

Lab in Community and Prevention Research– PSCH 331**T, TH 9:00-10:50 BSB Room 2019**<https://uic.zoom.us/j/88685746609?pwd=MFRvYXISU0VCTEp3RjBxbGIBK3IBUT09>**Instructor:**

Amanda Roy, Ph.D.

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Student drop-in hours: 1050C BSB; T 11-12 or by appointment

<https://uic.zoom.us/j/7357193506>**Teaching Assistants:**

Kyla Ford

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M 1 - 2:15

Kay Thursby

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Student drop-in hours: BSB 1061;

T 12:30 – 1:45

COURSE DESCRIPTION

Community Psychology is a discipline that focuses on understanding people in their social contexts by integrating social action and empirical research. This course gives you the opportunity to put your knowledge of community psychology, research methods, and data analysis 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:

- Developed a research project grounded in community psychology theory
- Collected and analyzed data to answer your research question(s) of interest
- Strengthened your analytic skills
- Had experience giving and receiving feedback
- Improved your academic writing and presentation skills

Class Format and Etiquette: The first weeks of this class will be dedicated to refreshing your community psychology and research methodology knowledge. After the first few weeks, little time will be spent on traditional lectures. This is a lab class which means that the majority of class time will be dedicated to developing your research projects, analyzing results, and writing your final manuscript.

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

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. You are expected to complete the readings prior to class and be ready to discuss them.

Course Materials: All required readings, handouts, slides, and assignments will be made available on the Blackboard site. Laptop computers that have SPSS software installed on them will be made available during class time.

It is critical that you get very familiar with the APA Publication Manual, as all papers for this class are required to be in APA format. A helpful resource for navigating APA guidelines can be found here:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

The majority of assigned readings will come from two books:

Landrum, R. E. (2021). *Undergraduate writing in psychology: Learning to tell the scientific story*. American Psychological Association.

Calarco, J. M. (2020). *A field guide to grad school: Uncovering the hidden curriculum*. Princeton University Press.

Data stored on the computers may be erased throughout the semester, so you should store everything on a flash-drive or on the cloud. Also, this allows you to take your work home with you to continue writing/editing throughout the semester.

Writing: The ability to write clearly and concisely is an essential skill in research and many other careers. We will dedicate several class periods to writing and editing because writing a little each day helps us think through our ideas and editing increases 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.

Communication & Making Appointments: Your instructional team is here to support your learning but we can only help you if we are well informed of your needs. You are encouraged to contact us early and often. Do not wait until the last minute to seek advice, assistance, or feedback. We will all do our best to respond to you in a timely manner, but please be realistic about your expectations (i.e., allow 24-48 hours). Please email **Kyla** with any questions that you might have. Any questions that she cannot address will be forwarded on to me

ASSIGNMENTS

Participation (10%)

While the format of the course will vary depending on the topic or activity of the day, constructive class and group participation, as well as consistent and engaged reading of assigned texts, and completion of in-class activities are required from all registered students. Openness, a willingness to listen to others respectfully, and sharing of ideas are essential for developing a lively and respectful course environment and discussion for all. I recognize that people have very different styles of participation and different levels of comfort with speaking in class. Your participation grade will not reflect how many times you speak in the course, but rather how you

critically engage of course material and class activities. **If you miss a class section, you will receive no participation grade for that day.** If you must miss a class session, it is your responsibility to get the notes, handouts, homework assignments, and/or other announcements from one of your fellow classmates.

Completion of Institutional Review Board (IRB) Online Training (2%)

It is required that anyone at UIC conducting human subjects research complete the Collaborative Institutional Training Initiative (CITI) online training. Although data collected in this class will only be used for educational purposes, the completion of IRB training ensures that you are aware of the ethical guidelines mandated by UIC when conducting human subjects research. You are expected to complete the online training and turn in the certificate of completion.

