Psychology 363/463 W13
COMMUNITY-BASED RESEARCH
Mondays and Wednesdays – 12:00-1:20 PM - PAS 1241

Overview:

Over the past decades, the social and health sciences have accumulated a great deal of impressive concepts and research evidence that can now be used to help solve current social problems. However, much of this work, and indeed the very best of it, is published in academic journals using scientific styles that are difficult for non-academics to access, comprehend, and use.

To bring this research into the real world, jobs are now being offered to "knowledge brokers" – people who understand the nature of research and can make research findings useful and usable for the very people who need them the most: policy makers, practitioners, and the public.

In this course you will learn how to do this work. You will produce trustworthy "knowledge products" that can bridge the gap between research and application. Using your research methods courses as a foundation, you'll develop skills for finding, evaluating, and translating research findings to help community programming and services.

Contact the Instructor & Teaching Assistant

Dr. K. Bloom
http://www.psychology.uwaterloo.ca/people/faculty/kbloom/index.html
3269 PAS – Office hours: by appointment

You can reach me anytime at the email address below. Please send questions and requests for appointments by email. I can respond most quickly to your emails than to phone calls. Please use this email address for quickest replies: kbloom@kimpact.ca

Course teaching assistants: AJ Orena: ajorena@uwaterloo.ca, Laura Snyder: lsnyder@kimpact.ca
& Jess Voll: jess.voll@gmail.com

Our LEARN online site:

https://learn.uwaterloo.ca/d2l/lp/homepage/home.d2l?ou=62263

Required Readings:

Text:
> M. Petticrew & H. Roberts (2006). *Systematic Reviews in the Social Sciences.* Oxford: Blackwell Publishing. ("P&R")

http://www.amazon.ca/Systematic-Reviews-Social-Sciences-Practical/dp/1405121106

Text for 463; Recommended for 363
> K. Roman & J. Raphaelson (2000). *Writing that Works.* New York: Harper-Collins Publishers Inc. ("R&R")

http://www.amazon.ca/gp/product/0060956437/ref=as_li_ss_tl?ie=UTF8&tag=fileother00-20&linkCode=as2&camp=1789&creative=390957&creativeASIN=0060956437

How you will be marked:

Date	Task	Format	Point Value
11 Feb	Exam 1 – P&R Chapters 1-4	Short answer & multiple choice	25 points
25 Feb	Assignment for 463 students only: R&R Chapters 1,2,6,7,12,13	Take-home, open-book, assignment	20 points
20 March	Exam 2 – P&R Chapters 5-9	Short answer & multiple choice	25 points
27 March or 3 April (randomly assigned date)	Presentation + individual *Learning Reflections* paper (2 page max)	Presentation:3 pts. individual, 6 pts. team; Reflections: 1 pt. individual	10 points
15 April	Research Review Project	30 pts. team (or Individual) written report; 10 pts. team participation	40 points

Please note that the 463 students' marks will be based on 120 points whereas the 363 students will be based on 100 points. In other words to get a mark of 80%, 463 students need 96 points whereas 363 students need 80 points. 363 students may not take the R&R Quiz for extra points.

Course Components:

- **The Research Review Project** will be conducted within a team that includes a community partner and the instructor and TAs as review mentors. The topic and the format of the results will vary depending on the needs of the community partner, but the topics will all provide for the development of fundamental research review skills. Topics will be distributed based on availability and team interests at the start of the term. Research Reviews rely greatly on library skills that might be new to you but will be explained in lecture and in the text and resource materials.

  The Research Review Project is a hands-on method of learning to conduct community-based secondary research. Steps to the development of Research Review skills will be clearly delineated in the form of Milestones. Questions and requests for help will be welcomed. Think of the Project not as a "test" but as a collaborative learning process culminating in a useful document for your community partner's organization.

- **Class:** Class time is divided into three sections.
  1. Short discussion of concepts related to the text
  2. Q & A related to text or to the Project
  3. Project workshop with team, instructor, and TA

Workshop time is meant to reduce out-of-class meeting and work time on Projects and to provide assistance with achieving Project milestones

- **Discussion Boards** are designed to bring to issues to the team or to the class as a whole so as to save in-person meeting time.

