

## Psychology 425 Field School 1

Location: Vanuatu

Tentative Syllabus – subject to change

Instructor: Dr. Tanya Broesch

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Class time: 10 days @ 4 hours / day

Class location: Port Vila and Tanna, Vanuatu

**Prerequisites:** PSYC 201, other prerequisites vary by topic offering, permission from the Field School Director.

### Eligibility

“Vanuatu Field School” applicants must meet the following requirements to participate:

- Must be 19 years of age or older prior to departure
- Have completed PSYC 250 and PSYC 352
- Consent of the Field School Director, Dr. T. Broesch

Note: The program will be open to students from all disciplines, but selection priority will be given to Psychology majors. Students from other institutions are encouraged to apply.

For more information on eligibility for non-SFU students please see the [Application](#) page.

### General description

Students will learn about the ethical and practical barriers as well as potential solutions to conducting research in historically and economically vulnerable populations, specifically, the global south. We will draw upon a method/process and research perspective known as ABCD – Asset Based Community Development, wherein the emphasis is on documenting and utilizing the assets in a community and working with the community to design research that is community-engaged. The focus of this course is the **research process**. Students will read relevant literature in cultural psychology, anthropology as well as international community development. The course takes place in Port Vila, Vanuatu and classes will be held at both University of the South Pacific (USP) and the Kaljoral Senta (Cultural Centre). Students will work alongside USP students or non-students from the region. Students will produce and present a proposed research initiative that incorporates the knowledge obtained in this course as well as practical tools and methods for overcoming research barriers.

## Objectives

By the end of the course, students will be expected to 1) place Vanuatu in a historical, political and economical timeline, 2) recognize and articulate the ethical dilemmas with conducting extractive research in this region specifically, and historically vulnerable populations generally, 3) have a toolkit of methods and strategies for incorporating asset-based community development initiatives into research programs, and 4) be able to utilize and describe the community-engaged research process.

## Course Format

The course will be delivered in Vanuatu. To succeed in this course, students must attend each class prepared by having the readings completed and summaries prepared (for their own reflection). Each four hour class will have a lecture component, followed by discussions and working groups centered on the class topic. The first half of the course will be centered around gaining historical context as well as linguistic experience. Students will get an introduction into the principles of citizen-engaged research as well as an opportunity to practice the skills with one another. Time will be set aside to work on developing a research proposal that utilizes the Asset Based Community Development (ABCD) or citizen-led method into the research proposal. The final days of the course are spent presenting the project to the class (and guests) as well as noting feedback and incorporating it into the project. The final project proposal will be in APA format and will consist of the following sections: introduction from Psyc 450, proposed methods/process, proposed analyses, implications. The proposal is due on the last day of class, before departing for Tanna, Vanuatu.

## Assessment

Class Participation	25%
Presentation	25%
Project Proposal	50%

## Grading

All elements of the course must be completed for a letter grade assignment otherwise a grade of N will be applied.

### Grade Distribution (firm, no rounding):

A=85.0%+; B=75.0%-84%; C=65.0%-74%; D=55.0%-64%; F=less than 55%

Note that the range for + and - within each grade will be determined when final grades are being calculated. A+ is given only to students who excelled in ALL aspects of the course.

## Participation 25%

Students are expected to complete all the readings prior to travel allowing them time to adapt and integrate and merely review the readings prior to each class. Students are expected to 1) come to class on time and prepared, 2) participate in discussions in a relevant manner, 3) listen and integrate various perspectives throughout the course.

### **Presentation 25%**

Students will present their proposed research project to the class (and guests) on the last two days of class. The presentation will occur in Vanuatu, with the audience being the class, USP representatives and students, and/or the Vanuatu Kaljoral Senta.

### **Project proposal 50%**

As stated above, the final project proposal will be in APA format and will consist of the following sections: introduction from Psyc 450, proposed methods, proposed analyses, implications. The proposal is due on the last day of class, before departing for Tanna, Vanuatu. The length of the proposal will be determined in consultation with the instructor throughout the course. Proposals are graded on completeness, appropriateness of methods, and clarity rather than length.

### **Late Assignments**

If you are requesting an extension on an assignment for medical or compassionate reasons, you must provide a Certificate of Illness form, prior to the due date of the assignment if possible for consideration of your request.

<https://www.sfu.ca/content/dam/sfu/students/pdf/certificate-of-illness.pdf>

### **Assignment Submission Instructions**

All materials will be submitted via email to the above email address of the course instructor (not canvas).

### **Attendance**

See above section on participation.

For success in this course, participation is critical.

### **Academic Dishonesty**

The Faculty of Arts and Social Sciences and the Department of Psychology adhere to SFU policy related to grading practices, grade appeals (Policy T20.01) and academic honesty and student conduct (S10.01 and S10.05). It is the responsibility of students to inform themselves of the content of these policies available on the SFU website:

<http://www.sfu.ca/psychology/ugrad/academic-honesty.html>

<https://www.lib.sfu.ca/help/academic-integrity/plagiarism-tutorial>

**Helpful links**

Centre for Accessible Learning

<https://www.sfu.ca/students/accessible-learning.html>

Health and Counselling services

<https://www.sfu.ca/students/health/>

**Grade Appeals**

To appeal your grade in this course, please consult the policies on these pages:

<https://www.sfu.ca/psychology/ugrad/advising/faqs.html>

<https://www.sfu.ca/students/calendar/2019/fall/fees-and-regulations/student-appeals/undergraduate-appeals.html>

**Tentative Reading List**

**Books:**

Tryon, D.T. (1987). Bislama: An introduction to the national language of Vanuatu (Pacific Linguistics D-72): 9782904171154

Kirk, R. (2011). History of the South Pacific Since 1513: Chronicle of Australia, New Zealand, New Guinea, Polynesia, Melanesia and Robinson Crusoe Island.

**Articles:**

Mathie, A., & Cunningham, G. (2003). From clients to citizens: Asset-based community development as a strategy for community-driven development. *Development in practice*, 13(5), 474-486.

**Detailed Course Schedule (tentative, subject to change)**

Week	Days, hours	Location	Specific Topic	Readings/Assignments
1	1, 12-4	Port Vila	Bislama Introduction	Bislama (Chapters 1-3)
	2, 12-4	Port Vila	Bislama Introduction	Bislama (Chapters 4-6)

	3, 12-4	Port Vila Field Trip to Kaljoral Senta	Vanuatu Historical Context	Kirk, R. (2011) Chapters TBD
	4, 12-4	Port Vila		Kirk, R. (2011) Chapters TBD
	5, 12-4	Port Vila	Methods for <b>Asset-Based Community Development</b> & Engaged research	Mathie & Cunningham (2003).
2	6, 12-4	Port Vila	Part II: Constructing the Project	
	7	Port Vila	REST	
	8, 8-12	Tanna, Evergreen	Part II: Constructing the Project (evaluating methods in context)	Readings from International Development & Developmental Psychology
	9, 8-12	Tanna, Evergreen	Part III: Identifying Gaps and Proposing Solutions	Readings from International Development & Developmental Psychology
	10, 8-12	Tanna, Evergreen	Project Presentation & Feedback	Read classmates proposals and give feedback
3	11, 8-12	Tanna, Evergreen	Project Presentation & Feedback	Read classmates proposals and give feedback