Community-Based Participatory Research with Adults and Youth:

An Introduction and Interactive Workshop

Welcome!

Who are your workshop facilitators?
- Catherine Duarte
- Brian Villa

Other contributors:
- Keegan Freiburger
- Emily Ozer

Land Acknowledgement

This land was and continues to be of great importance to the Ohlone people.

By offering this Land Acknowledgement, we affirm Indigenous sovereignty and will work to hold University of California, Berkeley more accountable to the needs of American Indian and Indigenous peoples

Image: The Daily Californian 2018

HELLO!

Who else is in the room?

What is your research area?

What brought you to doing this work?

What is a research question you're interested in engaging?

Have you done CBPR/YPAR work previously?

What are CPBR and YPAR?

Community-based Participatory Research
Youth-led Participatory Action Research

Key Points:

- An approach to doing research that can be paired with both quantitative and qualitative methods

- Commitment to working *with* communities and not *on* communities to
  - Address issues of power in partnership
  - Select key issue and questions
  - Determine the data collection process
  - Interpret that data
  - Determine how findings will be disseminated
  - Determine what actions will be taken as a result

- In service of better research: enhance rigor, reach, and relevance

- Youth-led Participatory Action (YPAR): in which young people are supported from topic selection through to implementation of interventions

Pause for Questions? Thoughts?

Example

Best Practices Club Peer Resources YPAR Project
O'Connell High School

Best Practices Club Peer Resources YPAR Project

Multiple Phases of YPAR

1 Team building, power

2 Issue selection

3 Design & Data
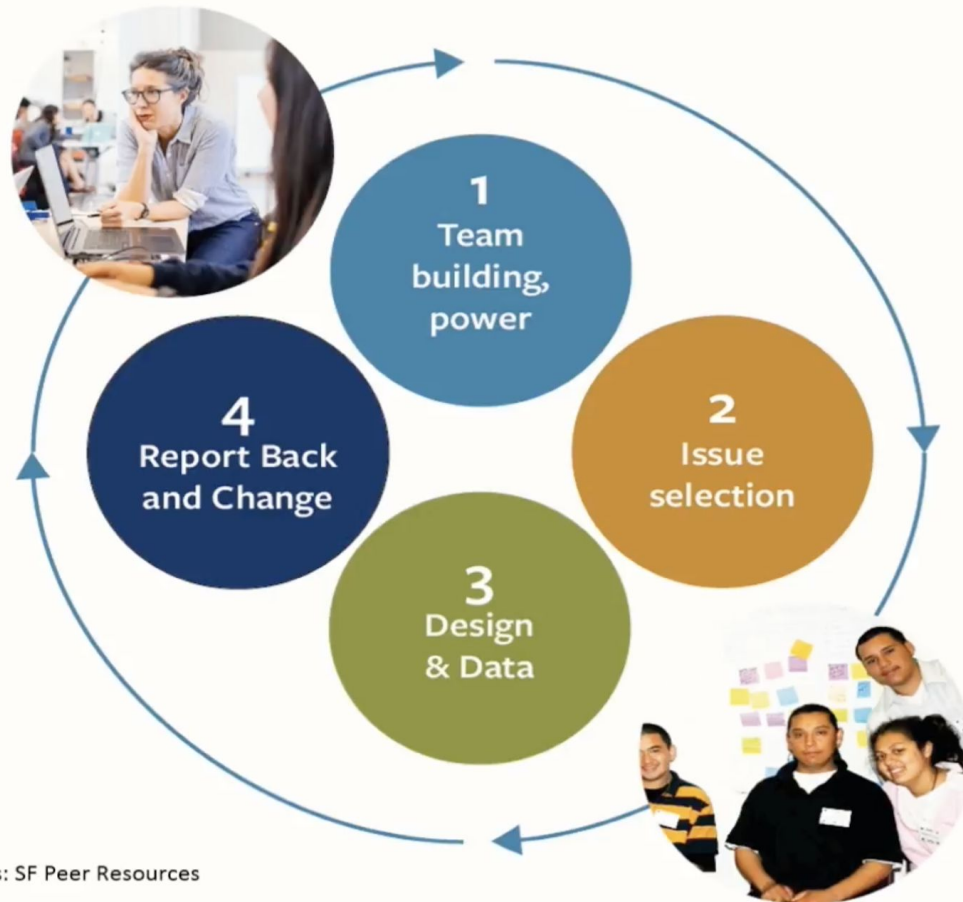
4 Report Back and Change

Photo credit/permissions: SF Peer Resources

Best Practices Club Peer Resources YPAR Project

Key Points Revisited:

- Youth-led Participatory Action (YPAR): in which young people are supported from topic selection through to implementation of interventions

- Commitment to working *with* communities and not *on* communities to
  - Address issues of power in partnership
  - Select key issue and questions
  - Determine the data collection process
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- An approach to doing research that can be paired with both quantitative and qualitative methods

- In service of better research: enhance rigor, reach, and relevance

YPAR Example

RYSE Youth Center

YPAR Example

RYSE Youth Center: RYSE creates safe spaces grounded in social justice that build youth power for young people to love, learn, educate, heal and transform their lives and communities.

- Listening Campaign (2016)
  - Technical assistance from Emily Ozer
- Youth Participatory Action Research (YPAR)
  - Mental Health & Coping (2015)
  - School to Prison Pipeline (2016)
  - LGBTQ Safety and Visibility (2016)
  - Gender and Sexual-Based Violence (2017-2018)
  - Academic and Career Barriers (2018)

YPAR Example

YPAR: Mental Health and Coping

- Background on Public Health Internship
- Topic, Issue, Purpose, Research Question
- Mixed methods
  - Quantitative: Surveys
  - Qualitative: Focus group and Interviews
- Key Findings
  - Youth find that weed is more accessible than talking to an adult
  - Youth feel that talking to adults can be potentially harmful
- Conclusion & Action Plan
  - Chat Lounge
- Key takeaways

"

"YPAR supports community transformation and youth voice and organizing by letting young people take part in a major research [project] to help promote transformation and awareness"

"

"YPAR is not just a project to me. It is a shift in my mindset. It allows me to open my eyes and become aware of the challenges around me and the role I play in it"

Brief Break

5 minutes

Applying CBPR/YPAR to your research area

- Form groups of 4-5

- Recall your research question from the start of our session and share that with group members

- Thinking of that research question, we will move through a series of exercises to understand critical first steps towards determining how/whether a CBPR/YPAR approach may be implemented to enhance the relevance, rigor, and reach of your important efforts

Who is your community?
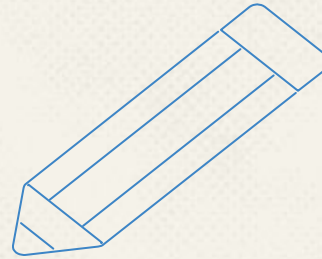
How do you define community?

What community or communities do you identify as being a part of?

How do you define the community in which you do research?

Is this the same or different from the community in which you identify as belonging to?

Who are experts in this/these community(ies)?

Who decides when there is a problem in this/these community(ies)?

Principles and Practices of Community Partnerships

What does it take to do good work with people?

How do you see these principles and practices manifesting within your research team?

How do you see these principles and practices manifesting within (or opportunities for this) in your relationship with the communities in which you do your research?

Barriers to working together

What are some key barriers to developing and sustaining community partnerships?

What are some key challenges that you foresee/you have encountered in implementing a CBPR/YPAR approach in your research area/to your research question?

Reflections

- In what contexts does CBPR/YPAR makes sense? For what purposes?

- How do these contexts/purposes align w/ (or not) with your RQ?

- Stretch/Imagine:
    - What would it look like to do CBPR/YPAR in your area of research?
    - What are some challenges you may face in doing that work?

