

Community Psychology

PSY 480, section 001 (CRN 13816) or PSY 580, section 001 (CRN 12796)
Portland State University, Fall 2003

Instructor: Eric Mankowski, Ph.D.

Web Page: www.commpsy.pdx.edu

Schedule of Classes and Assignments:

- | | | |
|----|-------|--|
| T | 9/30 | Course overview; history of community psychology |
| TH | 10/2 | Former student presentations; Community partner presentations; Establishing group and community expectations and agreements; Group decision making process |
| T | 10/7 | Community partner presentations; Selection of CoW Executive Committee roles
Discuss Reading #1: Rappaport, J. (1977). <u>Community psychology: Values, research and action</u> (selected pages). New York: Holt, Rinehart, & Winston.
Reading reflection and journal due |
| TH | 10/9 | First student-led CoW meeting; Former student presentations; Selection of Project Groups; Planning for first Project Group meeting; Review Project Group contracts and workplans; |
| T | 10/14 | Project Group meetings |
| TH | 10/16 | CoW meeting; Project Group General Contracts due
Discuss Reading #2: Caplan, N., & Nelson, S.D. (1973). On being useful: The nature and consequences of psychological research on social problems. <u>American Psychologist</u> , 199-211.
Reading reflection and journal due
Community Psychology Fund membership dues (\$45 to treasurer) |
| T | 10/21 | Project Group meetings |
| TH | 10/23 | CoW meeting |
| T | 10/28 | Project Group meetings |
| TH | 10/30 | CoW meeting; Mid-term progress assessment;
Discuss Reading #3: Johnson, D.W. & Johnson, F.P. (1997). <u>Joining together: Group theory and group skills</u> (selected pages). Boston: Allyn & Bacon.
Reading reflection and journal due
Project Group contracts, workplans & budget due |

- T 11/4 Project Group meetings
- TH 11/6 CoW meeting,
- T 11/11 Project Group meetings
- TH 11/13 CoW meeting;
Discuss Reading #4: Kelly, J.G., Azelton, L.S., Burzette, R.G., & Mock, L.O. (1994). Creating social settings for diversity: An ecological thesis. In E.J. Trickett, R.J. Watts, and D. Birman (Eds.), Human diversity, pp. 424-451. San Francisco: Jossey Bass.
Reading reflection and journal due
- T 11/18 Project Group meetings
- TH 11/20 CoW meeting;
Discuss Reading #5: Rappaport, J. (1981). In praise of paradox: A social policy of empowerment over prevention. American Journal of Community Psychology, 9, 14-25.
Reading reflection and journal due
- T 11/25 CoW meeting
- TH 11/27 Thanksgiving vacation – no meeting
- T 12/2 CoW meeting
Reading reflection and journal due
- TH 12/4 Mandatory CoW meeting; Project Group Oral report presentations**
(MRC and ILR groups)
- M 12/8 Mandatory CoW meeting 10:15-12:05 p.m.** Final Exam meeting
Project Group Oral report presentations (VoA and WCCC groups)
final written reports due 12/12 with timelogs, project group meeting minutes for the quarter

Community Psychology Course Description & Information

I. Philosophy of Community Psychology

A. **Guiding Principles:** Community Psychology is based on the following principles:

- (1) Learning is fundamentally linked to the communities in which students are a part, including the classroom community, the campus community, the Portland community, and the community of scholars.

- (2) Learning occurs over time and is an iterative process (continuous and building on itself).
 - (3) Learning is not passive, but occurs through opportunities to apply knowledge, test ideas, solve problems, and evaluate change.
- B. **Practices:** The Community Psychology course puts these principles into practice by:
- (1) Working with community-based agencies (the “Community partner”) to address questions and issues of importance to the community partner
 - (2) Building on the work of prior community psychology groups to support the goals and mission of community psychology
 - (3) Requiring student decision-making and governance of the community psychology class

II. **Course Background**

- A. **History of CPG.** The Community Psychology Group (CPG) has been offered as a course at PSU for over 30 years. It has evolved over the years from a practicum class with students working in individual clinical placements, to a more traditional lecture-based class, to its current form: semi-autonomous student groups working on a task in conjunction with a community partner. This field-orientation is unique, but what is perhaps more unique is that not only are the student groups semi-autonomous, but that the class itself is semi-autonomous. The Community Psychology course is its own community.

