

FYC 4622: Planning and Evaluating Family, Youth and Community Science Programs¹
SPRING 2009

Meeting Time: MWF Period 8 (3:00 - 3:50) Class Location: LIT 109

Instructor: David Diehl, Ph.D.

Teaching Assistant: Erin Smith

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Course Description: Students learn basic philosophy, theory, and application of planning and evaluating family, youth, and community programs.

Course Goal: Students will be knowledgeable about program planning and evaluation processes and will appreciate the ways in which they contribute to stronger social programs.

Course Objectives: After completing this course students will be able to:

Program Planning

- Discuss different methods of assessing community needs and assets
- Write program goals and measurable program objectives
- Create and critique a logic model
- Participate effectively in a program planning process

Evaluation

- Understand the different uses of evaluation
- Be able to pose meaningful evaluation questions
- Understand the balance between scientific rigor and programmatic considerations in real-world evaluation
- Appreciate evaluation as a creative, critical-thinking activity

Required Readings/E-Learning: You will not need to purchase a textbook for this class—Required readings will be drawn from a variety of sources and will be made available on e-learning. Lecture slides, assignments, and announcements will also be posted to e-learning, so please check this site frequently: <http://lss.at.ufl.edu/>.

¹ The Instructor reserves the right to change any aspects of this syllabus and to make appropriate updates.

COURSE SCHEDULE

Dates	Topics	Assignments/Due Dates
Week 1		
<i>Jan 7</i>	Syllabus & Overview	
<i>Jan 9</i>	Understanding Social Issues- Poverty	
Week 2		
<i>Jan 12</i>	Val Davis- Library Resources and Proper Citation	
<i>Jan 14</i>	Understanding Issues- Parenting	
<i>Jan 16</i>	Strategic Planning Part 1: Head Start Reading Project Example	Project Sign-Up DUE
Week 3		
<i>Jan 19</i>	HOLIDAY	NO CLASS
<i>Jan 21</i>	Strategic Planning Part 2	
<i>Jan 23</i>	TBA	Project Part 1 DUE
Week 4		
<i>Jan 26</i>	Strategic Planning Part 3	
<i>Jan 28</i>	QUIZAM	QUIZAM #1
<i>Jan 30</i>	What Works: Evidence-Based Practice	
Week 5		
<i>Feb 2</i>	Millennials Part 1	
<i>Feb 4</i>	Millennials Part 2	
<i>Feb 6</i>	Needs and Assets	
Week 6		
<i>Feb 9</i>	Dr. Shelnett, Pre/Post Evaluation	
<i>Feb 11</i>	Future Generations	
<i>Feb 13</i>	QUIZAM	QUIZAM #2
Week 7		
<i>Feb 16</i>	Partnership for Strong Families	Project Part 2 DUE
<i>Feb 18</i>	Logic Models	
<i>Feb 20</i>	Ethical Case Study 1	
Week 8		
<i>Feb 23</i>	Good Questions	
<i>Feb 25</i>	TBA	
<i>Feb 27</i>	History and Introduction to Evaluation	
Week 9		
<i>Mar 2</i>	Under One Sky Part 2	
<i>Mar 4</i>	QUIZAM	QUIZAM #3
<i>Mar 6</i>	Overview of Project Part 3	

Dates	Topics	Assignments/Due Dates
Week 10 SPRING BREAK (Dr. Diehl has no class)		
<i>Mar 9</i>	NO CLASS	
<i>Mar 11</i>	NO CLASS	
<i>Mar 13</i>	NO CLASS	
Week 11		
<i>Mar 16</i>	Process Evaluation Example: United Way Strengthening Families	
<i>Mar 18</i>	Outcome Evaluation	
<i>Mar 20</i>	Logic Models Review	
Week 12		
<i>Mar 23</i>	TBA	
<i>Mar 25</i>	Measurement	Project Part 3 DUE
<i>Mar 27</i>	Self-Efficacy and Readiness to Change	
Week 13		
<i>Mar 30</i>	QUIZAM	QUIZAM #4
<i>Apr 1</i>	TBA	
<i>Apr 3</i>	Ethical Case Study 2	
Week 14		
<i>Apr 6</i>	Evaluation Design Part 1	
<i>Apr 8</i>	Evaluation Design Part 2	
<i>Apr 10</i>	TBA	Project Part 4a (Paper) DUE
Week 15		
<i>Apr 13</i>	Cultural Issues in Evaluation	
<i>Apr 15</i>	QUIZAM	QUIZAM #5
<i>Apr 17</i>	Poster Prep: Peer Review	
Week 16		
<i>Apr 20</i>	Poster Session	Project Part 4b (Poster) DUE IN CLASS (3:00 pm)
<i>Apr 22</i>	Poster Debrief	

Key Dates

<p><i>Quizam #1: January 28</i> <i>Quizam #2: February 13</i> <i>Quizam #3: March 4</i> <i>Quizam #4: March 30</i> <i>Quizam #5: April 15</i></p>	<p><i>Project Part 1 DUE January 23</i> <i>Project Part 2 DUE February 16</i> <i>Project Part 3 DUE March 25</i> <i>Project Part 4a (paper) DUE April 10</i> <i>Project Part 4b (poster) DUE April 20</i></p>
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GRADES

