

PSYCHOLOGY 498: SENIOR SEMINAR (3 CREDIT HOURS)

Fall 2016
Kinard 016, TR 2-3:15 p.m.

Joe Prus, Ph.D.

Professor of Psychology
Kinard 110A, phone: 323-2630 fax: 2371
Office Hrs: W 9:00-11:00 T 3:30-4:30
TR 1:30-2:00
prusj@winthrop.edu

Kathy Lyon, Ph.D.

Associate Professor of Psychology
Kinard 129, phone: 323-2635 fax: 2371
Honors Center, phone 323-2320
Office Hrs: MW 1:00 – 4:00 p.m. (HONR)
TR 12:30 – 1:45 p.m. (KINA)
lyonk@winthrop.edu

Student Learning Outcomes

1. **Understand major psychological theories and concepts:** Be able to read seminal works in the field of psychology, and understand the major theories and concepts that are discussed.
2. **Articulate conceptual connections:** Discover/create/articulate conceptual connections within psychology and between psychology and other disciplines (e.g., psychology and political science).
3. **Application:** Practice taking general/abstract psychological principles and applying them to specific conceptual questions or practical issues.
4. **Problem-Solving:** Apply psychology knowledge and methods to specific personal/organizational/societal needs and problems.
5. **Career development:** Explore specific career options within psychology or related areas. Develop conceptual tools for understanding career preferences in general and for yourself specifically.
6. **Critical thinking:** Use the interactive, dynamic, dialogical seminar format to develop stronger reading, analytic, and synthesis skills.
7. **Oral summation:** Hone ability to present ideas of self and others in clear, cogent, and coherent format; distinguishing between an author's key themes/thesis/major ideas and specific supporting evidence.

Required Text

- Pettijohn, Terry F. (2007). Classic Edition Sources: Psychology. Dubuque: McGraw Hill.

	<i>Points</i>	<i>Percent</i>
Reading Assignments	100	10%
Oral Presentations	180	18%
Contributions	60	6%
Tests	120, 120, 160	40%
Career Project	80	8%
Intervention Project	180	18%
Total	1000	100%

Course components and grading

Overview: Your grade will be built on these components with letter grades as set out below. You can talk with either of us about your grade at any time. We will do our best to help you devise a strategy for getting the best possible grade you can. We want you to do well and enjoy the course.

Reading Assignments: Discussion questions for each reading will be distributed the class before the reading is due. Your brief written answers to these questions should be turned in at the beginning of the

next class.

Oral Presentations: Each of you will be responsible for carrying the class discussion for two 50-minute periods during the semester. You will be allowed to select two chapters of your choice from our text for discussion, as well as provide an update on some aspect of the readings. You will also need to provide a set of discussion questions prior to the class in which you do your presentations. Feel free to be as creative as you wish regarding what you do. For example, if you want to supplement your discussion with video clips, artwork, literature, demonstration, etc. please feel free to do so.

Contribution: Throughout the course we will assess your level of preparation for class and your contribution to the learning environment of the class. We'll assess such things as:

- Can you answer questions about the current readings, and integrate the material with previous classes?
- Do you ask relevant questions that help frame the discussion in interesting ways? Listen to your peers?
- Do you have notes on your reading assignments?
- Do you arrive *on time* with a positive attitude?
- Do you show a genuine intellectual curiosity and interest in the class as a whole?
- Although only one component of your contribution, assume each absence lowers your contribution grade by about 3%. If you're not in class, you can't contribute.

The seminar format requires you to actively participate and take responsibility for your own learning. The more you put into the class the more you and, by virtue of your participation, others will get out of it. The instructors are here to guide the class, not teach it. If you are concerned as to whether you are participating at a level needed to attain a good grade, seek feedback from the instructors prior to Fall Break so you can make adjustments.

Tests: You will take three tests covering the material discussed in class and the readings which will include definition, multiple choice, and short and long essay questions. The third test (the final) will be longer and worth more points.

Career Project: The professional growth project is intended to help you move forward on your chosen (or developing) career path. Using a variety of sources, including print, internet, and interviews with experts in the field, you will gather information relevant to specific career questions or goals you have and share the highlights via a 3-4 page written paper and a 5 minute class "briefing." (See Appendix A for more details).

