

Learning Outcomes Summary

Tools for CBR (TFCBR) – Winter 2018

In five (5) iterations since 2015, Tools for Community Based Research (TFCBR) has supported sixty (60) learners including nurses, outreach workers, community leaders in health and LGBTQ, under/graduate students and clinicians from coast to coast in Canada. The learners only need basic computer skills in using programs such as Google documents/slides and similar programs, and recording unlisted videos in YouTube.

TFCBR is facilitated by qualified and experienced instructors under the supervision of Dr. Francisco Ibáñez-Carrasco PhD, Senior Research Associate at the Centre of Urban Health Solutions, St Michael's Hospital, Toronto, Ontario. The course materials have been created mostly for UWW with the expertise collaboration of community leaders and academics in the fields of education and HIV research/forefront work. Funding is generously provided by The Canadian Association for HIV Research (CAHR), the Canadian Society for International Health (CSIH), and the Ontario HIV Treatment Network (OHTN).

This is a summary of the key achievements of the winter 2018 iteration of TFCBR which had a special focus on the impact on the HIV-related stigma. These CBR basics are applicable to many other health fields because HIV today acts as a placeholder for a number of issues of interest to those working with diverse communities: stigma, poverty, use of substances, matters of gender and sexual health, matters of history of movements and remembrance, and many others. This summary shows progress in the knowledge. The summary also shows the most common challenges faced by the learners. These unlinked data results are used to revise the course for the next iteration.

The Format: TFCBR is a seven-week online a/synchronous course offered in partnership with Continuing Education at the University of Ontario Institute of Technology (UOIT) since 2016. Learners study in their own time using content largely created by Universities Without Walls (www.uwow.ca) and attend up to four online live sessions (two included guest speakers from the HIV Stigma Index, Centre for urban Health Solutions, St. Michael's Hospital, Toronto, Ontario). The final assignments consist of one pager describing a CBR project, one mindmap visualizing the project, and one 3 minute video describing their project “where is at”.

Learning Objectives

- To become aware of basic terms used in CBR.
- To apply CBR concepts to contexts familiar to the learner.
- To increase the learner's readiness to participate in CBR.
- To apply new knowledge and skills to sketching a CBR research proposal.

Learning Outcomes: the learning progress has been measured via a pre-post intervention assessment instrument adapted from Brocklehurst & Rowe (2003) and Kayser & Kayser (2016) that measures awareness/knowledge, skills and experience at baseline and at the end of the course. In this adapted evaluative model, each individual learner rates themselves on a continuum from “Novice” to “Expert” in the areas of knowledge, skills and experience. Seventeen (17) learners enrolled in the course and thirteen (13) completed the course. Three learners withdrew due to health and workload reasons. Eight learners completed the current evaluation (n=8).

Chart A – Knowledge BEFORE TFCBR Course

#	Field	I was a Novice	I was an Advanced Beginner	I was Competent	I was Proficient	I was an Expert	Total
1	a) Community based research (CBR) principles (equality, participation, social justice, etc.)	100% 1	00% 0	00% 0	00% 0	00% 0	8
2	b) The typical steps in a CBR research study/ project	25% 2	00% 0	10% 1	0% 0	0% 0	8
3	c) HIV related stigma	25% 2	25% 2	25% 2	25% 2	0% 0	8
4	d) Approaches to making partnerships in research	25% 2	00% 0	25% 2	0% 0	10% 1	8
5	e) Basic methods in CBR	10% 1	50% 3	30% 3	0% 0	10% 1	8
6	f) Knowledge Transfer and Exchange (KTE)	25% 2	10% 1	50% 4	10% 1	0% 0	8
7	g) Ethics in CBR	10% 1	00% 0	10% 1	0% 0	10% 1	8
8	h) Budgeting for CBR	00% 0	10% 1	25% 2	10% 1	0% 0	8
9	j) Working and Supporting Peer Researchers	00% 0	25% 2	50% 3	0% 0	0% 0	8

Showing Rows: 1 - 9 Of 9

Chart A (above) –knowledge before taking the course-- when compared with the Chart B (below)— knowledge after taking the course— shows that the majority of the learners who reported their learning outcomes (n=8) located themselves at the “novice” stage of our evaluation tool at the start of the course. Their reported progress places them at the “intermediate” and “advanced’ levels now. Similarly, in most content areas, TFCBR learners report progress from “novice” to higher proficiency, especially in the areas of “ethics in CBR” and the special topic of “HIV related stigma”. In the latter, at least one group of learners from a nonprofit organization in MB have informally reported the desire to design a formal CBR project and apply for funding to the Canadian Institutes of Health Research (CIHR).

