2017 Summer Institute in Community Based Participatory Research for Health: Indigenous and Critical Methodologies

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Presentation by: Dr. Lauri Andress, Friday June 2nd, 12-1:15,
College of Nursing/Pharmacy, Room 135

Units: 2-3 credits (see below)
When offered: May 30th (1-6:00 pm); May 31st- June 3rd (8 am-5 pm);

Location: Domenici Education Building West: Rm. 116

PH 556 Section 001 2-3 credits

INTRODUCTION

CBPR and related approaches, i.e., Participatory Action and Community-Engaged Research, is defined by the Kellogg Foundation as a “collaborative approach that equitably involves all partners in the research process…with the aim of combining knowledge and action for social change to improve community health and eliminate health disparities”. Not a set of methods, CBPR is an overall orientation which fundamentally changes the relationship between researchers and researched.

There are no universally accepted definitions of Indigenous Knowledge and Indigenous Methodologies, though often these terms are associated with Indigenous peoples, who come from local communities with historical continuity from pre-invasion and pre-colonial societies. For this Institute, we are using a broad definition of Indigenous Knowledge, meaning the knowledge that is an “exercise in self-determination” (Doxtator, 2004), referring to values, beliefs, rituals, traditions, and environmental relationships that are deeply embedded within the economic, political, cultural, and social contexts in which they have been developed (Ball & Simpkins, 2004; Briggs, 2005). Indigenous methodologies are “those methodologies and approaches to research that privilege indigenous knowledges, voices, and experiences” (Smith 2005).

Critical Methodologies are those with “emancipatory, empowering values of critical pedagogy, critical race and post-structural feminism” and with “explicit political, utopian purposes, a discourse of critique and criticism, a politics of liberation, a reflexive discourse, constantly in search of an open-ended subversive, multi-voices, participatory epistemology,” (Lather, 2007, in Denzin, Lincoln, and Tuhiwai Smith, 2008).
**Structure of Institute:**
The goal of this Institute is to weave together the theory and practice of CBPR and indigenous and critical methodologies through study of the literature, case studies, presentations by community-academic partners, and self-reflection on our own research questions and inquiry. Participants will gain an appreciation of CBPR advantages and challenges, as well as skills necessary for participating effectively in CBPR projects.

**Institute Presentations: 116 Domenici**

**May 31st, 8:30am – 10:00am CBPR Overview: Principles and Context:** Nina Wallerstein  
May 31st, 1:15-2:45 First Nations Wellness Center: Indigenous Knowledge: Tassy Parker  
June 1st, 1:00 – 2:30 Intervention Research and Community Partners: Lorenda Belone  
June 3rd, 9-10:30: Policy Analysis: Victoria Sanchez

**Special Public Presentation: June 2nd, 12-1:15: Lauri Andress,** Uneven Power Relations, the Built Environment, and Policy Tools for Community Based Participatory Research: A Case Study from a Participatory Photoanalytic Project in West Virginia, College of Nursing and Pharmacy, room 135

*Presentations in bold are open to the public*

**Readings:**
1) Preview Chapters from Minkler, Duran, Oetzel and Minkler, (ed)Community Based Participatory Research for Health: Advancing Social and Health Equity, San Francisco, Jossey-Bass, in press, 2017  
2) Reading Packet which will be sent out by May 8th

**Other Recommended Readings:**
- Shor and Freire, *Pedagogy of Liberation*: Freire, *Pedagogy of the Oppressed*  

**Objectives: By the end of the course, participants will be able to:**
- Identify three theoretical and historical perspectives that have shaped the development of CBPR, community engaged research (CEnR) and other participatory traditions  
- List and describe major principles of CBPR and CEnR from multiple communities and perspectives  
- Identify and analyze the role of race, gender, class, indigenous and critical methodologies in CBPR  
- Identify the issues of power (including university-community relationships) and empowerment as concepts important for CBPR practice  
- Describe dimensions in the CBPR conceptual model and steps to developing and implementing a CBPR research project. These include developing and structuring
partnerships; involving community members in all steps of the research process; design of culturally-centered interventions (if doing intervention trial); choice of research methods; co-analysis and interpretation; importance of community benefit and community involvement in dissemination and application of findings for their own benefit.