Intervention Project: You will have the opportunity to integrate and apply what you have learned in psychology and other classes via a team project designed to address a hypothetical community or organizational need. Each team will develop its own project goal, methods, and evaluation procedures based on literature related to the particular problem or issue. The products of the project will consist of a paper and a class presentation. Specific requirements and suggestions for the project will be provided.

Grading System

<i>Points</i>	<i>Grade</i>	<i>Points</i>	<i>Grade</i>	<i>Points</i>	<i>Grade</i>
920-1000	A	800-819	B-	670-699	D+
900-919	A-	770-799	C+	620-669	D
870-899	B+	720-769	C	600-619	D-
820-869	B	700-719	C-	Below 600	F

Policies

Disability Accommodations: Winthrop University is dedicated to providing access to education. If you have a disability and need classroom accommodations, please contact the Office of Accessibility Services at 323-3290, as soon as possible. Once you have your Professor Notification Form, please tell us so that we are aware of your accommodations within the first week of class.

Extra Assistance: We want you to do well in the course and can provide extra help to make that happen. If you are working hard and don't get it – PLEASE COME SEE US! We will give you as much time and energy as you put into the class. We won't, however, provide extra help if you haven't first demonstrated a rock-solid effort.

Class Partner: We recommend you pick a class partner as a backup system in case an emergency arises and you miss class. If you ever miss class, your class partner should collect the hand-outs, assignments, and notes, and get this information to you. As a last resort, you can see us for materials during our office hours.

Responsibility for Missed Classes: If you must miss a class, you are responsible for contacting other students in the class to learn what was missed (assignments, readings, changes to test dates, handouts, etc.) before the next class meeting. For example, if work is assigned on a day you miss and it is due the next class period, you are still responsible for the assigned work. If you cannot get the needed information from other students, contact one of us.

Test Make-ups: Given a legitimate, substantial reason for missing an exam, a student may make up a test. To justify your reason, you must contact one of us as soon as humanly possible and provide written documentation (e.g., a doctor's letter, an obituary notice, etc.)

Late Assignments: Responses to written reading assignments will be accepted *only at the beginning of the class in which they are due*. Other late assignments will be assessed a 3% penalty per week day.

Use of Winthrop Email Account: We will use your Winthrop Email account to send messages regarding the class. If you prefer to use another account, please set up your Winthrop account to forward messages to the account you do check. This way you won't miss important announcements via the class list-serve.

Academic Honesty: You must do your own work. Although you may ask for general help from other students, you cannot copy work. When in doubt, ask. Dishonesty can result in severe penalties, including a grade of F in the course. You are also obliged to report any suspicious activity. If you knowingly allow academic dishonesty to occur without telling us about the situation, this inaction itself can be considered academic dishonesty.

Student Code of Conduct: As noted in the Student Conduct Code: "Responsibility for good conduct rests with students as adult individuals." The policy on student academic misconduct is outlined in the "Student Conduct Code Academic Misconduct Policy" in the online *Student Handbook*.

Policy on Technology: Students may not use cell phones, pagers, PDAs, or similar communication devices during scheduled course meetings (including class time, laboratories, review sessions, individual instruction, or similar activities) in the College. Such devices must be silenced or turned off and should not be taken out during course meetings. Communication by electronic devices, including but not limited to instant messaging, text messaging, web surfing, and telephoning during class, is strictly prohibited unless expressly designated as part of the learning activities. Electronic audio or video recording of the classroom environment is prohibited unless permission is given by the instructor prior to recording.

Laptops (or any wireless computers or similar electronic devices) may be used for note-taking or specified course activities only. Students using these devices for note-taking must turn off the wireless function and close all applications/windows other than the appropriate document or application unless the instructor specifically permits otherwise. Students must avoid non course-related activities such as checking email or social networking sites, web-surfing, or playing games because these diminish their—and their classmates'—engagement with instructional activities.

(Excerpt from the College of Arts & Science “Appropriate Use of Handheld Wireless Technology.”)

Feedback for Instructors

We will periodically evaluate how the class is going, and sometimes ask for your specific feedback after a class using questions or activities derived from classroom assessment research. It is also important that you periodically reflect on your own class effort and performance. What you get out of the class will be largely determined by what you put in.

