

Community Based Participatory Research and Health

Instructors: Bonnie Duran, DrPH,
Units: 3
Location: UW HSI – Room I 132
Office Hours: by appointment
Email: bonduran@uw.edu
Participants: UW Graduate Students, Postdocs, Fellows

Community Based Participatory Research (CBPR) and related methodologies, such as Participatory Action Research and Collaborative Inquiry, have received growing attention in fields like public health, community development, urban planning, education, social work, nursing, sociology, anthropology, and others over the past several decades. Increasingly academic-community partnerships are at the forefront of improving health for vulnerable populations.

As defined by the Kellogg Foundation, CBPR is a "collaborative approach to research that equitably involves all partners in the research process and recognizes the unique strengths that each brings. CBPR begins with a research topic of importance to the community with the aim of combining knowledge and action for social change to improve community health and eliminate health disparities." It is **not** a set of methods but an overall orientation to research which fundamentally changes the relationship between researchers and researched.

With roots in popular education in Third World nations of Latin America, Asia and Africa, and in other traditions of action and participatory action research, it has been applied in the U.S., Canada and elsewhere in a range of disciplines and settings.

Purpose and Structure of the Course

The goal of this course is to provide participants with an understanding of theories, principles and strategies of CBPR, an appreciation of advantages and limitations of this approach, and skills necessary for participating effectively in CBPR projects. The class will meet once a week for 3 hours. The course's primary format will reflect participatory research's philosophical commitment to co-teaching and co-learning as opposed to more didactic pedagogical approaches, and critical group discussion will be emphasized. While case studies of CBPR projects in health will be primarily presented, other case studies are welcome to complement and illustrate principles, issues and challenges raised. Empowerment methodologies and participatory exercises will be included.

Objectives

By the end of the course, students will be able to:

- List and describe at least six major principles of CBPR and illustrate their relevance with case studies.
- Identify three theoretical and historical perspectives that have shaped the development and evolution of CBPR and other participatory traditions and describe the contributions of each.
- Describe steps in the development of a CBPR project.
- Identify and analyze race, gender and class dimensions of CBPR.
- Identify the issues of power (including university-community relationships) and decolonizing research and empowerment as concepts important for CBPR practice.
- Describe similarities and differences between participatory evaluation and participatory research.
- Identify three advantages and three limitations of CBPR as a method for approaching study and action to address public health and social problems and health disparities.
- Identify issues and approaches to rigor, validity, and measurement of CBPR in disparities research.

- Gain practical experience in popular education participatory methods and reflect on your experiences in order to promote self- and community learning in the CBPR process.

Course Text: Minkler, M., & Wallerstein, N. (2008). *Community-based participatory research for health : from process to outcomes* (2nd ed.). San Francisco, CA: Jossey-Bass.

Plus a Course Reader—articles posted on the course website

COURSE STRUCTURE

The course will meet for approximately 3 hours once a week. In keeping with the philosophical underpinning of popular education and CPBR, class participation will be highly valued. Learning will be through discussion of readings, guest lecturers, and critical analysis of experiences and CBPR cases throughout the United States, and through your own social justice/public health/participatory case study experiences. Participants will be expected to read the articles before the class and come prepared to discuss how the theory relates to CBPR practice and to participants' own experiences in their respective fields.

Participants will sign up to present and facilitate a discussion on assigned articles.

COURSE REQUIREMENTS AND GRADING

The class will be conducted as a seminar, with students discussing CBPR theory and original research articles (examining methodology, theory, and challenges); and developing their own analyses and strategies for addressing the issues.

1. Course participation (25% of grade). This includes attendance, facilitation of at least one reading discussion and/or group exercise, active interaction in class discussions and small group discussions. Active participation means offering to contribute your ideas in class, critiquing articles and providing analyses of your experiences. If you miss more than two sessions, to make up class participation, please submit a written discussion (up to one page) of two of the required articles of the session missed. In addition, participants will pick two "optional readings" for a mini-report in class: a) thesis of article; b) strengths; c) weaknesses; d) lessons learned about CBPR. (10% of grade)
2. Final project (75% of grade), a 15-18 page paper (not including references) that may take one of three forms. Please submit a one-page proposal for final assignment by week 4. In order to provide timely feedback, 6-page draft of the paper is due week 7 (?), and the final paper is due the last week of class.
 - a. **Analytic Paper**: Identify, describe and analyze some aspect of CBPR (see various logic models) with which you wish to achieve greater familiarity. The paper must include a comprehensive review of background literature of the topic, and may also draw on interviews with key informants, etc., and should be analytical in nature. (see Family Policy Council Data, etc).
 - b. **Theorizing Practice Experience**: Participants engaged in a CBPR project (either now or previously) may submit an analytical review of their experience in which they utilize concepts and readings from class (and others from the literature) to critically evaluate the project and study day-to-day issues in the course of implementation. Must include literature, which addresses core issues related to the project, and be more systematic than a journal.
 - c. **Research Proposal**: Post-doctoral and doctoral students can fulfill this final assignment by writing a CBPR research proposal. Using NIH guidelines (new format

