COM 691:
Community-Based Participatory Research (CBPR) in Critical Health Communication
SLN#21610

Wednesdays 3-5:45pm  Stauffer A417
Spring Semester 2018
School of Human Communication
Arizona State University

Instructor Information
Professor Olga Idriss Davis  Office: Stauffer A351
olga.davis@asu.edu  Office phone: 480.965.5983
Office hours: TH 2:30pm – 4:00pm; and by appointment

“Participatory research rests on the notion that people are experts of their own everyday lives. Critically discussing participatory methods is important because it has an impact on how we generate knowledge and the degree to which outcomes are of relevance for people and by people in their communities.”

--Eric Asaba,
Karolinska Institutet (KI)

“Participatory research requires rethinking how knowledge is best generated, and in order to advance scholarship of practice, we need to involve participants in the research process.”

Yolanda Suarez-Balcazar,

Course Description
Researchers of various fields including the field of Communication Studies have steadily shown an increasing interest in participatory research approaches that inform scholarship and practice in Health Communication. Over the past decade, there has been an increased focus on the interactive role of university research and community engagement. New paradigms have emerged providing a nuanced approach to researchers’ perceptions of community and the way in which we do research to bring about social justice and opportunities for change. In Health Communication, topics of health literacy, social determinants of health, and health disparities, point to the critical nature of health. Perspectives on communication, culture, and ways to engage underserved populations as community participants in the research process, also underscore the need to address this paucity in our methodological toolbox. Community-based Participatory Research (CBPR) combines new paradigms in research methods with an orientation to democratic processes of social and organizational change. In this course students will learn the
principles and practices of CBPR, discuss examples of CBPR in different contexts, conduct a CBPR project with a community group or organization, and help to produce knowledge that might be useful in bringing about some meaningful change in the community. It requires commitment and responsibility with real stakes for real people. However, for graduate students it will also be one of the most rewarding educational and life experiences.

Course Objectives

- Assess needs, assets and capacity for health communication and education
- Learn the basis of community engagement and the role of communication in community partnerships
- Examine the role of culture and social determinants in health disparities and community engaged partnerships
- Learn the principles of community-based participatory research
- Acquire skills for planning, implementing, and evaluating a community health improvement project
- Communicate and advocate for health literacy in communities

Assigned Readings


- Through our course Blackboard site, and as articles individually acquired as PDF documents via ASU Libraries online database subscriptions (http://lib.asu.edu). Readings delivered via the latter two media will be coded with either BB (Blackboard) or ONL (online databases). Full reference information for all BB and ONL readings will be provide.

Statement of Teaching Philosophy

My teaching philosophy is inspired by the work of Brazilian scholar, Paulo Freire, which centers the Academy as a space for community survival and human development. My purpose is to create a platform for teaching that informs a human vision on the one hand, and transforms identity through collective experience, on the other. I encourage students to continue raising their consciousness and to conduct research which values community, engages in voice of otherness, and articulates social change for the healing of all people.

Protocol

In keeping with a sense of decorum in which our seminar will be conducted, some basic rules are as follows:

- *Attendance.* To honor our scholarly interdependence as participants in a graduate seminar, please commit to diligent, perfect attendance. I would appreciate notification of a necessary absence involving a serious illness or other extenuating
circumstances.

• **Respect for learning styles.** Some of us learn best in quiet reflection, others in lively discussion, still others in heightened, performative conflict. Each of these styles (and more) is likely to appear in our seminar, and I ask that each of us remember that this is a “safe space” for learning—a space full of care, as we both employ and perceive these styles.

• **Academic honesty.** In December 2013, the College of Liberal Arts and Sciences Curriculum Committee and Faculty Senate approved the following Academic Integrity Statement to be included on all new course syllabi: “Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification, and dismissal. Forms of academic dishonesty are varied but include plagiarism. In the Student Academic Integrity Policy manual, ASU defines plagiarism as ‘using another’s words, ideas, materials or work without properly acknowledging and documenting the source.’ For more information, see http://provost.asu.edu/academicintegrity.” With regard to graduate students, one salient concern about academic honesty involves “double-dipping,” or turning in the same or very similar work for credit in different courses. I support your efforts to extend previous work that you have conducted on materials pertaining to this course; however, please notify me if you choose to extend previous work, and please indicate how you intend to craft a unique project for this course.

**Assignments**
The assignments for this seminar are designed to invite you to demonstrate your understanding and appreciation of course material and objectives of the course.

**25pts. CITI human subjects certification.** The CITI human subjects certification is a valuable and necessary assessment of your knowledge of the researcher’s responsibility to her/his community partners. As well, it is a necessary item to conduct IRB studies that include human subjects. An online evaluation, you will complete and provide discussion of your experience with the certification process.

**50pts (2@25pts). Seminar Leader/Group Discussion.** Twice during the semester, each of you will select one team member and share in leading the seminar for a portion of the session (i.e., between 30-50 minutes). One reading will be from the textbook and the other reading will be from our reading list of articles for our seminar. (1) You will distribute questions for the members to consider a week in advance of your presentation; and, (2) you will offer an outline of the readings covered (1-2 pages per reading); (3) you are expected to discuss at least ONE journal article that is related to the night’s topic but is not included in the reading list. You are expected to articulate the relationship of the reading to required
readings and course assignments. Please see me if you would like to bring in other materials to enhance your group discussion.

