

2012-2013 LONG SIGNATURE SHEET

RECEIVED
8.21.15



UNC CHARLOTTE

REVISSED

RECEIVED
9.08.15

REVISSED
10.05.15

Proposal Number: PSYC 8-21-15

Proposal Title: Revision of the Masters in Psychology Degree

Originating Department: Psychology

TYPE OF PROPOSAL: UNDERGRADUATE _____ GRADUATE X UNDERGRADUATE & GRADUATE _____
(Separate proposals sent to UCCC and Grad. Council)

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
3/27/15	8/10/15	8/21/15	Approved	<u>DEPARTMENT CHAIR</u> <i>Fary Cachelin</i> [Fary Cachelin]
			Approved 10.05.15	<u>COLLEGE CURRICULUM COMMITTEE CHAIR</u> <i>Janet E Levy</i> [print name here:] Janet E. Levy
			Approved 10-9-15	<u>COLLEGE FACULTY CHAIR (if applicable)</u> <i>Elizabeth Stearns</i> [print name here:] Elizabeth Stearns
			Approved 10-9-15	<u>COLLEGE DEAN</u> <i>Shawn Long</i> [print name here:] Shawn Long
			Approved	<u>GENERAL EDUCATION</u> (if applicable; for General Education courses) [print name here:]
			Approved	<u>UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR</u> (for undergraduate courses only)
10/23/15	11/3/15	1/21/16	Approved	<u>GRADUATE COUNCIL CHAIR</u> (for graduate courses only) <i>Dennis Livesey</i>
				<u>FACULTY GOVERNANCE ASSISTANT</u> (Faculty Council approval on Consent Calendar)
				<u>FACULTY EXECUTIVE COMMITTEE</u> (if decision is appealed)



UNC CHARLOTTE

LONG FORM COURSE AND CURRICULUM PROPOSAL

*To: CLAS, Associate Dean Shawn Long

From: Department of Psychology

Date: August 21, 2015

Re: Revision of the Masters in Psychology

The Long Form is used for major curriculum changes. Examples of major changes can include: creation of a new major, creation of a new minor, creation of a new area of concentration, or significant changes (more than 50%) to an existing program (Note: changing the name of an academic department does not automatically change the name(s) of the degree(s). The requests must be approved separately by the Board of Governors.)

Submission of this Long Form indicates review and assessment of the proposed curriculum changes at the department and collegiate level either separately or as part of ongoing assessment efforts.

*Proposals for undergraduate courses should be sent to the Undergraduate Course and Curriculum Committee Chair. Proposals related to both undergraduate and graduate courses, (e.g., courses co-listed at both levels) must be sent to both the Undergraduate Course and Curriculum Committee and the Graduate Council.

Revision of the Masters in Psychology

University of North Carolina at Charlotte

Graduate

Course and Curriculum Proposal from: Psychology

II. CONTENT OF PROPOSALS

A. PROPOSAL SUMMARY

The Psychology Department proposes a minor revision to the MA degree which will 1) utilize existing classes to offer an option in cognition (i.e., encompass Cognitive Science classes), and 2) clarify the community option.

This proposal seeks to slightly expand the MA program in psychology to include an option for the graduate students who are enrolled in the Cognitive Science Certificate Program and who want to pursue a MA in Psychology. The track would add additional options to section C of the core requirements but otherwise would have the same objectives, admission requirements, and degree requirements as the present program. The additional option is as follows:

For section C, add an option C for Cognition (6 credits)

- PSYC 6116 Cognition (3)
- PSYC 6115 Sensation & Perception (3)
- PSYC 5316 Cognitive Neuroscience (3)

For the Community Psychology option, the proposed change is to add “Community” as a specialty area (B) to the current catalogue and to list 4 classes – 2 existing, 2 new cross-listings with existing courses – to this option.

B. JUSTIFICATION

Cognitive Science option: The graduate certificate program has been in existence for several years and has accepted students from a variety of disciplines. Graduate students who are already enrolled in a MA or PhD program can add the program as a minor program of study or we can admit students to the stand-alone program. The program has worked well for all of the students except for those who enroll in it as a stand-alone program and have a bachelor’s degree in psychology. These students want a master’s degree and after taking a few of the courses in the certificate program and working in one of the cognition labs, they often move on to a master’s or a PhD program in psychology at another institution and do not complete the requirement of the certificate program. The dropout rate from the other cognitive science students with

backgrounds in philosophy, computer science or linguistics is not the same because UNC Charlotte offers master's and/or PhD degrees in those areas and the students stay to complete their graduate programs.

