HPM266AB
Community Based Participatory Research (CBPR): Methods and Applications
Syllabus 2018-19

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Course Website: https://sites.google.com/site/cspcourses/hs266ab (login/pw required)

Course Learning Objectives

Given the complexity of healthcare problems and the diversity of needs of the American public, new solutions are required to integrate interventions at the levels of public policy; medical practice; and community environments, resources, and values. HPM266AB Community Based Participatory Research: Methods and Applications offers an approach to working with communities to improve health and health services in innovative partnered ways. For the purposes of this course, “communities” are defined as people who share a social or cultural identity, a particular illness, common resources (including geographic proximity), or communication channels (such as media, internet) pertaining to health. At the end of HS266A, fellows should be able to understand the practical/ethical issues of CBPR and put into practice the guiding principles of Community Based Participatory Research for collaborating with communities in health-related research. At the end of HS266B, students should be able to put into practice various quantitative and qualitative methods used in partnered research and in implementing partnered interventions and evaluations. Students should plan to participate in both quarters (a two-quarter series). The course design is structured to provide a main training in community partnered research methods in health, with a particular emphasis on fellows in the National Clinician Scholars Program (NCSP) and other related fellowships for clinicians; but is also available with instructor permission for other graduate or postdoctoral students with experience in community/clinical/public health services and a history of some established collaborations on health projects in communities.

HPM266 Community-Based Participatory Health Research: Methods and Applications is a two-part course structured as a weekly seminar for two quarters. Each quarter confers four units course credit, for a total of eight units over the two quarters. The course will combine mentoring from field experiences and a seminar style introduction to critical issues in conducting partnered research in community settings. The first quarter covers general principles of community-based participatory research (CBPR) and practical and ethical issues in collaborating with communities in health-related research. The second quarter focuses on quantitative and qualitative methods used in partnered research and in implementing partnered interventions and evaluations. The course will also provide an opportunity for Scholars to receive immediate feedback and guidance on their partnerships and projects from community and academic mentors that are associated with each main partnering agency, as well as community leaders and academic faculty participating in the seminar sessions. In addition, the course will allow Scholars to learn from each other's experiences and thus broaden the practical aspects of their education. The course draws on materials and presentations in other courses and seminars as shown in the figure below.
<table>
<thead>
<tr>
<th><strong>HPM266A Learning Objectives/Competencies</strong></th>
<th><strong>Learning Objectives</strong></th>
<th><strong>ASPH Competencies</strong></th>
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</table>
| 1. Understand the practical/ethical issues of CBPR | **Learning Objectives** | D.6. Apply principles of strategic planning to public health.  
D.10. Demonstrate leadership skills for building partnerships.  
E.1. Identify basic theories, concepts and models from a range of social and behavior science disciplines that are used in public health research and practice. |
| 2. Put into practice the guiding principles of CBPR for collaborating with communities in health-related research | **Learning Objectives** | D.6. Apply principles of strategic planning to public health.  
D.10. Demonstrate leadership skills for building partnerships.  
E.4. Identify critical stakeholders for the planning, implementation, and evaluation of public health programs, policies, and interventions.  
H.5. Demonstrate team building, negotiation, and conflict management skills.  
K.9. In collaboration with others, prioritize individual, organizational, and community concerns and resources for public health programs. |

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| 1. Put into practice quantitative methods used in partnered research and in implementing partnered interventions and evaluations | **Learning Objectives** | D.6. Apply principles of strategic planning to public health.  
H.5. Demonstrate team building, negotiation, and conflict management skills.  
H.9. Develop strategies to motivate others for collaborative problem solving, decision-making, and evaluation. |
| 2) Put into practice qualitative methods used in partnered research and in implementing partnered interventions and evaluations | **Learning Objectives** | D.6. Apply principles of strategic planning to public health.  
H.5. Demonstrate team building, negotiation, and conflict management skills.  
H.9. Develop strategies to motivate others for collaborative problem solving, decision-making, and evaluation. |
Course Format

In each quarter, there are 5-6 group sessions and 5 mentor meetings in the field to develop and implement a main partnered project. The mentor meeting are arranged by the student with partners, potential partners, or academic mentors for a given project being completed for the course. During each of the group sessions, 2-3 students will present material assigned for that session, and describe their own work as an example, if relevant, or invite other students to share their experiences. Other activities may include presentations from scholars in other years, community members, faculty or former scholars who have conducted relevant work. The structure of each session should be planned in advance and as appropriate discussed with course faculty. The course culminates with a poster-feedback session for partner organizations and faculty involved in the course, as well as a paper by each fellow on their partnered work. Feedback from the academic and community mentor is obtained through a written form and through in-progress telephone calls periodically during the course. Fellows are responsible for setting up meetings with community and faculty mentors that they work with on the community project they are conducting for this course.

