

## Community Involvement in Research HPAA 952

Doctor of Public Health Program in Health Leadership (DrPH)  
Department of Health Policy and Administration,  
School of Public Health  
University of North Carolina at Chapel Hill  
Chapel Hill, North Carolina, USA  
<http://www.sph.unc.edu/hpaa/drph.htm>

**Course Coordinator:** Michel D. Landry PT, PhD  
Assistant Professor, University of Toronto  
Adjunct Assistant Professor, UNC at Chapel Hill

**Contact Information:** Cell: 416-268-1555  
Email: [landrym@email.unc.edu](mailto:landrym@email.unc.edu)

**Credits:** 1 credit

**Course hours:** 9 hours

**Recommended Text:** Israel BA, Eng E, Schulz AJ, Parker EA. *Methods in Community Based Participatory Research for Health*. Jossey Bass, 2005

Israel et al. (1998) have defined Community-Based Participatory Research (CBPR) as a;

*“...collaborative approach to research that equitably involves, for example, community members, organizational representatives, and researchers in all aspects of the research process. The partners contribute unique strengths and shared responsibilities to enhance understanding of a given phenomenon and the social and cultural dynamics of the community, and integrate the knowledge gained with action to improve the health and well-being of community members”*

Others such the Agency for Healthcare Research and Quality have suggested the following; (<http://www.ahrq.gov/research/cbprrole.htm>)

*“Health-related research studies may develop new treatments or find ways to prevent disease. But it can take years before these treatments become available in most clinics, doctors' offices, or community health centers. This is especially true for disadvantaged communities, even when they are the subject of the research. There is a type of health care research that promises to directly benefit the people studied. This approach, Community-Based Participatory Research (CBPR), actively involves the community being studied in the research.*

*In CBPR, community-based organizations (CBOs) or groups (such as churches, church members, neighborhood organizations, community residents, and other social organizations) help researchers to recruit subjects. But they do more than that. Community-based organizations play a direct role in the design and conduct of the research...*

In this course we will draw upon relevant literature and guest speakers who will share their experience in the field of CBPR. Through the series of in-person and on-line courses we will explore the structure, process and outcomes of community involvement in the research process. In this particular course, we will address the following questions: 1. In what ways does the CBPR agenda fit within the public health's role of involving the community in health improvement? What are the central principles and best practices for partnerships with communities? Is this approach effective in reducing health disparities? What are the benefits (and barriers) of involving the community in the research process?

## Course Objectives

At the completion of this course, the participants will:

1. Be able to identify the basic principles of partnerships with communities and how these principles can be incorporated through the research process,
2. Critique and compare CBPR with traditional clinical and public health research paradigms,
3. Discuss whether involving the community is effective in overcoming ethical dilemmas in research with underserved groups and in reducing health disparities, and
4. Reflect on how one's professional career as a leader might incorporate partnership principles.

## Approach and Assignments

This course will be structured around readings, and 6 sessions (2 in-person, and 4 on-line). Each participant will be expected to have read the material prior to the session, and will be expected to actively participate in each session. The only written assignment in this course will be a briefing note (described below).

The briefing note will be worth 50% of the participants final grade, and is due by 5pm on Friday August 3<sup>rd</sup>, 2007.

### *The Briefing Note:*

Each participant will be required to write a 5-page briefing note. There are numerous formats that can be used in writing a briefing note, but they all have some commonalities: they are short (max 5 pages), concise (each word is used with efficiency), clear (include only material that matters), reliable (accurate, sound, and use of recent data), and readable (clear structure to the note).

In general, the briefing note for this class should be 5-pages (excluding references) long and specifically address the questions/issues asked in the scenario (Note: The scenario will be posted prior to class on July 17<sup>th</sup>, 2007). Please note that all sources must be referenced in this assignment.

A web search will generate multiple sources that can be used to structure and format this briefing note. Some helpful sites include the following:

<http://web.uvic.ca/~sdoyle/E302/Notes/WritingBriefingNotes.html>

<http://writingforresults.net/>

<http://writingcentre.dal.ca/tips4pa.html>

<http://www.commerce.usask.ca/faculty/backman/mba867/>

## Grading

There will be 3 separate components that will be combined to generate a final grade for each participant in this course.

1	Level of preparedness for sessions	25%
2	Quality of participation in sessions	25%
3	Briefing Note	50%
		100%

## UNC at Chapel Hill Honor Code

The principles of academic honesty, integrity, and responsible citizenship govern the performance of all academic work and student conduct at the University as they have during the long life of this institution. Your acceptance of enrollment in the University presupposes a commitment to the principles embodied in the Code of Student Conduct and a respect for this most significant Carolina tradition. Your reward is in the practice of these principles.

