



CCHGR Principles for Global Health Research Learning Guide

MARCH 2016

Learning Guide Summary

This learning guide is intended to support active group reflection about the CCHGR Principles for Global Health Research (GHR). While it is primarily for facilitators, teachers, self-motivated groups of students, or communities of practice, it may also be used to guide professional development for others involved in various aspects of using, doing, or supporting research. Conducive formal learning settings include seminars, participatory classes, or workshops.

Included in this learning guide are the following electronic materials:

- CCHGR Principles for GHR booklet & one-pager
Available at: <http://www.ccggr.ca/resources/principles-global-health-research/>
- Video overview of CCHGR Principles for GHR (available by chapter or as a 19-minute whole)
Available at: https://www.youtube.com/channel/UCM_D4CiO2ZRQfBVHA9FND6g
- Suggestions for learning strategies with reflective questions
- Recommended case studies, selected from open access sources

Recommended Teaching Approaches

The activities we suggest for engaging in reflective group learning have been informed by both participatory and critical pedagogies.¹ Further, in shaping the learning strategies suggested here, we've drawn upon adult learning theory and critical pedagogies. Adult learning theory asserts that adults are internally motivated, goal-oriented, self-directed learners who bring life experience and knowledge to their learning. Adults learn best when their tacit knowledge is respected and when the content matter is both relevant and practical.² Importantly, we embrace the transformative potential of critically reflective dialogue as a means for sparking awareness of and acting upon inequities.³

We structured this learning guide to enable, above all, good conversation. We recommend that this material be offered in a safe, relaxed environment (e.g., dialogue contributions are not tied to a scored assessment of performance) and in a room that allows people to comfortably turn to each other and gather in small groups. There are no "right" or "wrong" ways to explore these principles and their practice implications. Due to this, we suggest that sessions be facilitated by someone comfortable with the inevitable uncertainties and grey areas when complex content is discussed in a dynamic, participatory setting.

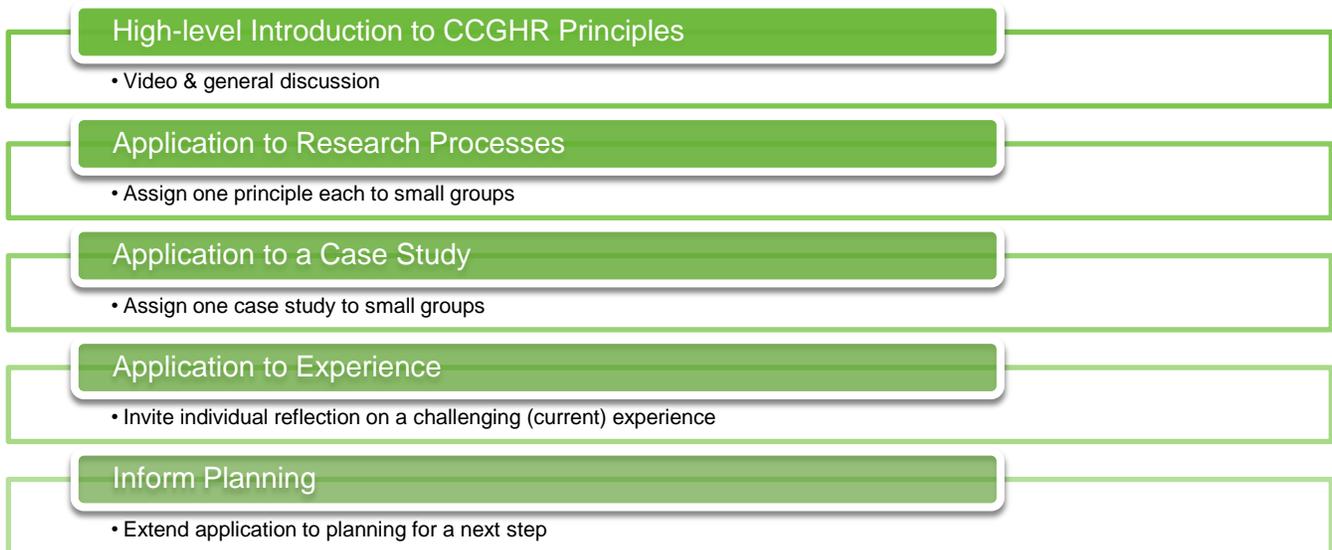
A minimum of one hour is recommended to engage with these materials, but they could occupy a standard three-hour lecture session or two to three one-hour sessions. We suggest introducing the principles using a series of learning foci, beginning with a general introduction and layering progressive opportunities to apply concepts (Figure 1). As application progresses to different contexts or issues, we think it will be helpful to revisit and extend prior reflections to later conversations. It may be useful to include documentation of the group's reflections as they move through the material. Depending on the facilitator's level of comfort, this could be done with flip-charts, PowerPoint slides, or other more creative media (e.g., collective graffiti walls, others from the Index of Facilitative Strategies).

¹ Hanson, L., Harms, S., & Plamondon, K. (2011). Undergraduate international medical electives: some ethical and pedagogical considerations. *Journal of Studies in International Education*, 15(2), 171-185.

² See, for example: Merriam, S. B., Bierema, L. L., & Ebrary Academic Complete (Canada) Subscription Collection. (2014;). *Adult learning: Linking theory and practice* (Firstition.;1; ed.). San Francisco, CA: Jossey-Bass, A Wiley Brand.

³ See, for example: Freire, P. (1997). *Pedagogy of the oppressed*. New York: Continuum.

Figure 1: Overview of Learning Foci



Lesson Plans for each iterative block include:

- Purpose statement
- Learning objectives
- Suggested activities (names only, see index for descriptions)
- A list of prompting questions to accompany activities

Following the Lesson Plans, you will find an index of activities and a short description of recommended case studies selected from openly accessible sources.

High-Level Introduction (60 min or 30 min introduction to longer session)

Purpose

Provide a general, high-level introduction to the CCGHR Principles for GHR.

Learning Objectives

Participants will be able to:

1. Identify six principles for GHR as outcomes of dialogue-based research.
2. Recognize the principles as mutually informative and non-hierarchical.
3. Describe how the principles as a whole relate to or serve equity.
4. Raise questions about (and identify possibilities) the choices participants encounter as actors in the research process.
5. Articulate one way in which participants will change their practice, daily work, or current activities.

Suggested Activities

1. Show video (either the full 19 minute video or a selection of shorter clips)
2. Select one or two questions to prompt discussion
3. Think-pair-share among participants
4. Round Table
Recommended prompt—Question (e)

Question Prompts

- a. How do these principles fit with your own comfort zone? Where do they stretch you most? Where do they feel most comfortable?
- b. What disciplinary values do these principles align well with, confront, or challenge?
- c. How might these principles help to clarify norms, values, or expectations? What cultural norms or expectations do these values challenge?
- d. What examples can you think of that demonstrate a promising practice for a specific principle? Why is this a good example? What examples can you think of that reflect poorly on the practice of a specific principle?
- e. How might you use these principles to inform your current work/daily activities? What is one thing you could change in your daily activities, practices, or work?

Application to Research Process (90 min+)

Purpose

Apply the CCGHR Principles for GHR to different phases of the research process or other research-related activities (e.g., knowledge translation). We envision comprehensive, cyclical processes of research, including (but not limited to): identifying research questions; setting research priorities; establishing research partnerships; developing research proposals; navigating research ethics; initiating and conducting research studies; maintaining research partnerships; analyzing and interpreting data; synthesizing data; presenting or re-presenting data; returning or reporting on research results; writing up research findings; sharing research findings; using research to inform practice or policy; determining new questions and new priorities, etc.

Learning Objectives

Participants will be able to:

1. Understand that a typical research process is comprehensive, complex, and cyclical in nature.
2. Explore points within the research process where they may be faced with equity-related choices about *how* they do something.
3. Observe their own reactions to the principles' application in at least one phase of the research process.
4. Extend their contemplation of the principles to at least one other phase of the research process.
5. Compare the equity-related challenges and choices that present at different phases of the research process.

Suggested Activities

1. High-level introduction (abbreviated or full)
2. Large group discussion
Recommended prompt: Question (a)
3. Assign individuals or small groups one principle to focus on directly. Provide time to review the booklet material on that principle.
4. Think-Pair-Share: adjust number of prompts as time allows
Recommended prompts: Questions (b, c, d)
5. Rapid Conversations: adjust number of prompts as time allows
Recommended prompts: Questions (e, f)
6. De-brief

Question Prompts

- a. How do the CCGHR Principles for GHR as a whole shape your consideration of what constitutes the research process?
- b. How would this principle inform different phases of the research process?
- c. What points in the research process are most difficult to envision or discuss? What makes the application of this principle during these points challenging?
- d. How does the practice of this principle change across the research spectrum?
- e. As you consider different types of research (e.g., clinical trials versus participatory action research), are there differences in the ways in which you envision using these principles? Are there different points of the research process that are more challenging for some types of research than others?
- f. What other principles are particularly useful or complementary to this principle? What principles pose provocative or contradictory stances to different phases of the research process?

Application to Case Study (90 min+)

Purpose

Apply the CCGHR Principles for GHR to purposefully selected case studies. Recommended case studies were selected from publicly accessible sources identified by stakeholders during the development of the knowledge translation strategy for the Gathering Perspectives Studies.⁴ These case studies are summarized in the index that follows. If you wish to use your own case studies, we recommend providing content in one page or less and framing the case study such that learners can quickly identify the key ethical, moral, or equity issues. The application of the CCGHR Principles for GHR to cases will be most successful if you choose case studies that speak to you, that resonate with your experience, and that you think will read as relevant to your audience.

Learning objectives

Participants will be able to:

1. Extrapolate their hypothetical application of the CCGHR Principles for GHR to case studies that reflect different phases of the research process.
2. Grapple with tensions that arise from the consideration of the CCGHR Principles for GHR as a whole in the context of an ethically or morally challenging case.
3. Verbalize their reactions to these tensions.
4. Propose strategies for using the principles to inform recommendations on how to respond to the case.
5. Deliberate on how to balance competing principles, using the deliberation to inform recommendations.
6. Increase their confidence in applying the principles to challenging scenarios.

Suggested Activities

1. High-level introduction (abbreviated or full)
2. Application to the Research Process (abbreviated or full)
3. Assign small groups one case (provide two groups with the same case), and provide time to read and digest the case. Use a Mind Map if desired.
4. Offer a walk-about to explore the case. Invite the groups to discuss the tensions that arise from the consideration of the CCGHR Principles for GHR and their reactions to these tensions.
Recommended prompts: Questions (a, b, c)
5. World Café or Point-Counter-Point
Recommended prompts: Questions (c, d, e)
6. De-brief
Recommended prompts: Question (f)

Question Prompts

- a. What about the case is ethically challenging? What about it reflects disparities or inequities?
- b. What points of tension exist in the case?
- c. How could different roles be shaped by one or more of the principles?
- d. What behaviours might be challenged by one or more of the principles?
- e. How would the contemplation of one or more of the principles inform next steps? Or change responses?
- f. How and where could these reflections be included in your writing?

⁴ For more details on the Gathering Perspectives Studies, visit the CCGHR website at www.ccghr.ca

Application to Experience/Planning (120 min+)

Purpose

Apply the CCGHR Principles for GHR to a current context in which the participant is involved, and to planning a next step.

Learning Objectives

Participants will be able to:

1. Extend their application of the CCGHR Principles for GHR to a lived experience.
2. Identify how the consideration of the CCGHR Principles for GHR informs their way in which they conceptualize their identified experience.
3. Critically examine how their values and norms are affirmed, stretched, and/or challenged by the principles.
4. Develop a deeper understanding of what equity-informed choices they face through their involvement in global health research.
5. Visualize themselves using and talking about the CCGHR Principles with others involved in the current context.
6. Plan a next step that enables equity-informed decision-making in the current context.

Suggested Activities

Start by grouping participants by their involvement in same or similar research contexts (e.g., those involved on a joint research project or in the same setting grouped together).

