



**UNIVERSITY
OF ALBERTA**



**COMMUNITY-BASED RESEARCH
AND EVALUATION (CBRE)**

Graduate Embedded Certificate

Handbook

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Acknowledgement

Dr. Sherry Ann Chapman’s contribution to the original CBRE Certificate Handbook along with those of Dr. Diane Kieren, Dr. Jeff Bisanz, Dr. Laurie Schnirer and Ms. Nyla de Los Santos are gratefully acknowledged, much of their original text remain in the current version.

1. Getting Started

This handbook for the University of Alberta's (U of A) Community-Based Research and Evaluation (CBRE) Certificate Program is for you if:

- You are a **graduate student** at the U of A and are applying for, or have been accepted into, the CBRE Certificate Program;
- You are a **graduate supervisor/advisor** at the U of A and would like to learn more about the Program for the benefit of the students in your department, school, and/or faculty;
- You are considering participating in the Program as a **Community Mentor** for a student participant.

What is Community-Based Research and Evaluation (CBRE)?

CBRE is an approach to research and evaluation in which partners from different sectors (including but not limited to the community, university, and/or government) collaborate for mutually beneficial outcomes. Partners develop principles for working together, jointly determine the scale and scope of their projects, and contribute according to their diverse expertise, experiences, and interests at various times throughout the project. An overall goal of CBRE is to create, share, and mobilize knowledge in ways that can inform policy, practice, research, and evaluation.

What is the purpose of the CBRE Certificate Program?

The program is designed for graduate students currently registered at the University of Alberta who seek to develop their capacity to participate in and lead community-based research and evaluation (CBRE). Through the program, students develop conceptual and methodological competencies and experiences increasingly in demand locally and globally.

2. Entrance Requirements for the CBRE Certificate Program

As this is an embedded certificate program, students must be registered in a graduate degree and may pursue this certificate while fulfilling existing requirements for other graduate programs at the University of Alberta. Students are advised to apply early in their graduate program to accommodate course selection. Applications are made via the website (<https://www.ualberta.ca/en/public-health/programs/graduate-certificates/cbre.html>).

3. Competencies of the CBRE Certificate Program

Conceptual Competence

To be effective in conducting CBRE, students must understand the philosophy, values, and theories that inform CBRE. Students will become familiar with critical components in understanding CBRE, including:

- CBRE as an approach to research and evaluation and how it relates to and differs from other approaches;
- Rationale for choosing CBRE over other approaches, including its costs and benefits;
- Assumptions and values involved in conducting CBRE ethically, including the concept of respectful knowledge creation;
- Key concepts related to partnership and community;
- Knowledge mobilization.

Methodological Competence

Students who engage in CBRE will benefit from being familiar with the special issues that arise in doing this work, as well as with solutions that have been developed to address these issues, including:

- Research design and analysis, including the process of framing research and evaluation problems with a CBRE lens and using diverse methods when working in and with communities;
- A basic understanding of two different research methods (e.g. quantitative, qualitative, mixed methods, Indigenous, arts-based), their strengths and limitations;
- Program evaluation in terms of CBRE principles and values;
- Human relations issues including building and maintaining partnerships and addressing issues related to communication, mediation, conflict resolution, and cultural sensitivity to the communities involved. ;

Experiential Component

Students will participate in CBRE interactions between community and university partners to apply the concepts and methods learned through their course work including:

- Relationship building and maintenance;
- Political sensitivity;
- Development of a partnership agreement;
- Participation in day-to-day, project-management duties;
- Participation in partnership decision-making;
- Participation in the development of a specific project within a partnership for example:
 - Grant writing;
 - Research design;
 - Ethics-application preparation;
 - Capacity building;

- o Knowledge sharing within and/or beyond the partnership;

- Development and/or implementation of a process evaluation of the partnership (i.e., what is working well and what could be developed further; what are some of the costs and benefits of working in partnership).

4. Specific Requirements of the CBRE Certificate Program

Upon completion of the Program, students are expected to have experience with community-based research methods, and program planning and evaluation.

