# Field Work

PSCH 385 ~ Spring 2016

Wed 1-2.50P (BSB 2019)

CRN: 34402

# Professor

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# Teaching Assistants

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**Objectives**

The main objective of this course is to provide undergraduate students an opportunity to work as paraprofessionals through a supervised practicum at a variety of sites in which training in psychology is relevant. The two major components of this course are: 1) a supervised direct contact placement at one of these sites, and 2) completion of a literature review project that is related to the work done or services provided at the site.

You are required to complete a minimum of 120 direct service hours at your placement site, with a minimum of one hour a week of supervision to be provided by your site supervisor. Given that the semester is about 16 weeks long, this means you’ll be working about 8 hours per week at the site. Depending on the needs at your site, the requirements of your site supervisor, and your schedule, you can arrange to work one full 8 hour day or two 4 hour days to meet your direct contact requirement. In addition to these 8 hours per week of direct contact work, you will need to invest additional time to conduct work related to the literature review project that is required in this course. The literature review project is done with my and the TA’s guidance, but the topic is selected collaboratively with your site supervisor.

To be successful in this course, your placement, and the Applied Psychology Program (APP), you must be conscientious and responsible in fulfilling your commitments in this class, at the site, and to the APP. It is the program’s policy that students who are not responsible and conscientious will automatically fail this course.  At the same time, the sites, too, have a responsibility to provide students with an appropriate setting for you to obtain adequate field experience.  If you have any concerns about your placement or site (e.g., insufficient or inadequate responsibilities, insufficient supervisor contact, inappropriate treatment from others), communicate with me immediately.  Do not wait until the end of the semester to discuss your concerns, as it is more helpful for you that issues are addressed expediently to ensure the quality of your training is not compromised.

Class time will be dedicated to discussing your experiences at your placement site, providing you information and readings on topics related to your work and professional development, supporting you in addressing concerns and issues that may arise, and guiding you through the completion of your literature review project.

**Learning Outcomes and Assessment**

Performance at the site will be assessed by site supervisors, who will: (a) provide ongoing verbal feedback and supervision to students weekly, (b) submit confidential online evaluations of the students’ professional deportment, ethics, and receptiveness to supervision, and (c) evaluate students’ site-specific and overall levels of skills obtained in the field. These assessments (sample file will be posted in Blackboard) will be graded in consultation with the Director of Internships in Applied Psychology (Kathryn Engel) to ensure that a fair grading standard is used for all students.

Furthermore, through completion of the literature review project, students will be able to integrate their skills in the review of empirical data, as well as preparation of a professional report following APA style, and a professional presentation of the project’s results (to be conducted in class and possibly the placement site). In this manner, students will be able to demonstrate their professional presentation skills in both written and oral formats. Furthermore, students will also be able to show their ability to work collaboratively with their placement site and site supervisors to adapt academically relevant knowledge to also be realistically applicable in the site’s contexts.

# Prerequisites

Students should already have credit for PSCH 340 and PSCH 343, and at least one of the following: PSCH 330, PSCH 381, PSCH 382, PSCH 383, or PSCH 386.  If you do not have these prerequisites, you ***WILL*** be dropped from the course. It is your responsibility to ensure you are in compliance. It is University policy, and it will ***NOT*** make any exceptions.

# Textbooks

**Recommended:** *Publication Manual of the American Psychological Association* (6th Ed.). (2009). Washington, DC: American Psychological Association.

# Requirements

# Readings & Lectures. Depending on the experiences and interests that arise throughout the semester, you will be assigned journal articles and other current publications as needed. These readings will be separate from those you’ll read as part of your literature review project. You might also have to do some supplementary readings to add to your learning and practice of course and site relevant professional skills.

**Class Participation.** This course requires you to be an active participant, which means that you should think about how various topics and issues considered in class apply to you, clients, people you work with, settings in which you function, your literature review project, and your professional development. Also, ask questions out loud—what works, what doesn’t work, why, why not, what could be good or bad about points being made, what alternative views are not being considered. Part of professional development isn’t just what we learn from readings and professors, but also from peers and how they approach situations they encounter.

