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2022

### Research & Program Evaluation

Laura Brandt  
*CUNY City College*

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# V6563

## Research & Program Evaluation

### The City College of New York

#### Fall 2022 | Section 2PR | 9111

Instructor: **Laura Brandt, PhD**  
Meets: **Tuesdays, 2:00 – 4:30 PM**  
Room: **NAC 7/320**  
Email: [lbrandt@ccny.cuny.edu](mailto:lbrandt@ccny.cuny.edu)  
Office Hours: **Tuesdays 12:45 – 1:45 PM**  
Office: **NAC 7/317**

## Course Content

### Course Description

This course will introduce theories, concepts, and research which enrich our understanding of implementing psychological/mental health interventions and programs in the “real world”. This course reviews the fundamentals of research and evaluation methods. Students are introduced to some aspects of evaluation theory, basic research methods used in applied research and evaluation, practical approaches to conducting and interpreting research, and to research design and assessment of intervention and implementation outcomes.

### Required text

Required and supplemental (optional) reading will be posted to Blackboard.

### Course Objectives

After completing this course, students should be more:

1. *Knowledgeable*. By learning research methodology from an applied/clinical perspective; by learning about different theoretical and practical approaches to program evaluation, design and implementation and their relevance to professional efficacy, competence and clinical practice.
2. *Analytical*. By learning how to critically consume research reports/scientific papers; learning to think critically orally – through class discussion – and in written work; by learning about different types of research that are applicable to (clinical) practice; by exploring individual and group attitudes and behaviors as they impact on processes of assessment and evaluation; by learning how to critically appraise research results and ask questions such as, *has this research result been replicated and/or have the results been reproduced? What produced and/or influenced program/intervention outcomes? Is an intervention or assessment being used as intended by the developers?*

3. *Practical*. By applying concepts of program evaluation and implementation research to an intervention of their choosing; by developing an evaluation plan and translating this plan into a presentation that could be given to program stakeholders; by developing skills in identifying the core components of an intervention, and in measuring adherence to those core components as well as program outcomes.
4. *Effective in Communication*. By using class discussion and online discussion boards to further their understanding of course material through inquiry and debate; by communicating information through formal, professional writing typical of the field of psychology; by using electronic communication effectively.
5. *Professional*. By treating one another and the instructor with respect to create a productive learning environment; by appreciating the particular sensitivities of conducting program evaluation and implementation research; by understanding the importance of personal responsibility and gaining a broader interest in the topic of program evaluation as it pertains to one's personal, educational, social and professional development.

## Instructional Information

### Grade Calculation & Point Distribution

Assignments	Points
Class Activities	10
Discussion Forum Posts	20
Short Paper (parts I-IV)	50
Presentations	20
<b>Total</b>	<b>100</b>

#### 1. Class Activities (10 points total):

Throughout the semester you will be asked to participate in group discussions during classes. These discussions will originate from required readings, but it is encouraged to bring your own thoughts as well as your experiences and what you have learned in other classes or contexts. You will receive 2 points for each substantial contribution in these discussions. Substantial contributions should be thorough and thoughtful. This can mean introducing a new discussion point/topic that engages fellow students and motivates responses, or responses to topics other students have brought up. While I will not count the words of each oral contribution, they should consist of *at least* 2-3 sentences. Just replying "I agree" or "Good ideas" to contributions of fellow students will not be considered a substantial contribution to the discussion.

#### 2. Discussion Forum Posts (20 points total):

Over the course of the semester, you will be required to participate in 2 discussion forum posts, with each post (and replies) worth 10 points. Participation in the discussion forums is critical for maximizing your learning experiences in this course. Twenty percent of your grade for the course includes evaluating the quality and quantity of your participation in the discussion forum. As such, it is incredibly important that you provide posts that are relevant, concise and promote conversation.

I will facilitate student discussions with an initial assignment and/or set of questions. However, I generally do not participate in the discussion. When applicable, I may share a related idea, intervene when the discussion goes off-track, or tie student comments together to help deepen student learning. I will check the discussions daily during the week of assignment.

Some general characteristics I consider to be part of excellent discussion contributions are outlined below.

