**McMaster University School of Social Work**

**SocSci 701: Critical Approaches to Community Based Research**

Mondays, January 8 – April 8, 1:30pm – 4:30pm

Classroom: LRW 1013

Instructor: Saara Greene

Office: KTH 327

Office hours: by appointment

Email: greenes@mcmaster.ca

Phone: 905-525-9140 ext. 23782

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# Social Science 701:

# Critical Approaches to Community Based Research

## Winter, 2018

# Course Description:

This course introduces students to critical approaches in community based research in the social sciences. It is intended for graduate students at the MA and PhD level in the social sciences or related field who are interested or engaged in scholarship from a community-based perspective.

## Course Objectives:

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1. To provide students with a working knowledge of the theoretical foundation and history of community based research;
2. To provide students with a practical understanding of the methods and methodologies taken up within community based research;
3. To provide students with an entry into the practice of community based research with an attention to:
   * 1. Developing a critical analysis of collaboration;
     2. Analyzing and evaluating strategies aimed at community-based participation and leadership;
     3. Develop a critical analysis of community-based research ethics;
     4. Develop a critical understanding of engaging in research for social change.

## 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, student 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

* Written assignments must be 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).
* Assignments should be stapled together. Please do NOT use plastic report covers or binders.
* Paper format 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), spacing (double spaced) and margins (minimum of 1 inch at the top, bottom, left and right of each page) as 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.

## Course Format

This course is organized as a series of seminars. It is to create a participatory, dialogical and collaborative environment for collective & mutual learning.

As adult learners, students are encouraged to think critically and connect classroom discussion with their own personal, professional and political experiences as researchers. Students are also expected to take responsibility as active participants throughout this learning process.

The bulk of each class meeting will be used to clarify, discuss, and critically examine the readings. Participants are expected to take responsibility for summarizing the key themes of the articles, identifying theoretical and practical issues, and reflecting on their own experiences of research.

As every member of the class will bring in different perspectives and experiences, students and teacher are all understood as co-learners. Discussion should be conducted in a supportive and respectful manner and aim at enhancing one another’s intellectual and professional development.

## Submission Dates & Grading

Grades for the course will be based on the fulfillment of the following requirements:

1. Presentation 20%
2. Community Leadership and Involvement Proposal 30%
3. Final Paper 50%

Privacy Protection

In accordance with regulations set out by the Freedom of Information and 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 number as the identifying data. The following possibilities exist for return of graded materials:

1. Direct return of materials to students in class;
2. Return of materials 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 from the options above will be finalized during the first class.

## Academic Integrity

You are expected to exhibit honesty and use ethical behaviour in all 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 (notation reads: “Grade of F assigned for academic dishonesty”), and/or 6 suspension or expulsion from the university. It is the student’s responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, specifically Appendix 3 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; or
3. Copying or using unauthorized aids in tests and examinations.

Academic dishonesty also entails a student having someone sign in for them on a weekly course attendance sheet when they are absent from class and/or a student signing someone in who is known to be absent.

## Course Modification Policy

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 medication 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 websites weekly during the term and to note any changes.

## Academic Accommodation of Students with Disabilities

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](mailto: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>

## Accessibility Statement

The School of Social Work recognizes that people learn and express their knowledge in different ways. We are committed to reducing barriers to accessibility in the classroom, and working towards classrooms that welcome diverse learners. If you have accessibility concerns or want to talk about your learning needs, please be in touch with the course instructor.

## Religious, Indigenous and Spiritual Observances (RISO)

#### The University recognizes that, on occasion, the timing of a student’s religious, Indigenous, or spiritual observances and that of their academic obligations may conflict. In such cases, the University will provide reasonable academic accommodation for students that is consistent with the Ontario Human Rights Code.

#### Please review the [RISO information for students in the Faculty of Social Sciences](https://socialsciences.mcmaster.ca/current-students/riso) about how to request accommodation.

## E-mail Communication Policy

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 is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion. Email Forwarding in MUGSI:

http://www.mcmaster.ca/uts/support/email/emailforward.html

\*Forwarding will take effect 24-hours after students complete the process at the above link

(Approved at the Faculty of Social Sciences meeting on Tues. May 25, 2010)

Required Texts:

Catherine Etmanski, Budd L. Hall & Teresa Dawson Eds. (2014). Learning and Teaching Community Based Research: Linking Pedagogy to Practice. University of Toronto Press.

## Attendance

Participation, attendance, and questions are essential in order to fully engage in the analysis of the readings. Furthermore, the expectation is that students will attend all lectures.

