I-CREAte Community Researcher Capacity Building Toolkit

Engaging community in Community-based Participatory Action Research

Prepared by I-CREAte Research Team, 2025

Capacity Building – Self-Directed Learning Plan

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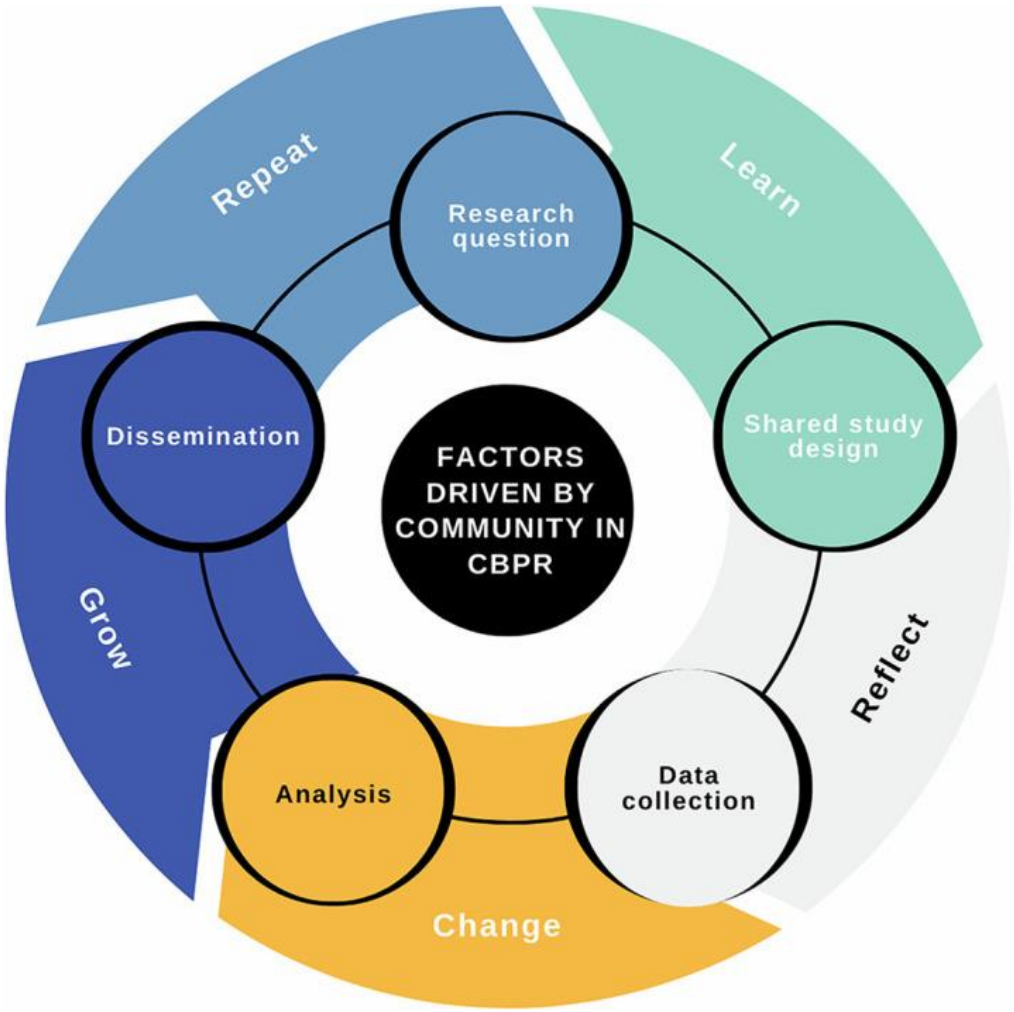
Chapter 1 – Introduction to research and community-based participatory action research

Required Readings:

- Everyone Can Do Research: A Plain Language Guide on How to Do Research – Chapter 1 (Page 8 – 26)
- Community-Based Research Toolkit – Chapter 1 (Page 3 – 10)
- Community-Based Participatory Research: A practical guide for radiologists - skip section, "applications for CBPR in Radiology" (6 pages)

*Required Videos:

- Module 1: Introduction to Community-Based Research (3 videos - "What is community?" (3:36 min); "What is community-based research?" (3:03 min); "Voices from the Field" (1:55 min)
- Module 2: Community Questions (4 videos - "Defining research priorities with the community" (3:24 min); "Partners in partnership" (5:29 min); "Challenges" (2:04 min)
- 8 Steps in Community-Based Participatory Research



Reference: Milton AJ, Flores EJ, Charles EF, Elezaby MA, Ward EC, Lee CI, Woods RW, Martin Rother MD, Strigel RM, Narayan AK. Community-based Participatory Research: A Practical Guide for Radiologists. Radiographics. 2023 May;43(5): e220145. doi: 10.1148/rg.220145. PMID: 37104126; PMCID: PMC10190132.

