

SYLLABUS

**Certificate Course In Community Based Participatory
Research**

Centre for Women's Studies

*Pt. Ravishankar Shukla University,
Raipur (C.G)*

2018-2019

Certificate Course In: Community Based Participatory Research

Module	Content
Module 1	<ul style="list-style-type: none">• History and Development of Community Based Participatory Research
Module 2	<ul style="list-style-type: none">• Ethics and Values
Module 3	<ul style="list-style-type: none">• Steps in CBPR• Modes of Inquiry
Module 4	<ul style="list-style-type: none">• Knowledge Mobilization: Representation of Knowledge• Building & sustaining research partnerships• Reflections from face-to-face component
Module 5	<ul style="list-style-type: none">• Balancing Theory & Practice
Module 5	<ul style="list-style-type: none">• Balancing Theory & Practice• Field study• Reflections on Process of CBPR from Field Study
Module 6	<ul style="list-style-type: none">• MTP - Evaluation

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MODULE 1

➤ **History and Development of Community Based Participatory Research**

Learning Objectives

- **Become familiar with** the history and theoretical development of participatory research and CBPR
- **Discuss the principles** of CBPR
- **Describe your field project** using CBPR vocabulary

MODULE 2

➤ **Ethics and Values**

Learning Objectives

- Understand research and the concept of neutrality.
- Explore principles of Indigenous Research ethics.
- Analyze approaches to ethics in other forms of CBPR.

Discussion Questions

- Ethics as a topic covers matters of harm, benefits, rights, responsibilities and relationships. What do you think are the distinctive ethical issues in CBPR and are they really that different from those that arise in 'traditional' research?
- 'Institutional ethical review boards are not really concerned about 'ethics' in the sense of promoting good human relationships and social justice, they are concerned about reducing risk and maintaining institutional reputations'. Is this an unfair characterisation? What is the value of institutional review boards/research ethics committees and what role can community-based ethical review play?
- If large institutions like universities, colleges, hospitals, or international NGOs are involved in CBPR, what steps can community-based organisations take to ensure more genuine power-sharing in the design and management of the research process and outcomes?

the role of ethical Review Boards-institutional and community level.

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MODULE 3

➤ Steps in CBPR

Learning Objectives and Questions for the week

- Become familiar with co-construction of knowledge
- Understand special features of each research step in CBPR
- Learn the considerations in reaching agreement between community and researcher on the research question
- Define research question of your field study and its various steps
- There are spaces in the course space design to respond to three questions: 1) Are there examples of CBPR done only by groups or citizens outside the academy? When is co-constructed knowledge most useful? 2) What are the challenges in coming to a collective agreement with your community partner in the determination of the research question(s)? 3) Share your thinking at this stage of the steps that you will have in the CBPR work that you are planning?

➤ Modes of Inquiry

Learning Objectives

- Understand the significance of using multiple modes of research in CBPR.
- Develop an appreciation of diverse set of methods used in these different modes.
- Become familiar with methods of PAR, arts-based methods, and action-based methods.
- Begin to think about how you would teach these approaches with a CBPR framework

MODULE 4

➤ Knowledge Mobilization: Representation of Knowledge

- After successfully completing this week, you will be able to:
 - Know how knowledge and research findings can be represented and communicated in powerful and engaging ways to diverse audiences-social media, exhibitions, demonstrations, petitions to the powerful, etc.

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Knowledge mobilization, representing knowledge and sharing our results

As we have learned over the past weeks, how we communicate our results in CBPR is a critical part, perhaps the most important part of the CBPR process. The term 'knowledge mobilization' is used sometimes to describe the process of making sure that the results of our work have the impact that our communities want. Another way to think of knowledge mobilization is 'sharing the stories'.

The way that we share the results will vary according to our own cultural and political contexts, according to who needs to hear the stories and according to the issues that we are working on in our CBPR projects.

We want to hear from you about your ways of sharing knowledge from the research or about other ways of sharing knowledge that you have heard about in your parts of the world.

We want to build our own K4C Knowledge Mobilization Tool kit over time and we are starting with you as the first contributors.OK?

If you wish to read or see more about KM, there are some additional resources listed below, but the main thing is to contribute your own experience and ideas.

Activity

- Online Discussion | Knowledge Mobilization Guide

➤ Building & sustaining research partnerships

Learning Objectives

- Understand the benefits and challenges of building research partnerships.
- Analyze different knowledge cultures that need accommodation in nurturing strong research partnerships.
- Identify roles of key intermediaries and interface mechanisms in ensuring sustainability of such partnerships between universities and communities.
- Explore the use of formal MOUs and agreements as tools in partnership management.

