PSY 872: Field Research in Psychology  
Spring 2018

Instructor: Kaston D. Anderson-Carpenter, Ph.D., M.P.H., BCBA-D  
Class Meeting: Thursdays, 12:40 p.m. – 3:30 p.m.  
Location: 134C Psychology  
Office: 125C Psychology  
Contact: kaston@msu.edu or (517) 432-0686  
Office Hours: Open-door policy. Or by appointment at https://kacarpenter.youcanbook.me

Course Description:
This course builds on the core concepts of experimental and quasi-experimental community research methods covered in Psychology 870, Ecological-Community Psychology. Specifically, while 870 focused on the principles of research design, this course will cover the tools you will need to apply those principles in community-based research. We will spend time learning about measure development, data collection methods (including surveys, interviews, focus groups, observations, and unobtrusive measures) and data management for community-based research. It is important to note that while we will cover some qualitative methods (e.g., semi-structured interviews, qualitative observations, focus groups), this course will be more heavily skewed toward the basics of quantitative field research. Additional training in qualitative field methods is available through advanced seminars offered in Qualitative Methods and Mixed Methods (Psychology 970 & 992).

Course Goals and Expectations:
The course has three main goals:
1. To provide the methodological and conceptual tools needed to conduct qualitative research
2. To increase practical experience in conducting field research
3. To strengthen skills in qualitative data collection and management

Course meetings will include discussions of the weekly readings and activities to help you practice methods covered in those readings. It is essential that all students actively participate in the course. I expect you to complete the assigned readings prior to class and come prepared to talk about them.

Required Texts:

Other Readings: Other readings are listed in the course outline. Readings are available in PDF format on D2L. I expect you to read assigned articles for each topic prior to class.

Assignments. Your course grade will be calculated based on your performance in each of the following areas:
1. Qualitative Research Project Proposal (120 points total or 60% of grade)
   You will write a comprehensive research proposal for a qualitative study based on your area of interest. While there is no upper page limit, each proposal must be at least 25 pages excluding
references, figures, and tables. Your format must adhere to APA 6th edition guidelines, both in format and in citation style. Please refer to the course calendar for specific due dates for each section below.

a. Draft of Introduction and Literature Review (30 points)
b. Introduction and Literature Review Resubmission (30 points)
c. Draft of Method and Analysis (30 points)
d. Final Proposal (30 points)

In addition to the Introduction, Literature Review, Method, and Analytical Plan, your final paper must demonstrate your understanding of the ethical issues in qualitative research. Specifically, you must identify the potential risks to participants and how you will minimize those risks. Failure to do so will result in a 25% reduction in the proposal grade.

2. Class Participation (40 points or 20% of grade)
Each student is expected to participate fully in class discussions and activities. Participation includes, but is not limited to: (a) completing the assigned readings, (b) bringing thoughtful questions and comments to class, and (c) engaging actively in all class activities.

3. Proposal Presentation (40 points or 20% of grade)
At the end of the semester, you will give a formal presentation to the class about your research proposal. The goal is to give you practice with giving a conference-style presentation to your colleagues while fielding questions. The presentation slides must be high-quality, and your talk must be no longer than 15 minutes. Immediately after concluding your presentation, we will have a 5-minute Q&A session.

Your final grade will be based on a percentage of the total points earned:

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<tr>
<th>Percentage</th>
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<tr>
<td>90% of 200 points</td>
<td>180 points and above</td>
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<tr>
<td>85% of 200 points</td>
<td>170 points to 179 points</td>
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<td>80% of 200 points</td>
<td>160 points to 169 points</td>
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<td>75% of 200 points</td>
<td>150 points to 159 points</td>
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<td>70% of 200 points</td>
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<td>Less than 60% of 200 points</td>
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**Course Policies**

**Problems Completing Work.** Please let me know as soon as possible if you experience any problems completing the course work due to illness, disability, or personal circumstances. By letting me know early, we can work out a plan and make sure that you do not fall behind.

**Academic Integrity** Article 2.3.3 of the Academic Freedom Report states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the Department of Psychology adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and
Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See Spartan Life: Student Handbook and Resource Guide (http://splife.studentlife.msu.edu) and/or the MSU Web site: http://www.msu.edu.). Any instance of academic dishonesty will result in receiving a failing grade for the class.

**Attendance and Make-Up Work.** I expect you to attend all course sessions. To make up course work missed to participate in a required activity for another course or a university-sanctioned event, you must provide adequate advanced notice and a written authorization from the faculty member of the other course or from a university administrator. You may make up course work missed to observe a major religious holiday only if you make arrangements in advance with me.

**Late Assignments and Projects.** Late assignments and projects will not be accepted unless we have given you authorization (case-by-case basis).

**Accommodations for Disabilities.** Students with disabilities should contact the Resource Center for Persons with Disabilities to establish reasonable accommodations. For an appointment with a counselor, call 353-9642 (voice) or 355-1293 (TTY).

**Questions and concerns.** I expect each of you to excel in this course. If you have any questions or concerns, please contact me and we can set up a time to talk.

### Class Schedule & Reading List

All scheduled readings for the course either come from the required texts or are available for download on D2L (in the Course Readings section). I will make all readings available *at least one week prior* to the meeting date. Please make sure to complete the assigned readings before class.

January 11th: Developing Scales, Indices, and Surveys
January 18th: No Class.
January 25th: Qualitative Epistemology & Ontology

**Draft of Introduction & Literature Review due by 11:59pm on D2L**

February 1st: Designing a Qualitative Study
February 8th: Writing about Qualitative Research
February 15th: Narrative Research
February 22nd: Phenomenology

**Revised Introduction and Literature Review due by 11:59pm on D2L**

March 1st: Grounded Theory, Part 1
March 15th: Grounded Theory, Part 2
March 22nd: Ethnography
March 29th: Case Study

**Draft of Method and Analytical Protocol due by 11:59pm on D2L**

April 5th: Qualitative Data Collection & Analysis, Part 1
April 12th: Qualitative Data Collection & Analysis, Part 2
April 19th: Ethics, Validation, and Evaluation of Qualitative Research
April 26th: Course Reflection

**Full Proposal due by 11:59pm on D2L**