

COMMUNITY-BASED PARTICIPATORY RESEARCH, GPH 705
3 credits, 2006

Course Instructor and Contact

Instructor: Michele Polacsek, Ph.D., M.H.S.
Email: Via WebCT only.

Office hours: If you would like to make a telephone appointment, please email me via WebCT or call and request to set up a meeting.

Response Time: I will be checking the class website as often as possible, sometimes every day, sometimes several times each week. Depending on my work and home schedule, it may take me a few days to respond.

Weekly written assignments will be corrected within a week and sent back to you by mail or by email.

Course Description

This course is designed as an overview of Community Based Participatory Research (CBPR) and will familiarize participants with key historical underpinnings of CBPR; principles of CBPR practice; as well as methodological CBPR considerations in building community partnerships; community assessment; issue analysis; research planning; data gathering; and data sharing. The course will also address cultural competence; working with diverse populations; ethical considerations in CBPR; as well as salient funding and Institutional Review Board issues.

Course participants will be asked to write a project paper (of no more than 10 double-spaced pages using a 12-font size script) outlining a CBPR proposal of interest. Given that this final project will be an intellectual exercise (unless you happen to be working on a specific project that lends itself to this process) you may need to practice some creativity (i.e. fabrication) in describing your community and the process. However, please draw from your own experience as much as possible. A final draft will be due in week 9, or by midnight, Sunday, May 28. The final paper will be a culmination of 5 shorter, 1-2 page, written assignments, due throughout the 10 weeks of the course. These short written assignments reflect on the weekly readings and key questions outlined for that week. Feedback on the written assignments will be provided within a week to help guide any revisions so that the final paper will reflect improvements made. The weekly questions are also used as the online forum discussion questions and participants are expected to engage in weekly online discussion around these questions, and/or other questions as listed on the weekly syllabus.

Course Format: This course will be delivered through a web-based format with ten online modules. Within modules there are online lectures, reading assignments, and five (5) short written assignments with key questions to think about. Weekly sessions will be posted to the site by Noon on Sundays.

Course Goals

Course Learning Outcomes/Objectives

By the end of the course, students will be able to:

1. Identify and describe key theoretical perspectives that have shaped the development and evolution of CBPR.
1. List and describe the major principles of CBPR.
2. Discuss key CBPR methodological considerations in partnering with communities, planning for research, data gathering, and dissemination of results.
3. Discuss the importance of cultural competence and identify challenges in working with diverse populations.
4. Identify and critically examine ethical dimensions of CBPR.
5. Identify and discuss approaches to addressing validity and rigor in CBPR.
6. Identify both the strengths and limitations of choosing a CBPR approach to addressing public health problems.
7. Discuss funding challenges and key Institutional Review board issues impacting CBPR.

Student Evaluation:

Students are expected to complete the following: (Grades are based on 100 points. The number of points for each assignment is indicated.)

- Weekly reading assignments in text and other sources
 - Weekly written assignments
 - 5 weekly assignments (weeks 3 – 7) 10 points each 50 points
 - 1 project (week 9) 30 points
 - 1 classmate's project critique (1 page week 10) 2 bonus pts.
 - Participation each week in forum discussions and critique of classmate's final paper 20 points
- Total of 100 points
2 bonus pts.**

UNE's Quality Points/Scale assigned to grades are as follows:

A	4.00	94-100 points	Outstanding
A-	3.75	90-93 points	Excellent
B+	3.50	87-89 points	Competency achieved to high standard
B	3.00	84-86 points	Competency achieved
B-	2.75	80-83 points	Satisfactory competency
F	0.00	Below 80	

Note: Grades below 80 points are considered marginal and a failing grade.

Class Outline and Requirements

► Course weeks:

Each week runs from Monday morning to Sunday night at midnight.

Here are the 10 course weeks:

- Week 1 Mar 27 – Apr 2
- Week 2 Apr 3 - Apr 9
- Week 3 Apr 10 – Apr 16
- Week 4 Apr 17 – Apr 23
- Week 5 Apr 24 – Apr 30

- o Week 6 May 1 – May 7
- o Week 7 May 8 - May 14
- o Week 8 May 15 – May 21
- o Week 9 May 22 - May 28
- o Week 10 May 29 – Jun 2

The fast pace of this course requires that assignments be completed on time.

➔ **Posting to the Forum Discussion:** Each student is expected to post twice each week. One posting should be an original contribution to the discussion. A second or sequential posting may be in response to a classmate's posting. **Initial discussion postings** to the class website must be submitted by **Wednesday at midnight**. For most weeks, that means you must have completed the reading by this time. **Second postings must be completed by Sunday noon** of the week the question is assigned.

Weekly written assignments: all written assignments are due by Sunday midnight of the week they are assigned. Late written assignments will earn a zero (0). In other words, you will automatically forfeit 10 points.

Assignments are informed by assigned reading, and by the online lecture. No written assignment should exceed 2 standard pages, with adequate margins and a minimum of 12-point serif print. (Use Times Roman or Garamond). You may use bullets to make your major points.

Project

The final project will combine the five (5) written assignments (due weeks 3-7) and should reflect revisions based on further reading and feedback provided by the instructor on the written assignments. The final project paper should be no more than 10 double spaced pages with a minimum of 12-point serif print. The project is an outline for a CBPR project proposal and should include the following 4 sections:

- Background and Significance
- Proposal Aims
- Research Design and Methods
- Data Interpretation, Dissemination, and Action

Please see the resources listed if you need help with the sections of a research proposal.

Course Textbook and Additional Readings

Text:

Minkler M, Wallerstein N. Introduction to Community-Based Participatory Research for Health. San Francisco, CA: Jossey-Bass Publishers; 2003. ISBN: 0787964573

Additional Resources:

1. NIH Community Participation in Research RFA:
<http://grants.nih.gov/grants/guide/pa-files/par-05-026.html>
2. Viswanathan M, Ammerman A, Eng E, Gartlehner G, Lohr KN, Griffith D, Rhodes S, Samuel-Hodge C, Maty S, Lux, L, Webb L, Sutton SF, Swinson T, Jackman A, Whitener L. Community-Based Participatory Research: Assessing the Evidence. Evidence Report/Technology Assessment No. 99 (Prepared by RTI–University of

North Carolina Evidence-based Practice Center under Contract No. 290-02-0016). AHRQ Publication 04-E022-2. Rockville, MD: Agency for Healthcare Research and Quality. July 2004.

3. Wallerstein, N. What is the evidence on effectiveness of empowerment to improve health? February 2006. World Health Organization. Health Evidence Network.
4. **A Model Proposal: TBD**

Class Outline

Pre-course Work

March 20-24

- Order your textbook.

Week 1: March 27 - April 2

Course overview, conceptual models of research and brief introduction to CBPR *Michele Polacsek, PhD, MHS*

Minkler M, Wallerstein N. Introduction to Community-Based Participatory Research for Health. San Francisco, CA: Jossey-Bass Publishers; 2003;3-26. (Course textbook, Chapter 1, (pp 3-26).)

Onwueghuzie AJ. Why Can't We All Get Along? Towards a Framework for Unifying Research Paradigms. *Education*. Spring 2002.

Assignments:

→ **Complete Readings** by Wed midnight, March 29.

→ **Forum Questions:** post original contribution by midnight Wed, March 29 and post second by midnight Sun, April 2.

1. Introduce yourself by Wednesday midnight, March 29. Briefly, tell us who you are, what you do, and what you hope to get out of the course.
2. Prior to the assigned readings, how would you have described the purpose of public health research, and the role of researcher?
3. Have the assigned readings impacted the way you think about public health research or research in general?
4. Begin to think about a possible research topic for your course paper.

Week 2: April 3 - April 9

CBPR Historical context and social determinants of health *Guest speaker: Christine Lyman, MSW, CHES*

Course textbook, Chapter 2, (pp. 27-52).

Strand K, Marullo S, Cutforth N, Stoecker R, Donohue P. Origins and Principles of Community-Based Research. In: Strand K, Marullo S, Cutforth N, Stoecker R,

Donohue P, eds. *Community Based Research and Higher Education*. San Francisco, CA: Jossey-Bass Publishers; 2003;1-15.

Schultz A, Krieger J, Galea S. Addressing social determinants of health: community-based participatory approaches to research and practice. *Health Education and Behavior*. 2002;29(3):287-295.

Krieger J, Allen C, Cheadle A, Ciske S, Schier J, Senturia K, Sullivan M. Using community based participatory research to address social determinants of health: Lessons learned from Seattle Partners for Healthy Communities. *Health Education and Behavior*. 2002;29(3):361-382.

Assignments:

→**Complete Readings** by Wed midnight, April 5.

→**Forum Questions:** post original contribution by midnight Wed, April 5 and post second by midnight Sun, April 9.

1. What are the major historical underpinnings of CBPR?
2. How is CBPR like traditional research, how is it different?
3. What are some key ways in which the "Northern Tradition" differs from the "Southern Tradition"?
4. Historically, who were some key proponents of the Northern and Southern traditions?
5. Why might social determinants of health be central to CBPR?
6. Have you come up with a possible research topic of interest to you?

Week 3: April 10 - April 16

Principles of CBPR

Guest Speaker: Dr. Meredith Minkler's presentation from the 8th Annual William T. Small, Jr. Keynote Lecture, University of North Carolina, Chapel Hill.

Course textbook, Chapter 3 (pp. 53-76).

Israel B, Schultz A, Parker E, Becker A. Review of community-based research: Assessing partnership approaches to improve public health. *Annual Review of Public Health*. 1998;19:173-202.

Strand K, Marullo S, Cutforth N, Stoecker R, Donohue P. Origins and Principles of Community-Based Research. In: Strand K, Marullo S, Cutforth N, Stoecker R, Donohue P, eds. *Community Based Research and Higher Education*. San Francisco, CA: Jossey-Bass Publishers; 2003;71-95.

Assignments:

→**Complete Readings** by midnight Wed, April 12.

→**Written Assignment #1** by midnight Sunday, April 16.

Begin to outline the "background and significance" and "proposal aims" sections of your research proposal

→ **Forum Questions (Questions for Written Assignment #1):** post original contribution by midnight Wed, April 12 and post second by midnight Sun, April 16.

1. How might you describe the significance of CBPR as an approach to research in a “background and significance” section of a proposal?
2. In a real CBPR project, how might a research topic be determined? Who or which organization might take the lead?
3. How could the AHRQ report help you to make a case for your proposal? Are there any citations in this report you might use to make the case?
4. How might the principles of CBPR reflect how you write up the *aims* of a research proposal?—i.e.: Does the research help to empower the community to address determinants of health?

Week 4: April 17 – April 23

Methodological considerations in CBPR: community partnerships and collaborations

Guest Speaker: Joanne Joy, MA

Course textbook, Chapter 5 (pp. 98-112) and Chapter 6 (pp. 113-130).

Wallerstein N, Duran B, Minkler M, Foley K. Developing and maintaining Partnerships with Communities. In: Israel B, Eng G, Schulz A, Parker E, eds. *Methods in Community Based Participatory Research for Health*, San Francisco, CA: Jossey-Bass Publishers; 2005;31-51.

Assignments:

→**Complete Readings** by midnight Wed, April 19.

→**Written Assignment #2** by midnight Sunday, April 23.

Outline your community partnerships for your research proposal. This assignment will contribute to the background and significance section and/or the proposal aims of your research proposal.

→ **Forum Questions (Questions for Written Assignment #2)**: post original contribution by midnight Wed, April 19 and post second by midnight Sun, April 23.

1. What is the nature of the community partnership—does it exist just for the research, or did it originate in some other way?
2. Is the community of interest for research clearly described or defined?
3. How are decisions made within the partnership? What is the power structure?
4. How are conflicts dealt with in the partnership?

Week 5: April 24 – April 30

Methodological considerations in CBPR: community assessment, issue analysis, and research planning

Michele Polacsek, PhD, MHS

Course textbook, Chapter 7 (pp.135-154) and Chapter 9 (pp. 179-196).

Assignments:

→**Complete Readings** by midnight Wed, April 26.

→**Written Assignment #3** by midnight Sunday, April 30.

Outline your community assessment and research planning process for your research proposal project. This assignment will likely contribute to the background and significance or proposal aims sections of your proposal.

→ **Forum Questions (Questions for Written Assignment #3):** post original contribution by midnight Wed, April 26 and post second by midnight Sun, April 30.

1. What is the processes you propose to use for community assessment, issue analysis and issue selection?
2. Do members of the defined community have concern or experience with the research issue?
3. Did the impetus for the research come from the defined community?
4. Is an effort to research the issue supported by members of the defined community?
5. Can the research facilitate learning among community participants?
6. Is the purpose of the research to empower the community to address determinants of health?
7. Does the scope of the research encompass some combination of political, social, and economic determinants of health?
8. Is there a commitment to action as a result of the research?

Week 6: May 1 - May 7

Methodological considerations in CBPR: data gathering

Guest Speaker: Amy Black, MS, Doctoral Candidate URI Community Psychology

Course textbook, Chapter 10 (pp. 201-220).

Schulz AJ, Zenk SN, Kannan S, Israel BA, Koch MA, Stokes CA. 2005. CBPR Approach to Survey Design and Implementation: The Healthy Environments Partnership Survey. In: Israel B, Eng G, Schulz A, Parker E, eds. *Methods in Community Based Participatory Research for Health*, San Francisco, CA: Jossey-Bass Publishers; 2005;107-127.

Optional:

Kieffer EC, Salabarria-Pena Y, Odoms-Young AM, Willis SK, Baber KE, Guzman RJ. The Application of Focus Group Methodologies to Community Based Participatory Research. In: Israel B, Eng G, Schulz A, Parker E, eds. *Methods in Community Based Participatory Research for Health*, San Francisco, CA: Jossey-Bass Publishers; 2005;146-166.

Assignments:

→ **Complete Readings** by midnight Wed, May 3.

→ **Written Assignment #4** by midnight Sunday, May 7.

Outline the research methodology and data gathering process for your research proposal. This assignment will contribute to your Research Design and Methods section of your project paper.

→ **Forum Questions (Questions for Written Assignment #4):** post original contribution by midnight Wed, May 3 and post second by midnight Sun, May 7.

1. What are the methods that you propose to use and how will you apply these in your setting?
2. Are the research methods sufficiently rigorous yet true to community based principles that incorporate perspectives and beliefs of community members?

3. Can the research methods facilitate collaboration between community participants and resources external to the community?
4. Does the process allow for flexibility or change in methods or focus if necessary?
5. Are procedures in place for appraising experiences during the process? (optional reading)
6. Are community participants involved in all aspects of the research? Will they be hired? Trained?

Week 7: May 8 – May 14

Methodological considerations in CBPR: interpretation, results sharing, and action planning

Guest Speaker: Karen O'Rourke, MPH

Parker EA, Robins TG, Israel BA, Caldwell-Brakefield W, Edgren KK, Wilkins DJ. Developing and Implementing Guidelines for Dissemination. In: Israel B, Eng G, Schulz A, Parker E, eds. *Methods in Community Based Participatory Research for Health*, San Francisco, CA: Jossey-Bass Publishers; 2005;285-306.

Baker EA, and Motton FL. 2005. Creating Understanding and Action Through Group Dialogue. In: Israel B, Eng G, Schulz A, Parker E, eds. *Methods in Community based Participatory Research for Health*, San Francisco, CA: Jossey-Bass Publishers 2005;307-325.

Assignments:

→ **Complete Readings** by midnight Wed, May 10.

→ **Written Assignment #5** by midnight Sunday, May 14.

Outline your process for data interpretation, how you will share what you have learned and what action you are planning based on your findings and process. This assignment will contribute to proposal project section entitled "Data Interpretation, Dissemination and Action Planning".

→ **Forum Questions (Questions for Written Assignment #5):** Post original contribution by midnight Wed, May 10 and post second by midnight Sun, May 14.

1. Who might be involved in the data analysis, interpretation, and dissemination of results?
2. Who will you likely disseminate your results to?
3. What action(s) have you planned based on the potential results?
4. What perceptions of the community are likely to be created or persist as a result of analysis and publication of your results?
5. Do community participants benefit from the research outcomes, and in what way?
6. Who owns the data and the results?

Week 8: May 15 – May 21

Diverse populations, cultural competence, and issues of power in CBPR

Guest Speaker: Nina Wallerstein, DrPH, presentation from the Inaugural Health Education Research Disparities Summit: Health Disparities and Social Inequities: 8/8/2005, Society for Public Health Education, Alexandria, Va.

Course textbook, Chapter 16 (pp. 332-343) and Chapter 14 (pp. 293-315).

Betancourt JR, Green AR, Carrillo JE, Ananeh-Firemong O. Defining Cultural Competence: A Practical Framework for Addressing Racial/Ethnic Disparities in Health and Health Care. *Public Health Reports*.2003;118:293-302.

Assignments:

→**Complete Readings** by midnight Wed, May 17.

→**Work on paper section revisions and incorporate thinking from new readings and class discussions**

→ **Forum Questions:** post original contribution by midnight Wed, May 17 and post second by midnight Sun, May 21.

1. Does your research proposal give attention to barriers of participation, with consideration of those who have been underrepresented in the past?
2. How might research participants become enabled to contribute their physical and/or intellectual resources to the research process?
3. How do you plan to address issues of researcher power and privilege?

Week 9: May 22 – May 28

Ethical considerations in CBPR, IRB, and funding issues

Guest Speaker: Marco Andrade, MS, Doctoral Candidate URI Community Psychology

Course textbook, Chapter 11 (pp. 221-241), Chapter 12 (pp. 242-262), and Appendix B (pp. 410-418).

Strand K, Marullo S, Cutforth N, Stoecker R, Donohue P. Research Practices in Community Based Research. In: Strand K, Marullo S, Cutforth N, Stoecker R, Donohue P, eds. *Community Based Research and Higher Education*, San Francisco, CA: Jossey-Bass Publishers; 2003;109-113.

Assignments:

→**Complete Readings** by midnight Wed, May 24

→**Final Paper** due by midnight Sunday, May 28

→**Forum Questions:** post original contribution by midnight Wed, May 24 and post second by midnight Sun, May 28.

1. What ethical issues or dilemmas do you anticipate if any? If you do, what are they and how do you plan to address them?

→Work on your final draft and email the instructor with specific questions, if you have any.

Week 10: May 29 – June 2

Critique of classmate's final paper: Online Discussion

→Written Assignment #6:

You will be assigned a classmate's final paper. Please outline the strengths and weaknesses of each section and overall, as you see them. Please get me your comments

By midnight FRIDAY, June 2. No more than 1 double-spaced page, please.

→Forum questions:

Please discuss what you learned through the critique of a classmate's paper. Please post any final thoughts or issues?