Community Based Participatory Research: Approaches
W2018 Term 2

UBC Sociology

About Community Based Participatory Research Approaches

Community Based Participatory Research (CBPR) methods are a decolonizing approach to conducting research that are centred on reciprocity, respect, and resilience. What this means is that academic researchers recognize their own positionality, and build relationships with community members to develop research projects that bring benefit to the community (reciprocity), place value and an emphasis on the practices and knowledge of the community members (respect), and work in partnership to develop the skills and capacity of the community (resilience). Students in the Social Sciences are trained in a variety of research methods – from survey design to ethnography. This course teaches students how to approach their research in a way that takes seriously the goals of reconciliation, providing a path forward for academics to build research partnerships with community groups and overcome the history of exploitive research practices that have dominated the past century.

Course Information

SOCI 495E: Community Based Participatory Research: Approaches

Class Meeting: Tuesday 3-6pm   Location: ANSO 202

Instructor 1: Kerry Greer (Dept. of Sociology) kerry.greer@ubc.ca Phone: 604-827-0668	Instructor 2: Kari Grain (Faculty of Education) kari.grain@ubc.ca
Office Hours: Mon 2-4 and Wed 2-4 in ANSO 124; Walking (often) Tuesdays at 2	Office Hours: By Appointment

Learning Objectives

"Education either functions as an instrument that is used to facilitate the integration of the younger generation into the logic of the present system and bring about conformity to it, or it becomes 'the practice of freedom,' the means by which men and women critically and creatively engage with reality and discover how to participate in the transformation of their world." (Paulo Freire 1981: 16)

In keeping with Freire's notion of education as 'the practice of freedom', this course is taught from a feminist, anti-colonial pedagogy. Such pedagogy recognizes that learning requires reflexivity that has the potential to 'trouble' established feelings about Self as a knower and as researcher. In this course we treat these moments of reflexive discomfort as an opportunity for the productive reconstitution of both Self and knowledge-seeking.

Upon successful completion of this course students will be able to:
- *think critically* about how power works through knowledge-seeking as a potentially neo-colonial practice;
- *recognize the ethical responsibilities that* accompany research with (rather than about) communities;
- *explain* the definition of community-based participatory research and the rationale for its use;
- *identify* the benefits and challenges involved with CBPR, and strategies for overcoming these challenges;
- *identify* best practices for CBPR, and apply these criteria to evaluate studies;
- *be cognizant* of how traditional research methods can be adapted and used in CBPR projects; and
- *work collaboratively and respectfully* with others from various life experiences and cultural backgrounds.

These skills will be fostered through active learning activities. In order to receive academic credit, students will be graded on a series of assignments that demonstrate the above skills.

Course Texts and Materials

We will not be using an assigned text, but rather have posted reading materials on the Canvas site. We suggest that students consider printing this material, as we will actively use it in class. We also wish to notify students that there will be some costs associated with printing an infographic.

Course Requirements and Evaluation

Assignment	Due Date(s)	Points	Percentage
Participation	Ongoing	200	20%
Assignment 1: Researcher Positionality	January 22	150	15%
Assignment 2: Infographic and group presentation	February 5	150	15%
Assignment 3: Constructing a Research proposal Retroactively	February 26, March 12, and March 19	200	20%
Final Report	April 10 (noon)	300	30%

Final grades will be assigned in the following way (this is standard for UBC):

900-1000	A+	760-799	B+	640-679	C+	500-549	D
850-899	A	720-759	B	600-639	C	0-499	F
800-849	A-	680-719	B-	550-599	C-		

Note that students have to earn the minimum number of points for each letter grade. We do not round up a letter grade.

According to the UBC Guidelines:

An A grade is "Exceptional performance: strong evidence of original thinking; good organization; capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base."

A B grade is "Competent performance: evidence of grasp of subject matter; some evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with the literature."

A "D to C" grade is "Adequate performance: understanding of the subject matter; ability to develop solutions to simple problems in the material; acceptable but uninspired work, not seriously faulty but lacking style and vigour."

Grades will be posted to Canvas and it is the student's responsibility to regularly check Canvas Gradebook to ensure that there are no mistakes, or discrepancies.

Description of Course Requirements

Participation (200 points – 20%)

Your participation in this class is expected and valued. We will evaluate participation based on three factors: attendance, preparedness (which is demonstrated by engaging in discussion), and fulfilment of in-class assignments/activities.

