COURSE TITLE: Strategies and Issues for Community Based Research  
SUBJECT: Special Studies  
COURSE NUMBER: SW 838  
INSTRUCTOR: David Cordova, PhD  
ROOM: B770 SSWB  
OFFICE: SSWB 2846  
PHONE: 734.763.6201  
EMAIL: cordovad@umich.edu  
OFFICE HOURS: Scheduled  
TIME: Tuesday 2:00-5:00PM  

I. COURSE DESCRIPTION  
Community residents, community-based and community serving organizations and scholars are increasingly collaborating in efforts to eliminate social, health and other disparities and improve community wellbeing. This interdisciplinary seminar focuses on one aspect of this collaboration: community-based participatory research (CBPR). CBPR is an approach to research, not a method. Many methods, both quantitative and qualitative, may be used in the context of CBPR. CBPR begins with issues of importance to the community and has the aim of “combining knowledge with action and achieving social change…” (W.K. Kellogg Community Health Scholars Program). All partners share, develop and contribute expertise and responsibility for assuring successful project planning, implementation and evaluation, disseminating research results and working to sustain successful project outcomes in the community. 

II. COURSE OBJECTIVES  
Upon completion of the course, students will be able to:  

1. Define and describe the theoretical bases and core principles of community-based participatory research (CBPR) for planning, developing, implementing, evaluating, disseminating results and sustaining successful outcomes of research projects aimed at understanding and addressing social and health issues and disparities.  

2. Contrast how social science research methods (both quantitative and qualitative) are used in CBPR compared to more traditional research approaches. Examples may include surveys, focus groups, randomized clinical trials, in-depth interviews and others.  

3. Identify, analyze and discuss how CBPR principles and processes influence, and are influenced by scientific, ethical, multicultural, and social justice issues, including power dynamics, resource availability and allocation, interpersonal and organizational conflict, and the needs and expectations of academic, community-based, community serving and funding organizations and community residents.
4. Identify the purpose, and analyze the challenges and strengths of, CBPR approaches to developing and maintaining partnerships among academic, community-based and community-serving organizations and community residents. Partner roles, communication and capacity building as they apply to development, implementation and evaluation of basic research and program and policy interventions will be emphasized.

5. Develop and present a CBPR proposal applicable to a specific community.

III. COURSE DESIGN

This course is a seminar. This design assumes that all participants are responsible for, and actively engaged in learning from reading, listening and discussion. Class sessions will include a range of activities including presentations by your instructor, guests and yourselves, discussion of readings and written assignments designed to achieve course objectives. Written assignments and presentations must represent individual effort.

IV. RELATIONSHIP OF COURSE TO FOUR CURRICULAR THEMES

Theme Relation to Multiculturalism & Diversity: Attention to multiculturalism and diversity is imperative to the ethical conduct of research in social work and other contexts. Course participants identify ways in which diversity (e.g. in ability, age, sex, class, color, culture, ethnicity, family structure, gender, sexual orientation, marital status, national origin, race, religion or spirituality) influence and are influenced by community-based participatory research (CBPR) processes.

Theme Relation to Social Justice: By its definition, CBPR is participatory, collaborative, and change-oriented. Participants analyze how CBPR influences the development, use and dissemination of knowledge, and the development, implementation and evaluation of programs, policies and other interventions related to social change and social justice. They examine how CBPR facilitates empowering and power sharing process that recognizes and addresses social inequalities and their impact on social and health outcomes. They learn how CBPR partners address power dynamics, how they work to build capacity (knowledge, skills, and linkages) and equitable access to resources among partners and within the communities.

Theme Relation to Promotion, Prevention, Treatment & Rehabilitation: Course participants will review and analyze the work of a variety of CBPR projects in Detroit and elsewhere that promote individual, family, organizational and community well being, work to prevent health and social problems and their complications, and reduce the consequences of those that exist. They will work with CBPR project(s) to help plan and/or evaluate promotion and prevention interventions.

Theme Relation to Behavioral and Social Science Research: Course participants will analyze the theoretical bases of CBPR and its principles in social and behavioral science, contrasting how social science research methods are used in CBPR compared to more traditional research projects. They will analyze and discuss how CBPR processes influence, and are influenced by scientific, ethical, multicultural, and social justice issues, including power dynamics, resource availability and allocation, interpersonal and organizational conflict, and the needs and expectations of academic, community-based, community serving and funding organizations and
community residents. The growing place of CBPR in social and behavioral science research initiatives of the federal government and foundations will be discussed.

