

**Psychology 351 – Advanced Methods in Community Psychology/Program Evaluation
Spring 2007**

Dr. Debra Bartelli

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Class Meets: M & TH 5:30 - 6:45

Office Hours: By appointment

Course Description:

In this advanced methods course, students will learn how to conduct evaluation research within a natural/community setting. Course work will stress empowerment, a strengths versus deficits perspective, and giving back to the community in which one is working. Students will read and present relevant research, collect data within a community setting, analyze data using SPSS, write up findings in an APA-style paper, and present results orally. Prerequisites: Psychology 150, Psychology 200, Psychology 211.

Course Objectives:

- (1) To expose students to evaluation research as conducted in community settings.
- (2) To expose students to various aspects of the research process including conducting literature reviews, managing a data set, conducting data analysis, writing up research results in APA format, and disseminating results.
- (3) To enhance students verbal skills by giving them the opportunity to make several presentations to peers on their work and additional readings throughout the semester.
- (4) To expose students to a research-collaboration model in which they provide critical feedback to their peers on their research over the course of the semester, as well as receive similar feedback on their own work.

Course Components:

- I. Discussion Points/Class Participation (15%): Students are expected to attend all class meetings as class discussion and feedback to peers are critical to the success of the course. To help facilitate this, students will be required to prepare four to five discussion points for a designated class based on assigned readings. These discussion points should provide a brief amount of background information and raise an issue or question to help facilitate discussion. Each discussion point should be approximately a paragraph in length. Copies of the discussion points for all members of the class must be submitted to me via email by 9:00 am on the day the readings are due. The class participation grade will be based on the quality of the student's discussion points, the student's ability to facilitate classroom discussion, and every student's overall level of participation in class discussions. If students have an excused absence on the day on which they are assigned to lead class discussion, they will be assigned additional readings for which they will write discussion points.

On days with no student discussion facilitators, each student is required to bring at least one discussion question to class based on the assigned readings.

- II. Weekly Assignments (5%): There will be brief written assignments for several class sessions during the course. These assignments are designed to assist you in developing your research proposal and your final paper.

- III. Draft of Research Paper (15%): Each student will be expected to submit an initial draft of the literature review section of their part of the group paper. Sections on their research questions/hypotheses, preliminary analyses, and bibliography should also be included. Papers should be written according to APA style.
- IV. Research Paper (50%): Each student or student research group will conduct a research project and submit a final paper based on their work. Papers must be written according to APA style (5th edition of the Publication Manual). Students will be assigned research projects in consultation with me. Options for the project include continuing ongoing work with a faculty member or working on one of several evaluation projects that are ongoing in my professional work. The final paper should be approximately 20-25 pages excluding references, tables, and figures. The amount of weight given to each of the different components of the paper will be as follows:
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|----|-------------------|-----|
| A. | Abstract | 2% |
| B. | Literature Review | 15% |
| C. | Method Section | 10% |
| D. | Results Section | 10% |
| E. | Discussion | 13% |

Late papers will be penalized by ½ letter grade for each day that they are late.

- IV. Professional Presentation (10%): Each student or student research group will be required to present their work to a public professional audience. Examples of ways to satisfy this component of the course include presenting their work at a professional conference, presenting at an on-campus poster session, giving a professional power point presentation, or presenting their work to the non-profit agency for which they are “consulting.”
- V. Peer Group Evaluation (5%): To assess each student’s contribution to the successful completion of group research projects, other group members will evaluate each student. All evaluations will be kept strictly confidential. For students working alone, these points will be distributed evenly between the class participation and oral presentation components of the course.
- VI. Attendance Policy: Given the importance of class discussion/feedback, your final grade will be lowered by 2 points for each class that you miss. If you feel that you have a legitimate excuse for an absence, you should talk with me in advance.

Additional Notes: Many of your tasks will be carried out outside of class hours. For example, meetings with your community collaborators and data collection will typically have to take place at times other than class time. So, you are required to have some flexibility in your schedules to allow for these aspects of the course.

Numerical scores corresponding to letter grades for all assignments in the course

A	=	95-100
A-	=	90-94
B+	=	87-89
B	=	83-86
B-	=	80-82
C+	=	77-79
C	=	73-76
C-	=	70-72
D+	=	67-69
D	=	63-66
D -	=	60-62
F	=	Below 60

Honor Code: All work in this class is covered by the Honor Code.