<http://grants.nih.gov/grants/funding/phs398/phs398.html>), write a CBPR proposal in partnership with a community, agency, advocacy group, local public health office, etc. Proposal of topic (1-3 paragraphs: no references needed) due by Week 5. Final project due last week of class. The paper should include the newly revised NIH research grant sections: Specific Aims, Significance, Innovation, Approach, etc. The proposal can be for a dissertation award, or a R03, R21, R34 or R01. http://grants.nih.gov/grants/funding/funding_program.htm

Session Outline

Class 1: Wednesday, September 29 **Introduction to CBPR and to Ourselves as Reflective Practitioners**

1. Text, Chapter 1: Minkler and Wallerstein, "Introduction to Community Based Participatory Research."
2. Cornwall, A., & Jewkes, R. (1995). What is participatory research? *Soc Sci Med*, 41(12), 1667-1676.
3. Westfall, J. M., Mold, J., & Fagan, L. (2007). Practice-based research--"Blue Highways" on the NIH roadmap. *JAMA*, 297(4), 403-406.
4. McIntosh, P. "White Privilege: Unpacking the Invisible Knapsack." *Peace and Freedom*. 49, No. 4, pg. 10-12.
5. Green, L. W. Can Public Health Researchers and Agencies Reconcile the Push from Funding Bodies and the Pull from Communities? *American Journal of Public Health*. 2001; 9(12); 1926-1929.

Recommended Readings

1. Green LW. (2008). Making research relevant: if it is an evidence-based practice, where's the practice-based evidence? *Fam Pract*. Dec;25 Suppl 1:i20-4. Epub 2008 Sep 15.
2. Minkler M. (2005). Community-based research partnerships: challenges and opportunities. *J Urban Health*. Jun;82 (2 Suppl 2):ii3-12.

Class 2: Wednesday, October 6 **Principles of CBPR and their application** **Guest Instructor: Lynn Palmanteer Holder**

1. Burhansstipanov, B. et al., Lessons Learned from Community-Based Participatory Research in Indian Country. *Cancer Control* Nov. 2006.
2. Warne, D. (2006). Research and Education Approach to Reduce Health Disparities Among American Indian Alaska Natives. *Journal of Transcultural Research*
3. Strickland, J. Challenges in Community Based Participatory Research Implementation: Experiences in Cancer Prevention with Pacific Northwest American Indian Tribes. *Cancer Control* July 2006
4. Text, Chapter 3: Israel, B. et al. "Critical issues in developing and following Community Based Participatory Research principles."
5. Text, Appendix C. Mercer et al. "Reliability-tested guidelines for assessing participatory research project"
6. Text, Appendix H. Becenti-Pigma, Palmanteer-Holder, White, Duran, Research policies, processes and protocols, The Navajo Nation Human Research Review Board.

Class 3: Wednesday, October 13
CBPR in Context:
Historical and Theoretical Frameworks and Underlying Values and Assumptions

1. Text, Chapter 2: Wallerstein, N and Duran, B. "The Theoretical, Historical, and Practice Roots of CBPR and Related Participatory Traditions." 25-46.
2. Fals-Borda, O. Participatory (Action) Research in Social Theory: Origins and Challenges. In Reason, R & Bradbury, H (Eds), Handbook of Action Research: Participative Inquiry and Practice. Thousand Oaks, CA: Sage Pub; 2001: 27-37
3. Maguire, P. "Uneven Ground: Feminism and Action Research." In P. Reason and H. Bradbury, Handbook of Action Research. Thousand Oaks CA: Sage; 2001: 59-69.