1. Individual mind map.
Recommended prompts: Questions (a, b, c)
2. Small group sharing (recommend five minutes per person to share their mind map)
Recommended prompts: Continue with questions (a, b, c)
3. World Café or Point-Counter Point
Recommended prompts: Questions (d, e, f)
4. Revisit Mind Map, re-focus on planning
Recommended prompts: Questions (f, g)
5. Talking Circle
Recommended prompts: Questions (f, g)

Question Prompts

- a. What current experience or context comes to mind when you think about these principles?
- b. How would contemplation of the CCGHR Principles for GHR change what you are doing (or could plan to do in the future)?
- c. How does the contemplation of the CCGHR Principles for GHR fit with and/or challenge your own values, norms, and overall comfort-zone?
- d. What does equity mean in this experience? How important is equity to you in this experience?
- e. What choices do you have in this experience? What choices are more equitable or equity-informed than others? What makes them so?
- f. How might you talk about this principle/these principles with others involved in this experience?
- g. What steps do you need to take in order to enable yourself to make choices that reflect your values?

Index of Facilitative Strategies

(listed alphabetically)

Graffiti Wall

Identify a wall that can be used for the duration of engagement with these materials as a dedicated space for a poster-style documentation of group learning. Cover the wall in heavy-grade paper (can be purchased at a printing shop relatively inexpensively). Provide a basket or envelope with markers, pencil crayons, and tape.

- Introduce this activity early in the learning process. Use it as a regular way to warm up the group and bring attention to their long-term reflections on the CCGHR Principles for GHR.
- Explore the learners' wishes related to attribution on the graffiti wall—do they wish to have all contributions remain unidentified, or do they want to sign their name to their contribution? Have the group agree to process.
- Invite learners to doodle, draw, or write their ideas, inspirations, and questions down as you work with this material.
- Invite creativity! Artful expressions of ideas in the form of poetry, pictures, collage-making, etc. are all welcome.
- Provide about 10 minutes at the start of each session for learners to casually interact with each other and add to the graffiti wall, if they wish (do not make it mandatory). Learners may wish to be offered this time again at the end of any learning session.
- At the end of any session, invite them to bring anything they wish to add to the wall to the next scheduled time you will work on this material.
- Leave the space available for learners to add to at any time between sessions, and invite them to do so.
- At the end of your engagement with the material, photograph the graffiti wall and provide the image to learners (or, alternatively, invite learners to take their own photo of it).

Mind Map

Use this activity to assist learners in organizing their thoughts or as a means of demonstrating the ways in which their reflections deepen over time. A mind map is a visual form of note taking that helps to clarify, structure, and classify ideas using lines and colours to connect ideas or questions around a central concept.

- Have (fine) coloured pencils, pens, or markers available for people to use if they wish.
- Provide participants with a blank piece of paper. Alternatively, you can provide a blank or semi-started template to participants. Identify the CCGHR Principles for GHR as a whole or invite the selection of one particular principle as the central concept.
- Show an example of a mind map (e.g., Google image search of mind map) to give people an idea of what you're inviting them to create.
- Highlight elements that make mind maps work well. We like this resource from Oregon State University: <http://oregonstate.edu/tac/how-to-use/mind-mapping>
- Invite learners to keep their mind map ready for them to add to as they work through the material, and inform them that you will also provide dedicated time to work on the mind map.

Point-Counter-Point

This activity provides an opportunity for a more structured deliberation among small groups of 4 or 5 people. Participants begin in their small groups, grappling with a prompting question and an applied scenario or case. At least two groups need to work on the same case. These groups will engage in a collaborative (i.e., non-competitive) mini-debate about their recommendations related to the case.