Assignment 1: Researcher Positionality (150 points - 15%)
The goal of this assignment is for you to reflect on your own positionality in order to gain a critical understanding of how it affects your role as a researcher. Positionality is a term that encompasses aspects of your identity pertaining to features such as:

- Race
- Culture
- Gender
- Language
- Socioeconomic status
- Education level
- History / Lived Experiences
- Personality traits
- Power & privilege

In this assignment you are expected to grapple with the following questions:

What aspects of my identity might affect how I think about community and/or research?
How do my personal experiences affect my view of knowledge / knowledge construction?
In what ways do I view myself as privileged?
In what ways do I view myself as oppressed?
What assets do I bring to a research project?
What challenges might I encounter in a research scenario given my identity?
What assumptions do I have about truth / knowledge?
How might my positionality affect my role as a researcher?
What questions or curiosities do I have about my own identity as a researcher?

Additional details will be provided in class.

Assignment 2 Infographic & Group Presentation (150 points - 15%)
Description: In this assignment, you will work in small teams to practice "knowledge translation" in order to distill a key concept of this course into an infographic. The infographics will be premised on key terms provided in class. In line with knowledge translation principles, your infographic should:

- Be understandable to a broad audience beyond the university
- Integrate the key tenets of the term as outlined in class and associated readings
- Use accessible language
- Employ creativity and visual conceptualization

Your group will be asked to present the infographic publicly in a coherent and engaging manner.

Assignment 3: Constructing a Research Proposal Retroactively (200 points - 20%)
Completing a research proposal is often challenging, and even more so when the proposal must incorporate multiple stakeholders. To practice this, students in this course will develop a "retroactive" research proposal based on one of the chapters published in the text *Practicing Community-Based Participatory Research Stories of Engagement, Empowerment, and Mobilization (2018, edited by Shauna MacKinnon).* Students will turn in an "outline" of the headings for their proposal (to make sure that they are not missing major components) on February 26th. The following week each student will present the methods used in the project they are examining (March 12th). Then, they will turn in a 8-10 page proposal, based on the published work, that provides an informed plan for how the researcher would have proposed the project. This methods used in the proposal will be supported amply through the use and citation of course material, as well as additional texts. Your final proposal is due March 19th.

Final Report (300 Points - 30%)
Working independently identify and justify (using course materials) criteria for evaluating the extent to which a project achieves the goals of CBPR. Then, as a way of exploring and deepening your own research interests, review several CBPR

studies applying these criteria. Select one study that you think achieves the goals of CBPR, and using the materials from the course as a basis (other materials can be included as well), articulate why you feel that this particular study does it right. Your paper should be approximately 8-10 pages long and incorporate 7-8 texts from our course. Be sure that you should evaluate every aspect of the study -- from methods, analysis, ethics, dissemination, etc.

Classroom Etiquette and Expectations

This course will consist of a combination of lecture, discussion, experiential learning, and in-class activities. Students are expected to come to each class meeting prepared and ready to engage with the course material. This means having read the assigned texts. It is important that we maintain a respectful learning environment, and that each person have the opportunity to contribute to the conversation. For these reasons we ask that students give one another space and time to contribute to discussions. This means that if you are a person who contributes often, consider holding back and letting others talk; if you hesitate to talk, recognize that this is a small class and your contributions are not just encouraged, but required.

Electronic Devices. Creating spaces for learning and thinking is becoming increasingly challenging. We have all committed to come to this classroom during a specified time because we have a mutual interest in this topic. Electronic devices, including laptops, phones, and tables can be useful tools; however, they are also very distracting. For this reason we have decided to not allow electronic devices to be used in the classroom, except when they will facilitate an activity. Please respect this by stowing all devices away during class meetings.

Attendance and Lateness. Attendance for the entire class period is required. You are requested to arrive on time. Repeated tardiness will be penalized. If you have to miss a class meeting, please discuss it with Kari or Kerry prior to missing. If you miss class, it is your responsibility to find out what you missed from a classmate, and if you need clarification, to come to office hours. While we will sympathize with ill students, we do not wish to see doctor notes— we consider this to be your business. However, if you have a family emergency or a major illness that causes you to miss class, please contact your academic advisor and get in touch with us as soon as possible.

