

HED 791: Community Based Participatory Research
University of Nevada-Las Vegas
School of Public Health
Spring 2022

Course Instructor:
Credits:
Course Time:
Course Location:
Office/Phone/Email:
Office Hours:

Catalogue Description:

This course will introduce students to the core principles, concepts and methods involved in using community-based participatory research (CBPR) approaches. We will focus on describing and understanding partnership formation and maintenance; quantitative and qualitative methods (e.g., surveys, focus in-depth interviews, concept mapping); examine research questions that can be addressed with CBPR methods; strategies for developing and evaluating community-based interventions; and ways to obtain feedback, interpret, and disseminate CBPR research findings. Class format includes lectures, discussions, case studies, and small group exercises.

Course Objectives:

The social and behavioral program faculty are dedicated to the creation and preservation of learning environments that lead to academic excellence. To achieve this end, the objectives for HED 791 are listed below. As a result of completing this course, students will be able to:

- Discuss the background, history and theories underlying CBPR approaches
- Illustrate the benefits of using a CBPR approach
- Appraise the key elements and principles of CBPR
- Critique published CBPR research projects
- Identify and explain the challenges associated with CBPR approaches
- Develop a CBPR proposal for local community stakeholders

MPH Foundation Competencies:

This course relates to the following core competencies for the MPH program:

<i>Competency Number</i>	<i>Area</i>	<i>Description</i>
MPH 02	Evidence-based Approaches to Public Health	Select quantitative and qualitative data collection methods appropriate for a given public health context

<i>Competency Number</i>	<i>Area</i>	<i>Description</i>
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 09		Design a population-based policy, program, project or intervention
MPH 10		Explain basic principles and tools of budget and resource management
MPH 11		Select methods to evaluate public health programs
MPH 13	Policy in Public Health	Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
MPH 17	Leadership	Apply negotiation and mediation skills to address organizational or community challenges
MPH 19	Communication	Communicate audience-appropriate public health content, both in writing and through oral presentation
MPH 20		Describe the importance of cultural competence in communicating public health content
MPH 21	Interprofessional Practice	Perform effectively on interprofessional teams

MPH Track: This course relates to the following core competencies for the MPH track in SBH:

<i>MPH SBH Competency</i>	<i>Competencies</i>
SBH 01	Interpret and apply psychosocial and behavioral theory as a basis for planning, implementation, administration, management, and evaluation of health education/promotion programs.
SBH 02	Indicate relevant and targeted priority populations, partners, and other stakeholders in the health promotion evaluation process, from planning to dissemination.
SBH 03	Identify the links between social determinants of health; disease exposure, risk factors, and health outcomes.
SBH 04	Describe the socio-political dynamics that can promote health equity and/or contribute to health disparities.
SBH 05	Define and illustrate the utilization of evidence base strategies for improving health equity, decreasing health disparities, and/or impacting the social determinants of health.

Core Competencies: This course relates to the following core competencies for the PhD program:

<i>PhD SBH Competency</i>	<i>Competencies</i>
PhD SBH 01	Design and conduct independent research that generates new knowledge, and is characterized by conceptual and methodological rigor.
PhD SBH 02	Demonstrate excellence in applying behavioral theory to solve problems within public health as well as social and behavioral health.
PhD SBH 03	Propose appropriate program plan(s) that facilitate behavior change at an individual, interpersonal, or community level.
PhD SBH 04*	Plan program evaluations for interventions designed to produce affective, behavioral, and health status changes at an individual, interpersonal, or community level.
PhD SBH 05	Engage in interdisciplinary groups to address problems within public health as well as social and behavioral health.

Required Text

Israel, B., Eng, E., Schulz, A. J., Parker, E. A. (2013). *Methods for community-based participatory research* (2nd ed.). San Francisco, CA: Jossey-Bass.

