HPM266AB
Community Based Participatory Research (CBPR): Methods and Applications
Syllabus 2019-20

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Course Website: https://sites.google.com/view/uclancspcourses/home/ncsp-curriculum/classes?authuser=0

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, students 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 within a partnered, participatory research framework. Students should 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, and was designed for 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 collaborating on health projects in communities.

HPM266 Community-Based Participatory Health Research: Methods and Applications is a two-part course structured as a weekly seminar or community field activity 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 for field experiences and a seminar style introduction to critical issues in conducting partnered research in community and healthcare 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 course also provides examples through experience of graduates of the course, and has for 2019-2020 a special emphasis on applying informatics, or information sciences, within a participatory framework, as a new tool for CBPR. The second quarter focuses on conceptual frameworks and quantitative and qualitative methods for partnered research in health. The course will also provide an opportunity for students to receive immediate feedback and guidance on their
partnerships and projects from community and academic mentors that are associated with main partnering agencies, as well as community leaders, academic faculty and lead NCSP Scholar mentors, participating in the seminar sessions. In addition, the course will allow students 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.
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<tr>
<th>HPM266A Learning Objectives/Competencies</th>
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<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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<thead>
<tr>
<th>HPM266B Learning Objectives/Competencies</th>
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Course Format

In each quarter, there are 5 group sessions and 5 mentor meetings in the field to develop and implement a main partnered project. The mentor meetings 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. To facilitate this, there are academic and community faculty assigned and lead NCSP Scholar mentors. The structure of each session should be planned in advance and as appropriate discussed with course faculty. In addition, there are core community partners with assigned lead community mentors and faculty mentors to help students navigate developing relationships with community and healthcare partners. 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 community projects for this course.

In the summer before the class begins, there is an orientation session to meet a number of the community partners. Orientation is followed by visits to community partner sites and meetings to review reflections on partners with course faculty. While it is preferable that partnership is identified prior to or at the beginning of the course, in practice it may take some of the first quarter 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 information, please contact National Clinician Scholars Program staff at (310) 794-2268.

Course Requirements

***Fall Quarter***

a. Students 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 22, 2019**, 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. After faculty mentor and community partner are confirmed or by **December 13, 2019**, students are required to submit a signed Roles and Responsibilities agreement.

d. Students must submit a 5-7 page progress report for their course project by **December 13, 2019**. The progress report must be submitted to kwells@mednet.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 (including application of partnered research approach)
   4) Development of relationship with community partner
   5) Relationship with faculty mentor
   6) Progress to date
   7) Challenges/solutions
   8) Dissemination plan (including role of partner agencies)
   9) Timeline
   10) If applicable: Funding sources or proposal plans

We note that particularly for the first semester, this report is largely an, and there should be an emphasis on the role of the partner in the project, and how participatory principles will be applied.

e. Mentor evaluations are required for each Scholar from at least one community and one faculty mentor by **December 13, 2019**.

   ***Winter Quarter***

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

g. Scholars are required to submit a 5-10 page paper discussing the progress on the project by **TBD**. The project paper must be submitted to kwells@mednet.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 (including application of partnered research approach)
   4) Development of relationship with community partner
   5) Relationship with faculty mentor
   6) Progress to date
   7) Results and potential implications (if applicable)
   8) Further development and/or dissemination/sustainability plan (including plans for an academic publication and reporting back to the community)
   9) Challenges/solutions
   10) Lessons learned for developing partnered research projects
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 TBD.

**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.


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 main partners, please let us know. Academic and/or community course instructors (Ken, Anish, Armen, Andrea) will meet with you and the community partner to provide an orientation to the course and project involved. Academic and/or community course instructors will 1) meet once each quarter to understand each others’ goals, review progress and support each other in partnered projects and student development.; 2) provide a written evaluation of student progress (see page 27 and 28).; 3) The Roles and Responsibilities form pg 22-23 should be reviewed/signed by the course participant, faculty mentor, and community partner. The list below describes core course 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>
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<td>AltaMed</td>
<td>Efrain Talamantes, Chief Medical Officer</td>
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<td>Cynthia Gonzalez, PhD, MPH, Assistant Director of Community Engagement</td>
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<td>Melanie Rodriguez, Program Coordinator</td>
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<td>Healthy African American Families (HAAF)</td>
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<td>Bhanu Dub, KPSC Dept. of Research &amp; Evaluation Associate</td>
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<td>Paul Chung, KP School of Medicine</td>
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<td>(310) 794-3724 or (310) 794-2268 <a href="mailto:kwells@mednet.ucla.edu">kwells@mednet.ucla.edu</a></td>
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<td>Martin Luther King, Jr. Community Hospital</td>
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<td>Mid-Valley Family Practice Program</td>
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***Fall Quarter 2019 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 w/ Gery Ryan: Overview of Qualitative Methods: What is Data Collection and Analysis Tool Kit
Wednesday, October 9th, 1-3pm
Readings:

Session#2 - Introduction: What is Partnered Research?
Wednesday, October 9th, 3-5pm
Reading presenters*: Katherine Chen, Nikki Goodsmith, Emily Martin, Adrienne Martinez

- 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

Examples: Origin of CHORUS (Arebian, Jones); Search for partners in Filipino community (Moya); Origin of C4WE (Agoafer)

Session #3 Meet with Community Partner (Review options for potential project)
Week of October 14th
- Israel et al. Methods in CBPR for Health - Chapters 2, 3

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

Session #4 w/ Gery Ryan: Overview of Conducting a Needs Assessment: Basics of Elicitation and Rudimentary Analysis Techniques
Wednesday, October 16th, 1-3pm
Readings:
- Israel et al. Methods in CBPR for Health - Chapters 7, 10

**Session #5 Developing a Vision and a Plan for a Partnered Project**
Wednesday, October 23rd, 3-5pm

Reading presenters*: Liz Moore, Carlos Oronce, Jake Quinton, Alisha Ranadive, Hannah Janeway

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

Examples: Developing a Partnered Network (Arevian); Project development in Filipino Community (Moya, Partner); Developing a framework for C4WE (Agonafer)


**Session #6 Meet with Community Partner; Review Project Terms, Roles**
Week of October 28th
• Wallerstein, N. et al. Chapter 6

**Session #7 Working through the Valley (Do and Evaluate): The Process – Setting up workgroups and running meetings**
November 6th, 3-5pm

Reading presenters*: Rivfka Shenoy, Vidit Sharma, Teresa Liu, Daisuke Furukawa

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.
• Langley, Improvement Guide, Chapter 3
• Pavlish, C. and Pharris, M., CBCR Nursing Approach, Chapters 3 and 4
• Wallerstein, N. et al. Chapter 6, 10

Exercise: Create Participatory App (Arevian); Engagement Tools (Agonafer, Moya)
**REMINDER DUE:** 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 22, 2019**. See Course Requirements page for copies of the project plan and evals to send to your mentors.

**Session #8 Meet with Community Partner: Review Project Progress; Discuss Report**  
Week of November 18th

**Session #9 Meet with Community Partner**  
Week of November 25th

**Session #10 – Celebrate Victory**  
Wednesday, December 4th, 3-5pm  
-Reading presenters*: Hafifa Shabaik, Kimon Ioannides, Emma Allseits, Josh Busse, Karissa Fenwick  
-Readings:  
  - Jones L. CPPR Manual - Chapter 6, 7  
  - Pavlish, C. and Pharris, M., CBCR Nursing Approach, Chapter 7  
  - 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/](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” products as an example of CPPR.

Arevian A, et al. Depression Remission from community coalitions versus individual program support for services: Findings from Community Partners in Care, Los Angeles, 2010-2016. AJPH, in press.

***DUE December 13th, 2019:***

1) Roles and Responsibilities Form signed by mentors  
2) Community and Faculty Mentors Evaluations  
3) Final Project Proposal***