PSYC 498 Schedule

Date	Topic	Reading	Due
23-Aug	Introduction to course		
25-Aug	Introducing Psychology	Selection 1, James “The Scope of Psychology” (Lyon) & Selection 2, Watson “Psychology as the Behaviorist”(Prus)	
30-Aug	Psychobiology	Selection 8, Robert Plomin “Environment and Genes: Determinants of Behavior (Prus)	
1-Sept		Career Services Presentation	
6-Sept	Human Memory	Selection 28 Peterson and Peterson “Short Term Retention of Individual Verbal Items” (Lyon)	Career Project Interviews Scheduled
8-Sept	Sleep and Consciousness	Selection 12, Aserinsky and Kleitman “Regularly Occurring Periods of Eye Motility and Concomitant Phenomena During Sleep” (Prus)	
13-Sept	Sensation and Perception	Selection 10 Robert Fantz “Pattern Vision in Newborn Infants” (Lyon)	Intervention Project group selection and assignment
15-Sept	Abnormal Behavior	Selection 41 Seligman “Fall into Helplessness” (Prus)	
20-Sept	Learning	Selection 26, Skinner “Shaping and Maintaining Operant Behavior” (Lyon)	
22-Sept		Test #1	
27-Sept		Graduate School Presentation (Prus)	
29-Sept	Sleep & Consciousness	Selection 13, Hobson and McCarley “The Brain as a Dream State Generator” _____	
4-Oct	Sleep & Consciousness	Selection 11, Freud “The Dream as a Wish-Fulfillment” _____	
6-Oct	Career Projects		Career Project Presentations
11-Oct	Human Memory	Selection 20, Loftus “Leading questions and the Eyewitness Report” _____	
13-Oct	Motivation	Selection 24, Maslow “A Theory of Human Motivation” _____	
18-Oct	Motivation	Selection 26, Deci “Work: Who Does Not Like It and Why” _____	
20-Oct	Human Development	Selection 31, Ainsworth “Infant-Mother Attachment” _____	Intervention Project Group Work
25-Oct	Emotion	Selection 29, Sternberg “The Ingredients of Love” _____	Intervention Project Group Work
27-Oct		Test #2	
1-Nov	Personality	Selection 34, Rotter “External Control and Internal Control” _____	Intervention Project Group Work
3-Nov	Cognition	Selection 23, Hyde “Children’s Understanding of Sexist Language” _____	Intervention Project Group Work
8-Nov		No Class-Election Day	
10-Nov	Abnormal Behavior	Selection 39, Rosenhan “On Being Sane in Insane Places” _____	
15-Nov	Social Psychology	Selection 45, Milgram “Behavioral Study of Obedience?” _____	
17-Nov	Social Psychology	Selection 46, Darley & Latane “When Will People Help in Crisis?” _____	

22-Nov	Social Psychology	Selection 48, Bandura et al "Imitation of Film-Mediated Aggressive Models" _____	
24-Nov		No Class- Thanksgiving	
29-Nov		SENIOR EXAM	Intervention Projects Due Intervention Project Presentation
1-Dec			Intervention Project Presentation

Final Exam: Wednesday, December 7 at 11:30 a.m.

This schedule is subject to change.

Syllabus Appendix 1: Career Project

The professional growth project is intended to help you move forward on your chosen (or developing) career path. Using a variety of sources, including print, internet, and interviews with experts in the field, you will gather information relevant to specific career questions or goals you have and share the highlights with others in the class via a 5 minute “briefing.”

Focus on a particular question related to a potential career that interests you (e.g., going to graduate school in psychology; applying to medical or law school or to another type of professional program; attaining a job at the BA level in a human service, education, or business environment; applying psychology to community or family work.) Regardless of your question, *it must lead to specific knowledge and/or skills that you did not possess when you began PSYC 498* (no credit for prior work or volunteer experience).

An important part of developing a career is networking and getting comfortable interacting with professionals. We will therefore require two 10-20 minute interviews with subject matter experts in your area of interest. For example, if you are exploring the career of industrial/organizational psychologist you might interview both a masters and PhD level person working in different industries. Only interviews with non-Winthrop employees (and people previously unknown to you) can count. Be sure to take notes during your conversation as these will be required when submitting your report. (Your instructors can help you devise strategies for finding appropriate individuals).