- Posts and responses should be thorough and thoughtful. Just posting an "I agree" or "Good ideas" will not be considered adequate. Support statements with examples, experiences, or references. Keep in mind that fellow learners will be reading and responding to you, too.
- Your **initial** post should be 400-450 words long (less than one page of MS Word writing, APA style, single spaced).
- Your **response** posts should be about 3-5 sentences in length.
- Make certain that all posts and responses address the question, problem, or situation as presented for discussion. Feel free to extend the topic into related areas, but do not stray from the general topic.
- Discussions occur when there is dialogue; therefore, you need to build upon the posts and responses of other learners to create discussion threads. Make sure to revisit the discussion forum and respond (if necessary) to what other learners have posted to your initial responses.
- You will be expected to add to the discussion by including prior knowledge, work experiences, references, web sites, resources, etc. (giving credit when appropriate).
- Contributions to the discussions (posts and responses) should be complete and free of grammatical or structural errors.

See the discussion grade rubric below for guidance on how to get maximum points each week. I will use this same rubric when assessing the quality and level of student participation.

**Discussion Forum Rubric (10 points total):**

<b>Initial Post: 5 points total</b>	<b>Point breakdown</b>
The initial post is 400-450 words in length and reflects that the student read and understood the assigned material, referring specifically to assigned reading or related research.	If yes = 3 points If no = -3 points

The post has a clear purpose: to inform, persuade, or raise an interesting question. It may also provoke conversation or offer an opposing view.	If yes = 1 point If no = -1 point
The post refers to and properly cites <b>at least one outside</b> source (other than your textbook and discussion material) in supporting its arguments (i.e., book, article, web resource) and has minimal grammatical or spelling errors.	If yes = 1 point If no = -1 point

<b>Replies: 5 points total (2.5 point per post)</b>	<b>Point breakdown</b>
Replies address two posts that each contain distinct ideas, and each reply is about 3-5 sentences in length.  Replies reflect that the student thoughtfully read another student's post and moved the conversation forward and/or makes a reply to a question asked in response to their own post.	If yes = 2.5 points  If no = -2.5 points

### 3. Short Paper (50 points total)

Over the course of the semester, you will be required to write a short paper in four parts, with each part worth 12.5 points. The overall aim of this paper is to choose a psychological/mental health intervention, program or service, describe how it works (part 1) and what the expected/desired outcomes are (part 2), and develop a logic model (part 3) and a fidelity checklist (part 4) for this program/intervention. Details about the content of the overall short paper and each part, as well as the evaluation rubric, will be provided in class and posted on blackboard. You have the option of submitting each individual part during the semester (see due dates marked with an \*) or a complete paper at the end of the semester (due 12/11/2022). If you submit individual parts during the semester (by the due date of each part), you will receive feedback from me and you have the option to revise your paper according to my feedback. All final, complete papers are due 12/11/2022.

### 4. Presentation

Over the course of the semester, you will be required to give two short presentations.

For the first presentation (in class on 09/20/2022) you will be asked to choose an intervention, program, or service in the field of mental health that you are interested in and/or you may want to design/deliver yourself someday. This presentation is worth 5 points. Your presentation of this intervention should be between 3-5 minutes, and no slides or handouts are required. Give a general outline of the program (what is it?), the target group (who is it for?), the context (how and where is it delivered?), and the program facilitator (who provides this intervention?). In addition, explain why you chose to focus on this program for the purpose of this class.

**First Presentation Rubric (5 points total):**

<b>Initial Presentation: 5 points total</b>	<b>Point breakdown</b>
The presentation describes the program/intervention/service clearly, including the purpose, target population, context, and provider.	If yes = 3 points If no = 0 points
The presentation is 3-5 minutes in length.	If yes = 1 point If no = 0 points
The presentation provides a clear reason for choosing this program as an evaluation target.	If yes = 1 point If no = 0 points

The second presentation (in class on 11/22/2022, 11/29/2022, or 12/06/2022) you will be asked to present an evaluation plan for the intervention, program, or service you chose for the first presentation. This presentation is worth 15 points. The evaluation plan should be based on your short paper and include a description of the program’s core components, the desired outcomes of the program and how they can be evaluated/measured. In addition, you should present a logic model for the program as well as a plan to evaluate its fidelity. Think of the class as your “client” (i.e., the program stakeholders) to whom you present this evaluation plan. You are free to choose any mode of presentation you deem appropriate. Slides or handouts are not required, but welcome, as is any other creative content or mode of presentation. Presentations should be 10-12 minutes long so that there is enough time for you “clients” to provide feedback.

