GRADUATE SCHOOL OF APPLIED AND PROFESSIONAL PSYCHOLOGY
Program Evaluation Syllabus
Spring 2022
18:826:616:01
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COURSE DESCRIPTION

This course is designed to introduce advanced graduate students to a variety of approaches to program evaluation and a range of skills required to develop and implement an evaluation.
Students will learn the knowledge, skills, and attitudes required of effective program evaluation.

PROFESSION-WIDE COMPETENCIES & DISCIPLINE-SPECIFIC KNOWLEDGE ADDRESSED IN THE COURSE

School Psychology Profession-Wide Competency (SP-PWC) Elements
1.3: Critically interprets and applies empirical findings to address problems, make decisions, and enhance the social, behavioral, and/or academic functioning of children and youth.
2.2: Recognizes ethical dilemmas as they arise, and applies ethical decision-making processes in order to resolve those dilemmas.
3.1: Displays an awareness of how personal bias and cultural history, attitudes, and biases affect understanding and interactions with people different from themselves.
3.2: Demonstrates knowledge of current theoretical and empirical models to support human diversity across core professional roles.
3.3: Demonstrates the ability to consider and integrate cultural and diversity concepts in the design, implementation, and evaluation of programs, products, and services.
4.2: Exhibits behaviors that reflect an openness and responsiveness to feedback and supervision.
4.3: Engages in self-reflection and professional and personal growth activities to maintain and improve performance and professional effectiveness.
5.2: Demonstrates skills in producing, comprehending, and integrating oral, nonverbal, and written communications that are informative and well-integrated across a range of situations, populations, and systems.
9.1: Demonstrates knowledge of and respect for the diverse roles, beliefs, and competencies of professionals and stakeholders working in schools, mental health organizations, and other relevant settings.
9.2: Provides evidence-based consultation and technical assistance to teachers, administrators, parents, and other health service professionals in order to identify effective strategies for addressing educational, social, and emotional problems and needs.
10.1: Demonstrates an understanding of the impact of multiple systems on student development and functioning.
10.3: Utilizes knowledge of systems to design, implement, and evaluate assessment, intervention, consultation and/or other professional services.

Discipline-Specific Knowledge (DSK)
Research Methods, including topics such as strengths, limitations, interpretation, and technical aspects of rigorous case study; correlational, experimental, and other quantitative research designs; measurement techniques; sampling; replication; theory testing; qualitative methods; mixed methods; meta-analysis; and quasi-experimentation.

Statistical Analysis, including topics such as quantitative, mathematical modeling and analysis of psychological data, statistical description and inference, univariate and multivariate analysis, null-hypothesis testing and its alternatives, power, and estimation

Psychometrics, including topics such as theory and techniques of psychological measurement, scale and inventory construction, reliability, validity, evaluation of measurement quality, classical and contemporary measurement theory, and standardization.

LEARNING OBJECTIVES
Students who complete this Program Evaluation Course will be able to…
1) Identify and explain the range of evaluation models, methods, and approaches used in the field. They will demonstrate skills in "critical consumption" of evaluation reports from a scientific and cultural competency perspective (SP-PWC Elements 1.3, 3.2, 3.3, DSK Research Methods).
2) Discuss and analyze scientific, ethical, and diversity-related concerns relevant to evaluation (SP-PWC Elements 2.2, 3.1, 3.3).
3) Demonstrate an in-depth understanding of program theory and program process, especially in relation to the diverse ecologies of various settings/constituents (SP-PWC Elements 10.1, 10.3).
4) Demonstrate an understanding of measurement development and varying forms of reliability and validity. They will also consider the scales' cultural appropriateness (Element 3.3, DSK Psychometrics).
5) Develop skills in analyzing quantitative program data and communicating findings to diverse constituents (SP-PWC Element 10.1, 10.3, DSK Research Methods, Statistical Analysis).
6) Illustrate their understanding of qualitative data analysis related to program evaluation (SP-PWC Element 10.1, 10.3, DSK Research Methods).
7) Demonstrate an ability to synthesize evaluation results into practical summaries which could be presented to diverse program stakeholders (SP-PWC Element 9.1, 9.2).
8) Hone their abilities to communicate information through formal, professional writing typical of the social sciences and the fields of clinical, community, and school psychology (SP-PWC Element 4.2, 4.3, 5.2).
9) Demonstrate competence in peer consultation (SP-PWC Elements 4.2, 4.3).

