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 by the end of summer.

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 prior to the seminar. 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:


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.


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.

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:

Recommended:


**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:**


**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:**


**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:**


**Recommended:**


**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:


**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](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:**


Week 8

Tuesday, 10 June:

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

Reading due:


Review the following websites:

- Principles of Ethical and Effective Service, Haas Center for Public Service. Available online at: [https://studentaffairs.stanford.edu/haas/about/mission/principles](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)