University of Toronto/University College
Health Studies Research Practicum

Final Course Outline 2004/2005

Course #: **UNI400Y1 (SOC442)**
Course title: **Practicum in Health Studies**
Location:

Instructor: Robb Travers (Terms 1 & 2) & Sarah Flicker (Term 1)

Course time: Mondays, 6:00 – 8:00 p.m.
Phone: 416 545 7498
e-mail: robert.travers@utoronto.ca. sarah.flicker@utoronto.ca
Office hours: by appointment (UC50)
Course location: University College, Room UC 148

Course readings: A readings package is provided by the instructor.

Course description

Community-based participatory research (CBPR) is committed to social change and strives to enhance health and quality of life in urban communities. CBPR is methodologically sound, rigorous research, that respects and encourages varied research methods and adheres to standard ethical review processes. CBPR projects are driven by community needs and priorities to answer relevant questions, build programs, and affect public policy. Rather than a specific research method, CBPR is a widely respected 'process' for conducting research that values the lived experience of community members and welcomes and encourages their contributions at the levels of input (initiation of ideas), process (during data collection, analysis and interpretation phases), and outcome (implementing action-oriented recommendations). Recognizing that there are barriers to both community and academic involvement in CBPR, equitable partnerships between stakeholders are established (with clear terms of reference) to guide CBPR projects. Data generated through these projects are jointly owned and accessible to all partners. Attention to trust-building, decision-making, power and resource-sharing, and reciprocal capacity-building (where the knowledge bases and skill sets of all research partners are enhanced as a result of the research process) are expected outcomes in all CBPR projects.**

As part of a unique partnership between Wellesley Central Health Corporation and University College, University of Toronto, this course is intended to acquaint students with CBPR, its theoretical underpinnings and guiding principles, as well as some of its challenges and limitations. Students will have the opportunity to apply CBPR theory, principles, and skills through assignments and fieldwork in the community.

**** From www.wellesleycentral.com**

Course objectives

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

- identify the principles of CBPR and its theoretical underpinnings;
- define 'community' and create a community profile;
- identify barriers and facilitating factors for CBPR;
- understand the benefits of university-community partnerships in health research;
- understand community and academic roles in CBPR projects;
- understand the concept of capacity building;
- critically reflect on ethical issues in CBPR;
- develop and present an action plan based on research findings;
- present research findings;
- critically engage the CBPR literature.

Course Outline

UNI400Y1 (SOC442) Practicum in Health Studies will cover the following topics:

- introduction to CBPR
- CBPR – theory, principles, and values
- the continuum of participatory research strategies
- CBPR's respect for varied and creative research methods
- building CBPR partnerships
- the role of the outside researcher – working from the outside in
- power and empowerment in CBPR
- strategies for determining community priorities for CBPR
- ethical issues in CBPR
- quality and rigour in CBPR data
- community involvement in data analysis and interpretation
- turning research into action

Course assignments and marks allocation:

Class participation: (20%) The philosophies underpinning CBPR place significant emphasis on empowerment, co-learning, and participation. Students in UNI400Y1 (SOC442) will be expected to attend classes and actively participate in discussions. This expectation is reflected in the proportional allocation of the final grade.

Reflection papers and discussion: (3 x 5% = 15%) Students will be assigned reflection papers (up to two pages each) where ideas, new learning, and issues from the readings are summarized. Students will be required to e-mail their papers and 'questions' to class. Questions and papers will be e-mailed in advance to the instructor for compilation – students should come to class prepared to critically reflect on these questions.

Community research work: (15%) In order acquaint themselves with CBPR from a 'field-based' perspective, students will be required to do a variety of projects in the field including:

- preparing a socio-demographic profile of a community in Toronto
- interviewing community 'informants' to understand key issues in CBPR
- creating resources/tools to assist communities in future CBPR projects

Final report: (50%): Students will submit a final report which summarizes the field experiences (drawing heavily on the readings and presentations).

Course grading scheme:

Letter Grade	4-Point Scale	Percentage (%)
A+	4.0	90 to 100%
A	4.0	85-89
A-	3.7	80-84
B+	3.3	77-79
B	3.0	73-76
B-	2.7	70-72
C+	2.3	67-69
C	2.0	63-66
C-	1.7	60-62
D+	1.3	57-59
D	1.0	53-56
D-	0.7	50-52
F	0.0	0-49

*taken from ROSI

Course assignments and marks allocation cont'd:

Grades in the 'A' range:
original and accurate work, very well organized and expressed, sound critical evaluations, excellent ability to synthesize and integrate information, clear command of techniques and principles.