Course Requirements

Students are required to successfully complete:

- MACE 501 (*3)
- one *3 graduate-level course in program planning and evaluation
- two *3 graduate-level courses in research methods
- INTD 541 *3 Supervised CBRE Experience

5. CBRE Supervised Experience (INTD 541)

5.1 What criteria are used to determine whether an activity would fulfill the CBRE Experience requirement?

The experience must:

- Contribute substantially to student development of many of the conceptual and methodological competencies in CBRE;
- Involve collaboration with nonprofit, government, industry or research agencies;
- Use a share research/evaluation agenda that has potential benefits for all involved;
- Demonstrate the principles and philosophy of CBRE.

All proposed CBRE experiences must be approved and signed by the student, Community Mentor, Student Academic Supervisor/advisor, Experiential Learning Coordinator in the CBRE program ([Appendix A](#)).

If you have previous CBRE experience that you think may be an equivalent you need to prepare and submit a brief description of that prior experience as outlined in [Appendix D](#).

PLEASE NOTE: Registration in INTD 541 is required.

5.2 Who will supervise a CBRE Experience?

A Community Mentor, your academic advisor/supervisor and the CBRE program Experiential Learning Coordinator will jointly supervise the CBRE experience.

5.3 How are arrangements made for the CBRE Experience?

Possible sites for the CBRE experiences may be identified by students, their

graduate supervisors/advisors, or a community mentor. The list of competencies (see #3), the criteria for CBRE experiences, and the student's own learning objectives should guide the development and design of the CBRE experience.

5.5 How is a proposed CBRE Experience approved for the Program?

Once the criteria for the CBRE experience are agreed upon by the student, community mentor, and Experiential Learning Coordinator, the *Application to Approve a CBRE Experience* form (See appendices) must be completed, signed by the student, the Community Mentor, the CBRE Experiential Learning Coordinator, and the Graduate Supervisor. This should be uploaded into the course online site.

5.6 Is there any financial support provided for this CBRE Experience by the program?

The School of Public Health CBRE Certificate Program provides no financial support. Students may apply to their home departments or faculties and/or appropriate agencies for financial support. Paid work completed as a research assistant may be considered for CBRE experience credit.

5.6 How long must the CBRE Experience be to satisfy the requirement?

The CBRE experience is a minimum of 120 hours, approximately the time required to complete a one-term course including preparation, study, and reporting. The CBRE experience will normally be completed over one term, an extension may be granted to a second term. No CBRE experience will be longer than two terms. In some cases, this time frame will not span the entire duration of a CBRE partnership project. The CBRE experience should be planned in such a way that the student's objectives are met within this time frame.

5.7 How will student learning in this CBRE Experience be shared with the CBRE partners?

Students will complete a "knowledge-sharing activity" before finishing the certificate.

5.8 When should a student plan to complete the CBRE Experience?

Normally this requirement should be completed after a student has completed all other required methods courses. The CBRE Academic Advisor and the student's Graduate Supervisor must approve any exceptions.

5.9 How will the CBRE Experience be evaluated?

The CBRE experience is evaluated on a pass/fail basis. Students initially develop several objectives for their CBRE experience that reflect the desired CBRE competencies. These objectives, as well as the nature of the CBRE experience, provide a structure for evaluation. Students, Community Mentors, and the Experiential Learning Coordinator discuss progress toward these objectives at the midpoint of the Experience. A written “end-of-experience” evaluation by the Community Mentor is required ([Appendix B](#)). This report should provide sufficient detail about students’ completion of the objectives and demonstrated ability in the identified areas of competence (see #3). Students also need to complete a final reflection/report ([Appendix C](#)).

6 Duties of the Graduate Supervisor, Community Mentor, Experiential

Learning Coordinators

Graduate Supervisor/Advisor

- ▶ Assist the student in selecting courses required for the program as part of the student’s own graduate program;
- ▶ Work with the student to assist in identifying a possible CBRE experience that will meet program criteria and the student’s objectives;
- ▶ Advise the student on issues that may arise during the CBRE experience;
- ▶ Communicate as necessary with the student, Community Mentor, CBRE Experiential Learning Coordinator, and Academic Advisor.

