

APPLIED PSYCHOLOGY AND PUBLIC POLICY (PSYC 736)

Syllabus Spring 2005

Prof. K. Maton

PURPOSE

This course examines major public policy issues relevant to applied developmental and human services psychology. Federal, and to a lesser degree, state policies, policy making constituencies, and policy making processes will be reviewed. Multiple roles that psychologists can play in affecting policy, including analysis, research, and advocacy, are examined. The expectation is that upon completion of this course you will be able to critically analyze existing policy and to help formulate new policy directions and perform policy relevant research.

COURSE OUTLINE

Date

1/31	I. Overview Review course structure and expectations Extent of social, mental health, and child/family policy problems Policy framework and background
2/7	II. Public policy: A focus on process What is public policy? Policy agenda setting, formulation and implementation
2/14	III. A. Federal Budget B. Relationships between policy and social science What should the relationship between psychology and policy be?
2/21	IV. A. Evaluation B. Policy analysis, advocacy, and the role of value
2/7 - 2/21	Thought paper 1 due during this period
2/28 - 4/11	Topic area sessions

Each week we will discuss one or two topic areas. There will also be guest speakers. Topics to be discussed will be of current interest and may include: child abuse and neglect, family violence, teen pregnancy, early childhood interventions, school reform, welfare reform, the chronically mentally ill, deinstitutionalization, managed care, religion and social policy, prescription privileges, strengths-based policies, affirmative action, prevention, alternative

resources and approaches in mental health, children's mental health, adolescent health and well-being, ethnicity and cultural diversity, empowerment, poverty and the underclass.

2/28 - 4/11	Thought papers 2 & 3 due during this period
3/21	Spring Vacation
3/28	Paper outlines due
4/18-5/16	Policy proposal presentations
5/23	Policy papers due for all students except those presenting on 5/16
5/24	Policy papers due for students presenting on 5/17

COURSE STRUCTURE AND REQUIREMENTS

Class sessions will emphasize discussion. Guest speakers chosen for expertise in specific topic areas will present on their area of expertise.

There are four major course requirements:

- 1) Class Participation and Discussion (10%). You should come to each class prepared to discuss the readings for the day. It is best to come with written questions or summaries of discussion points you might wish to make. This will help you and will make class sessions more stimulating and informative.
- 2) Thought Papers (25%) -
1 required during weeks 2-4 of course
2 required during weeks 5-8 of course

Each thought paper is expected to result from your thoughtful, focused reflection upon the course readings. The paper can focus upon a key question raised and left unanswered by the readings, exploring contradictions in the readings, your critique of ideas presented, relationships to other knowledge you possess or experiences you have had, etc. Students will sign up in advance for the weeks they will prepare a thought paper. Each paper is restricted to 1-2 double-spaced typewritten pages. A copy needs to be e-mailed to Drs. Maton no later than 4:00 of the day preceding the class it is due. Each class several students will be asked to present their thought paper in class as a basis for class discussion. Grading will be based primarily upon the novel contribution of the student's thoughts and analysis.

- 3) Policy Proposal Presentation (25%). You are expected to propose a new or revised policy you believe needs to be implemented at the federal or state level, and to make a 25-30 minute oral presentation advocating the new policy. The class will serve as the House or Senate

subcommittee under whose jurisdiction your new policy falls. The subcommittee will doubtless ask probing and penetrating questions following your presentation. You should bring to the hearing a 2-page, double spaced brief outlining and justifying your proposal. After your presentation, the subcommittee will vote, in closed session, on your policy proposal. Your presentation to the subcommittee must include:

- 1) A statement of the specific problem of concern.
- 2) A description of the broad social, political, and historical context of the problem.
- 3) A description, review, and critique of current policy(ies) governing the problem.
- 4) A discussion of the major policy options which have been proposed to deal with the problem.
- 5) The nature and details of the policy option you are proposing.
- 6) A review of relevant social science theory and research which support your proposal.
- 7) An estimate of the financial cost, and your arguments concerning cost/benefit analysis.

- 8) A discussion of the potential pitfalls of enacting and/or implementing your policy of choice.
- 9) A discussion of how the effectiveness of the new policy will be determined, and
- 10) A discussion of the processes or procedures for subsequent policy revision over time.

- 4) Policy Proposal Paper (40%). This paper should be an expanded, written version of the material presented to the class, and should be approximately 20 double-spaced pages, not including references. It should include revisions that result from the subcommittee hearing. In particular, you should expand the material included in #9 above to include a research design and set of data collection methods to be used in evaluating your proposed policy. Be certain to discuss the rationale, assets, and liabilities of your design.

