Handbook of program evaluation for social work and health professionals*. New York, NY: Oxford University Press.

**Course Requirements/Due Dates**

Assignment	Due Date	% of Final Grade
<b>Assignment #1: RE-AIM Exercise</b>	Week 4	25%
<b>Assignment #2: Process Evaluation</b>	Week 8	20%
<b>Assignment #3: Oral Presentation</b>	Week 4- Week- 8	10%
<b>Assignment #4: Outcome Evaluation</b>	Week 15	35%
<b>Class Participation</b>	Ongoing	10%

## Course Schedule Overview

Session	Topic
1	☐☐ Course Introduction
2	☐☐ Evidence-based Program
3	☐☐ Program Planning and Program Development
4	☐☐ Introduction to Geographic Information Systems
5	☐☐ Research Methods
6	☐☐ Needs Assessments or Setting Priorities <b>RE-AIM Assignment Due!</b>
7	☐☐ Process or Formative Evaluation <b>Oral Presentation Assignment Starts!</b>
8	☐☐ Outcome or Summative Evaluation
9	☐☐ Client Satisfaction and Ethical Issues
10	☐☐ Measurement <b>Process Evaluation Assignment Due!</b>
11	☐☐ Data Collection and Pragmatic Issues
12	☐☐ Efficiency Evaluation <b>Oral Presentation Assignment Ends!</b>
13	☐☐ Data Analysis
14	☐☐ Consultation Session (No Class)
15	☐☐ Report and Proposal Writing

## Grading Policy

100-90 = A	80-89 = B	70-79 = C	60-69 = D	<69 = F
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## Attendance Policy

Participation in class discussion is a vital part of the learning process. Everyone has something to contribute. It is important that you attend class, not only so that you can learn from others, but that other students can benefit from your input. Your presence and contribution to the educational experience of others is very important. Each unexcused class hour missed results in point deduction. Excessive unexcused absences may result in an "F" for the course. This is generally considered 6 or more hours of class time.
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## Course Schedule

### Unit 1

#### Topics

Course overview

Review of logic model

Introduction to program evaluation

This Unit relates to course objectives 1-4

#### Required Readings

Smith, M. (2010). Introduction to program evaluation. In *Handbook of program evaluation for social work and health professionals* (pp. 3-27). New York, NY: Oxford University Press.

Smith, M. (2010). Types of program evaluation studies. In *Handbook of program evaluation for social work and health professionals* (pp. 29-55). New York, NY: Oxford University Press.

#### Supplemental Readings

Cheadle, A., Beery, W. L., Greenwald, H. P., Nelson, G. D., Pearson, D., & Senter, S. (2003). Evaluating the California Wellness Foundation's Health Improvement Initiative: A logic model approach. *Health Promotion Practice, 4*(2), 146-156.

Final narrative report—Vermont's Cash and Counseling Project. (2008). Retrieved August 21, 2009 from website of <http://www.ddas.vermont.gov/ddas-publications/publications-cfc/cfc-rwj-cash-counseling-project/cash-counseling-project-final-report>

Lando, J., Williams, S. M., Williams, B., & Sturgis, S. (2006). A logic model for the integration of mental health into chronic disease prevention and health promotion. *Preventing*

*Chronic Disease*, 3(2), 1-4. Retrieved from:  
[http://www.cdc.gov/pcd/issues/2006/apr/05\\_0215.htm](http://www.cdc.gov/pcd/issues/2006/apr/05_0215.htm)

Royse, D., Thyer, B. A., & Padgett, D. K. (2010). Introduction. In *Program evaluation: An introduction* (5<sup>th</sup> ed., pp. 1-33). Belmont, CA: Wadsworth.

## **Unit 2 Evidence Based Program**

Review evidence-based practice  
Designing evidence-based programs  
The RE-AIM model

### **Required Readings**

Smith, M. (2010). New trends and issues in program evaluation. In *Handbook of program evaluation for social work and health professionals* (pp. 57-79). New York, NY: Oxford University Press.

