

**2015 Summer Institute in
Community Based Participatory Research for Health:
Indigenous and Critical Methodologies**

Instructors: Nina Wallerstein
Tassy Parker
Lorenda Belone
Victoria Sanchez

Units: 2-3 credits (see below)

When offered: May 26th (1-6:00 pm); May 27th – May 29th (8 am-5 pm);
May 30st (9 am-3 pm)

Location: Domenici Education Building West: Rm. 116
Thursday: Domenici Auditorium, 4-5:30

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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:

May 27th, 8:30am – 10:00am CBPR Overview: Principles and Context: Nina Wallerstein

May 27th, 1:15-2:45 Indigenous Knowledge/Historical Trauma: Tassy Parker and panel

May 28th, 4:00pm – 5:30pm Improving Cancer Care through Undoing Racism and Promoting Equity, by Eugenia Eng and Jennifer Schaal

May 29th: 8:45am –10:15 Intervention Research and Community Partner: Lorenda Belone

***Items in bold are public events**

Readings:

- 1) Minkler, M., and Wallerstein, N. (editors), Community Based Participatory Research for Health: From Process to Outcomes, 2nd edition. San Francisco, Jossey-Bass, 2008.
(Available at HSC Bookstore)
- 2) Reading Packet which will be sent out by May 1st

Other Recommended Readings:

- Israel, B., Eng, E., Schulz, A., Parker, E., (2013) Methods of Community Based Participatory Research, 2nd edition. San Francisco, CA: Jossey-Bass.
- Wallerstein, N, and Auerbach, E., (2004). Problem-Posing at Work: A Popular Educator's Guide. Alberta, Canada, Grassroots Press.
- Shor and Freire, Pedagogy of Liberation; Freire, Pedagogy of the Oppressed
- Denzin, N., Lincoln, Y., Tuhiwai Smith, L., Handbook of Critical and Indigenous Methodologies. Sage Publications, Thousand Oaks, CA, 2008.

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 and other participatory traditions
- List and describe major principles of CBPR 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 develop a CBPR project
- Identify three advantages and challenges of CBPR for study and action on health inequities
- Identify CBPR approaches to rigor, validity, and measurement in disparities research
- 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 a 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 discuss readings (at least 3 per day), and reactions to at least one activity per day to receive an A. Due by email June 10th.

For Three Credits, Course Participation and Final Paper/Project

- 1) Final project (15-18 page double space paper not including references, which should be at least 10 new references not from the class required readings, **in addition** to any references of your choosing from the class).
- 2) Paper Due: July 6th (to be sent to individual faculty, assigned at end of Institute)
- 3) Webinar Presentation: July 13th, 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 10 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 10 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
1. Text, Chapter 1: Minkler and Wallerstein, “Introduction to Community Based Participatory Research”. *CBPR for Health: From Process to Outcomes*, 2nd edition, San Francisco, Jossey-Bass, 2008. (skim)
 2. Audré Lourde, “The Transformation of Silence into Language and Action”. Sister Outsider. Freedom, CA, Crossing Press Feminist Series, 1984, 40-44.
 3. McIntosh, P. “White Privilege: Unpacking the Invisible Knapsack”. Peace and Freedom. 49(4): 10-12.
 4. Moriarty, P, “Deep Learning for Earthquake country”, Future of Prophetic Christianity: Essays in Honor of Robert McAfee Brown. Carmody and Carmody (ed). Orbis Books, New York. 1993, 126-134.
 5. Hyde, C. “Challenging Ourselves: Critical Reflection on Power and Privilege”, Appendix 3, in Community Organizing and Building, third edition. Minkler, M., Rutgers University Press, New Jersey, 2012, 428-436.

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
1. Text, Chapter 3: Israel, B., Schultz, A., Parker, E., Becker, A., Allen III, A., Guzman, R. “Critical issues in developing and following Community Based Participatory Research principles.”
 2. Table from: Walters K., Stately, A., Evans-Campbell, T., Simoni, J., Duran, B., Schultz, K., Stanley, E., Charles, C., Guerrero, D. “Indigenist Collaborative Research Efforts in

Native American Communities”, The Field Survival Guide, Stiffman, AR (ed.), Oxford University Press, 2009: 146-173.