**75pts. Reflective Thought Papers of Community Experience.** Thought papers are designed to elicit your focus and creativity on specific issues in community engagement, culture and health, participatory research, health equity, health literacy, and health disparities. You will complete a total of 5 reflective papers throughout the course of the semester. More details about thought papers will be posted on Blackboard.

*Topics of 5 reflective thought papers:*

1) Prior to beginning fieldwork: Who are you? What has shaped your identity of who you are? How do you think working with your non-profit may enhance your identity? How may it challenge your identity?
2) Meeting your community partner: Describe the organization with whom you will be collaborating. What needs does your community partner have? How will you assess those needs? What do you expect to learn from working with this group? What do you expect to do for this group? What communication skills will you employ to collaborate?
3) After volunteering/partnering with the organization at least once: What, specifically, did you learn through your first volunteer/partner experience with your organization? Describe your community collaborative experience and the significance that it could have on populations being served.
4) After volunteering/collaborating with the organization again: How would you describe the clients being served by your organization? What are their stories? What are the stereotypes and the realities of these individuals? What opportunities do you have to challenge these stereotypes?
5) Reflection: What did you learn from working with your organization? Based on your CBPR experiences, when you engage in community research or health communication studies in the future, how will this experience influence your work with similar populations? What impact did your activities have on the service site and community partnership? What are next steps that you recommend for your organization?

**25pts. Community Project Proposal (with preliminary bibliography).** (2-3 pages; 20 sources minimum)

**200pts - Community Project.** The purpose of the community project is to blend practical field experiences with the conceptual framework of the CBPR approach. This process provides an opportunity for you to support and apply your academic knowledge and acquired skills to a specific project in health communication and community partnership arena. You will acquire skills and knowledge related to community collaboration, the role of the researcher, and skills related to planning, implementing, and evaluating community health. A final paper and presentation accompanies this project. For the final paper, you should strive to create a manuscript that has a high potential for being accepted to a regional, national, or international communication (or allied field) conference or a manuscript that you
could submit to a journal specializing in community-based participatory research (CBPR) or studies in culture and/or critical health communication. Specific criteria will be discussed in class.

25pts. Attendance and Participation. I expect that graduate students are of the highest caliber and intellectual prowess of our ASU student population. As professionals, I expect you to attend our seminar on a weekly basis and to participate in ways that enhance our learning environment. This is a PhD level course, and everyone is expected to contribute at a high level. The quality of the learning experience should be given primary emphasis, rather than concern about the letter grade one receives in the course. I’ve found that if the anxiety about grading can be minimized, performance generally increases. The pressure to do well should come from within, and there should be freedom to ‘play’ with ideas rather than worry about getting the ‘right’ answer. To be successful, a PhD seminar class requires a collective effort, and we all have responsibility to ensure an enriching learning experience for self and others. In class, we’ll discuss grades in more detail, but if everyone takes a professional approach to our class, we should be able to lower anxiety about grades and focus our energies on maximizing the learning experience.

Grading
Generally in this seminar, “excellent” work earns “A”-range grades, “good” work earns “B”-range grades, “average” work earns “C”-range grades, “unsatisfactory” work earns “D” grades, and “poor” work earns “E” grades. I employ the following grading scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>99-100%</td>
<td>(396-400 pts)</td>
</tr>
<tr>
<td>A</td>
<td>91-98%</td>
<td>(364-395.5 pts)</td>
</tr>
<tr>
<td>A-</td>
<td>90%</td>
<td>(360-363.5 pts)</td>
</tr>
<tr>
<td>B+</td>
<td>89%</td>
<td>(356-359.5 pts)</td>
</tr>
<tr>
<td>B</td>
<td>81-88%</td>
<td>(324-355.5 pts)</td>
</tr>
<tr>
<td>B-</td>
<td>80%</td>
<td>(320-323.5 pts)</td>
</tr>
<tr>
<td>C+</td>
<td>79%</td>
<td>(316-319.5 pts)</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
<td>(280-315.5 pts)</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
<td>(240-279.5 pts)</td>
</tr>
<tr>
<td>E</td>
<td>0-59%</td>
<td>(0-239.5 pts)</td>
</tr>
</tbody>
</table>

Those who are registered with the Disability Resource Center and who would benefit from accommodations in order to achieve course goals and complete course assignments should notify me during the first two weeks of the semester. I will gladly work with you to accommodate your needs.
Course Overview

Unit 1:
Overview of Community Based Participatory Research
Overview, Introductions, Logistics

Unit 2:
Culturally Grounded Research and CBPR
Role of Culture in Community Engaged Research
Human Subjects and the Institutional Review Board (IRB)

Unit 3:
Guiding CBPR Principles for Contextualizing the CBPR Model
Health Disparities and Health Equity through the Lens of CBPR
CBPR Applied to Global Health Settings

Unit 4:
Developing Trust with Community Partnerships
Diverse Communities and the Nature of Racism, Power, and Privilege
Ethical Issues in CBPR

Unit 5:
Translational Research and Dissemination of CBPR Research Findings
Policy Implications

Unit 6:
Reflections and Future Directions
Community Projects and Research Presentations

*BB – Blackboard
*TB – Course Textbook