Recommended Readings

1. Trickett, E. J., & Espino, S. L. (2004). Collaboration and social inquiry: multiple meanings of a construct and its role in creating useful and valid knowledge. *Am J Community Psychol*, 34(1-2), 1-69.
2. Strand, K, Marullo, S, Cutforth, N, Stoecker, R, & Donohue, P. Chapter 1: "Origins and Principles of Community-Based Research." In Community-Based Research and Higher Education. San Francisco, CA: Jossey-Bass; 2003: 1-15.
3. Foucault, M., "Two Lectures," Power/Knowledge: Selected Interviews and Other Writings, 1972-1977, New York, Pantheon Books, 1980, pg. 78 - 108.
4. Jones, Camara, "Levels of Racism: A Theoretic Framework and a Gardener's Tale," *American Journal of Public Health*, 2000, 90 (8): pg. 1212-1215.

Class 4: Wednesday, October 20
Getting Started : Role(s) of the community and the "outside" researcher

1. Wallerstein, N., Duran, B., Minkler, M., & Foley, K. (2005). Developing and Maintaining Partnerships with Communities. In B. Isreal (Ed.), *Methods for conducting community-based participatory research for health*. San Francisco: Jossey Bass.
2. Campbell-Voytal (2010). Phases of "Pre-Engagement" Capacity Building: Discovery, Exploration, and Trial Alliance. *Progress in Community Health Partnerships: Research, Education, and Action*, 4(2), 155-162.
3. Kemmis, S., Critical theory and participatory action research, SAGE Handbook of Action Research, 2008, 121-138.
4. Cochran PA, Marshall CA, Garcia-Downing C, Kendall E, Cook D, McCubbin L, Gover RM. Indigenous ways of knowing: implications for participatory research and community. American Journal of Public Health. 2008; 98(1): 22-7.
5. Wallerstein N. Power Between Evaluator and Community: research relationships within New Mexico's healthier communities. Social Science and Medicine. 1999; 49: 39-53
6. Text: Chapter 15: Minkler and Corage Baden, A., Impacts of CBPR on Academic Researchers, Research Quality and Methodology and Power Relations,

Class 5: Wednesday, October 27
Research in Practice Networks

Guest Lecturer: Dennis Donovan PhD., Director, Alcohol & Drug Abuse Institute

1. Hanson, G., Leshner, A., & Tai, B. (2002). Putting drug abuse research to use in real-life settings. *Journal of Substance Abuse Treatment*, 23, 69-70.
2. Tai, B., Straus, M. M., Liu, D., Sparenborg, S., Jackson, R., & McCarty, D. The first decade of the National Drug Abuse Treatment Clinical Trials Network: bridging the gap between research and practice to improve drug abuse treatment. *J Subst Abuse Treat*, 38 Suppl 1, S4-13.
3. Wells, E. A., Saxon, A. J., Calsyn, D. A., Jackson, T. R., & Donovan, D. M. Study results from the Clinical Trials Network's first 10 years: where do they lead? *J Subst Abuse Treat*, 38 Suppl 1, S14-30.
4. Wender, R. C. Family medicine in the research revolution. (2010) *J Am Board Fam Med*, 23(4), 431-439.
5. Williams, R. L., Shelley, B. M., & Sussman, A. L. (2009). The marriage of community-based participatory research and practice-based research networks: can it work? -A Research Involving Outpatient Settings Network (RIOS Net) study. *J Am Board Fam Med*, 22(4), 428-435.
6. Green, L. A., & Hickner, J. (2006). A short history of primary care practice-based research networks: from concept to essential research laboratories. *J Am Board Fam Med*, 19(1), 1-10.

Class 6: Wednesday November 3

Challenges in building collaborative relationships & alliances across differences:

Guest Lecturer: Jack Thompson, Northwest Center for Public Health Practice

1. Minkler, M. (2005). Introduction and Overview. Community organizing and community building for health. New Brunswick, N.J., Rutgers University Press: 3-19.
2. Text, Chapter 5: Chavez, V. Duran, B. et al. "The dance of race and privilege in Community Based Participatory Research."
3. Text, Chapter 6: Stoeckler, R. "Are academics irrelevant? Approaches and roles for scholars in community based participatory research."
4. Shor, I. and Freire, P., "What are the Fears and Risks of Transformation?" and What is the Dialogical Method of Teaching?" A Pedagogy for Liberation, Bergin and Garvey, Massachusetts, 1987. Chapter 2, pg. 53-67 and Chapter 4, pg. 97-119.
5. Gaventa, J., Cornwall, A., Power and Knowledge, Handbook of Action Research, Sage Publications, 2001.

