

**Health, Aging and Society
McMaster University**

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Course Dates: Sept. 6 to Dec 7, 2016

Classroom Times: Mondays (3:30 to 4:20 PM)
and Thursdays (3:30 to 5:20 PM)

Classroom Location: ABB 136

Office Hours: Mondays (12:30 to 2:30 PM) or
by appointment

HLTH AGE 3G03

Community-Based Research

Community-based research projects are equitable partnerships undertaken by academics, community members, community organizations and policy makers. Members meaningfully contribute their expertise and collaboratively make decisions about the conduct of research to address a locally identified health challenge. Highlighting various stages in a community-based research project, this course introduces core principles, concepts, and issues/challenges. Community-based research methods, lessons, and examples will be presented to assist students to evaluate appropriate methods and their application for research practice settings.

COURSE OBJECTIVES

This introductory-level course is designed to provide knowledge to complete a community-based research project

- Define and discuss community-based research
- Highlight the stages of a community-based research project
- Explore appropriate research methods for carrying out community-based research
- Foster critical thinking about the benefits and challenges of doing community-based research
- Introduce successful adherence to ethical guidelines

STUDENT RESPONSIBILITIES

Students are expected to contribute to the creation of a respectful and constructive learning environment.

- Students should read material in preparation for class, attend class on time and remain for the full duration of the class. A formal break will be provided in the middle of each class, students are to return from the break on time.
- In the past, students and faculty have found that non-course related use of laptop computers and hand-held electronic devices during class to be distracting and at times disruptive. Consequently, during class students are expected to only use such devices for taking notes and other activities directly related to the lecture or class activity taking place.

- Audio or video recording in the classroom without permission of the instructor is strictly prohibited.

Form and Style

In preparing assignments, students are expected to adhere to the following academic standards:

- Written assignments must be proofread for grammar/spelling, typed and double-spaced, and submitted with a front page containing the title, student's name, student number, and the date. Number all pages (except title page).
- Paper format (both in-paper citations and list of references) must be in accordance with the current edition of American Psychological Association (APA) publication manual with particular attention paid to font size (Times-Roman 12) and margins (minimum of 1 inch at the top, bottom, left and right of each page). Papers not meeting these requirements will not be accepted for grading.
- Students are expected to make use of relevant professional and social science literature and other bodies of knowledge in their term assignments. When submitting, please keep a spare copy of your assignments.

Submission Dates & Grading

In submitting assignments for grading, the following are expected:

- Please hand in papers via Dropbox on Avenue to Learn on or before the due date listed in the course syllabus (i.e., before midnight). Please submit using Microsoft Word format as papers submitted in PDF format will not be accepted for grading.
- All work is due on the date stated in the course syllabus (before midnight) unless other arrangements have been made in advance with the instructor (e.g., medical, accommodation or other reason with appropriate documentation, no exceptions). A late penalty of 5 percentage points per day will apply after the due date (weekends included).

REQUIRED TEXTS

Caine, V. & Mill, J. (2016). *Essentials of Community Based Research*: Walnut Creek, California: Left Coast Press.

Note: Additional academic articles or other book chapters are made available either electronically via Mills Library. For each week, **always read Caine & Mill (2016)** and then select one other article from list of supplement articles provided each of the weeks of the course. In weeks where we aren't reading from Caine and Mill (2016), select two of the supplementary articles from that week. For articles related to student presentations, all these must be read in order to actively participate in dialogue with presenters.

Supplementary Resources

Community-Based Research Canada (<http://communityresearchcanada.ca/>)

Community-Campus Partnerships for Health (<https://ccph.memberclicks.net/>)

EVALUATION

Participation (15%)

Attendance and active participation is significant for this course, a portion of the final grade will count for a small fraction of the final grade. Therefore, expect to come to class prepared to: pose or respond to questions, discuss ideas, and or to respectfully challenge the opinions raised by instructor and your peers. Student will prepare and hand-in a short reflection statement justifying their own assessment of their participation in class. Taken into consideration when assigning a grade, this personal statement will focus on how well the student assesses their own attendance, completion of required readings, and participation in class discussion and is **due on December 8, 2016**.

Critical Reflection (15% x 2 = 30%)

Critical reflection is an important concept in community-based research. Reflection provides researchers with an opportunity to explore their thoughts and feelings throughout the research process. Students will be expected to have critically assessed any learning based on course readings, lectures, films and/or guest speakers which serve as the foundation for class discussion. This method is used to encourage and challenge students to critically think about the constructions of key theoretical concepts and the implication these have on the research process. Students will be required to **submit twice** (2x) over the course of the term, **two (2) critical questions** over the course of the term, along with a **200 to 300 word justification** for each question. These questions should address pertinent issues and or critical thoughts raised through the course. In particular, your questions and justification should reflect your competence to make critical analysis and judgments, and draw firm conclusions about the materials read or observed. Critical reflections about ideas presented in readings/classes are **due the week following each of the lectures** (where noted in the syllabus). Critical reflections incorporating feedback may be used in the final term paper—plan accordingly.

Case Study Critique—Group Assignment (15%)

This group assignment demonstrates what you've learned about community-based research and is focused on ways researchers take up and embed participatory research principles in their research. Your workshop should integrate relevant course readings and other resources, such as websites, films, guest speakers. Students will be paired in groups of 4 to 5 individuals (total of 10 groups max.) and identify a peer reviewed published description of a Canadian community-based health research effort designed to reduce health disparities. **Critically review the article** and include: (1) Provide a short summary of the research projects in the article (i.e., include an introduction to the study or why the researchers thought the study was important, research goals/aims and question, methodology, method, analysis, key findings, ethics and dissemination); (2) Drawing on principles of community-based

research discussed in readings/class, provide some commentary on the project's CBR strengths and weaknesses; (3) Assess whether the project used "true" CBR using Israel et al. (1998); and (4) Assess whether the research approach makes advances in what we know about community-based research. **Beginning Oct. 31**, and continue each Monday until the end of the course, two groups each week will present their case study to other students. For the class to prepare for your presentation, your group will provide a citation to all students. All students are expected to read this article and contribute to the presentation's discussion. Each group member is expected to contribute to prepare, facilitation and all presentations (including group discussion) will not exceed 15-20 minutes.

Final Term Paper (40%)

The final assignment allows you to demonstrate your learning about community-based research, and particularly, the ways researchers take up and embed participatory research principles in their approach. Your paper should integrate the theoretical concepts of community-based area and will draw on course readings (see required text and suggested readings), as well as, other resources including scholarly research in the library, credible websites, films, guest speakers, etc. Your final term paper should be **no more than 10 pages** (see additional "writing" and "assignment preparation" instructions above). In terms of the final assignment, there are **two paper structure options available for students to choose** from: **(1)** In the **first option**, students will research and hand in a basic outline of a social science, health-focus, community-based research proposal (i.e., in a subject area of interest) that includes the following four sections: **(a)** Background and significance; **(b)** Research goal (i.e., questions) and objectives; **(c)** Research design and methods; and **(d)** Data interpretation, dissemination and action. Throughout the course, each week, we'll learn about how these four areas interact with the principles of community-based research; and **(2)** In the **second option**, it is important that students have an opportunity to synthesize the information they've learned in the course. For students choosing this option, the following questions will be addressed: **(a)** what is community-based research and its principles?; **(b)** what is the history of community-based research?; **(c)** thinking about your own research interest (briefly describe), how have other researchers enacted community-based research practices and principles (provide up to three examples from the literature); **(d)** Why or why not would you choose or use or how would you justify using a community-based research methodology in your own research; and **(e)** How does community-based fit with your own personal values, beliefs, orientation to research and community involvement. The final term paper is **due on December 8, 2016**. Note: you may wish to include, ***but expand upon***, your critical reflections.

ADDITIONAL INFORMATION

Avenue to Learn

In this course we will be using Avenue to learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this

course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Privacy Protection

In accordance with regulations set out by the Freedom of Information Privacy Protection Act, the University will not allow return of graded materials by placing them in boxes in departmental offices or classrooms so that students may retrieve their papers themselves; tests and assignments must be returned directly to the student. Similarly, grades for assignments for courses may only be posted using the last 5 digits of the student numbers as the identifying data. The following possibilities exist for return of graded material:

1. Direct return of materials to students in class.
2. Return of material to students during office hours.
3. Students attach a stamped, self-addressed envelope with assignments for return by mail.
4. Submit/grade/return papers electronically.

Arrangements for the return of assignments for the options above will be provided via Dropbox in Avenue to Learn.

