

FHS 401: Research

1-2 credits | Pass/No Pass | INSERT Term

Instructor: INSTRUCTOR NAME	Office: INSERT ZOOM LINK
Email: INSTRUCTOR EMAIL	
Office Hours: <i>Weeks 1-5</i> Drop-in office hours (Zoom) INSERT OFFICE HOUR TIMES Can schedule by appointment, if necessary. No appointment needed for drop-in hours. Please only schedule an appointment if you can <i>absolutely</i> not meet during drop-in hours. <i>Weeks 6-11</i> By appointment only.	
Class Hours & Room: This class is an independent study class. We will not meet as a large group. All course activities and assignments are detailed on the Canvas course site.	

Course Description

Course Information

The primary purpose of this course is to provide students with an opportunity to engage in social science research activities. You can tailor your FHS 401: Research course experience to your interests and what activities you think will help you advance as a student researcher. There are two pathways that you may choose from to complete FHS 401: Research course credits.

Pathway 1: You may complete a research internship experience with a UO faculty member, UO doctoral student, or with an employee from a non-University institution.*

Current open positions with UO faculty members are listed on the Canvas site under “FHS 401 Faculty Research Positions”. Please reach out to faculty members as soon as possible if you are interested, preferably **before** the term you are registered for FHS 401. More opportunities will be posted throughout the term if they arise. Please note, if you are interested in completing this course doing pathway 1, you are responsible for finding your own research position and **must** commit to completing your designated research hours.

You **MUST** email INSTRUCTOR NAME the following information when you

have secured a research internship position: **the name, contact information, and department of the person with whom you are completing the research internship.** This research supervisor will evaluate your work and email me at the end of the term about your performance. While we do our best to find research positions for students, if you decide to do Pathway 1, you are responsible for securing your own internship. *If you are unsure if you can find your own position for whatever reason, please do Pathway 2.*

*Paid research work can be counted for this experience. You **MUST** receive approval for paid research work, which will be decided on a case by case basis.

*If you are completing research internship with someone other than a UO faculty member or a UO doctoral student you **MUST** receive approval before accepting your position. The process for receiving approval can be found on Canvas or by reaching out to the instructor.

*Starting in the 2023-2024 academic year, pathway 1 students will complete a time sheet specifying the completed activities together with the number of hours. **This time sheet must be submitted to the instructor by Friday of finals week at 5pm** with the research supervisor's signature.

Pathway 2: You may complete a collection of program-approved research activities. A list of program-approved research activities is provided on the Canvas course site. It is now required that you complete the CITI training and receive a CITI certificate as one of your research activities. The instructions on how to complete the CITI certification can be found on Canvas. The number of points you earn for the CITI certificate activity will depend on the number of hours you take to complete the CITI training. Please note that the maximum number of points accepted for the CITI certification activity will be based on the instructor's discretion.

To verify that you have completed the number and type of activities necessary to earn 1 credit of FHS 401 and a Pass grade, complete the activity tracking sheet on Canvas by Friday of finals week @ 5pm. More details provided later in this syllabus and on the Canvas course site. *If you are interested in having an activity that is not already listed count towards your research hours, please reach out to the instructor to obtain approval.

*Starting in the 2023-2024 academic year, students registered for FHS 401 can **only choose Pathway 2 for one term.** This is to ensure that all students are receiving sufficient and important research training with direct supervision from a UO faculty/staff/doctoral student.

This syllabus and the Canvas course activities are designed primarily for students who want to complete 1 credit of FHS 401: Research this term. If you want to complete more than 1 credit of FHS 401: Research this term, then you must complete double the research internship hours or double the program-approved research activity points.

Course Objectives and Outcomes

Course objectives and outcomes will vary based on your individual research activities. The following are key objectives and outcomes for the FHS 401: Research experience.

- 1) Identify and discuss the role and importance of research to the advancement of family and human services.
- 2) Gain fundamental skills and knowledge about social science research.
- 3) Gain experience and corresponding research skills working in research labs and with research project teams.
- 4) Deepen understanding of how social science research may be used to maintain the status quo as well as foster justice for groups that experience social and economic marginalization and oppression.
- 5) Become familiar with how to carry out diverse research procedures such as constructing research questions, selecting appropriate research designs, implementing research interventions, collecting and analyzing data, and disseminating research results.
- 6) Demonstrate comprehension and critical analysis of research studies and activities.
- 7) Gain greater understanding of how research teams might operate to carry out a research study.
- 8) Identify and examine ethical considerations related to the conduct of social science research.

