

Graduate School of Nursing, Midwifery & Health

Te Kura Tapuhi Hauora



www.victoria.ac.nz/nmh/



FACULTY OF HUMANITIES AND SOCIAL SCIENCES

2014

HLTH 528: Evaluating Practice

30 points

Trimester 1 2014

Course Coordinators:

Dr Joan Skinner and Dr Robyn Maude

Important Dates

Trimester 1

Trimester dates: 3 March 2014 – 2 July 2014

Mid-Trimester break: 18 April 2014 – 4 May 2014

Withdrawal dates: Refer to www.victoria.ac.nz/students/study/withdrawals-refunds. If you cannot complete an assignment or sit a test or examination, refer to www.victoria.ac.nz/students/study/exams/aegrotats.

TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI



IMPORTANT NOTICE

The Graduate School of Nursing, Midwifery & Health at Victoria University of Wellington, uses all reasonable skill and care in an effort to ensure the information and course content information contained in this outline is accurate at the time of distribution.

Students should be aware, however, that in the event course timetables and venues need to be changed, all attempts will be made to notify the students.

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Section 1: Operational Information

Course Coordinator & Contact Details

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Wellington 6242

Physical Address

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Riddiford St, Newtown
Wellington 6021

Office Hours

The Graduate School office will be open Monday 6 January 2014 and close on Friday 19 December 2014 from 9.00am – 4.00pm weekdays.

In keeping with the practice of other years, academic staff will not be available on Fridays, except for the times they are involved in Schools. Please contact the course coordinator directly either by telephone or email should you wish to make an appointment or discuss course related issues.

School Dates and Locations

1st School

Dates: Wednesday 12 – Friday 14 March 2014

Times: 9am – 5pm daily

Venue: CS801, Level 8, Clinical Services Building, Wellington Regional Hospital, Riddiford St, Newtown, Wellington

2nd School

Dates: Monday 19 and Tuesday 20 May 2014

Times: 9am – 5pm daily

Venue: CS801, Level 8, Clinical Services Building, Wellington Regional Hospital, Riddiford St, Newtown, Wellington

Note: Attendance at all Schools is mandatory.

Please ensure that your travel, work and family commitments take into consideration the requirement to attend school for each full day (9am – 5pm).

Section 2: Academic Requirements

Communication of Additional Information

All course information and information on changes that occur during the course will be conveyed to students via Blackboard.

Course Prescription

This course focuses on the evaluation of practice at an individual, service and systems level. A programme approach is taken to evaluate practice and design, implement and report a formal evaluation. Considerations in working with stakeholders are included. Key skills such as audit and focus groups are practised

Course Content

This course introduces students to the role and importance of evaluation at an individual, service and organisation level for informing service development and evaluating the impact of services. It provides an overview of forms and types of evaluations and uses a programme approach to cover three main forms – needs analysis, formative evaluation and outcome evaluation – that are important for evaluating practice. Theoretical and design considerations such as programme logic, ethics, stakeholders engagement, timing of the evaluation, insider outsider evaluators, methods and data sources are introduced in relation to planning and critiquing each of these forms of evaluation. Key evaluation skills such as audit and focus groups are practised.

Course Learning Objectives (CLOs)

Students who pass this course should be able to:

1. Demonstrate an understanding of the theories and models of evaluation
2. Evaluate the effectiveness and quality of health care interventions
3. Critique evaluation reports and processes
4. Identify and apply effective strategies for evaluating practice in health

Teaching Format

There will be 5 School days held in Wellington which will be delivered in two blocks. These days will be a mix of lectures, tutorials and workshops. A distance component supported by Blackboard supports the development of the content delivered in the school. Students are expected to read a selection of the recommended resources listed in this outline and on Blackboard. The three assignments are each designed to engage students in learning different aspects of evaluating practice.

Nursing Council of New Zealand Nurse Practitioner Competencies This Course Meets (NCNZ 2008)

- 1.2 Demonstrates accountability for practice in relation to the population/client group and the parameters of practice within health care settings.
- 2.5 Uses a formal approach to monitor and evaluate client responses to interventions.
- 3.3 Actively involved in quality assurance activities that monitor and improve the quality of health care and the effectiveness of own practice.

Mandatory Course Requirements

In addition to achieving an overall pass mark of 50%, students must:

1. Attend all Schools unless under special circumstances prior arrangements have been made with the course coordinator.
2. Complete all pieces of assessment to pass the course.