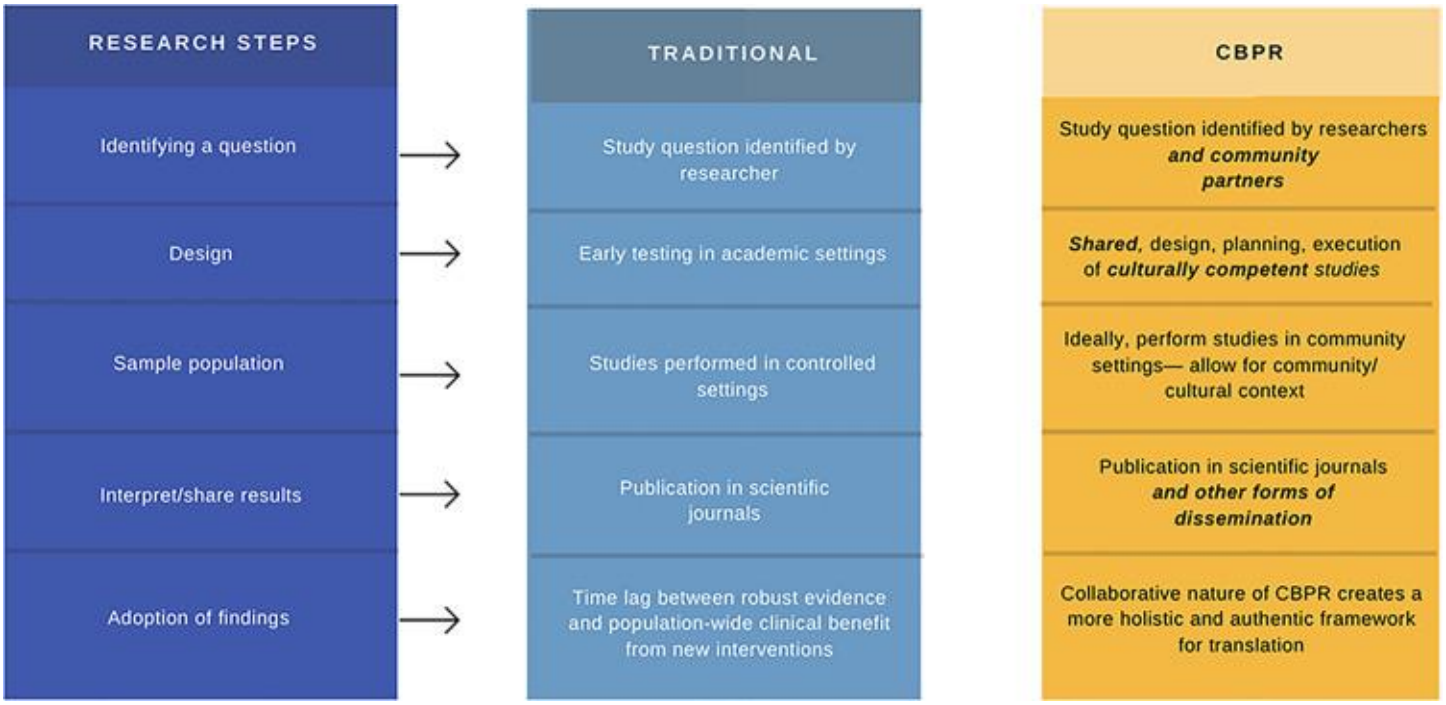
Chapter 2 – Introduction to research methodologies and research project design

Required Readings:

- Everyone Can Do Research: A Plain Language Guide on How to Do Research – Chapter 2 (Page 26 – 39)
- Community-Based Research Toolkit – Chapter 5 (Page 84 – 92)
- A step-by-step guide to Community based Participatory research (page 45 – 48; see case page 58-59)

*Required Videos:

- Module 4: Approaches and Methods (5 videos: "An overview of research approaches" (4:59 min); "Using qualitative methods" (6:01 min); "Using quantitative methods" (6:03 min); "Voices from the field" (3:49 min); "Methods" (1:08 min)



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Chapter 3 – Community-based research methodologies (case studies & arts-based methods)

Required Readings:

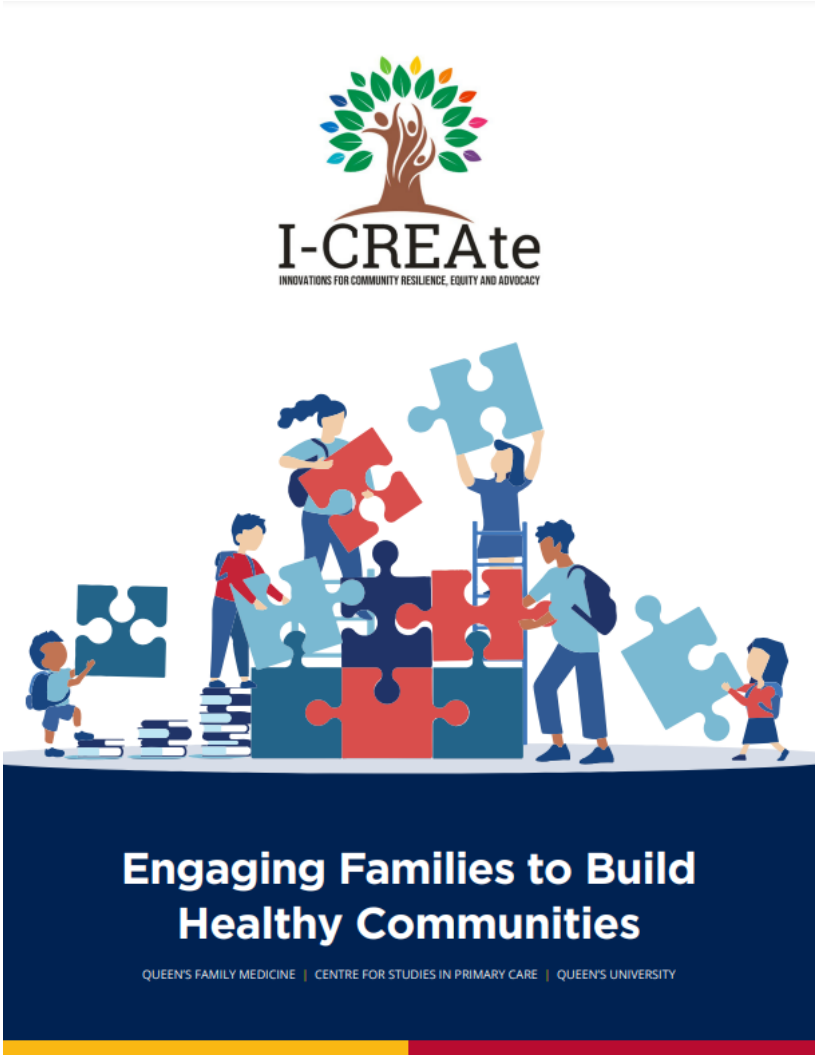
- Community Based Research Toolkit (Access Alliance) - Chapter 5: Please start at section titled, “Arts based Methods” on page 109 and read to page 121.
- Timeline Mapping in Qualitative Interviews: A Study of Resilience with Marginalized Groups
- Photovoice Background - the original paper discussing the concept of Photovoice. Valuable sections include Advantages; Photovoice Elements; Application of Photovoice
- Photovoice & Empowerment - an article that explores people's experiences from a Photovoice project; How participating in a photovoice project can empower its participants.

*Required Video:

- What is Case Study in Research? (13 min video)

*Optional Reading:

- Photovoice in primary care settings: a flexible tool for fostering patient-centered care and social action



**An example of a photovoice display can be seen in I-CREAte's ‘Community Report’ for the study, “Engaging Families to Build Healthy Communities”.*

Chapter 4 – Introduction to research ethics and recruitment

Required Readings:

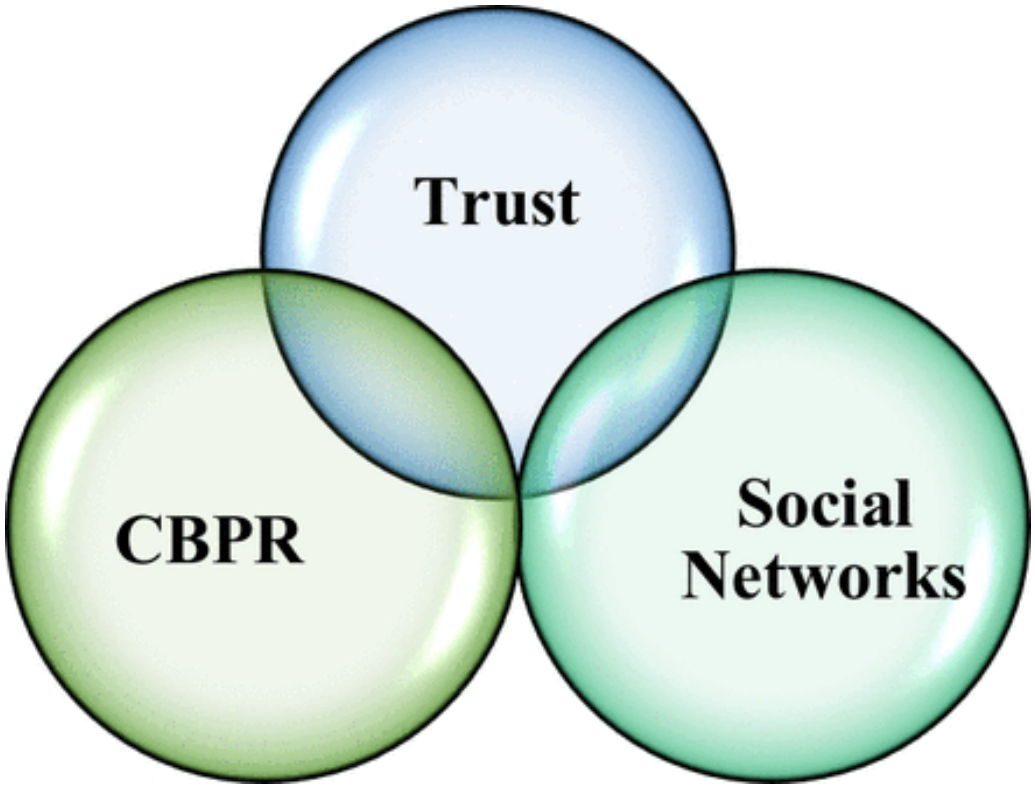
- Everyone Can Do Research: A Plain Language Guide on How to Do Research – Chapter 3 (Page 40 – 45) and Chapter 7 (page 74 - 78)
- Community-Based Research Toolkit – Chapter 6 (Page 126 – 146)
- Ethical Dilemmas in Community Based Research - Access Alliance (Page 148)
- Community-based Participatory Research: A guide to ethical principles and practice (Page 6-11)

*Required Videos:

- Module 6: Ethics in CBR videos: "Power and privilege" (3:40 min); "Navigating institutional research ethics" (5:39 min); "Voices from the field" (2:09 min)

*Optional Reading:

- Moving beyond 'shopping list' positionality: using kitchen table reflexivity and in/visible tools to develop qualitative research – an academic paper on thinking about our positions of power when working with community.
- The Ethics of Engagement and Representation in Community-based Participatory Research (Page 3-14) - an academic paper that discusses ethics of engagement and representation (start at 'Ethics in CBPR').