- What resources might be helpful to support you in overcoming those challenges?
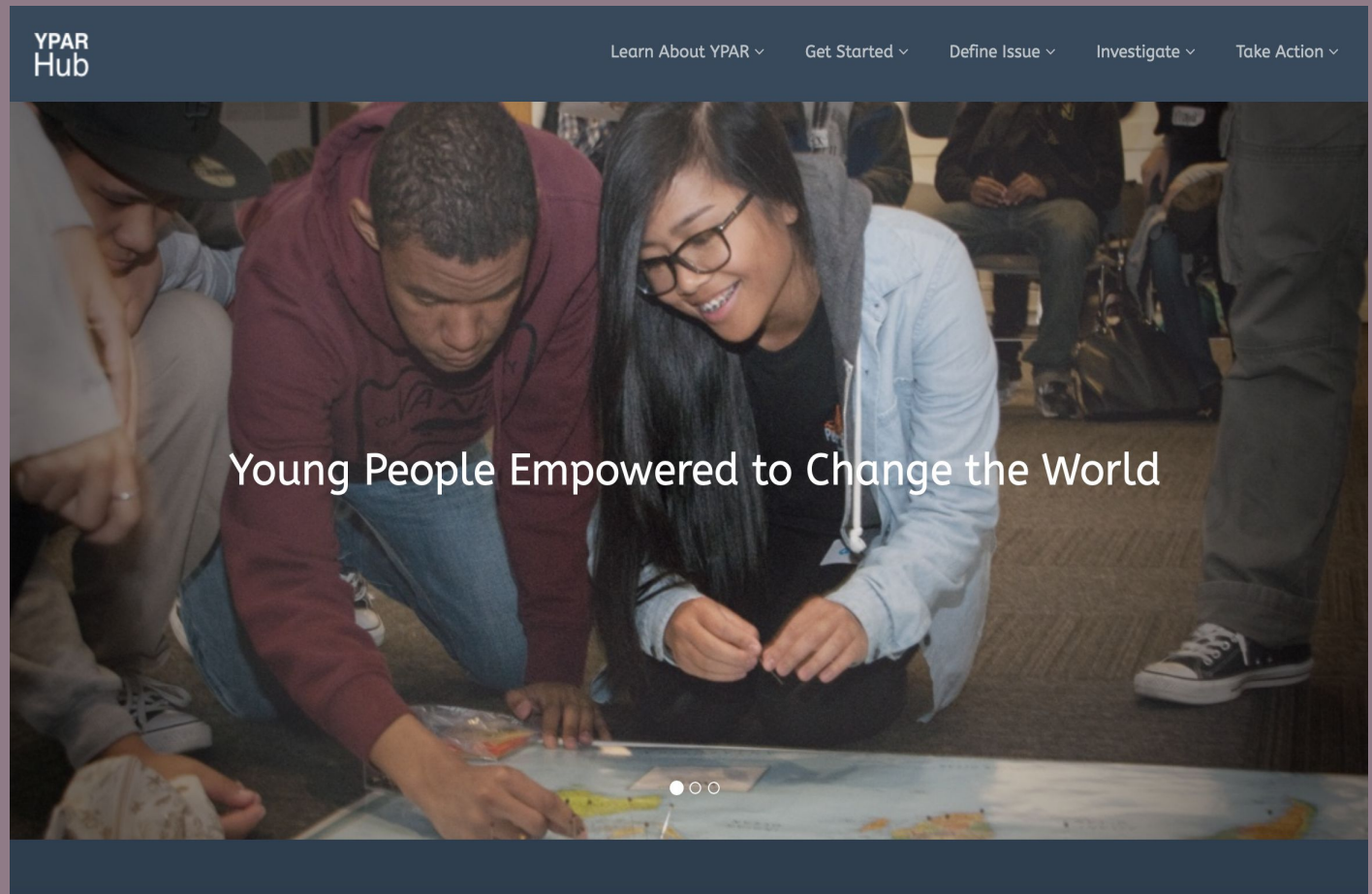
Additional Resources

Exploring the YPAR Hub - A Demonstration

What is the YPAR hub?

- Co-developed with SF Peer Resources
- Delivers YPAR/CBPR curricula (some exercises were implemented today!)
- Provides examples from diverse contexts

Additional Resources

<u>Other Helpful Resources to Familiarize with CBPR/YPAR</u>

- Helpful textbook:
    - Wallerstein, N., Duran, B., Oetzel, J., and Minkler, M. (2017) Community Based Participatory Research for Health: Advancing Social and Health Equity (3rd edition). San Francisco, CA: Jossey-Bass. (*note that an electronic version is available via the SPH library*)
- Sources shared to D-Lab webpage:
    - [Emily Ozer's related publications](#)
    - [Ozer & Piaff UNICEF YPAR brief](#)
- Consider enrolling in Emily Ozer's CBPR Spring course, PH 219C Community Based Participatory Research in Public Health

Wrap Up

- Think about the framing of your question coming into this session - how are you thinking about that research question now?

- Each participant write down (volunteers to share out):
  - (1) a hope/commitment
  - (2) a tension or a question they're leaving with

- Interest in a follow-up workshop?
  - What else would be helpful to know about CBPR/YPAR? What questions do you still have?
  - Practice with application to qualitative and quantitative methods
  - Opportunities to engage with Dr. Ozer

Thank you!

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