Lectures, tutorials, electronic and other distance learning resources, practical and fieldwork may all be an integral part of the learning experience and participation in such activities is regarded as necessary.

Workload

As a guide each 30-point course at the Graduate School requires students to allocate approximately 10 hours per point for self-directed study, research, assessments and attendance at Schools. Consequently 300 hours should be spread evenly over the 12 week trimester, break, study week and exam period. This course comprises approximately 40 hours of course contact time for lectures. The amount of time you should notionally assign to the completion for each of the assignments is as follows:

1. Assignment Number One: Essay - Theory and practice in evaluation (40%): 104 hours
2. Assignment Number Two: Evaluation proposal presentation (10%): 26 hours
3. Assignment Number Three: Evaluation proposal (50%): 130 hours

Blackboard Information

Students enrolling for this course will need access to the Victoria University of Wellington flexible learning system (Blackboard) via the Internet.

Blackboard is an online environment that supports teaching and learning at Victoria by making course information, materials and learning activities available online via the internet. Blackboard provides web-based access to course content, assessment, communication and collaboration tools. Instructions for using this will be provided as part of timetable during the 1st School. Students will need to be able to access the Internet on a regular basis.

The following software, which is necessary for using material on Blackboard, is freely available to download from the internet if you don't already have it:

- Netscape Communicator v 4.78 or higher (v. 7.1 recommended) OR
- Microsoft Internet Explorer v. 5.2.x or higher
- MS Windows 2000 or XP/ MacOS 9 or Mac OS X.2 or higher

Other software: Adobe Acrobat Reader - free download from <http://www.adobe.com/products/acrobat/>

Microsoft Office or Microsoft Viewers. The viewers can be downloaded free of charge from:
<http://www.microsoft.com/office/000/viewers.asp>

Computer skills required:

- Internet browsing skills
- Basic word processing skills

How to log onto Blackboard

- Open a web browser and go to myVictoria.ac.nz
- Enter your account username which you can find in your *Confirmation of Study* sheet
- It is usually made up of 6 letters of your last name and 4 letters of your first name
- Enter your password. If you have never used Victoria computer facilities your initial password is your student ID number
- Click on the Blackboard icon
- Alternatively, if you want to access Blackboard without going through the myVictoria portal, just log on at <http://blackboard.vuw.ac.nz>

Off Campus access

Blackboard is available from any location where you can access the Internet. This may be your home, work or an Internet café.

Problems with access? Contact ITS service desk **04 463 5050**

Section 3: Assessment Information

Approval is required in writing from the course coordinator if you wish to use work you have submitted from a previous course or have written for your organisation.

Assessment items and workload per item		%	CLO(s)	Due date
1	Essay – Theory and practice in evaluation	40%	1, 2, 3	28 April 2014
2	Evaluation proposal presentation	10%	2, 3, 4	20 May 2014
3	Evaluation proposal	50%	2, 3, 4	13 June 2014

Assignment Number One

Assignment Name: **Essay - Theory and practice in evaluation**

Due Date: 5pm Monday 28 April 2014

Word limit: 3500 words

This assignment is worth 40% of your final grade.

In light of the theoretical approaches to evaluation, identify and describe three areas from your professional practice or work setting where you might undertake an evaluation. One area should be suitable for a needs analysis, one for process evaluation and the third for an outcomes evaluation. Employing the practice and evaluation literature describe what might be gained in undertaking such evaluations in your chosen context.

This assignment meets learning objectives: 1, 2 & 3

Please submit this assignment via Blackboard.

Assignment Number Two

Assignment Name: **Evaluation proposal presentation**

Due date: Tuesday 20 May 2014

Dimensions: Poster - maximum size is A0 portrait style 841mm wide by 1189mm high
One page handout (either a replica of your poster OR a word document)

This assignment is worth 10% of your final grade.

Poster 10%

You intend to undertake an evaluation and have invited key stakeholders to view a poster outlining the evaluation plan. The budget for the evaluation is limited to \$20,000 plus GST. You may choose any evaluation scenario.

You need to be prepared to answer questions from your colleagues and from Graduate School staff about your proposal. The poster should include:

- The subject of the evaluation (with brief background)
- Evaluation type and objectives
- Sample and other data sources (e.g., participants, documents, records)
- Methods (how obtain data)
- Anticipated issues
- Processes and timeline

A hand out that is either a replica of your poster OR a word document with the details of the poster should be provided.

