

**BCH 407 section 003**  
**Service Learning/Community Based Research**  
**Term: Fall Semester 2013**  
**Location: Fleischman Ag Room 219**  
**Day: Mondays**  
**Time: 10:00 AM until 10:50 AM**

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**Course Description:** The Senior Thesis: Service Learning/Community Based Research Option will provide students an opportunity to conduct research in conjunction with community partners to address specific issues related to community health and well-being.

**Course Objectives:** This is an experiential learning opportunity that will facilitate the intellectual and personal growth of course participants. The intellectual component is a research experience aimed at developing critical thinking skills using community health issues as a foundation. Experts from the community will provide students with research topics that will address real world health related matters. Students will work closely with these experts to develop a research plan and subsequently disseminate the results to the appropriate community stake holder group. The personal growth component of this course involves a reflection of how working within these community groups impacts the student. Exercises will be conducted before, during and at the conclusion of the project to examine how community service impacts the student's perception and perspective of the specific research question and associated community group.

**Student Learning Outcomes:**

SLO #1: Students will demonstrate the ability to develop a hypothesis driven research plan that will be provided to the instructor and community partner in written form prior to execution of the plan.

SLO #2: In a final written report, students will demonstrate the ability to collect and statistically analyze data.

SLO#3: Students will be able to draw conclusion based on critical evaluation of their data and subsequently provide

specific recommendations to community partners in their final report.

SLO #3: At conclusion of the project, students will be able to effectively disseminate and communicate their research results to community partners through a final written report and oral presentation.

SLO#4: Students will be able to describe how their specific research project impacts the larger community and how their participation in the research has affected their perception of the issue.

**Required texts, course materials:** None required

**Grading Criteria:** Semester grades will be based on the percentage of total points earned. Letter grades will be assigned on a straight percentage scale (i.e. 100-94 =A; 93-90=A-; 89-87=B+; 86-84=B; 83-80=B-; 79-77=C+; 76-74=C; 73-70=C+; 69-67=D+; 66-64=D; 63-60=D-; ≤59=F).

<b><u>Assignments</u></b>	<b><u>Points (1000 max)</u></b>
Midterm evaluations	200
Attendance/Research Time	200
Project Introduction	200
Research Plan	200
Reflection Assignments	200

**Attendance and Research Time: (200 Points)**

Students will be required to attend weekly meetings schedule every Monday 10:00 AM – 10:50 AM. If a student must miss a meeting due to medical reasons or to participation in University sanctioned events, he/she will be excused by providing the instructor with a note from a physician or appropriate university official. Students are also required to commit a minimum of 9 hours a week to research (not including the Monday morning meetings) and will be required to keep a time sheet that will be checked each Monday in class. Students can however makeup time for weeks where they were unable to spend the whole 9 hours. But at the end of the semester each student must have accumulated at least 135 hours in research time.

**Midterm Evaluations: (200 Points)**

Students will also be evaluated by the community partner midway through the term and at one week prior to the end of the term. Community partners will evaluate students on their research progress and professional conduct. Professional conduct includes prompt attendance to meetings, being responsible, courteous, and cooperative. Students must also dress appropriately in business casual attire when interacting with the public and community partners.

**Project Introduction: (200 Points)**

Students will write a detailed introduction that describes 1) the community partner, 2) the specific population being served by the partner, 3) the specific issue being addressed, 4) the rationale justifying the research project. The introduction must be submitted to the course WebCampus page by midnight October 14, 2013.

**Preliminary Research Plan: (200 Points)**

Students will write a preliminary research plan that builds on the Project Introduction. It will include a description of the proposed research methods and any data generated to that point. The Preliminary Research Plan must be submitted to the course WebCampus page by midnight December 9, 2013. This document will serve as a starting point for the final report that is due at the end of the Spring Semester.

**Reflection Assignments: (200 Points)**

Reflection is an important component of this Service Learning/Community Based Research course. It enriches the experience by allowing the student to critically evaluate his/her belief/value systems in light of their participation in the community based research project. To facilitate this process, students will be required to complete 10 election assignments (20 points each) over the course of the semester. These exercises will be incorporated into the Monday classroom sessions. Two types of reflection exercises will be incorporated into the course. First, each student will be required to lead a discussion related to an ethical issue directly related to his/her community based research project. One week prior to the discussion, the student will provide the class with a pertinent article that will serve as a starting point for this discussion. The second type of assignment will be to answer a series of questions in relation to your research project. The answers should be incorporated into the introduction and discussion sections of your final report and oral presentation.