- Introduce the activity as a mini-debate, emphasizing the collaborative and learning focused nature of the debate.
- Provide groups with time to review the case.
- Offer a prompting question, providing a visual reminder of the question somewhere in the room.
- Invite the small groups to first discuss the case and the prompting question. Provide about 10-15 minutes for an unstructured conversation.
- Shift the groups' attention to providing recommendations or solutions to the prompting question—what would they do? Invite them to choose the recommendations they feel most comfortable and confident with and summarize three points each for why they are confident and how they would propose acting on the recommendation.
- Bring the group's attention back to the centre. Paired small groups that worked on the same case or scenario will now present their recommendations—making their point.
- After their point is presented, the small groups will respond to the other group's point, offering a counter-point by drawing upon the “why” behind their own recommendation. If groups both offered similar recommendations, then they can compare their rationale.
- Invite the small groups to finish their point-counter point presentation by describing one or two ways in which they could move forward on their recommendation (how).
- Acknowledge the contributions of the paired small groups before inviting the next pair of small groups to present their point-counter point.
- Do a de-brief to share insights at the end of this activity.

Rapid Conversations

Similar to the concept of speed dating, rapid conversations can be a quick and dynamic strategy for multiple one-on-one (or small groups of two-on-two) conversations.

- Introduce the activity by informing participants that they will have a set amount of time (3-5 minutes) for a series of short conversations around a common question. Demonstrate a sound signal that they will hear when it is time for them to rotate (a bell, meditation chime, or computer/cell phone ding can work for this—if using a computer, you will need speakers to ensure people can hear the ding).
- Show the group the question—say it and provide it visually on a blackboard or slide. Provide participants with 5-10 minutes to think independently about the question. Invite them to make some notes for themselves if it is helpful to them.
- Divide the participants into two groups. Assign one group to be stationary and the other to rotate with every sound signal. Repeat the focus question.
- Sound the signal and let the first conversation begin. The energy in the room should begin to escalate by the end of the time signal. After two rotations, conversations should be quicker to start and maintain the energy throughout the duration of the allowed time.

- There is no need to take notes or record the content of conversations—the intent of this activity is to simply generate free-flowing reflection and to provide people with an opportunity to learn from each other.
- You may wish to do a de-brief at the end of the activity.

Round Table

A round table discussion is a simple way of inviting people to contribute their thoughts on an issue in a way that offers every individual an opportunity to speak. It is ideal if participants are sitting around a table or in a circle. The facilitator introduces a question or puts an issue forward for discussion. Less structured than a talking circle, the round table can be facilitated by inviting people to contribute as you move around the circle or could be more organic in nature. It is essentially a strategy for large group sharing.

Talking Circle⁵

Many Indigenous cultures regard the circle as a symbol for understanding. Talking circles are used as a traditional way of sharing, solving problems, and developing understanding. In a circle, there is no beginning or end; no hierarchy. A talking circle usually begins with a smudge. Traditionally, an eagle feather or talking stick is passed clockwise around the circle, with the person holding the token speaking for as long as they wish. While they are speaking, no one may interrupt. If someone does not wish to speak, they simply pass the token to the person to their left (speaking from the heart). The token may be passed several times, until everyone has said what they need to say.

There are guiding rules for talking circles. First, only one person speaks at a time. It is polite to introduce yourself during the first round. Speak from your heart and respect the time others need to do so. Listen with respect. Usually what is said in the circle is never repeated, unless you have the permission of the speaker.

The facilitator needs to ask permission to use what is shared in the circle as part of our dialogue, noting that it would be used without attribution. Moving around the circle, invite participants to share whatever they would like to say. Perhaps it is something that strikes, challenges, reassures, or otherwise provokes thought or learning for them. Perhaps it is something they've discovered, appreciate, or are curious about. They may share whatever they would like to say. Again, if any person does not wish to contribute to the circle, they pass the token to the person on their left.

Think-Pair-Share

This activity is a great way to provide opportunities for both introverted and extroverted people with a comfortable space for reflection. Typically, the activity begins with individual reflection, then moves to story sharing with one other person, followed by group discussion. It is most effective when it is informal and relaxed.

- Introduce the activity by stating a question for reflection and providing participants with a set amount of time (10-15 minutes works well) to think independently. Let them know that they will transition to sharing their thoughts with one other person after that time.
- You can structure this activity to transition into progressively larger groups—after pairing with one other person, you can move to sharing in groups of four, then groups of eight, and so on.
- If you would like the groups to share with the larger group, invite them to choose one or two salient points that stood out to them from their conversations. This creates a more focused large group discussion.

