Supervised Research / Field Work -- PSYC 399

Spring 2018 Course Syllabus University of Tennessee

Meeting Time and Place: This course does not have organized meeting times.
Course Credit Hours: 3

Faculty Contact Information:

Instructor: Dr. Erin Hardin	**TA:** TBD
Office Hours: Mon. 9:30-10:30, Th. 11:00-12:30, or by app't	**Office Hours:** TBD
Office Location: Austin Peay 307E	**Office Location:** TBD
Email: erin.hardin@utk.edu	**Email:** TBD

Course Description:

Welcome! If you are looking to step outside of the classroom and use your psychology major in the real world or to try on aspects of a future career, then this course is for you. In this service-learning course, you contract to volunteer with a community agency. Structured assignments are designed to help you transfer learning from psychology coursework to the "real world" and to reflect on your career goals and interests.

As a psychology major, you are learning to think critically and scientifically and to work effectively with diverse groups of people; because these skills are relevant in virtually every setting, you can volunteer in virtually any setting that fits your professional goals and personal interests. You and your placement supervisor will complete a learning agreement, available here.

Required Course Materials:

There are no required textbooks for this course. However, you are required to carry liability insurance. The Office of Risk Management offers annual liability insurance policies to students for the reduced rate of $20. The psychology department will coordinate purchase of liability insurance. Sandy Thomas in Austin Peay 307 must receive your $20 by January 19 or you will be dropped from the course. If paying with cash, exact change should be used. The cash should be sealed in an envelope with your name on it. If paying with check, the check should be made out to The University of Tennessee. If the name on the check differs from your name, please be sure to put your name in the "For" line.

Where to find information in this syllabus:

Course Objectives and Student Learning Outcomes:

The goals of this course experience are consistent with the American Psychological Association's Guidelines for the Undergraduate Psychology Major (v2.0, 2013). These include: enhancing your **professional development** and **ethical and social responsibility in a diverse world**, providing opportunities to **apply your scientific inquiry and critical thinking skills** and use your **knowledge base in psychology**, and developing **communication skills**. The table below shows you what you should be able to do by the end of this course (Learning Outcomes) and how I will know if you can (Assessment Strategies)

Learning Outcome	Assessment Strategies
Describe applications of psychology	integration / application papers and Integrating and applying psychological science project
Use scientific reasoning to interpret psychological phenomena	integration / application papers and Integrating and applying psychological science project
Apply psychological content and skills to career goals	integration / application papers, Integrating and applying psychological science project, and placement goals and final reflection reports
Interact effectively with others	supervisor's evaluations and professionalism reflections
Demonstrate professionalism	timely completion of assignments, supervisor's evaluations, and professionalism reflections
Develop meaningful professional direction for life after graduation	placement goals and final reflection reports

Supports for Success

Your success in this class is important to me. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course.

There are also a range of resources on campus to help you improve your learning, including the Writing Center, Student Success Center, the Center for Career Development, and Student Disability Services (SDS). If you need official accommodations, you have a right to have these met. Please call (865-974-6087) or visit (2227 Dunford Hall) SDS and let me know how I can work with you to support your learning. Finally, any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support or visit Smokey's Pantry, a food pantry serving the UTK community . Furthermore, please notify the professor if you are comfortable in doing so. This will enable her to provide any resources that she may possess.

Roles and responsibilities

Student

Your job as a student is to be open to learning as much as possible during this experience and to communicate effectively and proactively. To help you do that, read this syllabus and any materials provided by your site so you understand what is expected of you. Ask questions and communicate regularly with me and your site supervisor (and co-workers, where relevant). For me, email communication is. If you have not received a response within one week, please contact me again to follow-up. Ask your site supervisor what their preferred method of communication is.

