Community Engaged Research
FALL 2020

INSTRUCTOR: Stephanie Premji

OFFICE: KTH 701
EMAIL: spremji@mcmaster.ca
OFFICE HOURS (Zoom or phone): By appointment
SYNCHRONOUS LECTURES: Mondays 11:30-1:00 (see schedule for dates)

Please email me if you have any difficulties accessing course materials

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Course Description

"Science is a way of thinking much more than it is a body of knowledge."

Carl Sagan

This course will begin with a discussion of power and privilege in knowledge production and present community engaged research (CER) as a response to the systemic marginalization of historically disadvantaged groups from the process and/or benefits of research. It will then explore the three general dimensions of CER[1], namely relevance to and meaningful participation of communities (research process), reliance on useful data and appropriate interpretation (research rigour), and mobilization of knowledge and people to address societal issues (research impact). Note that this is not a methods course per se, in that we will not learn how to conduct interviews, surveys, etc. Instead, we will learn how to think about research in a critical way and work with communities and data to advance social justice objectives. This course draws from labour studies and other fields, such as health and education, which have rich scholarship on community engaged research.

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[1] These dimensions were developed at a 2014 Canadian summit titled "Pursuing Excellence in Collaborative Community-Campus Research". http://communityresearchcanada.ca/wp-content/uploads/2018/03/Towards-a-theory-of-change-for-CBR-projects.pdf

Course Learning Objectives
At the end of this course, students will be able to:

- Understand the need for and benefits of community engaged research
- Appreciate the practical and ethical challenges involved in working with and for communities
- Develop practical skills such as:
  a) finding, organizing, evaluating, and summarizing literature/data to support advocacy or policy development
  b) interpreting and producing descriptive tables and figures
  c) developing and communicating research messages to non-academic audiences.

Required Materials and Texts
All readings are / will be available on Avenue to Learn.

Course Evaluation Breakdown

Community engagement part 1	15%	October 5
Community engagement part 2	15%	October 26
Literature review	20%	November 9
Quantitative data exercise	15%	November 16
Policy presentation	20%	November 30
Policy brief	15%	December 7

Course Structure
Lectures will consist of weekly videos posted on Avenue to Learn. Throughout the term, we will also have synchronous lectures, primarily to discuss the assignments (via Zoom, see schedule for dates). Attendance to synchronous lectures, while strongly encouraged, is optional; sessions will be recorded and posted on Avenue. Students will watch / attend the lectures, read the materials, and complete assignments and activities.

Weekly Course Schedule and Required Readings

PART 1 – WHY COMMUNITY ENGAGED RESEARCH?

Week 1

Zoom lecture 11:30-1:00: Welcome and course overview

September 14 – Course Overview / A History of Exploitation and Alienation

Readings:

- Mosby, I. 2013. Administering colonial science: Nutrition research and human biomedical experimentation in Aboriginal communities and residential schools, 1942-1952. Social History: 145-172.
- Listen to 'Henrietta Lacks': A donor's immortal legacy. NPR Fresh Air. February 2, 2010. 37 min.

https://www.npr.org/2010/02/02/123232331/henrietta-lacks-a-donors-immortal-legacy

Week 2

September 21 – Power and Privilege in Knowledge Production

Readings:

- Messing, K. 2014. Pain & Prejudice. What science can learn about work from the people who do it. BTL Books. Chapters 1 & 2 (pages 1-32).
- Huber L.P. 2009. Disrupting apartheid of knowledge: *testimonio* as methodology in Latina/o critical race research in education. International Journal of Qualitative Studies in Education. 22(6): 639-654.
- Langer, A. et al. 2004. Why is research from developing countries underrepresented in international health literature, and what can be done about it? Bulletin of the World Health Organization. 82(10): 802-803.

Week 3

September 28 – What is Community Engaged Research?

Zoom lecture 11:30-1:00: Community engagement part 1 (assignment)

Readings:

- Fassinger R, Morrow SL. 2013. Toward best practices in quantitative, qualitative, and mixed method research: a social justice perspective. Journal of Social Action in Counseling and Psychology. 5(2): 69-83.
- Minkler M, et al. 2010. Using community-based participatory research to design and initiate a study on immigrant worker health and safety in San Francisco's Chinatown restaurants. American Journal of Industrial Medicine. 53: 361-371.

