

Advanced Psychology Practice – PSYCH 450CE (4 credits)
Spring Semester 2022
Capital University

Instructor: Stephanie Gray Wilson, Ph.D.

Pronouns: she, her, hers

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“Drop-In” Hours: Mondays 9-11 a.m., Wednesdays 10-11 a.m., and Thursdays 10 a.m. - 12 p.m. via Zoom: <https://capital.zoom.us/j/94867874318> or in CMC 285 (must wear face covering). Other meeting times available by appointment.

Class Meetings: Mondays and Wednesdays 1-2:40 in Battelle 289

Course Description

Students engage with psychology through a High Impact Practice that can include psychological research, a community-engagement project, or a community-based research project. Students complete a significant paper about the project that is grounded in the psychological literature and present their work via an oral or poster presentation. Prerequisite(s): PSYCH 120 Introduction to Psychology or PSYCH 121 General Psychology; PSYCH 200 Psychology Ethics, PSYCH 350 Experimental Psychology, SOSCI 210 Social Science Statistics or MATH 215 Elementary Statistics; SOSCI 220 Social Science Research Methods or BIOL 315 Research Methods or NURS 366 Nursing Research.

Required Materials

No textbook is required for this course.

Students will find and read primary source literature related to the topic and methods of the project for the course. Additional readings provided by the instructor will be available on iLearn.

Technology Requirements:

You need to be able to use iLearn to access course content and submit course assignments. Therefore, access to a computer or tablet with the ability to connect to the internet is required. I will communicate with the class using Capital email accounts, so it is important that you check your Capital e-mail account regularly.

Other Resources

iLearn: Articles, assignments, “Drop In” Hours Zoom links, and other course materials will be posted on iLearn.

APA Manual: You are expected to present all written work in proper APA format (title pages not required for assignments less than 5 pages long). This is material that you covered in previous psychology and social science classes, but you may need to refresh your memory about details. You should plan to consult the APA manual regularly as you prepare written assignments for this class.

Student Learning Outcomes, Course Activities, and Assessments

Student learning Outcomes	Course Activities	Assessment (Products)
What do you want you students to be able to do by the end of your class? Or, what are they making progress toward?	What will students do to achieve the student learning outcomes?	What are you grading students on?
Recognize, apply, and critique basic research methods in psychology, including research design, data analysis, and interpretation including the use of technology for these purposes	<ul style="list-style-type: none"> Find/read research literature Design project 	<ul style="list-style-type: none"> Quizzes Class Participation Group Participation
Communicate effectively in a variety of formats and to a variety of audiences	<ul style="list-style-type: none"> Article Presentations Complete Ethics Assignment Write APA-style paper and drafts Create poster/oral presentation 	<ul style="list-style-type: none"> Participation Ethics assignment grade Paper and drafts (rubric) Oral/poster present. (rubric)
Identify, describe, and evaluate how diversity (e.g., ethnic, cultural, social, and gender) affects individuals and social situations	<ul style="list-style-type: none"> Complete Ethics Assignment 	<ul style="list-style-type: none"> Ethics Assignment grade
Demonstrate scientific thinking that was gained through practical research, laboratory, or field experience	<ul style="list-style-type: none"> Design project Conduct project 	<ul style="list-style-type: none"> Class participation Group participation
Identify, explain, and assess the ethical implications of issues and situations and act ethically CE - Analyzes complex ethical and social justice issues	<ul style="list-style-type: none"> Complete Ethics Assignment Complete Reflection Assignments 	<ul style="list-style-type: none"> Ethics Assignment grade (rubric) Reflection grade
CE - Identifies assumptions (taken-for-granted ideas, "commonsense" beliefs, inherited values) that underlie beliefs and actions.	<ul style="list-style-type: none"> Complete Reflection Assignments 	<ul style="list-style-type: none"> Reflection grade
CE - Makes connections between academic studies (theory) and experiential learning contexts (practice).	<ul style="list-style-type: none"> Find/read research literature Design project Write APA-style paper and drafts 	<ul style="list-style-type: none"> Quizzes Class Participation Group Participation Paper and drafts (rubric)
CE - Analyzes structural conditions that have resulted in injustice, inequality and other forms of social marginality.	<ul style="list-style-type: none"> Complete Reflection Assignments 	<ul style="list-style-type: none"> Reflection grade

IDEA Objectives:

Learning how to find, evaluate, and use resources to explore a topic in depth

Learning to analyze and critically evaluate ideas, arguments, and points of view

Developing skill in expressing oneself orally or in writing

Learning to apply knowledge and skills to benefit others or serve the public good

Learning appropriate methods for collecting, analyzing, and interpreting numerical information

Structure of the Course

This class holds the Civic/Community-Engage (CE) designation. This means that we will be working with one or more community partners as part of the coursework in this class and completing service work and/or projects that will directly benefit that/those organizations. This semester we will be working with **Huckleberry House** on a **community based research project**. As part of this project you will be expected to conduct research (literature review, data analysis, and final research report) that will benefit the organization. Students will be expected to critically reflect on and integrate learning before, during and after the project.