Late Assignments. We understand that each student is often satisfying competing priorities. This is the nature of academic life. We encourage students to plan their time and use it efficiently to finish their work on time. If you have trouble doing this, we should talk about it. If something BIG happens and you cannot complete an assignment, then please come talk to us. Otherwise, if you are just making a calculated decision to turn an assignment in late, that is your prerogative. Late assignments will be penalized by 5% each day that they are late. The clock starts when the assignment is due: this means that if an assignment is due at 3pm, and you turn it in at 4pm, you will be penalized 5%. If you turn it in the following day at 4pm, you will be penalized 10%. No assignments (without written permission) will be accepted after the fourth day.

Accommodation. The University accommodates students with disabilities who have registered with the Centre for Accessibility. If you have other needs that might not qualify for formal accommodation, or you are having trouble during the term, please consider discussing this with me during office hours. The University also accommodates students whose religious obligations conflict with attendance or scheduled exams. Please let us know during the first two weeks of class if you require any accommodation on these grounds. Other absences (e.g. varsity athletics, family obligations) are not part of University policy and you should not assume they will be accommodated.

Mental Health. During your time in this course, if you encounter medical, emotional, or other personal problems that affect your attendance or academic performance, please notify us, as well as your Academic Advisor. Please refer to the UBC Calendar for a discussion of academic concession. UBC Students are allocated up to seven personal counselling appointments via their student fees. The set up an off-campus counseling appointment, contact Empower Me at 1-844-741-6389. This number will put you directly in touch with a counselor, who can either talk with you or arrange an in-person appointment with a therapist.

Early Alert Program. We participate in the Early Alert Program which helps me support students who are facing difficulties that are interfering with school. If you are feeling stressed, please notify one of the instructors and indicate

that you would like assistance. While we are not trained to help with personal problems, we can get you help from people who can assist you. Any information that they receive from you or us is strictly confidential and is in the interest of your academic success and wellbeing. For more information, please visit earlyalert.ubc.ca.

Academic Integrity. In the UBC scholarly community at large, we share an understanding of the ethical ways in which knowledge is produced. A core practice of this shared value of academic integrity is that we acknowledge the contributions of others to our own work. It also means that we produce our own contributions that add to the scholarly conversation. We don't buy or copy papers or exams, or have someone else edit them. We also don't falsify data or sources, or hand in the same work in more than one course.

Because it is so important that research be done ethically, we expect students to meet these expectations. Any Instance of cheating or taking credit for someone else's work, whether intentionally or unintentionally, can and often will result in receiving at minimum grade of zero for the assignment, and these cases will be reported to the Department Head or Chair and the Faculty of Arts Associate Dean, Academic. See the UBC Calendar entries on "Academic Honesty," "Academic Misconduct," and "Disciplinary Measures," and check out the Student Declaration and Responsibility. See "Tips for Avoiding Plagiarism" from the Chapman Learning Commons, and bookmark the OWLwebsite for how to use MLA citation style.

Office Hours Are times that we have set aside to meet with students. The hours are listed at the top of the syllabus. We encourage you to come and visit during office hours. Come individually, or with friends. It's a chance to talk about the course, assignments, your projects, field placement, or whatever you would like to discuss. You don't have to have a *problem to* visit. If you find yourself having difficulty with the readings or writing assignments, we would like to see you immediately.

Communication Preferences. At times we will send out announcements via Canvas. It is expected that students check their email account daily. In turn, I respond to emails quickly, however if you do not hear back from me within 24 hours, consider that your email might have ended up in my Spam folder (for this reason, I strongly suggest students use a UBC email account). **PLEASE EMAIL US DIRECTLY, DO NOT SEND MESSAGES TO US VIA CANVAS**.

COURSE SCHEDULE
This is our first time co-facilitating this course. Please keep this in mind, and realize that we may make changes to this schedule.

Please note that since this class only meets one time each week, there are several articles assigned and students are expected to have completed all the readings PRIOR to coming to class.

