Interrogation, Negotiation, and Subversion of Power Differentials in Community-Based Participatory Research: A Scoping Review

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ABSTRACT:

Objectives: To review empirical and peer-reviewed scholarly articles incorporating CBPR approaches and examining discourses of how power differentials are interrogated, negotiated, and redressed within the partnerships using scoping review methodology following The Joanna Briggs Institute framework and Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA).

Data Sources: Articles were identified across five online databases: Embase, ERIC, PsycINFO, PubMed, and Web of Science.

Review Methods: Keywords used in the search strategy were ("Community-Based Participatory Research" OR "Participatory Action Research"). Peer-reviewed scholarly articles discussing in-depth power differentials within the partnership published in English between 2010 and 2020 were included.

Results: Findings indicate scholars use critical reflexive qualitative methodologies to recognize and raise relevant questions of power issues between researchers and community stakeholders. Examination of individual biases, assumptions, and exertion of hierarchical top-down power is identified extensively. There is limited analysis on institutional and interdependent power. As a result of raising questions regarding power issues, individual actions to address emerging tensions and conflicts were reported. However, discussions on researchers' efforts to effect institutional and structural changes to redress power imbalances were limited.

Conclusions: Building strong and equitable participatory action research collaborations between researchers and community stakeholders remains an arena of continuous struggle. This review offers some insights and relevant implications to better address power issues within participatory action

research partnerships and inform the work of professionals engaged in the development,

implementation, and evaluation of health promotion initiatives and policies.

KEYWORDS: Community-Based Participatory Research; power differentials; social work; epistemic justice.

Community-based participatory research (CBPR) seeks to build equitable partnerships between researchers and community stakeholders, achieve equity, and improve community health and wellbeing.(1,2) CBPR challenges hierarchical knowledge production by elevating non-academic forms of knowledge and being and engaging community members in shared decision making processes with researchers. (3,4) Born out of historical social movements in the global south, CBPR has re-emerged in health sciences and public health scholarship as a valuable approach to increase participation of communities of color, translate research to action and policy change, and redress power differentials.(5,6)

CBPR is also embedded in multilevel systems of oppression which situates this epistemological approach in a context of continuous struggle for power.(2,7) For instance, participatory health promotion and practice has been constrained by neoliberal and capitalist ideologies that privilege corporate structures that prioritize specific social and economic interests over the improvement of global health outcomes (8). Moreover, postcolonial analysis of CBPR have interrogated the extent to which CBPR can achieve its liberatory and emancipatory aims as these pursuits are systematically lost in the dominant conventions of academic knowledge production and CBPR continues to be instrumentalized as a means of accessing communities and appropriating community knowledge.(9) This is reflected in the dialectic tensions on how social change and knowledge transfer in CBPR is constrained by academic publishing demands in academia that reproduce power relations of coloniality.(10) Although academic institutions encourage researchers to conduct community engaged research to address issues of academic legitimacy and relevance in relationship with communities, researchers engaging in CBPR face myriad of structural challenges rooted in epistemic biases, neoliberal ideologies, and gendered and racialized hierarchies.(11)

Additionally, research suggests CBPR that lack self-critical reflection can generate significant harm, undermine community interests, and exert paternalism and control by reinforcing and further reproducing pervasive power asymmetries. (12) Harm is particularly pronounced for vulnerable populations such as Black and indigenous peoples, children, women, immigrants, and communities with limited English proficiency whose rights to protection and participation are more likely to be violated and who have been historically targeted for abusive research practices.(13–15) Moreover, given that CBPR principles center community knowledge(s) and relationships in knowledge production processes, scholars are tasked to negotiate ethical issues that arise given the blurred boundaries and dissonant worldviews of dominant research frameworks on consent, anonymity, ownership of research, and co-authorship.(16–18) Research suggests scholars and community partners to integrate critical reflexive and dialectic practices with regard to power and privilege before, during, and after participatory research collaborations is essential in troubling dominant configurations of power.(19)

Social relations and distribution of resources are inherently political and inevitably based on power differences,(20,21) where privileged individuals can exercise power over disadvantaged groups by controlling resources.(22–24) Rather than being situated in individuals with certain abilities or characteristics, power can be exercised within relationships between actors and institutions that constantly reshape truths, knowledges, discourses, identities, and relational dynamics.(22,25,26) Furthermore, definitions of interdependent power have been proposed to shift away the emphasis from resources and attributes to the nature of interdependent cooperative relationships and systems where all actors have potential power that depend on one another.(27,28) While numerous scholars have explored discourses of power within CBPR using decolonial, feminist, and critical theory frameworks across disciplines such as public health,(29,30) social work,(31) and sociology,(32) these discussions have yet to incorporate meaningfully the contributions and perspectives of community stakeholders and partners.

