

Department of Psychology

Proposal for an Undergraduate Minor in Program Evaluation

Introduction:

Program evaluation has been an applied field of endeavor since the late 1800's. House (1993) attributes the emergence of evaluation into a formal practice to the advancement of capitalism. Senator Robert Kennedy's amendment to the 1965 Elementary and Secondary Education Act made evaluation a federal mandate that eventually spread to other social programs. Its emergence to being a professional field of practice commenced during 1973 according to Stufflebeam and Shinkfield (2007), when it "began to crystallize and emerge as a distinct profession that was related to its forerunners of research and testing" (p. 41). Technological advancements, economic development, migratory diversification, and the need for scientific authority to fill the void left in the wake of traditional institutional declines in terms of influencing decision-making are said by House to have led to the ever growing importance of the practice of evaluation.

As a consequence of educational and governmental endeavors for broadening the practice of evaluation, the need for trained personnel and scholarship relevant for discourse supportive of an evolving discipline coincided. Graduate programs in evaluation were created at a "few" universities, notably the University of Illinois, the University of California at Los Angeles, the University of Minnesota, the University of Virginia, Claremont Graduate University, and Western Michigan University. In concert with the development of these graduate programs were the initiation of refereed journals and standards for judging evaluation (i.e., Joint Committee on Standards for educational Evaluation, 1981; Program Evaluation Standards, 1994; The Personnel Evaluation Standards, 1988; and The Student Evaluation Standards, 2003; Guiding Principles for Evaluators, 2004; Government Auditing Standards, 2002, 2003).

Hence these efforts have led to the recognition of the professional application of evaluation as transdisciplinary according to Scriven (1991, as cited by House, 1993). It is a practice being undertaken for the purpose of assessing and helping to improve all aspects of society; to the extent that Stufflebeam and Shinkfield (2007) refer to evaluation as being society's most fundamental discipline. School programs, libraries, museums, hospitals, physicians, immunization programs, continuing medical education programs, courts, lawyers, judges, universities, schools, university curriculum, instructors, construction projects, ladders, food and other consumer products, telecommunication services, postal services, government agencies, transportation services, parks and recreation programs, agricultural extension services, environmental policies, disease prevention and control programs, national defense, border control, research plans and findings, and theories comprise the list of what Stufflebeam et al.

identify as some of the entities that utilize evaluation for the purpose of maintaining and improving services, while protecting citizens' societal interests.

Phenomenal growth in the importance of evaluation can be gleaned from the mandates by governmental agencies such as the National Science Foundation, National Institutes of Health, Department of Education, Department of Defense, and the Centers for Disease Control to have internal and, in many cases, external evaluators contractually engaged in whatever projects they fund. Similar mandates are required by non-governmental foundations and civic jurisdictions for the sake of affirming worth, value, credibility, and degree of effectiveness to aid in decisions with respect to continuation, enhancement, or focus. Contemporary efforts have been directed toward educating and training those who administrate and support community-based programs. These efforts have also included ensuring that evaluation is amenable to the diverse citizenry who are recipients or beneficiaries of programmatic offerings. The needs for more training programs at the undergraduate and graduate level have spurred efforts throughout higher education to develop well designed curricula. There has also been noticeable growth in the creation of training programs for the purpose of certification and in the development of continuing education programs for professionals who identify along the novice to practitioner continuum as being evaluators.

Rational:

The Department of Psychology has been engaged in piloting several courses designed to prepare undergraduate students for serving in multiple capacities relative to program evaluation. The capacities range from lending immediate knowledge to furthering efforts to have a direct impact upon capacity-building efforts for program evaluation (efforts undertaken by trained faculty and undertaken by our graduates who obtain immediate employment within community-based organizations or employment entities that would profit from new hires with such capabilities) to further pursuing graduate training in program evaluation. These pilot courses were an outgrowth of a National Science Foundation funded planning project directed toward capacity-building within Historically Black Colleges and Universities (HBCU) in the development of a pipeline to the field of evaluation.

