

**RPTS 672 Community Based Participatory Research
Spring 2019**

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CATALOG DESCRIPTION

Examine historical and emerging philosophical, ethical and methodological issues; CBPR intersection with race, class, gender, and other forms of oppression and critical methodologies; challenges for academics and community members to co-construct knowledge; orientation to democratic processes of social and organizational change; focus on inclusion of youth population in building partnerships; gain practical experience in participatory research methods.

Prerequisites: NONE

LEARNING OUTCOMES

Upon completion of this course, students will be able to:

1. Identify and describe key theoretical perspectives that have shaped the development and evolution of CBPR.
2. Describe the major principles of CBPR.
3. Critique both the strengths and limitations of CBPR in addressing youth problems.
4. Design and implement a CBR project by collaborating with members of a Texas group or organization on a research project that meets an identified need.
5. Critically assess and convey resolutions to race, gender, and class dimensions within the CBPR project.
6. Apply varying approaches to addressing validity and rigor within the CBPR project.
7. Co-construct knowledge with the CBPR project partners in order to generate, evaluate and document meaningful social change in the community.
8. Produce a project final report in writing.
9. Articulate project results for academic and community settings.

Achieving these goals in a semester is an incredible challenge. Consequently, this class will be unlike most that you have had. We will function more as a working group than a class. That means that each of you will have responsibility to the group to help us learn about CBR as we do it. Unlike other classes, also, your work in this class will have real stakes for real people. It will require more commitment and responsibility than most classes; it will also be one of your most rewarding educational and life experiences.

METHOD OF INSTRUCTION

The approach of this course will emphasize self-motivated and cooperative learning. The course will be conducted as a seminar with mutual exchange and defense of ideas. While the instructor will do some lecturing, she will primarily act as a facilitator.

- **NOTE:** *I respect the decisions that graduate students make as they prioritize their time and efforts. I expect that you will read some articles more thoroughly than others, and that some issues will be more meaningful to you than others. I ask that you read through the assigned materials, thoroughly or by skimming, so that you understand the issues and nuances of the points these authors are raising, and that you can engage in a scholarly discussion extending from those points.*

TEXTBOOK

- Minkler, M., and Wallerstein, N. (editors), Community Based Participatory Research for Health: From Process to Outcomes, 2nd edition. San Francisco, Jossey-Bass, 2008.
- Sydlo, S.J., et al (2003). Participatory action research curriculum for empowering youth. Hartford, CT: The Institute for Community Research.
- Coughlin, S, et al. (2017). Handbook of community-based participatory research. Oxford ; New York : Oxford University Press

I will also distribute articles and other materials during the class to support our *thinking* and *doing*.

COURSE REQUIREMENTS

The following assignments are designed to guide your learning throughout this course. The grading rubric for each assignment is found in Appendix A.

1. Active participation (15%). Participation and co-learning are important concepts in CBPR, thus it is necessary that you attend and actively participate in class. Class participation includes activities such as *speaking, listening, observing, sharing ideas, and reflecting*. You are expected to attend all class sessions. If you cannot attend a class session due to extenuating circumstances, you must communicate with me prior to the missed session. You are also expected to read and reflect on all of the assigned articles prior to class and to review the relevant discussion questions prior to class.
2. Class facilitation (10%). Pairs of students are required to facilitate class discussion and a group activity one time during the term. Student pairs are predetermined. Student facilitators are required to complete the following tasks:
 - Email the class discussion questions related to your readings on the Friday prior to your session
 - Lead a group discussion on the readings (approximately one hour)
 - Facilitate a learning activity related to the readings (approximately one hour)
3. Reflection (15%). Reflection is an important concept in CBPR. Reflection provides researchers with an opportunity to explore their thoughts and feelings throughout the research process. Journaling is one example of a reflection tool, and this tool will be used throughout the course. The format of your journal is not important – it may include written text, post-it notes, email dialogues, newspaper articles, pictures, quotes, comics, etc. The content of your journal, however, is crucial. Journal entries should critically analyze course materials and experiences. Your journal is a venue for you to *react to* and *integrate* your thoughts and ideas related to the course readings, your experience in the community, and the challenges you uncover throughout the course. In addition to your journal, we will spend time each class period on a reflection activity. Some activities will have a specific focus and others will be conducted in an open format.

To evaluate your reflective practice, you will meet with me two times during the term to discuss your journal. This session will be guided by you. You will share with me the key themes emerging in your reflections and any insights you may have uncovered. Each session will last approximately 30 minutes. You will also turn in a copy of your journal at the indicated times on the syllabus (Reflection 1 – Week 1-4; Reflection 2 – Week 5-8; Reflection 3 – Week 9-13).