**Theme Relation to Privilege, Oppression, Diversity, and Social Justice (PODS).** By definition, both the process and outcomes of CBPR are aimed at achieving social justice by identifying, addressing and rectifying the conditions that lead to, or are a result of privilege and oppression. CBPR partnerships recognize and respect diversity through continuous processes of partnership evaluation and maintenance and work to build partner and community capacities. Through the lens of CBPR, course participants will have the opportunity to strengthen critical consciousness, further develop their vision of, and skills that promote social justice and diversity and recognize and reduce mechanisms that support oppression and injustice.

V. **RELATIONSHIP OF THE COURSE TO SOCIAL WORK ETHICS AND VALUES**

This course will address the social work ethics and values from the NASW’S Code of Ethics and ethical standards for federally funded research. The content of this course is based on the principle that to be ethical, the processes and results of research must respect all participants and the results must be returned to, and must be, conducted for the benefit of the communities in which it is conducted. The course will emphasize how CBPR partners seek to understand the nature of oppression, social inequality and health disparities, emphasize the importance of developing and maintaining human relationships, respecting social diversity, developing cultural humility and seeking cultural competence and, with in both the process and outcomes of their work, act to promote and achieve equity and social justice.

VI. **ATTENDANCE IN CLASS SESSIONS:**

Because of the participatory nature of this course, class attendance is required. Please notify me at the beginning of the semester if religious observances or other unavoidable obligations will conflict with class or due dates for assignments so that we can make appropriate arrangements. With my approval, up to two absences may be “made up” by completing a summary of the key points of each of the required readings and any additional activity that I assign related to the topic/activities of the day. You must contact me within 24 hours of the missed class to arrange for this option. Any assignment due on a missed class day must be emailed to me before 2:10 pm on the day of the class. Students with 2 absences that are not “made up” will receive a one level (e.g. A to A-) reduction in your final grade. Each additional absence will reduce your final grade an additional level. It is your responsibility to get materials, handouts, or class notes from one of your classmates if you are unable to be in class. All class members are expected to be attentive to speakers and discussants and extend courtesy and respect to others, even if their values, opinions and attitudes differ from yours.

VII. **DISCUSSIONS/GROUP ACTIVITIES:**

Discussions and group activities are a critical aspect of active learning at the graduate level. Therefore, well-prepared participation is required. The following expectations will be taken into account when I am considering your participation grade. As an adult learner, you are expected to prepare for class by reading and thinking about the topic of the day, preparing analytical materials, class discussion notes and other written work, and actively contributing to small and large group discussions. Your contributions must show evidence of reflection on the content and
meaning of readings/class materials, and participation in classroom presentations, activities and
discussion.

VIII. DEADLINE EXPECTATIONS:

All reading, written and other assignments must be completed and ready for use by the start of
class on the specified due date (see schedule). Please note that some assignments may be
completed in-class. Assignments submitted late will be graded down one full grade.
Assignments submitted more than two days late will not be accepted. Exceptions require
permission of the instructor. Incomplete grades are assigned only through negotiation with me
before the due date.

IX. FORMAT OF WRITTEN ASSIGNMENTS:

All papers must be typewritten in Arial, 11 point font and one inch margins. Each assignment
will indicate whether single or double spacing is required. Clear topic headings are required.
Properly formatted citations must be included, using either APA or AMA format journals (see
published article examples). Style guide resources are:

  Association.

Examples from the SSW librarian guide:
http://guides.lib.umich.edu/content.php?pid=80367&sid=596113&search_terms=apa and

* AMA citation style: Here is the free searchable guide to AMA Manual of Style, see references

See also: General Expectations for Written Work, Academic Standards and Academic
Conduct and Integrity below.

X. STUDENTS IN NEED OF ACCOMMODATIONS:

If you have a documented disability or condition that may interfere with your participation in this
course, please schedule a private appointment with me as soon as possible to discuss
accommodations for your specific needs. This information will be kept strictly confidential. For
more information and resources, please contact the Services for Students with Disabilities office
at G664 Haven Hall, (734) 763-3000. Also, if religious observances conflict with class
attendance or due dates for assignments, please notify me so we can discuss appropriate
arrangements.

XI. INCOMPLETES:

Incompletes are given only when it can be demonstrated that it would be unfair to hold the
student to the stated time limits of the course. The Student Guide, Vol. 1, Sec. 8.01 states that an
I grade is used when illness or other compelling reasons prevent completion of work, and there is
a definite plan and date for completion of course work approved by the instructor. The student must formally request an incomplete from the instructor prior to the final week of classes.

