

### Subject Description Form

<b>Subject Code</b>	APSS 5053																	
<b>Subject Title</b>	Psycho-Social-Educational Intervention Program Development and Evaluation																	
<b>Credit Value</b>	3																	
<b>Level</b>	5																	
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Nil																	
<b>Assessment Methods</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;">100% Continuous Assessment</th> <th style="width: 20%;">Individual Assessment</th> <th style="width: 20%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. A review on applying specific program planning framework in one of the following applications: Community / Education / Health Intervention</td> <td style="text-align: center;">--</td> <td style="text-align: center;">30%</td> </tr> <tr> <td>2. Oral presentation on Program Proposal or Program Development and Evaluation Report</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>3. Program Proposal or Program Development and Evaluation Report</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>4. Classroom participation and in-class exercise</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">--</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>The grade is calculated according to the percentage assigned;</li> <li>The completion and submission of all component assignments are required for passing the subject.</li> </ul>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. A review on applying specific program planning framework in one of the following applications: Community / Education / Health Intervention	--	30%	2. Oral presentation on Program Proposal or Program Development and Evaluation Report	20%	--	3. Program Proposal or Program Development and Evaluation Report	30%	--	4. Classroom participation and in-class exercise	20%	--
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<b>Objectives</b>	<p>The subject aims to enable students:</p> <ol style="list-style-type: none"> <li>1. To familiarize with common frameworks in program planning and evaluation pertaining to applied psychology</li> <li>2. To apply knowledge in program planning and evaluation in preparing proposals and evaluations for human service interventions</li> </ol>																	

<b>Intended Learning Outcomes</b>	<p>After completing the course, students will:</p> <ol style="list-style-type: none"> <li>Understand the key elements of program planning and evaluation; compare the purposes and various types of evaluation; assess the complexity and challenge in balancing between scientific rigor and programmatic considerations in real-world evaluation</li> <li>Be able to develop a logic model to describe program outcomes and processes, to write measureable program objectives, and to design a feasible program to meet the objectives</li> <li>Develop an evaluation plan to measure program implementation, outcomes and impacts</li> </ol>																
<b>Subject Synopsis/ Indicative Syllabus</b>	<ol style="list-style-type: none"> <li>Overview of Major program development, planning, and evaluation frameworks</li> <li>Concepts, context, content and process of program planning &amp; evaluation;</li> <li>Ethics of evaluation and stakeholders perspective</li> <li>The PRECEED-PROCEED Model: Theoretical Foundations &amp; applications in health and education settings</li> <li>The RE-AIM Framework: Theoretical Foundations &amp; Applications in health and education settings</li> <li>Program logic model</li> <li>Grant proposal preparation</li> <li>Overview of basic evaluation design in social services</li> </ol>																
<b>Teaching/Learning Methodology</b>	<p>To achieve Intended Learning Outcome a, theories, concepts and factual knowledge will be delivered through lectures. Discussion, reflection, and exploration of program learning issues will be discussed through seminar presentations and discussions. To achieve Intended Learning Outcomes b and c, Supplementary subject information will be circulated in the learning management system in Learn@PolyU. Case studies will also be adopted as a component of the teaching and learning process.</p>																
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	<table border="1" data-bbox="443 1480 1481 1989"> <thead> <tr> <th data-bbox="443 1480 967 1733" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="967 1480 1134 1733" rowspan="2">% weighting</th> <th colspan="3" data-bbox="1134 1480 1481 1659">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th data-bbox="1134 1659 1251 1733">a</th> <th data-bbox="1251 1659 1367 1733">b</th> <th data-bbox="1367 1659 1481 1733">c</th> </tr> </thead> <tbody> <tr> <td data-bbox="443 1733 967 1989">1. Review Essay: A review on specific program planning framework in one of the following applications: Community / Education / Health Intervention</td> <td data-bbox="967 1733 1134 1989">30 %</td> <td data-bbox="1134 1733 1251 1989">√</td> <td data-bbox="1251 1733 1367 1989">√</td> <td data-bbox="1367 1733 1481 1989">√</td> </tr> </tbody> </table>				Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)			a	b	c	1. Review Essay: A review on specific program planning framework in one of the following applications: Community / Education / Health Intervention	30 %	√	√	√
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2. Oral presentation on Program Proposal	20 %	√	√	√
3. Program Proposal or Program Development and Evaluation Report	30 %	√	√	√
4. Classroom participation and in-class exercise	20%	√	√	√
Total	100 %			

**Application Review:**

Students are required to choose one of the program planning and evaluation frameworks or its component(s) presented in class to write up a review on applying specific program planning framework in one of the following applications: Community / Education / Health Intervention. This assignment, allows the student to demonstrate one's thorough understanding of the framework in focus. Individual effort will also be assessed in the group project.

**Oral Presentation:** Students are required to present in class about one's proposal or evaluation report.

A Proposal or Evaluation Report of community intervention adopting one of the program planning and evaluation frameworks for submission to relevant public funding sources in HK should address the community needs and room for development as described by one of the following public funding sources:

- Beat Drug Fund
- Community Care Fund
- Community Investment & Inclusion Fund
- Health Care & Promotion Fund
- Love Ideas HK
- Partnership Fund for the Disadvantaged
- Quality Education Fund

<b>Student Study Effort Required</b>	Class contact:	
	▪ Lectures	27 Hrs.
	▪ Seminars	12 Hrs.
	Other student study effort:	
	▪ Term Paper	24 Hrs.
	▪ Seminar presentation and participation	24 Hrs.
	▪ Self-directed studies: reading	20 Hrs.

