



Psychology 463 - W11

Knowledge Transfer: Putting Psychology Research to Work

Thursdays - 12:30-2:20 PM - PAS 2086

Over the past decades, the field of psychology has accumulated a great deal of impressive concepts and research evidence that can now be brought to bear on current social problems and issues. 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. As a result, jobs are now being offered to “knowledge brokers” – people who are trained to understand the nature of research and, where appropriate, to make research findings useful and usable for the very people who need them the most: policy makers, practitioners, and the public. This course examines the principles and methods of knowledge transfer. It focuses on the production of trustworthy “knowledge products” that can bridge the gap between research and application. With research and courses of research methods as the foundation, students learn systematic methods for finding, evaluating, and translating research findings for defined purposes, such as improved community programming or policies. In this way, students gain skills that can prepare them for government and social service careers or other positions in which promotion of science literacy is an asset. On the other hand, students planning for graduate school learn how to convey their own research in ways that can attract the interest and support of faculty, scholarship committees, and the general public.

Dr. K. Bloom

888-4009 or ext. 84009

3269 PAS – Office hours: Thursdays 2:30-4:00 or preferably by appointment

You can reach me anytime at the email address below. Please send detailed messages and requests by email. I normally respond most quickly to emails. Please book in-person or phone meetings by email. kbloom@kimpact.ca

<http://www.psychology.uwaterloo.ca/people/faculty/kbloom/index.html>

e-Community URL: <http://www.login.icohere.com/login/kimpact>

login with your email address listed on Quest
password = temp4u

At first login (Preferences)

1. Change password
2. Upload photo (on Personal Profile)
3. Confirm External Email Subscription
 - √ Always
 - √ Once a day

What do we do in class?

Each week the class will be divided into **two parts**:

A. Theory and Research on the topic of knowledge transfer, what it means, and how best to do it. (~ 40 min). You will have 8 articles to read over the course of the term. The topics of discussion and the citations of the articles are listed below in the **Psych 463 Schedule of Classes**.

For each reading assignment, please prepare and submit on the due date a **point-form one page Summary** of the article **using the following format**:

- Citation in APA format
- What was studied?
- Why was it studied?
- How was it studied?
- What was concluded?

For Guidelines please see the example in the Resource Centre: The University of Waterloo Science Shop, Research Works! for child literacy, & Knowledge Impact Strategies Consulting Ltd. (2009, December). *English language instruction for post-secondary academic, employment, and social success: What the research says*. Waterloo, ON. Authors.

Article Summaries are important for three reasons. First, they ensure that you read the article before class discussion. Second, they give you practice for the summaries you will write for your project. Finally, the articles are meant to provide foundation and stimulate essay ideas.

B. Practice in knowledge transfer helps you learn to create resources for stakeholders in research knowledge. This term our products will be centre around: Best practices in community services for children and youth with Asperger's syndrome/high functioning autism

We will create four knowledge products joined together in one booklet. The work will be divided into four topics, each topic served by a 463 student team:

1. What is Asperger's? (Diagnosis Team)
2. What is the latest research on Asperger's saying? (Research Team)
3. What and how do service organizations serve Asperger's (C&Y) across Canada? (Organisations Team)
4. What are considered best practices for children and youth with Asperger's and their families? (Best Practices Team)

The booklet will be delivered to Susan Nickelchok of the **Ministry of Children and Youth Services**. Susan coordinates a committee that develops evidence-informed strategies, policies, and practices called the **Peel Youth Trends Work Group**. The committee reports to a community planning table called the **Peel Children and Youth Planning Group**. This group is made up of the community agencies with representation from school boards, health, and other provincial services.

These are the **stakeholders** for whom we in Psych 463 will find, weigh, synthesize, summarize and make useful research findings and information for improved community services. We will do this work using systematic methods.

The Practice sessions will be the opportunity for dynamic and guided teamwork and the development of systematic review skills. Practice will also be used for team presentations (Open Mike) on the status of the project. Teams will present the outcome of their project on the final class of the term, and then have a couple of weeks to revise and submit the final written document.

How will we communicate outside of class time?

We will use the communication package I purchased for this purpose from iCohere (www.icohere.com). It contains a Resource Centre with all of the materials you need for the course. There is nothing to buy. It also contains discussion boards, including one for general class news and materials and one for each **Team**.

The e-Community URL is: <http://www.login.icohere.com/login/kimpact>

login with your email address listed on Quest
password = temp4u

At first login go to Preferences and:

1. Change your password
2. Upload your photo (on Personal Profile)
3. Confirm External Email Subscription
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 - √ Once a day

How will you be marked in this class?

Marks are distributed across various learning activities. No one activity, skill, or talent dominates all the marks. Moreover, some marks are given for individual efforts and some marks will be shared within your team as follows.

	Team or Individual	Marks	File Label
Article Summaries	Individual	8 @ 1 = 8%	.day.month
Essays	Individual	2 @ 15 = 30%	.essay#
Teamwork	Individual	1 @ 10 = 10%	.team
Open Mike Slides	Team	3 @ 4 = 12%	.openmike#
Final Presentation Slides	Team	1 @ 20 = 20%	.present
Final Knowledge Product	Team	1 @ 20 = 20%	.product

All work is to be submitted electronically by email to: 463@scienceshop.ca to save paper. Only my assistant, Yanchini Rajmohan, and I will have access to this email site.

Please make certain that the filenames of your work conform to our filename template so that nothing gets lost.

The template is as follows, IN ALL LOWER CASE:

lastname.firstinitial.filelabel

For example:

If I were submitting my first essay, the filename would be: **bloom.k.essay1**

If I were submitting my first Article Summary, the filename would be:

bloom.k.13.january

Please consult with Yanchini if you have any questions about filenames and electronic submissions procedures. All other questions should be sent to me. You can reach

Yanchini at 463@scienceshop.ca. You will also find her in class most weeks and at ext. 36932.