To understand what might be implied in the conceptualization and manifestation of power differentials within CBPR, it is essential to examine not only researchers' discursive and theoretical illustrations of power issues, but also specific strategies and decisions implemented during the collaboration with all actors and institutions to empirically address power differentials. In particular, documentation in peer-reviewed academic articles as key sites of academic knowledge production and dissemination associated with scientific legitimacy, career advancement, and reinforcement of academic hierarchies.(33,34) Driven by industry restrictions, peer-reviewed scholarly articles remain limited in promoting scientific knowledge transfer and open access sharing due to specific academic journal provisions associated with researchers omitting relevant content in academic articles.(35) Academic peer-reviewed journal reviewers and editors determine pivotal directions of scientific research and academic knowledge production, yet several ethical issues and pitfalls that prevent reviewer's impartial judgement in the process remain.(36,37) Scholars suggests adopting key practices such as increasing awareness of these issues, evaluating journal's peer review process, and developing core competencies to promote integrity in publications.(36,37) Additionally, research suggests alternative publication outlets such as the grey literature (e.g. book chapters, conference abstracts, reports, dissertations, etc.) can increase the relevance, impact, and application of research.(38) The study of grey literature's production, dissemination, and value across academic disciplines has increased due to the growth of systematic reviews, scoping reviews, and meta-analyses.(39) However, gaps remain concerning the differences of how grey literature is integrated, created, and cited in knowledge production processes.(40)

In order to build transparent and equitable partnerships, it is essential to gain a critical understanding of key practices and processes that may hinder, promote, and sustain the centrality of relationships in participatory research collaborations.(41,42) Scoping reviews of scholarly literature exploring ethical challenges in CBPR have been conducted and highlighted five major challenges: 1) protection of

participants, 2) insiders and outsiders partnership, 3) collaboration and power, 4) validity and research integrity, and 5) CBPR and ethics review.(15) Additional reviews have also explored best practices and tensions that emerged with specific populations such as American Indian and Alaska Native,(43) Pacific Islander Communities,(44) people who use drugs,(45) and individuals with Autism Spectrum Disorder (ASD).(46) Moreover, reviews have also explored the conceptualization and operationalization of trust in participatory health research(47) and success in long-standing participatory partnerships.(48) However, there has been limited in-depth critical examinations of the extent researchers and community stakeholders have interrogated, negotiated, and redressed power differentials within the partnership.

Aims

This scoping review sought to identify empirical academic peer-reviewed studies in scholarly literature exploring discourses of contesting and reproducing power and oppression between researchers and community stakeholders in community based participatory research (CBPR). More specifically, this review sought to identify empirical peer-reviewed academic journals documenting specific theorizations and examples of how multiple actors engaged in CBPR conceptualized and contested power differentials within the collaboration. Drawing upon the definitions presented, we define power as the ability to achieve purpose and influence people's states.(49–51) This definition delineates power in relation to individuals' social location (i.e. intersectional identities including race, class, gender, age, education, among others) that grants advantages and disadvantages that are constantly shifting and present relevant implications and consequences.(52) This review explored the following questions: 1) What is the extent to which researchers and community stakeholders engaged in CBPR interrogate power differentials within the collaboration?; 2) How is power negotiated and subverted?; and 3) To what degree CBPR principles are applied in the partnership?.