## Assignments:

1. Class Presentation: This includes attendance, facilitation of one in-class discussion on a chosen issue related to CBR. This also includes active participation in the classroom and requires contributing your ideas in class, critiquing articles and providing reflections on your research experiences.

DUE DATES: TBD

1. Community Leadership and Involvement Proposal: The purpose of this assignment is to demonstrate your understanding and critical analysis of   
   community leadership and involvement in community-based research. In this paper you will identify the community that you are working with and the issue you will be setting out to research. Drawing on readings, lectures, and in class discussions, you will then discuss the process you will engage to ensure community leadership and involvement at all stages of the research process. The final part of the paper should focus on some of the methodological or ethical tensions that you anticipate bumping up against throughout this process and the steps you will take to minimize these tensions.

DUE DATE: February 26th

1. Final Paper: The purpose of this paper is for you to consolidate what you have learned from the readings, classroom discussion and personal reflections on community based research and research as a part of the larger social change project.

DUE DATE: Monday, April 9th

Topic A: Analytic Paper

Identify, describe and analyze some aspect of CBR with which you wish to achieve greater familiarity. The paper must include a comprehensive review of background literature of the topic, and may also draw on interviews with key informants. The paper should be a critical analysis of the topic of the topic you intend to focus on and include methodological and ethical tensions.

Topic B: Theorizing Practice Experience

Students involved in a CBR project (either now or previously) may submit a critical analysis of their experience in which they draw on concepts and reading from the class (including presentations and other readings from the literature) to critically evaluate the project and study day to day issues in the course of implementation. The paper must include literature which addresses core issues related to the project and a reflection on the methodological and ethical tensions.