Grading Scale:	
Letter Grade	Points
A	900+
B+	870-899
B	800-869
C+	770-799
C	700-770
D+	670-699
D	600-669
E	<600

Course Assignments: Grades will be based on the following:	
Course Project	400 points
Quizams	500 points
<u>Activities</u>	<u>100 points</u>
TOTAL	1000 points

Course Project (400 points): Students will be required to complete a Course Project during the semester. These projects will require each individual or group to choose a social policy or program, which will serve as the topic area for the project. Each project will consist of:

1. **Activity 1. Situation Statement (75 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. **Activity 2: What Works? (75 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. **Activity 3. Logic Model (125 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. **Activity 4. Poster Presentation (125 points):** Students will select one of the following projects and create a poster to describe their work:
 - Review of Existing Evaluation(s)
 - Proposed Evaluation

Students can work individually on the project or can create teams of up to 4 people. For those who decide to do group projects, an internal peer review process will be used to encourage full participation of all team members. Further instructions will be provided.

Quizams (500 points): Five quizams (halfway between a quiz and an exam) will be required, and will be based on specifically-defined readings and lectures. Quizams will consist of approximately 20-25 questions each (multiple choice and short answer questions).

Activities (100 points): Several hands-on activities will be assigned to build a better understanding of course material. Activities may take place in or out of class and typically will be unannounced. Students who miss these days will not be allowed to make up these activities, except with a University-approved absence.

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 time described on each assignment. Only University-approved excuses will be accepted.

CLASSROOM POLICIES/PROCEDURES

- **Communications:** If you have a routine question (such as grade, absence, etc.), please e-mail your TA, Erin Smith, or attend instructor or TA office hours *first*. If you are not able to get your question answered in this way, please contact the instructor. I will make every effort to be available in person before and after every class session to address student issues and questions.
- **Electronic Devices:** Make sure that all electronic devices (cd players, cell phones, ipods, pagers, gaming devices, etc.) are turned off during class and that outside reading materials (e.g., newspapers) are put away. If your electronic device or behavior becomes a nuisance to the instructor or other students, you will be asked to leave the class.
- **Respect:** Treat the other students, the TA, and the instructor with respect and expect to be treated with respect. During lecture and discussion, side conversations, inappropriate remarks, and other rude activities will not be tolerated..
- **Excused Absences:** Excused absences will include: sick days (documented by a medical practitioner), death of an immediate family member, conferences, or authorized UF travel. Submit authorized excused absences paperwork to the TA.

ACADEMIC HONESTY POLICY

I am making a concerted effort to prevent plagiarism and cheating in this course. Students will be required to sign a 'Student Contract for Academic Honesty and Plagiarism' and assigned readings on plagiarism will be included in the course packet.

In 1995 the UF student body enacted a new honor code and voluntarily committed itself to the highest standards of honesty and integrity. When students enroll at the university, they commit themselves to the standard drafted and enacted by students.

In adopting this honor code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the university community. Students who enroll at the university commit to holding themselves and their peers to the high standard of honor required by the honor code. Any individual who becomes aware of a violation of the honor code is bound by honor to take corrective action. The quality of a University of Florida education is dependent upon community acceptance and enforcement of the honor code.

The Honor Code: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

On all work submitted for credit by students at the university, the following pledge is either required or implied: **"On my honor, I have neither given nor received unauthorized aid in doing this assignment."**

The university requires all members of its community to be honest in all endeavors. A fundamental principle is that the whole process of learning and pursuit of knowledge is diminished by cheating, plagiarism and other acts of academic dishonesty. In addition, every dishonest act in the academic

environment affects other students adversely, from the skewing of the grading curve to giving unfair advantage for honors or for professional or graduate school admission. Therefore, the university will take severe action against dishonest students. Similarly, measures will be taken against faculty, staff and administrators who practice dishonest or demeaning behavior.

Students should report any condition that facilitates dishonesty to the instructor, department chair, college dean or Student Honor Court. It is assumed all work will be completed independently unless the assignment is defined as a group project, in writing by the instructor.

This policy will be vigorously upheld at all times in this course.

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. Both the Counseling Center and Student Mental Health Services provide 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. The Counseling Center is located at 301 Peabody Hall (next to Criser Hall). Student Mental Health Services is located on the second floor of the Student Health Care Center in the Infirmary.

- *University Counseling Center*, 301 Peabody Hall, 392-1575, www.counsel.ufl.edu
- *Career Resource Center*, CR-100 JWRU, 392-1602, www.crc.ufl.edu/
- *Student Mental Health Services*, Rm. 245 Student Health Care Center, 392-1171, www.shcc.ufl.edu/smhs/

Alcohol and Substance Abuse Program (ASAP)
Center for Sexual Assault / Abuse Recovery & Education (CARE)
Eating Disorders Program
Employee Assistance Program
Suicide Prevention Program

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.

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

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.

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.