
Time: Wednesday 4-6 (10:40 – 1:40)**Location:** MCCA 2196**Instructor:** David C. Diehl, Ph.D.**Office Hours:** By appointment**Office:** 3025C McCarty Hall D (273-3526)**e-mail:** dcdiehl@ufl.edu

Course Description: Program Planning and Evaluation for Human Service Delivery is a three-credit-hour course that teaches students the philosophy, theory, and process of planning and evaluating family, youth and community programs. Emphasis will also be placed on program planning and evaluation models that are widely used in family, youth and community science as well as other human service education and delivery programs. Course assignments and projects will be tailored to the specific interests of the students.

Course Goal: Students will be able to design a feasible program plan and evaluation plan that includes a logic model and detailed plan for carrying out an evaluation.

Course Objectives: After completing this course students will:

Program Planning

- Understand the key elements of program planning
- Develop a logic model to describe program outcomes and processes
- Know different methods of assessing community needs and assets.
- Be able to write measurable program objectives.
- Design a feasible program to meet the objectives.

Evaluation

- Understand the purposes and uses of evaluation.
- Be able to compare and critique evaluation models and designs.
- Understand the balance between scientific rigor and programmatic considerations in real-world evaluation.
- Analyze program evaluation approaches and findings to inform their work.
- Explore ethical issues in evaluation.
- Develop an evaluation plan to measure program implementation, outcomes, and impacts.
- Apply evaluation concepts to their research interests.

Required Readings/E-Learning:

The required textbook is: Wholey, Hatry, & Newcomer (Eds.) (2010). *Handbook of practical program evaluation* (3rd Ed.). San Francisco: Jossey-Bass.

Required readings will also be drawn from a variety of sources and will be made available on the Resources tab on Canvas. Class slides, assignments, and announcements will also be posted to Canvas, so please check this site frequently: <http://elearning.ufl.edu>.

Cell Phones/Laptops: Your phone should be silent or off during class and should be put away during class time. Laptops should be used for class purposes only (not FaceBook, surfing, Twitter, etc.). Texting, chatting, and surfing are distracting to your classmates and the instructor. Students who are unable to follow these rules will be publicly shamed and possibly exiled.

TENTATIVE COURSE SCHEDULE

Week and Date	Assignments
Week #1: January 10 <ul style="list-style-type: none">▪ Course Overview and Framework▪ Introduction to Peaceful Paths	
Week #2: January 17 <ul style="list-style-type: none">▪ Understanding Social Issues	
Week #3: January 24 <ul style="list-style-type: none">▪ Strategic Planning	
Week #4: January 31	STUDENT PRESENTATIONS Project Part 1 DUE February 1
Week #5: February 7 <ul style="list-style-type: none">▪ Evidence-Based Programs	
Week #6: February 14 <ul style="list-style-type: none">▪ Logic Models Part 1	
Week #7: February 21 <ul style="list-style-type: none">▪ Evaluation Design▪ Process Evaluation▪ Recruitment	
Week #8: February 28	STUDENT PRESENTATIONS Project Part 2 DUE March 1
Week #9: March 7 (SPRING BREAK)	
Week #10: March 14 <ul style="list-style-type: none">▪ Logic Models Part 2	
Week #11: March 21 <ul style="list-style-type: none">▪ Data Collection Part 1▪ Survey Design	
Week #12: March 28	STUDENT PRESENTATIONS Project Part 3 DUE March 29
Week #13: April 4 <ul style="list-style-type: none">▪ Data Collection Part 2▪ Interviews and Focus Groups	
Week #14: April 11 <ul style="list-style-type: none">▪ Data Analysis	
Week #15: April 18 <ul style="list-style-type: none">▪ Evaluation Utilization	
Week #16: April 25	STUDENT PRESENTATIONS Project Part 4 DUE April 30

KEY DATES

Project Part 1	DUE February 1
Project Part 2	DUE March 1
Project Part 3	DUE March 29
Class Peer Assessments	DUE April 25
Project Part 4	DUE April 30
Student Presentations	January 31, February 28, March 28, April 25

READINGS

Required readings will be posted to Canvas on a weekly basis.

Analytical Reading Exercises: Each week during the class session, one student will be selected to lead discussion on each required reading. At the start of class, students will have about 10 minutes to collect their thoughts and provide some brief comments on flip charts so they can be shared and discussed by all students. Student leaders will facilitate the discussion and all students will be expected to actively participate. The guiding questions for the readings are:

- **Key Concepts:** *What are the most important concepts conveyed in the reading?* (major ideas, propositions, perspectives, etc.) In essence, this is a brief summary of key ideas.
- **Application:** *In what ways can you apply the key concepts to your own graduate research or to the project in this class? What have you found to be most useful for your own work?*
- **Questions:** *What questions occur to you based on the reading? What questions do you have that will generate discussion among your colleagues?*
- **Analysis and Critique:** *What is your analysis or assessment of the relative strengths and weaknesses of the reading? What is the relative merit or worth of this reading?*

Grades: Grades will be based on the following:

Individual Course Project	500 points
Team Course Project	250 points
Student Presentations	200 points
Class Participation	200 points
TOTAL	1150 points

93.0 – 100%	90.0 – 92.9%	87.0 – 89.9%	83.0 – 86.9%	80.0 - 82.9%	77.0 – 79.9%	73.0 – 76.9%	70.0 - 72.9%	67.0 – 69.9%	63.0 – 66.9%	60.0 – 62.9%	<60%
A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

Individual Course Project (500 points): The Individual Course Project will be a cumulative project that builds upon successive issues being covered in the class. Students will define the content by selecting a social program or social issue that will provide the focus for the project. All project submissions should be double-spaced, with 1” margins, and 12-point, Times New Roman font.

1. **Part 1. Situation Statement (100 points):** Students will create a factual argument for why their chosen issue needs to be addressed. Students will rely on data and statistics to persuade the reader that action is necessary.
2. **Part 2: What Works? (100 points):** Students will identify what research has already found to be effective in addressing their social issue. Students will synthesize the available evidence and suggest what components they would incorporate into their own program.
3. **Part 3. Logic Model (150 points):** Students will create a logic model to describe a proposed program to address their social issue of interest. The logic model will include the key outcomes to be achieved, the activities that will bring about these outcomes, and an explanation of why the program activities are likely to lead to the proposed outcomes.
4. **Part 4. Evaluation Plan (150 points):** Students will create a plan for evaluating their proposed program that will build on the previous project parts.

Team Course Project (250 points): The Team Course Project will address the same assignments as the Individual Course Project above, but will be accomplished through student teams that will work with a local nonprofit organization, *Peaceful Paths*. Two student teams will be created, with Team 1 completing the Situation Statement and the Logic Model and Team 2 completing What Works? and the Evaluation Plan.

Student Presentations (200 points): Students will present four times over the course of the semester, twice for their individual projects, and twice for their team projects. On the dates when Team 1 presents their team projects, Team 2 will present their individual projects and vice versa.

Class Participation (200 points): Class participation will be judged by peers and the instructor. This will include the quality of participation in the Analytical Reading Exercises, broader in-class participation, and attendance. As graduate students, you are expected to attend class and contribute on a regular basis. You are expected to behave professionally and your participation will be reflected in the peer assessments and instructor assessment.

Late Assignments: All late assignments will be penalized **10% for each day late**. This penalty starts the minute after the assignment was due. It is the student’s responsibility to ensure that assignments are received by the instructor by the published deadline. Only University-approved excuses will be accepted.

ACADEMIC HONESTY POLICY

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.” You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you

to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: <http://www.dso.ufl.edu/SCCR/honorcodes/honorcode.php>

Your instructor fully expects you to adhere to the academic honesty guidelines you signed. It is expected that all graduate students understand proper citations and references and write accordingly. All materials are to be submitted in APA style and all submissions will be submitted through Turnitin on Canvas.

CAMPUS HELPING RESOURCES

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

- University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, www.counseling.ufl.edu/cwc/
 - Counseling Services
 - Groups and Workshops
 - Outreach and Consultation
 - Self-Help Library
 - Training Programs
 - Community Provider Database
- Career Resource Center, First Floor JWRU, 392-1601, www.crc.ufl.edu/
- U Matter We Care, www.umatter.ufl.edu/

SERVICES FOR STUDENTS WITH DISABILITIES

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodations.

0001 Reid Hall, 352-392-8565, www.dso.ufl.edu/drc/

SOFTWARE USE

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.