CURRICULUM CHANGE PROPOSAL

APPROVAL PAGE

Proposal Title: Add 53xx course equivalents of existing 63xx courses to Graduate Catalog

College: Liberal Arts **Department: Psychology**

DEPARTMENT CHAIR

I have read the enclosed proposal and approve this proposal on behalf of the department.

2-19-2019

Signature **Date**

COLLEGE CURRICULUM COMMITTEE CHAIR

I have read the enclosed documents and approve the proposal on behalf of the college curriculum committee.

Signature **Date**

COLLEGE DEAN

I have read the enclosed documents and approve the proposal on behalf of the college. I certify that the necessary funds will be allocated by the college in support of this proposal.

Signature **Date**

GRADUATE CURRICULUM CHANGE MEMO

Date: 2/15/2019

From: James M. Wood, PhD., Graduate Program Director, Department of Psychology

Through: Edward Castaneda, Ph.D., Chair, Department of Psychology

Through: Denis O'Hearn, Ph.D., Dean, College of Liberal Arts

To: Amy Wagler, Ph.D., Chair, Graduate Council

Proposal Title: Add 53xx course equivalents of existing 63xx courses to Graduate Catalog

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The Psychology Department is updating the Psychology courses in the online Graduate Course Catalog. This proposal requests the addition of the 53xx courses listed below to the Catalog. 63xx courses of the same name already appear in the Catalog. MA students in the Experimental or Clinical Psychology programs will use the following 53xx course numbers for enrollment.

PSYC 5307 Appl Correlation & Regres Meth
PSYC 5308 Experimental Design & Anal of Var
PSYC 5312 Program Evaluation
PSYC 5317 Behav Mental Hlth Intervention
PSCY 5318 Seminar in Psych Assessment
PSYC 5327 Seminar: Soc/Cultrl Psychology
PSYC 5328 Special Topics: Soc/Cultrl Psychology
PSYC 5357 Seminar: Psychology
PSYC 5358 Special Topics: Psychology
PSYC 5367 Seminar: Cognitive Psychology
PSYC 5368 Special Topics: Cognitive Psychology
PSYC 5377 Seminar: Behavrl Neurosci
PSYC 5378 Special Topics: Behavrl Neurosci
PSYC 5390 Field Placement

Syllabi for the following five courses are attached to the end of this proposal:
PSYC 6307/5307 Appl Correlation & Regress
PSYC 6308/5308 Experimental Design & Anal of Var
PSYC 6312/5312 Program Evaluation
PSYC 6317/5317 Behav Mental Hlth Intervention
PSYC 6318/5318 Seminar in Psych Assessment

No syllabi are attached for the following four Seminars and four Special Topics classes, because the topics vary each time these eight courses are offered:

PSYC 5327 Seminar: Soc/Cultrl Psychology
PSYC 5328 Special Topics: Soc/Cultrl Psychology
PSYC 5357 Seminar: Psychology
PSYC 5358 Special Topics: Psychology
PSYC 5367 Seminar: Cognitive Psychology
PSYC 5368 Special Topics: Cognitive Psychology
PSYC 5377 Seminar: Behavrl Neurosci
PSYC 5378 Special Topics: Behavrl Neurosci

No syllabus is attached for PSYC 6390/5390 Field Placement because this is an internship type course in which the student works in a community or research agency outside the university, with no syllabus.

COURSE ADD

All fields below are required

College : Liberal Arts **Department :** Psychology

Rationale for adding the course:
This course is already in the graduate catalog as a 6307 (PhD) course. We are adding this 53xx listing for the same course, so that MA students in Experimental Psychology and Clinical Psychology can use it to enroll.

PLEASE NOTE: For the course title to be equivalent to 6307 it should be listed as "Appl Correlation & Regres Meth"

All fields below are required

Subject Prefix and # PSYC 5307

Title (29 characters or fewer): Appl Correlation & Regres Met

Dept. Administrative Code : 2380

CIP Code 42.0101.00

Departmental Approval Required ☐Yes ☒No

Course Level ☐UG ☒GR ☐DR ☐SP

Course will be taught: ☒ Face-to-Face ☐ Online ☐ Hybrid

How many times may the course be taken for credit? (Please indicate 1-9 times): 1

Should the course be exempt from the "Three Repeat Rule?" ☐Yes ☒No

Grading Mode: ☒Standard ☐Pass/Fail ☐Audit

Description (600 characters maximum):
Reviews correlation techniques, simple and multiple regression, mediated and moderated regression, and several multivariate techniques. Applications of these techniques in psychological research in field settings are discussed.

Contact Hours (per week): 3 Lecture Hours Lab Hours Other

Types of Instruction (Schedule Type): Select all that apply

☒ A	Lecture	☐ H	Thesis
☐ B	Laboratory	☐ I	Dissertation
☐ C	Practicum	☐ K	Lecture/Lab Combined
☐ D	Seminar	☐ O	Discussion or Review (Study Skills)
☐ E	Independent Study	☐ P	Specialized Instruction
☐ F	Private Lesson	☐ Q	Student Teaching

Fields below if applicable

If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks):

TCCN (Use for lower division courses) :

Prerequisite(s):		
Course Number/ Placement Test	**Minimum Grade Required/ Test Scores**	**Concurrent Enrollment Permitted? (Y/N)**
PSYC 4317	**D or better**	**N**

Corequisite Course(s):

Equivalent Course(s):

Restrictions:	
Classification	
Major	

COURSE ADD

All fields below are required

College : Liberal Arts **Department :** Psychology

Rationale for adding the course:
This course is already in the graduate catalog as a 6308 (PhD) course. We are adding this 53xx listing for the same course, so that MA students in Experimental Psychology and Clinical Psychology can use it to enroll.

PLEASE NOTE: For the course title to be equivalent to 6308 it should be listed as "Experimentl Design/Anal of Var"

All fields below are required

Subject Prefix and # PSYC 5308

Title (29 characters or fewer): Experimentl Design/Anal of Va

Dept. Administrative Code : 2380

CIP Code 42.0101.00

Departmental Approval Required ☐Yes ☒No

Course Level ☐UG ☒GR ☐DR ☐SP

Course will be taught: ☒ Face-to-Face ☐ Online ☐ Hybrid

How many times may the course be taken for credit? (Please indicate 1-9 times): 1

Should the course be exempt from the "Three Repeat Rule?" ☐Yes ☒No

Grading Mode: ☒Standard ☐Pass/Fail ☐Audit

Description (600 characters maximum):
Consideration of problems of analysis and design commonly encountered in psychological research

Contact Hours (per week): 3 Lecture Hours Lab Hours Other

Types of Instruction (Schedule Type): Select all that apply

☒A	Lecture	☐ H	Thesis
☐ B	Laboratory	☐ I	Dissertation
☐ C	Practicum	☐ K	Lecture/Lab Combined
☐ D	Seminar	☐ O	Discussion or Review (Study Skills)
☐ E	Independent Study	☐ P	Specialized Instruction
☐ F	Private Lesson	☐ Q	Student Teaching

Fields below if applicable

If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks):

TCCN (Use for lower division courses) :

Prerequisite(s):		
Course Number/ Placement Test	**Minimum Grade Required/ Test Scores**	**Concurrent Enrollment Permitted? (Y/N)**
PSYC 4317	**D or better**	**N**

Corequisite Course(s):

Equivalent Course(s):

Restrictions:	
Classification	
Major	

COURSE ADD

All fields below are required

College : Liberal Arts **Department :** Psychology

Rationale for adding the course:
This course is already in the graduate catalog as a 6312 (PhD) course. We are adding this 53xx listing for the same course, so that MA students in Experimental Psychology and Clinical Psychology can use it to enroll.

All fields below are required

Subject Prefix and # PSYC 5312

Title (29 characters or fewer): Program Evaluation

Dept. Administrative Code : 2380

CIP Code 42.0101.00

Departmental Approval Required ☐Yes ☒No

Course Level ☐UG ☒GR ☐DR ☐SP

Course will be taught: ☒ Face-to-Face ☐ Online ☐ Hybrid

How many times may the course be taken for credit? (Please indicate 1-9 times): 1

Should the course be exempt from the "Three Repeat Rule?" ☐Yes ☒No

Grading Mode: ☒Standard ☐Pass/Fail ☐Audit

Description (600 characters maximum):
Examines issues in evaluation research design, implementation, utilization, and ethics. Case studies and class activities provide applied experience.

Contact Hours (per week): 3 Lecture Hours Lab Hours Other

Types of Instruction (Schedule Type): Select all that apply

☒ A	Lecture	☐ H	Thesis
☐ B	Laboratory	☐ I	Dissertation
☒ C	Practicum	☐ K	Lecture/Lab Combined
☐ D	Seminar	☐ O	Discussion or Review (Study Skills)
☐ E	Independent Study	☐ P	Specialized Instruction
☐ F	Private Lesson	☐ Q	Student Teaching

Fields below if applicable

If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks):

TCCN (Use for lower division courses) :

Prerequisite(s):		
Course Number/ Placement Test	**Minimum Grade Required/ Test Scores**	**Concurrent Enrollment Permitted? (Y/N)**

Corequisite Course(s):

Equivalent Course(s):

Restrictions:	
Classification	
Major	**CPSY,EPSY,NURS,PSYC,REHC,SOWK**

COURSE ADD

All fields below are required

College : Liberal Arts **Department :** Psychology

Rationale for adding the course:
This course is already in the graduate catalog as a 6317 (PhD) course. We are adding this 53xx listing for the same course, so that MA students in Experimental Psychology and Clinical Psychology can use it to enroll.

PLEASE NOTE: For the course title to be equivalent to 6317 it should be listed as "Behav/Mental Hlth Intervention"

All fields below are required

Subject Prefix and # PSYC 5317

Title (29 characters or fewer): Behav/Mental Hlth Interventio

Dept. Administrative Code : 2380

CIP Code 42.2801.00

Departmental Approval Required ☐Yes ☒No

Course Level ☐UG ☒GR ☐DR ☐SP

Course will be taught: ☒ Face-to-Face ☐ Online ☐ Hybrid

How many times may the course be taken for credit? (Please indicate 1-9 times): 1

Should the course be exempt from the "Three Repeat Rule?" ☐Yes ☒No

Grading Mode: ☒Standard ☐Pass/Fail ☐Audit

Description (600 characters maximum):
This course teaches students to apply evidence-based practices in mental health care, criminal justice, academic and public health settings. Students at the Master's and PhD level will learn to integrate evidence-based interventions into practice and research, and to adapt these interventions to the setting and target populations with which they work. Readings regarding evidence-based practice will be discussed in class, and concepts will be applied to behavioral health and mental problems in the community based on the student's interests and professional goals.

Contact Hours (per week): 3 Lecture Hours Lab Hours Other

Types of Instruction (Schedule Type): Select all that apply

☐ A	Lecture	☐ H	Thesis
☐ B	Laboratory	☐ I	Dissertation
☐ C	Practicum	☐ K	Lecture/Lab Combined
☒ D	Seminar	☐ O	Discussion or Review (Study Skills)
☐ E	Independent Study	☐ P	Specialized Instruction
☐ F	Private Lesson	☐ Q	Student Teaching

Fields below if applicable

If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks):

TCCN (Use for lower division courses) :

Prerequisite(s):		
Course Number/ Placement Test	**Minimum Grade Required/ Test Scores**	**Concurrent Enrollment Permitted? (Y/N)**

Corequisite Course(s):

Equivalent Course(s):

Restrictions:	
Classification	

Major	**CPSY,EPSY,NURS,PSYC,REHC,SOWK**

COURSE ADD

All fields below are required

College : Liberal Arts **Department :** Psychology

Rationale for adding the course:
This course is already in the graduate catalog as a 6318 (PhD) course. We are adding this 53xx listing for the same course, so that MA students in Experimental Psychology and Clinical Psychology can use it to enroll.