➤ Reflections from face-to-face component

Learning Objectives

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- Systematize your agenda for personal and professional development of competencies in CBPR.
- Prepare tips for use of various new methods practiced during past two weeks.

MODULE 5

➤ **Balancing Theory & Practice**

Learning Objectives

- Understand the link between theory and practice.
- Understand issues of reliability and validity in research.
- Develop use of praxis in your field study.

Activity

- Online Discussion | Balancing Theory & Practice 1
- Online Discussion | Balancing Theory & Practice 2

➤ **Field study Impact Assessment**

Learning Objectives

- Analyze approaches to the assessment of impact in CBPR: institutional, political, personal, organizational
- Demonstrate commitment and responsibility to local community/civil society / social movements/partners.
- Reflections on Process of CBPR from Field Study

Learning Objectives

After successfully completing this week, you will be able to understand and apply:

- What has worked?
- What has not worked as you had hoped?
- What has surprised you in your work?

➤ **Reflections on Process of CBPR from Field Study**

Learning Objectives

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- What has worked?
- What has not worked as you had hoped?
- What has surprised you in your work?

Activity and Assignment

MODULE 6

MTP - Evaluation

Post MTP - Evaluation

This is your opportunity to provide any final ideas you have about the MTP course. We also would like your ideas about how best to strengthen the K4C network so as to provide support for each of you and your colleagues going forward

Activity

- We will provide an individual evaluation form and welcome open ended reflections- all thoughts/ideas welcome

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Reference

Module 1

History and Development of Community Based Participatory Research

Required Resources

- Hall, B., and Tandon, R. (2017) 'Participatory research: Where have we been, where are we going? – A dialogue'. Research for All, 1 (2): 365-74. <https://dspace.library.uvic.ca/handle/1828/8562>
- PRIA-logue 3rd Edition (2015). Participatory Research in Action: Where is the Future? A dialogue between Dr. Budd Hall and Dr. Rajesh Tandon.
 - Part 1
 - Part 2
- Etmanski et al. (2014), Introduction. In Etmanski et al. (eds), Learning and Teaching Community Based Research: Linking Pedagogy to Practice. Toronto: U of Toronto Press, pp 3-24. <http://ezproxy.library.uvic.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&scope=site&db=nlebk&db=nlabk&AN=704528>
- Fals Borda, O. (1980), Science and The Common People. In F. Dubell et al. (eds.), Research for the people – Research by the people. Selected papers from the International Forum on Participatory Research in Ljubljana, Yugoslavia. Linkoping University and SVE, The Netherlands Study and Development Centre for Adult Education, pp. 13-40. https://distance.moodle.uvcs.uvic.ca/pluginfile.php/165141/mod_folder/content/0/M4%20-%20Fals%20Borda%201980%20-%20Science%20and%20the%20common%20people.pdf
- Tandon, R.; Hall, B. (2014). Majority-World Foundations of Community Based Research. In Munck, McIlrath, Hall and Tandon (Eds.), Higher Education and Community Based Research: Creating a Global Vision. London: Palgrave MacMillan, pp. 53-68. <https://link-springer-com.ezproxy.library.uvic.ca/book/10.1057%2F9781137385284>

Additional suggested resources:

- Gutberlet, J., Tremblay, C., Moraes, C. (2014). The Community-based Research Tradition in Latin America. In Munck, R., McIlrath, L., Hall, B., & Tandon, R. (eds.), Higher Education and Community-based Research: Creating a Global Vision. Palgrave Macmillan. pp. 167-180. <https://link-springer-com.ezproxy.library.uvic.ca/book/10.1057%2F9781137385284>
- Loiselle et al. (2014), When Girls Talk Back: Learning through Doing Critical, Girl-Centred Participatory Action Research. In Etmansky et al. (Eds.), Learning and Teaching CBR, Ch. 2, pp. 45-69. <http://ezproxy.library.uvic.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&scope=site&db=nlebk&db=nlabk&AN=704528>
- Flipp, C. (2014). Video on CBPR. Language: English. Length: 8:55. <https://www.youtube.com/watch?v=AePC97aKOJA>