We are under pressure to increase our enrollment and graduation rate in the Cognitive Science certificate program and this proposal represents a cost effective way for achieving that goal. At the same time, it would provide students who meet the requirements for admission to the MA program with a high quality graduate experience without the need to leave the university to achieve their goals. No new courses are proposed and the courses that are required in the cognition option have sufficient space to accommodate the program. The faculty in cognition (Drs. David, Faust, Gaultney, Goolkasian, Levens, Michaels, and Van Wallendael) support the proposal and have agreed to participate on the thesis committees.

Because cognitive science is interdisciplinary, it draws students from Psychology, Philosophy, Computer Science and Linguistics. These other departments all have graduate programs (MA/PhD). The only students we are targeting with these proposed changes are those who are interested in the MA in Psychology. We get about 5 to 6 students per year who would be eligible if interested. Admission will be limited to only those students who meet the MA in Psychology admissions requirements and are enrolled in the Cognitive Science Certificate program. We anticipate that 2-4 students per year will take advantage of this opportunity.

Community option: The previously-approved changes to the M.A. program allowed for pursuit of a terminal M.A. with a community specialization or co-enrollment for students in the Health Psychology doctoral program. The changes in this revision description would permit a more explicit community specialization and a program of study better suited to the professional paths of those community psychology students who are not co-enrolled in the Health Psychology programs. The community-specific courses would be 9 hours, making the electives at least 9-12 hours. We will explicitly cross-list two existing 8000-level courses with two 6000-level courses. There could be 2-5 students taking this option per year. Community faculty support the changes delineated here and have agreed to mentor students in applied experiences, supervise their research, and participate on thesis committees.

- C. IMPACT.** Changes to courses and curricula often have impacts both within the proposing department as well as campus-wide. What effect will this proposal have on existing courses and curricula, students, and other departments/units? Submit an Impact Statement that fully addresses how you have assessed potential impacts and what the impacts of this proposal might be. Consider the following:

1. What group(s) of students will be served by this proposal?

HPSY doctoral students in the Community track who wish to complete the MA, incoming MA students who wish to obtain specialization in Community Psychology, graduate students pursuing the Cognitive Science Certificate program.

2. What effect will this proposal have on existing courses and curricula?

None. We will formally cross-list PSYC 8255 (existing) with a denotation of PSYC 6255 and PSYC 8355 with a denotation of PSYC 6355.

III. RESOURCES REQUIRED TO SUPPORT PROPOSAL

NONE ADDITIONAL

When added resources are not required, indicate "none". For items which require "none" explain how this determination was made.

- A. **PERSONNEL.** Specify requirements for new faculty, part-time teaching, student assistants and/or increased load on present faculty. List by name qualified faculty members interested in teaching the course(s).

NONE. Changes proposed involve reorganization of the degree.

- B. **PHYSICAL FACILITY.** Is adequate space available for this course?

NONE. NO ADDITIONAL RESOURCES OR COURSES REQUIRED.

- C. **EQUIPMENT AND SUPPLIES:** Has funding been allocated for any special equipment or supplies needed? NONE.

- D. **COMPUTER.** Specify any computer usage (beyond Moodle) required by students and/or faculty, and include an assessment of the adequacy of software/computing resources by available for the course(s). NO CHANGE.

- E. **AUDIO-VISUAL.** If there are requirements for audio-visual facilities beyond the standard classroom podiums, please list those here. NO CHANGE.

- F. **OTHER RESOURCES.** Specify and estimate cost of other new/added resources required, e.g., travel, communication, printing and binding. NO CHANGE.

- G. **SOURCE OF FUNDING.** Indicate source(s) of funding for new/additional resources required to support this proposal. NOT APPLICABLE.

IV. CONSULTATION WITH THE LIBRARY AND OTHER DEPARTMENTS OR UNITS

- A. **LIBRARY CONSULTATION.** Indicate written consultation with the Library Reference Staff at the departmental level to ensure that library holdings are adequate to support the proposal prior to its leaving the department. (Attach copy of [Consultation on Library Holdings](#)).

Not applicable. No new courses or curriculum involved. Existing holdings will be utilized.