All fields below are required

Subject Prefix and # PSYC 5318

Title (29 characters or fewer): Seminar in Psych Assessment

Dept. Administrative Code : 2380

CIP Code 42.2801.00

Departmental Approval Required ☐Yes ☒No

Course Level ☐UG ☒GR ☐DR ☐SP

Course will be taught: ☒ Face-to-Face ☐ Online ☐ Hybrid

How many times may the course be taken for credit? (Please indicate 1-9 times): 1

Should the course be exempt from the "Three Repeat Rule?" ☐Yes ☒No

Grading Mode: ☒Standard ☐Pass/Fail ☐Audit

Description (600 characters maximum):
This course introduces students to concepts relevant to the assessment of personality, psychopathology, and intellectual functioning in clinical and research settings. Topics covered will include ethical issues in assessment, multicultural issues in assessment, objective and projective measures, psychometrics, structured interviewing, and selection of instruments for research purposes

Contact Hours (per week): 3 Lecture Hours Lab Hours Other

Types of Instruction (Schedule Type): Select all that apply

☐ A	Lecture	☐ H	Thesis
☐ B	Laboratory	☐ I	Dissertation
☐ C	Practicum	☐ K	Lecture/Lab Combined
☒ D	Seminar	☐ O	Discussion or Review (Study Skills)
☐ E	Independent Study	☐ P	Specialized Instruction
☐ F	Private Lesson	☐ Q	Student Teaching

Fields below if applicable

If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks):

TCCN (Use for lower division courses) :

Prerequisite(s):		
Course Number/ Placement Test	**Minimum Grade Required/ Test Scores**	**Concurrent Enrollment Permitted? (Y/N)**

Corequisite Course(s):

Equivalent Course(s):

Restrictions:	
Classification	

Major	**CPSY,EPSY,NURS,PSYC,REHC,SOWK**

COURSE ADD

All fields below are required

College : Liberal Arts **Department :** Psychology

Rationale for adding the course:
This course is already in the graduate catalog as a 6327 (PhD) course. We are adding this 53xx listing for the same course, so that MA students in Experimental Psychology and Clinical Psychology can use it to enroll.

All fields below are required

Subject Prefix and # PSYC 5327

Title (29 characters or fewer): Seminar: Soc/Cultrl Psych

Dept. Administrative Code : 2380

CIP Code 42.0101.00

Departmental Approval Required ☐Yes ☒No

Course Level ☐UG ☒GR ☐DR ☐SP

Course will be taught: ☒ Face-to-Face ☐ Online ☐ Hybrid

How many times may the course be taken for credit? (Please indicate 1-9 times): 5

Should the course be exempt from the "Three Repeat Rule?" ☒Yes ☐No

Grading Mode: ☒Standard ☐Pass/Fail ☐Audit

Description (600 characters maximum):
A graduate course that (a) provides advanced study of contemporary problems and issues in selected topics in social and/or cultural psychology, and (b) has been approved by the Psychology Department as fulfilling the requirements of a Breadth Course. May be repeated when topics vary

Contact Hours (per week): 3 Lecture Hours Lab Hours Other

Types of Instruction (Schedule Type): Select all that apply

☐ A	Lecture	☐ H	Thesis
☐ B	Laboratory	☐ I	Dissertation
☐ C	Practicum	☐ K	Lecture/Lab Combined
☒ D	Seminar	☐ O	Discussion or Review (Study Skills)
☐ E	Independent Study	☐ P	Specialized Instruction
☐ F	Private Lesson	☐ Q	Student Teaching

Fields below if applicable

If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks):

TCCN (Use for lower division courses) :

Prerequisite(s):		
Course Number/ Placement Test	**Minimum Grade Required/ Test Scores**	**Concurrent Enrollment Permitted? (Y/N)**

Corequisite Course(s):

Equivalent Course(s):

Restrictions:	
Classification	
Major	

COURSE ADD

All fields below are required

College : Liberal Arts **Department :** Psychology

Rationale for adding the course:
This course is already in the graduate catalog as a 6328 (PhD) course. We are adding this 53xx listing for the same course, so that MA students in Experimental Psychology and Clinical Psychology can use it to enroll.

All fields below are required

Subject Prefix and # PSYC 5328

Title (29 characters or fewer): Spcl Topics: Soc/Cultrl Psych

Dept. Administrative Code : 2380

CIP Code 42.0101.00

Departmental Approval Required ☐Yes ☒No

Course Level ☐UG ☒GR ☐DR ☐SP

Course will be taught: ☒ Face-to-Face ☐ Online ☐ Hybrid

How many times may the course be taken for credit? (Please indicate 1-9 times): 5

Should the course be exempt from the "Three Repeat Rule?" ☒Yes ☐No

Grading Mode: ☒Standard ☐Pass/Fail ☐Audit

Description (600 characters maximum):
A graduate course that (a) provides advanced study of contemporary problems and issues in selected topics in social and/or cultural psychology, but (b) has not been approved by the Psychology Department as fulfilling the requirements of a Breadth Course. May be repeated when topics vary

Contact Hours (per week): 3 Lecture Hours Lab Hours Other

Types of Instruction (Schedule Type): Select all that apply

☐ A	Lecture	☐ H	Thesis
☐ B	Laboratory	☐ I	Dissertation
☐ C	Practicum	☐ K	Lecture/Lab Combined
☒ D	Seminar	☐ O	Discussion or Review (Study Skills)
☐ E	Independent Study	☐ P	Specialized Instruction
☐ F	Private Lesson	☐ Q	Student Teaching

Fields below if applicable

If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks):

TCCN (Use for lower division courses) :

Prerequisite(s):		
Course Number/ Placement Test	**Minimum Grade Required/ Test Scores**	**Concurrent Enrollment Permitted? (Y/N)**

Corequisite Course(s):

Equivalent Course(s):

Restrictions:	
Classification	
Major	

COURSE ADD

All fields below are required

College : Liberal Arts **Department :** Psychology

Rationale for adding the course:
This course is already in the graduate catalog as a 6357 (PhD) course. We are adding this 53xx listing for the same course, so that MA students in Experimental Psychology and Clinical Psychology can use it to enroll.

All fields below are required

Subject Prefix and # PSYC 5357

Title (29 characters or fewer): Seminar: Psychology

Dept. Administrative Code : 2380

CIP Code 42.0101.00

Departmental Approval Required ☐Yes ☒No

Course Level ☐UG ☒GR ☐DR ☐SP

Course will be taught: ☒ Face-to-Face ☐ Online ☐ Hybrid

How many times may the course be taken for credit? (Please indicate 1-9 times): 5

Should the course be exempt from the "Three Repeat Rule?" ☒Yes ☐No

Grading Mode: ☒Standard ☐Pass/Fail ☐Audit

Description (600 characters maximum):
A graduate course that (a) provides advanced study of contemporary problems and issues in selected topics in psychology, and (b) has been approved by the Psychology Department as fulfilling the requirements of a Breadth Course. May be repeated when topics vary.

Contact Hours (per week): 3 Lecture Hours Lab Hours Other

Types of Instruction (Schedule Type): Select all that apply

☐ A	Lecture	☐ H	Thesis
☐ B	Laboratory	☐ I	Dissertation
☐ C	Practicum	☐ K	Lecture/Lab Combined
☒ D	Seminar	☐ O	Discussion or Review (Study Skills)
☐ E	Independent Study	☐ P	Specialized Instruction
☐ F	Private Lesson	☐ Q	Student Teaching

Fields below if applicable

If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks):

TCCN (Use for lower division courses) :

Prerequisite(s):		
Course Number/ Placement Test	**Minimum Grade Required/ Test Scores**	**Concurrent Enrollment Permitted? (Y/N)**

Corequisite Course(s):

Equivalent Course(s):

Restrictions:	
Classification	
Major	

COURSE ADD

All fields below are required

College : Liberal Arts **Department :** Psychology

Rationale for adding the course:
This course is already in the graduate catalog as a 6358 (PhD) course. We are adding this 53xx listing for the same course, so that MA students in Experimental Psychology and Clinical Psychology can use it to enroll.

All fields below are required

Subject Prefix and # PSYC 5358

Title (29 characters or fewer): Spcl Topics: Psychology

Dept. Administrative Code : 2380

CIP Code 42.0101.00

Departmental Approval Required ☐Yes ☒No

Course Level ☐UG ☒GR ☐DR ☐SP

Course will be taught: ☒ Face-to-Face ☐ Online ☐ Hybrid

How many times may the course be taken for credit? (Please indicate 1-9 times): 5

Should the course be exempt from the "Three Repeat Rule?" ☒Yes ☐No

Grading Mode: ☒Standard ☐Pass/Fail ☐Audit

Description (600 characters maximum):
A graduate course that (a) provides advanced study of contemporary problems and issues in selected topics in psychology, but (b) has not been approved by the Psychology Department as fulfilling the requirements of a Breadth Course. May be repeated when topics vary

Contact Hours (per week): 3 Lecture Hours Lab Hours Other

Types of Instruction (Schedule Type): Select all that apply

☐ A	Lecture	☐ H	Thesis
☐ B	Laboratory	☐ I	Dissertation
☐ C	Practicum	☐ K	Lecture/Lab Combined
☒ D	Seminar	☐ O	Discussion or Review (Study Skills)
☐ E	Independent Study	☐ P	Specialized Instruction
☐ F	Private Lesson	☐ Q	Student Teaching

Fields below if applicable

If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks):

TCCN (Use for lower division courses) :

Prerequisite(s):		
Course Number/ Placement Test	**Minimum Grade Required/ Test Scores**	**Concurrent Enrollment Permitted? (Y/N)**

Corequisite Course(s):

Equivalent Course(s):

Restrictions:	
Classification	
Major	

COURSE ADD

All fields below are required

College : Liberal Arts **Department :** Psychology

Rationale for adding the course:
This course is already in the graduate catalog as a 6367 (PhD) course. We are adding this 53xx listing for the same course, so that MA students in Experimental Psychology and Clinical Psychology can use it to enroll.

All fields below are required

Subject Prefix and # PSYC 5367

Title (29 characters or fewer): Seminar: Cognitive Psych.

Dept. Administrative Code : 2380

CIP Code 42.0101.00

Departmental Approval Required ☐Yes ☒No

Course Level ☐UG ☒GR ☐DR ☐SP

Course will be taught: ☒ Face-to-Face ☐ Online ☐ Hybrid

How many times may the course be taken for credit? (Please indicate 1-9 times): 5

Should the course be exempt from the "Three Repeat Rule?" ☒Yes ☐No

Grading Mode: ☒Standard ☐Pass/Fail ☐Audit

Description (600 characters maximum):
A graduate course that (a) provides advanced of contemporary problems and issues in selected topics in cognitive psychology, and (b) has been approved by the Psychology Department as fulfilling the requirements of a Breadth Course. May be repeated when topics vary.

Contact Hours (per week): 3 Lecture Hours Lab Hours Other

Types of Instruction (Schedule Type): Select all that apply

☐ A	Lecture	☐ H	Thesis
☐ B	Laboratory	☐ I	Dissertation
☐ C	Practicum	☐ K	Lecture/Lab Combined
☒ D	Seminar	☐ O	Discussion or Review (Study Skills)
☐ E	Independent Study	☐ P	Specialized Instruction
☐ F	Private Lesson	☐ Q	Student Teaching

Fields below if applicable

If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks):

TCCN (Use for lower division courses) :

Prerequisite(s):		
Course Number/ Placement Test	**Minimum Grade Required/ Test Scores**	**Concurrent Enrollment Permitted? (Y/N)**

Corequisite Course(s):

Equivalent Course(s):

Restrictions:	
Classification	
Major	

COURSE ADD

All fields below are required

College : Liberal Arts **Department :** Psychology

Rationale for adding the course:
This course is already in the graduate catalog as a 6368 (PhD) course. We are adding this 53xx listing for the same course, so that MA students in Experimental Psychology and Clinical Psychology can use it to enroll.