XII. GENERAL EXPECTATIONS AND RESOURCES FOR WRITTEN WORK:

- You must use scholarly literature to support your presentation of material. You need to use multiple sources and synthesize them. Do not rely on direct quotations from your sources; instead summarize them in your own words.
- Written work should incorporate the standards of critical thinking, analysis and writing (described below). In evaluating your written work, I will apply these standards.
- You may find it useful to have someone who is unfamiliar with your subject read your paper before you turn it in. An outside reader can tell you if your writing is not clear, if you omitted a word or phrase, or if you used the wrong word. Spell checkers and grammar checkers are useful tools, but not as reliable as a human reader. Nonetheless, they provide a warning that something should be corrected!
- Writing skills assistance resources
  
  o The School of Social Work Office of Career Services (room 1694, Request appointments by email at ssw-cso@umich.edu).
  
  o Sweetland Writing Center (734-764-0429; http://www.lsa.umich.edu/sweetland/)
  
  o English Language Institute http://www.lsa.umich.edu/eli

XIII. ACADEMIC STANDARDS

Standards for Critical Thinking, Analysis and Writing:

**Critical thinking** is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. In its exemplary form, it is based on universal intellectual values that transcend subject matter divisions: clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness. (Michael Scriven & Richard Paul, presented at the 8th Annual International Conference on Critical Thinking and Education Reform, Summer 1987).


All written work will be evaluated in accordance with the standards of critical analysis and thinking and should strive to meet the following intellectual standards:

- **CLARITY**: Could you elaborate further on that point? Could you express that point in another way? Could you give an illustration? Could you give an example?

- **ACCURACY**: Is that really true? How could we check that? How could we find out if that is true?

- **PRECISION**: Could you give more details? Could you be more specific?
• **RELEVANCE:** How is that connected to the question? How does that bear on the issue?

• **DEPTH:** How does your answer address the complexities in the question? How are you taking into account the problems in the question? Is that dealing with the most significant factors?

• **BREADTH:** Do we need to consider another point of view? Is there another way to look at this question? What would this look like from a variety of points of view?

• **LOGIC:** Does this really make sense? Does that follow from what you said? How does that follow? Before you implied this and now you are saying that; how can both be true?

Written and oral materials prepared for this course must adhere to NASW Editorial Policy, the NASW Code of Ethics and the UM and SSW:

**NASW Code of Ethics:**

4.04 *Dishonesty, Fraud and Deception:* Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

4.08 *Acknowledging Credit:* (a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed. (b) Social workers should honestly acknowledge the work of and the contributions made by others.

**NASW Editorial policy:** “In the interest of accurate and unbiased communication, the NASW publications program subscribe to a belief in the importance of avoiding language that might imply sexual, ethnic, or other kinds of discrimination, stereotyping, or bias. NASW is committed to the fair and equal treatment of individuals and groups.

**School of Social Work Student Guide Student Code of Academic and Professional Conduct**

Section 12 covers the Student Code of Academic and Professional Conduct. You are responsible for reviewing and understanding its requirements. Briefly, student academic misconduct refers to behavior that may include plagiarism, cheating, fabrication, falsification of records or official documents, intentional misuse of equipment or materials (including library materials), and aiding and abetting the perpetration of such acts. The use of assistance from other students or aids of any kind during a written examination, except when the use of aids such as electronic devices, books or notes has been approved by an instructor, is a violation of the student code of conduct. The preparation of reports, papers, and examinations that are assigned on an individual basis, must represent each student’s own effort. For group assignments, you have an equal share of responsibility for work necessary to complete the assignment completely and ethically, and for the final product. All reference sources must be indicated clearly and completely in both individual and group assignments.

Section 12.02 covers plagiarism (representing someone else's ideas, words, statements or works as one's own without proper acknowledgment or citation), including self-plagiarism.

http://ssw.umich.edu/studentguide/2012/page.html?section=12.02&volume=1
Plagiarism is stealing, a violation of academic integrity and community, and one of the most serious forms of academic and professional misconduct. Section 12.02 states: “Plagiarism, like other forms of cheating and misconduct, is taken very seriously at the University of Michigan and is grounds for expulsion from the University. It is your responsibility to familiarize yourself with the information presented in Section 12. Further resources are available at http://www.lib.umich.edu/academic-integrity/resources-students.” This Department of English letter is widely posted throughout the university and is a useful reference if you have any questions about what constitutes plagiarism and its potential consequences. http://www.lsa.umich.edu/english/undergraduate/advising/plagNote.asp

If you engage in plagiarism, including self-plagiarism, in this course, you will fail both the assignment and the course, and I will refer the details of the situation and related materials to the SSW administration for further action.