- Identify how to incorporate CBPR into research projects
- Identify measures and metrics of CBPR practices and outcomes
- Gain practical experience in popular education participatory methods and reflect on your experiences to promote self- and community learning

COURSE REQUIREMENTS AND GRADING

For Credit/No Credit Option/Audit: Course Participation: To receive credit for this Institute, you need to actively participate in the class and do all the readings for small group discussions.

For Two Credits: Course Participation AND Journal
1) Course participation. This includes attendance, being fully prepared with the readings, and active interaction in group discussions. If you miss one module (am or pm), please turn in a ½-1 page comparison of two readings from that module.

2) Journal: This is a daily journal of your reflections and reactions to the readings and to learnings throughout the day. Include your analyses of facilitators and challenges of doing CBPR. The journal must briefly discuss readings (at least 3 per day), and reactions to at least one activity per day to receive an A. Due by email June 9th, 5 pm

For Three Credits, Course Participation and Final Paper/Project
1) Final project (~15 page double spaced paper not including references, which should be at least 8 new references not from the class required readings, in addition to any references of your choosing from the class).
2) Paper Due: July 7th by 5 pm (to be sent to individual faculty, assigned at end of Institute)
3) Webinar Presentation: July XX, 1-4 pm at RWJF Downstairs Conference Room (8 slides at the most; 10 minute presentation, 5 minutes for questions).

This final project may take several options.

A) Identify, describe and critically review an aspect of CBPR with which you wish to achieve greater familiarity. The paper must include additional background CBPR literature (at least 8 new references), and may (but does not have to) draw on interviews with key informants. This could be the methods or part of the literature section from your own thesis or dissertation proposal.

B) Critically analyze an experience you are currently engaged in or have had in research, whether it is a CBPR project or not. If it isn’t/wasn’t a CBPR project, provide a critical analysis of what would be the benefits or challenges for adding a CBPR orientation? How would you do that? What would have to change? If it is/was a CBPR project, provide a critical analysis of your project’s adherence to CBPR principles and community participation in its formulation, design,
data collection, data analysis, and dissemination and use of findings. Include discussion of ethical or validity research challenges. For these analyses, include discussion of concepts and readings from class (and at least 10 others from the literature) to critically evaluate the projects.

C) Prepare a CBPR proposal for a new research project. Provide one page specific aims (or research questions and hypotheses), 2-4 pages background and significance section/problem statement, 4-6 pages research strategy. Include a separate section on CBPR processes, and how you will structure and evaluate community partnership and participation, (plus 8 additional references).

D) Conduct a field experience of a CBPR project. Identify a CBPR Project, conduct 4-6 interviews including academic, community organizational partners and community members about the project. Focus on (1) ways in which the project you selected addressed CBPR principles, (2) how they formed or created structures to sustain the partnership, (3) ways the project included CBPR in its design, selection of research issue and questions, development of intervention (if appropriate) data collection, analysis, and dissemination of findings. (4) an outcomes section if appropriate (how are they measuring, or have they reached any outcomes); and (5) a challenges section. Include discussion of why a CBPR approach was indicated. The paper should involve new literature in addition to literature from the class. You need approval from the instructors to do this option.

SESSION OUTLINE

Tuesday pm: Introduction to CBPR and to Ourselves as Reflective Practitioners

Objectives:
- To present course expectations, and introduce ourselves as a classroom community
- To identify CBPR issues and areas of research

Wednesday am: Overview of Historical Roots, Principles, and Current Framework

Objectives:

- To present historical background, underlying assumptions & research model
- To apply principles of CBPR and values
- To apply principles and frameworks to contextual issues
- To situate ourselves as reflective practitioners
- To receive overview of CBPR conceptual model


Wednesday pm: Indigenous Theory and Methodologies

Objectives:

- To reflect on indigenous and decolonizing theories and methodologies for CBPR
- To question the meanings of “hyphen” and “bridge” (colonizer-indigene; academic-community; self-other)

Thursday am: Partnerships and Dialogue
Objectives:

- To identify role of culture, race, class, gender, power in research partnership
- To practice Freirian dialogue as a strategy for effective partnerships
- To unpack how partnering processes (relationships and structural features) are part of critical pathways to outcomes.


