Course Syllabus
APCE 781
EVALUATION OF PSYCHOLOGICAL SERVICES
CREDIT HOURS: 3
Professor: John Mark Froiland, Ph.D.
College of Education and Behavioral Sciences
Department of School Psychology

Meeting time and place: UNC Colorado Springs Center in the Oracle Building;
January 16-17; February 13-14; March 13-14.
PREREQUISITES: SRM 602
MEETS THE FOLLOWING CDE STANDARDS: 11.06.6
COURSE DESCRIPTION:
Learn the theory and practice of psychological program evaluation. Use technology and measurement skills to promote systems change by evaluating the effectiveness of consultation, therapy, guidance, academic interventions, and placement.

COURSE OBJECTIVES
Upon completion of the course students will be able to:
Describe and utilize major models used to evaluate programs in mental health, health, and education.

Learn the principles of designing and implementing a program evaluation including the development of measures, collecting, evaluating information, analyzing data (both quantitative and qualitative) and produce or evaluate cost benefit analysis reports.
Learn various techniques of data gathering across settings with groups or individual students/clients that will facilitate the planning and implementation of interventions.
Learn to evaluate the effectiveness and impact of mental health and other services by:
(1) describing the intended outcome of mental health services in the district, (2) determining or developing measures that establish the degree to which these outcomes are met, and (3) planning revisions to delivery of school psychological services based upon evaluation results.

Required Textbooks:

COURSE REQUIREMENTS:

Program Evaluation (100 points): Provides students (teams of 2 or 3) an opportunity to develop and apply program evaluation skills. See Program Evaluation Project details toward the end of this syllabus. This project will include a program evaluation report and a power point presentation to the class (30-35 minutes). You will be asked to provide brief ongoing updates on your progress on the project during class, occasionally, 15-30 minutes of class time will be devoted to working in groups on your project and the professor visiting your groups as an observer or a consultant.

Participation 50 points: Actively engage in lectures and discussions in a professional manner (e.g., no talking while the instructor or a classmate are addressing the class; answering questions based on all of the readings; not attempting to dominate the conversation; contributing to discussions and staying on topic during all class activities). Namely, rich scholarly and professional participation is encouraged.

Critique of Program Evaluation Study. (50 points). Select a research study from the literature that entails program evaluation. Present a 10-15 minute (do not go over the allotted time) critique in powerpoint format to class, providing a clear explanation of the underlying theory/rationale, hypotheses/research questions, and methods of the study. Highlight the strengths and weaknesses of the study, implications for your future practice/research, as well as suggestions for improved related studies in the future.

If you ever have a concern or complaint about one of the above requirements, please discuss individually with the professor after class. This is a professional courtesy and expectation. Such a respectful practice will also be beneficial in building your professional relationships with leaders as you advance in the field of School Psychology.

Grading system: (Will be based on percentages earned from the 200 possible points).

- A  93% to 100%
- A-  90% to 92%
- B+  87% to 89%
- B   83% to 86%
- B-  80% to 82%
- C+  77% to 79%
- C   73% to 76%
- C-  70% to 72%
- D+  67% to 69%
- D   63% to 66%
- D-  60% to 62%
- F   Below 60%
Course Schedule (Readings are due prior to each class)

January 16th and 17th
Review Syllabus
Royse Ch. 1 & 2- Introduction to Program Evaluation and Related Ethical Issues
Royse Ch. 3 and 4- Needs Assessment; Qualitative and Mixed Methods


Royce Ch. 5 and 14- Formative Evaluation and Program Data Analysis

Program Data Analysis Insight- Froiland, J. M. (2011). Parental autonomy support and student learning goals: A preliminary examination of an intrinsic motivation intervention. *Child and Youth Care Forum, 40*, 135-149. Only need to read Hypotheses, Methods, and Results for the focus of this group research design program evaluation.


February 13th and 14th
Royse Ch. 8; Wise Sampling
Critique presentations (4 on Friday night; the rest on Saturday afternoon)
Royse Ch. 9; Group Research Designs
Royse Ch. 15; Developing Great Program Evaluation Reports

March 13th and 14th
Royse Ch. 10; Evaluation of Return on Investment
Royse Ch. 6- Single Systems Designs
Program Evaluation Quiz Bowl

Program evaluation project presentations (on Saturday)
Turn in all Program Evaluation project products

**Diversity Statement**
The College of Education and Behavioral Sciences (CEBS) is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach her or his own potential. In pursuit of its goal of academic excellence, CEBS seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. CEBS prohibits discrimination against any member of the College’s community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, political affiliation or veteran status. Please visit the CEBS Diversity and Equity Committee website for more information on our commitment to diversity (http://www.unco.edu/cebs/diversity).

