

Decolonising Research Methods in Global Health and Social Medicine



Where & When

King's College London Waterloo

Campus

WBW G/552 & Online via MS

Teams

7th-9th June 2022

10:00 - 16:00 London Time

COURSE HANDBOOK

2022

KING'S
College
LONDON

Department of Global Health & Social Medicine

“Decolonising Research Methods in Global Health and Social Medicine”

King’s College London

Course Chair:

Dr. Nancy Tamimi
King’s College London

Research Assistants:

Ms. Hala Khalawi
Dr. Omar Torres Valencia
King’s College London

Participants/Students:

25 Students from King’s College London.
12 Students from Global South universities.
5 Students from Global North universities.
3 researchers/NGOs.
1 Auditor.

Course Organisers

Antiracism Steering group
King’s College London

The Funder:

Faculty of Social Science and Public Policy
Education Fund.

Lectures:

1-hour lectures.
1-hour seminars.

Course links:

Day 1: [Click here to join the meeting](#)
Day 2: [Click here to join the meeting](#)
Day 3: [Click here to join](#)

Course Objectives:

The course “Decolonising Research Methods in Global Health and Social Medicine” aims to bring diverse decolonising efforts and ongoing initiatives into the conversation. Together, we will explore the limits of our research methodologies and learn about indigenous research methods and practices from different parts of the world. We invited experienced scholars from various global North and South institutions and King’s College London to teach the course. During this interactive course, our experts will present qualitative and quantitative research case studies; using the decolonisation lens, they will discuss topics such as the epistemology of health, ethical research practices, reflexive research, and lessons learned from indigenous research.

Key benefits:

Students will:

- Learn about indigenous research methods and practices from different parts of the world.
- Learn from experienced, multidisciplinary scholars who present case studies from various local settings.
- Be part of and initiate innovative discussions to think collaboratively on the future pathways towards decolonising research.
- Engage in an interactive course using lectures, seminars, reflective tasks, and group discussions.

Certification:

Upon completion of the course, you will receive a certificate of completion from the Department of Global Health and Social Medicine (GHSM), King’s College London.

Course overview

Day	Time		Topic
Tuesday 7 th	10:00	10:15	Registration/welcome
	10:15	10:45	Introduction, overview of the course and evaluation of expectations
	10:45	11:45	A Critical reflection on unexpected events in the field. Lessons from a qualitative research project in an urban Black Township in Cape Town, South Africa. Dr. Mpoe Johannah Keikelame
	11:45	12:00	Break
	12:00	13:00	Is ethical research possible in a university context? Mr. Sohail Jannesari
	13:00	13:45	Lunch
	13:45	14:45	Seminar Mr. Sohail Jannesari
	14:45	15:00	Break
	15:00	16:00	Epistemology of Health from the South and Sanitary Sovereignty. Dr. Gonzalo Basile
	16:00	16:45	Break
Wednesday 8 th	10:00	11:00	Decolonising quantitative research - two case studies of research on rheumatic fever in Aotearoa New Zealand and depression in North India. Dr. Kaaren Mathias
	11:00	11:10	Break
	11:10	12:10	Seminar Dr. Kaaren Mathias
	12:10	12:45	Lunch Break
	12:45	13:45	Decolonising Capacity Strengthening in Research: Reflections from the occupied Palestinian territory Dr. Weeam Hammoudeh
	13:45	14:00	Break
	14:00	15:00	Collaborative Global Research Dr. Jason Arday
	15:00	16:00	Seminar Dr. Jason Arday
	16:00	16:45	Break
	16:45	17:30	Break
Thursday 9 th	10:00	11:00	Knowing what you see, seeing what you know: Reflexive deep dives at the cultural interface. Mr. Francis Nona and Dr. Britta Wigginton
	11:00	11:15	Break
	11:15	12:15	Hands to the Soil: On Decolonizing the Self & Research Methodologies. Dr. Nancy Carvajal
	12:15	13:00	Lunch
	13:00	14:00	Seminar Dr. Nancy Carvajal
	14:00	14:15	Break
	14:15	15:00	Summary and reflections
	15:00	15:30	Post evaluation and closing remarks

Welcome Letter by Dr. Nancy Carvajal Medina

Tunja, Boyacá, Colombia

May 30, 2022.

