

PubH 7244 Section 101 Class #88390
Community-based Participatory Research
May Session 2017

Credits:	1 credit
Meeting Days/Time:	May 22, 23, 24 1:00 pm – 5:00 pm May 26 1:00 pm – 4:00 pm
Meeting Place:	Blegen Hall – Room 155
Instructor:	Cathy Jordan, PhD Associate Professor of Pediatrics and Extension University of Minnesota Susan Gust Community Development Consultant Co-Founder, Phillips Neighborhood Healthy Housing Collaborative (PNHHC) Minneapolis, Minnesota
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Office Hours:	By Appointment

I. Course Description

This is an introductory course about Community-based Participatory Research (CBPR) intended for graduate students and community practitioners interested in adding CBPR to their repertoire of effective approaches to understanding and addressing social and health disparities. We will explore topics such as the purpose and applications of CBPR; partnership formation and maintenance; issues of power, trust, race, class, and social justice; ethical issues; CBPR's relationship to cultural knowledge systems. The course has a required pre-course component (6-8 hours) consisting of readings, lectures and exercises designed to prepare you for in-class discussion and experiential learning. Students will complete a final individual or group project of their choosing due via Moodle submission on the last day of class. All students will be required to review and provide brief constructive feedback on one half of the other students' projects via Moodle by June 2.

What this course is not – this is not a methodology course. CBPR is an approach to conducting research that is amenable to a variety of research designs and methodologies. This course focuses on the approach and will not cover topics such as survey design, quantitative methods, qualitative methods, focus groups, community needs assessment procedures, etc. We will also not cover funding for CBPR.

Competencies:

The core competencies for public health professionals are a consensus set of skills identified by the Council on Linkages (CoL) between academia and public health practice as being desirable for the delivery of the essential public health services. The CoL competencies identified for this course are:

1: Analytic/Assessment Skills Tier 2

1.8 Employs ethical principles in the collection, maintenance, use, and dissemination of data and information

4: Cultural Competency Skills Tier 2

4.2. Considers the role of cultural, social, and behavioral factors in the accessibility, availability, acceptability and delivery of public health services

5: Community Dimensions of Practice Skills Tier 2

5.1. Assesses community linkages and relationships among multiple factors (or determinants) affecting health

5.2. Collaborates in community-based participatory research efforts

5.3. Establishes linkages with key stakeholders

5.6. Uses group processes to advance community involvement

5.9. Uses community input when developing public health policies and programs

8: Leadership and Systems Thinking Skills Tier 2

8.3. Participates with stakeholders in identifying key values and a shared vision as guiding principles for community action

II. Course Prerequisites

None

III. Course Goals and Objectives

At the end of this course participants will be able to:

- 1) Define CBPR as a strategy to address social justice, policy or systems change issues
- 2) Discuss CBPR's relationship to cultural knowledge systems
- 3) Explain the positions of proponents and critics of CBPR
- 4) Discuss foundational knowledge on partnership formation and sustainability
- 5) Define CBPR as an approach to research relationships, including their inherent power dynamics and ethical issues, rather than a research methodology.
- 6) Explain the importance of governance structures within which power dynamics and ethical issues can be appropriately addressed.
- 7) Identify the "6 tenets" of CBPR

IV. Methods of Instruction and Work Expectations

Assigned Readings, Group Exercises

Students will be expected to complete pre-course assignments prior to the start of class on May 22 (MARKED WITH ASTERISK IN COURSE OUTLINE). Additionally, students are expected to complete daily assignments prior to each class on days 2 and 3.

This is a hybrid course. Topical content, which might be delivered through readings, instructor notes, PowerPoint presentations, websites or video clips, will be delivered online, via the Moodle site assigned to this course. Students will be asked to introduce themselves to each other on

Moodle prior to Day 1. Instructors may pose questions on Moodle to stimulate thinking and interaction. Students who wish to deepen their learning and extend conversations beyond the class time will be able to contribute by responding to these prompts on the Moodle discussion board.