## Course Weekly Topics and Readings

| WEEK | DATE | TOPIC | READINGS |
| --- | --- | --- | --- |
| 1 | Jan 8 | Learning and Teaching CBR | Introduction in C. Etmanski et al (2014).  Israel BA, Schultz AJ, Parker EA, Becker AB: Review of community-based research: Assessing partnership approaches to improve public health. Annu Rev Public Health 19:173- 202, 1998.  <http://www.academicmatters.ca/2014/06/beyond-all-in-the-family-community-based-research-in-canada/> |
| 2 | Jan 15 | Building and Maintaining Trust | Chapter 1 in C. Etmanski et al.  Christopher S., Watts, V., McCormick, A., and Young, S (2008). Building and Maintaining Trust in a Community Based Participatory Research Partnership. *American Journal of Public Health*, 98(8), 1398-1406.  Van der Meulen, E. (2011). Action Research with Sex Workers: Dismantling Barriers and Building Bridges. *Action Research*, 9(4), 370-384. |
| 3 | Jan 22 | Partnering vs. Participating in CBR  Guest: Stephanie Zubriski | Chapter 2 in C. Etmanski et al.  Arieli, D., Friedman, V.J. (2009). The Paradox of Participation in Action Research. Action Research, 7(3), 263-290.  Travers, R., Wilson, M., Flicker, S., Guta, A., Bereket, T.,  McKay,C., van der Muelen, A., Cleverly, S., Dickie, M., Globerman, J., & Rourk, S.B. (2008). The Greater Involvement of People living with AIDS Principle: Theory vs. Practice in Ontario’s HIV/AIDS Community-Based Research Sector. *AIDS Care*, 20(6), 615-624.  Pinto, R.M., McKay, M.M., Escobar, C. (2008). “you’ve gotta know the community”: Minority Women Make Recommendations About Community-Focused Health Research. *Women and Health*, 47(1), 83-104. |
| 4 | Jan 29 | Collaboration and Control in CBR  Guest Presenter: Allyson Ion | Maiter, S., Joseph, A., Shan, N., Aqeel, S. (2013). Doing Participatory Qualitative Research: development of a shared critical consciousness with racial minority research advisory group members. *Qualitative Research*, 13(2), 198-213.  Travers, R., Pyne, J., Bauer, G., Munro, L., Giambrone, B., Hammond, R., & Scanlon, K. (2013). ‘Community Control’ in CBPR: Challenges experienced and questions raised from the Trans PULSE Project. 11(4), 403-422.  Snarch, B. (2004). Ownership, Control, Access and Possession: (OCAP) or Self-Determination Applied to Research: A critical analysis of contemporary First Nations Research and Some Options for First Nations Communities.  *Journal of Aboriginal Health*, pp.80-95. |
| 5 | Feb 5 | Teaching, Learning and Doing CBR  Guest Presenter: Doe O’Brien Teengs | Chapters 4 and 5 in C. Etmanski et al. |
| 6 | Feb 12 | Peer Researcher Involvement in  CBR  Guest Presenters: Joan Rusza and Michael | Greene, S., Ahluwalia, A., Watson, J., Tucker, R.,Rourke, S.B., Koornstra, J., Sobota, M., Monette, L., Byers, S. (2009). Between Skepticism and Empowerment: The Experiences of Peer Research Assistants in HIV/AIDS, Housing and Homelessness Community-Based Research. *International* *Journal of Social Research Methodology,* 12(4): 361-373.  Greene, S. (2013). Peer Research Assistantships and the Ethics of Reciprocity in Community-based Participatory Research. *Journal of Empirical Research on Human Research Ethics*. 8 (2), 141-152.    Warr, D., Mann, R., & Tacticos, T. (2011). Using peer interviewing methods to explore place-based disadvantage: Dissolving the distance between suits and civilians.  *International Journal of Social Research Methodology*, 14(5),  337–352. |
|  | Feb 19 | READING WEEK |  |
| 7 | Feb 26 | Participatory Approaches to Data Collection and Analysis  Community Leadership and Involvement Paper Due | Chapter 6 and 13 in C. Etmanski et al.  Flicker, S. and Nixon, S. (2015). The DEPICT Model for Participatory Qualitative Health Promotion Research Analysis piloted in Canada, Zambia and South Africa. *Health Promotion International*, 30(3): 616-24.  Jackson, S. (2008). A Participatory Group Process to Analyze Qualitative Data. *Project Muse*, 2(2): 160-170. |
| 8 | Mar 5 | Participatory Arts-Based Approaches to Data Collection and Analysis | Fudge Schormans, A. (2014). ‘Weightless’? Disrupting relations of power in/through  photographic imagery of persons with intellectual disabilities. *Disability and Society*, 29(5): 699-713.  Gastaldo, D., Magalhães, L., Carrasco, C., and Davy, C. (2012). Body-Map Storytelling as Research: Methodological considerations for telling the stories of undocumented workers through body mapping. Retrieved from http://www. migrationhealth.ca/undocumented-workers-ontario/body-mapping |
| 9 | Mar 12 | Participatory approaches to dissemination and knowledge transfer  Guest Presenter: Elene Lam | Demange, E., Henry, E., Préau, M. (2012). From collaborative research to community-based research. A methodological toolkit. Paris. ANRS/Coalition PLUS. Coll. Sciences sociale et sida. SECTION 17.  <http://www.coalitionplus.org/wordpress/wp-content/uploads/2012/07/GUIDEgb.pdf> |
| 10 | Mar 19 | Ethics and CBR | <https://www.publicengagement.ac.uk/sites/default/files/publication/cbpr_ethics_guide_web_november_2012.pdf>  Guta, A., Wilson, M., Flicker, S. Travers, R. Mason, C., Wenyeve, G., & O’Campo, P.  (2010). Are we Asking the Right Questions? A review of Canadian REB Practices in  Relation to Community-Based Participatory Research, *Journal of Empirical Research on Human Research Ethics*, 5(2), 35-46. |
| 11 | Mar 26 | Beyond the REB: Ethics in the moment when doing CBR | Maiter, S., Simich, L, Jacobson, N, and Wise, N. (2008). Reciprocity: an ethic for community-based participatory *Action Research,* 6(3), 305-325.  Banks, S., Armstrong, A., Carter, K., Graham, H., Hayward, P., Henry, A., Holland, T., Holmes, C., Lee, A., McNulty, A., Moore, N., Nayling, N., Stokoe, A. and Strachan, A. (2013). Everyday ethics in community-based participatory research. *Contemporary Social Science*, 8(3), 263-277.  Coons, K.D. and Watson, S.L. (2013). Conducting research with individuals who intellectual disabilities: Ethical and Practical Implications for Qualitative Research. Journal on Developmental Disabilities, 19(2), 14-24. |
| 12 | Apr 2 | Representations of ourselves and ‘Communit(ies)’ in CBR  Guest Presenter: Daina Stanley | Chapter 7 in C. Etmanski et al.  Sinding, C., Barnoff, L., Grassau, P., Odette, F., & McGillicuddy, P. (2009). The stories we tell: Processes and politics of research representation. In J. Gould, J. Nelson & S. Keller-Olaman (Eds.), *Cancer on the Margins: Method and Meaning in Participatory Research*. Toronto: University of Toronto Press.  Fine, M. & Torre, M.E. (2006). Intimate Details: participatory action research in prison. Action Research, 4(3), 253-269. |
| 13 | Apr 9 | CBR and Social Change: Tensions and Possibilities | Chapter 15 in C. Etmanksi et al al. |