PSYC 3362 Community Psychology
Spring 2024

Instructor:	Dr. Yuki Shigemoto
Section # and CRN:	P01 24827
Office Location:	Don K. Clark Building, Room 225
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Office Hours:	Office Hours will be held during the following times: Tues 12:30-2pm & 3:30-5pm, Thurs 12:30-2pm & 3:30-5pm
Mode of Instruction:	Face to Face
Course Location:	Juvenile Justice & Psyc Bldg 155
Class Days & Times:	Tues & Thurs 2:00PM – 3:20PM
Catalog Description:	This course provides an introduction to the field of community psychology. Community psychologists study person-environment interactions and the various ways individuals navigate between different social context, e.g. schools, neighborhood, community, and society; and, community psychologists employ a variety of methodological approaches to understand many of the social issues facing communities today such as juvenile violence, homelessness, HIV-AIDS, domestic violence, etc.
Prerequisites:	PSYC 2301
Co-requisites:	None
Required Texts:	Moritsugu, J., Vera, E., Wong, F. Y., & Duffy K. (2019). Community Psychology (6th ed.). New York, NY: Routledge.
Recommended Texts:	None

Student Learning Outcomes:

	Upon successful completion of this course, students will be able to:	Program Learning Outcome # Alignment	Core Curriculum Outcome Alignment
1	Students will be able to identify and articulate the basic tenets and principles of Community Psychology.		Communication
2	In an informed and effective manner, students will be able to differentiate and discuss such key aspects of person-environment interactions and the ways individuals navigate various social context.		Critical Thinking
3	Students will be able to demonstrate an understanding of different methods used in the community psychology research.		Empirical and Quantitative Skills
4	Students will be able to articulate knowledge on the topic of social justice and the importance of cultural sensitivity.		Social Responsibility

Course Procedures

GRADING

3 Exams (worth 20% per exam)...**60% of final grade**
Group Research Presentation ....**20% of final grade**
Final Exam OR Community Investigation Paper ....**20% of final grade**

Grade	Criterion
Grade	Criterion
A	90% or above
B	80% to < 90%
C	70% to < 80%
D	60% to < 70%
F	Below 60%

*Students can expect to receive feedback within one week of submission.

If a student has stopped attending the course (i.e. "stopped out") at any point after the first day of class but did not officially withdraw from the course and has missed assignments and exams, including the final exam, and performed below the grade level of a D, a grade of FN (failed-non attendance) will be assigned for the final course grade to ensure compliance with the federal Title IV financial aid regulations. In contrast, if the student has completed all assignments and exams, including the final exam, but performed below the grade level of a D, a grade of F will be assigned for the final course grade.

EXAMS:

There will be four, online exams throughout the semester, three during the semester and one during the scheduled final exam time. Exams will consist of multiple choice questions, and will cover material from the assigned readings and lecture class activities. The first three exams will include only new material covered since the previous exam. However, the final exam will cover materials from previous chapters.

The final exam will be given during final exams week (See Course Schedule for date and time). Final exam will be the same type of test (50 multiple choice questions). It will be cumulative. **You'll receive an automatic zero on any test for which you did not take the exam (this zero will only be replaced in the gradebook if you make-up the test).**

Exam Make-up Policy: Make-up exams will not be given except for extreme emergencies. If you are absent on the days of an exam, you must have a valid excuse to be allowed to make-up the exam without penalty. Examples of valid excuses include documented illness, university-sanctioned travel, and religious observances. **Documentation of the excused absence is required PRIOR to being allowed to make up the exam.** I reserve the right to contact the source of your documentation for verification purposes. If possible, notify me in advance of your absence, but you must notify me within *48 hours* of your absence. Proper documentation must be provided and the make-up exam taken within *1 week* of your absence.

