Course Title: Fall 2019 Health Services Research and Evaluation
Course Number: HSAP 0617 J 030; 3 Credits

Course Pre- and Co-requisite(s): None

Course Location: Piscataway
Course Date & Time: Thursday, 6:00 PM – 8:00 PM

Course Instructor: Marcia M. Sass, ScD, Adjunct Associate Professor, Health Systems and Policy, Piscataway, sassmm@sph.rutgers.edu; (609)-499-0446 or (609) 306-3700
Office Hours: By Appointment Only

Course Assistant: Mark Fulcomer, PhD, Adjunct Associate Professor, Epidemiology

Course Website: Add course website (i.e., canvas.rutgers.edu)

Required Course Text: Add name and reference for required course textbook(s)/texts here


or


Additional/Supplemental Readings/Resources:


Course Description: Building on prior exposure to research methods in core courses (e.g., biostatistics, epidemiology) and research-related issues in the health systems and policy core course, students are presented with an overview of both quantitative and qualitative research methods used in investigating health and health services, including health needs assessments and evaluation of health services programs to further expand students' understanding of research methods. Issues involving Institutional Review Board (IRB) and ethical considerations are addressed. Theory is integrated into practice with the selection of a research topic, development of a formal research protocol that includes an IRB application.

Selected Concentration Competencies Addressed:

Each Department identifies competencies for each degree offered. The competencies addressed in this course for the MPH for the Departments of Health Systems and Policy (HSAP) and Global Public Health include:

A Assess community health needs, disparities and the health care delivery system within the context of social, cultural, political, legal, and economic forces;

B Apply quantitative and qualitative research methods in the analysis of health service and policy issues;

C Analyze root causes of morbidity and mortality in major regions of the world and how they are affected by demographic, sociocultural, biological, occupational, and environmental factors; and

D Apply fundamental principles of global standards for the protection of human subjects in diverse cultural settings.

Please visit the Concentration webpages on the School of Public Health's website at sph.rutgers.edu for additional competencies addressed by this course for other degrees and concentrations.

Course Objectives: By the completion of this course, students will be able to:

A Define health services research;
   • State at least two definitions of health services research;
   • Differentiate health services research and evaluation from other types of scientific research;

B Describe and differentiate the range of health services research methods available;
   • Describe the strengths and limitations of quantitative and qualitative research methodologies;
   • Differentiate primary and secondary research methods;
   • Clarify the range of data sources that are useful in health services research and evaluation and how to access them;
C Develop and defend a feasible research design;
- Develop a research question and an appropriate research design to study it.
- Demonstrate an awareness of the ethical issues involved in doing research (locally, nationally, globally).
- Incorporate this knowledge in a specific research project.

D Participate in approaches to evaluating health services and programs.
- Demonstrate an ability to effectively communicate research findings in oral and written forms.
- Describe approaches to assessing community health needs and disparities (locally, nationally, globally).

Course Requirements and Grading: In this section, Instructor should include

- **Assignment 1:**
  Each student is required to review at least five research articles on health services research and evaluation issues from peer reviewed journals (e.g., *Journal of the American Public Health Association, Journal of the American Medical Association, Health Services Research*, etc.) prepare a summary, and present the findings to the class. The written summary (no more than one page) should include the purpose of the research, a description of the study, the research methods and design used, findings, strengths and limitations of the study design and your rationale for choosing the particular article. Articles/resources chosen should focus on (1) an exploratory design; (2) a descriptive design; (3) an explanatory design; and (4) an historical/integrative design.

  The articles can focus on a single aspect of health services research and evaluation or across the major health service content areas (e.g., organization of health services; providers of health services; types of health services; the role of government; financing of health services; and critical issues in health care and use of services).

- **Assignment 2:**
  Each student will complete the web-based CITI Training and will submit a copy of the certificate of completion of the course. Using your NetID, the course can be accessed through citiprogram.org.

- **Assignment 3:**
  Each student will complete a take home exam on health services research and evaluation concepts.
• **Assignment 4:**
Each student will participate in the development and implementation of a group Team Research Project during the Fall 2016 HSR&E course. The project may include developing components of the literature review (a shared responsibility among each Team’s members), entering and verifying the data using Excel, analyzing the data using SPSS version 20, 21, or higher and submitting related assignments. Time will be given in class for the teams to meet and discuss progress, questions, clarification of issues, etc.