Recommended Readings

1. Fagnan, L. J., Handley, M. A., Rollins, N., & Mold, J. (2010) Voices from left of the dial: reflections of practice-based researchers. *J Am Board Fam Med*, 23(4), 442-451.
2. Roe KM, Minkler M, Saunders FF. Combining research, advocacy & education: The methods of the Grandparent Caregiving Study . Health Education Quarterly. 1995; 22(4): 458-475.
3. Suarez-Balcazar S, Harper GW, Lewis R. An interactive and contextual model of community-university collaborations for research and action. *Health Education & Behavior*. 32(1): 84-101.
4. VeneKlasen, V & Miller, V. "Power and Empowerment," A New Weave of Power, People & Politics, pg.39 – 58.

Class 7: Wednesday, November 10
Ethics in CBPR and other forms of Community Engaged Research
Guest Speaker: Kelly Edwards, PhD.
Associate Professor, Bioethics and Humanities

1. Text, Appendix A: Vega, W and Brown, L. "A protocol for community-based research"
2. Text, Appendix G., Flicker et al, Ethical review of community-based participatory research: Considerations for IRBs
3. Wallerstein, N. and B. Duran (2010) "Community-based participatory research contributions to intervention research: the intersection of science and practice to improve health equity." Am J Public Health **100 Suppl 1**: S40-6.
4. Beals, J., Belcourt-Dittloff, A., Freedenthal, S., Kaufman, C., Mitchell, C., Whitesell, N., et al. (2009). Reflections on a proposed theory of reservation-dwelling American Indian alcohol use: comment on Spillane and Smith (2007). *Psychol Bull*, *135*(2), 339-343; discussion 344-336.
5. Text, Chapter 15: Farquhar, S and Wing, S. "Methodological and ethical considerations in community-driven environmental justice research: Two case studies from rural North Carolina

Recommended Readings

1. Wing, S., Avery Horton, R., Muhammad, N., et. al. (2008). Integrating Epidemiology, Education, and Organizing for Environmental Justice: Community Health Effects of Industrial Hog Operations. *American Journal of Public Health*, *98*(8), pp. 1390-1397.
2. Morello-Frosch, Pastor, Sadd et al. "Citizens, Science and Data Judo: Leveraging secondary data analysis to build a community-academic collaborative for environmental justice in southern California." In Israel et al. Methods in Community-Based Participatory Research for Health. San Francisco, CA: Jossey-Bass; 2005: 371-392.
3. Corburn, J., Combining Community-Based Research and Local Knowledge to Confront Asthma and Subsistence-Fishing Hazards in Greenpoint/Williamsburg, Brooklyn, NY, *Environmental Health Perspectives*, *10*, Supplement 2, April 2002, 241-248.
4. Wing S. Whose Epidemiology, Whose Health? International Journal of Health Services, 1998; *28*(2); 241-252.

Class 8: Wednesday, November 17
Learning from Examples: Successful CBPR with Latino and American Indian Populations
Guest Speaker: Dr. Beti Thompson, Professor, HSERV

1. Thompson, B., Coronado, G., Puschel, K., & Allen, E. (2001). Identifying constituents to participate in a project to control pesticide exposure in children of farmworkers. *Environ Health Perspect*, *109 Suppl 3*, 443-448.
2. Thompson, B., Ondelacy, S., Godina, R., & Coronado, G. D. A small grants program to involve communities in research. *J Community Health*, *35*(3), 294-301.
3. Fisher, PA, Ball, TA, Tribal participatory research: Mechanisms of a Collaborative Model, *American Journal of Community Psychology*, *32*, 2/4, De. 2003, 207-216.
4. Wallerstein, N., & Duran, B. (2006). Using Community-Based Participatory Research to Address Health Disparities. *Health Promotion Practice*, *7*(3).

Recommended Readings

1. Fisher and Ball, Balancing Empiricism and local cultural knowledge in the design of prevention research, *Journal of Urban Health*, 82, 2, Suppl. 3, iii44-iii54, 2005.
2. Hall, G. (2002). "Psychotherapy Research with Ethnic Minorities: Empirical, ethical, and conceptual issues." *Journal of Consulting and Clinical Psychology* **69**(3): 502-510.
3. Lynn FM. Community-scientist collaboration in environmental research. *American Behavioral Scientist*. 2000; 44: 649-663.
4. Brown P, Mayer B, Zavestoski S, Luebke T, Mandelbaum J McCormick S. The health politics of asthma: Environmental justice and collective experience in the United States. *Social Sciences and Medicine*. 2003; 53; 453-464.

