

## History and Theory in Ecological-Community Psychology (Psy 871) Fall 2017

**Instructor:** Jennifer Watling Neal, Ph.D.  
**Office:** 127A Psychology Building  
**Contact:** jneal@msu.edu  
**Office Hours:** By appointment

**Class:** Thursdays 12:40-3:30pm  
**Location:** Rm. 134C Psychology Building  
**Readings:** D2L

### Course Description:

This course will explore the history, values, and theoretical models that shape the field of community psychology. We will spend the first several weeks examining the historical forces that led to the development of community psychology and the ongoing refinement of the field's guiding values. Next, we will critically analyze several theoretical models that have informed research in community psychology including ecological theories, prevention, dissemination and implementation, empowerment, and social networks. Finally, we will end with a discussion of the future of community psychology that addresses recent challenges and promises for the field. Although community psychology is international in scope, it is important to note that this course primarily focuses on the theoretical developments in U.S. community psychology from its inception at the 1965 Swampscott conference to the present. In addition, the course also includes a skills building component on writing literature reviews (*these topics are listed in italics on the class schedule*).

### Course Goals and Expectations:

The course has three main goals:

1. To familiarize students with the guiding values and theories in the field of community psychology
2. To encourage the critical analysis and application of community psychology theories
3. To strengthen skills in writing literature reviews

The course will adopt a seminar format where we will discuss, debate, explore, and challenge the readings each week. Therefore, it is essential that all students actively participate in the course. I expect each of you to complete the assigned readings prior to class and come prepared to talk about them.

### Assignments:

- (1) Critical Analysis Essays (33.3% of grade, 2 papers with 1 optional replacement paper)

Over the course of the semester, students will write **two** critical analysis essays. If you score poorly on one of your critical analysis essays, there is an option to write a **third, original** critical analysis essay. Your score on this third optional replacement paper will replace your lowest scoring grade on the first two critical analysis essays. Here are some general guidelines:

- Completed critical analysis essays should be typed in 12-point font, should be double-spaced, should include one inch margins and should be written in APA-format. Each assignment should total between **5-7** pages in length.
- You will be graded on your ability to demonstrate (1) mastery of the course material that is relevant to the particular assignment (2) your ability to develop an essay that provides a cohesive argument that goes beyond simple summary and integrates the weekly readings and

(3) clarity of writing (including organization, grammar, and spelling). A rubric for each critical analysis essay is provided at the end of the syllabus, and provides more detail about the grading for each assignment.

- **Each critical analysis essay is due no later than the beginning of class on the scheduled due date. You can turn your essay in earlier if you choose. Please email me a copy of your essay at [jneal@msu.edu](mailto:jneal@msu.edu)**
- Each critical analysis essay will be worth a total of **25 points**.

Here are specific guidelines for each of the three critical analysis essays

**Critical Analysis Essay #1 Blaming the Victim (25 points)**

For this assignment, you will apply concepts from Ryan’s (1976) *Blaming the Victim* to a social issue that you are interested in understanding (e.g., homelessness, educational inequality, sexual assault, police brutality, etc). In your essay, please make sure to address the following:

- (1) What is the social issue that you are interested in understanding? Why is it important?
- (2) How might Ryan’s four-step process that leads to victim blaming be applied to your social issue? Here, make sure to walk readers through each of the four steps in Ryan’s process.
- (3) Describe at least one exceptionalist and one universalist solution to your social issue. In describing these solutions make sure to include definitions of the terms exceptionalist and universalist and to compare and contrast the two types of solutions.
- (4) Discuss the implications of Ryan’s (1976) *Blaming the Victim* for future research and intervention designed to address your social issue.