Methods

University librarian experts (n=2) assisted with the identification of databases and the development of the protocol and search strategy following the Preferred Reporting Items for Systematic Reviews and Meta-Analysis Protocols (PRISMA-P) reporting guidelines. Approaches from relevant reviews informed the protocol design.(15,53,54) The final protocol was registered prospectively with the Open Science Framework (OSF).(55) Given that CBPR principles of equitable power sharing and addressing racism are embedded within CBPR,(56) the search strategy developed examined within CBPR/PAR articles broadly: ("Community-Based Participatory Research" OR "Participatory Action Research"). Articles were identified across five online databases: Embase, ERIC, PsycINFO, PubMed, Web of Science. Article inclusion criteria were as follows: (1) published in English; (2) published between January 1, 2010 through January 1, 2020; (3) published in a peer-reviewed journal; (4) presented original empirical research; (5) study location and sample from the U.S.; and (6) examined issues of power differentials (e.g. equitable decision-making, conflict, racism) between researchers and community stakeholders in CBPR collaborations (Appendix 1). Community stakeholders were defined as individuals whose primary job was not directly in research and were not affiliated with university institutions.

Article Screening and Data Extraction

Search results were entered into the Rayyan QCRI program.(57) We independently reviewed article titles and abstracts and removed duplicates and articles that did not meet the inclusion criteria. Full text articles were examined when the title and abstract was not sufficient to determine article's eligibility. Additionally, we met as a team (n=3) to reconcile any discrepancies in the screening process. Articles failing to report in-depth discussions or analysis of power issues were excluded. Specific strategies such as peer debriefing, memoing, detailed documentation, and protocol methodological and analytical justification and fidelity were used to increase awareness of individual positionality, assumptions, and biases influencing the study.(58) In particular, we integrated a consciousness-raising framework in the

journaling and critical self-reflexive discussions to identify individual and collective racialized and cultural systems of knowing from the self to systems(59) in relationship to CBPR as principal investigators, graduate research assistants, and former youth and community stakeholders engaged in CBPR.Using an excel spreadsheet, key characteristics from each article were extracted by three reviewers which later met to discuss and resolve discrepancies until reaching full consensus. Charting areas of interest included: author, year of publication, study location, study aims, sample characteristics, methodology, collaboration type and length of collaboration, application of CBPR principles,(60) and mention of specific examples of power and oppression issues (e.g. racism equitable shared decision-making). As part of the data charting, we employed thematic analysis(61) using Nvivo, where patterns in the charted items focusing on CBPR principles oppression, and power were identified and further developed into emerging themes that were analyzed and interpreted inductively.

Member checking was conducted to maintain validity and trustworthiness.(62) Findings of the scoping review were disseminated to social work scholars and community stakeholders with prior or current experience in CBPR to elicit feedback. This study was conducted as part of a three-paper doctoral dissertation research. Social work faculty and community stakeholders were recruited using convenience sampling strategies from the complementary doctoral research studies. Member checking sessions took place via Zoom where a brief presentation of findings was presented followed by an open discussion where specific comments and feedback solicited were integrated into the study. While authors intended to include community stakeholders actively throughout all phases of the scoping review, limited capacity, resources, and time prevented community participation in the study. Moreover, drawing from CBPR principles to disseminate research findings beyond academic publications to inform intervention development,(63,64) the primary author presented the scoping review findings via Zoom to various stakeholders locally including undergraduate and graduate students, faculty, staff, service providers, and

academic-community research coalitions. These presentations sought to contribute to bi-directional knowledge sharing and critical discussions to inform relevant multilevel changes between academic and community-based audiences. **Results**

A total of 18,422 articles were identified in the initial search and 8,652 duplicate articles were removed. Articles' titles and abstracts (n=9,770) were screened to determine its and 9,591 articles were removed because they failed to meet the inclusion criteria. The remaining full text articles (n=179) were reviewed and 173 articles were excluded because power was referenced and was not analyzed in-depth as a primary focus of the study, leaving six articles remaining to be included in the review (Appendix 2).

Overall Article Characteristics

Four studies reported taking place in the west coast, California. One study reported taking place in an urban Midwest city and another one in the southeast region of the country (Appendix 3). All articles used qualitative methodology including case study (n=1), quasi-ethnography (n=1), autoethnography (n=3), field observations (n=2), and analytic memo writing. Additionally, all authors served as research PI/Co-PI. Populations of interest included Native American, African American/Black, Latinx, LGBTQ and non-monolingual English speaking refugees. CBPR collaborations ranged between ten weeks and four years. Topics of interest explored across the studies included tobacco use, maternal health, exclusionary and zero tolerance disciplinary policies. Three studies reported findings from doctoral dissertation research. Next, we present three themes that emerged from the data: Application of CBPR Principles and Research Dissemination; Interrogation of Power at Multiple Levels; Negotiation and Subversion of Power.

