

**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
**PHC 6937: Community-Based Participatory Research**  
**Section Number: 2C56**

Fall 2017

**Delivery Format: Online**  
**Course: <http://lss.at.ufl.edu>**

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Office Hours: By appointment

Preferred Course Communications: You have email on the course site under the "Inbox" tool. This is the preferred method of communication, and this is how I will contact you if necessary. I only check the course website once daily, if you have questions or need to contact me in a more timely fashion please contact me using my [shapiroj@ufl.edu](mailto:shapiroj@ufl.edu) account.

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**Prerequisites:** Admitted, in good standing, to the Masters of Public Health program at the University of Florida. No other pre-requisites apply.

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## **PURPOSE AND OUTCOME**

### **Course Overview:**

The goal of this course is to provide participants with an overview of theories, principles, and strategies associated with Community-Based Participatory Research (CBPR) in public health. This introductory course on CBPR is intended for graduate students and community practitioners interested in adding CBPR to their repertoire of effective approaches to understanding and addressing social and health disparities in public health.

*Community-based participatory research is a "collaborative approach to research that equitably involves all partners in the research process and recognizes the unique strengths that each brings. CBPR begins with a research topic of importance to the community, has the aim of combining knowledge with action and achieving social change to improve health outcomes and eliminate health disparities."*

WK Kellogg Foundation Community Health Scholars Program

We will explore topics such as the purpose and applications of CBPR; partnership formation and maintenance; issues of power, trust, race, and class; ethical issues; and CBPR's relationship to cultural knowledge systems.

Active engagement in the course will provide participants with the knowledge and skills necessary to co-develop and participate in CBPR projects, as well as a critical awareness of the advantages and limitations of CBPR. The course will reflect an interdisciplinary perspective while using CBPR's philosophical commitment to co-teaching and co-learning.

This course is not a methodology course. CBPR is an *approach* to conducting research that is amenable to a variety of research designs and methodologies. This course focuses on the CBPR approach to research and will not cover topics such as survey design, quantitative methods, qualitative

methods, focus groups, community needs assessment procedures, etc.

As a model of the participatory approach, the course content will be responsive to needs and expressed interests of students, within the broad categories of topics aligned within course objectives.

## Course Objectives and/or Goals

- 1) At the end of this course, you should be able to:
  - a. Describe the conceptual and philosophical roots of community-based public health research.
  - b. Compare various approaches to community-based research.
  - c. Explain the process and challenges of forming, maintaining and sustaining partnerships with communities for CBPR.
  - d. Explore CBPR as a strategy to address social justice, policy or systems change issues
  - e. Assess the ethical challenges in co-conducting research with communities.
  - f. Explain the positions of CBPR proponents and critics.
  - g. Evaluate the importance of governance structures, cultural humility/cultural competency, and participatory evaluation in the design and implementation of CBPR as strategies to address power dynamics and ethical issues appropriately.
  - h. Conduct an analysis on a CBPR research project.

## Instructional Methods

- 1) Lectures: are for general orientation. Students are responsible for all the material presented in the course and assigned readings.
- 2) Readings and Resources: Supplementary readings and resources will be posted in the course. The reading list may be supplemented during the course.
- 3) Assessments: A variety of assessments will be used in this course, including but not limited to discussions, assignments, journal club presentations, final projects, written critiques, community agency interview and exams.

*What is expected of you?*

You are expected to actively engage in the course throughout the semester. Your participation fosters a rich course experience for you and your peers that facilitate overall mastery of the course objectives.

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## DESCRIPTION OF COURSE CONTENT

### Getting Started

To start this course you **MUST** open the “Modules” tool in the course and complete the Getting Started Module. In order to successfully complete this module, you **MUST** earn a 100% score on the Syllabus Quiz. The other course modules will **NOT** open until you have done this. If you do not receive a 100% score, please review the feedback on your quiz attempt and retake as soon as possible. This is an important element to insure that all students are aware of the curriculum requirements for this course. If you have **ANY** difficulty with this quiz, please send an email in the course to “All Teachers” as soon as possible using the “Inbox” tool.

The first assignment in this course is Discussion Board 1 – Introduce yourself. This is a graded assignment

to allow the instructor and students to get to know each other better. Please complete this as soon as possible, but no later than August 28<sup>th</sup>.