XIV. WORK EXPECTATION:

The University of Michigan expects a student to put in a minimum of two hours weekly preparation for each credit awarded in a graduate/professional school. Thus, you are expected to spend a minimum of six hours per week of preparation for this class. The assignments in this class have been developed to help the student systematically gain social work knowledge, to develop social work practice skills and values, and to enable the student to achieve successfully the goals and objectives of the course.

XV. A NOTE ON THE LEARNING ENVIRONMENT:

While all of us come to this course with various experiences, skill sets and values, it is important that we respect diverse opinions and perspectives. The class is designed as a co-learning environment and one where class members are encouraged to try new skills and take risks. Your contribution as a “teacher and learner” in the class will enhance the learning for all class members.

XVI. GRADING:

Letter grades ranging from “A” to “E” are earned, with “+” or “-“distinguishing the degree of performance. Specific expectations for each assignment are provided in a later section of this syllabus.

Both content and format will be considered in assigning grades. Failure to follow APA guidelines for referencing will result in a lower grade. Each assignment will be given points and a corresponding letter grade. The criteria for each grade are as follows:

- A+ = 99-100
- B+ = 88-90
- C+ = 78-80
- D = 65-70
- A = 95-98
- B = 85-87
- C = 75-77
- E = less than 65
- A- = 91-94
- B- = 81-84
- C- = 71-74
Please note: A grade of “B” indicates mastery of the subject content at a level of expected competency for graduate study. A “B” grade indicates that the work has met the expectations of an assignment for graduate study performance. A grade in the “A” range is based on demonstration of skills beyond expected competency and at an exemplary, outstanding or excellent degree. A “C” grade range indicates minimal understanding of subject content and significant areas need improvement.

### XVII. COURSE REQUIREMENTS AND GRADING

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<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attendance and Participation in Class Discussion and Assignments</td>
<td>15%</td>
</tr>
<tr>
<td>2. Lead Class Discussion</td>
<td>15%</td>
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<tr>
<td>3. Letter of Intent</td>
<td>10%</td>
</tr>
<tr>
<td>4. Ethical Issues in Community-Based Participatory Research</td>
<td>15%</td>
</tr>
<tr>
<td>5. Community-Based Participatory Research Proposal</td>
<td>30%</td>
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<tr>
<td>6. Presentation</td>
<td>15%</td>
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1. **Attendance and Participation in Class Discussion and Assignments - 15% of Final Grade**

Satisfactory participation is defined as regularly making contributions to class discussions and exercises. Students are expected to read the assigned materials for each class and understand and discuss the relevant concepts.

2. **Lead Class Discussion- 15% of Final Grade**

   **A. Facilitator role in class discussion assignments:** You will be responsible for facilitating a 30 minute class discussion based on the topic and readings of the day. You **may**, but are not required to, include group activities designed to promote thoughtful discussion. In preparation for your facilitation day, you are responsible for reading the chapters, journal and other materials assigned for the day. You may supplement these with other related materials that you find. You must develop: a) at least 6 discussion questions that will elicit discussion of the readings/materials content and meaning, including at least 2 questions that integrate key themes and conclusions from the readings of the day; b) discussion points for each question. These represent at least several points that you expect to arise (or for you to elicit) from each question. Note: These points are not questions. **You must turn in a copy of these discussion questions, and the key points for each question, at the beginning of the class session that you are facilitating.** You must use discussion questions and key points to facilitate group discussion.

   **B. Class member role in class discussion assignments:** You are responsible for reading all chapters, required journal articles and other materials assigned for the day. You are responsible for thinking about the content and meaning of each reading by itself and in relation to the other readings.

You are responsible for coming to class prepared to actively participate in the group discussion. Bring to class a copy of your **key discussion points** that you wish to discuss for each reading.
3. **Letter of Intent-10% of Final Grade**

The LOI must be dated and addressed to the Community-Based Participatory Research Legacy Fund.

The LOI must include, in the following order:

1) The specific social or health issue(s) to be addressed by the proposal;
2) The intervention stage to be addressed by the proposal;
3) Description of project setting(s), and community characteristics
4) Description of the coalition
5) Goal(s) and measurable objectives;

The LOI must not exceed 2 double-spaced pages, 11 point, and Arial font with 1 inch margins. Sections must be numbered, with titles.

**LOI DUE DATE: FEBRUARY 10th**

4. **Ethical Issues in Community-Based Participatory Research- 15% of Final Grade**

**Situation:**
You are a staff member of a community-based organization that is the coordinating organization of a CBPR partnership. The partnership board includes community-based, social and health and academic organizations, and 2 community residents who are not affiliated with any of these organizations. The partnership board has asked your organization to prepare a written analysis of the ethical and methodological considerations of a new research project (or new research project direction). Your supervisor has given you the assignment. This analysis will be reviewed and used by the board to decide whether and how to move forward with the project. [NOTE: You are strongly encouraged, but not required, to focus on the project that you are undertaking for your final paper].

**Analysis structure:**

A. Project summary (3 paragraphs)
   1. Project name
   2. Overall aim and proposed outcomes of the project
   3. Study community/population (who is the project trying to reach?)
   4. Research location(s)
   5. Proposed research methods
   6. Description of how the project and/or the issue/study question(s) were identified
   7. Research partners (list and roles)
   8. Source and size of financial and related support
   9. Duration of the project

B. Given the content of your description, summarize ethical and methodological considerations for the following:
1. A. Describe sources and possible impact of power dynamics that may influence the proposed project.

1. B. What suggestions would you make to the board?

2. A. Describe how the proposed outcome(s) are likely to affect the community.

2. B. What suggestions would you make to the board?

3. A Describe several other ethical and methodological issues that might influence the project. Consider the type of intervention, the community involved, the composition of the partnership, protection of participant rights, confidentiality and safety. Be sure to address issues discussed in class.

3. B. What suggestions would you make to the board?

4. Other: Describe anything else (if applicable) that you believe the board should know.

**Paper requirements:** To make board review easier, they have specified that the paper use the analysis structure above, including use of headings and subheadings. They have also specified the following length and page set-up: 6 pages, double spaced, 11 point Arial font; 1 in. margins.

**Review criteria:** 1. The required content is present and well-developed. 2. The analysis reflects use, integration and understanding of class readings, handouts, discussion and your own ideas 3. The paper follows the structural requirements of this assignment, and other requirements for written work as outlined in the syllabus.

**ETHICS PAPER DUE DATE: FEBRUARY 24th**

5. **Community-Based Participatory Research Proposal- 30% of Final Grade**

Proposals will be reviewed for substantive merit, and extent to which they provide clear evidence of the following criteria. Proposals that don’t meet the preparation format and related requirements will not be eligible for review. Late proposals will not be accepted.

**Appropriateness of focus**

Proposal focus statement identifies one or more specific social or health issue(s)

Proposal clearly addresses one or more of the following stages of a CBPR project:

1) Data collection processes that will lead directly to one or more of the intervention stages in 2, below; OR

2) Planning, implementing and/or evaluating pilot interventions that develop community awareness, resources, programs or policies

Your proposal will be 7 pages single spaced and will include the following sections:
a) Specific Aims: The Specific Aims section includes the statement of the problem, specific aims, research question(s) and hypothesis(es), definition of constructs.

b) Significance: The Significance section establishes the need for the research, show that the proposed research will address a gap in the literature. This section of your proposal may include the following sections:

- **Proposal includes a brief but focused description of the background of the issue/problem, including its impact on the community.** This section MUST include citations to relevant published literature and, if available, data that indicates why this is a problem, the size or extent of the problem and its impact. If part of the problem is lack of data, this gap must be clearly described.

- **Description of project setting(s), and community characteristics relevant to the project.** Proposal includes a description of the community(ies), location(s) and population(s) with whom the project will take place including those characteristics that are relevant to the project (e.g. age, gender, physical and social environment)

- **Background of the applicant coalition.** The proposal includes a description of the coalition partners and history of working together and experience or expertise with the proposed focus of the project. The proposal describes previous experience with community-based participatory research or practice among the coalition partners or describes how partners will obtain guidance regarding this process. If content expertise does not exist within the coalition, the proposal describes how this will be obtained.

c) Innovation: The Innovation section demonstrates to your reader the uniqueness of your idea and how your idea moves forward science.

d) Approach: The Approach section describes the design, study participants (sampling), procedures, data collection, measures, proposed data analyses and study timeline. This section can include the following sections:

- Community organizations and residents had a meaningful role in defining the proposed project (the problems, issues, objectives and proposed activities and methods.