**DUE: Anytime before class on 10/5/17**

**Critical Analysis Essay #2 Ecological Theories/Frameworks (25 points)**

For this assignment, you will choose one of four ecological theories/frameworks that we explored in class (i.e., ecological systems, ecological metaphor, behavior settings, or person-environment fit) and apply it to a social issue that you are interested in understanding (e.g., homelessness, educational inequality, sexual assault, police brutality, etc). In your essay, please make sure to address the following:

- (1) What is the social issue that you are interested in understanding? Why is it important?
- (2) Provide a brief overview of the ecological theory that you are planning to apply to your social issue. What are the main components or principles of the theory?
- (3) How can the components or principles of the ecological theory/framework be applied to understand your social issue? For example, if you selected ecological systems, what are the features of the microsystem, mesosystem, exosystem, macrosystem and chronosystem that you

might need to attend to in order to understand your social issue? If you selected behavior setting theory, what behavior settings (broken into components of both behavior/milieu) might you need to attend to in order to understand your social issue?

- (4) Discuss the implications of the ecological theory for future research and intervention designed to address your social issue.

**DUE: Anytime before class on 11/2/17**

**OPTIONAL: Critical Analysis Essay #3 Prevention and Empowerment (Replace 25 points)**

For this **OPTIONAL** assignment, you will compare and contrast a prevention approach to an empowerment approach designed to address a social issue that you are interested in understanding (e.g., homelessness, educational inequality, sexual assault, gun violence, etc). In your essay, please make sure to address the following:

- (1) What is the social issue that you are interested in understanding? Why is it important?
- (2) Provide a brief overview of prevention and empowerment approaches to solving social problems. In your overview, make sure to compare and contrast the two approaches.
- (3) Give an example of a prevention approach to solving your particular social problem. Give an example of an empowerment approach to solving your particular social problem. What would each of these approaches look like? How are they different?
- (4) Discuss the implications of prevention and empowerment approaches for future research and intervention designed to address your social issue.

**DUE: Anytime before class on 11/30/17**

- (2) Literature Review Assignment (46.7% of grade)

Students will write a literature review on a topic of their choosing that is relevant to the field of community psychology. Literature reviews can be empirical, theoretical, or blended in nature, and should follow standard APA format. The final paper should range in length from **18-22** pages of double spaced text, excluding references (Note: Please use 12-point font and 1 inch margins). Although it is not necessary, it may be helpful to use this assignment to help you jump-start your thoughts about your master's thesis research.

Because this is a large assignment that is worth **70 points**, you will be expected to work on it throughout the semester. To facilitate this, the assignment will consist of **3 Literature Review Check-in Assignments in addition to the final version of your paper. Please email me a copy of each assignment at [jneal@msu.edu](mailto:jneal@msu.edu).** Expectations for each of these assignments and the final paper are detailed below:

Check-in #1  
(5 points) **DUE: 9/28/17**

**Abstract:** Submit a short abstract (approximately 150 words) that details the proposed topic and structure of your literature review.

Check-in #2  
(15 points)

**DUE: 10/19/17**

**Literature Review Status Report and Paper Outline:** This assignment will include two parts:

- First, you will submit a brief (1 page) status report on your literature search. The report should provide information on the databases you are using; key words used in searches; number of articles found so far; your assessment of the degree to which the articles “fit” with your proposed paper; techniques you’re using to keep track of what you’re reading and learning; and any problems encountered.
- Second, you will submit a detailed outline of your paper that provides a planned structure for your introduction, review of the evidence, critique of the literature, and conclusions. Your outline should detail plans for incorporating and synthesizing the literature that you have located for your review. Use the Literature Review Grading Rubric at the end of the syllabus as a guide for what should be included in your outline.

Check-in #3  
(20 points)

**DUE: 11/16/17**

**Rough Draft:** Submit a rough draft of your paper. The draft should go well beyond the outline you submitted in Check-in #2, and should include structured writing in each of the major sections of your paper. You should provide as complete a draft as possible. This will allow me to get a sense for the structure and direction of your paper so that I can provide feedback for your final draft.

Final Paper  
(30 points)

**DUE: 12/7/17**

**Final Draft:** This is the final, polished version of your paper.

(3) Weekly Discussion Questions & Participation (20% of grade)

To facilitate our exploration of the weekly readings, students will email me with at least one potential discussion question by **5pm on the Wednesday before each class** (Weeks 2-15; excluding Thanksgiving Week 13). This will provide you with a chance to critically reflect on the week’s readings, and will give me the opportunity to integrate your questions into our discussions. Each weekly discussion question(s) will be worth **2 points**.