⁵ The Mi'kmaq Spirit website offers a helpful description of talking circles (<http://www.muiniskw.org/pgCulture2c.htm>)

Walk About

A walk about is an opportunity for casual, hands-free, stream-of-thought conversations. Participants are invited to contemplate a focused question or two, and mull over that question while walking. They are unencumbered by pen and paper, free to explore the ideas spontaneously.

- Describe what participants can expect to do and give them a designated time to return to the learning room (e.g., 20-30 minutes).
- Invite participants to gather in groups of two or three people (or assign groups if you think this will enable more focused and critically reflective conversations).
- Offer a prompting question and provide a short time for individual reflection (5-10 minutes).
- Upon their return to the learning room, engage with small groups to discover where their walk about took them and what they discovered through their conversation. Allow for a casual, staggered return.
- Provide an opportunity for de-brief and large group sharing with an open invitation. Some people will need time to digest and may not be able to offer anything in a large group setting at that moment—provide a space for returning to a group reflection either online (e.g. using the Blackboard website) or at the beginning of your next session.

World Café

World Café is a strategy for enabling conversation and connectedness. It is a model used to spark and guide conversations that lead to innovation and positive change. It is guided by seven design principles: set the context; create hospitable space; explore questions that matter; encourage everyone's contribution; connect diverse perspectives; listen together for patterns and insights; and share collective discoveries (i.e. harvest). There are different ways to host a world café, with many resources available on their website.⁶ In this activity, participants engage in a series of brief, small-group conversations.

- You need a room with tables that allow for small-group discussions (4-8 people per table). You may provide a theme or focus for different tables (e.g., assign a different principle to each table). It is best if you have two facilitators—one to assist with timing and the other with providing direction. One or both can contribute to encouraging conversations and responding to questions during the activity.
- You may wish to provide markers and paper on the table, inviting participants to collectively document their conversations.
- Invite participants to distribute themselves evenly at the tables.
- Set up the activity by introducing the focus prompt and inviting one volunteer per table to be the “host”. This person will stay with that table, taking some notes, stimulating conversation, and inviting the start of a new conversation with each rotation. If desired, provide the host with flip chart paper or other means to create something that can be shared with the larger group at the end of the activity.
- Inform participants that they will be able to participate in three or four brief conversations (time dependent), and that they will have two minutes to rotate between conversations. They will be free to choose any table at each rotation.
- The first conversation begins. Remind participants of the question prompt(s) by having them visible in the room. At the designated time (10-15 minutes), provide a sound signal that it is time to rotate. Provide the two-minute break for participants to find a new table, then provide the sound signal again.

⁶ For more details, videos and resources, visit: <http://www.theworldcafe.com/index.html>

- At the end of the activity, you can 'harvest' learnings by gathering any notes or collective documentation.
- Provide an opportunity in the large group setting to share any insights.

Index of Suggested (Open Access) Case Studies

(A) WHO Casebook on Ethical Issues in International Research

World Health Organization. (2009). Casebook on ethical issues in international research. Cash, R., Wickler, D., Saxana, A., & Capron, A. (Eds.) WHO: Geneva. Available online at:
http://www.who.int/rpc/publications/ethics_casebook/en/

These brief case studies are about half a page or one page. They are narrative, quick reads that would serve well in settings where cases are provided in a learning session. Below is an overview of cases from this book that we thought would be particularly suitable for application of the CCGHR Principles for GHR. The casebook is arranged by chapters that follow major research ethics considerations. Each chapter begins with an introduction to concepts that learners might find useful. The casebook offers an excellent chapter on facilitating learning with the cases as well.

Recommended Cases:

Chapter I: When must an ethics committee's approval be sought?

