

Appendix7: Researcher Training Curriculum Framework: Example

Pridehouse Research Project, Summer 2002



This guide is for us. We give participants a pared down version as [agenda handout](#)
Before we start, we need

- ❖ Flip-chart paper and markers
- ❖ Notes books and pens for observation and interview exercises
- ❖ Bus passes.
- ❖ child minding—who? \$15 for childcare for each day of training.
- ❖ food for lunch for five days and breaks. Sz and Jennifer
- ❖ Thomas is confirmed. Sz to contact Ron about 'making contact' presentation.
- ❖ The things flagged in [purple](#) are handouts or material we need copied for everyone before starting.
- ❖ Take all the flip charts and repost what is necessary in the new room.
- ❖ No office space. We use Sz's house for some prep. and data storage.
- ❖ Consent forms for RAs ready. Sz. Photocopy.
- ❖ Colour coded photocopies for each day/activity? Sz + Jen

Agenda

Date, Time, and Place	Facilitator	Activity	Materials
Thursday, April 18. Morning Vancouver Status of Women #430 Sinclair Centre. 10:00 AM to 11:30 AM	Pancho Sz. Pancho.	<p>Welcome/Introductions Polaroid activity here</p> <p>state goal of the entire workshop/briefly go over handout agenda.</p> <p>Tools of Conviviality –(hand out + transparency) First, group brainstorm guidelines, facilitator flip chart, and post them. Second, we give handout and include guidelines</p> <ul style="list-style-type: none"> ○ Respect confidentiality ○ Be patient. Do not monopolize dialogue. Let's give voice a chance. We all have different styles. ○ Check your assumptions before speaking your mind (e.g. about children, youth, old folks, heterosexual people, white people, foreigners, religious people, people with disabilities, etc.). ○ Do not suffer. If something is going terribly wrong for you. Take facilitators aside and explain. ○ Give equal respect/air time to expertise and lived experience. It's not about who knows more. It's about collaboration. ○ Own your statements. Say, "I think this or that". Make it constructive. ○ Keep it simple, keep it balanced. ○ Avoid isolating your team members. Build team spirit. ○ What's the pay off for those who are very experienced/experts in CBR? Getting to apply your knowledge by doing one difficult thing: passing it on as partners in learning, without imposing. ○ Any others guidelines you often use that would help everyone equally? ○ Break any of these guidelines as soon as they become inflexible rules. 	<p>Handouts Transparency Overhead projectors Flip chart paper and markers</p>

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11:30 AM to 12:30 AM	Loree	Administration –how to fill out all those forms , invoices , etc. Where do they get/make copies? Cell phones use/etiquette? Payment?	Sample invoices, forms, etc.
12:30 to 1:15 PM		Lunch break	
1:15 to 1:30 PM		Energizer: Loree	
1:30 PM to 2:30 PM	Sz	(IF 1 COULD B) A FLY ON THE WALL 1 st Observation exercise using reporting template. Individual? Instructions on how to fill out reporting form	Flip charts Note pads Pens Reporting forms [template sz.]
2:30 PM to 3:00 PM		GO OUT AND DO THE OBEERVATION NEARBY AND COME BACK WE DETERMINE THE PLACES EITHER THEY ALL GO TO THE SAME PLACE AND WE COMPARE HOW DIFFERENT IS THE STUFF THEY GOT, OR WE SEND TWO GROUPS OF FOUR TO TWO DIFFERENT LOCATIONS WHERE? 1. VICTORY SQUARE IS UP THE STREET 2. GRANVILLE AND DAVIE IS A YOUTH HANG OUT (BLENZ)	
3:00 PM to 3:30 Pm		REPORTING TO GROUP	
3:30 to 4:00	Pancho		

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PM		<p>PRESENT BASIC IDEAS ABOUT TYPES OF OBSERVATIONS, THEIR STRENGTHS AND WEAKNESSES.</p> <p>RELYING ON MEMORY</p> <p>SELECTION</p> <p>REPORTING—BUILD ON SZ’S PRESENTATION.</p> <p>BIAS</p> <ul style="list-style-type: none"> ▪ types of observation <ul style="list-style-type: none"> ○ Stationary ○ Walkabouts ▪ Structure, spaces, buildings, rooms, etc. ▪ Lay outs, signage ▪ Numbers of individuals, not what they are doing, for now. <p>ADVICE THAT ETHICAL ASPECTS WILL BE TOUCHED UPON BY THOMAS KERR NEXT DAY</p> <p>2nd observation exercise—going to a site</p> <p>DIVIDE THEM IN PAIRS</p> <ul style="list-style-type: none"> - SACHA AND JUSTIN - MICHEAL AND JACQUELINNE - DARCIE AND PJ - LESLIE AND MICHELLE <p>ASK THEM TO BRAINSTORM POTENTIAL SITES TO GO AND OBSERVE—IF THEY DON’T USE THEM TODAY, THEY CAN USE THEM LATER. KEEP NOTES.</p> <ul style="list-style-type: none"> ▪ Come back to the group and tell us where you are planning to go. ▪ It is important that we don’t ‘swarm’ a site. ▪ Make a list of the potential places to visit, why they are appropriate and interesting. This list will be useful the rest of the summer. You can add places to the list later. ▪ Keep in mind the research goal. 	