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MODULE 2

Ethics and Values

Required Resources

- Interview Sarah Banks - https://www.youtube.com/watch?v=nePd3oTz_CU
- Ethical Challenges in CBPR (Durham Conference, Feb 2013) - https://www.dur.ac.uk/socialjustice/ethics_consultation/films/ (Navigate to the bottom of the page)
- Centre for Social Justice and Community Action and National Coordinating Centre for Public Engagement (2012) Community-based participatory research: A guide to ethical principles and practice, Bristol, NCCPE, https://www.dur.ac.uk/socialjustice/ethics_consultation/ethics.guide/
- Banks, S et al (2013), Everyday ethics in community-based participatory research. Contemporary Social Science: Journal of the Academy of Social Sciences 8(3): 263-277, <http://www.tandfonline.com/doi/abs/10.1080/21582041.2013.769618#.VMDNaE-hTIU>
- Ethics in community-based participatory research, materials on Centre for Social Justice and Community Action website. https://www.dur.ac.uk/socialjustice/ethics_consultation/

Optional Resources

- Flicker, S. et al (2007), Ethical Dilemmas in Community-Based Participatory Research: Recommendations for Institutional Review Boards. Journal of Urban Health, 84(4), pp. 478-93. <http://web.b.ebscohost.com.ezproxy.library.uvic.ca/ehost/results?vid=0&sid=443f8b11-7acb-43eb-8a18-170474b78a3d%40sessionmgr103&bquery=PM+17436114&bdata=JmRiPW1uaCZ0eXBIPTEmc2l0ZT1laG9zdC1saXZlJnNjb3BIPXNpdGU%3d>
- Smith, L. (2006), Articulating an Indigenous Research Agenda. In Decolonizing Methodologies, Ch. 7, pp. 123-141. UVic call number: GN380 S65. Online readable version <https://ebookcentral.proquest.com/lib/uvic/reader.action?docID=1426837&ppg=212>
- Gov. of Canada (2015), Ethical Guidelines for Research Involving the First Nations, Inuit and Metis Peoples of Canada. <http://www.pre.ethics.gc.ca/eng/policy-politique/initiatives/tcps2-eptc2/chapter9-chapitre9/>

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MODULE 3

Steps in CBPR

Required Resources

- PRIA (1982), Participatory Research: An Introduction. https://distance.moodle.uvcs.uvic.ca/pluginfile.php/165141/mod_folder/content/0/M6%20-%20PRIA_1982%20-%20Participatory%20Research%20An%20Introduction.pdf
- PRIA (2000), Doing Research with People: Approaches to Participatory research- An Introduction. https://distance.moodle.uvcs.uvic.ca/pluginfile.php/165141/mod_folder/content/0/M6%20-%20PRIA_2000%20-%20Approaches%20to%20PR.pdf
- UNESCO Chair CBR-SR (2017). Guidelines for Field Study. Mentor Training Program 2018.

Modes of Inquiry

Required Resources

- Finley, S. (2008) Arts-Based Research in Knowles, Gary and Ardra Cole (eds.) Handbook of the Arts in Qualitative Research. Sage: Thousand Oaks, CA pp 71-82. https://distance.moodle.uvcs.uvic.ca/pluginfile.php/165141/mod_folder/content/0/M7%20-%20Finley_2008%20-%20Arts-Based-Research.pdf
- Clover, D. (2017) Arts-Based Research (Power Point presentation). https://distance.moodle.uvcs.uvic.ca/pluginfile.php/165141/mod_folder/content/0/M7%20-%20Clover_2017%20-%20Arts%20based%20research.ppt
- PRIA (1992), Participatory Rural Appraisal: Old wines... https://distance.moodle.uvcs.uvic.ca/pluginfile.php/165141/mod_folder/content/0/M7%20-%20PRIA%20-%20PRA.pdf
- Corbett, J., and Lydon, M. (2014), Community-Based Mapping: A Tool for Transformation. In C. Etmanski et al. (eds.), Learning and Teaching Community Based Research. U of T Press: Toronto, pp. 113-134 <http://ezproxy.library.uvic.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&scope=site&db=nlebk&db=nlabk&AN=704528>
- Tremblay, C., & Jayme, B. (2015), Co-creating community knowledge through Participatory Video. Journal of Action Research: Special edition on Knowledge Democracy, 13(3), pp. 298-314. <http://journals.sagepub.com.ezproxy.library.uvic.ca/doi/full/10.1177/1476750315572158>
- Sitter, K. (2017), Taking a Closer Look at Photovoice as a Participatory Action Research Method. Journal of Progressive Human Services, 28 (1), pp. 36-48. <http://www.tandfonline.com.ezproxy.library.uvic.ca/doi/full/10.1080/10428232.2017.1249243>

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Additional resources to be taken up in the face to face workshop as well:

- Kindon, S., Pain, R. and Kesby, M. (2007). Participatory action research approaches and methods: connecting people, participation and place. London: Routledge. Available at: <http://ezproxy.library.uvic.ca/login?url=http://www.tandfebooks.com/isbn/9780203933671>

