



Psychology 750.13

Program Evaluation

Fall 2021

Instructor:	Dr. Shannon Jones	Lecture Location:	Room AD247 (Some classes may be conducted virtually, via Zoom)
Phone:	587-225-0464	Lecture Days/Time:	Mondays: 9:00-11:45am Nov 1-Dec 6 (no class Nov 8)
Email:	shannon.jones@ahs.ca		
Office:	N/A		
Office Hours:	By appointment		

Course Description and Objectives

The purpose of this module is to introduce students to key components of program evaluation and its relevance to the discipline of psychology. This module is run as a seminar, which will include didactic presentations by the instructor, discussion of assigned readings, an in-class exercise/assignment, and student presentations, to gain practical experience formulating an evaluation.

Acknowledgments and Respect for Diversity

Our classrooms view diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion. The Department of Psychology would also like to acknowledge the traditional territories of the people of the Treaty 7 region in southern Alberta. The City of Calgary is also home to Métis Nation of Alberta, Region III.

Course Format

This is an in-person class held on campus; however, some lectures may be held virtually via Zoom.

Prerequisites

Admission to the Graduate Program in Psychology or by permission of the Instructor.

Required Texts and Readings

Lecture 1

1. Yates, B. T. (2012). Program evaluation: Outcomes and costs of putting psychology to work. In H. Cooper, P. M. Camic, D. L. Long, A. T. Panter, D. Rindskopf, & K. J. Sher (Eds.), *APA handbook of research methods in psychology, Vol. 2. Research designs: Quantitative, qualitative, neuropsychological, and biological* (pp. 569–586). American Psychological Association. <https://doi.org/10.1037/13620-030>. Available for purchase through [APA PsycNet](#).
2. Ontario Centre of Excellence for Child and Youth Mental Health. (2013). *Program evaluation toolkit: Tools for planning, doing, and using an evaluation*. Ottawa, Ontario. Available for download on [D2L](#).

3. James Bell Associates. (2007). *Evaluation brief: What's the difference? Understanding process and outcome evaluation*. Arlington, VA: Author. **Available for download on D2L.**
4. Handouts: Planning Your Evaluation, Identifying Evaluation Questions, Common Evaluation Methods, Identifying Appropriate Measures (adapted or taken from *Program evaluation toolkit*). **Available for download on D2L.**
5. Description of hypothetical therapy groups for student presentations. **Available for download on D2L.**

Lecture 2

1. MacDonald, G. (2018). Checklist of key considerations for development of program logic models. Retrieved from <https://wmich.edu/evaluation/checklists> **Available for download on D2L.**
2. Logic Model worksheet/handout. **Available for download on D2L.**

Lecture 5

1. James Bell Associates. (2013). *Evaluation brief: Reporting and presenting evaluation findings*. Arlington, VA: Author. **Available for download on D2L.**
2. Websites: Communicating our findings; Creative Reporting Formats for Evaluation
<https://www.betterevaluation.org/en/blog/communicating-findings>
<https://knowhow.ncvo.org.uk/how-to/how-to-use-creative-reporting-formats-for-evaluation>
3. Cook, J. R., (2015). Using evaluation to effect social change: Looking through a community psychology lens. *American Journal of Evaluation*, 36(1), 107-117. doi: 0.1177/1098214014558504. **Available for download on D2L.**

Assessment Methods

- Class participation: Discussion of course content and readings and participation during presentations (e.g., asking thoughtful questions, sharing reflections or comments, constructive suggestions) (35%)
- In-class activity: Logic Model (15%)
- Student presentations (50%)

Grading Scale

This course is evaluated as credit/no credit. Students must receive a grade of B- (80%) to receive credit for the course. As stated in the University Calendar, it is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades. To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% but 89.4% will be rounded down to 89%).

Faculty of Graduate Studies Grading System

A+ = Outstanding performance, A = Excellent performance, A- = Very good performance

B+ = Good performance, B = Satisfactory performance, B- = Minimum pass

C+ All grades of "C+" or lower are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements. Individual programs may require a higher passing grade

Reappraisal of Graded Term Work <http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

Reappraisal of Final Grade <http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

University of Calgary Academic Integrity Policy

Academic integrity is the foundation of the development and acquisition of knowledge and is based on values of honesty, trust, responsibility, and respect. We expect members of our community to act with integrity. Research integrity, ethics, and principles of conduct are key to academic integrity. Members of our campus community are required to abide by our institutional code of conduct and promote academic integrity in upholding the University of Calgary's reputation of excellence. It is your responsibility to ensure that you have read and are familiar with the student academic misconduct policy: <https://www.ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf>.