After successful completion of the syllabus quiz, the remaining modules will open. Please click on “Modules” tool and start with “Week 1”. Here you will find the course materials that will take you through to the last week of the course.

## Topical Outline/Course Schedule

Week/Date	Elements
Week 1 8/21-8/28	<ul style="list-style-type: none"> <li>➤ <b>Topics: (1) Introduction to the course and Review Syllabus (2) Historical and Theoretical Foundations of CBPR</b></li> </ul> <p><b>Lectures:</b></p> <ul style="list-style-type: none"> <li>➤ Introduction to course</li> <li>➤ Introduction to each other</li> <li>➤ Historical and Theoretical Foundations of CBPR</li> </ul> <p><b>Assigned Readings:</b></p> <p>(1) Guta, A., Flicker, S., &amp; Roche, B. (2013). Governing through community allegiance: a qualitative examination of peer research in community-based participatory research. <i>Critical Public Health</i>, 23(4), 432-451. <a href="http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3827674/">http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3827674/</a></p> <p>(2) Wallerstein, N., &amp; Duran, B. (2006). Using Community-Based Participatory Research to Address Health Disparities. <i>Health Promotion Practice</i>, 7(3), 312-323. <a href="http://hpp.sagepub.com/content/7/3/312.long">http://hpp.sagepub.com/content/7/3/312.long</a></p> <p><b>Discussion Boards:</b></p> <ul style="list-style-type: none"> <li>➤ Discussion Board 1: Introduction: Please introduce yourself to your fellow classmates. Include: Name, area of experience, what “community(ies)” do you belong to (<b>mandatory discussion board for all students</b>)</li> </ul>
Week 2 8/29-9/4	<ul style="list-style-type: none"> <li>➤ <b>Topic: (1) Principles of CBPR (2) Template for your Journal Club presentation (3) Journal Club- by Jerne</b></li> </ul> <p><b>Lectures:</b></p> <ul style="list-style-type: none"> <li>➤ Principles of CBPR</li> <li>➤ Template for your Journal Club presentation</li> <li>➤ Example of Journal Club presentation (New one recorded spring 2017)</li> </ul> <p><b>Assigned Readings:</b></p> <p>Tamar Ringel Kulka, MD, MPH, Elizabeth Jensen, MPH. Community based participatory research of breastfeeding disparities in African American women. <i>Infant and Adolescence Nutrition</i>, Aug 2011. <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3543999/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3543999/</a></p> <p><b>Assignment Due:</b></p> <ul style="list-style-type: none"> <li>➤ Sign up to critique Journal Club article by 9/4</li> </ul>

<p>Week 3 9/5-9/11</p>	<p><b>Topics: (1) Ethics in CBPR; (2) Challenges and Opportunities with CBPR</b></p> <p><b>Lectures:</b></p> <ul style="list-style-type: none"> <li>➤ Ethics in CBPR</li> <li>➤ Challenges and Opportunities with CBPR</li> </ul> <p><b><u>Assigned Readings:</u></b></p> <p>Friedman Ross, L., Loup, A., Nelson, R., Botkin, J., Kost, R., Smith, G., et al. (2010). The challenges of collaboration for academic and community partners in a research partnership: Points to consider. <i>J Empir Res Hum Res Ethics</i>, 5(1), 19-31. doi:10.1525/jer.2010.5.1.19. <a href="http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2946316/">http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2946316/</a></p> <p>Not a JC article: Elena M. Bastida, Tung-Sung Tseng, Corliss McKeever and Leonard Jack, Jr Ethics and Community-Based Participatory Research: Perspectives from the Field Health. <i>Promot Pract</i> 2010 11: 16. (don't use as a JC article next year) <a href="http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3012623/">http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3012623/</a></p> <p><b><u>Activities:</u></b></p> <ul style="list-style-type: none"> <li>➤ Ethical Issues</li> </ul>
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**Section 2: Getting Started: The Role of the Community and the Researcher**

