School of Social Ecology
University of California, Irvine

Advanced Field Study

Overview of the Advanced Field Study (AFS) Course Sequence, 2014-2015
Note: Course details and schedule for each quarter are listed in separate sections below.

Instructor: Doug Houston   E-mail: houston@uci.edu
Office: Social Ecology I, 212E   Office Hours: See course schedule, or by appointment
Meetings: Monday, 2 pm – 4:50 pm (per class schedule below)
Room: SBSG, Room 3220

Description

AFS offers a small number of undergraduate students in the School of Social Ecology an in-depth, three-quarter field study experience focused on civic and community engagement. Students will work together with a local community, government, or business organization to prepare a professional research client report which helps the organization better understand the social or community problems it hopes to address, helps inform the organization's strategic goals, and/or helps enhance the organization's operations or services. Students will draw upon academic training, local insights of people living and working in the community, personal reflections, and in-class discussions to guide these problem-solving efforts and other civic education experiences. AFS embodies the School's commitment to engaged scholarship, developing interdisciplinary approaches to social problems, and improving and making positive and lasting contributions to our communities.

> ### What is Civic Education?
>
> Civic education involves an effort "to make a difference in the civic life of our communities and develop the combination of knowledge, skills, values and motivation to make that difference." Civic education helps an individual "recogniz[e] himself or herself as a member of a larger social fabric and therefore consider social problems to be at least partly his or her own; such an individual is willing to see the moral and civic dimensions of issues, to make and justify informed moral and civic decisions, and to take action when appropriate." Civic education essentially aims to prepare civically engaged and responsible people.
>
> Source: Ehrlich, T. (2000). Civic Responsibility and Higher Education. (The American Council on Education).

The AFS course sequence provides an opportunity for students to apply the theories and methods of social science to analyze problems in the community, and is meant to help students synthesize theoretical understanding of issues with supervised experience in the field. The general goal is to bridge the gap between the world of theory and the world of practice. This course is designed as a structured service learning experience that "is conducted in and meets the needs of a community; helps foster civic responsibility; is integrated into and enhances the academic curriculum of the students enrolled; and includes structured time for students to reflect on the service experience" (American Association for Higher Education, 1993).

Upon completion of the AFS sequence, conscientious students will have developed (a) skills in thoughtfully integrating personal experience with knowledge, (b) an ability to recognize, synthesize,

and apply various theories and research methods to community problems, and (c) specific knowledge about the application of social science knowledge and research to a community problem of interest.

Sequence Schedule

Fall Quarter – Students will become acquainted with the goals and activities of their placement and will work closely with the placement supervisor and AFS instructor to identify and scope a research project.

Winter Quarter – Students will implement their research project through data collection and observations which will allow them to reflect on, apply, and synthesize their academic training through observations and experiences at the placement.

Spring Quarter – Students will write and finalize their AFS Client Project in consultation with the placement and the AFS instructor, and will make a final presentation as part of our end of the year UROP research symposium.

Learning Objectives

AFS students will work closely with the course instructor and field placement supervisor to:
- *Frame* significant research questions, *design* and *conduct* research that will answer those questions, and *analyze* the answers to their research questions
- *Support* the activities of a local community, government, or business organization, and help *build* and *sustain* healthy communities
- Students will *identify* and *examine* sources of community based knowledge
- *Integrate* community based knowledge with academic theory and research to address concrete community issues and concerns
- *Dialogue* with peers regarding issues that arise during the community based field experience
- *Analyze* social policy as it relates to community issues and concerns
- *Create* a professional research report which helps an organization better *address* community challenges, helps *inform* the organization's strategic goals, and/or helps *enhance* the organization's operations or services.
- *Communicate* findings and recommendations to scholarly and community audiences

Application Requirements and Placement Assignment

Students must apply for and be accepted into AFS to enroll in this course sequence. Prerequisites include having a major within the School of Social Ecology, 90 or more quarter units completed at time of application, good academic standing, and a commitment to enroll in all three courses of the AFS sequence (this means being in residence at UCI all three quarters). Interested students must submit an application which includes a completed application form describing his or her interests in community engagement and motivations to participate in this intensive learning experience, an academic transcript, and a letter of recommendation. Based on the application responses of students accepted into AFS regarding their goals for AFS, the types of experiences they would like to gain through AFS, and the types of organizations they would like to work with, the instructor will work with the AFS student/placement liaison to identify placements that align with the student interests and professional goals.