You can provide details of your plans on blackboard to establish their appropriateness.

This assignment meets learning objective: 2, 3 & 4

Please bring your poster and hand-out on first day of second school

Assignment Number Three

Assignment Name: **Evaluation proposal**

Due Date: 5pm Friday 13 June 2014

Word limit: 5000 words (including tables, illustrations, graphs and GANTT chart)

This assignment is worth 50% of your final grade.

This proposal can be on the same proposal presented for Assignment 2 or can be of a different topic. The budget for the evaluation is limited to \$20,000 plus GST. You may choose any evaluation scenario.

Proposal on evaluation design considerations

Using the following **ten** headings write a proposal of a planned evaluation

Headings

1. **Executive summary**
2. **Program Background** – aims and program logic and why an is evaluation needed
3. **Evaluation objectives** – state the overall aim of the evaluation and the proposed objectives, and where appropriate describe the program logic for these
4. **Literature review findings related to program and planned evaluation**
5. **Design**
 - **Sample** – outline who and how many
 - **Methods** - outline what methods are to be used and why. Summarise the type of data you expect to get
 - **Analysis** – outline how you will analyse the data
 - **Rigour** – summarise how you will ensure that the findings generated are valid and credible
6. **Procedures and timeline** – Summarise the tasks to be done and related order and provide a GANTT chart of the time line. Summary should include time required for particular activities (e.g. 6 days, and time frame (that is specific dates) when activities will be done
7. **Costings** – generate a table of the budget and provide an explanation for costings
8. **Risk management plan** - generate a risk table that identifies up to six major risks. For each risk assess the likelihood of the risk occurring, the impact of the risk on the project if it happens, how you will mitigate against the risk occurring and how you will manage it if it does occur.
9. **Ethical considerations** – identify ethical issues and how you will manage these.
10. **Conclusion** – provide a concluding paragraph of the importance of the evaluation.

Appendix - Curriculum Vitae – to support your suitability as an evaluator (not included in word count).

Please note: Evaluation proposals can include bullet points, tables and illustrations or graphs.

This assignment meets learning objectives: 2, 3 & 4

Please submit this assignment via Blackboard.

Submission and Return of Work

For submission details, please see individual assessment items. Student coursework assignments submitted by the due date will normally be returned with feedback within three weeks of the due date. Marking criteria for each assessment will be posted on Blackboard.

Extensions and Penalties

Extensions

An extension to a deadline will only be considered where there are extenuating circumstances. An application for an extension must be made by you in writing/e-mail to the course coordinator at least 24 hours before the due date. When communicating your request you must include the following information:

- Name, student number and contact details
- Course code
- Date of submission and request date for new submission
- Reason for extension request

Upon receipt of your request, course coordinators may grant an extension of up to 2 weeks. Any further request for an extension may require Head of School approval.

Penalties

Late assignments or assignments with extensions may be subject to delays in marking and may not receive comprehensive feedback.

A penalty will be incurred for late submission of work **where no prior arrangement** has been made as follows:

- Work submitted up to 7 days after the due date without an extension will receive a 2 grade penalty. For example a B+ to a B-.
- Work submitted 8-14 days after the due date without an extension will receive a 4 grade penalty. For example a B+ to a C.
- Work submitted more than 15 days late without an extension will not be marked and will receive an 'E' (fail) grade.

Other marking penalties

Assignments may also be penalised for poor presentation and for exceeding or being below the word limit by 10%.