3. Reyes Cruz, M. “What if I just cite Graciela? Working toward decolonizing knowledge through critical ethnography” Qualitative Inquiry, 2008: 14(4): 651-658.
4. Roe KM, Minkler M, Saunders FF. “Combining research, advocacy & education: The methods of the Grandparent Caregiving Study”. Health Education Quarterly. 1995; 22(4): 458-475.
5. One page Model from Chapter 21: Wallerstein et al. 2008 in CBPR for Health, 2nd edition. [http:// http://cpr.unm.edu/research-projects/cpbr-project/cbpr-model.html](http://cpr.unm.edu/research-projects/cpbr-project/cbpr-model.html)

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)
 - To reflect on cultural humility versus cultural competence/sensitivity
1. Estrada, A. “Mexican Americans and Historical Trauma Theory: A Theoretical Perspective”, Journal of Ethnicity in Substance Abuse, 2009; 8: 330-340.
 2. Sotero, MM. “A Conceptual Model of Historical Trauma: Implications for Public Health Practice and Research”. Journal of Health Disparities Research and Practice, 2006; 1(1): 93-107.
 3. Holkup, P., Rodehorst, K., Wilhelm, S., Kuntz, S., Weinert, C., Flanders, M.B., Stepan, Salois, E.M., Left Hand Bull, J., Hill, W. “Negotiating three worlds: Academia, nursing science, and tribal communities”, Journal of Transcultural Nursing, 2009, 20, 164-175.
 4. De Leeuw, S., Greenwood, M., Cameron, E. “Deviant Constructions: How Governments Preserve Colonial Narratives of Addictions and Poor Mental Health to Intervene into the Lives of Indigenous Children and Families in Canada. Int J Ment Health Addiction 2010; 8:282-295 (please skim).

Thursday am: Partnerships and Dialogue

Objectives:

- To identify role of culture, cultural humility, race, class, gender, power in research partnership
 - To practice Freirian dialogue as a strategy for effective partnerships
 - To reflect on Insider/Outsider dynamics of researcher
1. Text, Chapter 5: Chavez, V., Duran, B., Baker, Q., Avila, M., Wallerstein, N., “The Dance of Race and Privilege in Community Based Participatory Research.”
 2. Shor, I. and Freire, P. “What are the Fears and Risks of Transformation”? A Pedagogy for Liberation, 1987. Chapter 2, pg. 53-67.
 3. Text, Chapter 8: Clements-Nolle and Bachrach, CBPR with a hidden population: The Transgender Community Health Project, A Decade Later.
 4. Muhammad, M., Wallerstein, N., Sussman, A., Avila, M., Belone, L. “Reflections on Researcher Identity and Power: The Impact of Positionality on Community Based

Participatory Research (CBPR) Processes and Outcomes”, Critical Sociology, 2014; 1-20, First published online DOI: 10.1177/0896920513516025.

Thursday pm: Reading Break (after lunch til 4:00 pm)

Geni Eng and Jennifer Schaal Lecture: 4-5:30, Domenici Auditorium:

To Prepare for the Lecture, Please Read:

1. Yonas MA., Aronson R., Schaal J., Eng E., Hardy C., Jones N. “Critical incident technique: an innovative participatory approach to examine and document racial disparities in breast cancer healthcare services”, Health Education Research, 2013; 28(5): 749-759.

Friday am: CBPR and Intervention Process and Outcomes

Objectives:

- To hear community perspectives on working with the University
 - To identify intervention issues, challenges and opportunities as applied to a case study
 - To reflect on how to integrate culturally supported and empirically supported evidence/theories
1. Rhodes, S., Hergenrather, K., Wilkin, A., Jolly, C. “Visions and Voices; Indigent Persons Living with HIV in the Southern United States Use Photovoice to Create Knowledge, Develop Partnerships and Take Action”. Health Promotion Practice, 2007; (2):159-169.
 2. Shendo, K., Tosa, J., Tafoya, G., Belone, L., Rae, R., Wallerstein, N., “The Family Listening Program, the Process and Outcomes from a CBPR University-Tribal Partnership,” I.H.S. Provider, 2012, 37(8); 185-191. **can’t find this reading
 3. Bermudez P., M., Castro, F.G., Marsiglia, FF., Harthun, M.L., Valdez, H. “Using CBPR to Create a Culturally-Grounded Intervention for Parents and Youth to Prevent Risky Behaviors”, Prevention Science. 2011 12: 34-47.

