

RMS 4945: Community-Based Research
4 credits
Fall 2022
Monday: 6:30-9:40PM

Room	Room 122, KRH
Instructor	Nick Cutforth
Office	Room 231, KRH
Email	nicholas.cutforth@du.edu (Available Monday through Wednesday)
Telephone	303.908.3135 (cell phone) (Available Monday through Wednesday)
Office Hours	Tuesdays, 12-1; 3-5pm, and by appointment
Prerequisites	Several introductory and intermediate research courses

Catalog Description

This class will introduce you to the emerging philosophical and methodological issues that arise when university faculty and students collaborate on research with individuals, schools, and community-based organizations. We will discuss different research traditions, master relevant skills, and access resources to prepare you to conduct your own inquiries and to understand and solve problems.

Overview and Objectives

Community-based research (CBR) combines new paradigms in research methods with an orientation to democratic processes of social and organizational change. Upon completion of this course, students will be able to:

- Explain the principles of CBR, including research design, sampling, and data collection and analysis;
- Examine examples of CBR in different contexts and hear from proponents;
- Compare and contrasts CBR with other research methods;
- Conduct a group CBR project by working with an individual, or members of a group or organization, on a research project that meets a community-identified need;
- Write up the research project and share results;
- Help to produce knowledge that might be used to bring about some sort of meaningful social change in the community.

Achieving these goals in a 10-week quarter presents incredible challenges and 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.

Textbook and Other Readings

- Caine, V, & Mill, J. (2016). *Essentials of Community-based Research*. Routledge.
- Several readings, videos, and other resources are posted on Canvas.

Organization and Course Outline

The content of classes will consist of a configuration of lectures, discussions, group process activities, guest speakers, and other activities to be determined. Course topics and dates are presented as a guide. It is reasonable to assume that interests and needs may lead to some variation.

DATE	TOPIC
1: 9/12/22	<p>Introduction to the course, the CBR projects, and each other</p> <p>We will make introductions to each other and examine the syllabus and structure of the course. We will spend time discussing the class research projects for the quarter. Ideally, you will make a tentative decision by the end of class about whether you will undertake one of the projects or one of your own. You'll find details of the projects later in this syllabus.</p> <p>You will have come to class having read:</p> <ul style="list-style-type: none"> • Strand, K., Marullo, S., Cutforth, N., Stoecker, R., & Donohue, P. (2003). <i>Community-based research and higher education: Principles and practices</i>. Jossey-Bass: Chapter 1. <p>By Monday September 19, you should have chosen your project. <u>Be sure to read the readings for Week 2 beforehand so that have a good working knowledge of CBR.</u></p>
2: 9/19/22	<p>History and Current Practice</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> • Textbook, Chapters 1 and 2. • Flicker, S. (2008). Who benefits from community-based participatory research? A case study of the positive youth project. <i>Health Education & Behavior</i>, (35)1, 70-86 <p><u>Due: Reflection Paper 1 (10 points) (submit via Canvas)</u></p> <ul style="list-style-type: none"> • Write a short paper (no more than <u>1 page, single-spaced</u>) that addresses the following questions: <ol style="list-style-type: none"> 1. What are the important characteristics and principles of community-based research? 2. Who does CBR and why? 3. How does CBR appear to fit with your life and research experience, and values? <p><u>Project tasks to be completed:</u></p> <ul style="list-style-type: none"> • Hold the first of weekly meetings/e-mail conversations with your partner. Complete any/all of the following: plan for/complete preliminary data collection and begin to work independently and collaboratively on your CBR project. Record everything in your project development plan (see Canvas week 4).
3: 9/26/22	<p>From Theory to Practice</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> • Textbook, Chapter 3. • Strand et al., Chapter 2. • Mill, J., Lambert, D., Larkin, K., Ward, K., & Harrowing, J. (2007). Challenging lifestyles: Aboriginal men and women living with HIV. <i>Primatisiwin: A Journal of Indigenous and Community Health</i>, 5(2), 151-173
4: 10/3/22	<p>Research Design</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> • Textbook, Chapter 4 • Strand et al., Chapters 4 and 5. • Mullett, J. (2015). Issues of equity and empowerment in knowledge democracy: Three community based research examples. <i>Action Research</i>, 13(3) 248–261. <p><u>Due: Project Development Plan (10 points) (submit via Canvas).</u></p> <ul style="list-style-type: none"> • See template, Canvas week 4. • This is a living document and should begin after the first class session.
5: 10/10/22	<p>Developing Principles for Research Collaboration</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> • Textbook, Chapter 5

