PSY 102 Personal Growth

Course Context: This course fulfills a specific requirement for the Psychology & Community Studies major. It is also a first-year seminar and fulfills the FYS requirement for all first-year students at UMM. There are no prerequisites.

Course Description: This course is designed to provide students with the opportunity to examine their life-space; to envision alternative possibilities in their personal and professional growth; and to foster the development of creative changes toward their future life-career. This course has two essential aspects. First, the theoretical and academic aspect focuses of the class and text on major psychological theories and their applications for everyday life. Second, the experiential aspect encourages students to participate in growth exercises individually and in group situations. The course involves the various areas of life including relationships to family members, to friends and associates, and to professional colleagues. This course includes a Service-Learning and Community Engaged (SL/CE) component. 3 Credits

Course Goals

- Appreciating our commonalities and diversities in the family of humankind
- How to live with others in long-term relationships having to do with love, sex, and marriage
- Making friends with other college students toward growth-filled social experiences
- Developing communications skills with our children, our parents, our spouses, our friends, and our colleagues
- Developing parenting skills and step-parenting skills
- Surviving divorce and the specific challenges of single parenting
- Fostering self-assertiveness and the ability to resolve interpersonal conflict.
- Understanding what your dreams are communicating to you
- Getting better grades through more effective study methods and test anxiety management
- Adapting to school whether brand new college student or if you have been out of the educational scene for years
- Reflecting on events that have occurred in your life
- Managing your personal resources to focus on reaching your life goals
- Being knowledgeable about electronic academic tools like MaineStreet and Blackboard
- Finding information about career options
- Collaborating with others

Course Assignments & Assessment

Service Learning Project (25% of Grade): Students will meet a community partner from a local organization who will present a training to class to help raise awareness of a community issue related to the course content. Students will have the chance to ask questions including what that partner’s organizational needs are. From that discussion, the class will develop a group volunteer project to address those needs. Students are assessed on the project as well as individual guided reflection on the
SSC 420 Research Methods & Design

Course Context: This course fulfills the specific requirement of the Psychology & Community Studies major and some additional majors. This course also fulfills the program and general core requirement for service learning and is writing intensive.

Course Description: This course is designed to nurture an appreciation and understanding for the manner in which any question of interest can be methodically approached and possibly answered by applying a set of sequential methods. Students learn how to find information, read journal articles, pose research questions, select appropriate methods of inquiry, select participants, select appropriate designs and statistical analyses, report research findings, and do the above in the most ethical manner. The primary goals in this course are for each student to gain experience with conducting research and writing research reports for a community partner. This course includes a Service-Learning and Community Engaged (SL/CE) component. During the semester, students are expected to make periodic progress reports on their projects, culminating in formal (convention-style) presentations to the class and community partners. Prerequisites: Introduction to Statistics and Junior class standing. 4 Credits

Course Goals

- Gain an overall understanding of social science research
- Build awareness of research issues
- Comprehend ethical issues in research
- Conduct social science research project
- Recognize the value of community learning
- Hone scientific and professional communication skills
- Collaborate with peers and community partners

Assessment

50% of the course grade is the Research Project with Community Partners

Research for Community Partner Project

Purpose: In research methods, students must demonstrate the ability to critically think, problem-solve, assess literature, conduct research and then report the results both orally and in writing in a scientific manner. One of the best ways to learn about research is to actually conduct research. You will build the necessary skills to conduct research and will have a chance to demonstrate your abilities. You will also conduct purposeful research in that there are specific research needs in our community that we will address. By working with a community partner, you will engage in the process of conducting research as real-world researchers, building confidence in your abilities and discovering benefits of working to improve your community. More specific information will be given during the semester.
1. IRB Training & Certification
2. Draft of Brief Research Plan & Data Collection tools for Community Partner review
3. Revised Research Plan & Data Collection Tool
4. Annotated Literature Bibliography
5. Building a Structured Data Set
6. Data analysis
7. Draft of APA-style Reports & Final Draft of Research for Review by Community Partner
8. Dry Run of class Presentations of Project
9. Class Presentations of Project (note: failure to present to community partners will result in
   the loss of a letter grade on the presentation)
10. Final Revised Report to Community Partners
11. Other Group Members' Grades for your performance, and Your Own Grade Defense for your
    performance.
12. Final Reflection Essay

[Examples: Structured Phone Interview with Childcare Providers about Specific Behaviors Indicative of
Developmental Therapy Needs for an agency that provides developmental therapy and needed evidence
for programming and grant proposals for younger children. Surveying Potential Mentors in Washington
County for a collaborative agency planning mentoring opportunities to support workforce development
and needing information on challenges.]

BEH 450 Senior Project

Course Context: This course serves as a required senior capstone course for all PCS majors.

Course Description: This course offers an opportunity for students to apply and expand what they have
learned in the Psychology & Community Studies program by pursuing local problems and issues. In this
culminating service learning/community engagement course, students will work with a community
partner to design and implement an independent research project or develop and run a program that
serves the community partner’s needs. Independent inquiry and formal presentations to the class are
important components of this course for both peers and the community. This course includes a Service-
Learning and Community Engaged (SL/CE) component. Prerequisite: Senior class standing, SSC 420
Research Methods & Design, and COE 313 Community Experience: Internship & Seminar. 3 Credits

Course Goals

This course is an opportunity to take what you have learned during your undergraduate career and
apply it in a real-world setting. In so doing, you will be required to accomplish the following:
● Through collaboration and consultation with the community partner, identify an organizational need or problem
● Using existing disciplinary literature as a foundation, develop a research instrument or methodology for gathering additional data about the issue
● Critically assess the effectiveness of potential solutions/applications (this will include a discussion of the community benefit of implementing the solution)
● Draft recommendation for a plan of action
● Present your findings to the community partner

You will be required to use a broad range of skill sets: interpersonal communication, good organizational skills, research and analysis, critical thinking, and writing and presentation.

**Course Assignments**

**Senior Service Learning Project**

Your senior project can be a significant individualized learning experience and an important marketing tool once you graduate. It should be chosen wisely.

Senior projects can take several different forms but all should involve collaborating with a community partner and a written proposal in APA format. There are four basic types of senior projects:

● 1) A project consisting of such things as creating a manual for a non-profit, creating/organizing an event or workshop for a non-profit, or making an educational film or product. Sample title: *The Effects of Toy Availability on Play Preferences in Four-year olds*
● 2) An empirical project where the student collects data to test a research hypothesis, analyzes it, and writes it up in APA style. Sample title: *A Family Counseling Program for Migrant Workers in Washington County*
● 3) A large-scale review of the research literature on a topic of interest. Sample title: *Correlates of Successful Aging in Older Adults*
● 4) A creative project such as a book or film. If you choose this option it is CRUCIAL that we have a face-to-face meeting to develop your plan. Sample title: *Development of a Workshop for an Employer-Sponsored Wellness Program*

● Note: a senior project could also combine two or more of the above types.

**Assessment**

● Literature review and in-class discussion = 75 points (5 formal classes)
● Project Proposal (IRB Proposal if needed) = 100 points
  ○ 1st outline = 50 points
  ○ 2nd outline = 50 points
● Press release draft = 100 points
● Final presentation, press release, project, & reflection = 200 points