Remember that unlike a typical on-campus class, in which your personal learning and development are the primary goals, your placement site has other missions and priorities. Thus, it is essential that you work collaboratively with your supervisor to meet both the needs of the site *and* your own goals. In the unlikely event that you encounter any problems or concerns during your placement experience, it is essential that you make me and/or your placement supervisor aware immediately so that we can ensure the experience is as appropriate and valuable as possible.

Faculty

My role as the on-campus instructor (and the role of the TA) is to help you integrate and apply what you are learning in your psychology classes with what you are learning on your placement. The faculty instructor has primary responsibility for grading the *Integrating and Applying Psychological Science* assignments, whereas the TA for the course (when there is one) has primary responsibility for grading the other assignments. The TA is also responsible for managing the Canvas course and responding to general questions.

It is also my responsibility as the faculty member to help you respond appropriately to any concerns that arise on your placement that cannot be resolved directly with your supervisor – including concerns about your supervisor. Please let me know as soon as possible if any such concerns come up. Both the TA and I strive to respond to emails within 48 business hours, but always within 1 week.

Site supervisor

Your site supervisor's role is to provide real-world experience in a specific professional setting. It is your supervisor's responsibility to assess your experience and competence, identify and monitor potential risks, and assign appropriate tasks. By accepting you as an unpaid intern / volunteer, the site supervisor has agreed to discuss your professional goals and work collaboratively with you to provide professional experiences that will enhance your development. The site supervisor is expected to communicate directly with students about any concerns or areas for improvement. Any concerns that cannot be resolved directly with the student should be communicated to the course instructor as quickly as possible.

Course Requirements, Assessment, and Evaluation Methods:

Placement (38% of grade)

Over the course of the semester, you are expected to volunteer a minimum of 100 hours (6-8 hours per week) for a standard 3-credit enrollment, as well as to meet the expectations of your placement supervisor. Your grade will be based largely on your placement supervisor's evaluation of your performance. Your supervisor will be asked to complete two evaluations of your performance, near the middle and at the end of the semester. Feedback about any concerns or needed areas of improvement will be shared with you so that you have an opportunity to make any needed changes and earn full credit.

Placement Goals Report. (4.5% of grade)

Within the first 2 weeks of your placement, you will complete a placement goals report that includes descriptions of: (a) the placement site; (b) the relevant skills, knowledge, and experiences you bring with you to the placement (what makes you qualified for this placement?); (c) your objectives for the placement experience (what do you want to learn from your placement?); (d) the means for achieving those goals (what work will you actually be doing on your placement?); and (e) how the placement dovetails with your career goals and post-graduation plans. If you add the course late, please consult with Dr. Hardin before the due date to see if an extension is possible.

Final reflection report. (4.5% of grade)

In the final reflection report, you should summarize the outcome of your placement in terms of your experiences and the original objectives set forth in your placement goals report. More specifically, you should describe: (a) what skills or knowledge you acquired through the placement; (b) how well your original objectives were met; (c) your reactions to or general observations on your experiences; and (d) how your career planning and future goals have been influenced by your placement.

Professionalism reflection. (4% of grade)

Supervisors occasionally report that students would benefit from more reflection on

professionalism in the workplace. In addition, issues of professionalism sometimes overlap with issues of risk assessment and management (e.g., with whom will you be interacting, where, how?) This assignment is designed to encourage you to reflect on what professionalism is (in general and in the context of your specific placement), to identify key aspects of professionalism you would like to cultivate intentionally this semester, and to involve you in anticipating possible risks that might arise and how you will manage them. This assignment is described in more detail in a separate handout, appended to this syllabus.

Integration / application papers (18% of grade).

