SYLLABUS

CPH 605: Community Based Participatory Research
to Decrease Health Disparities

Spring 2016

Time: 10:00pm – 12:50 pm  Wednesday

Location: Drachman Hall A123/A125

Instructor:
Nicolette I. Teufel-Shone, PhD
UA office phone: 626-9676
Cell: 520-419-4228
teufel@email.arizona.edu

Samantha Sabo, DrPH, MPH
UA office phone: 520 626 5204
sabo@email.arizona.edu

Office Hours: Available with either instructor by appointment.

Course Description: This course examines Community-Based Participatory Research (CBPR) as a research paradigm to understand and address health disparities at the community level. Through class discussions and assignments, students will become familiar with the paradigm shift, developing methodology and ethical and professional challenges posed by CBPR.

Course Prerequisites: This course is restricted to graduate students.

Course Objectives: At the end of the course, students will be able to:
1. Identify both the strengths and limitations of using CBPR to address health disparities.
2. Critique CBPR peer review journal articles to assess fidelity to CBPR principles and potential for contribution to the field.
3. Identify scientific and ethical issues that differ between CBPR and community-based research.
4. Interact in written and verbal scholarly exchange addressing public health research and scholarly paradigms.

Association of the Schools of Public Health (ASPH) Core Competencies: The topics, discussion, readings and activities focus on four ASPH domains, Social and Behavioral Sciences, Diversity and Culture, Leadership and Systems Thinking. Research and practice in these areas contribute to the development, administration and evaluation of programs and policies in public health and health services to promote and sustain healthy environments and healthy lives for individuals and populations. A complete list of the Core Competencies addressed in CPH 605 is provided at the end of this syllabus. Key areas of competencies addressed in CPH 605 are the ability to:

- Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions.
• Identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions.
• Use the basic concepts and skills involved in culturally appropriate community engagement and empowerment with diverse communities.
• Apply the principles of community-based participatory research to improve health in diverse populations.
• Develop public health programs and strategies responsive to the diverse cultural values and traditions of the communities being served.
• Describe alternative strategies for collaboration and partnership among organizations, focused on public health goals.
• Engage in dialogue and learning from others to advance public health goals.
• Demonstrate team building, negotiation, and conflict management skills.
• Demonstrate transparency, integrity, and honesty in all actions.
• Use collaborative methods for achieving organizational and community health goals.
• Develop strategies to motivate others for collaborative problem solving, decision-making, and evaluation.
• Explain how the contexts of gender, race, poverty, history, migration, and culture are important in the design of interventions within public health systems.

Course Notes: N/A

Texts/Readings: Assigned journal articles and book chapters

Course Requirements:
1) Attend all classes
2) Be prepared to participate in class discussions and activities by completing reading and other assignments in a timely manner
3) Lead the class in discussion of materials on an assigned date.
4) Submit all assignments by the beginning of class on the identified dates

Grading/Student Evaluation: % of Grade Due Date
Written and Presented Case Study Critique 15% 1/27/16
Class leader 15% variable
Interview with two CBPR investigators 25% 2/24/16
• report - 20%
• In class summary – 5%
Paper 25% 4/27/16
Paper Presentation 5% 5/4/16
Overall class participation 15%
TOTAL 100%

Case Study Critiques: Identify a peer reviewed published description of a community-based participatory research effort designed to reduce health disparities. Select an article published between 2012 and 2016. Critique components should include: 1) a discussion of the project’s CBPR related strengths and short falls; 2) an assessment of the project relative to
Mercer et al. (2008) Reliability-tested Guidelines for Assessing Participatory Research Projects in Minkler and Wallerstein’s CBPR for Health 2nd. Edition and 3) an assessment of the research’s contribution to the advancement of CBPR.

Submit the written critique on the D2L site before class on 1/27/2016. The paper should be 4-6 pages double-spaced using 12 pt Arial Font and 1” margins. On the top of the lead page, provide a complete citation of the article. Use the citation style of American Psychological Association (APA). For the presentation of your critique in class 1/27/16, bring a sufficient number of hard copies of your power point slides (4 to a page) for the entire class. Your presentation should be 10 minutes; an additional 5 minutes will be allocated after each presentation for discussion. Do not select an article assigned as a reading in this class.

**Class Leader**: Select one week to lead the class discussion. The leader will be responsible for facilitating a reflective discussion of the assigned articles and one related article that you select and provide to the class a week prior. The leader will be responsible for a minimum of 2 hours of the class time. Selection of the topic/week will occur on 1/13/16. Discussion facilitation should be interactive and structured in the following way:

1. Provide a synthesis of the major themes encountered in the articles (5-8 minutes)
2. Facilitate a reflective discussion to solicit other perspectives on the readings from your colleagues. Based on this discussion:
   a. Build consensus on the contribution of this work to CBPR
   b. Identify what is missing and new directions to be considered
3. Guide your peers in the development of a strategy to:
   a. Integrate the specific concept(s) into a CBPR partnership
   b. Engage partners in an equitable decision making process about the topic (How do you bring up readiness or evaluation or dissemination and come to consensus?)