This effort involved access to expertise directly linked to the American Evaluation Association (AEA) and a larger effort involving minority serving institutions (MSI) throughout the United States for which Dr. Kevin Favor now serves as the principal Chair. The MSI initiative is in its fifth year and is entirely under the auspices of AEA where considerable support with regard to access to educational and training guidance is forthcoming, particularly from members of the Multiethnic Issues in Evaluation-Topical Interest Group (MIE-TIG) and the Indigenous Peoples in Evaluation – Topical Interest Group (IPE-TIG). The involvement of the HBCU and other MSI scholars and students enriches AEA through the promise of advancing diversity of perspectives, insights, cultural awareness, methodology, and applications.

Currently, the Psychology Department's three degree programs – Bio-Psychosocial Health Psychology, Clinical/Counseling Psychology, and Organizational Psychology – have among its core offerings the foundations upon which the emerging discipline of program evaluation was built. The Statistics I, Statistics II, and Research Design & Analysis courses are foundational with regard to their preparing students to engage in the quantification of data and understanding of research design generally. The Research design & Analysis course has been updated with regard to incorporating a module that focuses upon program evaluation. A sign of the emergence in importance of program evaluation can also be found within the textbooks dealing with research methods (c.f., Goodwin, 2009) in that they now contain at least one chapter that discusses research methods in relation to program evaluation.

Similar to the change in text contents found in research methods, one finds that texts that deal with social psychology have also undergone such changes. In fact, the recognition that social psychological phenomena are intricately involved within the design, construction, and degree of effectiveness of programming is not new. Many experts in social psychology, both from the sociological schools and psychological schools or orientation, are engaged in program evaluation and program development. The selection of a text that focuses upon applied social psychology has been instrumental in further advancing the instruction of students in the basic conceptual foundations of program evaluation. In actuality, the cross disciplinary nature of the *Applied Social Psychology: Understanding and Addressing Social and political Problems* text by Schneider, Gruman, and Coutts (2005) allowed for the inclusion of students whose majors were other than psychology to be allowed to enroll. During the Fall semester of 2009, students majoring in criminal justice, sociology, and health science were among those who majored in psychology and all worked well in the Social Psychology for Majors course. The attention that was given to various areas where social psychology can be applied to the evaluation of programs germane to those fields allowed for students to develop identification with the role of an evaluator consistent with their interests. The appeal of this course for students across disciplines bodes well with respect to projected enrollments in the Social Psychology for Majors course that will be rebadged and renumbered for more appropriate identification and distinction from the social psychology course that will continue to be offered.

Economic Impact:

In assessing the economic impact, we begin by identifying our course offerings and frequency of the offering below:

PSY 101 General Psychology (3) - Drs' Dade, Louden, & Frazier-Anderson – 5 sections per semester (2 sections Web CT)

PSY 103 History & Systems of Psychology (3) – Dr. Kinsey – 1 section/semester

PSY 206 Psychobiology (4) – Dr. Louden – 1 section/Fall semester

PSY 207 Human Sexuality (3) – Dr. Kinsey – 1 section/Spring semester

PSY 208 Black Psychology (3) – Dr. Dade – 1 section/Spring semester

PSY 210 Statistics I (4) – Prof. Gaither Hardy – 1 section/semester

PSY 212 Statistics II (4) – Prof. Gaither-Hardy – 1 section/semester

PSY 301 Social Psychology for majors (3) – Dr. Favor – 1 section/Fall semester

PSY 301 Social Psychology (3) – Dr. Dade – 1 section/Fall semester

PSY 302 Group Dynamics (Web CT) (3) – Prof. Gaither-Hardy – 1 section/Spring semester

PSY 303 Organizational Psychology (3) – Professor Gaither-Hardy – 1 section/Spring semester

PSY 304 Personnel Psychology (Web CT) (3) – Professor Gaither-Hardy – 1 section/Fall semester

