COURSE SYLLABUS

for

PLANNING AND EVALUATING HUMAN SERVICES PROGRAMS

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If I give you a fish, you can eat for a day. If I teach you how to fish, you can eat for a lifetime

Source unknown
I. OVERVIEW OF THE COURSE SYLLABUS

In this syllabus, you are provided information about the two semester doctoral-level course entitled, *Planning and Evaluating Human Services Programs*, and how to participate in it. I offer this course as part of my faculty responsibilities at the Graduate School of Applied and Professional Psychology, Rutgers University, where I am a Professor of Psychology.

This course is a requirement for students in the School Psychology Program. The course is a requirement for these students because a doctoral level school psychologist needs to be able to contribute to the development and performance of students, staff, and others at individual, group, and organizational levels of educational systems; and, to make such contributions, a broad based planning and evaluation framework provides focus and process to “get the job done” in real time settings.

The course also is applicable to and can be taken by students in the Clinical Psychology Program who are interested in acquiring the knowledge, skills, and abilities reflected in course content as well as by graduate students in other divisions of Rutgers University including education, management, nursing, and other professional disciplines.

The course is organized and presented as a two semester course. The material from the first semester serves as a basis for the second semester; the material in the first semester is co-related with the material in the second semester. Thus, it is not possible to take only one semester of the course.

In the next section of this syllabus, the purpose and goals of the course are presented, so that you can gain understanding about how you are likely to benefit from the course.

Then, the components of the course are delineated, in order for you to become aware of
the nature and scope of the course in terms of: {a} class sessions, {b} projects, {c} readings, 
{d} service features, and {e) other matters.

Next, a partial reading list is provided that references books, journal articles, and other documents that provide a relevant context for the course. Subsequently, a class session control chart is included that delineates the proposed agenda for each class session, beginning with the fall semester.

Finally, the specifications for the course projects are put forth.

II. PURPOSE AND GOALS OF THE COURSE

The purpose of this course is to provide you with a conceptual framework, sets of practical skills, and related understandings about the planning and evaluation of human services programs not only in schools but in a range of human services settings.

Within this context, a program is considered in a broad sense as a set of resources organized for a purpose, while a human service is considered as work or activity intended to benefit others.

Human services programs exist in many forms in educational systems, health care institutions, private business corporations, government agencies, professional sport franchises, and other organizational entities.

Often, however, the range of human services programs is not recognized by professionals in those settings and thus unfortunately, programs and services are not considered in any systematic way by consultants. Consequently, opportunities frequently are forgone by consultants for adding value to individuals, groups, and organizations, since the programmatic
nature of the situation is not understood or determined, especially in relation to the educational and psychological needs of people who are served by the organization.

In this course, you will learn how to frame and how to use program planning and evaluation perspectives, principles, and procedures. You will learn how to apply this information to help clients---individuals, groups {e.g., teams}, organizations---to design, implement, and evaluate programs that address the human service needs of people in educational, mental health, business, sport, and other settings.

This overarching course purpose will be realized by means of several separate, yet related learning experiences that are carefully placed throughout the course. I have designed these learning experiences to help you think about program planning and evaluation as a framework, and as a process, and then to engage you in ways that may very well be new to you and moreover, may "stretch you", probably frustrate you, and hopefully challenge you. As such, if you engage in this course, wholeheartedly and with humility, coupled with openness to new information, you are likely to have an enjoyable time in learning the material and following the process of program planning and evaluation, no more, no less.

As a result of taking this course, being committed to understanding its content, and allowing your self to be actively participate in it, you will learn how to engage productively in, and successfully realize to some degree, a range of competencies. In the course, these competencies are referred to as your student outcome goals.