Community Psychology course in its current form owes much to Dr. Hugo Maynard, who taught the course for most of the past 30 years (Dr. Beth Green taught the course from 1997-1998). Drawing from his experiences in facilitating the return of seriously mentally ill patients to the community, he laid the groundwork for the basic principle of community psychology: student ownership, leadership, and decision-making. The class is governed by an elected body of students (the “Executive Committee”) who facilitate or determine facilitators for the class meetings, organize activities for the class, and work to facilitate the goals of the Community Psychology class. The Community Psychology course is self-supporting, has its own budget and office space, and sets its own agenda each year.

- B. **Intergenerational Learning in Community Psychology.** This class is organized to establish and preserve links with past and future classes. In this way, we establish generational continuity in learning. Some of the work you will do is a continuation of work begun by past classes in this series. Similarly, you will leave work to be continued by the students who follow you in subsequent years. If you make the best of what was left to you, do what you can to improve it, and leave a better legacy for

future classes, you will be practicing one of the main principles of community psychology for the promotion of well-being and positive change.

Further, it is often the case that past Community Psychology students join the class to assist in the transfer and ensure some continuity between courses. These students make up an important part of the continuity of the class tradition from one year to the next, but their purpose is not to prevent you from making your own inventions or creating your own priorities.

Past classes have left a great deal of materials, information, and records to aid you in your work. They have also established relationships with many persons and organizations on and off campus, which you will find useful in everything that you do. These relationships, and the reputation of community psychology class, make an important part of the legacy that you now inherit as a member of this class.

III. *What is Community Psychology?*

A. ***The Field of Community Psychology.*** Community Psychology emerged as a discipline with psychology in the 1960's as a part of the community mental health movement. This movement was largely responsible for closing hundreds of mental health institutions in which seriously mentally ill patients were living in deplorable conditions. The philosophy of the community health movement was that the causes of much mental illness are societal and environmental, and that many mentally ill persons could become active, contributing members of society if given the opportunity and supports from the community.

Modern day community psychology is fundamentally concerned with social change and improving the well-being of individuals in society. As such, it is based on the following concepts:

1. An emphasis on prevention of problems, rather than treatment
2. An emphasis on fostering strengths, mastery, and competencies rather than on treating problems
3. An ecological perspective that emphasizes the importance of social context, multiple causes of problems and solutions, and the diversity of human experience and culture
4. An emphasis on community and interdependence
5. An emphasis on promoting positive change

B. *Community Psychology: The Course*

B1. *Bridging Theory and Application in Community Service: Course Goals*

The goal of the community psychology course is to provide opportunities for students to practice community psychology. Students not only learn substantive

information, but also actively put this knowledge to work in solving problems, answering questions, and building solutions in partnership with community agencies. Additionally, students work to support the development and well-being of Community Psychology as a course and students group.

B2. *Developing community within community: Course Structure*

1. **Three-Term Requirement.** Students in community psychology make a commitment to take the course for 3 terms. Winter and Spring terms can be used to fulfill the University's Capstone Requirement. This allows students to fully design, implement and evaluate their work in the community in a realistic time frame.

2. **Committee of the Whole (CoW).** The Committee of the Whole (the CoW) consists of the entire membership of the class year. The CoW has the task of forming and maintaining the institutions and governance of the registered student organization, the Community Psychology Student Group (see Section C below), and for promoting the goals and mission of Community Psychology. Each individual student, and well as each Project Group, is responsible to the CoW, and is expected to provide service and support to the CoW as well as to the individual Project Group. The CoW is your home community in the context of this class. **CoW meetings are held every Monday (following the selection of CoW Executive Committee members, and on alternate Wednesdays).** CoW meetings will be run based on a combination of Robert's Rules of Order and a consensual-community decision making process known as "The Circle".

The Executive Committee: The governing body of the CoW, responsible for leadership, organization maintenance, and internal functioning of the CoW. It includes co-chairs, co-secretaries, co-treasurers, and co-media representatives. The media representatives are responsible for designing, printing, and publishing the CoW newsletter, maintaining the CoW web page, and providing graphics and media support to the CoW and Project Groups. Further details on Executive Committee roles will be presented. All CoW members will serve in one of the roles for approximately 12 weeks during the fall and winter or winter and spring terms of the course.