Approximately every 2 weeks, you will submit an integration / application paper in which you (a) describe your activities on your placement since the last report and (b) integrate your previous coursework in psychology with your placement by describing ways in which you can apply facts and concepts you learned in your prior coursework to those activities. In addition to facilitating the integration and application of learning across your curriculum, these papers help the student and instructor remain in contact and allow for a record of activities, progress, and problems. Each paper should consist of:

- a list of dates and times worked a reflective description of the activities engaged in during the week. The description of activities should be about a paragraph in length and should include specific activities (such as: sat in on a depression group meeting, wrote case notes, met with three clients) and any interesting observations you made. You must take care to maintain confidentiality (of clients and coworkers) when completing these papers.
- an additional paragraph to full page describing in detail ways in which you are applying and integrating learning from your prior coursework. Vague references to prior learning (e.g., "this reminded me of things we talked about in my child psychology class," are not sufficient. Please see the attached grading rubric for more detailed information about expectations for these papers.
- a brief self-assessment of the extent to which you achieved / demonstrated each of your three aspects of professionalism that week.

Integration / application papers are generally due on Mondays by 5:00 pm. Please see the grading rubric, appended to this syllabus.

Integrating and applying psychological science (34% of grade)

A goal of this course is to empower you not just to passively consume psychological science, but to actively integrate the science and application of psychology to address contemporary issues. Doing so requires the abilities to find and understand research in psychology, to see the relevance of that research in the real world, and to communicate about that research and its relevance to a variety of audiences. To help you achieve these goals, you will complete a sequence of assignments designed to (a) facilitate your thinking about the ways in which psychological science may be applied (and communicated) to address contemporary issues; (b) encourage you to identify an issue relevant to your placement experience to which psychological science may be applied; and (c) create a final written product to share that integrative application either within or beyond the placement.

To facilitate your success on this assignment, it is broken down into 5 consecutive steps, each worth from 2.5% - 12% of your total course grade. Please see the separate handout for detailed descriptions of and instructions for each of these 5 steps.

Your paper will be run through a tool that helps instructors detect plagiarism (see section below on academic integrity).

Grading:

Your final grade will be calculated as follows:

Activity / Assignment	Points		Final Grade	Total Points
Placement participation / supervisor's evaluation	380		A	930 - 1000
First Integration / application paper	20		A-	898- 927
Integration / application papers (5@30 each)	150			
Placement Goals Report	45		B+	870 - 897
Integrating / applying Science Step 1	25		B	830 - 869
Integrating / applying Science Step 2	25		B-	798 - 827
Integrating / applying Science Step 3: bibliography	120		C+	770 - 797
Integrating / applying Science Step 4: Draft	100		C	698 - 769
Integrating / applying Science Step 5: Final Product	50		D+	670 - 697
Professionalism reflection	40		D	600 - 669
Final Reflection Report	45		F	< 600
TOTAL	**1000**			

University and Course Policies:

Academic Integrity:

My goal in this class is to challenge you and to make you excited about learning. Cheating in any form is incompatible with this goal. Further, the UTK "Honor Statement prohibits cheating, plagiarism, and any other type of academic dishonesty." It is your responsibility as a student to be familiar with UTK's Code of Student Conduct, and policies on academic integrity and academic misconduct. These materials can be found in Hilltopics, and at the following web site: http://hilltopics.utk.edu/student-code-of-conduct/ **Evidence of academic misconduct will result in a zero for that assignment or a one-letter grade reduction in final course grade, whichever is larger, for any student(s) involved and will be formally reported to the Office of Student Conduct and Community Standards (OSCCS). A second offense will result in a failing grade for the entire course and a second report to (OSCCS).** If you have any questions about what constitutes plagiarism, please consult Dr. Hardin or this useful online tutorial: https://www.indiana.edu/~istd/

Confidentiality.

Even in non-clinical settings, respecting privacy and confidentiality is an important ethical and professional skill. Therefore, please remove all identifying information from weekly assignments, work samples, final reports, and any other written materials (such as e-mail messages to the instructor) in order to protect the confidentiality of clients, agencies, and professionals. Please do not use the real first or last names of clients, do not give the names of any professionals or paraprofessionals employed at your agency (other than the supervisor listed on your Practicum Agreement Form), or the name of any agencies involved (other than your placement site). Do not provide any personal details that might allow a client to be identified in your report. This holds for all clients, whether they are individual persons, groups, or corporations. You may use a pseudonym (i.e., a fictitious name) for the client in your work. When you do so, you must indicate this by writing a statement such as: "The client, Bruce (not his real name), was seen by me for his problem with..." You only need to indicate that a name is a pseudonym the first time you use it in a written report. Maintain confidentiality at all times. Do not use the real names of your clients or coworkers in any of your submitted work or conversations or communications with people outside your site.

