REQUIRED TEXT

Methods for Community Based Participatory Research for Health: Second Edition

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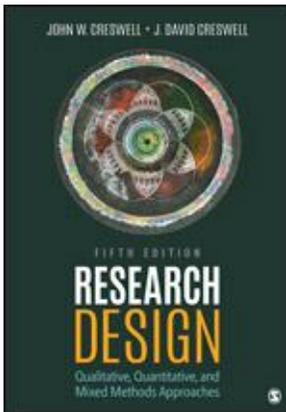ISBN-10: 111802186X

Research Design: Qualitative, Quantitative and Mixed Method Approaches
Fifth Edition

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ISBN: 9781506386706

Course Description

This course will teach the tenets and methods of community based participatory research (CBPR). In addition to a focus on traditional research methods and their application to community health research, the course will focus on strategies for developing research partnerships, community consent, and essential competencies for research with diverse communities.

Course Objectives

1. Students will learn the tenets of Community Based Participatory Research in Health
2. Students will learn to review and critique the scientific/research literature
3. Students will understand the history and implications of ethical research and the protection of human subjects
4. Students will learn how to develop theoretical research protocol using mixed methods and apply the tenets of CBPR
5. Students will understand critical issues for community research
6. Students will understand the principles of community research and developing research partnerships.

Learner Competencies: The competencies listed are course specific it is not a comprehensive list.

MPH Core Competencies from CEPH		
By Graduation Students Should Be able to:	Area	Description

MPH02	Evidence-based Approaches to Public Health	Select quantitative and qualitative data collection methods appropriate for a given public health context
MPH 06	Public Health& Health Care Systems	Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels
MPH 07	Planning & Management to Promote Health	Assess population needs, assets and capacities that affect communities' health
MPH 08		Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
MPH 11		Select methods to evaluate public health programs
MPH 13		Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
MPH 16	Leadership	Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
MPH 17		Apply negotiation and mediation skills to address organizational or community challenges
MPH19	Communication	Communicate audience-appropriate public health content, both in writing and through oral presentation
MPH20		Describe the importance of cultural competence in communicating public health content
MPH22	Systems Thinking	Apply systems thinking tools to a public health issue

MPH – Social and Behavioral Core Competencies	
SBH02	Examine factors that influence the process by which people learn health concepts.
SBH04	Identify, develop, and deliver messages using a variety of communication strategies, methods, and techniques.
SBH 05	Involve priority populations, partners, and other stakeholders in the health promotion program planning and/or evaluation process.

Ph.D. Social and Behavioral Core Competencies	
Ph.D. SBH 02	Demonstrate excellence in applying behavioral theory to solve problems within public health as well as social and behavioral health.
Ph.D. SBH 04	Plan and implement program evaluations for interventions designed to produce affective, behavioral, and health status changes at an individual, interpersonal, or community level.
Ph.D. SBH 05	Engage in interdisciplinary groups to address problems within public health as well as social and behavioral health.

Class Participation

The format of the classes will be directed toward <u>knowledge</u>, <u>attitudes</u>, <u>skills</u>, and <u>behaviors</u>. It is imperative that students attend and participate in the classes. If you are going to miss class please notify me at least 24 hours in advance.

- If you have more than 3 unexcused absences your grade will be reduced by 1 letter grade.
- Texting, internet shopping, gaming, etc., is not allowed in class
- Please turn off or silence your phones or you may be subject to consequences

1. ***Show up.*** Unexcused absences will lower your grade. Besides we will miss you.
2. ***Be Prepared***.   READING IS FUNDAMENTAL! Students are expected to <u>read</u> all assigned materials prior to each class. Students are expected to <u>think</u> about the readings and their key points. Class and web-based discussions will rely heavily on the assigned readings.
3. ***Participate***. Mastery of the topic requires thought, discussion, and an exchange of ideas. A good discussion should spark new ideas, insights and syntheses. It should reveal areas of agreement and surface areas of disagreement. For this to happen students need to read/listen to one another respond to and challenge one another's ideas. Please read/listen attentively; participation is required. When opinions differ, please listen first, and then prepare to comment.
4. ***Maintain a Scholarly Atmosphere***. As a classroom of scholars, the instructor will treat students with respect and expects respect in return. The classroom climate will be supportive, encouraging and open. To this end, cell phones, tablets and computers are expected to be silenced and not utilized during the class for things **other** than class related actions. Using laptops for taking notes while the class is in session is acceptable. Electronic items must be turned off if they appear to detract from classroom discussion and attention.
   - Regular participation in discussions
   - Course readings completed
   - Homework submitted in its entirety, on or before due date and time (no partial or late submission accepted)
   - Actively participate in discussions

<u>**Evaluation Methods**</u>: It is assumed that each student has the capacity to garner a grade of 100% (A) in this course through the successful completion of the courses exam and assignments.

<u>**Examinations**</u>

The test will be a combination of one or more of the following: multiple choice, fill in the blank, matching short answer and essay-type. Scenarios will be provided and students will select an appropriate theory to address the

situation. Student will also apply the theory and suggest how the intervention might be implemented and evaluated.

- No make-up exam will be given unless the following criteria have been met:
  - You must email the instructor no less than **48 hours (Monday)** before the exam is to begin or be taken and explain your situation.
  - You must be able to provide a legitimate excuse, approved by the instructor.
  - Receive written (email) response from the instructor with notification of receipt and next steps

Assignments

The following guidelines and recommendations are offered to assist you in the development of your assigned mini-papers for this course. Assignment will be submitted electronically through Webcampus, no exceptions unless indicated by Dr. Shegog. All assignments must be typed, and formatted to the following:

- All assignments must be typed.
  - 1 inch margins
  - Double Spaced
  - 12 font size
  - Times new Roman
  - Header must be **single spaced** and be no more than 2 lines (Name and Assignment)
  - APA6th edition citation style
- Any work can be submitted early. Due dates are indicative of the last day an assignment will be accepted.
- Without written approval of the professor late assignments will not be accepted.
- All papers should follow APA 6th edition citation format for references, as appropriate.

Class Discussion (Outline 15 pts and Discussion Facilitation 10 pts=Total 25 Points)

Students will be assigned a reading to submit an outline, review and discussion guide for the article (to be submitted a week prior to when the discussion will take place). MPH students in groups of 2 will have to facilitate an in class discussion and PhD students will have to facilitate a class discussion independently.

Outline and Discussion Facilitation

There will be a weekly topic and discussion, students shall prepare and turn in a one to two page outline with a summary of the key points of the assigned readings to you or your group and at least 3 talking points to help you remember the readings during class discussions. The discussion point should include at least one question or point of contention for possible discussion and any concepts or definitions for which you would like clarification. (A good discussion question should make or challenge connections between readings or ideas presented in the material.) Full points are given for a thoughtful outline AND for regular participation.

Talking Points guidelines:
  A. Summarize the readings in a few sentences – what was the overall theme/point of the readings.
  B. Identify three key points/issues/concepts that stood out for you from the readings.
     - For each key point briefly address one or more of the following: what are the implications for public health policy and practice– what are the implications? Do you agree/disagree? Why was this important or interesting? That is, don't tell me what you read as much as what you think it means. (No quotes – use your own words supported by evidence presented or missing from the reading.)
  C. Write a discussion question for the class based on the readings.

Discussion Facilitation

A group or student will be responsible for facilitating the discussion on the assigned reading. Be thoughtful with your discussion and utilize evidence to support your thoughts and ideas. Your discussion questions will be evaluated for understanding, mastery and application of concepts, theories and/or ideas as presented by the materials. Additional research and evidence to support your ideas are welcome. Please provide complete link and/or document for review for colleagues to review as well.

Community Project Update

Students will work in groups with a community partner to conduct a CBPR project. Each project will be different in order to meet the needs of the community. Each group will be responsible for submitting an written 1 – 3 page update on the project. Once the focus of the project is determined specific bench marks and updates will be defined for submission. This will give both the team and Dr. Shegog the opportunity to ensure the best experience and outcome.

Class Project, Dossier and Presentation

Students will work in teams with a community partner to implement the keys to CBPR. Through the following steps:
*Additional information and description will be provided on each group project prior to due date.
1. Community Description and Problem Definition
2. Community Assessment
    a. Epi/Bio data
    b. Cultural, environmental and social context assessment
3. Community Focus
4. Planned outcomes and strategies
5. Proposed next steps

A final project dossier will be submitted and presentation given at the end of the class.

Doctoral Students

Doctoral students will be required to support the development of the community history and statement of need and complete an IRB application. Dr Shegog and the doctoral student and the work team will determine if IRB will be required to submit for the described project within the timeframe of the course.

SCHOOL OF COMMUNITY HEALTH SCIENCES NOTE

Any and all submitted work completed for this course may be used as evidence of student learning in accreditation reports. Students who do not wish their work to be used for accreditation purposes must inform the course instructor in writing by the end of late registration. Your participation and cooperation are appreciated.

SYLLABUS REVISIONS:

The syllabus may be revised by the instructor at any time during the course. Any changes will be announced in class and on WebCampus. It is the *student's* responsibility to attend class and/or read announcements on WebCampus for notification of changes to the syllabus

Grade Assessment

If you want an:	Accomplish the following:

A+ 100 - 96%	• demonstrate mastery of the concepts • complete all assignments with a high degree of effort and skill • show initiative and go well beyond the minimum requirements • have excellent attendance • consistently participate and contribute
A 95 – 90 %	• show you understand and be able to integrate terms and concepts • complete all assignments with a moderate level of effort and skill • attend almost every class • be an active participant
B+ 89 - 86%	• show you understands the core concepts • complete all assignments at an acceptable level • show willingness to improve skills • attend most classes • participate frequently
B 85 – 80 %	• show you understands the core concepts • complete the minimum work required • attend most classes • occasionally participate/contribute
	• Failure to perform at the level expected for graduate school
C	
F	NOTE: Anything below a B will not qualify for graduate credit.

Course Achievement Scale:

To determine your grade divide the points earned by the total possible number of points.

Assignment	Points
CITI – Ethics – Behavioral Health Certificate (each student)	15
Article outline (15) Class Discussion (10)	25
Community Project Update (4*10)	40
Community Definition	25
Community Background	25*
IRB Application	25*
Community Assessment	25
Community Focus	25
Planned Outcomes and Strategies	25
Proposed Next Steps	25
Presentation (Group)	50
Exam	50
MPH	305
Ph.D	355*

Academic Misconduct — Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the Student Academic Misconduct Policy (approved December 9, 2005) located at: https://www.unlv.edu/studentconduct/student-conduct.

Copyright — The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: http://www.unlv.edu/provost/copyright.

Disability Resource Center (DRC) — The UNLV Disability Resource Center (SSC-A 143, http://drc.unlv.edu/, 702- 895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any

information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs. 2 CR/rs revised 7.10.2017 Office of the Executive Vice President and Provost Box 451002 • 4505 South Maryland Parkway • Las Vegas, Nevada 89154-1002 (702) 895-3301 • FAX (702) 895-4054 • http://www.unlv.edu/provost

Final Examinations — The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: http://www.unlv.edu/registrar/calendars.

Incomplete Grades — The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Library Resources — Students may consult with a librarian on research needs. Subject librarians for various classes can be found here:https://www.library.unlv.edu/contact/librarians_by_subject.
 UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at https://www.library.unlv.edu/ .

Rebelmail — By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. Emailing within WebCampus is acceptable.
Religious Holidays Policy — Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=6&navoid=531.

Transparency in Learning and Teaching — The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information: https://www.unlv.edu/provost/teachingandlearning
 https://www.unlv.edu/provost/transparency

Tutoring and Coaching — The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit http://www.unlv.edu/asc or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TBE second floor.

UNLV Writing Center — One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702- 895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: http://writingcenter.unlv.edu/ .

Week	Topic	Competency	Reading Assignments	Assignment Due
1	Syllabus review and Introduction		I – Chap 1	
2	History of Research , Ethics and Value of Community Participation	MPH06,20,22 SBH MPH02	*Articles will be posted	
3	Power, Trust and Research Relationships	MPH06 SBH MPH 02,05	I -Chap 2, 4 C – Chap 5	CITI Certificate
4	Developing research questions and hypothesis in partnership with communities Research Design	MPH8,13 SBH MPH01,05 PhD 5	I –Chap 3,5 C- Chap 1 (pgs11 -21)	Article Review and Discussion (Group 1)
5	Review of the Literature and Community Assessment – Quantitative methods	MPH02,06,07 SBH MPH05 PhD01,04	I – Chap 7 C- Chap 2,8	Article Review and Discussion (Group 2)
6	Use of Theory Community Assessment – Qualitative methods	MPH02,06,07 SBH MPH05 PhD 01,04	I – Chap 9 C- Chap 3,9	Article Review and Discussion (Group 3)
7	Mixed Methods and Group dynamics	MPH02,06,07 SBH MPH01,04,05 PhD01,02	I – Chap 13 C- Chap 10	Article Review and Discussion (Group 4)
8	Developing Protocols and protecting human subjects – IRB	MPH11 SBH PhD01,02	I- Chap 14 IRB review	Community Project Update
9	Engaging the Community and Building Capacity	MPH8,13,16, 17 SBH MPH01,04,05 PhD02,04	I- Chap 13 Additional Articles	PhD- IRB Application

10	Community Assessment	MPH6,13,20,22 SBH MPH04,05	Additional Articles Project Work Day	Article Review and Discussion (Group 5)

11	Data Collection and data management	MPH01,02,03
		SBH
		   MPH01,04
		   PhD01,04
			I- Chap 14	Article Review and Discussion (Group 1)

12	Data analysis	MPH01,04
		SBH
		   MPH04
		   PhD01,02
			I Chap 17,
			Project Work Day
				Community Project Update

13	Reporting and Disseminating results	MPH16,19,20
		SBH
		   MPH05
		   PhD05
			I - Chap 15	Community Project Update

14	Using the Community to change policy	MPH13,20,22
		SBH
		   MPH
		   PhD03
			I- Chap18	Article Review and Discussion (Group 6)

15	Exam		Project Work Day	Community Project Update

16	Project Presentation	MPH19,21
		SBH
		   MPH04,05
		   PhD05		

I = Methods for Community-Based Participatory Research – B. Israel

C = Research Design: Qualitative, Quantitative and Mixed Methods Approaches- J. Creswell

*The syllabus may be changed throughout the semester to meet the needs of the community, the students and the professor. All changes will be posted and provided in adequate time for the students to respond appropriately.