

University of Kentucky

Topical Seminar in Community-based Research (CREEK Graduate Curriculum) Part I

Variable Credit
Also listed as:

BSC 790-501 (Part A) Fall, 2009
SOC 790-501
BSC 766-501/SOC 766-501
SW 780-501

Course Director:

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The mission of CREEK is to build the capacity of rural people and communities to overcome individual and structural barriers to attaining personal and community health and wellness. CREEK courses enable rural individuals and communities to recognize behavioral health issues related to chronic illness and to develop the skills and experience needed to solve health-related problems. CREEK students participate in community-based research projects that address 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 student's interests, 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 leadership 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 responsibility for a component of 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 the design of community-based research.
2. Discuss how to identify or design qualitative or quantitative measures for research projects.
3. Discuss techniques and resources for project administration and accounting.
4. Discuss sources of funding and financial support for studies in their areas of interest.
5. Develop research questions, a problem statement, review of relevant literature and a complete study design related to their specific areas of investigation.
6. Prepare a complete study protocol and submit it along with all relevant forms to the Institutional Review Board of the University of Kentucky (or appropriate other IRBs).
7. Write a paper describing the proposed research that could serve as a proposal for research funding. This paper should describe a complete plan to carry out a community-based study they plan to conduct, following the guidelines of a specific potential sponsor.
8. Submit the research proposal to a potential sponsor and/or to the instructor, as agreed upon in the student learning contract.

The mentored research experience is offered to students through two courses each year, one per semester. This course is a component 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 for each semester established between each student and the course director. Generally, this requirement is met with a written paper, but other options can be proposed. The KAHP will be a public-access repository for work produced by CREEK students and research teams (<http://www.uky.edu/Programs/CREEK/papers.html>). 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 and/or other Institutional Review Boards (IRB) as needed.

All CREEK students are required to have passed the University of Kentucky CITI training in the protection of human subjects by October 1, 2009 or to have ensured that their training is updated and will not lapse during the current academic year. Students must complete all modules that are required by CITI for social science-health researchers who

will serve as principle investigator on a full review proposal. Research that has not been approved by the UK IRB and/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.

Students will be responsible for preparing a specific learning contract that details how each course component will be achieved. The first draft of the learning contract must be submitted electronically by September 18, 2009.

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 his or her contract for each semester.

Table 1: Time Allocation Template

Course Component	Estimated Time Allocation
Graduate Seminars	18 Hours (12%)
Reading	30 Hours (20%)
Personal Research Project	67 Hours (48%)
Writing, analysis, class & 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

Assignment	Percentage	Points
Attendance and Active Participation in Class Meetings	20%	48
Problem Statement & Lit Review for Study (Initial or Updated)	25%	60
Written Design for Study	20%	48
IRB Proposal Completed and Submitted or Funding Proposal Completed and Submitted (if IRB protocol is already approved)	25%	60
Class Presentation of Paper, Article, Theory	5%	12
Mentoring Log	5%	12
TOTAL	100%	240

Please submit an up-to-date copy of your Mentoring Log at the third sixth seminars. You may earn up to 6 points each time for acceptable quality and submitting on time. No points will be awarded for mentoring logs that are not submitted on time.

Each student will be actively involved in designing and/or carrying out a community-based research project that has been approved by the research mentor and the CREEK course instructor. The learning contract should outline the work to be completed by the end of the semester and by the end of the year. This will be updated for the second semester learning contract. 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, opportunities available, and the agreement of the CREEK instructor, your curriculum advisor and others as needed. Students may want to work in teams, but each student must carry out his or her own defined component of the overall project. Each student must be involved in work that is substantive, can be attributed to them and warrants individual presentation on the CREEK poster at the Appalachian Studies Association annual meeting.

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.