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	<ul style="list-style-type: none"> Strand et al., <i>Chapter 3</i>. Quaranto, J., & Stanley, D. (2016). Community-based research from the perspective of community partners. In M. Beckman & J.F. Long (Eds.), <i>Community-based research: Teaching for community impact</i> (pp. 233-251). Stylus.
6: 10/17/22	Raising Ethical Questions & Building Capacity <u>Readings:</u> <ul style="list-style-type: none"> Textbook, Chapters 6 and 7. Minkler, M. (2005). Ethical challenges for the “outsider” researcher in community based participatory research. <i>Health Education and Behavior</i>, 31(6), 684-697. <u>Due: Reflection Paper 2: (submit via Canvas)</u> <ul style="list-style-type: none"> Write a short paper (<u>no more than 1 page, single spaced</u>) discussing how one or more issues described in our readings relate to your CBR project. What skills are you learning? How relevant is CBR to your field of study?
7: 10/24/22	Contemporary issues in community-based research (1) – Achieving community impact <u>Readings:</u> <ul style="list-style-type: none"> Textbook, Chapters 9 and 10. Beckham, M., & Wood, D. (2016). The role of community-based research in achieving community impact. In M. Beckman & J.F. Long (Eds.), <i>Community-based research: Teaching for community impact</i> (pp. 233-251). Stylus. <u>Activity:</u> <ul style="list-style-type: none"> We will discuss how you are going to present what you have learned in your CBR project. I will distribute hard copies of a potential format for presenting your findings which provides a structure, if you feel like you need it or want to adapt it. It is also available on Canvas.
8: 10/31/22	Contemporary issues in community-based research (2) – Planning for success <u>Reading:</u> <ul style="list-style-type: none"> Cutforth, N., & Belansky, E.S. (2015). A community engaged approach to translating research into practice: A physical education story. <i>Progress in Community Health Partnerships: Research, Education, and Action</i>, 9(4), 571-582. <u>Guest:</u> Dr. Elaine Belansky, Research Professor, Director, Center for Rural School Health & Education. Dr. Belansky has been working on CBR projects in the San Luis Valley since 1998. She will share lessons learned from her work. <u>Due: Reflection Paper 3 (submit via Canvas)</u> <ul style="list-style-type: none"> 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 are the more enjoyable aspects of doing CBR? <u>Your paper should be no more than 1 page, single spaced.</u>
9: 11/7/22	Contemporary issues in community-based research (3) – CBR dissertation and career experiences and perspectives <u>Readings:</u> <ul style="list-style-type: none"> Nicholson, J. (2016). Reflections on a graduate student’s dissertation experience using community data for research and mentoring. In <i>Community-based research: Teaching for community impact</i> (pp. 219-227). Stylus. Cutforth, N. (2013). The journey of a community-engaged scholar: An autoethnography. <i>Quest</i>, 65(1), 14-30.
10: 11/14/22	<u>Presentations</u>

DATE	TOPIC
	<ul style="list-style-type: none"> You will present your CBR project. If extra time needs to be spent on polishing the final product before turning it in, we can negotiate the matter. <p><u>Due: Reflection Paper 4 (submit via Canvas)</u></p> <ul style="list-style-type: none"> Write a brief (1-2 page single space) reflection in which you describe how your CBR project unfolded, your interactions and relationship with your community partner, your role in your group (if appropriate), your most interesting finding and/or lesson learned, and your hopes for how your project may contribute to social action/change/justice. Feel free to add additional material if you would like.

Course Requirements and Grading

Your grade will be based on the quality and quantity of your contributions to your research project as well as the learning that you demonstrate as a result of that work. Your final grade in the course will be based on a combination of the following:

Journal (30%). You will keep a journal for the class in a notebook that you can carry with you and/or store in a computer file (i.e., the format's up to you). Record everything connected with this class: what is discussed and decided on during class and other meetings, all the work that you do on the research project outside of class, notes on readings (e.g., how does each reading speak to you, your project, your present and future work?), your thoughts about questions that I might raise and have you think about for discussion, and reflections on your experiences with the CBR project – questions, concerns, experiences, and anything else that reflects your thinking and learning.

Written Assignments (20%). You will submit 4 reflection papers as word documents on Canvas on the dates specified above. Please provide your name and reflection prompt on your papers.

Project Development Plan (10%). See template, Canvas week 4. Complete this on or before week 4.

Attendance and Participation in Class and in CBR Project (40%). You are expected to attend every class meeting, to bring at least two points that you have thought about in relation to the assigned readings to each class session and contribute actively to our discussions. Your attendance and participation will influence your final grade. Each group will share their progress, data, and understandings, questions, and suggestions for each other's work. On the final class session, you will make an oral presentation and submit a written version of your research report (we will determine how this might look as your CBR project unfolds).

Office Hours

My office hours are listed on page 1, but I can also meet for individual and/or community partner meetings (Monday-Wednesday only). Please feel free to talk with me about what is happening in this course and any problems or concerns that you have about your project.

Extending your Knowledge of CBR

The CBR Practicum class is designed for students to extend their learning and focus on their own interest areas.