Textbook chapters are referred to in the reading list. Additional required readings will be posted in WebCampus. All readings will be posted at least one (1) week prior to the scheduled discussion. If additional readings are posted, students will be informed. Students are expected to have read the readings prior to the scheduled class.

Recommended Text

Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.

Evaluation Methods:

It is assumed that each student has the capacity to garner a grade of 100% (A) in this course through the development of assignments.

Class Participation	100 points
Lead Class Discussion and Written Critique	50 points
Community Member Key Informant Interview	100 points
CBPR project presentation	50 points
<u>CBPR Proposal</u>	<u>100 points</u>
Total	400 points

Grading Scale

A	95-100%	C	74-76%
A-	90-94%	C-	70-73%
B+	87-89%	D+	67-69%
B	84-86%	D	64-66%
B-	80-83%	D-	60-63%
C+	77-79%	F	00-59%

Class Participation—100 points: Students are expected to present and participate in all class discussions. During the semester, there may be a few unannounced graded activities and exercises (e.g., CITI trainings, Group Evaluation, Group Presentation Evaluation). Students must be present to complete these activities. No make-ups will be given and late submissions will not be accepted.

Participate: This class is structured in order to maximize an ongoing dialogue about CBPR and related methods. Discussion and input in class activities is a critical component of the course. Lack of contribution or disruptions may result in lower class participation grade and, ultimately, in a lower final grade.

Come prepared: After the first session, there will be required readings for every class meeting and two discussion questions. Please come to class prepared to discuss the readings and discussion questions for the week's topic areas. Additional small activities and assignments will be given from time to time. Please complete these activities and assignments as well and be prepared to discuss your work.

Lead class discussion and write a study critique—50 points: Students will be asked to critique a CBPR study, lead a class discussion of the study, and write a brief 4-page critique of the study. This includes summarizing key components or aspects of the research include participatory research principles (from any or all of your previous readings). Also address which principles does this study incorporate most effectively and which ones fall short. As you identify the ways it may fall short, offer suggestions for how the study's CBPR approaches could be strengthened. Due Date: See course schedule for case study due dates.

Community Member Key Informant Interview —100 points: Interview community members and/or members of community organization. Interviews should be conducted via WebEx if possible but telephone is also acceptable. Students will also write up a 3- to 5-page summary/transcript of the interview, including the questions asked and a brief summary of the responses.

Potential Interview Questions (Also see appendix D. Community Member Key Informant Interview Guide in Course Text; Page 601)

Identifying A Health Problem

1. As a community member or provider, what are some of top challenges being faced by the communities experiencing housing insecurity that you work with?
2. What are the most pressing issues that might affect this community?
3. How do you think attitudes or stigma impact the community's ability to address *these social and health challenges*?
4. Which of *these challenges* could be addressed in the next 6 -12 months and why?

Identifying Potential Solutions

5. What are some of the unique needs of the community that could be addressed through an intervention?

6. What role might community groups (e.g., spiritual, religious and cultural communities) play in addressing *this challenge*?
7. What ideas do you have for addressing *this challenge*?
8. How do you engage community members in addressing *this challenge*?
9. What are better ways of doing outreach to community members facing *this challenge*?

Testing a Solution

10. Are there any community programs (outreach, education, therapies, interventions) or solutions that could be tested to see how well they are working to address *this challenge*?
11. How would you know that the program/solution is working well?
12. What would you want to know about this solution and how might we measure them?