Section 4: Additional Information

Recommended Reading/Texts

- Alkin, M. C. (2011). *Evaluation essentials from A to Z*. New York: Guilford Press
- Brinkerhoff, R. O. (2003). *The success case method: Find out quickly what's working and what's not*. San Francisco, CA: Berrett-Koehler.
- Brinkerhoff, R. O. (2006). *Telling training's story: Evaluation made simple, credible, and effective*. San Francisco: Berrett-Koehler.
- Brophy, S., Snooks, H., & Griffiths, L. (2008). *Small-scale evaluation in health: A practical guide*. Los Angeles: SAGE
- Creswell, J. W., & Clark, P. (2011). *Designing and conducting mixed methods research*. Los Angeles: SAGE Publications
- Fetterman, D. M. & Wandersman, A. (Eds.). (2005). *Empowerment evaluation principles in practice*. New York: Guilford Press.
- McEvoy, P., & Richards, D. (2003). Critical realism; A way forward for evaluation research in nursing? *Journal of Advanced Nursing*, 43(4), 411-420.
- Mertens, D. M., & Wilson, A. T. (2012). *Program evaluation theory and practice: A comprehensive guide*. New York: The Guilford Press.
- Ministry of Health. (2002). *Toward clinical excellence: An introduction to clinical audit, peer review and other clinical practice improvement activities*. Wellington: Author.
- Ministry of Health. (2007). *How to monitor for population health outcomes: Guidelines for developing a monitoring framework*. Occasional Bulletin No. 44. Wellington: Author.
- Owen, J. (2007). *Program evaluation: Forms and approaches*. (3rd ed.). New York: Guilford Press.
- Patton, M. Q. (2002). *Qualitative research & evaluation methods* (3rd ed.). Thousand Oaks: Sage Publications.
- Patton, M. Q. (2008). *Utilization-focused evaluation* (4th ed.). Thousand Oaks: Sage Publications.
- Posavac, E. J. & Carey, R. G. (2011). *Program evaluation: Methods and case studies* (8th ed.). Upper Saddle River, New Jersey: Pearson Prentice Hall.
- Smith, N. L. & Brandon, P. R. (Eds.). (2008). *Fundamental issues in evaluation*. New York: The Guilford Press.
- Stern, E. (Ed.). (2005). *Evaluation research methods* (Vols 1-4). London: Sage Publications.
- Wilson, V., & McCormack, B. (2006). Critical realism as emancipatory action: The case for realistic evaluation in practice development. *Nursing Philosophy*, 7, 45-57.

Pre-Readings

Walsh, K., Duke, J., Foureux, M., & MacDonald, L. (2007). Designing an effective evaluation plan: A tool for understanding and planning effective evaluations for complex nursing contexts. *Contemporary Nurse*, 25(1-2), 136-45.

Wood, P. J., & Giddings, L. S. (2006). Improving health care through evaluation research: An interview with Katherine Nelson. *Nursing Praxis of New Zealand*, 22(3), 4-14.

Recommended Websites

- Australasian Evaluation Society – www.aes.asn.au
- Centers for Disease control and prevention – <http://www.cdc.gov/eval/framework/index.htm>
- Community Tool Box – <http://www.community.net.nz/how-toguides/community-research/>
- Evaluation Resources – <http://www.uwex.edu/ces/pdande/>
- Free Management Library—<http://managementhelp.org/evaluation/program-evaluation-guide.htm>
- Research Methods Knowledge Base - <http://www.socialresearchmethods.net/kb/intreval.php>
- Web Center for Social Research Methods – <http://www.socialresearchmethods.net/kb/intreval.php>
- W.K. Kellogg Foundation – <http://www.wkkf.org/default.aspx?>
- World Health Organisation – www.who.int/ has a series of resources

See also Berryman, D. R. (2012): Evaluation: Theoretical underpinnings and web resources. *Medical Reference Services Quarterly*, 31(4), 425-432

Journals

- Action Research International
- American Journal of Evaluation
- Evaluation
- Evaluation and Program Planning
- Evaluation & Research in Education
- Evaluation and the Health Professions
- Evaluation Journal of Australasia
- Evaluation Practice
- Evaluation Review
- Journal of Evaluation in Clinical Practice
- Journal of Multidisciplinary Evaluation

Student Feedback

Enhancements made to this course, based on the feedback of previous students, will be covered during the course.

Student feedback on University courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php.

Other important information

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: www.victoria.ac.nz/students/study/exams/integrity-plagiarism
- Aegrotats: www.victoria.ac.nz/students/study/exams/aegrotats
- Academic Progress: www.victoria.ac.nz/students/study/progress/academic-progress (including restrictions and non-engagement)
- Dates and deadlines: www.victoria.ac.nz/students/study/dates
- FHSS Student and Academic Services Office: www.victoria.ac.nz/fhss/student-admin
- Grades: www.victoria.ac.nz/students/study/progress/grades
- Resolving academic issues: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Special passes: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Statutes and policies including the Student Conduct Statute: www.victoria.ac.nz/about/governance/strategy
- Student support: www.victoria.ac.nz/students/support
- Students with disabilities: www.victoria.ac.nz/st_services/disability
- Student Charter: www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter
- Student Contract: www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract
- Subject Librarians: <http://library.victoria.ac.nz/library/resources/subjectcontacts.html>
- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- University structure: www.victoria.ac.nz/about/governance/structure
- VUWSA: www.vuwsa.org.nz