    Students who miss an exam (other than the final) without a valid excuse or who do not provide proper documentation prior to taking the make-up exam within one week of the missed exam will be allowed to take the make-up exam **within one week of the originally scheduled test date with a 25% penalty.** In this situation, arrangements to take the make-up exam must be made prior to the class period following the missed exam.
- Make-up exams will cover the same material as scheduled exams but may differ in format.
- It is ultimately your responsibility to schedule the make-up exam, not the instructor's.
- **Important Point**: Exams cannot be made up more than 1-week after the exam. If you miss that rescheduled make up period (unless due to another excused absence), you will be given a zero on your exam.

Final Exam Policy: You must attend and take the final exam during the time scheduled by the University.

GROUP RESEARCH PRESENTATION:
During the semester, you will develop a group research proposal utilizing concepts of community psychology. The project will require you to develop a research plan and share your hypotheses and research questions (NOTE: you do not need to collect data). At the end of the semester, you are required to give an oral presentation of your group's research proposal to the class as part of the course requirements (approx. 25-30 minutes). This presentation will require you to utilize visuals (e.g., PowerPoint slides, Prezi) or other presentation resources as a way to communicate your proposed project. The specific details of the requirements of the presentation and the grading rubric are provided later in the syllabus. **You are required to attend all proposal presentations at the end of the semester even on the day you are not presenting your own project. Failure to do so will result in your own presentation grade being substantially lowered by 10%.**

COMMUNITY INVESTIGATION PAPER (This is Alternative to Taking Final Exam):
For this assignment, you will choose a community that interests you. This can be a locality – your neighborhood, street, condo community, your town, etc. This can also be a relational community – your fraternity, your faith community, the local business community, the gym, the local cultural community, the Deaf community, a social club you spend a lot of time with, the local arts community, an online support community for parents of children with a certain illness, your work community, etc. After describing about your selected community, most of your paper will be about analyzing the McMillan-Chavis model of sense of community as you see them in your selected community. Additional details are in the assignment guidelines later in the syllabus. The final paper is due on the last day of class (April 26, 2024).

ADDITIONAL INFORMATION

Civility: I expect students to act civilly at all times. This means respecting yourself, other students, and me. Uncivil behavior will not be tolerated. Examples of uncivil behavior include, but are not limited to, disrupting the class in any manner, using verbally aggressive languages when posting a comment, breaking student code of conduct rules, etc.

Copyright Statement: Some of the materials in this course are possibly copyrighted. They are intended for use only by students registered and enrolled in this course and only for instructional activities associated with and for the duration of the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the Teach Act.

Syllabus Change Policy:
Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice. Any changes will be announced in class and on Canvas.

Course Schedule

Unless otherwise stated, all Chapters/Pages refer to *Sixth Edition* of our assigned text

Dates		Topic
1/16	**(T)**	Course Introduction
1/18	**(TH)**	Introduction to Community Psychology (Chap 1)
1/23	**(T)**	Introduction to Community Psychology (Chap 1)
1/25	**(TH)**	Scientific Research Methods (Chap 2)
1/30	**(T)**	Scientific Research Methods (Chap 2)
2/1	**(TH)**	Stress and Resilience (Chap 3)
2/6	**(T)**	Stress and Resilience (Chap 3)
2/8	**(TH)**	Exam 1 Review
2/13	**(T)**	**EXAM 1 (Administered in Canvas) No Class meeting**
2/15	**(TH)**	Working on Group Research Presentation
2/20	**(T)**	The Importance of Social Change (Chap 4)
2/22	**(TH)**	The Importance of Social Change (Chap 4)
2/27	**(T)**	Community Intervention Strategies (Chap 5)
2/29	**(TH)**	Community Intervention Strategies (Chap 5)
3/5	**(T)**	Exam 2 Review
3/7	**(TH)**	**EXAM 2 (Administered in Canvas) No Class meeting**
3/12	**(T)**	**SPRING BREAK**
3/14	**(TH)**	**SPRING BREAK**
3/19	**(T)**	The Mental Health System (Chap 6)
3/21	**(TH)**	The Mental Health System (Chap 6)
3/26	**(T)**	Schools, Children, and the Community (Chap 8)
3/28	**(TH)**	Schools, Children, and the Community (Chap 8)
4/2	**(T)**	The Healthcare System (Chap 10)
4/4	**(TH)**	The Healthcare System (Chap 10)
4/9	**(T)**	Exam 3 Review
4/11	**(TH)**	**EXAM 3 (Administered in Canvas) No Class meeting**
4/16	**(T)**	Presentation
4/18	**(TH)**	Presentation
4/23	**(T)**	Presentation
4/25	**(TH)**	Presentation; **COMMUNITY INVESTIGATION PAPER DUE**

<u>Final Exam will open on April 29th (Monday) at 8am (CST) and close May 1st (Wednesday) at 11:59pm (CST)</u>

All lecture and exam dates are approximately planned and subject to change.

Student Support and Success

John B. Coleman Library
The John B. Coleman Library's mission is to enhance the scholarly pursuit of knowledge, to foster intellectual curiosity, and to promote life-long learning and research through our innovative services, resources, and cultural programs, which support the Prairie View A&M University's global mission of teaching, service, and research. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. Website: https://www.pvamu.edu/library/; Phone: 936-261-1500

Academic Advising Services
Academic Advising Services offers students a variety of services that contributes to student success and leads towards graduation. We assist students with understanding university policies and procedures that affect academic progress. We support the early alert program to help students get connected to success early in the semester. We help refer students to the appropriate academic support services when they are unsure of the best resource for their needs. Faculty advisors support some students in their respective colleges. Your faculty advisor can be identified in PantherTracks. Advisors with Academic Advising Services are available to all students. We are located across campus. Find your advisor's location by academic major at www.pvamu.edu/advising. Phone: 936-261-5911

The University Tutoring Center
The University Tutoring Center (UTC) offers free tutoring and academic support to all registered PVAMU students. The mission of the UTC is to help provide a solid academic foundation that enables students to become confident, capable, independent learners. Competent and caring staff and peer tutors guide students in identifying, acquiring, and enhancing the knowledge, skills, and attitudes needed to reach their desired goals. Tutoring and academic support are offered face-to-face in the UTC, in virtual face-to-face sessions (https://www.pvamu.edu/student-success/sass/university-tutoring-center/), and through online sessions (https://www.pvamu.edu/pvplace/). Other support services available for students include Supplemental Instruction, Study Break, Academic Success Workshops, and Algebra Study Jam. Location: J. B. Coleman Library, Rm. 307; Phone: 936-261-1561; Email: pvtutoring@pvamu.edu; Website: https://www.pvamu.edu/student-success/sass/university-tutoring-center/

Writing Center
The Writing Center provides well-trained peer tutors to assist students with writing assignments at any stage of the writing process. Tutors help students with various writing tasks from understanding assignments, brainstorming, drafting, revising, editing, researching, and integrating sources. Students have free access to Grammarly online writing assistance. Grammarly is an automated proofreading and plagiarism detection tool. Students must register for Grammarly by using their student email address. In addition, students have access to face-to-face and virtual tutoring services either asynchronously via email or synchronously via Zoom. Location: J. B. Coleman Library, Rm. 209; Phone: 936-261-3724; Website: https://www.pvamu.edu/student-success/writing-center/; Grammarly Registration: https://www.grammarly.com/enterprise/signup

Academic Early Alert
Academic Early Alert is a proactive system of communication and collaboration between faculty, academic advisors, and PVAMU students that is designed to support student success by promptly identifying issues and allowing for intervention. Academic Early Alerts help students by providing a central location to schedule advising appointments, view advisor contact information, and request assistance. Students who recognize that they have a problem that is negatively affecting their academic performance or ability to continue school may self-refer an Academic Early Alert. To do so, students will log in to PV Place and click on Academic Early Alert on the left sidebar. Phone: 936-261-5902; Website: https://www.pvamu.edu/student-success/early-alert/

Student Counseling Services
The Student Counseling Services unit offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and assists students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Hobart Taylor, 2nd floor; Phone: 936-261-3564; Website: https://www.pvamu.edu/healthservices/student-counseling-services/

Office of Testing Services
Testing Services serves to create opportunities by offering a suite of exams that aid in the students' academic and professional success. Currently, we administer entrance (HESI A2), college readiness (TSI assessment), Prior Learning (CLEP, DSST), and proctored exams. Location: Wilhelmina Delco, 3rd Floor, Rm. 305; Phone: 936-261-3627; Email: aetesting@pvamu.edu; Website: www.pvamu.edu/testing

Office of Diagnostic Testing and Disability Services
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, contact the Office of Disability Services. As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hard and software, adapted furniture, proctoring non-standardized test administrations, ASL interpreters, ALDs, digital recorders, Livescribe, and a comprehensive referral network across campus and the broader community. Location: Hobart Taylor, Rm. 1D128; Phone: 936-261-3583; Website: https://www.pvamu.edu/disabilityservices/

Center for Instructional Innovation and Technology Services (CIITS)
Distance Learning, also referred to as Distance Education, is the employment of alternative instructional delivery methods to extend programs and services to persons unable to attend college in the traditional manner. The Center for Instructional Innovation and Technology Services (CIITS) supports student learning through online, hybrid, web-assist, and 2-way video course delivery. For more details and contact information, visit: https://www.pvamu.edu/dlearning/distance-learning-2-2/students-2/; Phone: 936-261-3283

Veteran Affairs
Veterans Services works with student veterans, current military and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall, Rm. 102; Phone: 936-261-3563; Website: https://www.pvamu.edu/sa/departments/veteranaffairs/

Office for Student Engagement
The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of students. The Office implements inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development, and campus governance. Location: Memorial Student Center, Rm. 221; Phone: 936-261-1340; Website: https://www.pvamu.edu/studentengagement/

Career Services
Career Services supports students through professional development, career readiness, and placement and employment assistance. The Office provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning students are encouraged to visit the Career Services website for information regarding services provided. Location: Anderson Hall, 2nd floor; Phone: 936-261-3570; Website: https://www.pvamu.edu/careerservices/

University Rules and Procedures

Academic Misconduct
Academic dishonesty is defined as any form of cheating or dishonesty that has the effect or intent of interfering with any academic exercise or fair evaluation of a student's performance. The college faculty can provide additional information, particularly related to a specific course, laboratory, or assignment.

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with the *University Administrative Guidelines on Academic Integrity*, which can be found on the Academic Integrity webpage. Students who engage in academic misconduct are subject to university disciplinary procedures. As listed in the *University Administrative Guidelines on Academic Integrity*, the University Online Catalog, and the

Student Code of Conduct, the following are examples of prohibited conduct. This list is not designed to be all-inclusive or exhaustive. In addition to academic sanctions, any student found to have committed academic misconduct that is also a violation of criminal law may also be subject to disciplinary review and action by the Office of Student Conduct (as outlined in the Student Code of Conduct).

Forms of Academic Dishonesty:

1. Cheating: Deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not learned, giving or receiving aid unauthorized by the instructor on assignments or examinations. Examples: unauthorized use of notes for a test; using a "cheat sheet" on a quiz or exam; any alteration made on a graded test or exam which is then resubmitted to the teacher;

2. Plagiarism: Careless or deliberate use of the work or the ideas of another; representation of another's work, words, ideas, or data as your own without permission or appropriate acknowledgment. Examples: copying another's paper or answers, failure to identify information or essays from the internet and submitting or representing it as your own; submitting an assignment which has been partially or wholly done by another and claiming it as yours; not properly acknowledging a source which has been summarized or paraphrased in your work; failure to acknowledge the use of another's words with quotation marks;

3. Collusion: When more than one student or person contributes to a piece of work that is submitted as the work of an individual;

4. Conspiracy: Agreeing with one or more persons to commit an act of academic/scholastic dishonesty; and

5. Multiple Submission: Submission of work from one course to satisfy a requirement in another course without explicit permission. Example: using a paper prepared and graded for credit in one course to fulfill a requirement and receive credit in a different course.