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. Text, Chapter 14: Minkler, M. and Corage-Baden, A., “Impacts of CBPR on Academic Researchers, Research Quality and Methodology and Power Relations.”
 2. Text, Appendix G., Flicker S., Travers, R., Guta, A., McDonald, S., Meagher, A., “Ethical review of Community-Based Participatory Research: Considerations for IRBs.”
 3. Visit: Center for Participatory Research website: cpr.unm.edu and look under CBPR Research webpages

4. Cargo, M., Mercer, S.L. “The Value and Challenges of Participatory Research: Strengthening Its Practice, Annual Review Public Health”, Annu. Rev. Public Health. 2008; 29:325–50.
5. Trickett, E. “CBPR as Worldview or Instrumental Strategy: Is it Lost in Translation (al) Research”, American Journal of Public Health, 2011; 101(8): 1353-1356.
6. Belone, L., Lucero, JE., Duran, B., Tafoya, G., Baker, EA., Chan, D., Chang, C., Greene-Moton, E., Kelley, M., Wallerstein, N. “Community-Based Participatory Research Conceptual Model: Community Partner Consultation and Face Validity”, Qualitative Health Research, published online 31 October 2014, DOI: 10.1177/1049732314557084. (Please skim).

Saturday am: CBPR and Policy Processes and Outcomes

Objectives:

- To reflect on how CBPR can contribute to policy change and policy environment changes
 - To reflect on how structural and personal life conditions of power or powerlessness set the stage for policy change
1. Text, Chapter 17: Themba M, Minkler M. and Freudenberg: “The Role of Policy in CBPR.
 2. Sánchez, V. I., Hale, R., Andrews, M.L., Cruz, Y., Bettencourt, V., Wexler, P., Halasan, C. “School wellness policy implementation: Insights and recommendations from two rural school districts”, Health Promotion Practice. 2012. DOI: 10.1177/1524839912450878.
 3. Chang, C., Minkler, M., Salvatore, A.L., Lee, P.L., Gaydos, M., Liu, S.S. “Studying and Addressing Urban Immigrant Restaurant Worker Health and Safety in San Francisco’s Chinatown District: A CBPR Case Study”, Journal of Urban Health: Bulletin of the New York Academy of Medicine, 2013; 90 (6)1026-1040.
 4. Text, Chapter 20: Vasquez, V., Lanza, D., Lavery, S., Facente, S., Halpin, H. and Minkler M.: “Addressing Food Security Through Policy Promoting Stoer Conversaions: The Role of a CBPR Partnership”.

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

- Hagey, RS. Guest Editorial: “The Use and Abuse of Participatory Action Research”, Chronic Diseases of Canada. 1997; 18(2); 1-4.

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

- Text, Chapter 2: Wallerstein, N and Duran, B. “The Theoretical, Historical, and Practice Roots of CBPR and Related Participatory Traditions.” 25-46.

- LaVeaux, D., Christopher, S., “Contextualizing CBPR: Key principles of CBPR meet the Indigenous Research Context. Pimatisiwin”, A Journal of Aboriginal and Indigenous Community; 2009; 7(1) 1-25.

Wednesday pm: Indigenous Theory and Methodologies

- Cochran PA, Marshall CA, Garcia-Downing C, Kendall E, Cook D, McCubbin L, Gover RM., “Indigenous ways of knowing: implications for participatory research and community”, American Journal of Public Health. 2008; 98(1): 22-7.
- Alfred, T., “Peace, Power, Righteousness: An Indigenous Manifesto”, 2nd edition, Oxford University Press, 2009, excerpts.
- Tuhiwai Smith, L., “Articulating an Indigenous Research Agenda”, Decolonizing Methodologies, Research and Indigenous Peoples; 1999; Chapter 7:123-141.
- Swadener , B., Mutua K., “Decolonizing Performances: Deconstructing the Global Postcolonial”, Critical and Indigenous Methodologies, Denzin, Lincoln, Smith (eds), SAGE, 2008 , 31-43
- Jones, A., with Jenkins, K. “Rethinking Collaboration: Working the Indigene-Colonizer Hyphen”, Critical and Indigenous Methodologies, Denzin, Lincoln, Smith (eds), SAGE, 2008, 471-486.
- Durie, M., “Understanding Health and Illness: Research at the Interface between Science and Indigenous Knowledge”, International Journal of Epidemiology; 2004; (33) 5 1138-1143.
- Fisher, PA, Ball, TA, “Tribal participatory research: Mechanisms of a Collaborative Model”, American Journal of Community Psychology, 32, 2/4, De. 2003, 207-216.
- Tervalon M. and Garcia J.M, (1998) “Cultural Humility Versus Cultural Competence: A Critical Distinction in Defining Physician Training Outcomes in Multicultural Education”, Journal of Health Care for the Poor and Underserved, 9(2): 117-125.

Thursday am: Partnerships

- Wallerstein, N., Duran B., Minkler, M., Foley, K., “Developing and Maintaining Partnerships with Communities”, Israel B., Eng, E., Schulz, A., Parker, E., Methods in CBPR for Health, San Francisco, Jossey-Bass, 2005. 31-51.
- Allen, B., Orbe, M., Refugia Olivas, M. (1999) “The Complexity of Our Tears: Dis/enchantment and (in) Difference in the Academy. Communication Theory 9(4): (402-429)
- Howard W., “Race and Race Theory”, Annual Review of Sociology; 2000; Volume 26 169-185.
- Scott, James, C. “ Behind the Official Story:”, Domination and the Arts of Resistance, Yale University Press, New Haven and London (1990).
- Denham, A., “Rethinking Historical Trauma: Narratives of Resilience”, Transcultural Psychiatry; 2008; 45 (3): 391 – 414
- Weber, L., “Reconstructing the Landscape of Health Disparities Research. Promoting Dialogue and Collaboration Between Feminist Intersectional and Biomedical Paradigms”, Gender, Race, Class, and Health : Intersectional Approaches, Amy J. Schulz, Leith Mullings, (eds). San Francisco, CA : Jossey-Bass, 2006.

- Brydon-Miller, M., Maguire, P., McIntyre, A. “The Terrifying Truth: Interrogating Systems of Power and Privilege and Choosing to Act”, Chapter 1; 1-19.

Thursday pm:

1. Yonas, MA., Jones, N., Eng, E., Vines, AI., Aronson, R., Griffith, DM., White, B., Du Bose, M. “The Art and Science of Integrating Undoing Racism with CBPR: Challenges of Pursuing NIH Funding to Investigate Cancer Care and Racial Equity”, Journal of Urban Health; 2006; 83(6): 1004-1012.

Friday am: CBPR and Intervention Process and Outcomes

- Wilson, N., Dasho, S., Martin, A., Wallerstein, N., Wang, C., Minkler, M. Photovoice: “The Youth Empowerment Strategies (YES!)” The Journal of Early Adolescence 2007; 27; 241-261
- 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.
- Wallerstein, N., Duran, B. Community-Based Participatory Research Contributions to Intervention Research: The intersection of science and practice to improve health equity. American Journal of Public Health, Supplement; S1, 2010, 100, S40-S46.
- Belone, L., Oetzel, J., Wallerstein, N., Tafoya, G., Rae, R. (2012) Using Participatory Research to Address Substance Use in an American Indian Community. Frey, L. and Carragee, K., (eds.) Communication Activism, 6th edition. New York: Hampton Press.
- Dutta, M., “Communicating About Culture and Health: Theorizing Culture-Centered and Cultural Sensitivity Approaches”, Communication Theory; 2007 (17) 304-328.
- Green, L., Glasgow, R.E., “Evaluating the relevance, generalization, and applicability of research: Issues in External Validation and Translation Methodology”, Evaluation and the Health Professions; 2006 29 (1) 126-153.
- 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.
- Kaplan, S., Ruddock, C., Golub, M., Davis, J Stirring up the Mud: “Using a Community-Based Participatory Approach to Address Health Disparities through a Faith-Based Initiative”, Journal of Health Care for the Poor and Underserved; 2009 20 (4): 1111-1123.