Learning Contract: Student are required to complete a learning contract with the community partner. Failure to complete this contract by the third week of the semester will result in a failing grade for the course.

Required Reading

Students will find and read primary source literature related to the topic and methods of the project for the course. While the number of primary sources will vary by project, students should expect to read over 150 pages of published research articles.

Opportunities to Demonstrate Knowledge (a.k.a. Course Requirements)

- **Critical Reflection:** Students will be asked to reflect, in brief online journal entries, on their experiences including their knowledge of the population served by the community partner; their understanding of the impact their project may have on the ability of the community partner to meet their mission; and how their knowledge, skills, and attitudes have developed throughout the course of the project.
- **Research Article Identification and Discussion Leader:** Students are expected to find research articles that will contribute to the literature review and method development for the project. Students will present each article to the class and facilitate discussion of their articles during class time. Each student is expected to find and lead discussion of at least 4 articles. Articles for presentation must be submitted to Dr. Wilson at least 5 days prior to the scheduled presentation date. Students earn 5 points for submitting and appropriate article and up to 25 points for leading the article discussion.
- **Reading Quizzes:** Reading quizzes cover the material from the research articles presented by students. Students should expect quiz questions to be integrative in that they might need to use material from more than one source to answer particular items. Quizzes will be completed online.
- **Design Project:** Students work in groups or individually to design their project with guidance and input from the community partner. This might include interviewing community partners, developing a research question and hypothesis, finding valid and reliable measures and/or creating online materials.
- **Conduct Project:** Students conduct the project, which can include any of the following: Obtaining resources, implementing ideas agreed upon by community partners, collecting and analyzing data.
- **Participation:** Participation has three components: Class discussion about the research literature (15 points), designing the project (30 points), and conducting the project (30 points).
- **Ethics Assignment:** Students analyze the ethical issues associated with the project (including issues of diversity and inclusion) and connect their analysis to the APA ethics code and other ethics theories and/or resources. Issues might include community engagement/community – based research, informed consent, use of deception, potential harms, equitable representation, etc. Students should expect this paper to be approximately 10 pages, double-spaced, with 5 – 7 sources.

- **Paper and Drafts:** Each student (individually) writes an APA-style paper about the project. The papers are written in APA-style. A grading rubric is in iLearn. The purpose of the rough drafts is to improve students' ability to write about scientific information and to provide feedback before students submit the final copy. The rough drafts must be the students' own work. Do not copy from or share with other students. Students do not earn credit for work that is identical or nearly identical to another student's work. The instructor is obligated to report incidents of plagiarism to the provost's office.

NOTE: Although the instructor attempts to indicate the areas of improvement on the drafts, the instructor does not always catch everything, particularly when there are major structural changes required in the paper. Therefore, after the student revises the paper, it is the student's responsibility to re-read the paper (and have another person proofread the paper) to ensure that everything is correct. In addition, the instructor may mark a problem only the first time it appears in the paper (e.g., verb tense, citations, etc.) – it is the student's responsibility as the author of the paper to make all subsequent changes.

- **Oral or Poster Presentation:** One important way that psychologists communicate is via oral or poster presentations. Creating an effective oral presentation or poster that clearly communicates your project is a skill that is learned through practice. Students are expected to submit a proposal to the Symposium on Undergraduate Scholarship and, if accepted, present their project at the Symposium. Projects not accepted for presentation will be presented to the class. In addition, students will present the final project to the community partner.

Grading

Your course grade will be based on the percentage of total points possible earned on the opportunities to demonstrate knowledge as listed below:

Critical reflection journal entries (4 @10 pts each)	40
Research article identification and discussion (4 @ 30 pts each)	120
Reading quizzes (4 @ 25 points each)	100
Participation	75
Ethics assignment	60
Drafts (3 @ 30)	90
Final Paper	100
Presentations (Symposium and community partner)	75
TOTAL	660

Grades will be assigned as follows: 93-100% A, 90-92% A-, 87-89% B+, 83-86% B, 80-82% B-, 77-79% C+, 73-76% C, 70-72% C-, 67-69% D+, 63-66% D, 62% and below F. The only exception to this grading policy is in cases of academic dishonesty, which will result in a course grade of F and notification of the Dean.

