

COMMUNITY-BASED RESEARCH, EVALUATION AND CONSULTATION PART I

HDFS 766 sec 4 Fall 2003
Tuesdays, 2:30-5:00 P.M. 101 HDFS Building

Instructors:

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In this course students will learn about the process of working with community-based organizations and programs and how to conduct research and evaluation that is useful to them. Theory and research on organizational improvement and community building will also be covered. *This course is part of a two semester sequence.* Students will work collaboratively on a community-based research or evaluation project with a human service, health, prevention or educational organization to apply their knowledge and gain consultation skills.

Students completing the two-semester sequence may be able to use the project as the basis of a research-based graduate thesis in their field of study. This course meets the requirements of the Prevention Science Ph.D minor and certificate programs and can serve as the basis for the Prevention Science Practicum.

COURSE OBJECTIVES

- Students will learn how to build productive, consultative relationships with community organizations and groups
- Students will develop the skills and knowledge base to conduct community-based research and evaluation
- Students will gain an understanding of organizations, programs and communities and their leverage points for change

COURSE STRUCTURE

This course is comprised of three complementary components. The first involves traditional classroom instruction, consisting of lectures, discussion and learning activities. The second is the field service component where students will develop a consultative relationship with an organization (agency, program or collaborative) and complete a project of use to the organization. The third course component involves a role-playing scenario. Throughout the semester, the course will model a community foundation, known as “SES Foundation.” The instructors will serve as officers of the SES Foundation. The SES Foundation will hold a “bidders conference,” release an RFP, review and accept grants. Through this process, student grantees will develop their plans for their proposed work with the chosen agency. The SES Foundation will review and

approve your plans, offer technical assistance, and provide you with financial resources, as appropriate and necessary.

PREREQUISITES

An introductory course in research or evaluation methods or experience conducting research or evaluation in a field setting. Students with extensive experience in program management may enroll with the permission of the instructors. Preference will be given to students planning to enroll in both semesters of the course.

COURSE REQUIREMENTS

1) Readings. Each week students will be assigned readings from the course packet and course texts. These chapters and articles should be read prior to class and will be the focus of our class discussion and activities. Additional readings related to specific topics or projects may be assigned at a later date. The course reading packet is available at the L&S Copy Center located at 6120 Social Science Building (M-F 7:45-4:10). The course texts are available at the University Bookstore.

Course Texts.

Lippitt, G. & Lippitt, R. (1994). *The Consulting Process in Action* (2nd edition). San Francisco: Jossey-Bass/Pfeiffer.

Patton, M. (1997). *Utilization-focused evaluation*. Thousand Oaks, CA: Sage.

Strand, K, Marullo, S., Cutforth, N., Stoecker, R. & Donohue, P. (2003). *Community based research and higher education*. San Francisco: Jossey-Bass.

2) Class discussion. Students come to class with a variety of personal experiences, outlooks and talents. The class will be more enriching if everyone participates in the class discussion and shares their ideas, observations and viewpoints.

3) Small group facilitation. Periodically, students will be required to take responsibility for leading a class discussion or small group activity.

4) Short Papers. Several short papers and projects will be assigned throughout the course. Because these papers and projects are usually related to a particular week's topic, it is essential that they be turned in on time.

5) CBR&E Project. Individually or with a partner, students will work with a community agency/organization and help them identify a research or evaluation project that is appropriate to the needs of the organization. The exact project will be determined in conjunction with the partnering agency and the instructors but will involve collecting

original data that will be directly useful to the agency or community organization. If continued beyond this class, and with the approval of the student's graduate advisory committee, the project has the potential to serve as the basis for a graduate thesis. If preapproved by the Prevention Science Steering Committee, it may also serve as the practicum project required for the Prevention Science Ph.D. Minor and Certificate programs. As part of the project students will be required to write both a preproposal and a complete proposal.

CLASS ASSIGNMENTS AND EVALUATION

<u>ASSIGNMENT</u>	<u>Due Date</u>	<u>Percent of Grade/Points</u>
-Self-assessment/reflection	9/14	5
-IRB Tutorial	9/28	required
-Logic model analysis	10/26	10
-Develop mid course evaluation	11/2	10
-Preproposal	11/9	15
-Weighing alternative methods	11/16	10
-Project Proposal	12/14	35
-Final self-reflection & analysis	12/20	5
-Class attendance and participation		10
TOTAL		100 points

NOTE: Students will have the option of revising and resubmitting assignments for reevaluation.

CLASS SCHEDULE

Week 1, September 7, 2004. COURSE OVERVIEW AND EXPECTATIONS

Week 2, September 14, 2004. WHAT IS COMMUNITY BASED RESEARCH AND EVALUATION? GOALS, PRINCIPLES & APPROACHES (Steve)

Assignment 1 due: Self-assessment/reflection 1

Required class readings:

Patton, (1997) *Utilization-Focused Evaluation*, Chapter 1: Evaluation use-Both challenge and mandate (pp. 2-18); Chapter 2: What is utilization-focused evaluation? (pp. 19-38); Chapter 5: Intended process use (pp 87-112).

