

**Fall 2018**  
**PSYC 4010-001: Research Field Placement**

Instructor: Aynslie Hinds

Class Location: 4L28, Thursday 4:30 – 7:00, biweekly

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Office hours: Drop-in or by appointment

***Course Description:***

This course provides a valuable opportunity for students to integrate theory and practice by working in the community. Students will assist a community-based organization with their research and evaluation needs in some way. The seminar portion of this course focuses on professional and ethical issues and explores six themes in the area of community psychology.

***Course requirements:***

1. Completion of on-line web course from the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS 2) ***Value: 5% of final grade***
2. Class presentations during 6 biweekly seminars on campus to examine a substantive theme in community psychology (Students will select a single article related to the each of six themes and provide a short PowerPoint report). ***Value: 5% x 6 = 30% of final grade***
3. Favorable performance appraisals submitted by the hosting agency to the course instructor. This includes attending the hosting agency for an average of eight hours a week. Students may be asked to have bi-weekly work reports completed by the field placement contact summarizing their work. ***Value: 25% of final grade***
4. Project deliverables from your placement can take a variety of forms including formal and informal reports, presentations, position statements, annotated bibliographies, databases, posters or other knowledge translation products. ***Value: 20% of final grade***
5. A final reflection report submitted to the course instructor (*6-8 typed double-spaced pages typed exclusive of references*). This reflection paper will examine how your placement experience relates to the six themes discussed in class. *The final reflection is due Friday December 14, 2018. A late penalty of 5% per day may be applied.* ***Value: 20% of final grade***

***Requirements of the hosting agency:***

- The hosting agency is expected to provide an opportunity for students to assist on a research project
- The agency is expected to provide some on-site supervision and workspace (*for example, a desk in which to work, a computer, etc.*)

- The agency is expected to provide a grade for performance based on the following criteria:
  - Attendance and participation of the day-to-day activities at the agency
  - Effectiveness of time management and communication
  - Completion of assigned tasks
  - Capacities to problem-solve and suggest methodological approaches (*e.g., Did the student take on the task of devising solutions to a research dilemmas?*)
  - Willingness to take on new challenges (*e.g., software applications, data management techniques, complex information, etc.*)
- The agency is not expected to pay the students for their work. However, if the workload expected by the agency exceeds the average number of hours per week the student is entitled to negotiate with the agency terms for a contractual appointment with remuneration.

***Requirements of the Student:***

- Attend the hosting agency for an average of eight hours per week beginning from Monday September 17 until Friday Nov 30.
- Students should negotiate with the agency the terms of the placement including work schedule and research project(s). The research project(s) should reflect the student's capabilities and interests as well as the needs of the agency.
- Provide research assistance on a research project under the supervision of the hosting agency. Terms of the assistance are to be negotiated between the student and the field placement.
- Students are bound by the agency's own code of conduct. This includes dress codes, lunch breaks, coffee breaks, etc.
- Have bi-weekly summaries of work provided

***Requirements of the course instructor:***

- The course instructor will match students with the appropriate hosting agency. Matching of students with agencies will occur after a review of the students' resumes, course histories and interests. The course instructor in partnership with the hosting agency will make any final decisions regarding student placement with the agencies.
- The instructor will assist students and agency representatives in resolving any conflicts that may arise with regards to workload expectations, level of supervision and work performance.
- The instructor will provide students with additional resources, readings and help in task completion.

***Grade Distribution:***

A+ 95 – 100    A 88 – 94    A- 82 – 87    B+ 75 – 81    B 70 – 74    C+ 65 – 69  
 C 60 – 65    D 50 – 59    F < 50

All grades and grade cutoffs are tentative and may be changed in either direction by (i) the professor, (ii) the Departmental Review Committee, or (iii) the Senate, when circumstances warrant.

***Withdrawal Date:***

November 12<sup>th</sup>, 2018 is the final date to withdraw without academic penalty from all courses which begin in September 2018.

***Academic Misconduct:***

Students should consult Section VII of the General Calendar regarding university policy on grades, academic misconduct, and appeals.

***University Policies:***

Students' University of Winnipeg email addresses ([Name@webmail.uwinnipeg.ca](mailto:Name@webmail.uwinnipeg.ca)) will be used for course-related correspondence.

