HTH SCI 3DD6: Engaging the City:
Introduction to Community-Based Research in Hamilton
Course Outline

**Term:** Terms 1 & 2 – September 2017-April 2018

**Course Facilitators**
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**Introduction**

"Engaging the City" is an introduction to community-based participatory research, offered by the Bachelor of Health Sciences Program, which encourages upper level students from multiple faculties to connect with community organizations in both theory and practice. The intention is for students to develop awareness outside the Mac "bubble" and learn the relationship-building blocks for community engagement and community-based participatory research among all of Hamilton’s communities.

There are two interconnected components of the course: Community Engagement and Community-Based Participatory Research.

The community engagement component creates awareness and a foundation of knowledge for students by sharing experiences, discussions, perspectives and current issues in Hamilton.

The purpose of the second component of the course is to expose students to explore research methodology through the principles of community engagement that relate specifically to Hamilton. Students will also develop an understanding of the ethical dilemmas of community-based participatory research.

This 6-unit course will run in Terms 1 & 2 (September – April). Approximately 120 hours of learning discussions (classes, tutorials), readings, reflections, and immersion experiences (Project Engagement, Community Engagement Expedition), and other activities (benchmarking and post-course interview) will take place during the year.

This is a **graded** course. In order to achieve a passing grade in the course, students are expected to:

- demonstrate growth within the course learning objectives
- complete all assignments and demonstrate the capacity for critical analysis, knowledge translation and integration
- demonstrate the ability to be self-reflective and articulate their standpoint in relation to their position as a student, student-researcher, citizen, etc.
Learning Objectives

Interpersonal Growth
- develop and demonstrate a personal perspective of citizenship that articulates the role (as a student, researcher and citizen) within communities
- develop an awareness of, and work within, an anti-oppressive framework
- collaborate and communicate with a diverse group of peers and community members, recognizing individual contributions and strengths
- develop an awareness of one’s beliefs, values and perspectives, and how they influence one’s perceptions of community issues and interactions with others
- practice norm-setting, consensus-building and honest communication in groups

Academic/Research Skills
- access and critically evaluate a diversity of sources and knowledge from the literature and community
- compare and contrast interdisciplinary and experiential/lived knowledge from the perspective of the student researcher in relation to others
- learn how to develop salient and effective questions to engage peers and community members in meaningful dialogue to foster a mutually enhanced understanding of issues
- refine research questions that address the factors influencing the dynamics of particular issues in Hamilton
- synthesize learnings to develop a deeper understanding of the complexity of systems

Weekly Schedule

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**READING WEEK**

| Week 19 | Voices of Experience |
| Week 20 | Complex Adaptive Systems - Advocacy |
| Week 21 | Reconciliation |
| Week 22 | Location, Location, Location |
| Week 23 | Being an Ally within CBPR |
| Week 24 | Project Engagement Showcase & Benchmarking |
| Week 25 | Wrap-up |

### Assignments and Evaluation Expectations

#### Weight

- Participation - 5%
- Benchmarking - 5%
- Reflection Portfolio - 30%
- Project Engagement - Activity Log - 10%
- Project Engagement - Progress Report - 30%
- Project Engagement - Group Evaluation - 5%
- Project Engagement - Final Product - 15%
There are four major graded components: attendance and participation; benchmarking; reflection portfolio; and project engagement

**Attendance and Participation - 5%**

**Benchmarking - 5%**
- Will be completed during the first and last class

**Integrated Reflection Portfolio - 30%**
- Students will be expected to complete 12 reflections on an ongoing basis over the course of both terms – **6 per term**
  - facilitators will randomly select students at various times to submit their completed reflections for review
- The focus of the majority of the reflections will be left to the discretion of the student, within the context of course learning objectives
- Students are expected to compare and contrast their assumptions, questions, wonderings, and queries and integrate them with the readings
- Readings must be cited in reflections; students may determine the style and format

**Project Engagement - 60%**
- Students are expected to participate in a community-based immersion experience with one of the Hamilton neighbourhoods and the neighbourhood’s community partner
- Representatives from all four neighbourhoods/initiatives will consult with students, Mac Mentors and facilitators to design, develop, deliver and disseminate the project, which will be completed in groups
- A grade will be assigned on a group basis, and all members of the student project team are expected to contribute