CBPR project proposal—100 points: Students will support efforts of a current CBPR project focused on LGBTQIA+ housing insecurity in Las Vegas by developing a proposed project and writing up a research proposal (10-12 pages, double spaced pages with 12-point Times Roman font) informed by the details acquired from your Community Member Key Informant Interview and the Concept Mapping activities. The proposal should apply community-based participatory approaches to a project addressing housing insecurity and related health challenges among LGBTQIA+ people experiencing housing insecurity in Southern Nevada community. Your project could be one of three types: 1) Community Needs Assessment; 2) Program Development; or 3) Testing of a New Program/Solution. The type of project and challenge(s) being addressed in your project will be identified from the Community Member Key Informant Interview and Concept Mapping activities. In this paper, provide the following:

- **Lay Summary:** This community-friendly summary should communicate back to the community members about your research proposal. It should be approximately one paragraph in length, written in simple (but not simplistic) language without jargon, and at or below a 12th grade reading level.
- **Background and Significance:** Describes the public health challenge(s) both locally and informed by credible and/or peer-reviewed published research.
- **Proposal Aims:** These aims should explain the objective(s) of the project. Including
- **Sample/Population and Relationships:** Define the participating communities for this project. Who or what community-based members and organizations would be included? Specify the roles for the researchers and roles for individuals and/or community organizations.
- **Methods:** Describe the quantitative and/or qualitative that will be used to collect data and/or evaluate the aims of the project.
- **Relationships with community:** Discuss how you would structure this research project in order to work in a collaborative way. What CBPR principles/elements would you want to include to maximize community "buy in" and equity in your partnership?
- **Dissemination plan:** Describe how you will share the findings with the community.

- Budget and justification: Try identify a potential funding source and keep the project within the scope of available funding for similar projects.
- References and Appendices: Be consistent with formatting. (Do not count towards page limits).

Proposals are uploaded to WebCampus by Monday, May 9 2022 at 11:59 PM (before midnight). In the event that you are having problems uploading your plan, please email your proposal to Dr. Flatt. Do not send the proposal via WebCampus email.

CBPR project presentation—50 points: Students will present their CBPR project proposal to the class. This should include a summary of the key components of the project paper and the participatory research principles that are being utilized.

Instructional Methods: The course methodology includes but is not limited to: lecture; discussions; role playing; large and small group work; demonstrations; the use of multimedia; debates, and guided discovery activities. The instructor encourages participation of all students in the learning process.

Comments

- Assignments will be considered late if not submitted by the beginning of class or stated deadline. All late assignments will be penalized for lateness. Assignments submitted within 24 hours of the deadline will be assessed a ten (10) point penalty. Any assignment submitted after the first 24 hours will continue to lose ten (10) points for each additional day that the assignment is late.
- All work is to be typed unless otherwise indicated.
- Any work can be handed in early. Due dates are indicative of the last day an assignment will be accepted without penalty.
- All work is subject to use by the UNLV School of Public Health as a part of accreditation activities. Assignments 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.
- For any student facing any challenges related to physical or mental health or obstacles like food or housing security, please know that I am available to discuss ways to help you succeed.
- At times, unforeseen circumstances may disrupt childcare which may place parents in a position to miss class to stay home. Students can bring children to class in order to cover these circumstances.
- This classroom is intended to be a safe environment as such students are asked to be respectful of all forms of diversity.

UNLV University Policies:

You are also responsible for reviewing and complying with the University policies listed on the document "Syllabi Content" found on the following website: <https://www.unlv.edu/policies/additional>

Public Health Directives

Face coverings are mandatory for all faculty and students in the classroom. Students must follow all active UNLV public health directives while enrolled in this class. UNLV public health directives are found at [Health Requirements for Returning to Campus](https://www.unlv.edu/coronavirus/health-requirements), <https://www.unlv.edu/coronavirus/health-requirements>. Students who do not comply with these directives may be asked to leave the classroom. Refusal to follow the guidelines may result in further disciplinary action according to the [UNLV Student Conduct Code](https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf), https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf, including being administratively withdrawn from the course.

Academic Misconduct

Academic integrity is a legitimate concern for every member of the University community. We 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 to always take the ethical path whenever faced with choices.

Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the source(s). See the [Student Conduct Code](https://www.unlv.edu/studentconduct/student-conduct), <https://www.unlv.edu/studentconduct/student-conduct>.

Auditing a Course

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

Classroom Conduct

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn, or of instructors to teach. Use of devices such as cellular phones and pagers, or other potentially disruptive activities are only permitted with the prior explicit consent of the instructor. Students are specifically prohibited to record classes without instructor authorization, including online/remote classes (either audio only, or video and audio). The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative withdrawal of the student from the course.

Since the COVID-19 pandemic forced some instruction to be delivered remotely starting in Spring 2020, numerous students have asked instructors to record their synchronous classes, so that they can access them at their convenience. Instructors who agree to record their classes (audio only, or video and audio) should inform students in advance. Recorded lectures may not be broadly released to anyone, but made available exclusively to those students enrolled in the class during the particular academic term. Recorded lectures must be stored securely, and are subject to the Nevada System of Higher Education's Records Retention Policy, meaning that the recordings can only be deleted 120 days after the end of class (i.e., after grades are posted). Once this requirement is met, the recordings should be deleted. Class recordings are protected from disclosure, as they are deemed part of an educational record under the Family Educational Rights and Privacy Act (FERPA).

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 student or employee 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 [copyright policy information](https://www.unlv.edu/provost/copyright) is available at <https://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)

The [UNLV Disability Resource Center](https://www.unlv.edu/drc) (Student Services Complex, SSC-A, Room 143, <https://www.unlv.edu/drc>, telephone 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to a permanent disability, temporary or permanent medical need, or academic support due to pregnancy are encouraged to contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. Students who are already registered with the DRC should request their accommodations online each semester, and make an appointment to discuss their accommodations with their instructors.

Final Examinations

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The Final Exam schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the [Final Exam Schedule](https://www.unlv.edu/registrar/calendars), <https://www.unlv.edu/registrar/calendars>.

Identity Verification in Online Courses

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus-Canvas.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the [Student Academic Misconduct Policy](https://www.unlv.edu/studentconduct/misconduct/policy), <https://www.unlv.edu/studentconduct/misconduct/policy>, which states that “acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment” is a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute, and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the [Acceptable Use of Computing and Information Technology Resources Policy](https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy), <https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy>, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus-Canvas or another UNLV-managed platform that requires ACE login credentials for access.

Incomplete Grades

The grade of “I” (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student’s control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. 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 period indicated, a grade of “F” will be recorded, and the student’s GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the “I” grade.

Library Resources

Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the [Libraries' Research Consultation](https://guides.library.unlv.edu/appointments/librarian) website, <https://guides.library.unlv.edu/appointments/librarian>. You can also [ask the library staff](https://ask.library.unlv.edu/) questions via chat and text message at <https://ask.library.unlv.edu/>

Missed Classwork

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Missed Classwork policy, under Registration Policies, on the [Academic Policies](https://catalog.unlv.edu/content.php?catoid=32&navoid=8271&hl=) webpage, <https://catalog.unlv.edu/content.php?catoid=32&navoid=8271&hl=>

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student submits official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a "Drop one" option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate's policy, and an infringement on the student's right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could be reasonably avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/School Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to academic recruitment activities, competitive intercollegiate athletics, fine arts activities, liberal arts competitions, science and engineering competitions, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

Accreditation Work Statement

Assignments 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

Rebelmail

Rebelmail is UNLV's official email system for students and by University policy, instructors and staff should only send emails to students' Rebelmail accounts. Rebelmail is one of the primary ways in which students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Sending emails within WebCampus-Canvas is also acceptable.

Tutoring and Coaching

The Academic Success Center (ASC), at the Claude I. Howard Building, 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, please visit the [ASC website](https://www.unlv.edu/asc), <https://www.unlv.edu/asc>, or call 702-895-3177. The ASC is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the [Writing Center](https://writingcenter.unlv.edu/), <https://writingcenter.unlv.edu/>, located in the Central Desert Complex, Building 3, Room 301 (CDC 3–301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, telephone 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

Diversity Statement

As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff, and students, and is committed to aspiring to maintain a Campus environment that values that diversity. Accordingly, the University supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status, pregnancy, genetic information, veteran status, or political affiliation. Please see [University Statements and Compliance](https://www.unlv.edu/about/statements-compliance), <https://www.unlv.edu/about/statements-compliance>.

