

COURSE OUTLINE - FALL SEMESTER 2001

Course Title:

SW 52:319 Foundation of Research Methods and Community Development with Hard to Reach Populations _ CREDIT COURSE B

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Office hours: Tuesdays, 11:00am to 11:45 at Office # 123 at CCHC
Wednesdays, 12:15 noon to 1:15 pm or by appointment

Class hours: Wednesdays, 9:00am to 12:00 noon
from September 19th to December 12th
Mondays, 6:00 pm to 9:00 pm
from November 5th to December 10th
Saturdays, September 22nd and October 20th, 2001

Location: Most classes will be held in the Program Room, CCHC.
You will be informed about the classes that will be held at the School of Social Work, Carleton University

Components: RM = Research Methods
CD = Community Development and Outreach
Total hours 73 hours of instruction

Purpose

This course is offered to you as part of the research demonstration project: Mujer Sana - Comunidad Sana (Healthy Women - Healthy Communities). You will be trained with a group of eleven other women to become lay health promoters. The course will be taught in English and Spanish and is offered only to the women previously interviewed and selected for this project. After successful completion of two courses, you will continue your work within the project as a lay health promoter.

This course draws upon a participatory action research framework of 'health promotion for social change', in which Hispanic women are supported to analyze their own situation, so that they can decide what is best for their own health; rather than a 'banking' approach (Freire, 1990) to health education (in which Hispanic women would be seen as an empty vessel into which a health educator will pour appropriate knowledge). Participatory research emphasizes valuing people's knowledge of their own situation; and assumes that adults are capable of learning, changing, and acting to transform their own reality. Participatory action research also aims to improve the lives of those involved in the research process (Travers, 1997). Since this course is part of a demonstration project, you also will gain insights how working with a lay health-promoter-based and a community capacity building approach to reach minority populations increases access to breast and cervical screening.

The rate of cancer of the cervix among the immigrant population in Canada is six times greater than the average; breast cancer screening is also greatly underutilized by minority women and there is insufficient information about the barriers that women from diverse cultures in Ottawa face in accessing cervical and breast cancer screening at optimal rates. North American literature suggests that Hispanic women in particular experience unique and complex barriers to breast and cervical screening that include cultural issues, language differences, fear and misinformation. This course focuses on how to empower Hispanic women in the community to actively make changes in their situation - consistent with the WHO concept of health promotion as 'the process of enabling people to increase control over, and to improve, their health'.

Objectives

- Increase knowledge about qualitative and quantitative methods in community health research (such as interview techniques, focus groups, log notes, surveys, data entry, analysis techniques).
- Apply participatory research skills to the Mujer Sana, Comunidad Sana demonstration project.
- Gain knowledge about the concept of community capacity building (which involves social identity, networks, community location and how these influence individual and community health related attitudes, beliefs, and practices).
- Participate in developing outreach strategies for minority populations, especially Hispanic women.
- Increase knowledge about how culture, race, age, language, and socioeconomic factors influence women's health and access to health services.
- Increase capacity to develop social networks, mediate relationships between communities and health system organizations; negotiate services for people in need; and organize community groups to improve services.

Reading materials

All reading materials will be available at the Healthy Women, Healthy Communities Library. 420 Cooper St. Ottawa. Tel: 233-4443 ext.: 2237. You also will receive copies of the required reading materials on a weekly basis. Readings have been assigned for the first two classes and will be assigned on an ongoing basis.

The required readings for this course will be:

The main reading materials for this course will be

- Mujer Sana Project. A bilingual (English-Spanish) Resource Manual for Healthy Women Healthy Communities/Mujer Sana, Comunidad Sana. The Healthy Women, Healthy Community Project, will develop this training manual. The

manual focuses on Research Methods and community development with Hard to Reach Populations. Summer 2001.

