

**Faculty of Health
Department of Psychology
PSYC 3015 3.0 N: INTRODUCTION TO PROGRAM EVALUATION
Monday/2:30pm-5:30pm/ Seminar
Winter/2023**

IMPORTANT INFORMATION ABOUT COURSE DELIVERY:

- Please note that this class is scheduled officially as an in-person class. Please be prepared to be available for approximately 2 - 2.5 hours each week with the teaching team (i.e., instructor and TA). I will deliver a seminar lecture during this period and there will be class activities plus time for Q&A.
- Please note that this is an application-based course. It means that you will learn by doing (i.e., applying the course concepts to different situations) rather than the traditional way of reading, memorizing, and regurgitating material. It is therefore important that you attend and engage in the class material, activities and Q&A period.

Instructor and T.A. Information

Instructor: Nadia Nandlall, PhD

Office Hours: By appointment only

Email: nnandlal@yorku.ca (when sending an email please include PSYC3015M in the subject box and your full name and student number in the signature of the message)

T.A.	Aysha Kinakool
Email	kinakool@yorku.ca
Office Hours	By appointment

Please note that it may take the instructor and TA up to 3 business days to respond to your emails. If you send us an email over the weekend please do not expect a response until the normal work week (Monday - Friday) unless otherwise stated by a member of the teaching team or it is an urgent matter.

Course Prerequisite(s): Course prerequisites are strictly enforced

- HH/PSYC 1010 6.00 (Introduction to Psychology)

- HH/PSYC 2010 3.00 (Writing in Psychology)
- HH/PSYC 2020 6.00 (Statistical Methods I and II) or substitute
- HH/PSYC 2030 3.00 (Introduction to Research Methods)
- Completed at least 54 earned credits

Course Credit Exclusions

Please refer to [York Courses Website](#) for a listing of any course credit exclusions.

Course website: [eClass](#)

All course materials will be available on the course eClass site, unless otherwise indicated by the instructor. The site will be your central access point for course materials. **Note: Please do not send the teaching team messages through the chat on eClass.**

Course Description

Explores the systematic collection of information to assess the design, implementation, or outcomes of a program in order to demonstrate program effectiveness, identify areas for improvement, and/or inform future program development. This course is designed for undergraduate students interested in learning the essentials of program evaluation theory and its application in psychology across different settings (e.g., schools, hospitals, community, industry).

Program Learning Outcomes

Upon completion of this course, students should be able to:

1. Demonstrate in-depth knowledge in program evaluation.
2. Express knowledge of a program evaluation framework.
3. Express knowledge of program evaluation in written form.
4. Describe and explain limitations in program evaluation.
5. Demonstrate ability to relate information from program evaluation to own and others' life experiences.

Specific Learning Objectives

- Identify the difference between evaluation and research
- Define program evaluation and describe why it is needed
- Identify who are the stakeholders in a program evaluation
- Identify and describe the context of a program
- Identify and describe the health equity issues in a program evaluation
- Identify and apply the different components of a needs assessment

- Develop and apply a basic logic model to an existing program
- Understand and describe the difference between process evaluation and outcome evaluation

Required Text

There is no required text for this course, all course materials will be provided. Below are the required readings for this course. There are some recommended texts/resources below that you can consult as we progress through the course.

Week 3 Reading:

McGorry, Patrick & Mei, Cristina & Chanen, Andrew & Hodges, Craig & Alvarez-Jimenez, Mario & Killackey, Eoin. (2022). Designing and scaling up integrated youth mental health care. *World Psychiatry*. 21. 61-76. 10.1002/wps.20938.

Week 4 Reading:

Henderson JL, Chiodo D, Varatharasan N, Andari S, Luce J, Wolfe J. Youth Wellness Hubs Ontario: Development and initial implementation of integrated youth services in Ontario, Canada. *Early Interv Psychiatry*. 2023 Jan;17(1):107-114. doi: 10.1111/eip.13315. Epub 2022 Jun 24. PMID: 35748798; PMCID: PMC10084342.

Week 6 Readings:

Housing First -

- 1) <https://kmb.camh.ca/eenet/communities/housing-first-community-interest>
- 2) <https://kmb.camh.ca/eenet/resources/policy-and-practice-guide-achieving-a-new-systems-perspective-to-ending-homelessness-through-housing-first>
- 3) <https://kmb.camh.ca/uploads/d841b92a-5706-4d24-811d-974195767457>

Recommended Text/Resources

Alkin, A. C., & Vo, A. T. (2018). *Evaluation essentials: From A to Z (2nd ed.)*. New York, NY: The Guilford Press.

Bond, G. R., Becker, D. R., Swanson, S. J., & Ellison, M. L. (2020). IPS-Y (IPS Fidelity Scale for Young Adults). Worcester, MA: University of Massachusetts Medical School, Transitions to Adulthood Center for Research and Lebanon, NH: IPS Employment Center, Rockville Institute.

Can be accessed here:

<https://www.umassmed.edu/globalassets/transitionsrtc/publications/manuals/ips-y-fidelity-scale-5-14-20-w-cover.pdf>

Funnell, S. C., & Rogers, P. J. (2011). *Purposeful program theory: Effective use of theories of change and logic models*. San Francisco, CA: Jossey-Bass.

Newcomer, K. E., Hatry, H. P., Wholey, J. S. (2015). *Handbook of practical program evaluation (4th ed.)*. San Francisco, CA: Jossey-Bass. (digital copy available through York University library)

Rossi, P. H., Lipsey, M. W., & Henry, G. T. (2019). *Evaluation: A systematic approach (8th ed.)*. Los Angeles, CA: Sage Publications.

Royse, D., Thyer, B. A., Padgett, D. K. (2010). *Program evaluation: An introduction (5th ed.)*. Belmont, CA: Wadsworth, Cengage Learning.

Swanson, S. (2017). *The IPS Supported Employment Approach to Help Young People with Work and School: A Practitioner's Guide*. The Rockville Institute.

Online APA resource:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/reference_list_books.html

Note: More resources will be provided as the course progresses.

Course Requirements and Assessment:

Assessment	Date of Evaluation (if known)	Weighting
Class Activities & Participation	Weekly	10%
Reflective Learning Journal	February 12, March 11, & April 1	6%
Individual Assignment #1	February 5	14%
Individual Assignment #2	February 26	20%
Group Project #1	March 11	30%
Group Project #2	April 8	20%
Total		100%

Description of Assignments

ALL ASSIGNMENTS ARE DUE AT 11:59PM

Reflective Learning Journal: A reflective learning journal is a document that you create and use to communicate how you think about and make meaning of the way you learn. By being reflective you are able to learn more effectively, organize your thoughts and feelings, and monitor and evaluate your goals/progress in the course.

Students are expected to submit 3 reflective learning journal entries worth up to 6% of your grade. Each journal entry should be no longer than 1 page. **Please note that your journal entries will be graded on their quality not just quantity and submission.**

Individual assignment #1: In thinking about and conducting a program evaluation it is important to consider issues of health equity and the social, community and political context in which programs are being offered and you are working in as an evaluator. You will be provided with a published program evaluation where you will apply a health equity lens to the evaluation and discuss and critique the contextual issues associated with that program evaluation. More information will be provided on eClass in the “Individual Assignments” Folder.

Individual assignment #2: A needs assessment is conducted to understand the need for a program, the social conditions the program should address or whether a new program is needed. You will be provided with a published needs assessment and asked to identify through a written summary how the researchers addressed or not the various components of a needs assessment. More information will be provided on eClass in the “Individual Assignments” Folder.

Group Project #1: The purpose of this project is for you to practice developing a basic logic model using a real world program. You will work in groups of 2 and will be provided with a program description and links to the program of interest. Your task is to take the information provided and design a logic model that accurately captures the details of the program described. More information will be provided on eClass in the “Group Project” folder at a later date.

Group Project #2: The purpose of this project is for you describe generally how you might conceptualize or what you would need to consider when developing an evaluation framework applying a health equity lens. More information will be provided on eClass in the “Group Project” folder at a later date.

Class Format and Attendance Policy

Each week we will meet at 2:30pm to discuss any questions you may have and engage in various activities. Students are strongly encouraged to attend the class sessions as the material covered in the course in a given week build on the previous week’s material and enhances your overall learning experience. These sessions will also help you to stay on track with the course material.

Grading as per Senate Policy

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.).

Assignments and tests* will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 89, B+ = 75 to 79, etc.)

For a full description of York grading system see the York University Undergraduate Calendar – [Grading Scheme for 2023-24](#)

Missed Tests/Midterm Exams/Late Assignment

Please note that you cannot substitute one type of assessment for another. For example, a individual assignment cannot be used as a substitute for a project-based assignment or vice versa.

For any missed or late class assessment students MUST contact the course instructor or TA within 48 hours of the missed assessment.

Failure to contact us within 48 hours of the original deadline will result in a grade of zero for any missed or late assessment. At this time, due to COVID-19 an Attending Physician’s Statement (APS) is not required, however, a reason for a missed/late assessment in the course must be provided

Add/Drop Deadlines

For a list of all important dates please refer to: [Fall/Winter 2023-24 Important Dates](#)

	Fall (Term F)	Year (Term Y)	Winter (Term W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	September 20	September 20	January 22
Last date to add a course with permission of instructor (also see Financial Deadlines)	September 28	September 28	January 31
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	November 8	February 8	March 11
Course Withdrawal Period (withdraw from a course and receive a grade of “W” on transcript – see note below)	November 9 – December 5	February 9- April 8	March 12- April 8

Add and Drop Deadline Information

There are deadlines for adding and dropping courses, both academic and financial. Since, for the most part, the dates are **different**, be sure to read the information carefully so that you understand the differences between the sessional dates below and the [Refund Tables](#).

You are strongly advised to pay close attention to the "Last date to enrol without permission of course instructor" deadlines. These deadlines represent the last date students have unrestricted access to the registration and enrolment system.

After that date, you must contact the professor/department offering the course to arrange permission.

You can drop courses using the registration and enrolment system up until the last date to drop a course without receiving a grade (drop deadline).

You may [withdraw from a course](#) using the registration and enrolment system after the drop deadline until the last day of class for the term associated with the course. When you withdraw from a course, the course remains on your transcript without a grade and is notated as 'W'. The withdrawal will not affect your grade point average or count towards the credits required for your degree.

Information on Plagiarism Detection

Turnitin will be used to detect any evidence of plagiarism.

Electronic Device Policy

Electronic devices (e.g., tablets, laptops) are permitted during class time for course-related purposes. It is expected that you would complete tests/exams in a manner that does not require consulting an unauthorised source during an examination unless the tests/exams are open-book.

Academic Integrity for Students

York University takes academic integrity very seriously; please familiarize yourself with [Information about the Senate Policy on Academic Honesty](#).

It is recommended that you review Academic Integrity by completing the [Academic Integrity Tutorial](#) and [Academic Honesty Quiz](#)

Test Banks

The offering for sale of, buying of, and attempting to sell or buy test banks (banks of test questions and/or answers), or any course specific test questions/answers is not permitted in the Faculty of Health. Any student found to be doing this may be

considered to have breached the Senate Policy on Academic Honesty. In particular, buying and attempting to sell banks of test questions and/or answers may be considered as “Cheating in an attempt to gain an improper advantage in an academic evaluation” (article 2.1.1 from the Senate Policy) and/or “encouraging, enabling or causing others” (article 2.1.10 from the Senate Policy) to cheat.

Academic Accommodation for Students with Disabilities

While all individuals are expected to satisfy the requirements of their program of study and to aspire to do so at a level of excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to do so. The university encourages students with disabilities to register with Student Accessibility Services (SAS) to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors as necessary. Please let me know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course.

<https://accessibility.students.yorku.ca/>

Excerpt from Senate Policy on Academic Accommodation for Students with Disabilities

1. Pursuant to its commitment to sustaining an inclusive, equitable community in which all members are treated with respect and dignity, and consistent with applicable accessibility legislation, York University shall make reasonable and appropriate accommodations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs. This policy aims to eliminate systemic barriers to participation in academic activities by students with disabilities.

All students are expected to satisfy the essential learning outcomes of courses. Accommodations shall be consistent with, support and preserve the academic integrity of the curriculum and the academic standards of courses and programs. For further information please refer to: [York University Academic Accommodation for Students with Disabilities Policy](#).

Course Materials Copyright Information

These course materials are designed for use as part of the **PSYC3015N** course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music,

videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law. [Intellectual Property Rights Statement](#).

Course Schedule

Week	Date	Topic	Reminder
1	Jan 8	<i>Course overview & Brief introduction to evaluation</i>	
2	Jan 15	<i>Program evaluation & Individual Placement and Support</i>	
3	Jan 22	<i>Context & Equity program evaluation</i>	
4	Jan 29	<i>Engage Stakeholders</i>	
5	Feb 5	<i>Developing a needs assessment</i>	Individual Assignment 1: Assessing context in program evaluation assignment due
6	Feb 12	<i>Describe the Program</i>	Reflective Journal Entry #1 due
	Feb 19	NO CLASS: WINTER READING WEEK	
7	Feb 26	<i>Focus the Evaluation Design</i>	Individual Assignment 2: Needs Assessment assignment due
8	Mar 4	<i>Gather Credible Evidence</i>	
9	Mar 11	<i>Drop-in session (virtual)</i>	Group Project #1 due Reflective Journal Entry #2 due
	Mar 11	Last date to drop a course without receiving a grade	
10	Mar 18	<i>Justify Conclusions</i>	
11	Mar 25	<i>Ensure Use and Share Lessons Learned</i>	
12	Apr 1	<i>Course wrap-up & Drop-in session (virtual)</i>	Reflective Journal Entry #3 due
	Apr 8		Group Project #2 due