



HEALTH HUMANITIES RESEARCH METHODS: AGING IN AMERICA*

*Speculative graduate-level course adapted from Professors Jane Thraikill & Jordynn Jack's "Health and Humanities: Intensive Research Practice" course, Fall 2016

COURSE DESCRIPTION

This course is an experiment in health and humanities teaching and research. In this project-based course, you will become a researcher in the HHIVE Laboratory – a new interdisciplinary laboratory that supports faculty and student research projects. Our class theme is Aging, and you will have a chance to interview an older adult in the community about their experiences with old age.

Course texts will include literary, artistic, and expressive works as well as materials drawn from the health sciences. You will learn to generate a research question, conduct a literature review, locate and apply for sources of funding, and design and implement a research study. Together, we will develop core skills for health and humanities researchers, such as working in small research teams, writing ethnographic field reports, conducting participant interviews, engaging in analysis of narrative, quantitative, and qualitative data, and writing a grant application.

COURSE GOALS

1. Introduce students to core values and concepts from across the disciplines that are used in studies of health and humanities
2. Introduce students to methods used in studies of health and humanities, including interviews, ethnography, archival research, coding of qualitative data, narrative and rhetorical analysis, etc.
3. Investigate what it means to do interdisciplinary research in the health and humanities
4. Gain hands-on experience with different research methods in a health and humanities research project
5. Communicate research hypotheses, methods, and results in oral, written, visual, multimedia, or other form (grant proposals, presentations, field reports, etc.)

REQUIRED MATERIALS

Required Books:

- Paul Crawford, Brian Brown, Charley Baker, Victoria Tischler, and Brian Abrams. *Health Humanities* (Palgrave MacMillan, 2015).
- All other readings will be on Sakai or available online.

COURSE REQUIREMENTS & EVALUATION

Lab Notebook: 30% -- Throughout the semester, you will keep careful notes of your reading, ideas, observations, reflections, methods, data, and results in a lab notebook. We will generate a set of criteria and format suggestions for the lab notebook in the first few weeks of class. Your lab notebook will be evaluated based on precision, completion, and clarity.

Ethnographic Field Report: 10% -- You will take on the role of participant observer during an interprofessional education session that brings together students from across the allied health professions. You will be responsible for taking field notes and then writing up an ethnographic field report about the experience.

Interview Reflection: 15% -- As part of the HHIVE Lab's ongoing community engagement, you will team up to conduct focused conversations with an older adult about their experience with aging. Afterward, you will compose an auto-ethnography, in which you thoughtfully examine the particulars of your experience and make connections to larger cultural questions: about aging, occupation, teamwork, accessibility, health humanities, frailty, resilience, etc.

Project Proposal: 5% -- In a short document, describe what project (or part of a larger project) you or your group plans to undertake this semester. Your idea may be tentative at this stage (and will evolve throughout the course), but you can start by identifying a research question and hypothesis for your project. Explain how you came to this question and why you think this will be an interesting, useful, and feasible project.

Final Research Project: 25% -- To give you a 'taste' of what health humanities research entails, you will develop your own research project, whether independently or in teams. Driven by a clear and answerable research question, your project will carefully select among the research methods that we experimented with throughout this course.

Grant Proposal: You may choose to go through the exercise of writing a grant proposal that would allow you to carry out your research project, with the support of the HHIVE Lab, in the future. Part of the project, then, will be to identify a grant opportunity for which you are eligible and develop a clear and concise proposal.

Presentation: You may choose to present the fruits of your investigation in the form of a poster presentation, a conference paper, or a multi-media presentation.

Article: You may choose to use your investigation as the basis for a reflective essay, journalistic article, or opinion piece. Your piece should be accompanied by an analysis of your target publication.

Performance or Creative Piece: You may choose a less traditional outcome: a dramatic reading, a graphic memoir, a dance performance, a visual diary, or something else altogether.

Participation and Attendance: 15% -- In a small, intensive course like this one, consistent, critically engaged participation is crucial for a successful and productive course. We will strive to create a classroom of active learning in which we work together closely, in small groups and in full-group discussions. For this model to be successful, each student must come to class prepared and willing to communicate with the class. Being prepared includes coming to class having completed the reading and lab assignments. In addition, you will be expected to be prepared with (1) all relevant texts (hard copies or electronic), (2) questions about the texts or other course material, and (3) at least one passage or talking point.

COURSE SCHEDULE

*Readings and assignments may be revised based on course progress and student interests.