Nonacademic Misconduct

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. The Office of Student Conduct will adjudicate such incidents under nonacademic procedures.

Sexual Misconduct

Sexual harassment of students and employees at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating the university's sexual harassment policy will be subject to disciplinary action. In accordance with the Texas A&M University System guidelines, your instructor is obligated to report to the Office of Title IX Compliance (titleixteam@pvamu.edu) any instance of sexual misconduct involving a student, which includes sexual assault, stalking, dating violence, domestic violence, and sexual harassment, about which the instructor becomes aware during this course through writing, discussion, or personal disclosure. The faculty and staff of PVAMU actively strive to provide a learning, working, and living environment that promotes respect that is free from sexual misconduct, discrimination, and all forms of violence. If students, faculty, or staff would like assistance or have questions, they may contact the Title IX Coordinator at 936-261-2144 or titleixteam@pvamu.edu. More information can be found at www.pvamu.edu/titleix, including confidential resources available on campus.

Pregnancy, Pregnancy-related, and Parenting Accommodations

Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes discrimination based on pregnancy, marital status, or parental status. Students seeking accommodations related to pregnancy, pregnancy-related conditions, or parenting (reasonably immediate postpartum period) are encouraged to contact Student Disability Services or the Dean of Students' Office for additional information and to request accommodations.

Non-Discrimination Statement

Prairie View A&M University does not discriminate on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or gender identity in its programs and activities. The

University is committed to supporting students and complying with The Texas A&M University System non-discrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment. If you experience an incident of discrimination or harassment, we encourage you to report it. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The Director of Equal Opportunity & Diversity has been designated to handle inquiries regarding the non-discrimination policies and can be reached at Harrington Science Building, Suite 109 or by phone at 936-261-1744 or 1792.

Class Attendance Policy (See the University Online Catalog for Full Attendance Policy)
Prairie View A&M University requires regular class attendance. Attending all classes supports the full academic development of each learner, whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video and/or the internet. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in the assignment of a grade of "F." Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University's attendance policy in each course syllabus.

Student Academic Appeals Process
Authority and responsibility for assigning grades to students rest with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the University Online Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

Technical Considerations

Minimum **Recommended Hardware and Software:**
- Intel PC or Laptop with Windows 10 or later version; Mac with OS High Sierra*
- Smartphone or iPad/Tablet with Wi-Fi*
- High-speed Internet access
- 8 GB Memory
- Hard drive with 320 GB storage space
- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari, or Firefox

Note: Be sure to enable Java & pop-ups in the Web browser preferences

* Smartphones, Google Chrome books, and Android tablets may not be supported. iPads are the only tablets supported.

Participants should have a basic proficiency of the following computer skills:
- Sending and receiving email
- A working knowledge of the Internet
- Microsoft Word (or a program convertible to Word)
- Acrobat PDF Reader
- Windows or Mac OS
- Video conferencing software

Netiquette **(online etiquette)**
Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussion boards. Foul or abusive language will not be tolerated. Do not use ALL CAPS for communicating to others AS IT CAN BE INTERPRETED AS YELLING. Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you." Limit and possibly avoid the use of emoticons. Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post, and the message might be taken seriously or sound offensive.