<p>Week 4 9/12-9/18</p>	<p><b>Topics: (1) The Role of the Community in CBPR and The Role of Scholars in CBPR</b></p> <p><b>Lectures:</b></p> <ul style="list-style-type: none"> <li>➤ The Role of Community and The Role of Scholars</li> <li>➤ Journal Club (first day presentations begin)</li> </ul> <p><b><u>Assigned Readings:</u></b></p> <p>Jumper-Reeves, L., Dustman, P., Harthun, M., Kulis, S., Brown, E. (2013). American Indian cultures: How CBPR illuminated intertribal cultural elements fundamental to an adaptation effort. <i>Prev Sci</i>, [Epub ahead of print 15 February 2013] PMID 23412946. <a href="http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3726553/">http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3726553/</a></p> <p>Uyeda, K., Bogart, LM., Hawes-Dawson, J., Schuster, MA. (2009). Development and implementation of a school-based obesity prevention intervention: Lessons learned from community-based participatory research. <i>Prog. Community Health Partnership</i>, 3(3), 249-255. doi:10.1353/cpr.0.0085. <a href="http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2848487/">http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2848487/</a></p> <p><b><u>JC Discussions:</u></b></p> <ul style="list-style-type: none"> <li>➤ After watching the Journal Club presentations. Reply to at least one of the three posted questions.</li> </ul>
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<p>Week 5 9/19-9/25</p>	<p><b>Topic: Working with Minority and Special Populations in Research</b></p> <p><b>Lectures:</b></p> <ul style="list-style-type: none"> <li>➤ Guest Lecturer on Culture Competency: Heidi Saliba, CMPE. Assistant Director, Communications &amp; Training, UF Pediatric</li> </ul>
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	<p>Integrated Care System (Ped-I-Care)</p> <ul style="list-style-type: none"> <li>➤ Journal Club</li> </ul> <p><b>Assigned Readings:</b>  Shiramizu, B., Milne, C., Terada, K., Cassel, K., Matsuno, RK., Killeen, J. et al. (2012). A community-based approach to enhancing anal cancer screening in Hawaii’s HIV-Infected ethnic minorities. <i>J AIDS Clin Res</i>, 3(6). doi:10.4172/2155- 6113.1000162.  <a href="http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3614361/">http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3614361/</a></p> <p>Ritchie, SD., Wabano, MJ., Beardy, J., Curran, J., Orkin, A., Vanderburgh, D. et al. (2013). Community-based participatory research with Indigenous communities: The proximity paradox. <i>Health and Place</i>, 24, 183 189. <b>See Course Reserves to read the article.</b></p> <p><b>JC Discussions:</b></p> <ul style="list-style-type: none"> <li>➤ After watching the Journal Club presentations. Reply to at least one of the three posted questions.</li> </ul>
<p>Week 6 9/26-10/2</p>	<p><b>Topic: Working with Minority and Special Populations Continued</b></p> <p><b>Lectures:</b></p> <ul style="list-style-type: none"> <li>➤ Journal Club</li> <li>➤ Watch: Ted Talk “Cultural Humility: People, Principles and Practices” 2010 <a href="http://www.youtube.com/watch?v=SaSHLbS1V4w">http://www.youtube.com/watch?v=SaSHLbS1V4w</a></li> <li>➤ Watch: The Danger of the Single Story: Chimamanda Ngozi Adichie  <a href="http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story.html">http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story.html</a></li> </ul> <p><b>Assigned Readings:</b>  Nicolaidis, C., Raymaker, D., McDonald, K., Dern, S., Ashkenazy, E., Boisclair, C. et al. (2011). Collaboration strategies in nontraditional community-based participatory research partnerships: Lessons from an academic-community partnership with autistic self- advocates. <i>Prog. Community Health Partnersh</i>, 5(2), 143-150. doi:10.1353/cpr.2011.0022.  <a href="http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3319698/">http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3319698/</a></p> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>➤ <b>One page reflection paper on:</b> “How have you experienced the “single story” issue either as the recipient or the imposer of the single story?”</li> </ul> <p><b>JC Discussions:</b></p> <ul style="list-style-type: none"> <li>➤ After watching the Journal Club presentations. Reply to at least one of the three posted questions.</li> </ul>
<p>Week 7 10/3-10/9</p>	<p><b>Topic: Developing and Maintaining Partnerships</b></p> <p><b>Lectures:</b></p> <ul style="list-style-type: none"> <li>➤ Developing Community Partnerships and Helping Make the Glue Stick</li> <li>➤ Journal Club</li> </ul> <p><b>Assigned Readings:</b>  Corbie-Smith, G., Adimora, A., Youmans, S., Muhammad, M.,</p>

