

HH/PSYC 4175 6.0
Advanced Community Based Applied Research
Fall/Winter 2013-2014
COURSE OUTLINE

This course is intended to provide you with the opportunity to engage in a research project in partnership with a community group or organization. Similar to the Advanced Research in Psychology course, the goal is to help you develop your research skills. Specifically, taking this course should help you learn how to translate ideas about the world into researchable questions; how to operationalize variables; how to design a study; how to select or develop research materials; how to collect data; how to do simple analyses on your own data; and how to write up a study using APA (American Psychological Association) guidelines. The added element in this course is that the questions you will be exploring are grounded in the interests and concerns of a community partner, and thus you will also be learning about research partnerships, applied research, and how to communicate research findings to a community partner.

This course is informed by principles of Community Based Research (CBR), although the studies we will undertake will not meet the full requirements of a CBR project. CBR refers to a family of research methods utilized in health related research that is derived from Action Research and Participatory Action Research. CBR research is conducted in partnership with community members, agencies, and organizations on issues of interest to the community, with the intention of directly creating social change either through the results of the research, the process of research, or both. We will therefore be working on research questions that have emerged as important or interesting to our community partners. A good partnership benefits all parties, so you will also have the opportunity to, and indeed will be expected to, add your own research questions to the projects in order to learn about the links between psychology theory and practice (provided that the number of questions do not overwhelm the study or your participants!).

Research projects will normally be undertaken by teams of 4 to 6 students. Each of you will write your own literature review for the project, and each of you will be focusing on a different aspect of the problem or study. However, you will develop your research methodology as a group. The methods must be approved by myself and the teaching assistant, as well as by your community partners. In the case of the hospital settings, the methods must also be approved by the ethics review boards of the hospital and the university. Data will be collected by group members together but analyzed separately, with each of you focusing on your own variables (with the help of myself and the teaching assistant). Some variables will be shared by several of you (e.g., several of you may have questions that involve demographic variables, such as gender, or you may all be predicting the same outcome variable, such as stress) but you will then be looking at their relationships to different things. Each group will combine their findings and present them in poster format to the class and the community partners. Your community partner will also contribute feedback and part of your grade on your poster. The final paper brings together your unique personal literature review, your part of the shared methods, your unique materials and results, and your own personal discussion, where you contribute your own analysis and interpretation of the elements that you were focusing on.

This course is also part of a pilot of a new course management system called PerLS (Personalized Learning Space) <http://perls.abel.yorku.ca>. You will be asked to complete your first assignment on PerLS, which will be the collection of information about the research projects that can then be accessed and shared by the entire class. After completion of the first assignment, we will ask you for feedback on this system. You can continue to use this program after the first assignment; we think it will be an interesting way to store and share information, but you will not be required to do so. However, it does help us track each group members' participation in the group projects so we encourage you to do as much work as you are comfortable doing in the on-line spaces available (i.e., Moodle and PerLS). As much as possible, your grade will be determined by your individual contributions, and the use of these systems will facilitate that.

Class time will be divided into lectures that will review methods and statistics, class exercises within groups to help develop your proposals and try out the methods we have been discussing, class presentations, and consultations with the TA and instructor. Because your group will need to meet with each other and this is the one time that you are all definitely available, time will also be set aside for group meetings. However, you will also be given space on Moodle for discussion and are encouraged to use that as well.

ESSENTIAL INFORMATION

Academic Integrity

A lot of confusion still happens around how to cite and not plagiarize. York takes academic integrity seriously and the consequences of even accidental plagiarism can be severe. Using someone else's words verbatim without quotation marks is considered plagiarism. However, just stringing together a series of quotes is not writing! You need to be able to paraphrase, interpret and reword other people's ideas to demonstrate that you understand them, and to create a coherent and fluid document.

Important guidelines about academic integrity are available at this site: <http://www.yorku.ca/academicintegrity/students/index.htm>. Please also take the on-line tutorial at this site, if you have not already done so: http://www.yorku.ca/tutorial/academic_integrity/

Ethics

Ensuring that one's research is ethical is always important but even more important when you are working in the community and/or with vulnerable populations. Your participants will not be as knowledgeable about research processes as other undergraduate students (the usual participants in psychology research) and may be more vulnerable to coercion. Ethics will be addressed in several ways in this course.

