

**PSYCHOSOCIAL DEVELOPMENTAL INTERVENTIONS
IN FIELD SETTINGS: LECTURE AND LAB
DEP 4720-Section U01
DEP 4720L-Sections U01 & U02**

FALL 2006

College of Arts & Sciences – Department of Psychology

IMPORTANT CONTACT INFORMATION

The Youth Development Project (YDP): The Changing Lives Program (CLP)

Instructor	Phone (YDP Lab)	E-mail	Course Web Site
Dr. William Kurtines	305-348-3941	ydpfiu@fiu.edu	http://w3.fiu.edu/ypd
Teaching Assistant	Phone (YDP Lab)	E-mail	Course Web Site
Kyle Eichas	305-348-3941	ydpfiu@fiu.edu	http://w3.fiu.edu/ypd

Secure Website Info.	Office (YDP Lab)	Office Hours	*Course Days & Times	Location
<u>Username:</u> <u>Password:</u>	DM 269 Youth Development Project (YDP)	By appointment	<u>Wednesdays: (For the first two weeks)</u> <u>Lab Lecture:</u> 11:00 – 12:15pm <u>Morning Lab:</u> 8:00 – 10:45am <u>Afternoon Lab:</u> 12:30 – 3:15pm	Assigned School Site

** This class will meet at FIU for the first two weeks. During the third week and thereafter we will meet in MDCP schools and at the lab.*

PREREQUISITES:

Successfully completed:

- STA 3123 (3 hrs.) Introduction Statistics II
- PSY 3213 (3 hrs.) Research Methods in Psychology

REQUIRED TEXTS:

You must download, print, place in your notebook, and bring to the second week of Trainings:

- Youth Development Project Handbook: from the Youth Development Project Website (w3.fiu.edu/ypd).
- The Changing Lives Program Implementation Manual: from the Youth Development Project Website (w3.fiu.edu/ypd).
- The Measurement and Evaluation Manual: from the Youth Development Project Website (w3.fiu.edu/ypd).

RECOMMENDED TEXTS:

Additional recommended material (Positive Youth Development research literature) will also be available on the YDP Website and updated throughout each semester.

REQUIRED COURSE MATERIALS:

❖ Recorders:

- You are required to purchase a handheld, battery operated micro cassette tape recorder for use in taping interviews, sessions, etc.
- They are available at the University Bookstore, Radio Shack, and all discount electronic stores (Best Buy, Brandsmart, etc.).
- Prices for the basic model (which is all you need for this course) generally begin at about \$29 or \$39.

❖ YDP Note Book:

- Each student is required to have a 1 inch wide (minimum), three ring notebook binder labeled **YDP Note Book**.
- This notebook will be used to hold all your handbook and all the manuals, location maps, updates, etc. you will accumulate during your participation as a member of YDP.
- Bring this notebook with you to all classes, meetings, and **especially** to the placement sites where you are assigned to work.

COURSE DESCRIPTION:

This course is an advanced senior laboratory in the implementation and maintenance of a psychosocial developmental school based intervention. Consideration will be given to:

1. promoting positive youth development in troubled youth and
2. acquiring a familiarity with the research techniques and methodology associated in this research area.

Specifically,

The Youth Development Project (YDP) is composed of two main programs that you will help implement and maintain. They are the:

- **Changing Lives Program** (CLP, intervention), which is a school-based counseling program that aims to empower multi-problem adolescents so they can be in control of their lives and take responsibility for changing their life courses in positive directions.
- **Longitudinal Life Course Change Project** (LCP, control condition), which is an ongoing longitudinal study of quantitative and qualitative changes in the life course or life pathways of troubled adolescents in alternative school programs who *do not* receive psychosocial intervention.

COURSE OBJECTIVES:

1. The main objective of this senior lab is to implement and maintain a psychosocial developmental school based intervention, which is designed to help troubled youth.
2. At the end of the course, students should be familiar with the research techniques and methodology associated with the implementation and maintenance of psychosocial developmental interventions in field settings.

COURSE REQUIREMENTS:

❖ Forms/Applications

You must submit the following to receive credit for this course:

- 'Online Application' for the Youth Development Project Training Program: You must complete the Online Application prior to registering for the Psychosocial Intervention Senior Lab.
- Course Contract: You must sign and turn into the course Teaching Assistant the course contract, which will be filed in the YDP records.
- Research and Intervention Participation Guidelines: You must sign and turn into the course Teaching Assistant these guidelines, which will be filed in the YDP records.
- School Volunteer Program Registration Form: You must complete and turn in the Miami-Dade County Public School System Volunteer Form, which includes a background check.
- 'Human Subject Certificate': You must complete the National Institute of Health computer-based Training Model on research ethics to be eligible to participate in this senior lab. If you do not complete this requirement for certification, you cannot participate in this senior lab. One copy of the certification received upon completion of the online course which has your name on it must be filed to the Teaching Assistant. The NIH course is available at: <http://www.dsrt.fiu.edu>

❖ Assessments/Interviews – 50 %

Assessment collection is one of the most important tasks. *All assessments must be completed in their entirety in order to receive any credit for the assessments.* No partial credit will be given for incomplete assessments.

- You are responsible for getting to your placement sites at times when you can assess the students that have been assigned to you.
- The student is responsible and will be held accountable for keeping an activity/work log, documenting all duties completed. This log will be turned in weekly to the Teaching Assistant.
- Each week an assessment is not completed after the deadline, a whole letter grade will be dropped.
- The students are responsible for contacting their facilitators and letting them know the status of their assessments.
- Site Coordinators may require weekly meetings regarding assessment, along with the activity/work log check ups.

❖ YDP Lab Activities/Attendance – 30%

• YDP Team Duties:

Students will be assigned to particular Teams within the YDP lab ranging from:

- Data Management
- Coordination Management
- Webpage Management
- Among others...

Students will be held accountable for the duties assigned to each of the YDP teams.

- Attendance is mandatory and will be monitored continuously, most importantly:
 - attendance to Trainings/Lecture groups
 - attendance to Counseling/Intervention groups
 - weekly meetings with facilitator/supervisor

Any student caught falsifying his/her hour log will not receive a passing grade in this course.

❖ **Research Paper – 20%**

- The deadline of the paper will be due on November 22nd and no later than that, if the research paper is not turned in, this will affect the final grade.
 - The document will be prepared in accordance with the most current version of the APA Style Manual and will range from 5 - 10 pgs.
 - See *Appendix D* for the research paper guidelines
- The prototypical paper will have three sections:
- literature review/background,
 - a case comparison of ~2-3 assessed participants, and
 - a progress/outcome report

*Students will be expected to attach relevant appendices to present necessary supporting materials (e.g., assessment instruments)

SCHOOL PLACEMENT SITE:

Students will be assigned a school placement site:

- The field setting you will be assigned to will be at a local community based alternative public high school throughout Miami.
- Students are responsible for arranging transportation to and from the placement sites.
- Please see *Appendix C* for school placement site addresses.

PERFORMANCE EVALUATION FORM: ***

❖ **Facilitator/Supervisor**

***You must receive a satisfactory performance evaluation from the facilitator/supervisor you are assigned to in order to receive a passing grade.

- The facilitator/supervisor will be evaluating your performance in the following areas: punctuality, meeting deadlines, professionalism, taking initiative, cooperation, and contribution to the overall success of the lab and the lab projects to which you are assigned.
- This performance evaluation will take place at the end of the grading period.
- You and the facilitator/supervisor must sign this evaluation.
- The facilitator/supervisor must turn this evaluation to the Senior Lab TA by the end of the grading period to be filed in the student's record.
- See sample of the Supervisor Evaluation Rating Form in the YDP Handbook.

ACADEMIC DISHONESTY:

Any student caught plagiarizing in the research paper will receive a grade of “F” for the course. Please refer to the university’s Code of Academic Integrity found in your student handbook for the disciplinary sanctions and procedures.

SPECIAL NEEDS:

Any student with a disability or other special need that may require special accommodations for this course should make this known to the instructor during the first week of class.