During the first class session in week 1 of Fall quarter, students will receive an introduction to AFS and an overview of potential AFS field placements, and will take part in a resume writing,

professionalism and interview workshop. During week 2 of Fall quarter, students must attend the AFS placement-student meet & greet, during which students will be able to meet and talk with placements we believe match with AFS student interests. After the mixer, students will be asked to rank the top placements they would like to work with, and placements will provide feedback on which students they would be most interested in working with. Based on the feedback we receive, we will then match students with a placement by the end of the week 2 of the quarter. Students will start their fieldwork hours in week 3 of Fall quarter, and will complete 10 hours/week at their placement for the remainder of the quarter.

Logistics and Requirements

To pass AFS each quarter, students must (1) complete 10 hours/week at their placement (after placement assignments have been made), (2) attend class sessions and actively participate in discussion, (3) complete weekly online integration reflection journal entries, and (4) complete all assignments relating to the AFS client research project. Note, depending on the placement's needs and schedule, placement hours may include some hours during which you are planning or conducting research for your AFS client project. Note, though, that the placement supervisor in consultation with the AFS instructor and student/placement liaison will make the final determination of how many placement hours can be spent working on the AFS client project. To pass AFS each quarter, students must receive a satisfactory evaluation from his or her placement supervisor.

Course Credit and Grading

Students will register for SE195A and SE195B on a P/NP basis in the fall and winter quarters, and will register for a graded section of SE195C in the spring quarter when they are writing and finalizing their AFS client research project for their placement. Students may be able to petition one quarter of graded course for upper division major elective credit. Please see the Field Study Director, Ashley Vikander, for information on how course credits for AFS will be applied towards your degree requirements (this may vary by major). For quarters which are graded on a pass/fail basis, to pass, you must obtain at least 73.5% of the credit offered (i.e., perform at or above the "C" level).

Class meetings will take place about every other week (see course schedule). Class time will be devoted to discussion of, and reflection on, practical and academic issues related to your field placement and research projects. To pass the course, students must satisfactorily complete three course components which are meant to help students synthesize theoretical understanding of issues with their field service experience: (1) class attendance and participation, (2) submit integration and reflection journal entries, and (3) make progress on the AFS client research project.

1. Attendance and Thoughtful Participation (20% of grade)

On-time class attendance is mandatory. Active informed participation is an essential and graded component of the course. You are responsible for coming to each class prepared to thoughtfully apply academic knowledge to your field experiences…and to do so. Students who are late to class or absent from class without an acceptable excuse pre university policies (i.e., absence due to illness with a doctor's note) will be required to submit 2 additional pages on their final paper for the quarter.

2. Journal Entries (35% of grade)

Journal entries (1-2 pages) provide you an opportunity to reflect on your experiences in your field placement in light of your academic experiences from previous courses and to reflect on your professional goals. Journal entries will take two forms: (1) integrative journal entries in which you

describe field placement experiences while they are fresh, reflect on those experiences, and integrate them with your prior course content and (2) supplemental entries in which you reflect on your research project progress, any challenges, and how you plan to address them. The course schedule will list the focus for journal entry.

3. AFS Client Project Report (45% of grade)

Each quarter you will make progress on your AFS client project report, and the requirements for this portion of your grade will vary by quarter as follows:

Fall quarter:

- You will be required to submit a 4-6 page research proposal per the instructor's guidance. You will develop this proposal through short assignments throughout the quarter, and revise it over the quarter based on feedback from the AFS instructor and placement supervisor. In the final weeks of the quarter, you are required to give a brief 4-6 minute PowerPoint presentation of your research proposal. Your final proposal will be due at the end of week 10.