WEEK ONE: Tuesday, January 8th
Introduction to CBPR as a research methodology and the course more generally
1. Lewis, Patrick J. 2011. "Storytelling as research: Research as storytelling. " *Qualitative Inquiry*, 17(6): 505-510

WEEK TWO: Tuesday, January 15th (Class to be held at Learning Exchange -- 612 Main Street)
Why We Need a Decolonizing Approach? An Introduction to CBPR
Please arrive at the Learning Exchange by 3:45
1. Kirby, Sandra L., Lorraine Greaves, and Colleen Reid. 2010. "Chapter 1: Why do research" pp. 11-23 and "Chapter 2: Where do you stand? Locating the research and the researcher" p. 29-42 in *Experience Research Social Change Methods Beyond the Mainstream* second edition, University of Toronto Press.
2. Green, Gary Paul and Anna Haines. 2016. "Chapter 1: The role of assets in community-based development reading" p.1-31 in *Asset Building and Community Development.* Sage Publishing*.*
3. Boyd, Susan C. 2008. "Community-Based Research in the Downtown Eastside of Vancouver." *Resources for Feminist Research* 33: 19-43.

Guest Lecturer: Heather Holroyd "An Introduction to CBPR and the Learning Exchange"

WEEK THREE: Tuesday, January 22nd
Standpoint, Power, and Privilege
1. Swadener, Beth Blue and Kagendo Mutua. 2008. "Decolonizing Performances: Deconstructing the Global Postcolonial," pp 31-44 in *Handbook of Critical and Indigenous Methodologies*, edited by Norman K. Denzin, Yvonna S. Lincoln, and Linda Tuhiwai Smith. Sage.
2. Potts, Karen L. and Leslie Brown. 2015. "Becoming an Anti-Oppressive Researcher," pg. 18-41 in *Research as Resistance: Revisiting critical, indigenous, and anti-oppressive approaches*, edited by Susan Strega and Leslie Brown. Canadian Scholars Press.
3. Smith, Linda Tuhiwai. 2012. "Research through Imperial Eyes" from *Decolonizing Methodologies: Research and Indigenous Peoples*, Zed Books, pg 92-116.
4. McCorkel, Jill A. and Kristen Myers. 2003. "What Difference Does Difference Make? Position and Privilege in the Field." *Qualitative Sociology* 26(2): 199-231.

Due: Assignment 1: Researcher Positionality (150 points - 15%)

WEEK FOUR: Tuesday, January 29th
Collaboration, Community, and Co-Creation
1. Clark, T. 2008. "We're Over-Researched Here! Exploring Accounts of Research Fatigue within Qualitative Research Engagements." *Sociology* 42: 953-970.
2. Collins, et. al. 2017. "We're giving you something so we get something in return: Perspectives on research participation and compensation among people living with HIV who use drugs." *International Journal on Drug Policy*, 39: 92-98.
3. Damon, et. al. 2017. "Community-based Participatory Research in heavily researched inner city neighbourhood: Perspectives of people who use drugs on their experiences as peer researchers." *Social Science and Medicine*, 176: 85-92.

Guest Speakers: Researcher and Community Participant

WEEK FIVE: Tuesday, February 5th
Ethics in Research: Participation and Power
1. Canadian Sociological Association, Statement of Professional Ethics
2. Cornwall, Andrea. 2008. "Unpacking 'participation': Models, meanings and practices." *Community Development Journal* 43 (3): 269-281.
3. Hammersley M. and A. Trainou. 2012. "What is ethics?" pg 16-34 and "The Research Ethos," pg 35-56, in *Ethics in Qualitative Research" Controversies and Contexts* Sage: Thousand Oaks, CA.
4. Banks, Sarah, Andrea Armstrong, Kathleen Carter, Helen Graham, Peter Hayward, Alex Henry, Tessa Holland, Claire Holmes, Amelia Lee, Ann McNulty, Niamh Moore, Nigel Nayling, Ann Stokoe & Aileen Strachan (2013) Everyday ethics in community-based participatory research, *Contemporary Social Science*, 8:3, 263-277.
5. Wilson, Kenny & Dickson-Swift (2017). Ethical Challenges in CBPR: A Scoping Review. *Qualitative Health Research*.