Empirical Research Paper (60%)

Throughout the semester you are expected to complete multiple sections of your final writing assignment. The expectation is that you will integrate feedback on each of these draft sections into your final research paper. The following are the assignments that you are required to turn in:

- Draft Introduction section (10%)
- Draft Methods section (10%)
- Draft Results section (10%)
- Draft Discussion section (10%)
- Final Research Paper (20%)

You will be provided with specific instructions for each writing assignment, along with their grading rubric. Each student is expected to turn in their own assignments, although it is expected that you will consult with each other as collaborative partners in the research process.

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.

You are required to upload these assignments to **SafeAssign on Blackboard by 9am of the due date.**

Survey Development and Data Collection (18%)

Students will conduct a small research study focused on a social issue that is important to them. Although each student will develop their own research question to address, students will work in groups of four to develop and administer their survey. As the course progresses, I will pair you other students who have similar areas of focus. Student groups will work collaboratively to identify relevant measures to assess their constructs of interest, program a survey in Qualtrics, and administer the survey to participants. **Each team of four is required to have the survey completed by a minimum of 80 research participants.**

Research Presentations (20%)

A critical part of the research process is being able to communicate your research ideas and findings to others. Another critical skill is the ability to both give and receive constructive feedback. You will have two opportunities to do this in this class. In addition to presenting your work, you will also be assigned to one student presenter to ask a question of.

- Proposal presentation (10%)

- You will describe the relevant literature, your research questions and hypotheses, proposed data collection approach, and measures. This is on par with what graduate students do when they propose their ideas for their Masters and Dissertation research.
- Final Research Presentation (20%)
 - You will describe all aspects of your research project including intro, methods, results, and a discussion of your findings.

GRADING

Grading: Grades will be determined using the following proportions.

10% Participation
2% CITI Training
8% Data Collection
10% Draft Introduction section
10% Draft Methods section
10% Draft Results section
10% Draft discussion section
20% Final Research Paper
10% Proposal Presentation
10% Final Research Presentation
100%

Final grades will be assigned according to the following scale. Grades will **not** be rounded:

A = 89.9	B = 79.9	C = 69.9	D = 59.9	F < 59.9%
-100%	-89.8%	-79.8%	-69.8%	

It will be your responsibility to keep track of your grades in Blackboard. If you notice that a grade has been entered incorrectly, you should contact your TAs as soon as possible to discuss, and no later than the last week of classes. After that point, any errors will stand in your final grade calculation.

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 any work you submit has been plagiarized from other sources you will fail the course. 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. Please discuss with me or the TAs any concerns you have about plagiarism, as well as concerns about how to appropriately cite and reference works.

MISCELLANEOUS INFORMATION

Deadlines: The deadline to add or drop a course without a W and the last day to complete late registration is Friday, January 21, 2022. The deadline to withdraw from the course (with a W on your academic record) is Friday, March 18, 2022.

Technology: This course will rely heavily on the Black Board both for communicating announcements and for collecting assignments. It is the responsibility of every student to learn how to access Black Board and post assignments properly. Should you have any technical

difficulties, please contact the Instructional Technologies Lab: blackboard@uic.edu or 312-996-9824.

Academic Integrity: Students in this course are expected to behave at all times in a manner consistent with the UIC Honor System and Code (<http://www.uic.edu/depts/honorcode/code.html>). For all work, the name that appears on the paper must be the author's. If you are using someone else's work as a source, cite it. Please see details available at the website above. Violations of the Honor Code will not be tolerated in this course and will be immediately reported according to UIC procedures (<http://www.uic.edu/depts/dos/studentconduct.html>). The instructor reserves the right to use software to determine the extent to which the work is the student's. The instructor for this course reserves the right to enter a failing grade for any student found guilty of an honor code violation.

Office of Disability Services: If you are a student with a disability and you need academic accommodations, please see me and contact the Disability Resource Center ([DRC](#)) at (312) 413-2183 (voice) or (312) 413-0123 (TDD). Please share any accommodations with **Kyla**. I will gladly assist with arranging academic accommodations through this office.