All fields below are required

Subject Prefix and # PSYC 5368

Title (29 characters or fewer): Spcl Topics: Cognitive Psych.

Dept. Administrative Code : 2380

CIP Code 42.0101.00

Departmental Approval Required ☐Yes ☒No

Course Level ☐UG ☒GR ☐DR ☐SP

Course will be taught: ☒ Face-to-Face ☐ Online ☐ Hybrid

How many times may the course be taken for credit? (Please indicate 1-9 times): 5

Should the course be exempt from the "Three Repeat Rule?" ☒Yes ☐No

Grading Mode: ☒Standard ☐Pass/Fail ☐Audit

Description (600 characters maximum):
A graduate course that (a) provides advanced study of contemporary problems and issues in selected topics in cognitive psychology, but (b) has not been approved by the Psychology Department as fulfilling the requirements of a Breadth Course. May be repeated when topics vary.

Contact Hours (per week): 3 Lecture Hours Lab Hours Other

Types of Instruction (Schedule Type): Select all that apply

☐ A	Lecture	☐ H	Thesis
☐ B	Laboratory	☐ I	Dissertation
☐ C	Practicum	☐ K	Lecture/Lab Combined
☒ D	Seminar	☐ O	Discussion or Review (Study Skills)
☐ E	Independent Study	☐ P	Specialized Instruction
☐ F	Private Lesson	☐ Q	Student Teaching

Fields below if applicable

If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks):

TCCN (Use for lower division courses) :

Prerequisite(s):		
Course Number/ Placement Test	**Minimum Grade Required/ Test Scores**	**Concurrent Enrollment Permitted? (Y/N)**

Corequisite Course(s):

Equivalent Course(s):

Restrictions:	
Classification	
Major	

COURSE ADD

All fields below are required

College : Liberal Arts **Department :** Psychology

Rationale for adding the course:
This course is already in the graduate catalog as a 6377 (PhD) course. We are adding this 53xx listing for the same course, so that MA students in Experimental Psychology and Clinical Psychology can use it to enroll.

All fields below are required

Subject Prefix and # PSYC 5377

Title (29 characters or fewer): Seminar: Behavrl Neurosci

Dept. Administrative Code : 2380

CIP Code 42.0101.00

Departmental Approval Required ☐Yes ☒No

Course Level ☐UG ☒GR ☐DR ☐SP

Course will be taught: ☒ Face-to-Face ☐ Online ☐ Hybrid

How many times may the course be taken for credit? (Please indicate 1-9 times): 5

Should the course be exempt from the "Three Repeat Rule?" ☒Yes ☐No

Grading Mode: ☒Standard ☐Pass/Fail ☐Audit

Description (600 characters maximum):
A graduate course that (a) provides advanced study of contemporary problems and issues in selected topics in behavioral neuroscience, and (b) has been approved by the Psychology Department as fulfilling the requirements of a Breadth Course. May be repeated when topics vary.

Contact Hours (per week): 3 Lecture Hours Lab Hours Other

Types of Instruction (Schedule Type): Select all that apply

☐ A	Lecture	☐ H	Thesis
☐ B	Laboratory	☐ I	Dissertation
☐ C	Practicum	☐ K	Lecture/Lab Combined
☒ D	Seminar	☐ O	Discussion or Review (Study Skills)
☐ E	Independent Study	☐ P	Specialized Instruction
☐ F	Private Lesson	☐ Q	Student Teaching

Fields below if applicable

If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks):

TCCN (Use for lower division courses) :

Prerequisite(s):		
Course Number/ Placement Test	**Minimum Grade Required/ Test Scores**	**Concurrent Enrollment Permitted? (Y/N)**

Corequisite Course(s):

Equivalent Course(s):

Restrictions:	
Classification	
Major	

COURSE ADD

All fields below are required

College : Liberal Arts **Department :** Psychology

Rationale for adding the course:
This course is already in the graduate catalog as a 6378 (PhD) course. We are adding this 53xx listing for the same course, so that MA students in Experimental Psychology and Clinical Psychology can use it to enroll.

All fields below are required

Subject Prefix and # PSYC 5378

Title (29 characters or fewer): Spcl Topic: Behavrl Neurosci

Dept. Administrative Code : 2380

CIP Code 42.0101.00

Departmental Approval Required ☐Yes ☒No

Course Level ☐UG ☒GR ☐DR ☐SP

Course will be taught: ☒ Face-to-Face ☐ Online ☐ Hybrid

How many times may the course be taken for credit? (Please indicate 1-9 times): 5

Should the course be exempt from the "Three Repeat Rule?" ☒Yes ☐No

Grading Mode: ☒Standard ☐Pass/Fail ☐Audit

Description (600 characters maximum):
A graduate course that (a) provides advanced study of contemporary problems and issues in selected topics in behavioral neuroscience, but (b) has not been approved by the Psychology Department as fulfilling the requirements of a Breadth Course. May be repeated when topics vary

Contact Hours (per week): 3 Lecture Hours Lab Hours Other

Types of Instruction (Schedule Type): Select all that apply

☐ A	Lecture	☐ H	Thesis
☐ B	Laboratory	☐ I	Dissertation
☐ C	Practicum	☐ K	Lecture/Lab Combined
☒ D	Seminar	☐ O	Discussion or Review (Study Skills)
☐ E	Independent Study	☐ P	Specialized Instruction
☐ F	Private Lesson	☐ Q	Student Teaching

Fields below if applicable

If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks):

TCCN (Use for lower division courses) :

Prerequisite(s):		
Course Number/ Placement Test	**Minimum Grade Required/ Test Scores**	**Concurrent Enrollment Permitted? (Y/N)**

Corequisite Course(s):

Equivalent Course(s):

Restrictions:	
Classification	
Major	

COURSE ADD

All fields below are required

College : Liberal Arts **Department :** Psychology

Rationale for adding the course:
This course is already in the graduate catalog as a 6390 (PhD) course. We are adding this 53xx listing for the same course, so that MA students in Experimental Psychology and Clinical Psychology can use it to enroll.

All fields below are required

Subject Prefix and # PSYC 5390

Title (29 characters or fewer): Field Placement

Dept. Administrative Code : 2380

CIP Code 42.0101.00

Departmental Approval Required ☐Yes ☒No

Course Level ☐UG ☒GR ☐DR ☐SP

Course will be taught: ☒ Face-to-Face ☐ Online ☐ Hybrid

How many times may the course be taken for credit? (Please indicate 1-9 times): 1

Should the course be exempt from the "Three Repeat Rule?" ☐Yes ☒No

Grading Mode: ☒Standard ☐Pass/Fail ☐Audit

Description (600 characters maximum):
Professional experience in an applied setting. Each 150- clock hours is equivalent to three credit hours. The graduate program committee must approve the location and extent of the activity involved.

Contact Hours (per week): Lecture Hours Lab Hours 3 Other

Types of Instruction (Schedule Type): Select all that apply

☐ A	Lecture	☐ H	Thesis
☐ B	Laboratory	☐ I	Dissertation
☒ C	Practicum	☐ K	Lecture/Lab Combined
☐ D	Seminar	☐ O	Discussion or Review (Study Skills)
☐ E	Independent Study	☐ P	Specialized Instruction
☐ F	Private Lesson	☐ Q	Student Teaching

Fields below if applicable

If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks):

TCCN (Use for lower division courses) :

Prerequisite(s):		
Course Number/ Placement Test	**Minimum Grade Required/ Test Scores**	**Concurrent Enrollment Permitted? (Y/N)**

Corequisite Course(s):

Equivalent Course(s):

Restrictions:	
Classification	
Major	**CPSY, EPSY, PSYC**

Psychology 6307/5307 Syllabus

Correlation and Regression

Instructor: Osvaldo F. Morera, PhD
Office: Room 212
Phone 747-5417
Office hours: Tuesdays and Thursdays from 1:30 pm – 2:30 pm and by appointment
Email: omorera@utep.edu

TA: John Capps (tentatively)
Email: jwcapps@miners.utep.edu

Lectures: 3:00 pm – 4:20 pm; TR, Old Main 211

Textbooks: *Applied Multiple Regression/Correlation Analysis for the Behavioral Sciences (3rd Edition*. Cohen, J., Cohen, P., West, SG., & Aiken, L. Lawrence Erlbaum Associates, 2003.

Course Objective:

After this course, you should have a solid foundation in correlation and regression. You should also be able to effectively use multiple regression and other correlational techniques for your research. You will also know about the 'state of the art' procedures when it comes to assessing mediation, moderation and moderated mediation. You will also know that analysis of variance is a special case of regression and that regression is a general data analytic system.

Course Prerequisites:

It is expected that you will have had the equivalent of Psychology 4317: Advanced Statistics. If you have not had this class, please consult your advisor about taking this course.

Evaluation:

Course grades will be based on points earned from the following sources:

Homework assignments	25% of the final grade
Midterm Exam 1	25% of the final grade
Midterm Exam 2	25% of the final grade
Cumulative Final Exam	25% of the final grade

Homework:

Homework problem sets will usually be passed out during class and due 1 to 2 weeks later (depending on the length of the assignment). Late homework assignments **will not be accepted**. If computer output is required for the homework, include only the part which is necessary for the solution and edit out any irrelevant output. Computer packages that will be used is SPSS. You should be able to SPSS in Room 105 of the Psychology Building. You

should also ask your mentor to install the PROCESS macro on the computers in your labs, as later homework assignments will require the use of PROCESS (to be discussed in depth later).

Evaluation

Scores between an 85.0% and 100% guarantees an A. Scores between a 70.0% and an 84.99% will guarantee a B. Scores between 60.0% and 69.99% will guarantee a C. Scores between 50.0% and 59.99% will guarantee a D. Scores below a 50% will guarantee a F.

I may also incorporate a curve to evaluate you. My curving is based on how you perform relative to everyone else in the class. I specifically look for gaps in the distribution of scores to distinguish "A" students, "B" students and, if necessary, "C", "D" and "F" students. I will try to look for gaps in such a way such that the person earning the highest B is closer to the person earning the second-highest B than the person earning the lowest A. A similar strategy is adopted to distinguish between students earning a B and C and so on.

There will be no opportunity to improve your grade in the class after you have taken the final examination, so please refrain from asking to do additional assignments after you have completed the course.

Policy on Auditors

Student and faculty auditors are welcome in the class, as long as they complete the required university audit form. However, my first priority is to the students who are registered for the class. Students in the class get first dibs on seats in the class. I also ask that auditors not submit any homework assignments or take any exams, as it is extra work on my part and the TA's part. If your attendance becomes sporadic, I expect that you will not slow down the class with questions that were covered in prior lectures.

In short, your completion of the university audit form allows you the privilege of listening to the course material (and that is all). If your attendance requires additional time of my TA, additional time of myself or takes away from the learning experience from the registered students in the class, you should not audit this class.

<u>Course structure and requirements</u>:

1. Students will be responsible for all material covered in lectures, class handouts and assigned readings. With regard to lectures, there is no such thing a stupid question. If you have a question, someone else probably has that same question. Feel free to ask any questions.

2. Make-up exams will be given only under extraordinary circumstances, such as documented sickness, hospitalization or death of a family member (funeral card required). In some other cases, exceptions will be made if **advance notice of absence** is provided.

3. There will be two mid-term exams and a final exam. The midterm exams will cover material in the assigned readings, lectures and handouts. Although the midterm

exams may have a different number of points on the exam, they will be equally weighted. The final examination will be comprehensive. The examinations will be closed-book and closed-notes. You will be able to bring in **2 pages** of "crib sheets" to each midterm exam and 6 pages of "crib sheets" to the final exam.

4. A calculator is highly recommended. It should perform all basic mathematical operations and should have several memories.

5. There will between 8 and 10 homework sets (I am tentatively planning on 9 homework sets). Many of the homework assignments will require running statistical software. We will use SPSS in this class, which can be used on the machines in Room 105 of the Psychology Building. In addition, we will use the PROCESS macro that was developed by Dr. Andrew Hayes (www.afhayes.com). PROCESS can be found at www.processmacro.org. We will also be using some online tools that can be found at www.quantpsy.org.

   I would strongly recommend bookmarking these links to your computer. Please ask your mentors to install PROCESS in your lab, as I may not be checking the computers in Room 105 to see if they have PROCESS or not. Please do this now rather than later. Finally, I may also use M*Plus* in some examples in class. The computers that have M*Plus* on them in Room 105 have an "MPlus" tag on them and they are the 4 computers closest to the door. Their tag numbers are: #132801, #146377, #1146378, and #146379.

6. **Please turn off all pagers, beepers and other electronic devices before entering class.** They are a distraction to other students in the class and to the professor.

7. **Office Hours and Appointments**: If you have questions concerning the topics of this course, you can stop by to see me during my office hours or you can make an appointment to see me. If you stop by my office and you do not have an appointment to see me, I will ask you to schedule an appointment to see me and I will answer your question during that appointed time. This policy also applies to students who come to my office door with "questions that will only take a minute to answer." This same standard will also apply for your interactions with the teaching assistant.

8. **Conduct of Graduate Students**: Students enrolled in this course are graduate students and I have certain expectations of graduate students. As you are pursuing an advanced professional degree, I expect that you will act in a professional manner. Asking for extensions on assignments because you are busy with other courses/projects/papers/conference presentations is not professional. In addition, I also expect that you will show respect for everyone in the class.

9. **Academic Misconduct**: The University has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion of their own work, for the appropriate citation of sources, and for respect of others' academic endeavors.

In other words, plagiarism, cheating and academic dishonesty will not be tolerated in this class. Plagiarism consists of using another person's ideas, words, or assistance, while failing to acknowledge this person. If you must submit someone else's work as if it were your own, you must acknowledge the original author/original source. As you may be asked to write sections of homework problems in a way that would be communicated in a professional journal (i.e, summarize your results for a Results section in a paper submitted to the Journal of Behavioral Decision Making), it is your responsibility to know what constitutes plagiarism.

Information on plagiarism and academic dishonesty can be found at http://www.utep.edu/dos/acadintg.htm If I suspect any incidence of academic dishonesty on the homeworks or the exams, I will be more than happy to forward any suspected material to Dean of Students Office.

10. If you have an identified disability that may affect your performance in this class, please see the instructor (no later than the second class) or contact the Center for Accommodations and Student Services (CASS) in Room 106 of the Student Union (phone 747-5148) such that provisions can be made to ensure that you have an equal opportunity to meet all the requirements of this course.

11. I have also assigned supplemental readings. You are responsible for reading these papers, as I may ask questions concerning these readings on homework assignments and/or examinations. These readings will be emailed to you. Additional readings may be added to the list during the semester.

Tentative Class Schedule

The following chapters from the Cohen et al., (2003) will be covered in the following order.

Chapter 1:	Overview/Review
Chapter 2:	Simple Linear Regression
Appendix 1 & 2:	Matrix Notation and Finding Determinants of Matrices
Chapter 3:	Multiple Linear Regression
Chapter 4 & 10:	Regression Diagnostics
Chapter 5:	Multiple Regression with Sets of Independent Variables
Chapter 7 and 12:	Interactions Among Continuous Variables and Mediation
Chapter 8:	Categorical Independent Variables and Multiple Regression
Chapter 6:	Nonlinear Regression
Chapter 13:	Logistic Regression

Psychology 6307
Fall 2018

Tentative Course Schedule

Date	Topic	OFM Handout Number
8/28, 8/30	Review, Pearson Correlation, Types of Correlations	Lectures 0 - 2
9/4, 9/6	Simple Linear Regression, Regression to the Mean	Lectures 3 - 4
9/11, 9/13	Strength of association, Inferential Testing Null Hypothesis Significance Testing, Power	Lectures 4 - 5
9/18, 9/20	Influences on Correlation, Matrix Algebra	Lectures 5 - 6
9/25, 9/27	Gauss-Markov, Multiple Linear Regression (MLR)	Lectures 7-8
10/2	Semi-partial and Partial Correlations	Lecture 9
10/4	**MIDTERM 1**	
10/9 - 10/11	MLR with *k* IV's, Extra SS principle Inferential testing, multicollinearity	Lect. 10 - 13
10/16- 10/18	Power, cross-validation, Model assumptions	Lect. 13 - 16
10/23 - 10/25	Variable selection methods, hierarchical linear reg.	Lect. 17 - 18
10/30, 11/1	Sets of IV's, Interactions among continuous IVs	Lect. 19 - 20
11/6	**MIDTERM 2**	
11/1, 11/8	Centering and probing of interactions, Mediation and moderation	Lect. 21 - 22
11/13 - 11/20	Coding of Categorical IVs, ANOVA and regression	Lect. 23 - 25
11/22	**Thanksgiving Day: No class**	
11/27 - 11/29	Interactions among categorical IV's, ANCOVA More regression diagnostics	Lect. 26 – 28
12/4 - 12/6	Multicollinearity, Nonlinear regression, logistic regression	Lect. 28 - 30

FINAL EXAMINATION THURSDAY DECEMBER 13, 4:00 PM - 6:45 PM

Brief description of each major course requirement, including each major assignment and examinations.

This is a tentative list, as it based on progress that we make as a class. Topics on homework assignments may be moved to the preceding or following homework assignment.

Homework 1: Expectations, computation of expected values and variances of discrete random variables, probabilities, covariation

Homework 2: Scatterplots and graphing data, computation of regression equation and predicted values based on regression equation, computation of correlation coefficient and covariance between two random variables, computation of correlation coefficient between observed scores, predicted scores and residuals, computation of point-biserial and biserial correlation, Bayes Thereom, computation of means and variances of linearly transformed random variables

Homework 3: Type I error, Type II error, power, matrix algebra, using matrix algebra to find slope and intercept in simple linear regression, cost of dichotomizing continuing independent variables

Midterm 1: Material from Homeworks 1 – 3 to be covered, class materials from these lectures to be covered, material from textbook and readings to be covered.

Homework 4: Multiple regression in SPSS, partial and semi-partial correlations, Model comparison (full versus reduced models)

Homework 5: Power analysis, cross-validation

Homework 6: Testing and assessing assumptions of the regression model, forward selection, backward elimination, stepwise approaches to determine variable entry in regression

Midterm 2: Material from Homeworks 4 – 6 to be covered, class materials from these lectures to be covered, material from textbook and readings to be covered.

Homework 7: Hierarchical regression, probing interactions, testing indirect effects

Homework 8: Indicator coding and effects coding in regression; What you can do in ANOVA, you can do in regression (Part 1)

Homework 9: (may be split into 2 homework assignments or some may be moved into Homework 8): Coding categorical variables in regression (what you can do in ANOVA, you can do in regression Part 2), orthogonal coding of categorical variables, ANCOVA in regression, testing ANCOVA assumptions, interactions between categorical and continuous independent variables

Cumulative final examination: Material from all homework assignments are fair game, class materials from all lectures are fair game, material covered from textbook and readings is fair game.

Course Readings Outside of the Text:

Midterm 1 Readings

Review and Matrix Algebra (file names denoted NWK1 and NWK6 in the readings)

Neter, J., Wasserman, W., & Kutner, MH (1985). *Applied Linear Statistical Models. Irwin. (2nd edition)* Selected chapters

Problems with Null Hypothesis Significance Testing

Carver, RP (1978). The Case Against Statistical Significance Testing. *Harvard Educational Review, 48*, 378-399.

Fan, X. (2001). Statistical Significance and Effect Size in Education Research: Two Sides of a Coin. *Journal of Educational Research, 94*, 275-282.

Feinstein (1996). P-Values and Confidence Intervals: Two Sides of the Same Unsatisfactory Coin. *Journal of Clinical Epidemiology, 51*, 355-360.

Greenwald, AG, Gonzalez, R., Harris, RJ & Guthrie, D. (1996). Effect sizes and p values: What should be reported and what should be replicated. *Psychophysiology, 33*, 175-183.

Kirk RE (1996). Practical Significance: A Concept Whose Time Has Come. *Educational and Psychological Measurement, 56*, 746-759.

Walker, ME (1999). Commentary on Greenwald et al. (1996) Effect sizes and p-values: What should be reported and what should be replicated. Unpublished commentary

Midterm 2 Readings

Power and Sample Size in Multiple Regression

Maxwell, SG (2000). Sample Size and Multiple Regression Analysis. *Psychological Methods, 5*, 434-458.

Kelly, K. & Maxwell, SE (2003). Sample Size for Multiple Regression: Obtaining Regression Coefficients That Are Accurate, Not Simply Significant. *Psychological Methods, 8*, 305-321.

Readings since Midterm 2 (some of which we have touched upon already)

Dichotomizing and Discretizing Continuous Independent Variables

Cohen, J. (1983). The Cost of Dichotomization. *Applied Psychological Measurement, 7*, 249-253.

Dawson, N. V., & Weiss, R. (2012). Dichotomizing continuous variables in statistical analysis: A practice to avoid. *Medical Decision Making, 32*, 225.

Fitzsimons, G. J. (2008). Editorial: Death to dichotomizing. *Journal of Consumer Research, 35*, 5–8.

Iacobucci, D, Posavac, SS, Kardes, FR, Schneider, MJ, Popovich, DL (2015). Toward a more nuanced understanding of a median split. *Journal of Consumer Psychology, 25,* 652-665.

Iacobucci, D, Posavac, SS, Kardes, FR, Schneider, MJ, Popovich, DL (2015). The Median Split: Robust, Refined and Revived. *Journal of Consumer Psychology, 25,* 690-704.

Lynch, JG, McClelland, G, Irwin, JR, Spiller, SA. & Fitzsimons, GJ (2015, September) Tis Not, Tis Not – Tis So, Tis So: Rebuttal of Rebuttal by Iacobucci, Posavac, Kardes, Schneider, and Popovich (2015) on the Appropriateness of Median Splits (September 25, 2015). Available at SSRN: http://ssrn.com/abstract=2665437 or http://dx.doi.org/10.2139/ssrn.2665437

MacCallum, RC, Zhang, S., Preacher, KJ & Rucker, DD (2002). On the Practice of Dichotomization on Continuous Independent Variables. *Psychological Methods, 7,* 19-40.

McClelland, G, Lynch, JG, Irwin, J, Spiller, SA & Fitzsimons, GJ (2015). Median splits, Type II errors and false-positive consumer psychology: Don't fight the power. *Journal of Consumer Psychology, 25,* 679-689.

Preacher, KJ, Rucker, DD, MacCallum, RC & Nicewander, WA (2005). Use of the Extreme Groups Approach: A Critical Examination and New Recommendations. *Psychological Methods, 10*, 178-192.

Royston, P, Altman, DG, Sauerbrer, W (2006). Dichotomizing continuous predictors in multiple regression: A bad idea. *Statistics in Medicine, 25*, 127-141.

Rucker, DD, McShane, BB & Preacher, KJ (2015). A researcher's guide to regression, discretization and median splits of continuous variables. *Journal of Consumer Psychology, 25,* 666-678.

Streiner, D. L. (2002). Breaking up is hard to do: The heartbreak of dichotomizing continuous data. *Canadian Journal of Psychiatry, 47*, 262–266.

Mediation Papers

Hayes, A. F. (2009). Beyond Baron and Kenny: Statistical mediation analysis in the new millennium. *Communication Monographs, 76,* 408–420.

Morera, O.F. & Castro, F.G. (2013). Important Considerations in Conducting Statistical Mediation Analyses. *American Journal of Public Health, 103,* 394-396.