- 1) You will need to complete the Tricouncil ethics training course, www.pre.ethics.gc.ca/
- 2) Your group will need to submit an ethics proposal for approval prior to the submission of your proposal
- 3) Each of you will need to submit a completed "Form 2" departmental ethics form
- 4) You will each individually need to sign an ethics form, "Form 3," at the end of the project confirming that you have followed the approved protocol.
- 5) For those of you working on a hospital project, you will need to have it approved by the hospital's ethics committee, so you need to be sure you have submitted your ethics proposal on time.

- 6) Those of you working with children or in hospitals will need police checks
More information about departmental ethics is available here:

<http://www.psych.yorku.ca/ethics/index.html>

Statistics

You should have all taken research methods and statistics and, ideally the intermediate statistics course, so I am assuming that you know the basic principles of how to test hypotheses and how to do basic statistics. Please review your notes from your earlier classes if it seems like a long time since you have thought about stats! I will do a brief review in the winter term and do not expect you to do anything complex in terms of analyses. I want you to understand why you have chosen the tests you have, and to be able to interpret them correctly for your community partners. We will be doing stats review and offering additional stats support sessions in the HebbLab, room BSB 160 on designated days (see syllabus):

<http://psycentre.apps01.yorku.ca/drpl/>

Readings

There is no required text for this course but I encourage you to review your research methods text from your earlier research courses. Many of these have examples of APA style papers in them and you should rely on these to help you follow APA formatting. Links to sites with APA guidelines are also posted on the Moodle site.

There are also some suggested readings on the syllabus. Most of your reading will be for your papers but I suggest reviewing some of the background papers that are listed in the syllabus. These are all available through the library.

TENTATIVE EVALUATION SUMMARY:

Assignment 1: Bibliography (October 2)	5%
Assignment 2: Mock Data Analysis (Feb 26)	10%
Literature Review (Nov 6)	15%
Ethics submission (Dec 4)	5%
Methods proposal (Dec 4)	10%
Group presentations (Nov 20 & 27)	10%
Poster (April 2)	10%
Final paper (Apr 9)	30%
Participation	5%

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Sept 11	Introduction Partnership, Community Based Research and Action Research Research project partnerships How do we do research?	Minkler, M. (2005). Community-based research partnerships: Challenges and opportunities. <i>Journal of Urban Health: Bulletin of the New York Academy of Medicine</i> , 82 (2), Suppl. 2, ii3-ii12. doi:10.1093/jurban/jti034 http://vimeo.com/11900350
Sept 18	Introduction to PerLS: HEBB LAB (first half of class, 2:30 -4:00) BSB 160 Measurement SIGN UP FOR TOPIC/GROUP	http://www.yorku.ca/computing/students/accounts/index.html http://psycentre.apps01.yorku.ca/drpl/ http://perls.abel.yorku.ca
Sept 25	Experimental Designs, Validity	http://www.sahs.utmb.edu/pellinore/intro_to_research/wad/wad_home.htm#contents
Oct 2	Community Partner Visits ASSIGNMENT 1: SAMPLE BIBLIOGRAPHY	
Oct 9	Quasi-experimental design & Comparison studies Observation & Interviews	http://jeromyanglim.blogspot.ca/2009/12/how-to-write-introduction-section-in.html
Oct 16	Tests and Measurement	
Oct 23	Ethics Review of APA Style	http://owl.english.purdue.edu/owl/resource/560/01/ http://www.apastyle.org/
Oct 30	Co-curricular week	
Nov 6	Group meetings LITERATURE REVIEW DUE	
Nov 13	Group meetings	
Nov 20	GROUP PRESENTATIONS	
Nov 27	GROUP PRESENTATIONS	
Dec 4	METHODS PROPOSAL DUE ETHICS SUBMISSION DUE	http://www.pre.ethics.gc.ca/english/tutorial/ http://www.yorku.ca/health/psyc/documents/ethics.pdf
	WINTER BREAK	
Jan 8	Statistics Review 1: Types of variables, descriptive statistics: HEBBLAB, BSB 160	

Jan 15	Statistics Review 1, continued: HEBBLAB, BSB 160	
Jan 22	Statistics Review 2: Hypothesis testing: HEBBLAB, BSB 160	
Jan 29	Qualitative Studies	
Feb 5	Group meetings	
Feb 12	HEBBLAB Stats support session, BSB 160	
Feb 19	Reading week	
Feb 26	ASSIGNMENT 2: SAMPLE ANALYSIS	
Mar 5	Group meetings	
Mar 12	HEBBLAB Stats support session, BSB 160	
Mar 19	HEBBLAB Stats support session, BSB 160	
Mar 26	HEBBLAB Stats support session	
Apri 12	POSTER PRESENTATIONS	
Apri 19	FINAL PAPER DUE	