PSY 306 Multicultural Psychology (3) – Dr. Kinsey – 1 section/Spring semester

PSY 307 Developmental Psychology I (3) – Dr. Dade – 1 section/semester

PSY 310 Cognitive Psychology (3) – Dr. Kinsey – 1 section/Fall semester

PSY 311 Psychology of Learning (4) – Dr. Favor – 1 section/Fall semester

PSY 314 Abnormal Psychology (3) – Dr. Louden – 1 section/Fall semester

PSY 315 Theories of Personality (3) – Dr. Kinsey – 1 section/Fall semester

PSY 316 Psycho-diagnostics (3) – Dr. Louden – 1 section/Fall semester

PSY 317 Psychotherapy (3) – Dr. Favor – 1 section/Spring semester

PSY 319 Research Design & Analysis (4) – Dr. Favor – 1 section/semester

PSY 320 Race, Ethnicity & Health (3) – Dr. Louden – 1 section/Spring semester

PSY 321 Psychology of Addictions (3) – Dr. Favor – 1 section/Spring semester

PSY 340 Health Psychology (3) – Dr. Louden – 1 section/Fall semester

PSY 403 Senior Seminar I (4) – Drs. Favor and Kinsey – 1 section/Fall semester

PSY 404 Senior Seminar II (4) – Drs. Favor and Kinsey – 1 section/Spring semester

PSY 409 Bio-Statistical Analysis for Health Studies (4) – Dr. Louden – 1 section/Spring semester

It is easily concluded that an additional person in our department is needed. The critical nature of adding someone has been softened by the addition of Dr. Pamela Frazier-Anderson as an adjunct who has been teaching two sections of General Psychology through the use of Web CT. Her selection as an adjunct was predicated upon her expertise in program evaluation and she has been refining the distance learning issues through the General Psychology offering. It is being proposed that she teach a section of an Introduction to Program Evaluation course that was previously offered as an independent study by Dr. Favor. Modifications to this course have been underway so that it fits well with being an online course offering. Consequently the cost to the University is minimal at this juncture with regard to an instructor. It is forecast that it will be a short time before justification to undertake a full-time hire, even in a distance capacity, will be evident based upon students served. Probabilities for being awarded additional research funding is also enhanced by the addition of Dr. Frazier-Anderson with respect to the interest that has arisen in the area of distance and blended learning and the need to evaluate such programs. There are also funds available through successful proposal submission to NSF that focuses in upon areas of programming predicated upon technology for which Dr. Frazier-Anderson will be prepared to add expertise. Her presence has already allowed Lincoln to meet the needs of incoming students and those trying to complete core requirements for graduation by instructing two additional sections of general psychology.

In total, there are only two new courses that are to be proposed. The Introductory course in program evaluation and an Advanced Topics in Program Evaluation course that is to be taught by Dr. Favor are the two new courses. The Advanced topics course will be a blended course with a laboratory section. This course will be blended in order to take advantage of online resources that are immediately available, thus reducing the need for immediate library acquisitions on a large scale. It is still recommended that there be library acquisitions and a listing of titles of books and journals are attached to the present proposal.

The laboratory portion of the advanced topics is one that allows students to obtain firsthand experience with the evaluation process. There have been ongoing discussions with community-based organizations relative to placing students in positions where they can engage in the evaluation experience. Also, there are on-campus opportunities to undertake evaluation projects for those who are unable to secure an off-campus experience. Travel to sites has always undermined opportunities for first-hand experience. It is likely that only those students who have their own transportation may be able to undertake placements during the academic semester. Those who are able to secure placements during the summer recess will be allowed to count their placement toward credit for the course and grade adjustments will be sought for those where placements are made possible during the Spring semester and are open to carrying an incomplete until the experience is fulfilled or an independent study PSY 495 will be made available to them if they are able to afford the credits.

A third course among those that are required for this concentration is the Social Psychology for Majors course that will be rebadged as indicated above. This course will be instructed by Dr. Favor, those not adding to his load. The Advanced topics course will be offered every other year during the Spring semester in order to ensure adequate enrollment numbers. It is anticipated that this course will not be offered prior to the Spring of 2012 unless the number of students seeking to enroll in the Spring of 2011 is at minimum 15 students. Alternating this course with either the Psychology of Addictions or the Psychotherapy course should allow for a reasonable offering until such time that the Department is able to add another full-time campus-based faculty member. Consideration can also be given to offering this course during the summer in the event that Lincoln's summer school experiences a surge in enrollment. In total there will be 19 credit hours required for a minor concentration in program evaluation. This minor is to be cross-disciplinary and until such time that other departments are able to structure courses where a substantial portion of course content centers upon evaluation, those courses will be the three previously identified. It is hoped that cross listing and further development across areas will occur as faculty members begin to broaden their own familiarity with the discipline of program evaluation. Presently, the Departments of Sociology and Education have led in their interest in doing so.

Required courses for a minor in program evaluation

For Psychology Majors and others seeking to minor in program evaluation there are 13 credit hours of courses required within the Psychology Department:

Applied Social Psychology (3)

Introduction to Program Evaluation (3)

Advanced topics in Program Evaluation (4)

Black Psychology (3)

There are six additional credit hours to be taken inside or outside of the Department that need to focus upon a single area of application pertinent to programming – Education (e.g., EDU 203 The Education and Psychology of the Exceptional Child and Education 202 Educational Psychology) Political Science, or Sociology.

Considerations for Expansion of Program Evaluation Across Disciplinary Offerings

It is evident from looking at the expertise of persons who are engaged in the practice of evaluation that this is an interdisciplinary profession. Persons in education, business, physical sciences, biological sciences, health sciences are found to all have vested interests in having among the ranks of evaluators those persons who have been training in their fields. This need for

evaluators to have knowledge specific to the context being evaluated is intent beyond bringing in members of underrepresented groups of the NSF funded planning grant that Dr. Favor served as the principal investigator. The desire was to have those who majored in STEM areas to begin to learn how they may contribute to evaluation such that programs could be adjusted to meet the growing need for persons who are underrepresented to find comfort with learning, practicing within, and benefiting from STEM initiatives. The Psychology Department welcomes collaborative efforts across disciplines to best prepare our students to further their learning and contribution to evaluation. With that in mind, a number of faculty from outside of Psychology were interested enough to serve as members of an advisory board and were later invited to attend the 2009 AEA Conference. Dr. Babatunde and Dr. Stephens attended and are part of the new cohort of MSI faculty who are committed to advancing evaluation at Lincoln University and in the marketplace that Lincoln University serves. It is hoped that courses in Sociology and education can be configured to allow for Psychology students and those other majors of interest to select high quality courses where evaluation can be learned. In hopes of continuing to spur that effort the following guidelines are offered for other Departments to consider adding to this concentration in evaluation. There is evidence from the Social Psychology for Majors course offering that there is a high degree of interest in program evaluation on the part of our students. The more familiar they become with its application and viable career path, the more committed they may become to pursuing competency as an evaluator. The following is recommended:

Non-majors: The following represent criteria of present course offerings that Department Chairs outside of Psychology may utilize for their selection of courses where at least two modules relevant to program evaluation may be embedded that will qualify interested students in pursuing this concentration.

1. A research methods course where at least one module is found that introduces evaluation of programs
 - a) A qualitative or quantitative research methods course
 - b) students are taught to identify and operationalize variables; generate and test hypotheses; derive level of significance; specify knowledge of research design; understand issues of reliability and validity; and/or the means for determining the quality and utility of research investigations
2. A course that reflects issues of programming for persons who are members of under-represented groups
 - a) where the operation of cultural hegemony is emphasized
 - b) concerns of social justice are raised
 - c) where cultural competence, cultural relevance, and cultural responsiveness is discussed

The development of modules to fit within courses is possible with the assistance of MIE-TIG members and others within AEA who have expressed interest in aiding Lincoln in its movement

to offering programs at the undergraduate and even post-undergraduate level. The following courses seem attractive for fitting this role based upon their catalogue descriptions:

Anthropology (3) Urban Education (3) SOC 209 Institutional Racism (3) SOC 215 Class, Status, and Social Mobility, or SOC 244 Social Policy or SOC 301 Law and Society or POL 310 Race and American Law. It may be that the Schools of Social Sciences and Behavioral Studies and Humanities may serve as service courses for students majoring in those subjects that are found within the School of Natural Sciences and Mathematics in providing them an avenue for developing program evaluation expertise as desired by the NSF and other governmental agencies. What is being proposed is a first step in this most important effort.

SYLLABUS

Course ID: PSY- 412 (Web CT)

Title: Introduction to Program Evaluation

Semester: Fall 2010

Instructor: Dr. Pamela Frazier-Anderson

Office: 347 Dickey Hall

Virtual Office

Hours: Tues. & Thurs. 8:00 p.m. to 10:00 p.m. All Other Times by Appointment

Phones: Ext. 7534; Ext. 7535

E-Mails: pfanderson@lincoln.edu

Credits: 3

Prereqs: PSY 319 or equivalent research course, Honors standing or permission of Instructor and PSY 308. Students must be of advanced standing (min. 48 credit hours completed)

Course Description:

This Course is specifically designed to introduce the student to the field of program evaluation with an emphasis upon cultural responsiveness. This course covers the need, utility, and application of culturally responsive program evaluation in public and private workplaces. In this course, students are required to apply their knowledge of at least one phase of program evaluation (i.e., formative, process, or summative) thus demonstrating their understanding of evaluative methods of assessing a community based program. Students will be able to apply the standards set forth by the American Evaluation Association.

Learning Outcomes:

- 1) Students will be able to discuss the utility of participant, democratic and culturally-responsive program evaluation methods.
- 2) Students will be able to compare and contrast participant, democratic and culturally-responsive program evaluation from other evaluation orientations.

- 3) Students will be able to employ a variety of techniques for data collection for guiding the development of a program and obtaining critical feedback.
- 4) Students will be able to formulate an evaluation plan that is in keeping with identified goals and objectives.
- 5) Students will be able to Identify stakeholders for specified programs;
- 6) Students will be able to select, review, and analyze related literature to support evaluative research hypotheses, objectives and goals;
- 7) Students will be capable of selecting a culturally appropriate research design, including instruments and operational definitions of key program components and research variables.
- 8) Students will be able to write an acceptable evaluation report according to AEA standards.

Required Textbooks:

House, E. R. (2007). *Regression to the Mean: A Novel of Evaluation Politics*. Greenwich, CT: Information Age Publishing, Inc.

Hood, S., Hopson, R., and Frierson, H. (Eds.) (2006). *The Role of Culture and Cultural Context in Evaluation: A Mandate for Inclusion, the Discovery of Truth and Understanding*. In K.E. Ryan (Series Ed.). Evaluation and Society. Greenwich, CT: Information Age Publishing Inc.

Additional Readings:

Frechtling, J. (January, 2002). *The 2002 User Friendly Handbook for Project Evaluation*. NSF 99-12175. Arlington, VA: NSF.

Thompson-Robinson, M. Hopson, R., and SenGupta, S. (Eds). (2004). *In Search of Cultural Competence in Evaluation: Toward Principles and Practices*. In J. A. King, R. Miller, K. Ryan, and N. Zajano (Series Eds.) *New Directions for Evaluation, No. 102*. San Francisco: Jossey-Bass.

National Science Foundation (2002). *The Cultural Context of Educational Evaluation: A Native American Perspective: Workshop Proceedings*.

Topics of Instruction:

Topic 1: What is Program Evaluation

Topic 2: Evaluation Models

- Topic 3:** Types of Evaluations
- Topic 4:** Principles to Guide Evaluation Practices
- Topic 5:** The Cultural Context of Program Evaluation
- Topic 6:** Working from a Culturally Responsive Stance
- Topic 7:** Improving Multicultural Validity
- Topic 8:** Selecting an Evaluation Design
- Topic 9:** Identifying and working with Stakeholders
- Topic 10:** Understanding the relationship between identity group membership and program of objectives and goals
- Topic 11:** Understanding the importance of knowing the instruments you will be using.
- Topic 12:** Writing an Evaluation Report (Will be introduced at midterm).

