

**Department of Health Outcomes and Policy  
College of Medicine  
University of Florida**

***GMS 6851: Health Outcomes Research, Program Evaluation, and Implementation Science  
Fall 2013***

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<b>Class Meetings:</b>	Every Monday, 6 <sup>th</sup> and 7 <sup>th</sup> periods (12:50pm – 2:45pm)
<b>Class Location:</b>	1329 Building (1329 SW 16 <sup>th</sup> Street), Room 5151
<b>Credit Hours:</b>	2 credits for MS students; 3 credits for PhD students also participating in a weekly 1-hour seminar targeted to Medical Sciences PhD students
<b>Course Director:</b>	Sarah D. Lynne-Landsman, Ph.D.
<b>Office Hours:</b>	Mondays, 3:00pm – 4:00pm and by appointment
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<b>Phone:</b>	352-265-7928

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### **COURSE DESCRIPTION**

This course provides an overview of the principles and practices of health outcomes, health program evaluation, and implementation science in the context of the translational research continuum. Content areas include the populations studied, data sources, and user audiences (e.g., the research community, health care practitioners, program directors, and community stakeholders). Students are exposed to a range of health outcomes, program evaluation, and implementation science topics and conceptual frameworks. Emphasis is placed on the importance of context (e.g., health care setting, family, community, culture, and socio-economic status) in conducting health outcomes research, program evaluation, and implementation science.

### **COURSE OBJECTIVES**

Students who successfully complete the course will be able to:

- provide operational definitions of health outcomes research, program evaluation, and implementation science;
- describe the role of health outcomes research, program evaluation, and implementation science in the translational research continuum;
- demonstrate familiarity with at least two major conceptual research frameworks commonly used in health outcomes, program evaluation, and implementation science;
- describe how contextual factors, such as health care setting, family, community, culture, and socioeconomic status, are reflected in commonly used conceptual frameworks;
- demonstrate a fundamental understanding of the key elements in developing a conceptual model;
- identify data sources available for studying different populations in different settings and describe the relative advantages and disadvantages of different types of data sources;
- describe how program evaluation is similar to and different from traditional research,
- identify the main steps in conducting program evaluation; and
- identify different user audiences and compare and contrast the information needs of these audiences.

## **COURSE PROCEDURE**

This course is intended to provide students with a broad overview of the different components of health outcomes, program evaluation, and implementation science. Consequently, a seminar series format will be employed. Each class session will have assigned readings that must be completed prior to class. Class discussion will center around the required readings and reaction papers.

## **STUDENT COURSE REQUIREMENTS**

The following will be used to assess students' progress in achieving the course objectives:

- 1. Reaction Papers.** Students will read assigned readings prior to each class session and submit a 1-2 page summary of their reactions, thoughts, analysis, comments and/or questions on the main issues. Comments are due at 12:50 pm on Monday. Papers are late if the student arrives late to class. Papers should be formatted with 1 inch margins, Times New Roman 12 pt. font, double spaced.
- 2. Attendance and Participation.** All students are expected to be active and regular participants in class discussions. Students should come to class prepared to discuss the assigned readings.
- 3. Final Presentation.** Students will prepare a powerpoint presentation that proposes a specific health outcomes, program evaluation, or implementation science project. Students must identify the population to which the research/evaluation question applies, the specific study/evaluation objectives, the conceptual model they would use to guide the analysis (including specific variables), the data sources and measures, and the target audience. Students will be expected to: (1) provide the rationale for the conceptual model selected, (2) evaluate the strengths and limitations of the data sources and measures, and (3) describe how the content and presentation format will be tailored to the target audience. Presentations are due at 12:50 pm on November 25<sup>th</sup> and will be considered late if the student arrives late to class. Constructive feedback on classmates' presentations will contribute 25% of the final presentation grade. Presentations will take place on Nov. 25<sup>th</sup> and December 2<sup>nd</sup>, should not exceed 20 minutes in length, and will be followed by a 10 minute discussion period.

