

FORENSIC PROGRAM DEVELOPMENT AND EVALUATION

FP 6530 (Online)

Course Syllabus - Spring 2007

March 1 – April 21, 2007

Professor: Amy Bacharach, Ph.D.
Meeting Times: Online throughout each week of the session
Officer Hours: By appointment via IM or telephone
Contact Info: AmyBacharach@aol.com
415-489-8778 or 415-865-7913
Tech Support: support@embanet.com (24/7)
Embanet – 1-866-256-5883, Ext. 1

Required Reading:

- *Program Evaluation: Methods and Case Studies*, 7th Edition (2007)
Emil J. Posavac & Raymond G. Carey
ISBN: 0-13-227560-0

**Note: 6th edition is OK; however, chapter titles are somewhat different so be sure you're reading the correct chapter assignment*

- Any supplemental materials provided by instructor

Recommended Reading:

- *Eats, Shoots & Leaves: The Zero Tolerance Approach to Punctuation*, 2004
Lynne Truss
ISBN: 1592400876
- *Publication Manual of the American Psychological Association*, 5th Edition (2001)
ISBN: 1-55798-790-4

Course Description (from university catalog):

This course utilizes a case study approach to explore the development and analysis of forensic treatment and evaluation programs. This course will focus on the application of a scientific/empirical model to examine the elements necessary for adequate program design and analysis of forensic programs.

Course Objectives:

- To understand how to effectively develop programs typically found in the realm of forensic psychology
- To understand how to set up a method to critically evaluate those programs
- To understand the research methodology that is entailed in evaluating programs
- To understand cultural, ethnic, and religious differences that need to be considered when developing and evaluating programs
- To understand unique considerations when developing or evaluating a program for adolescents

Evaluation Methods:

1. Midterm Exam: 30%
2. Final Exam: 30%

Exams will consist of a possible combination of multiple-choice, short-answer and/or essay questions. The questions will come from your assigned readings and online lectures. The quality of writing may be used in grading essays.

3. Evaluation Proposal: 20%

Using the textbook as a guide (see sample evaluation in appendix), students will create a proposal for a program evaluation. The proposal should include a description of the program being evaluated; any literature on similar evaluations; a needs assessment; criteria for evaluation; research design, including why a particular type of design was chosen; any ethical issues to be addressed; and anything else deemed necessary. The proposal should contain everything in an evaluation except the findings and recommendations. Student will submit the evaluation topic and research questions for approval prior to beginning project.

4. Attendance/Participation: 20%

Due to the nature of online classes, participation in online discussions is very important. Students are expected to complete any required reading on time. "Lectures" will be posted by Monday evenings for that week's topic. Following each posted lecture, discussion questions or topics will be posted. Students are required to respond to those questions or topics within that week. **Students are required to post a thought, question, or response to someone else's questions, or otherwise contribute to the forum, a minimum of two times per week.** In addition, students are required to complete any posted exercises.

Exams, Paper, and Assignments will be graded from 0 to 100 points

Criteria for Class Participation

| Grade | |
|---------|---|
| A = 90+ | Student actively participated in discussions in >80% of class sessions; nearly all comments were thought provoking and incorporated material from the assigned readings |

| | |
|-------------|---|
| B = 80 – 89 | Student actively participated in discussions in >80% of class sessions; most of the comments were thought provoking and incorporated material from the assigned readings |
| C = 70 – 79 | Student participated in discussions in >70% of class sessions; comments/questions demonstrate a surface level understanding of course topics |
| F = <70 | Student participated in <70% of class sessions; comments/questions did not demonstrate an understanding of course topics, or student did not participate in class discussions. |

Criteria for Class Presentation

| Grade | |
|-------------|--|
| A = 90+ | Presentation is well organized and provides excellent coverage of the topic area; informative visual aids provided to the instructor and classmates |
| B = 80 – 89 | Presentation is well organized and provides adequate coverage of the topic area |
| C = 70 – 79 | Coverage of material is marginal; presentation is slightly disorganized |
| F = <70 | Presentation is disorganized and does not provide adequate coverage of the topic area, or presentation was not completed by student. |

Criteria for Paper

| Grade | |
|-------------|---|
| A = 90+ | Paper is in appropriate APA format, well thought out and provides excellent coverage of material |
| B = 80 – 89 | Paper is well thought out, but is missing one component of APA format OR coverage of material is adequate |
| C = 70 – 79 | Insufficient number of references provided AND limited coverage |
| F = <70 | Paper is disorganized AND coverage is not adequate AND does not conform to APA format, or there is evidence of plagiarism , or paper not submitted |

Grading Scale:

90 - 100 = A
 80 - 89 = B
 70 - 79 = C
 65 - 69 = D
 Below 65 = F

Schedule:

WEEK DATES LECTURE/READING

1 3/01 – 3/04 Introductions & Ch 1: Overview

| | | |
|---|-------------|--|
| 2 | 3/05 – 3/11 | Ch 2-3: Planning and Selecting criteria; Evaluation Proposal topic and research question(s) due by 3/11 |
| 3 | 3/12 – 3/18 | Ch 4: Developing measures; Midterm exam distributed 3/18 |
| 4 | 3/19 – 3/25 | Ch 5-7: Ethics, Needs assessment, and Program monitoring; Midterm exam due by midnight on 3/25 |
| 5 | 3/26 – 4/01 | Ch 8-11: Qualitative methods, Nonexperimental evaluations, Quasi-experimental methods, and Using experiments |
| 6 | 4/02 – 4/08 | Ch 12: Outcome analysis; Evaluation Proposal due by midnight on 4/08 |
| 7 | 4/09 – 4/15 | Ch 13: Evaluation reports; Final exam distributed 4/15 |
| 8 | 4/16 – 4/21 | Ch 14: Utilization; Final exam due by midnight on 4/21 |

Course Policy:

The schedule and procedures for this course are subject to change in the event of extenuating circumstances. If substantive changes are required, you will receive a revised syllabus. This class follows the University's policies as written in the Catalog.

Students are welcome and encouraged to contact the professor with questions, comments, or issues regarding course content or assignments.

ADA Accommodations

It is AU/San Francisco Bay Area Campus policy not to discriminate against qualified students with a documented disability in its educational programs, activities, or services. If you have a disability-related need for accommodations in this class, contact the Campus Director of Student Services at 510-215-0277.

University Policy on Plagiarism and Screening for Plagiarism

Argosy University seeks to foster a spirit of honesty and integrity. Any work submitted by a student must represent original work produced by that student. Any source used by a student must be documented through normal scholarly references and citations, and the extent to which any sources have been used must be apparent to the reader. Argosy University further considers resubmission of a work produced for one course in a subsequent course or the submission of work done partially or entirely by another to be academic dishonesty. It is the student's responsibility to seek clarification from the course instructor about how much help may be received in completing an assignment or exam or project and what sources may be used. Students found guilty of academic dishonesty or plagiarism shall be subject to disciplinary action up to and including dismissal from Argosy University.

You may be asked to submit your course assignments through "Turnitin," (www.turnitin.com), an online resource established to help educators develop writing/research skills and to detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and

provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.