• **Assignment 5:**
Each student will participate in the development and presentation of an Individual Research Project. For this, a complete formal research proposal must be developed. The Individual Research Projects must include the following:
  • Title of the project;
  • Introduction and statement of the problem/purpose of the study and research question(s);
  • Brief review of the literature/bibliography;
  • Proposed study design/method/rationale;
  • Proposed sample/recruitment process;
  • Location where the study will be conducted;
  • Duration of the study;
  • Description of method(s) of data analysis to be used;
  • Completed Institutional Review Board form (this will be a DRAFT eIRB form);
  • Requisite consent forms;
  • Sample instruments (e.g., questionnaire)

Suggested topic areas for the research proposals (New Jersey focus, national, global) include but are not limited to:
  • a community health needs assessment;
  • shifts in emergency room use since deregulation;
  • pediatric asthma admission;
  • adolescent pregnancy and childbearing;
  • HIV prevention;
  • diabetes;
  • obesity;
  • infant mortality/improved pregnancy outcomes;
  • bioterrorism, other infectious diseases, and other public health threats and emergencies.

Any student having a particular interest in a research topic that s/he would like to develop into a future fieldwork project should discuss this with Dr. Sass.
• **Assignment 6:**
Class participation that includes but is not limited to attendance, contributing in class and during team activities, timeliness of assignments including following directions in completing them.

• *Additional details about the course’s projects/assignments will be provided during the semester as we move forward with the various topics.*

**Course Assignment Grading**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Deliverables</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CITI Training</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>Article review</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>Take-home exam</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>Team research project</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Become familiarized with project, its strengths &amp; limitations</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>• Review of related literature segment</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>• Enter data</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>• Verify data</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>• Import &amp; analyze data in SPSS &amp; submit related assignments</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>Individual research project</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Inclusion of all aspects described previously in course outline plus use of endnotes for your lit review/references</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>• Presentation in class that includes a discussion of your lit review and other aspects</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>Class participation (includes attendance, contributing in class and during team activities, timeliness of assignments including following directions in completing them)</td>
<td>10</td>
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Total 100
• **Linkage of the course assessments to the course competencies.**

<table>
<thead>
<tr>
<th>Competency</th>
<th>Course Objectives(s)</th>
<th>Lessons</th>
<th>Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A</td>
<td>A 1, 2</td>
<td>Article review, exam, team research, individual research</td>
</tr>
<tr>
<td>2</td>
<td>B, C, D</td>
<td>2 - 15</td>
<td>Exam, article review, class participation, individual research project, team project</td>
</tr>
<tr>
<td>3</td>
<td>B, D</td>
<td>2 - 15</td>
<td>Article review, individual research project, team project</td>
</tr>
<tr>
<td>4</td>
<td>C, D</td>
<td>3 - 15</td>
<td>CITI training, application in research project, skills developed using EndNote</td>
</tr>
</tbody>
</table>

• **School-wide uniform grading scale:**

Grading Policy: 94 – 100 A
90 – <94 A-
87 – <90 B+
84 – <87 B
80 – <84 B-
77 – <80 C+
70 – <77 C<br/><70 F

**Course Schedule:** This includes dates, content to be covered in class and during the “online 30”, readings, assignments due, and presenters.

<table>
<thead>
<tr>
<th>Fall 2019 Dates</th>
<th>Content</th>
<th>Presenter(s)</th>
</tr>
</thead>
</table>
| 1-September 5   | • Introduction and Overview of the Course  
- Specifics about the course  
- Introduce article review  
- History, definition and characteristics of health services research and evaluation (HSR&E)  
- Scientific Foundations of Health Services Research  
- Process of health services research  
• Historical Perspectives of Federal and State Efforts at Compiling Data  
• Introduction to impacts of structural changes: Race/Ethnicity Considerations - Office of Management and Budget Directive 15; ICD-9 to ICD-10 changes; and change in the Standard Population  
• Begin exercises working with Excel  
• Begin reading Shi Chapters 1-4. | Sass, Fulcomer |
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| 2-September 12 | • Conceptualizing health services research  
• Scope/breadth of HSR&E: The Healthy People Series  
• Types and sources of data, strengths and limitations  
  - Electronic data systems  
  - Major data systems: (e.g., vital records, billing records, census, major surveys, etc. and some of their uses)  
• Introduction to the Team Project  
  - Establish Teams  
  - Begin work on Historical Birth, Infant Mortality, Maternal Mortality, and Stillbirth data beginning with the 1925 NJ Health Statistics Report  
• Continue reading Shi Chapters 1-4.                                                                                     | Sass, Fulcomer                                    |
| 3-September 19 | • PubMed  
• Using EndNote to manage search results and other references  
• **Complete and submit First Research Article**                                                                                          | Yingting Zhang, MLS, AHIP, Rutgers, RWJ Library of the Health Sciences  
Sass, Fulcomer                                                                                                             |
| 4-September 26 | • Introduce National Library of Medicine resource for HSR&E  
• Groundwork: Identifying Key Agencies Involved with Health Services Research Activities, types of Research they Solicit and/or Conduct, and Types of Data  
• Research Review  
• Chapter 4: Research Design  
• Team Project:  
  - Begin reading Shi Chapter 5                                                                                                | Sass, Fulcomer                                    |
| 5-October 3   | • IRB Basics; -The Health Insurance Portability and Accountability Act (HIPAA) of 1996  
• Team Project: Introduction to the 2019 team project; address data quality issues  
• Critical aspects of data management: conceptualization, development and implementation including skill sets needed  
• **Complete training and submit copy of CITI certificate**                                                                  |                                                 |
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</thead>
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| 6-October 10   | • Chapter 5: Secondary Analysis  
                  • Discuss including form design and development and the importance/relevance of interviewing techniques. Begin exercises working with Excel and SPSS  
                  • **Complete and submit Second Research Article.**  
                  **Begin reading Chapters 6 – 9.** | Sass, Fulcomer |
| 7-October 17   | Shi, Chapter 9  
                  • Evaluation Research: history and overview, process and outcome, practical applications  
                  • Team Project: review timelines; data quality issues;  
                  • How to fine tune your efforts when doing research reviews  
                  **Continue reading Chapters 6 – 8.** | Sass, Fulcomer |
| 8-October 24   | • Addressing Disparities and Fostering Equity in Health and Healthcare: The Need for Culturally Competent Research and Evaluation  
                  • **Complete and submit Third Research Article** | Robert C. Like, MD, MS  
                  Professor and Director Center for Healthy Families and Cultural Diversity  
                  Department of Family Medicine and Community Health, Rutgers RWJMS |
| 9-October 31   | • **Take home exam distributed**  
                  • Sampling in Health Services Research  
                  • Measurement in Health Services Research  
                  • Some additional reliability and validity considerations for health services, evaluation, and other applied research  
                  • Continue working on Team Project working through Variable View measures in preparation for analyses.  
                  • **Complete and Submit Fourth Research Article** | Sass, Fulcomer |
| 10-November 7  | • Discuss status of Individual Research Projects  
                  • Community Health Needs Assessments and How They Relate to HSR&E  
                  • Begin Qualitative, Experimental, and Survey Research  
                  • Continue with Team Projects  
                  **Work on HSR&E 2016 Fall Exam.** | Sass, Fulcomer |
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</tr>
</thead>
</table>
| 11-November 14 | • Continue with Qualitative, Experimental, and Survey Research  
• Statistical Analysis in Health Services Research  
• Team Project: continue with data entry and verification and reminder about sticking with timelines  
• **Complete and submit HSR&E 2016 Fall Exam** (typed exam with appropriate references both electronically and paper original/copy) | Sass, Fulcomer, Students |
| 12-November 21 | • Data Collection and Statistical Analyses in Health Services Research  
• Team Project: continue data analyses  
• **Submit Fifth Research Article and Bibliography prepared using EndNote** | Sass, Fulcomer, Students |
| 13-November 26 (Tuesday) | Applying Health Services Research  
• Orthogonal contrasts  
• Begin presenting Individual Research Projects  
• Discuss key findings from Team Project analyses  
• Descriptive and experimental research  
Begin reading Chapters 11 – 15. | Sass, Fulcomer, Students |
| 14-December 5 | • Descriptive and experimental research  
• Discuss key findings from Team Project analyses  
• Continue presenting Individual Research Projects and submit completed projects  
• Work on Individual Research Projects not yet complete  
• Submit SPSS assignments  
• Bringing the course together (Classes end December 11, 2019) | Sass, Fulcomer, Students |
| 15-December 19 (Exam Day) | • Complete presentations of remaining Individual Research Projects  
• Completion of Rutgers SPH Course Evaluation Forms | Sass, Fulcomer, Students |
| January 3, 2020 | Grades Due if not submitted earlier. |
Learning Management System: Canvas will be used extensively throughout the semester for course syllabus, assignments, announcements, communication and/or other course-related activities. It is the student’s responsibility to familiarize themselves with Canvas and check it regularly. If you have difficulties accessing Canvas, please inform the instructor and Canvas Support (help@canvas.rutgers.edu). Canvas is accessible at canvas.rutgers.edu.

School of Public Health Honor Code: The School of Public Health Honor Code is found in the School Catalog (sph.rutgers.edu/academics/catalog.html). Each student bears a fundamental responsibility for maintaining academic integrity and intellectual honesty in his or her graduate work. For example, all students are expected to observe the generally accepted principles of scholarly work, to submit their own rather than another’s work, to refrain from falsifying data, and to refrain from receiving and/or giving aid on examinations or other assigned work requiring independent effort. In submitting written material, the writer takes full responsibility for the work as a whole and implies that, except as properly noted by use of quotation marks, footnotes, etc., both the ideas and the works used are his or her own. In addition to maintaining personal academic integrity, each student is expected to contribute to the academic integrity of the School community by not facilitating inappropriate use of her/his own work by others and by reporting acts of academic dishonesty by others to an appropriate school authority. It should be clearly understood that plagiarism, cheating, or other forms of academic dishonesty will not be tolerated and can lead to sanctions up to and including separation from the Rutgers School of Public Health.

Students with Disabilities: Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student must apply for Services by first completing a Registration Form with the Rutgers Office of Disability Services (ODS) at ods.rutgers.edu. The student will also be required to participate in an ODS intake interview and provide documentation. If reasonable accommodations are granted, ODS will provide you with a Letter of Accommodations which should be shared with your instructors as early in your courses as possible.

Commitment to Safe Learning Environment: The Rutgers School of Public Health is committed to helping create a safe learning environment for all students and for the School as a whole. Free expression in an academic community is essential to the mission of providing the highest caliber of education possible. The School encourages civil discourse, reasoned thought, sustained discussion, and constructive engagement. Provocative ideas respectfully presented are an expected result. An enlightened academic community, however, connects freedom with responsibility. The School encourages all students to disclose any situations where you may feel unsafe, discriminated against, or harassed. Harassment or discrimination of any kind will be not tolerated and violations may lead to disciplinary actions.

Reporting Discrimination or Harassment: If you experience any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, know that help and support are available. You may report such incidents to the RBHS Title IX Office or to the School of Public Health’s Office of Student Affairs. Rutgers University has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. If you experience any other form of discrimination or harassment, including racial, ethnic, religious, political, or academic, please report any such incidents to the School’s Office of Student Affairs. The School strongly encourages all students to report any incidents of discrimination or harassment to the School. Please be aware that all Rutgers employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers as listed in Appendix A to Policy 10.3.12) are required to report information about such discrimination and harassment to the School and potentially the University. For example, if you tell a faculty or staff member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty or staff member must share that information with the RBHS Title IX Coordinator. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can find a list of resources in Appendix A to University Policy 10.3.12. For more
information about your options at Rutgers, please visit Rutgers Violence Prevention and Victim Assistance.

**Graduate Student Computer Policy:** Students are required to possess a personal laptop, no older than approximately two years, that must meet minimum requirements which may be found online at: sph.rutgers.edu/student-life/computer-support.html

**Policy Concerning Use of Recording Devices and Other Electronic Communications Systems:** When personally owned communication/recording devices are used by students to record lectures and/or classroom lessons, such use must be authorized by the faculty member or instructor who must give either oral or written permission prior to the start of the semester and identify restrictions, if any, on the use of mobile communications or recording devices.

**Policy Concerning Use of Turnitin:** Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com (directly or via learning management system, i.e. Canvas) for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site. Students who do not agree should contact the course instructor immediately.

**Withdrawal/Refund Schedule:** Students who stop attending their course(s) without submitting a completed Add/Drop Course form will receive a failing grade. Furthermore, students dropping to zero credits for the semester are considered withdrawn and must submit a completed Leave of Absence form from the School of Public Health’s Office of Student Affairs. The School of Public Health refunds tuition only. Administrative and technology fees are non-refundable. You may find the Withdrawal/Refund Schedule on the School of Public Health website at: sph.rutgers.edu/academics/academic-calendar.html