- B. CONSULTATION WITH OTHER DEPARTMENTS OR UNITS.** List departments/units consulted in writing regarding all elements outlined in IIC: Impact Statement, including dates consulted. Summarize results of consultation and attach correspondence. Provide information on voting and dissenting opinions (if applicable).

NOT APPLICABLE. THESE CHANGES WILL NOT AFFECT ANY OTHER DEPARTMENTS OR PROGRAMS.

V. INITIATION, ATTACHMENTS AND CONSIDERATION OF THE PROPOSAL

- A. ORIGINATING UNIT.** Briefly summarize action on the proposal in the originating unit including information on voting and dissenting opinions.

The respective program directors and department chair met several times in 2013-2014 and 2014-2015 to discuss these changes and to develop the new curriculum proposal. The proposal received approval by the faculty of the Department of Psychology at the faculty meeting in March 2015.

- B. CREDIT HOUR. (Mandatory if new and/or revised course in proposal)**

Review statement and check box once completed:

- The appropriate faculty committee has reviewed the course outline/syllabus and has determined that the assignments are sufficient to meet the University definition of a [credit hour](#).

NOT APPLICABLE. Only existing courses involved.

- C. ATTACHMENTS.**

- 1. CONSULTATION:** Attach relevant documentation of consultations with other units.
- 2. COURSE OUTLINE/SYLLABUS:** For undergraduate courses attach course outline(s) including basic topics to be covered and suggested textbooks and reference materials with dates of publication. For Graduate Courses attach a course syllabus. Please see Boiler Plate for Syllabi for New/Revised Graduate Courses.

ATTACHED.

- 3. PROPOSED CATALOG COPY:** Copy should be provided for all courses in the proposal. Include current subject prefixes and course numbers, full titles, credit hours, prerequisites and/or

corequisites, concise descriptions, and an indication of when the courses are to be offered as to semesters and day/evening/weekend. Copy and paste the [current catalog copy](#) and use the Microsoft Word "track changes" feature (or use red text with "strikethrough" formatting for text to be deleted, and adding blue text with "underline" formatting for text to be added).

- a. For a new course or revisions to an existing course, check all the statements that apply:
- This course will be cross listed with another course.
 - There are prerequisites for this course.
 - There are corequisites for this course.
 - This course is repeatable for credit.
 - This course will increase/decrease the number of credits hours currently offered by its program.
 - This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.

For all items checked above, applicable statements and content must be reflected in the proposed catalog copy.

- b. If overall proposal is for a new degree program that requires approval from General Administration, please contact the facultygovernance@uncc.edu for consultation on catalog copy.

4. ACADEMIC PLAN OF STUDY (UNDERGRADUATE ONLY): Does the proposed change impact an existing Academic Plan of Study?

- Yes. If yes, please provide updated [Academic Plan of Study](#) in template format.
- No.

5. STUDENT LEARNING OUTCOMES: Does this course or curricular change require a change in SLOs or assessment for the degree program?

Yes. If yes, please detail below.

X No.

6. TEXTBOOK COSTS: It is the policy of the Board of Governors to reduce textbook costs for students whenever possible. Have electronic textbooks, textbook rentals, or the buyback program been considered and adopted?

X Yes. Briefly explain below.

- No. Briefly explain below.

Electronic materials are used as available. A reduction in costs may occur because fewer credit hours/courses will be required. Textbook cost reduction is available for some books in some courses in the program and is made available to students accordingly.

Proposed Catalogue Copy

PSYC 6255. Community Interventions. (3) Cross-listed as PSYC 8255. Prerequisite: PSYC 6155 or PSYC 8155 and doctoral student standing. Intensive review of the use of system- and organizational-level interventions to promote and maintain health, prevent illness, and improve quality of life. Presents an historical overview of the effectiveness of different types of interventions, and theoretical and empirical background regarding the conditions and factors that contribute to successful community interventions. Students develop and implement a community intervention, in collaboration with a local organization, and develop a grant proposal that would fund a community intervention. (Fall)

PSYC 6355. Community Research Practicum. (3) Cross-listed as PSYC 8355. Prerequisites: PSYC 6155 or PSYC 8155 and doctoral student standing. Methods for conducting applied community research. Students develop and implement applied research project. (Spring)

MASTER OF ARTS IN PSYCHOLOGY

The objective of the master's degree program in Psychology is to train psychologists in the knowledge and skills necessary to address problems encountered in modern living. The program provides a foundation in the research methods and content of basic psychology as well as excellent preparation for doctoral programs in psychology. The relatively small, competitively selected student body receives individual attention from faculty members who maintain rigorous standards of academic excellence.

