

**2012-13 Master of Science in
Medical Sciences,
Concentration in Health
Outcomes and Policy,
Academic Assessment Plan**

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Office of the Provost

*University of
Florida*

*Institutional
Assessment*

*Continuous Quality
Enhancement*

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Academic Assessment Plan for Master of Science in Medical Sciences Degree with a Concentration in Health Outcomes and Policy

College of Medicine

A. Mission

Mission of the Department of Health Outcomes and Policy Graduate Education Programs

Our educational mission is to produce research-oriented professionals who are well trained in health outcomes and policy research, yet broadly educated regarding the needs of the larger health field. In addition to specialized training, we seek to train professionals who are able to function in a range of clinical, health care, academic, and community settings. To achieve this goal, courses are taught by faculty with multi-disciplinary expertise in health outcomes and policy research, social and community epidemiology, prevention science, implementation science, economics, biostatistics, medical sociology, and psychology. Our courses are open to graduate students, medical students, residents, fellows, and faculty participating in the Clinical and Translational Science Institute (CTSI) educational programs with instructor approval. CTSI KL2 and T2 scholars are especially encouraged to take part. In the effort to train future leaders in health outcomes and policy research, educational experiences extend beyond the classroom to include involvement in ongoing research projects and policy analyses.

Alignment with College of Medicine and University Mission Statements:

The educational mission of the Department of Health Outcomes and Policy directly supports the overall mission of the College of Medicine “to improve health care in Florida, our nation, and the world through excellence and consistently superior leadership in education, clinical care, discovery, and service.” The department’s mission also directly supports each of the specific goals, particularly those related to health services research, innovative health delivery systems and care delivery, health outcomes and quality, prevention science, and resource use.

The educational mission of the Department of Health Outcomes and Policy directly supports the university’s mission to “offer broad-based, exclusive public education, leading-edge research and service to the citizens of Florida, the nation and the world.” Consistent with the university’s mission, the department’s research and scholarship forms the foundation of its education programs – students benefit from the experience of nationally and internationally-recognized faculty conducting innovative and leading research, have opportunities to actively engage in the department’s research programs, and receive one-on-one mentorship in developing their own research projects.

Mission of the College of Medicine

The College of Medicine strives to improve health care in Florida, our nation, and the world through excellence and consistently superior leadership in education, clinical care, discovery, and service.

To achieve this mission we aspire to the following goals:

1. To develop humanistic, skilled, intellectually disciplined, and authoritative medical professionals who are committed to the highest ideals and standards of the profession and who model an exceptional standard of care for those they treat, lead, and serve.
2. To educate and inspire the next generation of leaders in health care, biomedical sciences, health services research, and academic medicine to seek, provide and sustain unparalleled achievements in service, teaching, and research.
3. To provide comprehensive, patient-centered, culturally sensitive, compassionate, and innovative health care of the highest quality to all.
4. To develop and utilize innovative models of interdisciplinary health care delivery that optimize safety, service, outcomes, and resource use.
5. To provide leadership to the State of Florida, the nation, and the world in efforts to promote health, to predict and prevent disease, and to deliver care.
6. To improve our understanding of human health and disease through groundbreaking research and to translate these discoveries into new solutions that promote health, and improve health outcomes and quality of care.
7. To recruit, develop, and nurture a diverse and academically outstanding community of faculty, students, trainees, and staff, who each contribute to excellence in our missions.
8. To promote sustained, robust professional and personal growth, productivity, accountability, integrity, and synergistic collaboration, and synergy of Faculty, students, and staff

University of Florida

It is the mission of the University of Florida to offer broad-based, exclusive public education, leading-edge research and service to the citizens of Florida, the nation and the world. The fusion of these three endeavors stimulates a remarkable intellectual vitality and generates a synthesis that promises to be the university's greatest strength.

The university maintains its dedication to excellent teaching and researching by creating a strong and flexible foundation for higher education in the 21st century. The university welcomes the full exploration of our intellectual boundaries and supports our faculty and students in the creation of new knowledge and the pursuit of new ideas.

Teaching is a fundamental purpose of this university at both the undergraduate and graduate levels. Research and scholarship are integral to the education process and to the expansion of our understanding of the natural world, the intellect and the senses. Service reflects the university's obligation to share the benefits of its research and knowledge for the public good.

B. Student Learning Outcomes and Assessment Measures

SLO Type	Learning Outcomes	Assessments
Knowledge	Identify and describe the concepts, study designs, and research methodologies for conducting health outcomes and policy research.	Students conduct critical evaluation of the academic literature, give oral presentations, and develop research protocols in the following courses: (1) Health Outcomes Research, Program Evaluation, and Implementation Science, (2) Research Designs in Health Outcomes and Policy, (3) Measuring and Analyzing Health Outcomes, (4) Health Outcomes and Policy Seminar, and (5) methods elective courses. Among the research protocols developed for these courses, students will choose one research protocol for additional review. The department's Education Committee will review student protocols using a common rubric.
Knowledge	Identify and describe the concepts, designs, and methods in conducting dissemination and implementation science research.	Students conduct critical evaluation of the academic literature, give oral presentations, and develop research protocols or engage in another substantive written assignment in the following courses : (1) Health Outcomes Research, Program Evaluation, and Implementation Science, (2) Introduction to Clinical and Translational Research, and (3) an elective in dissemination and implementation science. Among the research protocols/written assignments developed for these courses, students will choose one for additional review. The department's Education Committee will review student submission using a common rubric.
Skills	Apply knowledge of concepts, research designs, and research methodologies by formulating hypotheses; planning and designing health outcomes and policy research studies; analyzing data; accurately and objectively reporting results; and discussing the influence of the findings on	Satisfactory evaluation by supervisory committee on written master's thesis and oral defense.

	health outcomes and policy.	
Skills	Effectively present, both orally and in writing, research design, methodology, and results of existing research and an independent research project.	Satisfactory evaluation by supervisory committee on written master's thesis and oral defense.
Professional Behavior	Conduct research in a manner that reflects applicable ethical, professional, and legal standards.	<ol style="list-style-type: none"> 1. Complete and pass the IRB HIPPA for Researchers training. 2. Complete one external research training course: (A) NIH Extramural Education or (B) CITI Basic IRB Regulations, Informed Consent, and History/Ethical Principles. 3. Approval of independent research project by UF IRB. 4. Curriculum faculty and supervisory committee evaluation of research conduct in courses and for the master's thesis.
Professional Behavior	Present research in a manner that reflects applicable ethical and professional standards.	Supervisory committee evaluation of research presentations, including written master's thesis and oral defense.

C. Research

Students are expected to produce a master's thesis that will result in a publishable manuscript. Students are paired with a research mentor before program matriculation so that they receive one-on-one research mentoring from the outset. The core curriculum courses taken during the first semester are designed to provide students with foundational skills in health outcomes and policy research design and methodologies. In addition, students take advanced methods courses. To provide hand-on experience, course requirements and assessments typically include a combination of critical evaluation of the academic literature, oral presentations, and the development of research protocols. In their last semester, students participate in a capstone research seminar course. Students also take 6 research credits to complete their master's thesis work.

D. Assessment Timeline

Use this Assessment Timeline template for your plan. Add or delete rows and columns to accommodate your SLOs and assessments.

Program: MS in Medical Sciences, Concentration in Health Outcomes & Policy
College of Medicine

Assessment	Assessment 1	Assessment 2	Assessment 3	Enter more as needed
SLOs				

Knowledge				
Concepts, study designs, and research methodologies in health outcomes and policy research	Completion of 2 nd Semester course work			
Concepts, designs, and methods in conducting dissemination and implementation science research	After completion of implementation science elective			
Skills				
Apply knowledge of concepts, research designs, and research methodologies	Completion of 2 nd Semester course work	M.S. thesis defense		
Effectively present, orally and in writing, research design, methodology, and results.	Completion of 2 nd Semester course work	M.S. thesis defense		
Professional Behavior				
Conduct research in a manner that reflects applicable ethical, professional, and legal standards	Ethics training – within 2 weeks of program matriculation	Upon completion of each course involving development of research protocols	Throughout preparation of M.S. thesis	
Present research in a manner that reflects applicable ethical and professional standards.	M.S. thesis defense			

E. Assessment Cycle

Use this Assessment Cycle template for your plan. Add or delete rows as needed to accommodate your SLOs.

Assessment Cycle for:

Program: MS in Medical Sciences, Concentration in Health Outcomes & Policy
College of Medicine

Analysis and Interpretation:

May - July

Program Modifications:

Completed by September 30

Dissemination:

Completed by October 31

SLOs	Year	10-11	11-12	12-13	13-14	14-15	15-16
Knowledge							
Concepts, study designs, and research methodologies in health outcomes and policy research					X	X	X
Concepts, designs, and methods in conducting dissemination and implementation science research					X	X	X
Skills							
Apply knowledge of concepts, research designs, and research methodologies					X	X	X
Effectively present, orally and in writing, research design, methodology, and results.					X	X	X
Professional Behavior							
Conduct research in a manner that reflects applicable ethical, professional, and legal standards					X	X	X
Present research in a manner that reflects applicable ethical and professional standards.					X	X	X

Note: This year, 2012-2013, was the first year our program was implemented, and this submission reflects our initial academic assessment plan. Therefore, we will begin collecting data pursuant to this plan in 2013-2014.

F. Measurement Tools

A range of assessment tools are used to evaluate achievement of the SLOs. The Education Committee will assess research protocols for each student using a common rubric. This allows for consistent assessment by the same group of faculty of achievement of SLOs across the students using a common rubric. A sample rubric for this assessment is in Appendix A.

For the two skills SLOs, the Education Committee will assess one research protocol for each student using a common rubric. This allows for consistent assessment by the same group of faculty of achievement of SLOs across the students using a common rubric. In addition, the skills SLOs are measured through the successful defense of the master's thesis.

The two professional behavior skills are measured through (1) successful completion of the required research training modules, (2) approval of an independent research project by the IRB, (3) faculty evaluation in courses involving written and oral presentation of research, and (4) supervisory committee evaluation of the student's written and oral presentations of the master's thesis.

Although we understand that grades are not acceptable indicators of specific SLOs, we do feel that the they are, nonetheless, additional important indicators of progress in meeting the SLOs as the curriculum is designed to achieve these important learning objectives. As such, all SLOs are measured by the faculty members who teach the core courses. They evaluate whether the research protocols submitted in their courses are achieving the and whether they meet professional standards of research in the discipline.

G. Assessment Oversight

Here, list the names and contact information of those who oversee the assessment process in your program. Add or delete rows as needed.

Name	Department Affiliation	Email Address	Phone Number
Jill Herndon	Health Outcomes and Policy	herndojb@ufl.edu	265-7216
Stephanie Staras	Health Outcomes and Policy	sstaras@ufl.edu	265-2553
Jonathan Shuster	Health Outcomes and Policy	shusterj@ufl.edu	265-2548

Appendix A. Research Protocol Review Rubric

Note: Each section will be assessed using the rating scale of Met, Partially Met or Not Met. Students (with their faculty mentors) will be provided with written and oral feedback on each area about the strengths and opportunities for improvement. Specific recommendations to facilitate improvement will be made.

Section	Content	Evaluation Criteria
<p>Each section will be assessed as having Met, Partially Met, or Not Met the expectations based on the evaluation criteria</p>		
Background and Significance	<ul style="list-style-type: none"> • Significance of topic • Brief overview of relevant, current knowledge on topic • Identification of gap in knowledge 	<ul style="list-style-type: none"> • Was an effective literature search conducted to explore the topic? • Has the gap in knowledge been clearly identified? • Has the significance of the topic been effectively conveyed (i.e., is there a clear potential for the project to add to knowledge, increase understanding, or lead to improvements in the field?)
Research Question	<ul style="list-style-type: none"> • Clearly stated research question that addresses identified gap in knowledge • Identification of how question fits into larger, longer-run research program • Anticipated beneficial impact of addressing question • Feasibility of addressing question 	<ul style="list-style-type: none"> • Does the study question follow logically from the background discussion and address an important issue? • Is the question clearly stated? • Is the question sufficiently focused? • Can the question realistically be achieved – i.e., is it feasible? • Are the longer-run benefits of addressing the question clear?
Approach		
Overview	<ul style="list-style-type: none"> • Describe the overall strategy for how you will address your research question. • Explain how you identified that strategy and why you believe it is a reasonable approach. 	<ul style="list-style-type: none"> • Is the approach appropriate to the question and field of study? • Has a sound rationale for the approach been provided?
Outcome of Interest	<ul style="list-style-type: none"> • Clearly identified outcome of interest. 	<ul style="list-style-type: none"> • Is outcome of interest clearly identified?
Methods	<ul style="list-style-type: none"> • Clearly describe approach for examining outcome of interest. 	<ul style="list-style-type: none"> • Are hypotheses clearly stated, and are they appropriate to the overall