FHS Competencies Addressed in This Course

Your research experience will provide you with an opportunity to gain fundamental skills and knowledge regarding Family and Human Service research. Depending on the activities you choose, you may gain knowledge in many or all the following core competencies:

- 1.1 Interpersonal Skills
 - 1.2 Verbal/written communication
 - 1.3 Time Management/Organization
 - 1.4 Professionalism/Work Ethic
 - 1.5 Ethics and Social Responsibility
 - 1.6 Diversity/Cultural Awareness
- 2.5 Career Development
- 3.1 Technology
 - 3.3 Life Long Learning
 - 3.5 Observation
 - 3.6 Problem Solving in Supervision and Professional Relationships

3.9 Research Methods

5.1 Intervention Design and Implementation

5.2 Program Evaluation

5.3 Grant Writing/Fundraising

Course Delivery Method

Independent Study Course. This course is an independent study because students will vary in their individual research activities. Students will have the opportunity to meet with Maureen during drop-in office hours or by appointment to address any questions or concerns that may arise during the academic term. However, the workload for this course is completed independently.

UO COVID-19 Regulations - (see <https://coronavirus.uoregon.edu/regulations> for more information)

The University of Oregon (UO), in accordance with guidance from the Centers for Disease Control, Oregon Health Authority, and Lane County Public Health requires faculty, staff, students, visitors, and vendors across all UO locations to use face coverings, which include masks (note: masks with exhaust valves are discouraged), cloth face coverings, or face shields, when in UO owned, leased, or controlled buildings. This includes classrooms. Please correctly wear a suitable face covering during all of your research activities that are on campus and/or involve in-person contact with other people. Students unable to wear face coverings can work with the Accessible Education Center to find a reasonable accommodation. Students refusing to wear a face covering will be asked to leave the campus office or classroom. Students should maintain 6 ft. distance from others at all times. Classrooms tables and seats have been marked to accommodate this distance. Please do not move any furniture in the classroom or sit in areas that have been blocked off or otherwise marked as unavailable. Students should obtain wipes available outside of classrooms before they enter class and use them to wipe down the table and seat they will use.

Texts and Materials

There are no required textbooks or readings for this course. Texts and readings will be assigned by the supervisors of your research internship positions or by hosts of the program-approved research activities that you complete.

Required and Reference Websites

Ethical Standards of Human Services Professionals

<http://www.nationalhumanservices.org/ethical-standards-for-hs-professionals>

APA Ethical Principles of Psychologists and Code of Conduct

<https://www.apa.org/ethics/code/>

APA Practice Guidelines

<https://www.apa.org/practice/guidelines/>

Course Evaluation and Grading

To complete and pass 1 credit of FHS 401: Research, you must complete the following:

1. **Advising Session:** Meet with the class instructor **once** before week 3 of the term to discuss your plans for the class and your progress in your research experience. You can meet with instructor during office hours or schedule a time to meet outside of office hours.
2. **Assignment: Decide on Pathway**
In order for instructors to best support you, all students must email instructors by **Friday of week 1 @ 5pm** with the following information: a) what pathway you chose (1 or 2), b) if pathway 1, the name of your internship supervisor, and c) confirm the number of credits you signed up for. *If you choose to do pathway 1, you must have the details of your research supervisor by the time you email us.
3. **Assignment: ActivityPointTracking Excel document Midterm Check-In**
If you are completing pathway 2, you must use the tracking sheet of program-approved research activities and submit the corresponding ActivityPointTracking Excel document by the **Friday of week 4 @ 5pm** to Canvas.

If you are completing pathway 1, you must use the timesheet hour tracking form and submit on Canvas by **Friday of week 4 @ 5pm**.
4. **Final Assignment: Email from Research Internship Supervisor**
If you are completing a research internship (pathway 1), please have your supervisor email me at INSTRUCTOR EMAIL by **Friday of finals week, 5pm** to confirm that you successfully completed the required 30 research hours to Pass this course. In this email, make sure your **final, signed timesheet form** is included. If you are not working in a research internship position, then you do not have to complete this assignment.

An example email draft from your research internship supervisor is:

INSTRUCTOR NAME,

My name is _____. I have served this term as STUDENT NAME's research supervisor while they were enrolled in FHS 401: Research. I am emailing to confirm that STUDENT NAME completed the required 30 hours of research assistance with me while they were registered for 1 credit of FHS 401: Research.

Thank you,

*RESEARCH SUPERVISOR'S NAME***5. Final Assignment: ActivityPointTracking Excel document**

If you are completing many different research activities that are not part of a research internship position (Pathway 2), then you must accumulate 30 points of program-approved research activities and submit the corresponding ActivityPointTracking Excel document by **Friday of finals week @ 5pm** to earn 1 credit of FHS 401. For students completing 2 credits of FHS 401 this term, you must complete 60 points of program-approved research activities. All program-approved research activities must be completed during this term. You cannot count research experiences that you completed prior to this quarter.