Additional Admission Requirements

To be considered for admission, a student must present the following requirements in addition to those required by the Graduate School:

- 1) Completed application by March 1
- 2) 18 hours of undergraduate psychology including Introductory Psychology & Research Methods
- 3) An undergraduate course in statistics
- 4) Acceptable scores on the Verbal and Quantitative GRE

Admission to the program is very competitive for the spaces available each year. Most students who are admitted have much better records than the minimum required. The primary application deadline is March 1 for admission in the Fall semester, but if space is still available, late applications will be considered until May 1.

Degree Requirements

The program requires at least 30 semester hours of graduate coursework. Full-time students should be able to complete the program in two calendar years. A thesis is required.

1. Core Requirements: (18-21 hours)

A. Methodology (6 credits)

- Option A (Health)
 - PSYC 8102 Research Methodologies in Behavioral Sciences (3)
 - PSYC 8103 Basic Quantitative Analyses for Behavioral Sciences (3)
- Option B: (Community)
 - PSYC 6205 Field and Lab Based Quantitative Research Methods (3)
 - PSYC 6145 Applied Research Design & Program Evaluation (3)
- Option C: (Cognition)
 - Courses in research methods approved by the student's thesis committee

B. Ethics (3 credits): Choose one of the following

- PSYC 6107/8107 Ethical and Professional Issues in Psychology (3)
- PHIL 6240/8240 Research Ethics in the Biomedical and Behavioral Sciences (3)

C. Specialty area

- Option A (Health) (6 Credits)
 - PSYC 6200/8200 Health Psychology (3)
 - PSYC 6202/8201 Health Psychology II (3)
- Option B (Community) (Choose 9 Credits)
 - PSYC 6155 Community Psychology (3)
 - PSYC 6255 Community Interventions (3)
 - PSYC 6355 Community Research Practicum (3)
 - PSYC 6455 Practicum in Community Psychology (3)
- Option C (Cognition) (Choose 6 Credits)
 - PSYC 6116 Cognition (3)
 - PSYC 6115 Sensation & Perception (3)
 - PSYC 5316 Cognitive Neuroscience (3)

D. Thesis (3)

- PSYC 6999
- Thesis committees shall have at least 3 members. At least one member should be a member of the ~~health~~ psychology faculty.—The committee must be approved by the student's advisor and the program director. After submitting the formal written proposal to the committee, a proposal defense will be scheduled. Approval of the thesis proposal by the committee must be unanimous. Following a successful proposal, the student shall execute the study, write and submit the complete thesis to the committee. An oral defense in front of the committee shall then be scheduled. Approval of the completed thesis by the committee must be unanimous.

2. Electives (9-12 hours)

- o Minimum 9–12 elective hours selected in consultation with the student's Advisory Committee.

Hours beyond the 30 hours may be required by the academic advisor and student's advisory committee. The faculty conduct a thorough review of student performance on a regular basis.

Continuation in the program is contingent upon a favorable review during these evaluations. Students who consistently show borderline course performance, who fail to complete coursework in a timely basis, or who otherwise perform unprofessionally or unsatisfactorily, may be required to complete additional courses or may be removed from the program. The enrollment of a student who receives three grades of C or one Unsatisfactory (U) grade during his or her graduate career is automatically terminated.

Assistantships

A variety of resources are available for financial assistance. These include teaching assistantships, research assistantships from faculty grants, and graduate assistantships in other campus units such as the Learning Center and Disability Student Services.

Research Experiences

Students are encouraged to become involved in ongoing research in the department, and they are required to complete a thesis.

Psychology 6255/8255 – 3 Credits - Community Interventions
Dr. James R. Cook

Office: Colvard 4042
Phone: 704-687-1327W 704-575-3431C
Email: jcook@uncc.edu

Readings

Selected readings will be made available.

The Charlotte Observer, with emphasis on local news.

Course meeting time: TBA, including 3 hours/week class and supervision time.

Course Objectives

This course will focus on specific types of interventions common to community psychology practice. It will build on the content of the PSYC 6155 class, and focus on the application of concepts to address community issues. A major focus will be on applying the concepts to a specific community intervention each student is implementing. In particular, students will:

1. Assess appropriate aspects of the environment to determine assets and needs of relevance to your project.
2. Identify specific goals and desired outcomes for the project.
3. Identify specific intervention methodologies, determine which combination of methods/strategies are most appropriate for accomplishing project goals, review the literature on implementation, and develop a plan for intervening.
4. Develop mechanisms for assessing implementation and outcomes of the intervention
5. Implement the intervention and the evaluation mechanisms.

In addition, students will develop skills in providing tactful and targeted supervision/consultation to their fellow students.

Course Requirements

- Self-assessment: Students will conduct a careful and thorough self-assessment of their professional and personal strengths and weaknesses that can contribute to their success, or can interfere with their success. Use the Community Psychology Practice Competencies as your guide, but don't limit yourself to them. Think also about individual, personal strengths and weaknesses that facilitate or impede your professional development. You will write up your self-assessment, submit to me (electronically), and meet to discuss with me individually. You will then revise, based on feedback you receive, and present to your fellow students, in class, your assessment of yourself, and some ideas about what your fellow students and instructor can do to help you further develop your strengths and overcome your weaknesses.
- Students and the instructor will jointly identify core readings based on scans of the literature to develop depth on their specific project topics, and breadth around different options for intervening. At least 3 days prior to each class, each student will provide a list of, and if possible, electronic copies of at least 2 articles that they judge to be useful for either depth or breadth. One electronic copy will be provided for the other class members to read and discuss at the next class session. Each student will come to class prepared to summarize articles they have provided, as well as discuss the articles from the other students. Additional readings will be provided by the course instructor, and all students are expected to be prepared to discuss them in class. Electronic copies of the collection of readings for the course generated by all participants will be compiled on the server as the course progresses.
- Students can utilize undergraduate students in their projects, if needed and suitable students are willing and available. Utilization of undergraduates requires approval of the instructor, and students will be required to provide adequate supervision of the undergraduates and report on their supervision.
- Each student will serve as a “consultant/supervisor” for the other class members. During class discussions of projects, students will act as members of the **primary** “supervisory team” for other students, providing feedback and guidance regarding project implementation. A significant portion of each student’s grade will be based on their ability to provide useful “supervisory” feedback to other students. Faculty input should be “secondary” in the discussion. Faculty will provide feedback on the student feedback/supervision, in order to help improve supervisory skills of the students.
- Each student must submit a **2-3 page Project Proposal**, using the format attached to the syllabus, by 9/1. Attached to the Project Proposal should be a preliminary timetable for the project, outlining steps to be taken, when they will be completed, an indication of the types of readings needed for successful completion of each step, and an outline of the project’s “product”. A revised Project Proposal (taking into account the feedback provided for the first proposal), including a very detailed, thorough timetable, and a more detailed set of readings, must be provided to me by 9/8. See attached “Criteria for successful projects” for evaluation criteria for projects and materials that must be submitted at the completion of the project.
- Every other week, you must meet with me individually and bring your project timeline to the meeting to discuss any adjustments that might be needed. On the alternating weeks you should submit a written progress report by noon the day before class using the attached form (submit via email).

- A preliminary draft of the project product is due by **11/30**. On **12/9**, you will make a professional presentation to the class, as if you were presenting the results of your project to the board of the organization you are working with on the project. Before the end of the class you will formally present your findings to the partner organization. By **12/11**, the project must be completed and the product submitted to the organization and me, and arrange for feedback from the organization. The feedback, on a form provided to the organization, will need to be returned to me by **12/17**. You must make arrangements to ensure that the contact person is able to return the feedback within the time period required for a grade; without the feedback, you will receive an incomplete for the course.
- By **12/17** you must submit a **4-5 page typed critical analysis of and reflection on** what you learned - about yourself and the topic - as you completed the project. You should include your reflection on what you would have done differently if you had a choice. You may also include additional documentation to show what you learned through the project.

Grades

20% - Class participation, including selection of appropriate readings, command of readings, discussion of project and the readings in relationship to the project, receipt of feedback

15% - Supervisory/consultative feedback to your colleagues

15% - Individual project process, including adherence to timeline, interactions with partner organization, follow through, use of feedback.

30% - Project product, the final product of the project, including assessment of the sustainable impact of the project on the community.

10% - Self Assessment –analysis of your skills, abilities, traits, characteristics as assets and liabilities. Plan for building on assets and addressing liabilities in class.

10% - Reflection of learning

Please note each assignment's due dates. Failure to complete and turn in any assignment or part of an assignment by its due date will result in the imposition of a 10% per day penalty for the entire assignment.

University Rules

Academic Integrity: Students have the responsibility to know and observe the requirements of The UNCC Code of Student Academic Integrity (Catalog p. 32). This code forbids cheating, fabrication or falsification of information, multiple submission of academic work, plagiarism, abuse of academic materials, and complicity in academic dishonesty. Any special requirements or permission regarding academic integrity in this course will be stated by the instructor, and are binding on the students. Academic evaluations in this course include a judgment that the student's work is free from academic dishonesty of any type; and grades in this course therefore should be and will be adversely affected by academic dishonesty. Students who violate the code can be expelled from UNCC, and could be subjected to being beaten with a wet noodle. The normal penalty for a first offense is zero credit on the work involving dishonesty and further substantial reduction of the course grade. In almost all cases the course grade is reduced to F. Copies of the code can be obtained from the Dean of Students Office. Standards of academic integrity will be enforced in this course. Students are expected to report cases of academic dishonesty to the course instructor. If you don't know this and abide by it, you shouldn't be a student here.

Religious Ceremonies: Reasonable accommodations will be provided for your attendance at religious events, provided you identify them ahead of time so plans can be made.

PROJECT PROPOSAL (include all of the following headings)

Preliminary Project Proposal: use no more than 3 pages to complete

Final Project Proposal: use 7-10 pages, plus a 2-3 page detailed timeline

Name:

Title of Project:

GOALS: Briefly describe the overall goals of this project. What will change as a result of your activities, and how will the change last beyond your involvement in it? Describe in some detail what the "tangible product" of your project will be, and how it will be disseminated.

NEEDS: How can you tell that this is a worthwhile goal? What tangible evidence do you have that anyone wants it besides you? How do you know that anyone will participate in and/or "benefit" from this?

METHODS: Describe in detail what you will do to achieve the project goals. Describe several objectives and how you will accomplish them.

EVALUATION: How will you know if your project has succeeded? What, specifically, are you doing to evaluate its impact? What evidence of success will there be?

LEARNING OBJECTIVES: What specific skills or knowledge do you expect to gain through the project?

SUSTAINABILITY: What will you do to make sure that the project sustains itself? What will happen after you leave? How can you be sure?

TIMETABLE: Specify specific steps required to accomplish your goal, including all objectives and dates when you expect to complete them. In the final proposal, be clear about how tasks will be done in parallel to accomplish the goals.

Criteria for Successful Projects

There are several characteristics that distinguish mediocre projects from excellent projects. Excellent projects will:

1. Originate in the needs and desires of the community. Make sure that you are responsible and responsive to the people in the community who will benefit from the intervention or research. In general this means that you will be working with some group or organization in the community to help them address needs they identify. You should have a formal, specific way of assessing needs and assets.
2. Result in lasting change. From the beginning, plan to make sure that your change efforts will last beyond your involvement. Don't put this off, and don't get so wrapped up in the day-to-day "hands-on" involvement in the project that you neglect this. Don't assume that simply because this is "a good idea", that it will persist. What factors are in place to ensure that it does?
3. Be well grounded in the literature. Few ideas are truly new, and there is much to be learned from others' experiences. While there may be little in the literature on intervening in a particular way with a particular population, there will be considerable literature on that population, and on ways to intervene. Your intervention or research should have a firm empirical or theoretical basis.
4. Be evaluated. Interventions should always include mechanisms for evaluating how well they work. If you don't know whether it works, maybe it shouldn't be done. Build it in from the beginning, which requires clear goals.
5. Be conceptualized using multiple levels. This means that interventions should target multiple levels and research should examine variables at organizational or institutional as well as individual levels. Think about ways that the project can be helpful not only with the individuals who are the targets, but also to improve group or organizational functioning. Likewise, if you are focusing primarily on an organization, consider how your efforts can also help improve individual capacity.

Project Progress Report

Submit via email please, on alternate weeks from the individual meeting with the instructor.

Name:

Date:

Briefly describe the progress you have made and how well you are meeting your timeline.

What specifically have you done to complete the project since the last progress report?

What problems or barriers are you encountering or do you anticipate encountering?

Describe your plans to overcome those barriers/problems.

What are your next steps?

What excites you most about the project, or what could you do to make it more exciting?

What else should I know about how your project is doing?

What can the rest of the class and I do to help you?