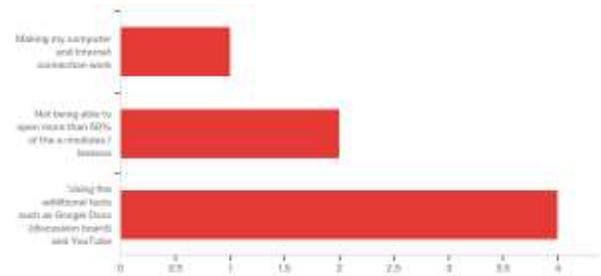
Chart B - Knowledge AFTER TFCBR course

#	Field	I am a Novice	I am an Advanced Beginner	I am Competent	I am Proficient	I am an Expert	Total
1	a) Community based research (CBR) principles (equality, participation, social justice, etc.)	0.00% 0	12.50% 1	37.50% 3	37.50% 3	12.50% 1	8
2	b) The typical steps in a CBR research study/ project	0.00% 0	12.50% 1	50.00% 4	25.00% 2	12.00% 1	8
3	c) HIV related stigma	0.00% 0	25.00% 2	25.00% 2	37.50% 3	12.50% 1	8
4	d) Approaches to making partnerships in research	0.00% 0	37.50% 3	25.00% 2	20.00% 2	12.50% 1	8
5	e) Basic methods in CBR	0.00% 0	0.00% 0	50.00% 4	37.50% 3	12.50% 1	8
6	f) Knowledge Transfer and Exchange (KTE)	0.00% 0	12.50% 1	25.00% 2	50.00% 4	12.50% 1	8
7	g) Ethics in CBR	0.00% 0	12.50% 1	62.50% 5	12.50% 1	12.50% 1	8
8	h) Budgeting for CBR	0.00% 0	25.00% 2	50.00% 4	12.50% 1	12.50% 1	8
9	j) Working and Supporting Peer Researchers	12.50% 1	37.50% 3	12.50% 1	37.50% 3	0.00% 0	8

Showing Rows: 1 - 9 Of 9

In Chart C, TFCBR learners reported that their most common technical problems were in using a number of additional free software tools utilized in the course including manipulating Google documents (e.g., for the Discussion Board) and others.

Chart C - Most common technical problems



In Chart D, learners ranked TFCBR largely as a moderately easy course.

Chart D – Perceived course difficulty

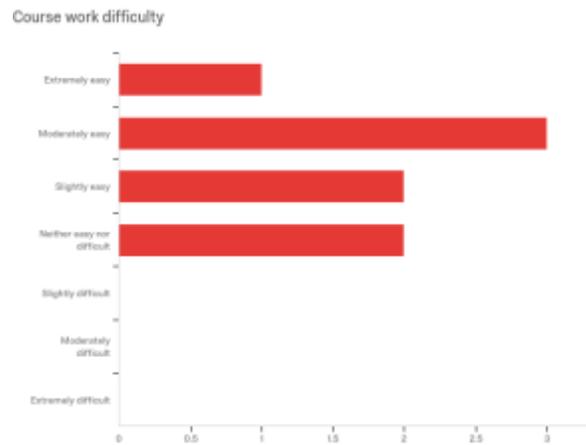


Chart E – Appropriateness of quizzes and assignments

In Chart E, most learners agree that the quizzes in the e-modules and the assignments are appropriate to the course goals stated in the Home Page.

Quizzes & Assignments Appropriateness to Goals

#	Field	Choice Count
1	Extremely appropriate	50% 4
2	Somewhat appropriate	20% 2
3	Neither appropriate nor inappropriate	10% 1
4	Somewhat inappropriate	0% 0
5	Extremely inappropriate	10% 1
		8