Cole, D. A., & Maxwell, S. E. (2003). Testing mediational models with longitudinal data: Questions and tips in the use of structural equation modeling. *Journal of Abnormal Psychology, 112,* 558-577

Maxwell, S. E., & Cole, D. A. (2007). Bias in cross sectional analysis of longitudinal mediation. *Psychological Methods, 12*, 23-44.

Important Dates to Remember

Wednesday, September 12	Census Day; Last day to drop course without "W" appearing on transcript
Thursday, October 4	**Midterm 1**
Friday, November 2	Course drop deadline
Tuesday, November 6	**Midterm 2**
Thursday, December 6	Last Day of our class
Thursday, December 13	Cumulative Final Exam (4:00 pm - 6:45 pm)
Wednesday, December 19	Grades due to Records Office

Syllabus

Psychology 6308/5308: Experimental Design/Analysis of Variance

Mondays & Wednesdays 4:30 – 5:50

Instructor:	**Wendy S. Francis, Ph.D.**	**TA:**	**Nicholas Evans**
Office:	Psychology 214 / 209 (Lab)	Office:	Psychology
Phone:	747-8956	Phone:	--
Office hours:	T 2:00-3:00; R 3:00-4:00 Or by appointment	Office hours:	MW 1:00-2:00 or by appointment
E-mail:	wfrancis@utep.edu	E-mail:	ndevans@miners.utep.edu

Review Sessions: Fridays, 1:00-2:00, Psychology 105

These sessions, led by the teaching assistant, will involve working through practice problems, going over homework solutions, question-answer time, and other activities conducive to learning the class material.

Content and Learning Goals

This course will cover experimental design and analysis, with a focus on the analysis of controlled experiments with categorical independent variables and quantitative dependent variables. Analysis of Variance (ANOVA) techniques will be applied to a variety of experimental designs, research questions, and data properties. After this course, you will be able to analyze experimental data with a variety of designs and be prepared to be a critical consumer of literature reporting such analyses.

Required Readings

Keppel, G. & Wickens, TD (2004). *Design and Analysis: A Researcher's Handbook (4th Edition*). Prentice Hall Associates.

Other articles or chapters may be assigned as needed and will be distributed electronically.

Software

SPSS can be accessed in most research laboratories in the department and can be installed on any UTEP-owned computer. You can use my.apps.utep.edu to access SPSS using Citrix Receiver software on any computer using your UTEP login credentials.

Exams

There will be two midterms, one on Wednesday February 20th (25% of grade) and one on Monday April 1st (25%), and a cumulative final exam Monday May 13th from 4:00-6:45 (40%). Midterm exams are to be completed during the assigned class session. This means that you must be prepared to work the problems efficiently. [If you have not done the homework, this will be nearly impossible.] The final exam will be completed during the assigned 2 hour and 45 minute final exam session.

All exams will be open-book and open-note, and you will need a calculator. Be sure that you know how to use your calculator before the first exam. It is suggested that you prepare a set of summary notes with critical formulas and other information to reduce the time necessary to look up information.

Homework

Homework will be assigned and collected regularly and will be worth 10% of the final grade. The assignments will be graded and used to identify areas for further instruction/clarification. Solutions will be discussed in the weekly review sessions. If computer output is required, please include only the parts necessary for evaluating the solution and edit out irrelevant output. Consultation with other students in the class while completing homework assignments is acceptable and appropriate, but it is strongly recommended that you do as much as possible on your own, because collaboration is not allowed on the exams.

Policies

Graduate students are expected to behave professionally in graduate courses. This includes but is not limited to the following:

• Attending class consistently.
• Turning in homework on time -- Late homework will not be accepted.
• Taking exams on the scheduled dates -- Of course absences for professional conferences are acceptable and appropriate, but please give notice ahead of time if the absence will include an exam date. Otherwise, make up exams will be given only under extraordinary circumstances, and with appropriate documentation.
• Academic honesty and integrity – This means that cheating, plagiarism, and other forms of academic dishonesty will not be tolerated.
• Showing respect for others in the class.

UTEP Course Drop Policy: February 6th is the last day to drop a course with full refund and no listing of the course on your record. April 5th is the last day to drop a course with an automatic "W." It is the student's responsibility to officially drop any course that he or she no longer wishes to attend.

CASS: If you have a disability and need classroom accommodations, please contact the Center for Accommodations and Support Services (CASS) at 747-5148, or by email to cass@utep.edu, or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/cass.

Tentative Schedule of Topics

1/23: Introduction, notation, one-group example, single-sample t test
1/28: Independent/dependent samples, paired samples and independent samples t tests
1/30-2/04: One-way ANOVA
2/06-2/11: Trends and contrasts, error control
2/13: Linear model, assumptions
2/18: Detecting and dealing with violations of assumptions
2/20: EXAM 1
2/25-2/27 Effect size, power, sample size
3/04: Two-way ANOVA introduction and notation, main effects and interaction concepts, detecting effects in tables or graphs
3/06: Two-way ANOVA computation, interpretation of effects, effect size
3/11: Analytic comparisons in the two-way design
3/13: Writing about results of a two-way design, explaining interactions
3/18-3/20: No class—Spring Break
3/25: Within-subjects/repeated measures ANOVA
3/27: Contrasts in the within-subjects ANOVA, Latin square, assumptions
4/01: EXAM 2
4/03: Two-way within-subjects ANOVA
4/08: Two-way mixed ANOVA
4/10: Three-way ANOVA
4/12: Writing ANOVA results (revisited), dealing with real data
4/15-4/17: Random factors, nested factors, and complex designs
4/22-4/24: Analysis of covariance
4/29-5/01: Linear mixed-effects regression
5/06: TBA
5/08: TBA
5/13: FINAL EXAM (Cumulative) 4:00-6:45

Psychology Department. Syllabus

Course name:	Program Evaluation
Course no.:	PSYC 6312/5312
Course CRN:	14483
Semester/year	
Graduate credit hours:	3
Class location:	**Hudspeth Hall 114**
Class meeting time:	Tuesdays and Thursdays, 3:00-4:20 PM
Class instructor:	Dr. Julia Lechuga
Office location:	Psychology Bldg. Office 107
Phone:	915-747-7164
Email:	julialec@utep.edu
Office hours:	By appointment
Preferred contact method:	Email
Course description:	Students will be exposed to the field of program evaluation in a broad sense including major paradigms, theories, and approaches. Major emphasis will be placed in the acquisition of skills that will enable the student to conduct evaluations of programs attempting to impact real-world challenges in real-world conditions.
Required textbooks:	Mertens, D. M., & Wilson, A. T. (2012). Program Evaluation Theory and Practice: A Comprehensive Guide (4rd ed.). New York, NY: The Guilford Press.
Supplemental reading:	See course schedule and appendix
Course format:	Lecture & discussion, case studies, guest speaker, group work, student presentations, written assignments, and exams The course is predominantly delivered in a seminar format, relying heavily on active student participation, practice of skills, and group work
Major learning objectives (must be numbered):	**By the end of this course, the student will be able to:** 1. Understand the meaning of specific terminology used in the field of program evaluation 2. Identify major theories and philosophical stances influencing the field of program evaluation 3. Understand the fundamentals of planning and implementing evaluations including choices of research designs and data analysis techniques 4. Identify appropriate communication strategies to promote utilization of findings by the intended audience
Assessment strategies: (must be numbered)	1. Weekly written homework questions or activity on assigned readings 2. Weekly group led discussions of assigned supplemental readings 3. Individual proposal on evaluation of a program • Instructor will assign the program to be evaluated • Evaluation and feedback on proposal (by instructor) 4. Meta-evaluation presentation (group)- evaluation • Evaluation and feedback on oral case study presentation (by instructor and student peers using evaluation rubric) 5. Mid-term and a final exam

Grading scale & criteria	**Grading scale:** ▪ A (> 90%-exceptional graduate-level performance) ▪ B (80-89%-average graduate-level performance) ▪ C (70-79%-below average graduate-level performance) ▪ D (60-69%-unacceptable graduate-level performance) ▪ F (< 60%-very unacceptable graduate-level performance) **Grading components:** ▪ **Homework supplemental reading questions or activity**: 10% ▪ **Group led discussions**: 10% ▪ **Individual proposal preliminary components:** 10% ▪ **Individual proposal:** 25% ▪ **Meta evaluation presentation (group)**: 20% ▪ **Exams**: 25% ▪ **Active class participation is required:** points will be deducted for students who do not actively participate in class discussions and other activities.
Incomplete policy:	An "I" (incomplete grade) can only be considered only if requested by the student in advance of the conclusion of the course and only for legitimate, documented emergencies. Failure to request and negotiate the terms of an "Incomplete" grade before the conclusion of the course will result in a denial except in the most extraordinary circumstances.
Course/Instructor & Institutional Policies	
Attendance:	▪ It is UTEP policy that all students attend all scheduled classes. Attendance will be taken at each class. When a student registers for a course, it is assumed that she/he has made arrangements to avoid such conflicts. Students are responsible for any information or activities presented in class discussions, lectures, assignments, and/or readings. If you are unable to attend class, it is your responsibility to inform the instructor before the respective class session. Students may be administratively withdrawn for excessive unexcused absences (2 or more classes). Compliance to due dates, in class presentations, homework, exams and other activities, is mandatory. All emergency-related absences must be verified. ▪ Chronic tardiness not only reflects lack of commitment and professional behavior but also is disruptive to your classmates and the instructor. You are expected to be in class and seated by 3:00 PM.
Reading assignments:	All assigned readings need to be completed prior to coming to the next scheduled class session. Example: the reading assignments for day 1 of week 1 need to be completed prior to coming to that class session of week 1.
Writing standards	Effective academic leaders and practitioners are also effective written as well as oral communicators. Written communication is a critical element of the communication process. Our Ph.D. graduate program both recognizes and expects good writing to be the norm for course work. Please feel free to seek out assistance from the free UTEP Writing Center.
Policy for late assignments	Due dates for homework, exams, presentations and other assignments are designed for fairness to all students. No exceptions to those dates will be made excepting in cases of university-designated closures. All assignments are due at the beginning of the class period on the due date. Five (5) points will be deducted for each day an assignment is late (including weekend days).

Cellphone/electronic tablet/ use policies:	Please note that all cellular telephones, pagers, headphones, iPods, iPads, mp3 players, earpieces, and other forms of communication and entertainment technology equipment must be powered off and put away during the class period. If a situation should arise which necessitates a student to be contacted by a physician or family member, the instructor shall be notified and cell phone can be set to "vibrate." Please be advised that students who use unauthorized technology during class time will be dismissed from that week's class session.
Class participation:	Active student participation in this course is very important. Students must be prepared to come to class to discuss, answer questions, and participate in all class activities.
Special accommodations:	If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 915.747.5148, cass@utep.edu, or visit their office located in UTEP Union East, Room 106. For additional information, visit http://sa.utep.edu/cass/. CASS staff are the only individuals who can validate and if need be, authorize accommodations for students with disabilities.
Student conduct:	Students are expected to be above reproach in all scholastic activities. Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the university. "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another student, any act designed to give unfair advantage to a student or the attempt to commit such acts." Regent's Rules and Regulations, Part One, Chapter VI, Section 3.2, Subdivision 3.22. Since scholastic dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. From the UTEP Dean of Student Affairs (http://studentaffairs.utep.edu/Default.aspx?tabid=4386) "It is an official policy of the university that all suspected cases or acts of alleged scholastic dishonesty must be referred to the Dean of Students for investigation and appropriate disposition. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts". **Examples of "cheating" include:** • Copying from the homework, in-class work or exam paper of another student, engaging in written, oral, or any other means of communication with another student during an exam, or giving aid to or seeking aid from another student during a test; • Possession and/or use during an exam or home test of materials which are not authorized by the person giving the test, such as class notes, books, or specifically designed "crib notes"; • Using, obtaining, or attempting to obtain by any means the whole or any part of non-administered test, test key, homework solution, or computer program; using a test that has been administered in prior classes or semesters but which will be used again either in whole or in part without permission of the instructor; or accessing a test bank without instructor permission; • Collaborating with or seeking aid from another student for an assignment without authority; • Substituting for another person, or permitting another person to substitute for one's self, to take a test;

	• Falsifying research data, laboratory reports, and/or other records or academic work offered for credit. "**Plagiarism**" means the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own academic work offered for credit, or using work in a paper or assignment for which the student had received credit in another course without direct permission of all involved instructors. NOTE: This includes cutting-and-pasting and photocopying from on-line and other material. **"Collusion**" means the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on scholastic dishonesty.