Literature reviews must be carried out in a systematic way (clearly described when the literature review is submitted) and include a minimum of 10 references. Each student is responsible for carrying out a literature review. Each literature review should contribute to the overall literature review for a group project. By the end of this semester, each student should have completed all the steps needed to begin data collection in January. In some cases, the nature of the study will require that data collection begin during the fall semester and an accelerated schedule will be needed.

Readings

Students must be familiar with core readings that serve as the conceptual underpinnings of the CREEK seminars. Students must also be familiar with community-based research that is being done in rural and/or Appalachian settings, particularly studies that relate to their areas of interest. Students will be asked to select a reading from the Topic-related Reading list to summarize and present in a seminar. They will also be asked to present the conceptual or theoretical models that guide their research. All students also carry out a substantial literature review related to their research topics during the fall semester.

Core Reading List for First-Year CREEK Students

1. Duncan, C. M. (1999). *Worlds apart*. New Haven and London: Yale University Press.
2. Krieger, N. (2000). Discrimination in Health. In Berkman, L. F. & Kawachi, I (2000). *Social epidemiology*. New York: Oxford University Press.

3. Minkler, M. & Wallerstein, N. (Eds.). (2003). *Community-based participatory research for health*. San Francisco: Jossey Bass (Wiley Imprint).
4. Wallerstein, N.B. & Duran, B. (2006). Using community-based participatory research to address health disparities. Health Promotion Practice, 7, 312.
5. Behringer, B., Mabe, K.H., Dorgan, K.A., Hutson, S.P. (2009). Local implementation of cancer control activities in rural Appalachia, 2006. *Preventing Chronic Disease* , 6(1). http://www.cdc.gov/pcd/issues/2009/jan/08_0064.htm. Accessed August 24, 2009.
6. Minkler, M., Vasquez, V. B., Chang, C., Miller, J., Rubin, V., Blackwell, A.G., Thompson, M., Flournoy, R. & Bell, J. (11/1/2008). Promoting healthy public policy through community-based participatory research: Ten case studies. PolicyLink: www.polivylink.org
7. Horowitz, C.R., Robinson, M. & Seifer, S. (2009). Community-based Participatory Research from the margin to the mainstream: Are researchers prepared? Circulation, 119: 2633-2642.
8. Agency for Healthcare Research and Quality (July, 2004). Community-based participatory research: Assessing the evidence. Evidence Report/Technology Assessment #99 Publication No. 04-E022-2.

Topic-related Reading List (to be updated when student research interests are known)

1. Badagliacco, J. M. & Ruiz, C. D. (2006). Impoverished Appalachia and Kentucky genomes: What is at stake? How do feminists reply? New Genetics and Society, 25, (2), 209-226.
2. Graves, A., Houghton, B., Jahns, L. Fitzhugh, E. & Jones, S. J. (2008). Biscuits, sausage, gravy milk, and orange juice: School breakfast environment in 4 rural Appalachian schools. Journal of School Health, 78 (4), 197-202.
3. Henderson, D. A. & Tickamyer, A. R. (2008). Lost in Appalachia: The unexpected impact of welfare reform on older women in rural communities. Journal of Sociology & Social Welfare, 35 (3), 153-171.
4. Hendryx, M. Ahern, M. M. & Nurkiewicz, T. R. (2007). Hospitalization patterns associated with Appalachian coal mining. Journal of Toxicology and Environmental Health Part A, 70, 2064-2070.
5. Hutson, S. P., Dorgan, K. A., Phillips, A. N. & Behringer, B. (2007). The mountains hold things in: The use of community research review work groups to address cancer disparities in Appalachia. Oncology Nursing Forum, 34 (6), 1133-1139.

