

# PH 556: 2024 UNM SUMMER INSTITUTE IN COMMUNITY BASED PARTICIPATORY RESEARCH (CBPR) FOR HEALTH

## COMMUNITY BASED PARTICIPATORY ACTION AND RESEARCH INSTITUTE: INDIGENOUS AND CRITICAL METHODOLOGIES

Nina Wallerstein, [NWallerstein@salud.unm.edu](mailto:NWallerstein@salud.unm.edu) (coordinator)

Lorenda Belone, [LJoe@salud.unm.edu](mailto:LJoe@salud.unm.edu)

Shannon Sanchez-Youngman, [sterry@salud.unm.edu](mailto:sterry@salud.unm.edu)

Elizabeth Dickson, [EDickson@salud.unm.edu](mailto:EDickson@salud.unm.edu)

Prajakta Adsul, [Padsul@salud.unm.edu](mailto:Padsul@salud.unm.edu)

Ethel Nicdao, [ethel.nicdao@csueastbay.edu](mailto:ethel.nicdao@csueastbay.edu)

Alfredo Ortiz, [alortiz1@uiwtx.edu](mailto:alortiz1@uiwtx.edu)

Venice Ceballos, [vceballos@salud.unm.edu](mailto:vceballos@salud.unm.edu)

Javier Rios, [jarios@salud.unm.edu](mailto:jarios@salud.unm.edu)

Doreen Bird, [dbird2@salud.unm.edu](mailto:dbird2@salud.unm.edu)

Lorraine Halinka Malcoe, [malcoe@uwm.edu](mailto:malcoe@uwm.edu)

BC Nguyen, [bc.nguyen@doh.nm.gov](mailto:bc.nguyen@doh.nm.gov)

Wendy Barrington, [wendybar@uw.edu](mailto:wendybar@uw.edu)

With Speakers: **Laura Chanchien Parajon and Vince Werito**

Co-Sponsors: UNM Center for Participatory Research, COPH; Center for Social Policy; Center for Native American Health; Community Engagement Core CTSC; HSC Offices of Diversity & Community Health.

### 2024 SUMMER DATES (15TH ANNUAL INSTITUTE)

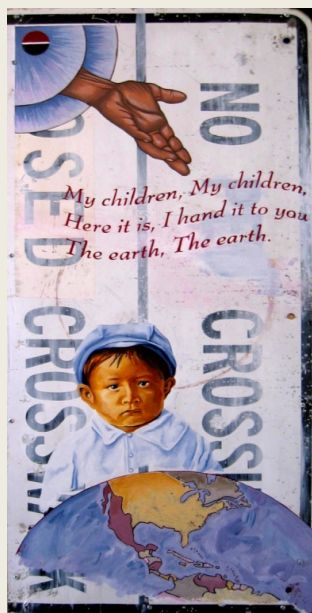
May 15<sup>th</sup>: 1:00 - 6:00 pm MST: Welcome/Introductions/First Module (by zoom)

May 20<sup>th</sup> – May 24<sup>th</sup>: In-Person. May 20<sup>th</sup> 1-6 pm; May 21<sup>st</sup> -23<sup>th</sup> 8-5 pm; May 24<sup>th</sup> 8:00 am-3:30 pm

(Image Credit: "God Gives the World to Arapahoe Children" by America Meredith [http://www.ahalenia.com/america/]. Image reproduced by permission of the artist.)

PH 556: 2 or 3 graduate credits. All participants should sign up **ASAP** with Domineque at [DoDTenorio@salud.unm.edu](mailto:DoDTenorio@salud.unm.edu).

Official UNM registration opens in March, but Institute typically fills up by end of January.



### INVITATION TO PARTICIPATE:

For graduate students, post-doctoral fellows, faculty, researchers, community partners/researchers, academic-community teams, health professionals, scholar-activists, and others. This is an intensive co-learning institute to explore how CBPR intersects with indigenous and critical methodologies, including the challenges for academics and community members to co-construct knowledge for improved health equity. Masters students enrolled for 2 credits are expected to participate in readings, discussions, and journal-writing; for 3 doctoral credits, requirements include a CBPR methodology or theory paper. Enrollment is limited to 70 participants. For credit, UNM tuition (or tuition waivers) plus \$50.00 fees. If not enrolled for credit: \$1200 for faculty/researchers; \$750 for research staff or health/social service professionals; \$600 for non-credit students/fellows; \$300 for community members.

**CBPR**, and related-Participatory Action Research (PAR) & Community-Engaged Research (CEnR), is defined as a "collaborative approach that equitably involves all partners...with the aim of combining knowledge and action for social change to improve health and eliminate health disparities" (Kellogg Foundation). Not simply a set of research methods, CBPR or community-engaged research fundamentally changes the relationship between researchers and researched.

For this Institute, we use a definition of **Indigenous**, as Native knowledge that is an "exercise in self-determination" (Doxtator, 2004), referring to values, beliefs, traditions, and environmental relationships that are deeply embedded within the economic, political and cultural-social contexts in which they have been developed (Ball & Simpkins, 2004; Briggs, 2005). **Indigenous methodologies** are "those approaches to research that privilege indigenous knowledges, voices, and experiences" (Smith 2005). **Critical methodologies**, grounded in Paulo Freire's philosophy and critical cultural studies, are approaches to inquiry that are socially-constructed, emancipatory and empowering, and seek social justice (Freire, 1970).

### STRUCTURE OF INSTITUTE:

Our goal is to weave CBPR/CEnR/PAR theory and practice with indigenous and critical methodologies through articles, presentations by community-academic partners, discussion, and self-reflection on our own research and practice. Participants will gain appreciation for CBPR/CEnR/PAR advantages & challenges, and skills necessary for partnered research.

**Readings:** Wallerstein, N., Duran, B., Oetzel, J., Minkler, M. (eds). Community Based Participatory Research for Health: Advancing Social and Health Equity, 3<sup>rd</sup> edition, S.F. Jossey-Bass, 2018 (**NOT earlier versions**); and 2) articles on-line.

### Previous Participants:

I learned:

... "trust is built slowly through self-reflexivity, shared experience & action."

... "how to get started and build partnerships."

... the "importance of applying the CBPR principles when working with communities"

... "how interventions can be conducted in a CBPR setting."

... that "The panel session on researcher identity was very intriguing and caused me to reflect on my roles with doing research & community engagement work."

that "I gained confidence