To be an active participant regular attendance and punctuality are crucial. This is especially true in professional practice, where performance expectations and standards are higher, given our responsibilities toward our placement site and ethical standards. It’s also particularly true for a class in which skill building and engagement in activities are key components.

You are expected to be respectful toward everyone present in the classroom, and to speak respectfully about any person or group of people being discussed during class or in assignments. Insults or any other type of derogatory attitudes will not be tolerated.

**Other Documents Pertinent to and Required in this Course**

Informed Consent for Students in Psychology 385 (completed on first day of class)

Student Semester Plan (due before Fri, Jan 20th)

Article Reviews

Literature Review Description

Student Evaluation of Site and Placement

The Consent and Article Review Outline documents, as well as the description of the Literature Review, are included below. You are expected to read them and be familiar with them by the first week of class to ensure that you are well informed about the expectations in this course, are in compliance with all requirements, and are able to clarify any questions you may have. The Semester Plan and Student Evaluation will be sent to you electronically by Kathryn Engel.

**Grading**

50% Evaluation of students’ performance at internship site by site supervisor

5% Attendance

5% Article Reviews (for at least 4 articles)

5% Draft 1 for Literature Review: based on at least 7 articles

5% Draft 2 for Literature Review: based on 10 articles

10% Literature Review Presentation

20% Final Literature Review

A site supervisor may or may not elect to share the student evaluation directly with a student. If a supervisor prefers to submit a student evaluation confidentially to Kathryn Engel, she will discuss the grading of the evaluation with that student and provide a summary of the feedback. However, she cannot give the student a copy of the evaluation if the supervisor elected to keep it confidential. If you have any disagreements with Kathryn’s grading of the site evaluation those discussions are to be held in private with her and do not involve the site supervisor. Although the supervisor evaluates the student’s performance at the site, they do not participate in the grading aspect, which is an academic process that takes into account overall university standards.

In terms of your course work, t will be your responsibility to keep track of your grades in Blackboard. If you have questions about a grade, please discuss this with me as soon as possible, and no later than the last week of classes.

You will be graded according to the grading criteria listed above. This criteria exists to ensure that students receive the grades they earn based on their performance and output, not based on the professor’s random or subjective impressions. Do not ask to have your grade changed to the next highest grade at the end of the semester simply because you’re just a few points away. Doing this would be unfair to the rest of the students. Ask yourself how you would feel if you discovered that an exception was made for another student, but not for you? Also, technically, all students are “just a few points away” from the next highest grade. To ask a professor to consider changing grades would compromise the professor’s ethics and integrity, and the ethics and integrity of the education system.

Additionally, cheating or plagiarism in any form will not be tolerated. Plagiarism is the use or close imitation of the work and writing of another person without authorization, and the representation of another person’s work as your own, such as not appropriately crediting or citing the original author. If it is determined that you have cheated or any work you submit has been plagiarized from other sources you will fail the course, and it will be recommended that a note of this be made in your permanent transcript. You are strongly encouraged to consult the APA Publication Manual to learn more about plagiarism, how to avoid it, and how to appropriately cite and reference works you will be using. You are welcomed to discuss with me or the TAs any concerns you have about plagiarism, as well as how to appropriately cite and reference works.

**Miscellaneous**

**Electronic devices.** Computers may be used in class only for the purpose of class activities, such as literature searches and writing. At all other times, laptops, tablets, smart phones, or any other electronic devices are not allowed in class, which means they should not be on your desk. Please come prepared to take notes by hand. Studies have shown that taking notes by hand resulted in better long-term learning compared to taking notes on a laptop.