Glasgow, R. E. (2006). RE-AIMing research for application: Ways to improve evidence for family medicine. *The Journal of the American Board of Family Medicine*, 19, 11-19.

Glasgow, R. E. & Emmons, K. M. (2007). How can we increase translation of research into practice? Types of evidence needed. *Annual Review of Public Health*, 28, 413-433. doi:10.1146/annurev.publhealth.28.021406.144145

Reach Effectiveness Adoption Implementation Maintenance (RE-AIM) Retrieved from: <http://www.re-aim.org/>

### **Supplemental Readings**

Kramer, L. Schwartz, P., Cheadle, A. & Rauzon, S.(2012). Using photovoice as a participatory evaluation tool in Kaiser Permanente’s Community Health Initiative. *Health Promotion Practice* [ahead of print-use doi] **doi:** 10.1177/1524839912463232

Steinberg, E. P., & Luce, B. R. (2005). Evidence-based? Caveat emptor! *Health Affairs: The Policy Journal of the Health Sphere*, 24, 80-92.

## **Unit 3 Program Planning and Development**

Macro environment and planning model  
Setting program goals and objectives  
Implementation and timelines

### **Required Readings**

Smith, M. (2010). Describing the program. In *Handbook of program evaluation for social work and health professionals* (pp. 81-137). New York, NY: Oxford University Press.

Smith, M. (2010). Determining program goals. In *Handbook of program evaluation for social work and health professionals* (pp. 163-203). New York, NY: Oxford University Press.

GIS: Geographic Information Systems in Social Work. Each student is expected to bring one resource to class that is less than 5 years old. See instructor for suggestions AND <http://libguides.lib.muohio.edu/content.php?pid=54782&sid=401189>

Students are also expected to visit key websites so they are prepared to use these resources in assignments including:

<a href="http://www.census.gov">www.census.gov</a> <a href="http://www.healthycity.org">www.healthycity.org</a> <a href="http://www.cdc.gov">www.cdc.gov</a> <a href="http://www.hhs.gov">www.hhs.gov</a> <a href="http://health.nih.gov">http://health.nih.gov</a> <a href="http://www.ahrq.gov">http://www.ahrq.gov</a> <a href="http://www.esri.com/Industries/health">http://www.esri.com/Industries/health</a> <a href="http://www.ppgis.info/home/?page_id=31">http://www.ppgis.info/home/?page_id=31</a>	<a href="http://www.socialworkpolicy.org/">http://www.socialworkpolicy.org/</a> <a href="http://www.iom.edu/Reports.aspx">http://www.iom.edu/Reports.aspx</a> <a href="http://www.frameworksinstitute.org/cdtoolkits.html">http://www.frameworksinstitute.org/cdtoolkits.html</a> <a href="http://www.chcf.org/">http://www.chcf.org/</a> <a href="http://innovations.ahrq.gov/">http://innovations.ahrq.gov/</a> <a href="https://www.thinkculturalhealth.hhs.gov">https://www.thinkculturalhealth.hhs.gov</a> <a href="#">/</a>
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### Supplemental Readings

McCullum-Gomez, C., Barroso, C. S., Hoelscher, D. M., Ward, J. L., & Kelder, S. H. (2006). Factors influencing implementation of the coordinated approach to Child Health (CATCH) eat smart school nutrition program in Texas. *Journal of the American Dietetic Association, 106*(12), 2039-2044. doi: 10.1016/j.bbr.2011.03.031

Timmreck, T. C. (2003). Developing timelines. In *Planning, program development, and evaluation: A handbook for health promotion, aging, and health services* (2<sup>nd</sup> ed., pp. 147-168). Sudbury, MA: Jones and Bartlett.

Timmreck, T. C. (2003). How to prepare for implementation of services. In *Planning, program development, and evaluation: A handbook for health promotion, aging, and health services* (2<sup>nd</sup> ed., pp. 137-146). Sudbury, MA: Jones and Bartlett.

Timmreck, T. C. (2003). Implementation of programs. In *Planning, program development, and evaluation: A handbook for health promotion, aging, and health services* (2<sup>nd</sup> ed., pp. 169-184). Sudbury, MA: Jones and Bartlett.