COURSE TEXT AND MATERIALS:
- Mertens, D. M. (2019). *Research and evaluation in education and psychology, 5th edition*. Los Angeles, CA: Sage Publications.
- Additional readings provided by the instructor on the Canvas site for this class.
- Access to SPSS; access to our prior stats notes/textbooks is also helpful
- APA style guide 6.0: Please have this as a reference text to ensure you comply with APA style standards in your reference sections.

Assessment of Learning Objectives After having completed all of the assignments, students *in effect* will have completed an *Evaluations Skills Portfolio*, which is comprised of the five assignments which map onto the objectives above. In total, the instructors' assessment of each assignment will indicate your progress in reaching the course objectives listed above. In addition, students will demonstrate their understanding of the course material through active participation in class discussion and activities.

Evaluations Skills "Portfolio" comprised of:
1. Assignment 1: *Critique of program theory and process* (25 points)
2. Assignment 2: *Analysis of program impacts* (30 points)
3. Assignment 3: *Measurement development and psychometrics* (3 points, in class)
4. Assignment 4: *Analysis of qualitative interview data: A group project* (5 points)
5. Assignment 5: *Synthesis of evaluation findings and feedback to a stakeholder* (20 points)

Additional assessment:
6. On time arrival to class (5 points)*
7. Attendance (attend every class with one excused absence, 5 points)

8. Class participation as demonstrated through discussion of readings and participation in activities. **This includes *clearly* demonstrating you have done the reading** (5 points)
9. Assignment Head Start Debate Notes (2 points; 2 = comprehensive, thoughtful, insightful; 1 = some insights, some coverage of critique, 0 = not turned in or lacks in-depth critique).

Rationale for short assignments. The assignments are somewhat short in page length. This is to help you work on clear, precise communication of your ideas. In professional settings, long reports are typically not well received.

Grading. Please note that I will assess writing on all of your assignments given the importance of writing for your career. In addition, active participation in class is a requirement given team effort and good communication is essential to your professional lives. I must hear from everyone at least once each class session. Also, please keep in mind that I rigorously assess/grade each of the major assignments. At this point in graduate school, I anticipate few errors in APA style. If you score a C- or below on a paper, you can revise the assignment but cannot, ultimately, receive above a B on the revised paper.

Classroom Culture

Statement on Disabilities: Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: https://ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form (https://webapps.rutgers.edu/student-ods/forms/registration).

Statement on Academic Integrity: The University's academic integrity policy, to which this class will adhere, can be reviewed at: http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/

Names and Pronouns: Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

Respect for Diversity: It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated.

Absenteeism: Given illness, emergencies, and clinical crises, it is understandable if students miss *one* class. However, all attempts should be made via email to alert the instructor *prior* to class time. It is the responsibility of the student to learn from a peer about what he/she missed while absent. If you miss more than one class, then you will need to submit a short reflection paper on the reading and ppt for the missed class. On Canvas, missed class policy is posted. Please note that points will be deducted for late submission of assignments.

Electronic policy. Computer use in the course must be limited to reviewing the readings, notes, and powerpoints. Web surfing (even if on the topic under discussion) is not allowed along will all other personal use (including instant messaging in class). Finally, texting and phone use is strictly prohibited unless you tell the instructor you are awaiting a call due to an emergency.

