Mel and Enid Zuckerman College of Public Health
University of Arizona

SYLLABUS
HPS 605: Community Based Participatory Research to Decrease Health Disparities
Spring 2020

Time: 9:00am – 11:50 am  Wednesday

Location: Drachman Hall A119

Instructor:
Maia Ingram
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Office Hours: Available with either instructor by appointment.

Catalog 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 Description: CBPR and related approaches, i.e., Participatory Action and Community-Engaged Research, is defined by the Kellogg Foundation as a "collaborative approach that equitably involves all partners in the research process…with the aim of combining knowledge and action for social change to improve community health and eliminate health disparities.” Not a set of methods, CBPR is an overall orientation which fundamentally changes the relationship between researchers and researched. 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 learn about and apply CBPR related methods and discuss ethical and professional challenges posed by CBPR. Students will develop a preliminary research proposal using the CBPR approach to address health disparities.

Course Prerequisites: This course is restricted to graduate students

Course Learning Outcomes: At the end of the course, students will be able to:
1. Describe theoretical perspectives and historical processes that have shaped the development and evolution of CBPR
2. Identify both the strengths and limitations of using CBPR to address health disparities
3. Apply theoretical principles in the application of a CBPR approach in research design.

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4. Critique CBPR peer review journal articles to assess fidelity to CBPR principles and potential for contribution to the field.
5. Apply CBPR principles in the development of a research proposal designed to investigate and address health disparities.

**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

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<tr>
<th>Grading/Student Evaluation:</th>
<th>% of Grade</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Case Study Critique/Presentation</td>
<td>20%</td>
<td>variable</td>
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<tr>
<td>Midterm paper</td>
<td>20%</td>
<td>2/28/18</td>
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<tr>
<td>Final paper</td>
<td>30%</td>
<td>4/25/18</td>
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<tr>
<td>Community presentation</td>
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<td>Class participation</td>
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**Case Study Critique and Presentation:** This assignment is conceptualized as part of a mutual learning environment in which everyone contributes to the generation of knowledge. The assignment will be conducted in pairs and students will sign up during the second week of class. We will sign up for the case study presentations next week on January 22nd.

**Midterm paper**
From the options below write and submit a 4-5 page single-spaced paper using 12 pt. Arial, Georgia or Times New Roman Font and 1-inch margins. Use a consistent citation style of your choice. Due March 4, 2020. While this assignment will ask you to consider topics that we have not yet addressed thoroughly in class, they have already been part of the readings and discussion. Midterms will be graded based on grammar and style; application of class readings; application of outside literature; discussion and reflection.

**Option 1:** Identify, describe and critically review an aspect of CBPR with which you wish to achieve greater familiarity. The paper must include additional background CBPR literature (at least 5 new references), and may (but does not have to) draw on interviews with key informants.

**Option 2:** Critically analyze an experience you are currently engaged in or have had in research, whether it is a CBPR project or not. If it isn’t/wasn’t a CBPR project, provide a critical analysis of what would be the benefits or challenges for adding a CBPR orientation? How would you do that? What would have to change? If it is/was a CBPR project, provide a critical analysis of your project’s adherence to CBPR principles and community participation in its formulation, design,
data collection, data analysis, and dissemination and use of findings. Include discussion of ethical or validity research challenges. For these analyses, include discussion of concepts and readings from class (and at least 5 others from the literature) to critically evaluate the projects.

**Option 3:** Identify a CBPR Project, conduct 2-3 interviews including academic, community organizational partners and community members about the project. Focus on (1) ways in which the project you selected addressed CBPR principles, (2) how they formed or created structures to sustain the partnership, (3) ways the project included CBPR in its design, selection of research issue and questions, development of intervention (if appropriate) data collection, analysis, and dissemination of findings. (4) an outcomes section if appropriate (how are they measuring, or have they reached any outcomes); and (5) a challenges section. Include discussion of why a CBPR approach was indicated. The paper should involve new literature in addition to literature from the class. You need approval from the instructors to do this option.

**Final Paper - Preliminary CBPR Mini Proposal:** Identify a community with specific health challenge(s) and strengths suited to the application of a CBPR approach. Develop a proposal integrating your ideas for engagement in each one of the six components listed on the syllabus (* on the syllabus list of topics). The community and the health challenge(s)/strength can be a real setting in which you have experience or you can create one. Provide one page specific aims (guided by CBPR principles), 2-3 pages background and significance section/problem statement, 1 page community partnership, 3-4 pages research strategy for a total of 7-9 pages single spaced. Include at least 10 references. Submit your final paper on the D2L site before class on 5/6/18. The paper should be no more than 10 pages single-spaced using 12 pt. Georgia or Times New Roman Font and 1” margins. Use AMA citation style. Feel free to use graphics and figures. I recommend sharing your paper with at least one of your peers for feedback on organization and grammar. You will be graded on grammar and style, as well as content.

**Proposal Abstract:** No later than 4/1/2020 before 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.

Community Presentation: Prepare a community friendly presentation of your proposal for class 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 4/29/18 and conclude on 5/6/18.

**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. For each class, students should come prepared with a discussion point or question based on one of the readings and/or the day’s topics. *If you miss more than one session,* to make up class participation, please submit a written discussion (up to one page) of two of the required articles of the session missed.

The UA’s policy concerning class attendance, participation, and administrative drops is available at: [http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop](http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop) The UA
policy regarding absences for any sincerely held religious belief, observance or practice will be accommodate where reasonable, [http://policy.arizona.edu/human-resources/religious-accommodation-policy](http://policy.arizona.edu/human-resources/religious-accommodation-policy). Absences pre-approved by the UA Dean of Students (or Dean Designee) will be honored, [http://deanofstudents.arizona.edu/](http://deanofstudents.arizona.edu/).

**Course Schedule and Readings**

**Week 1 (Jan 15):**
- To present course expectations, and introduce ourselves as a classroom community
- To identify CBPR issues and areas of research

**Week 2 (Jan 22): Principles and Models of Community-Based Participatory Research**
- To present historical background & underlying assumptions of CBPR
- To receive overview of CBPR approach
- To apply CBPR principles to a case study


**Week 3 (Jan 29): Theories and Methodologies*”
- To consider the application of theory in developing informed action research
- To reflect on indigenous and decolonizing theories and methodologies for CBPR
- To reflect on how to integrate culturally supported and empirically supported evidence/theories

Estrada, A., Mexican Americans and Historical Trauma Theory: A Theoretical Perspective, Journal of Ethnicity in Substance Abuse. 3.


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**Week 4 (Feb 5): Power and Privilege**
- To identify role of culture, cultural humility, race, class, gender, power in research partnerships
- To consider positionality in approaching partnerships
- To apply principles of CBPR and values

Case Study Article:


**Week 5 (Feb 12): Equitable Partnerships and Process**
**Guest Speakers: Nicole Yuan and Phoebe Cager**
- To reflect on definitions of community in CBPR
- Describe the process and challenge of forming, maintaining and sustaining partnership
- To reflect on Insider/Outsider dynamics of researcher

Case Study Article:


**Week 6 (Feb 19): Readiness and CBPR**
- To consider how to engage communities in CBPR
- To reflect on Insider/Outsider dynamics of researcher
- Define and distinguish between various approaches to community-based research

Case Study Article:


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 26):**

**Developing & Re-designing Research Questions and Priorities**
- To identify intervention issues, challenges and opportunities
- To identify research design & methods of rigor and validity related to CBPR

Case Study:

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**Week 8 (March 4):**

**Guest Speaker: Ben Aceves**

**MID-TERM PAPER DUE before class**

**Research Design (Collaborative Knowledge Development)**
- To identify intervention issues, challenges and opportunities
- To identify research design & methods of rigor and validity related to CBPR
- Distinguish between participatory approaches and community-located approaches.

Case study:

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**Week 9 (Mar 11):**

**SPRING BREAK**

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**Week 10 (Mar 18):** **Re-Designing Research Methods (continued)**
- To identify intervention issues, challenges and opportunities
- To identify research design & methods of rigor and validity related to CBPR
- Consider participatory practices in health systems research


**Week 11 (Mar 25): Collaborative Analysis and Interpretation**

- To identify intervention issues, challenges and opportunities
- Understand, evaluate, and apply CBPR methods

Case study article;


**Week 12 (April 1)**

**CBPR PROPOSAL ABSTRACT DUE**

**Community Review/Ethical Considerations**

- To compare traditional individual views of ethics with community benefit approach
- To appraise the ethical challenges in conducting research with communities
- To reflect on how structural and personal life conditions of power or powerlessness set the stage for policy change


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 13 (Apr 8):**

**Community Engaged Scholarship, Dissemination and Action**

- Identify strategies to disseminate CBPR findings.
- Apply techniques to combine CBPR with community organizing
- To reflect on how CBPR can contribute to policy change and policy environment changes

Case Study Article

**Week 14 (Apr 15):**
**Evaluation of Community-based Participatory Research**
- To identify research methods of rigor and validity related to CBPR
- To identify indicators, measures and metrics of effective CBPR


**Week 15 (Apr 22):** **Funding Streams and Systems of Rewards**
GUEST SPEAKER: Monica Ramirez-Andreotta

- To consider the compatibility CBPR with the academic environment of promotion and tenure
- Identify funding opportunities for community-engaged research


**Week 16 (Apr 29):**
- To situate ourselves as reflective practitioners

  Class Presentation of Student Research Proposals

**Week 17 (May 6):**
**PAPER DUE before class**
- To situate ourselves as reflective practitioners

12/28/2019
Class Presentation of Student Research Proposals

Communications: You are responsible for reading emails sent to your UA account from your instructor and the announcements that are placed on the course web site. Information about readings, news events, your grades, assignments and other course related topics will be communicated to you with these electronic methods. The official policy can be found at: https://www.registrar.arizona.edu/personal-information/official-student-email-policy-use-email-official-corrrespondence-students

Disability Accommodations: It is the University’s goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately, so that we can discuss options. You are also welcome to contact the Disability Resources (520-621-3268) to establish reasonable accommodations (as it is very important that you be registered with the DRC). For additional information on Disability Resources and reasonable accommodations, please visit http://drc.arizona.edu/students

Code of Academic Integrity Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercise must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity, available through the office of the UA Dean Students: http://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity

Classroom Behavior: (Statement of expected behavior and respectful exchange of ideas: Present policies to foster a positive learning environment, including use of cell phones, mobile devices, etc.). Students are expected to be familiar with the UA Policy on Disruptive Student Behavior in an Instructional Setting found at: http://policy.arizona.edu/education-and-student-affairs/disruptive-behavior-instructional-setting

Threatening Behavior Policy: The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to one’s self, http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students

Nondiscrimination and Anti-Harassment Policy: The University of Arizona is committed to creating and maintaining an environment free of discrimination, http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy

UA Smoking and Tobacco Policy: The purpose of this Policy is to establish the University of Arizona’s (University) commitment to protect the health of University faculty, staff, students, and visitors on its campuses and in its vehicles, http://policy.arizona.edu/ethics-and-conduct/smoking-and-tobacco-policy
**Syllabus Changes:** Information contained in the course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate by the instructor.

**Inclusive Excellence:** This course adheres to the principles outlined in the concept of Inclusive Excellence by creating a safe and welcoming environment for everyone. This course supports elective gender pronoun use and self-identification; rosters indicating such choices will be updated throughout the semester, upon student request. As the course includes group work and in-class discussion, it is vitally important for us to create an educational environment of inclusion and mutual respect. I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.

**Children in Class:** All exclusively breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable. In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Finally, I understand that often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have finally gone to sleep. I hope that you will feel comfortable disclosing your student-parent status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all student in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance.

**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 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. 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.

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.