Class time is devoted to discussion, small group exercises and simulations. Class time is highly participatory and students are expected to contribute actively to large and small group discussion and activities. Exercises and activities during class serve two functions 1) pedagogical techniques to assist in learning, 2) examples of techniques that could be adopted by students when working with communities (labeled PARTICIPATORY TECHNIQUE in the outline below)

Class Attendance (20% of grade): This class is a hybrid course, with content delivered online and class time spent in discussion and other forms of interaction. Grades are dependent on both online and in person activities. Attendance is required. Please communicate with BOTH instructors (jorda003@umn.edu, susanannngust@gmail.com if there are extenuating circumstances such as personal health that will cause you to miss a class.

Reflections (30% of grade): Students will be asked to submit written reflections on two aspects of the course (each worth 15%). Reflections should be 1-2 double spaced pages and convey personal thoughts as well as ideas related to the relationship between the topic of reflection and CBPR.

Final Project (30% of grade): The final project will be an individual or group project of the student's(s') choosing based on the parameters provided by instructors on day 1. Ideas for project formats and topics and details about project requirements and grading will be provided in class at the time the project is introduced. Projects are meant to be useful to the students and students should think about a topic and format that may be useful to them in their studies, job, community work, etc.

Final Project Presentation (20% of grade): Students will provide brief written constructive feedback on half of their classmates' final projects. These comments are worth 20% of the grade and will be judged based on degree of analysis and utility of feedback.

V. Course Text and Readings

The required and optional readings are available through the UMN Library, which can be accessed through the course Moodle site.

Access Course Moodle Site

- go to www.umn.edu click on the "myU" button
- login with your University ID and password
- scroll to your course and click on the Moodle site link.

Text:

There is no required text. Pre-course readings and daily assignments will draw from a variety of books, articles and websites as noted in the course schedule, however, many readings are drawn from the following book, which students may wish to purchase as a resource for future use:

Minkler, M & Wallerstein, N. (Eds.) Community-based Participatory Research for Health: From process to outcomes, 2nd Edition. John Wiley & Sons. 2008

Readings:

Refer to the readings posted on the course schedule. The required and optional readings are available through the UMN Library, which can be accessed through the course Moodle site. During class, a list of readings that students might want to read in the future will be distributed.

VI. Course Outline/Weekly Schedule

Day	Purpose/ topics	Online content. View listed materials in preparation for that week's class * <i>REVIEW PRIOR TO DAY 1</i>	Class time content
1	Intro to course and participants/ CBPR foundations/ Partnership Formation	<ol style="list-style-type: none"> 1. * Review syllabus 2. * Read Jordan, C., Gust, S. (2010). The Phillips Neighborhood Healthy Housing Collaborative: Forging a path of mutual benefit, social change and transformation. In L. Harter, J. Hamel-Lambert and J. Milleson, <i>Participatory Partnership for Social Action and Research</i>. Dubuque, Iowa: Kendall Hunt. Pp 9 – 29. 3. * Review https://ccph.memberclicks.net/principles-of-partnership 4. * View PowerPoint on benefits of CBPR 	<p>A. Introductions of students</p> <p>B. Introduction to the class:</p> <ol style="list-style-type: none"> 1. Review purpose, goals; content to be covered; what the course will not cover; grading 2. Explanation of course format – blended learning class with content online and class time for discussion and interactive activities that model PARTICIPATORY TECHNIQUES (noted below) that might be utilized in community work <p>C. Establishing class ground rules through consensus decision-making (PARTICIPATORY TECHNIQUE)</p> <p>D. CBPR Foundations - co-generate definitions and conceptual understanding. Review principles of partnership and six tenets of CBPR.</p> <p>E. Introduction of Instructors and their “6 tenets of CBPR” via their CBPR story. MUST READ JORDAN and GUST (2010) in preparation</p> <p>F. How do you start a partnership?</p> <p>G. Assignment of Reflection 1: on CBPR mini-lecture, 6 tenets, How to Start a Partnership or Instructors CBPR story – what are your impressions, reactions, thoughts, feelings, questions?</p> <p>H. Assignment of end of course project – due Friday</p>
2	Partnership Dynamics: Cultural Knowledge Systems, Power	<ol style="list-style-type: none"> 1. * Review Community Impact Statement Parts I - IV 2. Review videos (cultural knowledge systems) <ol style="list-style-type: none"> a. Cultural Humility video: http://www.youtube.com/watch?v=Mbu8bvKb_U b. VIDEO-The Danger of the Single Story: Chimamanda Ngozi Adichie http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story 3. Review Tools for Change materials (power) <ol style="list-style-type: none"> a. http://www.toolsforchange.org/ <ol style="list-style-type: none"> a. Common behavioral patterns that perpetuate power relations 	<p>Cultural Knowledge Systems</p> <p>A. 5 minute writing – reflection on readings</p> <p>B. Self-interest exercise (PARTICIPATORY TECHNIQUE)</p> <p>C. Debrief from videos</p> <p>D. Community-academic knowledge systems: use the PNHHC to explore attributes of community and academic knowledge systems (small group exercise. (Jordan and Gust 2010 must be read in preparation)</p> <p>Power</p> <p>E. Trading Game simulation</p> <p>F. Assignment of Reflection 2 on the Trading Game – Discuss both thoughts and emotional responses. How does this integrate into your</p>