**Accommodations Statement**
Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services (970) 351-2289 (Voice, TTY) as soon as possible to ensure that accommodations are implemented in a timely fashion.

**Plagiarism Statement**
Plagiarism and all forms of cheating are not tolerated by the school psychology program. Plagiarism is the act of appropriating the written, artistic, or musical composition of another, or portions thereof; or the ideas, language, or symbols of same and passing them off as the product of one’s own mind. Plagiarism includes not only the exact duplication of another’s work but also the lifting of a substantial or essential portion thereof. With regard to written work, statements that paraphrase or summarize the work of another, along with other information that is not considered common knowledge, must be properly cited in the text of a document, and the source included in the reference list at the end. If a direct quotation, the citation in the text must include the exact page numbers from the original source. The original source must also be listed at the end of work. All referencing is done according to APA Style. Regarding class projects, you are not to use as the bulk of your presentation the completed works of faculty members, imported documents from other authors, or works from websites, or any other body of work in which you are not the author. Of course, with proper referencing, you can import portions of such works and websites to enhance and illustrate your presentation, and you can provide references to these other works for students who have an interest in pursuing a topic further. Students who have engaged in the act of plagiarism will be given in an “F” in that course. After preliminary review by the school psychology faculty, cases of suspected or confirmed copying, cheating, or plagiarism will be referred to the School’s Review and Retention Committee or other appropriate action will be taken. The decision of the Committee with regard to plagiarism includes the possibility that the student will be dismissed from his or her respective program and from UNC.
**Professional Conduct:** Students are expected to adhere to the appropriate code of ethics for their particular program. Any behavior which is deemed unethical will be grounds for referral to the Review and Retention Committee and possibly, dismissal from the program.
Program Evaluation Project Details

The purpose of this assignment is to help you gain a feel for what is entailed in conducting a program evaluation and professionally sharing the results. This is an important skill to further develop as a potential salubrious systems change agent. In a team of 2 or 3 school psychologists in training do one of the following:

1) Participate in a program evaluation project in an outside agency/school and submit an evaluation report. Use Figure 15.1 (p. 388) in Royse et al. (2010) as the guideline for writing the evaluation report. Ch. 15 serves as a good reference in general for developing the report. Make sure you include an Executive Summary at the beginning of the report that is 2 to 4 pages. The overall report (including the Executive Summary, References, and Appendices) should be 8 to 11 pages (double-spaced 12 point Times New Roman). The maximum points awarded for each section of the report are as follows:
   - Executive Summary (use same headings as the larger report) 10 points
   - Introduction and Literature Review 20 points (10 points each)
   - Methodology 20 points
   - Results 15 points
   - Discussion 15 points
   - References (at least 5) in APA 6th Publication Manual Format 5 points
   - Appendices 5 points
   - Qualities of the Document as a Whole 10 points

   Each of the above sections should have each of the components listed in Figure 15.1 of Royse et al. (2010) and strive for clear writing that would be interesting, relevant and readily understandable to readers.

2) Conduct a Mixed-Methods Needs Assessment and write a report on your findings. For example, you may ask, “To what extent do administrators, teachers and parents in your district perceive a need for workshops that promote home-based vs. school-based parent involvement?” and “Do parents need training in the quality of involvement (e.g., autonomy supportive vs. controlling) or in the quantity of involvement (e.g., parent-child shared reading frequency). And, “When and how can training be delivered.” You would address these questions through the development of a needs survey and evaluate the results. In addition, you would utilize qualitative methods such as interviewing a sub-sample of respondents in order to gain more insight into their perceptions and needs. In this case, much of the discussion section would focus on whether such programs were needed and how they might be delivered. The report would utilize the same format as above (option 1) except that the results would emphasize the reliability and validity of the survey, themes among the qualitative findings, statistically comparing means and standard deviations of different items, and possibly the extent to which the results of the survey were different
for various groups (e.g., special education vs. general education teachers; parents of boys vs. girls). In contrast, if you chose option 1 you would likely emphasize statistics having to do with detecting improvement in outcomes over time.

This project includes a 30-35 minute power point presentation to the class, imagine that your audience is comprised of key stakeholders. This presentation will not be graded but is required in order to receive credit for completing the project.