**Second Presentation Rubric (15 points total):**

<b>Second Presentation: 15 points total</b>	<b>Point breakdown</b>
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The presentation describes clearly the core components and the proposed mechanism of action of the program/intervention/service.	If yes = 3.5 points If no = 0 points
The presentation outlines the intended/desired program outcomes and introduces a plan to measure these outcomes, including the choice of an assessment instrument.	If yes = 3.5 points If no = 0 points
A logical model of the program is presented, including a figure/graphic illustration of this logic model.	If yes = 2.5 points If no = 0 points
A plan to evaluate the program's fidelity is presented, including a fidelity checklist that is clearly related to the program's core components.	If yes = 2.5 points If no = 0 points
The presentation is engaging and motivates potential program stakeholder to implement this evaluation plan.	If yes = 2 points If no = 0 points
The presentation is 10-12 minutes in length.	If yes = 1 point If no = 0 points

### Grading Scale

LETTER GRADE	SCORE	LETTER GRADE	SCORE
A	95-100	C	72-75
A –	90-94	C –	69-71
B +	86-89	D +	66-68
B	82-85	D	60-65
B –	79-81	F	<60
C +	76-78		

### Other Letter Grades

#### Withdrew Unofficial (WU)

A grade of "WU" will be assigned to students who attended a minimum of one class, completely stopped attending at any time before final exam week, and did not take the final exam, and did not officially withdraw.

#### Incomplete (INC)

Incomplete (INC) grades will ONLY be assigned if the student has contacted the instructor before the end of the semester and obtained permission for an extension to complete assigned work. The extension should be documented and have a specific revised due date by which the missing work should be submitted.

## Class Policies

### Attendance & Participation

Regular and consistent attendance is necessary to do well in this class. Much of what you will learn will come from experiences we have in class and much of the learning will require your participation.

- Attendance will be taken during each class period and arriving late or leaving prior to the end of the class may result in your having an absence recorded for that class period.
- Although attendance is not formally graded, in-class activities (see Grade Calculation) will be a part of most class periods.
- If you miss a class, it is your responsibility to obtain all missed information from one of your classmates.
- Three or more absences will result in a WU Grade.

### Contacting the Instructor

The best way to reach me is by e-mail ([lbrandt@ccny.cuny.edu](mailto:lbrandt@ccny.cuny.edu)). I will typically respond within 24 hours (and usually sooner), except on weekends. In the e-mail subject line, please include your name, the name of the course, and 1-2 words indicating why you are contacting me.

### Course Website

I use Blackboard to post lecture slides, share reading material, and send announcements. It is your responsibility to check Blackboard and the email address on file with City College on a regular basis. Quizzes and assignments will also be submitted via Blackboard.

If you need assistance, or are having technical difficulties with Blackboard, please visit the computer help desk in NAC 1/301 or see the link below.

<https://www.ccny.cuny.edu/it/help>

I am also available for individual student meetings during my office hours, on appointment, or on Zoom via the link provided on Blackboard.

### Evaluation Rubrics

Evaluation rubrics are assessment tools used to measure students' work. In the interests of transparency, there will be a rubric available for each written assignment.

### Course Withdrawal

If you decide to drop this course for any reason, and you do not wish your current grade to



appear on your transcript, it is your responsibility to officially withdraw with the Registrar's office by the dates listed in the City College catalogue.

### **Academic Dishonesty/Plagiarism**

Academic dishonesty is a basis for disciplinary action. Academic dishonesty includes, but is not limited to, activities such as cheating, using or purchasing and plagiarism (presenting as one's own, the intellectual or creative accomplishments of another without giving credit to the source[s]). The faculty member has the option of failing the students for the academic hours in question and may refer the case to other academic personnel for further action.

Each student is responsible for being aware of what constitutes cheating and plagiarism and for avoiding both. The complete text of the CUNY Academic Integrity Policy can be found at this site: <https://www.cuny.edu/about/administration/offices/legal-affairs/policies-resources/academic-integrity-policy/>.