For Week 9 (**10/26/17**): Students will receive an additional **4 points** for a group assignment in which they will lead a discussion on a preventive intervention. **NOTE: You will still be responsible for turning in discussion questions this week.**

Your final grade will be based on a percentage of the total points earned:

90% of 150 points	135 points and above	4.0
85% of 150 points	128 points to 134 points	3.5
80% of 150 points	120 points to 127 points	3.0

75% of 150 points	113 points to 126 points	2.5
70% of 150 points	105 points to 112 points	2.0
65% of 150 points	98 points to 104 points	1.5
60% of 150 points	90 points to 97 points	1.0
Less than 60% of 150 points	less than 90 points	0.0

### Course Policies:

**Problems Completing Work:** Please let me know as soon as possible if you experience any problems completing the course work due to illness, disability, or personal circumstances. By letting me know early, we can work out a plan and make sure that you do not fall behind. If you wait until the end of the semester to talk with me, there is very little I can do to help.

**Academic Integrity:** Article 2.III.B.2 of the [Student Rights and Responsibilities \(SRR\)](#) states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the Psychology Department adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See [Spartan Life: Student Handbook and Resource Guide](#) and/or the MSU Web site: [www.msu.edu](http://www.msu.edu)). Therefore, unless authorized by me, you are expected to complete all course assignments without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the [www.allmsu.com](http://www.allmsu.com) website to complete any course work in this course. Students who violate MSU academic integrity rules may receive a penalty grade, including a failing grade on the assignment or in the course. Contact me if you are unsure about the appropriateness of your course work

**Attendance and Make-Up Work:** I expect you to attend all course sessions. To make up course work missed to participate in a required activity for another course or a university-sanctioned event, you must provide adequate advanced notice and a written authorization from the faculty member of the other course or from a university administrator. You may make up course work missed to observe a major religious holiday only if you make arrangements in advance with me.

**Late Assignments and Projects.** Late assignments and projects will not be accepted unless you have a documented emergency.

**Accommodations for Disabilities.** Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at [rcpd.msu.edu](http://rcpd.msu.edu). Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Services Accommodation ("VISA") form. Please present this form to me at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date may not be honored.

**Questions and concerns:** I would like to see each and every one of you succeed in this course. I also would like everyone to feel comfortable contributing to and participating in the class. If you have any questions or concerns about your performance in the class, classroom dynamics, or any other issues, please contact me and we can set up a time to talk. I will make time to meet and will do my best to help address your concerns.

## **Class Schedule & Reading List**

All scheduled readings for the course are available for download on D2L. Please make sure to complete the assigned readings before their scheduled course date and email at least 1 discussion question **before 5pm on the Wednesday before each class.**

### **8/31 Week 1: Introduction to the Course**

*Types of Literature Reviews*

No reading for this week

### **9/7 Week 2: History of Community Psychology**

*Literature Searching*

Bennett, C.C., Anderson, L.S., Cooper, S., Hassol, L., Klein, D.C., & Rosenblum, G. (1966). *Community psychology: A report of the Boston Conference on the education of psychologists for Community Mental Health* (pp. 1-30). Boston: Boston University.

Merritt, D.M., Greene, G.J., Jopp, D.A., & Kelly, J.G. (1998). A history of division 27 (Society for Community Research and Action). In D.A. Dewsbury (Ed) *Unification through division: Histories of the American Psychological Association* (volume III). Washington DC: American Psychological Association.

Fryer, D. (2008). Some questions about “the history of community psychology”. *Journal of Community Psychology*, 36, 572-586.

Sonn, C. (2016). Swampscott in international context: Expanding our ecology of knowledge. *American Journal of Community Psychology*, 58, 309-313.

### **9/14 Week 3: Classic Values of Community Psychology**

*Selecting Literature Review Topics and Types*

Ryan, W. (1976). *Blaming the victim* (pp. 3-30). New York: Random House.