	<ul style="list-style-type: none"> • State clear hypotheses appropriate to the study question and field of study. • Describe the type of data that will be used and provide the rationale for selecting those data. • Describe how you will collect the data needed to carry out your project. Explain why your data collection approach is appropriate. • Describe any inclusion/exclusion criteria that apply. • Describe the methodologies you will use to analyze the data to address your research question and test your hypotheses. Provide a rationale for your proposed approach. • Identify key methodological considerations and challenges important to your project. 	<p>research question?</p> <ul style="list-style-type: none"> • Are the data sources clearly identified and are they appropriate to the study question? Was a sound rationale provided? • Are the data collection processes practical and well-considered? • Have inclusion and exclusion criteria been identified? Are they consistent with the study question and hypotheses? • Has the methodology been clearly described? Is it appropriate to the study question, hypotheses and data sources? Was a sound rationale provided for the approach? • Were key methodological considerations/challenges addressed? • Overall, is the approach practical and feasible?
Limitations	<ul style="list-style-type: none"> • Identify key limitations or potential problems you may encounter in your proposed project. • Identify strategies to address these identified challenges. 	<ul style="list-style-type: none"> • Were potential problems and reasonable strategies for addressing the problems identified?
Ethical Considerations	<ul style="list-style-type: none"> • Identify considerations related to research ethics and responsible conduct of research that apply to your project. • Describe the measures that will be put in place to avoid unethical practices and research misconduct. 	<ul style="list-style-type: none"> • Were potential ethical concerns identified and have appropriate safeguards been identified to address those potential problems?
Resource Needs	<ul style="list-style-type: none"> • Identify the key resources you would need to carry out this project. – e.g., what types of expertise would you seek in collaborators, what materials are needed, is any special equipment required, are any special facilities needed, etc. 	<ul style="list-style-type: none"> • Have the resource needs been appropriately identified?
Outcome “Product” and Dissemination	<ul style="list-style-type: none"> • What “products” will be produced as a result of this project – e.g., a manuscript, presentation at national 	<ul style="list-style-type: none"> • Specific “products” and dissemination strategy are identified, reasonable, and effectively target appropriate

Strategy	<p>conferences, etc.</p> <ul style="list-style-type: none"> • How will the findings be shared and disseminated? • Describe your target audience and how your products and dissemination strategy are appropriate to reach the targeted audiences. 	audiences.
General Presentation and Formatting	<ul style="list-style-type: none"> • Formatting (section headers, font, citation style) is consistent throughout. • References are appropriately cited. • Any charts, figures, tables are labeled, titled, and referenced in the narrative. • Protocol has been proofed carefully for punctuation, spelling, appropriate word usage, and grammar. 	<ul style="list-style-type: none"> • Presentation and formatting meet expectations for professional presentation.

Figure 1. University of Florida Graduate/Professional Program Assessment Plan Review Rubric

Related resources are found at <http://www.ua.assessment.edu>

Program:		Year:			
Component	Criterion	Rating			Comments
		Met	Partially Met	Not Met	
Mission Statement	Mission statement is articulated clearly.				
	The program mission clearly supports the College and University missions, and includes specific statements describing how it supports these missions.				
Student Learning Outcomes (SLOs) and Assessment Measures	SLOs are stated clearly.				
	SLOs focus on demonstration of student learning.				
	SLOs are measurable.				
	Measurements are appropriate for the SLO.				
Research	Research expectations for the program are clear, concise, and appropriate for the discipline.				
Assessment Map	The Assessment Map indicates the times in the program where the SLOs are assessed and measured.				
	The Assessment Map identifies the assessments used for each SLO.				
Assessment Cycle	The assessment cycle is clear.				
	All student learning outcomes are measured.				
	Data is collected at least once in the cycle.				
	The cycle includes a date or time period for data analysis and interpretation.				
	The cycle includes a date for planning improvement actions based on the data analysis.				
	The cycle includes a date for dissemination of results to the appropriate stakeholders.				

University of Florida Graduate/Professional Program Assessment Plan Review Rubric, continued

Component	Criterion	Rating			Comments
		Met	Partially Met	Not Met	
Measurement Tools	Measurement tools are described clearly and concisely.				
	Measurements are appropriate for the SLOs.				
	Methods and procedures reflect an appropriate balance of direct and indirect methods.				
	The report presents examples of at least one measurement tool.				
Assessment Oversight	Appropriate personnel (coordinator, committee, etc.) charged with assessment responsibilities are identified				