**Interview with CBPR Investigators**: Schedule 30 minutes to an hour to interview two investigators who have been engaged in a CBPR effort. One of the investigators must be an academic partner and one must be a community or agency partner. Academic and community partners do not need to be from the same research project. The theme of the interviews will be “How do you think CBPR has changed the field of Public Health?” Be sure to discuss the specific population and any successes or barriers that were encountered. On 2/3/16, the class will develop a core set of questions that all students will use.

On 2/24/16, submit a 4-6 page double spaced report of the interviews on the course D2L site. Include a summary that compares and contrasts academic and community partner perspectives in CBPR engagement. On the same day, bring a one-page handout summarizing your findings for the class and be prepared to discuss the content of your handout. On both the report and summary identify your interviewees and their affiliation.

**Paper - Preliminary CBPR Proposal**: Identify a community with specific health challenge(s) and strengths suited to the application of a CBPR approach. Using the six components (* on the syllabus list of topics), develop a proposal explaining your ideas for engagement in each one of these processes. The community and the health challenge(s)/strength can be a real
setting in which you have experience or for which you are preparing, or can be “created”. Provide a brief cited background of the community and challenge(s)/strength.

_Paper Proposal Abstract:_ No later than 3/30/16 in class, submit a 300-word single spaced hard copy paper proposal for instructor feedback (this assignment is not graded but is required). We recommend sharing your abstract with at least one of your peers for feedback on concept and grammar. Abstract must be structured – Background, Objective, Methods, and Significance.

_Paper Presentation:_ Prepare a community friendly presentation of your paper and get feedback. Handouts are OK in a PowerPoint format but PowerPoint presentations will not be permitted. Each student will have 10-15 minutes. Presentations will start on 4/27/16 and conclude on 5/4/16.

_Final Paper:_ Submit your final paper on the D2L site before class on 4/27/16. The paper should be 8-10 pages double-spaced using 11-12 pt Arial Font and 1” margins. Use the citation style of American Psychological Association (APA). We recommend sharing your paper with at least one of your peers for feedback on organization and grammar.

_Class Attendance/Participation:_ Students are expected to attend all classes and be prepared to participate in the discussion based on assigned readings. Simple attendance is considered “average”, i.e. C level of performance. A participation > C requires engagement that reflects having not only having read the material but also forethought of the strengths, weaknesses, unanswered questions and support of new directions.

_Academic Integrity:_ Students are expected to abide by the University of Arizona Code of Academic Integrity found at [http://w3.arizona.edu/~studpubs/policies/cacaint.htm](http://w3.arizona.edu/~studpubs/policies/cacaint.htm).

_Classroom Behavior:_ Students are expected to be on time to class, participate through the entire class period and to be respectful of others in exchange of ideas. Students are expected to be familiar with the UA Policy on Disruptive Behavior in an Instructional Setting found at [http://hr2.hr.arizona.edu/dos/pol_disrupt.htm](http://hr2.hr.arizona.edu/dos/pol_disrupt.htm) and the Policy on Threatening Behavior by Students at [http://hr2.hr.arizona.edu/dos/pol_threat.htm](http://hr2.hr.arizona.edu/dos/pol_threat.htm).

_COPH Grievance Policy:_ College of Public Health students who believe they have been subjected to unfair treatment in the administration of academic policies may seek resolution of their complaints through the College of Public Health Grievance Process found at [http://w3.publichealth.arizona.edu/newcoph/students/3_greivance.htm](http://w3.publichealth.arizona.edu/newcoph/students/3_greivance.htm)
Course Schedule and Readings

**Week 1 (Jan 13): Principles and Models of Community-Based Participatory Research**

**Week 2 (Jan 20): Evidence-Based Community-Based Participatory Research**

**Discussion Lead: Student Name**


**Week 3 (Jan 27): CASE STUDY CRITIQUES DUE before class**

**Presentation of Case Study Critiques**

**Week 4 (Feb 3): Research and Scholarly Paradigms**

**As a class, develop CBPR investigator interview questions**

**Discussion Lead: Student Name**


**Week 5 (Feb 10): Equitable Partnerships and Successful Process*  
**Discussion Lead: Student Name**

Week 6 (Feb 17): **Readiness and CBPR**

**Discussion Lead: Student Name**


Horowitz, C.R. et al. (2009) Community-based participatory research from the margin to the mainstream: Are researchers prepared? *Circulation* 2009;119;2633-2642