Students with documented disabilities, temporary or chronic medical conditions, requiring academic accommodations for tests/exams (e.g., private space) or during lectures/laboratories (e.g., note-takers) are encouraged to contact Accessibility Services (AS) at 786-9771 or [accessibilityservices@uwinnipeg.ca](mailto:accessibilityservices@uwinnipeg.ca) to discuss appropriate options. All information about a student's disability or medical condition remains confidential. See: <http://www.uwinnipeg.ca/accessibility>.

Students are advised to read the appropriate items in the Regulations & Policies section of the current *Course Calendar*, including Senate appeals, Voluntary Withdrawals, and academic misconduct (e.g. plagiarism, cheating). See: <http://uwinnipeg.ca/academics/calendar/docs/regulationsandpolicies.pdf>

All students, faculty and staff have the right to participate, learn, and work in an environment that is free of harassment and discrimination. The UW Respectful Working and Learning Environment Policy may be found online at [www.uwinnipeg.ca/respect](http://www.uwinnipeg.ca/respect)

Students may choose not to attend classes or write examinations on holy days of their religion, but they must notify their instructors at least two weeks in advance. Instructors will then provide opportunity for students to make up work examinations without penalty. A list of religious holidays can be found at <http://uwinnipeg.ca/academics/calendar/docs/important-notes.pdf>

If students are going to conduct research interviews, focus groups, surveys, or any other method of collecting data from any person, even a family member, they must obtain the approval of the appropriate ethics committee before commencing data collection. Exceptions are research activities in class as a learning exercise. See <http://www.uwinnipeg.ca/research/human-ethics.html> for submission requirements and deadlines.

When it is necessary to cancel a class due to exceptional circumstances, instructors will make every effort to inform you via uwinnipeg email, as well as the departmental assistant and Chair/Dean so that class cancellation forms can be posted outside classrooms.

### ***Tentative Schedule of Topics:***

<b>Date</b>	<b>Topics/Activities</b>
Sept. 6	Class Overview <b>Ethics and Professional Responsibilities</b> Activities: <a href="http://tcps2core.ca/welcome">http://tcps2core.ca/welcome</a> <b>Using the Library Resources Effectively</b> with Joshua Herter
Sept. 20	<b>Theme 1: Goals, and Values of Community Psychology</b>
Oct 4	<b>Theme 2: Ecological Theories of Community Psychology</b>
Oct 18	<b>Theme 3: Stress, Coping, and Social Support</b>
Nov 1	<b>Theme 4: Prevention</b>
Nov 15	<b>Theme 5: Empowerment</b>
Nov 29	<b>Theme 6: Psychological Sense of Community and Diversity</b>

### ***Other Important Dates***

- The University is closed on:
  - September 3, 2018 (Labour Day)
  - October 8, 2018 (Thanksgiving)
  - November 11, 2018 (Remembrance Day)
  - December 22 to January 2, 2019 (Winter Break)
- Reading Week – October 8 to 12, 2018

### **Ethics and Professional Responsibilities**

Campbell, R. (2016). “It’s the way that you do it”: Developing an ethical framework for community psychology research and action. *American Journal of Community Psychology*, 58(3–4), 294–302. <https://doi.org/10.1002/ajcp.12037>

Balcazar, F. E., Garate-Serafini, T. J., & Keys, C. B. (2004). The need for action when conducting intervention research: The multiple roles of community psychologists. *American Journal of Community Psychology*, 33(3–4), 243–252. <https://doi.org/10.1023/B:AJCP.0000027009.01838.f2>

Kidder, L., & Fine, M. (1986). Making sense of injustice: Social explanations, social action, and the role of the social scientist. In E. Seidman and J. Rappaport (Eds.), *Redefining Social Problems*. New York: Plenum Academic/Plenum Publishers.

Tyler, F., Pargament, K., & Gatz, M. (1983). The resource collaborator role: A model for interactions involving psychologists. *American Psychologist*, 38, 388-398.

Trickett, E., Barone, C., & Watts, R. (2000). Contextual influences in mental health consultation: Toward an ecological perspective on radiating change. In J. Rappaport & E. Seidman (Eds.), *Handbook of Community Psychology* (pp. 303-330).