3. **Project Groups.** In the first week of class, you will be presented with a list of possible Project Groups for the course. After the presentation of possible groups, you will be asked to submit your 1st, 2nd, and 3rd choices for the Project Group you would like to join for the three terms. I make every effort to try to make sure that students get their first choice of student group, but because each group has a maximum size limit this isn't always possible. Assignment to first choice groups is done by lottery during the second week of class. Students have a two-week grace period during which they may switch groups (space allowing). Any changes after the grace period are done by petition only, and at the full discretion of the individual Project Groups.

The groups typically vary widely in content. Some of them will be groups to do work begun by past classes, and some will be new projects starting up this year.

B3. *Scientific Method & Action Research: The Approach of Community Psychology.*

Your work in the Community Psychology class will be based in the principles and methods of Scientific Method & Action Research. This includes:

1. Use of a set of Research Questions as an ongoing guide for your work
2. Critical thinking and evaluation of your own and previous work
3. Understanding of the influence of dominant paradigms on problem definition and solutions.
4. Continuing emphasis on collection and using information (data) to address the research questions.

Research Methods (PSY 321) is a pre-requisite to Community Psychology. If you haven't had Research Methods, you need to take this class (or a comparable course in another department) concurrently with Community Psychology during Fall term.

The Research Approach of Community Psychology includes the following steps:

- a. Defining research questions in partnership with the community agency: What are you trying to learn?
- b. Reviewing research literature: What is already known about the topic?
- c. Determining methods: How can you begin to answer the questions?
- d. Gathering information: Implementing the research design in the "real world"
- e. Aggregating & analyzing information: What does the data mean?
- f. Using information: What do the data tell you about your question? Can the data be used to implement change?
- g. Re-evaluating methods & questions: Have you answered the questions? What questions remain unanswered? What else have you learned that you didn't intend? What new questions have been raised? What are the next steps?

Above all, the Research Approach of Community Psychology is an iterative process. You are encouraged to try different methods and techniques, and to continually re-assess and re-evaluate your efforts. Sometimes this will mean re-defining your questions, your methods, or both. Research done in the community rarely proceeds in a linear fashion, but your Research Questions will always be your guide.

B4. *Beyond Volunteerism: Role of work groups*

Although community service is an important component of community psychology, the work of the community psychologist goes beyond providing volunteer or other service. Community psychology students should think of themselves as “consultants” who bring expertise and resources to the community agencies in helping the agency to address important questions. Community agencies also bring expertise and field knowledge to the table, and ideally, community psychology student groups work in a collaborative partnership with their community partner to address key issues and questions.

For example, a community partner might be interested in developing ways to enhance its volunteer component, to recruit more volunteers, and ensure more long-term volunteering. One approach would be to have community psychology students act as volunteers with the agency. This provides a group of dedicated volunteers for the majority of a school year, and thus meets an important agency need. However, such an approach does not meet the long-term needs of the agency (it is not preventive), and it doesn’t address the more fundamental concern of how the agency might restructure its recruitment or training activities to ensure a steady stream of long-term volunteers.

Instead of simply providing volunteer “person power” the community psychology work group could work with the community partner to develop, implement, and fine-tune volunteer recruitment, training, and maintenance activities. This doesn’t preclude community psychology students from volunteering as part of their work with the agency, but adds a strong community-psychology orientation to the work of the group (see Research-Based Approach, below).

B5. *Consultation, Continued: The Role of the Instructor (CoW Clerk) in Community Psychology.*

The role of the instructor in community psychology is to act as a Consultant to the Project Groups and to the CoW. Your instructor has a great deal of experience in conducting research in community-based settings, and in the mechanics of research design, methods, and data analysis. However, unlike a traditional class, the method for conveying the instructor’s expertise will not (usually) be through classroom lectures, but rather through regular meetings with each Project Group. Although the Instructor will meet regularly with each working group, it is the responsibility of the Project Groups to ask for help when they need it. As students in Community Psychology, it is not expected that you are “experts” (yet!) in the art of Community Psychology, and it is the job of the instructor to support you as you learn.

