

## Psychology 426 Field School 2

Location: Vanuatu

Instructor: Dr. Tanya Broesch

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Phone 604-369-0128

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 spend 10 days living and conducting research in Lounikawek village on Tanna island, Vanuatu at the host village of Dr. Broesch’s culture and development long-term field laboratory. Students will spend these 10 days integrating into the community, discussing and revising their research project with the community, implementing their research project using the research **process** (developed in PsycFS-425-I), obtaining feedback from the community, and communicating their research back to the community and to the Vanuatu supporting organizations. Students will produce an research report summarizing their research using APA format. Note that the research process is non-standard for psychological science. Emphasis will be placed on implementing a community-engaged research process and not data extraction.

### Objectives

By the end of the course, students will be expected to 1) modify proposed research projects in a culturally sensitive and informed manner, 2) conduct research with vulnerable populations in an ethical and mutually beneficial manner, 3) write a research report using APA formatting to

summarize their research project, and 4) communicate research back to participants in mutually-agreed upon manner.

### **Course Format**

The course will be delivered over 10 days in Vanuatu. The hours for each day will be specified once we arrive in the village. Generally, each day, students will receive instruction and guidance regarding the goals of the day and the readings for the course. They will also be heavily guided and coached along the way as they spend two days on cultural integration (practicing Bislama, and discussing familial connections), and 2 days proposing their research project to the community (and revising as needed). They will then implement the project, and communicate preliminary findings back to the community in an appropriate manner, followed by an academic presentation to the class and the supporting Vanuatu organizations (Vanuatu Kaljoral Senta & University of the South Pacific).

### **Assessment**

Class Participation	25%
Presentation	25%
Project Final	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 a presentation of the preliminary findings of their research. The presentation will occur in Vanuatu, with the audience being the class, USP representatives and

students, and/or the Vanuatu Kaljoral Senta. This presentation is different than the “communicating results” to the community.

### **Project Final 50%**

The final project will be a scientific empirical paper in APA format that is due **three weeks** after students depart Vanuatu. The paper will consist of all sections of an empirical paper, with the introduction consisting of a revision of the Psyc 450 review paper, followed by the methods of the student’s research project, their results, thorough discussion, complete reference section and appendices. The length of the paper will be determined in consultation with the instructor throughout the course. Papers are graded on completeness, critical thought, 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**

Satcher, D. (2005). *Methods in community-based participatory research for health*. John Wiley & Sons.

Colleran, H. et al., 2018: Language continuity despite populations replacement in Remote Oceania

Colleran, H. 2019: Demo video on communicating results.

O’Meara, J. Tim 1989, Anthropology as empirical science, *American Anthropologist* New Series, Vol. 91, No. 2 (Jun., 1989), pp. 354-369

Koch, Insa, 2018: Towards an anthropology of global inequalities and their local manifestations: social anthropology in 2017. <https://doi.org/10.1111/1469-8676.12520>

Mikesell, L., Bromley, E., and Khodyakov, D. 2013: Ethical Community-Engaged Research: A Literature Review, *American Journal of Public Health* **103**, e7\_e14, <https://doi.org/10.2105/AJPH.2013.301605>

Lassiter, L. E., (2008) Moving Past Public Anthropology and doing collaborative research. <https://doi.org/10.1111/j.1556-4797.2008.00006.x>

**Course schedule**

Days, hours	Location	Specific Topic	Readings/Assignments
12, 8-12	Tanna, Village	Cultural Integration	Readings from Kaljoral Senta

13, 8-12	Tanna, Village	Cultural Integration	Readings from Kaljoral Senta
14	Tanna, Village	REST	
15, 8-12	Tanna, Village	Engaging the community Part I: Conducting the Project	No readings
16, 8-12	Tanna, Village	Engaging the community Part I: Conducting the Project	No readings
17, 8-12	Tanna, Village	Engaging the community Part I: Conducting the Project	No readings
18, 8-12	Tanna, Village	Identifying the gaps	Case study 1
19, 8-12	Tanna, Village	Identifying the gaps	Case Study 2
20, 8-12	Tanna, Village	Engaging the community Part II: communicating results	2 Readings from Heidi Colloran
21	Tanna, Village	REST	
22	Tanna, Evergreen	TBD	
23	Tanna, Evergreen	TBD	
24, 12-4	USP Campus, Port Vila	WRAP UP	Presentations – SFU & USP students
25, 12-4	USP Campus, Port Vila	WRAP UP	Presentations – SFU & USP students