- You will be required to complete an online "human subjects research" training (CITI) course as you develop your research proposal, and you will be required to submit a human subject review application which corresponds with your research proposal.

Winter quarter:

- You will be required to submit a 10-20 page draft research project results per the instructor's guidance (including revisions of materials developed in Fall quarter). You will develop this report by conducting research in conjunction with your placement, submitting subsections of the report throughout the quarter, and revising sections over the quarter based on feedback from the AFS instructor and placement supervisor. During the second half of the quarter you will lead discussion in class about your preliminary results and recommendations for about 10 minutes. At the end of the quarter, you will submit your full rough draft to the instructor, who will provide feedback which should be addressed before you provide your draft to your placement supervisor.

Spring quarter:

- You will be required to revise and finalize your 15-30 page client project report (including revisions of materials developed in Fall and Winter quarters). During the first part of the quarter, you will revise this report based on feedback from the AFS instructor and placement supervisor. During the second half of the quarter you will be present your findings and recommendations as part of the UROP undergraduate research symposium, and will finalize and submit a final bound copy of your client project report to your placement and AFS program.

AFS Course Schedule for Fall, 2014

Objectives: Students will become acquainted with the goals and activities of their placement and will work closely with the placement supervisor and AFS instructor to design a research project.

Date	Class Topics	Assignments (due on EEE dropbox)
Week 1	*Mon. 10/6 Class/Workshop (2-4:50 pm)* • Introduction to AFS • Discussion of placements • Resume/Interview workshop *Reading (to be posted on class website)* • What is Service Learning?	<u>Draft Resume (due in class at 2pm)</u> <u>Revised Resume (due Wednesday 11pm)</u> <u>Journal (due Friday 11pm)</u>: • Reflection on AFS and your AFS goals (1 page)
Week 2	*Mon. 10/13 Event (2:30-4:50 pm)* • Meet in SBSG **lobby** *(2:30pm- we will come get you when we are ready for you)* • Placement-Student Mixer *(2:30-4:50pm)*	<u>Journal (due Friday 11pm)</u> • Reflection on your Placement (1 page; write this after your placement has been assigned) <u>Research Proposal Assignment #1 (due Friday 11pm)</u> • Describe your *draft* ideas for your *potential* research topics, how they relate to your placement, 1-3 potential research questions, and data and methods which could help address these questions (1-2 pages) <u>CITI Human Research Course Certificate (Fri. 11pm)</u> • See instructions on the class webpage
Week 3	*Mon. 10/20 In-class Workshop (2-4:50 pm)* • Human Subjects Training by IRB (2-3:30) • Designing a Research Project (3:30-4:50) *Reading (to be posted on class website)* • Designing Participatory Action Research	<u>Start placement hours</u> • Observe, listen, and learn • Meet with your supervisor to discuss their proposed research project topic(s) and potential data sources <u>Journal (due Friday 11pm)</u> • Integrative reflection entry (1 page) <u>Research Proposal Assignment #2 (due Friday 11pm)</u> • Revise assignment #1 based on Doug's input and what you've learned about your placement's needs. Include 2-3 specific research objectives and the data/methods you feel could help address these objectives.
Week 4	*Mon. 10/27: Project Office Hrs (2-4:50 pm)* • Schedule an Individual Meeting w/Doug • No group class meeting	<u>Journal (due Friday 11pm)</u> • Integrative reflection entry (1 page) <u>Research Proposal Assignment #3 (due Friday 11pm)</u> • Revise assignment #2 based on Doug's input and what you've learned about your placement's needs. Provide more details on the data to be collected (i.e., sample survey questions, observation guide, etc)
Week 5	*Mon. 11/3 Class (2-4:50 pm)* • Group discussion • Research proposal progress *Reading (to be posted on class website)* • Building Community Partnerships	<u>Research Proposal Assignment #4 (due Friday 11pm)</u> • Convert research proposal #3 (with any revisions) into an IRB protocol narrative and associated documents.

