Course description
Increasingly collaborative and participatory research approaches are being used to address pressing and complex public health issues. Participatory research approaches hold the potential to improve health and eliminate health disparities by linking research with public health practice and social change, and to facilitate people’s control over the determinants of their health. We will discuss participatory research as a practice oriented toward addressing health inequalities experienced by indigenous and other populations experiencing disproportionate rates of ill health. A broad definition of participatory research is a ‘systematic inquiry, with collaboration of those affected by the issue being studied, for the purposes of education and taking action for affecting change.” (Green et al., 1995). In this course, and in the context of public health practice, we will explore participatory and collaborative research orientations to inquiry, as well as learn about participatory research theories, principles and strategies. We will also take an in-depth look, from our perspectives as public health practitioners and researchers, at the challenges and benefits posed when embarking upon participatory research in public health. We will discuss participatory research as a practice oriented toward addressing health inequalities experienced by indigenous and other populations experiencing disproportionate rates of ill health. Case examples of participatory research projects will illustrate its implications for addressing health.


Course objectives

- To identify and describe the major principles of community engagement research and practice and illustrate their relevance with case studies.
- To describe three historical and theoretical perspectives upon which CBPR, and other participatory research traditions, have been founded – and how they have shaped participatory approaches.
- To distinguish community engagement approaches in public health research and public health practice.
- To apply community engagement to public health approaches of needs assessment, evaluation and research.
- To identify the issues of power (including university-community relationships), and explain decolonizing
research and empowerment as concepts important for community engagement with Indigenous communities.

- To reflect on your practicum experience, or other relevant public health experience, to learn, identify and analyze community engagement processes.

### Proposed Class Topics*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Assignments</th>
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<tbody>
<tr>
<td>Aug 27</td>
<td>Introduction to participatory research</td>
<td>Posted on Laulima or circulated prior to class</td>
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<tr>
<td>Sept 3</td>
<td>Roots of CBPR and underlying assumptions</td>
<td>Posted on Laulima or circulated prior to class</td>
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<tr>
<td>Sept 10</td>
<td>Critical issues in participatory research</td>
<td>Posted on Laulima or circulated prior to class</td>
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<tr>
<td>Sept 17</td>
<td>Community engagement approaches to address health inequalities</td>
<td>Posted on Laulima or circulated prior to class</td>
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<tr>
<td>Sept 24</td>
<td>Partnering with communities for research</td>
<td>Workshop topics for paper – Case study</td>
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<tr>
<td>Oct 1</td>
<td>Learning about community contexts for research</td>
<td>Posted on Laulima or circulated prior to class</td>
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<tr>
<td>Oct 8</td>
<td>Legitimising the community health issues</td>
<td>Posted on Laulima or circulated prior to class</td>
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<tr>
<td>Oct 15</td>
<td>Translating Knowledge, Linking to action</td>
<td>Posted on Laulima or circulated prior to class</td>
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<td>Oct 22</td>
<td>Indigenous Knowledge/Traditional Knowledge</td>
<td>Posted on Laulima or circulated prior to class</td>
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<td>Oct 29</td>
<td>Empowering Evaluation approaches</td>
<td>Posted on Laulima or circulated prior to class</td>
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<td>Nov 5</td>
<td>Assessing community needs</td>
<td>Posted on Laulima or circulated prior to class</td>
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<td>Nov 12</td>
<td>Participatory research in Hawaii</td>
<td>Posted on Laulima or circulated prior to class</td>
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<td>Nov 19</td>
<td>The Kahnawake Schools Diabetes Prevention Project</td>
<td><em>Student presentations</em></td>
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<td>Nov 26</td>
<td>Malia Akutagawa – CBPR with Local Community</td>
<td>Posted on Laulima or circulated prior to class</td>
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<tr>
<td>Dec 3 – Delormier away</td>
<td>Out of class assignment</td>
<td>Posted on Laulima or circulated prior to class</td>
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<tr>
<td>Dec 10</td>
<td>Analysis of community engagement – examples from PH Practicum experiences</td>
<td>Posted on Laulima or circulated prior to class</td>
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* The order of the topics is subject to change as we progress through the course if it is in the best interest of the learning objectives. Any changes will be discussed with the class.
** TBD – there are some readings to be determined.
*Cooperative teaching groups will be formed in class. Each group will be tasked to cooperatively teach one of the research designs topics. The instructor will provide guidance on outlining the topics the students should cover. The minimum basic information from the chapter should be covered. Student groups can use any teaching methods they are most comfortable with, and any exercises they feel will effectively teach the topic.