Grading Summary

Class Participation	10%
Thought Papers (3)	25%
Class Presentation	25%
Final Paper	40%

	100

DETAILED READING LIST

NOTE: ALL MATERIALS ARE IN THE FILING CABINET IN XEROX ROOM

1/31 **Overview of course**

2/7 **Public policy: A focus on process**

Palumbo, D. J. (1994). Public policy in America: Government in action. 2nd Ed. New York: Harcourt, Brace. (Chapter 2- Agenda Setting; Chapter 3- Policy Formulation; Chapter 4, Implementation. pp. 37-129).

2/14 **Budget; Relationships between policy and social science research**

Anderson, J. E. (1997). Public policymaking: An introduction (Third Edition). (Boston: Houghton Mifflin. (Chapter 5: Budgeting and Public Policy, pp. 177-212)

Greenberg-Garrison, E., & Clem-Kobor, P. (2002). Weathering a political storm: A contextual perspective on a psychological research controversy. American Psychologist, *57*, 165-175.

Holtgrave, D.R., Doll, L.S., & Harrison, J. (1997). Influence of behavioral and social science on public health policymaking. American Psychologist, *52*, 167-173.

Phillips, D.A. (2000). Social policy and community psychology. In J. Rappaport & E. Seidman (eds.), Handbook of Community Psychology (pp. 397-419). New York: Kluwer/Plenum.

2/21 **Evaluation; Policy, advocacy and the role of values**

Palumbo, D. J. (1994). Public policy in America: Government in action. 2nd Ed. New York: Harcourt, Brace. (Chapter 5-Evaluation. Pp. 131-167).

DeLeon, P.H. (2002). Presidential reflections: Past and future. American Psychologist, *57*, 425-430.

Kendler, H (1999). The role of value in the world of psychology. American Psychologist, *54*, 828-835.

Mays, V.M. (2000). A social justice agenda. American Psychologist, *55*, 326-327.

Price, R.H. (1989). Bearing witness. American Journal of Community Psychology, 17, 151-164.

Safarjan, B. (2002). A primer for advancing psychology in the public sector. American Psychologist, 57, 947-955.

POTENTIAL PAPER TOPIC AREAS

Child/Family Issues: Health, nutrition, child welfare, day care, education of handicapped children, child abuse, juvenile delinquency, mental health, gifted and talented children and youth, ADD, juvenile justice, teen pregnancy/adolescent abortion, youth and employment, homeless children, children and AIDS, civil rights.

Human Services Psychology Issues: Adolescent suicide, school failure, prescription privileges, health promotion, disease prevention, managed care, minority youth, community support system, substance abuse, prevention, empowerment, mental health and the work place, gender, mental health and ethnicity, discrimination, community development, self-help groups, religion and public policy, youth violence.

February 28

Welfare Reform in Maryland Counties
Karen Czapanskiy, University of Maryland, Baltimore, School of Law

Czapanskiy, K.S. (2005). Why does it matter where we live? Welfare reform, equal protection, and the Maryland constitution. *Maryland Law Review*, 654-715.

Federal Policy for Children and Families

Ripple, C.H., & Zigler, E. (2003). Research, policy, and the federal role in prevention initiatives for children. *American Psychologist*, 58, 483-490.

Zigler, E.F., Finn-Stevenson, M. (1997). Policy efforts to enhance child and family life: Goals for 2010. In R. Weissberg, T.P. Gullotta, R.L., Hampton, B.A. Ryan & G.R. Adams. *Establishing preventive services* (pp. 27-60). Thousand Oaks, CA: Sage.

March 7

Federal Education Policy

Cochran, C., Mayer, L.C., Carr, T.R., & Cayer, N.J. (2003). *American public policy: A n introduction*. Chapter 9: Education: Conflict in Policy Directions (pp. 285-323). Belmont, CA: Thompson/Wadsworth.

Politics of Muddling Through: An Encrusted Bureaucrat's Perspective
Ron Pugsley, Former, U.S. Department of Education
Current, Maryland Commission on Adult Literacy

Comings, J., & Soricone, L. (2005). *Massachusetts: A case study of improvement and growth of adult education services*. Harvard Graduate School of Education. Manuscript under editorial review: **Do not circulate or quote for publication.**

March 14

Challenges in Urban Education: Baltimore City Public Schools
Buzzy Hettleman, Baltimore City School Board

Hettleman, K. R. (2003, February). *The invisible dyslexics: How public school systems in Baltimore and elsewhere discriminate against poor children in the diagnosis and treatment of early reading difficulties*. Executive Summary. Baltimore, MD: The Abell Foundation.