Blind men and the elephant online at :

<http://www.ohrd.wisc.edu/download/makingassessmentwork/>

Strand, K, Marullo, S., Cutforth, N., Stoecker, R. & Donohue, P. (2003). *Community based research and higher education*. Chapter 1: Origins and principles of community-based research, (pp. 1-15); Chapter 2: Why do community-based research? (pp. 16-42).

Additional Class readings:

Small, S.A. (1995). Action-oriented research: Models and methods. *Journal of Marriage and the Family*, 57, 941-955.

Patton, M. (1982,). *Practical Evaluation*, Chapter 2: Evaluation issues in practical perspective, (pp.32-54).

Week 3, September 21, 2004. WHAT IS RESEARCH-BASED CONSULTING? PURPOSES AND APPROACHES (Shep)

Required class readings:

Lippitt & Lippitt (1994). Chapter 2: Phases in consulting (pp. 11-37).

Lippitt & Lippitt (1994). Chapter 3: Consultant roles (pp. 57-76).

Lippitt & Lippitt (1994), Chapter 7: Diagnostic analysis, progress assessment and evaluation (pp. 117-132).

Patton, (1997). *Utilization-focused evaluation*. Chapters 3 and 4, (pp. 39-85)

WEEK 4, SEPTEMBER 28, 2004. ETHICS, CLARIFYING ROLES AND BUILDING RELATIONSHIPS WITH ORGANIZATIONS AND CLIENTS

Assignment due: Complete IRB tutorial (Ellen)
Bidders conference with SES Foundation officers

Required Class readings:

UW Guidelines and Policies for Student Research:

<http://info.gradsch.wisc.edu/research/compliance/humansubjects/students.html>

UW Madison Human Subjects Protections Tutorial:

<http://info.gradsch.wisc.edu/research/compliance/humansubjects/tutorial/>

Lippitt & Lippitt (1994). Chapter 5: Ethical dilemmas and value guidelines (pp. 77-98).

Morris, Michael. (1999). Research on Evaluation Ethics: What have we learned and why is it important? *New Directions for Evaluation*, 82, 15-24.

Joint Committee on Standards for Educational Evaluation, Sage, 1994 (Can be found on AEA web site: <http://www.eval.org/EvaluationDocuments/standards.html>)

Strand, K, Marullo, S., Cutforth, N., Stoecker, R. & Donohue, P. (2003). *Community based research and higher education*. Chapter 3: Community Partnership Practices, (pp.43-70).

Additional Class readings:

Patton (1997). *Utilization-focused evaluation*. Chapter 14, (pp. 341-362).

Patton (1997). *Utilization-focused evaluation*. Chapter 6, (pp. 121-138).

Dugan, Margaret. (1996). Participatory and Empowerment Evaluation: Lessons learned in training and technical assistance. In Fetterman et al, 1996 *Empowerment Evaluation*, Sage., (pp. 277-303).

Week 5, October 5, 2004. ANALYZING PROBLEMS AND LEVERAGE POINTS FOR CHANGE (Shep)

Required class readings:

Brookfield (1986). *Understanding and facilitating adult learning*. Chapter 1: Adult Learners: Motives for Learning and Implications for Practice (pp. 1-24).

Choo, Chun W. (1998). *The knowing organization: How organizations use information to construct meaning, create knowledge and make decisions*. New York: Oxford University Press, (Chapter 3, pp. 65-103).

Lippitt & Lippitt (1994) Chapter 6: Designing participative learning (pp. 99-117).

University of Kansas, Community Toolbox, Chapter 7: Analyzing community problems and solutions. On line at http://ctb.ku.edu/tools/en/chapter_1017.htm

Van de Ven, Andrew (1986). Central problems in the management of innovation. *Management Science*, 32, 590-607.

Additional class readings:

Lippitt & Lippitt (1994) Chapter 10: Skills competencies, and professional development (pp. 165-184).

Week 6, October 12, 2004. UNDERSTANDING THE PROCESS OF CHANGE
(Steve)

Required class readings:

Article on cross cultural perspectives on the change process (to be distributed)

Glanz, K. & Riemer, B. (1997). *Theory at a glance: A guide for health promotion practice*. National Institutes of Health, National Cancer Institute. Available online at: http://oc.nci.nih.gov/services/Theory_at_glance/HOME.html.

Prochaska, J., DiClemente, C., & Norcross, J. (1992). In search of how people change. *American Psychologist*, 47, 1102-1114.

Steckler, A., Goodman, R., & Kegler, M. (2002). Mobilizing organizations for health enhancement: Theories of organizational change. In K. Glanz, F. Lewis & B Rinner. *Health Behavior and Health Education: Theory, Research and Practice*. San Francisco: Jossey-Bass (Chapter 15: pp. 335-360).

Overview of Change Theories can be found at the Communication Initiative Website: http://www.comminit.com/change_theories.html

Additional class readings:

Engstrom, M., Jason, L., Townsend, S., Pokorny, S. & Curie, C. (2002). Community readiness for prevention: Applying stage theory to multi-community interventions. *Prevention and Intervention in the Community*, 24(1), 29-46.

