

# Community-Engaged Scholarship Graduate Course

UNIVERSITY OF GUELPH  
College of Social and Applied Human Sciences  
Winter 2010

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Class Hours:	Thursdays 8:30 – 11:20	
Class Room:	TBD	

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## Calendar Description

Community engaged scholarship (CES) is scholarship that involves 'the university' in a mutually beneficial - and collaborative - partnership with 'the community' in the attempt to address and solve community-identified problems. This course engages students in actual, collaboratively-developed CES projects.

## Course Approach

CES rests on the following premise: universities house significant amounts of research expertise that is often inaccessible to communities, yet communities often have need for high quality research but limited resources with which to conduct it. This graduate course thus provides a mechanism through which community needs and resources are matched. Rather than a specific research method, CES is an 'organic process' for conducting research that promotes equitable partnerships with community-based organizations (CBOs). As such, reciprocity at the levels of input (development and definition of research problems), process (collection and analysis of data), and outcome (products that are useful to all partners) are all requirements of CES.

This course will engage students in actual CES projects. These projects have been identified by CBOs with which the College of Social and Applied Human Sciences (CSAHS) – through the Initiative for Community Engaged Scholarship (ICES) and the Research Shop – has been working for varying amounts of time. Each project has been developed collaboratively between the organization and the university to address a particular community need. As such, the research is intended to be action-oriented, meaning students will work closely with these CBOs as they carry out their research. Attention to trust-building, power and resource-sharing, clear and consistent messaging, reciprocity in both processes and outcomes, and research excellence are expected in all CES projects.

## Course Objectives and Values

By the end of this course, successful students will be able to:

1. Identify and defend the principles and processes of community-engaged scholarship;
2. Operationalize the principles and processes of CES in the design an actual community-engaged research project;
3. Recognize and understand community and academic roles in community-engaged research projects;
4. Develop and manage an equitable relationship with a community-based research partner;
5. Demonstrate reciprocity of process/outcome by delivering a final product that is usable by a community-based organization.

## Course Readings/Resources

### Texts

There is a recommended text that can be purchased at the Coop Bookstore in Johnston Hall:

Minkler, Meredith, and Nina Wallerstein, eds. *Community-Based Participatory Research for Health: From Process to Outcomes*. 2<sup>nd</sup> ed. San Francisco: Jossey-Bass, 2008.

All additional readings are available through the course D2L website.

### Supplementary Texts

A bibliography of supplementary readings is on the D2L site and will be added to intermittently. These readings are not required. They are meant as a resource for additional information on specific topics. This bibliography is not exhaustive, and students are encouraged to share any material they find relevant.

### Course Website

There is a course D2L website at <http://courselink.uoguelph.ca> that is password protected. It houses key components of the course, including course readings, assignments, and links to further resources. Please become familiarized with this website as soon as possible.

There is also a social networking website at <http://cbrguelph.ning.com> devoted to community-based research in Guelph-Wellington. Students are welcome to register to the website. (There is an approval process to avoid spam.)

## Assessment

1. Literature Review	due: Apr 8	25%
2. Reflection Journal	due: Jun 24	25%
3. Process Report	due: Jun 24	25%
4. Final Project	due: Jul 19	25%

### ***Participation:***

Students should be aware that, while not graded, attendance and participation are mandatory requirements for this course. Students are expected to come to class fully prepared to actively discuss the readings, or, later in the course, their personal experiences during the process of conducting a community-engaged research project.

### ***Literature Review (25%):***

Students will be asked to complete a literature review for their research project. A literature review is both a summary and explanation of the current state of knowledge on a specific topic as found in academic books and journal articles. For this course, the purpose of the literature review is to provide preparation for the larger CES project.