Reference: Gilfoyle, M., MacFarlane, A. & Salsberg, J. Conceptualizing, operationalizing, and measuring trust in participatory health research networks: a scoping review. *Syst Rev* **11**, 40 (2022). https://doi.org/10.1186/s13643-022-01910-x

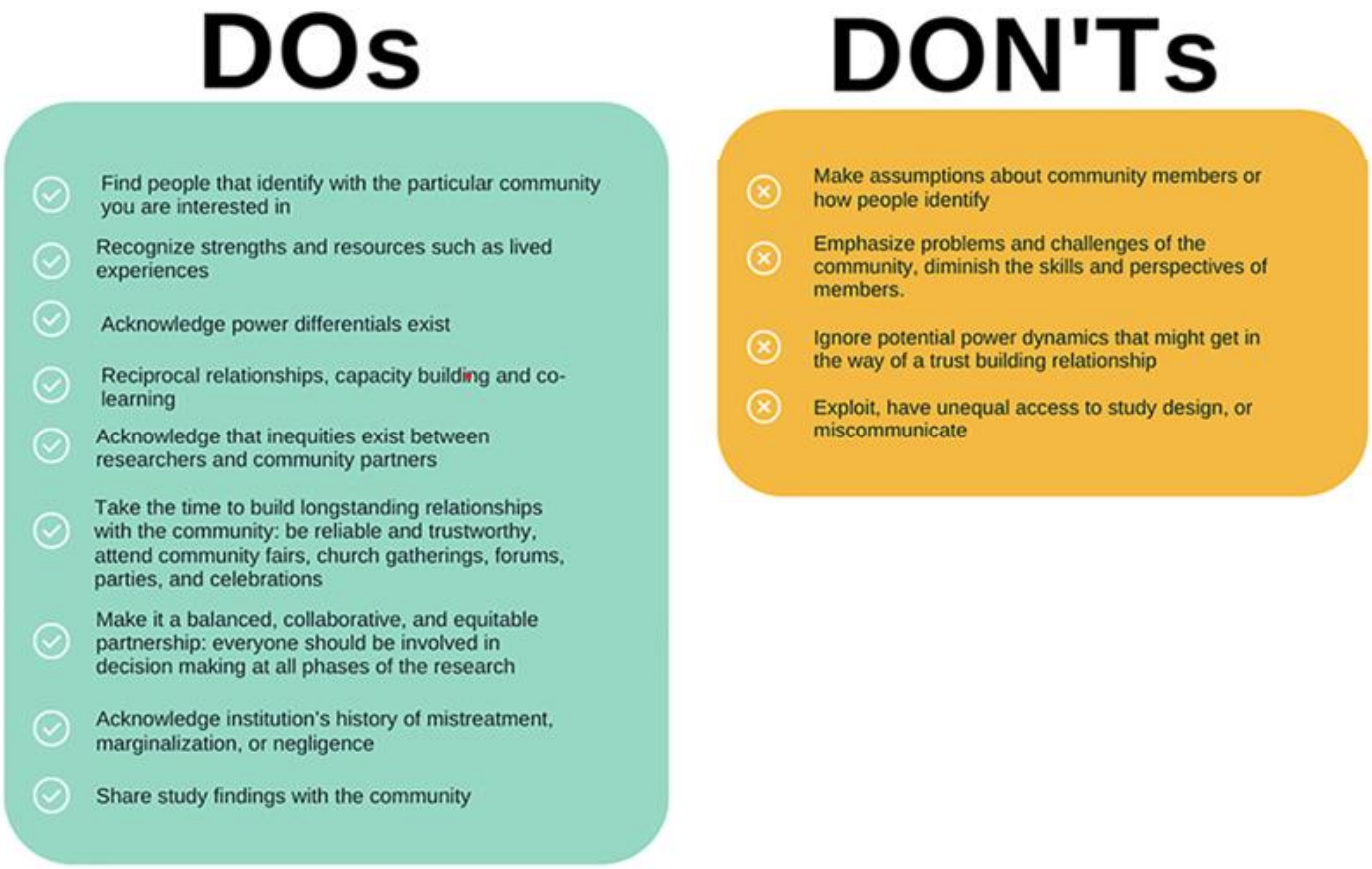
Chapter 5 – Introduction to qualitative research and working with communities

Required Readings:

- Community Toolbox: Chapter 3; Section 15 (Main section; Checklist; Tools; PowerPoint).
- Qualitative Research: A practical guide for beginners
- What is Qualitative vs. Quantitative study
- Community-Based Research Toolkit - Chapter 4 (Working with Communities) (Page 63-67)
- A step-by-step guide to Community based Participatory research (page 11-17)