Plagiarism, or academic dishonesty, is presenting someone else's ideas or writing as your own. In your writing for this class, you are encouraged to refer to other people's thoughts and writing — as long as you **cite** them. Many students do not have a clear understanding of what constitutes plagiarism, so feel free to ask questions about these matters at any time. Plagiarism includes:

- failing to cite sources of ideas
- failing to cite sources of paraphrased material
- failing to site sources of specific language and/or passages
- submitting someone else's work as your own
- submitting your own work that has been heavily edited and/or rewritten by another person

If you have any doubt about how to cite or acknowledge another's writing, please talk to me. It is always better to be safe than sorry. As a matter of policy, any student found to have plagiarized any piece of writing in this class will automatically receive 0 points without the possibility of make-up and an incident report will be filed with the College. If a student plagiarizes more than once over the course of a semester, they will receive an "F" grade for the course as a whole.

### **Classroom Etiquette**

Because we aim to promote a positive learning environment for all students, a few classroom guidelines are helpful.

- Please keep cell phones off or on silent.
- If you wish to use a computer, tablet, or other device, please do so respectfully. These devices can be used to assist learning (i.e., take notes, record lectures, view PowerPoint slides, etc.). Other technological uses (i.e., browsing the internet, Facebook, YouTube, etc.) are prohibited and students will be asked to turn off the device.

- Recording of lectures is permitted, but please request permission before using a recording device in the classroom.
- Participation in discussions is encouraged. Feel free to ask questions or join in. Everyone is entitled to respect and no “put downs” will be permitted.
- Multiple conversations, however, do not add to the learning environment. Consequently, no “side talk” is allowed.

Because we will also engage in discussion on Blackboard, here are a few online classroom guidelines that should also be noted. Please be careful and considerate in all your text-based communications, and remember that your readers (fellow students and myself) might not infer your intent. These are a few suggestions:

- Take a moment to re-read everything you write and consider how it may come across. (Doing so will also provide you the opportunity to correct typos and other errors).
- Extend courtesy to others – assume the most charitable light possible. Doing so will make communication easier and far more civil.
- Keep in mind that the online medium is poor at conveying tone. What was intended as a joke may not always be read as such. (Irony is especially difficult to convey via text.)
- Always re-read or preview messages in the discussion board or email before posting or sending them.

### **Religious Observation**

New York State Education Law (Title I, Article 5, Section 224-a) requires that we “make available to each student who is absent from school, because of his [or her] religious beliefs, an equivalent opportunity to make up any examination, study or work requirements which he [or she] may have missed because of such absence on any particular day or days.”

Students who miss class because of religious beliefs will not be considered absent and will be allowed to make up missed work, **provided that they notify me at least one week in advance.** Please note, it is your responsibility to send the appropriate email to notify me ahead of time.

### **Student Bereavement Policy**

Students who experience the death of a loved one must contact the Division of Student Affairs, 2113 Boylan Hall, if they wish to implement either the Standard Bereavement Procedure or the Leave of Absence Bereavement Procedure. The Division of Student Affairs has the right to request a document that verifies the death (e.g., a funeral program or death notice).

## **Student Resources**

### **AccessAbility Center (AAC)**

NAC 1/218; Phone: 212.650.5913

Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the [AccessAbility Center](#) (AAC). Prior to granting disability accommodations in this course, the instructors must receive written verification of a student’s eligibility from the AAC, which is located in NAC 1/218 (or by email at [sds@ccny.cuny.edu](mailto:sds@ccny.cuny.edu)). It is

the student's responsibility to initiate contact with the AAC during the first and second weeks of the semester and to follow the established procedures for having the accommodation notice sent to the instructor.

### **Writing Center**

NAC 3rd Floor Plaza; Phone: 212.650.8104; [writingcenter@ccny.cuny.edu](mailto:writingcenter@ccny.cuny.edu)

The City College Writing Center provides one-on-one assistance to undergraduate and graduate students working on course writing assignments. Visit them when you need someone to help you understand your assignment prompt, read your drafts, or just listen to your ideas. Writing tutors will work with you at any stage of your writing process. Zoom Link:

<https://ccny.zoom.us/my/ccnywritingcenter>

### **Counseling Center**

Marshak J15; Phone: 212.650.8222; [counseling@ccny.cuny.edu](mailto:counseling@ccny.cuny.edu)

The Counseling Center provides free and confidential services to all students who are currently enrolled at City College. Services provided include screening and assessment, crisis intervention, individual short-term counseling, group counseling, referral and case management, and workshops. You can also contact them via Zoom virtual front desk

(<http://ccny.zoom.us/j/2126508222>). They also have links to a

number of resources on their website (<https://www.ccny.cuny.edu/counseling>).