Professionalism. It is anticipated that all students will carry themselves in a respectful and professional manner with the instructor and with one another. Any issues or concerns should be brought to the instructor's attention.

Student feedback. I will have a mid-term opportunity to hear from you about how to improve the course while it is still in process. Please respectfully engage the instructor with any helpful suggestions or immediate concerns during the course.

COVID19-related info: All students must wear masks during class. Students not wearing masks will be asked to leave class. Students will NOT be penalized for not attending class if they (a) choose not to come for health related reasons and/or (b) choose not come given they have been exposed and/or are experiencing symptoms.

Remote Learning: Please do your best to keep your camera on for a majority of class time when we do meet remotely. Please feel free to use ZOOM backdrops to increase privacy. Also, I understand that there may be times you need to turn off your camera briefly for a range of personal reasons. Please private message me in Zoom if that is case, now and then.

I look forward to a rich learning experience this semester!

GRADUATE SCHOOL OF APPLIED AND PROFESSIONAL PSYCHOLOGY
Program evaluation 2022

Date	Class Topic	Assignment
Week 1 1/24	**Course overview**	Introduction to the syllabus An overview of program evaluation

	Paradigms and ways of knowing.
	
	Evaluation to advance social justice.
		Mertens, D. M. (2019). **Chapter 1,** An Introduction to research & **Chapter 2,** Evaluation.
		Birkeland, S., Murphy-Graham, E., & Weiss, C. (2005). Good reasons for ignoring good evaluation: The case of the drug abuse resistance education (D.A.R.E.) program. *Evaluation and program planning, 28,* 247-256.
		
		In class:
		  a) Paradigm that!
		  b) Introduce Head Start debate
		  c) **Hand out assignment on prepping for the debate**
		  d) Please complete as much as you can on this survey by Feb 7 https://rutgers.ca1.qualtrics.com/jfe/form/SV_0HV0egRBrWgCIv4

Week 2 1/31	The impact of impact evaluations:
	
	Sociopolitical exploration of the 2010 Head Start evaluation.
	
	Implications for minoritized/ marginalized groups
		Be prepared to debate whether Head Start funding should be a) discontinued given the eval results and other supporting material **or** b) continued/expanded given the eval results and other supporting material
		Required Head start readings
		US Department of Health and Human Services. *Head Start Impact Study: Final report, Executive Summary*. Pgs. 1-35.
		
		Additional sources:
		McCoy, D. C., Yoshikawa, H., Ziol-Guest, K. M., Duncan, G. J., Schindler, K. M., Yang, R., Koepp, A., & Shonkoff, J. P., (2017). Impacts of early childhood education on medium- and long-term educational outcomes. *Educational Researcher, 46,* 474–487.
		National Head Start Association *Head Start Impact Study Findings in Context*. (2 pages).
		National Forum on early Childhood Policy and Programs. *Understanding the Head Start Impact Study*. (3 pages).
		Misc Head Start commentary from the internet (8 pages).
		Pianta, R. (2011). *Access to Quality: Ensuring Impacts and Benefits of Head Start Investments.* Powerpoint slides.
		In class:
		  a) **DUE TODAY**: Turn in your two-three pages of notes for the Head Start debate. See assignments in Canvas
		  b) Head Start debate
		  c) Go over your ideas for assignments 1-5.
		  d) **Hand out assignment 1**
		  e) Please complete as much as you can on this survey: https://rutgers.ca1.qualtrics.com/jfe/form/SV_0HV0egRBrWgCIv4

| Week 3 2/7 | Theory-based evaluation and process evaluation

Considering programs in diverse contexts with diverse constituents | W. K. Kellogg Foundation. (2004). *Using Logic Models to Bring Together Planning, Evaluation, and Action: Logic Model Development Guide.* Chapters 1-3 (pp. 1-70).
University of Wisconsin-Extension. (2003, Feb.). *Enhancing Program Performance with Logic Models.* (SKIM FULL document but read excerpted pages carefully)
Chatmon, C. P. & Watson, V. M. (2018). Decolonizing school systems: Racial justice, radical healing, and educational equity inside Oakland Unified School District. *VUE*, no. 48., pp. 7-21.
DUE TODAY: Please complete as much as you can on this survey: https://rutgers.ca1.qualtrics.com/jfe/form/SV_0HV0egRBrWgCIv4

In class:
a) Put pieces together of a program to form a program theory
b) Draw the program theory of a program in which you have participated.
c) Go over your ideas for assignments 1-5.
d) Peer consultation on Assignment 1 |
|---|---|---|
| Week 4 2/14 | Formulating questions;

Fidelity of implementation

Critical considerations of power, diversity, and social validity | Rossi, P.H., Lipsey, M. W., & Freeman, H. E. (2004). Chapter 3. In *Evaluation: A systematic approach, 7th edition.* Thousand Oaks, CA: Sage**.**
Schulte, A. C., Easton, J. E., & Parker, J. (2009). Advances in treatment integrity research: Multidisciplinary perspectives on the conceptualization, measurement, and enhancement of treatment integrity. *School Psychology Review, 38*, 460-475.
Review Mertens, D. M. (2019). Chapter 2, Evaluation.

In class:
a) Assess the standards of evidence in the afterschool program description (from Rossi)
b) Practice formulating fidelity of implementation questions using Schulte et al. (2009) and peer consultation about your evaluation questions. |
| Week 5 2/21 | Culture, diversity and the stance of the evaluator

Assignment 1 due | Proctor, S. L., Williams, B., Scherr, T. & Li, L. (2017). Intersectionality and school psychology: Implications for practice. *Communique, 46* (4), 1-9.
National Association of School Psychology (2017). *Understanding intersectionality.* Infographic. Retrieved from: https://www.nasponline.org/
Askew, K., Green Beverly, M., & JayRead, M. L. (2012). Aligning collaborative and culturally responsive evaluation approaches. *Evaluation and Program Planning, 36,* 552–557.
Tuck, E. (2009). Suspending damage: A letter to communities. *Harvard Educational Review, 79*, 409-427.
Recommended: Botcheva, L., Shih, J., & Huffman, L. C. (2002). Emphasizing cultural competence in evaluation: A process-oriented approach. *American Journal of Evaluation, 30*, 176-188.

In class:
(a) Reflect on your own interpretive lens as evaluators.
(b) Using cultural competency concepts, critique Dunworth, T. et al. (2010). *Evaluation of the Los Angeles Gang Reduction and Youth Development Program: Final Y1 Report.* The Urban Institute. Retrieved from: http://www.urban.org/UploadedPDF/412251-LA-Gang-Reduction.pdf |

Week 6 2/28	Randomized controlled trials and quasi-experimental research designs Program effectiveness for whom? Diversity and moderating effects, Part 1	**SPSS workshop at ARC Building,** IML room 119 Mertens, D. M. (2019). **Chapter 4**, Experimental and quasi-experimental research US Dept of Education. (2003). *Identifying and implementing educational practice supports by rigorous evidence: A user friendly guide.* National Center for Education evaluation and regional Assistance.http://www.ed.gov/rschstat/research/pubs/rigorousevid/guide_pg4.html For assignment 2, please review your stats notes from prior courses on Chi-Square, t-tests, correlations, multiple regression, R-square. In class: (a) Complete 1-page short answers (e.g., difference between internal and external validity) (b) Hand out assignment 2 – Getting to know the dataset for assignment 2. (c) Review methodology**:** Gregory, A., Cornell, D., & Fan, X. (2011). The relationship of school structure and support to suspension rates for Black and White high school students. *American Educational Research Journal, 48,* 904-934.
Week 7 3/7	Analyzing program effects Program effectiveness for whom? Diversity and moderating effects, Part 2	**SPSS workshop at ARC Building,** IML room 119 Gregory, A., Allen, J., Mikami, A., Hafen, C., & Pianta. R. (2016). The promise of a teacher professional development program in reducing the racial disparity in classroom exclusionary discipline. In D. Losen (Ed.). *Closing the Discipline Gap* (pp. 166-179). New York: Teachers College Press. In class: (a) Continued work on assignment 2; leave time THIS week to conduct SPSS analyses. (b) Note that before spring break, you should have <u>your output and tabled your results</u>.

3/14 Spring break – no class next week

Week 8 3/21	Analyzing program effects Program effectiveness for whom? Diversity and moderating effects, Part 3	**If needed, SPSS workshop at ARC Building,** IML room 119 Mertens, D. M. (2019). Data Analysis, **Chapter 13**, Focus on Quantitative analysis, pages 417-437). Fink. A (1995). *How to analyze survey data.* Thousand Oaks, CA: Sage publications. See pgs. 1-70. Recommended reading: *Rossi, Lipsey, and Freeman*: Chapter 10: Detecting, interpreting, analyzing program effects. Pgs 301-330. (See Canvas) In class: (a) Go over readings (b) Go over assignment 2 (c) One-on-one consultations and/or peer review

Week 9
3/28
	Selecting measures, reliability, validity and addressing cultural/linguistic diversity
	
	Assignment 2 due
	
	In-class Assignment 3
	In-class review of on measurement development, reliability and validity
	(See qualtrics link)
	Due today.
		Mertens, D. M. (2019). C**hapter 6,** Survey Methods and **Chapter 12,** Data Collection.
		Litwin, M. S. (1995). Reliability, Chapter 2, *How to measure survey reliability and validity*. Pgs. 5-52.
		Transforming Education (2016). *Measuring MESH: Student and Teacher Surveys Curated for the CORE Districts.* Available from: https://www.transformingeducation.org/measuring-mesh/
		See: http://www.socialresearchmethods.net/kb/survwrit.php
		
		In class: **Assignment 3**
		    (a) Explain assignment 3 in-class psychometric review
		    (b) Survey just in! A demonstration of calculating reliability of a bullying scale
		    (c) Remembering the forms of reliability and validity

Week 10 4/4	Qualitative methods and "raising up" voices who are seldom heard, Part 1.	Patton, M. Q. (2002). *Qualitative research and evaluation methods, 3rd edition*. Thousand Oaks, CA: Sage. Excerpt from Chapter 8, Qualitative analysis and interpretation, pages 452-498. Patton, M. Q. (2002). *Qualitative research and evaluation methods, 3rd edition*. Thousand Oaks, CA: Sage. Excerpt from Chapter 9, Enhancing quality and credibility, pages 552-564. Tyre, A. D. & Feuerborn, L. L. (2016): The minority report: The concerns of staff opposed to schoolwide positive behavior interventions and supports in their schools, *Journal of Educational and Psychological Consultation*, DOI: 10.1080/10474412.2016.1235977 Recommended: Mertens, D. M. (2019). *Research and evaluation in education and psychology, 4th edition.* Thousand Oaks, CA: Sage, **Chapter 8,** Qualitative Research and Action Research, **Chapter 13,** Data Analysis (focus on qualitative analysis,). **In class: Direct students to assignment 4 material**- break into 3 person teams (excluding those with their own interviews)

Week 11 4/11	Qualitative methods and "raising up" voices who are seldom heard, Part 2.	Check in and go over assignment 4 expectations again **By today, read:** Interview transcripts for assignment 4. Come with identified themes and notes. Allen, Q. (2017), "They write me off and don't give me a chance to learn anything": Positioning, discipline, and black masculinities in school. *Anthropology & Education Quarterly, 48,* 269–283. doi:10.1111/aeq.12199 Ortega, L., Lyubansky, M., Nettles, S., & Espelage, D.L. (2016). Outcomes of a restorative circles program in a high school setting. *Psychology of Violence, 6*(3), 459-468. Recommended: FRIENDS National Resource Center for Community-Based Child Abuse Prevention. Using Qualitative Data in Program Evaluation: Telling the Story of a Prevention Program (sample of mixed methods at the end). In class: (a) Group work: Work in small groups on Assignment 4.

