Community Capacity, Competence, and Power: Community-Based Participatory Research and Photovoice
HBHE 710
Spring 2009, 3 credit hours

Class Schedule: Tuesday, 9:30-12:00
Rosenau 101

Instructors: Geni Eng, DrPH  Alexandra Lightfoot, EdD
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Course Office: 360 Rosenau Hall

Course Web Site Address: http://blackboard.unc.edu

Seminar Description and Objectives

National organizations, funding agencies, researchers and communities are increasingly calling for an approach to public health that recognizes the importance of translating the findings of basic, interventional, and applied research into changes in practice and policy at the community level. As a result, participatory models of research and evaluation, in which communities are actively engaged in the process through partnerships with researchers, have become central to the national prevention research agenda as articulated by the Centers for Disease Control and Prevention and the Institute of Medicine.

This seminar will have three core areas of focus and integration. First, participants will be engaged in interactive learning about community-based participatory action research (CBPR), an approach to inquiry that centers on community strengths and issues, and provides people with the means to conduct systematic investigation for the purposes of education and taking systematic action to resolve specific problems. Second, we will use the principles and theoretical grounding of CBPR to discuss concepts central to this process, including community competence, citizen participation and community development. Third, participants will conduct a fieldwork project using photography with a community that will generate critical thinking about the methodological contexts of public health research and their shifting “locations of power” during the various stages of the CBPR process.

Note: This course is designed for practitioners, clinicians and researchers who want to explore and critique this emerging research methodology in prevention research.

By the end of the seminar, participants will be able to:

1. Cite the criteria for the CBPR approach and explain the rationale in terms of sound science and sound public health practice.
2. Describe the current shift in paradigms of inquiry, i.e., from positivism to constructivism, with regard to their respective: epistemologies, ontologies, and methods.
3. Define the following theoretical concepts and critique their applications in public health practice for eliminating racial, ethnic, and social inequalities in the U.S. and other nations: community development, citizen participation, collective power, community competence, and social capital.
4. Apply techniques of photovoice as a qualitative CBPR method for combining the values and principles of community-based CBPR with the strategies and tactics of community organizing.
Seminar Requirements and Grading

♦ Complete the required readings for each session, attend every session, contribute actively to in-class discussions and activities, and complete two journal entries (25% of grade)

The course readings are available in two ways:

  - Electronic copies are on the Course web site for you to download.
  - The following text is recommended and can be purchased at Health Affairs Bookstore:

Coming prepared for class, regular attendance, and active participation in discussions and exercises are expected. Students are accountable for all absences by informing the instructors (in advance, if possible) and getting copies of notes and handouts from other students.

For each of the seminar’s two sections, each participant is expected to keep a journal (preferably word processed but legibly handwritten is acceptable) of ideas, questions, emotions, and other reactions to the seminar’s readings, discussions, photo project, and other methods for learning. At the end of the first section, the first set of journal entries is submitted for the instructors to read and offer comment. At the end of the course, the second set of journal entries will be submitted for the instructors to read and offer comment. **With both sets of journal entries, the student should include a self-assessment of his/her progress within the course.**

♦ Complete an 8-10 page, double-spaced, written critique of a scientific research publication (35% of grade)

The purpose of this assignment is for individual students to demonstrate their understanding of two major research paradigms in social and behavioral sciences. A scientific research publication will be distributed on **February 24th** for students to critique.

This written critique is expected to include, **at minimum**:

- A determination of the study’s research paradigm(s) by offering evidence (stated or implied) for its epistemology, ontology, generalizations, and causal linkages;
- A critique of the study’s compatibility with a CBPR approach;
- A section on suggestions for modifying the study to follow the criteria for a CBPR approach more closely; and,
- A list of references cited in the paper.

**The written critique is to be submitted no later than 5 pm on March 5th.**

♦ Conduct a small-scale fieldwork photography project (40% of grade)

Seminar students will work in small groups on a fieldwork project that engages 3-5 participants from the community in taking photographs (that they choose to take to represent their experiences with a specific public health related topic), and coming together to discuss and interpret their photographs. Course participants may choose the topic for their photography project from their own interests, or from topics identified by the course instructor. The purpose of the project is to engage all participants in: developing a relationship as co-learners; using photovoice techniques and procedures with community people to systematically investigate and construct the everyday life and meanings of public health issues; identifying shifting locations of power during the research process and addressing issues of ethics; and reviewing findings for potential application to public health practice. The products to be generated will be the seminar participant’s written field notes, a photo album for each community participant and a class presentation of photographs, findings and lessons learned. The presentation should include a detailed description of the methods used for data collection and analysis. **All costs will be covered for cameras, film, processing, audiocassettes, and other materials.**
### Seminar Schedule

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<tr>
<th>Date</th>
<th>Topics, Readings and Speakers</th>
<th>Tasks</th>
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<tbody>
<tr>
<td>Jan 13</td>
<td><strong>Introduction to the Course and Participants</strong></td>
<td>❖ Bring topics for next class 1/20</td>
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<td><strong>Guest Speakers:</strong></td>
<td>❖ Register for Minority Health Conference</td>
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<td>&quot;Living with Multiple Sclerosis: A Photovoice Project.&quot;</td>
<td>❖ Complete CITI research ethics certification</td>
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<td>Charlene Reiss, MPA, Doctoral Candidate, Public Administration, NCSU</td>
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<td>Rachel Blouin, MPH, Veterans Administration Hospital</td>
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<td>Debbie Nichols, Community Partner</td>
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<td>Nancy Nelson, Community Partner</td>
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<td></td>
<td>❖ Photo-project topics &amp; groups finalized</td>
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<td>❖ Plan date to conduct class at Center for Documentary Studies</td>
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<td>❖ CITI research ethics certification completed</td>
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**Section 1**

**COLLABORATION IN DISCOVERY AND ACTION**

| Jan 20     | Community-Based Participatory Research: What Is It and Is It Doable?                           |                                            |
|------------|‘Conflict, Contradictions and Change by Design’ Geni Eng, DrPH                               |                                            |
|            | **Required Readings:**                                                                        |                                            |
|            | **Optional Readings:**                                                                        |                                            |
|            | Green LW, George MA. Daniel M. Frankish, Herbert CP, Bowie WR, O’Neil M. Background on participatory research. In Murphy D, Scammell M, Sclove R (Eds.) *Doing Community-Based Research: A* |                                            |

### Jan 27

**Ethics of Public Health Research and Practice and the Institutional Review Board**

**Required Readings:**


American Public Health Association, Code of Ethics for Public Health Practice.

**Optional Readings:**


### Feb 3

**Introduction to Research Paradigms**

**Required Readings:**


**Feb 10**

**Introduction to CBPR Approach**

(Part I: 9:30 – 10:50)

*Undoing Racism – A CBPR Approach to Study Design*

Michael Yonas, DrPH  Nettie Coad, Nora Jones, Christina
Using Photography to Explore Racial Identity
Alexandra Lightfoot, EdD

**Required Readings:**


**Optional Reading:**


**Preparation for CBPR Fieldwork Using Photovoice**

**Video:** “Stranger with a Camera” Appalshop Film and Video (Evening class)

**Required Readings:**


CBPR Methods: Photovoice Assignments and Photo-Discussion

(Part I: 9:30 – 10:45)
Using Photovoice in MAN for Health Project
India Ornelas, MPH          Earl Horton, MBA
Doctoral Candidate          Project Coordinator
Health Behavior and Health  Men As Navigators for Health
Education                  Project

(Part II: 11:00 – 12:00)
SHOWED Technique for Photo-Discussion
Geni Eng, DrPH

Required Readings:


Mar 3

CBPR Methods: Qualitative Data Analysis

Betsy Tolley, PhD
Family Health International

Required Readings:


Submit critique by 5pm

Spring Break

Relax!

Section 2

CONCEPTS AND THEORETICAL FOUNDATIONS OF COLLABORATION

Community Capacity and Community Competence

Mar 17

(Part I: 9:30 – 10:45)
Geni Eng, DrPH

(Part II: 11:00 – 12:00)
Students lead discussion of readings

Required Readings:


Optional Readings:


March 24

Community Participation

(Part I: 9:30 – 10:45)
Geni Eng, DrPH

(Part II: 11:00 – 12:00)
Students lead discussion of readings

Required Readings:


March 31  
**Locations of Power**

(Part I: 9:30 – 10:45)  
The *Visual Voices* Project  
Michael Yonas, DrPH  
Assistant Professor  
Family Medicine  
University of Pittsburgh  
Rebecca Davis, MPH  
Doctoral Student  
Health Behavior and Health Ed  
UNC-CH

(Part II: 11:00 – 12:00)  
Students lead discussion of readings  

**Required Readings:**  


**Optional Readings:**


April 7  
**Social and Environmental Justice**

(Part I: 9:30-10:45)  
Steve Wing, PhD
(Part II: 11:00 – 12:00)

Coalition to End Environmental Racism Photovoice Project

Emily Eidenier
Minister Robert Campbell
Chris Heaney
Health Behavior and Rogers-Eubanks
Health Education Neighborhood Association

Required Readings:


Optional Readings:


April 14

April 21

May 1

Submit 1 CD of Power Point Slides of Final Photovoice Presentations and 2nd Journal with Final Self-Assessment