## Unit 4 Introduction to Geographic Information Systems GIS

Guest lecture on GIS

Healthy City Demonstration

This Unit relates to course objectives 1, 2, and 3.

### Required Readings

Foley, R. (2002). Assessing the applicability of GIS in a health and social care setting: planning services for informal carers in East Sussex, England. *Social Science & Medicine, 55*,

79- 96.

Fulcher, C. & Kaukinen, C. (2005). Mapping and visualizing the location HIV service providers: An exploratory spatial analysis of Toronto neighborhoods. *AIDS Care*, 17(3), 386-396.

GIS: Geographic Information Systems in Social Work.

Each student is expected to bring one resource to class that is less than 5 years old. See instructor for suggestions AND

<http://libguides.lib.muohio.edu/content.php?pid=54782&sid=401189> Students are also expected to visit key websites so they are prepared to use these resources in assignments including:

<a href="http://www.census.gov">www.census.gov</a> <a href="http://www.healthycity.org">www.healthycity.org</a> <a href="http://www.cdc.gov">www.cdc.gov</a> <a href="http://www.hhs.gov">www.hhs.gov</a> <a href="http://health.nih.gov">http://health.nih.gov</a> / <a href="http://www.ahrq.gov/">http://www.ahrq.gov/</a> <a href="http://www.esri.com/Industries/health">http://www.esri.com/Industries/health</a> <a href="http://www.ppgis.info/home/?page_id=31">http://www.ppgis.info/home/?page_id=31</a>	<a href="http://www.socialworkpolicy.org/">http://www.socialworkpolicy.org/</a> <a href="http://www.iom.edu/Reports.aspx">http://www.iom.edu/Reports.aspx</a> <a href="http://www.frameworksinstitute.org/cdtoolkits.html">http://www.frameworksinstitute.org/cdtoolkits.html</a> <a href="http://www.chcf.org/">http://www.chcf.org/</a> <a href="http://innovations.ahrq.gov/">http://innovations.ahrq.gov/</a> <a href="https://www.thinkculturalhealth.hhs.gov/">https://www.thinkculturalhealth.hhs.gov/</a>
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## Unit 5 Research Methods

Review research concepts and methods

Qualitative methods

Analyzing qualitative data

### Required Readings Supplemental Readings

Anastas, J. W. (2004). Quality in qualitative evaluation: Issues and possible answers. *Research on Social Work Practice*, 14(1), 57-65.

Hyde, A., Howlett, E., Brady, D, Drennan, J. (2005). The focus group method: Insights from focus group interviews on sexual health with adolescents. *Social Science and Medicine*, 61(12), 2588-2599

### Supplemental Reading.

Anastas, J. W. (2004). Quality in qualitative evaluation: Issues and possible answers. *Research on Social Work Practice*, 14(1), 57-65..

Padgett, D. K. (2008). Choosing the right qualitative approach (es). In D. K. Padgett (Ed.), *Qualitative methods in social work research*, 2<sup>nd</sup> ed. (pp. 29-44). Thousand Oaks, CA: Sage.

## Unit 6 Needs Assessment and Setting Priorities



Conduct a needs assessment

Setting priorities

### **Required Readings**

Cotrell, V. & Carder, P. C. (2010). Health-related needs assessment of older residents in subsidized housing. *Journal of Policy Development and Research*, 12(2), 47-66.

Smith, M. (2010). Needs Assessment Studies. In *Handbook of program evaluation for social work and health professionals* (pp. 139-162). New York: NY: Oxford University Press.

### **Supplemental Readings**

Los Angeles County Department of Public Health Office of Health Assessment and Epidemiology (2007). *Preventing childhood obesity: the need to create healthy places. A city and community report.*

Royse, D., Thyer, B. A., & Padgett, D. K. (2010). Needs Assessment. In *Program evaluation: An introduction* (5<sup>th</sup> ed., pp. 55-82). Belmont, CA: Wadsworth.