	<p>Blumenthal, C., &amp; Ellison, A. et al. (2011). Project GRACE: A staged approach to development of a community-academic partnership to address HIV in rural African American communities. <i>Health Promot Pract</i>, 12(2), 293-302. doi:10.1177/1524839909348766. <a href="http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3063323/">http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3063323/</a></p> <p>Rhodes, SD., Tanner, A., Duck, S., Aronson, RE., Alonzo, J., &amp; Garcia, M. et al. Female sex work within the rural immigrant Latino community in the southeast United States: An exploratory qualitative community-based participatory research study. <i>Prog Community Health Partnersh</i>, 6(4), 417-427. doi:10.1353/cpr.2012.0054. <a href="http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3593097/">http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3593097/</a></p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>➤ Community Partnership Exercise</li> </ul> <p><b>JC Discussions:</b></p> <ul style="list-style-type: none"> <li>➤ After watching the Journal Club presentations. Reply to at least one of the three posted questions.</li> </ul>
<b>Section 3: Community Assessment and Issue Selection</b>	
<p>Week 8 10/10-10/16</p>	<p><b>Topic: CBPR Community Assessment</b></p> <p><b>Lectures:</b></p> <ul style="list-style-type: none"> <li>➤ Community Assessment</li> <li>➤ Journal Club</li> </ul> <p><b>Assigned Readings:</b></p> <p>Not a JC article: Shahandeh, KH., Majdzadeh, R., Jamshidi, E. &amp; Loori, N. (2012). Community capacity assessment in preventing substance abuse: A participatory approach. <i>Iranian J Publ Health</i>, 41(9), 48-55. <a href="http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3494215/">http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3494215/</a></p> <p><b>JC Discussions:</b></p> <ul style="list-style-type: none"> <li>➤ After watching the Journal Club presentations. Reply to at least one of the three posted questions</li> </ul>
<b>Section 4: Methodological Considerations in Conducting CBPR</b>	
<p>Week 9 10/17-10/23</p>	<p><b>Topic: CBPR Research Methods</b> <b>Guest Lecturer- Suzanne Dolwick, PhD, MPH</b></p> <p><b>Lectures:</b></p> <ul style="list-style-type: none"> <li>➤ CBPR Research Methods</li> <li>➤ Journal Club</li> </ul> <p><b>Assigned Readings:</b></p> <p>Not a JC article. Margaret W Leung, Irene H Yen, and Meredith Minkler. Community-based participatory research: a promising approach for increasing epidemiology's relevance in the 21st century. <i>International Journal of Epidemiology</i> 2004;33:499–506 <a href="http://ije.oxfordjournals.org/content/33/3/499.full">http://ije.oxfordjournals.org/content/33/3/499.full</a> (Links to an external site.)</p>

	<p><b><u>JC Discussions:</u></b></p> <ul style="list-style-type: none"> <li>➤ After watching the Journal Club presentations. Reply to at least one of the three posted questions.</li> </ul>
Week 10 10/24-10/30	<p><b>Use this week to work on your interview papers</b></p> <p><b>Assignment Due:</b> Interview papers due by 10/30</p>
Week 11 10/31-11/6	<p><b>Topic: Qualitive Methods</b> <b>Guest Lecturer- Ryan Theis, MPH, PhD</b></p> <p><b>Lectures:</b></p> <ul style="list-style-type: none"> <li>➤ <b>Qualitive Methods</b> Guest Lecturer- Ryan Theis, MPH, PhD</li> <li>➤ Journal Club</li> </ul> <p><b><u>Assigned Readings:</u></b> Suzanne B. Cashman, ScD, Sarah Adeky, BA, Alex J. Allen III, MSA, et al. The Power and the Promise: Working With Communities to Analyze Data, Interpret Findings, and Get to Outcomes. Public Health, Aug 2008, vol 98, No 8. Pp. 1407-1417 <a href="http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2446454/">http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2446454/</a> (Links to an external site.)</p> <p><b><u>JC Discussions:</u></b></p> <ul style="list-style-type: none"> <li>➤ After watching the Journal Club presentations. Reply to at least one of the three posted questions</li> </ul>
<b>Section 5: Capacity Building, Sustainability and Dissemination</b>	
Week 12 11/7-11/13	<p><b>Topic: Capacity Building and Sustainability</b></p> <p><b>Lectures:</b></p> <ul style="list-style-type: none"> <li>➤ Capacity Building and Sustainability</li> <li>➤ Journal Club</li> </ul> <p><b><u>Assigned Readings:</u></b> Minkler, M., Vasquez, VB., Warner, JR., Steussey, H., &amp; Facente, S., (2006). Sowing the seeds for sustainable change: a community- based participatory research partnership for health promotion in Indiana, UAS and its aftermath. <i>Health Promotion International</i>, 21(4), 293-300. <a href="http://heapro.oxfordjournals.org/content/21/4/293.long">http://heapro.oxfordjournals.org/content/21/4/293.long</a></p> <p><b><u>JC Discussions:</u></b> After watching each Journal Club presentations. Reply to at least one of the three posted questions</p>
Week 13 11/14-11/20	<p><b>Topic: Dissemination and Application of CBPR Results</b></p> <p><b>Lecture:</b></p> <ul style="list-style-type: none"> <li>➤ Dissemination and Application of CBPR Results</li> </ul> <p><b><u>Assigned Readings:</u></b> Miller, PK., Waghiyi, V., Welfinger-Smith, G., Byrne, SC., Kava, J., &amp; Gologergen, J. et al. (2013). Community-based participatory research</p>