Week	Topics & Readings	Lab Assignment
1	<p>Topics: Introduction to Health Humanities & Aging</p> <p>Readings:</p> <ul style="list-style-type: none"> • Paul Crawford, et al. “Health Humanities,” <i>Health Humanities</i> (2015): pp. 1-19. • Rafael Campo, “The Medical Humanities, for Lack of a Better Term,” <i>Journal of the American Medical Association</i>, vol. 294, no. 9 (2005): pp. 1009-1011. • Ceridwen Dovey, “What Old Age is Really Like,” <i>The New Yorker</i> (1 Oct 2015). • Robin Morgan, TED Talk, “Four Powerful Poems about Parkinson’s and Growing Older” (May 2015). 	<p>Find examples of lab notebooks or guidelines for keeping a lab notebook. Use them to set up your lab notebook.</p>
2	<p>Topics: Ethics of Researching Human Beings</p> <p>Readings:</p> <ul style="list-style-type: none"> • “The Belmont Report” (1979) • Erin G. Roth, et al. “Stigma and Discontinuity in Multilevel Senior Housing’s Continuum of Care,” <i>The Gerontologist</i>, vol. 56, no. 5 (2016): pp. 868-876. • Margaret Laurence, excerpt from <i>The Stone Angel</i> (1993), pp. 3-4. • Donald Hall, “Out the Window,” <i>Essays After Eighty</i> (2014): pp. 1-11. 	<p>Complete IRB CITI training for Human Subjects Research.</p>
3	<p>Topics: Developing Research Questions & Falls in Older Adults</p> <p>Readings:</p> <ul style="list-style-type: none"> • Paul Crawford, et al. “Practice Based Evidence: Delivering Humanities into Healthcare,” <i>Health Humanities</i> (2015): pp. 120-136. • John E. Morley, “Editorial: A Fall is a Major Event in the Life of an Older Person,” <i>The Journals of Gerontology: Series A</i>, vol. 57, no. 8 (2002): pp. M492-M495. • Garrison Keiller, “After a Fall,” <i>The New Yorker</i>, 1982. • Roz Chast, “The Fall” and “Maimonides,” <i>Can’t We Talk About Something More Pleasant?</i> (2014): pp. 52-67. 	<p>Generate a list of 5 possible research ideas/hypotheses. For each one, describe what makes it interesting, useful, and feasible.</p>

Week	Topics & Readings	Lab Assignment
4	<p>Topics: Building a Research Base: Literature Reviews</p> <p>Readings:</p> <ul style="list-style-type: none"> • Susan Coppola, “A Transactional Approach to Understanding Meaning and Benefits of Occupation in Older Adulthood,” <i>Strategies to Advance Gerontology Excellence</i> (2008): pp. 15-54. • Cheryl Mattingly, “The Narrative Nature of Clinical Reasoning,” <i>The American Journal of Occupational Therapy</i>, vol. 45, no. 11 (1991): pp. 998-1005. • Arthur Frank, “Illness as a Call for Stories,” <i>The Wounded Storyteller</i> (1995): pp. 53-59. • Rita Charon, TED Talk, “Honoring the Stories of Illness” (Nov 2011). • Sibhan McMahon, et al. “Older People’s Perspectives on Fall Risk and Fall Prevention Programs: A Literature Review,” <i>International Journal of Older People Nursing</i>, vol. 6 (2011): pp. 289-298. 	<p>Meet with a librarian; locate relevant sources for your project.</p>
5	<p>Topics: Collecting Data: Ethnography</p> <p>Readings:</p> <ul style="list-style-type: none"> • Paul Crawford, et al. “Anthropology and the Study of Culture,” <i>Health Humanities</i> (2015), pp. 20-37. • Bonnie Stone Sunstein and Elizabeth Chiseri-Strater, “Writing Self, Writing Cultures: Understanding FieldWriting,” <i>FieldWorking: Reading and Writing Research</i> (2012): pp. 66-100. • H. Russell Bernard, “Field Notes: How to Take Them, Code Them, Manage Them,” <i>Research Methods in Anthropology: Qualitative and Quantitative Approaches</i> (2006): pp. 387-412. • Janelle Taylor, “On Recognition,” <i>Medical Anthropology Quarterly</i>, vol. 22, no. 4 (2008): pp. 313-335. • Athena Helen McLean, “Coherence without Facticity in Dementia: The Case of Mrs. Fine,” <i>Thinking about Dementia: Culture, Loss, and the Anthropology of Senility</i> (2006): pp. 157-179. <p>*Project Proposal due</p>	<p>Take ethnographic field notes during IPE experience.</p>
6	<p>Topics: Collecting Data: Archival Research</p> <p>Readings:</p> <ul style="list-style-type: none"> • Paul Crawford, et al. “Applied Literature” and “Visual Art and Transformation,” <i>Health Humanities</i> (2015): pp. 38-59, 106-119. • G. Thomas Couser, “Disability, Life Narrative, and Representation,” <i>PMLA</i> vol. 120, no. 2 (2005): pp. 602-606. • Thomas R. Cole, selections from <i>The Journey of Life: A Cultural History of Aging in America</i> (1992). • Peter Bruegel, <i>Landscape with the Fall of Icarus</i> (c.1558) 	<p>Choose an archival database and search for primary source documents.</p>