POWERPOINT PRESENTATIONS WILL BE SCHEDULED.

**TURN IN YOUR FINAL WRITTEN PROGRAM REPORT ON
THE LAST DAY OF CLASS.**

Course Requirements:

1. Out-of-Class Assignments: These requirements will consist of regularly scheduled assignments that will permit you to apply the principles and information presented during classes. Not only will you have the opportunity to apply your knowledge to hypothetical situations, but you will also have the opportunity to apply your understanding of methodology to your own research program.
2. Participation as a Team Leader or Member in the evaluation of a campus-based program that is designed for academic support or student activities.
3. Oral Presentations: These requirements will consist of regularly scheduled oral reports that will cover material assigned outside of class and the various parts of the completed research report.

Course Evaluation:

1. Fidelity to evaluating campus project..... 100 points
2. Class Participation 100 points
3. Written Report 100 points
4. Oral Presentation..... 100 points
5. PowerPoint..... 100 points

Each student is expected to be in-class as scheduled. There will be limited face-to-face class meetings; the first being the first day of class where a review of the online platform and communication expectations will occur. The other times for face-to-face meetings will be duly announced at least a week in advance and we will meet in the assigned classroom. Online attendance is expected several times during the week in order to keep up with the progression of the course, submit assignments, and work upon collaborative projects. Absences are excused only in the event of documented evidence of the inability to access the site. A phone message is expected to be left indicating when the problem occurred at the time of occurrence and it is expected that there be checks several times during the day and following days from each disruption so that you can determine if the problem has been resolved. Excused absences are not foreseeable given the flexibility of roughly a week to make contact, except in extreme health debilitating circumstances. Establishing excused status is the responsibility of the student.

Syllabus

Course ID:	PSY-413
Title:	Advanced Topics in Program Development and Evaluation
Semester:	Spring 2012
Instructor:	Dr. Kevin E. Favor, Ph.D.
Office:	Dickey Hall 346
Office Hours:	Wed. 11:00 to 2:00 p.m. All other times by Appointment Only
Phone #:	484-365-7587 or 484-365-7535
Email:	Favor@lincoln.edu
Credits:	3
Prereqs:	PSY 301 for majors; Honors standing, PSY 319; PSY 412 or permission of instructor

Course Description:

This advance course is designed to have the student develop a working understanding of program evaluation theory and issues that underscore the intersection of historical, sociopolitical, and cultural factors that shape the delivery and value ascribed to such social initiatives. The student is exposed to program evaluation theories that advance the goals of social justice by attempting to accommodate and reconcile the aforementioned factors. Programs that have been developed to facilitate resolution of educational and health concerns are the primary focus of this course.

Student Learning Outcomes:

By the end of this course, students will be able to:

1. Compare and contrast program evaluation theories in light of social justice goals;
2. Discuss the importance of identifying stakeholder beliefs and agendas;

3. Select, review, and analyze related literature to support evaluative research hypotheses, objectives and goals;
4. Discuss issues of reliability and validity related to qualitative and quantitative methods of data collection;
5. Collect information that aids in guiding the development of a program and obtain critical feedback;
6. Design a formative and summative evaluation plan;
7. Write an acceptable evaluation report according to AEA standards.

Primary Text:

House, E. R. (1993). *Professional Evaluation: Social Impact and Political Consequences*. Sage Pub.

Reference Materials:

All reference materials will be provided by the instructor.

Additional Readings from:

Thompson-Robinson, M. Hopson, R., and SenGupta, S. (Eds). (2004). *In Search of Cultural Competence in Evaluation: Toward Principles and Practices*. In J. A. King, R. Miller, K. Ryan, and N. Zajano (Series Eds.) *New Directions for Evaluation, No. 102*. San Francisco: Jossey-Bass.

Film Series:

Relevance of Culture in Evaluation Workshop (Vol. I – IV). Funded by: The National Science Foundation

Topics of Instruction:

Topic 1: What is Program Evaluation's social roles?

Topic 2: Evaluation Models as they relate to social justice.

Topic 3: Types of Evaluations

- Topic 4:** Identifying and Working with Stakeholders
- Topic 5:** Improving Multicultural Validity
- Topic 6:** Embedding Culture in Logic Models - ACESUS
- Topic 7:** Multi-site Evaluations
- Topic 8:** Qualitative, Quantitative, and Mixed Methods Designs
- Topic 9:** Evaluation Research
- Topic 10:** Capacity Building

Course Requirements:

- 4. Out-of-Class Assignments: These requirements will consist of regularly scheduled assignments that will permit you to apply the principles and information presented during classes. Not only will you have the opportunity to apply your knowledge to hypothetical situations, but you will also have the opportunity to apply your understanding of methodology to your own research program.
- 5. Participation as an Intern in a community-based or campus-based program.
- 6. Oral Presentations: These requirements will consist of regularly scheduled oral reports that will cover material assigned outside of class and the various parts of the completed research report.

Course Evaluation:

- 6. Regular Internship attendance 100 points

- 7. Class Participation 100 points
- 8. Written Report 100 points
- 9. Oral Presentation 100 points
- 10. PowerPoint 100 points

POWERPOINT PRESENTATIONS WILL BE SCHEDULED.

TURN IN YOUR FINAL WRITTEN PROGRAM REPORT ON

THE LAST DAY OF CLASS.

SYLLABUS FALL 2010

APPLIED SOCIAL PSYCHOLOGY

PSY 301.02

Instructor: *Kevin E. Favor, Ph.D.*

Office: *Dickey Hall Rm. 346*

Office Hours: *Monday and Wednesday 11:00 – 2:00 other times by Appointment Only*

Phone: *Ext. 7587*

e-mail: favor@lincoln.edu

COURSE DESCRIPTION

Applied social psychology draws from social psychological theories, principles, methods and research evidence to foster understanding of social problems, develop intervention strategies, and improve social agent functioning at all levels of organizations, communities, and societies. Emphasis is placed upon the scientific objective of controlling social behavior and understanding the value laden role of the program developer and evaluator. Control is achieved through programmatic efforts that incorporate knowledge derived from the science of social psychology. This course is designed to emphasize social psychological phenomena from the applied perspective and to emphasize the practice and profession of program evaluation. The relevance of ethical considerations and cultural relativism are examined with respect to the utility of programs initiated to address contemporary societal problems; particularly those impacting communities of color and those who have been historically disenfranchised.

Credits: 3

Prerequisites: PSY 103 for Psychology majors and others by permission who have attained advanced standing (30 credit hours completed).

TEXT & COURSE MATERIALS

Schneider, F., Gruman, J., & Coutts (2005). *Applied Social Psychology: Understanding and Addressing Social and Practical Problems*. Thousand Oaks, CA: Sage.

In-class exercises derived from Preskill, H. and Russ-Eft, D. (2005). *Building Evaluation Capacity: 72 Activities for Teaching and Training*. Thousand Oaks, CA: Sage.

Handouts of Journal Articles

Selected web sites

COURSE GOALS

Student Learning Outcomes

- a. Students will be able to identify methods used in social psychology relevant to program evaluation.
- b. Students will be able to discuss the impact of situations and groups upon behavior.
- c. Students will be able to critically discuss major theories in social psychology.
- d. Students will be able to research a topic pertinent to social psychology.
- e. Students will be able to work in concert with other students on a project.
- f. Students will be able to apply social psychological models to current social situations.

Development of scientific values and skills

- a. Students will be able to express intellectual curiosity with regard to bio-psychosocial issues.
- b. Students will be able to critically appraise the scientific evidence and generalizations.
- c. Students will be familiar with ethical issues that researchers must consider when investigating human behavior.
- d. Students will be able to utilize technology as an aid in the research endeavor.
- e. Students will be able to discuss the importance of culture consideration in conducting research.

MODES OF INSTRUCTION

Each class will consist of brief lectures and structured discussions and exercises. Students are to have read prior to coming to class. Given that the text is one that is on-line, when needed, the class will employ the on-line features during the class session.