### ***Reflection Journal (25%):***

At the outset of the course, students will be asked to set their own learning goals and objectives. Throughout the course, students will be asked to keep a journal reflecting on their progression in these goals/objectives. These journal entries should also be reflective of some aspect of the student's experience with the course, such as: insights about CES gained through the course readings; something learned about the community or organization or research topic; a problem encountered or solved; insights about CES gained through field work. At the end of the course, students will review their journal and prepare a reflection on the key issues, patterns, approaches, and other observations made about themselves in relation to CES. The format of this reflection is negotiable. Options include (but are not limited to): a short reflective report; a before/after reflective video. Although not required, students are encouraged to share their reflections with each other in order to help facilitate a broader understanding of CES.

Evaluation of the reflective journal will be based on evidence of thoughtful reflection. What theories/principles/processes of CES were important, and why? Did these theories/principles/processes learned in class match the field experience? Why or why not? Students should consider whether their field experiences are comparable to the CES literature. An important part of the reflection should be whether or not students achieved the learning goals they set for themselves at the outset of the course. How? Why or why not?

The goals of this assignment are: to provide students with a forum to chart and generate narratives of their experiences with the theory and practice of CES; reflect and

think critically upon the topics addressed by this course as they relate to CES and their own experiences in the field; analyze, interpret, and synthesize their ideas, thoughts, and understandings of CES as they emerge through the course and then through field experience.

***Process Report (25%):***

In order to meet the expected requirements of CES projects (trust-building, power and resource-sharing, clear and consistent messaging, reciprocity in both processes and outcomes, research excellence), this course places a strong emphasis on process. As such, students will be asked to chart the process of their project – essentially keeping a log of their experiences conducting community-engaged research. This might include (but not be limited to): decisions, such as what/was not done, who was/was not consulted, etc; complications, such as unforeseen events that compromised the project. Evaluation of the process report will be based on the actual processes, as well as on evidence of thoughtful reflection. Students should consider what did and did not work, why, and what could – or should – be changed in the future.

The goal of this assignment is an evaluation of process. If the final project is successful, this is an opportunity to understand the reasons for this success; on the other hand, if the project is relatively unsuccessful, this is an opportunity to account for what happened. Students should also be aware that the content of the process reports will likely contribute to the structure and format of future CES courses; indeed, through this assignment students are helping to build the legacy of CES for future CSAHS students.

***Final Project (25%):***

The final assignment requires students to complete a major research project in collaboration with a community partner. Based on a combination of their research interests and competencies, students will be paired projects that will have already been developed collaboratively between community organizations and the Research Shop. Students will then operationalize the principles and processes of CES learned in the first part of the course in the design and completion of their assigned project. The final project does not have to be an 'academic' product. The format of the final project is intended to be based on what the community partner requires as a deliverable. The final project will be evaluated based on: the appropriateness of the research design and method; the appropriateness of the medium selected for delivery; and overall quality. Community partners will not have direct input into the final grade.

The goals of this assignment are: to develop and manage an equitable relationship with a community-based research partner; to recognize and understand community and academic roles in community-engaged research projects; to demonstrate reciprocity of process/outcome by delivering a final product that is usable by a community-based organization.

## **Research Ethics Board Approval**

Ethical clearance must be obtained before conducting any research involving human participants using the standard form and process. Human Participant applications are reviewed by the Research Ethics Board. For instruction on how to receive an REB approved Human Participants certificate, consult the Office of Research website at: [http://www.uoguelph.ca/research/humanParticipants/procedures/step\\_by\\_step\\_reb.s.html](http://www.uoguelph.ca/research/humanParticipants/procedures/step_by_step_reb.s.html).

## **Academic Misconduct**

Academic misconduct, such as plagiarism and falsification, is a very serious offence at the University of Guelph. For a detailed description of offences, penalties, and procedures relating to academic misconduct, please consult the Graduate Calendar at: [http://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/sec\\_d0e1130.shtml](http://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/sec_d0e1130.shtml).

## **Schedule of Meetings**

### ***Part 1: Developing an Understanding of Community-Engaged Scholarship (CES)***

This section of the course is devoted to introducing students to the principles and issues around CES through readings and classroom discussion. As well, students will be learning about their research projects and preparing to carry them out. During the first two to three weeks each student will prepare a project **workplan** in consultation with the instructors and eventually with the community collaborators. The workplan may provide for adjustment of deadlines and deliverables as appropriate for each project. For example, you may be able to submit the final project much earlier, and the completed literature review later than stated, if appropriate. Early in the term requirements for **ethical protocols** will also be determined.