Identify a specified goal. For example:

- Determine what industrial/organizational psychologists do and how one can best go about becoming an I/O psychologist.
- Determine the differences (roles, functions, and educational requirements) between psychologists and psychiatrists.
- Identify human service (or business, or educational) job options for psychology majors at the bachelor’s degree level and associated pay, benefits, and drawbacks.
- Find out how one goes about getting certified at the BA level as a behavior therapist for children with autism, or as an early childhood development specialist.
- Determine what qualifications are being sought by businesses for potential management trainees, and how one might best go about seeking such a position.
- Identify sources of possible support for minority students or single parents seeking to pursue graduate or professional school.
- Determine what community resources are available to support parents with disabled children and how parents can best access such services.
- Acquire knowledge of what employers are looking for in interviews and develop skills in being interviewed

You should complete the project in approximately 8-10 hours and produce a 3 page (double-spaced), typed report and a 5 minute class briefing. The written paper should include the following components and will be weighed as indicated.

- **Learning Goal:** stated clearly and appropriate to possible interest of a psychology major (10%)
- **Methods:** relevancy, clarity of description, scholarly quality of sources, limitations (10%)
- **Findings:** specificity, clarity, relevancy to stated goal, evidence of new insights; noted whether goal was reached and what further research might be needed (55%)
- **References:** all print, electronic, and interview sources cited in APA format (5%)
- **Interview data:** appendix with typed interview notes – include date, time, and location of interview, description of person’s position/expertise, and full contact information (20%)

A word of advice: Do not falsify any part of the project. Such cheating will result in a zero for the assignment and a possible F for the class. Also be sure to cite all that sources you use (printed, electronic, interviews)

Note: Though one does not typically cite interviews in APA style papers (because they are not retrievable), include a reference to your interviews as follows:

Barnacle, Billy (2007 September). Interview conducted on 9/12/2007. Director of Human Resources for Snafulafugus Enterprises, Inc., Atlanta, GA.

Syllabus Appendix 2: Intervention Project

PSYC 498 students will work in teams to create a plan for applying principles of psychology to address an important need arising from or related to human diversity and poverty. Instructors will provide “case studies” pertaining to organizations, schools, universities, agencies, or communities from which students may choose.

The plan should be one that can be implemented within some defined period (e.g., less than two years) and whose outcome can be measured objectively. The format for the plan will be somewhat like a grant proposal, but some grant components such as a complete budget or timelines will not be included. The goal of the project is to help students integrate and apply what they have learned through psychology, related social sciences, and general education coursework and experiences by developing a plan for addressing an important human need or problem. Additionally, students will develop skills in program planning and problem-solving.

The plan will be presented in both oral and written format. The oral portion will consist of a 20-minute seminar presentation focusing on the overall goal of the project and proposed methods by which that goal might be accomplished. The written version will consist of an 18-25 page double-spaced paper in APA format following the guidelines below.

The PSYC 498 instructor(s) are available as “consultants” to help each team plan the project. Effective consultants tend to work best when you give them sufficient “lead time” (translation: *make an appointment and don't wait until the last minute*) and provide specific questions or ideas (translation: *don't just ask what to do or how to do it; come in with ideas that you're seeking feedback on*). Additionally, some class time will be devoted to discussing progress on your plans. If your team has made no plans, you'll have nothing to discuss!

Required components for written version and *approximate* pages for each include:

Title Page (1 page)

- ❖ Project title
- ❖ Your names
- ❖ Brief description of specifically what each team member contributed to the project (how many meetings attended; research conducted; preparation for presentation; contributions to paper; etc)
- ❖ Course Designator and Title
- ❖ Instructors' Names
- ❖ Date

Abstract: (1 to 1 ½ page summary of the project drafted after the complete proposal is written)

- ❖ Title of project
- ❖ Purpose of project
- ❖ Summarize need for project
- ❖ Summarize goals/ objectives
- ❖ Summarize proposed methods for accomplishing goals
- ❖ Summarize evaluation (how you will know if you've succeeded)
- ❖ Summarize possible costs

Literature Review (8-10 pages)

Problem/Need

- ❖ Describe the need for this kind of project nationally and regionally
- ❖ Cite research studies to support the need
- ❖ Document the problem/need with: facts and statistics
- ❖ Discuss how the need is not currently addressed via other means

Description of Prior Attempts to Address the Problem or Need

- ❖ Summarize previous research focusing on attempts to address the particular problem or need.
- ❖ Describe “model” programs at other organizations, schools, universities, etc

Brief Overview of Project

- ❖ Give a *brief* preview of your plan to solve the problem (e.g., The proposed project is intended to address the need for _____ by providing _____ to _____. It will do so by _____....)
- ❖ Discuss how the proposed project will be unique in addressing the need that you’ve discussed