Late assignments.

Managing your time effectively and meeting deadlines are also critical professional skills in any workplace. Any assignment turned in after the deadline will be penalized 10% for every day it is late. For example, if the paper is due at 5:00 on Monday, and you turn it in

at 6:00 on Monday, you will be penalized 10%. If you turn it in at 6:00 on Tuesday, you will be penalized 20%, etc. You may turn late assignments in at any time through Canvas; therefore, the 15% per day penalty applies to weekends and holidays.

Course Schedule

Week	Date	Assignment due
1	W Jan. 10	*First day of class*
2	M Jan. 15	*MLK Jr. Day*
	T Jan. 16	*Add-drop deadline*
	F Jan. 19	Professionalism reflection paper due
3	M Jan. 22	
	F Jan. 26	Placement goals report due
4	M Jan. 29	Step 1 Science & Policy paper
5	M Feb. 5	Integration / application paper 1 due
6	M Feb. 12	Step 2 Psych op-ed reaction paper due
7	M Feb. 19	Integration / application paper 2 due
8	M Feb. 26	
9	M Mar. 5	Integration / application paper 3 due
	F Mar. 9	Step 3: Annotated Bibliography due
10	M Mar. 12	*Spring break*
11	M Mar. 19	
12	M Mar. 26	Integration / application paper 4 due
13	M Apr. 2	
	F Apr. 6	Step 4: Draft of your science integration / application product due
14	M Apr. 9	Integration / application paper 5 due
15	M Apr. 16	
16	M Apr. 23	Integration / application paper 6 due
	F Apr. 27	*Last day of classes* Step 5: Final draft of your science op-ed due
Finals	M Apr. 30	Final reflection report due

This syllabus is subject to change; changes will be noted online in Canvas, and a current version of the syllabus reflecting any changes will be available at all times through Canvas. Students are responsible for ensuring they are referencing the most current version of this syllabus.

Portions of this syllabus have been taken verbatim or paraphrased (with permission) from Dr. Katherine Karraker's PSYC 491 syllabus, available at http://teachpsych.org/resources/Documents/otrp/syllabi/kk03fieldf.pdf Portions of the integrating and applying psychological science assignment is taken (often verbatim) from Dr. Adam Pearson's 2014 Social Psychology Network Action Teaching Award description available at http://www.socialpsychology.org/action/2014winner.htm The format, rhetoric, and, in some cases, wording on this syllabus are modeled on the Tulane University's Accessible Syllabus website: https://accessiblesyllabus.tulane.edu/, as well as recommendations from Dr. Sara Goldrick-Rab.

