Participatory Methods in Community-Engaged Research
18-BE-9063 (2 Graduate Credits)
Summer 2018 (in-person sessions 6/8, 6/15 and 6/29)

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BE 9063 Course Description: This class provides an overview and application of three participatory methods in community-engaged research: 1) photovoice; 3) concept mapping; and 3) group level assessment.

Photovoice (6/8)

“Photovoice is a technique by which the taking of photographs or videos – usually by people who are disadvantaged, ignored, and/or discriminated against – becomes a means of both self-expression and personal and intellectual growth. In addition, participants essentially function as participatory action researchers, documenting conditions and problems in ways that can be used for community assessment and as a spur to policy makers and other officials to institute community change.” (Rabinowitz, 2015-Community Tool Box http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/photovoice/main)

“Photovoice is an innovative participatory action research (PAR) method based on health promotion principles and the theoretical literature on education for critical consciousness, feminist theory, and nontraditional approaches to documentary photography. Photovoice enables people to identify, represent, and enhance their community through a specific photographic technique. It provides people with cameras to photograph their perceived health and work realities.” (Wang, 1999, p. 185-Photovoice: A participatory action research strategy applied to women's health. Journal of Women's Health 8(2), 185-192)

The photovoice class is designed to familiarize learners with Photovoice methodology. The class includes a comprehensive introduction to understanding, designing, managing and facilitating a Photovoice project.

Learning Objectives
- Recognize Photovoice methodology and a rationale for using the methodology
- Describe variations and modifications of Photovoice methodology
- Develop strategies for planning and conducting Photovoice
- Discuss practicalities and ethics of running a Photovoice project
- Explore issues related to Photovoice dissemination and translation to and from the community
Concept Mapping (6/15)

Concept mapping is a mixed-methods research approach that integrates qualitative and quantitative data collection methods of brainstorming, card sorting, and ratings with the multivariate statistical techniques of multidimensional scaling and cluster analysis to create a data-driven visual representation of thoughts or ideas of a group. (Kane, M., & Trochim, W. M. K. (2007). Concept mapping for planning and analysis. Thousand Oaks, CA: Sage)

The concept mapping class is designed to familiarize learners with concept mapping methodology. The class includes a comprehensive introduction to understanding, designing, managing and facilitating a concept mapping project.

Learning Objectives

• Recognize concept mapping methodology and a rationale for using the methodology
• Describe variations and modifications of concept mapping methodology
• Develop strategies for planning and conducting concept mapping
• Discuss the stages and statistical techniques of conducting a concept mapping project
• Explore issues related to concept mapping and community/stakeholder engagement

Group Level Assessment (6/29)

“Group-level assessment is one qualitative and participatory large group method that collaborates directly with relevant stakeholders and leads to the development of participant-driven action plans.” (Vaughn & Lohmueller, 2014, p. 338)

GLA is an innovative participatory action research (PAR) method “whose primary objective is to generate valid data through a process with group members have the opportunity to talk with each other about what occurs in their groups” (Vaughn & Lohmueller, 1998, p. 100). “The data generation process is fast and builds a regenerative process for further data gathering and exploration.” (Reddy & Phillips, 1992, p. 1)

The GLA class is designed to familiarize learners with Group Level Assessment (GLA) methodology. The class includes a comprehensive introduction to understanding, designing, and facilitating a GLA project.

Learning Objectives:

• Describe the participatory method of GLA and how this method differs from more conventional qualitative research approaches
• Recognize the rationale and benefits of using the GLA methodology for diverse groups of community members
• Discuss the methodological aspects and seven steps in a GLA session
• Describe variations and modifications of GLA methodology
• Develop strategies for planning and conducting a GLA session
• Explore issues related to dissemination of GLA findings and translation into action
Required Readings/Materials:
The majority of the readings/materials will be provided on Blackboard.

Course Structure/Teaching Methods
You will complete readings, assignments, online modules, and discussion board posts independently. In person, we will do applied learning and discuss the three methods in depth.

Evaluation and Grading
Your learning and grade in this class will depend on attending the three in-person sessions and successful and timely completion of assignments and activities.

Grade Distribution

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<th>Points</th>
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<tr>
<td>500-450</td>
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Evaluation and Grading: Your learning and grade in this class will depend on several components and will be based on a point system of 500 possible points.

1) ACTIVITIES/ASSIGNMENTS (200 POINTS): Before each of the in-person sessions, you will be asked to complete several activities/assignments and post them on Blackboard in addition to reading. Each activity/assignment will be worth 30-50 points.

2) COMPLETING ONLINE MODULES BEFORE EACH CLASS (150 POINTS): You will receive a total of 150 points (50 points for each session) for viewing and completing the online video modules available on Blackboard.

3) PARTICIPATION AND REFLECTION (150 POINTS): You will receive a total of 150 points (50 points for each session) for attendance and active participation at the in-person sessions.

Instructional Policies:

Cell phones: Cell phones should not ring during class and you should not be texting during class. If you have an emergency call that you need to take, please let me know ahead of time.

Incompletes: The instructor will not give the grade of “I” (Incomplete) unless the student has at least a C- average in the course. A grade of “I” will automatically be converted to an “F” one calendar year after the initial grade was assigned. Students cannot graduate with an “I” on their academic record.

Accommodations: If you have any special needs related to your participation in this course, including identified visual impairment, hearing impairment, physical impairment, communication disorder, and/or specific learning disability that may influence your performance in this course, you should meet with the instructor to arrange for reasonable provisions to ensure an equitable opportunity to meet all the requirements of this course. At the discretion of the instructor, some accommodations may require prior approval by Disability Services.

Academic Integrity: The University Rules, including the Student Code of Conduct, and other documented policies of the department, college, and university related to academic integrity will be enforced. Any violation of these regulations, including acts of plagiarism or cheating, will be dealt with on an individual basis according to the severity of the misconduct. Copying other students' or authors' words without using quotes or proper citations in a paper for this course will result in a failing grade for the course.

Policy on Academic Honesty: Academic dishonesty in any form is a serious offence and cannot be tolerated in an academic community. Dishonesty in any form, including cheating, plagiarism, deception of effort,
or unauthorized assistance, may result in a failing grade in a course and/or suspension or dismissal from a graduate or undergraduate program. Students are expected to be familiar with the University policy on academic honesty as described in the Student Handbook.

Resolving Conflicts/Addressing Concerns: It is possible that you will be unhappy about how the class is structured, the assignments, your grade, another student in class, the class dynamics, the instructor, etc. The first course of action should always be to talk with the instructor. Please do not hesitate to come to me with a concern even if it is about me. If we cannot resolve the issue together, then I will make recommendations about who you should talk to next in the “chain of command” at the university.