

**FORENSIC PROGRAM DEVELOPMENT AND EVALUATION**  
**FP 6530 (Online)**  
**Course Syllabus - Spring 2009**  
**March 5 – April 25, 2009**

- 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*, 7<sup>th</sup> Edition (2007)  
Emil J. Posavac & Raymond G. Carey  
ISBN: 0-13-227560-0

*\*Note: 6<sup>th</sup> 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:**

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

**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.

**Final Date to Drop the Class:**

To receive a “W” grade a student must officially drop this class by the date listed below that corresponds to this course’s term and length (indicated by bold type). Students may not withdraw from this course after the date this date. If a student chooses to discontinue course work after the final drop date, the student may receive an “F” grade for the course.

Spring Full Term (15 week courses): March 17, 2008

Spring First Session (7 ½ week courses): February 11, 2008

**Spring Second Session (7 ½ week courses): April 3, 2008**

**Program Outcomes: Master of Arts in Forensic Psychology****Program Outcome One:**

Students will demonstrate knowledge of the theoretical concepts and methodological approaches to the psychological bases of behavior as it relates to the practice and application of forensic psychology.

**Program Outcome Two:**

**A.** Students will be able to distinguish and utilize the underlying theories guiding the interface between the legal system and psychology.

**B.** Students will be able to establish and analyze the interaction between psychology and the law in all major aspects of criminal and civil justice system.

**Program Outcome Three:**

Students will demonstrate the ability to critically evaluate the existing literature and body of knowledge in assessment, evaluation and research methods in forensic psychology.

**Program Outcome Four:**

Students will use leadership, consultative, and ethical knowledge, skills and attitudes that will allow them to succeed as a part of a professional team, capable of expanding the role of psychologists within society.

**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

**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.

## **Schedule:**

<u>WEEK</u>	<u>DATES</u>	<u>LECTURE/READING</u>
1	3/5 – 3/7	Introductions & Ch 1: Overview
2	3/8 – 3/14	Ch 2-3: Planning and Selecting criteria; <b>Evaluation Proposal topic and research question(s) due by 3/15</b>
3	3/15 – 3/21	Ch 4: Developing measures
4	3/22 – 3/28	Ch 5-7: Ethics, Needs assessment, and Program monitoring; <b>Exam distributed 3/29</b>
5	3/29 – 4/4	Ch 8-11: Qualitative methods, Nonexperimental evaluations, Quasi-experimental methods, and Using experiments; <b>Exam due by midnight on 4/5</b>
6	4/5 – 4/11	Ch 12: Outcome analysis
7	4/12 – 4/18	Ch 13: Evaluation reports; <b>Evaluation proposal due by midnight on 4/19</b>
8	4/19 – 4/25	Ch 14: Utilization, Wrap up

## **Evaluation Methods:**

1. Exam: 40%

The exam 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 will be used in grading essays.

3. Evaluation Proposal: 40%

Using the textbook as a guide (see sample evaluation in appendix and provided), students will create a proposal for a program evaluation. Student will submit the evaluation topic and research questions for approval prior to beginning project. Proposals should not exceed 10-15 pages including title page and references. Writing should be for quality rather than quantity. The proposal should include the following sections:

- 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;

- f) Any ethical issues to be addressed; and
- g) Anything else deemed necessary.

Proposals must also be reviewed by another student with the reviewer's name referenced in a footnote. Reviewers should read for content and style.

**The proposal should contain everything in an evaluation except the findings and recommendations.** Grading of the proposal shall be based on the following criteria:

- a) Clarity of content
- b) Integration of information that demonstrates knowledge and understanding of program evaluation
- c) Following APA style in format, citations, and references
- d) Grammar
- e) Punctuation
- f) Sentence structure
- g) Following instructions for writing and turning in the paper

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.

**Grading:**

**Important Note:** All writing must adhere to the *Publication Manual of the American Psychological Association, 5<sup>th</sup> Edition (2001)*. This includes in-text citations, references, gender-neutral writing, running heads (if used), etc. Also important is your writing. **YOUR WRITING WILL INFLUENCE YOUR GRADE.** It is important to proofread anything submitted for grammar, punctuation, spelling, etc. At this point in your academic career, you should know how to write well. In addition to substantive topic information, this class will also cover basic writing skills. Questions about writing style are welcome and encouraged.

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

Grading Scale:

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

*Please note policy on plagiarism below. I do not tolerate plagiarism and any student caught plagiarizing will fail the class.*

### **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](http://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.

### **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.

### **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.argosy.edu>. Detailed descriptions of online resources are located at <http://library.argosy.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.argosy.edu/infolit/>

**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.