6. Katz, M. L., Wewers, M. E., Single, N. & Paskett, E. D. (2007). Key informants' perspectives prior to beginning a cervical cancer study in Ohio Appalachia. Qualitative Health Research, 17 (1), 131-141.
7. Keefe, S. E. & Parsons, Paul (2005). Health and life-style indicators in a rural Appalachian county: Implications for health-care practice. In Keefe, S. E. (Ed.), Appalachian Cultural Competency. Knoxville, TN: University of Tennessee Press.
8. Owens, J. S., Richerson, L., Murphy, C. E., Jagelewski, A., Rossi, L. (2007). The parent perspective: Informing the cultural sensitivity of parenting programs in rural communities. Child Youth Care Forum, 36, 179-194.
9. Polk, D. E., Weyant, R. J., Crout, R. J., McNeil, D. W., Tarter, R. E., Thomas, J. G. & Marazita, M. L. (2008). Study protocol of the Center for Oral Health Research in Appalachia (COHRA) Etiology study. BMC Oral Health, 8 (18). This article is available from: <http://www.biomedcentral.com/1472-6831/8/18>
10. Serrano, E., Leiferman, J., Dauber, S. (2007). Self-efficacy and health behaviors toward the prevention of diabetes among high risk individuals living in Appalachia. Journal of Community Health, 32 (2), 121-132.
11. Tulkki, L. A., Berryman, D. E., Rana, S., Denham, S., Holben, D. H. & Nisbett, N. (2006). Elevated body image dissatisfaction relates to body size of Appalachian children. Topics in Clinical Nutrition, 21 (2), 101-107.

SW 780 MENTORING LOG

Date	Time Began	Total Minutes	Mode of Contact	Type of Contact	People and Organizations Involved (List Names and Affiliations)	Topics and/or Activities
			<input type="checkbox"/> In-person <input type="checkbox"/> Meeting <input type="checkbox"/> Phone Call <input type="checkbox"/> Other	<input type="checkbox"/> Academic <input type="checkbox"/> Research <input type="checkbox"/> Professional <input type="checkbox"/> Community		
			<input type="checkbox"/> In-person <input type="checkbox"/> Meeting <input type="checkbox"/> Phone Call <input type="checkbox"/> Other	<input type="checkbox"/> Academic <input type="checkbox"/> Research <input type="checkbox"/> Professional <input type="checkbox"/> Community		
			<input type="checkbox"/> In-person <input type="checkbox"/> Meeting <input type="checkbox"/> Phone Call <input type="checkbox"/> Other	<input type="checkbox"/> Academic <input type="checkbox"/> Research <input type="checkbox"/> Professional <input type="checkbox"/> Community		
			<input type="checkbox"/> In-person <input type="checkbox"/> Meeting <input type="checkbox"/> Phone Call <input type="checkbox"/> Other	<input type="checkbox"/> Academic <input type="checkbox"/> Research <input type="checkbox"/> Professional <input type="checkbox"/> Community		
			<input type="checkbox"/> In-person <input type="checkbox"/> Meeting <input type="checkbox"/> Phone Call <input type="checkbox"/> Other	<input type="checkbox"/> Academic <input type="checkbox"/> Research <input type="checkbox"/> Professional <input type="checkbox"/> Community		
			<input type="checkbox"/> In-person <input type="checkbox"/> Meeting <input type="checkbox"/> Phone Call <input type="checkbox"/> Other	<input type="checkbox"/> Academic <input type="checkbox"/> Research <input type="checkbox"/> Professional <input type="checkbox"/> 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 keep an accurate log of all mentoring as it takes place.

CREEK Seminars will take place in Conference Room 104 of the Medical Behavioral Science Building on the UK Campus. This building houses the Department of Behavioral Science, across the street from the Veterans Administration Hospital on campus. The current meeting schedule is below. **We will need to identify a sixth seminar date at the first class meeting, ideally in October or November.** Major changes in the schedule are unlikely, but minor adjustments may be possible.

Thursday, September 10, 2009	5 pm to 8 pm
Friday, September 25, 2009	2:30 to 5:30 pm
Friday, October 16, 2009	2:30 to 5:30 pm
Thursday, November 12, 2009	5 pm to 8 pm
Friday, December 4, 2009	2:30 to 5:30 pm