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		<ul style="list-style-type: none"> During this exercise you need to remain as 'invisible' as possible. It is not about being secretive, sneaking up on people, trying to find out whether they are doing something 'bad' or 'secret'. It is plain looking with an intention to remember. 	
4:00 PM to 4:45 PM	Loree, Sz. And Pancho support activity	OBSERVATION Facilitators can alternate between the four couples or at least two. Communicate with duos by cell phone.	Notre pads Pens
4:45 to 5:00 PM	Pancho	COME BACK TO SINCLAIR CENTRE AND REPORT THEY WILL ONLY HAVE ABOUT 5 MINUTES PER DUO TO REPORT	Flip chart info. Recorder also keeps track of this info.
Friday, April 19. Sinclair Centre 10:00 AM to 10:30 AM	Pancho	Introduction: AN OBJECT TO REMEMBER—each one of us produces an object we always carry with us and tells the group why it is meaningful. The idea of telling a story connected to an object, a place, a time, a feeling, an idea, or a person.	
10:30 AM to 11:45 AM	Claudia	Literature review And Q&A	
11:45 AM to 12:15 PM	Pancho	3 RD . OBSERVATION EXERCISE : SET, CAMERA, ACTION! Think of the literature review and what it tells us and think of three different things we should be looking at. Keep in mind the main goal of the research	Flip chart markers

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		<p>We shuffle the pairs</p> <p>Use the potential locations brainstormed yesterday and choose a new one (one you have not been at)</p> <p>Back to the site—like a movie set—this time look at the characters, how they dress, what they look like, any specific characteristics?, style, etc.</p> <p>Check their motions—fast, slow, heavy walking. Careful, don't make assumptions. You eyes are like a camera, they only register what they see, not what you imagine.</p> <p>You might like to chance some assumptions—He is running down the street chasing after the bus. He must be in a hurry.</p> <p>A bit of archeology—this is only done when possible. You don't want to take things away, contaminate the scene', or destroy the ecology of the place you are looking at. For example, if you are in a teen centre, there might be some free brochures available. It is okay for you to take one to bring to the group for show and tell.</p> <p>Peer pairs reporting! (we can do this with the camera in a journalistic tone)</p> <p>Inventory style</p> <p>Probes</p> <ul style="list-style-type: none"> ▪ What was different from the everyday looking at stuff? ▪ What was more difficult? Easier? ▪ Did each one of you in the pair look at different things? ▪ Was there something you had never noticed before? ▪ Was there something that has always been there? It is so much part of the picture you never noticed it before? ▪ What one thing could you do that would improve your observation the next time? 	
12:15 to 1:00 PM		Lunch Break as they go to location and observation We give them a per diem or a brown bag?	
1:00 PM			

Date, Time, and Place	Facilitator	Activity	Materials
to 1:30 Pm		Write/finish reports of observations	
1:30 Pm to 2:00 PM	Sz and Pancho Recorder Loree?	Reporting back to the group	
2:00 PM to 2:45 PM	Jen	<p>Interviews + Q& A</p> <p>Asking questions to prompt a good story—good stories are like door knobs, small, functional, they are there to open up to the world of the story.</p> <p>This is different from interviewing—this is about listening and providing encouragement.</p> <p>Brainstorm examples</p> <ul style="list-style-type: none"> ▪ Nods ▪ Short interjections ▪ Open ended questions ▪ Encouraging body language <p>Timing (when to begin, when to stop) and rhythm (add some speed, encourage to slow down)</p>	
2:45 PM to 3:15 PM	Facilitators support process	<p>Shuffle pairs</p> <p>Tape recorded interviews in pairs</p> <p>Interview each other without tape or script</p> <ul style="list-style-type: none"> - Form new pairs - Choose a location that is comfortable and quiet - Other instructions? 	4 tape recorders tapes note pads
3:15 PM to 3:30 PM		Break	