Thus you will learn how to:
1. Clarify each particular service delivery situation in which you are involved as a professional consultant with respect to program planning and evaluation, by being able to---

1.1 Specify each target population that may benefit from a human services program in that situation in terms of their relevant characteristics

1.2 Determine psychological and educational needs of the specified target population that can be addressed through a program

1.3 Delineate the relevant context within which the target population and the determined needs are embedded

2.0 Design a program that addresses particular needs of the target population, within the relevant context, by being able to---

2.1 Describe the purpose and goals of the program in ways that are considered as being worthwhile for the target population

2.2 Consider various ways in which the program can be designed in terms of relevant and available resources, and then selecting the best way, or combination of ways possible, within the relevant context

2.3 Develop the program so that it can actually be implemented

2.4 Document the design of the program so that agreement can be obtained on its design from program funders, administrators, program implementers and other relevant stakeholders, prior to implementation
3.0 Implement a program according to its intended design, making effective adjustments along the way, by being able to---

3.1 Review the program design to make sure it still is relevant
3.2 Facilitate the implementation of the program so that its chances of operating according to design are maximized
3.3 Monitor the program's process in order to decide when adjustments are required in it

4.0 Evaluate the worth, merit, and value of the program, by being able to---

4.1 Obtain relevant reactions about the program
4.2 Measure learning of participants associated with the program
4.3 Identify applications and effects that seem to be related to the program, with focus on the participants
4.4 Judge program cost effectiveness and related side effects

As course instructor, I will make my evaluative judgments about your progress toward the above student outcome goals, within the course context, throughout both semesters.

Relatedly, I will work with you--- unswervingly--- to the extent that you want--- so that you can become knowledgeable about and skilled in human services program planning and evaluation, in real time settings, particularly in terms of those settings in which you aspire to
develop subject matter expertise and technical understanding.

This personal commitment on my part extends to you twenty-four hours a day, seven days a week, throughout both semesters of the course, except for the hours of midnight to four in the morning, even when I am not in the New Jersey area, being away from GSAPP on projects, special programmatic ventures and other enterprises.

**Fundamental Bases of the Course**

The content of this course stems from several, interrelated, fundamental bases. It is based on the research and professional experiences of myself, associates, and colleagues, acquired over a thirty year period as well as from particular theoretical, conceptual, and empirical bases.

These research and experiential activities have occurred in a range of program planning and evaluation settings, in diverse areas, throughout the world. They continue, today, even as you read this course syllabus and participate in the course.

The theoretical, conceptual, and empirical bases for the course are derived from the following: (a) a specific framework for information and change; (b) general systems theory; (c) cognitive/social learning theory; (d) human performance theory; (e) a particular program planning and evaluation framework; and (f) other documented but related professional experiences.

The principles and procedures presented in this course have been applied in worthwhile ways in public school systems, hospitals, mental health centers, professional sports organizations, military organizations, private businesses, state departments of education, ministries of education, and other organizational entities.
However, I take sole responsibility for the creation of the conceptual framework and technology within the course. Also, and in this regard, it is important to note—full well here—that all of course content has actually applied by myself and others in the aforementioned settings. Absolutely everything in this course has been used on much more than one occasion, in many real time environments, with many worthwhile results accruing to target populations and for clientele as well as with failures appertaining thereunto; nothing has been talked about but not applied.

I can supply over 23,000 references and reports, from throughout the world, in relation to the applicability of the course material for professional practice of psychology.

III. COMPONENTS OF THE COURSE

This course includes several separate, yet interrelated components. These components are: (a) Class Sessions; (b) Projects; (c) Course Materials and Readings; and (d) Program Planning and Evaluation Services.

Class Sessions

These are held weekly at the designated time, for about three to three hour and fifteen minutes per session. At each class session, a particular agenda will be followed, as referenced to the Class Session Control Chart {this is located in a subsequent section of the course syllabus}. 
However, the specific agenda for each class session will take shape based, in part, on your student learning needs (as expressed and otherwise documented), related professional matters, and temporal exigencies.

Each class session is a means for you to learn about specific aspects of program planning and evaluation and for me to do my best in providing you with current and clear material. Nothing else on your part--- or my part--- is acceptable for any and all of us.