Applications of CBPR Principles and Research Dissemination

All articles mentioned application of CBPR principles within their collaborations. There was variability in terms of what principles were reported (Appendix 4). Most articles described addressing health issues

of local relevance (e.g. maternal health, zero tolerance and exclusionary disciplinary policies, tobacco use), promoting mutual learning and capacity building among all partners (e.g. workshops, educational initiatives), and defining specific community groups partnered (e.g. Latinx, LGBTQ, and refugees). University-based researchers emphasized nonhierarchical communication in meetings with community partners to value key stakeholders' expertise, knowledge, and lived experiences.(65–69) Mutual learning examples included community stakeholders' development of research skills and researchers' adjustments to balance project deadlines meet community's priorities.(65–70) A few articles described the involvement of community partners in research dissemination and in long-term processes including the development of a youth-led school-based mural (Fernández, 2018), local and national conference presentations,(65) and community-based workshops, gardening, and potlucks.(70)

Interrogation of Power Asymmetries at Multiple Levels

Authors raised questions and grappled with power conflicts emerging at the individual, interpersonal, and institutional levels. At the individual and interpersonal level, authors questioned personal biases, assumptions, and its implications for exerting top-down power and suppressing community stakeholders' autonomy in key decision-making processes. For instance, authors critically reflect on researcher's authoritative approach to pedagogy and establishment of power through the adoption of unrealistic expectations and ongoing negotiation of student autonomy.(67) Similarly, in another study, the academic co-principal investigator (co-PI)'s prior experiences of being "in charge" of her projects resulted in her making decisions without consulting the community co-PI.(68)

At the institutional level, authoritative decisions in disagreement with community stakeholders' initiatives diminished community's self-determination and autonomy. Examples discussed in-depth included school leaders' refusal to support youth in researching racial, class, incarceration disparities associated with exclusionary tolerance policies.(67) Similarly, school leaders' recommendations to

remove specific text from the youth action project mural was identified as an indication of structures of power limiting youth's agency.(66) Additionally, researchers also reported actively urging youth to choose traditional research protocols (e.g. surveys) instead of nontraditional approaches proposed by youth (i.e. documentary) due to the fear of not obtaining IRB's approval.(65) Moreover, researchers' actions reinforcing control throughout research activities were also explored. Academic co-PI reflected on controlling approaches implemented throughout the use of nicotine replacement therapy (NRT)'s study's procedures where researchers were scrutinizing people's eligibility instead of allowing people to have control over their cessation experiences (Malone et al., 2013). Authors also reflected on the disproportionate amount of time the researcher took to talk throughout the program meetings limiting the participation of undergraduate student facilitators and youth.(69) Furthermore, exertion of dominant cultural norms, languages, and financial literacy were negotiated and reflected in the ability to have decision-making control over the relay of information between community members and co-Pis.(70) Researchers also grappled with tensions associated with researcher positionality as insiders, outsiders, or in-between. Ethical dilemmas and conflicting barriers related to language, translational power, cultural and gender norms influenced relationship building.(70) Researchers highlighted the continuous struggle to remain "objective" and refrain from "advocating" for community partners who were marginalized.(66) Additionally, authors questioned the inherent power and privilege held by scholars and academic institutions in determining appropriate research methods, youth inequitable compensation, and youth participation expectations which constrained youth ownership and authentic relationship building.(65)

Negotiation and Subversion of Power

When power differences and conflicts emerged, authors described often not feeling prepared, equipped, or clear on how to respond. This was evident when community stakeholders pointed out structural power

inequities, proposed initiatives that challenged power hierarchies, and paved the path to shift power. For instance, in response to youth's suggestion to protest at school due to school administrators' major revision to the youth's action initiative, the researcher described feeling conflicted on how to support youth researchers to an extent that avoided jeopardizing the school partnership.(66)

