University of Victoria

COURSE OUTLINE
COMMUNITY-BASED PARTICIPATORY RESEARCH: LOCAL ACTION FOR UN SDG's

'The critical challenges facing humanity today require new understandings and solutions. Achieving the UN SDGs will require new insights and connections locally and globally. New understandings and innovative solutions have been shown to be catalysed through co-construction of knowledge carried out in respectful partnerships with local communities." Hall & Tandon, UNESCO Chairs in CBR

Instructor Contact: Email: crystalt@uvic.ca; Phone: 604-812-7716

Schedule: September 7th – November 30th
In class Wednesdays from 2:30-5:20PM; David Strong Building C130

Office Hours: Tuesdays 1-4 PM or *by appointment (virtual or in-person: DTB B356).*

Instructional Support:
Cartographer and project support: Ken Josephson, kjoseph@uvic.ca, Office and Lab: DTB, B209a

UNESCO Knowledge 4 Change Mentors: Sebastian Silva, Tanya Clarmont, Ruth Mojeed, Walter Lepore and Suriani Dzulkifli.

COURSE DESCRIPTION

The challenges facing people and the planet today require new ways of understanding and working together. This means applying locally contextualized and co-produced knowledge carried out in mutually respectful partnerships with local communities. The goal of this course is to introduce students to the theory and practice of Community-based Participatory Research (CBPR) with a special focus on addressing community-identified research needs linked to the United Nations Sustainable Development Goals (UN SDG). These 17 global goals were adopted by over 170 Nations in 2015 working towards an agenda for action on critical contemporary issues such as climate action, health & well-being, gender justice, sustainable cities and peace for all. Students will become familiar with the UN SDG's and explore how CBPR can be an important mechanism for bridging diverse and co-created knowledges into local action. The course will also introduce students to related discourses of knowledge democracy, anti-oppressive and Indigenous methodologies through study of the literature, case studies, presentations by community-academic partners, and self-reflection of your own social location. Students will gain an appreciation of CBPR processes and methods necessary for participating in and facilitating CBPR projects.

This is an introductory course and is intended to build a strong foundation for students preparing to undertake CBPR. The course is part of the Salish Sea Hub, an exciting new initiative linked to the [UNESCO Chair in Community-based Research Knowledge 4 Change Global Consortium.](#) The Salish Sea hub is a partnership between the University of Victoria, the Victoria Native Friendship Centre and the Victoria Foundation, offering a unique opportunity to learn and engage on issues of relevance identified by our local community partners. The assignments for the course (i.e. ethics assignments, research methods, and final research project) are tailored to provide students with the opportunity to apply what they have learned to real-life situations. The work will be largely group focused with some individual and reflective learning. Reciprocity and relational accountability are pillars to CBPR, and therefore working in a way that brings value to our community partners is a priority.

COURSE COMPONENTS

We meet together once a week in person on campus, attendance each week during scheduled class time is required. All research activities and community engagement will be a mixture of in-person (when appropriate and safe) and online. Please visit our Course [Brightspace](#) to find resources, readings and class zoom link. Classes will include lectures, guest speakers, interactive activities and discussions, as well as group work on projects outside of class time.

Your participation grade will reflect your willingness to engage in both your own questions and reflections in class, as well as those of your peers. It will also reflect your active engagement in, and contributions to, your team's work and final collaborative project. Each team member must contribute significantly in their own way to the successful project outcome and must communicate effectively at all times with team members just as you would in any active community.

LEARNING OBJECTIVES

By the end of the course, students will be able to:
1. *Identify and describe key theoretical perspectives that have shaped the development and evolution of CBPR*
2. *List and describe the major principles of CBPR*
3. *Discuss key CBPR methodological considerations in partnering with communities, planning for research, data gathering, and dissemination of results*
4. *Understand and be familiar with Indigenous and anti-oppressive research methodologies*
5. *Identify and critically examine ethical dimensions of CBPR*
6. *Identify and apply the UN Sustainable Development Goals in a local context*
7. *Evaluate the impacts of CBPR*

COURSE ASSIGNMENTS

Ethics assignment *(individual)* (10%): A course-based ethics has been approved for this course. Students will be required to complete the online [Tri-council TCPS 2](#) tutorial and know the First Nations Principles of OCAP (ownership, control, access, and possession). Students should reflect on these ethical considerations within the

context of their CBPR project based on the eight modules from the TCPS (~2 pages). The tutorial takes an estimated 3 hours to complete, you are able to save and go back to complete if need. Register at this link: https://tcps2core.ca/register. ***Due October 16th***

Research methods assignment *(group)* **(20%):** In groups of 3-4, students will choose a CBR method (i.e. focus group, Community Mapping, survey, interview, talking circle, PhotoVoice) and prepare to lead an interactive session for the class. *Each group has 30 min with time for questions and feedback from instructor/mentors and will take place on October 5th and 12th during class time.* More details will be provided in class.

Midterm *(individual)* **(15%):** Midterm could cover any course content to date, including readings, guest lectures and project-based learning. ***Take home, due October 26th***

Final CBPR report *(group)* **(35%):** Under the guidance of the instructor and community mentors/partners, students will undertake a CBPR project throughout the semester and write a report (~ 2,000 words) using a minimum of 10 references. The report might also include a knowledge mobilization/impact product (i.e. guidelines, video, blog, website, map, blog) as appropriate and useful to the project. The report follows the structure as outlined:
- Introduction
- Methodology
- Major findings
- Short conclusion
- Knowledge product
- References (min of 10 sources)

*Please prepare a short (5-10 min) overview of your project to the class September 28th. *(Please include background context, research question, proposed methods and any challenges/questions you may have)*

Final presentations *(group)* **(10%):** will take place on the ***last day of class November 30th,*** during a closing celebration to share findings.

Participation *(individual)* **(10%):** ***Attendance is required each week during scheduled class time Wednesdays 2:30-5:20 PM.*** *We will have a 20-minute health break mid-point.*

REQUIRED TEXT(S): Will be posted ahead of class each week as the course proceeds.
WEEKLY CALENDAR

Week	DATES	TOPIC	DETAILS
1	September 7th	**INTRO TO OUR CLASS COMMUNITY** Introductions Introduction to K4C Global Consortium Overview of course content, structure and assignments	**Introductions:** Briefly introduce yourself, tell us where you're from, what you bring to the class (your gifts) and what you hope to experience from this course.

2	September 14th	**PARTNERS and PROJECTS** Introduction to CBPR Projects	*See Brightspace for more details on the projects*
3	September 21st	**HISTORICAL CONTEXT, PRINCIPLES & PLANNING FOR CBPR** *Last day for adding courses in the winter term*	*See Brightspace for readings*
3	September 28th	**INTRO TO INDIGENOUS and ANTI-OPPRESIVE RESEARCH** Introduction to Indigenous research methodologies	*See Brightspace for readings*
4	October 5th	**EXPLORING METHODS I** Introduction to research methods	Groups facilitate research methods appetizer
5	October 12th	**EXPLORING METHODS II** Introduction to research methods	Groups facilitate research methods appetizer
6	October 19th	**CBPR FOR A SUSTAINABLE FUTURE**	***TCPS Tutorial and ethics assignment due*** Presentation of research proposals and feedback
7	October 26th	**ETHICAL CONIDERATIONS IN CBPR** Overview of ethical considerations in research & working with diverse populations	***TAKEHOME MIDTERM DUE (15%)***
8	November 2nd	**MEANING MAKING & PARTICIPATORY EVALUATION**	*See Brightspace for readings*

9	November 9th	**CREATIVE KNOWLEDGE MOBILIZATION & IMPACT**	*See Brightspace for readings*
10	November 16th	**'LIVING WITH CLIMATE CHANGE' EVENT**	*See Brightspace for more details*
11	November 23rd	**GROUP PROJECT WORK**	
12	November 30th	**COMMUNITY CELEBRATION** **Research Report DUE**	Project presentations (10%)

GRADING SYSTEM

As per the Academic Calendar:

Grade	Grade point value	Grade scale	Description
A+ A A-	9 8 7	90-100% 85-89% 80-84%	**Exceptional**, **outstanding** and **excellent** performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.
B+ B B-	6 5 4	77-79% 73-76% 70-72%	**Very good**, **good** and **solid** performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.
C+ C	3 2	65-69% 60-64%	**Satisfactory**, or **minimally satisfactory**. These grades indicate a satisfactory performance and knowledge of the subject matter.
D	1	50-59%	**Marginal** Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.
F	0	0-49%	**Unsatisfactory** performance. Wrote final examination and completed course requirements; no supplemental.
N	0	0-49%	Did not write examination or complete course requirements by the end of term or session; no supplemental.

GEOGRAPHY DEPARTMENT INFO

- Geography Department website: uvic.ca/socialsciences/geography/
- Undergraduate Advising: geogadvising@uvic.ca

BRIGHTSPACE

Please use BRIGHTSPACE site for virtual classroom and readings.

POLICY ON LATE ASSIGNMENTS

In order to be fair to students who meet the deadlines, if you submit an assignment/course component late you will lose marks in the following way. The late penalty is 20% per day. All assignments must be submitted but after one week you will receive no grade. Again, to be fair to everyone, exceptions will only be granted for medical reasons (requiring a written report from a medical practitioner stating the reason for your inability to attend class a maximum of one week later).

ACADEMIC INTEGRITY

It is every student's responsibility to be aware of the university's policies on academic integrity, including policies on **cheating, plagiarism**, **unauthorized use of an editor**, **multiple submission**, and **aiding others to cheat**.

Policy on Academic Integrity: web.uvic.ca/calendar2019-09/undergrad/info/regulations/academic-integrity.html

If you have any questions or doubts, talk to me, your course instructor. For more information, see uvic.ca/learningandteaching/cac/index.php.

ACCESSIBILITY

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a documented disability or health consideration that may require accommodations, please feel free to approach me and/or the Centre for Accessible Learning (CAL as soon as possible https://www.uvic.ca/services/cal/). The RCSD staff is available by appointment to assess specific needs, provide referrals, and arrange appropriate accommodations. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

POSITIVITY AND SAFETY

The University of Victoria is committed to promoting, providing and protecting a positive and safe learning and working environment for all its members.

SEXUALIZED VIOLENCE PREVENTION AND RESPONSE AT UVIC

UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting uvic.ca/svp. If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

Where: Sexualized violence resource office in EQHR; Sedgewick C119
Phone: 250.721.8021
Email: svpcoordinator@uvic.ca
Web: uvic.ca/svp

COURSE EXPERIENCE SURVEY (CES)

I value your feedback on this course. Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experience (CES). The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. The survey is accessed via MyPage and can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time but please be thinking about this important activity during the course.

DISCLAIMER

The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances.

STUDENT WELLNESS

A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

Counselling Services - *Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students.* https://www.uvic.ca/services/counselling/

Health Services - *University Health Services (UHS) provides a full-service primary health clinic for students, and coordinates healthy student and campus initiatives.* https://www.uvic.ca/services/health/

Centre for Accessible Learning - *The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.* https://www.uvic.ca/services/cal/

Elders' Voices - *The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being.* https://www.uvic.ca/services/indigenous/students/programming/elders/index.php