Dear brothers and sisters,

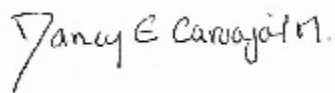
I would like to honor our ancestors and the paths that have been built for us to be present here today. I welcome our journeys, the understandings we have developed and the utopias we chase.

The places we occupy today demand from us, human beings under construction to use the tools we acquire in academia to better serve the agendas of social justice. I have grown up in a land of magic realism where resistance, hope, pain and contradiction seem to determine the destiny of the racialized, impoverished and minoritized. Part of my journey, has dealt with envisioning possibilities of self and communities' transformation. In this course, I will share part of my journey standing on and embracing critical-decolonial terrains.

I welcome us to this space of possibility, dialogue and hope we are generating thanks to the vision and efforts of Antiracism group at King's College London. Thank you, Antiracist Group, for bringing us together to better understand our realities so that we may decide to act in informed and enriched ways.

Looking forward to meeting you and learning with you.

With love, hope and persistence,

A handwritten signature in black ink, reading "Nancy E. Carvajal M." in a cursive script.

Nancy Carvajal Medina

Self-under-construction

COURSE OUTLINE

DAY 1: Tuesday 7th June 2022

Note: the readings are recommended by the lecturer of each session.

Introduction, overview of the course and evaluation of expectations

10.15-10.45

Dr. Nancy Tamimi

This session will provide an outline of the course, discuss the aims and outcomes of the course, and clarify expectations of students and lecturers.

A Critical reflection on unexpected events in the field. Lessons from a qualitative research project in an urban Black Township in Cape Town, South Africa

10.45-11.45

Dr. Mpoe Johannah Keikelame

Recommended readings:

- Keikelame, M.J. (2018). 'The Tortoise under the couch': An African woman's reflections on negotiating insider- outsider positionalities and issues of serendipity on conducting a qualitative research project in Cape Town South, Africa. *International Journal of Social Research Methodology*, 21(2)219-230. <https://doi.org/10.1080/13645579.2017.1357910>
 - Mpoe Johannah Keikelame & Leslie Swartz (2019) Decolonising research methodologies: lessons from a qualitative research project, Cape Town, South Africa, *Global Health Action*, 12:1, DOI: [10.1080/16549716.2018.1561175](https://doi.org/10.1080/16549716.2018.1561175)
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Is ethical research possible in a university context?

12.00-13.00

Mr. Sohail Jannesari

Recommended readings:

- Horn, J., (2020) Decolonising emotional well-being and mental health in development: African feminist innovations. *Gender & Development*, 28(1), pp.85-98.
 - The Charter for Engaging Survivors – Survivors Voices (no date). Available at: <https://survivorsvoices.org/charter/>.
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Epistemology of Health from the South and Sanitary Sovereignty

15.00-16.00

Dr. Gonzalo Basile

Recommended readings:

- Gonzalo, B. (2021). The Four Critical Links of SARS-CoV-2 in Latin America and the Caribbean: Challenges for Health from the South. *Annals of Public Health Reports*, 5(1). <https://doi.org/10.36959/856/517>
- Basile, G. (2018). Salud Internacional Sur Sur: hacia un giro decolonial y epistemológico. En II Dossier de Salud Internacional Sur Sur, Ediciones GT Salud Internacional CLACSO. [Link](#).
- Medina, O. T. et al. (2020) "La salud colonizada por el desarrollo: América Latina y el Caribe entre el panamericanismo y la soberanía sanitaria regional," in *Pensamiento Crítico Latinoamericano sobre Desarrollo*. Catarata. [Link](#).