Community Mentor

- ▶ Work with the student to assist in identifying a possible CBRE Project that will meet program criteria and the student’s objectives;
- ▶ Mentor the student in community-related components of the CBRE experience;
- ▶ Mentor the student in partnership work;
- ▶ Assist student in developing relationships with community partners;
- ▶ Provide community context and key information for the experience;
- ▶ Coach the student in developing research/evaluation expertise;
- ▶ Advise the student on community issues that may arise during the experience, involving the CBRE Experiential Learning Coordinator where necessary;

- ▶ Provide supervision for the student's work;
- ▶ Discuss, with the student, progress toward their objectives at the midpoint of the experience;
- ▶ Communicate as necessary with the student, CBRE Experiential Learning Coordinator, Graduate Supervisor, and CBRE Academic Advisor;
- ▶ Provide to the CBRE Experiential Learning Coordinator an "end-of-experience evaluation" of the student's work and the knowledge-sharing activity, within one month of the completion of the CBRE Experience.

Experiential Learning Coordinator

- ▶ Work with the student and Community Service Learning to assist in identifying a possible CBRE experience that will meet program criteria and the student's objectives;
- ▶ Approve proposed CBRE experiences;
- ▶ Advise the student on research/evaluation issues that may arise during the experience, determining when it is appropriate to involve the Community Mentor;
- ▶ Mentor the student in partnership work;
- ▶ Discuss, with the student, progress toward their objectives at the midpoint of the CBRE experience;
- ▶ Remind the Community Mentor of the mid-term assessment
- ▶ Send guide and request for the end-of-experience evaluation to Community Mentor.
- ▶ Communicate as necessary with the student, Community Mentor, Graduate Supervisor, and CBRE Academic Advisor;
- ▶ Assess the end-of-experience evaluation and summary of the knowledge sharing activity in collaboration with the CBRE Academic Advisor, within one month of the completion of the CBRE experience.
- ▶ Confirm student completion of knowledge-sharing activities in their CBRE experiences prior to completion of the CBRE Certificate Program;

APPENDIX A – Application to Approve a CBRE Experience

(To be completed by the student and signed by the Graduate Supervisor/Advisor, Community Mentor, and CBRE Experiential Learning Coordinator)

Part I

Student Name _____

Program Level: Masters _____ PhD _____

Graduate Department/School/Faculty _____

Which of the CBRE Certificate Program requirements have you completed?

- MACE 501: The Practice of Community Engaged Scholarship
 - o Completion date: _____

- Graduate-level course in program planning and evaluation:
 - o Number and name of course: _____
 - o Completion date: _____

- Graduate-level course in research methods:
 - o Number and name of course: _____
 - o Completion date: _____

- Graduate-level course in research methods:
 - o Number and name of course: _____
 - o Completion date: _____

Please attach a brief proposal (maximum of two pages, single spaced) with the following:

- A description of the proposed CBRE Experience;
- A rationale for how this experience will respond to the CBRE Experience criteria and the CBRE Certificate Program competencies;
- Your personal learning objectives for the CBRE Experience and indicators for determining how those objectives will be met.

How long/how much time do you anticipate the CBRE Experience will involve from beginning to end? Start date _____ Completion date _____

Expected Completion of CBRE Certificate Program _____

Expected Graduation Date _____

Student Signature _____ Date _____

Please discuss this form and your proposal with your Graduate Supervisor, proposed Community Mentor, and the CBRE Experiential Learning Coordinator. Send the completed form with your signature and the signatures of your Graduate Supervisor and Community Mentor to the CBRE Experiential Learning Coordinator. The CBRE experience is not approved until this form is signed by the CBRE Experiential Learning Coordinator. (Please see Parts II-IV in the following pages.)

