

Community Based Research and Action-Oriented Research Methods

HDFS 766 Section 002

367 Van Hise

Fall Semester 2005

Mondays 8:30-11 am

This reading seminar will provide an overview of different approaches to community based research and methods for conducting this kind of research. The objectives of this course are:

- To survey the different approaches to doing research in communities.
- To think critically about the relationship between researchers and for whom the research is being done.
- To explore innovative techniques for collecting data and applying traditional social science methods in lived contexts.
- To find the commonalities across disciplines of different action-oriented approaches.
- To think about the social possibilities of crafting a career as an “activist scholar”.

This course is co-exploration by students and the instructor to learn about different community-based research approaches and action-oriented research methods. I have selected a range of books and articles from different disciplines that will provide us with an introduction to different action-oriented research approaches. These readings are selected not because they are my favorite ones or reflect a perspective I want you to adopt, but so that we can:

- Interrogate them;
- Appreciate the strengths in them and critique their limitations and weaknesses;
- Compare and contrast the assumptions of these different approaches;
- Each identify our own favorites.
- Each determine our own place on the education and advocacy spectrum.

Class time will be spent discussing and comparing these different approaches and the issues that emerge from them as they are relevant to the members of the class. Because of this learning approach, it is important that readings are done before coming to class and that classes are not missed.

Each student may tailor a final project that fits with their academic needs and the topic of this course.

Required Texts

Barbara A. Israel [et al.], (Eds.) 2005. Methods In Community-Based Participatory Research For Health. San Francisco, CA: Jossey-Bass

Joe R. Feagin and Hernán Vera. 2001. Liberation Sociology. Boulder: Westview Press.

Geoffrey Nelson & Isaac Prilleltensky. 2005. Community Psychology: In Pursuit of Liberation and Well-Being. NY: Palgrave Macmillan.

Janice L. Ristock and Joan Pennell. 1996. Community Research as Empowerment: Feminist Links, Postmodern Interruptions. NY: Oxford University Press.

Randy Stoecker. 2005. Research Methods for Community Change: A Project-Based Approach. Thousand Oaks: Sage Publications.

Reader is available at the Social Science Copy Center (6120 Social Sciences Building.)

Course Topics and Readings

September 12: Course overview, introductions, definitions

September 19: Liberation Sociology

Readings:

- Shulamit Reinharz. 1992. "Action Research." Pp. 175-196 in Feminist Methods in Social Research. NY Oxford University Press.[READER]
- Joe R. Feagin and Hernán Vera. 2001. Liberation Sociology. Boulder: Westview Press.
Read in this order: Chapter 1, 5, 6, 7,8, 3,4, 2

First weekly reflection is due.

September 26: Community Psychology

Readings:

- Geoffrey Nelson & Isaac Prilleltensky. 2005. Community Psychology: In Pursuit of Liberation and Well-Being. NY: Palgrave Macmillan.
Read Chapters in this order: 1,2,11, 12, 13, 22, 17. Browse the rest of the chapters that sound interesting to you.

October 3: Empowerment Research

Readings:

- Janice L. Ristock and Joan Pennell. 1996. Community Research as Empowerment: Feminist Links, Postmodern Interruptions. NY: Oxford University Press.

October 10: Applied Developmental Science across the Life Span

Readings:

- Celia B. Fisher and John P. Murray. 1996. "Applied Developmental Science Comes of Age," pp. 1-21 in Celia B. Fisher, John Murray, and Irving Sigel (Eds). Applied Developmental Science: Graduate Training for Diverse Disciplines and Educational Settings. Norwood, NJ: Ablex Publishing Corporation. [READER]
- Richard M. Lerner et al. 1996. "Training Applied Developmental Scientists for Community Outreach: The Michigan State University Model of Integrating Science and Outreach for Children, Youth and Families," pp. 163-188 in Fisher et al. [READER]
- Fisher, C. B., & J.D. Osofsky. 1997. "Training the Developmental Scientist for Prevention and Practice: Two Current Examples," Social Policy Report/Society for Research in Child Development. XI, pp. 1-19). [READER]
- Irving E. Sigel. 1996. "Applied Developmental Psychology Training Should be Grounded a Social-Cultural Framework," pp. 189-219 in Fisher et al. [READER]