Thein, K., Zaw, K. T., Teng, R. E., Liang, C., & Julliard, K. (2009). Health needs in Brooklyn's Chinatown: A pilot assessment using Rapid Participatory appraisal. *Journal of Health Care of the Poor and Underserved*, 20, 378-394. doi:10.1353/hpu.0.0140

## **Unit 7 Process or Formative Evaluation**

### **Conduct a process evaluation**

#### **Multicultural evaluation**

#### **Student presentation**

### **Required Readings**

Royse, D., Thyer, B. A., & Padgett, D. K. (2010). Formative and process evaluation. In *Program evaluation: An introduction* (5<sup>th</sup> ed., pp. 108-140). Belmont, CA: Wadsworth.

Smith, M. (2010). Formative evaluations: Program monitoring and process evaluation. In *Handbook of program evaluation for social work and health professionals* (pp. 205-248). New York, NY: Oxford University Press.

Phillips, B., & Schneider, B. (2007). Commonalities and variations in the Cash and Counseling Programs across the three demonstration states. *Health Services Research*, 42(1 & 2), 397-413. doi:10.1111/j.1475-6773.2006.00677.x

The Center for Linguistic and Cultural Competence in Health Care (n.d.) Retrieved from

<https://www.thinkculturalhealth.hhs.gov/CLCCHC/HealthNews/Nov2011HealthNews.asp>

National Resource Center for Participant Directed Services (n.d.) Cash and Counseling.

Retrieved from [http://www.bc.edu/schools/gssw/nrcpds/cash\\_and\\_counseling.html](http://www.bc.edu/schools/gssw/nrcpds/cash_and_counseling.html)

### **Supplemental Readings**

Botcheva, L., Shih, J. & Huffman, L. C. (2009). Emphasizing cultural competence in evaluation: A process-oriented approach. *American Journal of Evaluation*, 30(2), 176-188.

Inouye, T. E., Yu, H. C. & Adefuin, J. (2005). Making the shift to multicultural evaluation, in *Multicultural health evaluation: A foundation resource guide* (pp. 4-19). Los Angeles, CA: California Endowment.

Inouye, T. E., Yu, H. C. & Adefuin, J. (2005). Conceptualizing a multicultural evaluation, in *Multicultural health evaluation: A foundation resource guide* (pp. 20-32). Los Angeles, CA: California Endowment.

Subramanian, K. (2000). The nature of social work services in a large public medical center serving an impoverished multicultural population, *Social Work in Health Care*, 31(2), 47- 64

### **Oral Presentations Begin**

### **Unit 8 Outcome or Summative Evaluation**

#### **Conduct an outcome evaluation**

#### **Student presentations**

#### **Required Readings**

Capella, E., Hoagwood, K. E., & Reinke, W.M. (2011). Advancing intervention research in school psychology: finding the balance between process and outcome for social and behavioral interventions.. *School Psychology Review*, 40(4) 455-464.

Royse, D., Thyer, B. A., & Padgett, D. K. (2010). Group research designs. In *Program evaluation: An introduction* (5th ed., pp. 207-254). Belmont, CA: Wadsworth.

Smith, M. (2010). Designing the evaluation study. In *Handbook of program evaluation for social work and health professionals* (pp. 249-301). New York, NY: Oxford University Press.

Carlson, B. L., Foster, L., Dale, S. B., & Brown, R. S. (2007). Effects of Cash and Counseling on personal care and well-being. *Health Services Research*, 42(1 & 2), 467-487. doi:

#### **Supplemental Readings**

Davis, C. (2004). Hospital social work: Are we conducting the right type of research? *Social Work in Health Care*, 38(3), 67-79.

Royse, D., Thyer, B. A., & Padgett, D. K. (2010). Single system research designs. In *Program evaluation: An introduction* (5<sup>th</sup> ed., pp. 141-174). Belmont, CA: Wadsworth.