Integration / Application papers grading rubric

Criteria	Levels of Achievement			
	Absent	**Inadequate**	**Adequate**	**Excellent**
Dates Worked **Weight 5%**	**0%** Dates not listed	NA	NA	**100%** Dates listed
Descriptions **Weight 40%**	**0%** No description of activities from the week	**50%** Confidentiality not adequately protected OR the description is both overly vague (detailed) AND does not offer any personal observation or reflection.	**80%** Weekly activities are described in either an overly vague or overly detailed manner OR there is minimal personal observation / reflection.	**100%** Clear, concise description of the week's activities that appropriately maintains confidentiality. Includes personal observation or reflection. If student did not volunteer that week for some reason, that reason is clearly indicated, with plans for making up hours as necessary.
Link to prior coursework **Weight 40%**	**0%** No link to prior coursework.	**50%** Cursory link to prior coursework (e.g., "we talked about this in my Child Psychology class.")	**80%** Vague link to prior coursework (e.g., "When working with client X, I remembered what I had learning in PSYC 110 and 300 classes about Piaget's stages of cognitive development.")	**100%** Clear link to prior coursework (e.g., "When working with client X, I remembered what I had learning in PSYC 110 and 300 classes about Piaget's stages of cognitive development. It was really interesting to see how hard it was for X to think in a more abstract way, which is consistent with the concrete operational stage I would expect her to be in, based on her age.")
Professionalism **Weight 10%**	**0%** No reference to professionalism goals	**33%** Only 1o f 3 professional goals mentioned and self-assessed.	**67%** Only 2 of 3 professionalism goals mentioned and self-assessed.	**100%** All three professionalism goals mentioned and self-assessed.
Mechanics / basic writing **Weight 5%**	**0%** So many errors as to be difficult to read / understand.	**50%** Distracting level of errors	**75%** Several grammatical or typographical errors.	**100%** Well-written, thoroughly proofread.

Professionalism

Supervisors occasionally report that students would benefit from more reflection on professionalism in the workplace. Sometimes, issues of professionalism overlap with issues of risk assessment and management (e.g., with whom will you be interacting, where, how? What training are you expected to have and what will you receive on the placement?) This assignment is designed to encourage you to reflect on what professionalism is (in general and in the context of your specific placement), to identify key aspects of professionalism you would like to cultivate intentionally this semester, and to involve you in anticipating possible risks that might arise and how you will manage them.

1. **What is professionalism?**
   a. Click through this brief Prezi – it provides a very quick and basic overview of professionalism. Note the emphasis on *attitudes*. Professionalism goes beyond appearance and behavior. https://prezi.com/urjlepgqsyck/mastering-professionalism/
   b. Look at this list of workplace skills and competencies identified by the Secretary (of Labor's) Commission on Achieving Necessary Skills (SCANS): http://www.academicinnovations.com/report.html
   c. Look at this list of skills that "professionals in government, private, and non-profit industries…[said] they most want to see in their college-educated employees (listed from most frequently to least frequently mentioned)" (Sleigh & Ritzer, 2004):
      - Monitoring one's own emotional expressions and responsiveness (e.g., showing interest in and motivation toward the task at hand)
      - Maintaining composure when challenged
      - Speaking and writing in a manner appropriate to the audience (e.g., different levels of formality in different contexts)
      - Being receptive to feedback and constructive criticism (e.g., a willingness to learn and improve)
      - Awareness of personal responsibility as a listener or audience member
      - Respecting others' professional position, particularly those in authority (e.g., referencing people formally unless instructed otherwise)
      - Being on time
      - Being prepared for the task at hand
      - Being courteous to everyone, regardless of rank or position
      - Appreciating services received and expressing that appreciation
      - Making proper introductions
      - Dressing appropriately
   d. Look at the list of skills that employers reported they find most important among the psychology graduates they hire, taken from Landrum & Harrold (2003)
2. **Risk management:** *What can go wrong?*
   - Look at the **Risk management:** *What can go wrong?* handout (attached, and also provided to your supervisor) about the risk management cycle and important questions to ask.
3. **Reflect on and plan to develop professionalism**
   a. Write a brief paper in which you discuss your reactions to these lists. *Note: it needs to be apparent from your paper that you have actually read the above sources; generic papers that could have been written without reading the above sources will not receive full credit.* What surprised you? What do you think is missing? Define professionalism in your own words and identify the attitudes, behaviors, skills, etc. that you think are key to professionalism in your placement and your future career. Based on what you know about your placement, what, if any risks did you identify, how did you assess them, and how might you manage them?
   b. Identify three questions you want to ask your site supervisor to clarify what professionalism looks like at your placement. These might be questions about expected dress, policies about use of phones while on site, norms of communication, etc.

c. Identify three questions you want to ask your site supervisor to clarify your understanding of potential risks of your placement and/or how they will be managed.

d. Identify THREE aspects of professionalism you want to cultivate this semester, at least one of which should be an attitude. Identify and define (in your own words) what these three aspects are, why you think they are important to your success, and why you want to cultivate them. For example, you might recognize that you have a tendency to wait to be told what to do so you want to work on cultivating an attitude that demonstrates *initiative*; or you might recognize that you have challenges with *time management*, so you want to cultivate strategies to ensure you meet deadlines and arrive on-time. Finally, identify specific strategies you will use to develop in each area.

