2014

PSYC 623-01-02 Issues in Applied Psychology

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Course Description:
This is a 3-credit hour course that completes the statistics and research methods sequence of the Psy.D. program. It provides students with the opportunity to apply knowledge and principles gained from statistics and research design courses to the evaluation of intervention programs (i.e., program evaluation). It also provides a means for students to begin (or continue) to make progress in the development of their dissertation projects, review the Psychology Department’s policies and procedures related to the dissertation process, and gain information related to the role of the Institutional Review Board (IRB) in research involving human subjects, particularly as it relates to the dissertation process.

Student Learning Outcomes:
- Students will be able to describe what a program evaluation is and how clinical psychologists typically use research methods to evaluate the effectiveness of programs.
- Students will apply skills gained in Research Design and Statistics in learning how to conduct a program evaluation.
- Students will write a letter proposing a program evaluation in order to learn how to communicate effectively with an agency regarding the services you want to provide.
- Students will gain greater understanding of the role Institutional Review Boards play in the process of research involving human subjects.
- Students will engage in the dissertation process in keeping with the Department’s expectations and policies.
- Students will make significant progress toward their dissertation proposal by learning to set realistic goals.

Student Learning Activities:
- Students will evaluate a program by using data and information collected as part of an actual program evaluation.
- Students will analyze data gathered as part of a program evaluation, and to generate a report based on that information and data.
- Students will review literature related to a program they will evaluate.
- Students will write documents related to program evaluation, such as a proposal letter outlining the project and a summary of the findings.
• Students will review information related to Xavier University’s Institutional Review Board’s policies and procedures and will complete the online training required to qualify for XU’s IRB review.

• Students will read the Psychology Department’s Dissertation Handbook to understand the expectations and departmental policies related to the dissertation process.

• Students will set and measure their progress toward individually designed monthly and semester goals related to their dissertation projects.

The manner in which we pursue these goals, outcomes and activities will be consistent with the Department of Psychology Mission Statement:

In keeping with the Jesuit, Catholic, liberal arts tradition, the department of psychology educates students in the science of behavior and mental processes with sensitivity toward the diversity of all people so students may use psychological knowledge and insight to address human concerns.

Recommended Text:

Additional Readings:
Clinical Psychology Graduate Student Handbook, Xavier University Department of Psychology (Unpublished document)

A Guide to Dissertation Proposal, Preparation, and Defense. Xavier University Department of Psychology (Unpublished document)

Student Assignments:
Course assignments (with their point value) are listed below:

- Proposal letter for a program evaluation, with budget: 10 pts
- Data analysis and executive summary: 25 pts
- IRB cover letter: 5 pts
- IRB forms: 5 pts
- Completion of IRB training certificate: 10 pts
- Meeting with Vicky Young: 5 pts
- Progress on Dissertation goals 1: 5 pts
- Progress on Dissertation goals 2: 5 pts
- Progress on Dissertation goals 3: 5 pts
- Progress on Dissertation goals 4: 5 pts
- Progress on Semester Dissertation goals: 10 pts
- Class participation: 10 pts

100 pts
Grade:
The grade for the course will be based on the accumulated points from the assignments described above. The scale for grading is listed below:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100</td>
<td>A</td>
</tr>
<tr>
<td>90-93</td>
<td>A-</td>
</tr>
<tr>
<td>85-89</td>
<td>B+</td>
</tr>
<tr>
<td>80-84</td>
<td>B</td>
</tr>
<tr>
<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>Below 69</td>
<td>F</td>
</tr>
</tbody>
</table>

Course Policies:
- Materials for this course are managed through Blackboard or Canvas. It is your responsibility to check Blackboard or Canvas, and to be sure that you receive any emails or other information generated by Blackboard or Canvas. Those course management systems generally send emails to your Xavier email address. If you want those emails forwarded to another address, it is your responsibility to change your preference in the system, if that can be done. However, you should strongly consider using your Xavier email address for any professional email correspondence, including course related communication.
- Attendance is expected. Please meet with, call or email one of the instructors to discuss absences, if they must occur. In case of absence, you are responsible for obtaining notes or other information covered in class.
- Missing more than two classes can be grounds for failing the class. This decision is made at the discretion of the instructors.
- We will be making every effort to arrive at class on time, and we expect you to do the same. In the case of inclement weather, do your best to arrive on time; be sure to check the portal (and Blackboard or Canvas) to be sure there have been no changes in the schedule.
- Please turn off all cell phones during class; texting, internet surfing, or other forms of communication during instructional time is not professional and will not be tolerated.
- Due dates for assignments are firmly set. Late assignments will be accepted only under exceptional circumstances. Late assignments, if accepted, will be penalized with a drop in point value for each day late.

Any student who feels s/he may need an accommodation based on the impact of a documented disability should contact the Learning Assistance Center at 513-745-3280 on the Fifth Floor of the Conaton Learning Commons, Room 514, to coordinate reasonable accommodations.
Schedule of Classes

1/13  Overview of course; Introduction to Program Evaluation, Develop dissertation groups and goals

1/20  MLK Day—no class

1/27  Program Evaluation (Ethics & Professional Code of Conduct)  bring revised diss goals

2/3   Review of dissertation goals (small group meetings) (1st dissertation goals grade); Meet in library

2/10  IRB work

2/17  Dissertation work session  Meet in library

2/24  Program Evaluation (Evaluation Design & Logic Models)

3/3   Spring Break—no class

3/10  Dissertation group meetings (2nd dissertation goals grade)  Meet in library

3/17  Program Evaluation (Writing Proposals)  Vicki Young contact due

3/24  Program Evaluation (Preparing Executive Summaries)

3/31  Group Work on Executive Summary

4/7   Dissertation group meetings (3rd diss goal grade)  Meet in library

4/14  Program Evaluation (Feedback on Summaries)  Proposal Letter due Executive Summary-draft

4/21  Easter Holiday—no class

4/28  Review of Department Diss policies; setting summer goals  Quiz on Dept materials Executive Summary-final

5/5   Final review of goals; Course evaluations (4th diss goals grade and semester goals grade) Meet in library

Assignments due:
diss progress report
bring revised diss goals
bring next month’s diss goals
IRB training certificate
IRB Cover letter, forms
bring next month’s diss goals
Vicki Young contact due
Proposal Letter due Executive Summary-draft
Long term goal review and self-evaluation

This schedule is subject to change at the instructors’ discretion. All changes will be announced in class or on Blackboard