- **Teamwork** always has its benefits and liabilities but it is an essential skill and process for success in all aspects of life, and more so when academics are connecting with each other and with community partners. In this course it is very important that the workload is shared. Guidance, resources, and mentorship will be provided for excellence in teamwork development. If you have any problems at all please talk them over with the instructor or TA as soon as possible.

Deadlines Penalties:

Penalties are imposed when deadlines are missed without medical excuses. Penalties are imposed when deadlines are missed without medical excuses. The penalty for all work 10% of the mark for each day's delay. If an article summary (worth 1% of total mark) is one day late, the most you can earn for it is .9.

Plagiarism

Please remember that you that you must always acknowledge resources to avoid accusations of plagiarism. Plagiarism will lead to disciplinary procedures as described below in Policy 71. Collaborative work with other students in the course, however, is expected in those projects where you receive a team mark. Learning from each other is not plagiarism. The Teamwork Guidelines will help you to succeed in collaboration.

Policy 71 (Student Discipline): Procedures

Jurisdiction and authority in UW student disciplinary matters are defined in Policy 71: *(1) "Authority to deal with matters under this policy rests with the Undergraduate and Graduate Associate Deans." (2c)"Fairness is fundamental when dealing with students. Students have the right to be informed of policies, procedures or guidelines that may affect their academic progress or their conduct, and have the right to question whether decisions are consistent with those policies, procedures and guidelines."*

When an instructor has reason to believe that an academic offence has occurred, the matter must be reported promptly to the Associate Dean, Undergraduate Studies. This allows for checking if there are jurisdictional complications (e.g. the student is from another faculty) or if the student has prior offences. The Associate Dean decides whether an attempt to resolve the case informally (*i.e.*, at the instructor/student level) is appropriate.

Once the Associate Dean has been consulted, there are three levels of handling academic misconduct:
- By the instructor, without the official involvement of the Associate Dean.
    - In such cases, the instructor has clearly determined that:
        - The student demonstrably had no intention to deceive the instructor (e.g. minor verbatim phrases with citation but no quotation marks); and
        - The standard penalty (0 on the assignment) would be too harsh under the circumstances.
    - In consultation with the Associate Dean, it is further determined that:
        - There are no jurisdictional complications (e.g. the student is from another faculty);
        - The student has no prior offences;
        - The student would not otherwise benefit from the Academic Integrity workshop[1].
    - The instructor may impose grade penalties less than those mandated by the guidelines for assessment of penalties in the ordinary way (e.g. as might be imposed for failing to adhere to content, format or structure guidelines).

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[1] In this option, the student still gets a 0 on the assignment, but then attends a two-session workshop the following term that covers all the bases with regards to academic integrity and correct citation practice. In exchange, the student is not placed on disciplinary probation, and the incident is not recorded as a first offence. It's a centrally-mandated option that is good for students where the apparent inadvertence of a relatively low-level offence is compounded by other factors suggesting that further training is appropriate, and is primarily (though not exclusively) designed for first year students.

- - The student is not placed on disciplinary probation[2].
- By the instructor, with the involvement of the Associate Dean (Informal Resolution):
  - In such cases, **all** of the following conditions apply:
    - Commission of the alleged offence seems unambiguous;
    - It appears that Informal Resolution (agreement between instructor and student) is possible;
    - The student is a first-time offender;
    - There are no jurisdictional complications;
    - Extremely serious penalties are not involved;
    - The instructor/department/student is willing to handle the case at the Informal Resolution stage;
    - The Associate Dean agrees that Informal Resolution is appropriate.
  - A UR (Under Review) is placed by the Associate Dean against the course in the student's Quest record, until such time as the matter is resolved and the final grade with the penalty included may be entered.
  - The standard penalty is applied (typically 0 on the assignment and a further 5 marks off the final grade in the course).
  - The student is placed on disciplinary probation.
- By the Associate Dean (Formal Resolution):
  - In such cases **one or more** of the following conditions apply:
    - Instructor and student do not agree that an academic offence has occurred;
    - There are jurisdictional complications (e.g., the student is from another Faculty);
    - The alleged offence is likely to warrant severe penalties;
    - The student already has a disciplinary record;
    - The Associate Dean believes it to be necessary.
  - The instructor need not communicate directly with the student regarding the offence.
  - A UR (Under Review) is placed by the Associate Dean against the course in the student's Quest record, until such time as the matter is resolved and the final grade with the penalty included may be entered.
  - The penalty is determined and applied by the Associate Dean.