Week 7 (Feb 24): **CBPR INVESTIGATORS INTERVIEW REPORT DUE before class**

**Discussion of Interviews**

Week 8 (Mar 2): **Re-designing Research Questions and Priorities**

**Discussion Lead: Student Name**


Week 9 (Mar 9): **Collaborative Knowledge Development/Intervention Design**

**Guest Speaker:** Carmenlita Chief, MPH Senior Research Specialist, Zuckerman College of Public Health and Alfred Yazzie, Black Hills Center for American Indian Health

**Discussion Lead: Student Name**


**Week 10 (Mar 16)**  
**SPRING BREAK**

**Week 11 (Mar 23): Re-Designing Research Methods***

**Discussion Lead: Student Name**


**Week 12 (March 30)**  
**PAPER TOPIC PROPOSAL DUE in class**

**Collaborative Analysis and Interpretation***

**Discussion Lead: Student Name**


**Week 13 (Apr 6): Institutional and Community Review/Ethical Considerations**

**Discussion Lead: Student Name**


McKenna, S. et al. (2011) Key informants and community members in community-based participatory research: one is not the other. *Prog in Comm Health Partnerships* 5:387-397.

**Week 14 (Apr 13): Community Engaged Scholarship and Dissemination**

**Discussion Lead: Student Name**


**Week 15 (Apr 20): Community-based Participatory Evaluation**

**Discussion Lead: Student Name**


**Resource**: The Evaluation Exchange - A periodical on Emerging Strategies in Evaluation

**Week 16 (Apr 27): PAPER DUE before class**

**Trends in Supporting CBPR: Funding Streams and Systems of Rewards (Promotion and Tenure)**


**Week 17 (May 4): Class Presentation of Student Research Proposals**

**Complete list of ASPH Competencies in the Domains of Social and Behavioral Sciences, Diversity and Culture Competencies, Leadership and Systems Thinking addressed in CPH 605:**

**SOCIAL AND BEHAVIORAL SCIENCES**
The social and behavioral sciences in public health address the behavioral, social and cultural factors related to individual and population health and health disparities over the life course. Research and practice in this area contributes to the development, administration and evaluation of programs and policies in public health and health services to promote and sustain healthy environments and healthy lives for individuals and populations.

- Identify the causes of social and behavioral factors that affect health of individuals and populations.
- Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions.
- Identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions.
- Describe steps and procedures for the planning, implementation and evaluation of public health programs, policies and interventions.
- Describe the role of social and community factors in both the onset and solution of public health problems.
- Describe the merits of social and behavioral science interventions and policies.
- Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions.
- Apply ethical principles to public health program planning, implementation and evaluation.
- Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies.

**DIVERSITY AND CULTURE**
The ability to interact with both diverse individuals and communities to produce or impact an intended public health outcome.

- Describe the roles of, history, power, privilege and structural inequality in producing health disparities.
- Explain how professional ethics and practices relate to equity and accountability in diverse community settings.
• Explain why cultural competence alone cannot address health disparity.
• Use the basic concepts and skills involved in culturally appropriate community engagement and empowerment with diverse communities.
• Apply the principles of community-based participatory research to improve health in diverse populations.
• Differentiate among availability, acceptability, and accessibility of health care across diverse populations.
• Differentiate between linguistic competence, cultural competency, and health literacy in public health practice.
• Cite examples of situations where consideration of culture-specific needs resulted in a more effective modification or adaptation of a health intervention.
• Develop public health programs and strategies responsive to the diverse cultural values and traditions of the communities being served.

LEADERSHIP
The ability to create and communicate a shared vision for a changing future; champion solutions to organizational and community challenges; and energize commitment to goals.

• Describe the attributes of leadership in public health.
• Describe alternative strategies for collaboration and partnership among organizations, focused on public health goals.
• Articulate an achievable mission, set of core values, and vision.
• Engage in dialogue and learning from others to advance public health goals.
• Demonstrate team building, negotiation, and conflict management skills.
• Demonstrate transparency, integrity, and honesty in all actions.
• Use collaborative methods for achieving organizational and community health goals.
• Apply social justice and human rights principles when addressing community needs.
• Develop strategies to motivate others for collaborative problem solving, decision-making, and evaluation.

SYSTEMS THINKING
The ability to recognize system level properties that result from dynamic interactions among human and social systems and how they affect the relationships among individuals, groups, organizations, communities, and environments.

• Identify unintended consequences produced by changes made to a public health system.
• Explain how the contexts of gender, race, poverty, history, migration, and culture are important in the design of interventions within public health systems.
• Analyze inter-relationships among systems that influence the quality of life of people in their communities.
• Analyze the effects of political, social and economic policies on public health systems at the local, state, national and international levels.