Week 6	*Mon. 11/10: Project Office Hrs (2-4:50 pm)* • Schedule an Individual Meeting w/Doug • No group class meeting	Research Proposal Assignment #5 (due Friday 11pm) • Revise IRB protocol narrative and associated documents based on Doug's feedback
Week 7	*Mon. 11/17: Class (2-4:50 pm)* • Group discussion • Research proposal progress *Reading (to be posted on class website)* • To be announced	Journal (due Friday 11pm) • Integrative reflection entry (1 page) Submit IRB application (due Friday 11pm) (if applicable)
Week 8	*Mon. 11/24: Project Office Hrs (2-4:50 pm)* • Schedule an Individual Meeting w/Doug • No group class meeting	Journal (due Friday 11pm or Sunday 5pm) • Integrative reflection entry (1 page) Research Proposal Assignment #6 (Fri. 11pm / Sun 5pm) • Update your proposal and/or IRB submission materials as discussed in meeting with Doug
Week 9	*Mon. 12/1 Project Office Hrs (2-4:50 pm)* • Schedule an Individual Meeting w/Doug • No group class meeting	Journal (due Friday 11pm) • Integrative reflection entry (1 page) Research Proposal Assignment #7 (due Friday 11pm) • Submit a 5-8 minute powerpoint overview of your research project for presentation to class
Week 10	*Mon. 12/8: Project Office Hrs (2-3:30 pm)* • As needed, schedule an Individual Meeting w/Doug *Mon. 12/8: Class (3:30-4:50 pm)* • In-class Presentation of Your Research Project Design (5-8 min)	Journal (due Friday 11pm) • Integrative reflection entry (1 page) Research Proposal Assignment #8 (due Friday 11pm) • Turn in your final research proposal. Individual Meeting with Ashley (to be scheduled)

AFS Course Schedule for Winter, 2015

Objectives: Students will implement their research project through data collection and observations which will allow them to reflect on, apply, and synthesize their academic training through observations and experiences at the placement.

Date	Class Topics	Assignments (due on EEE dropbox)
Week 1	*Mon. 1/5 Class (2-3:20 pm)* • Group discussion • Research proposal progress	Journal (due Friday 11pm) • Part 1: Integrative reflection (1 page) • Part 2: Description of project progress (1/2 page) Research Project: Continue planning/conducting research
Week 2	*Mon. 1/12:* **Optional** *Office Hrs (2-3:20 pm)* • No group class meeting • Optional: If needed, schedule an individual meeting w/Doug	Journal (due Friday 11pm) • Part 1: Integrative reflection (1 page) • Part 2: Description of project progress (1/2 page) Research Project: Continue planning/conducting research
Week 3	*Mon. 1/19: MLK Campus Holiday* • No group class meeting	*Consider participating in a community service activity.* Journal (due Friday 11pm) • Part 1: Integrative reflection (1 page) • Part 2: Description of project progress (1/2 page) Research Project: Continue planning/conducting research
Week 4	*Mon. 1/26 Class (2:30-3:30 pm)* • Group discussion • Research proposal progress *Mon. 1/26:* **Required** *Office Hrs* • Schedule an individual meeting w/Doug during the week	Journal (due Friday 11pm) • Part 1: Integrative reflection (1 page) • Part 2: Description of project progress (1/2 page) ***Research Report Assignment #1*** (due Friday 11pm) • Revise previous drafts into these sections: Title Page, Introduction, *Literature Review*, Data and Methods, *Preliminary* Results (8-10 pages)
Week 5	*Mon. 2/2:* **Optional** *Office Hrs (2-3:30 pm)* • No group class meeting • Optional: If needed, schedule an individual meeting w/Doug	Journal (due Friday 11pm) • Part 1: Integrative reflection (1 page) • Part 2: Description of project progress (1/2 page) Research Project: Continue research