	Total student study effort	107 Hrs.
<b>Reading List and References</b>	<p><b><u>Textbook</u></b></p> <p>Royse, D., Thyer, B., &amp; Padgett, D. K. (2016). <i>Program Evaluation: An Introduction to an Evidence-Based Approach</i> (6<sup>th</sup> ed.). Boston, MA: Cengage Learning.</p> <p>McDavid, J. C., Huse, I., &amp; Hawthorn, L. R. L. (2019). <i>Program evaluation and performance measurement: An introduction to practice</i>. New York: SAGE Publications.</p> <p><b><u>References</u></b></p> <p>Bamberger, J. M., &amp; Mabry, L. S. (2019). <i>Real World evaluation: Working under budget, time, data, and political constraints</i> (3<sup>th</sup> ed.). Thousand Oaks, Calif.: Sage. Bamberger, Michael, Rugh, Jim, &amp; Mabry, Linda. (2012). <i>Real World evaluation: Working under budget, time, data, and political constraints</i> (2nd ed.). Thousand Oaks, Calif.: Sage.</p> <p>Blokdyk, G. (2021). <i>Program evaluation: Complete self-assessment guide</i>. 5STARCOoks</p> <p>Calley, N. G. (2011). <i>Program Development in the 21st Century: An Evidence-Based Approach to Design, Implementation, and Evaluation</i>. Sage Publications.</p> <p>Chan, C. C. &amp; Chan, K. (2006). Program effectiveness, process outcomes and sustainability of health promotion interventions in Hong Kong: Applying the RE-AIM framework. <i>Journal of Psychology in Chinese Societies</i>, 7(1), 5-27.</p> <p>Dzewaltowski, D. A., Glasgow, R. E., Kiesges, L. M., Estabrooks, P. A., &amp; Brock, E. (2004). RE-AIM: Evidence-Based Standards and a Web Resource to Improve Translation of Research Into Practice. [Article]. <i>Annals of Behavioral Medicine</i>, 28(2), 75-80.</p> <p>Fink, A. (2023). <i>Program evaluation: A primer for effectiveness, quality, and value</i>. New York, NY: Routledge.</p> <p>Fitzpatrick, J. L., Sanders, J. R., &amp; Worthen, B. R. (2022). <i>Program evaluation: Alternative approaches and practical guidelines</i> (5<sup>th</sup> ed.). Upper Saddle River, N.J.: Pearson Education.</p> <p>Giancola, S. P. (2020). <i>Program evaluation: Embedding evaluation into program design and development</i>. SAGE Publications, Inc</p> <p>Harris, M. J. (2016). <i>Evaluating Public and Community Health Programs</i> (2<sup>nd</sup> ed.). San Francisco, CA: Jossey-Bass. Harris, M. J. (2010). <i>Evaluating Public and Community Health Programs</i>: Jossey-Bass / McGraw-Hill.</p>	

	<p>Harris, J. L., Roussel, L. A., Dearman, C., &amp; Thomas, P. L. (2022). <i>Project planning, implementation, and evaluation: A guide for nurses and interprofessional teams</i> (4<sup>th</sup> ed.). Jones &amp; Bartlett Learning.</p> <p>Knowlton, L. W., &amp; Phillips C. C. (2013). <i>The logic model guidebook: Better strategies for great results</i> (2<sup>nd</sup> ed.). Thousand Oaks, Calif.: SAGE Publications</p> <p>Longest Jr. B. B. (2014). <i>Health program management: From development through evaluation</i> (2<sup>nd</sup> ed.). San Francisco, CA: John Wiley &amp; Sons.</p> <p>Mattessich, P. W. (2022). <i>Manager's guide to program evaluation: planning, contracting, &amp; managing for useful results</i> (2<sup>nd</sup> ed.). St. Paul, MN: Fieldstone Alliance.</p> <p>McKenzie, J. F., Neiger, B. L., &amp; Thackeray, R. (2022). <i>Planning, implementing and evaluating health promotion programs</i> (8<sup>th</sup> ed.). Jones &amp; Bartlett Learning</p> <p>Meyers, C., &amp; Brandt, W. C. (2014). <i>Implementation fidelity in education research: Designer and evaluator considerations</i>. New York, NY: Routledge.</p> <p>Ridge, J. B. (2023). <i>Evaluation techniques for difficult to measure programs: For human services, nonprofit, grant funded, and education programs</i>. Xlibris US.</p> <p>Shek, D. T. L., &amp; Sun, R. C. F. (2014). <i>Development and evaluation of positive adolescent training through holistic social programs (P.A.T.H.S.)</i>. Berlin: Springer.</p> <p>U.S. Department of health and human Service. Centers for Disease Control and Prevention. Office of the Director, Office of Strategy and Innovation. <i>Introduction to Program Evaluation for Public Health Programs: A Self-Study Guide</i>. Atlanta, GA: Centers for Disease Control and Prevention. 2011. <a href="http://www.cdc.gov/eval/guide/CDCEvalManual.pdf">http://www.cdc.gov/eval/guide/CDCEvalManual.pdf</a></p>
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