

University of Florida
College of Public Health & Health Professions Syllabus
OTH 6724 Program Evaluation and Development (3 credits)

Semester: Summer 2020

Delivery Format: Online

Zoom Meetings (Synchronous): Tuesdays 1-3 (Section B), Wednesdays 1-3 (Section A)

Canvas (Asynchronous): <https://elearning.ufl.edu/>

Instructor Name: Christine Myers, PhD, OTR/L
Room Number: 2111
Phone Number: 273-6128
Email Address: ctmyers@phhp.ufl.edu
Office Hours: Mondays and Thursdays, 2:00pm-3:00pm
Teaching Assistants: Lindsey Telg, MOT, OTR/L
Preferred Course Communications: email above

Prerequisites

OTH 6002 Foundations of Occupational Therapy and OTH 6726 OT Service Delivery and Organization

PURPOSE AND OUTCOME

Course Overview

This course offers students conceptual and practical knowledge and skills needed to develop, administer, and lead the delivery of evidence and occupation-based occupational therapy services that are efficacious and cost-effective within the varying contexts of the rapidly changing health care environment.

Relation to Curriculum Design

This course addresses the following themes of the UF curriculum: health and human occupation, critical thinking, valuing of diversity, collaborative practice and professionalism. This course, held after the completion of Level II fieldwork, equips students to attain Phase II learning outcomes and prepares students for Capstone success. Classroom activities will require students to apply key occupational theories and evidence acquired during Phase I of the curriculum. Grounded in their understanding of the importance of occupations and participation for health, students will apply their knowledge of evidence-based assessments and interventions to identify unmet occupational needs, and design and evaluate programs to meet those needs for diverse populations. Students will apply the new skills learned in this class to the Doctoral Mentorship Class 3 class (taken in Spring 2021) to complete a needs assessment related to their Capstone project.

Student Learning Objectives:

1. Develop questions relevant to occupational therapy and/or rehabilitation services that guide needs assessment and program evaluation.
2. Describe and apply needs assessment methodology (including qualitative and quantitative data collection methods) to identify unmet health, occupation, and/or participation needs.
3. Describe and apply program evaluation methodology (including logic models) to evaluate the outcomes of a program.
4. Analyze and interpret quantitative and qualitative data to evaluate unmet needs and program outcomes for diverse populations.
5. Evaluate the impact of contextual factors, including policy, socioeconomic, political, geographic, and demographic factors on occupational needs and program outcomes.
6. Disseminate needs assessment and program evaluation outcomes to a variety of stakeholders including occupational therapists, other professionals, agencies, community members, policy makers, and/or clients.
7. Complete basic components of a grant application including a description of the project, methods used to evaluate the success of the project, and a project budget.

| Course Objective | <i>ACOTE Standards (2011) Addressed</i> | | Curricular theme(s) |
|------------------|---|---|--|
| 1,2 | B.4.27 | Evaluate access to community resources, and design community and or primary care programs to support occupational performance for persons, groups, and populations. | Human occupation and health Critical Thinking |
| 4,5 | B.5.1 | Factors, Policy Issues, and Social Systems: Identify, analyze, and evaluate the contextual factors; current policy issues; and socioeconomic, political, geographic, and demographic factors on the delivery of occupational therapy services for persons, groups, and populations to promote policy development and social systems as they relate to the practice of occupational therapy. | Valuing diversity Collaborative practice |
| 3,7 | B.5.3* | Business Aspects of Practice: Demonstrate Knowledge of and evaluate the business aspects of practice including, but not limited to, the development of <u>business plans</u> , <u>financial management</u> , <u>program evaluation models</u> , and strategic planning. | Human occupation and Health |
| 1,3,4,6 | B.5.7. | Quality Management and Improvement: Demonstrate leadership skills in the ability to design ongoing processes for quality management and improvement (e.g., outcome studies analysis and client engagement surveys) and develop program changes as needed to demonstrate quality of services and direct administration changes. | Human occupation and Health Critical thinking |
| 4,5 | B.6.2 | Quantitative and Qualitative Methods: Select, apply, and interpret quantitative and qualitative methods for data analysis to include: 1) Basic descriptive, correlational, and inferential quantitative statistics, 2) analysis and synthesis of qualitative data | Valuing diversity Collaborative practice |
| 7 | B.6.4 | Locating and securing grants: Demonstrate an understanding of the process of locating and securing grants and how grants can serve as a fiscal resource for scholarly activities and program development. Create grant proposals to support scholarly activities and program development. | Human occupation and Health Professionalism |