**Writing support:** I encourage you to schedule an appointment for individual writing tutoring at the UIC Writing Center (312.413.2206): <http://www.uic.edu/depts/engl/writing/>. It’s free and anonymous, and a great resource to learn strategies to improve your writing, especially for professional work. As you advance in your training and profession you will be expected to have good writing skills, and because the expectation is that you acquire these skills during your college education you will rarely receive guidance and support in this area in the same way that is available to you at this stage. Contact the Writing Center a few days before you would like an appointment to ensure that you do find a suitable slot, and schedule your appointment a few days before an assignment is due, this way you have time to implement any recommendations they make. Be sure to request specialty tutors who are designated as WID (Writing in the Discipline) for Psychology. They’re typically advanced psychology or sociology students who are knowledgeable of APA standards and the style of writing required for the field. Make sure you do not have someone at the Writing Center read confidential information about your site. Only I or the TA can review this information.

**Students with Disabilities.** If you require accommodations for access and participation in this course you must be registered with the Disability Resource Center (DRC).  Please contact DRC at (312) 413-2103 (voice) or (312) 413-0123 (TTY).

**Observance of Religious Holidays**. *Campus Policy States:* The faculty of the University of Illinois at Chicago shall make every effort to avoid scheduling examinations or requiring that student projects be turned in or completed on 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, not penalize the student for missing the class, and if an examination or project is due during the absence, give the student an exam or assignment equivalent to the one completed by those students in attendance. If the student feels aggrieved, he/she may request remedy through the campus grievance procedure.

**Incomplete Grades.** University policy on incomplete grades is very strict and it’s the policy that will be followed for this course.  An incomplete grade will only be granted under the *most extreme circumstances*.  Do not request to be considered for an incomplete grade unless the following conditions apply (taken from the Undergraduate Catalogue):

Course work is incomplete when a student fails to submit all required assignments or is absent from the final examination; incomplete course work will normally result in a failing grade.  The IN (incomplete) grade may be assigned in lieu of a grade only when all the following conditions are met:  (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all course work due to unusual circumstances that are beyond personal control and are acceptable to the instructor; (c) the student presents these reasons prior to the time that the final grade roster is due.  The instructor must submit an Incomplete Report with the final grade roster for the IN to be recorded.  This report is a contract for the student to complete the course work with that instructor or one designated by the department executive officer in the way described and by the time indicated on the report.  In resolving the IN, the student may not register for the course a second time, but must follow the procedures detailed on the report.  An IN must be removed by the end of the student’s first semester or summer session in residence subsequent to the occurrence, or, if not in residence, no later than one calendar year after the occurrence.  When the student submits the work, the instructor will grade it and change the IN to the appropriate grade.  If an undergraduate fails to meet the stated conditions, the instructor will assign an E for the final grade.

If you have any problems or concerns throughout the semester, please discuss these with me as soon as possible and no later than the last week of classes. Don’t wait until the end of the semester, when it may be too late to consider options to resolve a matter. Feel free to write to me, call me, or schedule a meeting with me to consult about any problems or concerns.

**Tentative Schedule**

**Week 1 (Wed, Jan 11th)**

Meet and greet, syllabus review, and course overview.

Complete and collect Informed Consent.

***Internship should start this week.***

***Student Semester Plan*** is to be completed with site supervisor this week and submitted to Kathryn Engel (BSB 1022B) for signature. This document must be completed, signed by student, site supervisor, and Kathryn ***BEFORE Friday, January 20th***. Otherwise, you may be dropped from this course.

Discuss placement site and potential topics for project.

Select topic with your supervisor as soon as possible.

You are strongly encouraged to ***schedule an individual consultation with a librarian*** (ideally this week) to get one-on-one help with literature searches and tracking references. You can do this by going to the Library website, click on Services at the top, then click on Instruction and Workshops from the drop down menu, and go to the bottom of the page and click on Get Help By Appointment. Librarians are very knowledgeable about these topics and are very helpful.

***Contact a TA this week to schedule a meeting*** with one of them for next week. You will be required to meet with a TA next week to further discuss your literature review project, and receive guidance on first steps for your project, selecting appropriate articles, and preparing your Article Reviews.

What is a literature review and how is it done? See sample of a published literature review posted in Blackboard (Vickerman & Margolin, 2007)

Ethics, confidentiality, professional deportment, and negotiating a supervisory relationship.