Policies

CITI Training: Students must complete the online CITI training: Social and Behavioral Research – Basic/Refresher Course. Most students have done this in research methods (e.g., SOSCI 220). The online training is free to and takes about 2 hours. If students do not complete the training prior to the end of the third week of class, they automatically fail the course, regardless of the grade that they have in the class.

Policy on Late Assignments: All assignments are due as indicated on the syllabus and in iLearn. Materials should be uploaded to iLearn as PDF files. Assignments received within 24 hours of the deadline will be marked down 20% of the total points possible. Assignments will not be accepted for

credit beyond 24 hours after the due date without prior permission or communication from the Dean. However, I will review and give feedback on late assignments to the extent possible given time constraints (i.e., due dates for follow-up assignments).

Other Important Policies

Federal Credit Hour Requirement: Student learning is the primary focus of the university. Learning occurs both inside class and outside of class. The federal government also recognizes the importance of student learning outside of class. Capital University conforms to the federal requirements (34 CFR 600.2) regarding the amount of work expected for each class credit hour. Students enrolled in this course are expected to engage in a minimum of two hours of out-of-class student work per credit hour per week related to this course. This class is 4 credits, and therefore students should plan to engage in course work for at least 12 hours each week including both in-class and out-of-class time.

ACADEMIC SUCCESS

Blackmore Library

614-236-6327

academicsuccess@capital.edu

www.capital.edu/academic-success

Academic Success provides a wide range of academic support services to complement and enhance students' efforts to become more skilled and confident independent learners. Free services include the following: one-on-one and small group Peer Tutoring to guide students in reviewing course material, developing a better understanding of key course content, preparing for exams, and developing more effective study strategies for courses; the Writing Center, which assists students with brainstorming and invention, drafting, development and organization, revising, editing, grammar and punctuation, research writing, and proper documentation and formatting; Academic Coaching, which assists students with developing enhanced strategies for navigating online learning, time management, organization, test preparation and test-taking strategies, and goal setting; and Supplemental Instruction (SI) for select courses, provides weekly, peer-facilitated opportunities for students to engage in activities that will not only help them master the material in challenging courses, but will also help them become more effective learners. Students can schedule tutoring, writing, or coaching appointments through TutorTrac (tutortrac.capital.edu) and view the current SI session schedule on the Academic Success web site.

ACCESSIBILITY SERVICES

Ruff Learning Center

614-236-6611

accessibilityservices@capital.edu

www.capital.edu/about-capital/accessibility-services

Capital University welcomes individuals with disabilities. To ensure access, and in accordance with Title III of the Americans with Disabilities Act of 1990 (ADA), ADA Amendments Act of 2008 (ADAAA), and Section 504 of the Rehabilitation Act of 1973, Capital University provides reasonable accommodations and support services to qualified individuals with disabilities. Accessibility Services provides individualized services for students, employees, and community members with disabilities. Please refer to the above-linked webpage to learn more about requesting housing and academic accommodations, utilizing the Testing Center, securing an interpreter, and other services for individuals with a disability.

TITLE IX AND SEXUAL HARASSMENT

Ruff Learning Center

614-236-6904

titleIX@capital.edu

www.capital.edu/title-ix-and-sexual-harassment

Capital University is committed to ensuring a safe environment free of discrimination on the basis of sex, including sexual misconduct. All members of the University community, including students, faculty, staff, guests, and visitors are expected to conduct themselves in a manner that does not infringe upon the rights of others. The University offers prevention and outreach programs to educate the University community about sexual misconduct and discrimination. Resources and reporting options are available to the University community by contacting the Title IX Coordinator.

DIVERSITY AND INCLUSION

Student Union

614-236-6181

odi@capital.edu

www.capital.edu/diversity-and-inclusion

Capital University wants to know you and cultivate a college experience that accepts, respects, and celebrates you. Diversity and Inclusion provides educational and cultural leadership for university initiatives aimed at supporting and developing a diverse and inclusive community.

CENTER FOR HEALTH AND WELLNESS

Kline Health Center

614-236-6114

chw@capital.edu

www.capital.edu/health

The Center for Health and Wellness provides a comprehensive array of medical and mental-health services that will aid in the assessment, treatment, prevention, and promotion of health and wellness on campus.