		<p>of domination</p> <p>b. Creating an atmosphere where everyone participates</p> <p>c. The dynamics of tokenism</p> <p>REFLECTION 1 DUE</p>	<p>understanding of CBPR and its practice? What does power mean to you? Where is your power?</p>
3	Partnership Dynamics; Governance; Ethical Issues	<p>1. * Read Gust, S. and Seifer, S., Editorial: "The Central Role of Governance in Community-Based Participatory Research", The John Hopkins University Press, 2011.</p> <p>Review:</p> <p>http://arccresources.net/wp-content/uploads/2013/08/Memorandum-of-UnderstandingMOU-Samples.pdf</p> <p>http://arccresources.net/wp-content/uploads/2013/08/Collaborative-Research-Dissemination.pdf</p> <p>2. Read Flicker, S., Travers, R., Guta, A., McDonald, S., & Meagher, A.. "Ethical Review of Community-based Participatory Research: Considerations for Institutional Review Boards" Appendix G pp 435-440 in Participatory Research for Health: From Process to Outcomes, 2nd Edition. Minkler & Wallerstein (eds.). John Wiley & Sons. 2008</p> <p>3. Review website of guest speaker</p> <p>REFLECTION 2 ON TRADING GAME DUE</p>	<p>A. 5 minute writing – reflection on readings</p> <p>B. Governance and its importance to CBPR and change</p> <ol style="list-style-type: none"> 1. Power: what is it? Who has it? 2. Governance and Decision-making models 3. Small group exercise - develop a dissemination agreement based on case study using consensus decision making process (PARTICIPATORY TECHNIQUE) <p>C. Ethical Issues, IRB's and Community IRB's</p> <ol style="list-style-type: none"> 1. Small group debrief on readings 2. Analysis of MOU <p>D. Guest speaker / Case Study- CBPR in Action. The balance between rigor, community impact and community need and intersection with cultural knowledge</p> <p>E. Submit remaining questions (to be addressed on last day)</p>
4	Celebrating class community/ projects/ wrap-up	<p>STUDENT PROJECTS DUE</p>	<p>A. Celebration and Community Feast (potluck)</p> <p>B. Tying up loose ends. Address remaining questions in small groups.</p> <p>C. Course evaluation</p>

VII. Evaluation and Grading

Meeting the course objectives and understanding the course material requires that both the instructors and students stay up-to-date with online materials and assignments. **Read the daily assigned online material before coming to class.** Please come prepared to participate in discussions and small group activities applying the information learned from reviewing online

materials. Required online assignments are listed by day on the course schedule.

Grading will be based on effort and quality of work in the areas outlined below. Students will not be compared to each other (grading on a curve). All efforts to participate will be considered as meeting the participation criteria (the participation of one student will not be compared to another student's participation).

20 points = 20% of grade	Class attendance (5 pts per day)
30 points = 30% of grade	Reflections (2; 15 points each)
30 points = 30% of grade	Final project
20 points = 20% of grade	Project feedback in Moodle

Late work may be penalized one grade notch (i.e., A to A-) for each day that it is late (this applies primarily to the final project). Extensions due to extenuating circumstances may be allowed, but students must confirm them with the instructors in advance of the deadline

Failure to complete any of the assignments will result in an unsatisfactory grade.

Due to the experiential nature of this course, participation in all 4 days of the course is required for a satisfactory grade. Therefore no options exist for making up missed workshop days.

This course is offered A/F or S/N

- **S Represents achievement that is satisfactory, which is equivalent to a C- or better.**
- **A/F letter grade will be determined by total effort as follows:**

A 4.000	Represents achievement that is outstanding relative to the level necessary to meet course requirements. 95-100 point/percent
A- 3.667	90-94 points/percent
B+ 3.333	87-89 points/percent
B 3.000	Represents achievement that is significantly above the level necessary to meet course requirements. 83-86 points/percent
B- 2.667	80-82 points/percent
C+ 2.333	77-79 points/percent
C 2.000	Represents achievement that meets the course requirements in every respect. 73-76 points/percent
C- 1.667	70-72 points/percent
D+ 1.333	65-69 points/percent
D 1.000	Represents achievement that is worthy of credit even though it fails to meet fully the course requirements. 60-64 points/percent
F = below 60%	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

For additional information, please refer to:

<http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html>.

The SPH will collect student course evaluations electronically using a software system called CourseEval: www.sph.umn.edu/courseeval. The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade in SPHGrades: www.sph.umn.edu/grades. All students will have access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation or not. Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

Incomplete Contracts

A grade of incomplete "I" shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an "I" requires that a contract be initiated and completed by the student before the last official day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student's college). For more information and to initiate an incomplete contract, students should go to SPHGrades at: www.sph.umn.edu/grades.

University of Minnesota Uniform Grading and Transcript Policy - A link to the policy can be found at onestop.umn.edu.

VIII. Other Course Information and Policies

Grade Option Change (if applicable)

For full-semester courses, students may change their grad option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester) can be found at onestop.umn.edu.

Course Withdrawal

Students should refer to the Refund and Drop/Add Deadlines for the particular term at onestop.umn.edu for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Office of Admissions and Student Resources at sph-ssc@umn.edu for further information.

Student Conduct Code

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Use of Personal Electronic Devices in the Classroom

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: <http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

Scholastic Dishonesty

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: <http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html>.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <http://www1.umn.edu/oscai/integrity/student/index.html>. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Makeup Work for Legitimate Absences

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: <http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>.

Appropriate Student Use of Class Notes and Course Materials

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: <http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

Sexual Harassment

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: <http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf>

Equity, Diversity, Equal Opportunity, and Affirmative Action

The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more

information, please consult Board of Regents Policy:
http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf.

Disability Accommodations

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. Disability Services (DS) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DS website, <https://diversity.umn.edu/disability/>.

Mental Health and Stress Management

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <http://www.mentalhealth.umn.edu>.

The Office of Student Affairs at the University of Minnesota

The Office for Student Affairs provides services, programs, and facilities that advance student success, inspire students to make life-long positive contributions to society, promote an inclusive environment, and enrich the University of Minnesota community.

Units within the Office for Student Affairs include, the Aurora Center for Advocacy & Education, Boynton Health Service, Central Career Initiatives (CCE, CDes, CFANS), Leadership Education and Development –Undergraduate Programs (LEAD-UP), the Office for Fraternity and Sorority Life, the Office for Student Conduct and Academic Integrity, the Office for Student Engagement, the Parent Program, Recreational Sports, Student and Community Relations, the Student Conflict Resolution Center, the Student Parent HELP Center, Student Unions & Activities, University Counseling & Consulting Services, and University Student Legal Service.

For more information, please see the Office of Student Affairs at <http://www.osa.umn.edu/index.html>

Academic Freedom and Responsibility: for courses that do not involve students in research

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

OR:

Academic Freedom and Responsibility, for courses that involve students in research

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom and conduct relevant research. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.* When conducting research, pertinent institutional approvals must be obtained and the research must be consistent with University policies.

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

* Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".

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