COURSE GRADE:

The final grade for this course will be based on the average of all the course requirements as outlined above. The letter grade will be given using the following ranges:

A = 94% to 100%
A- = 90% to 93%
B+ = 87% to 89%
B = 84% to 86%
B- = 80% to 83%
C+ = 77% to 79%

C = 74% to 76%
C- = 70% to 73%
D+ = 67% to 69%
D = 64% to 66%
D- = 60% to 63%
F = 0% to 59%

*** UNIVERSITY DROP DATES *****FALL 2006: AUGUST 28th – DECEMBER 7th****SEPTEMBER 5th**

Last day to complete late registration.

Drop/Add Period ends.

Last day to drop courses or withdraw from the University without incurring a financial liability.

NOVEMBER 3rd

Last day to drop a course with a DR grade.

Last day to withdraw from the University with a WI grade.

COURSE OUTLINE

WEEK OF	Time	Location	Event
08/28/06	Wednesday, 8/30 1) 8:00am-10:45am 2) 11:00am-12:15pm 3) 12:30pm-3:15pm	DM 140	1) Morning Lab (ML) Orientation 2) Lab Lecture 3) Afternoon Lab (AL) Orientation
09/04/06	Wednesday, 9/6 1) 8:00am-10:45am 2) 11:00am-12:15pm 3) 12:30pm-3:15pm	DM 140	1) Morning Lab Orientation 2) School Site Orientation 3) Afternoon Lab Orientation
09/11/06	TBA	Your School Site	<ul style="list-style-type: none"> School Site Orientation <u>Start Fall 06 Assessments (Group, Control)</u>
09/18/06	TBA	Your School Site	<ul style="list-style-type: none"> <u>Continue Fall 06 Assessments (Group, Control, Waitlist)</u>
09/25/06	TBA	1. Your School Site	<ol style="list-style-type: none"> <u>Finish all Fall 06 Assessments (Make copies for Research Paper)</u> Start Counseling Groups if assessments are done.
10/02/06	TBA	DM 269-Lab	<ul style="list-style-type: none"> Orientation for YDP Lab Teams * Turn Assessments Folders in at the YDP Lab including the completed transcription, tape, and disk. <u>Due date: 10/05/06</u>
10/09/06	TBA	DM 269-Lab	<ul style="list-style-type: none"> Start working in your assigned teams
10/16/06	TBA	DM 269-Lab	<ul style="list-style-type: none"> Continue working in your assigned teams
10/23/06	TBA	DM 269-Lab	<ul style="list-style-type: none"> Continue working in your assigned teams
10/30/06	TBA	DM 269-Lab	<ul style="list-style-type: none"> Continue working in your assigned teams

Week of	Time	Location	Event
11/06/06	TBA	DM 269-Lab	<ul style="list-style-type: none"> Continue working in your assigned teams
11/13/06	TBA	DM 269-Lab	<ul style="list-style-type: none"> Continue working in your assigned teams
11/20/06	TBA	DM 269-Lab	<ul style="list-style-type: none"> Continue working in your assigned teams *<i>Research Papers Due Nov. 22*</i> Thanksgiving Holiday (<u>University Closed Nov. 23 & 24</u>)
11/27/06	TBA	DM 269-Lab	<ul style="list-style-type: none"> Continue working in your assigned teams <u>Start Winter 07 Assessments (Group & Some Control Students)</u>
12/04/06	TBA	DM 269-Lab	<ul style="list-style-type: none"> Continue working in your assigned teams <u>Continue Winter 07 Assessments (Group & Some Control Students)</u>
12/11/06	TBA Last Week-Finals	DM 269-Lab	<ul style="list-style-type: none"> <u>Finish Winter 07 Assessments (Group & Some Control Students)</u> * Turn Assessments Folders in at the YDP Lab including the completed transcription, tape, and disk. <u>Due date: 12/13/05</u>

* Last day to turn in assessments' folders. A letter grade will be dropped everyday after this due date.

Disclaimer: This is a tentative course outline/schedule that is subject to change.