Class 9: Wednesday, November 24

Issues of research validity, rigor, and translation to diverse contexts in participatory research

1. Buchanan, D., Miller, F.G., Wallerstein, N. Ethical Issues in Community Based Participatory Research: Balancing rigorous research with community participation. *Progress in Community Health Partnerships*. 2007; 1(2): 153-160.
2. Green, L. W. Public Health Asks of Systems Science: To Advance Our Evidence-Based Practice, Can You Help Us Get More Practice-Based Evidence? *American Journal of Public Health*. 2006; 96(3); 406-409.
3. Text, Chapter 13: Bradbury, H and Reason, P. "Issues and choice points for improving the quality of action research"
4. Steckler, A. & McLeroy, K.R. (2008). The Importance of External Validity. *American Journal of Public Health*, 98(1), pp. 9-10.
5. Kincheloe JK, McLaren PL. Rethinking critical theory and qualitative research. In: Denzin NK, Lincoln YS, eds. *The Landscape of Qualitative Research: Theories and Issues*. Thousand Oaks: Sage Publications; 2003.

Recommended Readings

1. Krieger, J Allen C et al. (2005) "What's with the wheezing? Methods used by the Seattle-King County Healthy Homes Project to assess exposure to indoor asthma triggers." In Israel et al. *Methods in Community-Based Participatory Research for Health*. San Francisco, CA: Jossey-Bass; 2005: 230-250.
2. Text, Chapter 16, Cashman S, et al. "Analyzing and interpreting data with communities."

Class 10: Wednesday, December 1

More CBPR Case Examples & Funding, Supporting and Publishing CBPR

Guest Lecturers: Tessa Evans Campbell PhD, Karina Walters PhD, Faculty, UW SSW

1. Duran, B., Harrison, M., Shurley, M., Foley, K., Morris, P., Davidson-Stroh, L., Iralu, J., Jiang, Y., Peake Andrasik, M. (2010). Tribally-Driven HIV/AIDS Health Services Partnerships: Evidence-Based Meets Culture-Centered Interventions. *Journal of HIV/AIDS & Social Services*, 9, 110-129.
2. TEXT Chapter 19 Participatory Action Research With Hotel Room Cleaners In San Francisco And Las Vegas: From Collaborative Study To The Bargaining Table

3. Walters, K., Stately, A., Evans-Campbell, T., Simoni, J., **Duran, B.**, Shultz, K., et al. (2008). Indigenist” Collaborative Research Efforts in Native American Communities. In A. Stiffman (Ed.), *The Nitty-Gritty of Managing Field Research*: Oxford University Press.
4. Text, Appendix E: Seifer, S. “Making the best case for community-engaged scholarship in promotion and tenure review.”
5. Appendix B: Green, LW “Federal funding and support for Participatory Research in Public Health and Health Care.
6. Bordeaux B, et al. Guidelines for Writing Manuscripts About Community-Based Participatory Research for Peer-Reviewed Journals. Progress in Community Health Partnerships: Research, Education, and Action 2007; 1(3): 281-288.

**Class 11: Wednesday, December 8
Getting to CBPR Outcomes**

1. Text, Chapter 21, Wallerstein, Duran et al, What predicts outcomes in Community Based Participatory Research?
7. Community Capacity Building Tool: The Development of Measures of Community Capacity based funding programs in Canada, 2007.
8. Jilcott, S., Ammerman, A., Sommers, J., & Glasgow, R.E. (2007). Applying the RE-AIM Framework to Assess the Public Health Impact of Policy Change. *The Society of Behavioral Medicine*, 34(2), pp. 105-114.
9. Text, Chapter 4, Jones, L, Koegel, P., Wells, K., Bringing Experimental design to Community-Partnered Participatory Research

Recommended Reading:

1. Wallerstein, N. “Evidence that Empowerment Improves Health,” WHO Health Evidence Network, (<http://www.euro.who.int/Document/E88086.pdf>)
2. Pechura, C. (2006) Commentary: Community-academic partnership for research to improve health in communities: A foundation officer’s perspective. Ethnicity and Disease. 16(4): S1-154-S1-155.

Additional Readings: PAR in International Settings

1. Lykes MB Activist Participatory Research Among Maya of Guatemala: Constructing Meanings from Situated Knowledge. Journal of Social Issues, 1997; 53(4): 725-746.
2. Mosavel, M, Simon, C, van Stade, D, Buchbinder, M. Community Based Participatory Research (CBPR) in South Africa: Engaging Multiple Constituents to Shape the Research Question. Soc Science and Medicine, 2004; 61: 2577-2587
3. Guhathakurta, M., Theatre in participatory action research: Experiences in Bangladesh, SAGE Handbook of Action Research, 2008, 510-521.