DAY 2: Wednesday 8th June 2022

Decolonising quantitative research - two cases studies of research on rheumatic fever in Aotearoa New Zealand and depression in North India

13.00-14.00

Dr. Kaaren Mathias

Recommended readings:

- Kirmayer, L.J. and Pedersen, D., (2014). Toward a new architecture for global mental health. *Transcultural psychiatry*, 51(6), pp.759-776.
 - Mathias, K., Kermode, M., Sebastian, M.S., Koschorke, M. and Goicolea, I., (2015). Under the banyan tree-exclusion and inclusion of people with mental disorders in rural North India. *BMC Public Health*, 15(1), pp.1-11.
 - Shidhaye, R., Gangale, S. and Patel, V., (2016). Prevalence and treatment coverage for depression: a population-based survey in Vidarbha, India. *Social psychiatry and psychiatric epidemiology*, 51(7), pp.993-1003.
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Decolonising Capacity Strengthening in Research: Reflections from the occupied Palestinian territory

12.45-13.45

Dr. Weeam Hammoudeh

Recommended readings:

- Tamimi, N., Kienzler, H., Hammoudeh, W., & Giacaman, R. (2022). Capacity Strengthening: Development and Evaluation of the Training Course "Research Methods for Mental Health in War and Conflict". *International Journal of Training and Development*.
 - Tamimi, N., Kienzler, H., Hammoudeh, W., Khalawi, H., Regent, M., & Giacaman, R. (2021). Towards decolonising research methods training: the development of a locally responsive online learning course on research methods for mental health in war and conflict for researchers and practitioners in the Gaza Strip. *Global Mental Health*, 8.
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Collaborative Global Research

14.00-15.00

Dr. Jason Arday

Recommended readings:

- Harris, Angela, and Zeus Leonardo. "Intersectionality, race-gender subordination, and education." *Review of Research in Education* 42, no. 1 (2018): 1-27.
- Tammeleht, Anu, Kairi Koort, María Jesús Rodríguez-Triana, and Erika Löfström. "Knowledge building process during collaborative research ethics training for researchers: experiences from one university." *International Journal of Ethics Education* 7, no. 1 (2022): 147-170.

DAY 3: Thursday 9th June 2022

Knowing what you see, seeing what you know: Reflexive deep dives at the cultural interface

10.00-11.00

Mr. Francis Nona and Dr. Britta Wigginton

Recommended readings:

- Nakata, M.N., (2007). *Disciplining the savages, savaging the disciplines*. Aboriginal Studies Press.
 - Blair, N., (2017). Indigenous voices: In the contested space of Indigenous and western intellectual traditions. *Us women, our ways, our world*, pp.145-156.
 - Krusz, E., Davey, T., Wigginton, B. and Hall, N., (2020). What contributions, if any, can non-indigenous researchers offer toward decolonizing health research?. *Qualitative Health Research*, 30(2), pp.205-216.
 - McCartan, J., Brimblecombe, J. and Adams, K., (2022). Methodological tensions for non-Indigenous people in Indigenous research: A critique of critical discourse analysis in the Australian context. *Social Sciences & Humanities Open*, 6(1), p.100282.
 - McDowall, A., (2021). Layered spaces: a pedagogy of uncomfortable reflexivity in Indigenous education. *Higher Education Research & Development*, 40(2), pp.341-355.
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Hands to the Soil: On Decolonizing the Self & Research Methodologies

10.00-11.00

Dr. Nancy Carvajal Medina

Recommended readings:

- Medina, N. E. C. (2017). *Testimonios of the US Rural "Homeless": A Critical and Decolonizing-Decolonized Ethnography*. Washington State University.
 - a. Selected chapter: NORTH- THE PLACE OF INTUITION (METHODOLOGICAL FRAMEWORK) pp.83-126
 - b. Whole dissertation
 - Anzaldúa, Gloria, and Cherríe Moraga. "This bridge called my back." *Writings of Radical Women of* (1981).
 - a. The introduction by Cherrí Moraga and Gloria Anzaldúa
 - b. Choose any of the following chapters or read both: 1. Speaking in Tongues: A Letter To Third World Women Writers by Gloria Anzaldúa pp. 165-174. 2. La prieta by Gloria Anzaldúa pp. 198-209
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Invited Lecturers' Profiles