***DUE NEXT WEEK:*** All students use the Article Review Form (posted in Blackboard) to complete a review of Foshee et al.’s (2014) article on dating abuse (posted in Blackboard). It’s not relevant if this topic is or isn’t related to the topic you will use for your Literature Review. The purpose of this exercise is for all students to review the same article to be able to share in class the various helpful approaches taken, as well as difficulties encountered, and this way students may also be able to collaborate with and learn from each other.

**Week 2 (Wed, Jan 18th)**

***DUE: Student Semester Plan*** should have been completed and signed with site supervisor last week. This document must be completed, signed by student, site supervisor, and Kathryn ***BEFORE Friday, Jan 20th***. Otherwise, you may be dropped from this course.

***DUE TODAY:*** Article Review of Foshee et al.’s (2014) article on dating abuse —discuss student experiences completing this assignment and lessons learned about reviewing articles

***REQUIRED THIS WEEK: meet with the TA*** to further discuss your literature review project, and receive guidance on first steps for your project, selecting appropriate articles, and preparing your ***Article Reviews*** ***(due Wed, Feb 1st)***. Also, schedule a meeting with the TA for next week to review your progress and obtain feedback on your Article Reviews before you submit them.

Training in RefWorks and citation management, and conducting productive literature searches.

**Week 3 (Wed, Jan 25th)**

Initial TA consultation on Article Reviews should have taken place last week.

Update on selection of topic for literature review project and progress of Article Reviews.

Also, be sure you ***meet with the TA this week*** to review your progress and obtain feedback on your ***Article Reviews before they are due next week (Wed, Feb 1st no later than midnight).***

**Week 4 (Wed, Feb 1st)**

***DUE NO LATER THAN MIDNIGHT: Article Reviews (based on at least 4 articles).***

**Topic Presentations:** Come to class prepared to discuss your placement site and initial experiences there.  You will also discuss the topic you’ve selected for your project, and the literature review you plan to conduct.

Continue discussion of ethics, confidentiality, professional deportment, and negotiating a supervisory relationship.

***DUE IN 2 WEEKS (Wed, Feb 15th):*** using ***at least 4 of the articles*** included in your Article Reviews prepare an outline of the literature review you plan to write. See the Literature Review Description document below for additional details about organizing your paper.

***Contact a TA this week to schedule a meeting for next week.*** This will be an opportunity for you to receive more individualized guidance on approaching the outline of your literature review, and how to begin to integrate your articles to answer the questions you hope to address through your paper.

**Week 5 (Wed, Feb 8th)**

Article Reviews returned by today. Group and individual feedback as necessary.

If you would like more specific feedback you are encouraged to schedule meetings with me

or the TA before your Literature Review Outline is due next week.

Structure of literature reviews: which sections (“headings”) you should be considering to outline your paper and organize your work.

**Week 6 (Wed, Feb 15th)**

***DUE BY MIDNIGHT: Outline of Literature Review.***

Update on internship experiences: share a success and a challenge from your placement.

If you would like more specific feedback you are encouraged to schedule meetings with me

or the TA before ***Draft 1 of literature review based on at least 7 articles is due (Wed, Mar 1st no later than midnight).***

***Contact the TA this week to schedule a meeting for next week.*** This will be an opportunity for you to receive more individualized guidance on preparing Draft 1 of your literature review before it is due.

**Week 7 (Wed, Feb 22nd)**

Outline of Literature Review returned by today. Group and individual feedback as necessary.

Structure of literature reviews: which sections (“headings”) you should be considering for Draft 1 to outline your paper and organize your work.

If you would like more specific feedback you are encouraged to schedule meetings with me

or the TA before ***Draft 1 of literature review based on at least 7 articles is due next week (Wed, Mar 1st no later than midnight).***

Identifying and coping with compassion fatigue and burnout.

**Week 8 (Wed, Mar 1st)**

***DUE BY MIDNIGHT: Draft 1 of your literature review*** ***based on at least 7 articles.***

NO CLASS TODAY—use this time for writing and finalizing Draft 1.

**Week 9 (Wed, Mar 8th)**

Professional presentation skills and preparation.

Continue discussion of identifying and coping with compassion fatigue and burnout.

**Week 10 (Wed, Mar 15th)**

Draft 1 of literature review will be returned by today. Group and individual feedback as necessary.

Structure of literature reviews: which sections (“headings”) you should be considering for Draft 2 to outline your paper and organize your work.

If you would like more specific feedback you are encouraged to schedule meetings with me

or the TA before ***Draft 2 of literature review is due (no later than midnight Wed, Mar 29th):***

**Week 11 (Wed, Mar 22nd)**

NO CLASS—Spring Break

***Draft 2 of literature review is due no later than midnight next week on Wed, Mar 29th.***

**Week 12 (Wed, Mar 29th)**

***DUE NO LATER THAN MIDNIGHT: Draft 2 of your literature review***

NO CLASS TODAY—use this time for writing and finalizing Draft 2.

***PowerPoint Presentations of Draft 1 of your literature review (5 minutes) will take place in class next week, Wed, Apr 5th, and the week after, Wed, Apr 12th.***

**Week 13 (Wed, Apr 5th)**

PowerPoint Presentations of Draft 1 of your literature review (5 minutes)—graded only for feedback to incorporate into preparation of final Literature Review Presentation in a few weeks. Grade on final Project Presentation will be your actual grade.

Update on internship experiences: share a success and a challenge from your placement.

**Week 14 (Wed, Apr 12th)**

Finish PowerPoint Presentations of Draft 1 of your literature review (5 minutes)—graded only for feedback to incorporate into preparation of final Literature Review Presentation in a few weeks. Grade on final Project Presentation will be your actual grade.

Draft 2 of literature review will be returned this week. Group and individual feedback as necessary.

If you would like more specific feedback you are encouraged to schedule meetings with me

or the TA before ***Final Literature Review is due (Mon, May 1st).***

***PowerPoint Presentations of Draft 2 of your literature review (5 minutes) will take place in class next week, Wed, Apr 19th, and the week after Wed, Apr 26th.***

**Week 15 (Wed, Apr 19th)**

PowerPoint Presentations of Draft 2 of your literature review (5 minutes)—grade on this presentation will be your actual grade.

Final supervision session and wrapping up work at internship site. Obtaining closure with clients, co-workers, and supervisors. Maintaining networking and other professional connections. Potential job opportunities.

Talk to your site supervisor about whether you need to do a ***project presentation at your site*** too. If this is the case, schedule a time for next week after you present in class to be able to incorporate feedback from class and improve your presentation before doing it at the site. It’s important that you present at the site next week, this way supervisors can take into account your work in the project presentation as they prepare your performance evaluation, which is due from them the week of finals (after next week). Some supervisors only request a copy of your final paper, and if that’s their preference, it’s fine to not do a project presentation at the site.

***Final Literature Review is due no later than 3P on Mon, May 1st (integrate Draft 1 and 2 for the complete literature review based on a total of 10 articles).*** As soon as you submit your paper on Blackboard, submit a copy to your site supervisor. Ask your supervisor if they would like an emailed copy or if they would like you to bring them a paper copy when you have finished it. Be sure you do this as soon as possible, so they have opportunity to review the paper, provide you feedback, and incorporate their feedback into their evaluation of your performance.

**Week 16 (Wed, Apr 26th)**

Finish PowerPoint Presentations of Draft 2 of your literature review (5 minutes)—grade on this presentation will be your actual grade.

Supervisors will probably begin to prepare their student evaluations this week to be able to have them ready by next week. If you have not completed your 120 hours, your supervisor cannot sign off on your evaluation and you must finish your hours by next week (finals week). Make sure you have your final supervision session by this week or early next week, so your supervisor can provide feedback to you about your presentation and final project paper. Supervisors will not complete evaluations until they have heard your presentation or received a copy of your paper.

