

PSYC*4570-01, Course Outline: Fall 2017

General Information

Course Title: Special Topics in Applied Psychology: Program design, implementation and evaluation

Calendar Description:

This is an in-depth examination of specific advances in the application of psychology theory and methods. Specific topics will vary according to the expertise of the instructor.

Course Description:

The application of psychology occurs primarily through programs. Different terms are used for these programs, such as human services programs or social programs. They have in common objectives that aim to assist people in meeting their un-meet needs, to prevent problems or to remediate problems in order to improve the quality of life of a target group. In line with this trend in the application of psychology multiple psychology graduates find employment with organizations that run such programs. Unfortunately, psychology undergraduates receive little to no training about these programs, how they are designed, implemented and evaluated. The overall aim of the course is to provide key concepts and skills related to program design, implementation and evaluation, along with an initial practice in the application of these skills. The course aims to get students ready for future opportunities that will emerge as they continue their education or enter the job market.

Credit Weight: 0.50

Academic Department (or campus): Department of Psychology

Semester Offering: Fall 2017

Class Schedule and Location: Tuesdays and Thursdays 1pm to 2:20pm, MACK 120

Course website: Please visit regularly the course website at <http://courselink.uoguelph.ca> to obtain important information and materials for this course (e.g., instructions for assignments, lecture slides).

Prerequisite(s):

14.00 credits including PSYC*3250 (or both PSYC*2040 & PSYC*3290), and 0.50 credits in Psychology at the 3000 level.

Restriction(s):

Restricted to students in BAH.PSYC, BAH.PSYC:C, BAH.ISHB, BSCH.PBC or a major or minor in Neurosciences with a minimum grade point average of 70% in all Psychology course attempts.

Instructor Information

Instructor Name: Dr. Benjamin Giguère

Instructor Email: bgiguere@uoguelph.ca

Office location: MacKinnon Building Extension (MACK) 4007 (*newer part of MACK, with 4 digit rooms*)

Office hours: Mondays 2:30pm to 3:30pm

Fridays 1pm to 2pm

GTA Information

GTA Name: TBA

GTA Email: TBA

GTA office location: TBA

GTA Name: TBA

GTA Email: TBA

GTA office location: TBA

GTA Name: TBA

GTA Email: TBA

GTA office location: TBA

Course Content

This course focuses on twelve primary intended learning outcomes; 11 of which are set by the department of psychology. Below is a description of each of these outcomes.

1. **Depth and breadth of understanding.** Upon successful completion of this course, students should be able to: demonstrate mastery of a body of knowledge relevant to program design, implementation and evaluation.
2. **Inquiry and analysis.** Upon successful completion of this course, students should be able to: autonomously ask and answer questions relevant to program design, implementation and evaluation from a critical perspective.
3. **Problem solving.** Upon successful completion of this course, students should be able to: autonomously set out to solve current issues relevant to program design, implementation

and evaluation in creative ways using optimal methods and to articulate the reasons for choosing those methods and solutions.

4. **Information literacy.** Upon successful completion of this course, students should be able to: identify gaps in the existing knowledge base related to program design, implementation and evaluation and generate solutions to fill these gaps.
5. **Methodological literacy.** Upon successful completion of this course, students should be able to: demonstrate the ability to participate in the process of creating appropriate methods, tailored to particular populations and circumstances, to design, implement and evaluate programs.
6. **Quantitative literacy.** Upon successful completion of this course, students should be able to: demonstrate the ability to evaluate the reliability and validity of quantitative data used in the context of program design, implementation and evaluation.
7. **Oral communication.** Upon successful completion of this course, students should be able to: demonstrate the ability to present information in ways that the receiving party can easily understand and to actively listen to others while acknowledging limitations to one's knowledge
8. **Written communication.** Upon successful completion of this course, students should be able to: engage in program proposals writing using a breadth of vocabulary appropriate to program design, implementation and evaluation, clearly conveying their intended message to a target audience.
9. **Reading comprehension.** Upon successful completion of this course, students should be able to: demonstrate critical thinking skills when researching complex questions related to program design, implementation and evaluation, and extracting information from the documentation identified as part of the research.
10. **Integrative communication.** Upon successful completion of this course, students should be able to: demonstrate the ability to adapt and apply knowledge acquired through prior courses as well as research and personal experiences to solve complex ill-defined problems in the context of program designs, implementation and evaluation by communicating their resulting integrative conclusions effectively.