Kelly, J.G. (1970). Antidotes for arrogance: Training for community psychology. *American Psychologist*, 25, 524-531

Kelly, J.G. (1971). Qualities for the community psychologist. *American Psychologist*, 26, 897-903.

**9/21**     **Week 4: Literature Review Graduate Panel**

**Participants: Rachael Goodman-Williams, Katie McAlindon, Kristen Mills, Sara Stacy, Trevor Strzykowski**

Bem, D.J. (1995). Writing a review article for *Psychological Bulletin*. *Psychological Bulletin*, 118, 172-177.

**9/28**     **Week 5: Understanding Diversity**

**Due: Lit Review Check-In #1**

*Methods for Organizing Information*

Trickett, E.J. (1996). A future for community psychology: The contexts of diversity and the diversity of contexts. *American Journal of Community Psychology*, 24, 209-234.

Trickett, E.J. (2011). From “Water Boiling in a Peruvian Town” to “Letting Them Die:” Culture, community intervention, and metabolic balance between patience and zeal. *American Journal of Community Psychology*, 47, 58-68.

Brodsky, A.E., & Faryal, T. (2006). No matter how hard you try, your feet still get wet: Insider and outsider perspectives on bridging diversity. *American Journal of Community Psychology*, 37, 311-320.

Bond, M.A. (2016). Leading the way on diversity: Community psychology’s evolution from invisible to individual to contextual. *American Journal of Community Psychology*, 58, 259-268.

**10/5**     **Week 6: Ecological Systems Framework & Ecological Metaphor**

**Due: Critical Analysis Essay #1**

Bronfenbrenner, U. (1979). *The ecology of human development* (pp. 16-42). Cambridge, MA: Harvard University Press.

Campbell, R., Dworkin, E., & Cabral, G. (2009). An ecological model of the impact of sexual assault on women’s mental health. *Trauma, Violence, & Abuse*, 10, 225-246.

Trickett, E.J., Kelly, J.G., & Vincent, T.A. (1985). The spirit of ecological inquiry in community research. In E.C. Susskind & D.C. Klein (Eds.) *Community research: Methods, paradigms, and applications* (pp. 283-333). New York: Praeger.

Espino, S.L.R. & Trickett, E.J. (2008). The spirit of ecological inquiry and intervention research reports: A heuristic elaboration. *American Journal of Community Psychology*, 42, 60-78.

**10/12**     **Week 7: Behavior Setting Theory & Person-Environment Fit**

*Structuring Literature Reviews*

Barker, R.G. (1968). *Ecological psychology: Concepts and methods for studying the environment of*

*human behavior* (pp. 5-34). Stanford, CA: Stanford University Press.

Brown, L.D., Shepard, M.D., Wituk, S.A., & Meissen, G. (2007). How settings change people: Applying behavior setting theory to consumer-run organizations. *Journal of Community Psychology, 35*, 399-416.

Moos, R.H. (2003). Social contexts: Transcending their power and fragility. *American Journal of Community Psychology, 31*, 1-13

Campbell, R. (1998). The community response to rape: Victims' experiences with the legal, medical, and mental health systems. *American Journal of Community Psychology, 26*, 355-379.

## 10/19 **Week 8: Prevention & Promotion**

### **Due: Lit Review Check-in #2**

Albee, G.W. (1982). Preventing psychopathology and promoting human potential. *American Psychologist, 47*, 1043-1050.

Mrazek, P.J. & Haggerty, R.J. (Eds.). (1994). *Summary: Reducing risks for mental health disorders: Frontiers for preventive intervention research*. Washington, D.C.: Institute of Medicine.

O'Connell, M.E., Boat, T., & Warner, K.E. (Eds.) (2009). Defining the scope of prevention. In *Preventing mental, emotional, and behavioral disorders among young people: Progress and possibilities* (pp. 59-70). Washington, D.C.: Institute of Medicine.

Nation, M., Crusto, C., Wandersman, A., Kumpfer, K.L., Seybolt, D., Morrissey-Kane, E., & Davino, K. (2003). What works in prevention: Principles of effective prevention programs. *American Psychologist, 58*, 449-456.

