
PSYCH 501	Special Topics: Community-Based Participatory Research	Winter 2018
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Instructor:	Adam T. Murry, PhD	Lecture Location:	SA 123
Phone:	403-220-6002	Lecture Days/Time:	TR 12:30-1:45pm
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Office Hours:	TR 2:00-3:00pm or By appt.		

Course Description and Goals

This special topics course focuses on a relatively new and up-and-coming approach to participatory research, aptly named Community-Based Participatory Research (CBPR). CBPR has not only become a useful research strategy given certain contexts and research agendas, but has become the preferred method of collaboration for certain communities and groups that have been historically marginalized within the academic discourse. Over the course of the semester, you will learn the history and philosophical paradigms associated with this approach, along with examples of CBPR in practice and common methods used within the framework. As a working example throughout the course, CBPR will be discussed with an emphasis on research with Indigenous communities.

Course Learning Outcomes

The Department of Psychology is committed to student knowledge and skill development. The table below lists the key learning outcomes for this course, the program-learning outcomes they facilitate (see psyc.ucalgary.ca/undergraduate/program-learning-outcomes), and the expected level of achievement.

Course Learning Outcomes	Assessment Methods	PLO(s)	Level(s)
Describe the history, underlying principles, ethics, rationale and goals of community-based participatory research (CBPR)	W Assign	1, 4, 5	C
List and define important terminology of the CBPR approach	W Exam	1, 4, 5	C
List and paraphrase the CBPR components to each stage of the research process	W Exam	1, 4, 5, 6	A
Report exemplary cases studies of CBPR in applied settings	In-class presentation	4, 5	I
Discuss the opportunities and challenges of CBPR across disciplines and different communities	In-class presentation	1, 2, 4, 6	C
Collect research articles and content analyze them for their CBPR elements	Demonstration	3, 4, 5, 7	A
Compose a research paper based on the content analysis	W Assign	1, 2, 4, 5	A
Prepare and deliver an oral presentation based on their research	Oral presentation	1,2, 4, 5	A

Notes. PLOs = Program-Learning Outcomes: 1 = demonstrate knowledge of psychological sciences, 2 = think critically and solve problems, 3 = conduct research and analyze data, 4 = communicate effectively, 5 = demonstrate information literacy, 6 = understand and implement ethical principles, 7 = apply psychological knowledge and skills. Level of PLO achievement facilitated by this course: I = introductory, C = competency, A = advanced.

Prerequisites

Psychology 200 (Principles of Psychology I), 201 (Principles of Psychology II), 312 (Experimental Design and Quantitative Methods for Psychology), admission to the psychology major, acceptance in the honors program, and departmental consent.

Required Text

Jason, L.A., Keys, C.B., Suarez-Balcazar, Y., Yalor, R.R., & Davis, M.I. (2004). *Participatory community research: Theories and methods in action*. Washington D.C.: American Psychological Association.



The text can be purchased through the university's bookstore or other venues. Electronic versions are acceptable if that is a platform that is desirable to you. Online venues, such as google play, may have discounted electronic copies available for purchase or rent. In addition, the library has two hard copies for check out.

Selected research articles will be made available via D2L to supplement the text.

Assessment Methods

Written assignment: There will be one written assignment, due January 25th, where you are asked to argue for a CBPR approach in a hypothetical scenario. The purpose of the assignment is to assess your level of understanding of CBPR's rationale, underlying principles, ethical arguments, and history. The assignment is worth 10% of your grade. The written assignment will be turned in on D2L. Late assignments will be taxed 10% of the point value each day that it is late.

Written exam: There will be one exam on February 15th worth 15% of the final grade. Each exam will be evaluating your knowledge of the terminology used in the field as well as asking you to discuss CBPR components in your own words. The written exam will be taken in-class and be comprised of questions from the text and the lectures. The hard copy of the exam and answer sheet will be turned in at the end of class. If you cannot attend class on the day of the exam for any reason, email or otherwise contact me so we can arrange an earlier date. During the exam the following objects are not allowed on your desk: textbooks, ipads, mobile phones, portable electronic devices, notes, books, or laptops

Class presentation: Responsibilities for presenting and discussing material from the textbook will be shared among the class. The number of students in the class will be divided by the number of chapters in the book and the resultant groups (or individuals) will each be assigned a chapter. Points for

this assignment will be assessed by group members together with points for the presentation's clarity, essential content, and creativity. It is worth 15% of the grade. Class presentations cannot be late given the constraints of class time to deliver this assignment, therefore late assignments will not be accepted. If for whatever reasons circumstances do not allow you to present on a date you selected approach me beforehand to see about switching with someone else or to check if there is availability on another date.

Content analysis: As part of this course we will be learning how to critically appraise research for its application of CBPR principles and methods (or lack thereof). For the final paper, you will produce a report that critically examines at least 10 articles in a particular sub-field of psychology for its use (or non-use) of CBPR approaches. As data for the paper, you will use a provided rubric to conduct a quantitative content analysis of the literature you surveyed. The content analysis will require the development of a spreadsheet (in Excel) where annotated bibliographic information of each article is contained, followed by the content analysis coding sheet. The spreadsheet is due March 29th on D2L and is worth 20% of the final grade. Late assignments will be taxed 10% of the point value each day that it is late.

