SYLLABUS

Targeted Research in Community Health and Development
OSPCPTWN 022

Spring Quarter, 2014

3 units

INSTRUCTOR: Timothy K. Stanton, Director, Bing Overseas Studies Programme in Cape Town

DATES: 15 April – 18 June 2014. Seminar will meet on Mondays from 1:30 – 3:00 PM at the Stanford Waverley Centre.

COURSE DESCRIPTION

"Don't tell us how much you know until you show us how much you care."
- Anthony "Van" Jones

As South Africa moves from a segregated society to one with aspirations for equality, integration, and democracy, its community development strategies must respond to increasing poverty and infectious disease (e.g., HIV/AIDS) and complicated, interconnected challenges related to providing effective care and equitable economic opportunities to all segments of the population – both rural and urban. This seminar will focus on strategies and practice of community-based partnership research, which is designed to bring greater clarity to these challenges and more effective strategies for resolving them.

The seminar is designed for students intending to engage in BOSP Cape Town Centre-sponsored community-based research. These research projects will be substantive community health or development investigations that students undertake in collaboration with Stanford Centre community partners: Western Cape NGOs or government agencies, local residents associations, or other community-based organizations or groups. The projects will be designed to build new knowledge and skills for students, to respond effectively to community health and development information needs of Centre partners, and ultimately to contribute to improved life for Western Cape residents.

The seminar is part of a two-quarter sequence required of all students intending to engage in Centre-sponsored research. It will introduce students to rationales, approaches, methods and controversies related to partnership-based, community research and to their community-based research partners. It will enable students to prepare for, plan, and launch their projects in collaboration with these partners. While open to all students, the seminar must be taken by students who undertake Centre-sponsored research.

Research as Service-Learning

In this course we view research as a form of community service. The goal is to enable students to learn about partnership approaches to community-based research while responding to the information needs of the partners. It is expected that these research projects will be completed and presented to the partners by the end of Spring Quarter or the summer. Students enrolled in the seminar but not undertaking research will be expected to assist existing research teams as well as develop a

community-based research proposal as a final paper, as if they were conducting their own research.

Course Objectives

Over the two quarters students will gain knowledge and skills necessary to:

- Understand and practice theories and strategies of community-based research, which is designed to bring greater clarity to complicated, interconnected challenges faced by NGOs seeking to provide effective support and equitable development opportunities to all segments of the South African population – both rural and urban.
- Complete the planning, implementation and evaluation of a substantive, collaborative community-based research project with an established Stanford Centre community partner.
- Apply principles of community health and development theory and collaborative community partnership in their project work.
- Document the health and/or development status of a given community through primary data collection based on both epidemiological and anthropological concepts and methods.
- Present the results of community-based research in a public forum and write them up in a final report with recommendations for action, if relevant.

Course requirements

The success of the seminar depends on students' willingness to take responsibility for their learning and that of all other seminar participants. I look forward to and expect each member of the seminar to share his or her perspectives, both personal and theoretical, on the issues at hand, and to question respectfully those of other members. In this way I hope the seminar becomes a vibrant, stimulating, and comfortable place to explore motivations and commitments to work in community health and development whether as a practitioner or researcher. Therefore, I have the following requirements:

- consistent seminar attendance
- completion of assigned reading and papers prior to due dates
- active participation in seminar discussions and in working groups, including providing feedback throughout the progress of the seminar
- leadership and facilitation of readings discussions
- sensitive, thoughtful, and respectful collaboration with community partners in the research and involved community members
- completion of final paper to include a research data gathering plan and process assessment (note: students not intending to continue and complete research will submit a "simulated" research proposal)
- completion and assessment of a substantive community health and/or development research project, including an oral presentation in the community for community partners and a written final report <u>by the end of summer.</u>

There will be no final examination.

Readings and discussion facilitation:

Readings for the seminar will be available online, at Coursework, or in the BOSP centre as noted in this syllabus. At the beginning of the quarter, students will select one or more seminars for which they will serve as readings discussion leader. Seminar leaders will be responsible for leading a class discussion on the assigned

issues, with primary focus on the readings. Facilitation of this discussion will be supported with a 1-2 page handout for distribution to course participants <u>prior to the seminar</u>. The handout should synthesize the readings, highlight the most salient issues, and include a list of questions students should be prepared to discuss. Grading will be based on 1) organization of the presenters and their facilitation, 2) integration of the readings with student service/research experiences, and 3) quality of the handout.

