

Course Syllabus

Course Number:	HEA 759
Course Title:	Community-Based Health Education Research
Credits:	(3:3)
Pre-requisites/Co-requisites:	HEA 751; 752; 753; 754; 765 (concurrent); ERM 680; 681; 667
For Whom Planned:	Required course for graduate students in the Department of Public Health Education's Doctoral Program. May be taken with permission from instructor by advanced graduate students in the MPH program of study.
Instructor Information:	Vincent T Francisco, PhD 437a HHP Building 334-5520, vtfranci@uncg.edu

Catalog Description:

Foundational work in research methods applied to the challenges inherent in the development of skills associated with community-based participatory research of health promotion programs.

Student Learning Outcomes:

At the end of this course, you should be able to:

1. Discuss the conceptual and historical roots of community based health education research, and the values enhanced by this approach to program development.
2. Summarize the methods used in community-based health education research.
3. Devise prevention research programs in collaboration with diverse (both ethnic and economic) communities and community representatives.
4. Appraise the ethical challenges in conducting action research with communities.
5. Translate the findings of community based prevention research projects to a variety of audiences to facilitate the development of effective public policy.
6. Write a review of the relevant Community-based Participatory Research literature in an area of focus (e.g., HIV prevention).

TEACHING METHODS AND ASSIGNMENTS FOR ACHIEVING LEARNING OUTCOMES:

Reading case studies, position papers, literature reviews, and methods papers related to CBPR, critiques of case studies, weekly journal reflections.

Assignments will include:

- 1) Short written assignments (20%). Students will be assigned short written assignments that will be either a critical review of an article or case studies, or a component assignment of an evaluation plan. Reviews should be no more than 3 pages (12 pt font, double spaced) and should clearly assess the ideas and conclusions stated in the article/case study. Directions for any component assignment of an evaluation plan will be given with the assignment. (SLO 1-4)
- 2) Weekly Journal Reflections (10%). You will be responsible for presenting a summary and critique of selected assigned reading through BlackBoard. Each week, you must provide 1

original posting related to the readings of the week, and respond to 3 postings of your class peers. For this assignment you should be prepared to lead a discussion of the main points. You will be expected to focus the discussion relative to the topic and readings of that week. All students are required to read the articles and be prepared to contribute to the discussion (See class participation below). (SLO 1-4)

3) Review Paper (30%). The final product of the class will be a paper that will cover a topic within program development of your choosing, and will review the state-of-the-art in CBPR in an area or focus of the student's choice. More specific evaluative criteria will be posted on Blackboard and discussed at the beginning of the semester. (SLO 6)

4) Group Design of a Program (30%). In small groups, we will be developing a program of your choice. This can be a fictional program, or a program of which you have access and want to improve. Students will be assessed not only on their participation, but also on the quality of their work relative to the program. You should expect to be working independently and as part of a group for various phases of this process. The goal here is to implement the concepts being presented in the classroom to a real evaluation plan. It is hoped that the final product of this group class activity is an evaluation report for the program being evaluated. (SLO 3-5)

5) Class Participation (10%). Students are expected to contribute to classes based on their analysis of the readings and their own experience, when applicable. Class participation includes online communications through Blackboard, and other written communications. Specific evaluative criteria will be posted on Blackboard and discussed at the beginning of the semester. (SLO 1-6)

EVALUATION AND GRADING:

Students will be graded on 1) submission of three to five short written assignments (20%); 2) weekly journal discussions (10%); 3) a review paper (30%); 4) small group development of a program (30%); and 5) participation in class discussions, including written responses to questions and informal writings about the readings (10%). More specific evaluative criteria for each element will be posted on Blackboard and discussed at the beginning of the semester.

A = 94 - 100%
A- = 90 - 93%
B+ = 87 - 89%
B = 83 - 86%
B- = 80 - 82%
C+ = 77 - 79%
C = 70 - 76%
F = 69% or below

REQUIRED TEXTS/READINGS/REFERENCES:

Specific reading assignments for each week will be posted on Blackboard, and discussed in class. Primary texts will include:

Israel, B. A., Eng, E., Schulz, A. J., & Parker, E. A. (eds). (2005). Methods in Community-Based Participatory Research for Health. San Francisco, CA: Jossey-Bass.

Minkler, M., & Wallerstein, N (eds). (2003). Community-Based Participatory Research for Health. San Francisco, CA: Jossey-Bass.

Additional readings will be taken from the following, and from current peer-reviewed journals from throughout the field of public health, and be made available through Blackboard or the UNCG Library E-Reserves. Primary texts will also be supplemented from the following:

*Committee on Prevention and Mental Disorders, Institute of Medicine. (1995). Designing, conducting, and analyzing programs within the preventive intervention research cycle. In P. J. Mrazek, and R. J. Haggerty (Eds.), Reducing risk for mental disorders. (pp 359-414). Washington, D.C.: National Academy Press.

*Fetterman, D., Wandersman, A., & Kafterian, S., (1991). Empowerment Evaluation: Knowledge and tools for self-assessment and accountability (pp. 161-187). Beverly Hills, CA: Sage Publications.

*Green, L., et al., (1995). A review of participatory action research for health. University of British Columbia Press: BC, Canada.

*Whyte, W. F. (Ed.). (1990). Participatory action research. Thousand Oaks: Sage Publications.

(* Indicates seminal work in the field, and cannot be replaced with more recent works.)

TOPICAL OUTLINE/CALENDAR:

WEEK	TOPIC:
1	An Introduction to Community-based Participatory Research for Health
2	Review of theories in CBPR and Community Health
3	Review of theories in CBPR and Community Health (continued)
4	The science of applied research and program development
5	Building Community Leadership
6	Group Facilitation
7	Community Assessment, Information Gathering, and Listening
8	Analyzing the Issue or Problem
9	Strategic Planning
10	Intervention, Program Development, and Implementation
11	Collaboration, Negotiation, and Cultural Competence
12	Community Organization and Advocacy
13	Evaluating and Documenting Community Initiatives
14	Lessons, Closing Insights, and Next Steps

ACADEMIC INTEGRITY POLICY:

Students are responsible for familiarizing themselves with the UNCG policy on issues such as cheating, plagiarism, misuse of academic resources, falsification and facilitation of dishonest conduct. Procedures and penalties related to these and other violations of the Academic Integrity Policy are found in the graduate bulletin as well as via the following web site.

EXAMPLE GRADUATE COURSE SYLLABUS

<http://academicintegrity.uncg.edu/>. Any violation of the Policy may result in failure of the assignment and subsequently the entire course.

ATTENDANCE POLICY:

This is a doctoral level course. Students are expected to attend and be an active participant in all sessions.

ADDITIONAL REQUIREMENTS:

None.