Dr. Mpoe Johannah Keikelame



Mpoe Johannah Keikelame is an African older woman born and bred in South Africa. She *obtained her* PhD in Psychology at Stellenbosch University in Cape Town. Her doctoral thesis explored perspectives and subjective experiences of people with epilepsy and their carers in an urban marginalized Black township in Cape Town. Her manuscript style thesis consisted of seven co-authored published peer reviewed articles which highlighted health systems factors that inhibits participants' access to appropriate epilepsy health care and treatment. On completing her PhD, she received a post-doctoral award from Stellenbosch which she used to published her most read and interesting reflective articles that highlight some fieldwork lessons that can inform a decolonizing research process in the International Journal of Social Research Methodology and Global Health Action. She has been invited in virtual webinars to contribute to conversations on decolonizing research methods.

Dr. Sohail Jannesari



Sohail Jannesari is a post-doctoral researcher working on outcomes for survivors of human trafficking and modern slavery. He is also the project lead on the Stolen Tools anti-racism journal, convener of the Inspiring Ethics group and project lead on an ESRC IAA award on developing a guide for mental

health professionals working with Afghan sanctuary seekers. He founded the Migrant Connections Festival charity.

Dr. Gonzalo Basile



Gonzalo Basile (Argentina, 41 years old). He resides between Haiti and the Dominican Republic. He is an epidemiologist and social scientist with postgraduate, master's and doctoral training in epidemiology and collective health. He is currently director of the International Health Program of FLACSO Dominican Republic (Latin American Faculty of Social Sciences) and is regional coordinator of the International Health and Sanitary Sovereignty Working Group of CLACSO (Latin American Council of Social Sciences). He is a professor in various master's and doctoral programs in health sciences at universities in Latin America and the Caribbean. He is a researcher associated with agreements of Public Health Research Institutes in the Caribbean.

Dr. Nancy Carvajal Medina



Nancy Emilce Carvajal Medina, self-identifies as a “human being under construction”. Her critical-decolonial work WITH/FOR/WITHIN communities is grounded on Chicanx/Latinx Feminism and indigenous knowledges. She was awarded the 2018 *Illinois Distinguished Qualitative Dissertation Award* for her study “TESTIMONIOS OF THE U.S. RURAL “HOMELESS”: A CRITICAL AND DECOLONIZING-DECOLONIZED ETHNOGRAPHY”. Founder and director of the research group Knowledge in Action- KIA. Colombia Fulbright alumnus (2013-2017). Associate Editor for TESOL Journal (2016-2018). M.A. in Language Teaching from Universidad Pedagógica y Tecnológica de Colombia (UPTC). Ph.D. Cultural Studies and Social Thought in Education, Washington State University. Currently, she is an advisor for the Academic Vice-chancellor at UPTC.

Some critical decolonial spaces generated:

2016 “Under the Skin” <https://www.youtube.com/watch?v=oJyvkqhn0oM&t=59s>

2021- “Critical Dialogues of Hope”

Session 1: Hope, empathy and Community Building

<https://www.youtube.com/watch?v=vdphpFRQwQM&t=165s>

Session 2: Connecting to our roots

<https://www.youtube.com/watch?v=EnM5E75WV7k>

Session 3: Decolonizing the self & the school & healing

<https://www.youtube.com/watch?v=dr9xVChMiyA&t=262s>

Session 4 : Un respire más. One more breath

<https://www.youtube.com/watch?v=2J3B5rTMsv0&t=1595s>

Most recent Publication: Carvajal Medina, N. E. (2020). EFL Pre-Service & In-Service Teachers as Agents of Change: Enhancing Social Justice Practices in a Colombian Public University. *Journal of Higher Education Theory and Practice*, 20(11). <https://doi.org/10.33423/jhetp.v20i11.3770>