Research report: In employment settings, post-graduation, it is more likely that you will be expected to produce research reports rather than research papers (in the typical APA format). Therefore, for this class you will be producing a report based on a content analysis of a small selection of research articles. The focus of the analysis will be to what extent each article used CBPR practices in their research. A content analysis rubric (provided in class and on D2L) will guide your evaluation of research articles, supply the data for your appraisal of general research trends, and provide the areas of recommendation you will make for future research. Stipulations include: 1) you must collect at least 10 articles; 2) research must focus on Indigenous populations (from Canada or elsewhere); 3) articles must come from a particular sub-discipline within psychology (e.g., counselling psychology) or related discipline with an emphasis on psychological constructs (e.g., education; substance use prevention). The paper should include an executive summary and your final content analysis spreadsheet as an appendix. A more comprehensive guide detailing the expectations for the paper will be provided on D2L. The paper is due April 18th on D2L and is worth 25% of the final grade. Late assignments will not be accepted.

Research presentation: During the last week of class you will present the findings from your content analysis together with your appraisal of, and recommendations for, the use of CBPR. The presentation will last about 10 minutes with 1-2 minutes for questions. The presentation needs to include 1) an introduction (e.g., what field of study you are concentrating on; the goal of assessing CBPR use), 2) a methods section (e.g., describing how you content analyzed the literature; outlining the criteria you used for inclusion/exclusion of articles), 3) a results section discussing what you found, and 4) a discussion section summarizing the general trends with recommendations for what needs to be improved to better integrate CBPR principles. The presentation is worth 15% of your grade and is due on your presentation date (either April 5, 10th, or 12th depending on your sign-up date). Class presentations cannot be late given the constraints of class time to deliver this assignment, therefore late assignments will not be accepted. If for whatever reasons circumstances do not allow you to present on a date you selected approach me beforehand to see about switching with someone else or to check if there is availability on another date.

Table 1. Breakdown of assignment weights

Date	Assignment category	Percentage of total grade
	Written assignment	10%
	Written exam	15%
	Chapter presentation	15%
	Content analysis	20%
	Research paper	25%
	Research presentation	15%
	TOTAL	100%
	Extra credit – research participation (see below)	2%

Department of Psychology Criteria for Letter Grades

Psychology professors use the following criteria when assigning letter grades:

A+ grade: *Exceptional Performance.* An A+ grade indicates near perfect performance on multiple choice and short answer exams. For research papers/essays/course projects/presentations, an A+ grade is awarded for exceptional work deserving of special recognition and is therefore not a common grade.

A, A- Range: *Excellent Performance.* Superior understanding of course material. Written work is very strong in terms of critical and original thinking, content, organization, and the expression of ideas, and demonstrates student's thorough knowledge of subject matter.

B Range: *Good Performance.* Above average understanding of course material. Written work shows evidence of critical thinking and attention to organization and editing but could be improved in form and/or content.

C Range: *Satisfactory Performance.* Adequate understanding of course material. Knowledge of basic concepts and terminology is demonstrated. Written work is satisfactory and meets essential requirements but could be improved significantly in form and content. Note: All prerequisites for courses offered by the Faculty of Arts must be met with a minimum grade of C-.

D range: *Marginally meets standards.* Minimal understanding of subject matter. Written work is marginally acceptable and meets basic requirements but requires substantial improvements in form and content. Student has not mastered course material at a level sufficient for advancement into more senior courses in the same or related subjects.

F grade: *Course standards not met.* Inadequate understanding of subject matter. Written work does not meet basic requirements. Student has not demonstrated knowledge of course material at a level sufficient for course credit.

Grading Scale

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% = A but 89.4% will be rounded down to 89% = A-).

Course Credits for Research Participation (Max 2% of final grade)

Students in most psychology courses are eligible to participate in *departmentally approved* research and earn credits toward their final grades. **A maximum of two credits (2%) per course, including this course, may be applied to the student's final grade. Students earn 0.5% (0.5 credits) for each full 30 minutes of participation.** The demand for timeslots may exceed the supply in a given term. Thus, students are not guaranteed that there will be enough studies available to them to meet their credit requirements. Students should seek studies early in the term and should frequently check for open timeslots. Students can create an account and participate in departmentally approved research studies at <http://ucalgary.sona-systems.com>. The last day to participate in studies and to assign or reassign earned credits to courses is set by the department; make sure to check with the office about cut-offs.