*standard partially met (underlined)

Instructional Methods

Content and activities in this course are coordinated and integrated with information presented in other courses this semester and in previous semesters. The course will use a variety of methods to facilitate student learning and achieve course objectives:

- Independent reading, writing, and synthesis
- In class mini-lectures
- Cooperative and experiential learning activities
- Iterative and interactive reflection and feedback

What is expected of you?

This is a hybrid class that includes both synchronous (Zoom) and asynchronous (activities completed outside of Zoom meetings) content and learning activities. You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all preparation reading and activities. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the class sessions. If you are not prepared for class meetings, you may struggle to keep pace with the activities and it is unlikely that you will reach the higher learning goals of the course. Remember, this preparation is over and above the general preparation you would be expected to do for a face-to-face course.

Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule (see page 8 for detailed schedule, readings, and due dates)

| Week | Dates | Topic(s) |
|------|-------------|---|
| 1 | 5/12 & 5/13 | Needs Assessment Introduction |
| 2 | 5/19 & 5/20 | Needs assessment: Data collection methods: Focus groups |
| 3 | 5/26 & 5/27 | Needs assessment: Qualitative data analysis |
| 4 | 6/2 & 6/3 | Needs assessment: Data collection methods: Surveys |
| 5 | 6/9 & 6/10 | Program Evaluation: Overview and logic models |
| 6 | 6/16 & 6/17 | Program Evaluation: Measuring outcomes for program evaluation |
| | 6/23 & 6/24 | SUMMER BREAK WEEK- NO CLASSES |
| 7 | 6/30 & 7/1 | Program Evaluation: Measuring outcomes for program evaluation |
| 8 | 7/7 & 7/8 | Program Evaluation: Measuring outcomes for program evaluation |
| 9 | 7/14 & 7/15 | Program Evaluation: Database analysis to evaluate programs |
| 10 | 7/21 & 7/22 | Program Evaluation: Preparing data driven reports |
| 11 | 7/28 & 7/29 | Program Evaluation: Writing grants to support programs |
| 12 | 8/4 & 8/5 | Program Evaluation: Writing grants to support programs/Course Wrap-Up |

Course Materials and Technology

Instructional methods include class lecture, online PowerPoint slides, readings, posted preparatory learning activities, individual and group assignments, presentations, lab experiences, and objective evaluations.

Required Reading: Required reading assignments will be posted on e-Learning (Canvas) course website for each class accessed via E-learning Support Website: <http://elearning.ufl.edu/>

For technical support for this class, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

ACADEMIC REQUIREMENTS AND GRADING

Assignment Descriptions (more information is available in each assignment posted to Canvas)

- **Needs Assessment Community Description:** Teams will use information from the community organization interview, as well as website and print materials, to describe the community and context of the needs assessment.
- **Focus group planning template:** In this assignment, your team will prepare for a focus group to assess the needs of the community organization.
- **Code list & code structure template:** For your assigned focus group question, your team will report the full code dictionary, document how codes were grouped into categories, and draw an image depicting the relationship between categories.
- **Survey questions:** In this assignment, your group will develop three “concerns” questions, three “goals” questions, and three additional questions relevant to the needs assessment purpose and goals.
- **Logic Model:** Your team will use the information about the community organization program to create three “if/then” statements and a logic model.
- **Individual search assignment:** You will complete a database search focused on one indicator identified in your team’s logic model.
- **Individual draft of recommendation report:** You will draft a recommendation report for program evaluation planning. This will be used to help your team develop a final program evaluation recommendation report.