Kubisch, A., Auspos, P. Brown, P., Chaskin, R., Fulbright-Anderson, K. & Hamilton, R. (2002). Communities and change. In Voices from the field II, (pp. 9-20). Washington, DC: Aspen Institute.

Kubisch, A., Auspos, P. Brown, P., Chaskin, R., Fulbright-Anderson, K. & Hamilton, R. (2002). The core principles of comprehensiveness and community building. In Voices from the field II, (pp. 21-33). Washington, DC: Aspen Institute.

Week 7, October 19, 2004. PROGRAM THEORY AND LOGIC MODELS

Meeting with SES Foundation officers (Ellen)

Required class readings:

Patton (1997). *Utilization-focused evaluation*, chapter 10: The program's theory of action (pp. 215-238).

Jordan and McLaughlin. (1999). Logic models: A tool for telling your program's performance story. *Evaluation and Program Planning* 22, 65-72.

Millar, Simeone, Carnevale.(2001). Logic models: a systems tool for performance management. *Evaluation and Program Planning* 24, 73-81

Hernandez, Marion. 2000. "Using logic models and program theory to build outcome accountability." *Education and Treatment of Children*, 23, 24-41.

UWEX Logic Model tutorial: www.uwex.edu/ces/lmcourse

Community tool box: http://ctb.ku.edu/tools/en/sub_section_examples_1877.htm

Theory of Change Website: <http://theoryofchange.org/index.html>

Week 8, October 26, 2004. CONDUCTING CBR & E: PLANNING THE PROJECT (Steve)

Assignment due: Logic modeling analysis

Required class readings:

Patton (1997). *Utilization-focused evaluation*, Chapter 7: Beyond the goals clarification game (pp. 147-176); Chapter 8: Focusing an evaluation (pp. 177-194).

Strand, K, Marullo, S., Cutforth, N., Stoecker, R. & Donohue, P. (2003). *Community based research and higher education*. Chapter 4: Methodological principles of community-based research, (pp.71-95).

Week 9, November 2, 2004. Catch up week

Assignment due: Develop mid-course evaluation (Shep)

Week 10, November 9, 2004. CONDUCTING CBR & E: DETERMINING APPROPRIATE METHODS AND MEASURES, Pt. 1

Assignment due: Project Preproposal (Steve)

Required class readings:

Patton, M. (1997). *Utilization-focused evaluation*. Chapter 11: Evaluations worth using: Utilization-focused methods decisions (pp 241-264).

Small, S. & Uttal, L. (under review). Action-oriented research: Strategies for engaged scholarship. *Journal of Marriage and the Family*. (To be distributed in class)

Strand, K, Marullo, S., Cutforth, N., Stoecker, R. & Donohue, P. (2003). *Community based research and higher education*. Chapter 5: Research practices in community-based research (pp.96-118).

Week 11, November 16, 2004. CONDUCTING CBR & E: DETERMINING APPROPRIATE METHODS AND MEASURES, Pt. 2 (Ellen)

Assignment due: Weighing alternative data collection methods

Required class readings:

Patton, M. (1997). Utilization-focused evaluation. Chapter 12: The paradigm debate (pp. 265-299) .

Taylor-Powell, E, B. Rossing, J. Geran (1998). Evaluating Collaboratives. Chapter 8: Methods and Techniques (pp 131-157). Available online at http://cecommerce.uwex.edu/pdfs/G3658_8.PDF

Explore the following web site: <http://gsociology.icaap.org/methods/>
Choose and read one resource found there.

Week 12, November 23, 2004. CREATING CONDITIONS FOR ORGANIZATIONAL CHANGE (Shep)

Required class readings:

Lippitt & Lippitt Chapter 11: The consultant as change facilitator (pp. 185-200).

Zeldin, R. & Camino, L. (1998). Nothing as theoretical as good practice: Improving partnerships with researchers. *New Designs for Youth Development*, 14 (2), 34-36.
Kline, P. & Saunders, B. (1993). *Ten Steps to a Learning Organization*. (Chapter 1, pp. 9 - 23).

Drucker, P. (1999). *The five most important questions you will ever ask about your nonprofit organization*. Jossey Bass. (Materials to be distributed in class).

Zeldin, S. Camino, L. & Mook, C. (in press). The adoption of innovation in youth organizations. *Journal of Community Psychology*.

Week 13, November 30, 2004. THINKING AHEAD: PLANNING FOR ANALYZING, COMMUNICATING AND USING FINDINGS (Ellen)

Required class readings:

Armenakis, A & Harris, S. (2002). Crafting a change message to create transformational readiness. *Journal of Organizational Change Management*, 15, 169-183.

Patton, M. (1997). *Utilization-focused evaluation*. Chapter 13: Deciphering data and reporting results (pp. 301-338).

Torres, R., Preskill, H., & Piontek, M. (1997). Communicating and reporting: Practices and concerns of internal and external evaluators. *Evaluation Practice*, 18, 105-125.

Week 14, December 7, 2004. TO BE DETERMINED

Week 15, December 14, 2004. CLASS PRESENTATIONS

Assignment due: Final project proposals including letters of support

December 20, 2004: Course and project self-reflection and analysis due