Grades in the 'B' range:
good grasp of topics, accurate knowledge, some evidence of critical evaluation, ability to synthesize and to discriminate relevant issues

Failure:
inaccuracies, little or no grasp of principles, superficial and/or irrelevant
treatment of topics, in general, a failure to demonstrate the minimal knowledge and skills for effective work in the discipline

A note on Plagiarism: Plagiarism is using somebody else's words without quotation and citation, or somebody else's ideas without explicit citation. Students who are found to have done this will be referred to the appropriate university body for disciplinary action. There is no acceptable excuse. If you have any questions about what constitutes plagiarism, ask the professor. It is easy for us to use search engines to find the source of suspicious paragraphs in papers. Please do not violate these rules.

Note: "Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. The terms that apply to the University's use of the www.Turnitin.com service are described on the Turnitin.com web site."

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Detailed Course Outline – Term 1

The students and professor will meet weekly. Class duration is 2 hours (6:00 – 8:00 pm)

Week 1: September 13th, 2004 - Course Overview

- student and instructor introductions
- course overview

Week 2: September 20th, 2004 - An Introduction to Community-Based Research

- Knowledge and the power to shape/produce it
- CBPR principles and theory of change
- What do we mean by community?

Readings:

Gaventa J. The Powerful, the Powerless, and the Experts: Knowledge Struggles in an Information Age. In: Park P, Brydon-Miller M, Hall B, Jackson T, editors. *Voices of Change: Participatory Research in the United States and Canada*. Toronto: The Ontario Institute for Studies in Education, 1993:21-40.

Indyk, D. & Rier, D.A. (1993). Grassroots AIDS knowledge. *Knowledge: Creation, diffusion, utilization. 15*, 3-43.

Jewkes R, Murcott A. Community representatives: Representing the "community"? Social Science and Medicine 1998;46(7):843-858.

MacQueen KM, McLellan E, Metzger D, Kegeles S, Strauss RP, Scotti M, et al. What is community? An Evidence-Based Definition for Participatory Public Health. *American Journal of Public Health* 2001;91(12):1929-1937.

Week 3: September 27th, 2004 - An Introduction to CBPR (cont'd)

Minkler, M. & Wallerstein, N. (2004). Introduction to community-based participatory research. In Community-Based Participatory Research for Health (Eds. Minkler & Wallerstein). Jossey-Bass, 2004

Wallerstein N, Duran B. (2004). The conceptual, historical and practice roots of community based participatory research and related participatory traditions. In: Minkler M, Wallerstein N, editors. *Community Based Participatory Research for Health*. San Francisco, CA: Jossey-Bass, 2003:27-52.

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

Israel, B. A., Schulz, A.J., Parker, E.A., & Becker, A.B. (1998). Review of community-based research: Assessing partnership approaches to improve public health. *Annual Review of Public Health, 19*, 173-202.

Week 4: October 4th, 2004 - Facilitating CBPR

- barriers to CBPR
- facilitating factors for CBPR

Readings:

Israel, B., Schulz, A., Parker, E.A.., Becker, A.B., Allen, A.J.III., & Guzman, R. (2004). Critical issues in developing and following community-based participatory research principles In Community-Based Participatory Research for Health (Eds. Minkler & Wallerstein). Jossey-Bass, 2004

Perkins, D.D. & Wandersman, A. (1990). You'll have to work to overcome our suspicions: The benefits and pitfalls of research with community organizations. *Social Policy, Summer, 1990*, 32-41.

Commentary. Principles to guide AHC – Community Partnerships. (2001). *Academic Medicine, 76*, 151-152.

Week 5: October 11th, 2004 – Canadian Thanksgiving - no class

Week 6: October 18th, 2004 - CBPR Partnerships – Part 1

- facilitating CBPR through health research partnerships
- guest speaker – Dr. Maria Paez Victor, University of Toronto, Department of Sociology

Readings:

Wolff, M. & Maurana, C. (2001). Building effective community-academic partnerships to improve health: A qualitative study of perspectives from communities. *Academic Medicine, 76,* 166-172.

Hart, Roger. 1997. Children's participation: The Theory and practice of involving young citizens in community development and environmental care. London: Earthscan Publications.

Sullivan, M., Chao, S.S., Allen, C.A.., Kone, A., Pierre-Louis, M., & Krieger, J. (2004). Community-researcher partnerships: Perspectives from the field. In Community-Based Participatory Research for Health (Eds. Minkler & Wallerstein). Jossey-Bass, 2004.

Week 7: October 25th, 2004 - CBPR Partnerships cont'd

- developing CBPR partnerships – Bridging the solitudes of academia and community

Readings:

Seeley, J.A., Kengeya-Kayondo, J.F., & Mulder, D.W. (1992). Community-based HIV/AIDS research – whither community participation? Unsolved problems in a research programme in rural Uganda. *Social Science & Medicine, 10*, 1089-1095.