Week 12
4/18
	Multiple methods in evaluation.
	
	Using narrative in evaluation to show resilience of marginalized groups
	
	Assignment 4 due
	
	Discuss Assignment 5
		Group presentations for assignment 4.
		
		Greene, J. C. Caracelli, V. J. & Graham. W. F., (1989) Toward a Conceptual Framework for Mixed-Method Evaluation Designs. *Educational evaluation and policy analysis, 11*, 255-274.
		Watson, V. (December, 2014). *The Black sonrise: Oakland Unified School District's commitment to address and eliminate institutionalized racism*, an evaluation report prepared for the Office of African American Male Achievement, Oakland Unified School District, Oakland: CA.
		Recommended: Orsini, M. M., Wyrick, D. L., & Milroy, J. J. (2012). Collaborative evaluation of a high school prevention curriculum: How methods of collaborative evaluation enhanced a randomized control trial to inform program improvement. *Evaluation and Program Planning, 35,* 529–534.
		
		In class:
		  (a) Speed evaluation activity: What kind of evaluation questions go with which kinds of methods? (groups rotate twice)
		  (b) Discuss Assignment 5 and excel file example of making charts

Week 13 4/25	Report writing, disseminating results, and infographics	Weiss, C. Chapter 13 Writing the report and disseminating the results. In *Evaluation, 2nd edition*, 294-319. Watch Stephanie Evergreen's 40 to 60 minutes of her webinar on presenting data effectively.
	Ethics and data presentation	In class: (a) Critique exec summaries (Changing Minds) in pairs and report back (b) Bring in an example of infographics displaying data (c) Bring in your assignment 5 article to discuss what you will display
Week 14 5/2	Program evaluation using single-case research designs Youth-led Evaluation and Participatory Action Research	London, J. K., Zimmerman, K., & Erbstein, N. (2003). Youth-led research and evaluation: Tools for youth, organizational, and community development. *New Directions for Evaluation, 98*, 33-45. Ozer, E. J. (2016). Youth-Led Participatory Action Research. In L. A. Jason & D. S. Glenwick (Eds.). (2016). *Handbook of methodological approaches to community-based research: Qualitative, quantitative, and mixed methods*. New York, NY: Oxford University Press. Mertens, D. M. (2019), **Chapter 7**, *Single Case research* For your reference: Cook, C. R., Fiat, A., Browning Wright, D., Collins, T., McIntosh, K., (2018). Addressing discipline disparities for Black male students: Linking malleable root causes to feasible and effective practices, *School Psychology Review, 47,* 135–152. Single-Case Design Technical Documentation. WhatWorks Clearinghouse: https://ies.ed.gov/ncee/wwc/Document/229 a) Complete Self-Assessment on course competencies b) Youth Participatory Action Research: Watch youth led videos c) Chart from London et al.- what are assets of youth led evaluation?
Week 15 **In person class** 5/9	**Assignment 5 due by 5pm (post on Canvas)**	In class: a) Role Plays! Come prepared to discuss the program impact results to your stakeholder and give feedback to after the role play. b) Class discussion: Applying the course concepts in the future c) Closing Circle

Please note readings will be confirmed the week before they are due. Some may be subject to change.

APPENDIX

LEARNING OBJECTIVES MAPPED ONTO ASSIGNMENTS

Students who complete this Program Evaluation Course will be able to…

1) Identify and explain the range of evaluation models, methods, and approaches used in the field. They will demonstrate skills in "critical consumption" of evaluation reports from a scientific and cultural competency perspective (SP-PWC Elements 1.3, 3.2, 3.3, DSK Research Methods).
   Assignment 1: *Critique of program theory and process*
   Assignment 5: *Synthesis of evaluation finding and feedback to a stakeholder*
   Head Starts debate and notes.