Thursday pm: CBPR and Intervention Process and Outcomes (Moved from Friday am)
Objectives:

- To hear community perspectives on working with the University
- To identify intervention issues, challenges and opportunities as applied to case studies
- To reflect on how to integrate culturally supported and empirically supported evidence/theories


Friday am: Cultural Humility: Video and Discussion: 9:30 am-11 am

- Objectives: To reflect on cultural humility versus cultural competence/sensitivity
- To reflect on role of insider/outside

1. Watch Cultural Humility Video: https://www.youtube.com/watch?v=SaSHLbS1V4w
   by Vivian Chavez


**Friday 12:00: Presentation by Dr. Lauri Andress**, Uneven Power Relations, the Built Environment, and Policy Tools for Community Based Participatory Research: A Case Study from a Participatory Photoanalytic Project in West Virginia, College of Nursing and Pharmacy, room 135

**Friday pm: Models and Measures of Effective CBPR**

Objectives:
- To identify research methods of rigor and validity related to CBPR
- To compare traditional individual views of ethics with community benefit approach
- To identify indicators, measures and metrics of effective CBPR

1. Visit: Center for Participatory Research website: cpr.unm.edu and look under CBPR Research webpages, Engage for Equity Study


Saturday am: CBPR and Policy Processes and Outcomes

Objectives:
- To reflect on how CBPR can contribute to policy and policy environment changes


Saturday pm: Summary of Issues and Course Reflections
RECOMMENDED READINGS; For your CBPR Toolkit

Tuesday pm: Introduction to CBPR and to Ourselves as Reflective Practitioners


Wednesday am: Overview of Historical Roots, Principles, and Current Framework


Wednesday pm: Indigenous Theory and Methodologies

Thursday am: Partnerships

- Freire, Paulo, Pedagogy of the Oppressed, 1970.

Thursday pm: CBPR and Intervention Process and Outcomes

- Belone, L., Tosa, J., Shendo, K., Toya, A., Straits, K., Tafoya, G., Rae, R., Noyes, E., Bird, D., Wallerstein, N. (accepted for publication) “Community based participatory research principles and strategies for co-creating culturally-centered interventions with Native communities: A partnership between the University of New Mexico and the Pueblo of Jemez with implications for other ethno-cultural communities”, In N. Zane, F. Leong & G. Bernal (Eds.), Culturally Informed Evidence Based practices.
• Jones, M., Rae, R., Frazier, S., Maltrud, K., Varela, F., Percy, C., Wallerstein, N. “Healthy Native Communities Fellowship: Advancing Leadership for Community Changes in Health”, Indian Health Service Provider; 2010, 279-284.

Friday pm: Research Methods Issues: Rigor, Validity and Ethics
1. Text, Appendix G., Flicker S., Travers, R., Guta, A., McDonald, S., Meagher, A., “Ethical review of Community-Based Participatory Research: Considerations for IRBs.”
• Text, Chapter 21, Wallerstein, N., Oetzel, J., Duran, B., Tafoya, G., Belone, B., Rae, R., “What Predicts Outcomes in Community Based Participatory Research?”
• Text, Chapter 15, Bradbury, H., Reason, P. “Issues and Choice Points for Improving the Quality of Action Research.”
Saturday am: CBPR and Policy Processes and Outcomes

- 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.
- Promoting Healthy Public Policy through CBPR: Ten Case Studies, Policy Link, Oakland. http://www.policylink.org/attachment/7B97C6D565-806D-A6D5-ECA3BBF35AF0%7D/506D565-ECA3BBF35AF0%7D. CBPR Promoting Healthy Public Policy_final.pdf.