

FORENSIC PROGRAM DEVELOPMENT AND EVALUATION
FP 6530
Course Syllabus-Summer 2007 May 9- August 15, 2007

Professor: Linda Young-Miller, Ph.D.

Meeting Times: Wednesdays 9:30 a.m. to 12:30 p.m.

Office Hours: Wed before or after class by appointment

Contact Info: ly-m73@excite.com 925-606-5732 Home 925-833-7500 x 377 Work/Voicemail

Required Reading:

- *Planning, Program Development and Evaluation: A Handbook for Health Promotion, Aging and Health Services*, 2nd Edition (2002) Thomas Timmreck, Jones and Bartlett Publishers ISBN: 0-7637-0062-2
- *Program Evaluation: Methods and Case Studies*, 7th Edition (2007) Emil J. Posavac & Raymond G. Carey ISBN: 0-13-227560-0
**Note: 6th edition is acceptable; however, chapter titles are somewhat different so be sure you're reading the correct chapter assignment*

Additional materials regarding real world programs will be provided by the instructor.

Course Description:

This course will examine real world forensic and correctional programs and then explore the development and analysis of realistic and effective forensic treatment and evaluation programs. This course will focus on the application of common sense/clinical observation in combination with scientific/empirical model to examine and implement the elements necessary for adequate program design and analysis of forensic programs.

Course Objectives:

- To demonstrate knowledge of the range of forensic and correctional programs which exist in California
- To have the skill to develop a realistic program proposal re a program typically found in the realm of Forensic or Correctional Psychology
- To have the ability to set up a method to critically evaluate that program
- To apply research methodology in evaluating that and other program
- To understand age, gender, cultural, ethnic, and religious differences that need to be considered when developing and evaluating programs

Evaluation Methods:

1. Midterm Exam: 20%
2. Final Exam 20%

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 classroom lectures. Writing quality, spelling, and punctuation will be evaluated in grading essays.

3. Program Proposal/Consultation: 40%

Using the textbooks as guides and real world interviews/document collection with psychologists in the field, students will create a proposal for design or modification of a selected program, which will include a component of program evaluation. The proposal should include a description of the program being developed and evaluated; any literature on similar programs and evaluations; a needs assessment; criteria for evaluation; research design, including why a particular type of design was chosen; issues of cost effectiveness, any legal or 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 proposal topic and research questions for approval prior to beginning the project. A copy of the final paper will be submitted on or before August 8. The paper will then be presented in class on August 8.

4. Attendance/Participation: 20%

Students are expected to complete any required reading on time.

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+ Program/program revision proposed is practical, helpful, well thought out and provides **excellent** coverage of material. Grammar and spelling are adequate for master's level students. Field psychologists report student was helpful to the program.

B = 80 – 89 Paper is well thought out, OR coverage of material is adequate. Grammar and Spelling are adequate.

C = 70 – 79 Insufficient number of references provided AND **limited** coverage OR difficulties with grammar and spelling. Paper submitted late.

F = <70 Paper is disorganized AND coverage is not adequate, or, or poorly written 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

Classroom Dates/Topics and Assignments for next class

5/9 Introductions, Overview of Program Development and Evaluation and Forensic Program Types Assignment: Timmreck Chs 1, 2 & 3 plus search Internet to familiarize self with California, Federal, Canadian, and Alameda County Forensic and Correctional Programs and bring results to next class.

5/16 Brief student presentations of internet findings. Instructor will collect and compile these findings to copy for the class and then present personal experience in public service program development. Students will be encouraged to discuss any personal experience they have had with Program Development and Evaluation. Timmreck Ch 4, 5 and 6.

5/23 Program Planning and Development: Needs Assessment, Review of Literature, Development of Mission Statement, Goal and Priority Setting, Implementation, Evaluation Timmreck Chapters 7, 8, 9, 10 & 11.

5/30 Field Trip to FCI, Dublin and possibly Bureau of Prisons Western Regional Office, Dublin CA, (Pending approval by BOP staff/Warden) Presentations by psychologists and tours of facilities. Selection of project for report. Posavac and Carey, Ch 1, 2, 3 & 4.

6/6 Discussion of field trip. Program Evaluation: Developing effective measures, qualitative methods, nonexperimental evaluations, Quasi-experimental methods, and Using experiments Posavac and Carey Ch 8, 9 & 10. **Proposal topic and research question(s) due by 6/13.**

- 6/13 Program Evaluation (cont) Outcome and Cost analysis Posavac and Carey Ch 12 & 13
6/20 Program Development Proposals and Evaluation Reports Posavac and Carey Ch 14
6/27 **Midterm Exam**
7/4 No Class/July 4 Holiday
7/11 Program Implementation
7/18 Pitfalls Expecting and overcoming challenges/ opposition/competition
7/23 CA DMH and CDC-R Program Development Projects
8/1 No class
8/8 **Papers due/Class Presentations**
8/15 **Final Exam/** Discussion/ Course Evaluation

Course Policy:

The schedule and procedures for this course are subject to modification as needed. 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.

Library

All resources in Argosy University's online collection are available through the Internet. The campus librarian will provide students with links, user IDs, and passwords.

Library Resources: Argosy University's core online collection features nearly 21,000 full-text journals and 23,000 electronic books and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. Many titles are directly accessible through the Online Public Access Catalog at <http://library.argosyu.edu>. Detailed descriptions of online resources are located at <http://library.argosyu.edu/misc/onlinedblist.html>.

In addition to online resources, Argosy University's onsite collections contain a wealth of subject-specific research materials searchable in the Online Public Access Catalog. Catalog searching is easily limited to individual campus collections. Alternatively, students can search combined collections of all Argosy University Libraries. Students are encouraged to seek research and reference assistance from campus librarians.

Information Literacy: Argosy University's Information Literacy Tutorial was developed to teach students fundamental and transferable research skills. The tutorial consists of five modules where students learn to select sources appropriate for academic-level research, search periodical indexes and search engines, and evaluate and cite information. In the tutorial, students study concepts and practice them through interactions. At the conclusion of each module, they can test their comprehension and receive immediate feedback. Each module takes less than 20 minutes to complete. Please view the tutorial at <http://library.argosyu.edu/infolit/>

Academic Policies

Academic Dishonesty/Plagiarism: In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 5th Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5th Edition* for thesis and paper format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. 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 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.

Americans with Disabilities Act Policy

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director of Student Services. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student’s responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

The Argosy University Statement Regarding Diversity

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.