

Time: Tuesday 4 (10:40-11:30) and Thursday 4-5 (10:40-12:35) in McCarty Hall B 3124

Instructor: David C. Diehl, Ph.D.

Office Hours: By appointment

Zoom: <https://ufl.zoom.us/my/officehours>

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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 and Objectives

Students will be able to design a feasible program plan and evaluation plan that includes a situation statement, an analysis of a relevant evidence-based program, a logic model, and a detailed plan for carrying out an evaluation.

After completing this course students will:

Program Planning

- Understand the key elements of program planning
- Develop a theory of change and 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.

Course Prerequisites

None

Readings

The required text is Rossi, P. H., Lipsey, M. W., & Henry, G. T. (2018). *Evaluation: A systematic approach*. Sage Publications.

Required readings will also be drawn from a variety of sources and are 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>.

Course Grading Structure

There are @1175 total possible points in the course and grades will be based on the following:

Assignment Type	Point Value	Percent of Final Grade
Reading Questions	195	18%
Course Project	680	63%
Attendance and Class Participation	200	19%

Reading Questions (195 points)

Based on the required readings and associated discussion questions, each week students will **submit** a Word document on Canvas, with:

1. Responses to each of the discussion questions for all relevant readings.
2. Any questions you have about the readings that you would like to explore during class.

The primary purpose of these submissions is to solidify the content knowledge and to extend students' thinking into analysis and application of key concepts, especially relative to your class project. Being able to translate ideas into your own written words is critical to your thought process. I will be encouraging you to use Artificial Intelligence to inform your literature searches, but you should not use any AI for writing in your assignments (please see Academic Honesty policy below).

Your reading questions will be due each week by 9am on Tuesday and will be used as the foundation for class discussion (I may ask you to help facilitate the discussion on specific readings so be ready to discuss when you come to class). There may also be in-class assessments based on the discussion questions and key concepts. Each reading question submission and/or assessment is worth 15 points.

Course Project

Students will complete a comprehensive program planning and evaluation project in an area of interest to them. Students may work **individually or in groups of 2-4** if they have common interests. Students will choose a **social issue** that will serve as the topic area for the project. The project will consist of:

Course Project Description

- 1. Worksheets (80 points total):** For each project part, students will complete a worksheet that is designed to get them started on the key tasks for that portion of the project.
- 2. 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 by developing a situation statement that incorporates the current research on their topic of interest, and includes the *magnitude* of the problem, the *consequences* of the problem, and an understanding of the *underlying issues/causes*.
- 3. Part 2 – Evidence-Based Programming (100 points):** Students will select and analyze an evidence-based program relevant to their topic. The analysis will include: the target population, outcomes achieved, a commentary on the strength of the evidence, and the program elements or approaches that will be incorporated into the program model.
- 4. Part 3 – Logic Model/Theory of Change (100 points):** Students will create a logic model/theory of change to describe a proposed program to address their social issue of interest. The theory of change 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.
- 5. Presentation (100 points):** Students will present their first three project parts to the class. Each presentation will be approximately 20 minutes.
- 6. Part 4 – Final Program and Evaluation Plan (200 points):** Building on the completed project parts, students will assemble a program plan and evaluation plan that includes a situation statement, “what works” section, logic model and program description, and evaluation plan (that includes the evaluation questions, evaluation design, data collection plan, and instruments for data collection).

Attendance and Class Participation (200 points)

There are 27 days of class this semester. Students who are late to class or leave class early will receive $\frac{1}{2}$ credit for their presence that day. Students who provide a UF-approved excuse for absences will not be penalized but will need to make up any work from missed days. The structure for attendance points is:

Days Present	Points
27	110
25-26.5	100
23-24.5	90
21-22.5	80
20-21.5	70
18-19.5	50
0-17.5 days	0

Class participation (100) will be judged by peers and the instructor. This will include the quality of participation in the Reading Discussion submissions, some brief exercises, broader in-class participation, and attendance. Students will complete peer assessments of class participation that I will use in my assignment of points. 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, including Peer Assessments, **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 successfully submitted. Only University-approved excuses will be accepted and I am emphasizing the importance of meeting deadlines.

Grading Scale

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

Course grading is consistent with [UF grading policies](#).

Weekly Course Schedule

Week	Topic
1	Introduction to Evaluation
2	Assessing Program Need and Creating Situation Statements
3	Stakeholder Engagement
4	Evidence-Based Programming – Part 1
5	Evidence-Based Programming – Part 2
6	Logic Models and Theory of Change
7	Process and Implementation Evaluation
8	Planning an Evaluation
9	Outcome Evaluation
10	Spring Break
11	Impact Evaluation and Design – Part 1
12	Impact Evaluation and Design – Part 2
13	Data Analysis and Utilization
14	Student Presentations
15	The Social and Political Context of Evaluation

Key Dates

Each Tuesday	Reading Discussions
Tuesday January 27 th	Part 1 Worksheet
Sunday February 8 th	Part 1 – Situation Statement
Tuesday February 17 th	Part 2 Worksheet
Sunday March 1 st	Part 2 – Evidence-Based Programming
Tuesday March 10 th	Part 3 Worksheet
Sunday April 5 th	Part 3 – Logic Model
Tuesday April 14 th	Part 4 Worksheet
Thursday April 16 th	Project Presentation

CLASSROOM POLICIES/PROCEDURES

Class Delivery

This course is designed for in-person delivery, not online or hybrid. During class time, we will have many interactions and time for project work, so you are encouraged to attend regularly in person. In cases where students are unable to attend class because of medical reasons (see below), I will make appropriate accommodations for both class time and assignments. We will use Zoom only under emergency circumstances.

