Community Capacity, Competence, and Power: Community-Based Participatory Research and Photovoice
HBEH 710
Spring 2017, 3 credit hours

Class Schedule: Tuesday, 9:30-12:20 PM
Rosenau Hall – Room 332

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

Course Web Site Address: sakai.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 (including every group’s photovoice project presentation), contribute actively to in-class discussions and activities, and complete one set of 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 (or through Amazon.com or Jossey-Bass):

Each student 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 journal, the student should include a self-assessment of his/her progress within the course. Each student will submit his/her set of journal entries on March 7th for the instructors to read and offer comment.

♦ 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 28th 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 manuscript 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 through Sakai Assignments by 9 a.m. on March 28th.

♦ 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 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 a: completed IRB application; class power point presentation of CBPR approach and methods used for data collection and analysis, photographs, findings, and lessons learned; statement on each project team member’s participation. We will be providing digital cameras, so there will be no costs related to processing photographs. Each project team will be responsible for distributing and returning the cameras (valued at $50 each) used by community participants. It is expected that all students will attend every group’s project presentation during the weeks of April 25th and May 2nd. Please do not schedule any travel during these weeks.
Valuing, Recognizing, and Encouraging Diversity
Promoting and valuing diversity in the classroom enriches learning and broadens everyone’s perspectives. Inclusion and tolerance can lead to respect for others and their opinions and is critical to maximizing the learning that we expect in this course. Our own closely held ideas and personal comfort zones may be challenged. The results, however, create a sense of community and promote excellence in the learning environment. Diversity includes consideration of (1) the variety of life experiences others have had, and (2) factors related to "diversity of presence," including age, economic circumstances, ethnic identification, disability, gender, geographic origin, race, religion, sexual orientation, social position. This class will follow principles of inclusion, respect, tolerance, and acceptance that support the values of diversity.

Expectations of Professionalism
HONOR CODE: While collaborative learning is encouraged, all individual assignments should be completed individually. Students at UNC-CH are bound by the university’s honor code (http://instrument.unc.edu/). It is a means through which the university aims to maintain standards of academic excellence and community values (http://honor.unc.edu). Written work should be generally completed in the student’s own words (direct quotes used only when necessary), and ideas should be supported with citations of evidence or theory from the work of others.

PORTABLE ELECTRONIC DEVICES: Cell phones and other electronic media should be placed on SILENT during class. Students are requested to refrain from using these devices except in emergency situations. Laptops and tablets can facilitate and provide complementary learning experiences for students when used in a respectful manner. These devices will be allowed in class for notetaking and topic-relevant use. Uses that are not acceptable are checking email, “chatting,” conducting work for other classes, and “surfing” the web.

BEING PREPARED: Coming prepared for class, regular attendance, and active participation in discussions and exercises are expected. Students should be prepared to begin class promptly at 9:30 AM. Habitual tardiness will be addressed on an individual basis. Students are accountable for all absences by informing the teaching team (in advance, if possible) and getting copies of notes and handouts from other students.

Seminar Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics, Readings and Speakers</th>
<th>In-Class Tasks &amp; Info</th>
<th>Assignments</th>
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<tr>
<td>Jan 17</td>
<td>Introduction to the Course</td>
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<td></td>
<td>(Part 1: 9:30 – 11:00)</td>
<td>Instructors present list of photo-project topics</td>
<td>Complete CITI research ethics training: <a href="http://www.citiprogram.org">www.citiprogram.org</a></td>
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<td>Introductions and Review of Course Syllabus</td>
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<td>Complete Google Form to select photo-project by Jan 22nd at 12 p.m.: <a href="https://goo.gl/forms/4vn1vKtTDVbXMaC2">https://goo.gl/forms/4vn1vKtTDVbXMaC2</a></td>
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<td>(Part 2: 11:15 – 12:20)</td>
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<td>DUE by 9 a.m.: Submit CITI research ethics certification</td>
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<td>Beyond Barriers: A Photovoice Project on Transgender Healthcare Access</td>
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<td>Dirk Davis, MPH – PhD Student, Health Behavior</td>
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<td>Em Pike – MPH Student, Health Behavior</td>
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<td>Co-Researchers</td>
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<td>(Part 1: 9:30 – 9:45)</td>
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<td>Finalize Photo-Project Groups</td>
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(Part 2: 9:45 – 11:05)
**Video:** “Stranger with a Camera” Appalshop Film and Video

(Part 3: 11:20 – 12:20)
Research Ethics and Community Engagement
Alexandra Lightfoot, EdD

**Required Readings:**

Community-Campus Partnerships for Health. Research ethics reconsidered in the context of community-engaged research: proposed revisions to the Belmont Report and federal regulations guiding the protection of research. 2015.