Psychology 6255/8355 – 3 Credits - Community Research Practicum**Dr. James R. Cook/Ryan P. Kilmer****Office: Colvard 4042(JC) Colvard 4014 (RK)****Phone: JC: 704-687-1327 (W) 704-575-3431 (C); RK: JC: 704-687-1340 (W) 704-650-3870 (C)****E-mails: jcook@uncc.edu; rpkilmer@uncc.edu****Office Hours:****JC:** By appointment.**RK:** 1:00 pm – 2:00 pm Tuesdays in Colvard 4011, or by appointment**Class Meeting:** 3 hrs/wk of class and supervision, TBA**Readings**

Readings selected to augment the practicum project will be made available.

Course Objectives

This course provides applied experiences for students to (a) develop or enhance applied research / evaluation and practice skills and (b) apply community psychology concepts to a specific community intervention project, working with a particular agency or program. In particular, students will:

1. Work collaboratively with a community agency and program faculty to develop a specific project.
2. Draft and have approved a contract (see attached) specifying the scope of work, deliverables, and learning objectives.
3. Implement the project as specified in the contract.

Course Requirements

- Students and the instructor will jointly identify core readings as needed for the successful completion of the project.
- Students will schedule regular meetings to receive supervision from the site supervisor and from the faculty supervisor(s).
- Project products (e.g., manuscripts, reports, presentations, annotated bibliographies, manuals, evaluation plans, strategic planning documents, etc.) will be reviewed by the faculty supervisor before the findings are presented to the partner organization. Feedback on the quality of the project will be provided by the site supervisor to the faculty supervisor(s) prior to the completion of the course and assignment of the grade.
- Students must also submit a 4-5 page typed critical analysis of and reflection on what they learned – about themselves and the topic – as they completed the project, including a discussion of what they would have done differently if they had a choice and could redo the project.

Grades

Grades will be based on the quality of the work completed as specified in the contract. The products/deliverables will be evaluated, weighing in the student's critical analysis, faculty observation and review of the deliverables, and site supervisor evaluation of the product and the student's work with the partner organization/program.

Relevant Policies

Academic Integrity: All students have the responsibility to know and observe the requirements of **The UNCC Code of Student Academic Integrity**. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Definitions and examples of plagiarism are set forth in the Code. **The current Code is available from the Dean of Students Office and may also be accessed via the University website at: <http://legal.uncc.edu/policies/up-407>.**

The code forbids cheating, fabrication or falsification of information, multiple submissions of academic work, plagiarism, abuse of academic materials, and complicity in academic dishonesty. Definitions and examples of plagiarism and other violations are set forth in the Code. Violations will result in disciplinary action, as described in the code. Students are required to read and abide by the Code, and those who violate the code can be expelled from the University. **The minimum penalty for violating the Code of Student Academic Integrity in this class will be an ‘F’ for the course.** I will also report the incident to the Dean of Students Office.

Commitment to Diversity, Mutual Respect, and Sensitivity to Culture: Our university, our college, and our department are committed to social justice and respect for all individuals and, in turn, we seek to establish an environment and a culture of inclusion, actively supporting those who live, work, and serve in a diverse nation and world. While the term “diversity” is often used to refer to differences, we seek to foster inclusiveness of individuals diverse in ability/disability, age, economic status, ethnicity, gender, language, national origin, race, religion, and sexual orientation. An essential feature of our class will be establishing a productive learning environment that supports exploration and work free from bias and harassment, thereby enhancing opportunities for growth and development for all of us. Of particular salience for this course, we will seek to be *culturally competent*, i.e., aware of, and sensitive/responsive to, the unique backgrounds of those with whom we work and interact. Such background factors can include, but are not limited to, age, race, ethnicity, gender, faith, sexual orientation, socioeconomic status, and culture, as well as other elements of individuals’ backgrounds and contexts.

Consistent with our commitment to mutual respect, all students are also required to abide by the UNC Charlotte Sexual Harassment Policy (<http://www.legal.uncc.edu/policies/ps-61.html>). Sexual harassment, as defined in the UNC Charlotte Sexual Harassment Policy, is prohibited in any form.

UNC Charlotte is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. UNC Charlotte has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

Please be aware that many UNC Charlotte employees, including all faculty members, are required reporters. **This means that if you tell me about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, I must report the information to the Title IX Coordinator.** Although I have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need.