You will be able to participate productively in each class session, but only based on your disciplined study, repetition of procedures, and systematic use of several course elements. These are: (a) the material in the “Resource Guide”; (b) your active involvement in each of your course projects; (c) other readings that you are asked to pursue or that you undertake, based on your initiative; (d) your willingness to consider the course setting and the people therein as part of a consulting partnership; (e) your ability to divest yourself--- as applicable--- of term paper thinking, graduate student posture (to be discussed), psychologist pomposity, as well as undisciplined professional and technical thoughts, emotions, and actions (also, to be explained); and (f) any relevant experiences of yourself or others.

You also are encouraged to suggest specific materials, products, or events for any class session that have to do with the particular content under consideration at the time. I am very open to your reasoned input and, indeed, I encourage your suggestions.

Although graduate course sessions in most institutions worldwide can be considered as social/political events, it may be possible for all of us---with our unswerving focus and effort---to rise above such mediocrity, general uselessness, and pomposity. As the saying goes, however, time will tell about this!
Projects

Each semester, you will undertake two (2) course projects. Each project is specifically intended to give you practical opportunities to learn about and to apply the perspectives, principles, and procedures covered in the course. These projects are detailed in a subsequent section of this syllabus. For many years, many course participants have rated both course projects as extremely valuable to their professional development, although some did not feel that way as they were going through the experiences of the course.

To the extent possible, you are encouraged to involve people from your practicum, internship, worksite, or other settings, in your projects and indeed in various aspects of the course. It is anticipated that such involvement will provide you with programmatic experiences that will make the projects as real as possible including being frustrating, difficult, and enjoyable as possible.

For the professional kindness extended by the people with whom you will have involved in your projects, I will supply them with a client letter of invitation. They can use this letter, as a complimentary voucher to receive additional program planning and evaluation services from our course group and they will have the opportunities to attend class sessions, if they wish to do so.

In addition to these two projects, you have the right to undertake a third project for yourself. This third project can reflect programmatic content of your choosing and interest. Relatedly, it can serve as a means of stretching yourself to new productive limits.

Moreover, we may very well work together on at least one group project during the course of each semester.

I will personally supervise you--- in a painstakingly precise, functional, professional
manner--- on all your projects. In this way, I can learn more about how you think, feel, and act in terms of matters of program planning and evaluation. Thus, I can challenge you to extend yourself to the highest possible level of program planning and evaluation performance possible.

Course Materials and Readings

The main source of information for the course is the Resource Guide for Planning and Evaluation of Human Services Programs. You will receive a copy of it at the initial class session. The course projects, weekly project control chart, and student learning outcome criteria are all referenced to this informational source, as will become readily apparent as you start to proceeds through the course. In addition, you will be encouraged to read other books, such as the one by Watzlawick et al., Change: Principles of Problem Formation and Resolution. I can supply you with this book--- and other relevant books.

If you develop and display Level I command of the material in the Resource Guide--- which is a basic understanding about how to apply this material in relation to course projects--- you will perform well in the course.

More importantly, you then are likely to proceed to Level II command--- which is automatic and purposeful use of the material with a range of clients---, which puts you well on your way to being a successful programmatic consultant (to be discussed and illustrated throughout the course).

Level III command is most likely to follow, if you continue to apply what you have learned, adapting it to your operational styles and routines. In this regard, Level III command is reflected as your ability to apply program planning and evaluation principles and procedures,
automatically and appropriately, with a clear focus on the client, the situation, and context, as well as your ability to make adjustments in relation to the client, situation and context quickly and effectively.

Throughout the course, you will be assigned readings from the master reading list for the course (to be provided). In this regard, you will know in advance of each ensuing class session, what you are to read, as well as where and how you can access the material. The reading list for the course is updated daily, even sometimes by the hour. You also are encouraged to submit material for the reading list, thereby preventing an academically canned list of readings from developing that may well reinforce rigid graduate student routines.

**Program Planning and Evaluation Services**

As part of the course and as a class group, we will provide *in-kind* program planning and evaluation services to people who represent various profit and not for profit organizations in the nearby area. These in-kind services will occur through the course component as part of the within class entity entitled, *Program Planning and Evaluation Institute*.