- Snow, D., Grady, K., & Goyette-Ewing, M. (2000). A perspective on ethical issues in community psychology. In J. Rappaport & E. Seidman (Eds.), *Handbook of Community Psychology* (pp. 897-918). New York: Kluwer Academic/Plenum Publishers.
- Gaudry, A. J. P. (2011). Insurgent research. *Wicazo Sa Review*, 26(1), 113–136.  
<https://doi.org/10.1353/wic.2011.0006>
- Morris, M. (2015). Professional judgment and ethics. In V. C. Scott & S. M. Wolfe (Eds.), *Community Psychology: Foundations for Practice*. Thousand Island, CA: SAGE Publications, Ltd. (pp. 132-156).
- Sanchez Vidal, A. (2017). The ethics of community psychology: Actors, values, options, and consequences. In M. A. Bond, I. Serrano-Garcia, & C. B. Keys (Eds.), *APA Handbook of Community Psychology: Vol 1. Theoretical Foundations, Core Concepts, and Emerging Challenges*. (pp. 67-83). Washington, DC: American Psychological Association.

**Paper Choices for Biweekly Themes:**

**Goals, and Values of Community Psychology: Outlining the Mission of the Field**

- Kelly, J.G. (1970). Antidotes for arrogance: Training for community psychology. *American Psychologist*, 25, 524-531.
- Kelly, J.G. (1971). Qualities for the community psychologist. *American Psychologist*, 26, 897-903.
- Kelly, J.G. (1979). Tain't what you do, it's the way that you do it. *American Journal of Community Psychology*, 7, 244-261.
- Kelly, J.G. (1990). Changing contexts and the field of community psychology. *American Journal of Community Psychology*, 18, 769-792.
- Seidman, E. (1988). Back to the future, community psychology: Unfolding a theory of social intervention. *American Journal of Community Psychology*, 16, 3-24.
- Fawcett, S.B. (1991). Some values guiding community research and action. *Journal of Applied Behavioral Analysis*, 24, 621-636.
- Wandersman, A. (2003). Community science: Bridging the gap between science and practice within community-centered models. *American Journal of Community Psychology*, 31, 227-242.
- Jimenez, T. R., Sánchez, B., McMahon, S. D., & Viola, J. (2016). A vision for the future of community psychology education and training. *American Journal of Community Psychology*, 58, 339–347. <https://doi.org/10.1002/ajcp.12079>
- Nelson, G., & Aubry, T. (2010). Introduction to community psychology in Canada: Past, present, and future. *Canadian Psychology*, 51(2), 77–78. <https://doi.org/10.1037/a0019740> + one other relevant article from this issue
- Brodsky, A. E. (2016). Taking a stand: The next 50 years of community psychology. *American Journal of Community Psychology*, 58(3–4), 284–293. <https://doi.org/10.1002/ajcp.12045>
- Wicker, A. (1985). Getting out of our conceptual ruts: Strategies for expanding conceptual frameworks. *American Psychologist*, 40, 1094-1103.
- Bond, M. A., Serrano-Garcia, I., & Keys, C. B. (2017). Community psychology for the 21<sup>st</sup> century. In M. A. Bond, I. Serrano-Garcia, & C. B. Keys (Eds.), *APA Handbook of Community Psychology: Vol 1. Theoretical Foundations, Core Concepts, and Emerging Challenges*. (pp. 3-20). Washington, DC: American Psychological Association.

### **Ecological Theories of Community Psychology**

- Perkins, D.V., Burns, T.F., Perry, J.C., & Nielsen, K.P. (1988). Behavior setting theory and community psychology: An analysis and critique. *Journal of Community Psychology*, 16, 355-372.
- Wicker, A.W. (1989). Substantive theorizing. *American Journal of Community Psychology*, 17, 531-547.
- Moos, R.H. (1973). Conceptualizations of human environments. *American Psychologist*, 28, 652-665.
- Moos, R.H. (2003). Social contexts: Transcending their power and fragility. *American Journal of Community Psychology*, 31, 1-13
- Peirson, L. J., Boydell, K. M., Ferguson, H. B., & Ferris, L. E. (2011). An Ecological Process Model of Systems Change. *American Journal of Community Psychology*, 47(3-4), 307-321. <https://doi.org/10.1007/s10464-010-9405-y>
- Stelzner, S. P., & Wielkiewicz, R. M. (2015). Understanding ecological systems. In V. C. Scott & S. M. Wolfe (Eds.), *Community Psychology: Foundations for Practice* (pp. 63-112). Thousand Island, CA: SAGE Publications, Ltd.
- Hawe, P. (2017). The contribution of social ecological thinking to community psychology: Origins, practice, and research. In M. A. Bond, I. Serrano-Garcia, & C. B. Keys (Eds.), *APA Handbook of Community Psychology: Vol 1. Theoretical Foundations, Core Concepts, and Emerging Challenges*. (pp. 87-105). Washington, DC: American Psychological Association.