Lecture Schedule

Date	Topic / Activities	Readings/Worksheets
M Nov 1	Didactic lecture and discussion <ol style="list-style-type: none"> 1. What is program evaluation? 2. Fit of psychologists for this role 3. Main types of program evaluation (formative, summative) 4. Three phases of an evaluation (Planning, doing, and using an evaluation) 5. Discuss hypothetical therapy groups and student presentation assignment 	<ol style="list-style-type: none"> 1. Book Chapter: Yates, B. T. (2012). Program evaluation: Outcomes and Costs of Putting Psychology to Work. <i>APA Handbook of Research Methods in Psychology: Vol. 2. Research Designs</i>, H. Cooper (Editor in chief). 2. Program Evaluation Toolkit: Tools for Planning, Doing, and Using Evaluation (will be referred to throughout course) 3. James Bell Associates. (2007). <i>Evaluation brief: What's the difference? Understanding process and outcome evaluation</i>. 4. Handouts: Planning Your Evaluation, Identifying Evaluation Questions, Common Evaluation Methods, Identifying Appropriate Measures 5. Description of hypothetical therapy groups
Nov 7-13	Term Break No Classes	
R Nov 11	Remembrance Day (Observed). University Closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.	
M Nov 15	Didactic lecture, discussion, and in-class activity <ol style="list-style-type: none"> 1. Real-life examples of program evaluation at the Addiction Centre, Foothills Medical Centre 2. The role of logic models in program evaluation 3. Build a logic model in class 	<ol style="list-style-type: none"> 1. MacDonald, G. (2018). Checklist of key considerations for development of program logic models. Retrieved from https://wmich.edu/evaluation/checklists 2. Logics Model Worksheet/Assignment
M Nov 22	<ol style="list-style-type: none"> 1. Student presentations on program evaluation proposals (see separate assignment instructions) 	<ol style="list-style-type: none"> 1. 2. 3.
M Nov 29	<ol style="list-style-type: none"> 1. Student presentations on program evaluation proposals (see separate assignment instructions) 	<ol style="list-style-type: none"> 1. 2. 3.
M Dec 6	<ol style="list-style-type: none"> 1. Communicating our findings: From evaluation reports to infographics 	<ol style="list-style-type: none"> 1. James Bell Associates (2013). <i>Evaluation Brief: Reporting and Presenting Evaluation Findings</i>.

	<ol style="list-style-type: none"> 2. Practical and ethical considerations in program evaluation 3. Using program evaluation to promote social change 	<ol style="list-style-type: none"> 2. Websites: Communicating our findings, Creative Reporting Formats for Evaluation https://www.betterevaluation.org/en/blog/communicating-findings https://knowhow.ncvo.org.uk/how-to/how-to-use-creative-reporting-formats-for-evaluation 3. Cook, J. R., (2015). Using evaluation to effect social change: Looking through a community psychology lens. <i>American Journal of Evaluation</i>, 36(1), 107-117. doi: 0.1177/1098214014558504
R Dec 9	Fall Term Lectures End. Last day to withdraw with permission from Fall Term half courses.	
Dec 11-22	Fall Final Exam Period	

Supplementary / Helpful Readings and Resources

Free Guides/Handouts for Program Evaluation

1. [Introduction to Program Evaluation for Public Health Programs: A Self-Study Guide](#) (U.S. Department of Health and Human Services Centers for Disease Control and Prevention, 2011).
2. [Developing an Effective Evaluation Plan: Setting the Course for Effective Program Evaluation](#) (Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, 2011).
3. [Developing an Effective Evaluation Report: Setting the Course for Effective Program Evaluation](#) (Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Office on Smoking and Health, Division of Nutrition, Physical Activity and Obesity, 2013).
4. Brief Handout: [Types of Evaluation](#) (Centers for Disease Control and Prevention, National Center for HIV/AIDS, Viral Hepatitis, STD, and TB Prevention Division of STD Prevention)

Journal Articles

1. Carr, E. R., & Miller, R. (2017). Expanding our reach: Increasing the role of psychologists in public and community mental health. *Psychological Services*, 14(3), 352-360.
<https://doi.apa.org/doi/10.1037/ser0000094>
2. Porteous, N. L., Sheldrick, B. J., & Stewart, P J. (2002). Introducing program teams to logic models: Facilitating the learning process. *The Canadian Journal of Program Evaluation*, 17(3), 113-141.

Websites

1. Canadian Evaluation Society: [Home | evaluationcanada.ca](http://www.evaluationcanada.ca)
2. Centers for Disease Control and Prevention and Program Evaluation: <https://www.cdc.gov/HealthyYouth/Evaluation/index.htm>
3. BetterEvaluation: <https://www.betterevaluation.org/>

Textbooks

1. Giancola, S. P. (2020). *Program evaluation: Embedding evaluation into program design and development (1st edition)*. Sage Publications.

- Linfield, K. J., & Posavac, E. J. (2019). *Program evaluation: Methods and case studies (9th edition)*. Routledge Publications.

Academic Accommodations

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

Academic Misconduct

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

Instructor Intellectual Property

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

Student Support and Resources

<https://www.ucalgary.ca/registrar/registration/course-outlines>

Important Dates

The last day to drop this course with no "W" notation and **still receive a tuition fee refund** is **Thursday, September 16, 2021**. Last day add/swap a course is **Friday, September 17, 2021**. The last day to withdraw from this course is **Thursday, December 9, 2021**.

<https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html#fall2017>