11. **Ethical reasoning.** Upon successful completion of this course, students should be able to: show awareness that solutions to complex ill-defined social problems are complex and to demonstrate the ability to accept multiple relativistic answers, evaluated as valid, even if some may contradict each other.
12. **Teamwork.** Upon successful completion of this course, students should be able to: demonstrate sensitivity to the complex interpersonal processes that result from the team work involved in program design, implementation and evaluation.

As per the department curriculum the intended learning outcomes for this course build on the learning outcomes that are expected to have been acquired by students as part of the successful completion of the previous courses (e.g., as part of 1st, 2nd and 3rd year courses). As such, these “secondary outcomes” will not comprise any significant portion of the teaching-learning activities of this course. These outcomes will be directly or indirectly assessed as part of the course. If you have not mastered these outcomes it is your responsibility to seek out the appropriate resources as soon as possible or to reconsider your enrolment in this course at this time. These secondary intended learning outcomes for this course are:

1. **Depth and Breadth of Understanding:** As part of this course students are expected to:
 - 1.1. Understand and be able to apply advanced concepts in core areas of psychology.
2. **Inquiry and Analysis:** As part of this course students are expected to be able to:
 - 2.1. Ask in-depth and specific questions regarding psychological material, including reliability of the source, and evaluate it critically.
 - 2.2. Develop and evaluate hypotheses.
 - 2.3. Recognize the importance of supporting statements with evidence.
3. **Problem Solving:** As part of this course students are expected to be able to:
 - 3.1. Identify and solve issues in an effective manner.
 - 3.2. Evaluate the appropriateness of different approaches and reject less acceptable methods to solving problems.
 - 3.3. Create and follow a plan for solving problems.
4. **Information literacy:** As part of this course students are expected to be able to:
 - 4.1. Evaluate the relevance and quality of sources used.
 - 4.2. Evaluate the relevance and quality of information within those sources.
5. **Methodological literacy:** As part of this course students are expected to be able to:

- 5.1. Recognize and describe complex research methodologies (e.g., mixed research designs).
 - 5.2. Evaluate the appropriateness (e.g., strengths, weaknesses) of different methodologies for different questions.
6. **Quantitative literacy:** As part of this course students are expected to be able to:
- 6.1. Show the ability to interpret data to test a claim.
 - 6.2. Use quantitative data as evidence for a claim.
7. **Oral Communication:** As part of this course students are expected to be able to:
- 7.1. Speak clearly and accurately when presenting information to others.
 - 7.2. To discuss theoretical and empirical psychological information in a comprehensive manner, clearly and effectively in an interpersonal context.
8. **Written Communication:** As part of this course students are expected to be able to:
- 8.1. Write with appropriate vocabulary, APA style adherence, proper referencing, and little grammatical, spelling or functional errors.
9. **Reading Comprehension:** As part of this course students are expected to be able to:
- 9.1. Understand sophisticated theoretical and empirical writing in psychology.
10. **Integrative Communication:** As part of this course students are expected to be able to:
- 10.1. Adapt previously acquired knowledge to new situations in order to solve problems or explore issues psychological in nature.
 - 10.2. Generate connection between psychological research and/or theory from more than one discipline or perspective.
11. **Teamwork:** As part of this course students are expected to be able to:
- 11.1. Demonstrate respect and integrity when working with others.
 - 11.2. Commit fully to team tasks and contribute high quality work as part of team based or group based projects.
 - 11.3. Demonstrate personal responsibility and accountability to the group as part of team or group projects.
12. **Ethical Reasoning:** As part of this course students are expected to be able to:
- 12.1. Demonstrate behaviour consistent with academic integrity.
 - 12.2. Recognizes when something is ethically right or wrong.

- 12.3. Reflect on personal or others' judgement and analyse reasoning or lack of reasoning regarding ethical issues.
- 12.4. Analyse problems with ethical reasoning in mind.

13. **Personal Organization:** As part of this course students are expected to be able to:

- 13.1. Recognize the importance of planning for completion of many tasks.
- 13.2. Prioritize and complete important or urgent tasks
- 13.3. Demonstrate personal accountability and responsibility.

Lecture/meeting content:

The structure of this course involves both more traditional approaches to education, such as lectures and exams, as well as more active and experiential forms of learning, primarily in the form of an applied group project in which you will create a program. Thus, this course is about more than learning content, it also involves applying knowledge and skills. The multifaceted approaches involved in this course make it rather different than a course primarily based on lectures. Success in the course, in terms of meeting the objectives, depends highly on your willingness to genuinely participate in the activities inside and outside the classroom.