- Note: in each of your integration / application papers this semester, you will be asked to provide a self-assessment of the extent to which you achieved / demonstrated each of your three aspects of professionalism that week.
- Your three professionalism goals will be shared with your site supervisor, who will be asked to provide you with feedback on these aspects of professionalism and to evaluate you on these aspects at the end of the semester.

PSYC 399 – Supervised Research / Field Work
University of Tennessee Knoxville

Risk management: *What can go wrong?*

One of the best ways to ensure that the placement experience is successful for both sites and students is by anticipating *What can go wrong?* before anything does. The questions below are designed to help site supervisors and students think through potentially risky situations that might arise and identify ways to prevent or manage them.

Identifying risks

For each of the following categories, ask yourself *Could a reasonable person foresee something hazardous occurring based on....*

- the learning site's location?
- the student's transportation to and from the site?
- the activities the student will be performing as part of the placement?
- the community partners with whom the student will be working?
- the special populations with whom the student will be working?

Assessing risks

For each question answered yes, ask yourself:

- How likely is this to occur?
- What are the consequences if it does occur?

Managing risks

For each possible risk, what can be done to minimize, eliminate, or manage the risk? Some examples:

- Having the student participate in specific safety training or orientations
- Providing structured supervision of the student's work
- Ensuring the student is not working alone in certain situations, especially when minors or home visits are involved
- Assigning some tasks to others with more / different training

Monitoring Risks

As the student gains experience and the placement evolves, it is important to re-evaluate risk by periodically repeating this process of identifying, assessing, and managing risks.

Open communication between the site, the faculty instructor, and student are also critical. Supervisors and students may reach Dr. Hardin at 865-974-3296 or by email at erin.hardin@utk.edu.

Information on this page is adapted from information provided by the Office of Experience Learning at UTK, which was in turn taken from:

Bickel, R. D. (2001, February). *Explaining the legal duty of the college or university to make reasonable provisions for the safety of student interns and externs.* Workshop presented at the 2001 National Conference on Law & Higher Education, Clearwater Beach, FL.

Integrating and applying psychological science

A goal of this course is to empower students not just to passively consume psychological science, but to actively integrate the science and application of psychology to address contemporary issues. Doing so requires the abilities to find and understand research in psychology, to see the relevance of that research in the real world, and to communicate about that research and its relevance to a variety of audiences. To help you achieve these goals, you will complete a sequence of assignments designed to (a) facilitate your thinking about the ways in which psychological science may be applied (and communicated) to address contemporary issues; (b) encourage you to identify an issue relevant to your placement experience to which psychological science may be applied; and (c) create a final written product to share that integrative application either within or beyond the placement.