- There are 4 components to Project Engagement:
  1. Activity log – 10%
     - As a small project team, students are expected to create and maintain a log of all project-related activities
     - The log must contain the ‘who’ and the ‘what’
  2. Progress Report – 30%
     - A progress report, divided into 4 sections will be submitted for review and approval by facilitators
     - Student project teams will determine the style and format of the progress report
     - Submit completed reports to the designated LearnLink folders
• Each phase will be completed and submitted by the designated dates specified below
• The phases are: design* develop; deliver; and disseminate
  *The design section of the report must be submitted to facilitators for approval, before students move to the development phase
1. **Design:** the idea, the project, what’s your focus?
   - **November 13th:** Deadline for Design Phase in tutorial for feedback from Mac Mentor and tutorial members
   - **November 20th:** Deadline for Design Phase to be submitted to facilitators.
     - Facilitators will return feedback by **November 27th**
   - **December 4th:** Design Gallery in class for final approval of Design Phase
2. **Develop:** How will you do it? What’s the plan?
   - Begin in early January after approval of Design Phase
3. **Deliver:** carrying out your plan
   - **NOTE:** Develop and Deliver are not mutually exclusive and will overlap
   - **February 12th:** Progress Gallery for check-in on project
4. **Disseminate:** sharing your project with community partners and colleagues

3. Group Evaluation – 5%
   - Students will complete a group evaluation at the end
     - a group evaluation form will be provided by facilitators

4. **Final Product**– 15%
   - **Determined in consultation with Neighbourhood Community Partners**
   - Students are expected to disseminate the results of their project in a meaningful way by **April 9th**
   - The manner in which projects are disseminated needs to be negotiated with the neighbourhood, which is also the audience
   - The final product and outcomes of the dissemination must be shared at the Project Engagement Showcase at the end of term

• All projects will begin and end within the school year. Students will incur no additional cost in order to fulfill this requirement.
• **EOHSS forms will be required and completed prior to any excursions**

**Readings**

Students are required to complete all readings on a weekly basis, by the designated discussion date. Readings are to be cited in the student’s reflection portfolio. In addition to classroom discussion, the readings will also be further analyzed through facilitated
discussions in tutorials. A reading list will be distributed electronically to students. The majority of readings are available online. Where readings are not available online, they will be accessible at the Health Sciences Library or Mills Memorial Library.

**Tutorials**

The tutorials will run for 1 hour every week during the course and attendance is mandatory. The purpose of the tutorial is to:

- Connect with peers and Mac Mentors to discuss, critically analyze and integrate:
  - Concepts
  - Readings
  - Challenges
  - Learnings
- Work collaboratively on the Project Engagement component of the course

At the beginning of the course, each tutorial will determine the time and location of their weekly meetings.

**Communication**

It is expected that students will use LearnLink, including the relevant neighbourhood folders, as the primary means of communication and correspondence for all course work. Facilitators and assigned Mac Mentors must be copied on all communication. A communication plan for corresponding with community partners will be determined at the beginning of the course.

*All correspondence MUST be reviewed and approved by the facilitators prior to sending to a community partner.*

**Community Engagement Expedition**

Students will be expected to participate in ONE community expedition that will explore a minimum of TWO neighbourhoods in Hamilton excluding Keith, Sherman, Crown Point and Citylab. Mac Mentors will facilitate the expedition with students and identify sites to explore. This is an opportunity to explore the roles, perspectives and challenges inherent in the community. Students will be expected to capture thoughts and provide critical analysis using evidence (e.g. required course readings), in the Reflection Portfolio.

EOHSS forms will be required and distributed. Attendance and participation at the expedition are mandatory. For those with a valid reason not to attend the expedition, alternative arrangements must be negotiated with facilitators.

The tutorials and Mac Mentors will determine the date of the expedition collaboratively. The date of the expedition needs to be shared with the facilitators by October 2nd.

**Post-Course Interview**
Students will be expected to attend a post-course interview with facilitators, the dates of which will be decided by the end of term. The post-course interview will be an opportunity for students to discuss personal growth and development, and negotiate their grade in the course, based on evidence (i.e. assignments) from the term.

As well, students will be able to indicate preliminary areas of interest for next year’s community-based participatory research project.

**Confidentiality**

Any and all information students provide in class, during activities/excursions and in the evaluation will be kept confidential. Students in the course will also be asked to take part in discussions with other students, Mac Mentors and community members. During these discussions, other people will know students’ identities and others will also hear and see what everyone has to say. While we promise to maintain student confidentiality, we cannot make this promise on behalf of everyone.

**Academic Integrity**

Academic integrity is the fundamental code by which we all abide. In the event students are in doubt, and are about to consider activities that may deviate from this code, please refer to the Academic Integrity Policy, specifically Appendix 3, located at:

-  www.mcmaster.ca/univsec/policy/AcademicIntegrity.pdf