Excused Absences / Medical Issues

receive an excused absence and/or request accommodations for class sessions, please provide a medical excuse in advance if possible (this would include a doctor's note, a positive test result, and so on). Excused absences will include: sick days (documented by a medical practitioner), religious holidays, death of an immediate family member, conferences, or authorized UF travel. You will be required to complete all missing assignments within 1 week of your return to class unless alternative arrangements are made with the instructor.

Cell Phone and 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. 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. As a guiding principle, I will treat you with respect and will expect the same of you.

Online Course Evaluation Process

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at: <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at: <https://gatorevals.aa.ufl.edu/public-results/>

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 by abiding by the Student Honor Code. On all work submitted for credit by Students 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."

Cheating: A student shall not use or attempt to use unauthorized materials or resources in any academic activity for academic advantage or benefit. Cheating includes but is not limited to:

- (1) Using any materials or resources prepared by another person or Entity without the other person or Entity's express Consent or without proper attribution to the other person or Entity.

Entity defined as: This includes but is not limited to generative artificial intelligence, large language models, content generation bots, or other non-human intelligence or digital tools.

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/process/student-conduct-honor-code>.

This policy will be vigorously upheld at all times in this course and all written submissions will be processed through Turnitin and AI detectors as needed.

Using Generative Artificial Intelligence (AI) Tools in this Course (Adapted from Elizabeth Diehl)

Writing is integral to thinking and it can be challenging. In my experience, AI can be incredibly helpful, particularly in the literature search process and the identification of key resources through Google AI. Generative writing tools like ChatGPT can also be useful tools for helping improve our writing and stimulate our thinking. They should *never* serve as a substitute for writing and thinking. Think of generative AI applications as a lower quality substitution for a writing tutor. The tutor would never do the writing for you but might ask you questions to jumpstart brainstorming or idea development. They might also point out poor grammar, organization, and use of passive voice.

Similarly, you may use generative AI to help generate ideas and brainstorm a topic. Know that the information generated by programs such as ChatGPT may be inaccurate, incomplete, and biased. Know that relying on these tools may also curb your own independent thinking and creativity. Recognize that AI is not capable of independent thinking or making judgments based on lived experiences, cultural contexts, or ethical considerations. Remember that AI cannot think for itself, so don't let it think for you.

Generative AI develops its responses from previously created texts from model training sources, but it does not cite those sources. When asked to include sources, it may create sources that are not real.

FYC 6620 Course Rules Regarding AI Use:

- We will be proactively using AI to inform our project development in the class. For each submission, we will use AI as a foundation for locating strong and reputable information. Students will submit their AI documentation for each project submission.
- You may not submit any work generated by an AI program as your own.
- You are free to use AI recommendations when it comes to: rephrasing sentences you have written; reorganizing paragraphs you have drafted yourself; tweaking outlines you have drafted yourself.
- You may not use entire sentences or paragraphs suggested by AI resources without providing quotation marks and a citation, just as you would for any other source.

- If you include material generated by an AI program, it should be cited like any other reference material (although you should recognize that in scientific writing, this would not generally be considered a high-quality source). Citations should take this form:
 - OpenAI. (2023). ChatGPT. Response to prompt: “Explain what is meant by the term ‘Situational Assessment’” (February 15, 2024, <https://chat.openai.com/>).
- If you use AI tools in your assignments, please include a note to clarify: 1) where in your process you used AI; 2) which platform(s) you used; and 3) what prompt you entered. You may not have an AI application write a draft (either rough or final) of an assignment for you
- You are free to use spell check, grammar check, and synonym identification tools (e.g., Grammarly, and MS Word).

Evidence of inappropriate or plagiarized AI use will be grounds for submission of an academic integrity report. Sanctions will range from a zero for the assignment to an E for the course.

In summary, I assume we won't have any issues but want to ensure that my expectations are clear so that we can focus on learning content rather than being concerned about whether your work is your own. Please don't hesitate to ask questions or for clarification on any of this information.

ACADEMIC POLICIES AND RESOURCES

Academic policies for this course are consistent with university policies. See <https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/>

CAMPUS HEALTH AND WELLNESS RESOURCES

Visit <https://one.uf.edu/whole-gator/topics> for resources that are designed to help you thrive physically, mentally, and emotionally at UF.

Please contact [UMatterWeCare](#) for additional and immediate support.

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.

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 accommodation. **Please do not hesitate to contact me if you have questions or concerns in this regard. Also, please make these arrangements early so we can make the proper accommodations.**

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