HLTH AGE 3G03: COMMUNITY-BASED RESEARCH
Fall 2019

Instructor: Randy Jackson
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Office: KTH-312
Office Hours: Mondays and Wednesday (12:00 PM to 1:00 PM)

Course Dates: Sept. 3 to Dec 4, 2019
Lecture: Mondays (10:30 to 11:20 AM) and Wednesdays (9:30 to 11:20 AM)
Location: ABB 136

Contents

Course Description

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 about conducting 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

Materials and Texts

Required Textbook
(Available for purchase in the University Bookstore)
- Johnson, L.R. (2017). *Community-Based Qualitative Research: Approaches for Education and the Social Sciences.* Thousand Oaks, California: SAGE Publications, Inc.

Suggested Textbooks
(Available on Reserve in Mills Library)
- Caine, V. & Mill, J. (2016). *Essentials of Community Based Research.* Walnut Creek, California: Left Coast Press.
- Etmanski, C., Dawson, T., Hall, B. (2014). *Learning and Teaching Community-Based Research: Linking Pedagogy to Practice.* Toronto, Ontario: University of Toronto Press.
- Halseth, G., Markey, S. & Ryser, L. (2016). *Doing Community-Based Research: Perspectives from the Field.* Montreal, Quebec: McGill-Queen's University Press.

Supplementary Resources
(Note: Credible web resources that can be used in assignments)

- Community-Based Research Canada (http://communityresearchcanada.ca/)
- Community-Campus Partnerships for Health (https://ccph.memberclicks.net/)
- Centre for Community-Based Research (http://www.communitybasedresearch.ca/)
- Centre for Community Organizations (https://coco-net.org/)
- Aboriginal HIV and AIDS Community-Based Research Collaborative Centre (https://www.ahacentre.ca/)
- Mno Nimodadding Geegi (We Are All Connected): The Ontario Node of the Indigenous Mentorship Network Program (http://imnp.uwo.ca/).

Class Format

This course combines a variety of methods to teach the course content—from traditional lecture format to guest lectures to documentary films. Students will also work in groups where students with research, engage in-group reflection to critically assess the promises and challenges of using a community-based approach in social science health-focused research.

Course Evaluation – Overview

1. Participation Reflection – 15%, due November 29, 2019
2. Critical Review – 15%, due October 9, 2019
3. Group Presentation – 30%, due October 28/30 or November 4/6, 2019
4. Final Term Paper – 40%, due December 4, 2019

Course Evaluation – Details

Attendance, Reading, and Participation (15%), due November 29, 2019
In assigning yourself a grade for the instructor to consider, provide no more than a paragraph to one-page written reflection (single space is fine) total that includes answers to the following questions:

- When you did attend lecture, how do you feel about your level of engagement (don't feel confident to feeling very confident) and why? (4%)
- What three salient take-away messages did you receive from attending the course? (7%)
- What questions remain unanswered and how might you address these moving forward? (4%)

Other instructions: Please include your first and last name, and your student number. Weighted 15% of the final grade, this reflection statement is due on November 30, 2018.

Critical Reflection (15%), due October 9, 2019

Critical reflection is an important concept in community-based research. Scholarly reflection provides researchers with an opportunity to explore their own thoughts throughout the research process in the context of ideas, concepts, and theories presented by others. In other words, critical reflection is about considering our own thoughts, feelings, and experiences and determining how they fit in with the ideas, concepts, and theories that have been presented by others. In this course students will be expected to have critically assessed any learning based on course readings, lectures, films and/or guest speakers. This method is used to encourage and challenge students to critically think about the constructions of key CBR theoretical concepts and the implication these may have on the research process. In this assignment, students will identify, describe and analyze some aspect of CBR (e.g., planning research; gather data; making meaning of data; and knowledge dissemination, etc.) with which you wish to achieve greater familiarity towards the meaningful involvement of community stakeholders. This five-page paper (double spaced, not including title page and bibliography) must include at least four to six background articles on the same topic. The paper should be a comprehensive and critical analysis of the topic (6%) and include a discussion of methodological and/or ethical tensions (6%). Organization of ideas count (3%)—also see additional "writing" and "assignment preparation" instructions below. Critical reflection papers are due October 9, 2019.

CBR Case Study Critique—Group Assignment (30%), due October 28/30 or November 4/6, 2018

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 group presentation 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 12 groups max.) and will identify several published descriptions (i.e., different projects and settings) of *Canadian* community-based health research (e.g., successful experiences of aging; navigating barriers in long-term care; aging in place, etc.) efforts designed to reduce health disparities. **Critically review the articles** by providing the following: **(1)** Provide a short integrative summary of the research projects in the article (i.e., include an introduction to the area of study, planning research, methodologies used, methods, approaches analysis, and dissemination to the community involved) and highlight ways community were involved (8%); **(2)** Drawing on principles of community-based research discussed in readings/class, provide some commentary on the project's CBR strengths and weaknesses (8%); **(3)** Assess whether the project used "true" CBR using Israel et al. (1998) and whether the research approach makes advances in what we know about community-based research (8%). Organization of ideas, presentation style, facilitation of discussion, spelling and grammar count (6%). Each group member is expected to contribute in preparing a presentation that will not exceed 15-20 minutes (including

class discussion). Group assignments will be worked on in tutorial. Group presentations will occur on October 28/30 or November 4/6, 2019.

Final Term Paper (40%), due December 4, 2019

The final assignment allows you to demonstrate what you've learned about community-based research, and particularly, the ways researchers take up and embed participatory research principles in their approach to health research. Your paper should integrate the theoretical concepts of community-based research 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 8 pages** (see additional "writing" and "assignment preparation" instructions below).

In terms of the final assignment, making a choice, there are **two paper structure options** available for students: **(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 (6.5%);
>
> **(b)** Research goal (i.e., questions) and objectives (4%);
>
> **(c)** Literature review of substantive area (i.e., what is already known about your research question; 6.5%);
>
> **(d)** Research design and methods (9%); and
>
> **(d)** Data interpretation, dissemination and action; 9%). Organization of ideas, spelling and grammar count (5%).

In the **second option (2),** it is important that students have an opportunity to **synthesize the information they've learned in the course/additional research**. For students choosing this option, the following questions will be addressed:

> **(a)** What is community-based research and its principles? (7%);
>
> **(b)** What is the history of community-based research? (6%);
>
> **(c)** Thinking about your own research interest (briefly describe; 5%), how have other researchers enacted community-based research practices and principles (provide up to three examples from the literature; 7%);
>
> **(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 (5%); and

(e) How does community-based fit with your own personal values, beliefs, orientation to research and community involvement (5%). Organization of ideas, spelling and grammar count (5%).

The final term paper is **due on December 4, 2019**. Note: you may wish to include, but expand upon and explore more in-depth, your critical reflection's topic.

Weekly Course Schedule and Required Readings

Week 1 (September 4, 2019)
Introduction to the Course
Required Reading:
- Johnson (2017); Chapter 1

Supplementary Reading:
- Cornwall, A. & Jewkes, R. (1995). What is participatory research? *Social Science & Medicine*. Vol. 41: 1667-1676. DOI: 10.1016/0277-9536(95)00127-S.

Week 2 (September 9 & 11, 2019)
What is Community-Based Research?
Required Reading:
- Johnson (2017); Chapter 2

Supplementary Reading:
- Cahill, C. (2007). Including excluded perspectives in participatory action research. *Design Studies*. Vol. 28: 325-340. DOI: 10.1016/j.destud.2007.02.006.

Week 3 (September 16 & 18, 2019)
Defining the Principles of Participatory Research / Role of Researcher
Required Reading:
- Johnson (2017); Chapter 3

Supplementary Reading:
- Israel, B., Schulz, A., Parker, E., & Becker, A. (1998). Review of community-based research: Assessing partnership approaches to improve public health. *Annual Review of Public Health*. Vol. 19: 173-202. DOI: 10.1146/annurev.publhealth.19.1.173.

Notes:
- Guest Lecture: Marni Amirault, AHA Centre, Canadian Aboriginal AIDS Network (TBC)

Week 4 (September 23 & 25, 2019)
CBR Research Project Design
Required Reading:
- Johnson; Chapter 4

Supplementary Reading:
- 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. *Community Development Journal.* Vol. 43 (No. 2): 239-253. DOI: 10.1093/cdj/bsm009.

Week 5 (September 30 & October 2, 2019)
Interviewing
Required Reading:
- Johnson; Chapter 5

Supplementary Reading:
- Greene, S. (2013). Research assistantships and the ethics of reciprocity in community-based research. *Journal of Empirical Research on Human Research Ethics.* Vol. 8. (No. 2): 141-152. DOI: 10.1525/jer.2013.8.2.141.
- Jacob, S. & Furgerson, P. (2012). Writing interview protocols and conducting interviews: Tips for students new to the field of qualitative research. *The Qualitative Report.* Vol. 17 (No. 2): 1-10. Retrieved from http://nsuworks.nova.edu/tqr/vol17/iss42/3.

Week 6 (October 7 & 9, 2019)
Observations, Fieldwork and Other Data Collection
Required Reading:
- Johnson (2017); Chapter 6

Supplementary Reading:
- Kawulich, B. (2005). Participant observation as a data collection method. *Forum: Qualitative Social Research.* Vol. 6 (No. 2): 1-28. DOI: 10.17169/fqs-6.2.466.
- Wolfinger, N. (2002). On writing fieldnotes: Collection strategies and background expectancies. *Qualitative Research.* Vol. 2 (No. 1): 85-95. DOI: 10.1177/1468794102002001640.

Week 7 (October 14 & 16, 2019)
Reading Week

Week 8 (October 21 & 23, 2019)

Analysis of Data in Community-Based Qualitative Research
Required Reading:
- Johnson (2017); Chapter 7

Supplementary Reading:
- Flicker, S., & Nixon, S. (2014). The DEPICT model for participatory qualitative health promotion research analysis piloted in Canada, Zambia and South Africa. *Health Promotion International*. Vol. 29 (No.1): e1-e9. DOI: 10.1093/heapro/dat093.
- Jackson, S. (2008). A participatory group process to analyze qualitative data. *Education & Action*. Vol. 2 (No. 2): 161-170. DOI: 10.1353/cpr.0.0010.

Week 9 (October 28 & 30, 2019)
- **Group Presentations**

Week 10 (November 4 & 6, 2018)
- **Group Presentation**

Week 11 (November 11 & 13, 2019)

Community-based research as an artful practice
Required Reading:
- Fraser, KD. & al Sayah, F. (2011). Arts-based methods in health research: A systematic review of the literature. Arts & Health. 3 (2): 110-145. DOI: 10.1080/17533015.2011.561357.
- Gergen, MM. & Gergen, KJ. (2011). Performative Social Science and Psychology. Forum: Qualitative Social Research. 12 (1): 1-9. DOI: jstor.org/stable/23032295.

Notes:
- Guest Lecture: Tracey Prentice and Doris Peltier, Visioning Health II, University of Victoria (TBC)

Week 12 (November 18 & 20, 2018)

Community-based research as an artful practice (continued)
Required Reading:
- Gubrium, A. (2009). Digital storytelling: An emergent method for health promotion research and practice. *Health Promotion Practice*. Vol. 10 (No. 2): 186-191. DOI: 10.1177/1524839909332600.
- Willox, A., Harper, L., Edge, V. (2012). Storytelling in a digital age: digital storytelling as an emerging narrative method for preserving and promoting

Indigenous oral wisdom. *Qualitative Research*. Vol. 13. No. 2: 127-147. DOI: 10.1177/1468794112446105.

Notes:
- Guest Lecture: TBC

Week 13 (November 25 & 27, 2019)

Writing Up, Dissemination, and Transformation
Required Reading:
- Johnson (2017); Chapter 8

Supplementary Reading:
- CIHR. (2014). *Guide to Knowledge Translation Planning at CIHR: Integrated and End-of-Grant Approaches*. Ottawa, Ontario: Canadian Instiues of Health Research. Available from http://www.cihr-irsc.gc.ca/e/45321.html.
- Jackson, R. & Masching, R. (2016). Knowledge translation in Indigenous communities: A review of the literature. *The Canadian Journal of Aboriginal Community-based HIV/AIDS Research*. Vol. 8 (Winter): 80-104. Available from http://caan.ca/wp-content/uploads/2017/11/Indigenous-Knowledge-Translation.pdf.

Notes:
- Guest Lecture: Renee Masching, AHA Centre, Canadian Aboriginal AIDS Network (TBC)

Week 14 (December 2 & 4, 2019)

The Future of CBR in Canada
Required Reading:
- Taylor, M. & Ochocka, J. (2017). Advancing community-based research in Canada. *International Journal of Knowledge-Based Development*. Vol. 8. No. 2: 183-200. DOI: 10.1504/IJKBD.2017.085151.

Course Policies

Submission of Assignments
Form and Style
The following instructions will help you prepare to hand in assignments:

- All assignments must be typed and double-spaced (unless indicated) and submitted with a front page containing the title, student's first and last name, student number, and the date. Number all pages (except title page).

- Only assignments submitted in Microsoft Word (or RTF Format) will be accepted. Please do not submit assignments in PDF format as feedback will not be provided.
- Paper format must be in accordance with the current edition of American Psychological Association (APA) publication manual with 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.

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). Do not submit assignment in PDF format!
- 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 2 percentage points per day will apply after the due date (weekends included).

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

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, usernames 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.

University Policies

Academic Integrity Statement

You are expected to exhibit honesty and use ethical behavior 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 results or could result in unearned academic credit or advantage. This behavior 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 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 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 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.

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 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. For further information, consult McMaster University's Policy for Academic Accommodation of Students with Disabilities.

If you require this course outline in an alternate/accessible format, please contact the Department of Health, Aging & Society (ext. 27227 | e-mail: hasdept@mcmaster.ca).

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 about how to request accommodation.

Faculty of Social Sciences 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.

Course Modification
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 websites weekly during the term and to note any changes.