Tentative Lecture Schedule

Table 2. Tentative Classroom Schedule – Winter 2018

Day	Date	Term classroom schedule	Reading due	Assignment DUE	%
T	9-Jan	Introduction to the course			
R	11-Jan	Introduction to CBPR/ethics	Maiter et al; Flicker et al	Lecture sign-ups	
T	16-Jan	Guiding principles	Ch 1		
R	18-Jan	Community development	Ch 2		
T	23-Jan	Community participation	Ch 3		
R	25-Jan	In-class discussion		Written Assignment	10%
T	30-Jan	Partnerships: Primary prevention	Ch 4		
R	1-Feb	Partnerships: Prevention science	Ch 5		
T	6-Feb	Partnerships: University-community	Ch 6		
R	8-Feb	Empowerment: Self-help	Ch 7		
T	13-Feb	Empowerment: Evaluation	Ch 8		
R	15-Feb	Exam			15%
T	20-Feb	Mid-Term Break			
R	22-Feb	Mid-Term Break			
T	27-Feb	Project/report description			
R	1-Mar	Feminist perspectives	Ch 9		
T	6-Mar	Culturally anchored research	Ch 10		
R	8-Mar	Guest speaker			
T	13-Mar	CBPR & Native Americans	Sahota		

R	15-Mar	Decolonizing CBPR	Stanton		
T	20-Mar	Community narratives approach	Ch 11		
R	22-Mar	Stakeholder perspectives: Community	Ch 12		
T	27-Mar	Stakeholder perspectives: Students	Ch 13		
R	29-Mar	Stakeholder perspectives: Faculty	Ch 14	Content analysis spreadsheet (1 st draft)	20%
T	3-Apr	Project check-in			
R	5-Apr	Student presentations			15%
T	10-Apr	Student presentations			
R	12-Apr	Student presentations			
T	17-Apr	Finals week			
R	19-Apr	Finals week			25%
			Total %		85%
		+ Chapter presentations			100

Reappraisal of Grades

A student who feels that a piece of graded term work (e.g., term paper, essay, test) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within 15 days of being notified about the mark or of the item's return to the class; no reappraisal of term work is permitted after the 15 days. If not satisfied, the student shall immediately take the matter to the Head of the department offering the course, who will arrange for a reassessment of the work within the next 15 days. The reappraisal of term work may cause the grade to be raised, lowered, or to remain the same. If the student is not satisfied with the decision and wishes to appeal, the student shall address a letter of appeal to the Dean of the faculty offering the course within 15 days of the unfavourable decision. In the letter, the student must clearly and fully state the decision being appealed, the grounds for appeal, and the remedies being sought, along with any special circumstances that warrant an appeal of the reappraisal. The student should include as much written documentation as possible.

Plagiarism and Other Academic Misconduct

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual Honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

Academic Accommodations

The student accommodation policy can be found at: ucalgary.ca/access/accommodations/policy. Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities ucalgary.ca/policies/files/policies/student-accommodation-policy. Students

needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the instructor.

Absence From A Test/Exam

Makeup tests/exams are **NOT** an option without an official University medical excuse (see the University Calendar). A completed Physician/Counselor Statement will be required to confirm absence from a test/exam for health reasons; the student will be required to pay any cost associated with this Statement. Students who miss a test/exam have up to 48 hours to contact the instructor and to schedule a makeup test/exam. Students who do not schedule a makeup test/exam with the instructor within this 48-hour period forfeit the right to a makeup test/exam. At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam. Except in extenuating circumstances (documented by an official University medical excuse), a makeup test/exam must be written within 2 weeks of the missed test/exam during exam make-up hours provided by the department <http://psychology.ucalgary.ca/undergraduate/exam-and-course-information#mues>. If a student cannot make write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam http://www.ucalgary.ca/registrar/exams/deferred_final. Under no circumstances will this be accommodated by the department.

Travel During Exams

Consistent with University regulations, students are expected to be available to write scheduled exams at any time during the official December and April examination periods. Requests to write a make-up exam because of conflicting travel plans (e.g., flight bookings) will NOT be considered by the department. Students are advised to wait until the final examination schedule is posted before making any travel arrangements. If a student cannot make their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam http://www.ucalgary.ca/registrar/exams/deferred_final. Under no circumstances will this be accommodated by the department.

Freedom of Information and Protection of Privacy (FOIP) Act

The FOIP legislation disallows the practice of having student's retrieve tests and assignments from a public place. Therefore, tests and assignments may be returned to students during class/lab, or during office hours. Tests and assignments will be shredded after one year. Instructors should take care to not link students' names with their grades, UCIDs, or other FOIP-sensitive information.

Acknowledgments and Respect for Diversity

Our classrooms view diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion.

Campus Mental Health Strategy

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed.

We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

Student Organizations

Psychology students may wish to join the Psychology Undergraduate Students' Association (PSYCHS). They are located in Administration 130 and may be contacted at 403-220-5567.

Student Union VP Academic: Phone: 403-220-3911 suvpaca@ucalgary.ca

Student Union Faculty Rep.: arts1@su.ucalgary.ca

Student Ombudsman's Office

The Office of the Student Ombudsmen provides independent, impartial and confidential support for students who require assistance and advice in addressing issues and concerns related to their academic careers. The office can be reached at 403-220-6420 or ombuds@ucalgary.ca (<http://www.ucalgary.ca/provost/students/ombuds>)

Important Dates

The last day to drop this course with no "W" notation and **still receive a tuition fee refund** is **January 19, 2018**. Last day for registration/change of registration is **January 22, 2018**. The last day to withdraw from this course is **April 13, 2018**.