Goal/Objectives: (1-2 pages)

- ❖ State your overall goal (general statement of what you hope to accomplish). For example:
“The goal of this project is to reduce the drop out rate at _____ High School by _____”
- ❖ Outline 4-7 more specific objectives needed to reach the goal. For example:
 - ◆ Objective 1: “Reduce the number of students failing core academic subjects by providing free tutoring by members of the community”
 - ◆ Objective 2: “Increase school-home communication so that parents become more informed of their children’s academic progress.”
 - ◆ Objective 3: “Increase the number of teachers trained in academic interventions for at-risk students”
 - ◆ Etc. . . .
- ❖ Objectives should be:
 - ◆ Realistic (they can be realistically implemented and have a reasonable chance of success)
 - ◆ Cost effective (worth the investment)
 - ◆ Measurable (can be evaluated)

Methods: (4-7 pages)

- ❖ Describe the *methods* (or strategies) you plan to use to accomplish each of your objectives:
 - ◆ Objective 1.
Methods or strategies:
 - 1.1
 - 1.2
 - 1.3
 - ◆ Objective 2.
Methods or strategies:
 - 2.1
 - 2.2
 - 2.3
 - ◆ Etc. . . .
- ❖ When describing methods, think in terms of who, what, when, where, and how. You may refer to someone by position when doing so (e.g., “The principal will.. “ or “The director of human resources will.”)

- ❖ Similar to a research study, methods should be described in sufficient detail so that someone else (e.g., a director hired to implement the project) would be able to follow-through on the plan.

Evaluation (1 page)

- ❖ Assuming your plan was implemented, how would you know if it was successful or not? What types of data might you need?

Estimated Costs (1 page)

- ❖ Estimate how much the proposed project will likely cost to implement beyond the usual budget of the organization, agency or community. In doing so, consider the following two main types of costs.
- ❖ Personnel: Who will implement various aspects of the project? Is it likely that new people will have to be hired? If so, how many?
- ❖ Materials/Supplies: List any non-personnel items needed for the project. Examples:
 - ◆ Computers/software
 - ◆ Other equipment
 - ◆ Paper/consumables
 - ◆ Telephones

References (1 to 2 pages)

- ❖ At least 7-10 references, including at least 4-5 “primary source” articles (e.g., professional journal articles or ERIC documents describing projects that have been previously implemented. Focus on research or projects done in the past 5-10 years.

Case Studies for Intervention Project

Case Study 1

Due to redrawing of attendance areas, Northeastern High School, located in a medium-sized Southern city recently went from having a largely white, middle and upper student body to one that is much more economically and culturally diverse. Approximately one-third of the 1000 students now attending the high school qualify for free or reduced lunch, meaning that their families are living at or below the poverty line as defined by the federal government. About 30% of the students are African-American, 15% are Hispanic/Latino, 5% are Native American, and less than 1% is Asian. The rest are White/Non-Hispanic, as are most of the teachers. The number of incidents of fighting among students has increased with the change in the student body, as has the failure rate in core academic subjects. Administrators and parent leaders at Northeastern are concerned about the negative interactions among students of different ethnic and racial backgrounds. They want to improve interactions among students and increase student success.

Case Study 2

Delphi, a company that makes computer accessories in the United States employs 500 people, most of who are white males. It anticipates that about 30-40% of its work force will retire or leave employment over the next five years, and hopes to increase the number of women and minority employees over that time. However, it recognizes that present employees and managers will likely be resistant to such a change. It is also likely that a more diverse work force will mean that a higher percentage of employees will come from poverty backgrounds, and have greater educational, family, health, language, and other needs. The medium-sized city where the company is located has sizeable populations of Vietnamese, Hispanic/Latino, and African American people. Delphi has a Human Resources and Affirmative Action (HRAA) department, which has been designated to lead the effort to diversify the workforce while maintaining or increasing company morale and productivity.

Case Study 3

The Highlands, a low-income community in a suburban city of 60,000 is experiencing a high crime rate, especially among adolescents and especially during summer months. The most frequent criminal behavior includes vandalism, thefts, burglaries, and assaults. There has not been a problem with gangs in the past, but there is concern that some gangs from the nearby major metropolitan area are moving in. The residents of the community are about evenly divided between White/Non-Hispanic, Hispanic/Latino, and African American families. The high school dropout rate among adolescents is about 40%. The community has a neighborhood center with recreational facilities and staff provided by the city. The city's police department is not very diverse, but its chief is very committed to working with neighborhoods. Leaders of the Highland community and city officials want to decrease the crime rate by being more proactive in providing adolescents with more positive alternatives and opportunities.