Similarly, authors described having limited power to advocate for community stakeholders' while being also financially compensated by those same institutions. Upon the "growing narrative of resistance" from school administrators regarding youth's proposed topic, authors described assessing the situation and whether being positioned as a "graduate student near the bottom hierarchy who relied on funding" to pay the bills would be the best contest and space to "put up a fight".(67) Even when authors described having a desire to redress inherent power differences between academic researchers and community stakeholders, authors described remaining silent and deliberating internally about CBPR's exploitative nature when youth highlighted the incommensurability of participation rewards between youth (e.g. small stipends) and adult researchers (e.g. PhD).(65)

While researchers reported feeling unprepared in negotiating emerging tensions and conflicts of power, researchers and community stakeholders took specific individual actions to subvert power. Upon the interrogation of power differences, authors highlighted the importance of having collective, open, and transparent conversations as a key strategy to address relational power conflicts. Examples included African American community co-PI and Project Director challenging power asymmetries reinforced by White co-PI in team relationships and decision-making by working out a revised division of labor and proposing consistent consulting sessions among team members.(68) Similarly, in response to school administrators' refusal to support youth-generated research priorities and action dissemination, adult academic scholars facilitated youth-centered dialogues and conversations to outline democratic practices of participation and agree on a collective decision strategically.(66,67)

Change in practices within partnerships was the most common action reported by authors as a result of contesting power within the participatory collaborations. Some changes discussed included 1) deciding to collectively shift away from prioritizing research publications and obtaining IRB approval, 2) adjust content delivery during sessions with community partners to tailor them to community partners' needs and interests, and 3) considering alternative approaches to address top-down adult-generated suggestions and feedback while centering community partners' leadership and suggestions. Moreover, it is important to note that none of the articles described systemic changes in the collaboration implemented as a result of grappling with power inequities within the collaboration.

Discussion

This review sought to better understand researchers' and community partners' interrogation and negotiation of power in CBPR partnerships as represented in peer-reviewed journal articles. 179 articles mentioned power generally and after assessing for full eligibility, six articles describing specific examples were considered. All studies were qualitative and used critical reflexive methodologies such as autoethnography and analytic memo writing. Evident in our analysis is that power issues in CBPR are multidimensional and extend beyond the research activities alone. Rather power encompasses a combination of structural arrangements, individual socialization, experiences, actions, and processes that change over time. For example, our findings suggest researchers interrogate power issues by confronting individual assumptions, engaging in collective conversations, changing individual practices, and negotiating structural constraints constantly throughout the collaboration.

Findings are consistent with research documenting growing tensions, ethical challenges, and power issues researchers experience when trying to level the playing field.(15,71,72) In addition to engaging in ethical reflective practices to unravel intersections of power, culture, gender, and privilege, research suggests using critical reflexive tools, collective values, and power mapping(73,74) as guiding

frameworks to name and negotiate power.(75) Moreover, findings validate existing research that highlights the importance of upholding partnership principles, structural and relational practices, and accountability to share power intentionally and center community transformation to contest academic hegemony and knowledge production.(29,76,77) Implications of failing to contest these power inequities need to be further explored and documented. For instance, while findings illustrate critical reflexive descriptions of researchers questioning individual, structural, cultural, and linguistic assumptions of top-down power hierarchies in conflict with CBPR principles, some of these examples lack in-depth dialogical strategies to address these challenges in conversation between researchers and community partners. It is unclear from scholarly evidence the ways these important discussions are taking place throughout the CBPR collaborations and the extent to which these challenges are addressed and redressed in the short, medium, and long-term. This presents substantial implications to strengthen the training of scholars interested in CBPR to engage in ethical relationality and apply values of rigor, honesty, transparency, and accountability when addressing power differentials within CBPR collaborations in conversations that may bring discomfort.(78,79) Additionally, findings present relevant implications for policymakers to co-construct and implement sustainable mechanisms assessing not only research findings informed by meaningful participation, but also evidence of dialogical practices that prioritize resolution of power differences as well as community stakeholders' ownership and self-determination throughout the research process.

As funding agencies are increasingly promoting community engaged research and translation,(80,81) additional research and guidance may be needed to ensure researchers are equipped with relevant competencies, knowledge, and commitment to establish CBPR collaborations rooted in ethical relationality, transparency, and accountability. Syntheses of multilevel strategies across various fields are needed to address and redress challenges within the partnership,(82) particularly power differentials

and dynamics within relationships to advance equitable approaches to implement participatory action research partnerships.

