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  
eugenia_eng@unc.edu  
966-3909

Ellen Smolker  
smolker@email.unc.edu  
489-1379

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.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics, Readings and Speakers</th>
<th>Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 9</td>
<td><strong>Introduction to the Course and Participants</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Speakers:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Recommended:</strong></td>
<td></td>
</tr>
</tbody>
</table>

**UNIT 1  COLLABORATION IN DISCOVERY AND ACTION**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics, Readings and Speakers</th>
<th>Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 16</td>
<td><strong>Ethics of Public Health Research and Practice and the Institutional Review Board</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Speaker:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Michael Bowling, PhD</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Research Assistant Professor, School of Public Health</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Required Readings:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Recommended:</strong></td>
<td></td>
</tr>
</tbody>
</table>
Jan 23  Participatory Action Research: What Is It and Is It Doable?

**Required Readings:**


**Recommended:**


Jan 30  **Research through Photography**

**Video:**
"Stranger with a Camera" Applalshop Film and Video

**Speaker:**
Course Alum Presentation

**Required Readings:**


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*.


Feb 6  **Preparation for Fieldwork Using Photography**

**Speaker:**
Course Alum Presentation

**Required Readings:**
Plan date to conduct class at Center for Document Studies.


Register for Minority Conference
UNIT 2  DISCOVERY AND CHANGE

Feb 13  Applications of Participatory Action Research and Community Participation


Recommended:

Feb 20  Effects: Community Capacity and Community Competence


Recommended:

UNIT 3 SOCIAL INEQUITIES

Feb 27 **Public Health and Political Ideology: Unfreezing Democracy and Equity**

**Required Readings:**


Submit unit 2 journals and Self-assessments

Receive article for paper

Attend Minority Health Conference on 1 March

Mar 6 **Synthesis and Project Updates**

**Speakers:**
Course Alum Presentation
Course Alum Presentation

Papers due 8 March

Mar 13 **Spring Break!!!!**

Mar 20 **Public Health & Scientific Revolutions: One Historical View**

**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:**


Kuhn TS. The Structure of Scientific Revolutions. Chicago, IL: University of Chicago Press, Chapters 1, 8-10, 1970.


Sign up for presentation dates
UNIT 4  OF POWER AND BEING IN POWER

Mar 27  Insiders and Outsiders: Partners or Odd Couple?

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

Required Readings:

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


Recommended:

Apr 3  Public Health and Collaboration: Lessons Learned

Required Readings:


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!

May 10 **Per Final Examination Schedule**

- Submit unit 4 journals and self-assessments
- Participant Thank you letters and albums

By 12:00 pm:
- Submit Presentations
- Submit fieldnotes