Part II: Student

I, _____, will complete my Supervised CBRE Experience through the CBRE project described in the attached proposal and carry out the duties as listed below:

- ▶ Identify potential Community Mentors;
- ▶ Collaborate with my mentoring circle (i.e., Graduate Supervisor, Community Mentor, and CBRE Experiential Learning Coordinator) to develop a possible CBRE Experience that will meet program criteria;
- ▶ Develop my learning objectives and indicators for my CBRE Experience in conversation with the CBRE Experiential Learning Coordinator and my Community Mentor;
- ▶ Develop a timeline with my Mentor and the CBRE Experiential Learning Coordinator to monitor progress of my CBRE Experience;
- ▶ Discuss progress with my Community Mentor and the CBRE Experiential Learning Coordinator regarding my learning objectives at the midpoint of my Experience;
- ▶ Complete a knowledge-sharing activity toward the end of the CBRE Experience and forward a copy or summary of the activity to the CBRE Experiential Learning Coordinator;
- ▶ Provide the CBRE Experiential Learning Coordinator with a reflection of my learning experiences using the report guide that will be provided, within one month of the completion of my CBRE Experience;
- ▶ Maintain dialogue with my mentoring circle throughout my CBRE Experience.

Part III: Graduate Supervisor

I, _____, agree to act as the Graduate Supervisor for _____ on the CBRE project described in the attached proposal and to carry out the duties as listed below:

- ▶ Assist the student in selecting courses required for the Program as part of the student's own graduate program;
- ▶ Work with the student to assist in identifying a possible CBRE Experience that will meet program criteria and the student's learning objectives;
- ▶ Advise the student on issues that may arise during the CBRE Experience;

- Communicate as necessary with the student, Community Mentor, CBRE Experiential Learning Coordinator, and Academic Advisor.

Graduate Supervisor: _____ Date: _____

Part IV: Community Mentor

I _____, agree to act as the Community Mentor for _____ on the CBRE project described in the attached proposal and carry out the duties as listed below:

- Work with the student to assist in identifying a possible CBRE experience that will meet program criteria and the student's learning objectives;
- Mentor the student in community-related components of the CBRE experience;
- Mentor the student in partnership work;
- Assist student in developing relationships with community partners;
- Provide community context and key information for the experience;
- Coach the student in developing research/evaluation expertise and/or partnership expertise;
- Advise the student on community issues that may arise during the experience, involving the CBRE Experiential Learning Coordinator where necessary;
- Provide supervision for the student's work;
- Discuss, with the student, progress toward the student's learning objectives at the midpoint of the experience;
- Communicate as necessary with the student, CBRE Experiential Learning Coordinator, Graduate Supervisor, and CBRE Academic Advisor;
- Provide to the CBRE Experiential Learning Coordinator an end-of-experience evaluation, using the report guide provided by Community Engagement Studies, within one month of the completion of the CBRE Experience.

Community Mentor: _____ Date: _____

Part V: Experiential Learning Coordinator

I _____, as the Experiential Learning Coordinator working with the appropriate staff, will support _____ on the CBRE project described in the attached proposal and carry out the duties as listed below:

- Work with the student and Community Service Learning to assist in identifying a possible CBRE Experience that will meet program criteria and the student's learning objectives;
- Review the student's proposal and provide feedback as necessary;

- Work with the student on a timeline to monitor progress of the Experience;
- Monitor due dates on student's CBRE Experience timeline;

- Provide approval for the CBRE Experience guided by the CBRE Experience criteria (see #5) and the CBRE Certificate Program competencies (see #2);
- Contact the Community Mentor and the student at the midway point of the Experience to:
 - o Check on the student's progress towards the personal learning objectives
 - o Request an end-of-experience evaluation from the Community Mentor and provide a report guide;
- Ensure that end-of-experience reports are received within one month of the completion of the CBRE Experience;
- Communicate as necessary with the student, Community Mentor, and Graduate Supervisor.
- Confirm student completion of Experience knowledge-sharing activity;
- Make the final pass/fail decision regarding the successful completion of the student's CBRE Experience in collaboration with the CBRE Academic Advisor.

Part VII: Monitoring Timeline for CBRE Experience

Please remember, as part of signing this application, the student and the members of the student's mentoring circling are agreeing to the timeline below.

