HPM266AB
Community Based Participatory Research (CBPR): Methods and Applications
Syllabus 2016-17

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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 exposure 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, fellows should be able to put into practice various quantitative and qualitative methods used in partnered research and in implementing partnered interventions and evaluations.

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. This course also draws from materials and presentations in other courses and seminars as shown in the figure below.
<table>
<thead>
<tr>
<th>HPM266A Learning Objectives/Competencies</th>
<th>Learning Objectives</th>
<th>ASPH Competencies</th>
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<tr>
<td>1. Understand the practical/ethical issues of CBPR</td>
<td>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.</td>
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<tr>
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Course Format

In each quarter, there are 5-6 group sessions and 5 mentor meetings in the field. During each of the group sessions, 2-3 Fellows will present material assigned for that session, and describe their own work as an example, if relevant. Other activities may include presentations from scholars in other years, community members, faculty or former scholars who have conducted relevant work. 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 partners and faculty mentors.

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 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 fellows change their project or partner over the course of the first quarter because of feasibility or fit issues. Sometimes, fellows select a community partner that is not one of the regular partners for the course. 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 Clinical Scholars Program/National Clinician Scholars Program 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 cpunzalan@mednet.ucla.edu.

b. By Nov 21, 2016, 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 Dec 2, 2016, 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 Dec 2, 2016. The project proposal must be submitted to kwells@ucla.edu and amahajan@dhs.lacounty.gov and cc cpunzalan@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 Dec 2, 2016.

***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 Dec 4, 2015. 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 10 page paper discussing the progress on the project by March 17, 2016. The project paper must be submitted to kwells@ucla.edu and amahajan@dhs.lacounty.gov and cc cpunzalan@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 Mar 17, 2017.

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.

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.


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, Jim, 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.

<table>
<thead>
<tr>
<th>Organization</th>
<th>CSP Community Advisory Board Member</th>
<th>Contact Info</th>
<th>CSP Faculty Contact</th>
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<tbody>
<tr>
<td>Behavioral Health Services 15519 Crenshaw Boulevard Gardena, CA 90249</td>
<td>James Gilmore, MBA, former Director of Corporate Development and Training Michael Ballue, CADC II, BSBA, Chief Strategy Officer</td>
<td>p: 310 513 3967 f: (310) 679-2920 <a href="mailto:igilmore@bhs-inc.org">igilmore@bhs-inc.org</a> p: (310) 679-9126 x 1244 <a href="mailto:mballue@bhs-inc.org">mballue@bhs-inc.org</a></td>
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<td>Cedars-Sinai Medical Center 8700 Beverly Boulevard, Suite Becker 119 Los Angeles, California 90048</td>
<td>Teryl K. Nuckols, MD, MSHS Director, Division of General Internal Medicine Department of Medicine</td>
<td>p: 310:423-2760 <a href="mailto:teryl.nuckols@cshs.org">teryl.nuckols@cshs.org</a></td>
<td>Carol Mangione (GIM, UCLA) (310) 794-2298 <a href="mailto:cmangione@mednet.ucla.edu">cmangione@mednet.ucla.edu</a></td>
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<tr>
<td>Charles R. Drew University of Medicine and Science 1731 East 120th Street Los Angeles, CA 90059</td>
<td>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</td>
<td><a href="mailto:KeoshaPartlow@cdrewu.edu">KeoshaPartlow@cdrewu.edu</a> p: (323) 568-3353 f: (323) 563-5872 <a href="mailto:davidmartins@cdrewu.edu">davidmartins@cdrewu.edu</a> cynthia <a href="mailto:Gonzalez@cdrewu.edu">Gonzalez@cdrewu.edu</a> <a href="mailto:melanierodriguez@cdrewu.edu">melanierodriguez@cdrewu.edu</a></td>
<td>Carol Mangione (GIM, UCLA) (310) 794-2298 <a href="mailto:cmangione@mednet.ucla.edu">cmangione@mednet.ucla.edu</a></td>
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<tr>
<td>Healthy African American Families (HAADF) 4305 Degnan Blvd Suite 105 Los Angeles, CA 90008</td>
<td>Loretta Jones, MA, Executive Director Andrea Jones, Project Specialist Felica Jones, Dir. Of Programs</td>
<td>p: (323) 292-2002 f: (323) 292-6209 loretta <a href="mailto:Jones@haafii.org">Jones@haafii.org</a> <a href="mailto:AndreaJones@haafii.org">AndreaJones@haafii.org</a> <a href="mailto:felicajones@haafii.org">felicajones@haafii.org</a></td>
<td>Arleen Brown (GIM, UCLA) (310) 794-6047 <a href="mailto:abrown@mednet.ucla.edu">abrown@mednet.ucla.edu</a> Carol Mangione (GIM, UCLA) (310) 794-2298 <a href="mailto:cmangione@mednet.ucla.edu">cmangione@mednet.ucla.edu</a></td>
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<tr>
<td>Kaiser Permanente Medical Group, Southern California</td>
<td>Nirav</td>
<td>Shah</td>
<td>MD, MPH, SVP &amp; COO, Clinical Operations</td>
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<td></td>
<td>Jerry</td>
<td>Spicer</td>
<td>DNP, RN, VP Regional Patient Care Services</td>
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<td></td>
<td>Adam</td>
<td>Sharp</td>
<td>MD, MS, Research Scientist</td>
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<td></td>
<td>Artair</td>
<td>J. Rogers</td>
<td>MSHSA Senior Consultant</td>
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<tr>
<td>LA County Department of Health Services</td>
<td>Mitch</td>
<td>Katz</td>
<td>MD, Director, DHS</td>
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<td></td>
<td>Jeffrey</td>
<td>Guterman</td>
<td>MD Chief Research and Innovation Officer</td>
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<td></td>
<td>Anish</td>
<td>Mahajan</td>
<td>MD, Dir. System Planning, Improvement, &amp; Data Analytics</td>
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<td></td>
<td>Erin</td>
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<td></td>
<td>Lauren Patty</td>
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<tr>
<td>LA County Department of Mental Health</td>
<td>Roderick</td>
<td>Shaner</td>
<td>MD, Medical Director</td>
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<tr>
<td></td>
<td>Carol</td>
<td>Eisen</td>
<td>MD, Regional Medical Director</td>
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<td>William</td>
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<td>LA County Department of Public Health</td>
<td>Jeffrey D.</td>
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<td>MD, MPH, Medical Director, LA County Department of Public Health</td>
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<td></td>
<td>Sonali</td>
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<td></td>
<td>Allison</td>
<td>Diamant</td>
<td>GIM, UCLA</td>
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<td></td>
<td>Ken Wells</td>
<td>Psychiatry, UCLA</td>
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<td>Hospital Name</td>
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***Fall Quarter 2016 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?**
Wednesday, October 19, 11:00 AM- 1:00 PM
Reading presenters*: Jamal Nabhani, Brandon Yarns, Todd Schneberk
Readings:
- Jones L. CPPR Manual Chapter 1, 2
- Pavlish, C. and Pharris, M., CBCR Nursing Approach, Intro
- Langley, Improvement Guide, Chapter 1

Additional Readings:
Minkler, M. and Wallerstein, N., Chapter 1 and 2

**Session #2 Meet with Community Partner**
Week of October 24, 2016 (to be scheduled by students)

**Session #3 w/ Gery Ryan: Overview of Qualitative Methods: What is Data Collection and Analysis Tool Kit**
Rescheduled for 3/10/17.
Readings:

**Session #4 Developing a Vision and a Plan for a Partnered Project**
Monday, November 7, 3:00-5:00 PM
Reading presenters*: Andrew Wilson, Maria Yefimova, Andrea Garcia
Readings:
- Jones L. CPPR Manual -Chapter 3 and 4
- Minkler, M. and Wallerstein, N. CBPR for Health - Chapters 3 and 4
- Chung B, Jones L, Dixon EL, Miranda J, Wells K. Using a Community Partnered Participatory Research Approach to Implement a Randomized Controlled Trial: Planning Community Partners in Care. Journal of Health Care for the Poor and Underserved. 21:3, August 2010
• Langley, Improvement Guide, Chapter 2
• Pavlish, C. and Pharris, M., CBCR Nursing Approach, Chapter 1 and 2
• Review 1-2 “vision” 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; names in blue are Community Partners. Let the NCSP office know what articles you chose a week in advance for distribution to instructors, community partners and scholars.

Session #5 Meet with Community Partner
Week of November 7, 2016 (to be scheduled by students)

Session #6 w/ Gery Ryan: Overview of Conducting a Needs Assessment: Basics of Elicitation and Rudimentary Analysis Techniques
Rescheduled for 3/17/17

Readings:
• Israel et al. Methods in CBPR for Health - Chapters 7, 10

Session #7 Working through the Valley (Do and Evaluate): The Process – Setting up workgroups and running meetings
Monday, November 21, 1:00-3:00 PM

Reading presenters*: Jos’lyn Woodard, Jason Ahn, Kia Skrine Jeffers

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
• Minkler, M. and Wallerstein, N. Chapter 6

REMINDER DUE Nov 21: Community Project Plan (email to Ken, Anish, and CC: Cristina). Request evaluation from Community and Faculty Mentors and ask them to send it directly to NCSP by Dec 9. 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, 2016 (to be scheduled by students)

Session #9 – Celebrate Victory
-Monday, November 28, 11:30 AM-1:30 PM
-Reading presenters*: Carl Berdahl, Liz Evans, Angela Venegas-Murillo, Hiroshi Gotanda
-Readings:
  - Jones L. CPPR Manual - Chapter 6, 7
  - Pavlish, C. and Pharris, M., CBCR Nursing Approach, Chapter 7
  - Minkler, M. and Wallerstein, N., Chapter 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 (to be scheduled by students)

***DUE Dec 2, 2016: 1) Roles and Responsibilities Form signed by mentors, 2) Community and Faculty Mentors Evaluations, 3) Final Project Proposal***
Session#1 – Building a team and working together around a conceptual framework  
Friday, January 13, 3:00-5:00 PM (Tower)  
-Reading presenters*:  
-Readings:  
  - Minkler Chapters 4 and 21  
  - Pick one chapter relevant to your work or of interest to you in the Glanz book (talk with course instructors for guidance)  
  - 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.

DEADLINE Jan 20, 2017 (Consults project description and questions due 1/20; see details below):  
Students need to sign up to talk about their project during consultation. 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 Consults will be held on Fri. 2/3 (session #3 on syllabus) and Quantitative Consult (session #7) will be held on Fri. 3/3.

***All fellows will need to tell us which one you will do by Jan 20. For fellows participating in the consult on Fri. 2/3, their one paragraph description of their project and 2-3 questions for discussion with the group and the consultants will be due Fri. 1/20. Fellows participating in the consult on Fri. 3/3 will also need to submit their paragraph and questions by Fri. 1/20, but can make adjustments up to two weeks prior to the session date***

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
Session #2 Meet with Community Partner  
- To be scheduled by students

Session #3 Project Design and Quantitative Methods Consultation with Chi-Hong Tseng, Susan Ettner, and Tom Belin  
Friday, February 3, 1:30-3:30 pm (Tower)  
Reading presenters*:  
Readings:  
- Israel Chapter 8 and 9. Each scholar selects 2 chapters relevant to their work from Israel text. Consult mentors and/or course instructors for guidance.  
- Langley, Improvement Guide, Chapter 10  
- Minkler 4  

Optional/Skim:  
-Minkler Chapter 16  
-Chapter 4 in the CEAL-UNC CBPR manual  
(http://www.shepscenter.unc.edu/research_programs/aging/publications/CEAL-UNC%20Manual%20for%20Community-Based%20Participatory%20Research-1.pdf)  

Due Feb 10: Abstract of work to be presented/discussed at Session #11.

Session #4 Meet with Community Partner  
- To be scheduled by students

Session #5 – Partnered Analysis and Product with Bowen Chung and Adam Richards  
- Friday, Feb 24 at 1:30-3:30 PM (Tower)  
Guests: Bowen Chung and Adam Richards  
Reading presenters*:  
Readings:  
- Minkler Chapter 16, 17  
- Israel Chapters 16, 17  
- Langley, Improvement Guide, Chapters 7-8  
- Pavlish, C. and Pharris, M., CBCR Nursing Approach, Chapter 6  
Session #6 Meet with Community Partner
- To be scheduled by students

Session #7 – Qualitative Methods Consultation with Gery Ryan and Paul Koegel
Friday, March 3, 1:30-3:30 PM (Tower)
Reading presenters*:
Readings:
  • Minkler Chapters 10, 11
Each scholar selects 1 chapter relevant to their work from Israel text. Suggested chapters include Israel Chapters 4, 7, 10, 15. Consult mentors and/or course instructors for guidance
  • Pavlish, C. and Pharris, M., CBCR Nursing Approach, Chapter 5

Session #8 Meet with Community Partner
- To be scheduled by students

Session #9 –Overview of Qualitative Methods: What is Data Collection and Analysis Tool Kit (Gery Ryan)
Friday, March 10, 1:30-3:30 pm (Tower)
Readings:

Session #11 – Practicing Victory: Project presentation/discussion on current status with invited faculty and community partners)
- Monday, March 13 from 10:30 AM- 12:30 PM (Tower)

DUE Mar 10, 2017: Community and Faculty Mentors Evaluation; Final paper discussing project process and plans for the future or completion

Session #12 Meet with Community Partner
- To be scheduled by students

Session #13 - Overview of Conducting a Needs Assessment: Basics of Elicitation and Rudimentary Analysis Techniques (Gery Ryan)
-Friday, March 17, 1:30-3:30 pm (Tower)
Readings:
  • Israel et al. Methods in CBPR for Health - Chapters 7, 10