Alternate Wednesdays and each Friday of the course have been set aside for project group meetings and work. Your instructor will be available during these times to meet with groups as needed. Each group will be required to meet with the instructor at least once per month. These mandatory meetings should be scheduled after project group

formation. Each group can also schedule additional meetings with the Instructor as needed. Groups that are struggling with an issue, whether it relates to internal functioning of the working groups, questions about how to conduct research, or how to communicate with community partners should not hesitate to contact the Instructor for assistance. A mark of professionalism is knowing when to ask for assistance and to do so before problems reach the point of crisis.

B6. *Community Psychology Fund*

The textbook in this course is optional, and there is only one book for the three terms. The course readings are minimal, and will cost approximately \$15 dollars per quarter. During Fall term, if you choose not to buy the text, students in Community Psychology pay \$45.00 in membership dues to the Community Psychology Student Group Fund. This fund is used to purchase materials for carrying out group work. This is in the tradition of the group being as autonomous as possible in carrying out our work. Dues will be paid to the PSU Community Psychology Group through the Treasurer, and are kept in the CPG's bank account. The Community Psychology fund will remain entirely under the control of CPG members, and can be spent only with the approval of the committee of the whole. However, by ruling of the CoW, the Executive Committee or the Clerk may spend up to \$50 without prior CoW vote to meet the urgent needs of the CoW or any Project Group.

Payments can be made on any schedule convenient to the member and agreed to by the Treasurer. Payments can be made in full at the beginning of the quarter, or paid in installments. See each year's Bylaws for details. Students not paying the fee or making other arrangements by the due date will be assessed a \$5 late fee.

Members who choose to purchase the textbook will be exempt from ONE of the term payments of \$45.00, but will be required to pay the \$45.00 for the remaining term. The Community Psychology Fund payment is about 2/3 of what would normally be paid for one term's textbook.

C. *Community Psychology: The Student Group.*

In addition to being a regular course at PSU, the Community Psychology class has the distinction of being a registered student group, the Community Psychology Group, on campus. As a student group, Community Psychology has access to resources that are only available to student groups, such as public display bulletin boards and certain funding sources. As a student group, the mission of Community Psychology extends to the campus community and is open to students who are not registered for the course.

IV. Accountability and Responsibility

It is important the CPG Project Groups and Community Partners have a shared understanding for what each can expect from the other during the 6-month work period.

In order to facilitate this shared understanding, we will have several contracts for CPG work groups and Community partners.

1. Capstone contract: This contract is required by Portland State University for all Capstone projects, and provides a basic outline of shared responsibility for both Community Partners and Student Work Groups. However, it is not specific to Community Psychology. Two other contracts provide a framework specific to this class.
2. Committee of the Whole/CPG and the Community Partner Contracts (a general contract)
3. Project Group-Community Partner Workplan (a project-specific contract).

The role of the contracts is not to restrict the activities of the working groups, but rather to provide a guide for the group work and to specify early in the process what is expected from each of the participating parties (community partner and student work group). It is likely, even expected, that the workplans will be revised each term as the group's work evolves. The contracts are not meant to dictate what you must do, but rather to provide a good-faith outline of what you plan to do. Revisions to this plan can be continually negotiated with each partner, provided both parties agree to changes. Workplans provide a basis for thoughtful changes to the group's activities that may be needed in order to address the Research Questions being pursued.

Templates for contracts and workplans will be provided. Each Project Group will be responsible for completing the Capstone and General contract by the third week of class. Workplans are due at mid-term.

V. Evaluation/Grading.

A letter grade (i.e., A, A-, B+, B, B-, etc.) will be assigned to each of 4 components of your work in the Community Psychology Course:

- (1) 25%: attendance and documentation of work
- (2) 25%: final oral presentation
- (3) 25% final p written report
- (4) 25%: other

Your final grade is the average of those 4 grades.

For example, if your four earned grades are A- (3.66), B (3.0), B (3.0), and B- (2.66), the average is a 3.0, so you earn a "B" grade. [Remember: A = 4.0, A- = 3.67, B+ = 3.33, B = 3.0, B- = 2.67, C+ = 2.33, C = 2.0, C- = 1.67, D+ = 1.33, D = 1.0, D- = .67, F = 0]

(1) Attendance and documentation of work. Attendance at group meetings and records of hours spent working on the Project Group are a key element of your grade in this class. Generally, you are expected to spend about 6-8 hours per week outside of the regular class meeting period working on Community Psychology-related activities. It is

expected that the total class hours will be allocated (approximately) as follows (note: these are guidelines only)

- 1 hour/week in CoW meetings (usually during regular class time)
- 1 hour/week in Executive Committee work (often during regular class time)
- 2 hours/week in project groups meetings (during scheduled time or other agreed-upon meeting time)
- 4-6 hours/week outside of class time doing work in support of the Project Group.