Academic Integrity

You are expected to exhibit honesty and use ethical behaviour in all your aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that result or could result in unearned academic credit or advantage. This behaviour can result in serious consequences (e.g., the grade of zero on an assignment, loss of credit with a notation on the transcript reading “grade of F assigned for academic dishonesty”, and/or suspension or expulsion from the university).

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy located at <http://www.mcmaster.ca/academicintegrity>.

The following illustrates only three forms of academic dishonesty:

1. Plagiarism (e.g., the submission of work that is not one’s own or for which other credit has been obtained).
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

One of the most important aspects of academic integrity in the completion of class assignments is to avoid plagiarism. Plagiarism is representing someone else’s ideas or words as your own.

This includes:

- Presenting someone else’s ideas or conclusions as your own without acknowledging their work by referencing the source.
- Presenting someone else’s words (writing) as if it were your own by not placing quotes around the borrowed wording and/or by not referencing the source.
- Presenting all or part of someone else’s published work as it were your own.

Support Services

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca. For further information, consult McMaster University’s Policy for Academic Accommodation of Students with Disabilities: <http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf>.

Email Communication Policy, Faculty of Social Sciences

Effective September 1, 2010 it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student’s own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student’s responsibility to ensure that communication sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternative address, the instructor may not reply at his or her discretion. Email forwarding in MUGSI:

<http://www.mcmaster.ca/uts/emailforward/emailforward.html>.

Course Weekly Topics and Readings

Week	Date	Topic	Readings
1	Sept 8	Introduction to the course	
2	Sept 12 & 15	What is community-based research?	Caine & Mill (2016)—Chapter 1 Cornwall, A. & Jewkes, R. (1995). What is participatory research? <i>Social Science & Medicine</i> . 41: 1667-1676. Cahill, C. (2007). Including excluded perspectives in participatory action research. <i>Design Studies</i> . 28: 325-340.

3	Sept 19 & 22	<p>Defining the principles of participatory research.</p> <p>Critical Reflections due from Sept 12/15.</p>	<p>Caine & Mill (2016)—Chapter 2</p> <p>Israel, B., Schulz, A., Parker, E., & Becker, A. (1998). Review of community-based research: Assessing partnership approaches to improve public health. <i>Annual Review of Public Health</i>. 19: 173-202.</p> <p>Wallerstien, N. & Duran, B. (2006). Using community-based participatory research to address health disparities. <i>Health Promotion and Practice</i>. 7 (3): 312-323.</p>
4	Sept 26 & 29	<p>From theory to practice</p> <p>Guest lecture: 2SHAWLS (TBC) to discuss lessons learned.</p> <p>Critical Reflections due from Sept 19/22.</p>	<p>Caine & Mill (2016)—Chapter 3</p> <p>Brennan, D., Zoccole, A., Jackson, R., Nobis, T. (ND). Exploring the Health and Wellness of Long-term HIV-positive Two-Spirit Men in Ontario (research proposal example; found on Avenue to Learn).</p> <p>Flicker, S., Savam, B., McGrathh, M., Kolenda, B., & Mildenberger, M (2008). “If I could change one thing ...”: What community-based researchers wish they could have done differently. <i>Community Development Journal</i>. 43 (2): 239-253.</p>
5	Oct 3 & 6	<p>Research design</p> <p>Critical Reflections due from Sept 26/29.</p>	<p>Caine & Mill (2016)—Chapter 4</p> <p>Cargo, M. & Mercer, S. (2008). The value and challenges of community-based participatory research: Strengthening its practice. <i>Annual Review of Public Health</i>. 29: 325-350.</p> <p>Minkler, M. (2005). Community-based research partnerships: challenges and opportunities. <i>Journal</i></p>

			of Urban Health. 82 (2; Supplement 2): ii3-ii12.
	Oct 10 & 13	NO CLASS	NO CLASS
6	Oct 17 & 20	Developing principles for research collaboration Critical Reflections due from Oct. 3/6.	Caine & Mill (2016)—Chapter 5 Ball, J., & Janyst, P. (2008). Enacting Research Ethics in Partnerships with Indigenous Communities in Canada: "Do it in a Good Way". Journal of Empirical Research on Human Research Ethics. 3 (2): 33-51. Minkler, M. (2005). Community-based research partnerships: challenges and opportunities. Journal of Urban Health. 82 (2; Supplement 2): ii3-ii12.
7	Oct 24 & 27	Community-based research as an artful practice	Boydell, KM., Gladstone, BM., Volpe, T., Allemang, B., Stasiulis, E. (2012). The production and dissemination of knowledge: a scoping review of arts-based health research. Forum: Qualitative Social Research. 13 (1): 1-30. (Note: Article is electronically available from http://nbn-resolving.de/urn:nbn:de:0114-fqs1201327). Fraser, KD. & al Sayah, F. (2011). Arts-based methods in health research: A systematic review of the literature. Arts & Health. 3 (2): 110-145. Gergen, MM. & Gergen, KJ. (2011). Performative Social Science and Psychology. Forum: Qualitative Social Research. 12 (1): 1-9. (Note: Article is electronically available from http://nbn-

		Critical reflections due from Oct 17/20	resolving.de/urn:nbn:de:0114-fqs1101119).
8	Oct 31 & Nov 3	Community-based research as an artful practice (continued)	<p>A Focus on PhotoVoice Hergenrather, KC., Rhodes, SD., Cowen, CA., Bardoshi, G. (2009). Photovoice as community-based participatory research: A qualitative review. <i>American Journal of Health Behavior</i>, 33, 6, 686-698.</p> <p>A Focus on Narrative Approaches Christensen, J. (2012). Telling stories: Exploring research storytelling as a meaningful approach to knowledge mobilization with Indigenous research collaborators and diverse audiences in community-based participatory research. <i>The Canadian Geographer</i>. 56, 2, 231-242.</p> <p>A Focus on Digital Storytelling. Willox, AC., Harper, SL., Edge, VL., My Word: Storytelling and Digital Media Lab, & Rigolet Inuit Community Government. (2012). <i>Qualitative Research</i>. 13 (2): 127-147.</p>
9	Nov 7 & 10	Raising ethical questions	<p>Caine & Mill (2016)—Chapter 6</p> <p>Class, R. & Newman, A. (2015). Ethical and epistemic dilemmas in knowledge production: addressing their intersection in collaborative, community-based research. <i>Theory and Research in Education</i>. 13 (1): 23-37.</p> <p>Reid, C., Brief, E. (2009). Confronting condescending ethics: How community-based research challenges traditional approaches to consent, confidentiality, and capacity.</p>
		Critical reflections due from Oct 24/27	
		Critical reflections due from Oct 31/3	

			Journal of Academic Ethics. 7 (1-2): 75-85.
10	Nov 14 & 17	Considering research capacity-building	<p>Caine & Mill (2016)—Chapter 7</p> <p>Masching, R., Archibald, L. & Jackson, R. (2009). Capacity-Building as a Component of Aboriginal Community-Based Research. Canadian Journal of Aboriginal Community-Based HIV/AIDS Research. Vol. 2: 5-24.</p> <p>Masuda, J., Greighton, G., Nixon, S. & Frankish, J. (2010). Building capacity for community-based participatory research for health disparities in Canada: The case of “Partnerships in Community Health Research.” Health Promotion Practice. 12 (2): 280-292.</p>
11	Nov 21 & 24	Working with diverse populations	<p>Caine & Mill (2016)—Chapter 8</p> <p>Ball, J., & Janyst, P. (2008). Enacting Research Ethics in Partnerships with Indigenous Communities in Canada: "Do it in a Good Way". Journal of Empirical Research on Human Research Ethics. 3 (2): 33-51.</p> <p>Bull, J. (2010). Research with Aboriginal Peoples: Authentic Relationships as a Precursor to Ethical Research. Journal of Empirical Research on Human Research Ethics. 5 (4): 13-22.</p>
12	Nov 28 & Dec 1	Sharing your findings: Knowledge translation	<p>CIHR. (2014). More about knowledge translation at CIHR. Ottawa, Ontario: Canadian Institutes of Health Research. Available from http://www.cihr-irsc.gc.ca/e/39033.html.</p>

			<p>Masching, R., Allard, Y., & Prentice, T. (2006). Knowledge translation and Aboriginal HIV/AIDS research: methods at the margins. <i>Canadian Journal of Aboriginal Community-Based HIV/AIDS Research</i>, 1(Summer), 31-44.</p> <p>Smylie, J., Olding, M., & Ziegler, C. (2014). Sharing what we know about living a good life: Indigenous approaches to knowledge translation. <i>Canadian of the Canadian Health Libraries Association</i>, 35(1), 16-23. doi:10.5596/c14-009</p>
13	Dec 5	Future Challenges	Caine & Mill (2016)—Chapter 9

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course