Class Schedule and Assignments

Day	Date	Assignment
Thursday	January 11	First day of class – Overview/Discussion of project options
Thursday	18	Introduction to Evaluative Research
Monday	22	Introduction to Evaluative Research (cont'd)
Thursday	25	Empowerment Evaluation
Monday	29	Program Theory and Formulating Research Questions
Thursday	February 1	Research Project Selection/Assignment & Discussion Scientific Research Methods
Monday	5	Scientific Research Methods (cont'd)
Thursday	8	Discussion of Reading – Selected by Student/Research Group in consultation with Dr. Bartelli Turn in project Logic Model
Monday	12	Research Designs for Evaluative Research / Discussion of tentative research questions
Thursday	15	More on Qualitative Methods – Observation and Interviews
Monday	19	No Class - Draft of each student's literature review due to me along with: <ul style="list-style-type: none"> a. Tentative hypotheses/research questions and analysis plan (i.e., what analyses you plan to use and which questions/data you will use to answer each hypothesis/research question) b. Preliminary bibliography Copies of Lit reviews will be distributed to all class members by 2/20
Thursday	22	Data Collection and Measurement Issues Provide written critique/feedback to individuals/group members on their literature review
Monday	26	Discussion of Reading – Selected by Student/Research Group in consultation with Dr. Bartelli Draft data collection instrument (e.g., survey, pre/post test, interview guide, etc.)
Thursday	March 1	Discussion of Reading – Selected by Student/Research Group in consultation with Dr. Bartelli
Monday	5	Discussion of Reading – Selected by Student/Research Group in consultation with Dr. Bartelli
Thursday	8	Discussion of Reading – Selected by Student/Research Group in consultation with Dr. Bartelli
Monday	12	Spring break
Monday	19	Social Context of Evaluation
Thursday	22	Evaluation and Ethical Challenges
Monday	26	Preliminary Research Presentations/Discussion
Thursday	29	Preliminary Research Presentations/Discussion
Monday	April 2	Preliminary Research Presentations/Discussion
Thursday	5	No Class – Easter Break
Monday	9	Last day to submit draft of entire paper to me for feedback
Thursday	12	Discussion of Reading – Selected by Student/Research Group in consultation with Dr. Bartelli
Monday	16	Discussion of Reading – Selected by Student/Research Group in consultation with Dr. Bartelli
Thursday	19	Group Presentation & Feedback
Monday	23	Group Presentation & Feedback
Thursday	26	Last Day of Class – Group Presentation & Feedback
Thursday	May 3	Final Paper Due / Peer Group Evaluations Due

Readings

January 18

Chapter 1 of Rossi, Peter H., Freeman, Howard E., & Lipsey, Mark W. (1999). Evaluation: a Systematic Approach, 6th edition. California: Sage Publications.

Chapter 1, Introduction to Community Psychology, in Duffy & Wong's Community Psychology (3rd edition) textbook.

January 25

Rappaport, J. Research Methods and the Empowerment Social Agenda, Chapter 6 in Tolan, P, Keys, C, Chertok, F, & Jason, L. Researching Community Psychology: Issues of Theory and Methods.

Miller, RL & Campbell, R. (2006) Taking Stock of Empowerment Evaluation: An Empirical Review. *American Journal of Evaluation*, 27(3): 296-319.

January 29

Rossi, Freeman, & Lipsey – Chapter 3: Identifying Issues and Formulating Questions

February 1

Chapter 7 from Esterberg, K. (2002) textbook (Qualitative Methods in Social Research) entitled Action Research

Chapter 2 from Duffy & Wong entitled Scientific Research Methods

February 12

Rossi, Freeman, & Lipsey – Chapters 8, 9, 10

February 15

Patton, Michael Q. (2002). Qualitative Research & Evaluation Methods, 3rd edition. California: Sage Publications. Part 2: pages 207 – 427.

March 19

Rossi, Freeman, & Lipsey – Chapter 12: The Social Context of Evaluation

March 22

3 related articles from the Sept. 2006 issue of the American Journal of Evaluation: Cooksey, LJ, When is an external evaluator no longer external?; Ray, M, Choosing a truly external evaluator; Yang H & Shen J, When is an external evaluator no longer external? Reflections on some ethical issues.

Other readings to be determined based on selection of research projects.