ABOUT THIS COURSE:

Translational research involves the use of research findings for the development of innovative interventions, practices, and policies and the use of knowledge derived from interventions, practices, and policies to inform research. In this course, students will learn and apply research on a special topic within translational research and learn with and from community partners. Each section has a unique topical and partnership focus.

Section 101: Evidence-based Programs for Adolescent Health; Instructor: Amanda Purington
What does it mean for a youth health program to be evidence-based and how can programs be adapted for new contexts? In this section, students will learn about the translational research process within the domain of evidence-based programs related to adolescent sexual health. We will learn about prevention work and hear from leaders of Cornell's ACT for Youth program, which provides technical assistance to adolescent sexual health educators around NY state. The pandemic offered an unexpected challenge to youth health educators, who worked to shift their delivery of needed prevention programming into virtual spaces. After discussing the unique considerations of evidence-based programming, we will work with partners from the NYS Department of Health's adolescent sexual health initiative on an applied project, which is to propose modifications to existing evidence-based program lessons to allow for virtual implementation.

Section 102: Building Community Food Systems; Instructor: Jamila Walida Simon
In this section, students will join the Ithaca community and Reverend Terrance King in helping to cede the St. James, A.M.E. Zion church, the only church of its kind in the country in its original form. The
church parishioners are interested in installing a commissary kitchen and are looking for the person-
power to install the commissary and document this as a part their legacy. This is a unique opportunity
to build community, learn and add to the history of this Black institution while earning credit. In
addition, Tompkins County has a need for commercial kitchen spaces as foodpreneurs, foodies, and
food-related businesses have outgrown the local landscape of commissary kitchens, so also come to
get your feet wet in the local food system. Students will synthesize real life data in order to help the
Ithaca community and the St. James A.M.E. Zion church to make decisions about the best design for
their commissary kitchen as well as ways to benefit from adding to the commissary landscape.
Students will learn about the history and traditions in the Southside community in Ithaca as well as add
to them. Finally, students will learn about partnership work and apply their knowledge and skill to
building a commissary.

Section 103: Critical Consciousness and Youth Development; Instructor: Esther Burson
In this section, students will explore the theory of critical consciousness, its adoption in developmental
scholarship, and its applications for youth-focused interventions. Critical consciousness was
conceptualized by Brazilian educator Paolo Freire as a liberatory pedagogy for social change.
Developmental psychology has termed critical consciousness “an antidote to oppression” for its
potential to empower youth from marginalized backgrounds to navigate inequality. Through primary
source readings and class discussions, we will explore Freire’s original writings and their reception and
application in developmental research. Guest speakers from multiple disciplines will join us to discuss
their experiences using critical consciousness in applied intervention work. This course aims to
introduce students to this complex construct and to get us thinking about the multiple possibilities and
challenges of critical consciousness interventions. Students should have completed introductory
coursework in psychology, human development, or sociology. Please contact the instructor to discuss
preparation and eligibility.

STUDENT LEARNING OUTCOMES:
As a result of participating in this course, students will be able to:

1. Understand the bidirectional transfer of knowledge between research and practice
2. Understand the perspectives of researchers and practitioners
3. Communicate and/or collaborate effectively with community members and practitioners
4. Apply disciplinary learning and skills to community issues and/or human needs
5. Describe and reflect on connections between personal experience, community-engaged
   experiences, and academic theories, concepts, and ideas.

COURSE REQUIREMENTS AND EXPECTATIONS:
This is a small laboratory course where active participation is necessary for learning. Students are
expected to attend all classes (unless prior instructor permission is obtained) and contribute with
thoughtful comments and questions. We will work together to build an inclusive and respectful
community for critical reflection, constructive discussion, and both self-directed and collaborative
learning. All academic work must meet the standards of the Cornell University Code of Academic
Integrity (http://cuinfo.cornell.edu/aic.cfm). We are available to discuss appropriate academic
accommodations for students with disabilities during the first three weeks of the semester, or later in
unusual circumstances.
MENTAL HEALTH AND STRESS MANAGEMENT RESOURCES

If you are feeling overwhelmed, or worried about a friend, please reach out to one of your instructors or your academic advisor. We can try to help or we can put you in touch with someone who can help. Cornell has trained counselors available to listen and help through Cornell Health's Counseling and Psychological Services (CAPS, 607-255-5155) and Let's Talk.

ASSIGNMENTS AND ASSESSMENTS:

Class Participation: 20% of your grade will be based on your attendance and participation in class and engagement with peers and speakers. Active engagement with course material is essential. Practicing translational research skills in class will help you prepare for your own collaborative project.

Group Discussion Facilitation: 10% of your grade will be based on helping to facilitate class discussion during one week of class. The goal of this assignment is to engage more deeply with course materials, build your communication skills within the classroom setting to be better prepared for work with community partners, and encourage critical thinking about class materials among your peers.

Reflection: 35% of your grade will be based on completing a series of brief reflection assignments. The goal of this assignment is to engage in pre, during, and post-reflection practices as you interact with community partners and learn about the application of translational research knowledge. Reflections will focus on what assumptions you entered these experiences with, any key moments of learning during the course, and reflection on experiences and what they meant.

Collaborative Project: 35% of your grade will be based on a collaborative project applying what you’re learning about research, partnership, and design (program, intervention, or functional). These projects should be feasible proposals to address a real world need or issue as defined within your section. In addition, the scope of these projects will be shaped by input from your community partners. Because these are collaborative projects with your classmates, grading will incorporate a peer rating system to ensure that all team members are accountable to one another to share project effort.

GRADING & LATE POLICY:

You have the choice as to whether you enroll in this class for a letter grade or for S/U (satisfactory/unsatisfactory) credit. Assignments turned in late will be subject to a late policy. 10% of total points will be lost each day after the deadline until the assignment is received.

READINGS & MATERIALS:

All assigned readings or materials will be posted to the course Canvas site. Full references for these articles are listed at the end of the syllabus.
**CLASS SCHEDULE:**

<table>
<thead>
<tr>
<th>WEEK</th>
<th>Section 1 Topic</th>
<th>Section 2 Topic</th>
<th>Section 3 Topic</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Welcome &amp; Introduction to translational research in partnership with community</td>
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<td>Week 2</td>
<td>Evidenced-based programs to promote youth health (Kappeler reading)</td>
<td>Grounding African American History on the Southside of Ithaca, NY</td>
<td>Intro to who Freire is and why we care--what movements have picked it up</td>
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<td>Week 3</td>
<td>Issues in youth program replication, facilitation, and fidelity (House reading)</td>
<td>History &amp; architecture of the St. James A.M.E. Zion church</td>
<td>Overview of pedagogy of the oppressed &amp; How it has been or can be applied in social movements (reading: Freire excerpt)</td>
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<td>Week 4</td>
<td>Discuss technical assistance and Act for Youth, Guest speaker Jane Powers (Powers reading)</td>
<td>Connections between food landscape and food security (reading *tba)</td>
<td>Critical consciousness in developmental psychology (reading: Watts)</td>
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<td>Week 5</td>
<td>Challenges of program facilitation during COVID-19 pandemic (Riley reading)</td>
<td>Role of Black churches in food security (reading *tba)</td>
<td>Components of CC: Reflection, how Freire thinks of it, developmental antecedents and consequences, why and how? (reading: Christens)</td>
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<td>Week 6</td>
<td>Introduction of Collaborative Project – Create a modified lesson from an evidence-based youth prevention program for virtual implementation</td>
<td>Introduction to Local Food Landscape (reading *tba)</td>
<td>Components of CC: Efficacy: How Freire thinks of it, developmental antecedents and consequences, why and how?</td>
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<td>Week 7</td>
<td>Guest Discussion with partners from NY Department of Health</td>
<td>Best practices in needs assessment &amp; St. James Needs Assessment</td>
<td>Components of CC: Action, how Freire thinks of it, developmental antecedents and</td>
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*Reading assignments marked with *tba require further confirmation.*
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<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading/Resource</th>
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<tr>
<td>Week 8</td>
<td>Workshop program materials together – What worked in virtual spaces in your experiences?</td>
<td>Interpretation of Survey of Local Community and Need for Commissaries</td>
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<td>Discussion of critical consciousness in interventions (reading: Heberle)</td>
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<td>Week 9</td>
<td>Workshop program materials with guest from Act for Youth</td>
<td>Introduction of Commissary Design assignment</td>
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<td>Introduction of collaborative assignment: Design a CC intervention for your own community context</td>
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<td>Week 10</td>
<td>Practice – Work with groups to prepare virtual youth health program materials</td>
<td>Workshop design ideas in connection to needs assessment findings</td>
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<td>Guest presentation on applied intervention work: CU Med</td>
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<td>Week 11</td>
<td>Practice – Work together to prepare virtual youth health program materials</td>
<td>Discuss and plan for submission to Tompkins County Department of Health</td>
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<td>Guest presentation on applied intervention work: NYU</td>
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<td>Week 12</td>
<td>Present collaborative projects to NYS Health Department partners</td>
<td>Presentation of commissary Designs (collaborative assignment) and selection</td>
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<td>Workshop collaborative project ideas</td>
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<td>Week 13</td>
<td>Discuss feedback from partners &amp; incorporate suggestions into program materials</td>
<td>Discuss and incorporate feedback from partners and plan for construction</td>
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<td>Student presentations on CC intervention in own community -- What is it, why will it work?</td>
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<td>Week 14</td>
<td>No class (Thanksgiving Break)</td>
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<tr>
<td>Week 15</td>
<td>Reflection &amp; Presentation of Learning</td>
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READING LIST (ARTICLES & LINKS AVAILABLE ON CANVAS):

Section 001: Evidence-based Programs for Adolescent Health


Section 002: Building Community Food Systems

A Freedom Church Unearths its Underground Railroad History

https://www.youtube.com/watch?v=GpHVuVmOFiY


History of the A.M.E. Zion church 1% August 31, 2022

https://www.youtube.com/watch?v=6Ee0ZvfPecg


Virtual Tour of the St. James A.M.E. Zion church https://www.youtube.com/watch?v=H6c3FxsYFlo


Section 003: Critical Consciousness and Youth Development