	<p>projects and policy engagement to protect environmental health on St. Lawrence Island, Alaska. <i>Int J Circumplor Health</i>, 72:21656. <a href="http://dx.doi.org/10.3402/ijch.v72i0.21656">http://dx.doi.org/10.3402/ijch.v72i0.21656</a>.</p> <p>Not a JC article. Peggy G. Chen, MD, MSc, MHS, Nitza Diaz, PhD, MS, Georgina Lucas, MSW, Marjorie S. Rosenthal, MD, MPH. Dissemination of Results in Community-Based Participatory Research. <i>Am J Prev Med</i> 2010;39(4):372–378. <b>See Course Reserves to read the article. Keep as a good article to read but do not use as a JC article- not a project.</b></p> <p><b>JC Discussions:</b></p> <ul style="list-style-type: none"> <li>➤ After watching the Journal Club presentations. Reply to at least one of the three posted questions</li> </ul>	
<p>Week 14 11/21-11/27</p>	<p><b>Project Due:</b> Final Project- CBPR Case Study due by 11/21</p> <p><b>Class Activities:</b></p> <ul style="list-style-type: none"> <li>➤ <b>‘Mock pot luck’</b> since we are unable to celebrate in person I’m asking that you participate in the spirit of the event. Potlucks are events where everyone brings a premade dish from home that is shared with the group. Please take a minute and share one of your family’s favorite recipes with the class via the discussion board.</li> </ul>	
<p>Week 15 11/28-12/3</p>	<p><b>Final Exam</b></p> <ul style="list-style-type: none"> <li>➤ Available from Nov 30-Dec 3</li> </ul>	

### Course Materials and Technology

#### 1. Lectures – provide a general overview of each topic.

#### 2. Required readings and materials

- A. Supplemental readings will be assigned for lectures and are posted by topic under the course schedule.
- B. Required material: Students enrolled in this course must have a working webcam and microphone for taking exams (see exams section of syllabus).

**3. Examination:** Students are expected to take the examination on the scheduled date and time. There will be a two-hour final exam worth 10% of your final grade. Exams will be administered in Canvas with a proctoring service (See below).

This course will be utilizing the services of ProctorU as proctoring service for the exams in this course. This service is a user-friendly system, but you must follow these guidelines to register and take your exams:

- Students must register for a time slot for their course exams with ProctorU starting the second week of the semester, but no later than 3 days prior to an exam. You will register for your exams at [www.proctoru.com](http://www.proctoru.com). Their website will describe how you register and log on for your exam. Your exams will be taken in your canvas course, but only ProctorU will be able to open the exam for you.
- Exams will be available via ProctorU 8:00AM – midnight (Eastern time) from Monday through Sunday during the exam period only on the days the exams are scheduled in this course.

➤ Students will need to have a microphone and webcam in place during the test-taking period. An inexpensive webcam and mic will work fine. Students will NOT be allowed to take an exam without a webcam. (Note: a microphone and webcam are program requirements for our online programs, see computer requirements on our program website)

➤ Students will be asked to show 1 or 2 forms of ID with a picture and ask some questions as part of their public record for identification purposes.