- **Program evaluation recommendation report:** Your team will prepare a visually appealing, easy to read one page recommendation report for program evaluation planning.
- **Database analysis report:** In this assignment, each individual will identify a question that can be answered using the database, select an appropriate statistical technique, and report results in text and tables/figures. Note: This is not a team assignment
- **Grant application:** Teams will build upon your knowledge of the program, needs, and documented outcomes to develop a grant proposal to improve the program/meet program needs.
- **Professionalism:** Your professionalism will be evaluated based on the following:
 - (1) adherence to professional behaviors, including Remote Learning Expectations and Requirements (see expectations outlined on this syllabus and Professionalism Rubric on Canvas)
 - (2) participation on your team, including coming to class prepared to participate in team activities and maintaining appropriate interpersonal communication and relationships with team members
 - (3) preparation for class, as determined through completion of pass/fail prep activities (as applicable) each week

Grading

| Assignment | Due date | % of final grade |
|---|----------------------|---------------------|
| 1. Needs assessment: Community description (team) | 5/19 (B) 5/20 (A) | 5% |
| 2. Focus group planning template (team) | 5/26 (B) 5/27 (A) | 12.5% |
| 3. Code list & code structure template (team) | 6/2 (B) 6/3 (A) | 7.5% |
| 4. Survey questions (team) | 6/9 (B) 6/10 (A) | 7.5% |
| 5. Logic model (team) | 6/16 (B) 6/17 (A) | 7.5% |
| 6. Individual Search Assignment (P/F) (individual) | 6/30 (B) 7/1 (A) | 2% |
| 7. Individual Draft of Recommendation Report (P/F) (individual) | 6/30 (B) 7/1 (A) | 3% |
| 6. Program evaluation recommendation report (team) | 7/7 (B) 7/8 (A) | 22.5% |
| 7. Database analysis report (individual) | 7/28 (B) 7/29 (A) | 12.5% |
| 8. Grant application (team) | 8/5 (B) 8/6 (A) | 10% |
| 9. Professionalism | Throughout semester | 10% |
| | | Total = 100% |

| | | | | | | | | | | | |
|----------------------|--------|----------|----------|----------|----------|----------|----------|----------|----------|----------|---------|
| Points earned | 93-100 | 90-92.99 | 87-89.99 | 83-86.99 | 80-82.99 | 77-79.99 | 70-76.00 | 67-69.99 | 63-66.99 | 60-62.99 | 0-59.99 |
| Letter Grade | A | A- | B+ | B | B- | C+ | C | D+ | D | D- | E |

Please be aware that a C- is not an acceptable grade for graduate students. In addition, a grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A.

| Letter Grade | A | A- | B+ | B | B- | C+ | C | D+ | D | D- | E | WF | I | NG | S-U |
|--------------|-----|------|------|-----|------|------|-----|------|-----|------|-----|-----|-----|-----|-----|
| Grade Points | 4.0 | 3.67 | 3.33 | 3.0 | 2.67 | 2.33 | 2.0 | 1.33 | 1.0 | 0.67 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at: <http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Policy Related to Make up Exams or Other Work

Absences will only be approved **prior to the time of the scheduled activity** (e.g., test, assignment deadline, presentation, etc.) only conditional upon the submission of a completed and APPROVED *Excused Absence Petition* form (Appendix H of the MOT Student Handbook). Submit approved forms to the instructor. Make-ups or absences are only approved for student's hospitalization, death in the family, or a similar serious situation. See the Absence Policy in the *Student Handbook* published on the MOT program website.

Please note: Any requests for make-ups due to technical issues **MUST** be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You **MUST** e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

Policy Related to Required Class Attendance

All OTD students are required to attend all course and program activities. To review attendance policies see *OTD Student Handbook*. Students will be held responsible for all material presented and discussed in class activities regardless of attendance. It is the responsibility of the student who must be late or absent to a class activity to notify the instructor **prior** to the scheduled time in order to schedule makeup activities.

All faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior For further information about the material provided below see the relevant sections of the *OTD Student Handbook* or the websites provided.

Communication Guidelines

- Treatment of peers, professors, teaching assistants, guest lecturers, clinical personnel, with consideration, confidentiality, and respect.
- Students are expected to actively participate in discussions and lab activities. Participation assists students to develop knowledge and skill in interpersonal relationships and communication by relating to patients and families with various backgrounds and performance deficits, by relating to other students, therapists and supervisors, students gain an understanding of relationships in professional role. Personal responsibility for prompt arrival, and regular participation and attendance all course activities; with appropriate and judicious use of class and lab time.

Professional Behavior

- Assumption of responsibility in keeping classroom in order and laboratory materials properly utilized and stored.
- **Students are expected to be thoroughly prepared for class.** Students are expected to read and study assigned readings in text and course syllabus prior to coming to class. Students are expected to bring all

materials necessary to effectively participate or those specifically designated by the instructor to class or lab.

- Professional work habits also include: being on time for class and staying until class is dismissed; being courteous in lecture and lab by refraining from chatter or other distracting behaviors; turning off all electronic devices that are not critical for formal classroom activities; not reading other material during class; meeting deadlines; arranging with instructor or peer to get handouts or announcements if unable to attend class; arranging with the instructor in advance if unable to meet scheduled tests and assignments.
- Professional attire in lectures and labs when there are guests, in all clinics and site visits.
 - Clean long khaki or black pants that remain fitted when moving and bending.
 - Collared, adequately fitting shirt that is neither clingy nor revealing and remains discretely tucked into pants when reaching and moving. No T-shirts.
 - Clean, closed toe shoes with adequate base of support.
 - Jewelry & make-up kept to a minimum. No hats. No fragrances. Tattoos must be covered.
- Lecture notes and/or Power Point slides are provided solely at the discretion of the presenter. Regardless of the provision of lecture notes/Power Point slides, students are responsible for all materials assigned and covered in class, labs, and site visits.
- **Laptops/Tablets:** Laptops/tablets may be used in class for taking notes, viewing slides, or accessing websites associated with ongoing class activities. Students are not allowed to use laptops/tablets in class for any other reason. Topic instructors may further limit or prohibit the use of laptop/tablet used during their presentations.

Remote Learning Expectations and Requirements

As OTD students, you will:

- Dress according to the dress code in the OTD Student Manual. Your upper body is viewable through the webcam.
- Mute your microphone on entry to Zoom and when not talking.
- Keep your webcam on throughout the class so that the instructor will meet ACOTE standard A.2.15.
- Engage actively in class. Active participation includes sharing verbally, typing in the chat box, or sharing your screen with example work or content.
- Attend class in a conducive learning environment. The preferable environment is sitting in a chair at a desk or table. If this is not possible, you may sit on a sofa or bed, but you should not be under covers or laying down unless there are extenuating circumstances (i.e., medical). The room should be quiet. Headphones/mic are allowed for class but not when testing. You should maintain a non-distracting background.
- Minimize and prevent distractions by dedicating time and attention to the class and the online learning activities (i.e., do not allow “visitors” in your classroom environment, such as youth or pets, do not attend class in a vehicle; do not multi-task with household chores or by driving during class time).
- Maintain access to textbook/notes for reference during the virtual class time.
- Use electronic devices only for classroom activities. There should be no additional emailing, texting, or browsing the internet during virtual class time.
- Direct conversations to class content and activities while in breakout sessions. Assume the facilitator/instructor may access your breakout room at any time.

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>
<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

SUPPORT SERVICES

Accommodations for Students with Disabilities

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting www.disability.ufl.edu/students/get-started.

To ensure that I can meet your accommodations, please schedule a meeting with me during the first week of class. We will work together to make an accommodation plan for the course, and identify our responsibilities to meet that plan. I am committed to ensuring access, and that is possible when students collaborate with me to identify and plan for their accommodations.

Students in UF Health Sciences programs should be mindful that unique course accommodations may not be applicable in a clinical, fieldwork or practicum setting. Thus, planning a semester in advance with the DRC Health Sciences Learning Specialist, Lisa Diekow ldiekow@ufsa.ufl.edu, is highly encouraged.

Counseling and Student Health

Your well-being is important to the University of Florida. The *U Matter, We Care* initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:

Alachua County Crisis Center
(352) 264-6789
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu .

| Week | Class Date | Class Focus & Learning Activities | Class Preparation: Read before class | Assignments Due |
|------|----------------------|--|---|--|
| 1 | 5/12 (B) 5/13 (A) | <p>Needs Assessment: Introduction <i>Learning objectives</i></p> <ul style="list-style-type: none"> Apply concepts of needs and resources to a specific community Articulate the importance of describing a community and a community's needs Describe a community that will be engaged in the needs assessment <p><i>Class activities</i></p> <ul style="list-style-type: none"> Mini lecture Small group work: Community description | <p>Community Tool Box. KU Work Group for Community Health and Development, University of Kansas. Retrieved from: http://ctb.ku.edu/en/tablecontents/sub_section_main_1019.aspx</p> <ul style="list-style-type: none"> <i>Chapter 3, Section 1: Developing a Plan for Identifying Local Needs and Resources.</i> <i>Chapter 3, Section 2: Understanding and describing the community</i> <i>Chapter 3, Section 5: Analyzing community problems</i> <p>Review at least 5 of the 15 needs assessment examples provided at: https://ctb.ku.edu/en/assessing-community-needs-and-resources/examples</p> <p>Review of community program (videos, website, materials) posted to Canvas</p> | <p>Prep Activities (P/F) completed before class (see Canvas Module for this week)</p> |
| 2 | 5/19 (B) 5/20 (A) | <p>Data Collection Methods: Focus Groups <i>Learning Objectives:</i></p> <ul style="list-style-type: none"> Design a focus group protocol to identify community needs Practice focus group facilitation skills <p><i>Class activities:</i></p> <ul style="list-style-type: none"> Mini lecture Design focus group protocol Role play focus group facilitation | <p>Community Tool Box. KU Work Group for Community Health and Development, University of Kansas. Retrieved from: http://ctb.ku.edu/en/tablecontents/sub_section_main_1019.aspx</p> <ul style="list-style-type: none"> <i>Chapter 3, Section 6: Conducting Focus Groups</i> <p>Krueger, R. A. & Case, M. A. (2001, June). Designing and conducting focus group interviews. In R.A. Krueger et al., <i>Social Development Papers. Social analysis: Selected tools and techniques</i> (Paper number 36, pp. 4-23). Social Development Family, World Bank. Downloaded 2/25/2020 from: https://pdfs.semanticscholar.org/4b1b/534107a6f950ef66ac01951cc325e17f4c02.pdf#page=10</p> <p>Focus group planning template:</p> <ul style="list-style-type: none"> Complete a draft of the focus group template and bring to class. Students must be prepared to show their draft work (pass/fail) at the beginning of class <p>•</p> <p>Curry, L. (2015). Fundamentals of Qualitative Research. Yale Global Health Leadership Institute. <i>Major Qualitative Study Design: focus groups</i> https://www.youtube.com/watch?v=cCAPz14yjd4</p> | <p>Needs assessment: Community description (5%) (team)</p> <p>Prep Activities (P/F) completed before class (see Canvas Module for this week)</p> |

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| 3 | 5/26 (B) 5/27 (A) | <p>Data Collection Methods: Analyzing Qualitative Methods <i>Learning objectives:</i></p> <ul style="list-style-type: none"> • Demonstrate knowledge of content coding by developing an initial code list and dictionary • Understand how qualitative results can be used to identify needs <p><i>Class activities:</i></p> <ul style="list-style-type: none"> • Mini lecture • Generate codes when analyzing transcribed focus group results | <p>Povenmire-Kirk, T. C., Lindstrom, L., & Bullis, M. (2010). De escuela a la vida adulta/From school to adult life: Transition needs for Latino youth with disabilities and their families. <i>Career Development for Exceptional Individuals</i>, 33(1), 41-51.</p> <p>Read pages 15-19 again: Krueger, R. A. & Case, M. A. (2001, June). Designing and conducting focus group interviews. In R.A. Krueger et al., <i>Social Development Papers. Social analysis: Selected tools and techniques</i> (Paper number 36, pp. 4-23). Social Development Family, World Bank. Downloaded 2/25/2020 from: https://pdfs.semanticscholar.org/4b1b/534107a6f950ef66ac01951cc325e17f4c02.pdf#page=10</p> | <p>Needs Assessment: Focus Group Planning Template (12.5%) (team)</p> <p>Prep Activities (P/F) completed before class (see Canvas Module for this week)</p> |
| 4 | 6/2 (B) 6/3 (A) | <p>Data Collection Methods: Surveys <i>Learning objectives</i></p> <ul style="list-style-type: none"> • Generate survey questions to assess community needs <p><i>Class activities:</i></p> <ul style="list-style-type: none"> • Generate different types of survey questions about community goals, concerns questions, and general characteristics. | <p>Community Tool Box. KU Work Group for Community Health and Development, University of Kansas. Retrieved from: http://ctb.ku.edu/en/tablecontents/sub_section_main_1019.aspx</p> <ul style="list-style-type: none"> • Chapter 3, Section 7: Conducting needs assessment surveys • Chapter 38, Section 3: Rating community goals • Chapter 3, Section 10: Conducting concerns survey • Chapter 3, Section 13: Conducting surveys | <p>Needs Assessment: Code list and code structure template (7.5%) (team)</p> <p>Prep Activities (P/F) completed before class (see Canvas Module for this week)</p> |
| 5 | 6/9 (B) 6/10 (A) | <p>Program Evaluation: Overview and Logic Models <i>Learning Objectives</i></p> <ul style="list-style-type: none"> • Describe purpose and use of logic models • Define the components of a logic model • Apply “If-then” statements to the development of a logic model <p><i>Class activities</i></p> <ul style="list-style-type: none"> • Use logic model process to analyze OT programs in the literature (Rebeiro et al., Jackson et al) | <p>Chapters 1 and 2 from: W.K. Kellogg Foundation (2004). <i>Logic model development guide: Using logic models to bring together planning, evaluation, and action</i>. Author.</p> <p>Rebeiro, K. L., Day, D. G., Semeniuk, B., O'Brien, M. C., & Wilson, B. (2001). Northern Initiative for Social Action: An occupation-based mental health program. <i>American Journal of Occupational Therapy</i>, 55, 493–500. https://doi.org/10.5014/ajot.55.5.493 (Links to an external site.)</p> <p>Jackson, J., Carlson, M., Mandel, D., Zemke, R., & Clark, F. (1998). Occupation in lifestyle redesign: The Well Elderly Study occupational therapy program. <i>American Journal of Occupational Therapy</i>, 52(5), 326–336. https://doi.org/10.5014/ajot.52.5.326</p> <p>Review materials, videos, and website about the High School High Tech program</p> | <p>Needs Assessment: Survey Questions (7.5%) (team)</p> <p>Prep Activities (P/F) completed before class (see Canvas Module for this week)</p> |

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| <p>6</p> | <p>6/16 (B) 6/17 (A)</p> | <p>Program Evaluation: Measuring outcomes <i>Learning Objectives:</i></p> <ul style="list-style-type: none"> • Describe the difference between outcomes and outcome assessments • Discuss strengths and limitations of different data collection approaches • Identify evidence- based outcome measures/indicators to assess program outcomes <p><i>Class activities:</i></p> <ul style="list-style-type: none"> • Compare your logic model to the program’s model. • Review program’s current assessment plan/evaluation plan. • Review results of search assignment and select one indicator • Identify additional evidence needed to support recommendation. | <p>Chapter 2: “Step 2: Choose the outcomes you want to measure” from: United Way of America (1996). Measuring program outcomes: A practical approach. Author: Virginia.</p> <p>Chapter 3: “Step 3: Specify indicators for your outcomes” from: United Way of America (1996). Measuring program outcomes: A practical approach. Author: Virginia. Focus your reading on pages 59-67</p> <p>Chapter 4: “Step 4: Prepare to collect data on your indicator” from: United Way of America (1996). Measuring program outcomes: A practical approach. Author: Virginia.</p> | <p>Logic Model (7.5%) due at beginning of class (team)</p> <p>Prep Activities (P/F) completed before class (see Canvas Module for this week)</p> |
| | | <p>SUMMER BREAK WEEK- NO CLASS</p> | | |

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| 7 | 6/30 (B) 7/1 (A) | <p>Program Evaluation: Measuring outcomes <i>Learning Objectives:</i></p> <ul style="list-style-type: none"> • Design evaluation procedures that are feasible to implement given a program's resources and constraints. • Communicate program evaluation recommendations with community stakeholders <p><i>Class activities:</i></p> <ul style="list-style-type: none"> • Design recommendation reports • Peer review of recommendation report drafts | <p>Conduct searches for assigned outcome prior to class.</p> | <p>Individual Search Assignment: (P/F) due at beginning of class (individual)</p> <p>Individual draft of Recommendation Report (P/F) due at beginning of class (individual)</p> <p>Prep Activities (P/F) completed before class (see Canvas Module for this week)</p> |
| 8 | 7/7 (B) 7/8 (A) | <p>Program Evaluation: Database analysis <i>Learning objectives</i></p> <ul style="list-style-type: none"> • Navigate and describe the key features of an excel database • Use descriptive statistics to communicate information about community stakeholders and program outcomes. <p><i>Class activities</i></p> <ul style="list-style-type: none"> • Complete the descriptive statistic worksheet using the simulated database | <p>Review the following tutorials about excel. If you are unfamiliar with excel and databases, it is highly recommended you identify additional tutorials prior to class:</p> <ul style="list-style-type: none"> • https://www.unmc.edu/publichealth/centers/ccorda/exceldata.html • http://sphweb.bumc.bu.edu/otlt/MPH-Modules/Excel/Excel2.html <p>Review the report to see how data and graphs are reported effectively and simply: Roux, A. M., Shattuck, P. T., Rast, J. E., Rava, J. A., & Anderson, K., A. (2015) <i>National Autism Indicators Report: Transition into Young Adulthood</i>. Philadelphia, PA: Life Course Outcomes Research Program, A.J. Drexel Autism Institute, Drexel University.</p> | <p>Program Evaluation Recommendation Report (team) (22.5%)</p> <p>Prep Activities (P/F) completed before class (see Canvas Module for this week)</p> |