You will choose one of the following two final products:
- **Sharing psychological science within your placement**
  This is your chance to give something back to your placement site. With the help of your supervisor, you will identify one area or issue within your placement to research with the goal of creating a final written product to share with your placement. How might recent research inform the interventions, curricula, or policies at your placement site? If you are working in the schools, what is the latest research on effective bullying prevention? If you are working with local law enforcement, what is the latest research on reducing implicit bias? If you are working with a human resources department, what is the latest research on motivating ethical behavior or reducing turnover? Work with your supervisor to identify a question your placement would love to know the answer to, and then go find that answer. You will produce a final written product to share your findings in the most efficient and user-friendly way possible with your specific placement site. Note this will likely *not* be an APA-style research paper.
- **Sharing psychological science outside your placement.** This is your chance to give psychology away. You will identify one area or issue relevant to your placement that you think the general public (or some subset thereof) needs to know more about, and then you will research it with the goal of producing a final product to give this information away in a useful way appropriate to your target audience. What problems or issues do you see in your placement that the general public should be aware of? What societal or policy changes or individual behavioral changes would you advocate for based on your experience and knowledge of the relevant research? One approach to answering these questions is to write a science-based op-ed of 750 words or less that brings relevant psychological research to bear on an important social problem" that is relevant to your placement. "Although op-eds come in many forms, the best papers share several key features: They identify a specific puzzle (e.g., Why are U.S. obesity rates increasing?), examine the problem in light of current scientific thinking (theory) and evidence (e.g., research findings), and communicate some novel insight about the nature of the problem or propose a solution based on available evidence." Pearson (2014) Another approach to answering these questions is to create a public service announcement-type flier, advertisement, or brochure that could be distributed on campus or in the community.

Regardless of which option you choose, you will complete the following initial assignments:

1. **Think about how psychological science can inform contemporary issues and public policy (2.5%)**
   o The journal *Perspectives on Psychological Science* published a special issue in Fall 2015 in which "psychological scientists were asked to detail how research in their fields might inform public policy. Authors of these articles were asked to imagine that they were members of a fictional Council of Psychological Science Advisers, with the opportunity to write memos to the President detailing psychological-science-based solutions to societal problems. The memos included in this Special Section address a wide range of domestic and global challenges."
   o Choose one of these "memos" to read, and then write a 1-2 page reaction paper in which you:
     - Identify the article you read and briefly summarize the information presented *in your own words*
     - Reflect on how the article differs both from other scientific research you've read and differs from more common opinion pieces, in terms of writing style, voice, use of evidence, persuasiveness, etc.

- Identify a very specific way in which you could apply the research presented in the article to a real-world issue. For example, if you read the Ayal, Gino, Barkan, and Ariely (2015) article on reducing unethical behavior, you might offer evidence-based suggestions for teachers to reduce cheating on exams in college classrooms.

2. **See how psychologists share their science with the general public (2.5%)**
   o Hopefully you've had opportunities in previous coursework to see how psychologists share their research with each other in peer-reviewed publications. But what does sharing research with the public look like? To find out,
      a. read TWO of the following published op-eds, written by psychologists and/or about their work:
         o Gilbert, D. (2006, April 16). http://www.nytimes.com/2006/04/16/opinion/16gilbert.html?pagewanted=all&_r=0 *New York Times.*
         o Puhl, R. M., & Brownell, K. (2006, November 2). http://www.washingtonpost.com/wp-dyn/content/article/2006/11/01/AR2006110102969.html *Washington Post.*
         o *Ariely, D. (2008, November 19).* What's the value of a big bonus? *New York Times.* http://www.nytimes.com/2008/11/20/opinion/20ariely.html
         o Brooks, D. (2014, May 12). *The problem with confidence*. *New York Times.* https://www.nytimes.com/2014/05/13/opinion/brooks-the-problem-with-confidence.html?_r=0
         o Kaslow, N. J., & Anderson, N. B. (2014, September 4). How psychology an help Ferguson heal. *St. Louis Post-Dispatch*. http://www.apa.org/news/press/op-eds/psychology-ferguson.aspx
         o Any of the op-eds written by Dr. David Myers, collected here: http://www.davidmyers.org/Brix?pageID=17
   o Write a 1-2-page reaction paper in which you identify which 2 op-eds you read and reflect on how the writing in these scientific op-eds differs both from other scientific research you've read and differs from more common (unscientific) opinion pieces, in terms of writing style, voice, use of evidence, persuasiveness, etc. To what extent did these op-eds teach you something new or persuade you to adopt a new behavior or attitude? What was most compelling? What was not persuasive? What kinds of additional evidence would have made the arguments more compelling?
   o