## **EVALUATION AND GRADING**

Grades will be based on the written reaction papers (30%); attendance and participation in class discussions (30%); and the final presentation and classmate feedback (40%). All deadlines must be met.

Any assignment turned in late will receive a 10 percentage point reduction in the final grade. The following grading system will be used: A (95% or higher), A- (90-94%), B+ (87%-89%), B (83%-86%), B- (80-82%), C+ (77%-79%), C (73%-76%), C- (70-72%), D+ (67-69%), D (63%-66%), D- (60-62%) and E ( $\leq$ 59%).

## **TEXTBOOK AND READINGS:**

The following textbook will be used for this course:

- Robert L. Kane & David M. Radosevich, *Conducting Health Outcomes Research*, 1<sup>st</sup> Edition, Jones & Bartlett Learning, LLC, 2011

Supplementary readings will be assigned and may be expanded beyond what is outlined in the syllabus.

## TOPICAL OVERVIEW

Day	Major Topic	Sub-Topics	Required Readings
26-Aug	Introduction to Health Outcomes Research, Program Evaluation, and Implementation Science	<ul style="list-style-type: none"> <li>Operational definitions of health outcomes research, program evaluation, and implementation science</li> <li>Populations studied</li> <li>Role of health outcomes research, program evaluation, and implementation science in the translational research continuum</li> </ul>	CHOR 1 Drolet & Lorenzi, 2011
9-Sep	Study Questions, Conceptual Frameworks, and Conceptual Models	<ul style="list-style-type: none"> <li>Defining the research/evaluation question</li> <li>Developing the conceptual framework</li> <li>Developing a conceptual model from the conceptual framework</li> </ul>	CHOR 2, Flay et al., 2009 pgs. 452-468, 480-486, 489-497
16-Sep	Study Design	<ul style="list-style-type: none"> <li>Types of study design</li> <li>Threats to study design</li> </ul>	CHOR 3, Design and Analysis of Group Randomized Trials Chp. 2 pg. 19-50, Chp. 3
23-Sep	Sampling and Data Sources	<ul style="list-style-type: none"> <li>Sampling techniques</li> <li>Implications for validity and generalizability of results</li> <li>Overview of different types of data sources used in health outcomes research, program evaluation, and implementation science</li> <li>Advantages and limitations to different sources of data</li> </ul>	CHOR 12, Esposito 2013 Chps. 2, 6, and 20
30-Sep	Measurement Basics	<ul style="list-style-type: none"> <li>Reliability, Validity, Scaling</li> <li>Creating a new measure or selecting an existing measure</li> </ul>	CHOR 4, Streiner & Norman 2003 Chp. 2
7-Oct	Generic Measures and Condition-specific Measures	<ul style="list-style-type: none"> <li>Advantages and limitations of generic versus condition-specific health outcomes measures</li> </ul>	CHOR 5, 7
14-Oct	Health Related Quality of Life and Satisfaction with Care	<ul style="list-style-type: none"> <li>Defining health-related quality of life, when to assess</li> <li>The role of physical health outcomes as well as functional, psychological, and social outcomes for patient satisfaction</li> </ul>	CHOR 6, 8

21-Oct	Measuring Demographic, Psychological, and Social Factors	<ul style="list-style-type: none"> <li>• Controlling for versus evaluating demographic differences or health disparities</li> <li>• Social determinants of health</li> </ul>	CHOR 9
28-Oct	Treatment/Intervention, Data Management and Risk Adjustment	<ul style="list-style-type: none"> <li>• Conceptualizing treatment and intervention and identifying appropriate control groups.</li> <li>• Overview of basic program evaluation components (baseline data, formative evaluation, and process evaluations)</li> <li>• Basics on data management and risk adjustment</li> </ul>	CHOR 10, 11
4-Nov	Analysis	<ul style="list-style-type: none"> <li>• Identifying appropriate statistical tests given different outcome distributions</li> <li>• Clinical/practical significance</li> <li>• Other considerations (power, missing data)</li> </ul>	CHOR 13, Brown et al., 2008
18-Nov	Interpretation and Dissemination	<ul style="list-style-type: none"> <li>• Identifying audiences and users of research and evaluation</li> <li>• Tailoring presentation content and format to different user audiences</li> <li>• Disseminating research and evaluation findings</li> </ul>	CHOR 14
25-Nov	Student Presentations		
2-Dec	Student Presentations		