Grading:

Grades will be computed as follows:

Class participation (20%)
Readings discussion facilitation (15%)
Photovoice/Walking Tour presentation and Key Informant Interviews assignment (25%)
End-of-term Research Plan and Process Assessment (40%)

Useful Resources to draw on during your research projects:

Miles, M.B. & Huberman, A.M. (1994). *An Expanded Sourcebook: Qualitative Data Analysis,* (Thousand Oaks, CA: Sage Publications). Offers and explains methods of analysis that are practical, credible and reliable, including 60 methods of data display and analysis tools, including descriptions of digital analysis packages. Available in the Centre library.

O'Leary, Z. (2010). *The Essential Guide to Doing Your Research Project,* second edition, (London, UK, Sage Publications.) A guide to get from "clueless" to "completed" covering every stage of a research project from getting started to writing up with each chapter explaining steps along the way. Available in Centre library or from Google ebooks.

Patton, M.Q. (2002). *Qualitative Research & Evaluation Methods,* 3rd ed., (Thousand Oaks, CA: Sage Publications). Covers all aspects of qualitative inquiry. Highlights and explains major issues and offers guidelines, tables, figures and numerous other examples and "sage advice from Sufi-Zen master, Halcolm." Available in the Centre library.

Action Alliance: Multicultural Health and Community Services (2012). *Community-Based Research Toolkit.* Available at:
http://accessalliance.ca/research/capacity/cbrtoolkit
This Toolkit, aimed at a community partner audience, contains many ready to use tools and templates and numerous best practices recommendations that practitioners can use to prepare for a community-based research project, identify and build healthy partnerships, train and meaningfully engage marginalized community members in research as 'peer researchers,' and design and implement research using participatory, collaborative processes. The toolkit also contains information on how to disseminate findings, connect these findings to policy change and evaluate the project.

The Examining Community-Institutional Partnerships for Prevention Research Group (2006). *Developing and Sustaining Community-Based Participatory Research Partnerships: A Skill-Building Curriculum.* 2006. Available at:
http://cbprcurriculum.info/
This curriculum focuses on developing and sustaining CBPR partnerships covering the basic principles of CBPR and strategies for applying them; the key steps involved in developing and sustaining CBPR partnerships; common challenges faced by CBPR partnerships and suggested strategies and resources for overcoming them; skills for

all partners that will enhance their capacity for supporting and sustaining authentic CBPR partnerships.

Work Group for Community Health and Development (2009). *Community Tool Box*, University of Kansas. Available at: http://ctb.ku.edu/en/Default.htm
The *Community Tool Box* is an online, global resource for free information on essential skills for building healthy communities. It offers more than 7,000 pages of practical guidance in creating change and improvement with an emphasis on community-based research and evaluation.

Course schedule and assignments: (Note: All assigned readings may be found at Stanford *CourseWork* or at the designated URL except those marked "**Centre Library**," which are contained in the books, Israel, B. et al, *Methods for Community-Based Participatory Research for Health;* Minkler, M. and Wallerstein, N. (2008), *Community-Based Participatory Research for Health;* and Minkler, M., ed. (2012), *Community Organizing and Community Building for Health and Welfare,* in the Centre library. You may also purchase copies of these books, but they are expensive.)

Week 1

Tuesday, April 15 4:00 – 5:30 PM:

Introductions and course overview
Orientation to Community-based Partnership Research – theories, practice
Community-based research projects

Week 2

Tuesday, 29 April 4:00 – 5:30 PM:

Projects – review, preferences?
Seminar: (1) Defining community and its relevance to health and development; what is community health and how does it relate to community development? (2) What is community-based research – theory, practice and controversies?

Reading due:

- Farmer, P. (2003). On suffering and structural violence, in *Pathologies of Power*. Berkeley: University of California Press, pp. 29-50. (to be distributed)
- Walter, C. & Hyde, C. (2012). Community building practice: An expanded conceptual framework, in Minkler, M., ed., *Community Organizing and Community Building for Health and Welfare,* New Brunswick, NJ: Rutgets University Press, pp. 78 - 90.
- Minkler, M. et al (2012). *Community-based participatory research: A strategy for building healthy communities and promoting health through policy change.* Oakland, CA, Policylink, pp. 9 – 29. Skim case studies.
- Nyden, P. (2006). The challenge and opportunities of engaged research. *Scholarship in Action: Applied Research and Community Change*, Washington DC: Department of Housing and Urban Development, pp. 11-25.