All students will keep a time log of time spent as a part of their student journals. This information will be turned in at the end of each term.

Attendance at both CoW meetings and small group meetings is required, because so much of the work in this class happens in the group context. Students are allowed to have 4 total absences, 2 CoW meetings and 2 Project Group meetings. **Any absences in excess of 2 for either the CoW or the Project Group will have a negative effect on your grade. Specifically, your final overall grade will be reduced by ½ letter grade for each absence in excess of 2 per CoW/Project Group.**

Each student is also required to participate in the Executive Committee. Your participation will be documented, and will contribute toward this component of your grade in the class.

Mandatory Meetings: All students must attend the Oral Reports. These are held on the last regular class meeting of each term and the final exam date. Missing either of the Oral Report meetings without making alternative plans will have a negative effect on your grade.

Attendance will be taken at all CoW, Subcommittee, and Project Group meetings.

(2) Final Group Oral Presentation. You will receive a group grade from your Instructor for the Oral Presentation. Members of the CoW will also evaluate the oral presentations. These peer ratings will be reviewed and informally weighed by the Instructor in making a final grade. More information about the criteria for these presentations is provided below.

(3) Final Group Written Report. You will receive a group grade from your Instructor for the Written Report. More information about the criteria for these reports is provided below. The report must include a report of all Project Group activity for the quarter and project group meeting minutes.

(4) Other: Workplans, Journals, Reading Reflections, and Community Partner Evaluations.

a. **Project Group Contract, Workplan & Budget.** Each Project Group must submit a workplan & budget to the CoW by the due date near the beginning of each quarter that describes the goals, implementation plan, timetable and budget for the Group. Forms will be provided. Graded as completed/not completed.

b. **Student Journals.** Each member of Community Psychology is required to keep a journal in which to record experiences, reflections, and thoughts about the Community Psychology class, Project Groups, etc. These serve as an important source of information about your experiences with the class, help you synthesize what you have learned, and allow me to gauge how you are doing in the class. Graded as completed/not completed on a weekly basis; due each Monday in CoW. Your collected journals will be turned in each term along with your final reports.

c. **Reading Reflections.** Each week, there will be an assigned reading for the class, which can be found in the community psychology office. You will write a short (1-2 page) reflective paper evaluating and responding to the article. Turn in the paper at the end of CoW meeting every Monday. These reflection papers will be the basis for group discussion of the reading during CoW meetings. Graded as completed/not completed; due each Monday in CoW.

d. **Community Partner Evaluation.** Your community partners will be given the opportunity to provide feedback both about your group as a whole and about each individual's contribution to the Project Group. These evaluations will be considered part of your grade.

A final comment. Community Psychology is about taking a holistic approach to well-being. In this class we encourage each other to take a holistic approach to personal and group well-being, by acting preventively to avoid larger problems, and by working cooperatively, respectfully, and amiably with each other. Individuals in Community Psychology are encouraged to attend to their own personal well-being, with the assumption that those who take care of themselves can make better contributions to the group. In this spirit, we recommend:

1. Taking a CPR class, or other courses that will provide you with skills for contributing to community well-being.
2. Getting plenty of rest, and respecting others right to rest by not phoning or calling late in the evening.
3. Building time into your schedule for fun, exercise, and good, healthy food.

What you need to know about Robert's Rules of Order
Community Psychology Fall 2003

Robert's Rules of Order are a complicated set of rules governing the conduct of meetings in formal organizations. Their purpose is to ensure that meetings are conducted in a fair, organized manner. The Chair will run the meetings using Robert's Rules and following an agenda. You won't need to know all of Robert's Rules (though a complete guide is available in the Community Psychology office for perusal if you're interested). Here are the basic rules that you will need to know to participate in CoW meetings.