Israel, B. A., Schulz, A.J., Parker, E.A., & Becker, A.B. (2001). Community-based participatory research: Policy recommendations for promoting a partnership approach in health research. *Education for Health*, *14*, 182-197.

Stoeker, R. (2004). Are academics irrelevant? In Community-Based Participatory Research for Health (Eds. Minkler & Wallerstein). Jossey-Bass, 2004.

Week 8: November 1st, 2004 - Power and Empowerment in CBPR

- giving voice to the margins
- Positive Youth Project

Readings:

Checkoway B, Richards-Schuster K, Abdullah S, Aragon M, Facio E, Figuero L, et al. Young people as competent citizens. *Community Development Journal* 2003;38(4):298-309.

Checkoway B, Dobbie D, Richards-Schuster K. Involving young people in community evaluation research. *Community Youth Development* 2003;4(1).

Smith R, Monaghan M, Broad B. Involving Young People as Co-Researcher: Facing up to the Methodological Issues. *Qualitative Social Work* 2002;1(2):191-207.

Harper G, Carver L. "Out-of-the-mainstream" youth as partners in collaborative research: Exploring the benefits and challenges. *Health Education and Behavior* 1999;26(2):250-265.

Week 9: November 8th, 2004 - Assessing community research priorities

- participatory strategies for identifying emerging issues in communities

Readings:

Minkler, M. & Hancock, T. Community-driven asset identification and issue selection. In Community-Based Participatory Research for Health (Eds. Minkler & Wallerstein). Jossey-Bass, 2004.

Wang, C. C., Burris, M.A. Photovoice: concept, methodology, and use of participatory needs assessment. Health Education and Behavior, 1997 24(3), 369-387.

Week 10: November 15th, 2004 - Community profiles

- student presentations

Week 11: November 22nd, 2004 - Ethical Issues in CBPR

- contextualizing 'do no harm to others' within a CBPR framework

Readings:

Bonell, C. (1994). Local research ethics committees: Fail community research. *British Medical Journal*, 308, 594-595.

Brugge, D., & Kole, A. (2003). A case study of community-based participatory research ethics: The healthy public policy initiative. *Science and Engineering Ethics*, 9(4), 485-501.

Macaulay, A.C., Delormier, T., McComber, A., Cross, E.J., Potvin, L., Paradis, E.K., Kirby, R., Saad-Haddad, C., & Desrosiers, S. (1998). Participatory research with native community of Kahnawake creates innovative code of research ethics. *Canadian Journal of Public Health*, 89(2).

Marshall, P.A., & Rotimi, C. (2001). Ethical challenges in community-based research. *The American Journal of Medical Sciences*, 322(5), 241-245.

Minkler, M., Fadem, P., Perry, M., Blum, K., Moore, L., & Rogers, J. (2002). Ethical dilemmas in participatory action research: a case study from the disability community. *Health Education & Behavior*, 29(1), 14-29.

.**Week 12: November 29th, 2004 - Community profiles**

- student presentations

Week 13: December 6th, 2004 - Working with marginalized communities

- student presentations (if required)
- trust, power and community building
- guest lecture TeenNet Research Project (Andrea Ridgley)

Readings:

Santiago-Rivera, A.L., Morse, G.S., & Hunt, A. (1998). Building a community-based research partnership: Lessons from the Mohawk nation of Akwesasne. *Journal of Community Psychology, 26*, 163-174.

Lax, W., & Galvin, K. (2002). Reflections on a community action research project: Interprofessional issues and methodological problems. *Journal of Clinical Nursing, 11,* 376–386.

Maley, O., Ridgley, A., Biscope, S., Flicker, S., & Skinner, H. (2004). e-PAR: Using Technology and Participatory Action Research to Engage Youth in Health Promotion. Unpublished Manuscript, University of Toronto.

Detailed Course Outline – Term 2

Course readings: A readings package is provided by the instructor.

Term 2 of UNI400Y1 has been designed to allow students:

- time to conduct fieldwork to complete community projects;
- to deepen their understanding of issues in CBPR through select readings;
- to acquaint themselves with the diversity of CBPR in Toronto through guest speakers;

Session 1 – January 3rd, 2005

- Final student presentation
- Lecture – CBPR Partnerships and the role of the academic researcher

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Sessions 2 & 3 – January 10th, and 17th, 2005

Developing and Maintaining Collaborative Partnerships – A more in-depth examination of community and academic roles and critical issues.