## 10/26 **Week 9: Efficacy, Effectiveness, & Adaptation in Prevention**

Gottfredson, D.C., Cook, T.D., Gardner, F.E.M., Gorman-Smith, D., Howe, G.W., Sandler, I.N., & Zafft, K.M. (2015). Standards of evidence for efficacy, effectiveness, and scale-up research in prevention science. *Prevention Science, 16*, 893-926.

Glasgow, R.E., Lichtenstein, E., & Marcus, A.C. (2003). Why don't we see more translation of health promotion research to practice? Rethinking the efficacy-to-effectiveness transition. *American Journal of Public Health, 93*, 1261-1267.

Castro, F.G., Barrera, M., & Holleran Steiker, L.K. (2010). Issues and challenges in the design of culturally adapted evidence-based interventions. *Annual Review of Clinical Psychology, 6*, 213-239.

### **Group-led discussions**

#### **Case Example: Safe Dates (Team 1)**

Foshee, V.A., Bauman, K.E., Arriaga, X.B., Helms, R.W., Koch, G.G., & Linder, G.F. (1998). An evaluation of Safe Dates, an adolescent dating violence prevention program. *American Journal of Public Health, 88*, 45-50.

Foshee, V.A., Bauman, K.E., Ennett, S.T., Suchindran, C., Benefield, T., Linder, G.F. (2005). Assessing the effects of the dating violence prevention program "Safe Dates" using random coefficient regression modeling. *Prevention Science, 6*, 245-258.

**Case Example: D.A.R.E. (Team 2)**

West, S.L. & O'Neal, K.K. (2004). Project D.A.R.E. outcome effectiveness revisited. *American Journal of Public Health, 94*, 1027-1029.

Birkeland, S., Murphy-Graham, E., & Weiss, C. (2005). Good reasons for ignoring good evaluation: The case of the drug abuse resistance education (D.A.R.E.) program. *Evaluation and Program Planning, 28*, 247-256.

**11/2 Week 10: Dissemination and Implementation**

**Due: Critical Analysis Essay #2**

Rogers, E.M. (1995). *Diffusion of innovations* (4<sup>th</sup> edition) (chapter 1). New York: The Free Press.

Green, L.W., Ottoson, J.M., García, C., & Hiatt, R.A. (2009). Diffusion theory and knowledge dissemination, utilization, and integration in public health. *Annual Review of Public Health, 30*, 151-174.

Wandersman, A., Duffy, J., Flaspohler, P., Noonan, R., Lubell, K., Stillman, L. et al. (2008). Bridging the gap between prevention research and practice: The interactive systems framework for dissemination and implementation. *American Journal of Community Psychology, 41*, 171-181.

Miller, R.L., & Shinn, M. (2005). Learning from communities: Overcoming difficulties in dissemination of prevention and promotion efforts. *American Journal of Community Psychology, 35*, 169-183.

**11/9 Week 11: Empowerment Theory & Expansions**

*Writing About Findings*

Rappaport, J. (1981). In praise of paradox: A social policy of empowerment over prevention. *American Journal of Community Psychology, 9*, 1-25.

Rappaport, J. (1987). Terms of empowerment/exemplars of prevention: Toward a theory for community psychology. *American Journal of Community Psychology, 15*, 121-148.

Watts, R.J., Williams, N.C., & Jagers, R.J. (2003). Sociopolitical development. *American Journal of Community Psychology, 31*, 185-194.

Zimmerman, M.A. (2000). Empowerment theory: Psychological, organizational, and

community levels of analysis. In J. Rappaport & E. Seidman (Eds.) *Handbook of community psychology* (pp. 43-63). New York: Plenum.

**11/16 Week 12: Power and Critiques of Empowerment**

**Due: Lit Review Check-In #3**

Riger, S. (1993). What's wrong with empowerment. *American Journal of Community Psychology, 21*, 279-292.

Gruber, J. & Trickett, E. (1987). Can we empower others? The paradox of empowerment in governing an alternative school. *American Journal of Community Psychology, 15*, 353-371

Neal, J.W., & Neal, Z.P. (2011). Power as a structural phenomenon. *American Journal of Community Psychology, 48*, 157-167.

**11/23 Week 13: No Class- Thanksgiving**

**11/30 Week 14: Social Regularities and Social Networks**

**Due: OPTIONAL: Critical Analysis Essay #3**

Seidman, E. (1988). Back to the future, community psychology: Unfolding a theory of social intervention. *American Journal of Community Psychology, 16*, 3-24.

Neal, Z.P., & Neal, J.W. (in press). Network analysis in community psychology: Looking back, looking forward. *American Journal of Community Psychology*.

Neal, J.W., & Neal, Z.P. (2013). Nested or networked? Future directions for ecological systems theory. *Social Development, 22*(4), 722-737. doi:10.1111/sode.12018.

Provan, K.G., Veazie, M.A., Staten, L.K., & Teufel-Stone, N.I. (2005). The use of network analysis to strengthen community partnerships. *Public Administration Review, 65*(5), 603-613.

**12/7 Week 15: Future of Community Psychology**

**Due: Final Lit Review Paper**

Maton, K.I., Perkins, D.P., & Saegert, S. (2006). Community psychology at the crossroads: Prospects for interdisciplinary research. *American Journal of Community Psychology, 38*, 9-21.

Tebes, J.K., Thai, N.D., & Matlin, S.L. (2014). Twenty-first century science as a relational process: From Eureka! to team science and a place for community psychology. *American Journal of Community Psychology, 53*, 475-490.

Jimenez, T., Sánchez, B., McMahon, S.D., & Viola, J. (2016). A vision for the future of community psychology education and training. *American Journal of Community Psychology, 58*, 339-347.

Christens, B.D., Connell, C.M., Faust, V., Haber, M.G., & the Council of Education Programs (2015). Progress report: Competencies for community action and research. *The Community Psychologist*, 48, 3-10.

**Psy 871 Critical Analysis Paper 1  
Blaming the Victim Grading Rubric**

<p><b>(1) Statement of the Social Issue (3 points)</b></p> <p><b>Description:</b> Did the paper include a clear description of the social issue that you are interested in understanding? Did it address why this social issue is important to understand?</p> <p><b>Comments:</b></p>	Score:
<p><b>(2) Ryan's Four Step Process (7 points)</b></p> <p><b>Description:</b> Did the paper provide a detailed and well-executed account of how Ryan's four-step process that leads to victim blaming might be applied to their particular social issue? Did you walk readers through each step? Were sufficient examples provided?</p> <p><b>Comments:</b></p>	
<p><b>(3) Exceptionalist vs. Universalist Strategies (7 points)</b></p> <p><b>Description:</b> Did the paper accurately describe at least one exceptionalist and one universalist solution to your social issue? Did you provide definitions of the terms exceptionalist and universalist and compare and contrast the two types of solutions?</p> <p><b>Comments:</b></p>	
<p><b>(4) Conclusions/Future Directions (3 points)</b></p> <p><b>Description:</b> Did the paper offer future directions for research and intervention that were clearly linked to Ryan's (1976) <i>Blaming the Victim</i>?</p> <p><b>Comments:</b></p>	
<p><b>(5) Organization and Clarity of Writing (5 points)</b></p> <p><b>Description:</b> Was the paper well organized and well-written? Was it free of spelling and grammar errors? Were sources appropriately cited?</p> <p><b>Comments:</b></p>	
<p><b>Total (25 points)</b></p>	