*Optional Videos:

- What is Qualitative Research: Part I



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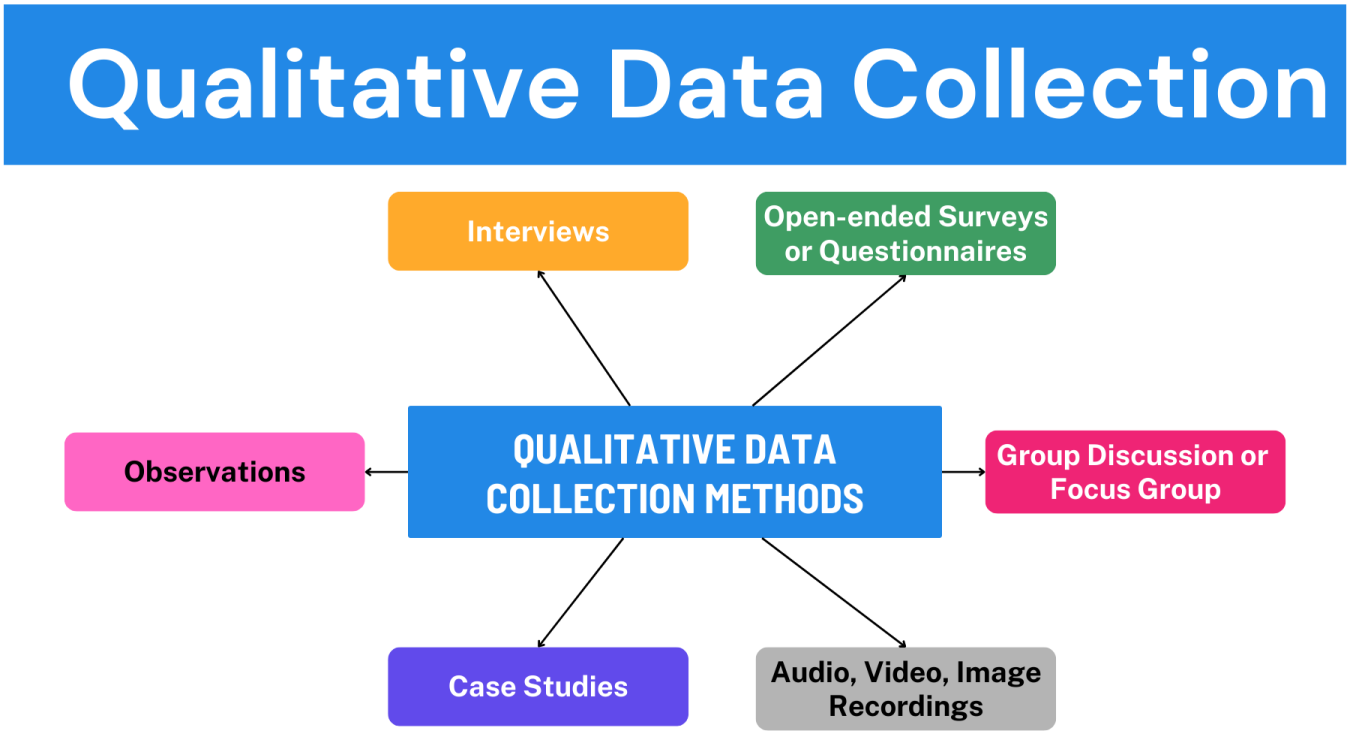
Chapter 6 – Introduction to data collection

Required Readings:

- Everyone Can Do Research: A Plain Language Guide on How to Do Research – Chapter 4 (Page 48 – 54)
- Community-Based Research Toolkit – Chapter 7 (Page 150 - 171)
- Qualitative Case Study Methodology: Study Design and Implementation for Novice Researchers
- A step-by-step guide to Community based Participatory research (page 50-54)

*Optional Reading:

- Doing Fieldwork in a Pandemic - Doing Online Interviews (Page 6 - 9)



Chapter 7 – Learning how to conduct a qualitative interview

Required Readings:

- Beginner's Guide to Qualitative Interviews
- Community Toolbox: Conducting Interviews
- Qualitative Interviewing: Tipsheet
- Community Toolbox: Conducting Focus Groups
- The Child Interview - Practice Guidelines (9 pages)
- Interview Variations (13 pages)
    - Read the following three documents while visualizing conducting an interview, 'Questions to avoid in interviews' & 'Good and Bad Listening Handout' & 'Prompts, Probes and Encouragement'

Required Videos:

- Semi-Structured Interviewing as a Participatory Action Research Method (13:03 minute video)
- Observation as a Participatory Action Research Method (13:58 minute video)

*Optional Reading:

- How to carry out great interviews

Reference: https://chemmomak.wordpress.com/2015/10/10/what-are-the-most-important-things-to-remember-in-conducting-interviews/

Chapter 8 – Learning how to conduct a focus group interview

Required Readings:

- Designing and Conducting Focus Group Interviews
- Queen's University Guidelines for Focus Groups and Semi-structured Interviews
- Tips for facilitating focus groups
- Focus Group Interviews in Child, Youth, and Parent Research (15 pages; first 7 pages are more so planning, bulk of suggested reading starts on page 7, section titled: *"Conducting Focus Group, Role of the Moderators"*
- From their Lives - A Manual for how to conduct focus groups of low-income parents, Chapter 7: Conducting the Focus Groups (Page 43 -51)
- What are some good approaches to conducting focus groups with children

*Optional Reading:

- Focus Group: What It Is, Types, How to Conduct It & Examples

*Optional Video:

- Conducting a Focus group - What does and does not work (5:36 mins)

Reference: Designed by Pikisuperstar / Freepik

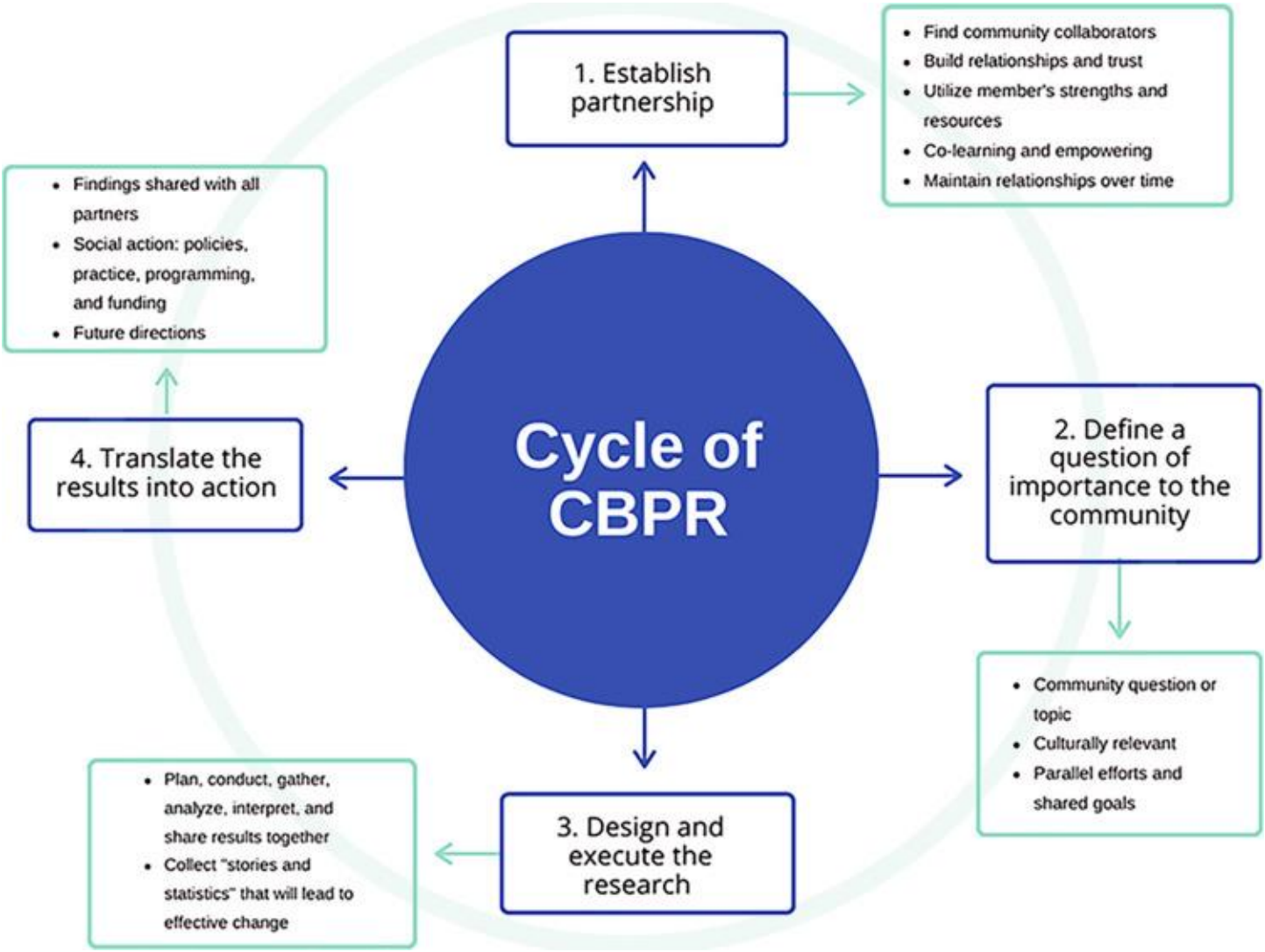
Chapter 9 – Learning how to analyze data

Required Readings:

- Community Based Research Toolkit - Access Alliance; Chapter 8 - Data Analysis in Community-Based Research (pages 176-193)
- Everyone can do research - Access Alliance; Chapter 5 - How to analyze your data (pages 56-64)
- A step-by-step guide to Community based Participatory research (page 54-57)
- Analysis of Data in Community-Based Qualitative Research (14 pages)

Required Videos:

- Module 5 - Data Analysis - https://www.trentu.ca/community-based-research/cbr-modules/community-based-research-modules/module-5-data-analysis



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Chapter 10 – Thematic Analysis & Coding qualitative data using NVivo software

Required Readings:

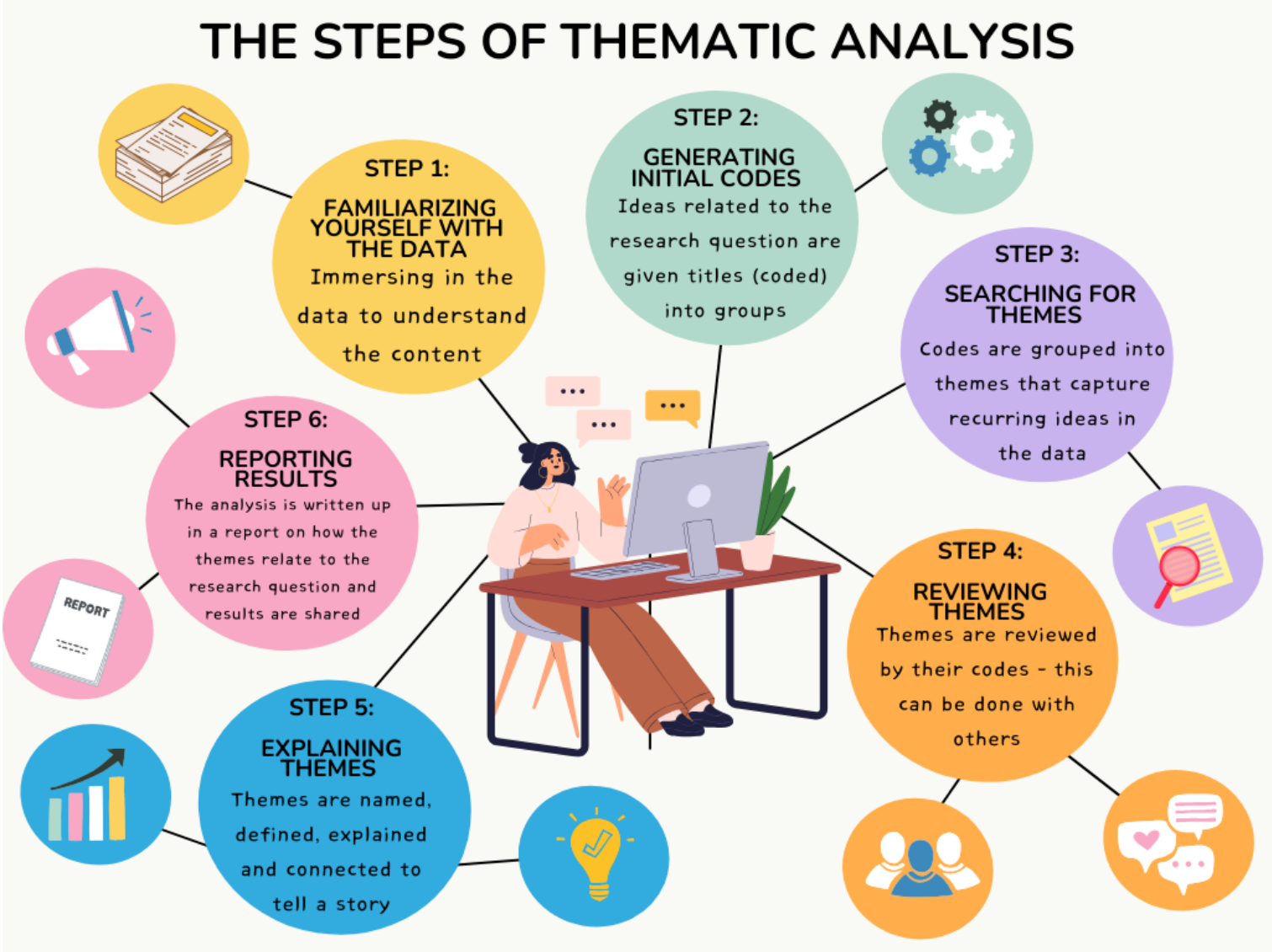
- Introduction to Thematic Analysis: Understanding Thematic Analysis, Doing reflexive Thematic Analysis, and Designing for Reflexive Thematic Analysis
- Introduction to NVivo Software: Understand the key concepts, Bring in your files and get organized, Code Files and Manage Codes, and Strategies for Teamwork

Required Videos:

- Module 5 - Data Analysis
- What NVivo looks like (1 min), NVivo for Beginners - starting a project and uploading a file, NVivo for Beginners - coding, Organize and review nodes (1:30 min)

*Optional Videos:

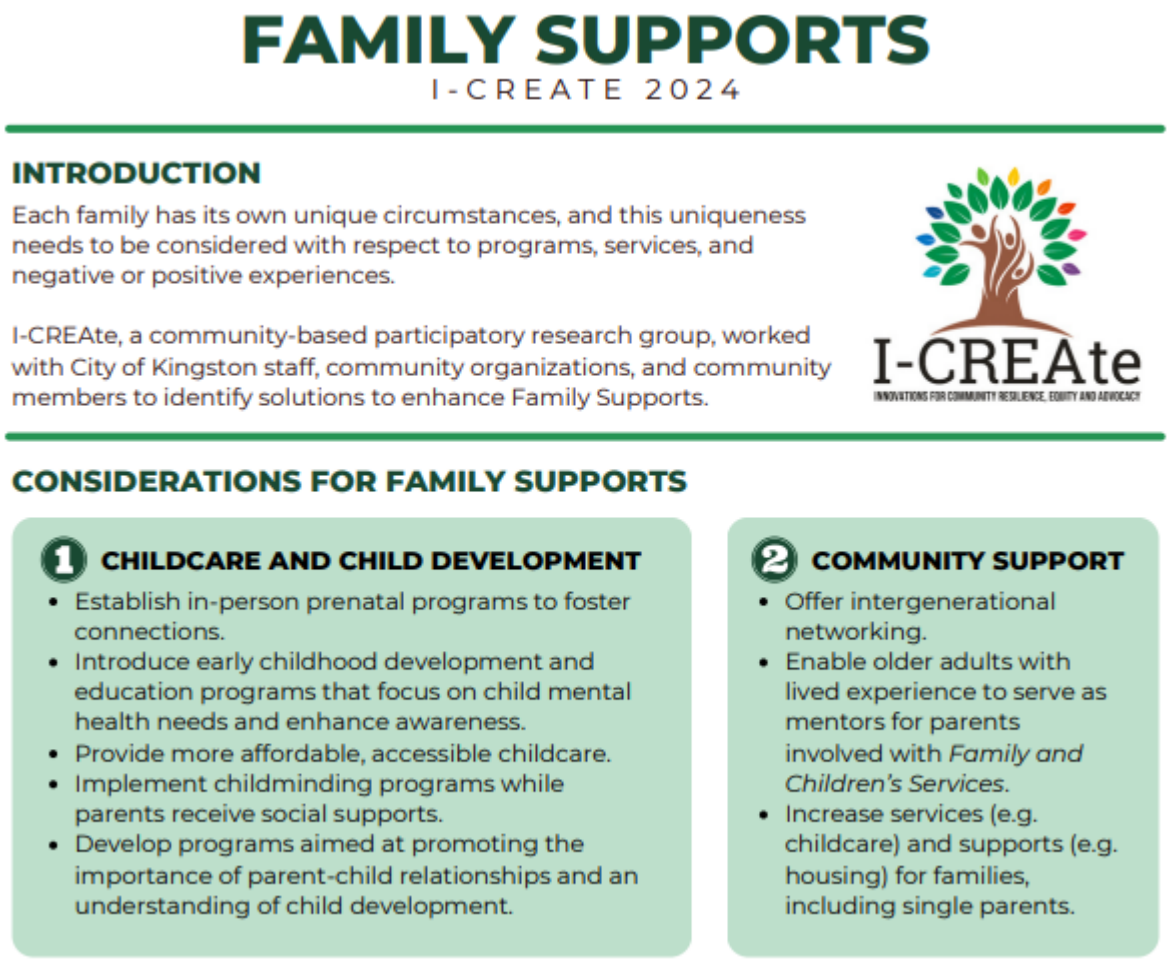
- Thematic Analysis Part I: What is Thematic Analysis; Part II: Thematic Analysis is uniquely flexible; Part II: Six phases of reflective Thematic Analysis; Part IV: Avoiding common problems



Chapter 11 – Sharing research results with community: disseminating research findings

Required Readings:

- Everyone Can Do Research: Chapter 6: How to share your results and make positive change (pages 68-70)
- Community Based Research Toolkit: Chapter 9: Disseminating your community-based research project (pages 197-212)
- Community Based Research Toolkit: Chapter 10: Creating Policy Change (pages 217-230)
- A step-by-step guide to Community based Participatory research (page 63-77)
- Community Toolbox: Chapter 4, section 2: Communicating Information about Community Health and Development Issues (use main section, checklist, and examples)
- Community Toolbox: Chapter 4: section 5: Making Community Presentations (use main section, checklist, and examples)
- Community Toolbox: Chapter 5, section 1: Strategies for Community Change and Improvement: An Overview
- Community Toolbox: Chapter 5, section 3: Social Planning and Policy Change
- Community Toolbox: Chapter 5, section 4: Social Action



FAMILY SUPPORTS

I-CREATE 2024

INTRODUCTION

Each family has its own unique circumstances, and this uniqueness needs to be considered with respect to programs, services, and negative or positive experiences.

I-CREAte, a community-based participatory research group, worked with City of Kingston staff, community organizations, and community members to identify solutions to enhance Family Supports.

I-CREAte

INNOVATIONS FOR COMMUNITY RESILIENCE, EQUITY AND ADVOCACY

CONSIDERATIONS FOR FAMILY SUPPORTS

1 CHILDCARE AND CHILD DEVELOPMENT

- Establish in-person prenatal programs to foster connections.
- Introduce early childhood development and education programs that focus on child mental health needs and enhance awareness.
- Provide more affordable, accessible childcare.
- Implement childminding programs while parents receive social supports.
- Develop programs aimed at promoting the importance of parent-child relationships and an understanding of child development.

2 COMMUNITY SUPPORT

- Offer intergenerational networking.
- Enable older adults with lived experience to serve as mentors for parents involved with *Family and Children's Services*.
- Increase services (e.g. childcare) and supports (e.g. housing) for families, including single parents.

*Example of an infographic that shares results back to community in plain language from I-CREAte's first research study.