

**ASPH/CDC Project**  
**Training Curriculum Work Group**  
Monday, February 2, 2004 – 2:30-4:30pm Eastern  
Call Notes

**Representatives on this call:** Renee Bayer, Diane Calleson, Kari Hartwig, Jen Kauper-Brown, Yvonne Lewis, Robert McGranaghan, Robb Travers, Sharrice White

**Not present:** Gary Tang

**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 assignments and sources for Module 1 units
- Discuss draft abstract submission for 2004 APHA conference
- Discussion of Curriculum Module 2
- Discuss timeline of assignments and plans for future calls

**Updates and Announcements**

- Robb Travers, the Director of the Toronto-based Resource Center for Community Based Research at Wellesley Central Health Corporation, introduced himself and provided a brief description of Wellesley Central ([www.welleslycentral.com](http://www.welleslycentral.com)). Robb will be participating in and contributing to the work group.
- For reference, the e-mail address for the listserv to reach Training Curriculum Work Group members is [asphcdc-tcwg@u.washington.edu](mailto:asphcdc-tcwg@u.washington.edu).

**Topic 1:** Review and discuss assignments and sources for Module 1 units

The group discussed the content areas of Module 1 and made assignments as to which work group members will take the lead on drafting the appropriate content. Work group members developed a set format for each unit/section.

- Learning objectives (for the unit) and any introductory information needed for the instructor, including teaching method (e.g., lecture, discussion groups, combination of both, etc.)
- Content, by section (text/lecture notes)
- Associated activities/case studies
- Suggested resources

**Work group members will submit the drafts to the work group members for comments and input by March 19.** It was noted that participation from the full ASPH-CDC group, as well as input from partner agencies (e.g. National Community Committee) will be necessary to ensure an adequate diversity of case studies and activities. Jen will provide assistance with formatting, editing, and applying a consistent voice. Assignments, discussion, and suggestions concerning individual topics are included below.

Diane reminded work group members that the unit content should be specifically focused on research partnerships versus other types of community-institutional purposes.

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

- Definition
- Key principles
- Rationale
- When CBPR is not for you

Lead work group members: Diane Calleson, Kari Hartwig

Additional Sources: Schulz article, Course series from Wellesley Central

It was suggested that it would be helpful to add a section to this unit about challenges and facilitating factors when doing CBPR. Work group members discussed whether this should be a stand-alone section

or if the concepts should be incorporated throughout the curriculum. Diane and Kari will review the existing sections and ensure that they include this information. It was also suggested that this unit include discussion of the ethical considerations of doing CBPR and information about cultural competency. It was noted that cultural competency is a very large subject which may need to be covered by referring to appropriate resources.

Robb suggested that several of the courses developed at Wellesley Central may provide useful content for this unit and others.

- 101: CBR Basic principles, facilitators, barriers (Note: This PowerPoint presentation was sent to the work group listserv during the call.)
- 102: Ethical issues in CBR (Note: This PowerPoint presentation was sent to the work group listserv during the call.)
- 201: Partnership Development
- 301: Skill-based course targeted to community folks that want to learn about research concepts

**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

Lead work group members: Robert McGranaghan, Robb Travers

Additional Sources: Course series from Wellesley Central

**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

Lead work group members: Renee Bayer, Yvonne Lewis, Sharrice White

Yvonne mentioned that they have spent a lot of time on this topic during the Kellogg CBPH initiative. It was also noted that there is some overlap between Units 2, 3, and 4 and that it will be necessary for subsequent units to build on preceding units.

**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

The work group decided to hold off on making any assignments from Unit 4.

**Action:** **Diane** and **Kari** will be the leads for Unit 1. **Robert** and **Robb** will be the leads for Unit 2. **Renee**, **Yvonne**, and **Sharrice** will be the leads on Unit 3. The leads for each Unit should e-mail draft content in the format discussed above to the work group members for review by **3/19** (Should send prior to 3/19 if already completed). **All work group members** should review this material and submit comments and suggestions. **Jen** will provide assistance on each unit with formatting, editing, and applying a consistent voice.

**Topic 2: Discussion of Curriculum Module 2 on Peer Review**

The work group decided that input was needed from the Policy work group's meeting with the IWG to inform the content of Module 2. A full group conference call will be scheduled during early March. Several work group members provided resources for this module.

Note: Subsequent to the call, Kari sent two articles to the listserv (Buchanan; George et al.) and Robb shared a tool used by Wellesley Central for evaluating grants (Note: this word document is attached).

**Action: Jen** will work to schedule a full group conference call during early March and ensure that the peer review curriculum module is on the agenda.

**Topic 3: Abstract for the APHA Conference**

Work group members agreed that a community presenter is also needed. Robert will talk to Gary Tang to see if he is available. All work group members will be included as co-authors. The deadline for submitting an abstract to the APHA Community-Based Public Health Caucus has been extended until February 12.

**Action: Robert** will contact Gary to see if he can participate as a community presenter. **Jen** will incorporate member's suggestions and submit the draft. A final copy will be sent to work group members.

**Topic 3: Next Steps**

The next work group call will be scheduled for the beginning of April.

Next full group call: The call will be scheduled for the beginning of March.