This study contributes to existing literature by examining the application of CBPR principles and the ways scholars report in peer-reviewed manuscripts their understandings and strategies to confront imbalanced power arrangements that impact social relationships, trust building, and the pursuit of equity and social justice. There is no doubt scholarly literature illustrates thoughtful intentions to build authentic, meaningful, and equitable academic-community research partnerships. However, there is a dearth of research examining critically the role of unexamined and unaddressed power dynamics in relationship building with community partners and the collective pursuit of social justice and health equity. While this study elicited input from social work faculty and community stakeholders engaged in CBPR to validate and complement the conceptualization, interrogation, and negotiation of power differentials within CBPR partnerships, future research should consider partnering with multiple community stakeholders and positioned actors in CBPR in the research design, data collection, analysis, and dissemination phases of the scoping review to embody CBPR principles and identify gaps in the research.

This review focuses primarily on reviewing empirical peer-reviewed studies with search strategies limited to CBPR and PAR published in English between 2010 and 2020 across five databases. Additional data found in excluded databases, books, and grey literature that use different terminology to describe participatory knowledge-production collaborations published in other languages are not captured in this study. Additionally, this review excludes published materials in the grey literature, namely non-peer reviewed articles such as dissertations, book chapters, and reports in addition to the different geographical, linguistic, and social contexts that influence conceptualization of CBPR. To address the neoliberal political economy that shapes dominant academic knowledge production and

dissemination platforms, grey literature has been valued for including applied knowledge relevant to practice and policy in alignment with evidence-informed research that incorporates the person-in-environment framework, particularly for vulnerable and disadvantaged populations.(38,83,84) In recognition that many scholars and vulnerable and disadvantaged communities publish relevant documents that may not be formalized in academic literature, consulting the grey literature in future scoping review studies can expand the understanding of how practitioners, researchers, and stakeholders negotiate power differences in CBPR.

This scoping review relies heavily on researchers' self-reported perceptions on power differences in published academic articles that outline specific requirements to be considered for publication including but not limited to specific scope of work, content priority, structure, and formatting. Thus, substantial related information documented in other formats and platforms such as non-academic journals, community briefs, commentaries, reflection pieces, and in-person discussions illustrating how power differentials are addressed are excluded from this review. Future research should examine these additional data sources and use complimentary research methodologies such as qualitative interviews and focus groups to draw from these excluded forms of data by exploring the perceptions of multiple actors and not just solely researchers' views not documented in scholarly articles on the extent power issues were addressed appropriately within the partnerships.

While the study's aims focus primarily on examining theoretical and empirical discourses in peer-reviewed empirical journal articles, findings of this scoping review invite scholars and practitioners to interrogate the implications of visible and invisible discourses of power within CBPR throughout these academic publication platforms. Additionally, it is important to recognize the context of academic knowledge production processes that are influenced by career advancement and tenure promotion standards which prioritize the publication of peer-reviewed journal articles as it yields short-term profit

rather than long-term investment in communities and communities expertise.(85) Thus, research and knowledge in the margins that unearths discomfort and contested worldviews of power, particularly from marginalized scholars, may represent threats to white hegemonic academic institutions.(86) By interrogating the presence and absence of these discourses of power differentials in CBPR collaborations throughout multiple publication mechanisms, scholars have the opportunity to practice accountability and embody ethical commitments to CBPR principles to promote equity and justice.

Conclusion

This study sought to explore the extent to which researchers and community stakeholders engaged in CBPR conceptualized, interrogated, and negotiated power differentials within CBPR partnerships. Additionally, this study sought to explore the extent to which CBPR principles were applied in the partnership. By employing a scoping review of empirical peer-reviewed journal articles, findings underscore multilevel conceptualization of power where researchers confront individual assumptions, engage in collective conversations, and change individual level practices while negotiating structural challenges shaping the collaboration. Identified articles reported application of CBPR principles and a few included descriptions of action, dissemination, and engagement in long-term processes. This scoping review documents relevant implications of power differentials within CBPR partnerships. Findings indicate a dearth of strategies addressing these power issues, particularly individual and collective actions to modify dominant power configurations reflected in institutional policies, resource allocation, and research paradigms. Findings also raise important questions about CBPR, its limitations to redress power differentials, and the responsibility researchers have to be critically aware and redress power issues. Furthermore, findings further highlight the potential role of training scholars in ethical and critically reflexive practices to negotiate emerging power imbalances.(66) Additionally, there is a need to document and evaluate strategies used from both community stakeholders and researchers to grapple