### **Stress, Coping, and Social Support**

- Dohrenwend, B.S. (1978). Social stress and community psychology. *American Journal of Community Psychology*, 6, 1-14.
- Felton, B.J., & Shinn, M. (1992). Social integration and social support: Moving social support beyond the individual level. *Journal of Community Psychology*, 20, 103-115.
- Humphreys, K., Finney, J.W., & Moos, R.H. (1994). Applying a stress and coping framework to research on mutual help organizations. *Journal of Community Psychology*, 22, 312-327.
- Berra, M. (2000). Social support research in community psychology. In J. Rappaport & E. Seidman (Eds.), *Handbook of Community Psychology* (pp. 215-246). New York: Kluwer Academic/Plenum Publishers.
- Saegert, S., & Carpiano, R. M. (2017). Social support and social capital: A theoretical synthesis using community psychology and community sociology approaches. In M. A. Bond, I. Serrano-Garcia, & C. B. Keys (Eds.), *APA Handbook of Community Psychology: Vol 1. Theoretical Foundations, Core Concepts, and Emerging Challenges*. (pp. 295-314). Washington, DC: American Psychological Association.

### **Prevention**

- Spaulding, J., & Balch, P. (1983). A brief history of primary prevention in the twentieth century: 1908 to 1980. *American Journal of Community Psychology*, 11, 59-80.
- Albee, G.W. (1982). Preventing psychopathology and promoting human potential. *American Psychologist*, 37, 1043-1050.
- Elias, M.J. (1987). Establishing enduring prevention programs: Advancing the legacy of Swampscott. *American Journal of Community Psychology*, 15, 539-553.
- Cowen, E.L. (1994). The enhancement of psychological wellness: Challenges and opportunities. *American Journal of Community Psychology*, 22, 149-179.

- Durlak, J.A., & Wells, A.M. (1997). Primary prevention mental health programs for children and adolescents: A meta-analytic review. *American Journal of Community Psychology*, 25, 115-152.
- Riess, D., & Price, R.H. (1996). National research agenda on prevention research: The National Institute of Mental Health Report. *American Psychologist*, 51, 1109-1115.
- Albee, G.W. (1996). Revolutions and counterrevolutions in prevention. *American Psychologist*, 51, 1130-1133.
- Levine, M. (1998). Prevention and community. *American Journal of Community Psychology*, 26(2), 189–206. <https://doi.org/10.1023/A:1022124418287>
- Cowen, E. (2000). Community psychology and routes to psychological wellness. In J. Rappaport & E. Seidman (Eds.), *Handbook of Community Psychology* (pp. 79-100). New York: Kluwer Academic/Plenum Publishers.
- Felner, R., Felner, T. W., & Silverman, M. (2000). Prevention in mental health and social intervention: Conceptual and methodological issues in the evolution of the science and practice of prevention. In J. Rappaport & E. Seidman (Eds.), *Handbook of Community Psychology* (pp. 9-42). New York: Kluwer Academic/Plenum Publishers.
- DuBois, D. L. (2017). Prevention and promotion: Toward an improved framework for research and action. In M. A. Bond, I. Serrano-Garcia, & C. B. Keys (Eds.), *APA Handbook of Community Psychology: Vol 1. Theoretical Foundations, Core Concepts, and Emerging Challenges*. (pp. 233-251). Washington, DC: American Psychological Association.

