

PSCH 331 Laboratory in Community and Prevention Research
Fall 2016 CRNs: 28670 & 28671
Monday/Wednesday 11am-12:50pm, BSB 2057

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Course Objectives

This course is your first opportunity to put your knowledge of research methods, community psychology, and statistics (for quantitative projects) into action. The lecture and discussion topics, readings, assignments, and research project are all aimed at deepening your understanding of the community psychology research process. Throughout this course, students will be expected to think critically about social science research. By the end of the semester you will have:

- Co-developed a research project grounded in community psychology theory and appropriate methodology
- Strengthened your analytic skills through quantitative or qualitative data analysis
- Improved your academic writing and presentation skills

Prerequisites

Students should have a passing grade in PSCH 100 (Introduction), PSCH 242 (Research Methods), and PSCH 343 (Statistics). Students should either have a passing grade or be concurrently enrolled in PSCH 231 (Community Psychology). You will have to drop this course if you do not have the prerequisites.

Recommended Materials

Textbooks *Publication Manual of the American Psychological Association* (6th Ed.). (2009). Washington, DC: American Psychological Association. The Community Psychology textbook from your PSCH 231 course. Although not required, this book can be a resource for research topic and methodological ideas

Technology We will be in a computer lab for our class. Most of our time will be spent working on our research projects, using the computers when necessary. I recommend each student have a small USB flash-drive to store articles, writing, and surveys. Data stored on the computers may be erased throughout the semester, so you should store everything on a flash-drive. Also, this allows you to take your work home with you to continue writing/editing throughout the semester.

Course Overview

The first weeks of this class will be dedicated to refreshing your community psychology and research methodology knowledge. These will be lectures with the PowerPoint slides posted on Blackboard after class. After the first few weeks, little time will be spent on traditional lectures. This is a lab course, and as such you will be expected to use your time in class to work in groups on developing your research projects, analyzing results, and writing your final manuscript. We are in a computer lab to make this easier.

Readings may be assigned throughout the course to address new information you need (e.g., data analysis, writing help). Readings will be posted on Blackboard; they will cover important areas relevant to how this course will progress. For example, there will be some introductory readings to refresh our knowledge of what community psychology is about and inform your approach to your research projects, and introductory readings to research methodology and analysis when necessary. You are expected to complete the readings prior to class and be ready to discuss them. I find it useful to print out articles and taken notes on them.

Writing

Writing is always a work in progress. I challenge all students to move past the idea that writing under pressure is an effective writing strategy. We will dedicate several class periods to writing and editing because writing a little each day helps us think through our ideas and editing increasing the likelihood that our audience understands our ideas.

All students are encouraged to use the UIC writing center throughout the semester (<http://writingcenter.uic.edu/>). It is best to make appointments early and often because the center gets increasingly busy as the semester ends.

Each paper assignment (drafts and final products) you turn in must be in APA style. At the most basic level this means 12pt Times New Roman font, 1inch margins, and double-spaced type. We will have a lecture on APA style and general writing tips.

Grade Breakdown

Attendance: 5%

Participation: 10%

Literature review and research question proposal draft: 10%

Data collection, instrument development, and analysis proposal draft: 10%

Proposal presentation: 10%

Results and discussion draft: 10%

Final complete APA-style manuscript: 30%

Final group presentation: 15%

Grading will be according to a 100-percentage scale: 90 – 100% = A; 80 – 89% = B; 70 – 79% = C; 60 – 69% = D; below 60% = Failure. (Normal mathematical rounding rules apply: e.g., 89.4 = 89; 89.5 = 90). I highly value learning through multiple drafts and receiving feedback, therefore, I will take writing improvement into consideration when calculating final grades.

General Course Information

Classroom Etiquette In this course we will be opening discussing research and ideas, although we may not always agree, I ask that we all are respectful of others' ideas and opinions. Being respectful also means not using cell phones during class, and using the lab computers only for course-related work (e.g., not for email or Facebook) during work time and not during lectures or discussions.