with power issues within participatory action research collaborations. Further studies exploring

facilitating and hindering factors to explicitly interrogate power and oppression in PAR/CBPR

collaborations by multiple positioned actors could inform relevant changes and illuminate gaps in

understanding relevant training materials and meaningful stakeholder engagement.

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Appendix 1: PRISMA flowchart of screening results
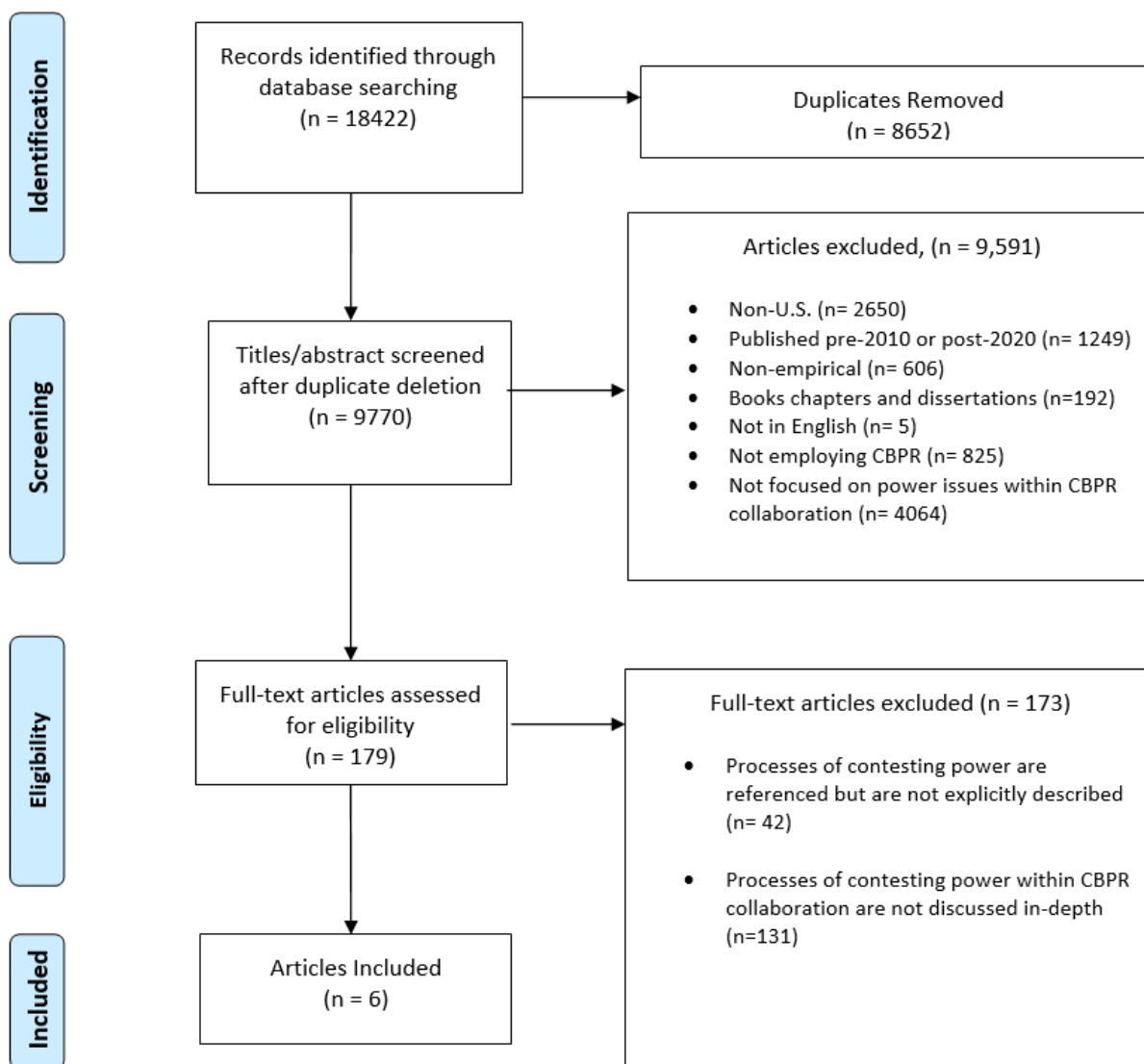
Appendix 1: Inclusion and Exclusion Criteria Applied to Studies