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| 9 | 7/14 (B) 7/15 (A) | <p>Program Evaluation: Database analysis <i>Learning objectives</i></p> <ul style="list-style-type: none"> • Compare groups of stakeholders using pivot tables • Describe key indicators before and after program completion using t-tests. • Describe relationships between variables using correlations <p><i>Class activities</i></p> <ul style="list-style-type: none"> • Complete the pivot tables worksheet using the simulated database • Complete the t-test worksheet using the simulated database • Complete the correlations worksheet using the simulated database | <p>Roux, A. M., Shattuck, P. T., Cooper, B. P., Anderson, K. A., Wagner, M., & Narendorf, S. C. (2013). Postsecondary employment experiences among young adults with an autism spectrum disorder. <i>Journal of the American Academy of Child & Adolescent Psychiatry</i>, 52(9), 931-939.</p> <p>It is recommended that you watch the following videos prior to class so you are familiar with the pivot table and t-test steps in excel:</p> <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=7Gkr4auXlsY • https://support.office.com/en-us/article/create-a-pivottable-to-analyze-worksheet-data-a9a84538-bfe9-40a9-a8e9-f99134456576 • https://support.office.com/en-us/article/use-the-field-list-to-arrange-fields-in-a-pivottable-43980e05-a585-4fcd-bd91-80160adfebec • https://support.office.com/en-us/article/filter-data-in-a-pivottable-cc1ed287-3a97-4e95-b377-ddfafe79fa8f • https://support.office.com/en-us/article/create-a-pivotchart-c1b1e057-6990-4c38-b52b-8255538e7b1c <p>Correlations (Pearson's r) with Excel: Downloaded from http://www.gifted.uconn.edu/Siegle/research/Correlation/excel.htm 1 of</p> <p>Weissgerber, T.L., Milic, N.M., Winham, S.J., & Garovic, V.D. (2015). Beyond Bar and Line Graphs: Time for a New Data Presentation Paradigm. <i>PLoS Biology</i>, 13(4), e1002128. doi:10.1371/journal.pbio.1002128</p> | Prep Activities (P/F) completed before class (see Canvas Module for this week) |
| 10 | 7/21 (B) 7/22 (A) | <p>Program Evaluation: Preparing data reports <i>Learning objectives</i></p> <ul style="list-style-type: none"> • Communicate program evaluation data using figures and tables <p><i>Class activities</i></p> <ul style="list-style-type: none"> • Analyze data and receive feedback on your database analysis assignment | <p>Chapter 8: "Step 8: Use your findings" from: United Way of America (1996). Measuring program outcomes: A practical approach. Author: Virginia.</p> <ul style="list-style-type: none"> • Bring Database Analysis Assignment to class for peer review and instructor feedback | Prep Activities (P/F) completed before class (see Canvas Module for this week) |

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| 11 | 7/28 (B) 7/29 (A) | <p>Program Evaluation: Writing grants to support programs <i>Learning objectives</i></p> <ul style="list-style-type: none"> Complete basic components of a grant application including a description of the project, methods used to evaluate the success of the project, and a project budget <p><i>Class activities</i></p> <ul style="list-style-type: none"> Identify funding opportunities that would support program improvements to HSHT Write a first draft of your grant application assignment | <p>Community Tool Box. KU Work Group for Community Health and Development, University of Kansas. Retrieved from: https://ctb.ku.edu/en/table-of-contents/finances/grants-and-financial-resources</p> <ul style="list-style-type: none"> <i>Chapter 42, Section 4: Applying for a grant: The general approach</i> <i>Chapter 42, Section 5: Writing a grant</i> | <p>Database analysis assignment (individual) (12.5%)</p> <p>Prep Activities (P/F) completed before class (see Canvas Module for this week)</p> |
| 12 | 8/4 (B) 8/5 (A) | <p>Program Evaluation: Writing grants to support programs <i>Class activities</i></p> <ul style="list-style-type: none"> Peer review and instructor feedback on Grant Application Assignment <p>Course Wrap-Up and Complete Evaluations</p> | <ul style="list-style-type: none"> Bring Grant Application Assignment to class for peer review and instructor feedback | <p>Grant application assignment (team) (10%) Due 8/5 for Section B and 8/6 for Section A</p> <p>Prep Activities (P/F) completed before class (see Canvas Module for this week)</p> |