TENTATIVE COURSE SCHEDULE*

Dates	Topics	Assignments
Class 1 Jan 19	**Syllabus & course overview** **Definition of Evaluation, Ethical Principles for Evaluators, Culturally Responsive Evaluation**	*Assignment* ➢ Read supplemental readings 1, 2 & 3
WEEK 1 Jan 21 & 26	**Introduction to Evaluation**	*Assignment for Jan 21* ➢ Read textbook chapter 1 *Assignment for Jan 26* ➢ Read supplemental readings 4, 5, 6 & 7 ➢ Complete assigned exercises and turn in at beginning of class ➢ Instructor will lead the discussion
WEEK 2 Jan 28 & Feb 2	**Framing Evaluation: Paradigms, Branches, and Theories**	*Assignment for Jan 28* ➢ Read chapter 2 *Assignment for Feb 2* ➢ Read supplemental readings 8 & 9 ➢ Answer assigned discussion questions and turn in at beginning of class ➢ group 1 will lead the discussion
WEEK 3 Feb 4 & 9	**The Postpositivist Paradigm**	*Assignment for Feb 4* ➢ Read textbook chapter 3 *Assignment for Feb 9* ➢ Read supplemental readings 10 & 11 ➢ Answer assigned discussion questions and turn in at beginning of class ➢ group 1 will lead the discussion
WEEK 4 Feb 11 & 16	**The Pragmatic Paradigm and The Use Branch**	*Assignment for Feb 11* ➢ Read textbook chapter 4 *Assignment for Feb 16* ➢ Read supplemental readings 12, 13 & 14 ➢ Answer assigned discussion questions and turn in at beginning of class ➢ group 2 will lead the discussion

WEEK 5 Feb 18 & 23	**The Constructivist Paradigm and The Values Branch**	*Assignment for Feb 18* ➢ Read textbook chapter 5 *Assignment for Feb 23* ➢ Read supplemental readings 15, 16 & 17 ➢ Answer assigned discussion questions and turn in at beginning of class ➢ group 2 will lead the discussion
WEEK 6 Feb 25 & Mar 1	**The Transformative Paradigm and The Social Justice Branch**	*Assignment for Feb 25* ➢ Read textbook chapter 6 *Assignment for Mar 1* ➢ Read supplemental readings 18, 19 & 20 ➢ Answer assigned discussion questions and turn in at beginning of class ➢ group 3 will lead the discussion ➢ **First proposal component due (March 1).**
WEEK 7 Mar 3 & 15	**Working with Stakeholders: Establishing the Context of the Evaluand** **Guest Lecturer: Dr. Holly Mata**	*Assignment for Mar 3* ➢ Read textbook chapter 7 *Assignment for Mar 15* ➢ Read supplemental readings 21, 22 & 23 ➢ Answer assigned discussion questions and turn in at beginning of class ➢ group 3 will lead the discussion ➢ **Mid-Term Exam Assigned March 15** (Take Home Essay)
WEEK 8 Mar 17 & 22	**Evaluation Purposes, Types and Questions** **Guest Lecturer: Dr. Guadalupe Corral**	*Assignment for Mar 17* ➢ Read textbook chapter 8 *Assignment for Mar 22* ➢ Read supplemental readings TBA ➢ Answer assigned discussion questions and turn in at beginning of class ➢ group 4 will lead the discussion ➢ **Mid-Term Exam Due March 22**
WEEK 9 Mar 24 & 29	**Evaluation Designs**	*Assignment for Mar 24* ➢ Read textbook chapter 9 *Assignment for Mar 29* ➢ Read supplemental readings TBA ➢ Answer assigned discussion questions and turn in at beginning of class ➢ group 4 will lead the discussion
WEEK 10 Mar 31 & Apr 5	**Data Collection Strategies and Indicators**	*Assignment for Mar 31* ➢ Read textbook chapter 10 *Assignment for Apr 5* ➢ Read supplemental readings TBA ➢ Answer assigned discussion questions and turn in at beginning of class ➢ group 5 will lead the discussion ➢ **Second proposal component due (April 5)**

WEEK 11 Apr 7 & 12	**Stakeholders, Participants, and Sampling**	*Assignment for Apr 7* ➢ Read textbook chapter 11 *Assignment for Apr 12* ➢ Read supplemental readings TBA ➢ Answer assigned discussion questions and turn in at beginning of class ➢ group 5 will lead the discussion
WEEK 12 Apr 14 & 19	**Data Analysis and Interpretation**	*Assignment for Apr 14* ➢ Read textbook chapter 12 *Assignment for Apr 19* ➢ Read supplemental readings TBA ➢ Answer assigned discussion questions and turn in at beginning of class ➢ Instructor will lead the discussion
WEEK 13 Apr 21 & 26	**Presenting Data Effectively**	*Assignment for Apr 21* ➢ TBA *Assignment for Apr 26* ➢ Read supplemental readings TBA ➢ Answer assigned discussion questions and turn in at beginning of class ➢ Instructor will lead discussion
WEEK 14 and 15 Apr 28 & May 3 & 5	**Meta-Evaluation Presentations**	
WEEK 17 May 9-13	No class-exam week Final Exam scheduled for Thursday, May 12th 4:00 pm–6:45pm	

* Note: The course syllabus is a general tentative plan for the course. Any changes will be announced to the class in advance by the instructor.

Assignment Instructions

1. Assigned readings homework questions

The team member responsible for the class discussion will come up with 10 questions and/or critical thinking activity to be handed to the class. The questions/activity should be developed to encourage critical thinking about the topics being discussed. Class members will type their answers to these questions and/or activity and turn them in via blackboard by noon the day of the class. No handwritten questions & answers will be accepted. All homework must include your name, the class week and the due date. Each question will be worth two points for a total of 20 points.

2. Group discussions

Class discussion will occur the second class of each week and will focus on interactive discussions about the supplemental readings. Each student in a group will lead the discussion portion of the seminar each week by preparing questions on the reading assignments (primary focus will be on the supplemental readings). Performance will be graded using a rubric that fellow students and the instructor will fill (see attached rubric).

3. Critical meta-evaluation-group study presentation- oral presentations (group assignment)

You are required to present a meta-evaluation of a research report describing an evaluation. The research report will be assigned by the instructor. You are expected to do a thorough job compiling the substantive information and generating discussion in the class. You must plan on 30 minutes for presenting the case study in class using

PowerPoint and 20-25 minutes of discussion. You will provide the instructor with a copy of the Power point presentation (handout mode-4 slides/page). The quality of the presentation will be assessed by peers and the instructors with a rubric (see attached rubric).

4. Individual Proposal: The intent of the individual proposal assignment is to present a plan for a program evaluation. The proposal will illustrate the steps and procedures to plan and implement an evaluation including appropriate statistical analyses and communication of results to the intended audience. Each section will be assigned points as follows:

The instructor will assign a program, intervention, or project. Then, each individual must develop a proposal to evaluate the program.

The paper should include the following sections, adapted from the format required by the Wisconsin Partnership Program format for Collaboration Implementation Grants (http://www.med.wisc.edu/files/smph/docs/community_public_health/partnership/community_academic_partnership/2010-capf-rfp-application-instructions-april-23-2010-final.pdf):

1. Executive Summary (10 points): Provide a one-page abstract summarizing the following elements:

- A brief background on the significance of the topic
- The primary goal or aim of the project
- A brief description of the intervention or health improvement initiative
- The intended outcome of the project
- The Executive Summary may not exceed one (1) single-spaced page with one-inch margins. Use a minimum 11-point font and number the pages.

2. Narrative (40 points total): The narrative, excluding tables, figures, and references, may not exceed twelve (12) single-spaced pages with one-inch margins. Use a minimum 11-point font and number the pages. Use the section headings indicated in the instructions below throughout the narrative. Instructions for what to include in each section are provided below. The Narrative must include:

- **Project Purpose, Need and Statement of the Problem (10 points)**
    - Clearly state the need for and purpose of the program or project.
    - Describe the primary target population; include demographic information and data if appropriate.
    - Describe the significance of the problem or need that the program or project will address. Use state or community-level data to provide evidence of need. If available and appropriate, refer to local county or city health plan to demonstrate how the project strengthens local health goals.
    - Briefly describe the expected achievements or outcomes following successful implementation of the proposed project.

- **Theoretical basis (5 points)**
    - Address one or more theoretical models underlying the proposed evaluation approach.

- **Goals, Objectives, and Outcomes (10 points)**
    - Discuss the project's goals, intervention or prevention strategies, objectives and activities to achieve goals.
    - Provide a description of the expected results and outcomes and how they will be measured.
    - Describe how stakeholders will be involved in the design, implementation, and evaluation of the project.

- **Work plan and timeframe (5 points)**
    - Describe the project work plan and corresponding timeframe of activities. As part of the work plan, define:
    - Project goal(s)
    - Project objective(s)
    - Measurable outcomes (quantitative or qualitative impact measures that provide a basis for assessing achievement, change, or performance over time)

- **Evaluation (10 points)**
    - Describe the evaluation plan and activities used to measure progress on project goals, objectives and outcomes.
    - Describe how the evaluation plan will measure whether the goals were met and the outcomes achieved.
    - Describe the plan for communicating project results to the public health community and to policy makers.

The evaluation plan must rely on rigorous, scientific methods to provide evidence regarding the effects of the intervention. The use of pre and post measures, control/comparison groups, and experimental or quasi-experimental methods is recommended. Likewise, the evaluation must include both outcomes and change mediators. It is recommended that a logic or conceptual model be developed to guide the proposal and included as an appendix.

Final proposals should be written according to the length limits described above, using a typeface 11 points or larger (smaller size can be used in tables and figures) and 1" margins all around. Reference style can be APA or AMA (choose one and stick to it). Papers must include page numbers.

Preliminary Proposal Components. Students **will** submit two preliminary components of their final paper prior to turning in their final proposal. The purpose of this assignment is three fold. First, it gives students an opportunity to receive feedback from the instructor and incorporate that feedback into their final proposals. Second, it allows students to earn some credit earlier on the semester. Finally, and most important, it helps students avoid procrastination and start thinking and working on their final paper early in the semester. Preliminary components must be turned in by specific dates (see course outline table for details).

- Component 1: Project Purpose, Need and Statement of the Problem **(10% of final grade)**
- Component 2: Goals, Objectives, and Outcomes **(25% of final grade)**

Electronic copies (uploaded to the appropriate dropbox on blackboard) of the final proposals and preliminary components should be turned in before or on the day they are due (refer to the syllabus for specific date).

Supplemental Websites

- **The American Evaluation Association (www.eval.org)**
- **The "Basic Guides" by Sociologist Gene Shackman (http://gsociology.icaap.org/methods)**

- **The Harvard Family Research Project (www.hfrp.org/evaluation/the-evaluation-exchange)**
- **Center for Culturally Responsive Evaluation and Assessment (http://education.illinois.edu/crea)**
- **Joint Committee on Standards for Educational Evaluation (http://www.jcsee.org)**
- **The International Organization for Cooperation in Evaluation (http://ioce.net)**
- **The Foundation Center (www.fdncenter.org)**

Supplemental Required Readings:

1. What is program evaluation? Pdf document.
2. American Evaluation Association (2015). American Evaluation Statement on Cultural Competence. Available at http://www.eval.org/p/cm/ld/fid=92
3. American Evaluation Association (2015). Guiding principles for evaluations. Available at http://www.eval.org/p/cm/ld/fid=51
4. Samuels, M., & Ryan, K. (2011). Grounding evaluations in culture. American Journal of Evaluation, 32, 183-198.
5. Trochim, W. M. K. (1998). An evaluation of Michael Scriven's "Minimalist Theory: The Least Theory that Practice Requires". American Journal of Evaluation, 19, 243-249.
6. House, E. R. (1990). Research news and comment: Trends in evaluation. Educational Researcher 19, 24-28.
7. Mareschal, P. M., McKee, W. L., Jackson, S. E., & Hanson, K. L. (2007). Technology-based approaches to preventing youth violence. Youth Violence and Juvenile Justice, 5, 168-187.
8. Donaldson, S., & Lipsey, M. W. (2006). Roles for theory in contemporary evaluation practice: Developing practical knowledge. In I. Shaw & J. Greene (Eds.), The Sage Handbook of Evaluation. CA: Thousand Oaks.
9. Skolits, G. J., Morrow, J. A., & Burr, E. M. (2009). Reconceptualizing evaluator roles. American Journal of Evaluation, 30, 275-295.
10. Brady, B., & O'Reagan, C. (2009). Meeting the challenge of doing an RCT evaluation of youth mentoring in Ireland. Journal of Mixed Methods Research, 3, 265-280.
11. Duse, G., Kerschner, D. (2008). Removing a nail from the booth camp coffin: An outcome evaluation of Minnesota's Challenge Incarceration Program. Crime Delinquency, 54, 614-643.
12. Morgan, D. L. (2007). Paradigms lost and pragmatism regained: Methodological implications of combining qualitative and quantitative methods. Journal of Mixed Methods Research, 1, 48-76.
13. Patton, M. Q. (2002). A vision of evaluation that strengthens democracy. Evaluation, 8, 125-139.
14. Walden, E. M., & Baxter, D. (2004). The comprehensive approach: An evaluation model to assess HIV/AIDS-related behavior change in developing countries. Evaluation, 7, 439-452.
15. Ponterotto, J. G. (2005). Qualitative research in counseling psychology: A primer on research paradigms and philosophy of science. Journal of Counseling Psychology, 52, 126-136.
16. Wertz, F. J. (2005). Phenomenological research methods for counseling psychology. Journal of Counseling Psychology, 52, 167-177.
17. Abama, T. A. (2005). Responsive evaluation: Its meaning and special contribution to health promotion. Evaluation and Program Planning, 28, 279-289.
18. Henry, E., & Pene, H. (2001). Kaupapa Maori: Locating indigenous ontology, epistemology and methodology in the academy. Organization, 8, 234-242.
19. Chilisa, B. (2005). Educational research within postcolonial Africa: A critique of HIV/AIDS research in Botswana. International Journal of Qualitative Studies in Education, 18, 659-684.
20. Mercado-Martinez, F. J., Tejada-Taybas, L. M., & Springett, J. (1998). Methodological issues in emergent evaluations of health programs: Lessons from Iberoamerica. Qualitative Health Research, 18, 1277-1288.
21. Caldwell, J. Y. (2005). Culturally competent research with American Indians and Alaska Natives. The Journal of the National Center, 12, 1-21.
22. Trochim, W. (1989). An introduction to concept mapping for planning and evaluation. Evaluation and Program Planning, 12, 1-16.
23. Trochim, w., et al. (2004). Setting objectives for community and systems change: An application of concept mapping for planning a statewide health improvement initiative. Health Promotion Practice, 5, 8-19.

Suggested Readings:

Shaw, I., Greene, J., & Mark, M. (2006). The Sage Handbook of Evaluation. CA: Thousand Oaks.

Patton, M. Q. (2011). Developmental Evaluation. NY: The Guilford Press.

Fetterman, D. M., Kaftarian, S. J., & Wandersman, A. (2015). Empowerment Evaluation. CA: Sage.

Patton, M. Q. (1997). Utilization Focused Evaluation. CA: Thousand Oaks.

Course Syllabus
PSYC 5317/6317 Behav/Mental Hlth Intrvention

Course: PSYC 5317/6317 Behav/Mental Hlth Intrvention
Time: Thursdays, 4:40 -7:20 pm

Faculty: Craig Field, PhD, MPH
Office: Psychology Building, Rm. 116
Email: cfield@utep.edu

Purpose: This course is designed to prepare you for independent practice and program evaluation in the community

Course Description: This course is designed to prepare you for independent practice and program evaluation in the community. Rather than teach you about the application of specific evidence based approaches in psychology to specific disorders, the course will focus upon the application of evidence based practice in psychology. In addition, you will become familiar with the various schools of psychotherapy and the current state of the science in psychotherapy research. Class projects will include familiarizing you with several psychological disorders and evidence based approaches in greater depth. The service learning opportunity will help you face the challenges and limitations of applying evidence based approaches in the real world setting.

- This course is primarily designed for those in the Masters of Clinical Psychology program either as a terminal degree or as part of their PhD program of study.
- This course requires a significant amount of reading, critical evaluation of that reading and application to a real world challenge related to evidence based psychotherapy research.
- Learning is driven by classroom discussions and application not lectures. This demands a higher level of engagement with the material.

Course Objectives: At the end of this course you should be able to:

1) Define Evidence Based Practice in Psychology

2) Be familiar with the process for applying evidence based practice in community settings

3) Be familiar with various schools of psychotherapy and the current state of the research in psychotherapy

4) Be knowledgeable about evidence based approaches for addressing various psychological disorders

Primary Text: Goodheart, C. D., Kazdin, A. E., & Sternberg, R. J. (2006) *Evidence-based psychotherapy: Where practice and research meet*. Washington, D.C.: American Psychological Association.

Supplemental Text: *The Oxford handbook of clinical psychology, By David H. Barlow (Ed.) New York, NY: Oxford University Press, 2011.*

Course Expectations:

Before class

Do the reading. All of it. Annotate your reading. Ask questions of the text in the margins. Maybe even type up your notes. Always consider what's at stake in the reading, how the reading informs your understanding of the class themes, other course materials, the methods, the content. How does the reading relate to your own burgeoning research questions?

Come to class with questions and discussion points. If you are reticent about speaking in class, recruit a friend to chat about your ideas for five minutes the day before class. Do not, however, memorize one point in the reading so that you make your one perfunctory comment in class. Everyone is on to that game!

During class

Do your part to help foster a collegial environment. This means: Listen. Participate fully. Be respectful.
Showcase your intellectual curiosity by engaging with all types of ideas, not just the ones in your designated area of study.
When you speak, remember to look at your classmates, not exclusively at the professor.
Use your breadth of knowledge — connect the readings to other readings in your class and other out-of-class readings. Feel free to apply the readings or theme of the day to your project, but don't be so focused on utilitarian knowledge that you fail to engage fully with all of the issues at hand.
Do not fall into the trap of wholesale skewering the reading of the week. This is intellectually lazy. The work must have some redeeming value if it has been assigned. Even if you want to make a serious critique of the reading you should attempt to articulate its contributions/interventions as well as limitations.

Writing

Turn in all writing assignments on time. Do not save your seminar papers for the week before they are due. Begin generating ideas the first week of class. Talk about your ideas with your classmates and your professor.

Course Requirements:

Reaction Papers: At the beginning of every class, students must turn in a reaction/thought paper based on the assigned readings. This is an opportunity to show critical reasoning skills and engagement with the material. The papers may take many forms and will be guided by a few key questions.

Evidence-Based Treatment Research Paper: In this course, you will learn that therapy is generally effective overall, but that different therapies are effective for different conditions and ineffective for other conditions. In large part, the purpose of this course is to give you the information and skills needed to make sense of the research. Obviously, however, one course nearly enough time for you to learn about what therapies are effective for every single disorder. So, in this paper, you will have the opportunity to explore how to efficaciously treat a disorder that is of interest to you. *Please choose a disorder and okay it with me before starting work on the paper.* Your assignment is to investigate one type of treatment for that disorder, explain briefly the therapeutic techniques of that treatment, then spend most of your paper conveying the research literature regarding the efficacy of that treatment. Your paper should be 4-6 pages, double-spaced, 12 pt type-written. It is very important the treatment you choose should be considered an EBT for that disorder. You should cite a minimum of 12 references,

at least nine of which should be empirical studies (randomized controlled trials, metaanalyses, etc.). The paper should be written in APA format.

Evidence Based Treatment in Practice Paper: In this paper, your assignment is to apply an evidence based psychotherapy to the treatment to a particular disorder in the service learning community organization. You should write a paper on the same treatment you focused on in the "Evidence-Based Treatment Research Paper" and will choose to apply the treatment to the disorder they focused on in that previous paper. Your paper should be 4-6 pages (exclusive of the "Evidence-Based Treatment Research Paper"), double-spaced, 12 pt type-written.

Policies:

Academic Honesty: Any suspicion of cheating will be reported to the OSCCR. There are no excuses for cheating. All assignments must be the original work of the student, not used for any other course, and completed in a manner consistent with UTEP's code of conduct. You are expected to be familiar with these standards and policies; in the event of a violation, ignorance will not be accepted as an excuse. The UTEP Code of Academic Integrity and Scholastic Dishonesty can be found at http://sa.utep.edu/osccr/academic-integrity/. Plagiarism – or any other form of academic dishonesty – will result in an automatic F for the course.

Plagiarism: (from the Modern Language Association of America Handbook, 1988, New York; 21-23)**:** Plagiarism is the act of using another person's ideas or expressions in your writing without acknowledging the source. In short, to plagiarize is to give the impression that you have written or thought something that you have in fact borrowed from someone else. **IF YOU HAVE DOUBT ABOUT WHETHER OR NOT YOU ARE COMMITTING PLAGIARISM, CITE YOUR SOURCE OR SOURCES. IF YOU ARE STILL USURE, ASK THE INSTRUCTOR**

Academic Accommodations: If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to cass@utep.edu, or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/cass.

Grading: Final Grades will take into account 1) class participation including attendance and engagement in classroom discussions 2) reaction papers 3) class presentations 3) research papers 4) practice papers and 5) project presentations. These will represent 10%, 10%, 10%, 20%, 25% and 25%, respectively, of your final grade.

	Readings/Discussion	Due
August 31st	**Introduction to Course & EBP**	
September 7th	**Topic 1**	**Question Formulation**
September 14th	**Topic 2**	
September 21st	**Topic 3**	**Evidence Search**
September 28th	**Topic 4**	
October 5th	**Topic 5**	**Critical Appraisal**
October 12th	**Topic 6**	**RESEARCH PAPERS DUE**
October 19th	**Topic 7**	**Implementation**
October 26th	**Topic 8**	
November 2nd	**Topic 9**	**Monitoring**
November 9th	**Topic 10**	
November 16th	**Topic 11**	**Training**
November 30th	**Topic 12**	
December 7th	**Topic 13**	**Implementation**
December 14th	**FINAL**	**PRACTICE PAPERS DUE PRESENTATIONS**

Course Modules

Module 1: What is it?

Anderson, N. B. (2006). Evidence-based practice in psychology. *American Psychologist*, *61*(4), 271-285.

Spring, B., & Neville, K. (2011). Evidence-based Practice In Clinical Psychology In D.H. Barlow (Ed.), *The Oxford Handbook of Clinical Psychology* (pp. 128-149). New York, NY: Oxford University Press.

Module 2: Why does it matter?

Kazdin, A. E. (2008). Evidence-based treatment and practice: new opportunities to bridge clinical research and practice, enhance the knowledge base, and improve patient care. *American psychologist*, *63*(3), 146.

Kazdin, A. E. (2008). Evidence-based treatments and delivery of psychological services: Shifting our emphases to increase impact. *Psychological Services*, *5*(3), 201.

Module 3: Schools of Psychotherapy

Carter, J.A. (2006). Theoretical Pluralism & Technical Eclecticism In C.D. Goodheart, Kazdin, A.E., & Sternberg, R.J. (Eds.), *Evidence-based Psychotherapy* (pp. 63-80). Washington, D.C.: American Psychological Association.

Boswell, J.F., Sharppless, B.A., Greenberg, L.S., Heatherington, L., Huppert, J.D., Barber, J.P.,... (2011). Schools of Psychotherapy and the Beginnings of the Scientific Methods In D.H. Barlow (Ed.), *The Oxford Handbook of Clinical Psychology* (pp. 98-127). New York, NY: Oxford University Press.

Module 4: Psychotherapy Research

Lambert, M.J., & Archer, A. (2006). Research Findings on the Effects of Psychotherapy and Their Implications for Practice In C.D. Goodheart, Kazdin, A.E., & Sternberg, R.J. (Eds.), *Evidence-based Psychotherapy* (pp. 111-130). Washington, D.C.: American Psychological Association.

Chambless, D. L., & Ollendick, T. H. (2001). Empirically supported psychological interventions: Controversies and evidence. *Annual review of psychology*, *52*(1), 685-716.

Module 5: Evidence Based Relationships

Norcross, J. C., & Hill, C. E. (2004). Empirically Supported Therapy Relationships. *Clinical Psychologist*, *57*(3), 19.

Norcross, J. C., & Lambert, M. J. (2014). Relationship science and practice in psychotherapy: closing commentary. *Psychotherapy*, *51*(3), 398.

Module 6: The Continuum of Evidence

Kendell, P.C. & Comer, J.S. (2011). Research Methods in Clinical Psychology In D.H. Barlow (Ed.), *The Oxford Handbook of Clinical Psychology* (pp. 52-75). New York, NY: Oxford University Press.

~~Huppert, J.D., Fabbro, A., & Barlow, D.H. (2006). Evidence-Based Practice and Psychological Treatments In C.D. Goodheart, Kazdin, A.E., & Sternberg, R.J. (Eds.), *Evidence-based Psychotherapy* (pp.131-152). Washington, D.C.: American Psychological Association.~~

Flay, B. R., Biglan, A., Boruch, R. F., Castro, F. G., Gottfredson, D., Kellam, S., Ji, P. (2005). Standards of Evidence: Criteria for Efficacy, Effectiveness and Dissemination. Prevention Science, 6(3), 151-175. doi:10.1007/s11121-005-5553-y

Module 7: Evidence Based Assessment

Hunsley, J., & Mash, E.J. (2011). Evidence-based Assessment In D.H. Barlow (Ed.), *The Oxford Handbook of Clinical Psychology* (pp. 76-97). New York, NY: Oxford University Press.

Kazdin, A.E. (2006). Assessment and Evaluation in Clinical Practice In C.D. Goodheart, Kazdin, A.E., & Sternberg, R.J. (Eds.), *Evidence-based Psychotherapy* (pp. 153-178). Washington, D.C.: American Psychological Association.

Module 8: Disciplined Inquiry

Messer, S. B. (2004). Evidence-Based Practice: Beyond Empirically Supported Treatments. *Professional Psychology: Research and Practice*, *35*(6), 580.

Peterson, D. R. (1991). Connection and disconnection of research and practice in the education of professional psychologists. *American Psychologist*, *46*(4), 422.

Module 9: Cultural Competence

Hays, P. A. (2009). Integrating evidence-based practice, cognitive–behavior therapy, and multicultural therapy: Ten steps for culturally competent practice. *Professional Psychology: Research and Practice*, *40*(4), 354.

Comas-Diaz, L. (2011). Interventions with Culturally Diverse Populations In D.H. Barlow (Ed.), *The Oxford Handbook of Clinical Psychology* (pp. 877-898). New York, NY: Oxford University Press.

Module 10: Cultural Adaptation

Hwang, W. C. (2009). The formative method for adapting psychotherapy (FMAP): A community-based developmental approach to culturally adapting therapy. *Professional Psychology: Research and Practice*, *40*(4), 369.

Hwang, W. C. (2006). The psychotherapy adaptation and modification framework: Application to Asian Americans. *American Psychologist*, *61*(7), 702.

Module 11: Implementation

Aarons, G. A., Hurlburt, M., & Horwitz, S. M. (2011). Advancing a conceptual model of evidence-based practice implementation in public service sectors. *Administration and Policy in Mental Health and Mental Health Services Research*, *38*(1), 4-23.

Stirman, S. W., Bhar, S. S., Spokas, M., Brown, G. K., Creed, T. A., Perivoliotis, D., ... & Beck, A. T. (2010). Training and consultation in evidence-based psychosocial treatments in public mental health settings: The ACCESS model. *Professional Psychology: Research and Practice*, *41*(1), 48.

Module 12: Training & Dissemination

Herschell, A. D., Kolko, D. J., Baumann, B. L., & Davis, A. C. (2010). The role of therapist training in the implementation of psychosocial treatments: A review and critique with recommendations. *Clinical psychology review*, *30*(4), 448-466.

Stirman, S. W., Crits-Christoph, P., & DeRubeis, R. J. (2004). Achieving successful dissemination of empirically supported psychotherapies: A synthesis of dissemination theory. *Clinical psychology: Science and practice*, *11*(4), 343-359.

Module 13: Challenges & Controversies

Weisz, J.R., & Addis, M.F. (2006). The Research-Practice Tango and Other Choreographic Challenges: Using and Testing Evidence-Based Psychotherapies in Clinical Care Settings In C.D. Goodheart, Kazdin, A.E., & Sternberg, R.J. (Eds.), *Evidence-based Psychotherapy* (pp. 179-206). Washington, D.C.: American Psychological Association.

Chambless, D. L., & Ollendick, T. H. (2001). Empirically supported psychological interventions: Controversies and evidence. *Annual review of psychology*, *52*(1), 685-716.

Syllabus
PSYC 6318/5318 Seminar in Psychological Assessment
University of Texas at El Paso

INSTRUCTOR
Jennifer Eno Louden, Ph.D.
E-mail: jlenolouden@utep.edu
Office: Vowell Hall room 204
Office hours: after class (let me know you are coming) or by appointment

COURSE TIME AND LOCATION
Mondays and Wednesdays 9:00-10:20

REQUIRED MATERIALS
Groth-Marnat, G. (2009). *Handbook of psychological assessment (5th Ed.).* Hoboken, NJ: Wiley.

Additional readings are described below.

COURSE DESCRIPTION
This course is designed to introduce students to concepts relevant to the assessment of personality, psychopathology, and intellectual functioning in clinical and research settings. Topics covered will include ethical issues in assessment, multicultural issues in assessment, objective and projective measures, psychometrics, structured interviewing, and selection of instruments for research purposes.

LEARNING OUTCOMES
At the end of this course, students should be able to:
- Describe the main principles of psychological test development.
- Describe the process of the ethical use of psychological testing.
- Describe the factors associated with proper clinical assessment of diverse populations.
- Describe the key characteristics of common measures of personality, psychopathology, and intellectual functioning.
- Select, administer, and interpret psychological measures in a research context.

ACADEMIC DISHONESTY
Academic dishonesty in any form will not be tolerated. Academic dishonesty includes: cheating on exams or assignments, forgery, and plagiarism. Students caught engaging in academic dishonesty may receive an "F" for the course. Please review UTEP's policy statement on academic dishonesty: http://libraryweb.utep.edu/research/plagiarism.php

DISABILITY ACCOMODATIONS
If you have a disability and require accommodation, please contact the Center for Accommodations and Support Services at 915-747-5148 or via e-mail (cass@utep.edu) during the first week of the semester. They will help you with the required paperwork necessary to obtain accommodation.

COURSE REQUIREMENTS

Class participation. *15% of total grade.* As with any graduate level course, students are expected to attend class regularly having read the assigned readings. Attendance is particularly important in courses like this where clinical skills are practiced. Each student is expected to attend every class session and participate in the discussion on the readings for that week. Unavoidable absences should be communicated to the instructor via email.

Article review. *5% of total grade.* Each student will be assigned to one of the psychological measures that will be covered in the course. For the measure you are assigned, you will locate one empirical article using that measure and briefly present it to the class. You should bring hardcopies of the article for each member of the class. Details on this assignment will be discussed in class.

Midterm exam. *35% of total grade.* A written exam will be held in class on the date listed in the course schedule. The exam will cover the readings and lecture up to that date, focusing primarily on specific measures. Students will be able to bring limited notes (but not readings) to the exam. Details will be discussed in class.

Final project. *45% of total grade.* The final project will include a paper and presentation. The topic will be on the selection of measures appropriate for use in the student's research. Papers should be in APA style and be no more than 15 pages long, excluding references and title page. Students should discuss potential topics with the instructor before beginning this assignment. Papers are due via hardcopy to the instructor's mailbox by 5:00 on 12/5 and presentations will occur during the last week of class. Detailed instructions for the project will be posted to Blackboard.

GRADING

Grades will be based on the quality of the course requirements above using the following scale:

90% and above	=A
80 to 89%	=B
70 to 79%	=C
60 to 69%	=D
59% and below	=F

COURSE SCHEDULE

Adjustments to the course schedule are unlikely, but may occur. Adjustments will be announced in class and via email.

DATE	TOPIC/READINGS
8/22-8/24	Course introduction Introduction to clinical assessment Psychometrics review Groth-Marnat, Chapter 1
8/29-8/31	Test development Murphy & Davidshofer Ch. 11
9/5 9/7	**No class 9/5: Labor Day** Translation issues Arnold, B. R., & Smith, J. L. (2013). Methodologies for test translation and cultural equivalence. In F. Paniagua & A. Yamada (Eds.), *Handbook of Multicultural Mental Health (2nd. Ed.).* New York: Oxford. Matias-Carrelo et al. (2003). The Spanish translation and cultural adaptation of five mental health outcome measures.
9/12-9/14	Ethics and cultural issues Groth-Marnat, Chapter 2 American Psychological Association. (2010). *Ethical Principles of Psychologists and Code of Conduct, 2002 version with 2010 amendments.* Cuellar, I. (1998). Cross-cultural clinical psychological assessment of Hispanic Americans. *Journal of Personality Assessment, 70,* 71-86.
9/19-9/21	Selecting measures for psychological research Constantine & Ponterotto
9/26-9/28	Clinical interviewing skills Groth-Marnat, Chapter 3

	Shea, S. C. (1994). *Psychiatric interviewing: The art of understanding (pp. 575-620).* Philadelphia: Saunders.
10/3-10/5	SCID-I First, M. B., Spitzer, R. L, Gibbon, M., & Williams, J. B. W. (2002). *Structured Clinical Interview for DSM-IV-TR Axis I Disorders, Clinician Version*. New York: Biometrics Research, New York State Psychiatric Institute.
10/10-10/12	SCID-I, part 2
10/17-10/19	MMPI-2 Groth-Marnat, Chapter 7
10/24-10/26	MCMI-III Groth-Marnat, Chapter 8
10/31-11/2	Intellectual assessment Groth-Marnat, Chapter 5
11/7 11/9	Neuropsychological assessment Groth-Marnat, Chapter 12 **Midterm Exam**
11/14-11/16	Projective tests Groth-Marnat, Chapters 10 & 11 (skim) Hunsley, Lee, & Wood (2003)
11/21 11/23	Integration of assessment information Groth-Marnat, Chapter 14 THANKSGIVING BREAK: NO CLASS
11/28-11/30	**Student presentations**
12/5, 5:00pm	***Final paper due***