If you would like to immediately connect with a Crisis Counselor via SMS messaging, please text CUNY to 741741. The Crisis Text Line is a free and confidential services that assists in problem solving and safety planning during moments of crisis and is available 24 hours a day, seven days a week.

### **Sexual and Gender-based Harassment, Discrimination, and Title IX**

If you are experiencing or have experienced domestic violence or violence that is sex-based, gender-based, or sexuality-based; or if you are experiencing or have experienced discrimination because of gender, sex, sexuality, race, ethnicity, language, religion, disability, or other reasons, please report it to Diana Cuzzo in the Office of Diversity and Compliance via email ([dcuzzo@ccny.cuny.edu](mailto:dcuzzo@ccny.cuny.edu)) or phone (212-650-7330). For a confidential discussion of these and related issues, please contact Sophie English via email ([senglish@ccny.cuny.edu](mailto:senglish@ccny.cuny.edu)) or phone (212-650-8905).

### **Benny's Pantry**

Students who find themselves experiencing difficulties obtaining food every day or who lack a stable and safe place to live are urged to come to Benny's pantry for assistance (<https://www.ccny.cuny.edu/bennysfoodpantry>). Benny's pantry is located on the ground floor of the North Academic Center (NAC) and is open to anyone within the CUNY community (students, staff, faculty) in need of support. The pantry is open from 10am to 6pm and is self-serve. Additional emergency support for financial, health and housing needs are also available through Benny's. Please contact Dee Dee Mozeleski at [dmozeleski@ccny.CUNY.edu](mailto:dmozeleski@ccny.CUNY.edu) or Charles Ramirez @[cramirez@ccny.CUNY.edu](mailto:cramirez@ccny.CUNY.edu) for additional details.

## Other Resources

Food insecurity: [Supplemental Nutrition Assistance Program](#)

Gender based harassment or violence: [Office of Diversity and Compliance](#)

Housing insecurity: [Healthy CUNY](#)

Financial insecurity: [Petrie Student Emergency Grants](#)

## Tentative Course Outline

*Please note this is tentative and subject to change.*

<b>Dates</b>	<b>Topic</b>	<b>Required Reading (posted on blackboard)</b>	<b>Quizzes/Assignments</b>
<b>Week 0</b> <b>08/25 – 08/28</b>	NO CLASS		
<b>Week 1</b> <b>08/29 – 09/04</b>	Introductions  Syllabus Review		
<b>Week 2</b> <b>09/05 – 09/11</b>	Lecture: Adopting an Implementation Perspective  Group Discussion: Evidence-Based Practice  Lecture: Multi-Level Approaches to Evaluating the Efficacy and Effectiveness of Interventions for Substance Use Disorders  Introduction to the Discussion Forum Post assignment	APA Presidential Task Force on Evidence-Based Practice. (2006). Evidence-based practice in psychology. The American Psychologist, 61(4), 271-285.	Discussion Forum Post 1: Are all psychotherapies the same?  <b>DUE: 09/12 @ 11:59 PM</b>  Reading: Smith, M. L., & Glass, G. V. (1977). Meta-analysis of psychotherapy outcome studies. American psychologist, 32(9), 752.

<p><b>Week 3</b> <b>09/12 – 09/18</b></p>	<p>Group Discussion: Are all psychotherapies the same?</p> <p>Lecture: Research Question Formulation &amp; Needs Assessment</p> <p>Introduction to the Presentation Assignment</p>	<p>Smith, M. L., &amp; Glass, G. V. (1977). Meta-analysis of psychotherapy outcome studies. <i>American psychologist</i>, 32(9), 752.</p>	<p>Prepare for short presentation: Choose an intervention/program/service you are interested in and/or you may want to design/deliver yourself someday. Be prepared to describe this intervention in class (3-5 minutes; no slides/handouts required).</p> <p><b>DUE: 09/20 @2:00 PM</b></p>
<p><b>Week 4</b> <b>09/19 – 09/25</b></p>	<p>Lecture: Intervention Selection and Monitoring</p> <p>Short presentations of interventions/ programs/services by students</p> <p>Introduction to the Short Paper assignment</p>		<p>Short Paper Part I: What are the core components of the intervention you chose? What is the proposed mechanism of action?</p> <p><b>DUE: 10/02 @ 11:59 PM*</b></p>
<p><b>Week 5</b> <b>09/26 – 10/02</b></p>	<p><i>NO CLASS</i></p>		
<p><b>Week 6</b> <b>10/03 – 10/09</b></p>	<p><i>NO CLASS</i></p>		
<p><b>Week 7</b> <b>10/10 – 10/16</b></p>	<p>Q&amp;A: Core Components of Interventions</p> <p>Lecture: Outcome/Summative Evaluation – Clinically meaningful outcomes and how to assess them</p>	<p>Erford, B. T., Jackson, J., Bardhoshi, G., Duncan, K., &amp; Atalay, Z. (2018). Selecting suicide ideation assessment instruments: A meta-analytic review. <i>Measurement and</i></p>	<p>Short Paper Part II: What are the desired outcomes of the intervention you chose? How would you measure them?</p> <p><b>DUE: 10/16 @ 11:59 PM*</b></p>