APPENDIX C

School Placement Sites

Academy for Community Education (ACE)

Site Coordinator: Rebecca Wang

Facilitators: Rebecca Wang, Bernice Bird, Robert Rinaldi, Dr. Kurtines

39 Zamora Avenue

Coral Gables, 33134

Corporate Academy North (CAN)

Site Coordinator: Rachel Ritchie

Facilitators: Rachel Ritchie, Deborah Williams

3001 NW 2nd Avenue

Miami, FL 33127

Corporate Academy South (CAS)

Site Coordinator: Kyle Eichas

Facilitators: Kyle Eichas, Arlene Garcia

2351 SE 12 Avenue

Homestead, FL 33035

School for Applied Technology (SAT)

Site Coordinator: Aida Varela

Facilitators: Noah Lang, Aida Varela

225 NE 34 Street

Miami, FL 33137

APPENDIX D

Senior Lab Written Project Requirements

Collecting the Data for your Case Comparisons

To collect the data for the written project, Senior lab students will use two cases from the assessments that they completed (YDP BIF, Core I, II, and III) during their grading period. The assessments are conducted during YDP's three Evaluations—Fall, Winter, and Spring.

- **Fall Evaluation** usually takes place in September, October
 - **Winter Evaluation** in December, January, and
 - **Spring Evaluation** in May
- You are responsible for getting to your placement sites at times when you can assess the students that have been assigned to you.
 - You are expected to copy the Background Information Sheet and Core II before you turn your assessment packet to the lab.
 - No identifiable information should be on your copy of the assessments.
 - You must white out or black out the students' names, identification numbers, etc.
 - You will be using only the students' initials in your paper, for reasons of confidentiality.
 - These copies must be turned in with your paper as part of the appendices.

Writing the Paper

The general structure of the written project will involve the preparation of a case comparison. The core text of the paper should range from 5 to 10 pages. The document will be prepared in accordance with the most current version of the APA Style Manual. In addition, students will be expected to attach relevant appendices to the core text to present necessary supporting materials (e.g., assessment instruments) or tables.

Each paper will include a Methods section (see Appendix A for sample method section and guidelines for data management and reporting).

Basic Organization of the Paper

The prototypical paper will provide a presentation of progress to date on the assessed cases within the framework of psychosocial developmental life course theory as it is conceptualized for implementation within CLP and LCP. The paper will have three sections:

1. a literature review/background section,
2. a case comparison; and,
3. a prognosis report

Senior Lab students will prepare a Case Comparison (2-3 cases) report depending upon the number of assessments that they complete.

The **Literature Review/Background** should include the following:

- Present an overview of “psychosocial developmental life course” approach that provides the framework for the as used in YDP (see, for example, Kurtines, Montgomery, Lewis-Arango, Kortsch, 2004)
- Synthesize and integrate any additional theoretical and conceptual literatures you consider relevant (additional representative articles are available in the secure area of the YDP website)
- Discuss any other relevant and representative treatments or intervention/prevention and/or positive development programs that provide a framework for conceptualizing life course change in multi-problem youth.

The **Case Comparison** should include the following:

- A description of each of the high school student’s background derived from the participant’s Background Information Form (BIF).
- The Background Information description will be followed by a qualitative analysis of the open-ended free response interview data from Core II.
- The qualitative analysis will focus on the identification of qualitative differences (if any) between each of the participants. More specifically, the focus of the qualitative analysis will be on:
 - Participants’ qualitative responses to PSQ-QE meaning and significance questions about their future possible selves:
 - **Meaning Question:** **What** it would mean to you to be that way in the future?
 - **Significance Questions.** *Why is this significant or important to you? How significant or important is this to you?*
 - Participants’ qualitative responses to PEAQ’s meaning and significance question about their life goals:
 - **Meaning Question:** *What does this life goal mean to you?*
 - **Significance Questions.** **Why** is this significant or important to you? **How** significant or important is this to you?
 - Participants’ qualitative responses to TGAS’s meaning and significance question about their life change goals:
 - **Meaning Question:** *What would this change mean to you?*
 - **Significance Questions:** *Why would this change be significant or important to you? How significant or important would such a change be?*

The Case Comparison should focus on the main issues and obstacles the student faces and possible means of overcoming these life challenges (future possible selves, life goals, life change goals) and should include recommendations for possible directions for positive development.

The **Prognosis Report** should include the following:

- An integration of the student’s history with the theory of the Youth Development Project.
- Description of the possible effects of the CLP intervention on the students positive development.
- Conclude with suggestion for how to facilitate the student’s move to a more positive life course direction.