People who may benefit from the program planning and evaluation services of the Institute are organizational representatives who want to learn—*from us*—how to consider whether and to what extent to design, implement, and evaluate programs that are intended to help individuals and groups to add value to themselves. In this way, you will have real, additional opportunities to be involved in and learn how to apply principles and procedures of program planning and evaluation, with particular course clients.

During the course, you will have ample opportunities to help shape the nature, scope, and
content of these services.

This has been for most of the course groups an extremely exciting component of the course in that we are able to put ourselves “on the line”, as we endeavor to help others vis a vis program planning and evaluation.

IV. COURSE POLICIES AND PROCEDURES

The following policies and procedures apply to you and to me in order to assure active involvement in the course.

Class Attendance

1. For every class session, you are expected to be present, for its entirety. In this regard, I will maintain a record of class session attendance, with the expectation that it will be perfect, unless matters of your health and well being, or a serious human event, or a documented natural disaster, prevent your attendance at a particular class, in whole or in part. Your attendance in class will be considered by me in my evaluation of your work in the course as well as a professional indicator of reliability in any references that I am asked to provide to an employer or other related references.

2. Likewise, you are expected to be in class at the start of each session. In those extremely rare/infrequent situations where it is not possible to be in class at the start of it, I must be made aware specifically of the reason for the tardiness, in advance of it. I will keep a record of tardiness by class members for evaluative purposes.
Your sensitivity to me and others in being on time for class and not coming in late also will be considered by me in course evaluation and as a professional indicator of your concern for colleagues and others. Your degree of professional respect of others in this regard will be noted.

**Student Assessment Parameters**

1. Assessment of your progress toward the student outcome goals listed in Section II of this course syllabus, along with the GSAPP grade that I will assign you for each semester of the course, will be based on the following parameters:

   1.1 Your performance on all within class program planning and evaluation “in basket exercises”, case simulations, and other applied performance tests that you will be asked to be involved in during the class sessions for which you will be prepared, and, if I deem necessary, you will know about in advance.

   1.2 Your performance on all of your course projects, as indicated by your work in relation to the specifications of each such project.

   1.3 My ongoing judgments about your mental efficiency as a program planning and evaluation consultant---- i.e., your abilities at using thoughts, emotions, and actions in the service of clients and the best interest of yourself and others.

   1.4 Your attendance and on-time arrival for all class sessions as discussed above.

   1.5 Your overall professional demeanor and respect for the process of program planning and evaluation in real time contexts.
2. I will provide you with immediate, specific, precise, and relevant feedback on each and every piece of material that you supply me that pertains to the course.

Description of Student Course Grade Characteristics

At the conclusion of each semester, I will assign a grade to each student in the course, in accord with the prevailing GSAPP grading system for that particular semester.

To assist you in obtaining a sense of how I will make grading designations for each student, consider the following descriptions:

* A level course grade--- A student who receives this grade consistently---across tasks, tests, and situations---demonstrates Level I command of perspectives, principles, and procedures of program planning and evaluation. This means that the student: (a) possesses sound understanding of all the material in the Resource Guide; (b) demonstrates this understanding in a routine manner with respect to course projects and tests; (c) reflects thinking that is clear, concise, and cogent in terms of course content; (d) demonstrates effective self management skills as a program planning and evaluation consultant; (e) their Project No. 1 client reports a high level of satisfaction with the work of the student; (f) class attendance is outstanding; and (f) class involvement and participation indicates authenticity and professional humility.

* B level course grade--- This grade is assigned to a student who: (a) demonstrates inconsistent Level I command of perspectives, principles, and procedures of program planning and evaluation; (b) manifests imprecise thought, emotion, and action with respect to course
content; (c) evidences ineffective self management skills, reflected by such inefficient mannerisms as undue procrastination on course projects or poor focus on the process of program planning and evaluation; (d) a project client who is less than satisfied; and (e) class demeanor and involvement is less than outstanding.

* **C level course grade**--- This grade will be assigned a student who is: (a) very inconsistent in all of the above areas; (b) does not have real interest in nor willingness to do what it will take to attain Level I command; (c) lacks sustained follow through on assignments; (d) thinking is unrealistic and grad-student like rather than professional in nature and scope; and (e) is pompous with little resemblance or manifestation of authenticity or professional humility.

* **F level course grade**---The matter of this grade will be addressed with the student, specifically and factually, “behind closed doors”.

* **Inc level course grade**---This grade will be assigned only with sound programmatic cause; it will not be granted for matters due to student ineffective self-management, as I determine that state of affairs.

**V. READING LIST**

This reading list for the course will be discussed during the initial class sessions of the first semester. There will be additions to this reading list throughout the first semester as well as during the second semester.


........*Other references to be added during both semesters*......
VI. CLASS SESSION CONTROL CHART

This control chart is subject to change, as the course proceeds, based on your learning needs as well as temporal exigencies and related matters.

TUESDAY SEPTEMBER 1, 2009

---Course overview

---Framework for information and change and other bases for the course

---Discussion of specifications for the course projects

---Other

TUESDAY SEPTEMBER 15, 2009

----Parameters of program planning and evaluation {II.1-6}

---Project reviews and discussion

---Other

TUESDAY SEPTEMBER 22, 2009

---Clarification Phase {III.I-13}: Purpose; Activities; specifying the target population

---Project discussions and submissions

---Other
TUESDAY SEPTEMBER 29, 2009

---Clarification Phase {III.14-26}: Determining needs of the target population
---Needs assessment case examples
---Project work
---Other

TUESDAY OCTOBER 6, 2009

---Clarification Phase {III.27-43}: Determining needs of the target population
---Needs assessment, instrumentation, and involvement of people
---Data analysis
---Project submittals
---Other

TUESDAY OCTOBER 13, 2009

---Clarification Phase {III.44-64}: Delineating the relevant context
---Challenges associated with delineating the relevant context
---Project work
---Other

TUESDAY OCTOBER 20, 2009

---Clarification Phase {III.64-69}: Clarification Report
---Communicating and using clarification information
---Project discussion and submittals
---Other

TUESDAY OCTOBER 27, 2009

---Project presentations in class

---Assessment of student understanding {individual, in class}

---Mid-semester course evaluation

---Other

TUESDAY NOVEMBER 3, 2009

---Design Phase {IV.1-14}: Purpose; Activities; Describing the program purpose and goals

---Purpose, mission statements, visions, and other entities

---Project submittals

---Other

TUESDAY NOVEMBER 10, 2009

---Design Phase {IV.15-30}: Describing the program purpose and goals

---Goal setting framework, theories, research, and practical challenges

---Project work

---Other
TUESDAY NOVEMBER 17, 2009

---Design Phase {IV.31-56}: Considering program design alternatives
---Goal setting examples
---Involving people in program design
---Project work
---Other

TUESDAY NOVEMBER 24, 2009

---Design Phase {IV.31-56}
---Challenges and methods for involving people in program design
---Project submittals
---Other

TUESDAY DECEMBER 1 2009

---Design Phase {IV.57-69}
---Keeping focused on program development
---Project submittals
---Design Phase {IV.70}
---Case examples of program design
---Project work
TUESDAY DECEMBER 8 and 15, 2009

---Project presentations in class

---Assessment of student understanding \{individual, in class\}

---End of semester course evaluation

---Planning for between-semester coursework and for second semester classes
VII. PROJECTS AND THEIR SPECIFICATIONS

PROJECT NO 1--DESIGN OR REDESIGN OF A HUMAN SERVICES PROGRAM TARGETED TO A GROUP OF PEOPLE IN AN ORGANIZATION (FALL SEMESTER 2009)

PURPOSE OF THE PROJECT

The purpose of Project No. 1 is twofold: (1) to provide you with practical experiences in helping a client in an organization to design, or to redesign, a program that is intended to address psychological, educational, social, or performance needs of a group of people who operate in, or who are served by, that organization; and (2) to provide you with a classroom structure and supervisory format whereby you can learn how to help a client in program design or redesign, including learning how to deal with and cope with the challenges, tasks, frustrations, ambiguities, and related matters involved in the program planning and evaluation process.