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.

Self-Care: Finally, life is stressful and we all need a little support sometimes. Students are encouraged to contact the [Counseling Center](#) (Suite 2010 Student Services Building) at (312) 996-3490 for assistance with any kind of psychological/life problem or crisis situation. I can help with referrals for students with particular counseling needs so please feel free to talk with me for help with anything.

COURSE SCHEDULE

Week	Day and Date	Class Focus/Activity	Reading/Assignment Due
1	Tues 1/11	Introduction/Course overview	
	Thurs 1/13	Grounding the research Community psychology research and theory Identifying a social problem	KL Chap 1: Introducing Community Psychology Pp 2-35
2	Tues 1/18	Ethics Ethics in community research IRB online training	Campbell (2016) Complete CITI training
	Thurs 1/20	Writing Effective writing APA style	Landrum Chap 1: pp 7-19

3	Tues 1/25	Writing Components of a journal article	Landrum Chap 4: pp 53-88
	Thurs 1/27	Starting your paper Developing a research question(s) Components of a research question	Landrum Chap 2: pp 21-36
4	Tues 2/1	Conducting a literature search What to search Organizing your search Finding what is important in your search	Landrum Chap 3: pp 37-52
	Thurs 2/3	Conducting a literature search How to read academic articles Summarizing articles Revisiting research questions and hypotheses	Calarco Chap 4 108-118
5	Tues 2/8	Writing the introduction Summarizing articles Writing paper introduction	Landrum Chap 5: pp 89-104
	Thurs 2/10	Writing the introduction/Planning methodology Summarizing articles Writing paper introduction Identifying groups; plan methods (sample, recruitment)	Calarco Chap 7 177-200
6	Tues 2/15	Planning methodology Groups plan methods (sample, recruitment) Developing/selecting measures Create Qualtrics survey	Draft Introduction due
	Thurs 2/17	Planning methodology/ Writing Methods section Create Qualtrics survey Drafting informed consent form Drafting recruitment materials Writing Methods section	Landrum Chap 6: pp 105-131
7	Tues 2/22	Planning methodology/ Writing Methods section Finalize Qualtrics survey Writing Methods section Planning proposal presentation	Landrum Chap 8: pp 163-174 Start data collection
	Thurs 2/24	Communicating research Planning/practicing proposal presentation	

8	Tues 3/1	Communicating research Research proposal presentations	In class presentation (1-10)
	Thurs 3/3	Communicating research Research proposal presentations	In class presentation (10-20) Draft Methods due
9	Tues 3/8	Data analysis SPSS Tutorial Quantitative analysis	
	Thurs 3/10	Data analysis Developing an analysis plan	
10	Tues 3/15	Managing data Managing data Cleaning data	Data collection complete
	Thurs 3/17	Data analysis	
11	Tues 3/22	SPRING BREAK	
	Thurs 3/24	SPRING BREAK	
12	Tues 3/29	Data analysis Writing Results section	
	Thurs 3/31	Data analysis/Results section Writing Results section	
13	Tues 4/5	Data analysis/Results section Writing Results section	
	Thurs 4/7	Discussion section Discussing Discussion section Writing Discussion section	Draft Results section due
14	Tues 4/12	Discussion section Writing Discussion section	
	Thurs 4/14	Discussion section Writing Discussion section	
15	Tues 4/19	Communicating Research Planning/practicing final presentation	Draft Discussion section due
	Thurs 4/21	Communicating Research Final research presentations	In class presentation (1-10)
16	Tues 4/26	Communicating Research Final research presentations	In class presentation (10-20)
	Thurs 4/28	Finalizing Final Paper Complete course evaluation Discussing grad school/next steps	Calarco Chap 7 177-200
Final Research Paper due W 5/4 by 5:00pm			

NOTE: This schedule is subject to change depending on how quickly we progress. All changes will be announced in class and posted on BB.