University of Kentucky
Topical Seminar in Community-based Research (CREEK Graduate Curriculum) Part II

3 credit hours	**BSC 790-501 (Part B) Spring, 2010**
Also listed as:	**SOC 790-501**
	SW 580-501
	SW 780-501

Course Director:

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The mission of CREEK is to build the capacity of rural peoples and communities to overcome individual and structural barriers to attaining individual and community health and wellness. CREEK courses enable rural individuals and communities to develop the skills and experience needed to solve health-related problems through increased understanding of them. CREEK students participate in community-based research projects that are directed toward solving major health concerns affecting people in rural and underserved communities. CREEK research teams work with and through formal and informal community structures. Participation in mentored research experience that is well-matched to the student's skills and experience is a key component of this course. Such participation is essential to building student research capability, to engaging community investment in solving key health issues, to providing students with the opportunity to serve community needs while learning relevant research skills, and to providing students with the opportunity to make valuable professional connections.

This course is designed to support students as they take a larger role in the design and execution of community-based research. Students are expected to develop focused interests, to articulate the types of mentors who could help them attain their research goals, and to determine whether they would be better served by taking a leadership role within studies led by others or to develop their own studies. Each student identifies and works with research and community mentors in his or her area of interest. Mentors assist the student in developing a broad-based understanding of community issues related to their research and professional goals. Students should enlist one or more mentors who can support the student's growth in research, community, academic, and professional skills. The curriculum is offered through intensive seminars and readings that focus on doing research in an Appalachian context and through targeted experience playing a leadership role in community-based research projects. Students are expected to carry out competent literature searches and reviews related to their research and to prepare all documents for IRB review of their research projects in a clear and succinct way.   As a member of the research team, students are expected to make substantial contributions to a presentation of the research in which they are involved at regional or national professional conferences each year.

A substantial amount of seminar time will be devoted to group consultation on each student's research project. Each student is required to present updates on their research projects to the

group on a scheduled basis so that the group can learn from the experience of designing and improving one another's projects.

This course will enable students to:
1. Incorporate an understanding of the issues involved in Appalachian social structure, history, culture, and political leadership into all aspects of carrying out their own research projects.
2. Implement all elements of the research project they designed in Part I of the CREEK course.
3. Select appropriate quantitative and/or qualitative methods for analyzing research data (especially as appropriate to their own studies).
4. Demonstrate skill in making verbal and written presentations of the results of community-based research to community groups, policy-makers and research professional audiences.
5. Discuss the environment in which the research project is embedded and the reciprocal impacts of community and research on one another based on that example.
6. Summarize the approaches to community-based research taken by the professional researchers who make presentations in class from time to time.
7. Participate in making a research presentation at a regional or national professional meeting.
8. Prepare a professional research paper.
9. Participate in a peer review process that involves CREEK students, research mentors and the course director.
10. Submit the final paper for publication on the CREEK website.

The mentored research experience is offered to students through two three-unit courses each year, one per semester. This course is Part 2 of the advanced CREEK curriculum for academic year 2009-2010. Educational experiences in these courses are individualized to take into account each student's level of preparation and experience in community-based research, in the CREEK program and in their graduate educations. Students' CREEK seminars and research experiences typically provide opportunities to tap personal, community, academic, and research mentoring in varying combinations.

Students are responsible for contributing to the CREEK KnowledgeBank for Appalachian Health Planning (KAHP) or for submitting a major research-related creative product to the course director at the conclusion of the academic year, depending on the learning contract established between each student and the course director. Generally, this requirement is met with a written paper and a written and oral report to the community in which the student carried out the research, but other options can be proposed. The KAHP will be a public-access repository for work produced by CREEK students and CREEK-affiliated research teams. Because the KAHP is available to the public, all research reports in the KAHP that involve human subjects must have been carried out under a research protocol approved by the University of Kentucky or other Institutional Review Board (IRB).

All CREEK students are required to provide evidence that they have passed the University of Kentucky CITI training in the protection of human subjects (complete all modules for

medical researchers) within two weeks after the first class meeting in the fall semester and to ensure that their training is updated and will not lapse during the academic year. Research that has not been approved by the UK IRB or other official IRB may not be presented outside an educational setting.

Mentoring is likely to take place in one, some, or all of the research settings and experiences proposed by the CREEK student. Students will be responsible for seeking and documenting a total of 10 hours of mentoring contacts per semester. The log for documenting such experiences is attached to this syllabus. Mentoring logs may be audited at any time. That is, mentors may be asked to verify that a mentoring contact took place at the date and time listed. Whenever possible, ask mentors to sign the log.

Students will be responsible for preparing a specific learning contract that details how each course component will be achieved.

Each 16-week course includes approximately 144 hours of effort. The plan below may be modified to some extent to accommodate individual circumstances. The time allocation that is negotiated for each student will be specified in their contract for each semester.

Table 1: Time Allocation Template

Course Component	Estimated Time Allocation
Graduate Seminars	18 Hours (12%)
Reading, Presentation, Discussion	30 Hours (20%)
Personal Research Project (data collection, etc.)	67 Hours (48%)
Writing, analysis, paper preparation	32 Hours (22%)
Total	144 Hours

Grading

Students will receive grades based on the number of points they have earned out of a total of 240 points possible. Letter grades will be assigned using the following scale:

A = 216-240 points   C = 168-191 points   E = below 144

B = 192-215 points   D = 144- 167 points

Table 2: Point Allocations

Assignment	Percentage	Points
Attendance and Active Participation in Class Meetings	10%	24
Written Draft Section 4 (Methods)	15%	36
Written Draft Section 5 (Analysis and Results)	15%	36
Written Draft Section 6 (Conclusions and Discussion)	15%	36
Revised, Polished and Reviewed Final Paper	15%	36
Presentation of study at research meeting	15%	36
Presentation of study in community setting	10%	24
Mentoring Logs	5%	12
TOTAL	100%	240

Please submit an up-to-date copy of your Mentoring Log as scheduled. The instructor reserves the right to reduce or withhold points for mentoring logs that are submitted late. The point allocations in Table 2 indicate the maximum number of points available for various aspects of the course. Partial credit is possible.

