

**FORENSIC PROGRAM DEVELOPMENT AND EVALUATION**  
**FP 6530 (Online)**  
**Course Syllabus - Spring 2010**  
**March 4 – April 24, 2010**

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

**Argosy Communication:**

If you choose to use an email address other than the assigned Argosy email, please be advised that you do so at your own risk. Any difficulty receiving Argosy emails will be your responsibility.

**Required Reading:**

- *Effective Grant Writing and Program Evaluation* (2009)  
Francis Yuen, Kenneth Terao, & Anna Marie Schmidt  
ISBN: 9780470469989
- *Program Evaluation: Methods and Case Studies*, 7<sup>th</sup> Edition (2007)  
Emil J. Posavac & Raymond G. Carey  
ISBN: 0-13-227560-0
- *Publication Manual of the American Psychological Association*, **5<sup>th</sup> Edition** (2001)\*  
ISBN: 1-55798-790-4
- Any supplemental materials provided by instructor

**Recommended Reading:**

- *Mastering APA Style: Student's Workbook and Training Guide*, **5<sup>th</sup> Edition** (2002)\*  
ISBN: 1557988919
- *Eats, Shoots & Leaves: The Zero Tolerance Approach to Punctuation*, 2004  
Lynne Truss  
ISBN: 1592400876

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\* The 6<sup>th</sup> edition was recently released; however, there are several mistakes in the book. The APA is not refunding or replacing books; thus, I recommend waiting a year until they resolve the problems before buying a subsequent printing of the new edition. If you already bought the new 6<sup>th</sup> edition, please be sure to see the corrections at <http://supp.apa.org/style/pubman-reprint-corrections-for-2e.pdf>. Also, review the supplemental material at <http://apastyle.org/manual/supplement/index.aspx>. Please note that this class will continue to follow the standards set forth in the 5<sup>th</sup> edition.

### **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. Students may not withdraw from this course after 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 Session I (7.5 week courses): February 14, 2010

Spring Session II (7.5 week courses): April 7, 2010

Spring Full Term (15 week courses): March 20, 2010

### **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

## Schedule:

<u>WEEK</u>	<u>DATES</u>	<u>LECTURE/READING</u>
1	3/4 – 3/7	<ul style="list-style-type: none"><li>• (Short week) Introductions &amp; Overview</li><li>• Posavac &amp; Carey, Ch. 1</li><li>• Yuen, Terao, &amp; Schmidt, Chs. 1 &amp; 5</li></ul>
2	3/8 – 3/14	<ul style="list-style-type: none"><li>• P &amp; C, Ch. 2-3: Planning and Selecting criteria</li><li>• Y, T, &amp; S, Ch. 2: Target Population</li><li>• <b>Evaluation Proposal topic and research question(s) due by 3/14</b></li></ul>
3	3/15 – 3/21	<ul style="list-style-type: none"><li>• P &amp; C, Chs. 5-7: Ethics, Needs assessment, and Program monitoring</li><li>• Y, T, &amp; S, Ch. 4: Program planning &amp; evaluation</li></ul>
4	3/22 – 3/28	<ul style="list-style-type: none"><li>• P &amp; C, Ch. 4: Developing measures</li><li>• Y, T, &amp; S, Chs. 3 &amp; 6: Basic research methods &amp; program evaluation and Program evaluation</li><li>• <b>Exam distributed by 3/28</b></li></ul>
5	3/29 – 4/4	<ul style="list-style-type: none"><li>• P &amp; C, Chs. 8-11: Qualitative methods, Nonexperimental evaluations, Quasi-experimental methods, and Using experiments</li><li>• <b>Exam due by midnight on 4/4</b></li></ul>
6	4/5 – 4/11	<ul style="list-style-type: none"><li>• P &amp; C, Ch. 12: Outcome analysis</li></ul>
7	4/12 – 4/18	<ul style="list-style-type: none"><li>• P &amp; C, Ch. 13: Evaluation reports</li></ul>
8	4/19 – 4/24	<ul style="list-style-type: none"><li>• P &amp; C, Ch. 14: Utilization, Wrap up</li><li>• <b>Evaluation proposal/plan due by midnight on <u>4/19</u></b></li></ul>

## **Evaluation Methods:**

1. Exam: 30%

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/Plan: 50%

Using the textbook as a guide (see sample evaluation in appendix and provided), students will create a proposal, or plan, 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) A description of the program being evaluated;
- b) Any literature on similar evaluations;
- c) A needs assessment;
- d) Criteria for evaluation;
- e) 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 four 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. If you have MS Word 2007, you can have the program check your document for things such as spacing after punctuation and use of the oxford comma, which is also required. Under the “Review” tab, click the “Spelling & Grammar” button. Click the “Options” button at the bottom left of the window. From the dropdown menu for "Writing Style," select "Grammar & Style." Click the "Setting" button and select "always" for "Comma required before last list item," select "inside" for "Punctuation required with quotes," and select "1" for "Spaces required between sentences." Also check everything under Grammar and Style.

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.

## **Final Date to Drop the Class:**

To receive a “W” grade, students must officially drop this class by the appropriate date listed in the current academic calendar. If students choose to discontinue course work after the final drop date, they may receive an “F” for this course.

## **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.

## **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/>

## **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, 6<sup>th</sup> Edition (2009)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 6<sup>th</sup> 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](http://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.