➤ Exams may be taken at a student's home, but students must plan to take their exams in an environment where other people are not in the room with the student during the exam. No phones, no other computers/tablets, no TV. See the "Taking Exams" document posted in the tool column in your course site for more information on taking exams in this course.

#### 4. Discussion Boards:

1) The first mandatory discussion board is due the first week of class; this is for you to **introduce yourself to the class**. (5% of your discussion board grade)

2) **Mock potluck**: in the essence of community building the in person spring semester class will be hosting a potluck (an event where everyone attending brings a dish to share). Since this bonding and unifying community event is not available to the online format. In its place I would like each student to submit a favorite family recipe. This is worth 5% of your discussion board grade.

3) The rest of the discussion boards are designed for **discussion on specific topics**. These are optional discussion boards; it is your choice to post to these. If you do choose to post it must be something that is appropriate to the topic. There is also a general discussion board section, an assignment and project discussion board section, timely topic discussion boards, and a board to discuss the exam. These discussion boards are not for grades but to assist you in the course.

#### 5. Journal Club Assignments:

- 1) Each student will facilitate one journal clubs (JC) throughout the semester. Students will select one article from the list of required course readings. Students should submit their article selections on the sign up board by September 4<sup>th</sup>. View the JC example provided and watch the lecture on how to conduct the critique.

You will take the role of Facilitator. In this capacity, the student will lead the class in a review of the assigned article by recording themselves and then having your fellow classmates observe your critique. Each critique will need to include: the goals of the article, its use of CBPR principles, its strengths and weaknesses, implications for CBPR and directions for future research. As part of this assignment, the facilitator will prepare three thoughtful questions based on the article and will then use these questions to lead the journal club discussion. The Facilitator will lead the discussion by posting their questions at the end of their presentation and again on the class Discussion Board. Students will answer one question using the Discussion Board on the course website. Facilitators are expected to moderate the discussion and reply appropriately.

Critiques should be ~20 mins long and must be posted on YouTube the Sunday before we discuss them in the course. Post the link and title of your presentation by your name and the article you are reviewing on the discussion board. JC is worth 15% of your grade.

- 2) Journal Club Discussion- Each student is required to: 1) read the assigned weekly articles, 2) to watch the Facilitators presentations on YouTube and 3) then reply to one of the three questions that each facilitator posts during the week (you must reply to one question from each journal club article) on the

assigned discussion board. The discussion answers are worth 10% of your grade and will be graded on the quality of your post.

## 6. Community Agency Interview Reflection Paper

The purpose of this interview is to:

- Understand the role of community partners in CBPR
- Explore the perceptions of community agencies on CBPR
- Provide experience using qualitative methods to derive community opinions and perspectives

Students are expected to accomplish the following activities:

- Interview a representative from a community agency that utilizes CBPR to determine:
  - Their perspective on CBPR
  - Their definition of the role of community agencies/partners in CBPR
  - Their experience working collaboratively with academic partners
  - Their perspective on community-academic approaches to solving health issues
  - Their opinions on how policymakers can work more closely with the community and academic partners to solve health issues.

Interview papers should be completed by October 30th. Be sure to plan your interview well in advance (months) as it may be very challenging to coordinate your schedule with those of busy individuals.

Provide a reflection paper on the interview (3-4 double-spaced pages with a minimum of 12-point font). Your reflection paper should include:

- Summary of the interview, including an explanation of the community agency's mission and goals; brief description and background of the community representative being interviewed; and interview format and protocol.
- Discussion of the questions you asked and the responses provided
- Your personal feelings and reaction to the interview – both intellectual (do you think the interview exposed you to important policy issues and processes related to community health and CBPR?) and emotional (how did the interview make you feel?)

This project is worth 15% of your final grade. More detailed information can be found on the class website under Assignments.

## 7. Final Project- CBPR Case Study

- 1) This assignment will consist of an oral presentation on a CBPR case study of the student's choice. The presentation should be ~20mins long and will be posted on YouTube. Each student must do a unique case study, please sign up for which case study you are choosing on the class discussion board so there are no duplications. The project will be worth 20% of your grade. Please see the Assignment section on the course website for more details.