STUDENT SUCCESS

Ruff Learning Center

614-236-6871

success@capital.edu

www.capital.edu/student-success

Student Success is here to help all students navigate the university, overcome barriers to success, and achieve their personal and academic goals to get the most out of their time at Capital. If concerns arise, the Student Success team provides support, advocacy, and connection to campus resources and also empowers students to achieve success both inside and outside the classroom through the success coaching program.

ACADEMIC INTEGRITY

Capital University affirms the principle that all individuals associated with the academic community have a responsibility for establishing, maintaining, and fostering an understanding of and appreciation for academic integrity. Academic integrity engenders trust that a student's work submitted to faculty or university personnel for academic evaluation will be the student's own. Students are expected to be honest and ethical in their academic endeavors when incorporating the intellectual ideas of others to support their academic work. A violation of Academic Integrity is considered to be any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any

other member or members of the academic community. This includes but is not limited to alteration or attempted alteration of University documents, cheating, collusion, departmental or course regulations, disturbances in the classroom, fabrication/falsification, misrepresentation, plagiarism, sabotage, and unauthorized use of an electronic device. Students are encouraged to first consult with their faculty regarding assignments, rather than risk serious academic consequences that may result from committing a violation. For more information regarding the Academic Integrity Policy, please consult the Student Handbook.

UNIVERSITY POLICIES

Students enrolled in this course are subject to all governing University policies. These policies contain important information about academic integrity, plagiarism, attendance, drop dates, incomplete grades, grade disputes, refunds, and human dignity. It is the student's responsibility to review these policies that may be found in the following sources: Undergraduate Bulletin (<http://bulletin.capital.edu/>) and the Student Handbook including the code of student conduct and academic integrity policies (<http://www.capital.edu/Current-Students/>).

Advanced Psychology Practice – Course Outline

WEEK	DAY	DATE	Activity/Topic	Assignments Due
1	W	1/5	Class Introduction	Article submission - 1/7 by 11:59 pm
2	M	1/10	Meeting with Community Partner representatives	Reflection journal - 1/16 by noon
	W	1/12	Review literature	Submit Learning Contract-1/12 by 1 pm Article presentations Article submission - 1/14 by 11:59 pm
3	M	1/17	MLK Day of Learning – Attend events	Reading Quiz - 1/17 by 1 pm
	W	1/19	Review literature	Article Presentations Article submission – 1/21 by 11:59 pm
4	M	1/24	Design project	Reading Quiz – 1/24 by 1 pm
	W	1/26	Review literature	Article presentations Article submission – 1/28 by 11:59 pm
5	M	1/31	Design project Paper introduction	Reading Quiz – 1/31 by 1 pm
	W	2/2	Review Literature	Article Presentations
6	M	2/7	Design Project Ethics Assignment	Paper DRAFT - Introduction- 2/7 by 1 pm Reading Quiz – 2/7 by 1 pm
	W	2/9		Reflection journal – 2/13 by noon
7	M	2/14	Conduct project	Ethics Assignment – 2/14 by 1 pm
	W	2/16	Revise introduction Write method and abstract	
8	M	2/21	Conduct project Revise abstract	Paper DRAFT- Introduction, Method & Abstract) – 2/21 by 1 pm
	W	2/23	NO CLASS	
9	M	2/28	Conduct Project Revise Paper	
	W	3/2	Finalize and submit approved Symposium abstract	Symposium Abstract due by 5 pm on Friday, March 4
10	M	3/7	MID-SEMESTER BREAK	
	W	3/9		
11	M	3/14	Conduct Project	
	W	3/16	Revise paper	Reflection journal – 3/20 by noon
12	M	3/21	Analyze project outcomes/data	
	W	3/23		
13	M	3/28	Analyze project outcomes/data	
	W	3/30		
14	M	4/4	Create Presentation	Complete paper DRAFT – 4/6 by 1 pm
	W	4/6	Complete paper	
15	M	4/11	Complete and practice presentation	
	W	4/13		Reflection journal – 4/19 by noon
16	M	4/18	EASTER BREAK	
	W	4/20	Symposium on Undergraduate Scholarship	Present at Symposium
17	M	4/25	Final Paper Practice community partner presentation	Final paper – 4/25 by 1 pm
“Final”	TH	4/28	Presentation to Community Partner – 3:30-5:30 pm	