	Group Discussion: Selecting Assessment Instruments	Evaluation in Counseling and Development, 51(1), 42-59.	
<b>Week 8</b> <b>10/17 – 10/23</b>	Q&A: Defining and Assessing Outcomes  Lecture: Logic Models & Theory of Change		Short Paper Part III: Develop a logic model for the intervention you chose.  <b>DUE: 10/23 @ 11:59 PM*</b>
<b>Week 9</b> <b>10/24 – 10/30</b>	<i>Midterm Evaluation</i>  Lecture: Process/Formative Evaluation – Implementation Outcomes  Group Discussion: How can we improve implementation outcomes of mental health services?	Wakida, E. K., Talib, Z. M., Akena, D., Okello, E. S., Kinengyere, A., Mindra, A., & Obua, C. (2018). Barriers and facilitators to the integration of mental health services into primary health care: a systematic review. Systematic reviews, 7(1), 1-13.	Short Paper Part IV: Develop a fidelity checklist for the intervention you chose.  <b>DUE: 10/30 @ 11:59 PM*</b>
<b>Week 10</b> <b>10/31 – 11/06</b>	Q&A: Defining and Assessing Implementation Outcomes  Lecture: Evaluation of Program Effectiveness  Group Discussion: Are mutual help groups ineffective?	Pistrang, N., Barker, C., & Humphreys, K. (2008). Mutual help groups for mental health problems: A review of effectiveness studies. <i>American journal of community psychology</i> , 42(1-2), 110-121.	
<b>Week 11</b> <b>11/07 – 11/13</b>	Lecture: A deeper Dive into Research Design – Critically Appraising Experiments and Quasi Experiments	Clark, K. B., & Clark, M. P. (1950). Emotional factors in racial identification and preference in Negro	Discussion Forum Post 2: Have we failed at science?  <b>DUE: 11/14 @ 11:59 PM</b>

	Group Discussion: What can we learn from the Doll Experiment?	children. <i>Journal of Negro Education</i> , 19(3), 341-350.	Reading: Open Science Collaboration. (2015). Estimating the reproducibility of psychological science. <i>Science</i> , 349(6251), aac4716.
<b>Week 12</b> 11/14 – 11/20	Lecture: A deeper Dive into Research Design – Critically Appraising Nonexperimental Quantitative and Qualitative Studies  Group Discussion: What is qualitative Research good for?	Greenhalgh, T., & Taylor, R. (1997). Papers that go beyond numbers (qualitative research). <i>BMJ</i> , 315, 740-3.	Presentation preparation (10-12 minutes; slides/handout etc. optional): Present an evaluation plan for the intervention you chose based on the short paper to you “client” (i.e., the class).  DUE by your assigned presentation date
<b>Week 13</b> (Thanksgiving Week) 11/21 – 11/27	Student presentations (1-8) & Feedback (from all)		
<b>Week 14</b> 11/28 – 12/04	Student presentations (9-15) & Feedback (from all)		
<b>Week 15</b> 12/05 – 12/11	Student presentations (16-22) & Feedback (from all)		Final Version of Short Paper Parts I – IV  DUE: 12/11 @ 11:59 PM
<b>Week 16</b> 12/12 – 12/18	LAST CLASS  Lecture: What you always wanted to know about data analysis/statistics  Group Discussion: How would you evaluate this class and your progress		

	toward becoming an evidence-based practitioner?		
<b><i>Finals Week</i></b> <b><i>12/15 – 12/21</i></b>	<i>Final Exam Week (NO FINAL)</i>		

**Academic Calendar**

<https://www.cuny.edu/registrar/fall-2022-academic-calendar>