If you wish to speak to someone confidentially, you can contact any of the following on-campus resources – their staff are not required to report the incident: (1) University Counseling Center

(counselingcenter.uncc.edu, 7-0311); (2) Student Health Center (studenthealth.uncc.edu, 7-7400); or (3) Center for Wellness Promotion (wellness.uncc.edu, 7-7407). Additional information about your options is also available at titleix.uncc.edu under the “Students” tab.

Student Rights and Responsibilities Related to Disability Accommodations: UNC Charlotte is committed to access to education. Students in this course seeking accommodations to disabilities must first consult with the Office of Disability Services and follow the instructions of that office for obtaining accommodations.

Religious and Faith-Based Accommodations: The University of North Carolina at Charlotte is committed to diversity, nondiscrimination and inclusiveness, and to supporting its students, regardless of religious affiliation or non-affiliation, in accordance with state and federal laws and regulations. As part of this commitment, the University makes good faith efforts to accommodate a student’s religious practice or belief, unless such accommodation would create undue hardship. UNC Charlotte provides reasonable accommodations, including authorizing a minimum of two excused absences each academic year, for religious observances as required by a student’s faith, religious practice, or belief. Such reasonable accommodations must be requested in accordance with the procedures in this Policy, and include the opportunity for the student to make up any tests or other work missed due to an excused absence for a religious observance. Students are asked to submit their request for religious or faith-based accommodation to faculty prior to the semester’s census date (September 4, 2015). Please see this link for specific details regarding this policy: <http://legal.uncc.edu/policies/up-409>

Overall, an accommodation request imposes responsibilities and obligations on both the University and the student requesting the accommodation. UNC Charlotte faculty are required, as part of their responsibility to their students and the University, to adhere to this Policy and ensure its full and fair implementation by reasonably accommodating individual religious practices or beliefs. Regardless of any accommodation that may be granted, UNC Charlotte students are responsible for satisfying all academic objectives, requirements and prerequisites as determined by their instructor and the University. See <http://legal.uncc.edu/policies/ps-134.html> for more.

Student Responsibility: We will subscribe to the University’s Code of Student Responsibility for all matters of conduct rules, regulations, and procedures. See <http://legal.uncc.edu/policies/ps-104.html> or this brochure: <https://legal.uncc.edu/sites/legal.uncc.edu/files/media/CodeStudentResponsibilityBrochure-%2807-17-12%29.pdf>

University Policy on Withdrawals: Students are expected to complete all courses for which they are registered at the close of the add/drop period. If you are concerned about your ability to succeed in this course, it is important to make an appointment to speak with me as soon as possible. The University policy on withdrawal allows students only a limited number of opportunities available to withdraw from courses. It is important for you to understand the financial and academic consequences that may result from course withdrawal.

Practicum Contract Agreement (template)
PSYC8355 – Community Psychology Research Practicum

<student name>
Psychology Department
The University of North Carolina-Charlotte
9201 University City Blvd
Charlotte, NC 28223-0001

<site supervisor name>
<site name>
<site address>
<site phone>

*Community Psychology
Research Practicum: Service Contract and Scope of Work*

The Community Research Practicum provides an opportunity for students to apply the principles of community psychology to special areas of need within an organization or community setting. Students can assist agencies and other community stakeholders with technical consultation, evaluation expertise, and, in many cases, direct assistance and/or conduct of a research effort.

<student name> will be working with <site name> for the <semester>. She will be engaged in the following tasks:

1. Task 1
2. Task 2
3. Task 3
4. Task 4

Other duties will include:

Student Role, Deliverables, and Training Goals:

As per discussions with <site name> staff, <student name> will work on-site with <site supervisor name> to on the tasks outlined above. The primary deliverable for this work will be <primary product >

Doctoral students at UNC Charlotte are provided with several field-based practicum opportunities. Most of these involve assisting with conducting community-based research in some capacity. Building on this knowledge and my prior training in community psychology scholarship and practice, the current research practicum experience furthers my interest in < integrate content areas / populations / service sector of interest > .

The following is a list of my specific training goals, activities, and planned products:

Goal 1 :

- Activities:
- Planned Product/Deliverable:

Goal 2:

- Activities:
- Planned Product/Deliverable:

Goal 3:

- Activities:
- Planned Product/Deliverable:

Student Name <student name>	Date
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On-site Supervisor <site supervisor name>	Date
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Faculty Supervisor <faculty name>	Date
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Faculty Supervisor <faculty name>	Date
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