- Midway Check-in: _____
- Request sent by the CBRE Certificate Program for end-of-experience letters from the Community Mentor and the student: _____
- Knowledge-sharing activity completed & copy submitted to CBRE Program: _____
- End-of-experience evaluation received from the Community Mentor and the student: _____

Part VIII: Contact Information of Student and Mentor

Student: _____

Email: _____

Phone: _____

Community Mentor _____

Email: _____

Phone: _____

CBRE Experiential Learning Coordinator
Community Engagement Studies, School of Public Health, University of

Alberta: Signed: _____ Date: _____

Personal information on this form is collected under the authority of Section 33(c) of the *Alberta Freedom of Information and Protection of Privacy Act* and will be protected until Part 2 of the *Act*. It will be used for the purpose of the administration of the CBRE Certificate Program. For details on the use and disclosure of this information please see www.ip.ualberta.ca or contact the CBRE Certificate Coordinator at the School of Public Health, University of Alberta. Email: SPH.programs@ualberta.ca

Appendix C: Student Final Report

Student Name and ID:

Student contact information (email):

Dates of CBRE Experience: start _____ finish _____

Name of Organization:

Name of Community Mentor:

Name of University Mentor:

Briefly respond to each of the following questions. Use examples wherever possible. The report of your experience should be no more than 2 – 3 pages in length.

Achievement of Learning Objectives

1. List the objectives of your practicum and briefly summarize how these were accomplished.

Reflections on Learning Opportunities

1. What challenges did you face during your practicum? How did these challenges add to your learning experience? How did they add to your understanding and practice of engagement?
2. Reflect on the connect or disconnect between theory/literature and reality. What steps did you take to link or integrate theory/literature with reality? How might this help in future engagement activities?
3. What knowledge-sharing activities did you complete? What do you foresee as the potential impact of these activities?

Aha Moments

1. What insights from your mentoring relationships have been most helpful to you? Why?
2. How have your experiences contributed to your understanding of community engagement?
3. Further comments?

Appendix D – Prior Supervised CBRE Experience

If you have prior supervised community-based research and evaluation (CBRE) experience and wish it to be considered as an equivalent to the supervised CBRE Experience (INTD 541) requirement in the CBRE Certificate Program, please prepare a written document (maximum of two pages, single spaced) as follows:

Part A

If you have prior supervised CBRE experience, please indicate which of the following categories applies to your experience:

- Satisfactory completion of a CBRE practicum;
- Thesis or dissertation work;
- Involvement as a research assistant or collaborator on a CBRE project;
- Other (Please provide an appropriate category name)

Part B

Prepare a written description of your experience to date. Please include the following information to the best of your ability:

1. A description of the CBRE Experience. Please indicate how the experience:
 - a) Involved collaboration among community, university, and/or governmental agencies;
 - b) Used a shared research/evaluation agenda that has potential benefits for all involved;
 - c) Demonstrated the principles and philosophy of CBRE.
2. Your personal objectives for the CBRE Experience.
3. Please demonstrate how you developed, through the supervised experience, your conceptual and methodological competencies in CBRE in terms of:
 - a) Familiarity with critical conceptual components in understanding CBRE, including:
 - CBRE as an approach to research and evaluation and how it relates to and differs from other approaches;
 - Rationales for using CBRE as opposed to other approaches, as well as its costs and benefits;
 - Assumptions and values involved in conducting CBRE ethically, including the concept of respectful knowledge creation;
 - Key concepts related to partnership and community;
 - Knowledge mobilization.
 - b) Familiarity with special methodological issues that arise in CBRE and with solutions that have been developed to address these issues, including.

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- Research design and analysis, including the process of framing research and evaluation problems with a CBRE lens and using diverse methods when working in and with communities;
 - Quantitative and qualitative methods of analysis, their strengths and limitations, and the use of mixed methods;
 - Program evaluation in terms of CBRE principles and values;
 - Human relations issues including building and maintaining partnerships and addressing issues related to communication, mediation, conflict resolution, and cultural sensitivity to the communities involved;
 - Project and resource management, and grant applications.
4. Approximate number of hours that you spent in the supervised experience.

Part C

Did you complete a knowledge-sharing activity for the CBRE partnership on which the CBRE Experience was based? If so, please describe it briefly.

If not, would you see the potential for doing so prior to completing the CBRE Certificate Program? Please include a brief proposal for a knowledge-sharing activity relative to your prior CBRE experience.

Part D

Please provide the name, title, and contact information of the person(s) who supervised your previous CBRE experience. The CBRE experiential learning coordinator will contact your supervisor(s) for a reference.