In addition to the readings, please:

1) Watch Community-Based Research Modules 1 to 7, produced by the Trent Community Research Centre.[2] Note that you do not need to complete the teaching cases: https://www.trentu.ca/community-based-research/cbr-modules/community-based-research-modules

2) Complete the "20 questions" exercise.

PART 2 – THE RESEARCH PROCESS

Week 4
October 5 – Working with or for Communities – Practical Issues
This week we will have a recorded lecture with our invited speakers from the South Asian Women's Rights Organization.

Readings:
- MacLean S, Warr D, Pyett P. 2009. Was it good for you too? Impediments to conducting university-based collaborative research with communities experiencing disadvantage. Australian and New Zealand Journal of Public Health, 33(5): 407-412.
- Beebeejaun, Y. 2013. 'Beyond text': Exploring ethos and method in co-producing research with communities. Community Development Journal. 49: 37-53.
- Ryan L. et al. 2011. Insiders and outsiders: Working with peer researchers in researching Muslim communities. International Journal of Social Research Methodology. 14(1): 49-60.

**Community engagement assignment part 1 due today

Week 5
October 12 – Mid-term recess

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[2] This content is available under a Creative Commons Attribution 4.0 licence. This license allows the use of the modules to supplement curriculum materials in other courses.

Week 6

October 19 – Working with or for Communities – Ethical Issues

Zoom lecture 11:30-1:00: Community engagement part 2 (assignment)

Readings:
- Minkler M. 2004. Ethical challenges for the "outside" researcher in community-based participatory research. Health Education & Behavior, 31(6): 684-697.
- Bull, J.R. 2010. Research with Aboriginal peoples: Authentic relationships as a precursor to ethical research. Journal of Empirical Research on Human Research Ethics. Pages 13-22.
- Premji, S. et al. 2020. Tool for the meaningful consideration of language barriers in qualitative health research. Qualitative Health Research. 30(2): 167-181.

Week 7

October 26 – Finding, Organizing and Summarizing Literature

Zoom lecture: 11:30-TBD: Library research skills class. The class will teach students how to search for information using databases and how to cite sources properly and ethically. It will also introduce students to citation management software.

Readings:
- Calling Bullshit. How do you know a paper is legit? https://www.callingbullshit.org/tools/tools_legit.html
- McMaster University Library (2020):
  a) A guide to doing a literature review. Read the five modules (click on the left-hand side menu): https://libguides.mcmaster.ca/c.php?g=712181&p=5076221
  b) Writing. Read the modules except for the first and last one (click on the left-hand side menu): https://libguides.mcmaster.ca/c.php?g=718509&p=5130626

**Community engagement assignment part 2 due today

PART 3 – RESEARCH RIGOUR

Week 8

November 2 – Working with Qualitative Data

Readings:
- Dumas, M.J. and Anderson, G. 2014. Qualitative research as policy knowledge: framing policy problems and transforming education from the ground up. Education Policy Analysis. 22: 1-21.
- Tracy, S.J. 2010. Qualitative Quality: Eight "Big-Tent" Criteria for Excellent Qualitative Research. Qualitative Inquiry. 16(10): 837-851.

- Sagan, C. 1997. The fine art of baloney detection. In The demon-haunted world: Science as a candle in the dark. 8 pages.

Week 9

November 9 – Working with Quantitative Data

Zoom lecture 11:30-1:00: Quantitative data exercise (assignment)

Readings:

- Hanley J, Premji S, Messing K, Lippel K. 2010. Action research for the health and safety of domestic workers in Montreal: using numbers to tell stories and effect change. New Solutions, 20: 421-439.
- Calling Bullshit. Read the basic and intermediate case studies: https://www.callingbullshit.org/case_studies.html

In addition to the readings, review the following training modules from Statistics Canada (2013):

1) Variables: https://www150.statcan.gc.ca/n1/edu/power-pouvoir/ch8/5214817-eng.htm

2) Frequency distribution tables: http://www.statcan.gc.ca/edu/power-pouvoir/ch8/5214814-eng.htm

3) Measures of central tendency (calculating the mean, calculating the median, calculating the mode, and exercises – click on the left-hand side menu): http://www.statcan.gc.ca/edu/power-pouvoir/ch11/5214867-eng.htm

4) Range and Quartiles: http://www.statcan.gc.ca/edu/power-pouvoir/ch12/5214890-eng.htm

**Literature review due today

PART 4 – RESEARCH IMPACT

Week 10

November 16 – Knowledge Translation for Diverse Audiences

Zoom lecture 11:30-1:00: Policy presentation (assignment)

This week we will have a recorded lecture with our invited speakers from Injured Workers Community Legal Clinic.

Readings:
- Gagnon, M.L. 2011. Moving knowledge to action through dissemination and exchange. Journal of Clinical Epidemiology. 64: 25-31.
- Eakin JM, Endicott M. 2006. Knowledge translation through research-based theatre. Healthcare Policy, 2(2): 54-59.
- Smylie, J. et al. 2004. Knowledge translation and indigenous knowledge. International Journal of Circumpolar Health. 63: 139-143.

In addition to the readings, please consult the following guide and fill out the messages worksheet for your project:

Lavis, J. 2006. From research to practice: A knowledge transfer planning guide. Institute for Work and Health:
https://www.iwh.on.ca/sites/iwh/files/iwh/tools/iwh_kte_planning_guide_2006b.pdf

**Quantitative data exercise due today

Week 11

November 23 – The Burden of Proof for Social Change
Readings:
- Premji, S., et al. 2008. "Would a "one-handed" scientist lack rigor? How scientists discuss the work-relatedness of musculoskeletal disorders in formal and informal communications." American Journal of Industrial Medicine. 51(3): 173-185.
- Brophy, J.T., Keith, M.M, and McArthur, J.E. 2017. Breast cancer and work: why we need to build a movement. Unpublished.
- Michaels, D. and Monforton, C. 2005. Manufacturing uncertainty: Contested science and the protection of the public's health and environment. *American Journal of Public Health*.

PART 5 – CONCLUSION

Week 12
Zoom lecture 11:30-1:00: Policy brief (assignment)

November 30 – Policy Presentations
There are no readings for this week. Students will watch each other's presentations and discuss them in an online forum.

Week 13

December 7 – Working with or for Communities in the Context of COVID-19 / Conclusion

Zoom lecture 11:30-1:00: Conclusion / discussion

Readings:
- Sevelius et al. 2020. Research with marginalized communities: challenges to continuity during the COVID-19 pandemic. *AIDS and Behavior.* Pages 2009-2012.
- Other readings TBD.

**Policy brief due today

Course Policies

SUBMISSION OF ASSIGNMENTS

All assignments should be submitted on Avenue.

LATE ASSIGNMENTS

Late assignments will be penalized 5% per day, including Saturdays and Sundays. The instructor will permit extensions for exceptional circumstances only.

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. **It is your responsibility to understand what constitutes academic dishonesty.**

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 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 suspension or expulsion from the university. For information on the various types of academic dishonesty please refer to the *Academic Integrity Policy*, located at https://secretariat.mcmaster.ca/university-policies-procedures- guidelines/

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

AUTHENTICITY / PLAGIARISM DETECTION

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. **All submitted work is subject to normal verification that standards of academic integrity have been upheld** (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

COURSES WITH AN ON-LINE ELEMENT

Some courses may use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, 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 a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

ONLINE PROCTORING

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

CONDUCT EXPECTATIONS

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the *Code of Student Rights & Responsibilities* (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.

ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES

Students with disabilities who require academic accommodation must contact Student Accessibility Services (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University's *Academic Accommodation of Students with Disabilities* policy.

ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students should submit their request to their Faculty Office **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation <u>or</u> to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

REQUESTS FOR RELIEF FOR MISSED ACADEMIC TERM WORK

<u>McMaster Student Absence Form (MSAF):</u> In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar "Requests for Relief for Missed Academic Term Work".

COPYRIGHT AND RECORDING

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

EXTREME CIRCUMSTANCES

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

ZOOM LECTURES

There will be 8 Zoom lectures throughout the term, one for each of the 6 assignments, as well as to introduce and conclude the class. Guidelines for attending Zoom lectures are as follows:

- The meeting link and password will be communicated to you on Avenue.
- When joining the meeting, you will see a message stating "Please wait, the meeting host will let you in soon." Please wait to be admitted into the meeting by the instructor.
- Your mic will be muted upon entering the session. Wait to be called upon to unmute.
- Use the 'raise hand' function to ask questions.
- Meetings will be locked 10 minutes after the start time to avoid disruptions.
- Sessions will be recorded and posted on Avenue afterwards.

Please let me know if you have any accommodation needs for Zoom meetings.