Each student will be actively involved in designing or carrying out a community-based research project that has been approved as part of the learning contract. The learning contract should outline the work to be completed by the end of the semester. You may design a free-standing study, a pilot study in preparation for a larger study that you plan to conduct or be involved in a substantive way in an ongoing research project, depending on prior research experience. For students involved in group research projects, the learning contract should specify the role of each participant and what specific components of the project will be carried out by each student and submitted for credit.

Readings

Each student should identify a reading on one of these topics: community-based participatory research (ethics, methods, challenges, etc.), research in an Appalachian and/or rural context, putting together research teams, or a topic that you propose (should be clearly related to community-based participatory research or to carrying out research in a rural/Appalachian context). Each student should make a 20-minute presentation of the reading in class. Students must also provide a copy of the reading to the instructor and other students at least 2 weeks before it is presented.

SW 580 MENTORING LOG

Date	Time Began	Total Minutes	Mode of Contact	Type of Contact	People and Organizations Involved (Names and Signature)	Topics and/or Activities
			☐ In-person Meeting ☐ Phone Call ☐ Other	☐ Academic ☐ Research ☐ Professional ☐ Community		
			☐ In-person Meeting ☐ Phone Call ☐ Other	☐ Academic ☐ Research ☐ Professional ☐ Community		
			☐ In-person Meeting ☐ Phone Call ☐ Other	☐ Academic ☐ Research ☐ Professional ☐ Community		
			☐ In-person Meeting ☐ Phone Call ☐ Other	☐ Academic ☐ Research ☐ Professional ☐ Community		
			☐ In-person Meeting ☐ Phone Call ☐ Other	☐ Academic ☐ Research ☐ Professional ☐ Community		
			☐ In-person Meeting ☐ Phone Call ☐ Other	☐ Academic ☐ Research ☐ Professional ☐ Community		

CREEK students are required to seek academic, research, professional, and community mentoring each semester and to document when and how it occurred. Students may seek mentoring without other activities occurring at the same time, or mentoring may occur in the context of other activities. Please indicate with your signature that you agree that the student has accurately described the mentoring that took place. Please do not sign this log until you and the student have provided all requested information related to the mentoring experience you shared.

Schedule of Class Meetings BSC 790-501 CREEK Part B)
Spring, 2010

Date	Time	Activities	Deadlines
1/11/2010	10 am – 1 pm	Introduction to spring activities. Update on research projects, collaborations, mentors. Planning for design of CREEK poster (deadline for completed draft of poster is February 28, 2010).	By February 1, 2010, select a recent reading on one of the following topics: community-based participatory research (ethics, methods, challenges, etc.), research in an Appalachian and/or rural context, putting together research teams, or a topic that you propose (should be clearly related to community-based participatory research or to carrying out research in a rural/Appalachian context). Please provide an electronic or hard copy of the reading you choose to the instructor and other students.
1/29/2010	1 pm – 4 pm	Student 1 will summarize reading and lead discussion. (30 minutes). One student will update group on research project and pose 1 or 2 specific questions/challenges for discussion. (45 minutes) (sign up) Discuss poster design (15 minutes) Guest speaker: TBA (by student request)	2/19/2010: Submit updated learning contract for spring 2010 semester by email or in person. First draft of individual abstracts due for poster by 2/1/2010. First draft of methods section of final paper due today.
2/19/2010	1 pm – 4 pm	Student 2 will summarize reading and lead discussion. (30 minutes). One student will update group on research project and pose 1 or 2 specific questions for discussion. (45 minutes) (sign up) Continue poster design (30 minutes) Collaborative work on research designs. (remaining time)	Submit copy of Mentoring Log. First draft of analysis and results section of final paper due today. Final draft of abstracts for poster due today. Final deadline for materials to go on poster is Friday, March 5, 2010. (Electronic file for poster will be sent to printer on March 8, 2010. Poster pickup on Friday, March 12.)
3/12/2010	1 pm – 4 pm	Student 3 will summarize reading and lead discussion. (30 minutes). One student will update group on research project and pose 1 or 2 specific questions for discussion. (45 minutes) (sign up) Discuss poster presentation & ASA attendance (30 minutes)	First draft of Conclusions and Discussion sections of final paper due today. Final draft of handouts you will present at ASA due today. (You may use a version of your final paper as your handout if it is ready.)
3/19/2010 - 3/21/2010		Appalachian Studies Association Annual Meeting, Portsmouth, OH	You are required to attend this meeting and to attend the CREEK poster session.

4/16/2010	2:30 pm – 5:30 pm	CREEK students meet with interested faculty to develop recommendations for 2010-2011 academic year. One student will update group on research project and pose 1 or 2 specific questions for discussion. (45 minutes) Collaborative work on research designs (as time allows). Guest speaker: TBA (by student request)	Submit copy of Mentoring Log. First draft of entire final paper is due today.
4/30/2010	1 pm – 4 pm	General updates on research projects. (45 minutes) Course and program evaluation. End of year celebration.	Submit Mentoring Log. Return all CREEK materials that are checked out. Final deadline to submit all work specified in learning contract plus syllabus is Friday, April 30, 2010.