Enter your completed program-approved research activities into the Excel document titled ActivityPointTracking located on Canvas. Submit the completed document via Canvas by **Friday, 5pm of finals week**. Program-approved activities may be completed on your own schedule. Keep track of your activity points and write your research learning reflections using the ActivityPointTracking document.

Grading

A 'Pass' grade is granted for completing 30 points of program-approved research activities and either submitting a completed ActivityPointTracking document OR having your research supervisor email us indicating you completed 30 hours of work by the due date, **Friday of finals week @ 5pm** via Canvas.

Student Engagement Inventory

This student engagement inventory is based on enrollment in 1 research credit. "Hours student engaged" will vary based on the number of credits you are registered for.

Educational activity	Hours student engaged	Explanatory comments
Program-approved research activities	30	These hours are determined by the amount of credits you are enrolled in.
Completing ActivityPointTracking document	1	This is the excel document you will use to track your activities and then upload to canvas at the end of the term.
One advising session	1	
Total Hours	32	This total represents the average engagement anticipated for a student with typical reading speed and academic preparation.

Policies and Notifications

Diversity, Equity and Inclusion

It is the policy of the University of Oregon to support and value equity and diversity and to provide inclusive learning environments for all students. To do so requires that we:

- respect the dignity and essential worth of all individuals.
- promote a culture of respect throughout the University community.
- respect the privacy, property, and freedom of others.
- reject bigotry, discrimination, violence, or intimidation of any kind.
- practice personal and academic integrity and expect it from others.
- promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

In this course, class discussions, projects/activities and assignments will challenge students to think critically about and be sensitive to the influence, and intersections, of race, ethnicity, nationality, documentation, language, religion, gender, socioeconomic background, physical and cognitive ability, sexual orientation, and other cultural identities and experiences. Students will be encouraged to develop or expand their respect and understanding of such differences.

Maintaining an inclusive classroom environment where all students feel able to talk about their cultural identities and experiences, ideas, beliefs, and values will not only be my responsibility, but the responsibility of each class member as well. Behavior that disregards or diminishes another student will not be permitted for any reason. This means that no racist, ableist, transphobic, xenophobic, chauvinistic or otherwise derogatory comments will be allowed. It also means that students must pay attention and listen respectfully to each other's comments.

Indigenous Recognition Statement

The University of Oregon is located on Kalapuya Ilihi, the traditional indigenous homeland of the Kalapuya people. Today, descendants are citizens of the Confederated Tribes of the Grand Ronde Community of Oregon and the Confederated Tribes of the Siletz Indians of Oregon, and they continue to make important contributions in their communities, at UO, and across the land we now refer to as Oregon.

Using Pronouns and Personal Preference

The College of Education is always working to include and engage everyone. One way we can do this is to share your pronouns, or the words you want to be called when people aren't using your name. Like names, pronouns are an important part of how we identify that deserves to be respected. And we recognize that assuming someone's gender can be hurtful, especially to members of our community who are transgender, genderqueer, or non-binary. As a community, we are all learning together about the importance of pronouns and being better allies to the trans community on campus. Please discuss the pronouns you wish to be used with your professor to help them be aware of how to address you respectfully. Please visit this university website for more information. <https://studentlife.uoregon.edu/pronouns>

Also the following link provides directions on how to add pronouns in Canvas
https://canvas.uoregon.edu/courses/161255/pages/personal-pronouns-in-canvas?module_item_id=2655408

Your Well-being (*this statement can be modified and personalized)

Life at college can be very complicated. Students often feel overwhelmed or stressed, experience anxiety or depression, struggle with relationships, or just need help navigating challenges in their life. If you're facing such challenges, you don't need to handle them on your own--there's help and support on campus.

As your instructor if we believe you may need additional support, we will express our concerns, the reasons for them, and refer you to resources that might be helpful. It is not our intention to know the details of what might be bothering you, but simply to let you know we care and that help is available. Getting help is a courageous thing to do—for yourself and those you care about.

University Health Services help students cope with difficult emotions and life stressors. If you need general resources on coping with stress or want to talk with another student who has been in the same place as you, visit the Duck Nest (located in the EMU on the ground floor) and get help from one of the specially trained Peer Wellness Advocates. Find out more at health.uoregon.edu/ducknest.

University Counseling Services (UCS) has a team of dedicated staff members to support you with your concerns, many of whom can provide identity-based support. All clinical services are free and confidential. Find out more at counseling.uoregon.edu or by calling 541-346-3227 (anytime UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number).