It is **essential** that you come to class prepared by carefully reading the assigned materials, taking notes and thinking through the issues. Given that this is a fourth year advanced course, it is expected that you will take charge of your learning, demonstrating maturity as an autonomous student (as opposed to depending on a professor to tell you what is important, or what you should learn); given that in a few months you will not be able to rely on professors after your graduation.

Lectures are designed to both complement and supplement the readings. Material not covered in the readings will be presented during the lectures. Lectures are also designed to present links between the different topics we will be covering.

A PDF copy of the lecture slides for each lecture, with the copyrighted material removed, will be posted on the course website. Please review the policy regarding course material found in the *course policy* section of this outline before downloading them.

Tentative meeting schedule

Week	Meeting	Date	Topic	Textbook chapter
1	1	Sept. 7th	Course overview	
2	2	Sept 12th	Overview of the current issues in program design, implementation and evaluation	1
2	3	Sept 14th	Theory and program planning	2
3	4	Sept 19th		
3	5	Sept 21st	Psych theories part 2	
4	6	Sept 26th	Psych theories part 3	
4	7	Sept 28th	Social problems	3
5	8	Oct 3rd	Need(s) assessment	4 & 5
5		Oct 5th	Exam 1	
6		Oct 10th	<i>No class—Fall study break</i>	
6	9	Oct 12th	Group project explanation	
7	10		<u>Group session 1</u>	
7	11	Oct 19th	Goals and objective	7 & 6
8	12	Oct 24th	Designing programs part 1	6 & 8
8	13	Oct 26th	Designing programs part 2	8
9	14	Oct 31st	Designing programs part 3	8 & 9
9	15	Nov 2nd	<u>Group session 2</u>	
		Nov. 3rd	<i>is the fortieth day of class—Last day to drop one semester courses</i>	

10	16	Nov 7th	Program monitoring and evaluation part 1	10 & 11
10	17	Nov 9th	Program monitoring and evaluation part 2	10 & 11
11	18	Nov 14th	<u>Group project session 3</u>	
11	19	Nov 16th	Budget	12 & 13
12		Nov 21st	Exam 2	
12	20	Nov 23rd	<u>Group project session 4</u>	
13	21	Nov 28th	<u>Group project session 5</u>	
13	22	Nov 30th	<u>Group project session 6</u>	

Course Assignments and Tests:

Assignment or Test	Due Date	Contribution to Final Mark (%)	Primary Learning Outcomes Assessed
Exam 1	Oct 5th	24%	1, 2, 3, 5, 6, 8, 9
Exam 2	Nov 21st	24%	1, 2, 3, 5, 6, 8, 10
Term project: Program proposal	Varies by component (see instructions posted on course website)	40%	1, 2, 3, 4, 5, 6, 8, 9, 10, 11
Term project: Peer evaluations	Varies by component (see instructions posted on course website)	8%	3, 5, 7, 8, 10, 11, 12
Term project: Self evaluation	Varies by component (see instructions posted on course website)	4%	2, 3, 5, 8, 9, 11, 12

Additional Notes:

Exam #1: The exam will contain approximately 15 multiple-choice questions and 2 open-ended questions (approximately one to two handwritten pages each). Questions may be drawn from all the course material covered (e.g., readings, lectures) up to and including the material covered during the previous class. The exam will include questions based on material from the textbook and readings but not covered in class, and on material covered in class but not covered in the textbook and readings. **Please MAKE SURE YOU HAVE your student ID card, a few sharpened HB pencils and an eraser with you at the exam.**

Exam #2: The exam will contain approximately 15 multiple-choice questions and 2 open-ended questions (approximately one to two handwritten pages each). Questions may be drawn from

all the course material covered (e.g., readings, lectures) since the first exam up to and including the material covered during the previous class. The exam will include questions based on material from the textbook and readings but not covered in class, and on material covered in class but not covered in the textbook and readings. **Please MAKE SURE YOU HAVE your student ID card, a few sharpened HB pencils and an eraser with you at the exam.**

Program proposal. For your term project, you will be asked to put your newly acquired knowledge about program design, implementation and evaluation and create a program proposal in small groups (approx. 6). The proposed program has focus on student mental health on the U of Guelph campus. You will be asked to submit a 30 page proposal for your program, excluding references and supplementary materials. The term project will be explained in class during one of the meetings (see lecture schedule), and instructions will be posted on the course website

The term project report is due **December 1st 5pm** (see term project instructions for more information).

Peer evaluations: Teamwork and group work is central to all programs. As such feedback from your peers offers valuable information to your performance and ability to work with others. The peer evaluation component of the grade includes the evaluations completed by your peers (4%), as well as your evaluation of your peers (4%).

*Specific instructions for completing the peer evaluations will be posted on the course website. Failure to strictly adhere to these instructions will result **in a grade of 0** for this component.*

Self evaluation: Being able to genuinely and accurately reflect on one's own strengths and weaknesses is a valuable skill. As part of the evaluation for the course you will be asked to complete an evaluation of your own performance.

*Specific instructions for completing the self evaluation will be posted on the course website. Failure to strictly adhere to these instructions will result **in a grade of 0** for this component.*

Final examination date and time:

There is no final exam for this course.

Course Resources

Required Texts:

Kettner, P. M., Moroney, R. B., & Martin, L. L. (2017). *Designing and managing programs: An effectiveness-based approach*. 5th edition. Sage Publications Inc.: Los Angeles, CA. ISBN-10: 1483388301

Recommended Texts:

None

Lab Manual:

Not applicable.

Other Resources:

Please visit regularly the course website at <http://courselink.uoguelph.ca> to obtain the resources for this course (e.g., instructions for assignments, readings, lecture slides).

Field Trips:

Not applicable.

Additional Costs:

Not applicable.

Course Policies**Grading Policies**

Please also note that work submitted for grades may be **screened electronically for academic misconduct**, including breaches of academic integrity and plagiarism. In this course, your instructor will be using Turnitin, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

The last date to submit any materials for evaluation for this course is the last day before the final exam period starts.

Please note that there will be no supplemental evaluation/examination for this course.

Policy on missed classes and exams

All of the information related to the logistical and administrative components of this course will be communicated during class time. If you miss a class, it is your responsibility to make contact

with a fellow student and catch up on what you missed, regardless of whether the absence was justified or not.

If you miss an evaluation (e.g., exam, due date for an assignment) you may wish to seek academic consideration for your absence (e.g., if you believe your absence qualifies for medical or compassionate reasons). Please contact the course instructor as soon as possible if you miss an exam or a due date or if you have an ongoing personal or health issue that will affect your ability to meet any due date or deadline.

Any documentation provided (e.g., doctor's notes) may be verified by different means, including calling the doctor's office for confirmation. See the undergraduate calendar for detailed information on regulations and procedures for Academic Consideration.

Policy regarding use of electronic devices and recording of lectures

Electronic recording of classes is expressly forbidden without consent of the instructor. When recordings are permitted, they are solely for the personal use of the authorized registered students during the period of the course and may not be reproduced, or transmitted to others, whether it is in their original format or a modified version, without the express written consent of the instructor.

Policy regarding materials provided by instructor and his designates

The material shared by the course instructor or by his designate (e.g., TA) as part of this course, including copies of the lecture slides, are solely for the personal use of the authorized registered students during the period of the course and may NOT be reproduced, or transmitted to others, whether it is in their original format or a modified version, without the express written consent of the course instructor.

Policy on emails

Only questions that can be answered simply, for example by yes or no or with a short sentence, will be answered by email. For longer answers you will most likely receive an email asking you to come and see me.

Emails will usually be answered within 24 to 48 hours during weekdays. It is possible that some emails that are not from a university address (e.g., @hotmail.com) may be treated as spam. So do not hesitate to come and see one of us if your email was not answered. The university expects you to check your U of Guelph email account regularly and us to use it to communicate with you.

Policy regarding exam copies

Copies of the exam are loaned to registered students for the duration of the examination only. They remain the property of the course instructor at all times. All copies must be returned to the instructor or his designate at the end of the examination time. They cannot be removed from the examination room under any circumstances by anyone with the exception of the course instructor or his teaching assistants. All material contained in the exams is copyrighted,

and may not be reproduced, or transmitted to others, without the express written consent of the instructor.

University Policies

Academic Consideration

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for

Academic Consideration:

[Academic Consideration, Appeals and Petitions](#)

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar:

[Academic Misconduct Policy](#)

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact Student Accessibility Services as soon as possible.

For more information, contact Student Accessibility Services at 519-824-4120 ext. 56208 or email accessibility@uoguelph.ca or see the website: [Student Accessibility Services Website](#)

Course Evaluation Information

Please refer to the [Course and Instructor Evaluation Website](#) .

Drop date

The last date to drop one-semester courses, without academic penalty, is the fortieth class day. For regulations and procedures for Dropping Courses, see the [Current Undergraduate Calendar](#)