Simon-Rusinowitz, L., Mahoney, K. J., Loughlin, D. M., & Sadler, M. D. (2005). Paying family caregivers: An effective policy option in the Arkansas Cash and Counseling demonstration and evaluation. *Marriage & Family Review*, 37(1 & 2), 83-105

## **Unit 9 Client Satisfaction and Ethical Issues**

### **Client Satisfaction**

#### **Ethical issues**

#### **Student presentation**

### **Required Readings**

Royse, D., Thyer, B. A., & Padgett, D. K. (2010). Ethical issues in program evaluation. In *Program evaluation: An introduction* (5<sup>th</sup> ed., pp. 34-54). Belmont, CA: Wadsworth.

Royse, D., Thyer, B. A., & Padgett, D. K. (2010). Client satisfaction. In *Program evaluation: An introduction* (5<sup>th</sup> ed., pp. 175-193). Belmont, CA: Wadsworth.

### **Supplemental Readings**

Smith, M. (2010). Appendix: University employee assistance program: client satisfaction questionnaire. In *Handbook of program evaluation for social work and health professionals* (pp. 365-368). New York, NY: Oxford University Press.

Walsh, T., & Lord, B. (2004). Client satisfaction and empowerment through social work intervention. *Social Work in Health Care*, 38(4), 37-56.

## **Unit 10 Measurement**

### **Measuring objectives (outputs vs. outcomes)**

#### **Student presentation**

### **Required Readings**

Royse, D., Thyer, B. A., & Padgett, D. K. (2010). Measurement tools and strategies. In *Program evaluation: An introduction* (5<sup>th</sup> ed., pp. 271-300). Belmont, CA: Wadsworth.

Royse, D., Thyer, B. A., & Padgett, D. K. (2010). Illustrations of instruments. In *Program evaluation. An introduction*. (5<sup>th</sup> ed., pp. 301-316). Belmont, CA: Wadsworth.

### **Supplemental Readings**

Smith, M. (2010). Designing the evaluation study. In *Handbook of program evaluation for social work and health professionals* (pp. 249-301). New York, NY: Oxford University Press.

## **Process Evaluation Due**

## **Unit 11 Data Collection and Pragmatic Issues**

### **Data collection Pragmatic issues**

#### **Student presentation**

#### **Required Readings**

- Royse, D., Thyer, B. A., & Padgett, D. K. (2010). Pragmatic issues. In *Program evaluation: An introduction* (5<sup>th</sup> ed., pp. 317-340). Belmont, CA: Wadsworth.
- Smith, M. (2010). Implementing the evaluation study and analyzing the data. In *Handbook of program evaluation for social work and health professionals* (pp. 303-353). New York, NY: Oxford University Press.

## **Unit 12 Efficiency Evaluation**

### **Conduct an efficiency evaluation**

#### **Cost-effectiveness designs**

#### **Student presentation**

#### **Required Readings**

- Dale, S. B., & Brown, R. S. (2007). How does cash and counseling affect costs? *Health Services Research, 42*(1 & 2), 488-509. doi: 10.1111/j.1475-6773.2006.00680.x
- Royse, D., Thyer, B. A., & Padgett, D. K. (2010). Cost-effectiveness and cost analysis. In *Program evaluation: An introduction* (5<sup>th</sup> ed., pp. 255-270). Belmont, CA: Wadsworth

## **Oral Presentation Assignment Ends**

### **Supplemental Readings**

- Kee, J. E. (2004). Cost-effectiveness and cost-benefit analysis. In J. S. Wholey, H. P. Hatry, & K. E. Newcomer (Eds.), *Handbook of practical program evaluation* (pp. 506-541). San Francisco, CA: Jossey-Bass. [VKC H97. H358 2004]
- Walker, D. G., & Jan, S. (2005). How do we determine whether community health workers are cost-effective? Some core methodological issues. *Journal of Community Health, 30*(3), 221-229

## **Unit 13 Data Analysis**

### **Data analysis**

### **Using graphics to report findings**

### **Making decisions with data**

### **Required Readings**

Royse, D., Thyer, B. A., & Padgett, D. K. (2010). Data analysis. In *Program evaluation: An introduction* (5<sup>th</sup> ed., pp. 341-372). Belmont, CA: Wadsworth.

