SYLLABUS

CPH 605: Community Based Participatory Research to Decrease Health Disparities

Spring 2012

Time: 1:00pm – 3:50 pm  Wednesday

Location: Drachman Hall  A123/A125

Instructor: Nicolette (Nicky) I. Teufel-Shone, PhD
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Office Hours: 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.

ASPH Social and Behavioral Sciences, Diversity and Culture and Leadership Core Competencies are addressed in CPH 605. Key areas are the ability to:
Social and Behavioral Sciences
• Identify causes of socio-behavioral factors affecting individual and population health.
• 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 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.
• Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies.

Culture and Diversity
• 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
• 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.

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) 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% 1/25/12
Class leader 25% variable
Interview with a CBPR investigator 20% 3/28/10
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 2008 and 2012. Critique components should include: 1) a discussion of the project’s CBPR related strengths and short falls; 2) an assessment of whether the project described is “true” CBPR using the guidelines provided by Green et al. (2003) in CBPR for Health; 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 1/25/12. 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 1/25/12, bring a sufficient number of hard copies of your power point slides (4 to a page) for the entire class. I can made copies just prior to class if needed. Your presentation should be no more than 20 minutes; an additional 10 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 working with the assigned articles, assigning an additional article and for generating the approach – e.g., lecture, discussion questions, experience with a method or collection instrument, etc. The leader will be responsible for a minimum of 2 hours of the class time. Selection of the topic/week will occur on 1/18/12.

Interview with a CBPR Investigator: Schedule 30 minutes to an hour to interview an investigator who uses a CBPR approach. The theme of the interview will be “How do you think CBPR is changing the field of Public Health?” In class, we will design additional questions to expand upon the theme.

On 3/28/12, submit a 3-5 page single spaced report of the interview on the course D2L site. 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 interviewee and their affiliation.

Paper - Preliminary CBPR Proposal: Identify a community and health disparity or community strength 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 disparity/strength can be a real setting in which you have experience or for which you are preparing, or can be “created”. In both cases, a brief cited background of the community and disparity/strength is required.
No later than 3/21/12 in class, submit a ½ to one page hard copy paper proposal for instructor feedback. Submit your final paper on the D2L site before class on 4/25/12. 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).

**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 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).

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**Course Schedule and Readings**

**Week 1 (Jan 11)**: *Principles and Models of Community-Based Participatory Research*

**Week 2 (Jan 18)**: *Evidence-Based Community-Based Participatory Research*


Wallerstein, N.B. and Duran B. (2010) Community-based research contributions to intervention research; the intersection of science and practice to improve health
equity. AJPH 100:S40-46.

**Week 3 (Jan 25):** Case Study Critiques Due before class
Presentation of Case Study Critiques

**Week 4 (Feb 1):** Research and Scholarly Paradigms

**Week 5 (Feb 8):** Readiness and CBPR
Horowitz, CR et al. (2009) Community-based participatory research from the margin to the mainstream: Are researchers prepared? *Circulation* 2009;119;2633-2642

**Week 6 (Feb. 15):** Equitable Partnerships and Successful Process*
(leader: )

**Week 7 (Feb. 22):** Re-designing Research Questions and Priorities*
(leader: )
Week 8 (Feb 29):  Collaborative Knowledge Development/Intervention Design*  
(leader: Crist, JD et al. (2009) Pragmatic action research with 2 vulnerable populations  

Week 9 (Mar 7):  As a class, develop CBPR investigator interview questions  
Re-Designing Research Methods*  
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 10 (Mar 14)  SPRING BREAK

Week 11 (Mar 21):  Paper Topic Proposal Due  
Collaborative Analysis and Interpretation*  

Week 12 (Mar 28)  CBPR Investigator Interviews Due  
Discussion of Interviews
**Week 13 (Apr 4): Institutional and Community Review/Ethical Considerations**  

**Week 14 (Apr 11) Community Engaged Scholarship and Dissemination*  

**Week 15 (Apr. 18) Evaluation as a Useful Method**  

**Week 16 (Apr 25): Paper Due**  
**Trends in Supporting CBPR: PRCs, EXPORT and REACH**  

**Week 17 (May 2): CBPR and the Public Health Revolution**


Seifer, S. et al. (2010) Applying Community-Based Participatory Research Principles and Approaches in Clinical Trials. *Prog in Community Health Partnerships* 4:37-