Video Conferencing Etiquette

When using Zoom, WebEx, or other video conferencing tools, confirm the visible area is tidy, clear of background clutter, inappropriate or offensive posters, and other distractions. Ensure you dress appropriately and avoid using high traffic or noisy areas. Stay muted when you are not speaking and avoid eating/drinking during the session. Before the class session begins, test audio, video, and lighting to alleviate technology issues.

Technical Support

Students should go to https://mypassword.pvamu.edu/ if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Center for Instructional Innovation and Technology Services at 936-261-3283 or email ciits@pvamu.edu.

Communication Expectations and Standards

Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses.

Discussion Requirement

Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can occur in a seminar fashion. The use of the discussion board will accomplish this. The instructor will determine the exact use of discussion boards.

It is strongly suggested that students type their discussion postings in a word processing application such as Word and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, copy and paste to the discussion board.

COVID-19 Campus Safety Measures

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, PVAMU has adopted policies and practices to limit virus transmission.

- **Self-monitoring** - Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction.

- **Face Coverings** - Face coverings (cloth face covering, surgical mask, etc.) are recommended in classrooms, teaching laboratories, common spaces such as lobbies and hallways, public study spaces, libraries, academic resource, and support offices, and outdoor spaces where 6 feet of physical distancing is challenging to maintain reliably.

- **Physical Distancing** - Physical distancing should be maintained between students, instructors, and others in course and course-related activities where possible.

- **Personal Illness and Quarantine** - Students required to quarantine are to participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities. Students experiencing personal injury or illness that is too severe for the student to attend class qualify for an excused absence. To receive an excused absence, students must provide appropriate documentation to the Office for Student Conduct, studentconduct@pvamu.edu.

Group Research Presentation Guidelines

Presentation in brief: The presentation is a group project. The presentation should include: Introduction (Literature Review, Significance & Purpose of the Study, and Research Questions & Hypotheses) and Methods (Population and Sampling, Research Design, and Data Analysis). Feel free to include any tables and/or graphs as needed.

The presentations should be 25 to 30 minutes long. Plan on needing about 1 to 2 minutes per slide. The trick to giving good presentations is distilling your information down into a few bulleted lists, diagrams, tables and graphs. You don't want to be rushed while presenting.

Title slide (1 slide). Title of the talk, the names of all group members, the class and university names, and the date the talk is given.

Introduction (7-10 slides). Explain why your work is interesting. Place the study in context – how does it relate to / follow from the community psychology literature on this subject. If it relates to any applied issues (e.g., environmental problems), mention this here. Use some pretty visuals (photographs, drawings, etc.) to get the audience excited about the issue and questions you are addressing. Clearly state the significance and purpose, and your hypotheses.

Methods (approx 5 slides). Describe who your population and sample are, and how you are going to recruit your sample. Clearly summarize all the variables you are going to examine and the research design you are going to use. State the planned analytical methods you are going to use.

Q&A (1 slide). Verbally thank your audience for their attention and tell them you would be happy to answer any questions.