### **Supplemental Readings**

UCLA Statistics online seminar and Support. (n.d.). Retrieved from <http://www.ats.ucla.edu/stat/HyperStat/> and <http://www.ats.ucla.edu/stat/seminars/>

USC Statistics Support. (n.d.). Retrieved from <http://www.usc.edu/its/stats/index.html>

## **Unit 14 Consultation**

### **No Class / Individual Appointments**

## **Unit 15 Report and Proposal Writing**

### **Report writing**

### **Proposal writing**

### **Course evaluation**

### **Required Readings**

Royse, D., Thyer, B. A., & Padgett, D. K. (2010). Writing evaluation proposal, reports, and journal articles. In *Program evaluation: An introduction* (5<sup>th</sup> ed., pp. 373-388). Belmont, CA: Wadsworth.

Smith, M. (2010). Writing the report and implementing the findings. In *Handbook of program evaluation for social work and health professionals* (pp. 355-364). New York, NY: Oxford University Press.

## **Assignments**

These assignments provide an opportunity to apply course learning in a practice area of special interest to the students. They will come up with a practical and cost effective evaluation proposal that could be applied to a program in their field agencies. It is also expected that students will discuss ideas the assignment produces with the field agency as a way of obtaining feedback to make the learning experience more practical and application oriented. More detailed guidelines for each assignment will be provided in the classes.

Detailed outline of the assignments will be provided in class and also posted on the Blackboard.

Both the written assignments and oral presentation will address all course objectives. Students will be working individually or in groups throughout the semester for the assignments. If groups are possible, they will be decided within the first month of the course. Group grades will reflect identical grade points for every member of the group. Every member of the group is responsible for reading and proofreading every section of the paper. Any plagiarism or problem is a group problem as are all achievements. Students who fail to earn a B on any individual assignment may redo the assignment to obtain a B grade. Each of the major assignments is described below.

### **Assignment 1**

Assignment 1 uses the RE-AIM Model to assess an evidence-based chronic disease program in the following Dimensions: REACH (Individual Level), EFFECTIVENESS (Individual Level), ADOPTION (Setting/Staff Level), IMPLEMENTATION (Setting/Staff Level), MAINTENANCE (Individual Level) and MAINTENANCE (Setting Level). Students will select a chronic disease topic from one of the following websites: Centers for Disease Control (search under Diseases & Conditions <http://www.cdc.gov/>), National Institute for Health (search health topics A-Z <http://health.nih.gov/>) or Agency for Healthcare Research and Quality (AHRQ) (<http://www.ahrq.gov/>). Students will complete this assignment individually and will use the RE-AIM Model worksheet provided to fill in responses for each RE-AIM Dimension. Students will select an evidence-based chronic disease program that will inform their work/research with a similar target population in a health care setting.

### **Assignment 2**

The second assignment is an applied research exercise consisting of a process evaluation. Students have the option to work individual or in small groups of up to three persons. Each group will evaluate an existing program in one of their field agencies. Assignment 2 is a process evaluation proposal (10 pages maximum) and is due at the beginning of the Unit 9 class.

### **Assignment 3**

The third assignment is to prepare a presentation on a selected evaluation tool to the class using Microsoft Powerpoint slides or a Prezzi presentation. Students can work in small groups of up to three persons. Each group member must present some portion of the topic. Each presentation will have a total time of 15 minutes for the tool presentation and 5 minutes for an evaluation of peer learning. Presentations are to be evaluated by peers including agency representatives (depending on their availability) and the faculty member. Tools will be proposed in advance using list posted by the instructor with student suggestions entertained. A master list will be prepared so there is no duplication. Each group should sign up for the presentation date and topic.

### **Assignment 4**

The fourth assignment is also an applied research exercise consisting of an outcome evaluation. Students have the option to work individual or in small groups of up to three persons. Each group will evaluate an existing program in one of their field agencies. Assignment 4 is an outcome evaluation proposal (12-15 pages).