4. Conduct a small-scale fieldwork project (60% of grade)

The purpose of this course is to explore ways to include youth and communities in the research process. Students will work in small groups on a fieldwork project that engages 3-5 participants from the community. The purpose of the project is to engage all participants in: developing a relationship as co-learners; using CBPR techniques and procedures with community youth to systematically investigate and construct the everyday life and meanings of youth issues; identifying shifting locations of power during the research process and addressing issues of ethics; and reviewing findings for potential application to practice. I anticipate that this will involve a combination of interviews with group members, community needs assessment, community walks, client visits, meetings, and other community engagement activities.

It is imperative that you interact with the community throughout the course. Interaction with the community may occur through two formats: (1) continued interaction with a community group you are already connected to, or (2) establish contact with a new community. In either instance, you are expected to regularly interact with the community by observing, listening, dialoging, and attending meetings. By regular interaction, at least 4 face-to-face contacts with the community. You want to begin to understand the values, beliefs, and goals of this community. Throughout these interactions you will see some of the CBPR principles come to life. You may also find your community experiences contradict some of the readings. Additionally, you will uncover how you see yourself working with and in the community. Reflections related to your community experience will be included in your journal.

The products to be generated will be the seminar participant's written reflections, a report and a class presentation of findings, lessons learned and dissemination plans. The presentation should include a detailed description of the methods used for data collection and analysis. All costs will be covered as appropriate.

The paper must be written in APA format and is due X.

GRADING

When evaluating your work, I will look for clarity, quality, completeness and professionalism. The following point system and evaluation criteria will be used to determine grades.

<u>The % of points</u>	<u>Grade</u>	<u>Evaluation</u>
90- 100%	A	Assignments must be virtually free from errors in writing, word usage, sentence structure and statistical analysis. The assignment will be distinguished by clear and logical thinking and will include evidence of advanced critical thinking skills.
80 - 89%	B	Assignments will be organized and written well although there may be writing and/or statistical errors and a partial lack of focus. The assignment will demonstrate a good understanding and application of the topic but may not be as clear or logical as an A submission.
70 - 79%	C	Assignments in this grade category will show serious difficulty in managing of the assignment, weakness in analytical thinking and statistical analysis, and/or writing errors that interfere with readability. The assignment will illustrate a basic understanding of the topic.
60 - 69%	D	A 'D' grade will be assigned to assignments that fail to meet the major requirements of the assignment, including tasks or questions that are ignored, misconstrued or redefined to accommodate what the student wants or is able to say. Work at this level will include: little or no development of ideas, no clear

		progression from one section to the next, numerous spelling and grammatical errors, all which give the impression of inferior writing or analysis though indications of the students attempt to understand the assignment will be present.
Less than 60%	F	Assignments in this category will fail to meet minimal standards of acceptability and competence and will illustrate little or no understanding of the topic and/or basic writing skills.

STUDENT RESPONSIBILITY, UNIVERSITY, & CLASSROOM INFORMATION

- **Student-Instructor Communication:**
 - **Office visits:** I am available to meet with you and encourage you to set up a meeting. If you have any questions, ideas you wish to explore, problems related to the class, or just need to talk, please contact me. *In most cases, office visits are more helpful before a “crisis” rather than after.*
 - **Emails:** Emails sent Monday -Thursday will be answered within 48 hours. Emails sent Friday-Sunday will be reviewed on Monday and answered within 48 hours.
 - **Grading:** Assignments will be graded within one week of the due date unless noted.
- **Announcements:** Check this page regularly on Ecampus. If I make changes to the syllabus/schedule or if I am behind on grading, I will notify you here.
- **Attendance:** The university views class attendance as an individual student responsibility and are expected to attend class and to complete all assignments. I will provide the dates when assignments will be due on the course syllabus. Students who are requesting an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code - 7 (<http://student-rules.tamu.edu/rule07>) .
- **Assignments** Students must submit written assignments on or before due dates. **Late assignments will not be accepted.** Exceptions will be made only if arrangements have been made with me prior to the deadline. In cases where prior notification is not feasible (e.g., accident or emergency) the student must provide notification by the end of the second working day after the absence, including an explanation of why notice could not be sent prior to the class.
- **Papers must be:** typed (12 point font, Times Roman, and double-spaced), *use proper grammar and formal English composition.* Points will be subtracted for inaccurate or informal written language. **Review your work** (or ask a friend), and use spell check, a dictionary and/or thesaurus as needed. Please follow the *American Psychological Association, APA, 7th edition*, publication manual for references.
- **Diversity** is strength of our society. In this class, I ask that you maintain an open mind to the differences around you, and I encourage you to respect those differences. Points of view may be actively argued but each speaker is to be respected. I encourage you to acknowledge your diversities by listening actively to one another. It is especially important that you listen to students, whose opinions differ from you own, arguing with the opinions while remaining respectful of the individuals who hold them.
- **Americans with Disabilities Act (ADA) Policy Statement** - The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an

accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information visit <http://disability.tamu.edu>.

- **Academic Integrity Statement and Policy** - *"An Aggie does not lie, cheat, or steal or tolerate those who do."*
For additional information please visit: <http://aggiehonor.tamu.edu>
- **Writing Center** - provides one-to-one consultations on writing or public speaking with a College Reading and Learning Association certified consultant. There are two types of consultations available: online or in-person. Locations: Evans Library or West Campus Library locations or call the Write Line at (979) 845-2160.
<http://writingcenter.tamu.edu/>
- **Student Learning Center (Peer Academic Services)**- provides academic support free of charge to all TAMU students. We offer Supplemental Instruction (SI), tutoring, transfer student services and Independent Study Labs (ISL) for developmental education students. PAS provides training for SI leaders, tutors and peer mentors.
<http://slc.tamu.edu>

COURSE OUTLINE

Course topics and dates are presented as a guide. It is reasonable to assume that interests and needs may lead to some variation. Also, please note that the due dates on the syllabus are very dependent on the nature and structure of each project, so they should be considered **tentative** at this point.

Week	Topic / Overview	Reading	Reflection / Due Dates
1	Introduction & Course Overview, Overview of the CBR projects	NO readings	
2	An introduction to CBPR ✓ To present course expectations, and introduce ourselves as a classroom community ✓ To identify CBPR issues and areas of research	Text, Chapter 1: Minkler and Wallerstein, "Introduction to Community Based Participatory Research". CBPR for Health: From Process to Outcomes, 2nd edition, San Francisco, Jossey-Bass, 2008.	<i>What are the important characteristics and principles of community-based research?</i> <i>Who does CBR and why?</i>
3	Epistemological underpinnings of CBPR ✓ To present historical background, underlying assumptions & research model ✓ To apply principles of CBPR and values ✓ To apply principles and frameworks to contextual issues ✓ To situate ourselves as reflective practitioners ✓ To receive overview of CBPR conceptual model	Text, Chapter 3: Israel, B., Schultz, A., Parker, E., Becker, A., Allen III, A., Guzman, R. "Critical issues in developing and following Community Based Participatory Research principles." Text, Chapter 2: Wallerstein, N and Duran, B. "The Theoretical, Historical, and Practice Roots of CBPR and Related Participatory Traditions." 25-46. One page Model from Chapter 21: Wallerstein et al. 2008 in CBPR for Health, 2nd edition. http://cpr.unm.edu/research-projects/cpbr-project/cbpr-model.html LaVeaux, D., Christopher, S., "Contextualizing CBPR: Key principles of CBPR meet the Indigenous Research Context. Pimatisiwin", A Journal of Aboriginal and Indigenous Community; 2009; 7(1) 1-25. Kidd, S.A., & Kral, M. J. (2005). Practicing participatory action research. <i>Journal of Counseling Psychology</i> , 52(2), 187---195. doi:10.1037/0022---0167.52.2.187	<i>How does CBR appear to fit with your life and research experience, and values?</i>
4	Addressing issues of social change and social justice ✓ To identify role of culture, cultural humility, race, class, gender, power in research partnership ✓ To reflect on Insider/Outsider dynamics of researcher	Text, Chapter 5: Chavez, V., Duran, B., Baker, Q., Avila, M., Wallerstein, N., "The Dance of Race and Privilege in Community Based Participatory Research." Text, Chapter 8: Clements-Nolle and Bachrach, CBPR with a hidden population: The Transgender Community Health Project, A Decade Later. Farquhar, S., Wing, S. "Methodological and Ethical Considerations in Community Driven Environmental Justice Research". CBPR for Health: From Process to Outcomes, 2nd edition, San Francisco, Jossey-Bass, 2008. 264-283 Flicker, S., "Who benefits from Community Based Participatory Research? A Case study of the Positive Youth Project", Health Education and Behavior, 2008, 35, 70-85. Muhammad, M., Wallerstein, N., Sussman, A., Avila, M., Belone, L. "Reflections on Researcher Identity and Power: The Impact of Positionality on Community Based Participatory Research (CBPR) Processes and Outcomes", <i>Critical Sociology</i> , 2014; 1-20, First	<i>How does a researcher's relative privilege shape the research process when working in marginalized communities? Discuss how one or more issues described in these readings relate to your CBR project. What skills are you learning? How relevant is CBR to your field of study?</i> Reflection Week 1-4 Due

		5published online DOI: 10.1177/0896920513516025. Brydon-Miller, M., Maguire, P., McIntyre, A. "The Terrifying Truth: Interrogating Systems of Power and Privilege and Choosing to Act", Chapter 1; 1-19.	
5	Implementation of community-based research partnerships <ul style="list-style-type: none"> ✓ To hear community perspectives on working with the University ✓ To identify intervention issues, challenges and opportunities as applied to a case study ✓ To reflect on how to integrate culturally supported and empirically supported evidence/theories 	<p>Bermudez P., M., Castro, F.G., Marsiglia, FF., Harthun, M.L., Valdez, H. "Using CBPR to Create a Culturally-Grounded Intervention for Parents and Youth to Prevent Risky Behaviors", Prevention Science. 2011 12: 34-47.</p> <p>Wallerstein, N., Duran B., Minkler, M., Foley, K., "Developing and Maintaining Partnerships with Communities", Israel B., Eng, E., Schulz, A., Parker, E., Methods in CBPR for Health, San Francisco, Jossey-Bass, 2005. 31-51.</p>	<p><i>Is the action education, activism or advocacy?</i></p> <ul style="list-style-type: none"> • What are the benefits and challenges of using this action? • Can this action be used for the research project you worked on today? Why do you think these groups used research in their campaigns for changing their community?
6	Data gathering in community-based research <ul style="list-style-type: none"> ✓ To identify indicators, measures and metrics of effective CBPR ✓ To understand how to Negotiate a research agenda based on a common framework on mechanisms for change; 	<p>Minkler, M., & Hancock, T. (2003). Community-driven asset identification and issue selection. In M. Minkler & N. Wallerstein (Eds). Community-based participatory research for health (pp. 135-154). San Francisco: Jossey-Bass.</p> <p>Wang, C.C. (2003). Using photovoice as a participatory assessment and issue selection tool. In M. Minkler & N. Wallerstein (Eds). Community-based participatory research for health (pp. 179-196). San Francisco: Jossey-Bass.</p> <p>Wilson, N., Dasho, S., Martin, A., Wallerstein, N., Wang, C., Minkler, M. Photovoice: "The Youth Empowerment Strategies (YES!) The Journal of Early Adolescence 2007; 27; 241-261</p> <p>Fetterman, D.M. (2002). Empowerment evaluation: Building communities of practice and a culture of learning. American Journal of Community Psychology, 30(1), 89-102.</p> <p>Harper, G.W., & Carver, L.J. (1999). "Out-of-the-mainstream" Youth as partners in collaborative research: Exploring the benefits and challenges. Health Education & Behavior, 26(2), 250-265.</p> <p>Tricoglus, G. (2001). Living the theoretical principles of critical ethnography in education research. Education Action Research, 9(1), 135-147.</p> <p>Luke, D.A. (2005). Getting the big picture in community science: Methods that capture context. American Journal of Community Psychology, 35(3/4), 185-200.</p>	<p><i>Concepts to consider:</i></p> <p><i>What do we want and need to know? Why do we want to know this? What do you we already know? Where are the answers to our questions? (people, books, observations, etc). Who do we need to ask? (specific eople, document, etc) What do we need to ask?</i></p> <p><i>Reflection Topic: Community interaction - What role do you see yourself taking on in community research? What strategies facilitate or impede community interaction?</i></p>
7	Youth focused CBPR	<p>Ginwright, S. "Collective Radical Imagination: Youth Participatory Action Research and the Art of Emancipatory Knowledge" (2010). In Cammarota, J. and Fine, M. (Eds.), Revolutionizing Education: Youth Participatory Action Research in Motion. New York: Routledge.</p> <p>Morrell, E. (2006). "Youth-Initiated Research as a Tool</p>	<p><i>Do youth have a voice in your community? Should they? How is power distributed between young and old community members?</i></p>