The student is placed on disciplinary probation

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[2] Being placed on disciplinary probation makes the offence "official"; subsequent offences are treated more severely, and must include suspension as part of the penalty.

Psych 363-463 Winter 2013
PROPOSED Schedule of Classes

Day	Date	Topic	Reading Assignments Due	Weekly Project Milestones Workshop Activities
January				
M	7	Syllabus, the W13 Research Review Projects, *What is* **Community-Based Research**?		• Read course handouts carefully
W	9	*What is* **Knowledge Mobilization**? The W13 Research Review Project Milestones Example Reviews	Housing review The Walk-In Clinic review	• Orientation meeting with TA • Selection of January team coordinator
M	14	The Wesley Urban Ministries Project (Note: RefWorks instructions)	P&R Chapter 1	• Create RefWorks account • Develop a search strategy in Scopus that is able to obtain the project's exemplar articles **Worksheet #1**
W	16	The Infant & Child Developmental Services Projects		
M	21	*Why Do We Need* **Systematic** *Reviews?*	P&R Chapter 2	• Run search, download all citations to RefWorks; place outliers in Outlier folder **Worksheet #2** • Download remainder to Excel spreadsheet (citations, abstracts) **Worksheet #3**
W	23	*Refining the Question & Defining the Boundaries*		
M	28	*What Sorts of Studies Do I Include in the Review?*	P&R Chapter 3	• Create I/E Criteria Dictionary • Code citations in spreadsheet using I/E criteria & assess I/E reliability **Worksheet #4** • Select February team coordinator
W	30	TBA		
February				
M	4	*How To Find the Studies?*	P&R Chapter 4	• Download Included & Excluded citations to RefWorks respective folders • Download all included PDFs to zip folder; include I/E dictionary & I/E completed spreadsheet • Progress evaluation with TA using zip folder
W	6	TBA		

				materials
M	11	Exam 1: Chapters 1-4		• Create Coding Category Dictionary based on information from exemplar articles, TA, Instructor, & community partner; Create Coding Spreadsheet **Worksheet #5**
W	13	*How to Appraise the Studies*	P&R Chapter 5	
M	18	Reading Week		• Code no more than the 1st 5 Included articles
W	20	Reading Week		
M	25	*Synthesizing the Evidence*	P&R Chapter 6	• Code Included articles • Informally assess reliability • Code no more than a total of the 1st 20 Included articles • Select March team coordinator
W	26	The Best Coding Spreadsheet Ever!	463 Quiz R&R Chapters 1,2,6,7,12,13	
	March			
M	4	*Exploring Heterogeneity & Publication Bias*	P&R Chapter 7	• Add Coding Dictionary, Coding Spreadsheet to zip folder • Progress evaluation with Consultant using zip folder materials
W	6	The Value of Research Landscapes		
M	11	*Disseminating the Review*	P&R Chapter 8&9	• Create Landscape of articles • Create bulleted Summary across articles • Create Take-Home message (1-2 short sentences) • Write Method Section **Worksheet #6**
W	13	*Urban Myths & Fairy Tales*		
M	18	The Best Research Review Format Ever! Part 1		• Add last week's work to zip folder • Progress evaluation with Consultant using zip folder materials
W	20	Exam 2: Chapters 5-9		
M	25	The Best Research Review Format Ever! Part 2		• Prepare presentation **Worksheet #7**
W	27	Final Reports	Presentations	Congratulations!
	April			
M	1	Final Reports	Presentations	Congratulations!
M	**15**	Final Written Reports Due by 4PM in Instructor's Department **mailbox**		See marking rubric for guidance