Course Title: Fall 2014 Health Services Research and Evaluation

Course Number: HSAP 0617 J 030 and 040; 3 Credits

Course Location: Piscataway, SPH Room 334; UEC Stratford Room 1081

Course Date & Time: Wednesday, 6:10 p.m. to 9:00 p.m.; September 4 – December

Course Instructor: Marcia M. Sass, ScD, Adjunct Assistant Professor, Health Systems and Policy, Piscataway, SPH Room 128; sassmm@sph.rutgers.edu; (609)-499-0446 or (609) 306-3700

Office Hours: By Appointment Only

Course Assistant: Mark Fulcomer, PhD

Required Course Text:


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

- Assess community health needs, disparities and the health care delivery system within the context of social, cultural, political, legal and economic forces;
Apply quantitative and qualitative research methods in the analysis of health service and policy issues;

Please visit the Department webpages on the School of Public Health’s website at http://sph.rutgers.edu for additional competencies addressed by this course for other degrees and departments.

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

- Define health services research;
- Describe and differentiate the range of health services research methods available;
- Develop and defend a feasible research design; and
- Participate in approaches to evaluating health services and programs.

Specifically students should be able to:

- Describe the strengths and limitations of quantitative and qualitative research methodologies.
- Develop a research question and an appropriate research design to study it.
- Demonstrate an awareness of the ethical issues involved in doing research.
- Demonstrate an ability to effectively communicate research findings in oral and written forms.
- Describe approaches to assessing community health needs and disparities.

**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. The course can be accessed through https://www.citiprogram.org/Default.asp.

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 2014 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) 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.*

- **Grading**

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<thead>
<tr>
<th>Assignment</th>
<th>Deliverables</th>
<th>% of Grade</th>
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<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>
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<tr>
<td>4</td>
<td>Team research project</td>
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<tr>
<td></td>
<td>• Become familiarized with project, its strengths &amp; limitations</td>
<td>5</td>
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<tr>
<td></td>
<td>• Review of related literature segment</td>
<td>0</td>
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<tr>
<td></td>
<td>• Enter data</td>
<td>5</td>
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<tr>
<td></td>
<td>• Verify data</td>
<td>5</td>
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<tr>
<td></td>
<td>• Import &amp; analyze data in SPSS &amp; submit related assignments</td>
<td>5</td>
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<tr>
<td>5</td>
<td>Individual research project</td>
<td></td>
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<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>
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<td>• Presentation in class that includes a discussion of your lit review and other aspects</td>
<td>5</td>
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<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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<td><strong>Total</strong></td>
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<td><strong>100</strong></td>
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**Course Schedule**: This follows below.
Fall 2013 Dates

September 3
- Introduction and Overview of the Course
  - History, definition and characteristics of health services research and evaluation (HSR&E)
  - Process of health services research
  - Conceptualizing health services research
  - Specifics about the course
- “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 reading Babbie Chapters 1-4.

September 10
- 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
- Continue reading Babbie Chapters 1-4.

September 17
- 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 1: Human Inquiry and Science
- Overview of the Sussex-Warren Community Health Assessment Project; Establish Teams and Explore the Data
- Begin reading Babbie Chapter 5

- Complete and submit First Research Article

September 24
- Chapter 4: Research Design
- Team Project: Presentation of Timeline
- Get to know each variable and how to code it
Fall 2013 Dates  Content  Presenter(s)
October 1  • IRB Basics: The Health Insurance Portability and Accountability Act (HIPAA) of 1996
  • Team Project: Introduction to the Pediatric Partnership Initiative Learning Collaboratives and their evaluations; 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
Donna Hoagland
October 8  • Computer Labs: 2A in Piscataway and the Micro-Computer Lab in the Academic Center SOM Library in Stratford
  • Begin exercises working with Excel and SPSS
  • Complete and submit Second Research Article.
Sass, Fulcomer
October 15  • Chapter 5: Conceptualization, Operationalization, and Measurement
  • Some additional reliability and validity considerations for health services, evaluation, and other applied research
  • Team Project: review timelines; data quality issues; finish if SPSS analyses; begin sorting through findings and transferring data to report tables; and assess what has been learned and should be included in the report abstract
Sass, Fulcomer
October 22  • Evaluation Research: history and overview, process and outcome, practical applications
  • Take home exam
  • Complete and submit Third Research Article
Sass, Fulcomer
October 29  • Endnotes presentation
  • How to fine tune your efforts when doing research reviews
  • Complete and Submit Fourth Research Article
Yingting Zhang, MLS, AHIP, Rutgers, RWJ Library of the Health Sciences
Sass, Fulcomer
November 5  • Community Health Needs Assessments and How They Relate to HSR&E
  • Analyzing qualitative and quantitative data: some techniques
  • Survey research including form design and development and the importance/relevance of interviewing techniques
  • Family Health Initiatives Community Needs Assessment
Sass, Fulcomer
November 12  • Addressing Disparities and Fostering Equity in Health and Healthcare: The Need for Culturally Competent Research and Evaluation
  • Team Project: continue with data entry and verification and reminder about sticking with timelines
  • Complete and submit HSR&E 2014 Fall Exam (typed exam with appropriate references both electronically and paper original/copy).
Robert C. Like, MD, MS
Professor and Director
Center for Healthy Families and Cultural Diversity
Department of Family Medicine and Community Health, Rutgers RWJMS
Fall 2013 Dates  |  Content  |  Presenter(s)
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November 19  |  • Sampling issues  
  • Submit Fifth Research Article and Bibliography prepared using EndNote  
  • Discuss key findings from Team Project analyses  
  • Descriptive and experimental research  
  • Orthogonal contrasts  
  • Work on Individual Research Projects  
  • Submit SPSS assignments  |  Sass, Fulcomer

December 3  |  • Begin presenting Individual Research Projects  
  • Continue work on Individual Research Projects  |  Sass, Fulcomer, Students

December 10  |  • Continue presenting Individual Research Projects and submit completed projects  
  • Bringing the course together  |  Sass, Fulcomer, Students

December 17  |  • Complete presentations of remaining Individual Research Projects  
  • Completion of Rutgers SPH Course Evaluation Forms  |

School of Public Health Honor Code: The School of Public Health Honor Code is found in the student bulletin (sph.rutgers.edu/academics/catalog/index.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.

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.