Group Research Presentation Grading Rubric

Assessment/Points	2 points	1 point	0 point
Introduction: Literature Review & Context/Background Information (approx 5-6 slides)	Narrative integrates critical and logical details from the peer-reviewed theoretical and research literature. Each key construct and variable are grounded to the literature <u>in community psychology</u>.	A key construct or variables were provided but were not connected to the current project/research question.	Background information or the review of the literature were missing or consisted of primary non-research-based articles.
Introdcution: Significance & Purpose of the Study (approx 1-2 slides)	Presents a significant research problem <u>related to community psychology</u>. Articulates clear, reasonable research questions given the purpose, desgin, and methods of the proposed study. All constructs and variables have been appropriately defined.	Research issues are identified, but the statement is too broad, or the description fails to establish the importance of the problem area.	Significance and purpose of the study were omitted or inappropriate
Introduction: Research Questions & Hypotheses (approx 1-2 slides)	Specific research questions or hypotheses are clearly articulated, and variables or possible outcomes are defined	Research questions or hypotheses are present, but vague	No research questions or hypotheses were given
Methods: Population and Sampling (approx 1 slide)	The description of the population was meaningful. The sampling process was reasonable to recruit a representative sample of the population.	The description of the population or sampling strategy was confusing, lacked relevance to the purpose, was incomplete.	The population or sample was not identified or described. The sampling strategy was inappropriate for the research questions
Methods: Research Design (approx 2 slides)	The purpose, questions, and design are mutually supportive and coherent. Attention has been given to eliminating alternative explanations and controlling extraneous variables. Appropriate and important limitations and assumptions have been clearly stated.	The research design is confusing or incomplete given the research questions and sampling strategy	The research design is inappropriate or has not been identified.
Methods: Data Analysis (approx 2 slides)	Analytical methods were sufficiently specific, clear, and appropriate given the research questions, research design, and scale of measurement, and type of distribution.	Descriptive or inferential methods were confusing, incomplete, or lacked relevance to the research questions, data, or research design.	Analytical methods (descriptive, inferential test, and significance level) were missing or inappropriately aligned with data and research design.
Presentation Skills	Clear and concise presentation; answered questions with great ease; logical flow	Satisfactory presentation skills; responses to questions were adequate	Unable to discuss findings in a scientific fashion; lacked a logical order; presentation lacks polish
Personal Conduct	Very well prepared; well-mannered and respectful towards others; arrived on time; polished presentation	Reasonably prepared; behavior appropriate for context	Arrived late; behavior not appropriate for context; not prepared

Community Investigation Paper Guidelines

The purpose of this assignment is: **To assess sense of community in a setting, and to illustrate the four elements of sense of community in that setting.**
And that is what I will eventually be grading, that you sufficiently convinced me that you understand what makes up sense of community. You'll start your paper with a little introduction to your chosen community, and you'll conclude your paper with a few words about the challenges they face and what their future looks like. Those are the bookends. The whole middle part of your paper is on sense of community. That's the heart of the assignment, and where most of your grade is earned. We are using the McMillan-Chavis model of sense of community. Your paper will be graded according to the rubric as found in these guidelines.

Here is the short version of how to get an A on this paper:
1. Learn what sense of community is first – see McMillan-Chavis model in full-text journal article.
2. Pick a community – your own favorite, or someone else's favorite.
3. Assess its present-day sense of community – go through the four elements and their sub-elements.
4. Format properly – APA Style.
5. Write enough substance – no quotes, no fluff.
6. Read the rubric - to make sure you cover everything.
7. Submit your paper on time.

How to choose a community
Think of a community who has **shared experiences**, **a history together**, something that symbolized **membership**, a sense of **meeting one another's needs**, **boundaries** that define who is a member and who is not, **people who have influence** over the group, etc. You do not need any permission or approval, although if you're not sure about your choice, or if you want my help deciding from among some options, just let me know. I'd be glad to think it through with you.
The only people that cannot be considered "a community" for our purposes are: your family, and your friends in general. Those people comprise your social network, which is different. **You cannot write about a community from your past – you have to get to know their sense of community now in the present moment.**

"These are my people!" What community is that for you? Write about them.
To answer a common question, what if you don't feel you can write about a community you belong to? Well then you should write about someone else's community. You'll need to use that person to help assess sense of community in their community. Big hint: If you're going to write about someone else's community then think of a friend or family member who's really proud to be a part of some specific community. Then write about them.

Even though you might have to be asking people to tell you about things, do not include a Q&A in your final paper. This is not an interview paper. You might include a few brief quotes, but mostly do not.

Gather the data however you want, about whatever community you choose. Your goal is to assess sense of community **in the present moment. You can do this by reading about a community online – just be in the present, not the past.**

Your paper must have three sections:
• **Introduction** (1 page) – Describe the community as if you were a greeter giving a tour to new guests who came by right now today to learn about this community. Say where it is, how long it's been around,

how big or small it is, what you like or dislike about them, and how they are operating in the ongoing pandemic era. Here you might include a photo or screenshot too. Do not copy and paste from their website or Wikipedia. Briefly introduce this community in your own words.

• **Sense of Community** (3 pages) – This is the important part of the paper, working through the McMillan-Chavis model of Sense of Community. This should be approximately three full pages, critically assessing the four elements of sense of community**. Each element needs to be one full paragraph at minimum.** Do not give any space to defining the terms, just apply them. I am your target audience, and I already know what these words mean. And wordiness that does not add substance is something that I ignore when grading, so don't bother adding in any fluff. If you're short in this section, add more content with substance or your paper will be incomplete, and your grade will reflect that. Do not go beyond five pages maximum for this section.

• **Most pressing issues** (1 page) – What are the one or two greatest challenges faced by this community today? How are they going about meeting those challenges? What does the future look like for this community? This should read like a conclusion not a repeat of things you've already covered.

Remember: See the Grading Rubric for details on exactly where points are earned and lost.

Community Investigation Paper Grading Rubric

Requirement	5 points	3 points	0 point
Introduce the Community	• Introduce the reader to your chosen community in your own words. This should be about one double-spaced page of text.	• Introduce the reader to your chosen community by paraphrasing Wikipedia or other publications with appropriate citations (ideally you do not do this even with citations)	• Wrote very little to introduce the reader to your chosen community.
Assess Membership	• Critically assessed the element of membership, including but not limited to boundaries, common symbol system, emotional safety, personal investment, and sense of belonging. This should be at least one full paragraph and should convey to the reader an understanding of this one element.	• Assessed more than half of the element of membership, and/or assessed this element in less than one full paragraph of text, and/or gave space to definitions or wordiness that does not add substance.	• Critically assessed very little of the element of membership.
Assess Influence	• Critically assessed the element of influence, including but not limited to sacrifice, and power and trust. This should be at least one full paragraph and should convey to the reader an understanding of this one element.	• Assessed more than half of the element of influence, and/or assessed this element in less than one full paragraph of text, and/or gave space to definitions or wordiness that does not add substance.	• Critically assessed very little of the element of influence.
Assess Integration & Fulfillment of Needs	• Critically assessed the element of integration and fulfillment of needs, including but not limited to shared values, and community economy. This should be at least one full paragraph and should convey to the reader an understanding of this one element.	• Assessed more than half of the element of integration and fulfillment of needs, and/or assessed this element in less than one full paragraph of text, and/or gave space to definitions or wordiness that does not add substance.	• Critically assessed very little of the element of integration and fulfillment of needs.
Assess Shared Emotional Connection	• Critically assessed the element of shared emotional connection, including but not limited describing what conditions feed into shared emotional connection in the given community. This should be at least one full paragraph and should convey to the reader an understanding of this one element.	• Assessed more than half of the element of shared emotional connection, and/or assessed this element in less than one full paragraph of text, and/or gave space to definitions or wordiness that does not add substance.	• Critically assessed very little of the element of shared emotional connection.

	3 points	2 points	0 point
Summarize Challenges and Future Outlook	• Described one or two greatest challenges presently faced by this community, and how they are going about meeting those challenges. Mentioned what the future looks like for this community. This should read like a conclusion and be about one full page.	• Addressed only half of the description for 3 points.	• Wrote very little content pertaining to greatest challenges and outlook.
	2 points	**1 point**	**0 point**
Proper APA Style Formatting	• Used proper font, spacing, margins, and numbering: Times New Roman 12 pt. font; double-spaced text with no extra space between paragraphs; 1" margins on all four sides; simple numbered pages top right corner. Total paper is approximately 5 pages of content, excluding cover/title page.	• Formatted most font, spacing, margins, numbering and length correctly, but not all.	• More than minor errors in formatting of font, spacing, margins, and numbering, or length.