You will find these and other resources in the Module 7 section

- Tuhiwai, Smith, Linda (2013) Research Through Imperial Eyes in Decolonizing Methodologies London: Zed Books 2013
- Tuhiwai, Smith, Linda (2013) Colonizing Methodologies in Decolonizing Methodologies London: Zed Books |

MODULE 4

Knowledge Mobilization: Representation of Knowledge

Resources

The following resources contain examples of different ways that have been used in CBPR to represent co-created knowledge. Use these readings when responding to the **discussion questions**:

- Cole Nussbaumer Knafl (2015), Storytelling with data, Wiley, Hoboken, NJ. <http://www.storytellingwithdata.com/>
- Patel, S. (2007), Reflections on Innovation, Assessment and Social Change Processes: A SPARC case study, India. <https://www.ids.ac.uk/files/dmfile/CasestudySPARC.pdf>
- Research dissemination videos:
 - https://www.youtube.com/watch?v=A1FO42fO-_8

<https://www.youtube.com/watch?v=6zgSgLTs2hI>

Building & sustaining research partnerships

Required Resources

- Rethinking Research Partnerships collaboration (2017). Rethinking Research Partnerships: Discussion Guide and Tool Kit. From Christian Aid's centre of excellence for research, evidence and learning. <https://www.christianaid.org.uk/resources/about-us/rethinking-research-partnerships>
- Wilson, S. (2008), 'Relational Accountability'. In Research is Ceremony: Indigenous Research Methods. Halifax: Fernwood Publishing. UVic call number GN380 W554 2008 https://distance.moodle.uvcs.uvic.ca/pluginfile.php/165141/mod_folder/content/0/M12%20-%20Wilson_2008_Research%20is%20Ceremony.pdf

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Additional Suggested Resource

- Brown, D. L. et al. (2001). Practice-Research Engagement Principles for Civil Society. In D. Brown (ed.), Practice-Research Engagement and Civil Society: In a Globalizing World, Harvard University & CIVICUS, pp 31-48. <http://siteresources.worldbank.org/INTPCENG/1220158-1118058516777/20526704/D87D671E-CDE9-11D5-857B0002A56B5CBF.pdf>

Reflections from face-to-face component

Required Resources

- Small, D. (2005). Reflections of a Feminist Political Scientist on Attempting Participatory Research in Aotearoa. In R. Tandon, R. (ed.), Participatory Research: Revisiting the Roots. New Delhi: Mosaic Books, pp. 74-89. https://distance.moodle.uvcs.uvic.ca/pluginfile.php/165141/mod_folder/content/0/M10%20-%20Small_2005%20-%20Feminist%20Participatory%20Research%20in%20Aotearoa.pdf
- Tandon, R. (2005). Dialogue. In R. Tandon, R. (ed.), Participatory Research: Revisiting the Roots. New Delhi: Mosaic Books, pp. 275-294. https://distance.moodle.uvcs.uvic.ca/pluginfile.php/165141/mod_folder/content/0/M10%20-%20Tandon_2005%20-%20Dialogue.pdf
- Guhathakurta, M. (2008). Theatre in Participatory Action Research: Experiences from Bangladesh. In P. Reason

MODULE 5

Balancing Theory & Practice

Required Reading

- Bell, B., Gaventa, J., & Peters, J. (eds.) (1987), We Make the Road by Walking: Conversation on Education and Social Change by Myles Horton and Paulo Freire. Temple University Press, Philadelphia, pp 97-101. https://distance.moodle.uvcs.uvic.ca/pluginfile.php/165141/mod_folder/content/0/M15%20-%20Bell%20et%20al_1987_We%20Make%20the%20Road.pdf

Additional suggested resource

- Houh, E., and Kalsem, K. (2015), Theorizing Legal Participatory Action Research: Critical Race/Feminism and Participatory Action Research. Qualitative Inquiry, 03/2015, 21(3), pp. 262-276. <http://journals.sagepub.com.ezproxy.library.uvic.ca/doi/full/10.1177/1077800414562897>
- Blencowe C. et al. (2015), Theorising participatory practice and alienation in health research: A materialist approach. Social Theory & Health, August 2015, 13(3-4), pp 397-417. <https://link-springer-com.ezproxy.library.uvic.ca/article/10.1057%2Fsth.2015.23>
- Wallerstein, N., and Duran, B. (2010), Community-based participatory research contributions to intervention research: the intersection of science and practice to improve health equity. American Journal of Public Health, 04/2010, 100(S1), pp. S40-