2) Discuss and analyze scientific, ethical, and diversity-related concerns relevant to evaluation (SP-PWC Elements 2.2, 3.1, 3.3).
   Assignment 2, 3, 5, and Head Starts debate and notes.

3) Demonstrate an in-depth understanding of program theory and program process, especially in relation to the diverse ecologies of various settings/constituents (SP-PWC Elements 10.1, 10.3).
   Assignment 1: *Critique of program theory and process*
   Assignment 2: *Analysis of program impacts*
   Assignment 5: *Synthesis of evaluation finding and feedback to a stakeholder*

4) Demonstrate an understanding of measurement development and varying forms of reliability and validity. They will also consider the scales' cultural appropriateness (Element 3.3, DSK Psychometrics).
   Assignment 3: *In-class review of psychometrics*

5) Develop skills in analyzing quantitative program data and communicating findings to diverse constituents (SP-PWC Element 10.1, 10.3, DSK Research Methods, Statistical Analysis).
   Assignment 2: *Analysis of program impacts*

6) Illustrate their understanding of qualitative data analysis related to program evaluation (SP-PWC Element 10.1, 10.3, DSK Research Methods).
   Assignment 4: *Analysis of qualitative interview data*

7) Demonstrate an ability to synthesize evaluation results into practical summaries which could be presented to diverse program stakeholders (SP-PWC Element 9.1, 9.2).
   Assignment 5: *Synthesis of evaluation finding and feedback to a stakeholder*

8) Hone their abilities to communicate information through formal, professional writing typical of the social sciences and the fields of clinical, community, and school psychology (SP-PWC Element 4.2, 4.3, 5.2).
   Assignments 1, 2, 3, 5

9) Demonstrate competence in peer consultation (SP-PWC Elements 4.2, 4.3).
   Assignments 1, 2, 3, 4, 5

**For assignments 2 and 4, students can use their own survey or interview data with approval from the instructor. Alternatively, students can use the survey and interview data supplied by the instructor.

Also, all students will need to have completed the CITI human subjects training for this course.

Useful Resources

Western Michigan University has an Evaluation Center and their website includes a glossary of program evaluation terms: http://ec.wmich.edu/glossary/prog-glossary.htf

The American Evaluation Association maintains a discussion list called EvalTalk. You can sign up for the listserve and browse the archives at: http://www.aime.ua.edu/archives/evaltalk.html

Penn State's College of Agricultural Sciences maintains a website with multiple resources and tip sheets for program evaluations: http://extension.psu.edu/evaluation/Default.html

The W.K. Kellogg Foundation provides many Evaluation Tools and Publications: http://www.wkkf.org/default.aspx?tabid=100&CID=281&CatID=281&NID=211&LanguageID=0

The Harvard Evaluation Exchange publishes information on evaluations of programs and policies focused on youth and families: http://www.hfrp.org/evaluation/the-evaluation-exchange

The What Works Clearinghouse collects information on evidence-based educational programs and practices, including evaluation reports: http://ies.ed.gov/ncee/wwc/

The American Psychological Association Style Manual provides guidelines on proper citation of source materials: http://www.apastyle.org/

Other helpful websites:

http://effectivechildtherapy.org/	http://www.blueprintsprograms.com/
http://www.abct.org/Home/	http://www.cochrane.org/
http://nirn.fpg.unc.edu/	http://www.cebc4cw.org/
http://therapyadvisor.com/default.aspx	http://www.div12.org/psychological-treatments/
http://www.campbellcollaboration.org/	
http://www.nrepp.samhsa.gov/	http://smhp.psych.ucla.edu