1. The Chair will start each meeting by calling the meeting to order.
2. The group will review and approve minutes from the previous meeting. This requires:
 - a. Someone must make a motion (see below) to approve the minutes,
 - b. which must be seconded.
 - c. The Chair must then call for discussion. If there is no further discussion, the
 - d. a voice vote is held.
3. A motion is a call to action by the group. To make a motion, a person would say "I move that we ...". Someone might move to appoint someone to gather information, for example, or move that the group change some procedure, or move that the CoW table (see below) the discussion. Decisions made by the group are typically come through a motion. All motions must be seconded before they can be voted upon.
4. A second is a vote of support for the primary motion. If you support the motion made by an individual, and would like the group to proceed to a vote, then you can second the motion.
5. Following a second, the Chair must call for discussion. If the discussion leads to changes in the motion, the original person who called the motion has the option to amend (change) the motion.
6. Tabling a question, issue, or discussion means that the issue be put on hold until the next meeting or until some point in the future when the topic will be re-addressed. You must move that a discussion be tabled.
7. When taking a voice vote, the Chair should ask each of the following:
 - a. All in favor? To which those in favor respond "Aye"
 - b. All opposed? To which those opposed respond "Nay"
 - c. Any abstentions? To which those who choose not to vote reply "abstain"
8. If a show of hands is desired, the Chair or a member can call for a division of the house, which means a show of hands.
9. The Chair can call the meeting to order if discussion becomes unruly.
10. The Chair will end the meeting by adjourning the meeting.

Guidelines for Oral Presentations & Written Reports
Community Psychology
Fall 2003

Oral Presentations

1. Review the “Performance Rating” evaluation form. This form clearly states the criteria on which your presentation and group work will be evaluated. Note that your group is being evaluated based both on the presentation itself and how it is organized and delivered, as well as the extent to which the presentation conveys information about the group’s work. Make sure your presentation includes the following components:

- a. Introduction to the presentation: a summary of what will be presented
- b. An introduction to the group: who are you and what are your goals
- c. Communication of the role of each member in contributing to both the presentation itself, and the work of the group
- d. A plan of action (i.e., goals, activity/methods, implementation) and timetable
- e. Description of accomplishments and progress thusfar
- f. Analysis and summary of experiences of the group thusfar: challenges, barriers encountered, strengths, etc.

Visual aids, written handouts, creative formats can be used to enhance the effectiveness of the presentations.

2. Your oral report will be evaluated by the CoW. These ratings will be used as one component of your final grade only indirectly. That is, peer ratings will be reviewed and used to inform the final grade given by the Instructor but will not be “averaged” into a concrete grade.

3. Practice, practice, practice. You should schedule at least one “dry run” and one “dress rehearsal” prior to the oral report. Use these practices to give each other feedback on the presentations and to time your presentation. Your group will be given 25 minutes for the presentation, followed by 10 minutes for questions. You will be asked to stop if your presentation exceeds 25 minutes.

4. A note on participation in the oral report. It is not necessary for each person in a group to actually deliver part of the oral report. In some large groups, this would be almost impossible, given the 25-minute time constraint. Thus, it is quite appropriate to elect several “spokespersons” to actually deliver the oral report. However, it is very important that these spokespersons explain to the CoW the role that the other group members played in both the group work and in developing the presentations. Other group members who are not delivering the oral report might do other tasks such as designing overheads, writing sections of the oral report, etc.

Guidelines for Oral Presentations & Written Reports
Community Psychology
Fall 2003

Written Reports

1. Your written report serves **two purposes**: (1) to present in a formal written document the results of your progress in implementing your workplan and describing and analyzing the challenges and successes you faced in this service and research activity; (2) to document the effort and work done during the quarter in a portfolio style. It may be helpful to think about your document as being comprised of these two parts.

a. **The formal report**: This section should follow the sections outlined in your Workplans. Over the course of the three terms, this will evolve into a written report following American Psychological Association (APA) format and style, including an introduction to the project, a review of relevant scholarly/research literature, a methods section describing what you did, a results section describing the outcome, products or findings of your project methods/activity, and discussion section that reflects on the meaning, implications and limitations of this work. Use the sections in the workplan as an organizing template, and write the report as you would a formal, professional written report in APA style. Include a title page, table of contents, and reference section for the citations in the report.

b. **The portfolio section**: This section should contain documentation of group work, including attendance records and project group meeting minutes, time logs, as well as an essay by each group member reflecting on and analyzing the group's work. Included here would be informal descriptions of group challenges, strengths, progress, and obstacles. In essence, this section should describe the work done by the group and convey a sense of what it has been like to work on this project. You may include documentation such as attendance and minutes in appendices to the report if desired.

