

## **HBHE 210: Community Capacity, Competence, and Power Spring 2002, 3 credit hours**

**Class Schedule:** Wednesday, 1:00-3:30  
324 Rosenau Hall

**Co-Instructors:** Eugenia Eng                      Ellen Smolker  
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**Course Office:** 318 Rosenau Hall

### **Seminar Description and Objectives**

In this seminar, participants will be engaged in interactive learning about community-based **participatory action research** (PAR), an approach to inquiry that centers on community strengths and issues, and provides people with the means to conduct systematic investigation for the purposes of education and taking systematic action to resolve specific problems. Throughout the semester, a **fieldwork project using photography** will generate **critical thinking** about the methodological contexts of public health research and their shifting “locations of power” during the various stages of the PAR process. By the end of the seminar, participants will be able to:

1. Describe the current shift in paradigms of inquiry, i.e., from positivism to constructivism, with regard to their respective: epistemologies, ontologies, and methods.
2. Cite the criteria for the PAR approach and explain the rationale in terms of sound science and sound public health practice.
3. Define the following theoretical concepts and critique their applications in public health practice for eliminating racial, ethnic, and social inequalities in the U.S. and other nations: community development, citizen participation, collective power, community competence, and social capital.
4. Apply techniques of photovoice as a method for combining the values and principles of community-based PAR with the strategies and tactics of community organizing.

### **Seminar Requirements and Grading**

- ◆ **Complete the required readings for each session, attend every session, contribute actively to in-class discussions and activities, and complete four journal entries (25% of grade)**  
One binder containing the required readings is located in the HBHE Doctoral Student Room for individual students to check-out, copy, and return. Coming prepared for class, regular attendance, and active participation in discussions and exercises are expected. Students are accountable for all absences by informing the instructors (in advance, if possible) and getting copies of notes and handouts from other students.

For each of the seminar’s four units, each participant is expected to keep a journal (preferably word processed but legibly handwritten is acceptable) of ideas, questions, emotions, and other reactions to the seminar’s readings, discussions, reflection sessions, photo project, and other methods for learning. At the end of each unit, a journal entry is submitted for the instructors to read and offer comment. *Second and fourth unit journal entries should include each participant’s self-assessment of their progress within the course.*

◆ **Complete an 8-10 page, double-spaced, written critique of a scientific research publication (35% of grade)**

The purpose of this assignment is for individual students to demonstrate their understanding of two major research paradigms in social and behavioral sciences. A scientific research publication will be distributed on **27 February** for students to critique. This written critique is expected to include, at minimum:

- A determination of the study's research paradigm(s) by offering evidence (stated or implied) for its epistemology, ontology, axiology, generalizations, and causal linkages.
- A critique of the study's compatibility with a PAR approach
- A section on suggestions for modifying the study to follow the criteria for a PAR approach more closely
- A list of references cited in the paper.

*The written critique is to be submitted no later than 5 pm on 8 March.*

◆ **Conduct a small-scale fieldwork photography project (40% of grade)**

Seminar students will work alone, in pairs or small groups on a fieldwork project that engages a small group of people from the community in taking photographs (that they choose to take to represent their experiences with a specific public health related topic), and coming together to discuss and interpret their photographs. Course participants may choose the topic for their photography project from their own interests, or from topics identified by the course instructors. The purpose of the project is to engage all participants in: developing a relationship as co-learners; using photovoice techniques and procedures with community people to systematically investigate and construct the everyday life and meanings of public health issues; identifying shifting locations of power during the research process and addressing issues of ethics; and reviewing findings for potential application to public health practice. The products to be generated will be the seminar participant's written fieldnotes, a photo album for each community participant and a class presentation of photographs, findings and lessons learned. There is the possibility that some of the photos and text from the photovoice discussions will be presented in a public showing and/or incorporated into a manual that describes approaches for using photography in the health sciences. *All costs will be covered by a grant from the UNC Center for Public Service for cameras, film, processing, audio cassettes, and other materials.*