Date, Time, and Place	Facilitator	Activity	Materials
3:30 PM to 3:45 PM	Pancho	Active listening—how we make sure that we are listening to what the others are saying <ul style="list-style-type: none"> ▪ Non-judgmental ▪ Non-violent communication ▪ Checking –paraphrasing ▪ No interpreting ▪ Stating without accusing 	
3:45 PM to 4:00 PM	Pancho	Reflect on active listening by going back to the tapes with your previous partner and discussing what you would have done differently, what worked, what didn't.	
4:00 PM to 4:30 PM	Sz	Check on reflections, flip chart them Instructions on logging tapes Practice logging tapes Q&A Wrap-up	
Saturday, April 20. Morning. @ Projections	Jen	Taking fieldnotes. Interviews without recording: “factoids and soundbites”	
10:00 AM to 10:15 AM	Loree	Introduction activity	

Date, Time, and Place	Facilitator	Activity	Materials
10:15 AM to 10: 45 AM	Ron Fremont / YouthCo	Making contact and Interviewing: the basics Guest speaker on how to make contacts. + Q&A	
10:45 AM to 11:15 AM	Francisco	<p>The ways we have of making contact and of keeping others at a distance Instructions for a role-playing that turns into 'real' interview.</p> <ul style="list-style-type: none"> - Form new pairs - Practice contact making and interviews with tapes and script - Role play how you would approach someone and propose the idea of being taped or videotaped - Tape recorded interviews in pairs—we ask you to actually respond to these questions by using your real life experience. - We request whether we can use these interview transcripts as data. - Choose a location that is comfortable and quiet - Other instructions? 	
11:15 AM to 12:30 AM this is good, it gives them an hour for the 'real' interview.		<p>Break into pairs —get acquainted with the person you will interview Interviewing each other You have 30 minutes per person. change and log tapes as per Sz's presentation.</p>	
12:30 PM	Pancho	<p>Brief reporting What is different this time?</p>	

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to 12:45 PM		What works better? What is more difficult? What you choose to disclose about yourself and about the person you interviewed. What does say about the process? About your experience?	
12:45 PM to 1:15 PM		Lunch break	
1:15 PM to 2:00 PM		Thomas Kerr on observation, participant observation, risks and rewards, and ethics. + Q&A. Ask Thomas to embody the 'expectations' by talking about the expectations they have had of VANDU grassroots researchers in the past.	
2:00 PM to 2: 15 PM	Sz.	On research ethics: expectations for this research project.	
2:15 PM to 4:PM	Sz	Ethics and exploitation: Researching with respect	
Monday, April 22. Morning. 10:00 AM to 10:15 AM	Loree?	Introduction activity	

Date, Time, and Place	Facilitator	Activity	Materials
10:15 AM to 10:30 AM	Pancho	Ethics, consent, and the 'VanRun' <ul style="list-style-type: none"> - Operation guidelines for van use - Recap and link topics of ethics, making contact, active listening, interviewing, reporting, etc. - Responsibility - Respect - What we understand by ethics - What constitutes 'consent' - Confidentiality and anonymity. - Risks and benefits (for all involved). - Keeping the 'data' safe. Where? - More of this will be discussed in relation to video. 	handout
10:30 AM to 11:15 AM	Invited counsellor	Supportive research: practices, resources, and referrals + Q&A	
11:15 AM to 11:30 AM		Break	
11:30 AM to 12:15 PM	Pancho	Conducting Surveys <ul style="list-style-type: none"> - Approaching youth - Approaching service providers - How? How many? - Administered or self-administered? How do we choose? Literacy and tact. - 	Survey template [Sz?]
12:15 PM			

Date, Time, and Place	Facilitator	Activity	Materials
to 1:00 PM		Lunch Break	
1:00 PM to 1:30	Sz.	Mock Focus Group	
1:30 PM to 2:00 PM	Pancho	<p>Focus group: The basics</p> <ul style="list-style-type: none"> - Logistics—getting stuff ready to conduct group - Support from team leaders - Phone calla - Contacts - Rooms and fees - Food and bus tickets - No shows - Questions - Procedure – a bit of protocol - Guidelines - Active listening - To each, its turn - Not a discussion forum - Keep it non-argumentative (hard) - Other guidelines - 	Overhead Transparency Info. in package
2:00 PM to 3:00 PM	Pancho/Sz	<p>Focus group with ‘real’ questions based on the PHJ interview schedule.</p> <p>Mapping the community</p> <ul style="list-style-type: none"> - We can model a focus group by conducting one with ourselves—this way we would be getting info. from us as both participants and researchers. - We can use the community mapping technique to conduct the group and find out 	interview schedule

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		where youth hangs out, positive versus negative spaces, where services are, etc.	
3:00 PM to 3:15 PM		Break	
3: 15 PM to 4:00 PM	Sz & Pancho	Evaluation – Head/Heart/Feet And decision about back up RAs.	
Tuesday, April 22. 10:am-	all	This is our first team building meeting and we can use it to determine next steps before going to Galiano. Some of the time they will have they can use to transcribe the interviews to each other and bring them to (where? Who?) We can brainstorm to build an action plan.	