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S46. <http://web.b.ebscohost.com.ezproxy.library.uvic.ca/ehost/results?vid=0&sid=3aeda394-bceb-4407-bbaf-4d98919d1b2e%40sessionmgr103&bquery=PM+20147663&bdata=JmRiPW1uaCZ0eXBIPTEmc2l0ZT1laG9zdC1saXZlJnNjb3BIPXNpdGU%3d>

Field study Impact Assessment

Required Resources

- Singh, W. (2017), Gauging the Impact of Community University Engagement Initiatives in India. ASEAN Journal of Community Engagement, Vol. I (1), pp. 1-16. <https://dspace.library.uvic.ca/handle/1828/8320>
- Lecture (video recorded): Dr. Crystal Tremblay, Special Advisor on **Engaged Scholarship to the Provost at the University of Victoria**.

If you are having trouble viewing this video, please use the following links (note: please watch all three parts): **Part 1**, **Part 2** and **Part 3**.

- Bowman, S. (2016). Maximising impact through engaged research. Campus Engage. <http://www.columbusproject.eu/SarahBowman.pdf>
- Piggot-Irvine, E., & Zornes, D. (2016). Developing a Framework for Research Evaluation in Complex Contexts Such as Action Research. Sage Open, 1-15. <http://journals.sagepub.com/doi/pdf/10.1177/2158244016663800>
- Tremblay, C., & Jayme, B. (2015). Co-creating community knowledge through Participatory Video. Journal of Action Research: Special edition on Knowledge Democracy, 13(3): 298-314. <http://journals.sagepub.com/doi/abs/10.1177/1476750315572158>
- Tremblay, C. (2017). Impact Assessment of Community-engaged Research at the University of Victoria. Prepared for the Office of the Vice President Research. <https://www.uvic.ca/ocue/assets/docs/CER.UVic.Report.pdf>
- Bagelman, C. & Tremblay, C. (2017). Where pedagogy and social innovation meet: assessing the impact of experiential education in the third sector. In: Osman & Hornsby "Transforming Higher Education: Towards a Socially Just Pedagogy". Palgrave Macmillan. https://link.springer.com/chapter/10.1007/978-3-319-46176-2_11
- A Toolkit for Monitoring and Evaluating Children's Participation. Plan International. Source: <https://plan-international.org/publications/monitoring-and-evaluating-childrens-participation>
- Janzen, R., Ochocka, J., Stobbe, A. (2016). Towards a Theory of Change for Community-based Research Projects. Engaged Scholar Journal, 2(2): 44-64. Available at: <http://esj.usask.ca/index.php/esj/article/view/165/37>
- Chong, J., Gero, A., & Treichel, P. (2015). What indicates improved resilience to climate change? A learning and evaluative process developed from a child-centered, community-based project in the Philippines. In D. Bours, C. McGinn, & P. Pringle (Eds.), Monitoring and evaluation of climate change adaptation: A review of the landscape. New Directions for

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Evaluation, 147, 105–116.

<https://onlinelibrary.wiley.com/doi/pdf/10.1002/ev.20134>

Additional suggested resources

- UNDP (2013). Discussion Paper Innovations in Monitoring & Evaluating Results. [http://www.undp.org/content/dam/undp/library/capacity-development/English/Discussion%20Paper-%20Innovations%20in%20Monitoring%20&%20Evaluating%20Results%20%20\(5\).pdf](http://www.undp.org/content/dam/undp/library/capacity-development/English/Discussion%20Paper-%20Innovations%20in%20Monitoring%20&%20Evaluating%20Results%20%20(5).pdf)
- PRIA (2001), Participatory Planning, Monitoring & Evaluation. <http://122.160.240.198/gsd/collect/1partici/index/assoc/HASH7b31.dir/doc.pdf>
- Tremblay C. (2017), Impact Assessment. Community-engaged Research (CER) at the University of Victoria, 2009-2015. At <http://hdl.handle.net/1828/8166>

Reflections on Process of CBPR from Field Study

Required Resources

- Kolb, D. A (1984). Experiential learning: experience as the source of learning and development (Chapters 8), First edition. https://distance.moodle.uvcs.uvic.ca/pluginfile.php/165141/mod_folder/content/0/M18%20-%20Kolb_1984_Ch.8.pdf
- Kolb, D. A (2015). Experiential learning: experience as the source of learning and development (Chapters 2), Second edition. https://distance.moodle.uvcs.uvic.ca/pluginfile.php/165141/mod_folder/content/0/M18%20-%20Kolb_2015_Ch.2.pdf
- Online Discussion | Knowledge Mobilization Guide

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