Toward this twofold purpose, you will be involved not only in interactions with the client, but also in the creation of two separate, yet interrelated program planning and evaluation documents, during the first semester. These two documents are referred to as the Clarification Report and the Program Design.

You will submit these two documents to me in a very precise manner, according to a
particular schedule throughout the semester (to be delineated, below). I will gladly review each and every one of your submissions for this project. Toward that end, I will do so in very precise ways, according to the guidelines and activities that comprise the *Resource Guide*.

As a result of your involvement in this project and my involvement with you on it as course instructor and project supervisor, you will be able to demonstrate how you can: (a) think about program planning and evaluation with respect to yourself as an "emerging professional psychologist" and programmatic consultant; (b) assist a client who, perhaps, may not know how to plan or evaluate a program that is supposed to be targeted to a group of people with needs, within a relevant context; (c) engage in effective management of yourself in reference to the project situation in which you are embedded; and (d) follow through with creation and submission of high quality work that is totally devoid of rhetoric and metaphor but, rather, is based on sound principles and procedures of program planning and evaluation and that addresses real needs of target populations and the interests and concerns of your clients and other key stakeholders.

In addition, you will have an opportunity to enjoy yourself in working on a project that may well stretch you to the limits, frustrate you and challenge you.

**PROJECT ACTIVITIES AND ACCOMPLISHMENTS**

Given the purpose of this project as described above, you are expected to follow through in this manner:

1. Identify an organization within which you can assist a client with the design or redesign of a program that is intended to benefit a group of people---that is, a target population---
- who are part of, or who are served by, that organization.

Provide relevant written descriptive material about---

- the client with whom you will be providing program planning and evaluation services

- the organization within which you will help the client

Justify this information in terms of relevant professional and technical dimensions

The written descriptive material that you generate here will eventually become the Introductory Information Section of the Clarification Report. The justifications will be placed in an appendix of that report.

Due date:______________________________

2. With the client, delineate the target population to which a human services program will be designed or redesigned.

Describe the target population with respect to human characteristics that have meaning for subsequent program planning and evaluation activities.

Provide written descriptive material about meaningful characteristics only. These may be descriptions of the target population’s age, gender, culture, linguistic characteristics, achievement levels, etc.

Justify this information with respect to relevant professional and technical dimensions,

The information that you generate here will eventually become the Target Population Description Section of the Clarification Report.

Due Date:______________________________
3. Given the target population that has been delineated and presuming that the relevant
careteristics of this population that have been described, collaborate with the client and other
relevant stakeholders to determine psychological and/or educational needs of the target
population that could reasonably be addressed through a human services program that you can
help design or redesign.

Provide written descriptive information and relevant evaluative information about--

- The structure of needs to which a program can be focused
- Needs assessment protocols that will be the means that you will use
to determine (assess) needs
- Particular needs of the target population that seem to be amenable to
a program, based on the needs assessment activities that you can undertake and
complete

Justify this information with respect to relevant professional and technical dimensions,
including due recognition of any particular data that are collected and evaluated.

The information that you generate here will eventually become the Needs Assessment
Section of the Clarification Report.

Due Date: ________________________________

4. In relation to the target population, their needs, the client, and the organization, assess the
relevant context in which the needs of the target are embedded.

Provide written descriptive and evaluative information about---
variables that have to do with the program planning situation that have meaning for the readiness of the organization for a particular program and that are important to take into account in program design or redesign.

Justify the relevance of this contextual information in terms of professional and technical dimensions.

The information that you generate here will eventually become the Context Assessment Section of the Clarification Report.

Due Date:___________________________________________________________

5. With reference to the information that you have generated from project activities 1-4 above, write a clear, concise, and cogent summary. This summary statement should be used to clarify the following:

---The target population

---The needs of the target population to which a program will be designed or redesigned

---The relevant context within which those needs are embedded

Justify why you have written the summary the way that you have in terms of relevant professional and technical dimensions.