- RMS 4981: Community-Based Research Practicum.* Students provide community-based research assistance to a community partner (non-profit, school, community-based organization, etc.). Student researchers are supervised by DU faculty. This course is an excellent opportunity to match the student's research expertise with the real needs of community partners. 1-5 credit hours.

Community-Based Research Projects

Project	Project Purpose	Outcome & Audience	Ways to be Involved	Contact
1. Center for Rural School Health & Education: Mental Health (CRSHE): PILLARS (Planning and Implementing Localized Learning Agendas for Rural Schools)	<ul style="list-style-type: none"> This project will support the initial stages of the PILLARS project. CRSHE received a two-year grant from the Colorado Springs Health Foundation to support rural school districts in developing and implementing a learning agenda for school staff to support student and educator mental health. School professionals across rural school districts in Teller and El Paso counties will form a Planning Team to develop the learning agenda and participate in two virtual professional development series. 	Report and presentation to Dr. Savannah Hobbs, Director of Research & Evaluation, CRSHE.	<p><u>Activities:</u></p> <ul style="list-style-type: none"> Conduct a literature review on project-related topics (school mental health, learning agendas, and/or generation of social capital by working on teams like this, etc.). Potentially join for community meetings/note taking. Help create surveys and input them into Google Forms. <p><u>Skills:</u></p> <ul style="list-style-type: none"> Ability to synthesize web materials and other literature. Interest/experience in survey development. <p><u>Resource:</u> (Canvas week 1)</p> <ul style="list-style-type: none"> Mental Health PILLARS flyer 	<p><u>Community partner:</u> Dr. Savannah Hobbs, (CRSHE). Savannah.Hobbs@du.edu</p>
2. CRSHE: Network for Equity Advocacy in Rural Schools	<ul style="list-style-type: none"> This project will support the design of the Network for Equity Advocacy in Rural Schools Project. Several of CRSHE's partnering schools are facing unprecedented polarization in their communities, including community backlash against inclusive sexual health education, efforts to ban books that explore topics of systemic racism, and censoring surveys to exclude gender and sexual identities. Combatting systemic inequities in rural communities requires that rural equity 	Report and Presentation to the CRSHE Leadership Team.	<p><u>Activities:</u></p> <ul style="list-style-type: none"> Conduct a literature review to learn about the following: <ul style="list-style-type: none"> In what contexts and situations have there been efforts by students, parents, teachers, and/or community members to address diversity, equity, and inclusion in (rural) schools and communities? What were the steps involved? What were the outcomes? What lessons have been learned? <p><u>Skills:</u></p> <ul style="list-style-type: none"> Ability to synthesize web materials and other literature. <p><u>Resource:</u> (Canvas week 1)</p> <ul style="list-style-type: none"> PMHERCS Proposal. 	<p><u>Community partner:</u> Dr. Elaine Belansky, Director, CRSHE. Elaine.belansky@du.edu</p>

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	advocates be mobilized, connected, and supported in carrying out this mission.			
3. DU: Best practices for recruiting and retaining rural students in private universities	<ul style="list-style-type: none"> The purpose of this project is to support DU initiatives to recruit and retain rural students. 	Report and presentation to Nick Cutforth and (possibly) DU Admissions Counselors.	<u>Activities:</u> <ul style="list-style-type: none"> Conduct a literature review and (possibly) interviews to learn about the following: <ul style="list-style-type: none"> What efforts have been made to recruit and retain students from rural high schools? What were the outcomes? What lessons have been learned? <u>Skills:</u> <ul style="list-style-type: none"> Ability to synthesize web materials and other literature. <u>Resource:</u> (Canvas week 1) <ul style="list-style-type: none"> Rural Students are Coming into Focus. 	<u>Community partner:</u> Nick Cutforth
4. San Luis Valley Foods Coalition: San Luis Valley Food & Agriculture Assessment	<ul style="list-style-type: none"> This project will support the design and implementation of a community food assessment in the San Luis Valley. The purpose of the food assessment is to provide insights into the opportunities and challenges facing the San Luis Valley food system. 	Development of research tools for assessment staff and Liza Marron, Director, San Luis Valley Local Foods Coalition.	<u>Activities:</u> <ul style="list-style-type: none"> Assist project staff with designing surveys, interviews, and listening sessions to engage local producers, consumers and food distributors. <u>Skills:</u> <ul style="list-style-type: none"> Interest/experience in survey development and development of qualitative data collection tools. <u>Resources:</u> (Canvas week 1) <ul style="list-style-type: none"> SLVFLP Community Food Assessment. San Luis Valley Food Assessment Strategic Planning. San Luis Valley Community Food and Ag Assessment: What we want to know. 	<u>Community partner:</u> Liza Marron directorslvlocalfoods@gmail.com

Notes: