Kenneth Wells, MD, MPH
kwells@mednet.ucla.edu
(310) 794-3725

Anish Mahajan, MD, MSHS
amahajan@dhs.lacounty.gov

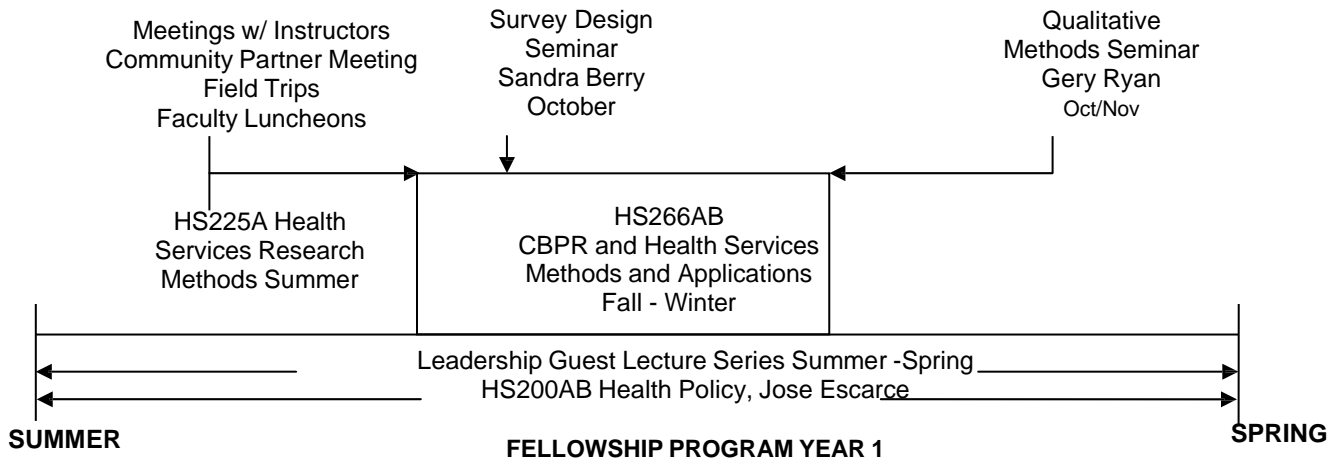**Course Website**: https://sites.google.com/site/cspcourses/hs266ab (login/pw required)

## 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.

| | *Learning Objectives* | *ASPH Competencies* |
|---|---|---|
| **HPM266A Learning Objectives/ Competencies** | 1. Understand the practical/ethical issues of CBPR | 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 | 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. |
| | *Learning Objectives* | *ASPH Competencies* |
| **HPM266B Learning Objectives/ Competencies** | 1. Put into practice quantitative methods used in partnered research and in implementing partnered interventions and evaluations | 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 | 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. |

**Other Research Methods Courses/Seminars**

Meetings w/ Instructors
Community Partner Meeting
Field Trips
Faculty Luncheons

Survey Design
Seminar
Sandra Berry
October

Qualitative
Methods Seminar
Gery Ryan
Oct/Nov

HS225A Health
Services Research
Methods Summer

HS266AB
CBPR and Health Services
Methods and Applications
Fall - Winter

Leadership Guest Lecture Series Summer -Spring
HS200AB Health Policy, Jose Escarce

**SUMMER**  FELLOWSHIP PROGRAM YEAR 1  **SPRING**

## 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.

-Glanz, K., Rimer, BK, and F.M. Lewis. (Editors).   Health Behavior and Health Education: Theory, Research, and Practice.  Josey-Bass: San Francisco, CA.  2008.

-Israel, B.A., et al. (Editors). Methods in Community-Based Participatory Research for Health. Second Edition. Josey-Bass: San Francisco, CA.  2012.

- Wallerstein, N, et. al. (Editors). Community-Based Participatory Research for Health. Third Edition. Josey-Bass: San Francisco, CA. 2017.

-Jones L.  Community Partnered Participatory Research: How we can work together to improve community health. Journal of Ethnicity and Disease. 19(4)S6 Autumn 2009.

-Langley, G., Moen, R., Nolan, K., Nolan, T., Norman, C., Provost, L. The Improvement Guide

A Practical Approach to Enhancing Organizational Performance. 2ND Edition
-Pavlish, C., Pharris, M. Community-Based Collaborative Action Research: A Nursing Approach. Jones & Bartlett Learning. 2011.

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

| Organization | CSP Community Advisory Board Member | Contact Info | CSP Faculty Contact |
|---|---|---|---|
| Behavioral Health Services 15519 Crenshaw Boulevard Gardena, CA 90249 | Michael Ballue, CADCII, BSBA, *Chief Strategy Officer* | p: (310)  679-9126 x 1244 mballue@bhs-inc.org | Kate Watkins *(Psychiatry, RAND)* *(310) 393-0411 x6509* *katherine_watkins@rand.org* |
| Cedars-Sinai Medical Center 8700 Beverly Boulevard, Suite Becker 119 Los Angeles, California 90048 | Teryl K. Nuckols, MD, MSHS *Director, Division of General Internal Medicine Department of Medicine* | P: 310:423-2760 teryl.nuckols@cshs.org | Carol Mangione *(GIM, UCLA)* *(310) 794-2298* *cmangione@mednet.ucla.edu* |
| Charles R. Drew University of Medicine and Science 1731 East 120th Street Los Angeles, CA 90059 | Keosha Partlow, PhD, MPH, *Director, Life Sciences Institute* David Martins, MD, *Assistant Dean for Clinical and Community Affairs* Cynthia Gonzalez, PhD, MPH, *Assistant Director of Community Engagement* Melanie Rodriguez, *Program Coordinator* | KeoshaPartlow@cdrewu.edu p: (323) 568-3353 f: (323) 563-5872 davidmartins@cdrewu.edu cynthiagonzalez@cdrewu.edu melanierodriguez@cdrewu.edu | Carol Mangione *(GIM, UCLA)* *(310) 794-2298* *cmangione@mednet.ucla.edu* |
| Healthy African American Families (HAAF) 4305 Degnan Blvd Suite 105 Los Angeles, CA 90008 | Loretta Jones, MA, *Executive Director* Andrea Jones, *Project Specialist* Felica Jones, *Dir. Of Programs* | p: (323) 292-2002 f: (323) 292-6209 lorettajones@haafii.org AndreaJones@haafii.org felicajones@haafii.org | Arleen Brown *(GIM, UCLA)* *(310) 794-6047* *abrown@mednet.ucla.edu* Carol Mangione *(GIM, UCLA)* *(310) 794-2298* *cmangione@mednet.ucla.edu* |
| Kaiser Permanente Medical Group, Southern California 100 S Los Robles, 2nd Floor Pasadena, CA  91101 | Brian Mittman Research Scientist Adam Sharp, MD, MS, *Research Scientist* | brian.s.mittman@kp.org adam.l.sharp@kp.org lorena.perez-reynoso@kp.org p: (626)564-3965 | Ken Wells (Psychiatry, UCLA) *(310) 794-3724 or (310) 794-2268* *kwells@mednet.ucla.edu* |
| <mark>LA County Department of Health Services</mark> 313 N. Figueroa Street, Room 912D Los Angeles, CA 90012 | Jeffrey Guterman, MD *Chief Research and Innovation Officer* Anish Mahajan, MD, *Dir. System Planning,* | mkatz@dhs.lacounty.gov mmartinez@dhs.lacounty.gov jguterman@ladhs.org EGabon@dhs.lacounty.gov AMahajan@dhs.lacounty.gov | Allison Diamant (GIM, UCLA) (310) 794-0124 adiamant@mednet.ucla.edu |

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|---|---|---|---|
| | *Improvement, & Data Analytics* | HDirmandzhyan@dhs.lacounty.gov | |
| | Erin Saleeby, MD, MPH, *Dir. Women's Health Programs & Innovation* | ESaleeby@mednet.ucla.edu | |
| | Lauren Patty Daskivich, MD, *Dir., Ophthalmology and Eye Health Programs* | lpdaskivich@dhs.lacounty.gov | |
| LA County Department of Mental Health<br>550 S. Vermont Avenue<br>Los Angeles, CA 90020 | David Ruskin, MD *Chief of Psychiatry*<br><br>Roderick Shaner, MD, *Medical Director*<br><br>Carol Eisen, MD, *Regional Medical Director*<br><br>William Arroyo, MD, *Director of Child Services* | druskin@dmh.lacounty.gov<br><br>p: (213) 738-4603<br>f: (213) 386-1297<br>rshaner@dmh.co.la.ca.us<br><br>CEisen@dmh.lacounty.gov<br><br><br>p: (213) 738-6152<br>warroyo@dmh.co.la.ca.us | Bonnie Zima *(Child Psychiatry, UCLA)*<br>*(310) 794-3714*<br>*bzima@mednet.ucla.edu* |
| LA County Department of Public Health<br>313 N. Figueroa Street, Room 806<br>Los Angeles, CA 90012 | Jeffrey D. Gunzenhauser, MD, MPH, *Medical Director, LA County Department of Public Health*<br><br>Sonali Kulkarni, MD, MPH, *Med. Dir., Div. of HIV and STD Programs*<br><br>Leonard Moore, MD, MSHPM, Assoc. Med. Dir., *Div. of HIV and STD Programs* | jgunzenhauser@ph.lacounty.gov<br>mojeda@ph.lacounty.gov<br><br><br>skulkarni@ph.lacounty.gov | Allison Diamant (GIM, UCLA)<br>(310) 794-0124<br>adiamant@mednet.ucla.edu |
| LAUSD School Mental Health Services<br>Trauma Services Adaptation Center for Schools<br>333 South Beaudry Ave, 29th Floor<br>Los Angeles, CA 90017 | Pia Escudero, LCSW, Director of Health | p. 213.742-8259<br>f: 213.742-8303<br>www.tsaforschools.org<br>pia.escudero@lausd.net<br>rosalia.castaneda@lausd.net | Sheryl Kataoka *(Psychiatry, UCLA)*<br>*(310) 794-3727*<br>*skataoka@mednet.ucla.edu* |
| LAUSD Student Health & Human Services<br>Student Medical Services<br>644 W. 17th Street, Bldg B<br>Los Angeles, CA 90015 | <mark>Kim Uyeda, MD, MPH, *Medical Director*</mark><br><br>*MaryJane Puffer Executive Director of the LA Trust* | p: (213) 765-2830<br>kimberly.uyeda@lausd.net<br><br>p: 213-241-3846<br>maryjane@thelatrust.org | |
| Greater Los Angeles VA and VA Medical Center Long Beach<br>5901 E. 7th St.<br>Long Beach, CA 90822 | *Elizabeth Yano* | Elizabeth.Yano@va.gov | Debra Saliba *(GIM, VA, RAND)*<br>*(310) 478-3711x41425*<br>*saliba@rand.org* |

| | | | |
|---|---|---|---|
| Martin Luther King, Jr. Community Hospital 1680 E. 120th Street  Los Angeles, CA 90059 | Elaine Batchlor, MD, MPH, *CEO*<br><br>Medell Briggs-Malonson, MD, MPH, MSHS, *Medical Director of Quality*<br><br>Stanley Frencher, MD, MPH, *Director, Surgical Outcomes and Quality* | ebatchlor@mlkcommunityhospital.org<br><br>p: 424-338-8713 mbriggs@mlkch.org<br><br><br>p: 424-338-1559 SFrencher@mednet.ucla.edu | Carol Mangione *(GIM, UCLA)* *(310) 794-2298* *cmangione@mednet.ucla.edu* |
| Mid-Valley Family Practice Program 7515 Van Nuys Blvd., Van Nuys, CA 91405 | Patrick Dowling, MD, *Professor and Chair of Family Medicine, UCLA* | p: (310) 825-8234 f: (310) 267-2529 pdowling@mednet.ucla.edu | Michael Rodriguez *(Fam Med, UCLA)* *(310) 794-0294* *mrodriguez@mednet.ucla.edu* |
| UCLA Healthcare System | ==Johnese Spisso, MPA, *President*== | jspisso@mednet.ucla.edu dware@mednet.ucla.edu (310) 267-9315 | Clifford Ko *(Surgery, UCLA)* *(310) 206-7572* *cko@mednet.ucla.edu* |

**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

- Wells K; Jones L. "Research" in Community-Partnered, Participatory Research. *JAMA*. 2009:302(3):320-1
- Dawn E. Alley, Ph.D., Chisara N. Asomugha, M.D., Patrick H. Conway, M.D., and Darshak M. Sanghavi, M.D. Accountable Health Communities - Addressing Social Needs. NEJM. 2016:7;374(1):8-11.
- 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:
- HR Bernard and GW Ryan. *Analyzing Qualitative Data: Systematic Approaches*. Sage 2010. Chapter 1 and 2.
- GW Ryan and HR Bernard. Data Management and Analysis Methods. IN *Handbook of Qualitative Research.* Eds. Densin and Lincoln. Sage Publications. Ch 29

**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**
1. Ong MK, Diamant AL, Zhou Q, Park HY, Kaplan RM. Estimates of smoking-related property costs in California multiunit housing. American journal of public health. 2012; 102(3):490-3. PubMed [journal] PMID: 21852657, PMCID: PMC3487653

2. Ong MK, Mangione CM, Romano PS, Zhou Q, Auerbach AD, Chun A, Davidson B, Ganiats
TG, Greenfield S, Gropper MA, Malik S, Rosenthal JT, Escarce JJ. Looking forward, looking back: assessing variations in hospital resource use and outcomes for elderly patients with heart failure. Circulation. Cardiovascular quality and outcomes. 2009; 2(6):548-57. NIHMSID: NIHMS153778 PubMed [journal] PMID: 20031892, PMCID: PMC2951887

**Dudovitz, RN**

1. Rickard DG, Dudovitz RN, Wong MD, Jen HC, Osborn RD, Fernandez HE, Donkor CI. Closing the Gap Between Insecticide Treated Net Ownership and Use for the Prevention of Malaria. Progress in Community Health Partnerships: Research, Education, and Action 5.2 (2011): 111-111
2. Dudovitz, RN, Li, N, Chung, PJ. Behavioral Self-Concept as a Predictor of Adolescent Drinking Behaviors. Academic Pediatrics 2013:13(4): 316-321
3. Dudovitz, RN, McCoy K, Chung PJ. At-School Substance Use as a Marker for Serious Health Risks. Academic Pediatrics. 2015; 15(1):41-6. PMID: 25528124
4. Dudovitz RN, Izadpanah N, Chung PJ, Slusser W. Parent, Teacher, and Student Perspectives on how Corrective Lenses Impact Child Wellbeing and School Function. Maternal Child Health Journal (2015): 1-10.
5. Dudovitz, R.N., Valiente, J. E., Espinosa, G., Yepes, C., Padilla, C., Puffer, M., Slavkin, H. C. and Chung, P. J. (2017), A school-based public health model to reduce oral health disparities. Journal of Public Health Dentistry. doi:10.1111/jphd.12216

**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
- Other Readings: HR Bernard and GW Ryan. *Analyzing Qualitative Data: Systematic Approaches*. Sage 2010. Ch. 1 and 2.
- GW Ryan and HR Bernard. Data Management and Analysis Methods. IN *Handbook of Qualitative Research.* Eds. Densin and Lincoln. Sage Publications. Ch 29.

**Session #6 Meet with Community Partner**

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
- Wells, K.B., Jones, L., Chung, B. et al. Community-Partnered Cluster-Randomized Comparative Effectiveness Trial of Community Engagement and Planning or Resources for Services to Address Depression Disparities. JGIM (2013) 28: 1268.
- Community Partners in Care (CPIC): Video Summary of Rationale, Study Approach / Implementation, and Client 6-month Outcomes (2014): https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4212316/
- Wallerstein, N. et al Chapter 13, 17
- Langley, Improvement Guide, Chapter 13

- Israel et al. Methods in CBPR for Health - Chapters 4, 5, 6

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**\*\*\*

**\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*SYLLABUS WINTER 2019\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***

**DEADLINES WINTER 2019**

**<span style="color:red">DUE January 14, 2019</span>**
- Sign up to discuss project during one of the two scheduled consultation sessions: https://docs.google.com/spreadsheets/d/1xtxjpL4e9-XRHcd23gS4gZQbKO5z2uEIlV2veUky5I8/edit?usp=sharing

    o Qualitative Consultation: Monday, January 28, 3:00-5:00 PM
    o 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
Paul: http://www.hsrcenter.ucla.edu/people/koegel.shtml
Dave: http://www.hsrcenter.ucla.edu/people/kennedy.shtml
Beth: 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
Susan: http://gim.med.ucla.edu/ettner/
Chi-Hong: http://www.domstat.med.ucla.edu/pages/chihong-tseng

**<span style="color:red">DUE January 21, 2019</span>** (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.

**<span style="color:red">DUE February 18, 2019</span>** (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

**<span style="color:red">DUE Mar 15, 2019</span>**
- Community and Faculty Mentors Evaluation
- Final paper discussing project process and plans for the future or completion

**SCHEUDULE WINTER 2019**
<mark>All lectures at 1100 Glendon Ave, Suite 900, Los Angeles, CA 90024- Suite 900</mark>

**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
Each scholar selects 1-2 chapters relevant to their work from Israel text.  Consult mentors and/or course instructors for guidance
- Pavlish, C. and Pharris, M., CBCR Nursing Approach, Chapter 5
- 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
- Arevian A, et al.  Participatory Technology to Enhance Community Resilience.

Ethnicity and Disease, 2018; 28 (2): 493-502.

**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:
- Jones. 25 years of community partnered participatory research. Ethnicity and Disease 2018 28 (2): 291-294.

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=1bagxnl3tlt7a2YEWJgAojGAtvvvwLZqR