Recommended:

- Bell, J.D. et al (2002). *Reducing health disparities through a focus on communities: A Policylink Report.* Oakland, CA, Policylink pp. 4- 47. Available at: http://www.policylink.org/site/apps/nlnet/content2.aspx?c=lkIXLbMNJrE&b=5136581&ct=6999765
- Israel, B. et al (1998). Review of community-based research: Assessing partnership approaches to improve public health. *Annual Review of Public Health*, 19, 173-202.
- Patrick, D.L. & Wickizer, T.M. (1995). Community and health, in Amick, B.C. et al (eds). *Society and Health*, New York: Oxford University Press pp. 46-91.

Week 3

Tuesday, May 6 4:00 – 5:30 PM:

Seminar: Community partnerships and collaboration in community-based research – issues, challenges, principles
Preparation for community partner meetings

Assignment for 13 May: Meet and discuss your research with community partners

Reading due:

- Wallerstein, N. et al (2005). Developing and maintaining partnerships with communities, in Israel, B. et al, *Methods for Community-Based Participatory Research for Health*. San Francisco: Jossey-Bass, pp 31 – 51. **[Centre library]**
- Adams, K. and Faulkhead, S. (2012). This is not a guide to indigenous research partnerships. *Information, Communication & Society,* 15(7), 1016 – 1036.
- Sandmann, L.R. and Kliewer, B.W. (2012). Theoretical and applied perspectives on power: Recognizing processes that undermine effective community–university partnerships. *Journal of Community Engaged Scholarship,* 5(2), 1 – 13.

Week 4

Monday, 13 May:

Report-in: Community partner meetings
Seminar: (1) Qualitative data gathering in community-based research - practice, paradigms, strategies; (2) First diagnostic steps in characterizing communities of focus: their assets and challenges.

Reading due:

- Israel, B.A. et al (2005). Introduction to methods in community-based participatory research for health, in Israel, B. et al, *Methods for Community-Based Participatory Research for Health*. San Francisco: Jossey-Bass, pp. 3 – 26. **[Centre library]**
- Hancock, T, LaBonte, R, and Edwards, R. (1999). Indicators that count: Measuring population health at the community level. *Canadian Journal of Public Health, 90 (Suppl 1),* 22-26.

- McQuiston, C. et al (2005). Community-based participatory research and ethnography: The perfect union, in Israel, B. et al, *Methods for Community-Based Participatory Research for Health*. San Francisco: Jossey-Bass, pp. 210 - 229. **[Centre library]**
- Ayala, G.X. et al (2005). Mapping social and environmental influences on health: A community perspective, in Israel, B. et al, *Methods for Community-Based Participatory Research for Health*. San Francisco: Jossey-Bass, pp. 188 - 209. **[Centre library]**
- Brown, R.B. et al, (2008), A participatory action research pilot study of urban health disparities using rapid assessment response and evaluation, in *American Journal of Public Health,* 98:28-38.

Week 5

Tuesday, 20 May:

Seminar: Roles, challenges and collaboration in community-based research.
Orientation to "photovoice" assignment.

Assignment due 27 May: Photovoice Reports.

Reading due:

- Stoecker, R. (1999). "Are academics irrelevant? Approaches and roles for scholars in CBPR," In Minkler M. and Wallerstein, N. (eds), *Community-Based Participatory Research for Health*. San Francisco: Jossey-Bass, pp. 107-120 **[Centre Library]**
- Smith, M. (2011). A reactive, radical approach to engaged scholarship. In *Journal of Higher Education Outreach and Engagement*, 15(4), 87-100.
- Wang, C.C. and Pies, C.A.(2008). Using Photovoice for assessment and issue selection: Lessons from a family, maternal, and child health department. In M. Minkler and N. Wallerstein (eds), *Community-Based Participatory Research for Health*. San Francisco: Jossey-Bass, pp. 183-198. **[Centre Library]**
- Zenk, S.N.. et al (2005). Application of CBPR in the design of an observational tool: The neighborhood observational checklist, in Israel, B. et al, *Methods for Community-Based Participatory Research for Health* (San Francisco: Jossey-Bass, pp. 167 - 187. **[Centre library]**

Recommended:

- Powers, M., Freedman, D. & Pitner, R. (2012) *Photovoice manual: From snapshot to civic action.*

Week 6

Tuesday, 27 May:

"Photo Voice" report-in: early characterizations of communities - identifying priority issues and development indicators.
Seminar: Community interviews – individuals and groups.
Preparation for key informant interviews.