## COURSE POLICIES

### Class Decorum

Please: (1) be on time, (2) respect others' points of view, (3) listen quietly when others are speaking, and (4) turn off cell phones, alarms, and other such distractions.

### Returned Assignments

Keep copies of all assignments that you submit and of all grades until you receive official notification of your final course grade.

### Attendance Policy

Class attendance is mandatory. Excused absences follow the criteria of the UF Graduate Catalog (e.g., illness, serious family emergency, military obligations, religious holidays), and should be communicated to the instructor prior to the missed class day when possible. The UF Graduate Catalog is available at <http://gradcatalog.ufl.edu/>. Students should read the assigned readings prior to the class meetings, and be prepared to discuss the material. Regardless of attendance, students are responsible for all material presented in class and meeting the scheduled due dates for class assignments.

### **Policy on Make-Up Work**

Students are allowed to make up work only as the result of illness or other unanticipated circumstances. In the event of such emergency, documentation will be required in conformance with university policy. Work missed for any other reason will earn a grade of zero.

### **Special Needs**

Students requiring accommodations must first register with the Dean of Students' Office. The Dean of Students' Office will provide documentation to the student who must then provide this documentation to the faculty member when requesting accommodation. The College is committed to providing reasonable accommodations to assist students in their coursework.

### **Academic Honesty**

Each student is bound by the academic honesty guidelines of the University and the student conduct code printed in the Student Guide and on the University website, available at <http://regulations.ufl.edu/chapter4/4017.pdf>). The Honor Code states: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity." Cheating or plagiarism in any form is unacceptable and inexcusable behavior.

### **Policy on Style for Citation and Plagiarism:**

The two key purposes of citation are to (1) give appropriate credit to the authors of information, research findings, and/or ideas (and avoid plagiarism) and (2) facilitate access by your readers to the sources you use in your research.

Quotations: When directly quoting an outside source, the borrowed text, regardless of the amount, must be surrounded by quotation marks or block quoted. Quoted text over two lines in length should be single-spaced and indented beyond the normal margins. Every quote must include a source—the author, title, volume, page numbers, etc.—whether an internal reference, footnote, or endnote is used in conjunction with a bibliography page.

Paraphrasing or Citing an Idea: When summarizing an outside source in your own words or citing another person's ideas, quotation marks are not necessary, but the source must be included. This includes, but is not confined to, personal communications from other students, faculty members, experts in the field, summarized ideas from published or unpublished resource, and primary methods derived from published or unpublished sources. Use the general concept of "when in doubt – cite."

Plagiarism is a serious violation of the academic honesty policy of the College. If a student plagiarizes others' material or ideas, he or she may receive an "E" in the course. The faculty member may also recommend further sanctions to the Dean, per College disciplinary action policy. Generally speaking, the three keys of acceptable citation practice are: 1) thoroughness, 2) accuracy, and 3) consistency. In other words, be sure to fully cite all sources used (thoroughness), be accurate in the citation information provided, and be consistent in the citation style you adopt. All references should include the following elements: 1) last names along with first and middle initials; 2) full title of reference; 3) name of journal or book; 4) publication city, publisher, volume, and date; and 5) page numbers referenced. When citing information from the Internet, include the WWW address at the end, with the "access date" (i.e., when you obtained the information), just as you would list the document number and date for all public documents. When citing ideas or words from an individual that are not published, you can write "personal communication" along with the person's name and date of communication.