Due: Assignment 2 Infographic & Group Presentation (150 points - 15%)

WEEK SIX: Tuesday, February 12th
Understanding Context: Research in Another Culture
1. Grain, Katumba, Kirumira, Nakasiita, Nakayenga, Nankya, Nteza & Ssegawa. 2019. "Co-constructing knowledge in Uganda: Host community conceptions of relationships in International Service-Learning." *Journal of Experiential Education.*
2. Excerpt: Can the subaltern speak? (Spivak, 1988)
3. Watch: Video on Cultural Humility (https://www.youtube.com/watch?v=SaSHLbS1V4w)

Panel Presentation of ISL Experiences @ 4:30

WEEK SEVEN: Tuesday, February 26th
CBPR: Integrating Theory into Practice
1. Moosa-Mitha, Mehmoona. 2015. "Situating Anti-Oppressive Theories within Critical and Difference-Centred Perspectives," pg 65-98. In *Research as Resistance Revisiting Critical, Indigenous. and Anti-Oppressive Approaches,* second edition, edited by Susan Strega and Leslie Brown. Canadian Scholars Press, Toronto, Ontario.
2. Wilson, Jordan. 2016. "Gathered Together: Listening to Musqueam Lived Experiences." *Biography* 39: 469-494.
3. Smith, Linda Tuhiwai. 2012. "Towards Developing Indigenous Methodologies: Kaupapa Maori Research," pp 297-314. In *Decolonizing Methodologies: Research and Indigenous Peoples,* edited by Norman K. Denzin, Yvonna S. Lincoln, and Lind Tuhiwai Smith, Zed Books, pg 297-314.
4. Minkler, M., and N. Wallerstein. 2008. "The Dance of Race and Privilege in CBPR," pp 91-106. In *Community-based participatory Research for Health: From Process to Outcomes,* Jossey-Bass: San Francisco, CA.

DUE: Part 1 of Assignment 3: Constructing a Research Proposal Retroactively - An outline of headings/sections for your paper

WEEK EIGHT: Tuesday, March 5th
Research Methodologies: An Overview
1. Christopher, Suzanne, Linda Burhanstipanov, Alma Knows His Gun McCormick, and Vanessa Watts Simonds. 2012. "Using a CBPR Approach to Develop an Interviewer Training Manual with members of the Apsaalooke Nation," pp 225-249 in *Methods for Community-Based Participatory Research for Health* by Barbara A. Israel, Eugenia Eng, Amy J. Schulz and Edith A. Parker. Wiley and Sons.
2. Denzin, Norman K. 2009. "A Point of View," pp 1-29 in *The Research Act: A theoretical introduction to Sociological Methods*. Taylor and Francis.
3. Bradbury, Hilary and Peter Reason. 2008. "Issues and Choice Points for Improving the Quality of Action Research," pg. 225-261. In *Community-Based Participatory Research for Health: From Process to Outcomes*, edited by Meredith Minkler and Nina Wallerstein, Wiley and Sons.

WEEK NINE: Tuesday, March 12th
Research Skills: Identifying Appropriate Methods
1. Minkler, Meredith and Andrea Corage Baden. 2008. "Impacts of CBPR on Academic Researchers, Research Quality and Methology, and Power Relations, pp 244-261 in *Community-Based Participatory Research for Health*: *From Process to Outcomes* edited by Meredith Minkler and Nina Wallerstein, Wiley.

DUE: Part 2 of Assignment 3: Constructing a Research Proposal Retroactively -- a Pecha Kucha style presentations of research proposals

WEEK TEN: Tuesday, March 19th
Creating a Research Proposal
1. *Sage Research Methods Online.* An online resource that offers students a guide for creating a research proposal. Visit the UBC Library Resource Guide for Sociology and select "Sage Research Methods Online" from the Key Resources. This site has several excellent resources for students. A link to this site is available from Canvas.

DUE: Assignment 3: Constructing a Research Proposal Retroactively (200 points - 20%)

WEEK ELEVEN: Tuesday, March 26th
Research Skills: Analyzing, Reporting & Dissemination
1. Kirby, Sandra L, Lorraine Greaves, and Colleen Reid. 2006. "Analysing Data and Reporting" from *Experience Research Social Change: Methods Beyond the Mainstream.* Pg. 219-254. Broadview Press.
2. Alcoff, Linda. 1991. "The Problem of Speaking for Others." *Cultural Critique* 20:5-32.
3. Cashman, Suzanne B, Sarah Adeky, Alex Allen, Jason Corburn, Barbara Israel, et al. 2008. "The Power and the Promise: Working with Communities to Analyze Data, Interpret Findings, and Get to Outcomes." *American Journal of Public Health* 98(8) 1407-1417.

WEEK TWELVE: Tuesday, April 2nd
Sharing Knowledge with Communities: Inclusive and Accessible Knowledge Dissemination
Infographics Presentation + Course Wrap Up
No readings

DUE: Final Report Due April 10th by noon