October 17: Indigeneous Research

Readings:

- Linda Tuhiwai Smith. 2002. Decolonizing Methodologies. NY: Zed Books.
Read in this order: Personal Journey, 9, 10, 7, 8. [READER]
- Sandra M. Magaña. 2000. "Mental Retardation Research Methods in Latino Communities." Mental Retardation. 38(4): 303-314. [READER]
- Paul Robertson, Miriam Jorgensen, and Carrie Garrow. 2004. "Indigenizing Evaluation Research," American Indian Quarterly 28 (3/4): 499-526. [READER]
- Participatory Monitoring and Evaluation (PME) – PME handouts [Reader]

October 24: Extension Model of Outreach – Consultation, Translation, and Dissemination

Readings:

- Molgaard, V. K. (1997). "The Cooperative Extension Service As A Key Mechanism For The Research And Services Delivery For Prevention Of Mental Health Disorders". Journal of Community Psychology 25(4):515-544.
- Boleman, Chris T. and Scott R. Cummings. "Listening to the People--A Strategic Planning Model for Cooperative Extension" This article is online at
<http://www.joe.org/joe/2005june/tt3.shtml>.
- Jennifer Caravelle. A Needs Assessment Method for Extension Educators. [READER]
- Carmen Harris. 1997. "Grace Under Pressure: The Black Home Extension Service in South Carolina." Pp. 203-228 in Rehinking Home Economics: Women and the History of a Profession edited by Sarah Stage and Virginia B. Vincenti. Ithaca, N.Y.:Cornell University Press. [READER].

Essay #1 due at the beginning of class.

October 31: Community Organizing & Community Development

Readings:

- Randy Stoecker. 2005. Research Methods for Community Change: A Project-Based Approach. Thousand Oaks: Sage Publications.

November 7: Program Evaluation: Outcomes, Impact and Accountability

Readings:

- Lisa Mcguire. 2003. "Using Qualitative Methods to Evaluate a Group: Does the Survival Skills for Women Program Increase Self-Sufficiency?" Social Work with Groups 26(4): 43-57.
- Rick Davies and Jess Dart. 2005. "The 'Most Significant Change' (MSC) Technique: A Guide to Its Use." This is available on line at:
<http://www.mande.co.uk/docs/MSCGuide.htm>
- North Carolina State Extension Program Evaluation
<http://www.ces.ncsu.edu/depts/fcs/pub/2001sp/debord.html>
- Penn State Program Evaluation
<http://www.extension.psu.edu/evaluation/category.html>
- University of Wisconsin Extension Evaluation Site (Start with this page)
<http://www.uwex.edu/ces/pdande/evaluation/index.html>
- Matrix Outcomes Model
<http://hhspp.csumb.edu/community/matrix/>
- Chapter 8 on Evaluating Parent Support programs
http://www.pewtrusts.com/misc_html/misc_grow3.cfm
- Mathew Chinman, Pamela Imm, and Abraham Wandersman. 2004. Getting to Outcomes. 2004. Promoting Accountability Through Method Tools for Planning, Implementation, and Evaluation. (This will be emailed to you: Lynet's file: AccountabilityGuide.pdf)

November 14: Family Center Community Building

Readings:

- Family Centered Community Building Course, Middle Tennessee State University
Explore this site & its links:
<http://www.mtsu.edu/~famcom/fall03/main.htm>
- Martha Farrell Erickson and Richard Louv. 2002. "The Family Re-Union Initiative: A Springboard For Family-Centered Community Building, Locally And Nationally." Family Process 41(4): 569-578. [READER]

November 21: CBPR in Public Health

Readings:

- Barbara A. Israel [et al.], (Eds.) 2005. Methods In Community-Based Participatory Research For Health. San Francisco, CA : Jossey-Bass.

Nov 28: University-Community Partnerships: Service Learning, Community-based Research, & Tenure

Readings:

- Ernest Boyer. 1990. Scholarship Reconsidered: Priorities of the Professoriate. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching. Pp. Vii-xiii, 1-81, 130-147. [READER]
- Robert Fisher, Michael Fabricant, and Louise Simmons. 2004. "Understanding Contemporary University-Community Connections: Context, Practice and Challenges." Journal of Community Practice. 12 (3/4) 13-34. [READER]
- Francesa Cancian. 1993. "Conflicts Between Activist Research and Academic Success: Participation research and alternative Strategies." American Sociologist 24: 92-106. [READER]
- Greenwood, D., & Levin, M. 2001. "Re-Organizing universities and 'knowing how': University restructuring and knowledge creation for the 21st century." Organization, 8, 433-440. [READER]
- Yolanda Suarez-Balcazar, Gary W. Harper, and Rhonda Lewis. 2005. An Interactive and Contextual Model of Community-University Collaborations for Research and Action. Health Education and Behavior 32(1): 84-101 [READER]
- University of Wisconsin Tenure Document – to be handed out
- Hyman, D., Ayers, J. E., Cash, E. H., Fahline, D. E., Gold, D. P., Gurgevich, E. A., Hermann, R. O., Jurs, P. C., Roth, D. E., Swisher, J. D., Whittington, M. S., & Wright, H. S. (2000). *UniSCOPE 2000: A multidimensional model of scholarship for the 21st century*. University Park, PA: Retrieved Explore at this site from <http://www.outreach.psu.edu/News/Pubs/uniscope.html>.

10:30 am – we will move to Room 101, 1430 Linden Drive to meet with HDFS proseminar.

December 5: Empowerment Evaluation

Readings:

- Abe Wandesman, Dana Keener, Jessica Snell-Johns, Paul Flaspohler, Melanie Dye, and Julie Mendez. 2002. "Principles of Empowerment Evaluation." Working Paper for *Second Annual Chicago Conference on Community Research: Participatory Methods*. [READER]
- Gary W. Harper, Audrey K. Bangi, Richard Contreras, Ana Pedraza, Michelle Toliver & Luule Vess. 2002. Using Community Narratives to Improve the Sexual Health of Mexican-American Female Adolescents: A Collaborative Community-Based Approach. DePaul University and Project VIDA. Working Paper for *Second Annual Chicago Conference on Community Research: Participatory Methods*. [READER]
- Robin Lin Miller. 2002. "So, now that you're gone, what are they up to?" A Case Study of Empowerment Evaluation" Working Paper for *Second Annual Chicago Conference on Community Research: Participatory Methods*. [READER]

December 12: Private Community Research Centers

Explore these websites:

- Institute for Community Research website.
(<http://www.incommunityresearch.org/programs/residentengagement.htm>)
- Loka Institute <http://www.loka.org>
- Tom Wolfe and Associates: Creating Collaborative Solutions
<http://www.tomwolff.com/collaborative-solutions-consulting.html>
- The Association for Research on Nonprofit Organizations and Voluntary Action.
<http://www.arnova.org/>
- The Community Development Society.
<http://comm-dev.org/>
- The Tomas Rivera Policy Institute
<http://www.trpi.org/>

Essay #2 due at the beginning of class.

Self-Evaluation due in class.

Course Products and Assessments

- 1) *Class participation* (26 points total): Students are expected to do a significant amount of weekly readings before coming to class, prepare for discussion in class, and participate actively in group discussions and activities during class.

If you are shy, I expect you to develop your participation over the semester. If you are an active speaker, I expect you to develop your ability to hear and make room for other people's ideas. If you are silent during class, I expect you to come see me or email me your ideas so that I get a sense of how you are responding to course materials.

- Attendance in Class (14 points: 1 point per class)
 - Professor's Evaluation of Your Participation In Class Discussions or Individual Discussions With Professor (oral or email) (2 points)
 - Self-evaluation (5 points)
 - Facilitate a class discussion (5 points)
- 2) *Reading Reflections* (24 points: 2 points each): To facilitate class discussions each week (except the first class and last class), each student will type up and submit one of the following exercises:
 - A. Submit 2 discussion questions or sentences quoted from the reading for us to discuss. (Don't test the readings, ask questions that will help us think about the readings.)
 - B. Identify and summarize a specific idea or concept in the readings.
 - C. Critically reflect on how the topic of the week relates to your own interests.
 - D. Compare a component in this week's reading with how it was addressed in previous course readings.

Do not worry about grammar, coherency, etc. if that makes this assignment take too much time. Just think in writing!

Reading reflections are due by **Saturday, 5 pm** by email to the **class facilitator** and **Lynet**.

- 3) *Essay #1* (25 points) **Due: October 24 at beginning of class in class.**

Using class readings, choose one CBR approach (from **Sept 12 to October 17**) as your primary reference point and use other approaches (from class readings) to suggest how this approach could be strengthened if it incorporated ideas/perspectives from other approaches.

- Summarize your primary approach.
- Identify components to compare them on.
- Discuss comparisons using class ideas to support your discussion.
- Explain which framework works best for your topic of interest.

Use class readings to summarize, identify, discuss and explain.

4) *Essay #2* (25 points) **Due: December 12.**

Choose one of the following options (all options require using **class readings**):

- Write an essay using class readings about how the different approaches could be applied to study communities (or a specific community you are interested in).
- Using class readings, write an essay to evaluate the cultural specificity of these different approaches.
- Write an integrative essay that examines how key ideas from the course would be applied to your topic of interest as it relates to studying communities.
- Write an essay addressing a question that has emerged for you based on the readings in this class. (Get question pre-approved).
- Produce an annotated bibliography with a discussion summary of topics in your specific area of interest as it relates to community based research and action-oriented methods. Include both class readings and outside readings.
- Choose another assignment relevant to your current professional development needs. (Preapproval required.)
- Write the methods section of a research proposal. (Instead of a traditional literature review, provide a brief statement of the context and significance of the research question.)
- Write an essay comparing Israel et al. and Minkler and Wallerstein's anthologies on Community-Based Participatory Research for Health.

Note: This final paper requires the **explicit** use of class readings and integration of course ideas into your paper.

Final Grades:

A = 90-100

AB = 85-89

B = 80-84

No one should be earning less than a B in a graduate class unless there are extenuating circumstances. If you are missing class, not completing Weekly Reflections, or failing your papers, we should be talking with one another about what's happening in the learning process and your life, and what we can do to make this class work better for you.

SOME IMPORTANT GUIDELINES

Please hold **our class meeting times as sacred**, Please do your best to not schedule appointments, vacations, trips, conferences, etc. during this time.

All assignments (except in-class writings) must be typed, titled, page numbered, and stapled. Please no covers, binders, or clips. **PLEASE STAPLE!!**

Come talk to me if things are not clear or if you want to explore an idea more deeply than what we were able to do in class.

Guidelines for reading whole books

First CAREFULLY read the table of contents, first and **last** chapter. Identify the book's major thesis and whom it is really about and when and where the information comes from.

Then read the middle chapters. If you are short on time, read beginning and end of chapters first, then read the middle quickly. Make sure your eyes touch every page even if you can't read carefully.

After you read, take some time to think and make notes:

- What theoretical frameworks and concepts is the author building on? (Sometimes there isn't one explicitly stated, so you have to assume and write about it in your own words.)
- What do you think are some of the **NEW CONCEPTS, INSIGHTS, or THEORIES** that are developed? (Not the background info, not the author's critique, but where they go that's new.)
- What is the author's project here really about? (If an ethnography, don't read it as a policy book if policy ideas are just background information.)
- How does this book relate to your topic of interest? What could you apply to your work? How would you look at your topic if you used this approach?

Reading takes time. Try to go at a pace so you can reflect as you read, not just shove it into your eyes. But if you are short on time or are a slow reader, don't take notes until after you finish a whole chapter. Then make sure you always write something down. Bring these notes to class.

Please subscribe to the following listservs for the semester:

Institute for Community Research

<http://www.incommunityresearch.org/training/icrlistserv.htm>

icr-abstracts-subscribe@topica.com

CBPR

<http://mailman1.u.washington.edu/mailman/listinfo/cbpr>