## **Empowerment**

- Rappaport, J. (1981). In praise of paradox: A social policy of empowerment over prevention. *American Journal of Community Psychology*, 9, 1-25.
- Rappaport, J. (1987). Terms of empowerment/exemplars of prevention: Toward a theory for community psychology. *American Journal of Community Psychology*, 15, 121-148.
- Kieffer, C.H. (1984). Citizen empowerment: A developmental perspective. *Prevention in Human Services*, 3, 9-36.
- Riger, S. (1993). What's wrong with empowerment? *American Journal of Community Psychology*, 21, 279-292.
- Rappaport, J., Seidman, E., Toro, P.A., McFadden, L.S., Reischl, T.M., Roberts, L.J., Salem, D.A., Stein, C.H., & Zimmerman, M.A. (1985). *Collaborative research with a mutual help organization*. *Social Policy*, 12-24.
- Maton, K.I., & Salem, D.A. (1995). Organizational characteristics of empowering community settings: A multiple case study approach. *American Journal of Community Psychology*, 23, 631-656.
- Gruber, J., & Trickett, E.J. (1987). Can we empower others? The paradox of empowerment in the governing of an alternative public school. *American Journal of Community Psychology*, 15, 353-371.
- Foster-Fishman, P.G., Salem, D.A., Chibnall, S., Legler, R., & Yapchai, C. (1998). Empirical support for the critical assumptions of empowerment theory. *American Journal of Community Psychology*, 26, 507-536.
- Rappaport, J. (1995). Empowerment meets narrative: Listening to stories and creating settings. *American Journal of Community Psychology*, 23, 795-807.
- Zimmerman, M. (2000). Empowerment theory: Psychological, organizational, and community levels of analysis. In J. Rappaport & E. Seidman (Eds.), *Handbook of Community Psychology* (pp. 43-64). New York: Kluwer Academic/Plenum Publishers.

- Prilleltensky, I. (1994). Empowerment in mainstream psychology: Legitimacy, obstacles, and possibilities. *Canadian Psychology*, 35, 358-374.
- Keys, C. B., McConnell, E., Motley, D., Liao, C. L., & McAuliff, K. (2017). The what, the how, and the who of empowerment: Reflections on an intellectual history. In M. A. Bond, I. Serrano-Garcia, & C. B. Keys (Eds.), *APA Handbook of Community Psychology: Vol 1. Theoretical Foundations, Core Concepts, and Emerging Challenges*. (pp. 213-231). Washington, DC: American Psychological Association.

### **Psychological Sense of Community and Diversity**

- Caplan, N., & Nelson, S.D. (1973). On being useful: The nature and consequences of psychological research on social problems. *American Psychologist*, 28(3), 199-211.
- Trickett, E.J. (1996). A future for community psychology: The contexts of diversity and the diversity of contexts. *American Journal of Community Psychology*, 24 (2), 209-234.
- Trickett E.J. (2002) A future for community psychology: The contexts of diversity and the diversity of contexts. In: Revenson T.A. et al. (eds) *A Quarter Century of Community Psychology*. Springer, Boston, MA.
- Cooper, C.R., & Denner, J. (1998). Theories linking culture and psychology: Universal and community-specific processes. *Annual Review of Psychology*, 49, 559-584.
- Sarason, S.B. (1974). *The psychological sense of community: Prospects for a community psychology* (pp. 130-160). San Francisco, CA: Jossey Bass.
- McMillan, D.W., & Chavis, D.M. (1986). Sense of community: A definition and theory. *Journal of Community Psychology*, 14, 6-23.
- Chavis, D.M., & Pretty, G.M.H. (1999). Sense of community: Advances in measurement and application. *Journal of Community Psychology*, 27, 635-642.
- Brodsky, A.E., O'Campo, P.J., & Aronson, R.E. (1999). PSOC in community context: Multi level correlates of a measure of psychological sense of community in low-income, urban neighborhoods. *Journal of Community Psychology*, 27, 659-679
- Neal, Z. P., & Jennifer, W. N. (2014). The (In)compatibility of diversity and sense of community. *American Journal of Community Psychology*, 53, 1–12. <https://doi.org/10.1007/s10464-013-9608-0>
- Patel, S. G., Tabb, K., Sue, S. (2017). Diversity, multiculturalism, and inclusion. In M. A. Bond, I. Serrano-Garcia, & C. B. Keys (Eds.), *APA Handbook of Community Psychology: Vol 1. Theoretical Foundations, Core Concepts, and Emerging Challenges*. (pp. 253-273). Washington, DC: American Psychological Association.