Community Based Participatory Research and Health

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Units: 3
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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.


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-doctorial 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.”

Recommended Readings


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

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


Recommended Readings


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

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


Class 6: Wednesday November 3
Challenges in building collaborative relationships & alliances across differences:
Guest Lecturer: Jack Thompson, Northwest Center for Public Health Practice


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.”


Recommended Readings


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

2. Text, Appendix G., Flicker et al. Ethical review of community-based participatory research: Considerations for IRBs
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


Class 8: Wednesday, November 17

Learning from Examples: Successful CBPR with Latino and American Indian Populations

Guest Speaker: Dr. Beti Thompson, Professor, HSERV

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.


Class 9: Wednesday, November 24
Issues of research validity, rigor, and translation to diverse contexts in participatory research


3. Text, Chapter 13: Bradbury, H and Reason, P. “Issues and choice points for improving the quality of action research


Recommended Readings


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


2. TEXT Chapter 19 Participatory Action Research With Hotel Room Cleaners In San Francisco And Las Vegas: From Collaborative Study To The Bargaining Table


5. Appendix B: Green, LW “Federal funding and support for Participatory Research in Public Health and Health Care.


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?


9. Text, Chapter 4, Jones, L, Koegel, P., Wells, K., Bringing Experimental design to Community- Partnered Participatory Research

Recommended Reading:


Additional Readings: PAR in International Settings


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