

The University of Texas at Austin School of Social Work
Community-Based Participatory Research on Health Disparities
Spring, 2016

SYLLABUS

Time and Location: Thursdays 2:30-5:30 PM, Room: UT SSW 2.116

Placement, Credit, Prerequisites: Graduate level, 3 semester hours; must be graduate student in social work, nursing, social sciences, public health, public policy, communication, medicine and law or receive consent of instructor to enroll.

Faculty: Dr. Melissa Smith
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Faculty: Dr. Miyong Kim
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Office Hours Tuesdays and Thursdays 10:30 – 12:00, and by appointment

Course Description: This class is designed to enable an interdisciplinary team of graduate students and faculty to work in partnership with community organizations on issues related to health disparities, as they are experienced in Central Texas. This will contribute to a broader initiative to develop a program of community health engagement, focused on understanding and addressing health inequalities. We will build on past and present efforts to promote collaboration among academic, health service and community partners.

The class will provide a broad overview of population health in Central Texas, getting inside the GIS mapping data, which reveals disparities for chronic diseases such as diabetes, asthma and heart disease, as well as for other priority health issues such as childhood obesity, maternal and infant mortality, elder care, and HIV. We will focus on the social forces that generate these disparities, and we will learn about and assess innovative approaches that address their root causes.

Interdisciplinary teams of students will join with community organizations engaged in work on health disparities to explore priority health issues. These teams will use community-based participatory research methods to strengthen the work of the community organizations. This will involve community walks, interviews, service learning, community dialogue sessions and other community outreach activities in order to gain deeper insight about these complex challenges. Class participants will work with community members and organizations to contribute to a census of community-based organizations with current or potential interest in these issues, and will work with these organizations to identify key research questions about root causes of, and effective community responses to, health disparities.

Course Objectives: At the conclusion of this course, participants will able to:

- 1) Discuss the theoretical and operational principles of participatory research, social determinants of health, and health inequalities for underserved populations;
- 2) Describe various community participatory research principles, theories, and methods;
- 3) Summarize health disparities data describing Austin and Central Texas;
- 4) Participate in community-partnered research and practice concerned with health assessment, analysis of contributing factors, and the preliminary design, implementation and proposed assessment of community-based health

interventions;

5) Write a community partnered intervention proposal that reflects community needs and community partnered solutions or a policy analysis report focused on health disparities.

METHODS OF EVALUATION	% OF GRADE	DUE DATE
Attendance and Participation	15%	Weekly
<p>Weekly reading and self-reflection notes Please send all assignments to class TA who will forward to Dr. Kim and Dr. Smith.</p> <p>1-2 pgs., main points, critique/self-reflection, questions</p>	15%	<p>Weekly, Wednesday by 6 pm, day before seminar meets. Students should be prepared to share their reflection notes in class discussion each week.</p>
CBPR Fieldwork	40%	<p>Field notes to be submitted Thursday, weekly from 2/11/16 to 4/28/16 Collaboration with CBO Census of community organizations: First draft: 2/18/16 Final draft: 3/3/16</p>
<p>Final Project:</p> <p>CBPR, Action Proposal, or Policy Analysis Report, including presentation to community forum.</p> <p>Students will work with community organizations and decide together whether to focus on CBP Research, Action Proposal or Policy Analysis Report.</p>	30%	<p><u>3/10/16 or sooner:</u> One paragraph summary of your general idea for your project proposal</p> <p><u>3/31/16:</u> -2-3 page CBPR proposal outline due, -Action Proposal: 2-3 page outline all components -Please turn in feedback on anonymous evaluation form. -Policy Analysis Report: Per Canvas</p> <p><u>4/7/16:</u> -4-6 page CBPR proposal draft, to include Project Aims, Process, and Methodology -Action Proposal: 4-6 page: Executive Summary, Statement of Need, Outline of Project Description (Objectives, Goal, Methods, Staffing, Evaluation, Sustainability) -Policy Analysis Report: Per Canvas</p> <p><u>4/14/16:</u> -10-15 page Complete CBPR</p>

		<p>proposal draft: to include: Aims, Methodology, Process, Evaluation Plan, Sustainability strategy, References. (See format in Canvas, and page 5 of syllabus.) -Action Proposal: 10-15 page Complete draft to include: Executive Summary, Statement of Need, Draft of Project Description (Objectives, Goal, Methods, Staffing, Evaluation, Sustainability), Budget, Organizational Information, Conclusion. -Policy Analysis Report: Per Canvas</p> <p><u>4/28/16</u> -Practice presentations, Final feedback given by class and Dr. Kim and Dr. Smith</p> <p><u>5/5/16:</u> -Final projects due and presented in public forum</p>
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Grading Scale:

Grade Ranges Corresponding to Letter Grades:

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

Required Readings:**Required textbooks**

Israel, B.A., Eng, E., Schulz, A.J., Parker, E.A. (2012). *Methods in community-based participatory research for health*. (2nd edition). San Francisco: Josey-Bass.

Minkler, M., Wallerstein, N. (2008). *Community based participatory research for health*. (2nd edition). San Francisco: Josey-Bass.

Optional textbook

Minkler, M (eds) (2012). *Community Organizing and Community Building for Health and Welfare*, 3rd Edition

Weekly readings will be assigned from various sources and are listed on the class schedule of this syllabus. Readings can be obtained via the UT library website (link to Find an Article from a Citation: <http://www.lib.utexas.edu/indexes/citation/>) or the direct Internet link (if cited). Selected readings may be posted on Canvas under Course Documents.

Writing Style and Format: All written assignments must be word-processed, use 12-point font and 1-inch margins, be double-spaced, include the student's name, date of submission, page numbers and running head with partial title of paper on all but first page. Papers must demonstrate American Psychological Association (APA) guidelines for writing style and format for citing references, using headings in the body of the paper, and for the reference list. APA style is explained in the APA's (2010) *Publication manual of the American Psychological Association* (6th ed.). Students may borrow the manual from the School of Nursing Learning Center. Online resources for APA style are at http://www.utexas.edu/nursing/norr/html/courses/writing_apa.html. The APA Style website itself is a useful searchable source of instructions for how to cite references <http://www.apastyle.org/>. Students who use resources such as NoodleBib should do so with caution because NoodleBib and other products might not adhere to APA guidelines.

Late Submissions: Unless otherwise noted, all written assignments should be submitted at (or by) the beginning of class on the due dates. Students who have problems and are unable to turn an assignment in on time need to negotiate an extension with the faculty (e-mail is fine). Unless there is a serious emergency, students are expected to call or e-mail and explain the problem, letting the faculty know when the assignment will be turned in. Failure to negotiate an extension will result in a loss of points, 1 point per day.

Description of Evaluation Methods and Assignments

Attendance and Participation (15%): Attendance at all classes is expected. For an absence to be excused, students must notify faculty by e-mail or office telephone (or voice mail) prior to class, or as soon as possible in case of emergencies. Students are responsible for all information presented and announcements made during class and for submitting due assignments, even on missed class days. When students are not able to attend class they should contact a classmate for missed announcements, assignments, or notes. Please do not ask faculty what was missed or what was important.

Students must arrive on time for all classes, behave professionally, and stay until the end of the class. Students are expected to complete the assigned readings prior to class and participate in thoughtful discussion applying knowledge from the readings. As class participants, students are expected to further their own knowledge while contributing to the learning of others by raising salient questions and responding respectfully to other students and to faculty's questions. Students' contributions should be based on the readings, knowledge gained from other assignments (e.g., preparation for paper), and personal experiences.

Weekly reading notes and Discussion Questions (15 %): Each Wednesday by 7 pm before our Thursday class meeting each student will submit 1-2 pages of notes that summarize the readings and self-reflection. In addition,

students are also asked to post one open-ended question related to the week's topic and assigned readings on the Canvas Discussion Board (or email to the class group email list – we will form this list serve during the first week of the class). Open-ended questions encourage thought and debate. The best discussion questions do not have only one right answer. Sample questions include, “What is the best way to measure socio-economic status?” “How does Hispanic/Latino culture affect patients’ decisions about diet?” In contrast, an example of a closed-ended question is, “According to the Centers for Disease Control and Prevention, what is the most common cause of death among African Americans aged 15-59?” Closed-ended questions will receive fewer points. We will address a few of the questions in class each week.

CBPR fieldwork (40%): Student fieldwork experiences will be guided by the needs and schedules of the community organizations. We anticipate this will involve a combination of interviews with group members, community needs assessment, community walks, client visits, meetings, and other community engagement activities. As part of this collaboration, we will ask students to write up a detailed description of the community organization to contribute to a census of groups working on health disparities in Central Texas. Guidelines for this census will be provided in class. Each week's expected hours of collaboration are included in the course syllabus, and each student can communicate directly about scheduling time to meet and work with the organization members. We ask your teams to let us know if you are not able to meet as expected. Each student will be asked to keep weekly field notes regarding this collaboration, which includes a 1-page narrative of your activities, discussions and plans, to be submitted by 8 AM every Thursday. We will ask each community organization to meet with students at a halfway point to discuss how the partnership is developing, to identify strengths and opportunities for improvement, and to share those observations with the class. We will request a similar evaluation at the end of the semester.

These sources of evaluation will contribute to fieldwork section of the grade as follows:

- Student field notes: 50%
- Organization evaluation/feedback: 40%
- Census information: 10%

Final Project: (as Final paper) (30%)

Students will work with their assigned CBO partners to engage in one of three possible projects:

1. Community-based Participatory Research (CBPR) Proposal:

Develop a CBPR grant proposal to seek funding from a foundation. The research topic should be health or social service-related that addresses one of the most urgent issues of the population that the CBO serves.

The final 10-15-page paper (research grant proposal) should have various components of the grant application on a selected health (or social) topic and population.

The suggested outline for the proposal is:

- A. Title page
- B. Abstract (200 word maximum)
- C. Introduction / research question / Specific aims (1 page): Describe issue, its significance, and the purpose of the project.
- D. Significance (.5-1 page): Provide a compelling argument why this is an important issue
- E. Approach/ method (5 pages):
 - Provide conceptual framework of the project
 - Provide study population
 - Description of design
 - Eligibility criteria
 - Recruitment strategies
 - Implementation strategies
 - Evaluation Method (description of instruments if apply)
 - Analysis plan
- F. Collaboration, dissemination, other community engagement plan
- G. References
- H. Appendices (optional): Include diagram of theoretical framework that guides your research, a copy of instruments, any other supplemental material, e/g., recruitment flyers

2. Community-based Action Proposal:

Develop an Action Proposal for implementation of a program led by the CBO.

Please see this link for Action Proposal Format: http://foundationcenter.org/getstarted/tutorials/shortcourse/prop1_print

“Action Proposal” Handout from Ellen Moutos posted in Canvas:

3. Policy Analysis Report:

Conduct research to support the work of the CBO partner in priority topic area. See Canvas for Policy Analysis Report details and due dates.

Class Schedule: The schedule of weekly topics and assignments is presented in the table below. Although changes are not anticipated, it is within the discretion of the faculty to adjust the schedule to enhance topic relevancy, include new publications, or to respond to current events.

Class Schedule

Please read assigned readings before class to facilitate class participation

Week # Date	Class Topic	Assignments / Activities
<p>#1 1/21/16</p>	<p>Introduction to the Course</p> <p>Syllabus & course expectations (30) Melissa Smith (MS) and Miyong Kim (MK)</p> <p>Introduction: principles of CBPR, Historical and theoretical roots (60) (MK)</p> <p>CBPR research project presentation: (60) Dr. Miyong Kim</p> <p>Discussion (20)(MS)</p>	<p><i>Bring syllabus (paper or electronic) to review.</i></p> <p><u>Readings:</u></p> <p>Minkler, Part 1, Chapters 1-4, Introduction to CBPR; Theoretical, historical and practice roots of CBPR; Critical issues in CBPR principles, Experimental Design (pages 1-83).</p> <p>Please watch Unnatural Causes video "In Sickness and in Wealth" Link to Unnatural Causes video: http://catalog.lib.utexas.edu/record=b8284014</p> <p><u>Supplementary Readings:</u></p> <p>Israel et al, Forward and Part 1 Introduction to methods for CBPR (pages 1-39)</p>

Week # Date	Class Topic	Assignments / Activities
#2 1/28/16	<p>The Social Determinants of Health and Health Equity</p> <p>a. Overview of the social determinants of health and health equity (20) (MS)</p> <p>b. Case and place-based lens: Maternal/infant mortality US and global experiences: (MS) Unnatural Causes video: When the Bough Breaks (30 min) PBS News Hour Video: Maternal and infant mortality in Peru (10)</p> <p>Health Actions for Women: Chapter 2, Sonia's story, and Root Causes activity (50) (MS)</p> <p>Discussion / questions (60) (MK)</p>	<p><u>Due:</u> <i>Weekly reading notes/questions</i></p> <p><u>Readings:</u> Braveman, P., Susan, E., and David R. W. (2011). "The Social Determinants of Health: Coming of Age." <i>Annu. Rev. Public Health</i>, 32, 381-398.</p> <p>Marmot, M. (2006). Inequalities in Health, <i>Lancet</i>; Health in an Unequal World, <i>Lancet</i>, 368, 2081-2094.</p> <p>Krieger, N. Rowley, D.L., Herman, A.A., Avery, B., & Phillips, M.T. (1993). Racism, sexism and social class: Implications for Studies of Health and Disease and well-being. <i>American Journal of Preventive Medicine</i> 1993; 9 (supp); 82-120.</p> <p>Braveman, P. & Gruskin, S. Defining Equity in Health. (2003). <i>Journal of Epidemiology and Community Health</i>, 57, 254-258.</p> <p>Smith, M., Shannon, S., Vickery, K., (2015), <i>Health Actions for Women: Practical Strategies to Mobilize for Change</i>, chapter 2: http://en.hesperian.org/hhg/Health_Actions_for_Women:Chapter_2:_Communities_Organize_for_Women's_Health</p> <p>Please watch short (5 min) PBS video; http://www.pbs.org/newshour/bb/latin_america/jan-june10/peru_03-31.html</p> <p>Physicians for Human Rights article on maternal mortality in Peru: (Read Executive Summary, p.5-19) Deadly Delays: https://s3.amazonaws.com/PHR_Reports/maternal-mortality-in-peru2007.pdf</p> <p>Amnesty International report on US maternal mortality: Deadly Delivery: (skim report highlights) http://www.amnestyusa.org/sites/default/files/pdfs/deadlydelivery.pdf</p> <p><u>Supplementary Readings and links to be posted on Canvas:</u> Mullings, L., Wali, A., McLean, D., et al., (2001). Qualitative Methodologies and Community Participation in Examining Reproductive Experiences: The Harlem Birth Rights Project," <i>Maternal and Child Health Journal</i>, 5(2), 85-93.</p> <p>See Link to Amnesty International campaign: http://www.amnestyusa.org/our-work/campaigns/demand-dignity/maternal-health-is-a-human-right.</p> <p>Link to Hesperian Health Guides Safe Pregnancy and Birth Phone app: http://hesperian.org/books-and-resources/safe-pregnancy-and-birth-mobile-app/</p>

Week # Date	Class Topic	Assignments / Activities
2/2/16	Welcome dinner for students and CBO representatives	Dr. Smith's house (6:30-9pm) Introductions of all participants, interest in subject, goals.
#3 2/4/16	<p>Beginning CBPR/Developing Partnerships</p> <p>a. How to begin CBPR, logistics</p> <p>b. Partnership formation and maintenance (60) (MK)</p> <p>c. Discuss ideas for CBO Census format content (30) (MS)</p> <p>4:00-5:00: Dialogue with CBO's:</p> <p>d. Presentations of community groups, dialogue with students regarding their interests, team formation, plan to begin fieldwork next week, census interviews (60)</p> <p>e. Sharing self-reflection journal, challenges, opportunities (20)</p> <p>f. Complete team selection form</p>	<p><u>Due:</u> <i>Weekly reading notes/questions</i></p> <p><u>Readings:</u></p> <p>Minkler, Chapters 5, 6 (87-118) (Race and Privilege, Are Academics Irrelevant? Roles for Scholars, Chapters 7, 8 Case studies: CBPR with Cambodian Girls, CBPR with Transgender Community, (121-153)</p> <p><u>Supplementary Readings:</u></p> <p>Israel et al, Part 2: chapters 2, 3, 4 Developing and Maintaining Partnerships with Communities; Strategies for Effective Group Process in CBPR; Equitable Decision Making in Research (pages 40-127)</p> <p>Center for Disease Control and Prevention. (1997). Principles of Community Engagement. http://www.cdc.gov/phppo/pce/</p> <p>Nyden, P.I. & Wievel, W. (1992). Collaborative Research: Harnessing the tensions between researcher and practitioner. <i>American Sociologist</i>, 43-45.</p> <p>Cary, T.S., Howard, D.L., Goldmon, M., Roberson, J.T., Godley, P.A., & Ammerman, A. (2005). Developing effective interuniversity partnerships and community-based research to address health disparities. <i>Academic Medicine</i>, 80(11), 1039-1045.</p> <p>View the 8th Annual William T. Small, Jr. Keynote Lecture presented February 2006 entitled "Collaborative Research with Communities: Value Added and Challenges Faced" by Meredith Minkler, Dr. P.H. including live telephone question and answer session.</p>

Week # Date	Class Topic	Assignments / Activities
<p>#4 2/11/16</p>	<p>Community Assessment/Issue Identification</p> <p>a. Community Assessment and Issue Identification (60) (MS)</p> <p>b. Small group discussions among collaborative research teams, discuss interviews of community group for census report (30)</p> <p>c. Report out to class: teams share preliminary ideas (20)</p> <p>4:30-5:30: Invited Speaker: d. GIS maps of Health Disparities in Central Texas (60)</p>	<p><i>Fieldwork should begin earlier in week, census interviews</i></p> <p><u>Due:</u> <i>Weekly reading notes/questions</i> <i>CBPR field notes</i></p> <p><u>Speaker:</u> Philip Huang, M.D., M.P.H. Medical Director/Health Authority Austin/Travis County Health and Human Services Department</p> <p><u>Readings:</u> Israel et al, Part 3 chapters 5, 6.; Insiders and Outsiders; Who is Community?; Using Ethnography in CBPR; (pages 127-189).</p> <p>Israel et al, Part 4: Define the Issue, design and conduct the research. Chapters 7-9. Survey Design; Interviewer Training Manual; Focus Groups (pages 189-277).</p>

Week # Date	Class Topic	Assignments / Activities
#5 2/18/16	<p>Place-based approach to CBPR; Issue Identification continued</p> <p>a. Film: Unnatural Causes: Place Matters (30 Min) (features CBPR asthma project, Dr. Jim Krieger)</p> <p>3:00-4:00: Invited Speaker:</p> <p>b. Neighborhood Effects research, and Life Course Perspective. (60)</p> <p>c. Issue Identification continued MK (30)</p> <p>d. Participatory evaluation MS (30)</p> <p>e. Research team discussions (20)</p>	<p><i>Field work</i></p> <p><u>Due:</u> <i>Weekly reading notes/questions</i> <i>CBPR field notes</i> <i>First draft of CBO census information due (get feedback from CBO as well as professors)</i></p> <p><u>Speaker:</u> Catherine Cubbin, Ph.D. Associate Professor in the School of Social Work and a Faculty Research Associate at the Population Research Center, at The University of Texas at Austin</p> <p><u>Readings:</u> Minkler, chapter 9-12, Community Driven Asset Identification and Issue Selection; Using Web-based tools to build capacity for CBRP; Using photo voice; Issues in Participatory Evaluation (pages 153-225)</p> <p>Braveman P. & Barclay, C. (2009) "Health Disparities Beginning in Childhood: A life Course Perspective," <i>Pediatrics</i>, 124, S163-S175.</p> <p><u>Supplementary Readings:</u> Israel et al, Part 4 continued: Define the Issue, design and conduct the research continued. Chapters 10-12. Food Environment Audit; Ethnography; CBPR Asthma Assessment (pages 277-365).</p> <p>Krieger, et al, CPBR and Asthma, Policy and System Changes to Build Health Communities in Washington. <i>National Civic Review</i>, 10.1002/NCR, 2117 Spring 2014.</p>

Week # Date	Class Topic	Assignments / Activities
<p>#6 2/25/16</p>	<p>Final Project Writing</p> <p>a. How to write CBPR grant proposal and 'Action Proposal' program evaluation (60) (MK)</p> <p>b. Discussion/Questions (20)</p> <p>4:00-5:30: Invited Speaker:</p> <p>b. How to write Policy Analysis Report</p>	<p><i>Field work</i> <i>Discuss with CBO preliminary idea for final project.</i></p> <p><u><i>Due:</i></u> <i>Weekly reading notes/questions</i> <i>CBPR field notes</i></p> <p><u><i>Speaker:</i></u> Shetal Vohra-Gupta, Ph.D., Research Scientist Associate Director at The Institute for Urban Policy Research & Analysis (IUPRA) at the African and African Diaspora Studies Department COLA</p> <p><u><i>Readings:</i></u> Minkler, Ch. 13-16, Issues and Choice points for improving quality of CBPR; Impact of CBPR on academic researchers. Research quality and methodology and power relation; Methodological and Ethical Considerations; Analyzing and Interpreting Data with Communities. (Pages 225-307)</p> <p>CBPR Proposal Guidelines: see page 6 of syllabus</p> <p>Action Proposal and Policy Analysis report guidelines on Canvas</p> <p><u><i>Supplementary Reading:</i></u> Israel et al, Part 5: Documentation and Evaluation of Partnerships Chapter 13. (Pages 365-399)</p>

Week # Date	Class Topic	Assignments / Activities
#7 3/3/16	<p>Community Health Dialogue</p> <p>4:00-5:30: Panel presentation by invited speakers at public forum</p> <p>No class meeting</p>	<p><i>Field work: develop draft outline of final project</i></p> <p><u>Due:</u> <i>Weekly reading notes/questions</i> <i>CBPR field notes</i> <i>Final draft of CBO census information due</i></p> <p><u>Speakers:</u> TBA</p> <p><u>Readings:</u> Horowitz, C., Robinson, M., Seifer, S. (2009). Community-Based Participatory Research from the Margin to the Mainstream: Are Researchers Prepared? <i>Circulation</i>. 119, 2633-2642.</p> <p>Cain, K.D., Theurer, J.R., Sehgal, A.R. (2014). Sharing of grant funds between academic institutions and community partners in community-based participatory research. <i>Clin Transl Sci</i>, 7(2), 141-144.</p>
#8 3/10/16	<p>No class session</p>	<p><i>Field work:</i> <i>Community-walks, site visits, windshield tours, interviews with community members, etc.</i></p> <p><u>Due:</u> <i>Weekly reading notes</i> <i>CBPR field notes</i> <i>One paragraph summary of your general idea for your final project</i></p> <p><i>Note: Please turn in reading notes for this week either 3/10 or 3/17 depending on when you have spring break, as we have UTHSPH students on break 3/10. Thanks!</i></p>
3/17/16	<p>Spring Break</p>	

Week # Date	Class Topic	Assignments / Activities
<p>#9 3/24/16</p>	<p>Racial Inequities and Health</p> <p>2:30-4:00:</p> <p>Invited Speakers:</p> <p>a. Presentation of training curriculum: "Health Disparities in the US-Root Causes and Historical Analysis" (90)</p> <p>b. Sharing self- reflection notes. (30)</p> <p>c. Updates from each team of research/proposals (30)</p> <p>d. Mid-term anonymous course and team evaluation form handed out to students and CBO's.</p> <p>e. Discussion questions to date. (20)</p>	<p><i>Field work</i></p> <p><u>Due:</u> <i>Weekly reading notes/questions</i> <i>CBPR field notes</i></p> <p><u>Speakers:</u> Kellee Coleman Coordinator of Vibrant Woman/Mama Sana prenatal clinic Mama Sana/Vibrant Woman</p> <p>Paula X. Rojas, CPM Vibrant Woman/Mama Sana prenatal clinic</p> <p><u>Readings:</u> Undoing Racism in Public Health: A blueprint for Action in Urban MCH.</p> <p>Yonas, M.A., Jones, N., Eng, E., Vines, A.I., Aronson, R., Griffith D.M., White B., & DuBose, M. (2006). The art and science of integrating Undoing Racism with CBPR: challenges of pursuing NIH funding to investigate cancer care and racial equity. <i>Journal of Urban Health</i>, 83(6), 1004-1011.</p> <p><u>Supplementary Readings:</u></p> <p><i>Other suggested readings by invited speakers</i></p>

Week # Date	Class Topic	Assignments / Activities
<p>#10 3/31/16</p>	<p>Structural Competency: Exploring Root Causes of Health Disparities: Focus on Diabetes and Chronic Disease</p> <p>a. PBS Film: Unnatural Causes: Bad sugar (30)</p> <p>b. Structural Competency: Case presentation: Popular education, popular theater and CBPR: Root cause activity (50) (MS)</p> <p>c. NIH Self-management science center goals and opportunities: (40) (MK)</p> <p>d. Discussion of student questions to date (50)</p> <p>e. Turn in anonymous course and team evaluation forms from students and CBO's.</p>	<p><i>Field work: Team work on CBPR proposals</i></p> <p><u>Due:</u> <i>Weekly reading notes/questions</i> <i>CBPR field notes</i></p> <p><u>Final Projects:</u> <i>CBPR proposal: 2-3 page outline</i> <i>Action Proposal: 2-3 page outline of all components</i> <i>Policy Analysis Report: See Canvas</i></p> <p><i>Turn in anonymous evaluation feedback form</i></p> <p><u>Readings:</u> Metzl, J.M, Hansen, H. (2014). Structural Competency: Theorizing a new medical engagement with stigma and inequality. <i>Social Science & Medicine</i>, 103, 126-133.</p> <p><u>Explore Structural Competency web site:</u> http://structuralcompetency.org/</p> <p>Austin American Statesman, Nov 25th, 2006, Neighbors Learning to Take Care of One Another</p> <p>Kim, K.B., Han, H.R., Nguyen TH, Kim, B.Y., & Kim, M.T. (2014). The effect of community based self –Help multimodal behavioral intervention in Korean American seniors with high blood pressure. <i>American Journal of Hypertension</i>, 27 (9), 1199-1208.</p> <p>Kim, M.T., Han, H.R., Hedlin, H.K., Kim, J.Y., Kim, K.B., & Hill, M.N. (2011). Tele-transmitted monitoring of BP and bilingual nurse counseling sustained improvements in BP control over 12 months in hypertensive Korean Americans. <i>Journal of Clinical Hypertension</i>, 13(8), 605–612.</p> <p>Kim, M.T., Han, H.R., Song, H., Lee, J.E., Kim, J., & Kim, K.B. (2009). A community-based culturally tailored behavioral intervention for Korean Americans with diabetes. <i>Diabetes Educator</i>, 35(6), 986-994.</p> <p>Song, H.J., Han, H.R., Lee, J.E., Kim, J., Kim, K.B., Nguyen, T., Kim, M.T. (2010). Translating Current Dietary Guidelines into a Culturally Tailored Nutrition Education Program for Korean American Immigrants with Type 2 Diabetes. <i>Diabetes Educator</i>, 36(5), 752-761.</p> <p><u>Supplementary Readings:</u></p> <p>Bogart, L.M., & Uyeda, K. (2009). Community-based participatory research: Partnering with communities for effective and sustainable behavioral health interventions. <i>Health Psychology</i>, 28(4), 391-393.</p> <p>Goh, Y-Y. Bogart, L. M., Sipple-Asher, B.K., Uyeda, K., Hawes-Dawson, J., Olarita-Dhungana, J., Ryan, G. W., & Shuster, M.A. (2009). Using community-based participatory research to identify potential interventions to overcome barriers to adolescents' healthy</p>

Week # Date	Class Topic	Assignments / Activities
#11 4/7/16	<p>Evolving Community Engagement Strategies</p> <p>a. Discuss feedback from students and CBO's in mid-course evaluation.</p> <p>b. Discuss student questions to date (30)</p> <p>c. Progress Reports from teams (30)</p> <p>d. Discuss feedback on CBPR Proposal drafts (20)</p> <p>4:00-5:30: e. Panel Discussion: Community Engagement Strategies</p>	<p><i>Field work</i></p> <p><u>Due:</u> <i>Weekly reading notes/questions</i> <i>CBPR field notes</i></p> <p><u>Final Projects:</u></p> <p><i>CBPR proposal draft: 4-6 pages: Include Aims, Process, Methodology,</i></p> <p><i>Action Proposal: 4-6 page: Executive summary, statement of need, outline of project description (objectives, goals, methods, staffing, evaluation, sustainability)</i></p> <p><i>Policy Analysis Report: See Canvas</i></p> <p><u>Speakers:</u> TBA</p> <p><u>Readings:</u> Minkler, Ch. 21, What Predicts Outcomes? (371-388)</p> <p>Minkler, M., Blackwell, A.G., Thompson, M., Tamir, H. (2003). Community-based participatory research: implications for public health funding. <i>American Journal of Public Health, 93</i>(8), 1210-1213.</p> <p>Weiss, E.S., Stevenson, A.J., Erb-Downward, J., Combs, S., Sabino, E.E., Michel, T.A., Kemeny, M.M., Ackley-Kazdal, T., O'Connor, M., & Rapkin, B. (2012). Sustaining CBPR partnerships to address health disparities in times of economic instability. <i>Journal of Health Care for the Poor and Underserved, 23</i>(4), 1527-1535.</p> <p>Pinto, R.M., da Silva, S.B., Penido, C., & Spector, A.Y. (2012). International Participatory Research Framework: triangulating procedures to build health research capacity in Brazil. <i>Health Promotion International, 27</i>(4), 435-444.</p> <p>Vines, A.I., Teal, R., Meyer, C., Manning, M., & Godley, P. (2011). Connecting community with campus to address cancer health disparities: a community grants program model. <i>Progress in Community Health Partnership, 5</i>(2), 207-212.</p> <p>Bogart, L.M., & Uyeda, K. (2009). Community-based participatory research: partnering with communities for effective and sustainable behavioral health interventions. <i>Health Psychology, 28</i>(4), 391-3.</p>

Week # Date	Class Topic	Assignments / Activities
<p>#12 4/14/16</p>	<p>Using CBPR to Promote Social Change and Healthy Public Policy</p> <p>a. Issues related to research quality, and program evaluation. (MK) (50)</p> <p>b. Discussion of feedback of course/team evaluation/group reflections (30)</p> <p>4:00-5:30 pm:</p> <p>d. Invited speakers:</p> <p>CBPR and health policy (90)</p>	<p><i>Field work</i></p> <p><u>Due:</u> <i>Weekly reading notes/questions</i> <i>CBPR field notes</i></p> <p><u>Complete draft of final projects:</u> <i>10-15 page complete CBPR proposal draft to include: aims, methodology, process, evaluation plan, sustainability, strategy, references. *See format in canvas and page 6 Syllabus.</i></p> <p><i>Action Proposal: 10-15 page complete draft to include: executive summary, statement of need, draft of project description (objectives, goals, methods, staffing, evaluation, sustainability) budget, organizational information, conclusion.</i></p> <p><i>Policy Analysis Report: See Canvas</i></p> <p><u>Speakers:</u> Raj Patel, Ph.D., Research Professor, Lyndon B Johnson School of Public Affairs at the University of Texas.</p> <p>Erin Lentz, Ph.D. Assistant Professor, Lyndon B Johnson School of Public Affairs at the University of Texas.</p> <p><u>Readings:</u> Minkler, chapters 17-20 Role of CBPR in Policy Advocacy; Using CBPR to promote Environmental Justice; Action Research with Hotel Cleaners; Food Security through Store Conversions (pages 307-366).</p> <p>Others: TBA (*from speakers)</p>

Week # Date	Class Topic	Assignments / Activities
#13 4/22/16	<p>Improving Quality of Research and Project Proposals</p> <p>a. Discussion of reading (30)</p> <p>b. Discussion questions to date (30)</p> <p>c. Teams share self-reflection journals, experiences of fieldwork, group troubleshooting (50)</p> <p>d. Team work (60)</p>	<p><i>Field work</i></p> <p><u>Readings:</u> Israel, et al, Ch. 14-19, Developing Guidelines for Dissemination; Collaborative Data Collection; Collaborative Mapping; Photovoice*; CBPR Food Policy; Environmental Justice (399-573)</p> <p><i>(*NOTE chapter 17 p. 489-517 is optional (as is redundant with previously read chapter 11, Minkler)</i></p>
#14 4/28/16	<p>Practice session for final public forum:</p> <p>a. Discuss Student Questions (20)</p> <p>3:00-4:30:</p> <p>b. Practice presentations of final projects, group feedback from all participants (90)</p> <p>c. Work sessions with teams and faculty for individualized feedback (60)</p>	<p><u>Due:</u> <i>Weekly reading notes/questions CBPR field notes</i></p> <p><i>Practice presentations, final feedback given by class and Dr. Kim and Dr. Smith</i></p>
#15 5/5/16	<p>Community Health Dialogue: Making CBPR Sustainable: Next Steps and Strategies</p> <p>2:30-3:20: Group reflection, feedback, seminar evaluation (50)</p> <p>3:30-5:30: Public Forum: Student and CBO team presentations in public forum</p> <p>5:30: Celebration and reception</p>	<p><u>Due:</u> <i>Final projects due and presented with CBO partner team to public forum.</i></p> <p>Public Forum</p> <p>Celebration, Evaluation and Next Steps</p>

Selected Applicable Course, School, and University Policies

All courses at UT-Austin must adhere to all university policies. The following policies are included for your convenience.

THE UNIVERSITY OF TEXAS HONOR CODE. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

UNANTICIPATED DISTRESS. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at [512-471-3515](tel:512-471-3515) or online at www.utexas.edu/student/cmhc/.

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

POLICY ON SCHOLASTIC DISHONESTY. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://deanofstudents.utexas.edu/sjs/>).

USE OF COURSE MATERIALS. The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

DOCUMENTED DISABILITY STATEMENT. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://ddce.utexas.edu/disability/how-to-register-with-ssd/>.

RELIGIOUS HOLIDAYS. By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

TITLE IX REPORTING. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Students who report incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct to faculty, instructors, and/or staff who supervise students, will be provided a list of University resources. If the incident is impacting the academic environment, a report will be provided to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

CLASSROOM CONFIDENTIALITY. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS. Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for

university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin’s policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

SAFETY. As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

BEHAVIOR CONCERNS ADVICE LINE (BCAL). If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual’s behavior. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call [512-232-5050](tel:512-232-5050) or visit <http://www.utexas.edu/safety/bcal>.

EMERGENCY EVACUATION POLICY. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor’s instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.