Dr. Weeam Hammoudeh



Dr Weeam Hammoudeh is Assistant Professor at the Institute of Community and Public Health, where she teaches in the MPH program and serves as coordinator for the mental health unit. She holds a Ph.D. and MA in Sociology from Brown University and an MPH in Community and Public Health from Birzeit University. Her academic focus is on understanding how political and social transformations impact health, psychosocial wellbeing, health and social systems, particularly in Palestine. She is a member of various research and advocacy networks, including the Palestine-Global Mental Health network, the Lancet Palestinian Health Alliance, and the Reproductive Health Working Group (RHWG).

Dr. Jason Arday



Jason Arday is Professor of Sociology of Education at the University of Glasgow, School of Education, College of Social Sciences. Previously, Professor Arday was Associate Professor in Sociology at Durham University in the Department of Sociology and the Deputy Executive Dean for People and Culture in the Faculty of Social Science and Health. He is a Visiting Research Fellow at The Ohio State University in the Office of Diversity and Inclusion and a Visiting Professor at Durham University in the Department of Sociology. Jason holds other Visiting Professorships at Coventry University, London Metropolitan University and Nelson Mandela University. He is a Trustee of the Runnymede Trust, the UK's leading Race Equality Thinktank and the British Sociological Association (BSA). Jason sits on the Centre for

Labour and Social Studies (CLASS) National Advisory Panel and the NHS Race and Health Observatory Academic Reference Group. Jason is a Fellow of the Royal Society of Arts (RSA).

Mr. Francis Nona



Lecturer in the School of Public Health, The University of Queensland (UQ), Brisbane, Australia

Mr Francis Nona (BN, MPH) is a proud Torres Strait Islander man (who speaks his own native tongue). He is an Indigenous Pathways Lecturer passionate about health research that works *for* and *with* First Nations communities. Francis is also a Registered Nurse and an emerging leader for Aboriginal and Torres Strait Islander health equity who will embark on a PhD after next semester where he will be delivering a First Nations public health course in the Bachelor of Health Sciences program at UQ. He has clinical experience in juvenile detention centres, aged care, rehabilitation units, brain injury rehabilitation, and Managerial experience in Aboriginal Medical Services. As a Torres Strait Islander man, he has personal lived experience of living and working with both urban and remote Aboriginal and Torres Strait Islander communities in Australia. Francis is passionate about decolonising research and making legitimate and protected space for Indigenous Knowledges that can better address health inequities experienced by First Nations peoples in Australia and around the world.

Dr. Britta Wigginton



Lecturer in the School of Public Health, The University of Queensland, Brisbane, Australia

Britta is a non-Indigenous researcher who is passionate about transformative and reflexive research, teaching and service. Britta is committed to bringing an awareness of power and representation into the everyday. With a PhD in critical psychology, Britta has found more ontological flexibility in the discipline of Public Health, where she is privileged to work on a range of projects and courses that inspire and challenge her to grow and further decolonise herself and her practice. On her lifelong journey of *unlearning* and *relearning*, Britta feels grateful to walk in the footsteps of courageous and

wise social justice leaders who inspire her every day through poetry, music, scholarship and much more.

Dr. Kaaren Mathias



Kaaren Mathias is a public health physician who works as a Senior Lecturer at the University of Canterbury, New Zealand. She lived and worked in India from 2005-20 in a slum in Delhi, in villages in the remote Himalayas and in a small town. Kaaren's work in the past 10 years had a focus on the promotion of community mental health and resilience among disadvantaged communities in Uttarakhand with the Burans team (www.burans.org) administered by the Emmanuel Hospital Association, an Indian non-profit. Kaaren researches and teaches using participatory mixed methods in the areas of community health systems, equity, mental health and youth health.