In the summer before the class begins, activities such as visits to various community partner sites and meetings with the professors, are planned with students planning on taking the course. While it is preferable that partnership is identified prior to or at the beginning of the course, in practice it may take a month or so to determine the best fit, and for various reasons sometimes students change their project or partner over the course of the first quarter because of feasibility or fit issues. Sometimes, students select a community partner that is not one of the regular partners for the course. In that case, the same requirements apply for an identified community member and academic faculty member who participate as part of the course for the two-quarter period. For more information, please contact the National Clinician Scholars Program staff at (310) 794-2268.

Course Requirements

***Fall Quarter***

a. Scholars develop an internal leadership mechanism to decide how to divide up the reading and other assignments and how to structure and lead sessions, which they may do working with the community partners for the seminars. In the past we have randomly assigned reading leaders for each session and these are listed in the schedule below. Please make any changes...
including any switches in dates for reading leaders among yourselves and email your plan or switch to samanthachen@mednet.ucla.edu.

b. By November 23, 2018, Scholars must submit a Community Project Plan describing their community partner, specific contact person, plans to meet with contact person, description of the topic, and the project timeline. See Community Project Plan outline below.

c. As soon as the faculty mentor and community partner are confirmed or by December 7, 2018, Scholars are required to submit the signed Roles and Responsibilities agreement.

d. Scholars must submit a 5-7 page proposal for a final project by December 7, 2018. The project proposal must be submitted to kwells@ucla.edu and amahajan@dhs.lacounty.gov and cc samanthachen@mednet.ucla.edu by 5 PM and requires the following sections (5-7 pages):

1) Specific aims
2) Background
3) Methods
4) Development of relationship with community partner
5) Relationship with faculty mentor
6) Progress to date
7) Challenges/solutions
8) Dissemination plan
9) Timeline
10) Budget and justification

e. Mentor evaluations are required for each Scholar from at least one community and one faculty mentor by December 7, 2018

***Winter Quarter***

f. Scholars must sign up to present a group of readings for each session. Send your preferences #1-3 to the course administrator by January 9, 2018. A final list of reading presenters will be distributed to the course by email and via course website.

g. Scholars will complete the project described in the project proposal from the first quarter.

h. Scholars are required to submit a 5-10 page paper discussing the progress on the project by March 15, 2019. The project paper must be submitted to kwells@ucla.edu and amahajan@dhs.lacounty.gov and cc samanthachen@mednet.ucla.edu by 5 PM and requires the following sections (10 pages):

1) Specific aims
2) Background
3) Methods
4) Development of relationship with community partner
5) Relationship with faculty mentor
6) Progress to date
7) Results
8) Implications
9) Dissemination plan (including plans for an academic publication and reporting back to the community)
10) Sustainability plan for interventions and other projects that should continue in the future
11) Challenges/solutions
i. Scholars must submit an abstract of their work at least two weeks prior to the final session of the quarter and must present/discuss the project during the last session of the quarter. See specific dates in the quarter in the course schedule below.

j. Mentor evaluations are required for each Scholar from at least one community and one faculty mentor by March 15, 2019.

Mentor Evaluations
Mentor Evaluations from at least one community and one faculty mentor are due at the end of each quarter.

What is a “Project”?
Projects selected by scholars and fellows with the partners will vary considerably. A good project either aligns the interests of fellows with that of partner organizations or allows the fellow to learn about how to partner with an organization on an issue of importance to the community, from their point of view. Projects can vary from planning to a website, a proposal for funding, a secondary data analysis, intervention development or planning, evaluation of a program, or a step toward those ends. Regardless, there should be a defined product or report that is suitable for the course time period. Projects may be suitable for leading toward a later main project or working on the problem with another partner or another issue with the same project based on partnership development.

The class may also decide to do a group project in addition to individual projects. A group project can be the main “community project” for 1-3 individual leaders from the group of the group project.

Grading
Grades for the first quarter will be based on the project proposal (40%), class participation (40%), and mentor evaluations (20%). Grades for the second quarter will be based on the project paper (20%), poster presentation (20%), class participation (40%), and mentor evaluations (20%). In this course, the course directors follow a policy that all scholars/fellows begin with an A and with successful progress maintain that A. It is understood that not all projects can be completed within the time frame, but the progress plan/poster should provide the plan to complete the project and progress to date. Abstracts of work completed by prior scholars for the course are available for review.

Reading
Required reading materials per session are listed in the course schedule below. Readings include a combination of book chapters from the required books listed below as well as articles and manuals which can be found on the course website. Other useful reading materials are listed in the Resource Guide for Course Themes/Core Principles at the end of this document.

A Practical Approach to Enhancing Organizational Performance. 2ND Edition
-Pavlish, C., Pharris, M. Community-Based Collaborative Action Research: A Nursing Approach.

This year, we are taking a somewhat different approach to reading than in prior years. We are assigning readings necessary to cover topics, but there are many other useful readings for particular types of projects or methods issues. We recommend that each scholar at least do a preliminary read-through of all the sources above to be oriented to the range of issues; read the assigned readings (which typically the fellow leading the reading outlines); and then select some additional readings most related to the issue/community/methods for their project in consultation with their mentors for the course.

Community Partners

If you are partnering with a community that is not one of our Clinical Scholars Program partners, please let us know. Academic and/or community course instructors (Ken, Anish, Carol, Andrea) need to meet with you and the community partner to provide an orientation to the course and project involved. Academic and/or community course instructors need 1) to meet with partners on a quarterly basis to understand each others’ goals, review progress and 2) need a written evaluation of progress (see page 27 and 28). To help us ensure that we all have the same understanding of the course expectations, the Roles and Responsibilities pg 22-23 needs to be reviewed/signed by the course participant, faculty mentor, and community partner. The list below provides information on our Clinical Scholars Program partners.

NOTE: THE LIST NEEDS TO BE UPDATED
<table>
<thead>
<tr>
<th>Organization</th>
<th>CSP Community Advisory Board Member</th>
<th>Contact Info</th>
<th>CSP Faculty Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavioral Health Services 15519 Crenshaw Boulevard Gardena, CA 90249</td>
<td>Michael Ballue, CADCII, BSBA, Chief Strategy Officer</td>
<td>p: (310) 679-9126 x 1244 <a href="mailto:mballue@bhs-inc.org">mballue@bhs-inc.org</a></td>
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<td>Brian Mittman Research Scientist Adam Sharp, MD, MS, Research Scientist</td>
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<td>Jeffrey Guterman, MD Chief Research and Innovation Officer Anish Mahajan, MD, Dir. System Planning</td>
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<td>Clifford Ko (Surgery, UCLA) (310) <a href="mailto:206-7572cko@mednet.ucla.edu">206-7572cko@mednet.ucla.edu</a></td>
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**Fall Quarter 2018 Sessions/Reading Schedule**
Overview of Approach to Community-Based Participatory Research
All lectures sessions held at 10940 Wilshire Blvd suite 700 unless otherwise noted

**Session #1 - Introduction: What is Partnered Research?**
Monday, October 29, 3-5pm
Reading presenters*: Etsemaye Agonafer, Ish Bhalla, Abe Gallegos

- Jones L. CPPR Manual Chapter 1, 2
- Pavlish, C. and Pharris, M., CBCR Nursing Approach, Intro
- Langley, Improvement Guide, Chapter 1
- Israel et al. Methods in CBPR for Health – Chapter 1

Additional Readings:
Wallerstein, N. et al Chapter 1 and 2

**Session #2 w/ Gery Ryan: Overview of Qualitative Methods: What is Data Collection and Analysis Tool Kit**
Wednesday, October 31, 10:30am-12:30pm
Readings:

**Session #3 Meet with Community Partner**
Week of November 5
- Israel et al. Methods in CBPR for Health - Chapters 2, 3

Additional Readings:
Wallerstein, N. et al Chapter 3, 4

**Session #4 Developing a Vision and a Plan for a Partnered Project**
Monday, November 5, 1-3pm
Reading presenters*: Tiffany Kenison, Charles Liu, Norris Tran Duc, Karen Woo
Readings:
- Jones L. CPPR Chapter 3
- Israel et al. Methods in CBPR for Health - Chapters 4, 5, 6
• Wallerstein, N. et al Chapter 4, 5

Please see select publications from Michael Ong and Rebecca Dudovitz below:

**Ong, MK**


**Dudovitz, RN**


**Session #5 w/ Gery Ryan: Overview of Conducting a Needs Assessment: Basics of Elicitation and Rudimentary Analysis Techniques**
Monday, November 5, 3-5pm
Readings:
- Israel et al. Methods in CBPR for Health - Chapters 7, 10

**Session #6 Meet with Community Partner**

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Week of November 12

- Wallerstein, N. et al. Chapter 6

**Session #7 Working through the Valley (Do and Evaluate): The Process – Setting up workgroups and running meetings**
Wednesday, November 21, 3-5 pm
Reading presenters*: Alicia Morehead-Gee, Antonio Moya, Kevin Tangonan, Courtney Porter
Readings:
- Jones L. CPPR Manual - Chapter 5, 6
- Discuss the work you are doing, how decisions are made and who is involved in the decision making process.
- Review 1-2 “valley” relevant Program Alumni publications as an example of this stage of CPPR.
- Contact the Alumni author to see if they would be willing to join the session by phone or in person. A list of program alumni publications can be found on page 13. Names in bold are Program Alumni and Community Partners are in blue.
- Langley, Improvement Guide, Chapter 3
- Pavlish, C. and Pharris, M., CBCR Nursing Approach, Chapters 3 and 4
- Wallerstein, N. et al. Chapter 6, 10

**REMINDER DUE November 23, 2018**: Community Project Plan (email to Ken, Anish, and CC: Samantha). Request evaluation from Community and Faculty Mentors and ask them to send it directly to NCSP by November 23, 2018. See Course Requirements page for copies of the project plan and evals to send to your mentors.

**Session #8 Meet with Community Partner**
Week of November 28

**Session #9 – Celebrate Victory**
Wednesday, November 28, 3-5pm
-Reading presenters*: David Richards, Christopher Scannell, Jessica Schneider
-Readings:
  - Jones L. CPPR Manual - Chapter 6, 7
  - Pavlish, C. and Pharris, M., CBCR Nursing Approach, Chapter 7
  - Wallerstein, N. et al Chapter 13, 17
  - Langley, Improvement Guide, Chapter 13
Review 1-2 “victory” relevant Program Alumni publications as an example of this stage of CPPR. Contact the Alumni author to see if they would be willing to join the session by phone or in person. A list of program alumni publications can be found on page 13. Names in bold are Program Alumni and Community Partners are in blue.

Session #10 Meet with Community Partner
Week of December 5

***DUE December 7, 2018:
1) Roles and Responsibilities Form signed by mentors
2) Community and Faculty Mentors Evaluations
3) Final Project Proposal***
DEADLINES WINTER 2019

DUE January 14, 2019
- Sign up to discuss project during one of the two scheduled consultation sessions: [https://docs.google.com/spreadsheets/d/1xtxjpL4e9-XRHcd23gS4gZQbKO5z2uElIV2veUky5I8/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1xtxjpL4e9-XRHcd23gS4gZQbKO5z2uElIV2veUky5I8/edit?usp=sharing)
  - Qualitative Consultation: Monday, January 28, 3:00-5:00 PM
  - Quantitative Consultation: Monday, March 4, 3:00-5:00 PM

These sessions provide an opportunity to present your work and get feedback from various faculty with qualitative or quantitative methods expertise. We can only have max of 5-6 people per session because we need an even distribution between the two sessions.

Qualitative consultant bios can be found here:
- Gery: [http://www.hsrcenter.ucla.edu/people/ryan.shtml](http://www.hsrcenter.ucla.edu/people/ryan.shtml)
- Paul: [http://www.hsrcenter.ucla.edu/people/koegel.shtml](http://www.hsrcenter.ucla.edu/people/koegel.shtml)
- Dave: [http://www.hsrcenter.ucla.edu/people/kennedy.shtml](http://www.hsrcenter.ucla.edu/people/kennedy.shtml)
- Beth: [http://hss.semel.ucla.edu/team/elizabeth-bromley-md-phd/](http://hss.semel.ucla.edu/team/elizabeth-bromley-md-phd/)

Quantitative consultant bios can be found here:
- Tom: [http://www.biostat.ucla.edu/people/belin](http://www.biostat.ucla.edu/people/belin)
- Susan: [http://gim.med.ucla.edu/ettner/](http://gim.med.ucla.edu/ettner/)
- Chi-Hong: [http://www.domstat.med.ucla.edu/pages/chihong-tseng](http://www.domstat.med.ucla.edu/pages/chihong-tseng)

DUE January 21, 2019 (for those signed up for the Qualitative Consultation)
- One paragraph description of the project
- 2-3 questions for discussion with the group in the consultation sessions.

DUE February 18, 2019 (for those signed up for the Quantitative Consultation)
- One paragraph description of the project
- 2-3 questions for discussion with the group in the consultation sessions

Include your name, title of the project, and mentors on your submission and CC Samantha

DUE Mar 15, 2019
- Community and Faculty Mentors Evaluation
- Final paper discussing project process and plans for the future or completion
SCHEDULE WINTER 2019
All lectures at 1100 Glendon Ave, Suite 900, Los Angeles, CA 90024- Suite 900

Session#1 – Building a team and working together around a conceptual framework
Wednesday, January 16, 3:00-5:00 PM
-Reading presenters*: Etsemaye Agonafer, Ish Bhalla, Tiffany Kenison
-Readings:
  - Wallerstein Part 3: Chapter 7 plus 8 and/or 9 as examples
  - Pavlish Chapter 3
  - Chung B, Jones L, Jones A, Corbett CE, Booker T, Wells KB, Collins B., "Using community arts events to enhance collective efficacy and community engagement to address depression in an African American community", American Journal of Public Health, 99(2) 237-244, 2009
  - Glanz et al. Health Behavior and Health Education: Theory, Research, and Practice. Chapters 2, 13, 14, 15. It is also recommended that you select one from each of the remaining parts of the book that may be relevant to your project. For more guidance on this, please contact course instructors or your main mentor. Alternatives are a framework in implementation science, or other theory/framework approaches.

Session #2 - Meet with Community Partner
Monday, January 23, 3:00-5:00 PM - To be scheduled by students

Session#3 – Qualitative Methods Consultation with Gery Ryan and Paul Koegel
Monday, January 28, 3:00-5:00 PM
Reading presenters*: Charles Liu, Alicia Morehead-Gee, Antonio Moya
Readings:
  - Israel – 5,6,9,11,13,17
  - Anderson et al., Growing a Community-Academic Partnership: Lessons learned in forming a qualitative interview team for the Community Partners in Care study. Ethnicity and Disease 28 (20: 365-370).

Session #4 - Partnered Analysis and Product (Technology Example, Armen Arevian ? Dudovitz?)
Monday, February 4, 3:00-5:00 PM
Reading presenters*: David Richards, Christopher Scannell, Patricia Soderlund
Readings:
  - Wallerstein Chapter 17, 18
  - Israel Chapters 18, 19
  - Langley, Improvement Guide, Chapters 7-8
  - Pavlish, C. and Pharris, M., CBCR Nursing Approach, Chapter 6
Session #5 and #6 - Meet with Community Partner  
Monday, February 11 and 25, 3:00-5:00 PM - To be scheduled by students

Session #7 Project Design and Quantitative Methods Consultation with Susan Ettner and Tom Belin  
Monday, March 4, 3:00-5:00 PM  
Reading presenters*: Abe Gallegos, Norris Tran Duc, Jessica Schneider  
Readings:  
- Israel 7, 15, 19. Each scholar selects 2 chapters relevant to their work. Consult mentors and/or course instructors for guidance.  
- Langley, Improvement Guide, Chapter 10  
- Minkler 10, 18  
- Pavlish 4-6  
- Belin et al., Maintaining internal validity in Community Partnered Participatory Research: experience from the Community Partners in Care Study. Ethnicity and Disease 2018, Ethnicity and Disease 2018: 28 (2) 357-364.

Session #8 – Practicing Victory  
Wednesday, March 13, 3:00- 5:00 PM  
Reading presenters*: Kevin Tangonan, Courtney Porter, Karen Woo  
Readings:  

Project presentation/discussion on current status with invited faculty and community partners. Creativity in presentation of victories is encouraged. Scholars invite their partner and faculty mentors. Let program staff know about any special presentation needs. We will have refreshments at this special session! See here for a couple of samples of past scholar presentation formats.  
https://drive.google.com/open?id=1bagxn13tl7a2YEWJgAojGAtvvywLZqR