

Assessment guide HMAN 5180 autumn 23:

Assignment 1:

- a) Explain Lowi's typology, and discuss how relevant this typology is for health policy (40%)

This is a difficult question. The student should be able to explain the typology and any reasonable discussion that demonstrates understanding should be rewarded. In the lectures, we have talked about how this model posits that policy determines politics, occurring through the expectations policy actors have about policies. Strengths and limitations of this model have also been discussed in the lectures, particularly how a (health) policy can fit into more than one of the policy types.

- b) Give examples of non probability samples, then discuss when these types of samples can be useful in evaluations (30%).

The examples used in the lecture and in the book are: convenience samples, typical case samples, maximum variation samples, deviant cases sampling and extreme cases sampling. The general benefits of non probability samples are that they are less costly, easier to do, could be important in an early phase of an evaluation and sometimes we are interested in understanding mechanisms (qualitative studies) and these types of studies may be the best alternative. Other reasonable arguments are of course also welcome and should be rewarded.

- c) Discuss what makes a group research design (GRD) strong, then give an example of a weak GRD design and a strong GRD design (30%)

Weak and strong designs differ with regards to a) whether there is both a pre- and post test. B) whether there is a control group or not and c) whether there is randomization or not. Weak designs will have fewer of these, while a stronger design will have more. We have discussed several designs and a student should have no problem providing examples here.

Assignment 2:

- a) Explain the difference between formative evaluation and process evaluation, and give examples (30%).

Although both formative and process evaluation aim to shape and refine programs and neither of them are concerned with the outcomes of programmes, the textbook emphasises that formative evaluation is undertaken in the start of a programme, whereas process evaluation can be conducted at any time during a project. Moreover, the student should be able to elaborate on the differences between these two evaluations and give concrete examples of how formative and policy evaluations can be conducted.

- b) Explain what is meant by incrementalism in policy studies. Then discuss the relevance of this perspective for understanding decision-making processes underlying health policy. Use examples. (40%).

Incrementalism has been presented together with bounded rationality in the textbook and the lectures. The student should be able to explain what incrementalism is, what type of policy process it describes and the mechanisms behind this policy process. A discussion of strengths and limitations of this perspective that demonstrates understanding and ability to apply it on concrete examples should be rewarded.

- c) Explain what is meant by qualitative and mixed methods in evaluation. Then discuss situations where these types of evaluation methods can be useful (30%).

The student should be able to describe what qualitative research is, when it is applicable and how it differs in central aspects from quantitative research. When explaining mixed methods, it is expected that the student can explain what is meant by the term and the purpose of using such a design. A discussion where the student is able to explain which situations qualitative research are suitable and highlight how qualitative and quantitative methods can interact in mixed methods evaluations—but also identify challenges when opting for this design—should be rewarded.