Friday pm: Research Methods Issues: Rigor, Validity and Ethics

- Text, Chapter 21, Wallerstein, N., Oetzel, J., Duran, B., Tafoya, G., Belone, B., Rae, R., “What Predicts Outcomes in Community Based Participatory Research?”
- Hicks, S., Duran, B., Wallerstein, N., Avila, M., Belone, L., Lucero, J., Magarati, M., Mainer, E., Martin, D., Muhammed, M., Oetzel, J., Pearson, C., Sahota, P., Simonds, V.,

Sussman, A., Tafoya, G., White Hat, E. “Evaluating Community-Based Participatory Research to Improve Community-Partnered Science and Community Health”, Progress in Community-Health Partnerships. 2012; 6.3, 289-299.

- Text, Appendix H., Becenti-Pigman B., White, K., Bowman, B. Palmanteer-Holder, N.L., Furan, B., Research Policies, Processes and Protocol: The Navajo Nation Human Research Review Board.
- Israel, B., Lantz, P., McGranaghan, R., Kerr, D., Guzman, R., “Documentation and Evaluation of CBPR partnerships”, and Appendix G, Semi-Structured Interview Protocol, and Appendix H, Closed-Ended Survey Questionnaire, CBPR Methods Book, San Francisco, Israel, B., Eng, E., Schulz, A., Parker, E., (editors), Jossey Bass, 2005, 255-277, 425-433.
- Jagosh, A.C. Macaulay, P. Pluye, J. Salsberg, P.L. Bush, J. Henderson, E. Sirett, G. Wong, M. Cargo, C.P. Herbert, S.D. Seifer, L.W. Green, and T. Greenhalgh. (2012) “Uncovering the Benefits of Participatory Research: Implications of a Realist Review for Health Research and Practice”, The Milbank Quarterly, Vol. 90, No. 2, 2012.
- Flicker, S., “Who benefits from Community Based Participatory Research? A Case study of the Positive Youth Project”, Health Education and Behavior, 2008, 35, 70-85.
- Text, Chapter 15, Bradbury, H., Reason, P. “Issues and Choice Points for Improving the Quality of Action Research.”
- Buchanan, D., Miller, F.G., Wallerstein, N. “Ethical Issues in Community Based Participatory Research: Balancing rigorous research with community participation.” Progress in Community Health Partnerships; 2007; 1(2): 153-160.
- Community Capacity Building Tool: The Development of Measures of Community Capacity based funding programs in Canada, 2007.
- Foster-Fishman, P., Nowell, B., Deacon, Z., Nievar, MA, McCann, P., “Using Methods that Matter: The Impact of Reflection, Dialogue, and Voice”, American Journal of Community Psychology; 2005 Volume 36.

Saturday am: CBPR and Policy Processes and Outcomes

- Ritas, C. “Speaking Truth, Creating Power: A Guide to Policy Work for CBPR Practitioners”. Center for Community-Campus Partnerships; 2003
- 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/atf/cf/%7B97C6D565-BB43-406D-A6D5-ECA3BBF35AF0%7D/CBPR_PromotingHealthyPublicPolicy_final.pdf.
- Wing, S., Avery Horton, R., Muhammad, N., Grant, G., Mansoureh, T, Kendall, T., “Integrating Epidemiology, Education, and Organizing for Environmental Justice: Community Health Effects of Industrial Hog Operations”, American Journal of Public Health; 2008 98(8), 1390-1397.
- Gonzalez P, Minkler M, Garcia A, Gordon M, Garzón C, Palaniappan M, Prakash S, Beveridge B., “Community-Based Participatory Research and Policy Advocacy to Reduce Diesel Exposure in West Oakland, California, American Journal Public Health”, Framing Health Matters; 2011 May.