Week 6	*Mon. 2/9 Class (2:30-3:30)*
	• Group discussion
	• Research proposal progress
	Mon. 2/9: **Required** *Office Hrs*
	• Schedule an individual meeting w/Doug during the week
		Journal (due Friday 11pm)
		 • Prepare 3-5 questions for your supervisor about job:
		  - What does he/she find fulfilling or challenging?
		  - How he/she learn to do what they do?
		  - What does he/she want to learn or achieve in future?
		  - Does he/she have any career advise for you?
		 • Turn in summary and reflection of conversation (1 pg)
		Research Report Assignment #2 (due Friday 11pm)
		 • Revise previous report draft based on Doug's suggestions, esp. the results section (8-12 pgs total)

Week 7	*Mon. 2/16: Presidents Day Campus Holiday* • No group class meeting	Journal (due Friday 11pm) • Part 1: Integrative reflection (1 page) • Part 2: Description of project progress (1/2 page) <u>Research Project</u>: Continue research
Week 8	*Mon. 2/23 Class (2:30-3:30)* • ***Toastmaster's guest presentation*** *Mon. 2/23: **Required** Office Hrs* • Schedule an individual meeting w/Doug during the week	Journal (due Friday 11pm) • Part 1: Integrative reflection (1 page) • Part 2: Description of project progress (1/2 page) ***Research Report Assignment #3*** (due Friday 11pm) • Revise previous report draft based on Doug's suggestions, particularly the results, discussion and recommendations sections (10-15 pgs total)
Week 9	*Mon. 3/2: **Optional** Office Hrs (2-3:30 pm)* • No group class meeting • Optional: If needed, schedule an individual meeting w/Doug	Journal (due Friday 11pm) • Part 1: Integrative reflection (1 page) • Part 2: Description of project progress (1/2 page) ***Research Report Assignment #4*** (due Friday 11pm) • Submit a 5-8 minute powerpoint overview of your research project for presentation to class
Week 10	*Mon. 3/9: Class (2-3:30 pm)* • In-class Presentation of Your Research Project Design, Results, and Recommendations (5-8 min) • Peer feedback using toastmaster suggestions	Journal (due Friday 11pm) • Integrative reflection entry (1 page) ***Research Report Assignment #5*** (due Friday 11pm) • Revise previous report draft based on Doug's suggestions, particularly the results, discussion and recommendations sections (10-15 pgs total)

AFS Course Schedule for Spring, 2015

Objectives: Students will write and finalize their AFS Client Project in consultation with their placement and instructor, and will make a final in-class presentation to community partners.

Date	Class Topics	Assignments (due on EEE dropbox)
Week 1	*Mon. 3/30: Class (11-11:50 am)* • Group discussion • Research proposal progress	Journal (due Friday 11pm) • Part 1: Integrative reflection (1/2 page) • Part 2: Description of project progress (1/2 page) Research Project: Continue conducting research
Week 2	*Mon. 4/6: No class meeting or office hours*	Journal (due Friday 11pm) • Part 1: Integrative reflection (1/2 page) • Part 2: Description of project progress (1/2 page) Research Project: Continue conducting research ***Research Report Assignment #1*** (due Friday 11pm) • Post *draft* **UROP** abstract to class dropbox
Week 3	*Mon. 4/13: **Required** Office Hours (9-11 am)* • Individual meeting w/Doug *Mon. 4/13: Class (11-11:50 am)* • Group discussion • Research proposal progress	Research Project: Continue conducting research ***Research Report Assignment #2*** (due Friday 11pm) • Revise previous report draft, esp. the results and recommendations sections
Week 4	*Mon. 4/20: **Optional** Office Hours* • No group class meeting • If needed, schedule an individual meeting w/Doug	Journal (due Friday 11pm) • Part 1: Integrative reflection (1/2 page) • Part 2: Description of project progress (1/2 page) ***Research Report Assignment #3*** • *Due **MONDAY**:* Revise UROP abstract based on suggestions then submit on **UROP** *and* dropbox • *Due **Friday**:* Post *draft* **UCI Engage** poster to dropbox
Week 5	*Mon. 4/27: **Required** Office Hours (9-11 am)* • Individual meeting w/Doug *Mon. 4/27: Class (11-11:50 am)* • Group discussion • Research proposal progress	***Research Report Assignment #4*** (due Friday 11pm) • Revise **UCI Engage** poster based on suggestions from Doug then submit to class dropbox • Print **UCI Engage** poster
Week 6	*Mon. 5/4: **Optional** Office Hours* • No group class meeting • Optional: If needed, schedule an individual meeting w/Doug	***Attend UCI Engage, and Present Poster, Thurs., 5/8*** Journal (due Friday 11pm) • Part 1: Integrative reflection (1/2 page) • Part 2: Description of project progress (1/2 page)
Week 7	*Mon. 5/11: **Optional** Office Hours* • No group class meeting • Optional: If needed, schedule an individual meeting w/Doug	***Attend UROP, and Present, Saturday, 5/16*** Journal (due Friday 11pm) • Part 1: Integrative reflection (1/2 page) • Part 2: Description of project progress (1/2 page)