**Required Viewings:**
YouTube – Bill Jenkins APHA Opening Session – November 7th, 2010
Part One—https://www.youtube.com/watch?v=BrqfuSDoow

Part Two—https://www.youtube.com/watch?v=9RSV4AGufwk

**Jan 31**
**What is Community-Based Participatory Research (CBPR)?**

*AND*

**Preparation for CBPR Fieldwork Using Photovoice**

(Part 1: 9:30 – 10:50)
Conflict, Contradictions and Change by Design
Geni Eng, DrPH

(Part 2: 11:05 – 12:20)
Nuts and Bolts of Photovoice: Orientation and Classroom Photovoice Assignments
Kristin Black, PhD

**Required Readings:**


**Optional Readings:**


Feb 7  CBPR Methods: Photovoice Assignments and Photo-Discussion

(Part 1: 9:30 – 10:50)
Experiential Photo-Discussion
Kristin Black, PhD

(Part 2: 11:05 – 12:20)
Empowerment Education
Geni Eng, DrPH

Required Readings:


Feb 14  Introduction to Research Paradigms

(Part 1: 9:30 – 11:05)
Introduction to Research Paradigms
Geni Eng, DrPH

(Part 2: 11:20 – 12:20)
Group Facilitation Skills
Katrina Ellis, PhD

Required Readings:


Optional Readings:


**Feb 21**

**CBPR and Photovoice with Youth**

(Part 1: 9:30 – 10:50)
Exploring Images at Ackland Museum
Carolyn Allmendinger, Director of Academic Programs

(Part 2: 11:05 – 12:20)
Regarding Race: Using Photography to Explore Racial Identity
Alexandra Lightfoot, Project Director
Ronda Bullock, former Teaching Fellow participant
Otis Henderson, former youth participant

**Required Readings:**


**Feb 23**

Meet at Ackland Museum of Art

**Feb 23rd @ 7:30 p.m.: Bayou Blues** by Shaina Lynn: [https://www.carolinaperformingarts.org/rospers/bayou-blues-shaina-lynn/](https://www.carolinaperformingarts.org/rospers/bayou-blues-shaina-lynn/)

**Feb 28**

**Coding and Theming**

(Part 1: 9:30 – 9:45)
Debrief of *Bayou Blues*

Instructors hand out midterm

DUE by 9:30 a.m.: Bring coded sample transcript to
Required Readings:


Mar 7  CBPR Methods: Qualitative Data Analysis

(Part 1: 9:30 – 10:50)
Photovoice Group Debriefing/Check In

(Part 2: 11:05 – 12:20)
Panel
Jennifer Schaal, *Board Member* of The Partnership Project
Christina Yongue Hardy, *Project Manager* of ACCURE (Accountability for Cancer Care through Undoing Racism and Equity)

Required Readings:


**Mar 14**  
**Spring Break – No Class**

**Mar 21**  
**Cultural Humility**

(Part 1:  9:30 – 10:50)  
Cultural Humility  
Geni Eng, DrPH

(Part 2:  11:05 – 12:20)  
Linda Riggins – *Former Project Coordinator* of Strengthening the Black Family

**Required Readings:**


**Required Viewings:**
*YouTube – Vivian Chavez – “Cultural Humility (complete)”*
Link: [https://youtu.be/SaSHLbS1V4w](https://youtu.be/SaSHLbS1V4w)

**Mar 28**  
**CBPR Infrastructure for Equitable Decision Making**

(Part 1:  9:30 – 10:35)  
CBPR Infrastructure  
Geni Eng, DrPH

(Part 2:  10:50 – 11:50)  
Charrettes and Multidimensional Assessment of Partnerships (MAP)

⚠️ **DUE by 9 a.m.:** Submit hard copy of midterm assignment in class AND through Sakai Assignments
Alex Lightfoot, EdD
Cleo Samuel, PhD – Assistant Professor, Health Policy & Management

(Part 3: 11:50 – 12:20)
Photovoice Group Debriefing/Check In

**Required Readings:**


**Optional Readings:**


Apr 4 **Other CBPR Methodologies**

(Part 1: 9:30 – 10:50)
Guest speakers to be determined

(Part 2: 11:05 – 12:20)
Adolescent Suicide Prevention in Mexico
Cat Webster – MPH Student, *Health Behavior*
**Required Readings:**


**Required Viewings:**
Apr 11  Exiting, Sustainability, and Next Steps

(Part 1: 9:30 – 11:15)
Florence Siman, MPH – Director of Health Programs at El Pueblo
Veronica Carlisle – Community Health Educator

(Part 2: 11:30 – 12:20)
Photovoice Group Debriefing/Check In

Required Readings:


Optional Readings:

Apr 18  The Photovoice Forum

(Part 1: 9:30 – 10:45)
Photovoice Group Debriefing/Check In

(Part 2: 11:00 – 12:20)
Land Ownership & Loss for Black Farmers in NC
Peter Balvanz – MPH 2010, Health Behavior

Required Readings:

Apr 25  Photovoice Project Presentations

Instructors collect cameras

DUE: Turn in cameras in class OR the day of your group presentation

Instructors collect cameras

DUE: Submit ppt slides & participation forms through Sakai Assignments
May 2   Photovoice Project Presentations

Publications resulting from photovoice projects by former HBEH 710 students, doctoral students and post-docs and community partners:


