

**Module Code - Title:**

BM6022 - INTRODUCTION TO PARTICIPATORY HEALTH RESEARCH

Year Last Offered:

N/A

Hours Per Week:

<i>Lecture</i>	<i>Lab</i>	<i>Tutorial</i>	<i>Other</i>	<i>Private</i>	<i>Credits</i>
0	1	0	1	3	3

Grading Type:

N

Prerequisite Modules:**Rationale and Purpose of the Module:**

High quality public and patient involvement (PPI) is about active and meaningful engagement with members of the public in health research. The rich tradition of participatory health research (PHR) offers a wealth of literature and resources that promote active and meaningful PPI. PHR is research done in equitable collaboration between researchers and those who are affected by the issue under study. This includes patients, community members, care givers, as well as healthcare service providers, managers and others.

This module will introduce students to the concepts fundamental to the practice of participatory health research, with particular attention to how these have the scope to enhance the nature and quality of PPI.

This module is intended for those who need a practical introduction to participatory health research as it applies to public and patient involvement in research. It is ideal for those enrolled in MSc or PhD degrees in health who require a PHR/PPI primer, but are not necessarily focussing on this area as the core of their research

Syllabus:

Content:

This online course follows the revised content of the Canadian Institutes of Health Research (CIHR) Guide to Researcher and Knowledge User Collaboration in Health Research, and its updated content from the 2015 Salsberg et al. book chapter. It contains several modules and activities that will be unlocked each week.

Week 1-2:

Module 1: Introduction

Module 2: Participatory Research

Module 3: Knowledge Translation / Integrated Knowledge Translation

Module 4: Research Partnerships

Readings

Discussion Forum

Week 3-4:

Module 5: Collaborative Research Design

Module 6: Governance and Ethics

Readings

Stakeholder Discussion Forum

Week 5:

Stakeholder Virtual Meeting

- Online - Workshop Exercises Live

Module 7: Maintaining Partnerships Over Time

Module 8: Dissemination and End-of-Project KT

Readings

Week 6:

Student Video Project

Weeks	Section/module	Pages from the IKT chapter + other reading
Week 1 -2	Introduction	Macaulay BMJ 1999 + Preamble2009.pdf
	Knowledge Translation (KT)-Integrated KT	Chapter pages 18-20
	Principles of Participatory Research	Chapter pages 21-22
	Identify and recruit research partners	Chapter pages 23-31
	Taking stock of barriers and facilitators	Chapter pages 31-36
Week 3-4	Engaging in collaborative research design	Chapter pages 36-39
	Governance, Ethics and agreements	Chapter pages 40-50
Week 5	Maintaining partnerships over time	Chapter pages 50-54
	End of Project KT: Dissemination	Chapter pages 54-56
	Final reading	Epilogue2009.pdf
Week 6	No readings	

Learning Outcomes:

Cognitive (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis)

Learning Outcomes:

This 3-credit course is an introduction to participatory health research (PHR) in the health sciences. Its intention is to give an overview of the principles and practice of PR, and to expose students to current issues.

Upon completion of this course, the participants should be able to:

- Describe the foundations of participatory research
- Understand how participatory research integrates the translation of evidence into action
- Identify and engage research partners in both community and clinical settings
- Develop a research agreement
- Develop a participatory research proposal
- Create context-appropriate dissemination strategies
- Keep partners engaged over time

Affective (Attitudes and Values)

Students will

- Gain confidence in working with non-academic research partners.
- Empower non-academic stakeholders to co-lead the research process
- Competently overcome research partnership barriers

Psychomotor (Physical Skills)

N/A

How the Module will be Taught and what will be the Learning Experiences of the Students:

*This module will be offered subject to a minimum enrolment of 6 students

- This module is developed by members of the GEMS PPI Research Group. It is based on knowledge translation learning modules that he co-wrote for the Canadian Institutes of Health Research.
- The online blended learning format translates this content into a series of brief lecture videos + slides (ranging between 5 and 15 minutes each), as well as a series of structured online discussions around each topic.
- These are complemented by pre-recorded 'guest' videos from experts on a number of the core topics, including:
 - o The foundations of participatory research
 - o PR with community service organisations
 - o PR with youth
 - o PR within an Indigenous community
 - o PR in HIV research
- The module is mostly asynchronous, i.e., students can progress more or less at their own pace. However, this is limited by: (1) the content being launched and locked in one-week cycles (i.e., students can progress at their own pace within each week; but at the end of that week, they must move on to the next week's content). And (2) there is a synchronous 'live' online workshop exercise in the middle of the schedule, where all students are online together to participate in a partnership roleplaying exercise.
- The module involves a significant student discussion and self-directed co-learning. Although the instructor monitors and participates in the discussion boards for each weekly topic, it is mostly up to the students to engage with each other and respond to each other's posts and questions (included in OTHER hours). The instructor steps in only to add direction, resolve unanswered questions or provide additional insight where needed.
- Throughout the module, students present their own research project ideas to each other and receive comment and feedback from their peers. This is done in a structured way that follows the weekly content of the modules. I.e., they discuss that part of their process that is being taught in that given week.
- Student will create 5-minute project proposal video presentations that each will produce and post, focussing on

who their partners will be, how they will engage with them and how this will benefit both the research process and the partners' action needs. After posting, students are required to view and comment on at least 3 peer videos.

Research Findings Incorporated in to the Syllabus (If Relevant):

Prime Texts:

Macaulay, AC, Commanda, LE, Freeman, WL, Gibson, N, McCabe, ML, Robbins, CM, Twohig, PL (1999) *Participatory research maximises community and lay involvement*, BMJ 319:774-778. <http://www.bmj.com/cgi/reprint/319/7212/774>

Salsberg J, Macaulay AC, Parry D. (2014) *Guide to Integrated Knowledge Translation Research*, In, Ian D. Graham, Jacqueline M. Tetroe, and Alan Pearson, Eds. *Turning Knowledge into Action: Practical Guidance on How to Do Integrated Knowledge Translation Research*. Book 21 in the Synthesis Science in Healthcare book series. Wolters Kluwer-Joanna Briggs Institute. 2014

Israel, B. A., Schulz, A. J., Parker, E. A., & Becker, A. B. (1998) *Review of Community-based Research: Assessing Partnership Approaches to Improve Public Health*, Annual Review of Public Health, 19, 173-202. doi: 10.1146/annurev.publhealth.19.1.173

Jones, L., & Wells, K. (2007) *Strategies for Academic and Clinician Engagement in Community-Participatory Partnered Research*, Journal of the American Medical Association, 297(4), 407-410. doi: 10.1001/jama.297.4.407

Salsberg J, Parry D, Pluye P, Macridis S, Herbert S, and Macaulay AC. (2015) *Successful Strategies to Engage Research Partners for Translating Evidence into Action in Community Health: A Critical Review*, Journal of Environmental and Public Health <http://dx.doi.org/10.1155/2015/191856>

The First Nations Information Governance Centre (2015) *OCAP principles*, http://www.naho.ca/documents/fnc/english/FNC_OCAPInformationResource.pdf

Kahnawake Schools Diabetes Prevention Project (2007) *KSDPP Code of Research Ethics*, KSDPP http://www.ksdpp.org/elder/code_ethics.php

Other Relevant Texts:

Programme(s) in which this Module is Offered:

PHDEDNRFA - Structured PhD in Education

Semester - Year to be First Offered:

Module Leader:

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