

**Health, Aging and Society
McMaster University**

Instructor: Randy Jackson
Office: KTH-312
Email: jacksr3@mcmaster.ca
Office Hours: Mondays (12:30 to 2:30 PM) or
by appointment

Course Dates: Sept. 5 to Dec. 6, 2017
Classroom Times: Mondays (9:30 to 10:20
AM) and Thursdays (8:30 to 10:20 AM)
Classroom Location: ABB 136

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 all assigned material in preparation for class, attend class on time and remain for the full duration of the class.
- 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.

Assignments: 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 paper's 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).
- Students are expected to make use of relevant professional and social science literature and other bodies of knowledge in their term assignments.
- Please submit all assignments using Microsoft Word format. Paper submitted in PDF format will not be accepted for grading. 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).
- 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).

REQUIRED TEXT (Available in the University Bookstore)

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 or on reserve in 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.

Supplementary Resources

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

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

Toronto Community-Based Research Network (<http://accessalliance.ca/about-us/partnerships-and-networks/toronto-community-based-research-network/>)

EVALUATION SUMMARY

Component	Weight	Date Due
Participation Reflection	15	December 4
Critical Reflection #1	15	October 2
Group CBR Presentation	30	Weekly October 16 to November 27 (Note: Actual date due determined by you. Group membership and topic due on October 2, 2017 on Avenue)
Final Term Paper	40	December 4
Total	100	

EVALUATION

***Participation* (15%)—Due on or before December 4, 2017**

Attendance and active participation are significant for this course; therefore, expect to come to class prepared to pose or respond to questions, discuss ideas, and/or to respectfully challenge the opinions raised by the instructor and your peers. Students will prepare and hand in a short reflection statement justifying their own assessment of their participation in class. Taken into consideration when the instructor assigns a participation grade, this personal statement will focus on how well the student assesses their own attendance (5%), completion of required readings (5%), and participation in class discussion (5%). This reflection is due on **December 4, 2017** and we'll discuss how to complete this exercise prior to the due date.

Critical Reflection (15%)—Due on or before October 2, 2017

For the week of Sept 25 and Sept 28 (no class) students will watch the on-line documentary, *Waste Land*, on their own. The film follows artist Vik Muniz in his work with a band of ‘catadores’ working in Jardim Gramacho, located on the outskirts of Rio de Janeiro. The film follows Vik’s artful collaboration with the “catadores” as they work together to recreate photographic images of themselves out of garbage. The film reveals both the dignity and despair of the catadores as they begin to re-imagine their lives and offer some evidence of the transformative power of art and the alchemy of the human spirit.

- (1) In this critical reflection assignment, students will write a **one- to two-page** critical summary (include a title page and references) of this documentary, to include:
- a. A short synopsis of the film’s main points (5%);
 - b. Using Caine & Mill (2016) and Israel et al. (1998), students will highlight the community-based research principles of engagement that are depicted in the documentary (and where any are missing or not acted on) (5%);
 - c. Students will critically assess how well these principles were practiced and/or note any ethical issues that result from this artful engagement practice (5%).

This reflection is due on **October 2, 2017**. You are encouraged to draw on your critical reflections, incorporating feedback, into the final term paper—plan accordingly.

Group CBR Presentation (30%)—Due beginning October 16 to November 27, 2017

This group assignment demonstrates, like other reflection assignments, what you’ve learned about community-based research. This assignment draws on real-world examples found in the literature on the ways social science researchers take up and embed participatory research principles. Working in groups of 4 to 5 students, you are expected to select a research topic (e.g., HIV and aging, disability and aging, or other health concern) and find two to three relevant scholarly articles where authors are using community-based research designed to address/reduce health disparities.

- (1) In 15 to 20 minutes, each group will orally present their **critical review of the articles** and include:
- a. A short thematic summary of the research in your group’s chosen focus (i.e., include an introduction to the study, why the researchers thought the study was important, research goals/aims and question, methodology, method, analysis, key findings, ethics and dissemination) (5%);
 - b. Drawing on principles of community-based research discussed in readings/class (see Caine & Mill, 2016 and Israel et al. 1998), provide some commentary on the research’s CBR strengths and weaknesses and assess whether “true” CBR was used (15%);
 - c. Discuss (pro and con) whether the research approaches used in these studies make any advances (or not) in what we learned about community-based research (5%).

- d. Spelling and grammar, document formatting (see assignment instructions above), creativity, organization and design (5%).

Beginning **Oct. 16, 2017** and continuing each Monday until the end of the course, two groups each week will present their case study to other students. Please sign up your topic, date, and members' names by **Oct 2, 2017**. Each group member is expected to contribute (i.e., preparation and facilitation, including group discussion) to the presentation that will not exceed 15-20 minutes. You are encouraged to incorporate feedback on your presentation into the final term paper—plan accordingly. **Note:** Prior to the Monday of your group's presentation (the Friday before), each individual group member will load a PDF of their presentation into their individual Dropbox on Avenue and include their discussion notes. For example, if your group decides to present on October 16, your presentation slides must be on Avenue by October 13, 2017.

***Final Term Paper* (40%)— Due on or before November 17, 2017**

The final assignment allows you to demonstrate your learning about community-based research, and shaped by the ways other researchers take up and embed participatory research principles in their approaches, apply what you've learned to your own research interest. To complete this assignment, select an area of research interest (e.g., aging and HIV, disability and aging, etc.) and gather four to five CBR articles from others working in the same area.

(1) Address each of the following areas in your final paper:

- a. Provide an introduction to your paper (for example, use epidemiological statistics to illustrate the seriousness of the problem; quote an expert or community member; highlight a misconception that your paper will argue against; provide some background information for understanding your essay; *or* provide some sense of why you chose this topic, etc.) (5%);
- b. Using additional library research, provide a thematic summary of this health area (10%);
- c. Describe the ways community-based principles were used and what the researchers expected to achieve (e.g., how well have other researchers enacted community-based research practices) (10%);
- d. Discuss your own interest in this research area and describe why you would or would not use CBR in your own research (e.g, how CBR fits with your own personal values, beliefs, orientation to research and community involvement);
- e. Provide a conclusion for your paper (i.e., move beyond merely summarizing the key points of your essay; rather, and for example, you can remind the reader why this topic is important); recommend a course of action, quote an expert; share you own insight that derives from the body of your essay; and/or explore worthwhile avenues for future research on your topic);
- f. Spelling and grammar, document formatting (see assignment instructions above), creativity, organization and design (5%).

Your paper should integrate all necessary theoretical definitions and concepts (and provide examples) and will also draw on relevant course readings, other scholarly research located in the library, from credible websites, films, guest speakers, etc. Your final term paper should be no more than 8 to 10 pages (see also additional “writing” and “assignment preparation” instructions above). Each paper will critically synthesize the information they’ve learned in the course. The final term paper is due on **December 4, 2017**. Note: you may wish to include, but expand upon, your earlier 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:

- 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.

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 if 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.

Course Weekly Topics and Readings

Week	Date	Topic	Readings
1	Sept 7	Introduction to the course	<p>Flicker, S., Savan, B., Kolenda, B. & Midenberger, M. (2007). A snapshot of community-based research in Canada: Who? What? Why? How?</p> <p>Graham, K. (2014). Beyond all in the family: Community-based research in Canada. <i>Academic Matters: OCUFA's Journal of Higher Education</i>. (Available from http://academicmatters.ca/2014/06/beyond-all-in-the-family-community-based-research-in-canada/)</p>
2	Sept 11 & 14	What is community-based research?	<p>Caine & Mill (2016)—Chapter 1</p> <p>Cornwall, A. & Jewkes, R. (1995). What is participatory research? <i>Social Science & Medicine</i>. 41: 1667-1676.</p> <p>Cahill, C. (2007). Including excluded perspectives in participatory action research. <i>Design Studies</i>. 28: 325-340.</p>
3	Sept 18 & 21	Defining the principles of participatory research & from theory to practice	<p>Caine & Mill (2016)—Chapter 2</p> <p>Caine & Mill (2016)—Chapter 3</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>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>
4	Sept 25 & Sept 28	Waste Land	See instruction under Evaluation. No classes this week. Rather, students are expected to complete Critical Reflection #1.

5	Oct 2 & Oct 5	Research design	<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 of Urban Health</i>. 82 (2; Supplement 2): ii3-ii12.</p>
	Oct 9 to 13	NO CLASS	Fall Break
6	Oct 16 & 19	Developing principles for research collaboration	<p>Caine & Mill (2016)—Chapter 5</p> <p>Ball, J., & Janyst, P. (2008). Enacting Research Ethics in Partnerships with Indigenous Communities in Canada: "Do it in a Good Way". <i>Journal of Empirical Research on Human Research Ethics</i>. 3 (2): 33-51.</p> <p>Minkler, M. (2005). Community-based research partnerships: challenges and opportunities. <i>Journal of Urban Health</i>. 82 (2; Supplement 2): ii3-ii12.</p>
7	Oct 23 & 26	Community-based research as an artful practice	<p>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. <i>Forum: Qualitative Social Research</i>. 13 (1): 1-30. (Note: Article is electronically available from http://nbn-resolving.de/urn:nbn:de:0114-fqs1201327).</p> <p>Fraser, KD. & al Sayah, F. (2011). Arts-based methods in health research: A systematic review of the literature. <i>Arts & Health</i>. 3 (2): 110-145.</p> <p>Gergen, MM. & Gergen, KJ. (2011). Performative Social Science and Psychology. <i>Forum: Qualitative Social Research</i>. 12 (1): 1-</p>

			9. (Note: Article is electronically available from http://nbn-resolving.de/urn:nbn:de:0114-fqs1101119).
8	Oct 30 & Nov 2	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 6 & 9	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</p>

			consent, confidentiality, and capacity. <i>Journal of Academic Ethics</i> . 7 (1-2): 75-85.
10	Nov 13 & 16	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. <i>Canadian Journal of Aboriginal Community-Based HIV/AIDS Research</i>. 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.” <i>Health Promotion Practice</i>. 12 (2): 280-292.</p>
11	Nov 20 & Nov 23	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". <i>Journal of Empirical Research on Human Research Ethics</i>. 3 (2): 33-51.</p> <p>Bull, J. (2010). Research with Aboriginal Peoples: Authentic Relationships as a Precursor to Ethical Research. <i>Journal of Empirical Research on Human Research Ethics</i>. 5 (4): 13-22.</p>
12	Nov 27 & 30	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:</p>

			Indigenous approaches to knowledge translation. Canadian of the Canadian Health Libraries Association, 35(1), 16-23. doi:10.5596/c14-009
13	Dec 4	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 websites weekly during the term and to note any changes.