SIT SCHOOL FOR INTERNATIONAL TRAINING
STUDY ABROAD

SYLLABUS

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Research Methods & Ethics
ANTH-3500 (3 credits)

South Africa: Community Health and Social Policy

This syllabus is representative of a typical semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.

Course Description

The Social and Community Health Research Methods and Ethics course provides students with the necessary methodological and conceptual tools needed for independent learning in an unfamiliar setting using the effects of the Covid-19 pandemic on communities in South Africa as the context. Through a combination of formal classes and field-based learning, students will develop the knowledge and skills to undertake primary research in the area of public health. Building on a unique dataset developed by former students and derived from a survey and interviews with local community members that was administered at the onset of the pandemic, students will participate in ongoing research to monitor the social and personal health effects of the Covid-19 pandemic.

The course covers a variety of mixed methodological tools typical of research in the area of public health, including evidence based, ethnographical and qualitative research, and basic epidemiology and statistical analyses. The course also introduces a number of non-traditional methods including narrative inquiry, photovoice, art and body-mapping.

Learning Outcomes

By the end of the course, students will have the ability to:
- Effectively carry out a variety of social sciences research methodologies, including interviewing, questionnaires, focus groups, observation, and case studies, with emphasis placed on critical cultural analysis and ethical considerations when working with study subjects;
- Utilise methods of knowledge creation and presentation that are more acceptable and accessible in a developing world context, including narrative inquiry, photovoice, art and body-mapping;
- Apply and critique basic statistical and epidemiological analyses in the evaluation of health-related research; and
- Compare and contrast research methods used for health-related research in the context of South Africa.

Course Requirements

Readings
Students are responsible for all the readings, and should be prepared to bring them to bear on discussions in class. The readings help to place the classes in their context, to challenge and engage lecturers, to generate questions for class discussions and to deepen knowledge. The readings are not necessarily tailor-made for every class, but will comprise a broad spectrum of knowledge and opinions. Supplementary reading materials, not mentioned on the list, will sometimes be assigned, and made available.

Adams, T. (2008) A Review of Narrative Ethics. *Qualitative Enquiry,* 14 (2), 175-194.

Bleakley, A. (2005). Stories as data, data as stories: making sense of narrative inquiry in clinical education. *Medical Education, 39,* 534-540.

Budig, K., Diez, J., Conde, P., Sastre, M., Hernan, M. & Franco, M. (2018). Photovoice and empowerment: Evaluating the transformative potential of a participatory action research project. *BMC Public Health,* 18, 432-441.

Clearly, L.M. (2013). Gathering data while respecting participants, In Miller, L. *Doing cross-cultural research in social settings.* London: Palgrave McMillan.

Cramer, C., Johnston, D., Oya, C., & Sender, J. (2016). Research Note: Mistakes, crises, and research independence: The perils of fieldwork as a form of evidence. *African Affairs*, *115*(458), 145-160.

Eisner, E. (2001). Concerns and aspirations for qualitative research in the new millennium. *Qualitative Research, 1*(2), 135-145.

Hendry, P. M. (2010). Narrative as inquiry. *The Journal of Educational Research*, 103, 72-80.

Mogobe, K. D., Shaibu, S., Matshediso, E., Sabone, M., Ntsayagae, E., Nicholas, P. K., & Webel, A. (2016). *Language and Culture in Health Literacy for People Living with HIV: Perspectives of Health Care Providers and Professional Care Team Members*. AIDS Research and Treatment.

Pearce, N. (2005). *A short introduction to epidemiology* (2nd ed). Centre for Public Health Research, Massey University, Wellington.

Stuckey, H.L. & Nobel, J. (2010). The connection between art, healing and public health: A review of current literature. *American Journal of Public Health,* 100(2), 254-263.

Yin, R.K. (2014). *Case study research design and methods.* Sage Publication.

PLEASE NOTE: COURSE CONTENTS, LECTURERS AND READINGS MAY BE MODIFIED AS NEEDED. SHOULD ANY CHANGE OF CLASS TOPICS OR LECTURERS BE NECESSARY, STUDENTS WILL BE PROMPTLY NOTIFIED.

Evaluation and Grading Criteria

Assignments
Timely completion of all seminar assignments is expected. Unless otherwise stated, all assignments and papers must be turned in on the due date, at 4pm. Assignments must be emailed to the Academic Director (AD) and Academic Co-ordinator. Any assignments received after 4 pm on the due date will be considered late. No extensions will be given on the date an assignment is due. All assignments are evaluated according to organization, analytical quality, depth of understanding; argumentation and presentation of evidence. Students will be assessed on the quality of their graded work.

Grading Breakdown
Non-traditional Research Activity	15%
Critical Analysis of Medical Research	15%
Mixed Methodologies Community Workshop	30%
Community Health Research Paper	40%

Assignment 1: (15%). Using one of the non-traditional approaches to undertaking community health research, develop a protocol that you would use to investigate the effects of the Covid-19 lockdown on mental health of young adults in Cato Manor. Describe how your approach would enable you to create knowledge that effectively communicates the lived realities of people's experiences.

Assignment 2: (15%). In reference to a supplied journal research article, critically evaluate the research methodology adopted and the conclusions made.

Assignment 3: (30%). Prepare sets of questions for a survey, one-on-one interviews and a focus group, which will enable you to gather information on how the Covid-19 pandemic affected people living in Cato Manor. You may work in pairs and each pair will research a different aspect of the pandemic. Information gathered during a workshop with adult residents of Cato Manor will then be used to graphically represent the findings, analyse the knowledge gained and reflect on the benefits associated with employing mixed methodologies when undertaking research in community health. Each pair of students will use a power point presentation to share their findings with the group.

Assignment 4: (40%). Write a research article that uses mixed methodologies and articulates the findings of the Cato Manor Community survey. Your article should focus on the particular aspect of the Covid-19 pandemic that you studied. The paper should be segmented into: Title, Introduction, Methodologies, Findings, Analysis/Discussion, Conclusion and References and should be written in an academic format. It should be between 1500 to 2000 words and use academic writing conventions.

Grading Scale: The grading scale for all classes is as follows:

94-100%	A
90-93%	A-
87-89%	B+
84-86	B
80-83%	B-

77-79%	C+
74-76%	C
70-73%	C-
67-69%	D+
64-66%	D
Below 64	F

Grading Criteria

An "A" grade for an assignment entails superior (not just "very good") performance in terms of structure and organization of assignments, analysis, logical argumentation and consistency, and the distinguishing of evidence from opinions.

Student Expectations

Class Participation

Participation in class refers to attendance, punctuality, attentive listening and active engagement in all academic seminar lectures, discussions, field trips and other activities. It also means polite and respectful behaviour, towards lecturers and fellow classmates.

Please refer to the SIT Study Abroad handbook for policies on academic integrity, ethics warning and probation, diversity and disability, sexual harassment and the academic appeals process. Also, refer to the specific information available in the Student Handbook and the Student Orientation Booklet.