- Case 4 (p. 45): Documenting health conditions of an Indigenous community

Chapter II: Issues in Study Design

- Case 6 (p. 56): Negotiating safe sex practices
- Case 8 (p. 58): Testing a new HBV vaccine
- Case 9 (p. 59): Tuberculosis prevention in HIV-positive people
- Case 16 (p.69): Observing newborn care practices

Chapter III: Harm & Benefit

- Case 21 (p. 80): Pregnancy in health research

Chapter IV: Voluntary Informed Consent

- Case 28 (p. 100): Breastfeeding and mother-to-child HIV transmission

Chapter VI: Obligations to Participants & Communities

- Case 38 (p. 128): Mental health problems of survivors of mass violence
- Case 42 (p. 134): Determining who constitutes the community

Chapter VII: Privacy & Confidentiality

- Case 54 (p. 155): Health promotion survey on a commercial farm

Chapter VIII: Professional Ethics

- Case 58 (p. 167): Budget Reviews by research ethics committees
- Case 60 (p. 170): Action research on involuntary resettlement

(B) Population & Public Health Ethics: Cases from research, policy, and practice.

Canadian Institutes of Health Research – Institute of Population and Public Health. (2012). Population and Public Health Ethics: Cases from Research, Policy, and Practice. University of Toronto Joint Centre for Bioethics: Toronto, ON. Available online: <http://www.jcb.utoronto.ca/publications/documents/Population-and-Public-Health-Ethics-Casebook-ENGLISH.pdf>

In this casebook, a series of thoughtfully presented cases offer learners an opportunity to explore ethical issues in population and public research, practice, and policy. Each case identifies ethical issues and is accompanied by a series of reflective questions. Alternative “scenario shifts” and case discussions are also offered. Although the cases do not address global health issues per se, they address issues relevant to global health and provide accessible ground for students to think about the CCGHR Principles for GHR.

The cases present issues that will be familiar to many Canadian students. The cases are several pages in length, if read with all accompanying materials. They would be most suited as pre-readings but could be adapted for use in sessions that introduce cases in session.

Recommended Cases:

Part I: Research

- Case 2 (p. 32): To share or not to share: Secondary use of data in public health emergencies

Part II: Policy

Note: These cases would be relevant for considering the CCGHR Principles’ application to research use

- Case 3 (p. 81): Worldwide and local anti-malaria initiatives
- Case 4 (p. 92): First Nations drinking water policies

Part III: Practice

Note: These cases would be of particular relevance to graduate students or other learners who also have a health professions background

- Case 2 (p. 133): Use of evidence for program decision making: Resources for tobacco cessation
- Case 4 (p. 153): Health inequities in First Nations communities and Canada’s response to H1N1 influenza pandemic

(C) Special Issue of BMC International Health & Human Rights (Vol 11, Supp 2)

Global Health Research Case Studies: Lessons from partnerships addressing health inequities

Edited by Zoë Boutilier, Ibrahim Daibes and Erica Di Ruggiero

This special issue is comprised of articles that describe specific cases in global health and are around eight-ten pages long. They should be provided as readings in advance of a learning session, perhaps inviting learners to choose two readings from the list as preparation for a seminar.

Global health research case studies: lessons from partnerships addressing health inequities

Zoë Boutilier, Ibrahim Daibes, Erica Di Ruggiero

BMC International Health and Human Rights 2011, **11**(Suppl 2):S2 (8 November 2011)

| [PDF](#) |

Reducing inequalities in health and access to health care in a rural Indian community: an India-Canada collaborative action research project

Slim Haddad, Delampady Narayana, KS Mohindra

BMC International Health and Human Rights 2011, **11**(Suppl 2):S3 (8 November 2011)

| [PDF](#) |

Maternal deaths in Pakistan: intersection of gender, caste, and social exclusion

Zubia Mumtaz, Sarah Salway, Laura Shanner, Afshan Bhatti, Lory Laing

BMC International Health and Human Rights 2011, **11**(Suppl 2):S4 (8 November 2011)

| [PDF](#) |

Establishing a community of practice of researchers, practitioners, policy-makers and communities to sustainably manage environmental health risks in Ecuador

Jerry M Spiegel, Jaime Breilh, Efrain Beltran, Jorge Parra, Fernanda Solis, Annalee Yassi, Alejandro Rojas, Elena Orrego, Bonnie Henry, William R Bowie, Laurie Pearce, Juan Gaibor, Patricio Velasquez, Miriam Concepcion, Margot Parkes