		for Advocacy and Change in Urban Schools.” In S. Ginwright, P. Noguera, and J. Cammarota (Eds.), <i>Beyond Resistance: Youth Activism and Community Change</i> . New York: Routledge, pp. 111-128. hooks, b. “Loving Blackness as Political Resistance” (1992). In <i>Black Looks: Race and Representation</i> . Boston: South End Press Collective.	
8	Ethical Issues and Research Methods Challenges ✓ <i>To identify research methods of rigor and validity related to CBPR</i> ✓ <i>To compare traditional individual views of ethics with community benefit approach</i>	Text, Chapter 21, Wallerstein, N., Oetzel, J., Duran, B., Tafoya, G., Belone, B., Rae, R., “What Predicts Outcomes in Community Based Participatory Research?” Text, Appendix H., Becenti-Pigman B., White, K., Bowman, B. Palmanteer-Holder, N.L., Furan, B., Research Policies, Processes and Protocol: The Navajo Nation Human Research Review Board. Text, Chapter 14: Minkler, M. and Corage-Baden, A., “Impacts of CBPR on Academic Researchers, Research Quality and Methodology and Power Relations.” Israel, B., Lantz, P., McGranaghan, R., Kerr, D., Guzman, R., “Documentation and Evaluation of CBPR partnerships”, and Appendix G, Semi-Structured Interview Protocol, and Appendix H, Closed-Ended Survey Questionnaire, CBPR Methods Book, San Francisco, Israel, B., Eng, E., Schulz, A., Parker, E., (editors), Jossey Bass, 2005, 255-277, 425-433. Buchanan, D., Miller, F.G., Wallerstein, N. “Ethical Issues in Community Based Participatory Research: Balancing rigorous research with community participation.” <i>Progress in Community Health Partnerships</i> ; 2007; 1(2): 153-160. Text, Appendix G., Flicker S., Travers, R., Guta, A., McDonald, S., Meagher, A., “Ethical review of Community-Based Participatory Research: Considerations for IRBs.”	<i>Describe the challenges that you are facing in your CBR project. Consider any connections between the challenges of your project and those described in the readings for this class. What issues might create problems in trust between academic researchers and community members? What are the more enjoyable aspects of doing CBR?</i> Reflections Week 4-8 Due
9	CBPR and Policy Processes ✓ <i>To reflect on how CBPR can contribute to policy change and policy environment changes</i> ✓ <i>To reflect on how structural and personal life conditions of power or powerlessness set the stage for policy change</i>	Text, Chapter 17: Themba M, Minkler M. and Freudenberg: “The Role of Policy in CBPR.” Text, Chapter 20: Vasquez, V., Lanza, D., Lavery, S., Facente, S., Halpin, H. and Minkler M.: “Addressing Food Security Through Policy Promoting Stoer Conversaions: The Role of a CBPR Partnership”. Promoting Healthy Public Policy through CBPR: Ten Case Studies, Policy Link, Oakland. http://www.policylink.org/atf/cf/%7B97C6D565-BB43-406D-A6D5-ECA3BBF35AF0%7D/CBPR_PromotingHealthyPublicPolicy_final.pdf .	
10	Data Sharing: Dissemination, quality, and rigor	Miller, R.L., & Shinn, M. (2005). Learning from communities: Overcoming difficulties in dissemination of prevention and promotion efforts. <i>American Journal of Community Psychology</i> , 35(3/4), 169-183. Chapter 16: Analyzing and Interpreting Data with Communities Parker, E.A. et al. (2005) Philosophy and guiding principles for dissemination of findings of the Michigan Center for Environment and Children’s Health including authorship of publications and presentations, policies and procedures, access to data and related matters. In Israel, 11B.A. et al. (eds) <i>Methods in Community-Based</i>	<i>How does your past, present, or future PAR work respond to the following questions: Is the action research explicit in developing a praxis of relational participation? How would you share data with the community? Does it ensure conceptual and theoretical integrity? Does it include extended ways of knowing?</i>

		<i>Participatory Research for Health</i> . San Francisco, CA: Jossey-Bass. Pp.433-437.	<p><i>How would you include stakeholders in publications and manuscripts?</i></p> <p><i>Apply the concepts of emic and etic to understand the role of voice. Now consider how they factor into dissemination practices</i></p>
11, 12, and 13	Field Work		<i>Reflections Week 9 – 13 Due</i>
14	Lessons, Closing Insights & Celebration Community members will be invited to share their perspective on the following: Typical paradigm of research University-community relationships		<p><i>If the sky were the limit, what would be your next steps to further the work of your group in your community? What might hinder this way forward?</i></p> <p><i>Final Presentation & Report Due</i></p>