The information that you generate here will eventually become the Summary Section of the Clarification Report.

Due Date:___________________________________________________________
6. Merge the information that you have generated from activities 1-5 above into a draft of the Clarification Report.  
Due Date:______________________________________________________________

7. This activity begins the creation of the Program Design document. As such, provide written descriptive information about---

---The purpose of the human services program, that relates to particular needs of the target population

---The goals of the program that, if attained, are likely to add value to the target population in terms of the needs. These goals should be as SMART as possible

Justify this information with respect to relevant professional and technical dimensions. The information that you generate for this activity will eventually become the Purpose and Goals Section of the Program Design.  
Due Date:______________________________________________________________

8. Describe the Eligibility Standards and Criteria that are important to be explicated as part of the program's design. Provide written descriptive information about these that reflects clarity, conciseness, and cogency.

Justify this information in terms of relevant professional and technical dimensions.  
This information will eventually become the Eligibility Standards and Criteria Section of
9. Describe the policies and procedures that seem necessary so that people associated with the program will know important things about the program. Provide information in a written descriptive form.

   Justify this information in terms of relevant professional and technical dimensions.

   This information will eventually become the Policies and Procedures section of the Program Design.

   Due Date:________________________________________________________

10. List and describe the following inventory of information:

   -- Methods and Techniques
   -- Materials
   -- Equipment
   -- Facilities

   Justify this inventory in terms of relevant technical and professional dimensions

   This information will eventually become the Inventory section of the Program Design.

   Due Date:____________________________________________________________

11. Delineate and describe the program's components that are sequenced as phases and/or
activities of the program. Provide this information in a way that allows a person who is going to be involved in implementation of the program to understand how the program will operate.

Justify this information in terms of relevant professional and technical dimensions.

This information will eventually be used for the Components Section of the Program Design.

Due Date: ________________________________

12. Outline a budget for the program that takes into account costs that are to be associated with the program's development and its implementation.

Justify this budgetary information in light of relevant professional and technical dimensions.

This information will eventually be used for the Budget section of the Program Design.

Due Date: ________________________________

13. Delineate and describe the major roles, responsibilities, and relationships of the individuals who are considered as personnel of the program.

Justify this information according to relevant professional and technical dimensions.

This information will eventually be used for the Personnel section of the Program Design.

Due Date: ________________________________
14. Identify and describe the incentives that can be used as part of the program as a means to assist individuals involved in the program to be involved in it in ways that are expected of them according to the program's design.

Justify this information according to relevant professional and technical dimensions

This information will eventually be used as part of the Incentives section of the Program Design.

Due Date: ________________________________

15. Outline a plan that can be used by program personnel to evaluate the program so that they can continue to develop and improve it.

Justify this outlined evaluation plan in terms of relevant professional and technical dimensions.

This information will be used in the Program Evaluation section of the Program Design.

Due Date: ________________________________

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CLARIFICATION REPORT FORMAT

I. INTRODUCTORY INFORMATION

A. ORGANIZATION

B. CLIENT

II. TARGET POPULATION DESCRIPTION
A. ONLY RELEVANT CHARACTERISTICS

III. NEEDS ASSESSMENT
   A. STRUCTURE OF NEEDS
   B. NEEDS ASSESSMENT PROTOCOLS
   C. NEEDS ASSESSMENT RESULTS

IV. CONTEXT ASSESSMENT
   A. CONTEXTUAL VARIABLES
   B. CONTEXT ASSESSMENT RESULTS

V. SUMMARY
   A. TARGET POPULATION
   B. NEEDS
   C. RELEVANT CONTEXT

APPENDIX A---JUSTIFICATIONS
APPENDIX B---COPIES OF INSTRUMENTATION
APPENDIX C---OTHER RELEVANT INFORMATION

PROGRAM DESIGN FORMAT

1. PURPOSE AND SMART GOALS
2. ELIGIBILITY STANDARDS AND CRITERIA
3. POLICIES AND PROCEDURES
4. METHODS AND TECHNIQUES
5. MATERIALS
6. EQUIPMENT
7. FACILITIES
8. COMPONENTS, PHASES AND ACTIVITIES
9. BUDGET
10. PERSONNEL
11. INCENTIVES
12. PROGRAM EVALUATION PLAN