Strengths-Based Social Policy

Maton, K.I., Dodgen, D. W., Leadbeater, B. J., Sandler, I. N., Schellenbach, C. J., & Solarz, A. L. (2004). Strengths-based research and policy: An introduction. In K.I. Maton, C. J. Schellenbach, B. J. Leadbeater, & A. Solarz (eds.), *Investing in children, youth, families, and communities: Strengths-based research and policy* (pp. 3-12). Washington, DC: APA.

Cook, S.L., Woolard, J.L., & McCollum, H.C. (2004). The strengths, competence, and resilience of women facing domestic violence: How can research and policy support them? . In K.I. Maton, C. J. Schellenbach, B. J. Leadbeater, & A. Solarz (eds.), *Investing in children, youth, families, and communities: Strengths-based research and policy* (pp. 97-117). Washington, DC: APA.

Tolan, P.T., Sherrod, L.R., Gorman-Smith, D., & Henry, D.B. (2004). Building protection, support and opportunity for inner-city children and youth and their families. In K.I. Maton, C. J. Schellenbach, B. J. Leadbeater, & A. Solarz (eds.), *Investing in children, youth, families, and communities: Strengths-based research and policy* (pp. 193-212). Washington, DC: APA.

Solarz, A. L., Leadbeater, B. J., Sandler, I. N., Maton, K.I., Schellenbach, C. J., & Dodgen, D. W., (2004) A blueprint for the future. In In K.I. Maton, C.J., Schellenbach, B. J. , Leadbeater, & A.L. Solarz (Eds.), *Investing in children, youth, families, and communities: Strengths-based research and policy* (pp. 343-354). Washington, D.C.: American Psychological Association.

March 28

Federal Mental Health Policy

Kiesler, C.A. (2000). The next wave of change for psychology and mental health services in the health care revolution. *American Psychologist*, 55, 481-491.

Swindle, R.Jr., Heller, K., Pescosolido, & Kikuzawa, S. (2000). Responses to nervous breakdowns in America over a 40-year period: Mental health policy implications. *American Psychologist*, 55, 740-749.

Federal Health Policy

Cochran, C., Mayer, L.C., Carr, T.R., & Cayer, N.J. (2003). *American public policy: A n introduction*. Chapter 8: Health Care: Unlimited Needs, Limited Resources (pp. 243-281).Belmont, CA: Thompson/Wadsworth.

April 4

Legal and Social Equality

Cochran, C., Mayer, L.C., Carr, T.R., & Cayer, N.J. (2003). *American public policy: An introduction*. Chapter 10. Legal and social equality: The struggle against oppression and bigotry. (pp. 329-375). Belmont, CA: Thompson/Wadsworth.

Crosby, F.J., Iyer, A., Clayton, S., & Downing, R.A. (2003). Affirmative action: Psychological data and the policy debates. *American Psychologist, 58*, 93-115.

Race and Genetics

Kim Nickerson, American Psychological Association

Ossorio, P. & Duster, T. (2005). Race and genetics: Controversies in biomedical, behavioral, and forensic sciences. *American Psychologist, 60*, 115-128.

Smedley, A. & Smedley, B.D. (2005). Race as biology is fiction, racism as a social problem is real: Anthropological and historical perspectives on the social construction of race. *American Psychologist, 60*, 16-26.

April 11

Faith Based Social Policy

Dionne, E.J., & Dilulia, J.. (2000). God and the American experiment: An introduction. In E.J. Dionne Jr. & J.J. Dilulio, Jr. (eds.), *What's God got to do with the American experiment?* (pp. 1-13). Washington, DC: Brookings Institution Press.

Maton, K. I. , Dodgen, D., Sto. Domingo, M. R., & Larson, D.B. (In press). Religion as a meaning system: Policy implications for the new millennium. *Journal of Social Issues*.

Policy Careers

Sarason, W.B. (1995). If I was doing it all over again. *The Community Psychologist, 28*, 13-14.

Starnes, D. (2004). Community psychologists: Get in the arena!! *American Journal of*

Community Psychology, 33, 3-6.

Wilcox, B. (2000). What a long, strange trip it's been: The career path of a policy-oriented community psychologist. In C. R. O'Donnell & J. R. Ferrari (eds.), *Employment in community psychology: The diversity of opportunity* (pp. 83-92). New York: Haworth Press.

April 18

Student Presentations

April 25

Student Presentations

&

New Direction in Maryland Corrections

Mary Ann Sarr, Maryland Secretary of Public Safety and Correctional Services
“*Maryland’s Project RESTART: A New Direction in Corrections*”
4:00 Albin O. Kuhn Library, 7th floor

May 2, May 9, May 16

Student Presentations