Campus Policy on Observance of Religious Holidays Students who wish to observe their religious holidays shall notify the faculty member **by the tenth day of the semester** of the date when they will be absent unless the religious holiday is observed on or before the tenth day of the semester. In such cases, the student shall notify the faculty member at least five days in advance of the date when he/she will be absent. The faculty member shall make every reasonable effort to honor the request so that the student is not penalized for missing the class.

Plagiarism/Academic Integrity Any form of academic dishonesty will not be tolerated. Examples of academic dishonesty include submitting non-original work, cheating, facilitating academic dishonesty, and grade tampering. Students who commit academic dishonesty in this course will be subject to various disciplinary actions including a failing grade on the particular assignment, failure of the entire course, and possible expulsion from the University. For more information about the violation of UIC Standards of Conduct and its consequences, please see <http://www.uic.edu/depts/dos/conductforstudents.shtml>.

Plagiarism is defined as the use (or submission) of another's ideas, thoughts, or writing, without proper acknowledgment. If you are ever unsure about what constitutes plagiarism, attend office hours and ask for guidance. When you are composing your own research paper, be sure to use your own words to describe the gist of other studies or of other author's explanations. Make sure that you discuss other papers in a way that supports the point you are making in your own paper. This is one good way to avoid plagiarism. It is rare that you should need exact quotes while writing research papers, except for when you are describing exact instructions that were given in previous experiments. You should be summarizing the main points from other articles in your own words. Under these circumstances, you should not be using quotation marks, but you will still include a reference to the original source using APA style citations.

You may discuss our readings, experiments, and findings with other students in the course. But, be sure to write your own assignments. They must represent your own original work. **Do not copy or use another person's work as a basis for your own.** For more information about violating academic integrity and its consequences, consult the website of the UIC Office of the Dean of Students at <http://www.uic.edu/depts/dos/studentconduct.html>.

Students with Disabilities UIC strives to ensure the accessibility of programs, classes, and services to students with disabilities. Reasonable accommodations can be arranged for students with various types of documented disabilities. If you have questions or need help in obtaining access and accommodations, the *Office of Disability Services (ODS)* is available to assist students and work with me as instructor. Please contact at 312-413-2103 (voice) or 312-413-0123 (TTY).

Tentative Course Schedule

Week	Date	Topic
1	8/22	Introduction Lecture & Discussion: CP Values
	8/24	Lecture & Discussion: CP Ecology Submit topic preference list
2	8/29	Lecture & Discussion: CP Methodology Work: Meet with research group
	8/31	Lecture & Discussion: Literature Searching Work: Lit search
3	9/5	Labor Day--No Class
	9/7	Lecture & Discussion: APA style and general writing Work: Lit search
4	9/12	Lecture & Discussion: Research ethics Work: Lit search and writing
	9/14	Work: Literature search and writing
5	9/19	Lecture & Discussion: Instrument development Work: Plan methods with group Introduction draft due
	9/21	Work: Instrument and consent form development
6	9/26	Work: Instrument and consent form development, methods section writing
	9/28	Lecture & Discussion: Data management Work: Methods writing
7	10/3	Work: Proposal presentation writing Methods draft due
	10/5	Work: Proposal presentation writing
8	10/10	Work: Proposal presentation writing and practice
	10/12	Group research proposal presentations
9	10/17	Lecture: Quantitative Analysis Work: Data collection practice
	10/19	Lecture: Qualitative Analysis Outside work: Data collection
10	10/24	Work: Data entry and management Outside work: Data collection
	10/26	Work: Analysis and writing
11	10/31	Work: Analysis and writing
	11/2	Work: Analysis and writing

Tentative Course Schedule, Continued

Week	Date	Topic
12	11/7	Work: Analysis and writing
	11/9	Results and discussion draft due
13	11/14	Guest Lecture: TBD
	11/16	Work: Writing/Editing
14	11/21	Work: Writing/Editing
	11/23	Work: Writing/Editing
15	11/28	Work: Complete group presentation Final manuscript due
	11/30	TBD
Final	12/8	Thursday, 10:30-12:30 Group Presentations