CLASS SCHEDULE

(Test dates are subject to change)

Week

Topic

Assigned Reading

Week 1 & 2	Social Psychology and its application Social Psychology Theory & Diversity	Chapter 1 Chapter 2 & Chapter 15
Week 3	Research Methods in Applied Social Psychology	Chapter 3
Week 4	Intervention & Evaluation Exam 1	Chapter 4
Week 5	Personal Relationships, Cognitive Errors & Self	Chapter 5 & Handout
Week 6	Applying Social Psych. To Clinical & Counseling	Chapter 6 & Handout
Week 7	Applying Social Psych. To the Media Exam 2	Chapter 8
Week 8	Applying Social Psychology to Health	Chapter 9 & Handout
Week 9	Applying Social Psychology to Education	Chapter 10 & Handout
Week 10	Applying Social Psychology to Organizations Exam 3	Chapter 11
Week 11	Applying Social Psych. To Criminal Justice	Chapter 12 & Handout
Week 12	Applying Social Psych. To the Community	Chapter 13
Week 13 & 14	Action, Participatory & Activist Research	Chapter 16
	Final Exam	

COURSE GUIDELINES

1. You are responsible for all announcements made in class, regardless of whether you are present. Fellow students, your syllabus and the instructor can be consulted in the event of an excused absence.
2. The textbook this term is Applied Social Psychology by Schneider, Gruman & Coutts. This text is available in the bookstore and must be purchased. Reading assignments are to be completed by the week for which they are listed above.
3. Four **exams** will be given during the term and will be worth 100 points each. The exams will be essay questions.
4. Participation in class demonstrations and discussions will also impact students' final grades.
5. Individual thought papers (5) will be completed by each student. These thought papers should not exceed three pages. Guidelines for the thought papers will be handed out in class.

Individual papers are not graded competitively or on a curve. Rather, they are evaluated using common university standards for effective reading and writing. Scores will range from 0 to 20 points. In general, a score of about 10 is given to papers that are satisfactory (that is, clear, coherent, without serious errors, and directly and effectively meeting the paper requirements). A score of about 15 is given to papers that meet the standards for a 10-point paper and go beyond with evidence of careful thought or insight or effort to connect the paper topic with previous theory and research. A score of 20 is given to papers that meet the standards for a 15-point paper and, in addition, are extremely well written and researched, demonstrating extensive effort and critical analysis.

GRADING

Grades will be computed as follows:

Exams (4) 400 pts

Thought Papers 100 pts

Class Participation 100 pts

The final grading scale will be as follows:

GRADE	OVERALL PERCENTAGE	TOTAL POINTS IN COURSE
A	95.0–100	570–600
A-/B+	90.0–94.9	540–569
B/B-	87.5–89.9	525–539
C+	82.5–87.4	495–524
C	80.0–82.4	480–494
C-	75.0–79.5	450–479
D	60.0–64.9	360–449

Academic Integrity Statement

Students are responsible for proper conduct and integrity in all of their scholastic work. They must follow a professor's instruction when completing tests, homework, and laboratory reports, and must ask for clarification if instructions are not clear. In general, students should not give or receive aid when taking exams, or exceed the time limitations specified by the professor. In seeking the truth, in learning to think critically, and in preparing for a life of constructive service, honesty is imperative. Honesty in the classroom and in the preparation of papers is therefore expected of all students. Each student has the responsibility to submit work that is uniquely his or her own. All of this work must be done in accordance with established principles of academic integrity.

An act of academic dishonesty or plagiarism may result in a failure of a project or in a course. Plagiarism involves representing another person's ideas or scholarship, including material from the internet, as your own. Cheating or acts of academic dishonesty include fabricating data, tampering with grades and copying, offering or receiving unauthorized assistance or information.

Attendance Requirement (taken from the Lincoln University Bulletin (1995-1998), page 74)

- Four absences may result in automatic failure in the course.
- Three tardy arrivals may be counted as one absence.
- Students representing the university in athletic events or other university sanctioned activities will be excused from class (es) with the responsibility of making up all work and examinations.

Extra Credit Options – Participation in Undergraduate Research