BMC International Health and Human Rights 2011, **11**(Suppl 2):S5 (8 November 2011)

| [PDF](#) |

An agriculture and health inter-sectorial research process to reduce hazardous pesticide health impacts among smallholder farmers in the Andes

Donald C Cole, Fadya Orozco T, Willy Pradel, Jovanny Suquillo, Xavier Mera, Aura Chacon, Gordon Prain, Susitha Wanigaratne, Jessica Leah

BMC International Health and Human Rights 2011, **11**(Suppl 2):S6 (8 November 2011)

| [PDF](#) |

Strengthening integrated research and capacity development within the Caribbean region

Martin Forde, Karen Morrison, Eric Dewailly, Neela Badrie, Lyndon Robertson. *BMC International Health and Human Rights* 2011, **11**(Suppl 2):S7 (8 November 2011)

| [PDF](#) |

Collaboration between infection control and occupational health in three continents: a success story with international impact

Annalee Yassi, Elizabeth A Bryce, Jaime Breilh, Marie-Claude Lavoie, Lindiwe Ndelu, Karen Lockhart, Jerry Spiegel. *BMC International Health and Human Rights* 2011, **11**(Suppl 2):S8 (8 November 2011)

| [PDF](#) |

Challenges of scaling up and of knowledge transfer in an action research project in Burkina Faso to exempt the worst-off from health care user fees

Valéry Ridde, Maurice Yaogo, Yamba Kafando, Kadidiatou Kadio, Moctar Ouedraogo, Marou Sanfo, Norbert Coulibaly, Abel Bicaba, Slim Haddad. *BMC International Health and Human Rights* 2011, **11**(Suppl 2):S9 (8 November 2011)

| [PDF](#) |

Partnership research on nutrition transition and chronic diseases in West Africa – trends, outcomes and impacts

Hélène Delisle, Victoire Agueh, Benjamin Fayomi. *BMC International Health and Human Rights* 2011, **11**(Suppl 2):S10 (8 November 2011)

| [PDF](#) |

Evaluating a streamlined clinical tool and educational outreach intervention for health care workers in Malawi: the PALM PLUS case study

Sumeet Sodhi, Hastings Banda, Damson Kathyola, Barry Burciul, Sandy Thompson, Martias Joshua, Eric Bateman, Lara Fairall, Alexandra Martiniuk, Ruth Cornick, Gill Faris, Beverley Draper, Martha Mondwiwa, Egnat Katengeza, Lifah Sanudi, Merrick Zwarenstein, Michael J Schull. *BMC International Health and Human Rights* 2011, **11**(Suppl 2):S11 (8 November 2011)

| [PDF](#) |

Comparing antiretroviral treatment outcomes between a prospective community-based and hospital-based cohort of HIV patients in rural Uganda

Walter Kipp, Joseph Konde-Lule, Tom Rubaale, Joa Okech-Ojony, Arif Alibhai, Duncan L Saunders. *BMC International Health and Human Rights* 2011, **11**(Suppl 2):S12 (8 November 2011)

| [PDF](#) |

Next Steps: CCGHR Commitment to Continued Dialogue

The CCGHR is committed to fostering dialogue about GHR and the principles described here. We will revisit these principles periodically (e.g., every five years) to open pathways for adjusting the principles in response to evolving contexts. We will continue to engage Canadians involved in GHR in open, constructive conversations about why we do GHR, what to focus on, and how we do GHR.

By promoting these guiding principles, the CCGHR strives to:

- 1. Encourage dialogue** about the benefits, challenges, and possibilities of responding to health inequities through GHR.
- 2. Challenge those involved in GHR** to build capacity to address imbalances in power and equity in the contexts they work in.
- 3. Support people involved in GHR** in a way that promotes ethical and equitable actions and decisions.

For more information or to contact the CCGHR, visit us online at www.ccghr.ca. We will post regular content and invite discussion through this site.

Additional Resources

To access materials and reports for the CCGHR Gathering Perspectives Studies, visit our main website (www.ccghr.ca).

To learn more about the CCGHR, visit our 'About Us' page (www.ccghr.ca/about/).

You can also follow us on Twitter (@CCGHR) or Facebook.

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