What do I have to do to get good marks?

You will be provided with **Guidelines** for each of the 6 sources of marks (Article Summaries, Essays, Teamwork, Open Mike, Final Presentation to Stakeholders, and Final Knowledge Product). Read them carefully, ask questions, and follow the instructions.

All work must conform to deadlines. 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, except presentations is 10% 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. Please follow the Guidelines and use proper use of grammar, punctuation, and formatting to obtain A-level marks.

Along with the Guidelines, please remember that you that you must always acknowledge resources to avoid 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. The Teamwork Guidelines will help you to succeed in collaboration.

Policy 71 (Student Discipline): Procedures

Jurisdiction and authority in University of Waterloo 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 should be reported promptly to the Associate Dean, Undergraduate Studies**. *Reporting* an apparent academic offence to the Associate Dean is not necessarily the same as *referring* the case to the Associate Dean. Following report to the Associate Dean, a disciplinary case may still (in many instances) remain with the instructor/department. The Associate Dean decides whether an attempt should be made to resolve the case informally (*i.e.*, at the instructor/student level).

All apparent academic offences must be at least *reported* to the Associate Dean for the following reasons:

- to obtain separate, and extra-departmental, confirmation on the question of the adequacy of the evidence in the case.
- to obtain confirmation of procedural details.
- to determine whether or not the student is a first offender.

- to determine or confirm jurisdiction.
- to gain information on appropriate disciplinary action and equity of penalties.

Following report to the Associate Dean, a case *may* remain at the instructor/departmental level if:

- 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.

Disciplinary cases go beyond the instructor/departmental level to the Associate Dean if:

- 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.

Psych 463 Winter 2011 – Schedule of Classes

	Proposed Weekly Topics and Goal	Confirmed Due Dates
January 6	Introduction to Psych 463; What is Knowledge Transfer? W11 class project	
January 13	Theory & Research: <ul style="list-style-type: none"> Identifying sources of research and information The <i>Question & Concept Map</i> The 4 Asperger's Syndrome Topics Practice: <ul style="list-style-type: none"> Meet the Stakeholders Knowledge needs and research uses Ministry of Children and Youth Services Peel Children and Youth Planning Group 	Article summary: Arksey, H., & O'Malley, L. (2005). Scoping studies: Towards a methodological framework. <i>International Journal of Social Research Methodology</i> , 8, 19-32 Review Youth Centre and ESL examples.
January 20	Theory and Research: <ul style="list-style-type: none"> Knowledge transfer as innovation Key players in the utilization of research Practice: <ul style="list-style-type: none"> Completing the Question & Concept Map Developing Inclusion/Exclusion Criteria 	Article summary: Gladwell, M. (2000). The tipping point: How little things can make a big difference. New York: Little, Brown and Company. pp 3-29.
January 27	Theory and Research: <ul style="list-style-type: none"> Instrumental and conceptual impacts of research findings Stakeholder-researcher relationships Practice: <ul style="list-style-type: none"> Brainstorming knowledge product designs 	Article summary: Pielke, R.A. (2007). <i>The honest broker: Making sense of science in policy and politics</i> . New York: Cambridge University Press. Chapters 1 & 2
February 3	Theory and Research: <ul style="list-style-type: none"> Types and methods of systematic reviewing Quality control in knowledge synthesis Practice: <ul style="list-style-type: none"> Search development strategies 	Article summary: Meyer, M. (2010). The rise of the knowledge broker. <i>Science Communication</i> , 32, 118-127.
February 10	Theory and Research: <ul style="list-style-type: none"> What counts as "knowledge" in knowledge transfer Practice: <ul style="list-style-type: none"> Evaluating your citation/URL databases 	Essay #1
February 17	Theory and Research: <ul style="list-style-type: none"> Data extraction for knowledge transfer Tailoring research summaries to stakeholders Practice: <ul style="list-style-type: none"> Accounting for inclusion/exclusion of citations and URLs 	Wathen, N., Watson, G. K., Jack, S. M., Caldwell, S., & Lewis, N. (2008). From big to small: A process for developing policy-relevant research summaries. <i>Healthcare Policy</i> , 1, 60-69.
March 3	Theory and Research: <ul style="list-style-type: none"> What counts as evidence? Weighing the evidence Practice: <ul style="list-style-type: none"> Identifying and defining categories of knowledge 	Wilson, P., Richardson, R., Sowden, A. & Evans, D. (2000). Stage III: Reporting and dissemination, Phase 9: Getting evidence into practice. CRD Report 4. UK: Centre for Reviews and Dissemination, University of York
March 10	Theory and Research: <ul style="list-style-type: none"> What counts as evidence? Weighing the evidence Practice: <ul style="list-style-type: none"> Coding articles and information 	Spellman, B. A., DeLoache, J., & Bjork, R. A. (2006). Making claims in papers and talks. In R. J. Steinberg (Ed.), <i>Critical thinking in psychology</i> (177-195). New York, NY: Cambridge University Press.

	<ul style="list-style-type: none"> Reliability of data extraction 	
March 17	Practice: <ul style="list-style-type: none"> Review of data extraction forms Developing research landscapes Creating the knowledge product outline 	Zinsser, W. (2006). <i>On writing well: The classic guide to nonfiction</i> . New York, NY: Harper Collins Publishers. Chapters 15-16.
		OPEN MIKE #3
March 24	Practice: <ul style="list-style-type: none"> Trouble-shooting knowledge product drafts Putting it together across topics 	Essay #2
March 31	PRESENTATION OF FINAL KNOWLEDGE PRODUCT	
Final copy of team knowledge product and individual report tentatively due by 18 April		