### **Jan 14: Introduction to CES: Course Outline, Requirements, and Expectations**

Holland, Barbara. "New views of research for the 21<sup>st</sup> century: The role of engaged scholarship." In *Scholarship in Action: Applied Research and Community Change*, edited by Linda Silka. Washington: US Housing and Urban Development, 2005.

Minkler and Wallerstein. Chapter 1.

### **Jan 21: Principles of CES**

Onyx, Jenny. "University-community engagement: What does it mean?" *Gateways: International Journal of Community Research and Engagement* 1, no. 1 (2008): 90-106.

Minkler and Wallerstein, Chapters 2 and 3

### **Jan 28: Process of CES: Ethics, Trust, and Dialogue**

Garlick, Steve, and Victoria J. Palmer. "Toward an ideal relational ethic: Rethinking university-community engagement." *Gateways: International Journal of Community Research and Engagement* 1, no. 1 (2008): 73-89.

Wallwork, Ernest. "Ethical analysis of research partnerships with communities," *Kennedy Institute of Ethics Journal* 18, no. 1 (2008): 57-85.

Minkler and Wallerstein, Chapter 6 (plus other chapters in Part Two – your choice)

**Feb 11: Special guest: Sarena Seifer, Community-Campus Partnerships for Health and Adjunct Professor, U of G.**

**Products of CES: What counts? Who benefits?**

Nyden, Philip. "Academic incentives for faculty participation in community-based participatory research." *Journal of General Internal Medicine* 18, no. 7 (2003): 576-585.

Minkler and Wallerstein , Chapter 14

NOTE: By this point in the course students are strongly encouraged to have already established regular contact with their community partner(s).

***Part 2: Conceptual Work and Research Design***

Beginning after the February reading break, there are no assigned readings. In class, students are expected to discuss the challenges of applying the concepts learned in Part 1 to their specific CES projects. Discussions in class will cover (but not be limited to) the following: personal experiences with community partner(s); the processes of conducting engaged research; strengths and limitations of research design. Independently, students are expected to begin preparing the **literature review** for their specific project, as well as determining the specifics of the **reflection and progress reports**, and **final research products**. Please note that students will be able to meet with the instructor(s) outside class when particular issues arise.

**Feb 18: Winter Break (no classes)**

NOTE: If not already completed, students are strongly encouraged to be in the process of applying for and receiving approval from the Research Ethics Board to begin research for their assigned project

**Feb 25:** Students are expected to broadly discuss the development of their CES project, particularly questions/challenges related to their research design.

**Mar 11:** Students are expected to broadly discuss the development of their CES project, particularly questions/challenges related to their research design.

**Part 3: Independent Research**

Beginning in March students will work predominantly with their community partners on the final project. As such, scheduled meetings will be limited to three monthly 'check-ins' where progress updates, project questions/concerns, and general CES experiences will be shared and discussed. In June we will schedule a time to present research projects. The format of this will be worked out during the preceding months. Please note that students will be able to meet with the instructor(s) outside class when particular issues arise.

**Mar 25: Classroom Check-in**

Students are expected to share with the class their experiences conducting community engaged scholarship, and be prepared to provide useful feedback to their peers.

*ASSIGNMENT DUE: Literature Review*

**Apr 29: Classroom Check-in**

Students are expected to share with the class their experiences conducting community engaged scholarship, and be prepared to provide useful feedback to their peers.

**May 20: Classroom Check-in**

Students are expected to share with the class their experiences conducting community engaged scholarship, and be prepared to provide useful feedback to their peers.

**Jun TBA: Presentations of Research Findings**

*Jun 24 ASSIGNMENT DUE: Reflection Report*

*ASSIGNMENT DUE: Process Report*

**Jul 19: Final Product**

*ASSIGNMENT DUE: Final Project*

**Supplementary Readings/Resources**

See D2L website.