Assessment of the final presentation will be based on the following components

- Background and discussion of community health concern
- Description of the Community-Academic Partnership and project goals
- CBPR approach and methods
- Review of processes and outcomes
- Dissemination and next steps
- Conclusion and assessment of strengths and weaknesses

## 8. Class Activities-

Class activities will be assigned throughout the semester. Follow the directions for each activity under the Assignment tool on the course website. Each activity is worth 5% of your final grade.

9/11	Ethical Issues
10/2	Reflection paper on: The Danger of the Single Story: Chimamanda Ngozi Adichie
10/9	Community Partnership Exercise

For technical support for this class, please contact the UF Help Desk at:

- [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu)
- (352) 392-HELP - select option 2
- <https://ss.at.ufl.edu/help.shtml>

## ACADEMIC REQUIREMENTS AND GRADING

### Grading

Requirement	Due date	Percent of final grade (% must sum to 100%)
Class Discussion Boards	8/28 11/27	10% (5% for each topic)  Introduction Mock Potluck Recipe
Class Activities	9/11 10/2 10/9	15% (5% for each activity)  Ethical Issues Reflection paper on: The Danger of the Single Story Community Partnership Exercise
Journal Club Discussion	Weekly	10%
Journal Club Presentation	See schedule for deadlines	15%
Community Agency Interview Reflection Paper	October 30	15%
Final Project	November 21th	20%
Final Exam	November 30-December 3	15%

Point system used (i.e., how do course points translate into letter grades).

<b>Points earned</b>	93 - 100	90 - 92	87 - 89	83 - 86	80 - 82	77 - 79	73 - 76	70 - 72	67 - 69	63 - 66	60 - 62	Below 60
<b>Letter Grade</b>	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

Please be aware that a C- is not an acceptable grade for graduate students. In addition, a grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A.

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:

<http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

#### **Policy Related to Make up Exams or Other Work:**

**Requirements:** Students are responsible for all course material, including reading all required materials prior to each lecture. The course is conducted in eLearning and all assignments, course lectures, discussions, emails and exams will be delivered in this medium. Students are **required** to print a copy of the syllabus from the syllabus tool in the course. You must take a syllabus quiz and score a 100%. See the "Getting Started" section above. Students should also read your e-mail and announcements in the course several times a week. Please note that announcements and emails sent out from the course site will go to your UFL email address (versus your Google, Yahoo, etc.), please check this mail at <http://webmail.ufl.edu> regularly also. Students should also reference the calendar in the course to keep up with weekly deadlines.

**Make Ups:** If you are unable to meet a deadline in this course for a reason approved above and have given prior notification to the instructor when possible, you will be given adequate time to make up any coursework missed. All other missed or late work will receive a grade of zero. Make-up exams will be provided only in cases of excused absences or conflict during final exams per University policy and **MUST** be discussed with the instructor in advance. Make-up exams will differ from the regularly scheduled exam.

**Readings and Discussions:** Students should read the assigned readings prior to viewing course lectures and be prepared to discuss the material on course discussion boards.

Please note: Any requests for make-ups due to technical issues **MUST** be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You **MUST** e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

#### **Policy Related to Required Class Attendance**

**Attendance Policy:** Per the University of Florida, students are responsible for satisfying all academic objectives as defined by the instructor. Acceptable reasons for absence include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays and participation in official University activities such as music performances, athletic competition or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused. Remember that, when possible (i.e. extracurricular activities, official University activities, and religious holidays), **prior notification** of absence is required if the student plans to be given an extension on assignments. Even though this is an online course, students are expected to log on regularly and participate in the course.

All faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

## **STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT**

### **Expectations Regarding Course Behavior**

## **Communication Guidelines**

Preferred Course Communications: You have email on the course site under the "Inbox" tool. This is the preferred method of communication, and this is how I will contact you if necessary. You can adjust the settings to have all course mail forwarded to your regular email account so that you don't miss anything or forget to check. If you have questions, please contact me using this email option. If you are having problems and cannot use the course Inbox option, you may email me directly.

## **Academic Integrity**

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

**"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."**

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

**"On my honor, I have neither given nor received unauthorized aid in doing this assignment."**

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

## **Online Faculty Course Evaluation Process**

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

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## **SUPPORT SERVICES**

### **Accommodations for Students with Disabilities**

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

### **Counseling and Student Health**

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.

- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:  
Alachua County Crisis Center  
(352) 264-6789  
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

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