Case Study 4

Catalina Area Head Start serves the preschool educational needs of low-income children aged 3 to 5 in a small community, with the ultimate aim of optimizing later academic success in school. It serves a high percentage of Native American, African-American, and Hispanic/Latino families. Communication with many of the families of these students is a challenge. Some students are from single parent families in which the parent works during school hours; some parents do not read; some do not speak English; some have no transportation. Few have attended parent meetings at the Head Start centers in the past. Recently, Head Start initiated a program to focus more on improving reading readiness skills among its students. Staff and administrators at Catalina Area Head Start know that family support is a key to the success of such an initiative, and have established a goal of increasing family involvement in their children's preschool experience.

Case Study 5

St. Mark's church, located in a rural South Carolina community is serving increasing numbers of migrant farm workers who have come from Mexico in order to get work, as well as other migrant workers and their families. Many of these families need greater assistance with accessing health and social services and communicating with teachers and other school officials. Language is also a barrier to communication. The church has historically served non-minority farmers and blue-collar workers who grew up in the immediate region. Some long-time church members recognize that the church and community have benefited from the contributions of newer members, but others are resentful of the influx of new people and are resistant to change. The pastor and lay leaders of St. Mark's want to find ways to best serve the needs of all church members in as supportive and harmonious a way possible.

Case Study 6

Mount Pleasant University, a four-year public university of about 4000 undergraduates serves a large population of women and minority students, many of who are first generation college students. About 70% of incoming students qualify for financial aid, including state scholarships that require students to maintain at least a 3.0 grade point average. Many students come from high schools in high poverty communities. Writing skills are a challenge for many students, and about 40% fail freshman mathematics. Almost one-half who enter with scholarships do not retain them after the first year. The University's graduation rate is 30% after four years and 46% after five years. The University has a counseling center that provides voluntary study skills training and other academic assistance programs (e.g., a faculty mentor program), but few students take advantage of such opportunities. The administration, faculty, and staff at Mount Pleasant are interested in increasing student academic success and graduation rates.

Case Study 7

Yorkshire is a county of a little over 220,000 located near a major metropolitan region in a Southern state. About 25 % of the county population is minority. African-Americans make up the largest percent of minorities, but people of Hispanic/Latino origins are the fastest growing minorities and there are sizable Asian and Native American groups as well. About three-quarters of the adult population are high school graduates, with about 20% having a bachelor's degree or higher and 12% being age 65 or older. About twelve percent (12%) of the population is living below the poverty level. A major political party in the county is concerned about the extremely low percentage of the adults in the county who participate in political party activities or leadership, in political forums in the community (e.g., Town Hall meetings held by political candidates), and in elections. It wants to increase the knowledge that citizens have of the political process and increase participation in political activities.

SOME TIPS FOR THE INTERVENTION PROJECT

- Make use of the instructors as consultants for the project. If you have questions, want to discuss an idea, or are unclear as to how to proceed, make an appointment to see one of the instructors. They are happy to discuss ideas and provide guidance.
- In planning the project, think of the particular organization, company, or institution as a *system* and consider how various parts of that system need to be addressed in order to bring about change. You may have different objectives for different parts of/people in the system.
- Consider how attribution theory, socially motivated cognition, and other subjects discussed in PSYC 498 might be factors in the case study, and how they might be addressed, if relevant, in the plan.
- Consider how material from various psychology and related courses may be applied to the problem.
- The change project need not be limited to the resources of the particular organization, company, or institution. Other community agencies or resources can be used.
- Typically, a good first step in planning a project is to conduct an assessment. You may find an instrument that you want to build into the project design, or may simply describe one that you will create and use. You may make assumptions about potential findings based on the case study and the literature.
- The plan should be “evidence-based.” In other words, the proposed components should be based on theory whenever possible, and on research showing that particular interventions will likely work.
- The project may be fashioned after a single “model program” that has worked in another time or setting, but should contain some unique applications. In other words, it is better to design a somewhat unique or creative plan that stems from a variety of sources and ideas than to simply duplicate one.