Readings

Text


Film: Gifts From the Elders. Community Based Research and Indigenous Knowledge to inform action to improve environments and health.

1. Introduction participatory research.

Fletcher, C. Community based participatory research relationships with Aboriginal Communities in Canada. An overview of context and process.


2. Roots and foundations of Participatory research


3. Critical Issues in working with Community Based Participatory Research Principles.


4. Community Collaborations to address health inequalities


5. Partnering with communities for research? Who is the community? What is participation?


6. Community contexts for health research - CBPR and Indigenous Health and Environmental Research – a case example


7. Community assessment and diagnosis - Race and privilege.


8. Identifying relevant community health issues - needs assessment


9. **Health promotion & Education planning** – *Social assessment; epidemiological assessment; behavioral and environmental assessment*


10. **Evaluation Approaches in Health Promotion**


11. **Managing Structural Capacity in Community Engaged Approaches**


12. **Assessing community needs**


13. **Cultural Competency and Safety in Public Health**


14. **The Kahnawake Schools Diabetes Prevention Project – CBPR and Evaluation example**

15. **Kahana Bay Legal Clinic – Community engagement for protecting a community fishery – Dr. Malia Akutagawa.**

16. **Class presentations**

**Assignments and Evaluation**

The assignments are designed to allow students to apply what they learn in class in a number of practical ways. These assignments will progress student’s ability to design a research project by first introducing students to the main components of a research study, and getting them to identify these from published peer-reviewed articles. Through group work we will develop and use some of the tools and skills required to design and conduct research, i.e. data collection, analysis and interpretation. In their final independent project student’s will be able to design a research study (real or theoretical) that addresses a public health problem. As part of the presentation of their final projects students will be able to respond to their peers questions and critiques. Students will be expected to comment constructively upon their peers research designs.

1) **Case study of a Participatory Research Process (30)**

Students will find an empirical research paper that uses a Community-Based Research or Participatory
Evaluation approach to address a public health issue. The study will be analyzed according to principles of Community Based Participatory Research principles. Students should pay attention to the power relations within the study and the knowledge systems that are privileged. Students should identify the challenges/tensions/ from the reported research as well as the facilitating factors and lessons learned/ finally discuss how you could improve the participatory aspects of the study. Often Participatory studies are reported in multiple publications, conference presentations or reports. Try to use at least one additional direct source to the empirical work you have chosen.

2) **Re-design practicum as a PR research project. (50 points)** Using your practicum experience as a starting point – design a participatory research project to address the public health issues your practicum experience dealt with ensure that you use a framework of the research process that is useful to organise your study. Ensure that CBPR or other participatory research approaches are addressed along the research process. Provide an introduction to the background of the public health issue, a brief literature review (7-10 references); describe the participatory research approach you will use.

4) **Class attendance (15 points)**

5) **Class participation (5 points)**

**Guidelines**
Come to class prepared with the assigned reading done. Have any points that need clarification ready as these will be taken up at the beginning of each class.
Complete all assignments on time. Late assignments will have points deducted at a rate of 1 point per day. No late assignment will be accepted after 5 days.
Graduate level proficiency in written and visual/oral presentation is expected.
All written work must be typed, include a title page, student's name on each page with page numbers.
Plagiarism is unacceptable and will result in a failing grade for assignment and possibly for the course, depending on the extent of the violation.
Please be familiar with the University of Hawaii Student Conduct Code http://studentaffairs.manoa.hawaii.edu/policies/conduct_code.

**Native Hawaiian and Indigenous Health Competencies**
Analyze key comparative health indicators for Indigenous peoples.
Analyze key comparative indicators regarding the social determinants of health for Indigenous peoples.
Describe Indigenous Peoples health in historical context and analyze the impact of colonial processes on health outcomes.
Critically evaluate Indigenous public health policy or programs.
Apply the principles of economic evaluation to Indigenous programs with a particular focus on the allocation of resources relative to need.
Demonstrate a reflexive public health practice for Indigenous Peoples health contexts.

**Diversity and Culture Competency**
Explain why cultural competence alone cannot address health disparities; be able to interact with both diverse individuals and groups on public health issues.

Criteria to evaluate the mastery of this competency:
• Describe the roles of history, power, privilege and structural inequality in producing health disparities.
• Explain how professional ethics and practices relate to equity and accountability in diverse community settings.
• Differentiate among availability, acceptability, and accessibility of health care across diverse populations.
• Demonstrate ability to interact effectively in diverse groups in class, practicum, student governance, and committees.
Masters of Public Health Competencies