- **Community Action Plan.** The proposal includes project goals and SMART objectives (specific, measurable, attainable, relevant and time-phased).

- The proposal clearly specifies activities necessary to attain proposed project objectives and outcomes. This includes who will do what, where and when.

- The proposed timetable is reasonable for accomplishing each objective or group of related objectives.
• Community organizations and residents have a meaningful, collaborative role in guiding implementation of the proposed activities. The activities, themselves reflect adherence to CBPR principles and approaches.

• Dissemination plan. The dissemination plan describes procedures and processes adequate for sharing the project results with the community, coalition partners, practitioners and researchers that respect CBPR principles and approaches.

• Sustainability plan. The proposal describes how this project will lead to the next step of, or a larger CBPA project.

• The proposal describes possible coalition member roles in sustaining the project after this 1 year stage of the proposed project is completed

• Risks, protections and benefits to community. The proposal describes how community residents are likely to benefit from the research process and or outcomes. There is an adequate description of risks, protections and benefits of the project to the community and its residents.

• The proposed project has the potential to build connections among community residents and organizations and/or with resources outside of the community.

• The proposed research has the potential to build community capacity (e.g. leadership skills of community residents, organizations; development of community resources.

• Evaluation Plan. The evaluation plan includes methods and measures that are adequate for documenting and assessing specific process and outcome measures.

• Community organizations have a meaningful role in the project evaluation plan

The final draft of your proposal will be due in at the beginning of class session 13. You may find the following resources helpful in putting together your application:

National Institutes of Health, Office of Extramural Research, Grant Writing Tips Sheets, http://grants.nih.gov/grants/grant_tips.htm


PROPOSAL DUE DATE: APRIL 14th

e) Final Presentation- 15% of Final Grade
Presentations will be 15 minutes in length, use PowerPoint, Google, Prezi, etc.
presentation technology, follow the proposal outline (described above). A 10 minute 
question and answer session will follow the presentation.

PRESENTATION DUE DATE: APRIL 14th or 21st

XVIII. REQUIRED TEXT:

Israel, B., Eng E., Schulz A., Parker E. Methods for Community-Based Participatory Research 

Optional/recommended books (required chapters will be in CTOOLS):

Minkler M., Wallerstein N. (Eds.) Community-Based Participatory Research for Health. From 


Reading lists, organized by week, will be distributed in class, and posted on CTOOLS.

Knowledge and increasing understanding of the meanings and applications of the concepts and 
terms discussed in the week 1 readings will be assumed for all in-class discussions, group and 
individual assignments. Other readings are organized on your reading list and in CTOOLS in 
required materials and supplemental materials categories. Required materials are those that are 
expected to provide the background you need to fully participate in class activities, both inside 
and outside of the classroom. Required materials listed on the reading list and in its 
corresponding CTOOLS folder should be the same. Supplemental materials provide further 
resources. Some, but not all of the supplemental materials on the reading list will be found in the 
corresponding CTOOLS folder. Conversely, I will add materials to the CTOOLS supplemental 
readings folder during the semester based on things that I, you and your colleagues find.

Be advised that there may be some changes in the class schedule or reading lists if opportunities 
present themselves. Assignment due dates and most if not all of the assigned readings will not 
change, unless otherwise discussed and agreed upon.

XIX. COURSE OUTLINE

NOTE: The following frequently used books are identified by abbreviation.

(textbook) I = Israel et al. (Eds) Methods in Community-Based 
Participatory Research in Public Health

MW = Minkler and Wallerstein (Eds) Community-Based 
Participatory Research in Health

M = Minkler (Ed) Community Organizing and Community Building 
for Health
CTOOLS DOES NOT contain readings from Israel since you should obtain this book. CTOOLS WILL include required M and MW readings, journal articles and other resources, organized by week the reading is due. Note: Some but not all supplemental readings on this list will be found in CTOOLS. The CTOOLS supplemental readings folder may include additional materials that are not on this list.

Session One: COMMUNITY-BASED PARTICIPATORY RESEARCH: THEORY AND PRINCIPLES
January 13

Assigned Readings:

I- Israel, Eng, Schulz, Parker. Chapter 1 Introduction to Methods for Community-Based Participatory Research, pp 3-42.

