

Part 3: How is CBPR done

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How is CBPR done?

Not all communities are the same:

- Defined geographically as a **group of people living in or near a particular location**, such as a village or an urban neighborhood.
- May not always be a homogenous group (there may be different ethnic groups, religious groups, people with varying levels of socio-economic status, etc.),



How: Governance

- **Identify the Community and its Governance structure:**
 - Approval to conduct research
 - Oversight and regulation of research ethics
 - Engagement with research design and implementation
 - Recruitment of staff & participants
 - Oversight of partnership and resources
 - Resource sharing
 - Accountability for research impact
 - Stewardship
 - Partnership decision-making
- **Each of these (and more) through negotiation and consensus with community leaders and organization heads**



How: Key Question

- Who identifies the problem and how can that be done in the process of applying for funding?
 - the answers to this and other questions related to ownership, responsibility and accountability depend in part on the level of 'participation' chosen by the partners.



How: Participation

- **Be clear in jointly deciding about the type of participation/partnership that the community is comfortable with**
- **CBPR is on a continuum of participation:**

Category 1 Direct implementation by agency: the agency is a service provider, and community members are beneficiaries.

Category 2 Community involvement in agency initiative: the agency is a promoter of its own initiative, a planner and a trainer, and community members are volunteers and beneficiaries.

Category 3 Community-owned and managed activities mobilized by external agency: the agency is a catalyst, capacity builder, a facilitator of linkages, and a funder after community ownership has developed. The community members are analysts, planners, implementers, assessors and also beneficiaries.

Category 4 Community owned and managed activities initiated from within the community: the agency is a capacity builder and funder, and community members are analysts, planners, implementers, assessors, beneficiaries, and own the results of the research.



How: Participation

Often, communities are interested and involved in:

- (1) problem identification,
- (2) IRB approval (their own IRB in AI/AN communities) and the contingent ethical concerns,
- (3) identification of the research team and selection of participants,
- (4) plans for capacity development of research team,
- (5) research design,
- (6) analysis of results (or the result of analysis depending on time),
- (7) dissemination of results
- (8) Ownership of data

How: Problem, Goals, Objectives

- Depending on the category of participation, jointly identify the problem to be researched*
 - Trust and power are inextricably linked; power must be shared; trust can only develop over time
 - Trust is key to the transformative agenda of partnership equity and shared power.
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- **see slide 26 above*



How: Research Team

- **Clarify community member identity:** this may be aided by asking the group to detail a history of the problem. *In one CBPR project, a Native American tribal representative dated the history of the problem from the Missouri Compromise (1820) and the devastation of tribal villages during the 19th century.*
- **Clarify researcher identity:** Remember that your identity can reproduce inequalities within the research process related to gender, race, ethnicity, socio-economic, academic privilege, and other power differentials



Engaging with the community

Basic Concepts: Observe, Reflect, Act based on lessons learned; repeat! (*See Lewins 'spiral'*)

Reflective learning:

- **Personal reflection:** about yourself in the research context; confessional
- **Methodological reflection:** about your method; transform your sense of what is happening into accountable data by showing the steps you took (notes, memos, audit trail)
- **Theoretical reflection:** regarding your theory; also confessional, reveal your assumptions, prejudices, biases – can you reveal your ‘blind spots?’

Common Methods

- **Participatory Rural Appraisal (PRA)**
- **Ethnographic research methods**
 - Equips community with confidence and motivation to initiate learning and change
 - Builds on local knowledge and resources
 - Requires good listening and observation skills
 - Builds trust through respect of opinions and ideas
 - Builds relationships of two-way reciprocity
 - Low cost materials
 - Inclusive
- **Methods derived from community based social change movements** in the south and north
 - Paolo Freire: involved and empowered communities essential to development
 - Draws on theories of adult education, sociology, community development and psychology, political economy, etc.
- **Grounded in philosophical traditions of participative democracy** and generation of knowledge by all members of society

Common Tools

- **Participant observations**
 - Mapping/modeling
- **In-depth interviews**
 - Key Informant Interviews
- **Group discussions:**
 - Listing and ranking
 - Functional mapping



Participant Observations

Stages of Observation:

1. Enter the field: introductions, protocol, seek permission
2. Establish rapport, build trust:
 - Become a student
 - Do not judge informants lives or opinions
 - Become aware of your own biases and cultural assumptions*
 - Practice neutrality
3. Map social and physical spaces in the community and conduct transect walks
4. Immersion
 - Participate in daily activities of the community; repetition of visits; live within the community
5. As trust builds have casual conversations before asking for formal interviews



Participant Observations

- **Considerations and Ethics:**
 - Diligence in note taking (jotting in field, detailed note writing immediately)
 - Special considerations for indigenous ethnographers (from the same culture)
 - Do no harm
 - Always be aware of the potential negative impacts of your presence
 - First obligation is to welfare of informants
 - Respect people's dignity
 - Transparency about your agenda
 - Respect all persons equally, regardless of identity or position



Key informant interviews

- Key informants are purposively selected for their role/function in the community, or related to the problem identified
 - Social workers
 - Clinicians (nurses or doctors)
 - Local leaders
- Also consider place in the community:
 - Gender
 - Ages
 - Ethnic group and other identities
- Important for triangulation of findings



Focus Group Interviews

- Group interviews with participants of equal rank, power, or prestige in a community in order to guarantee equal participation
- Best if performed with two facilitators: one to guide, the other to note, and to map participation.
- Facilitator has an FGI guide, with open-ended questions to be answered but not necessarily asked.

Other Methods

- Participatory village mapping
- Transect walks
- Relative wealth ranking
- Venn diagrams
- Systems mapping
- Role plays
- Simulations
- Matrices





Analysis

- A systematic process of analysis generates findings that can be presented and validated with the community and provide a base for the community to plan action to address areas of priority to strengthen child protection.
- Alternatively, the community may want to participate in the full analytical process; the decision of who will do the analysis must be taken jointly.
- It is highly recommended that the documentation be prepared as soon as possible so as not to forget or lose details. If funds are available it can be very helpful to hire an assistant to help with the transcription



Codification of themes

- As all the information (data) is reviewed, identify the topics that emerge in the text, which are coded and written on notes (called *memoing*).
- This can be as simple as underlining or highlighting text that stands out as important.
- There may be words or phrases that are unusual, or common but used in an unusual way. Some of these will become topics/themes as they recur.
- Codification involves assigning a word, phrase number or symbol to each category of encoding.
- When you have a set of coded themes the next step is to identify how they are linked together to build conceptual models



Turning knowledge into action

- Once the analysis is completed, the research team reviews and validates the results.
- A challenge in the analytic process is that a ‘hidden agenda’ (hidden even to the researcher often!) will bias the use of the data.
- That is why this step is so important. Be prepared (with an audit trail) to offer full transparency as to why the research findings led to the appropriate analysis.
- Be sure to examine the outcome for triangulation through other methods or sources of information.



Research on an opioid epidemic

- Which of these methods would you use to establish trust? How would that work?
- In the selection of ‘key informants’, how would you apply Bronfenbrenner’s ecological analysis in the selection of informants?
- What other methods do you think would work in the communities you are interested in? Which do you think would be less effective?
- How would you use CBPR in developing a grounded theory of causality of addiction in your target communities?

Your questions?