**Psy 871 Critical Analysis Paper 2  
Ecological Theories/Frameworks  
Grading Rubric**

<p><b>(1) Statement of the Social Issue (3 points)</b></p> <p><b>Description:</b> Did the paper include a clear description of the social issue that you are interested in understanding? Did it address why this social issue is important to understand?</p> <p><b>Comments:</b></p>	<p>Score:</p>
<p><b>(2) Theory Overview (7 points)</b></p> <p><b>Description:</b> Did the paper provide an accurate and clear brief overview of the ecological theory or framework that you applied to your social issue? Did you clearly describe the main components or principles of the theory or framework?</p> <p><b>Comments:</b></p>	
<p><b>(3) Application of Theory (7 points)</b></p> <p><b>Description:</b> Did the paper accurately describe how the components or principles of the ecological theory or framework can be applied to understand your social issue?</p> <p><b>Comments:</b></p>	
<p><b>(4) Conclusions/Future Directions (3 points)</b></p> <p><b>Description:</b> Did the paper offer future directions for research and intervention that were clearly linked to the ecological theory or framework?</p> <p><b>Comments:</b></p>	
<p><b>(5) Organization and Clarity of Writing (5 points)</b></p> <p><b>Description:</b> Was the paper well organized and well-written? Was it free of spelling and grammar errors? Were sources appropriately cited?</p> <p><b>Comments:</b></p>	
<p><b>Total (25 points)</b></p>	

**Psy 871 Critical Analysis Paper 3**  
**OPTIONAL: Prevention and Empowerment**  
**Grading Rubric**

<p><b>(1) Statement of the Social Issue (3 points)</b></p> <p><b>Description:</b> Did the paper include a clear description of the social issue that you are interested in understanding? Did it address why this social issue is important to understand?</p> <p><b>Comments:</b></p>	<p>Score:</p>
<p><b>(2) Approach Overview (7 points)</b></p> <p><b>Description:</b> Did the paper provide an accurate and clear brief overview of prevention and empowerment approaches to addressing social issues? Did you compare and contrast these two approaches?</p> <p><b>Comments:</b></p>	
<p><b>(3) Examples</b></p> <p><b>Description:</b> Did you provide a detailed and accurate example of a prevention approach to solving your particular social problem? Did you provide a detailed and accurate example of an empowerment approach to solving your particular social problem? Did you describe how these two approaches are different?</p> <p><b>Comments:</b></p>	
<p><b>(4) Conclusions/Future Directions (3 points)</b></p> <p><b>Description:</b> Did the paper offer future directions for research and intervention that were clearly linked to prevention and empowerment approaches?</p> <p><b>Comments:</b></p>	
<p><b>(5) Organization and Clarity of Writing (5 points)</b></p> <p><b>Description:</b> Was the paper well organized and well-written? Was it free of spelling and grammar errors? Were sources appropriately cited?</p> <p><b>Comments:</b></p>	
<p><b>Total (25 points)</b></p>	

**871 Literature Review  
Final Draft Grading Rubric**

<p>Opening/overview/ introduction</p> <p>(5 points-Final Draft)</p>	<p><b>Description:</b> Did the paper introduce the topic/problem and discuss why it was significant? Did the paper have a clear statement of goals/objectives?</p> <p><b>Comments:</b></p>	
<p>Review of evidence</p> <p>(8 points-Final Draft)</p>	<p><b>Description:</b> Did the paper provide a comprehensive picture of the current state of the literature and/or theoretical frameworks that exist to explain the topic of interest? Did the paper explain patterns in the findings (e.g., similarities/contradictions) and if applicable relate them to existing theoretical frameworks? When relevant, did the paper adequately describe the methods/samples of empirical studies?</p> <p><b>Comments:</b></p>	
<p>Critique/issues/ next steps</p> <p>(8 points-Final Draft)</p>	<p><b>Description:</b> Did the paper provide a synthesis of the existing literature/theories that addressed similarities/contradictions, methodological and substantive gaps, and implications for future research and intervention?</p> <p><b>Comments:</b></p>	
<p>Conclusion</p> <p>(3 points-Final Draft)</p>	<p><b>Description:</b> Did the paper provide a clear take-home message?</p> <p><b>Comments:</b></p>	
<p>Organization/Clarity of Writing</p> <p>(6 points-Final Draft)</p>	<p><b>Description:</b> Was the paper written clearly and free of spelling/grammar errors?</p> <p><b>Comments:</b></p>	
<p>Total (30 points)</p>		