2. **Presentation** of written reports. All written reports should be typed, double-spaced, and bound. Use a professional model—make sure it is presented as one integrated report, even if different authors have written different sections. Typeface, margins, and headings should be consistent throughout the document. It is suggested that at least two members of your group read and edit the document in its entirety prior to handing them in. Sloppiness in basic writing (poor grammar, spelling errors) will have a detrimental effect on your grade.

3. Previous years' reports: You may want to take a look at some of the finished reports available in the Community Psychology Office, but note that the formal report requirement this year is different from previous years.

4. Everyone has access to the Community Psychology computers and printers for preparation of final reports.

Guidelines for Final Reports (Spring Quarter) Community Psychology

Goal of the final, written report:

The goal of the final report is to present, in a single coherent report, a document describing your work for the past three quarters. The final report uses a professional model: this is the kind of report that a researcher might provide to his/her funder at the end of a project. The report should summarize both the work that you've done (what were the steps that you took, barriers encountered, etc) as well as the results of your work. Final reports should use the APA manuscript style for a research/empirical article. APA style refers not only to the style used for citing references, but to the overall style and construction of the paper itself. APA manuals are available in the library and in the Community Psychology office. The basics are covered in the third edition; the fourth edition contains additional stylistic and language guidelines.

The following provides a general outline of what should be included in your final reports. As was the case for prior reports, you should include both a portfolio, documenting effort, attendance, and containing personal statements, as well as the formal body of the report.

Final Spring Quarter Report Outline (see also American Psychological Association publication manual; a copy is in the community psychology office)

1. Title and authors

2. Abstract: A brief (no more than 150 words) paragraph describing your research. See APA manual.

3. Introduction/Literature Review

Length: 4-10 pages. Include:

- Statement of the issue, problem, or question (one paragraph)
- Review of previous research and information collected to address the question (the background) (2-8 pages)
- Statement of the purpose of your research: what does it contribute to what we already know; what is the particular applied context for this research. (1-2 pages)
- Statement of your research questions. (1 paragraph)

4. Method Section

Length: varies depending on complexity of research. 3-8 pages, estimated.

Subsections

- a. **Participants** (not subjects, as indicated in 3rd Ed): describe the sample from whom you collected information. Include in this section any response rates (how many surveys sent out vs. returned) and a consideration of how this might have influenced your research.
- b. **Materials**: what did you use to collect information. Describe your survey, questionnaire, interview, or other instruments used to collect information. If you designed your own survey or questionnaire, make sure and be clear about how the survey items relate to your research questions.
- c. **Procedures**: how did you collect information from these participants. Describe:
 - recruitment—how did you identify participants to be in the study
 - data collection—how did you go about getting the data?

A general rule for the procedures sections is that someone should be able to recreate how you collected your data from the information presented in this section.

4. Results

1. Summarize the results that you found. Often, it is helpful to structure the results around the research questions. Your results should be described in summary form (not raw data). Describe any statistics that you used (you do not need to indicate software or analysis packages, e.g., SPSS). Include data that run counter to your hypotheses.

The results section should avoid interpreting the data extensively. Interpretation is included in the Discussion section.

5. Discussion. For your reports, you should include two sections:

a. Discussion and Conclusions: interpret and evaluate your results. What are the answers to your research questions that are suggested by the data. Were there problems with the data? Anything you need to qualify in terms of how the questions are answered?

Be sure to include how your data fit and/or don't fit with previous research discussed in your literature review.

b. Recommendations for future research: What recommendations would you make for future research around these questions. Recommendations can be methodological (how would you change how the data were collected) or substantive/content oriented: should data be collected in different contexts or with different participants? How do your

6. References. All articles or sources cited in your literature review. Use APA citation style.

7. Appendices (copies of instruments, etc).

Structuring Non-Empirical aspects of your Community Psychology work in the final report.

Some groups may have both an empirical section and a non-empirical section of their research.

Methods & Results Sections for Non-Empirical Work

1. Sampling Documents. If your work involved document or literature review, you should describe how you obtained, selected, and reviewed these documents or articles. That is, how did you go about collecting the documents or articles, how did you decide what was relevant or not relevant. Describe your decision-making procedures for selecting documents or articles.