Sample Method Section for Case Comparison and Guidelines for Data Management and Reporting

SAMPLE METHOD SECTION

Method

Participants

X (fill in number) middle adolescent high school students from Miami-Dade County Public Schools participated in this research study. The sample for this case conceptualization (or comparison, as appropriate) was drawn from the Academy for Community Education (ACE) (insert appropriate school). Participants in this study consisted of urban youth who were identified by Dade County Public Schools as “at risk” for a multitude of problem behaviors and adverse outcomes. The intervention condition sample contains x males and x females. The participants’ ages ranged from x to x years old. The sample was multiethnic, including x Black/African Americans, x Hispanic Americans, x Non-Hispanic White Americans and x others.

Participant Recruitment and Selection

Participants were recruited through self or counselor referrals (not randomly assigned) and participated in (either CLP or LCP), an ongoing intervention or longitudinal study.

Procedure

Each participant was individually administered the study measures by a project trainee. The measures were administered at the beginning and the end of each semester.

Measures

Measurement Selection Goals

The YDP core battery includes quantitative measures that used in the quantitative evaluation of the effects of the intervention in terms of both producing and maintaining intervention gains in the primary developmental domains of interest (i.e., skills/knowledge, attitudes/orientation, and self understanding and insight). The core battery also contains qualitative measure to address the need for evaluating the impact of our program on the life course or developmental trajectory of the participants that is often not captured well by traditional self-report questionnaires and structured interviews. The use of these measures highlights the importance of the need to use of both “open-ended” less structured qualitative markers of change as well as “closed ended” and more structured quantitative indices. This appears to be particularly so with respect to assessing the impact of the intervention in promoting long term positive change in developmental trajectory that is often not captured well by traditional self-report questionnaires and structured interviews, as they tend to focus on incremental changes in specific domains. Because one of our goals in working with marginalized youth is to foster in them a greater critical understanding of themselves and the world they live in, this an important contribution. In an efforts to realize the emancipatory potential of YDP’s transformative and co-constructivist approach, however, it is also important to document the intervention’s potential for promoting positive change that is qualitative and long term, i.e., to foster qualitative change in participants’ developmental

trajectory. YDP's strategy, consequently, has been to complement the use of quantitative methods with qualitative methods in order to increase the likelihood that we will be successful in capturing and reporting accurately the experiences of the participants, particularly those involving qualitative and long-term developmental change.

The YDP core battery thus includes four measures that elicit open ended response data that can be coded using qualitative methods: [the Life Course Interview (Clausen, 1998) and Possible Selves Questionnaire (PSQ; Oyserman, 1987), the Personally Expressive Activities Questionnaire (PEAQ: Waterman, 1995), and the Transformative Goal Attainment Scale (TGA; Swenson, 2003) as adapted for use in our research program].

Measure Description

The Possible Selves Questionnaire – Qualitative Extension (PSQ-QE), a qualitative extension of the Possible Selves Questionnaire (PSQ; Oyserman, 1987) that we have refined for use as a group (or individually) administered open-ended “brief” response qualitative performance measure of self development intended for use in conducting qualitative analysis (with large samples) focusing on the meaning and significance of participants’ possible future selves.

The PSQ-QE builds on the Possible Selves Questionnaire (PSQ; Oyserman, 1987). The PSQ is a self-report questionnaire used to assess variation in possible selves, including participants’ goals and motivations as well as fears and anxieties (Markus & Nurius, 1986). Possible selves are the selves that individuals could become, or want to avoid becoming, and represent one aspect of the ability to conceptualize the self in the future. The PSQ asks participants to identify up to four expected selves and four to-be-avoided selves.

The Possible Selves Questionnaire – Qualitative Extension (PSQ-QE) is an extension of the PSQ, adapted and refined to provide a method for eliciting the subjective meaning and significance of participants’ possible future selves. The PSQ-QE is used to document qualitative change in the subjective meaning and significance of participants’ most important possible selves as a marker of developmental change. For the PSQ-QE, participants are asked to identify up to four expected selves and four to-be-avoided selves; Part II of the PSQ-QE, however, also asks participants to identify their most important possible self and to provide an open ended description of its meaning and significance. In the interview format, as administered as part of the Changing Lives Program, the meaning and significance questions are followed by up to three neutral probes that request secondary elaboration on the meaning and significance. The PSQ-QE thus provides a method for eliciting participants’ open-ended descriptions of the subjective meaning and significance of their most important future possible selves.