***Final Literature Review is due no later than 3P next week Mon, May 1st (integrate Draft 1 and 2 for the complete literature review based on a total of 10 articles).*** As soon as you submit your paper on Blackboard, submit a copy to your site supervisor. Ask your supervisor no later than this week if they would like an emailed copy or if they would like you to bring them a paper copy next week. Be sure you do this as soon as possible, so they have opportunity to review the paper, provide you feedback, and incorporate their feedback into their evaluation of your performance.

***Your evaluation of the site and your placement will be sent to you electronically by Kathryn Engel. This evaluation is also due with your paper, no later than midnight next week, Mon, May 1st.***

**Finals Week (Mon, May 1st)**

***DUE NO LATER THAN 3P: Final Literature Review (integrate Draft 1 and 2 for the complete literature review based on a total of 10 articles). Your evaluation of the site and placement is also due.***

As soon as you submit your final project paper on Blackboard, submit a copy to your site supervisor. Be sure you do this as soon as possible, so they have opportunity to review the paper, provide you feedback, and incorporate their feedback into their evaluation of your performance, which is due from them this week.

**Informed Consent: Policy on Grading, Confidentiality, Attendance, and Professionalism**

**PSCH385 Fieldwork in Psychology**

In signing this form, I agree to abide by the attendance policy for this class. I understand that attendance is required for all classes. If I am either absent, late, or leave early, I understand that my final grade will be lowered for each absence. I understand that I will need to sign in for each class. I agree to read all course documents including the syllabus and abide by course policies.

**Being Professional: Confidentiality, Respect, Requisite Skills**

In signing this form, I agree that I will act professionally at all times, particularly when in the field as well as in class. I understand “acting professionally” to include:

* keeping everything I hear confidential, no information presented by my peers may be disclosed to anyone other than the instructor or the course teaching assistant(s)
* treating others with respect
* paying attention
* dressing appropriately
* noting and incorporating all feedback from my supervisor
* following all site procedures and policies
* interacting with others in a professional manner and with the requisite skills expected

Moreover, I understand that confidentiality with regard to materials heard at my site as well as presented in class by my peers is an absolute requirement. I agree to guard the data my site entrusts me. My site partner will indicate whether they want to be identified or remain anonymous in the project paper and presentation. I understand that if I disregard the confidentiality policy it will result in failure of this course.

The Director of Internships in Applied Psychology makes ten year student placement agreements with all of our site partners. The agreements describe both the supervised professional interactions as well as the projects as integral parts of the internship. These agreements also stipulate that either the site or UIC may terminate a student’s internship. Any student who is failing in adhering to site policies or is failing to obtain the requisite level of professional interactions at the site may be asked to withdraw from the course by the Director of Internships in Applied Psychology in consultation with the course professor and the Director of Undergraduate Studies. The Psychology department may make the decision to remove a student from the Applied Psychology track if the student has a failure in PSCH385 or is required to withdraw from PSCH385.

I understand that if my skills are not at a level that allows the site to progress me to professional interactions on site that this will lower my grade. I will not be able to obtain the highest ratings if my interactions are restricted at the site. If the site determines my skills are lacking this would be an instance where the Director of Internships in Applied Psychology requires me to withdraw from the course.

***Please note that you will need to drop the course if you do not sign this form.***

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Name UIN

**ARTICLE REVIEW FORM**

The purpose of this assignment is to guide you through the steps of reviewing a research article. These are the steps you should rely on when you review research articles for your literature review. It’s important that you complete this assignment thoroughly; to make it more likely for you to be prepared to approach the articles you’ll be reviewing for your chosen topic.

**Foshee, V.A., McNaughton Reyes, L., Agnew-Brune, C.B., Simon, T. R., Vagi, K. J., Lee, R. D., & Suchindran, C. (2014). The effects of the evidence-based Safe Dates dating abuse prevention program on other youth violence outcomes. *Prevention Science, 15,* 907-916.**

**I. Background and Supporting Information**

(1) What are the factors that seem to be the primary interest of the authors?

(2) What is the motivating research question, hypothesis, or idea of the study?

(3) Which factors were “held constant” across participants in the study?

**II. Methods**

(1) What was the *N* of the sample?

(2) Sampling:

A. How did the researchers **sample** participants (how were they selected)?

B. How was this sampling method good?

C. How was this sampling method bad?

(3) What were their IVs and DVs? Identify both the conceptual and operational definitions of each IV and DV.

(4) Was this a **true** **experiment**? What made it or did not make it a true experiment?

**III. Results**

(1) What did the researchers find?

The researchers present lots of fancy statistics and complex results. Discuss with other students what the researchers found regarding the relationship between their IVs and DVs. Do not report numbers (values) here—just report what was found using everyday language.

**IV. Discussion**

(1) In your own words, what is the “take home message” of the results of the study?

(2) What limitations do the researchers point out about their own study?

(3) On your own, think of 2 more limitations of the study.

(4) Name one thing that you would have done differently if you had been the researcher who designed the study.

**V. Additional points to consider**

(1) What is the main purpose of the article—what are the authors trying to accomplish?

(2) What are the central viewpoints/theories presented by the authors?

(3) What do you consider remains to be addressed about the main purpose and/or the author’s viewpoints/theories (focus on what you’ve learned from other articles about your topic and how this article fits or doesn’t fit well with the others)?

(4) How would you agree with authors’ conclusions?

(5) How would you disagree with authors’ conclusions?

**PSCH 385 Literature Review Description**

The drafts and final project papers must be submitted via Blackboard (SafeAssign) must be a Microsoft Word file (not Adobe/PDF or any other format), and must conform to the following APA style requirements (in addition to the content and length requirements specified below):

* Times New Roman 12 font
* 1 inch margins all around
* Header on each page: first and last name in caps shifted all the way left, page number on same line shifted all the way right
* Indent first line of each paragraph
* Consult APA Publication Manual (p. 62-63) to determine the levels of titles/headings necessary for your paper
* Also consult Chapters 6 and 7 of APA Publication Manual for specific information about appropriate use of citations/crediting sources and the list of references.

Part of good and ethical professional practice is your ability to adhere to standards and requirements. If your papers aren’t submitted on time, aren’t formatted as specified above, and don’t follow the specific instructions in the description document, ***you will lose points on your grade for the assignments***.

If you have problems uploading to Blackboard you must email me immediately describing the problem you’re having so I can try to resolve it. Attach to your email the paper that is due, this way it still counts as being submitted on time. If you do not follow these instructions ***you will lose points on your grade for the assignments***.

**Content & Length (Total of 12-18 pages)**

Once you have decided with your supervisor which topic would be of most interest to the site, you will search the literature to identify articles to include in your literature review. Consult with me or the TA about identifying the specific areas or related issues on which you’ll focus.

**Introduction (approximately 2-3 pages)**

Begin with an overview that defines and describes the topic you have chosen; summarizes current knowledge about this topic and what additional knowledge is needed/missing that may be relevant to your site; and the questions you will address in your literature review. End your introduction with a clear and concise statement of your goal for this project.

**Body of the Literature Review (approximately 7-10 pages)**

Discuss in detail the articles you identified in the Introduction. Each one should be discussed under a separate section/heading. Also describe the populations that have been included in the articles you review, and the implications this has for how this information may or may not be appropriate to your site and the populations it serves.

**Conclusions and Recommendations (approximately 3-5 pages)**

In your conclusion section briefly summarize the outcomes of the articles you discussed in the previous section. What does this information say about the current state of knowledge on the topic you have chosen? Also, discuss the strengths and weaknesses of your project, and possible directions for future research. What areas or issues related to this topic that may be relevant to your site have not been adequately researched?

Based on these outcomes, how could the information you obtained from the articles you reviewed be useful or not useful to your site? What technical, organizational, or cultural adaptations beyond language/translation would be necessary for the practices, programs, or approaches to be applicable at your site? Given the current state of knowledge about the topic, and the resources presently available at your site, what recommendations could be made to the site about making good use of this information? On-going conversations with your supervisor, me and the TA, and our class discussions will help provide you with broader perspectives on the topic to facilitate your writing of conclusions and recommendations.