

Research Methods and Program Evaluation
HPR 780
4.0 Credit Hours

Suggested Texts: 1. American Psychological Association (2001). *Publication Manual of American Psychological Association*, (5th ed.). Washington, D.C.

Required Supplies: One three-ring binder and separators or equivalent

HPR 780 Lecture Notes Set

Course Description: Covers process of successful program assessment and evaluation, related research methods, and grant/project writing. Four credits.

Student Learning Objectives:

At the conclusion of this course the student will be able to:

1. Formulate appropriate and measurable program objectives
2. Describe advantages and disadvantages of various theory-based strategies
3. Develop plans to assess achievement of program objectives
4. Interpret results of program evaluation
5. Infer implications from findings for future program planning
6. Use information derived from research for health education program planning

Achievement of course objectives will be assessed by the following student competencies:

1. To explore assessment, evaluation, research methods and procedures.
 - a. Develop an evaluation plan including formative and summative evaluation components.
 - b. Identify, describe and apply instruments for data collection.
 - c. Identify and explain qualitative and quantitative design and data and describe appropriate qualitative and quantitative applications.
2. To introduce students to program planning and grant writing
 - a. Seek at least five sources of funding information.
 - b. Draft a Letter of Intent in response to a selected RFP.
 - c. Write an executive summary.
 - d. Submit a completed written Program Request for Proposal (RFP)
 - e. Access and describe a minimum of six potential funding sources.

Setting: This course will be conducted utilizing a variety of teaching techniques, including seminars, collaborative learning, large and small group discussions, case studies, lectures and student reports. All students will be expected to be prepared for class discussion.

Assessment:

1. Self-expression and materials contribution during class. (Class participation)
2. Preparation for class discussion and group interactions (Class participation)
3. Ongoing in-class discussion/dialogue of course content and peer feedback (Class participation)
4. Letter of Intent (RFP 2-3 pages) & Brief Presentation, Program Plan resource Notebook, Program Written Proposal (RFP 14-16 text pages, plus Title, Collaborator(s)/Organization and APA Reference Pages) and Presentation (written, analytic and verbal skills)
5. Program Presentation (RFP) will be assessed in class by your supportive peers to validate proposal according to RFP proposal checklist developed by class and instructor. (not graded)
6. Midterm exam based on information presented in class and class readings
7. Final assessment will be on a written completed program proposal (RFP)

1. Letter of Intent (RFP): A brief 2-3 page word processed letter of intent responding to a class identified RFP and guidelines addressing a health education, physical education, health promotion and/or disease prevention issue/problem/need. Each student will prepare and present approx. 5-6 minutes including Q & A (highlighting the basis for the letter of intent). Note: Provide word-processed original to instructor prior to presentation and copies for interested class members.

2. Notebook Project: Collect, prepare and compile a comprehensive plan representing a sample program plan (resource notebook). The specific sample of program plan (health education, physical education, health promotion and/or disease prevention) of personal interest shall be arranged by each student, with pre-approval by the instructor. Program guidelines will be presented and discussed. Student is encouraged to develop visuals. In class updates will be requested, no final presentation.

3. Program Proposal (RFP): Prepare a program proposal in response to a request for funding proposal (RFP). The specific program proposal (health education, physical education, health promotion and/or disease prevention) or personal interest shall be arranged by each student with pre-approval by the instructor. This proposal should be related to the project topic area for the final culminating project. Program proposal RFP guidelines will be developed and discussed in class. Requirements will include a word processed size 12 font, double spaced, Word document comprised of 14-16 pages of text, plus a Title page, a page listing collaborator(s)/organization and appropriate reference pages using APA format. Student is encouraged to develop visuals. Periodic updates will be requested in class discussion. The student completed proposal and student presentation of approx. 20-25 min. (including questions and answers/discussion) in class will serve as the final assessment. Note: Student will provide a completed original hard copy and disk (Word doc.) copy to instructor prior to presentation and copies for interested class members.

Course Policies and Procedures: *Please Note:* make-up presentation(s) and/or midterm exam will not be given unless instructor approval is obtained **prior** to the scheduled date. Appointments for office visits are recommended. Please arrange meeting times with instructor.

Grading and Evaluation:

50 possible points RFP Letter of Intent and Brief Presentation
100 possible points Program Plan/Resource Notebook/Binder (no presentation)
200 possible points RFP Program Proposal Paper and Presentation
50 possible points class participation
400 Total points possible

Assessment

400-350=A 349-300=B 299-250=C 249-200=D 199 and below=F

Attendance and Participation: Due to the highly interactive nature of this course, student attendance and participation are critical to the learning process. **Two unexcused absences** are reason for the instructor to **drop** the student from the class. Persistent tardiness and early departures will be reflected in the final student participation points. At the conclusion of the term an assessment of class contributions is made. Approximately 10% of your grade is based on class participation. Your final grade may be affected if your point total is “borderline”.

Grade of “Incomplete”: The grade of “incomplete” is strongly discouraged and granted only after conferring with instructor.

Papers, projects and Presentations: Must be completed and turned in to instructor at the beginning of class on the assigned due date. If you know in advance that you will have to miss a class in which an assignment is due, you may make arrangements with the instructor to turn the assignment in early. **No late assignments will be accepted.**

Academic Integrity: In all matters, this class will be governed by the university formal policies and standards on academic integrity.

Students with Disabilities: If you have a disability, you may wish to self identify. You can do so by providing documentation to the Office of Disability Services. Appropriate accommodations may then be provided for you. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or director of the Disability Services.

Course Content and Schedule: The course outline represents the ideal rate of progression for this course, listing the topics to be covered and their sequence. Actual occurrence may vary, however you will be notified of changes.