Objectives:

- understanding the characteristics of healthy CBPR partnerships
- examining the roles of academics in CBPR projects/centres
- examining the roles of community members in CBPR projects/centres
- to illustrate a case example of a CBPR project

Session 2 – January 10th, 2005

Lecture – CBPR Partnerships

- the role of the academic from: Stoeker, R. (2004). Are academics irrelevant? In Community-Based Participatory Research for Health (Eds. Minkler & Wallerstein). Jossey-Bass, 2004. (Term 1 reading package)
- characteristics of a healthy CBPR partnerships (from www.ccph.info - Community Campus Partnerships for Health)

Session 3 – January 17th, 2005

Guest Lecture, Andrea Ridgley, MSW, Research Coordinator, TeenNet

Recommended Reading

Wang C. & Redwood-Jones Y. Photovoice Ethics: Perspectives from Flint Photovoice. *Health Education and Behavior. Vol. 28 (5): 560-572, October 2001.*

Other Readings for January 17th – January 24th (pick any two for your issue papers)

Lantz, P.M., Viruell-Fuentes, E., Israel, B.A., Softley, D., & Guzman, R. (2001). Can communities and academia work together on public health research? Evaluation results from a community-based participatory research project in Detroit. *Journal of Urban Health, 78, 495-507.*

Minkler, M. (2004). Ethical Challenges for the "Outside" Researcher in Community-Based Participatory Research. *Health Education & Behavior, 31, 684-697.*

Parker, E.A., Israel, B.A., Williams, M., Brakefield-Caldwell, W., Lewis, T.C., Robins, T., Ramirez, E., Rowe, Z. & Keeler, G. (2003). Community Action Against Asthma. Examining the Partnership Process of a Community-based Participatory Research Project. *Journal of General Internal Medicine, 18, 558-567.*

Parker, E.A., Margolis, L.H., Eng, E. & Henriquez-Roldan, C. (2003). Assessing the capacity of health departments to engage in community-based participatory research. *American Journal of Public Health;* 93, 472-476.

Session 4 – January 24th, 2005

Strategies for determining community priorities for CBPR

Guest Lecture – Bruce Collet, PhD Candidate, Loyola University, Chicago
Conducting CBPR in the Somalia Diaspora in Toronto

Minkler, M. & Hancock, T. Community-driven asset identification and issue selection. In Community-Based Participatory Research for Health (Eds. Minkler & Wallerstein). Jossey-Bass, 2004.

Session 5 – January 31st, 2005

Guest Lecture – Mary McGrath, Citizen's Environment Watch
Citizen Engagement in Research in Toronto's Environmental Movement

- **Issue Paper # 2 due (5% of grade)**
- **Key Informants Interview List due (5% of grade)**

Session 6 – February 7th, 2005 – No class – Fieldwork

Session 7 – February 14th, 2005 – No class – Reading Week

Session 8 – February 21st, 2005 – No class – Fieldwork

Session 9 – February 28th, 2005 – Getting to Action: CBPR and Social Change

Guest lecture – Louise Binder, Canadian Treatment Access Council

- **Issue Paper #3 due (5% of grade)**

Weed, D.L., McKeown, R.E., (2004). Science and Social Responsibility in Public Health. *Environmental Health Perspectives, 111, 1804-1808.*

Themba, M. & Minkler M. Getting to action: Influencing Policy Change Through Community Based Participatory Research. In M. Minkler and N. Wallerstein. (Eds.)Community Based Participatory Research for Health.

Session 10 – March 7th, 2005 – Knowledge Transfer & Exchange

Guest lecture – Dee Kramer, PhD, Knowledge Transfer, Institute for Work and Health

Reading(s) to be assigned the week before

Session 11 – March 14th, 2005 – Critical Appraisals of CBPR

Chataway, C.J. 1997. An Examination of the Constraints on Mutual Inquiry in a Participatory Action Research Project. *Journal of Social Issues. 53(4):747-765.*

Healy, K. (1999). Participatory action research and social work: A critical appraisal. *International Social Work, 44, 93-105.*

Manson, S., Garroutte, E., Turner Goins. R., & Henderson, P.N. (2004). Access, relevance, and control in the research process. *Journal of Aging and Health. Supplement, Vol 16. 58s-78s.*

O'Donnell, M. & Entwistle, V. (2004). Consumer involvement in research projects: the activities of research funders. *Health Policy 69, 229–238.*

Session 12 – March 21st, 2005 – Optional class – re: final paper

Session 13 – March 28th, 2005 – Easter Monday (class cancelled)

Session 14 – April 4th, 2005

- **Final Papers (50% of grade) due**
- **Community Resource Tool (5% of grade) due**