<b>Seminar Schedule</b>
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<u><b>Date</b></u>	<u><b>Topics, Readings and Speakers</b></u>	<u><b>Tasks</b></u>
Jan 9	<p><b>Introduction to the Course and Participants</b></p> <p><b><u>Speakers:</u></b> Smolker E. Using photography to gain insight into breast cancer survivorship among African American women, Paper presented at the Annual Meeting of the American Public Health Association, Chicago IL, November 1999.</p> <p><b><u>Recommended:</u></b> Rodgers BL, Cowles KV. The qualitative research audit trail: a complex collection of documentation. <i>Research in Nursing and Health</i>, 16:219-226, 1993. (Also required reading for 6 Feb)</p>	
<b>UNIT 1 COLLABORATION IN DISCOVERY AND ACTION</b>		
Jan 16	<p><b>Ethics of Public Health Research and Practice and the Institutional Review Board</b></p> <p><b><u>Speaker:</u></b> Michael Bowling, PhD Research Assistant Professor, School of Public Health</p> <p><b><u>Required Readings:</u></b> Burris S. The invisibility of public health: Population-level measures in a politics of market individualism. <i>AJPH</i>, 87(10):335-338, 1997.</p> <p>Ijsselmuiden CB, Faden RR. Research and informed consent in Africa – Another look. <i>The New England J. of Medicine</i>, 326(12):830-834, 1992.</p> <p>Mann JM. Medicine and public health: Ethics and human rights. <i>Hastings Center Report</i>, May-June 1997.</p> <p>McKinlay JB, Marceau LD. To boldly go... <i>American Journal of Public Health</i>, 90(1):25-33, 2000.</p> <p>Wang CC, Redwood-Jones YA. Photovoice Ethics: Perspectives From Flint Photovoice. <i>Health Education &amp; Behavior</i>, 28: 560-572, 2001.</p> <p><b><u>Recommended:</u></b> Foxx RC. Ethical and existential developments in contemporaneous American medicine: Their implications for culture and society, <i>Milbank Memorial Fund Quarterly</i>, 52: 445-483, 1974.</p> <p>Taylor CE. Surveillance for equity in primary health care policy implications from international experience. <i>International Journal of Epidemiology</i>, 21(6), 1992.</p>	<ul style="list-style-type: none"> <li>❖ Photo-project topics due</li> <li>❖ Plan date to conduct class at Center for Document. Studies</li> </ul>

Jan 23 **Participatory Action Research: What Is It and Is It Doable?**

❖ IRB applications &amp; forms due

**Required Readings:**

Arnstein SR. The Ladder of Citizen Participation. AIP Journal, 216-224, 1969.

Brown LD, Tandon R. Ideology and political economy in inquiry: Action research and participatory research. The Journal of Applied Behavioral Science, 19(3):277-294, 1983.

Cornwall A, Jewkes R. What is participatory research? Social Science and Medicine, 41(12): 1667-1676, 1995.

George MA, Green LW, Daniel M. Evolution and implications of PAR for Public Health. Journal of Promotion and Education, 3:6-10, 1996.

Stoecker R. Are academics irrelevant?: Roles for scholars in participatory research. American Behavioral Scientist, 42(5): 840-854, 1999.

Tashakkori A, Teddlie C. Mixed Methodology: Combining Qualitative and Quantitative Approaches, Paradigm wars and mixed methodologies. Sage Publications: Thousand Oaks, CA, 2000.

**Recommended:**

Altpeter M, Schopler JH, Galinsky MJ, Pennell J. Participatory research as social work practice: When is it viable? Journal of Progressive Social Work Practice, In Press.

Green LW, George MA, Daniel M, Frankish, Herbert CP, Bowie WR, O'Neil M. Background on participatory research. In D Murphy, M Scammell, Sclove R (eds) Doing Community-Based Research: A Reader, The Loka Institute, 1997.

Israel BA, Shultz A, Parker EA, Becker A. Principles of community-based research. Annual Review of Public Health, 1998.

Tashakkori A, Teddlie C. Mixed Methodology: Combining Qualitative and Quantitative Approaches, Pragmatism and the choice of research strategy. Sage Publications: Thousand Oaks, CA, 2000.

Jan 30 **Research through Photography**

❖ Meet in auditorium

**Video:**

"Stranger with a Camera" Applalshop Film and Video

**Speaker:**

Course Alum Presentation

**Required Readings:**

Cutler C. Bedside Story. New York Times Magazine. Dec. 12, 1999.

Ewald W. I Dreamed I Had a Girl in My Pocket: The Story of an Indian Village. New York: Double Take Books, pp.7-14.Hagedorn M. Hermeneutic photography: an innovative esthetic technique for generating data in nursing research. *Adv Nurs Sci*,17(1):44-50,1994.

Medical Mission Sisters. Through their own eyes.

Stryker RE. The FSA collection of photographs. In Stryker RE, Wood . (eds) This Proud Land: America 1835-1943 as Seen in the FSA Photographs.Wang C. Photovoice: A participatory action research strategy applied to women's health. *Journal of Women's Health*, 8(Supple.1):S47-S54, 1999.Feb 6 **Preparation for Fieldwork Using Photography**

❖ Register for Minority Conference

**Speaker:**

Course Alum Presentation

**Required Readings:**Plan date to conduct class at Center for Document. Studies  
Collier J, Collier M. The challenge of observation and the nature of photography. Visual Anthropology: Photography as a Research Method. Albuquerque NM: University of New Mexico Press, 1986, pp. 5-13.Collier J, Collier M. The photographer: A participant observer. Visual Anthropology: Photography as a Research Method. Albuquerque NM: University of New Mexico Press, 1986, p. 21-28.Rodgers BL, Cowles KV. The qualitative research audit trail: a complex collection of documentation. *Research in Nursing and Health*,16:219-226,1993. **(See Jan 9 Recommended Reading)**Wang C and Burris MA. Photovoice: Concept, methodology, and use for participatory needs assessment. *H. Ed.& Behav.*, 24(3):369-387, 1997.Collier J, Collier M. Photographing the overview: Mapping and Surveying. Visual Anthropology: Photography as a Research Method. Albuquerque NM: University of New Mexico Press, 1986, pp. 29-43.Collier J, Collier M. The cultural inventory. Visual Anthropology: Photography as a Research Method. Albuquerque NM: University of New Mexico Press, 1986, pp. 45-63.

**UNIT 2 DISCOVERY AND CHANGE**Feb 13 **Applications of Participatory Action Research and Community Participation**

❖ Submit unit 1 journals

Eng E, Altpeter M, Parker EA. Listening for a change: Strategies for community-based research in rural communities. In Edwards R (ed) *Rural Social Work*, 1999.

❖ Send Valentines!

Kunyi W, Wang C, Chunlan R, Shaozian W. Davis Museum and Cultural Center, Wellesley College, Wellesley, Massachusetts. September 14, 1999-January 9, 2000.

Schulz AJ, Parker EA, Israel BA, Becker AB, Maciak B, Hollis R. Conducting a participatory community-based survey for a community health intervention on Detroit's East Side. *Journal of Public Health Management and Practice*, 4(2):10-24, 1998,

Wang CC, Cash JL, Powers LS. Who knows the streets as well as the homeless? Promoting personal and community action through photovoice. *Health Promotion Practic*, 1(1):81-89, 2000.

**Recommended:**

Tandon R, Brown LD. Organization-building for rural development: An experiment in India. *The Journal of Applied Behavioral Science*, 17:172-189, 1981.

Feb 20 **Effects: Community Capacity and Community Competence**

Baker EA, Teaser-Polk C. Measuring community capacity: Where do we go from here? *Health Education and Behavior*, 25(3):279-283, 1998.

Cottrell LS. The Competent Community. In Kaplan BH, Wilson RN, Leighton AH (eds) Further Explorations in Social Psychiatry. New York:Basic Books, 1976.

Eng E, Parker EA. Measuring community competence in the Mississippi Delta: The interface between program evaluation and empowerment. *Health Education Quarterly*, 21(2):199-220, 1994.

Goodman RM, Speers MA, McLeroy K et al. Identifying and defining community capacity to provide a basis for measurement. *Health Education and Behavior*, 25(3):258-278, 1998.

Parker EA, Eng E, Laraia B et al. Coalition-building for prevention: Lessons learned from the North Carolina Community-Based Public Health Initiative. *Journal of Public Health Management and Practice*, 1998.

**Recommended:**

Denham A, Quinn SC, Gamble D. Community organizing for health promotion in the rural south: An exploration of community competence. *Journal of Family and Community Health*, 21(1):1-21, 1998.

Gardner JW. Building Community. Keynote address to the Council of Michigan Foundations, 1992.