The unstructured responses to the PSQ-QE are classified into qualitatively difference conceptual categories using the Integrated Qualitative/Quantitative Data Analytic Strategy (IQ-DAS) adaptation (Kurtines, Lewis Arango, Kortsch, 2003/in press) of Strauss and Corbin (1998) grounded theory approach to open coding techniques and the use of the method of constant comparison. The IQ-DAS adaptation of Strauss and Corbin’s (1998) method of constant comparison for open coding is designed to identify the smallest set of qualitatively different categories in a particular data set

The Personally Expressive Activities Questionnaire (PEAQ: Waterman, 1995) is used to assess positive changes in both the personal and prosocial content of participants' life goals and change

in the degree to which they experience the pursuit of these goals as personally satisfying and expressive of their unique potentials. The PEAQ asks participants to identify three short-range life goals (strivings) that are important to them, and then to rate each striving on fourteen 7-point Likert items. Six items rate the strivings for personal expressiveness, six for enjoyment, and two for flow (Csizkszentmihalyi, 1990).

The PEAQ yields quantitative results that focus on participants' current life goals. More specifically, the yields three quantitative scores with respect to current life goals: personal expressiveness (PE), hedonic enjoyment (HE), and flow (FLOW), the average of the ratings across all activities. Alphas for (PE) and (HE) have been reported as .77, .90, respectively. The (FLOW) scale contains only two items per striving.

The PEAQ also asks participants to identify their most important life goal and to provide an open ended description of its meaning and significance. In the interview format, as administered as part of the Changing Lives Program, the meaning and significance questions are followed by up to three neutral probes that request secondary elaboration on the meaning and significance. The PEAQ thus provides a method for eliciting participants' open-ended descriptions of the subjective meaning and significance of their most important life goal.

The unstructured responses to the PEAQ are classified into qualitatively difference conceptual categories using the Integrated Qualitative/Quantitative Data Analytic Strategy (IQ-DAS) adaptation (Kurtines, Lewis Arango, Kortsch, 2003/in press) of Strauss and Corbin (1998) grounded theory approach to open coding techniques and the use of the method of constant comparison. The IQ-DAS adaptation of Strauss and Corbin's (1998) method of constant comparison for open coding is designed to identify the smallest set of qualitatively different categories in a particular data set.

The Transformative Goal Attainment Scale (TGA; Swenson, 2003) The TGAS assess both a quantitative and qualitative index of goal attainment. Specifically, it was designed to assess qualitatively the *type* of transformative goals intervention participants strive for as well as assess quantitatively the *degree* to which they report successful attainment of these goals (utilized as an index of mastery experience). The TGAS is comprised of two-part: the TGT and the TGA.

Part I: Transformative Goal Type (TGT): Participants are asked to describe three important life change goals and then to identify their most important change goal ("If you could change anything at all that you wanted to change about yourself or your life, what is the most important thing you would like to change?"). This question is following by a set of three standardized "meaning and significance" questions ("What would this change mean to you?" "Why would this change be significant or important to you?" "How significant or important would it be?"). In addition they are asked, "Is this something you might be able to work on within a counseling setting?" (Yes, No).

Part II: Transformative Goal Attainment (TGA): Part II asks participants who have participated in the CLP intervention condition if they have succeeded in making the changes they wanted to make over the course of the past semester (Yes, No) and, if No, how much progress they have made toward achieving their change goals, rated on a Likert scale of 1 (No Progress) to 5 (Very much). Participants in the control condition are asked if they have worked on their life change goals over the course of the past semester and if yes, are asked what have they did to try to achieve their change goals. They are also asked if they

succeeded and if not, to rate how much progress they have made on the same 5-point Likert scale.

Part I (TGT) is scored to identify the number and type of qualitatively different transformative goals that participants report, while part II (TGA) yields a quantitative index of the degree to which participants report having attained their change goals. Because the focus of this study was on mediators of developmental change, participants' ratings of progress toward goal attainment (TGA) was used as the index of transformative goal attainment