Step 3: Think about your topic and gather your evidence: Annotated bibliography (12%)
   o Regardless of whether you are choosing to share psychological science within or beyond your placement, you will need to learn about what psychological science has to say about your topic. Compiling an annotated bibliography can be a useful way to organize and summarize information across several sources, which you can then use to guide the writing of your final product. Your annotated bibliography should include the following sections:
      1. **Statement of topic area:** Please write a few sentences describing the general area in which you anticipate writing your final product, and how it was inspired by your placement experiences.
      2. **Article summaries.** You will summarize a minimum of four scientific articles, at least two of which must be empirical (one or two might be a literature review or other foundational non-empirical, theoretical paper or chapter). For each scientific source, provide:
         ▪ Full APA citation of the source
         ▪ A brief (1-2 paragraph) summary of the main points of the article, particularly those that are most relevant to your topic. For empirical articles, you should address questions such as, What was the purpose of the study? What methods did the authors use to address their question(s)? What are the essential findings?
         ▪ **Be sure to summarize the article in your own words.** Your goal should be to write the summary of the article without looking at it. If you can't, then you need to re-read it until you can distill and articulate the major ideas without looking at the article. Writing your summaries without having the original source in front of you will make it easier when you are writing your paper to not "accidentally" plagiarize the original source if you refer back to your summary. After you write your summary, you can (and should!) reference the original source to ensure your summary is accurate.

- - A 1-2 sentence comment about how you might use that source in your final product. This might include how it adds to your understanding of the topic, if it includes any specific facts that bolster (or contradict) your argument, and so on.
  3. **Next steps**: After your four entries, write a concluding 1-3 paragraphs:
      - commenting on how the articles have informed your understanding of your topic
      - identifying any additional evidence or information you need to locate before being able to write your final product
      - identifying which final product you plan to create
          o Sharing science within your placement
              - Identify who your specific intended audience is (clients, other staff, supervisors, board of directors?)
              - Describe the format that might be best suited for your product (brochure or flier, manual, poster, formal paper or report) and explain why you think this format will be best suited for your purposes
          o Sharing science beyond your placement: the science op-ed
              - Identify who your intended audience is (e.g., local, regional, or national readership; college students, fitness junkies…)?
              - Describe how you think your audience will think about your topic before and after reading your op-ed
      - Identifying any additional information or skills you need to acquire before being able to make your final product (e.g., more information on writing persuasive op-eds; tutorial on software necessary to create a professional-looking brochure)

Step 4: Annotated draft your final product (12%)

- Remember that whatever product you are creating, it should integrate scientific evidence. It is unlikely that your final product will contain traditional APA-style in-text citations, however. To help both of us see how you are integrating research (including what you read for Step 3), your draft submission should be annotated as necessary to clearly indicate which statements in your work are based on scientific evidence. This may mean using comments in MS Word or Adobe to provide a citation to various points or appending a notes page that explains to me how you integrated the research in your product.
- If writing the op-ed, make sure that it is no more than 750 words long.

Step 5: Revise and share your final product (5%)

- Based on feedback, revise your op-ed / paper / product to make it even stronger. Note that this might require you to seek out additional sources to better support your argument(s) or provide more compelling evidence.
- Include a cover page that describes how you revised your op-ed in response to the feedback you received on your draft.
- Also include evidence that you have shared / explored sharing your product. For the science op-ed, provide evidence either "(a) that the article has been submitted for publication (e.g., a submission confirmation page) or (b) detailed instructions for submitting the op-ed to two prospective outlets of [your] choice." For the product shared within the placement, provide evidence that you have submitted the product (e.g., a confirmation email from your supervisor.)

Adam Pearson won the 2014 Social Psychology Network's Action Teaching Award in 2014 for his science op-ed assignment, described here: https://www.socialpsychology.org/action/2014winner.htm