Week	Topics & Readings	Lab Assignment
7	<p>Topics: Collecting Data: Quantitative Instruments</p> <p>Readings:</p> <ul style="list-style-type: none"> • Sangkyu Kim and S. Michael Jazwinski, “Quantitative Measures of Healthy Aging and Biological Age,” <i>Healthy Aging Research</i>, vol. 4, no. 26 (2015): pp. 1-14. • Laurence Z. Rubenstein, “Falls in Older People: Epidemiology, Risk Factors and Strategies for Prevention,” <i>Age and Aging</i>, vol. 35 (2006): pp. ii37-ii41. • Lucy Yardley, et al. “Development and Initial Validation of the Falls Efficacy Scale-International (FES-I),” <i>Age and Aging</i>, vol. 34, no. 6 (2005): pp. 614-619. <p>*Ethnographic Field Report due</p>	<p>Identify one quantitative instrument that pertains to your project.</p>
8	<p>Topics: Collecting Data: Narrative Research</p> <p>Readings:</p> <ul style="list-style-type: none"> • Maria Tamboukou and Molly Andrews, “Introduction: What is Narrative Research?,” <i>Doing Narrative Research</i> (2008). • Matti Hyvärinen, “Analyzing Narratives and Story-Telling,” <i>SAGE Handbook of Social Research Methods</i> (2008): pp. 447-460. • Scott Clifford, “Tipsheet – Qualitative Interviewing” • Anne Davis Basting, “Creative Storytelling and Self-Expression among People with Dementia,” <i>Thinking about Dementia: Culture, Loss, and the Anthropology of Senility</i> (2006): pp. 180-194. • Carolyn Wong and David B. Hogan. “The Value of Patient Narratives in the Assessment of Older Patients Presenting with Falls,” <i>Canadian Geriatrics Journal</i>, vol. 16, no. 2 (2013), pp. 43-48. 	<p>Draft interview questions and schedule interview.</p>
9	<p>Topics: Analyzing Narrative Data: Close Reading & The Poetics of Aging</p> <p>Readings:</p> <ul style="list-style-type: none"> • Jincy Willett, “Accident,” <i>Amy Falls Down: A Novel</i> (2013): pp. 1-3. • W. B. Yeats, “A Prayer for Old Age,” “When You are Old,” and “Among School Children” • Langston Hughes, “Mother to Son” • Dylan Thomas, “Do Not Go Gentle” • Sharon Olds, “The Promise” • Lucille Clifton, “Miss Rosie” • Maya Angelou, “On Aging” • Carol C. Gregory, “Revelation” • Dennis Johnson, “Quickly Aging Here” 	<p>Attend CPA performance and record your reaction.</p>

Week	Topics & Readings	Lab Assignment
10	<p>Topics: Analyzing Qualitative Data: Coding</p> <p>Readings:</p> <ul style="list-style-type: none"> • Marilyn Lichtman, excerpt from “Making Meaning of Your Data,” <i>Qualitative Research in Education: A User’s Guide</i> (2013), pp. 251-255. • Paul Crawford, et al. “Narrative and Applied Linguistics,” <i>Health Humanities</i> (2015): pp. 60-81. • Anne Clancy, et al. “Older Persons’ Narrations on Falls and Falling—Stories of Courage and Endurance,” <i>International Journal of Qualitative Studies on Health and Well-being</i>, vol. 10, 2015, pp. 1-10. • Joanne Dollard, et al. “Falls in Old Age: A Threat to Identity,” <i>Journal of Clinical Nursing</i>, vol. 21 (2012): pp. 2617-2625. <p>*Interview Reflection due</p>	<p>Select and then code one or more fall stories.</p>
11	<p>Topics: Analyzing Quantitative Data: Repeated Measures ANOVA</p> <p>Readings:</p> <ul style="list-style-type: none"> • Sabine Landau and Brian S. Everitt, excerpts from <i>A Handbook of Statistical Analyses using SPSS</i> (2004). • Stephanie Gettens and Paul Fulbrook, “Fear of Falling: Association between the Modified Falls Efficacy Scale, In-Hospital Falls and Hospital Length of Stay,” <i>Journal of Evaluation in Clinical Practice</i>, vol. 21, no. 1 (2015): 43-50. • R. Boyd and J. A. Stevens, “Falls and Fear of Falling: Burden, Beliefs and Behaviors,” <i>Age and Aging</i>, vol. 38 (2009): pp. 423-428. 	<p>Collect some quantitative data and practice at least one analytical technique.</p>
12	<p>Topics: Funding Research: Grant Writing</p> <p>Readings:</p> <ul style="list-style-type: none"> • Joyce Tait and Cathering Lyall, “Short Guide to Developing Interdisciplinary Research Proposals” (2007). 	<p>Identify three grants available to you and suitable for your project.</p>
13	<p>Topics: Workshop</p> <p>*Draft of Research Project due</p>	<p>Revise project based on workshop feedback.</p>
14	<p>Topics: Student Presentations</p> <p>*Come prepared with an overview of your Research Project</p>	<p>Draft your reflective essay.</p>
15	<p>Topics: Final Reflections</p> <p>*Final Research Project due</p>	