**UNIT 3 SOCIAL INEQUITIES**

- Feb 27 **Public Health and Political Ideology: Unfreezing Democracy and Equity** ❖ Submit unit 2 journals and Self-assessments
- Required Readings:**  
Brown ER. Public health in imperialism: Early Rockefeller programs at home and abroad. *AJPH*, 66(9):897-903, 1976.
- Krieger N, Sidney S. Racial discrimination and blood pressure: The CARDIA study of young Black and White adults. *American Journal of Public Health*, 86(10):1370-1378,1996. ❖ Receive article for paper
- Mass B. An historical sketch of the American population control movement. In Navarro V (ed), Imperialism, Health, and Medicine, Farmingdale, NY: Baywood Publishing, 1979. ❖ Attend Minority Health Conference on 1 March
- Satel S. The indoctrinologists are coming. *The Atlantic Monthly.*,Jan:59-64,2001.
- Mar 6 **Synthesis and Project Updates** ❖ Papers due 8 March
- Speakers:**  
Course Alum Presentation  
Course Alum Presentation
- Mar 13 **Spring Break!!!!** ❖ Relax!
- Mar 20 **Public Health & Scientific Revolutions: One Historical View** ❖ Sign up for presentation dates
- Speakers:**  
Beryl Sloame, DDS - Former staff member of Rural Comp. Health Center in Pholela, South. Africa
- Harry T. Phillips, MD, MPH - Former staff member of Urban Comp. Health Center in Durban, South Africa. Prof. Emeritus and Past Assoc. Dean of Academic Programs, UNC, SPH, Depart. of Health Admin.
- Required Readings:**  
Cassel JC. A Comprehensive Program among South African Zulus. In Paul BD (ed), Health, Culture, and Community. Case Studies of Public Reactions to Health Programs, 1955.
- Cassel JC. The contribution of the social environment to host resistance. *American Journal of Epidemiology*, 104:107-123, 1976.
- Kuhn TS. The Structure of Scientific Revolutions. Chicago, IL: University of Chicago Press, Chapters 1, 8-10, 1970.
- Rappaport J. Research Methods and the Empowerment Social Agenda in Tolan P, Keys C, Chertok F, Jason L (eds) Researching Community Psychology.: Issues of Theory and Methods, Wash. DC: American Psychological Association, 1990.
- Trostle J. Anthropology and Epidemiology in the Twentieth Century: A Selective History of the Collaborative Projects and Theoretical Affinities, 1920-1970. In James CR et al. (eds) Anthropology and Epid., 1986.

**UNIT 4 OF POWER AND BEING IN POWER****Mar 27 Insiders and Outsiders: Partners or Odd Couple?**

❖ Submit unit 3 journals

**Speakers:**

Bernice McElrath and Naomi Robinson: Community Research Advisors  
“Surviving Angels: Inspirational Images Project”

**Required Readings:**

Brisolara S. The history of participatory evaluation and current debates in the field. *New Directions for Evaluation*, 80:25-41, 1998.

Eng E, Briscoe J, Cunningham A. Participation effect from water projects on EPI. *Social Science and Medicine*, 30(12):1349-1358, 1990.

Jewkes R, Murcott A. Community representatives: representing the “community”? *Social Science & Medicine*, 46(7):843-858, 1998.

Kasper AS. The social construction of breast loss and reconstruction. *Women’s Health: Research on Gender, Behavior, and Policy*, 1(3):197-219, 1995.

Rifkin SB, Muller F, Bichmann W. Primary health care: On measuring participation. *Social Science & Medicine*, 26(9):931-940, 1988.

**Recommended:**

Wallerstein N. Power between evaluator and community: research relationships within New Mexico’s healthier communities. *Social Science & Medicine*, 49:39-53, 1999.

**Apr 3 Public Health and Collaboration: Lessons Learned**

❖ Reserve AV equipment for your presentation

**Required Readings:**

Darbyshire P. Understanding the life of illness: learning through the art of Frida Kahlo. *Advanced Nursing Science*, 17(1):51-59, 1994.

Dressler WW. Commentary on “Community research: Partnership in Black communities.” *Journal of Preventive Medicine*, 9(6):31-34, 1993.

Hatch JW, Moss N, Saran A, Presley-Cantrell L, Mallory C. Community research: Partnership in Black communities. *Journal of Preventive Medicine*, 9(6):27-31, 1993.

Mann JM. Society and public health: Crisis and rebirth. *Western Journal of Medicine*, 169:118-121, 1998.

Putnam RD. Bowling alone: America’s declining social capital. *Journal of Democracy*, 1:65-78, 1995.

Wang CC, Yi WK, Tao ZW, Carovano K. Photovoice as a participatory health promotion strategy. *Health Promotion International*, 13(1):75-86, 1998.

Apr 10 **Photo Project Presentations**

Apr 17 **Photo Project Presentations**

Apr 24 **Photo Project Presentations**

May 1 **Last Day of Class**  
Course and open-verbal evaluation  
Course synthesis  
PARTY!

❖ Submit unit 4 journals and self-assessments

❖ Participant Thank you letters and albums

May 10 **Per Final Examination Schedule**

By 12:00 pm:

❖ Submit Presentations

❖ Submit fieldnotes