2. Developing materials or “interventions”. If your work involved developing materials (e.g., a newsletter, pamphlet distribution, etc.) or “interventions” describe the logic behind how you chose to develop these materials: What did you develop, why did you make the choices you did in terms of content, style, and format, and how did you go about developing it? Why did you include the content that you did? How do the materials fit within your research question. What was the process through which materials were developed (describe how you did it).

Results Section for Non-Empirical Work

1. Documents: What did you learn from your document review? What are the results or findings of your review? Be sure and be clear about how you used the information found in your documents to reach these conclusions. Just as in empirical work, the reader should understand how you “analyzed” the documents to arrive at your conclusions.

2. Materials/Interventions. The result of your work is really the product. Include your products for review.

Project Group-Community Partner Workplan and Budget Fall 2003

Due: 10/30/03

The workplan and budget is your Project Group's strategy for accomplishing its tasks this year (fall, winter and spring quarters). It is similar to a business plan, research proposal, and mission statement of an organization. A successful workplan and budget will help your Project Group stay organized and make progress towards understanding and a sense of accomplishment for both you and your community partner.

Workplans will include the following components:

1. Statement of the work goals, problems, and/or research question(s) that your group will be attempting to address or answer. You may want to organize these in terms of one or more "general" questions with more specific questions under each general one. For example:

Research Question #1: To document the effectiveness of Program X in recruiting families to participate in the program.

#1a. How many parents are in need of Program X?

#1b. How many parents has Program X recruited?

Research Question #2: To understand the barriers and challenges faced by Program X in recruiting families.

#1a. Why are parents reluctant to get involved with Program X?

#1b. What can staff do to increase interest in Program X?

2. Plan for reviewing literature and obtaining any needed training. How will your group go about finding out what kinds of information may already exist that addresses these issues?

What sources will be used?

Who will do a literature search?

How will information be organized and shared within the Project Group?

What training will be sought out?

3. Outline of Work Activity and/or Research Methods for addressing problems and answering questions that were presented in section one (note: you will probably want to do at least some of your literature review before you outline the Methods for answering the questions. Other research may give you some ideas for actions, methods, or measures to use). **How** will you begin to address the problem or answer the research questions?

What information do you need to collect?

What actions need to be taken to accomplish your work goals?

Who will provide information or conduct the action?

How will information be collected?

How will information be aggregated or analyzed?

4. Plan for aggregating, organizing and/or analyzing information that is collected. Once you gather information, what will you do with it?

5. Implementation Plan: Outline the steps for accomplishing the work outlined in Components 1-4 above. Try to develop an Implementation Plan for the whole school year, but be sure to write a more detailed section for your activities during the Fall Term. Include:

- Tasks that need to be accomplished
- Person or persons responsible for each task
- Projected completion date for each task (timeline)
- Plan for communication, both between Project Group members and between your Project Group and the Community Partner. It is recommended that 5 minutes be set aside at the beginning of each meeting with your Community Partner to address any issues that need discussion.
- Plan for reviewing progress and re-assessing the workplan. It is recommended that you establish target dates for reviewing and re-assessing the workplan every month.

6. Project Budget and Resources Needed. Your group should describe the resources you will need to complete the work, and an estimate of the required budget for the year that is more detailed for the current quarter. Expenses might include copying expenses, materials, such as paper, pens, etc., long-distance phone expenses, etc. The Treasurer will review with the CoW the nature of allowable expenses. All Budgets are subject to review and approval by the CoW each quarter. Some resources may be needed that are not expenses (e.g., space at the Community Partner office, access to computers, etc.) These should be specified in the budget but noted as provided by the Community Partner or by PSU.

7. Project Group and Community Partner Signatures. Each project group member and the key contact(s) at the Community Partner will indicate their agreement with the proposed workplan by **signing and dating the plan**.

Your workplan will **cover the entire school year**. However, at the beginning of each term you will revise and re-submit your workplan. These revisions will be part of your final reports each quarter.

Project Group Weekly Workplan

Week Starting Tuesday, _____	What needs to be done this week? Be specific!	Who will do it?	Follow-up Tuesday, _____ Has it been done? Date completed	Notes
Research Question #1				
Task #1				
Task #2				
Task #3				
Task #4				
etc....				
Research Question #2				
etc.....				