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Tentative Class Schedule

Date	Topics	Speakers	Assignment
8/26/13	<ul style="list-style-type: none"> <li>• Course overview</li> <li>• Introduction to Service Learning/Community Based Research</li> <li>• Getting registered in Service Learning Database</li> <li>• Introduction to Community Partners and Research Projects</li> </ul>	David Shintani, Biochem Robin Bendig, OSLCE Mary Martini, OSLCE Matthew Free, Renown Erin Dixon, TMT/WCHD	<ul style="list-style-type: none"> <li>• Register in S-L Database</li> <li>• Placement Survey</li> </ul>
9/2/13	Labor Day Holiday		
9/9/13	What is Community Based Research? <ul style="list-style-type: none"> <li>• Definitions</li> <li>• Models</li> <li>• Benefits</li> <li>• Roles and Expectations</li> <li>• Intended Outcomes</li> </ul>	Marlene Rebori, OSLCE	<ul style="list-style-type: none"> <li>• Contact Community partners for 1<sup>st</sup> Meeting</li> </ul>
9/16/13	Institutional Research Board <ul style="list-style-type: none"> <li>• Belmont report</li> <li>• Ethics and Responsibility</li> <li>• Human subject protection and why they are important.</li> </ul>	Matthew Free, Renown Nancy Moody, UNR IRB	
9/23/13	Reflection Questions Discussion #1	David Shintani, Biochem	
9/30/13	No Class		
10/7/13	Reflection Questions Discussion #2	David Shintani, Biochem	
10/14/13	Student Reflection Presentation	David Shintani, Biochem	<ul style="list-style-type: none"> <li>• Introduction Due</li> </ul>
10/21/13	Student Reflection Presentation	David Shintani, Biochem	
10/28/13	Critique Introductions	David Shintani, Biochem	
11/4/13	No Class		
11/11/13	Veteran's Day		
11/18/13	Student Reflection Presentation	David Shintani, Biochem	<ul style="list-style-type: none"> <li>• Intro Resubmission due for regrade</li> </ul>
11/25/13	Student Reflection Presentation	David Shintani, Biochem	
12/2/13	Student Reflection Presentation	David Shintani, Biochem	
12/9/13	Last Day of Class		<ul style="list-style-type: none"> <li>• Preliminary Research Plan due</li> </ul>

**Statement on Academic Dishonesty: Academic Dishonesty Policy:** Academic dishonesty is against university as well as the system community standards. Academic dishonesty is defined as: cheating, plagiarism or otherwise obtaining grades under false pretenses. Plagiarism is defined as submitting the language, ideas, thoughts or work of another as one's own; or assisting in the act of plagiarism by allowing one's work to be used in this fashion. Cheating is defined as (1) obtaining or providing unauthorized information during an examination through verbal, visual or unauthorized use of books, notes, text and other materials; (2) obtaining or providing information concerning all or part of an examination prior to that examination; (3) taking an examination for another student, or arranging for another person to take an exam in one's place; (4) altering or changing test answers after submittal for grading, grades after grades have been awarded, or other academic records once these are official.

Disciplinary procedures for incidents of academic dishonesty may involve both academic action and administrative action for behavior against the campus regulations for student conduct. The procedures involve the determination by the faculty member pursuing concerns over alleged cheating or plagiarism as to whether administrative action is warranted, in addition to making a determination as to any academic consequence. Academic action may include: (1) cancelling the student's enrollment in the class without a grade; (2) filing a final grade of "F"; (3) awarding a failing mark on the test or paper in question; (4) requiring the student to retake the test or resubmit the paper.

**Statement of Disability Services:** Any student with a disability needing academic adjustments or accommodations is requested to speak with me or the Disability Resource Center (Thompson Building, Suite 101) as soon as possible to arrange for appropriate accommodations.

**Statement for Academic Success Services:** Your student fees cover usage of the Math Center (784-443 or [www.unr.edu/mathcenter/](http://www.unr.edu/mathcenter/) ), Tutoring Center (784-6801 or [www.unr.edu/tutoring-center](http://www.unr.edu/tutoring-center) ), and University Writing Center (784-6030 or <http://www.unr.edu/writing-center>). These centers support your classroom learning; it is your responsibility to take advantage of their services. Keep in mind that seeking help outside of class is the sign of a responsible and successful student.

**Statement on Audio and Video Recording:** Surreptitious or covert video-taping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may have been given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded.