

**ASPH/CDC Project**  
**Training Curriculum Work Group**  
Tuesday, December 2, 2003 – 10:00am-11:30am Eastern  
Call Notes

**Representatives on this call:** Renee Bayer, Kari Hartwig, Jen Kauper-Brown, Robert McGranaghan, Gary Tang, Sharrice White

**Not present:** Diane Calleson, Yvonne Lewis

**Notes:** Please send any additions, questions, or corrections to these notes to Jen at:  
[jenbr@u.washington.edu](mailto:jenbr@u.washington.edu)

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**Goals for the call:**

- Review and discuss possible curriculum content areas for Module 1
- Discuss the format of Module 1
- Review and discuss the draft abstract for the May ASTDHPPHE/CDC/SOPHE Conference
- Discuss timeline of assignments and plans for future calls

**Updates and Announcements**

- Jen noted that in response to work group member questions, an e-mail will be sent to all work group members providing clarification about compensation issues
- Work group members wanted to ensure that the work group's efforts in putting together Module 2 would not be redundant with those of the Policy Work Group.
- Kari will hold off on contacting organizers from the Hartford conference until we hear back about the work group's submission to the SOPHE conference (**Note:** We will be notified whether the abstract was accepted or declined on or after January 26, 2004.)
- The group has been discussing CBPR as the method referred to by the project title's "prevention research." Are there any additional methodologies which should be considered as a part of prevention research.

**Action: Jen** will ensure that the agenda for the upcoming full conference call on December 15<sup>th</sup> includes the following items:

- a discussion to ensure coordination of efforts concerning peer review between the two work groups
- a clarification about what methodologies are included in the group's title phrase, Prevention Research.

**Kari** will send the web reference for the Hartford conference. (Included here:

<http://www.incommunityresearch.org/news/crossroads.htm>)

**Topic 1:** Review and discussion of Module 1 curriculum content areas

The group reviewed the "laundry list" of possible content areas and discussed how these topics fell into readily apparent groupings. Content areas were chunked into 3 "units" with additional subunits in each.

**Note:** The resulting list is included below and as an attachment.

During the discussion the following points were raised:

- Work members agreed that some topics may be introduced in one unit and then be "revisited" in a later unit along with a discussion about how issues may change throughout the partnership's lifecycle.
- Renee has a potentially useful activity concerning expectations based on Peace Corps activity.
- The chart/conceptual framework included in the 1<sup>st</sup>-year report may be a helpful curricular tool.
- It may be helpful to include information, tips, and reflective questions in the curriculum introduction or as sidebars within the curriculum about how the curriculum can be used with specific audiences (e.g. clinicians).

**Action: Robert and Jen** will utilize today's discussion to draft a refined and ordered list of the curriculum content areas. This list will be distributed to work group members in advance with the meeting minutes.

**Note:** The resulting list is included below and as an attachment.

**Topic 2: Format of Module 1**

The work group agreed that the Healthy People 2010 Curriculum Planning Guide was helpful in providing ideas and examples of how the module could be formatted. Suggestions and comments included:

- The group liked the idea of including the following components in the module: a list of competencies at the beginning of each unit, checklists, worksheets, handouts, numerous case studies, reflective questions (e.g. Why are you forming this partnership?), references, and suggested readings.
- Work group members felt that Module 1 would be able to be used as both a self-study guide, as well as a trainer manual.
- The Healthy People document is a “curriculum planning guide” not a curriculum. This work group’s curriculum should include more of an emphasis on inclusion of content on each topic instead of merely listing and referring to available resources on each topic
- Because of space and time considerations, it may be necessary to list resources users could access for a better understanding of some complex issues which may be raised in the curriculum module (e.g. conflict resolution).
- Work group members agreed that it is important for the curriculum to be as interactive as possible.
- The group agreed that it will be important to check the list of content areas against the 1<sup>st</sup> year report to ensure that the topics have not been forgotten. Content material will also be taken from the 1<sup>st</sup> year work.

**Action:** Jen will check with Sarena and make sure that the final word version of the 1<sup>st</sup> year report is e-mailed to the whole work group.

### Topic 3: Abstract for the SOPHE Conference

The group reviewed the draft abstract and discussed what could be realistically piloted during a 3-hour workshop. After considering the audience of this conference and what they would be most interested in, the work group members decided that the session should focus on the 2<sup>nd</sup> and 3<sup>rd</sup> units of Module 1. The abstract objectives and description were changed to reflect this. The group brainstormed the following timeline and ideas for the workshop:

- Reviewing the definition and key principles of CBPR 30 mins.
- Developing a CBPR partnership: Getting started 60 mins.
- Getting the work done 60 mins.
- Sustainability 30 mins.
- Open discussion and reflection about how the material applies to the participant’s personal experience should be included throughout.

Robert stated that he is willing to be the primary presenter on the abstract but believes that it is important that the workshop also be co-presented by a community representative. If Yvonne declines to participate, Gary will be the co-presenter.

Renee mentioned that she and Robert are involved with one of the HRSA training centers, the Michigan Public Health Training Center and that they will suggest the content of Module 1 for consideration for one of the center’s future courses.

**Action:** Jen will modify the abstract as discussed on today’s call and distribute it to the **work group members** for comments before submission by the conference deadline (**December 8, 2004**). Jen will check with Yvonne to see if she willing to be an additional presenter included in the SOPHE submission.

**Note:** Subsequent to the call, Yvonne agreed to be a presenter. The final abstract was submitted on December 8<sup>th</sup> and a copy is included as an attachment. **Renee and Robert** will bring the curriculum up for discussion at the next training center meeting.

### Topic 4: Next Steps

The group identified the next step as being the identification of materials, potential case studies, and resources from which to pull the module content. The group agreed that there is the possibility of hiring someone to write pieces of the module.

The next work group call will be scheduled during the first or second week of January.

**Action:** Before the next work group call, **all work group members** will begin gathering and thinking about how to gather ideas for activities and case studies to be included in the module and to consider

what they have to contribute and what pieces they would be willing to compose. **Jen** will send an e-mail to work group members to schedule the next work group call.

Next working group call: The call will be scheduled for the week of January 5th.

Next full group call: **Monday, December 15, 2003 at 11:30AM Eastern**

### **Content Areas for Curriculum Module 1**

#### **Unit 1: What is CBPR and why should we do it?**

- Definition
- Key principles
- Rationale

#### **Unit 2: Developing a CBPR partnership: Getting started**

- Identifying and selecting partners
- Process for getting to know partners and establishing trust
- Addressing expectations/responsibilities/accountability/partnership roles
- Developing mission statement and CBPR principles
- Process for decision-making and communication
- Process for setting priorities
- Establishing organizational structure/infrastructure

#### **Unit 3: Getting the work done**

- Process for resource allocation
- Understanding partnership lifecycles
- Revisiting expectations/responsibilities/accountability/partnership roles
- Addressing fiscal concerns and management of staffing
- Addressing issues of ownership and dissemination

#### **Unit 4: How to sustain a CBPR partnership**

- Process for establishing ongoing evaluation
- Weathering the change process
  - Conflict resolution?
- Appreciation and celebration
- Timeline: How to negotiate short-term vs. long-term work