Week 8	*Mon. 5/18* **Required** *Office Hours (9-11 am)* • Individual meeting w/Doug *Mon. 5/18: Class (11-11:50 am)* • Group discussion • Research proposal progress	**Research Report Assignment #5** (due Friday 11pm) • Submit your final report draft based on suggestions from Doug (15-20 pgs total)
Week 9	*Mon. 5/25:* **Optional** *Office Hours* • No group class meeting • Optional: If needed, schedule an individual meeting w/Doug	Research Project: Work on finalizing research project report.
Week 10	*Mon. 6/1: Class (11-11:50 am)* • Reflection, celebration, and wrap-up	**Research Report Assignment #6** (due Friday 11pm) • Prepare full final report: Title Page, Introduction, Literature Review, Data and Methods, Results, Discussion and Recommendations (15-20 pgs) • Submit an electronic version on the class dropbox, and a bound hard copy in Doug's faculty mailbox and one bound hard copy to your community partner.

Policies

Late Assignments
Assignments are due on the due date and time listed on the schedule. No late assignments are accepted, with the exception of research papers. Assignments received late on the due date will receive a maximum of 90%. An additional 10% will be deducted for each late day.

Incompletes
Incompletes will not be given except under extremely rare circumstances that require documentation and adherence to University policies. Please be aware of final drop/withdrawal dates.

Academic Honesty and Plagiarism
Academic dishonesty will not be tolerated and could result in course failure and/or having the incident permanently noted in your student records. By turning in assignments, you are certifying that the work is your own and does not plagiarize or otherwise use other works without citing the appropriate reference. If you are unsure what constitutes academic dishonestly or plagiarism, it is your responsibility to make sure you understand the issues before you turn in written work. Here are some examples of plagiarism that you should carefully observe:
  (a) When using someone else's sentence, you must enclose it in quote marks and identify the source;
  (b) If you paraphrase someone else, you must acknowledge the author;
  (c) If you insert in your paper a picture/table from a web page or book, reference your source.
If you have any questions about academic honesty or plagiarism regulations, please contact the instructor. For more information, see the UCI Academic Senate Policy on Academic Honesty

Human Subjects Review for Client Projects (Fall quarter)

Basic Human Research Training
During Fall quarter, you are required to take the Basic Human Research Training course which will provide you with a background in understanding the importance of protecting human subjects in social science research. This online takes 20-40 minutes to complete. Please see the CITI Tutorial Instructions posted on the class website for the steps needed to complete this training. After completion, you will see a summary screen which shows that you completed the required trainings. Print this page as a pdf document or take a screenshot of this page and turn this in to the AFS instructor to demonstrate that you have successfully completed the required CITI human subjects tutorials.

Submission of Research Proposal to IRB
After completing your draft research proposal in the Fall quarter, if your project involves research including interaction with or observation of human subjects or the review of HIPPA-protected medical records, you will be required to obtain IRB approval for your research. To start this process, you must submit an IRB application for your research project using the following steps:
  • Go to the IRB application page (apps.research.uci.edu/irbapp/), login using the same email address
  • Complete the application, which includes a description of your research project and the "human subjects" you will study, and/or the data you will collect.
  • When you get to the end of the application and before the last step (final submission to IRB), save your application and print the instructor an electronic version of it (pdf format works).
  • Once the instructor approves your draft, submit your final version at the end of Fall quarter.

Frequently Asked Questions

Concern/Question 1: Will we work only at one site, or will we work at multiple sites? Will more than one student work at a given placement? If so, will there be overlapping group work or projects?

> Response: Each of you will be assigned to one placement, but depending on the organization it is conceivable they could ask you to do your fieldwork hours at different sites. This will be placement specific and you can ask about this when at the student-placement meet and greet in the second week of fall quarter. Yes, depending on a placement's capacity, we may have multiple students at once placement, but each of you will develop a separate client report for AFS. We do not expect any group projects at this time.

Concern/Question 2: Transportation. Some of you don't have access to a car, and if you do you are concerned about gas and upkeep costs. Many of you need to limit your spending on transportation.

> Response: We understand transportation can be a big challenge, appreciate it can get expensive, and have weighed this concern in the selection of potential placements. We will look for ways that those of you without a car may be grouped with someone who has a car so carpooling is an option (you should share some gas costs etc in this case). Also, we will work to identify placements which are transit-accessible. You can work with placements to try to work most of your hours on 2 days per week so you can minimize the number of times weekly trips you need to make. We will consider your transportation needs when we match you with a placement.

Concern/Question 3: I want to feel safe in the area I work.

> Response: We agree. We want you to feel safe in all your AFS activities and while at your placement at all times. You will be able to coordinate with the student/placement liaison (Ashley), your placement and the AFS instructor as needed if any concerns arise. You will be able to talk to potential placements about any safety concerns you may have at the student-placement meet and greet.

Concern/Question 4: How much time will be allocated to research outside of field study hours?

> Response: Like any class, you will spend some outside hours on your class assignments, research, and report. We will be encouraging the placements to allow you to conduct some research during your regular fieldwork hours, particularly in the winter quarter in which most of the research should occur. But this possibility may vary by placement depending on their schedule and needs. I will work to try to ensure your AFS workload in each quarter is about equivalent to a standard 4-hour course (including your fieldwork hours, classroom time, and time outside class working on your assignments), but again this could vary depending on your project and what it entails.

Concern/Question 5: I am concerned about scheduling my field study hours around my classes and other course requirements.

> Response: We understand this concern, and we will be working with you to help you find ways to balance this commitment with your other coursework. Sometimes field study student can work most of their hours on 2 days per week then schedule their other coursework on the other weekdays.

Concern/Question 6: Will the class guide us in how to approach the research project? Are there certain guidelines that we must follow in conducting the research project?

> Response: Yes, a major part of our class sessions, readings, and assignments will be focused on guiding you as you plan your project, conduct the research, and write up a professional report based on your research. Yes, I will be providing you guidelines for your projects.

Integrative Journal Entry Guidelines

Experience is not what happens to you; it is what you do with what happens to you.
-- Adapted from Aldous Huxley (1932)

Entries should be typed, and submitted online using the EEE class dropbox, and must be submitted per the course schedule. Your name and the time and dates of the period covered should be indicated. You must use the underlined words below as headings in your entries. Your journal entries are graded based on the degree to which you thoughtfully reflect on the questions asked and on the degree to which you integrate your experiences with knowledge and perspectives gleaned from your coursework.

Entry Sections and Prompts

1. <u>Description</u>: Description of experience (your role, what others at the setting were doing). Give a general statement, and then provide specific observations.

2. <u>Personal reaction and impact</u>: Describe what you felt and thought about your experience. Be specific.

3. **<u>Integration with course material</u>:** How do your observations/reactions connect with what you have learned about your subspecialty? You will be commenting on:

   (a) The types of social problems you observe and how you understand them, applying the theories and models you've learned in your subspecialty (psychology, criminology, environmental studies); -- OR

   (b) The research methods that might be applied to help the agency address a problem of interest (surveys, quasi-experiments, observational studies); -OR

   (c) The strengths and limitations of the theoretical and methodological approaches you've learned in your courses, as applied to this "real world" problem.

   (d) THIS IS THE MAJOR PART OF YOUR GRADE. Be creative! Be specific! You may need to refer back to older course materials or do a literature search. Your job is to make good connections.

Integrative Journal Entries – Common Problems & How to Fix Them

The most common problem with journal entries is their lack of integration with course material. How do you make connections? Be creative! Some examples:

1. Use your old texts to look up areas relevant to your placement. If you are at placement for toddlers, look in the developmental psychology section of your introductory psychology text. You may learn that a toddlers' wrapping herself around your legs each morning may tell you something about her socio-emotional development.

2. Use PsychInfo or Sociological Abstracts. If you are at a placement for HIV prevention, you might be asked to help implement a program that relies heavily on sexual abstinence. You may believe this is unlikely to work for 25-29 year old men. A PsychInfo search would quickly identify studies of HIV prevention with young men. You might learn that, rather than advocating abstinence, promoting safer sex practices (condom use; partner choice) would be more effective in reducing risky behavior.

3. Use your method and research texts. You may be curious about something that happens in your sites. If you work at a suicide hotline, you may be struck by the fact that many callers seem elderly.

You could note how you might study this at your site (e.g., by surveying callers about their age and identifying "repeat" callers).

Integrative Journal Entries – Two Examples of Full Credit Entries

1. Description. Today was my third time volunteering at the suicide hotline. I haven't answered the phones yet, but I am going to start next week. Today, I watched and listened as another volunteer took calls all afternoon. These dealt with depression, mental illness, suicide concerns, referral numbers, and more. I noticed that some of the callers phoned in repeatedly throughout the day. The volunteer told me that some of these "chronic callers" had been calling in for years.
2. Personal Reaction. Today when I went in, I was nervous about answering phone calls. The volunteer told me that after you answer your first call, it is a great feeling, even though you usually wish you could have handled it differently. I'm starting to feel more confident about how I'll do next week.
3. Integration. Today, I witnessed calls with two different "chronic callers" who were both elderly. Besides several other issues they were facing, both were lonely and depressed. This connected with what I've learned in abnormal psychology. There, I learned that depression is often associated with crises and suicidal ideation. I also learned that the elderly have a very high incidence of depression and that elderly men are one of the most likely groups to complete suicide. This seemed consistent with what I saw today – and made me worry about these callers. At the end of the day, the volunteer told me that everyone who calls the hotline has some kind of cut (like depression), and we are merely the Band-Aids that temporarily help them find solutions. It seems that bigger solutions (like Prozac or other interventions I've learned about) would be better.

1. Description. This week I started training sessions to learn about how to work with children of domestic violence. A senior member of the organization led the session, which was designed to help us understand the reasons domestic violence happens, how it impacts the person victimized, and how to improve the outcome.
2. Personal Reaction. It is safe to say my eyes were opened by this session to a world of "crime" I had previously neglected to recognize was a huge problem in our society. The main issues I took home were that domestic violence happens OFTEN, and the abuse of the mother can hugely impact the child. My other personal reaction is that I am a little anxious about working with the children next week.
3. Integration. In my infant and life span development courses, I learned that the mental health of the mother is crucial for the health of her children. Studies show that children of depressed mothers suffer a great number of mental health and behavioral issues themselves because of their mother's unresponsiveness. The impact on a mother who is stuck in an abusive relationship can manifest itself in her emotions in a number of ways. I learned today that the mother can become depressed and unresponsive as previously mentioned or even abusive to her children as a result of being abused. I also know from past classes that childhood behavioral disorders like conduct disorder can be associated with being raised in an abusive home. So, there are clear connections. I'm eager to see what the children will be like, and want to help this organization break the cycle of domestic violence.