- Mujer Sana Project (internal document). Barriers experienced by ethno-racial minority populations in accessing Health Services in Ottawa: Service providers speak out. This document is the result of two focus groups conducted by the Healthy Women, Healthy Communities project.
- Abbey-Livingston and David Abbey (1982). Enjoying Research?: A How-To Manual on Needs Assessment. Toronto: Ontario Ministry of Tourism and Recreation.
- Whitmore, Elizabeth (1998). Understanding and Practicing Participatory Evaluation. San Francisco CA: Jossey-Bass Publishers.
- Muzychka, Martha, Carmen Poulin, Barbara Cottrell, Baukje Miedema et Barbara Roberts (1996). Éthique en matière de recherche féministe: un processus. Ottawa ON: L'institut canadien de recherches sur les femmes. Ontario.
- Estable, Alma, Mechthild Meyer and Gordon Pon (1997). Teach me to Thunder. A training manual for Anti-racism Trainers. Ottawa ON: From the Margin.
- Estable, Alma, Jean Trickey, Lulama Tobo-Gillespie, and Mechthild Meyer (1999). Transforming Our Organizations. Gentium Consulting, Ontario.

All reading materials are available at the Healthy Women, Healthy Communities Library. 420 Cooper St. Ottawa. Tel: 233-4443 ext: 2237

Course Requirements and Assignments

Given the hands-on nature of this course you will submit assignments on a bi-weekly basis for a period of ten weeks starting October 1st to December 05th.

You need to submit five assignments worth 125%. We, the instructors, will take the best four assignments, and the final course will be marked with a 100% total. All five assignments, however, must be completed and handed in. Each assignment will be worth 25 points. This type of marking will ensure that you accumulate your marks gradually over the course of the term. You also will receive constant feedback on your performance in this course.

See attached page explaining each of the assignments in detail.

Week 4 : October 10 RM & CD worth 25 points
Open book exam

You will write in your own words about research methods. In the following, we give you some *examples* of possible exam questions:

1. What are the component in a research design, and why do we need it when we are doing research?
2. What research questions are best answered using *quantitative* research methods?
3. What research questions are best answered using *qualitative* research methods?
4. What is involved in doing participatory research?
5. How can research be used to give knowledge and power to people and communities?

Week 6 : October 26 RM & CD
Written essay worth 25 points

An essay (1,000-1,200 words), using at least one table and/or one graph, addressing the following questions:

1. Who is the Hispanic community in Ottawa? 5 points
2. How are ethnocultural communities defined and what are some of the problems when we try to define these communities? 5 points
3. How can a community health centre find out, if they are serving the ethnocultural communities living in their area? 5 points

Additional marking criteria:

- Use of at least two sources which are not in the required reading and correct use of a bibliography 5 points
- Correct interpretation of a table and/or a graph 5 points

Week 8 : November 4-1 RM & CD Worth 25 points
Develop an interview questionnaire

You will design a qualitative questionnaire to guide an interview with a Spanish speaking woman. The objective of the questionnaire is to determine needs that Spanish speaking women experience in relation to a specific health issue (e.g. nutrition; physical activity; specific to their age; smoking). The questions must give an indication of how much data the student wants to collect at once as well as ensuring that the LHP leaves the door open to explore other needs. The students and instructors will collectively decide the length of the questionnaire.

Week 10: November 18-24 RM & CD Worth 25 points**Interviews and report findings**

You will be responsible for:

1. Completing one taped interview with a Spanish speaking woman who is experiencing isolation
2. Describing your own experience in doing the interview
3. Reporting your findings about:
 - What did the woman say about barriers to accessing health services?
 - What was her level of knowledge about cancer screening?
4. Ensuring that you follow the ethical guidelines approved for this project (getting informed signed consent for taping the interview and using the data, explaining confidentiality, etc.).

Week 12: December 4-5 RM & CD Worth 25 points**Class presentations: community organizing and outreach (individually or in teams)**

You will give a presentation that demonstrate the links between community organizing and outreach. This must include a discussion on the issues, illustrated with concrete examples:

- Implementation plan for an outreach strategy
- Your role as a LHP in doing outreach and community organizing
- The skills that are necessary to do community organizing
- How you would know that your outreach strategy and community organizing has been effective

Evaluation criteria of your presentation:*Content (50%)*

- clarity and thoroughness in explaining your outreach implementation plan and strategy
- clarity and thoroughness in explaining your role

Method (25%)

- level of being prepared for the presentation
- organization of the presentation (Is the information given in logical and clear order?)
- presentation (can the speaker be clearly understood; does the presenter speak directly to the class)

Discussion and questions (25%)

- permitting equal participation and encouraging questions
- being able to respond to questions in the context of the presentation

General Reminders

Students with special needs

If you have a need for special accommodations as a result of a disability, please talk to us as soon as possible. you must also contact the Paul Menton Centre for Persons with Disabilities to obtain a letter of accommodation for any special arrangements.

Assignments: All assignments must be handed to one of the instructors on the dates indicated in the course outline. Handing in assignments late is unfair both to other students who hand assignments in on time and the instructors who must submit grades on time. In exceptional circumstances (illness or family emergencies) it may be difficult to meet the deadlines and in such cases you must contact one of the instructors before the paper is due. In these cases extensions to the due date must be justified with a medical or other appropriate certificate. Late assignments will not be considered for grade.

Absences: All classes are mandatory.

This course is designed in a participatory format where your attendance and participation in the class discussions are essential to your own and others' learning. Any student who is absent for four or more classes will not receive a grade for the course as a full third of the course will have been missed. If four or more classes have been missed, any completed work will not be marked in assigning a final grade of "F".

Plagiarism

The University of Carleton has decided that:

"Plagiarism has occurred when a student either:

- a) directly copies another's work without acknowledgment; or
- b) closely paraphrases the equivalent of a short paragraph or more without acknowledgment; or
- c) borrows, with acknowledgment, any ideas in a clear and recognizable form in such a way as to present them as the student's own thought, were such ideas, if they were the students' own, would contribute to the merit of his or her own work."

Students! You are seriously cautioned, by the university and the department, not to plagiarize. When you use direct quotes or ideas from another source you must use quotation marks and cite the author (s), editor (s), publisher, date of publication and page(s).

Because of the seriousness of this instructional offense those who plagiarized and are caught can be expelled from the program and the university.

!!!!!!!!! Be warned, plagiarism is a serious offense !!!!!!!!!!!!!

Grading

Carleton University employs a 12 point system of letter grades to represent student's marks. The letter grades used, and the grade point equivalents are outlined below. In addition, the instructors will provide a standard interpretation of what each letter

designation means with respect to the quality of work submitted.

A+ 12	B+ 9	C+ 6	D+ 3
A 11	B 8	C 5	D 2
A - 10	B - 7	C - 4	D - 1

The school of Social work uses the following equivalent percentages as guide:

A+ 90-100	B- 70-72	D 53-56
A 85-89	C+ 67-69	D- 50-52
A- 80-84	C 63-66	
B+ 77-79	C- 60-62	
B 73-76	D+ 57-59	

Week 1**Wednesday - Sept. 19, 9:00 - am 12:00****Topic: Course overview and expectations: Research Methods & Community****Development**

- why does research give knowledge and power to people and communities
- demystifying research

Saturday - Sept. 22, 9:30am - 12:00pm**Topic: Research methods****RM****RM**

- participatory research
- community based research
- action research

Required reading:

- Hee Pedersen, Christina (1988). Nunca antes me habían enseñado eso. Capacitación feminista, metodología /comunicación / impacto. Lilith Ediciones. Lima, Perú. (S) Chapter I & II
- Guyette, Susan (1983). Community Based Research. A Handbook For Native Americans. American Indian Studies Center, University of California. Los Angeles. Chapter 1 (E)

Saturday Sept 22, 1:00 pm 3:30 pm**Topic: Hispanic community & immigration****RM & CD**

- defining communities: who are the 'Hispanics' in Canada, in Ottawa
- facts about immigration
- who are immigrant women in Canada?
- beginning to define the concepts of ethnicity; culture; multiculturalism; race; marginalization

Required Readings:

Estable, A.; Meyer, M.; & Pon, G. (1997). Handout 16. Some facts about immigration. In: Teach Me To Thunder.

Statistics Canada (2000). Women in Canada 2000, A Gender-based Statistical Report. Chapters 9 & 10. Ottawa: Ministry of Supply and Services.

Week 2**Wednesday - Sept 26, 9:00am-12:00pm**

Orientation to community health services: The case of the Centretown Community Health Centre.

Week 3**Tuesday - Oct. 2, 12:30-4:00 pm****Topic: Finding information****RM**

- visiting the university library
- finding my way around the library

Wednesday - Oct. 3, 9:00 am -12:00**Topic: Overview: Community development and outreach CD**

- concept of community development: why do we need it?
- the elements of community capacity building

This course utilizes a participatory methodology with adult learners. You are aware and have agreed to this methodology which permits some flexibility in assigning specific readings to each class. Therefore, in addition to the required texts, additional readings will be selected from a range of popular sources in Spanish and English. For classes in weeks 3 to 13, readings will be identified according to emerging student needs and you will be informed ahead of each class.

Week 4**Wednesday - Oct. 10, 9:00am-12:00pm****Topic: Writing and analyzing research papers RM**

- how to write a paper: communicating research findings
- writing a paper from your own experience and comparing it to what has been written on this topic
- understanding and comparing information that is collected by others
- how to use information for a presentation
- contrasting the way papers are structured and arguments are presented here in Canada

Week 5**Wednesday - Oct. 17, 9:00 am to 12:00****Topic: Barriers CD**

- identifying access barriers for women; immigrant women
- women from different linguistic background
- racial minority women
- Spanish speaking community
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Saturday - Oct.20 - 9:30 am-12:00pm**Topic: Understanding research concepts RM**

- understanding the concepts used in this demonstration project: participatory research
- the trans-theoretical model
- community capacity building model
- lay health promotion
- feminist and anti-racist approach

Saturday - Oct. 20, 1:00 pm - 3:30 pm**Topic: Racism & discrimination CD**

- What is racism, how does racism operate in service provision
- discrimination and inequalities in the Canadian system
- addressing racism

Week 6

(classes for the health promotion and peer support course)

Week 7**Monday - Oct. 29, 6:00-9:00 pm****Topic: Research Ethics** **RM**

- what are research ethics
- how to ensure confidentiality
- when can we not keep confidentiality (child abuse)
- how does knowing confidential information influence our role/perception in the community
- informed consent

Wednesday - Oct. 31 BOOO, 9:00 am-12:00pm**Organizational change** **CD**

- transforming our organizations

Week 8**Tuesday - Nov. 6, 12:30- 4:30 pm****Designing research tools: Interview** **RM**

- designing interview questions for qualitative research with hard to reach groups
- how much data can we collect at once?
- ensuring that we leave door open to explore other needs

Week 9**Monday - Nov. 12., 6:00-9:00 pm****Topic: Designing research tools: survey** **RM**

- designing a forced choice interview schedule

Tuesday - Nov. 13 -12:30-4:30 pm**Topic: Advocacy and community organizing** **CD**

- role of advocacy in service provision
- practicing advocacy

Week 10**Monday - Nov.19., 6:00 - 9:00 pm****Topic: Outreach** **CD**

- outreach techniques
- developing and outreach strategy and a plan
- different outreach models (group, individual, media)

Wednesday - Nov. 21., 9:00am-12:00pm**Topic: Conducting interviews** **RM**

- collecting interview data (using tapes, notes, consent forms, confidentiality)
- role plays: conducting face-to-face interviews
- conducting an interview for this research project

Week 11**Monday - Nov. 26., 6:00-9:00 pm****Topic: Implementing outreach****CD**

- designing outreach strategies for a workshop/event

Wednesday - Nov. 28., 9:00am-12:00pm**Topic: Workshops****CD**

- how to develop and implement a workshop
- how to provide an information session

Week 12**Tuesday - Dec. 4., 12:30- 4:30 pm****Topic: Data management and analysis****RM**

- data management
- transcribing interviews
- how to analyze interviews

Wednesday - Dec.5., 9:00 am 12:00**Topic: Partner-ships and Coalitions****CD**

- how to increase partnerships and networking with ethnoracial and mainstream organizations

Week 13**Monday - Dec. 10, 6:00-9:00 pm****Topic: Research reports****RM**

- how to write up and summarize the answers to my questions/research findings;
- how to compile information in a research report
- where does research end and programming begins: implementing research findings
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Tuesday - Dec.11., 12:30-4:30 pm**Topic: Evaluation****RM**

- elements of an evaluation design
- comparing learning goals with outcomes

Wednesday .Dec.12., 9:00am-12:00pm**Topic: Review and evaluation****RM & CD****December 15****Graduation**