A successful learning experience requires mutual respect and trust between the students and the instructor. Accordingly, the instructor asks that students be willing to listen to one another's points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives.

Outline of Course Activities and Content: The following table is designed to provide the student with an overview of the content to be covered in the class as well as the sequence of presentation of materials. The table is a tentative outline for the semester.

Date	Competency	Content	Readings/Assignments
1/24/22		Introduction/Course Overview	
1/31/22	SBH 03	Overview of CBPR	<p>Readings:</p> <ol style="list-style-type: none"> 1. Chapter 1. Introduction to Methods for CBPR for Health, Pages 4 - 37 2. National Institutes of Health (2004). Community Participation in Research. Retrieved from: http://grants.nih.gov/grants/guide/pa-files/par-05-026.html 3. Arnstein, S. R. (1969). A ladder of citizen participation. <i>Journal of the American Institute of planners</i>, 35(4), 216-224. 4. Israel, B. A., Schulz, A. J., Parker, E. A., & Becker, A. B. (1998). Review of community-based research: Assessing partnership approaches to improve public health. <i>Annual Review of Public Health</i>, 19, 173-202. 5. Building H.O.U.S.E - Las Vegas IRB packet <p>Case Study Example: Healthy Environments Partnerships' Community Approaches to Cardiovascular Health (HEP-CATCH) project</p> <p>Due: Complete CITI Training and upload certificate to WebCampus</p>
2/07/22	SBH 01,03,04 PhD SBH 02	History & Theoretical Foundations	<p>Readings:</p> <ol style="list-style-type: none"> 1. Wallerstein, N., & Duran, B. (2008). The Theoretical, Historical, and Practice Roots of CBPR (pages 25-46). In M. Minkler, & N. Wallerstein (Eds.), <i>Community-Based Participatory Research for Health</i>. San Francisco, CA: Jossey-Bass. 2. Peters, M., & Robinson, V. (1984). The origins and status of action research. <i>Journal of Applied Behavioral Sciences</i>, 20, 113-24. <p>Case Study 1: SNAX: A Community-Academic Partnership to Address Disparities in Obesity Among Youth</p>

Date	Competency	Content	Readings/Assignments
2/14/22	SBH 02	Developing Partnerships Part I	<p>Readings:</p> <ol style="list-style-type: none"> Chapter 2. Developing and maintaining partnerships with communities Pages 43-68 Israel, B. A., Schurman, S. J., & Hugentobler, M. K. (1992). Conducting action research: Relationships between organization members and researchers. <i>Journal of Applied Behavioral Science</i>, 28(1), 74-101. Nyden, P., & Wievel, W. (1992). Collaborative research: Harnessing the tensions between researcher and practitioner. <i>American Sociologist</i>, 43-5. Israel, B. A., Krieger, J., Vlahov, D., (2006). Challenges and facilitating factors in sustaining community-based participatory research partnerships: Lessons learned from the Detroit, New York City and Seattle Urban Research Centers. <i>Journal of Urban Health</i>, 83(6), 1022-1040. <p>Case Study 2: The Qasgiq Model: Building Protective Factors for Alaska Native Suicide and Alcohol Misuse Prevention</p>
2/21/22			No Class: President's Day
2/28/22	MPH 07,13,17 SBH 02	Developing Partnerships Part. II & Introduction to Key Informant Interviews & Concept Mapping Guest Lecture: Dr. Jennifer Pharr	<p>Readings:</p> <ol style="list-style-type: none"> Chapter 3. Strategies and Techniques for Effective Group Process in CBPR Partnerships, Pages 69 - 96 Chapter 4. Infrastructure for Equitable Decision Making in Research, Pages 97 - 126 Chapter 5. Insiders and Outsiders Assess Who Is "The Community": Participant Observation, Key Informant Interview, Focus Group Interview, and Community Forum, Pages 133 – 160 Appendix B. Full Value Contract, Page 585 Appendix C. Collaborative Revised Bylaws: Adopted/Amended: (Month, Day, Year), page 589 Trochim, W. (1989). An introduction to concept mapping for evaluation and planning. <i>Evaluation and Program Planning</i>, 12(1), 1-16. doi: 10.1016/0149-7189(89)90016-5. <p>Due: Community Member Key Informant Interviewee Plans</p>

Date	Competency	Content	Readings/Assignments
3/07/22	MPH 06, 20 SBH 03, 04	Ethical Issues in CBPR Guest Lecture: Dr. Renato Liboro	<p>Readings:</p> <ol style="list-style-type: none"> 1. Banks, S., Armstrong, A., Carter, K., Graham, H., Hayward, P., Henry, A., ... Strachan, A. (2013). Everyday ethics in community-based participatory research. <i>Contemporary Social Science: Journal of the Academy of Social Sciences</i>, 8(3), 263-277 2. Montgomery, M., Sharpe, J. (2013). Fast Facts about Indigenous Cultural Autonomy: Decolonizing Autonomy to Transform Research Practices. Fact sheet. Center for ecogenetics and Environmental Health, University of Washington. https://depts.washington.edu/ceeh/downloads/FF_Decolonizing.pdf 3. Appendix K. Fact Sheet and Informed Consent Form for Study Participants, pp. 646-650. (Course Text) 4. Appendix L. Informed Consent Form for Adults Who May Appear in Photographs. (Course Text) 5. Wang, C. C., & Redwood-Jones, Y. A. (2001). Photovoice ethics: Perspectives from Flint photovoice. <i>Health education & behavior</i>, 28(5), 560-572. <p>Case Study 3: A Community-Based Participatory Approach to a Hepatitis B Intervention for Korean Americans</p>
3/14/22			No Class—Spring Break
3/21/22	MPH 02, 07	CBPR Methodologies Part I	<p>Readings:</p> <ol style="list-style-type: none"> 1. Chapter 6. Using Ethnography in Participatory Community Assessment, Pages 161 – 188 2. Chapter 11. CBPR and Ethnography: The Perfect Union, Pages 305 -334 3. Chapter 7. Community-Based Participation in Survey Design and Implementation: The Healthy Environments Partnership Survey, Pages 197-222 4. Burke, J. G., O’Campo, P., Peak, G. L., Gielen, A. C., McDonnell, K. A., & Trochim, W. M. (2005). An introduction to concept mapping as a participatory public health research method. <i>Qualitative health research</i>, 15(10), 1392-1410. 5. Rosas, S. R. & Kane, M. (2012). Quality and rigor of the concept mapping methodology: A pooled study analysis. <i>Evaluation Program Planning</i>, 35(2), 236-245. doi:10.1016/j.evalprogplan.2011.10.003. 6. Windsor, L. C. (2013). Using concept mapping in community-based participatory research: a mixed methods approach. <i>Journal of Mixed Methods Research</i>, 7(3), 274-293. <p>Case Study 4: Oregon Indigenous Farmworkers: A <i>Promotor</i> Intervention to Reduce Adverse Health Effects of Pesticides</p>

Date	Competency	Content	Readings/Assignments
3/28/22	MPH 02, 07, 12, 17 SBH 02 PhD SBH 01, 02	CBPR Methodologies Part II	<p>Readings:</p> <ol style="list-style-type: none"> Chapter 9. The Application of Focus Group Methodologies to CBPR, Pages 249 – 276 Appendix F. Promoting Healthy Lifestyles Among Women: Focus Group Summary Analysis Form: Eastside and Southwest Detroit – Procedures and Example Questions, pp. 613-618. Chapter 17. Photovoice as a CBPR Method: A Case Study with African American Breast Cancer Survivors in Rural Eastern North Carolina, Pages 489 – 516 Chapter 18. Methods for Community-Based Participatory Policy Work to Improve Food Environments in New York City, pages 517 – 546 Chapter 19. Citizens, Science, and Data Judo: Leveraging Secondary Data Analysis to Build a Community-Academic Collaborative for Environmental Justice in Southern California, Pages 547 – 578 <p>Due: Community Member Key Informant Interviews and summary</p>
4/04/22	MPH 02, 07 SBH 05	CBPR Methodologies Part III – In The Field <i>Note: Opportunity to participate in class activities in the field from 10 am – 4:00 pm</i>	No class from 4:00-6:45 pm
4/11/22	MPH 06,08,20	Cultural Competence and Humility	<p>Readings:</p> <ol style="list-style-type: none"> Watch Cultural Humility Video: https://www.youtube.com/watch?v=SaSHLbS1V4w by Vivian Chavez Muhammad, M., Wallerstein, N., Sussman, A. L., Avila, M., Belone, L., & Duran, B. (2015). Reflections on researcher identity and power: The impact of positionality on community based participatory research (CBPR) processes and outcomes. <i>Critical Sociology</i>, 41(7-8), 1045-1063. Betancourt, J. R., Green, A. R., Carrillo, J. E., & Owusu Ananeh-Firempong, I. I. (2016). Defining cultural competence: a practical framework for addressing racial/ethnic disparities in health and health care. <i>Public health reports</i>, 118, 293-302. <p>Case Study 5: Native Children Always Ride Safe (Native CARS)</p>

Date	Competency	Content	Readings/Assignments
4/18/22	MPH 02,10,11 SBH 05	Collecting, Analyzing and Interpreting CBPR Findings and Budgets	Readings: <ol style="list-style-type: none"> Chapter 13. Documentation and Evaluation of CBPR Partnerships: The Use of In-Depth Interviews and Closed-Ended Questionnaires, Pages 369 – 404 Chapter 15. Collaborative Data Collection, Interpretation, and Action Planning in a Rural African American Community: Men on the Move, Pages 435 - 462 Watch Video – Power through Partnerships (2017). Discussing money and budgets with CBPR collaborators. Retrieved from: https://cbprtoolkit.org/video/discussing-money-and-budgets-cbpr-collaborators
4/25/22	MPH 11 SBH 03, 05 PhD SBH 02	Dissemination of CBPR Findings	Readings: <ol style="list-style-type: none"> Chapter 14. Developing and Implementing Guidelines for Dissemination: The Experience of the Community Action Against Asthma Partnership, pp. 405-433. Appendix J. Philosophy and Guiding Principles for Dissemination of Findings of the Michigan Center For The Environment and Children’s Health (MCECH) including Authorship of Publications and Presentations, Policies and Procedures, Access to Data, and Related Matters, pp. 639-643. Schulz, A. J., Israel, B. A., Coombe, C. M., Gaines, C., Reyes, A. G., Rowe, Z., et al. (2011). A community-based participatory planning process and multilevel intervention design: Toward eliminating cardiovascular health inequities <i>Health Promotion Practice</i>, 12(6), 900-912.
5/02/22	MPH 09,10, 19, 21 PhD SBH 01, 02, 03, 04, 05	Presentations on CBPR proposals	Student presentations
5/09/22	MPH 09, 10, 19, 21 PhD SBH 01, 02, 03, 04, 05	No Class Proposals Due -Must be uploaded into WebCampus by midnight	

**Syllabus is subject to change. All readings will be posted in WebCampus at least 1 week prior to the scheduled lecture. Students are expected to have read the readings prior to the scheduled lecture. If desired, students may bring readings to class.*