MW- Wallerstein and Duran: Theoretical, Historical and Practice Roots of CBPR, pp 25-46

Session Two: DEVELOPING AND MAINTAINING PARTNERSHIPS
January 20

Assigned Readings:

I- Ch. 2, pp 43-68; Duran, Wallerstein, Avila et al. Developing and Maintaining Partnerships with Communities

I- Ch. 3, pp 69-96; Becker, Israel & Allen. Strategies and Techniques for Effective Group Process in CBPR Partnerships

I- Ch. 4, pp 97-116; 119-126; Yonas, Aronson, Coad et al. Infrastructure for Equitable Decision Making in Research

Supplemental Reading


Session Three: METHODOLOGICAL AND ETHICAL CONSIDERATIONS IN COMMUNITY-BASED PARTICIPATORY RESEARCH
January 27

Required Readings:

Mooney-Somers J1, Maher L.


**MW- Ch 15: 263-283; Farquhar and Wing. Methodological and Ethical Considerations in Community-Driven Environmental Justice Research**

**M Ch 7: Minkler and Pies, pp 116-133 Ethical Issues and Practical Dilemmas in Community Organization and Community Participation**

*Supplemental Reading*

**MW- Ch. 6: 107-120 Stoecker: Are Academics Irrelevant?**


CCPH Community-Campus Partnerships for Health web links related to ethics http://depts.washington.edu/ccph/links.html#Ethics


**Session Four: IDENTIFYING COMMUNITY ISSUES AND STRATEGIES**

**February 3**

*Assigned Readings:*
Guest Speaker: Edith Kieffer, MPH, PhD

Handouts: REACH Detroit Partnership background materials and focus group case example

**MW** Ch 9: 153-169; Minkler and Hancock; Community-Driven Asset Identification and Issue Selection and Appendices F and G, 438-446

**I** Ch 9, pp 249-276; Kieffer, Salabarria-Pena, Odoms-Young et al., The Application of Focus Group Methodologies to CBPR. (See also Appendix F, pp. 613-617 and Israel online supplement for Ch. 9)

**I** Ch 11, pp 306-334; Berry, McQuiston, Parrado, Olmos-Munoz. CBPR and Ethnography – The Perfect Union. (See also Appendix G, pp 619-622 and Israel online supplement for Ch. 11

(Please read AFTER the class session)

**Supplemental Reading**

Israel 2013 has several additional chapters related to identifying community issues and strategies, including Chapters 7, 8, 10, and 12, their appendices and related online supplement materials.

Minker and Wallersteing W, Ch 10: pp. 173-182; Jones et al. , Using Web-Based Tools to Build Capacity for CBPR

**MW** Ch 11: Wang and Pies, 183-197 Using Photovoice for Participatory Assessment and Issue Selection


**Session Five: COMMUNITY-BASED PARTICIPATORY RESEARCH:**
**February 10**

**PROCESSES FOR POLICY/ADVOCACY IN COMMUNITIES**

**Assigned Readings:**


I-Ch 18, pp 517-545; Tsui E., Cho M, Freudenberg, N., Methods for Community-Based Participatory Policy Work to Improve Food Environments in New York City. (See also Israel online supplement for Ch. 18).

Supplemental Reading


MW-Ch 17, pp 307-334; Themba-Nixon M., Minkler M., Freudenberg N. The Role of CBPR in Public Advocacy.

MW-Ch 19, pp 335-353; Lee P., Krause N., Goetchius C. et al. Participatory Action Research with Hotel Room Cleaners in San Francisco and Las Vegas.

MW-Ch 15, pp 272-287; Minkler M. Using Community Organizing with the Elderly Poor in San Francisco’s Tenderloin District.

MW-Ch 22, pp 405-418; Glover-Blackwell A., Minkler M., Thompson M. Using Community Organizing and Community Building to Influence Policy.

* RESEARCH PROPOSAL LETTER OF INTENT DUE

Session Six: BUILDING CAPACITY: PLANNING SYSTEMS OF INTEGRATED CARE

February 17

Required Readings:

Berge J. and Mendenhall T. Using Community-Based Participatory Research (CBPR) to Target Health Disparities in Families. *Family Relations*; 58:475-488; 2009.


Estape ES, Mays MH, Harrigan R, Mayberry R.

**Supplemental Reading**


Tapp H., Dulin M. The Science of Primary Health-Care Improvement: Potential and Use of Community-Based Participatory Research by Practice-Based Research Networks for Translation of Research into Practice.

**Session Seven: CAN COMMUNITY-BASED PARTICIPATORY RESEARCH AND RANDOMIZED CLINICAL TRIALS COEXIST? ISSUES, APPROACHES AND OUTCOMES**

**Assigned Readings:**

Anderson B. Is it ethical to assign medically underserved African Americans to a Usual-Care Control Group in Community-Based Intervention Research? *Diabetes Care*; 28(7):18171820; 2005.