Accessible Education - (see <https://aec.uoregon.edu/best-practices-faculty> for more information)
 “The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center in 360 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu.”

Reporting Obligations

“I am a [designated reporter/student-directed employee]. For information about my reporting obligations as an employee, please see Employee Reporting Obligations on the Office of Investigations and Civil Rights Compliance (OICRC) website. Students experiencing any form of prohibited discrimination or harassment, including sex or gender-based violence, may seek information and resources at safe.uoregon.edu, respect.uoregon.edu, or investigations.uoregon.edu or contact the non-confidential Title IX office/Office of Civil Rights Compliance (541-346-3123), or Dean of Students offices (541-346-3216), or call the 24-7

hotline 541-346-SAFE for help. I am also a mandatory reporter of child abuse. Please find more information at Mandatory Reporting of Child Abuse and Neglect.”

See <https://investigations.uoregon.edu/suggested-syllabus-language> for additional recommended syllabus language.

Academic Misconduct - (See <https://dos.uoregon.edu/academic-misconduct> for more information)

“The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students’ obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at <https://researchguides.uoregon.edu/citing-plagiarism>.”

Academic Integrity for Remote Learning

In addition to including the University’s standard misconduct statement listed above in the syllabus, consider giving specific guidance about what this means in your remote course.

Tip: The Office of Student Conduct and Community Standards recommends that instructors:

- Tell students that you will report all suspected cases of academic misconduct to the Office of Student Conduct and Community Standards.
- Be clear about the consequence for academic misconduct in your course (e.g., “if you do not adhere to these expectations regarding academic integrity, you will receive a failing grade for this course”).
- Clarify if and how students are permitted to collaborate with each other.
- For assignments and assessments, clearly outline what, if any, resources students are permitted to use. Specify whether students are permitted to record your class sessions.

Example 1: The University Student Conduct Code defines academic misconduct, which includes unauthorized help on assignments and examinations and the use of sources without acknowledgment. Academic misconduct is prohibited at UO. I will report misconduct to the Office of Student Conduct and Community Standards—consequences can include failure of this course. I will ask you to certify that your exams/papers are your own work. Exams are administered in Canvas and untimed. I have designed them with the expectation that you will have access to course materials and the Internet when you take them—and that’s just fine. I will

be looking to see evidence of critical thinking and your ability to put the concepts we're working on into action in response to the exam prompts.

Example 2: The University Student Conduct Code defines academic misconduct, which includes unauthorized help on assignments and examinations and the use of sources without acknowledgment. Academic misconduct is prohibited at UO. I will report misconduct to the Office of Student Conduct and Community Standards—consequences can include failure of the course. In our remote class, I will ask you to certify that your exams/papers are your own work. Exams are timed and Canvas automatically varies the questions students receive. I will adjust times to support students with accommodations through the Accessible Education Center. If a technological glitch disrupts your exam, don't panic. Take a photo to document the error message you're receiving and then email or call me.

Conflict Resolution

Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnessed bias, unfairness, or other improper treatment. It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education, fall term you can contact the Associate Dean for Academic Affairs, Lillian Durán, 541- 346-2502, lduran@uoregon.edu. Outside the College, you can contact:

- UO Bias Education and Response Team: 346-3216 <http://bias.uoregon.edu/whatbrt.htm>
- Investigations and Civil Rights Compliance: 346-3123 <http://aaeo.uoregon.edu/>

Grievance Policy

A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow University student grievance procedures (<https://policies.uoregon.edu/grievance-procedures>) and/or consult with the College Associate Dean for Academic Affairs (Lillian Durán, 346-2502, lduran@uoregon.edu).

In Case of Inclement Weather

In the event the University operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university's schedule will be posted on the UO main home page at <https://www.uoregon.edu/>. Additional information is available at <https://hr.uoregon.edu/about-hr/campus-notifications/inclement-weather>

If an individual class must be canceled due to inclement weather, illness, or other reason, a notice will be posted on Canvas or via email. During periods of inclement weather, please check Canvas and your email rather than contact department personnel. Due to unsafe travel conditions, departmental staff may be limited and unable to handle the volume of calls from you and others.

Course Incomplete Policy

Students are expected to be familiar with university policy regarding grades of “incomplete” and the timeline for completion. For details on the policy and procedures regarding incompletes, Please see: <https://registrar.uoregon.edu/current-students/incomplete-policy>

Graduate Employees (GE) in graduate level courses

If you are concurrently taking any courses with the GE assigned to this course, please let the instructor know. The GE will not be involved with any review of assignments for students in this course who are taking other courses concurrently.