Assignment due 3 June: Community key informant interviews.

Reading due:

- Becker, A.B. et al (2005). Strategies and techniques for effective group process in CBPR, in Israel, B. et al, *Methods for Community-Based Participatory Research for Health*. San Francisco: Jossey-Bass, pp. 52-72. **[Centre library]**
- McKenna, S.A., Iwasaki, P.G., Stewart, T., Main, D.S. (2011). Key informants and community members in community-based participatory research: One is not like the other. In *Progress in Community Health Partnerships: Resarch, Education and Action*, 5(4), 387-397.
- Eng, E. et al (2005). Community member key informant interview guide, in Israel, B. et al, *Methods for Community-Based Participatory Research for Health* (San Francisco: Jossey-Bass, pp. 397-399. **[Centre library]**
- Kieffer, E.C. et al (2005). The application of focus group methodologies to community-based participatory research, in Israel, B. et al, *Methods for Community-Based Participatory Research for Health*. San Francisco: Jossey-Bass, pp. 146 - 166. **[Centre library]**

Week 7

Tuesday, 3 June:

Report-in and seminar: key informant interviews: prioritizing development issues/research questions.
Seminar: Power relations and the role of researchers and development professionals in the community.
Preparation: Developing your research plan: orientation and preparation, briefing on final paper assignment.

Assignments due 10 June: take the Stanford University online Human Subjects Certification tutorial available at:
http://humansubjects.stanford.edu/resources/req_tutorial.html.
(Optional assignment) First draft community research plans: prioritizing development issues/research questions with your partners

Reading due:

- Chavez, V. et al (2008). The dance of race and privilege in CBPR. In M. Minkler and N. Wallerstein (eds), *Community-Based Participatory Research for Health*. San Francisco: Jossey-Bass, pp. 91-106. **[Centre Library]**
- Tervalon, M. & Murray-García, (1998). Cultural humility versus cultural competence: A critical distinction in defining physician training outcomes in multicultural education," in *Journal of Health Care for the Poor and Underserved*, Vol. 9, No. 2, 117-123.
- Watch Chavez, V. (2012) *Cultural humility: People, principles, and practices*, 30 minute documentary video on four parts, available at: http://www.youtube.com/watch?v=_Mbu8bvKb_U&list=PL87955 5ABCCED8B50&feature=view_all

Week 8

Tuesday, 10 June:

Report-in: research plans and problem-solving
Seminar: Community-based partnership research ethics and review boards

Reading due:

- Mihesuah, D. (1993). Suggested guidelines for institutions with scholars who conduct research on American Indians," *American Indian Culture and Research Journal*, 17(3), pp. 131 – 139.
- Reid, C. & Brief, E. (2009). Confronting condescending ethics: How community-based research challenges traditional approaches to consent, confidentiality, and capacity. In *Journal of Academic Ethics.* 7:75-85.
- Gerber, L. (2013). Telling contested stories: Conflicts of accountability in engaged scholarship. *Practice Matters,* 6, 1 – 5.
- McDonald, M.A. (2012). *Ethics and community-based research*, Power Point Presentation, Duke Translational Medicine Institute.

Review the following websites:

- World Health Organization (WHO), Indigenous Peoples and Participatory research. Available online at: http://www.who.int/ethics/indigenous_peoples/en/index1.html
- Principles of Ethical and Effective Service, Haas Center for Public Service. Available online at: https://studentaffairs.stanford.edu/haas/about/mission/principles

Week 9

WEDNESDAY**, 18 June:**

"Works in Process" presentations

Final paper due: Wednesday, 18 June 11:59 PM (email to: tstanton@stanford.edu)