Chen D., Jones L, Gelberg L. Ethics of Clinical Research Within a Community-Academic Partnered Participatory Framework. *Ethnicity and Disease*, 16 [Suppl 1:S1-118-S1-135; Winter 2006.]


Supplemental Reading


MW- Ch. 4: 67-85 Jones, Koegel & Wells. Bringing Experimental Design to Community-Partnered Participatory Research – Perspectives from the Field


* ETHICAL AND METHODOLOGICAL ISSUES PAPER DUE

No class:
March 3

Session Eight: BUILDING COMMUNITY RESEARCH CAPACITY
March 10

Assigned Readings:


I- Ch. 16: pp.563-487. Corburn J., Lee A., Imara N., Swanston S. Collaborative Mapping for Health Equity. (See also Israel online supplement for Ch. 16).

I- Ch. 17: pp 490-515. Lopez, E., Robinson, N., Eng, E. A Case Study with African American Breast Cancer Survivors in Rural Eastern North Carolina. (See also Appendices K and L and very extensive Israel online supplement for Ch. 17. This is a major source of materials that can be adapted.)

Supplemental Reading


I- Ch 19, pp 547-577; Morello-Frosch, R., Pastor M., Sadd J., Prichard M., Matsuoka M. Citizens, Science and Data Judo: Leveraging Secondary Data Analysis to Build a Community-Academic Collaborative for Environmental Justice in Southern California. (See also Israel online supplement for Ch 19.

MW- Shepard, P, Breckwich Vasquea V, Minkler M. Ch 18, pages 323-334. Using CBPR to Promote Environmental Justice Policy.


Session Nine: EVALUATION IN COMMUNITY-BASED PARTICIPATORY RESEARCH: PARTNERSHIPS AND PROCESSES

March 17

Assigned Readings:


I- Ch 13: 369-397; Documentation and Evaluation of CBPR Partnerships: In Depth Interviews and Closed-Ended Questionnaires. (See also Appendix H and Israel online supplement for Ch. 13).


Supplemental Reading


Checkoway and Richards-Schuster Youth and Community website: http://ssw.umich.edu/public/currentProjects/youthAndCommunity/researchEval.html

NOTE: This is a training course used for participatory evaluation developed for HIV intervention staff in communities internationally.

Session Ten: COMMUNITY-BASED PARTICIPATORY RESEARCH APPROACHES FOR SYSTEMS CHANGE:

Assigned Readings:


**Supplemental Reading**


**Session Eleven: METHODOLOGICAL AND ETHICAL ISSUES IN DISSEMINATION AND IMPLEMENTATION**

**Assigned Readings:**


I- Ch. 4, pp 97-126; Yonas, M., Aronson, R., Coad N., et al. Infrastructure for Equitable Decision Making in Research. (See also Appendices B and C and Israel online supplement for Ch.4. **NOTE:** This chapter focuses on the infrastructure for the dissemination phase
I-Ch 14: 405-434. Parker, E., Robins T., Israel B. et al. Developing and Implementing Guidelines for Dissemination: The Experience of the Community Action Against Asthma Project. (See also Appendix J and Israel on-line supplement for Ch. 14).

Supplemental Reading


REACH Detroit Partnership Dissemination Procedures, Letter and Request Form

MW- Minkler, M. and Baden A. Ch. 14, pages 243-261, Impacts of CBPR on Academic Researchers, Research Quality and Methodology and Power Relations

**Session Twelve:**

**SUSTAINING COMMUNITY-BASED PARTICIPATORY RESEARCH PARTNERSHIPS AND OUTCOMES: CHALLENGES AND ISSUES**

**April 7**

Assigned Readings:


Supplemental Reading


Bumbarger B., Campbell E. (2011). A State Agency-University Partnership for Translational Research and the Dissemination of Evidence-
Based Prevention and Intervention. Administration and Policy in Mental Health and Mental Health Services Research; 39:268-277.


MW- Ch 8: pages 137-148, Clements-Nolle K, and Bachrach A. CBPR with a Hidden Population- The Transgender Community Health Project A Decade Later.


M- Ch 15, pages 272-287. Minkler M. Community Organizing with the Elderly Poor in San Francisco’s Tenderloin District.

**Session Thirteen:**  FINAL PRESENTATIONS AND RESEARCH PROPOSAL DUE

April 14

**Session Fourteen:**  FINAL PRESENTATIONS

April 21