PSY 632 Milestone Three Guidelines and Rubric
(Draft of Sociocultural Evaluation and Draft of Program Evaluation)

For Milestone Three, you will submit a *draft of your sociocultural evaluation* (Section IV of your final project) and a *draft of your program evaluation* (Section V of your final project), including all critical elements as listed below.

The *draft of your sociocultural evaluation* (Section IV) requires you to examine the selected program's ability to be utilized across a diverse population. This should include an examination of the original population utilized to develop the program. This submission should include any additional research you've conducted to demonstrate or support the program's effectiveness with diverse populations, and a general analysis of any strengths and weaknesses across the program's foundational theory as it pertains to sociocultural effectiveness.

In the *draft of your program evaluation* (Section V), you will evaluate the program you selected in Milestone Two in four critical areas: core developmental psychology themes; use of contemporary theories of development; impact of sociocultural influences on the communities and organizations using the program; and the program's ability to address typical or atypical development in children and adolescents across the physical, cognitive, and affective and social domains. In this section, you will also consider program effectiveness in regard to prevention, assessment, and intervention strategies based on the type of program, as well as contributions the program makes to future research and treatment.

Please keep in mind that Milestone Three will function as a rough draft for these sections of your final project. The goal is to collect information, present your findings, and receive feedback on how to improve each section for your final submission.

Specifically the following critical elements must be addressed in your milestone submission:

IV. **Sociocultural Evaluation:** Critique current assessment and intervention strategies utilized by the selected program for their applicability across diverse populations for improving clinical sensitivity to the individual client context.
   A. Identify the population that was originally utilized for program development in terms of cultural, ethnic, gender, and socioeconomic **indicators**.
      i. Was the program developed to address a specific population or group with respect to cultural, ethnic, gender, and/or socioeconomic indicators?
      ii. In what geographic regions has the program been deployed and studied for data collection?
      iii. What impact might the process of regional and sociocultural population have on the program?
   B. Analyze the **effectiveness** of assessment and intervention strategies across different cultural or ethnic groups.
      i. What methods were utilized to examine the effectiveness of assessment or intervention strategies across different cultural or ethnic groups?
      ii. What strengths of the selected program are apparent regarding the effectiveness to provide assessment and intervention strategies across sociocultural groups?
      iii. What limitations or concerns of the selected program are apparent regarding the effective provision of assessment and intervention strategies across sociocultural groups?

V. **Program Evaluation**
   A. Analyze the selected program with regard to the **core** developmental psychology **themes** (nature vs. nurture, continuity vs. discontinuity, and stability vs. change).
      i. Which of the core developmental themes in psychology are reflected in the selected program? Explain.
      ii. Given the identified core developmental themes reflected in the program, where on the continuum of each would the current program lie and why?
   B. Evaluate the selected program for the use of **contemporary theories** of development for key factors that impact child and adolescent development with regard to prevention, assessment, and intervention strategies. Be sure to provide justification for your reasoning.
      i. How effectively does the program's use of prevention, assessment, and/or intervention strategies align with the original theoretical model that you feel was utilized to establish the program?
      ii. Discuss the evidence that prevention, assessment, and/or intervention strategies utilized in the selected program may originate from additional or different developmental theories or models.
      iii. What alternatives to prevention, assessment, and/or intervention strategies for the selected program would improve alignment with the original developmental theory?
   C. Assess the impact of **sociocultural influences** on the communities and organizations in which developmental psychology is practiced.
      i. What are the impacts of the selected program on the communities and organizations in which it is currently operating?
      ii. How does this program contribute to knowledge in the field of developmental psychology?
      iii. What are the sociocultural implications of the program with regard to the communities and organizations in which developmental psychology is practiced?
   D. Assess the ability of the selected program to address **typical and atypical development** in children and adolescents across physical, cognitive, affective and social domains for informing prevention, assessment, and intervention strategies.
      i. If the selected program targeted health promotion (typical development), what determines if it is effective at meeting this goal? What statistics or measures exist to support it? If not, recommend an approach for assessing the program's ability.
      ii. If the selected program targeted a developmental issue or diagnosis (atypical development), what determines if it is effective at meeting this goal? Do statistics or measures exist to support it? If not, recommend an approach for assessing the program's ability.

Rubric

Guidelines for Submission: Students should provide a five- to six-page essay as a Microsoft Word document that thoroughly addresses the critical elements outlined above in APA format. No abstract is necessary, and the five to six pages should be the body; title and reference pages will not be credited as part of the page count.

Critical Elements	Proficient (100%)	Needs Improvement (70%)	Not Evident (0%)	Value
Sociocultural Evaluation: Indicators	Comprehensively identifies the selected program's original intended population in terms of cultural, ethnic, gender, and socioeconomic indicators	Identifies the selected program's original intended population, but identification lacks specificity with regard to cultural, ethnic, gender, and socioeconomic indicators	Does not identify the selected program's original intended population	15
Sociocultural Evaluation: Effectiveness	Comprehensively analyzes the effectiveness of assessment and intervention strategies across diverse populations	Analyzes the effectiveness of assessment and intervention strategies, but analysis lacks specificity with regard to diverse populations	Does not analyze the effectiveness of assessment and intervention strategies	15
Program Evaluation: Core Themes	Comprehensively analyzes the selected program with regard to the core developmental psychology themes	Analyzes the selected program but analysis lacks specificity with regard to the core developmental psychology themes	Does not analyze the selected program with regard to the core developmental psychology themes	15
Program Evaluation: Contemporary Theories	Comprehensively evaluates the selected program for the use of contemporary theories with regard to prevention, assessment, and intervention strategies	Evaluates the selected program but evaluation lacks specificity with regard to contemporary theories or does not connect with prevention, assessment, and intervention strategies	Does not evaluate the selected program for the use of contemporary theories	15
Program Evaluation: Sociocultural Influences	Comprehensively assesses the impact of sociocultural influences on the field of psychology in general, as well as on communities and organizations	Assesses the impact of sociocultural influences on the field of psychology in general, or on communities or organizations, but not all three, or assessment lacks detail	Does not assess the impact of sociocultural influences	15

Program Evaluation: Typical and Atypical Development	Comprehensively assesses the ability of the selected program to address typical and atypical development across physical, cognitive, affective, and social domains for informing prevention, assessment, and intervention strategies	Assesses the ability of the selected program to address typical and atypical development, but does not address physical, cognitive, affective, and social domains, or does not address prevention, assessment, and intervention strategies	Does not assess the ability of the selected program to address typical and atypical development	15
Articulation of Response	Submission has no major errors related to citations, grammar, spelling, syntax, or organization	Submission has major errors related to citations, grammar, spelling, syntax, or organization that negatively impact readability and articulation of main ideas	Submission has critical errors related to citations, grammar, spelling, syntax, or organization that prevent understanding of ideas	10
			Earned Total	**100%**