Criterion	Inclusion	Exclusion	Justification
Population and sample	University researchers and community stakeholders (non-university affiliated members whose primary job is not focused on research)	Any other study population other than researchers and community stakeholders, this includes studies between university faculty and students and also animal studies,	Primary inquiry focused on participatory collaborations between university faculty and non-university affiliated community stakeholders
Language	English	Any other language that is not English	Reviewers are English speakers and this review is focused specifically in the context of the U.S.
Time period	2010-2020	Outside this time period	Ability to capture a wide breadth of literature within the time when CBPR has continued to grow and become more prominent and defined in the literature
Study focus	Peer-reviewed scholarly articles that discuss power issues within Community-Based Participatory Research collaboration	Non-peer-reviewed scholarly articles with limited discussion on power issues within partnership	Scoping review's primary interest is in relational power issues that emerged within collaborative relationships
Type of article	Empirical peer reviewed journal articles	Grey literature, theses, dissertations, reports, conference proceedings, editorials, book chapters, unpublished articles, theoretical articles	Scoping review inquiry is focused primarily on the extent power issues are addressed or contested within the partnership
Geographic location	U.S.	Not U.S.	Recognition that examination of power is influenced by context

Appendix 2:

Characteristics of Identified Articles

Characteristics and general information of identified articles

First Author (Year)	Journal	Setting	Sample	Topic of article	Methods	CBPR Length	Discipline/Field
Denzongpa (2020)	Reflective Practice	Greensboro, NC	Asian Pacific Islander Americans	Maternal Health Experiences	Reflexive field notes examined through a narrative approach	Not mentioned	Public Health
Felner (2020)	Health Education and Behavior	Urban, midwestern U.S. city	People of Color mostly	Critical reflection on mutually beneficial YPAR processes for early-career scholars	Case study	1 year	Behavioral and Community Health School of Public Health
Fernández (2018)	American Journal of Community Psychology	Maplewood Elementary School	Latinx	Education	Autoethnography Ethical Reflective Practice	over 3 years	Psychology/Ethnic Studies
Lac (2018)	Urban Education	West Coast	Not Described	Institutional Racism in Education	Autoethnography	1 year	Education
Malone (2013)	Health promotion practice	San Francisco, CA	African American/ Black	Tobacco use in low-income neighborhoods	Interpretive Analysis of Quasi-Ethnographic Project	4 years	Public Health
Pech (2020)	Journal of community psychology	California	Latinx	Gender, Power, and Critical Hope in Youth of Color	Ethnography, Field Observations, Memoing, Thematic Coding	10 weeks	Human Development Education

Appendix 3: Summary of Articles Included in Study Selection & Application of PAR/CBPR Principles

First Author (year)	Application of PAR/CBPR Principles Identified									
	Community unit of identity	Builds community's strength and resources	Collaborative, equitable partnership in ALL research stages + power-sharing processes that attend social inequalities	Promotes co-learning and capacity building among all partners	Balance between research and action to benefit mutually all partners	Public health problems of local relevance and attends multiple determinants of health and disease	System development through iterative and cyclical processes	Dissemination of findings in collaboration with partners	Long-term Process	Addresses issues of race, ethnicity, racism, social class, and embraces cultural humility
Denzongpa (2020)	*	*		*	*	*				*
Felner (2020)	*	*	*	*	*	*				
Fernández (2018)	*	*	*	*	*	*	*	*	*	*
Lac (2018)	*	*	*	*	*	*	*		*	*
Malone (2013)	*	*	*	*	*	*			*	*
Pech (2020)	*	*	*	*	*	*	*	*	*	*