APPENDIX A. --- JUSTIFICATIONS

APPENDIX B. --- OTHER RELEVANT INFORMATION
PROJECT NO. 2--PROVIDING PRACTICAL INFORMATION TO A PARTICULAR TYPE OF 
CLIENT ABOUT SOME MATTER, ISSUE, OR TASK HAVING TO DO WITH A PARTICULAR 
ASPECT OF PROGRAM PLANNING AND EVALUATION (FALL SEMESTER, 2009)

PURPOSE OF THE PROJECT

By means of this project, you will be able to demonstrate your command of a fund of 
information about the program planning and evaluation process, in a procedural sense, as well as 
your ability to take a particular aspect of that process and communicate that understanding to a 
particular type of client.

As such, the project document will reflect a manuscript that can be used by you (and 
perhaps associates) as a professional capability statement and/or maybe at some future point in 
time, with additional work, as an article in a trade publication, or perhaps eventually with some 
other additions in a professional journal. In any event, though, the project document must reflect 
practical and useful information for a particular type of client.

NATURE AND SCOPE OF THE PROJECT DOCUMENT

The project document (manuscript) must be focused on a particular kind of real time 
situation that has to do with some aspect of the program planning and evaluation process. 
Examples of such manuscript content focus are:

---Needs assessment in developing pre-school programs for disabled 
children
---Involving parents of special needs students in planning programs for autistic children

---Using first line supervisors to provide information on the training needs of people that they supervise

---Goal attainment scaling as a means for identifying meaningful goals for individualized programs for conduct disordered adolescents

---Focus groups and involving people in program design

---Issues in resolving conflict in designing programs for disabled people in private businesses

---Many, many, many other possibilities that are limited only by your thoughts and interests

The project document (manuscript) must be produced in relation to APA publication kind of style, although not necessarily in strict compliance with it, since this manuscript, in essence, is not being written for submission for possible publication to a refereed journal. Although there are no prescribed page limits, it may well be between 10 to 15 to 20 to 30 pages in length including tables, figures, and any necessary references.

You are given a “creative professional license” in developing this project. However, here are some guidelines for it:

1. Identify a program planning and evaluation matter, issue, or task such as ones like those illustrated by the above examples. This should be a topical domain that has meaning and interest to you and to a particular type of client (e.g., school principal; director of corporate training; manufacturing operations manager). You may want to select the topic through
interviews or discussions with professionals including those representing the client type; or, you may want to identify and justify the topic through another means such as systematic analysis of relevant research that has real ecological validity; or through of combination of approaches.

2. Define or specify why the topic is important to that particular type of client.

3. Clarify the task or problem as precisely as possible.

4. Describe an approach to the task or solution to the problem that has to do with program planning and evaluation. This description may well be a set of procedural guidelines.

PROJECT PRODUCTS AND TIMELINES

1. Submission of an outline of your project document (manuscript) for my review, feedback, and eventual approval.
   
   Due Date: _________________________________

2. Submission of an initial draft of your project document (manuscript) for critical review and feedback.
   
   Due Date: _________________________________

3. Submission of the final draft of the project document (manuscript) that relate to the above guidelines.
   
   Due Date: _________________________________
CLOSING PROJECT NOTE

This project can very well be a "fun" one. It has the potential to enable you to stretch yourself even further while being able to show just how focused, creative and understanding about program planning and evaluation that you can be. Relatedly, please note full well here, that this project is not to be construed as academic term paper or as scholarly journal article for possible publication in a referred journal.

Enjoy the project and it value for one of your capability portfolios.

Additional information will be added to this syllabus for the second semester of the course.

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