Your participation in this course comes with the expectation that your work will be completed on full observance of the Honor Code. Academic dishonesty in any form is unacceptable, because any breach in academic integrity, however small, strikes destructively at the University's life and work.

If you have any questions about your responsibility or the responsibility of faculty members under the Honor code, please consult with someone in either the Office of the Student Attorney General (966-4084) or the Office of the Dean of Students (966-4042).

Students should be sure to read "the Instrument of Student Judicial Governance" ([www.unc.edu/student/policies/isjg/](http://www.unc.edu/student/policies/isjg/))

## Class Sessions

Session #1: May 15th 2007  
1:15-2:45 pm (The Carolina Inn)

**Title:** An Introduction to the Process, Structure and Outcome of Involving the Community in Research

**Speaker:** Michel D. Landry PT, PhD

**Objectives:**

1. Identify the rationale and the increasing call by national and international organizations to involve the community in research and community health assessment through effective partnerships
2. Share and discuss the group's experience with community involvement and what each participant hopes to learn
3. Discuss the course objectives, expectations and assignment.

**Readings:**

None

Session #2: July 10<sup>th</sup>, 2007  
7:00-8:30 pm

**Title:** Assessing CBPR Research: A Practical Users' Guide

**Speaker:** Michel D. Landry PT, PhD

**Objectives:**

1. Identify the key components of CBPR research study
2. Assess the extent to which publications that have used CBPR as a methodology achieved their objectives
3. Address the issues of validity, reliability and generalizability of CBPR findings

**Readings:**

Agency for Healthcare Research and Quality (2004) AHRQ Evidence Reports. Chapter 99: Community-based Participatory Research: Assessing the Evidence. Available at URL:

<http://www.ncbi.nlm.nih.gov/books/bv.fcgi?rid=hstat1a.chapter.44133>.

Israel BA, eng E, Schultz AJ, Parker EA. Methods in Community Based Participatory Research for Health. Jossey Bass, 2005 – Chapters 1, 2 and 3.

Session #3: July 17<sup>th</sup>, 2007  
8:35-10:00 pm

**Title:** CBPR and Disability: Empowering Persons with Disabilities through Research

**Guest Presenter:** Djenana Jalovcic MPA, Associate Director International Centre for the Advancement of Community Based Rehabilitation (ICACBR), Queen's University, Kingston, Ontario, Canada (<http://meds.queensu.ca/icacbr/>)

**Readings:**

Krieger J, Allen C, Cheadle A, Ciske S, Schier JK, Senturia K, Sullivan M (2002) Using Community-Based Participatory Research to Address Social Determinants of Health: Lessons Learned from Seattle Partners for Healthy Communities. *Health Education & Behavior* 29; 361-382.

Leung MW, Yen IH, Minkler M (2004) Community-Based Participatory Research: A Promising Approach for Increasing epidemiology's Relevance in the 21<sup>st</sup> Century. *International Journal of Epidemiology* 33; 499-56

Session #4: July 24<sup>th</sup> 2007  
7:00-8:30 pm

**Title:** Case Study, Leadership and Sustainability of Community Health Partnerships

**Guest Presenter:** Bryan Weiner PhD, Associate Professor, Department of Health Policy and Administration, UNC-Chapel Hill.

**Readings:**

Alexander JA, Comfort ME, Weiner BJ, Bogue RJ (2001) Leadership in Collaborative Community Health Partnerships. *Nonprofit Management and Leadership* 12(2): 159-176.

Alexander JA, Weiner BJ, Metzger ME, Shortell SM, Bazzoli GJ, Hasnain-Wynia R, Sofaer S, Conrad DA (2003) Sustainability of Collaborative Capacity in Community Health Partnerships: A Proposed Model and Empirical Test. *Medical Care Research and Review* 60(4): 130S-161S.

Session #5: July 31<sup>st</sup> 2007  
8:35-10:00 pm

**Title:** Case Study - “We want a happy story”

**Guest Presenter:** Rebecca Wells PhD, Assistant Professor, Department of Health Policy and Administration, UNC-Chapel Hill.

**Readings:**

Wells R, Weiner B (2005) Outcomes of community health centre integration: A Balanced Scorecard assessment. *Health Services Management Research*. 18: 109-123.

Wells R, Weiner B (Forthcoming) Adapting a model of alliance evolution to the health care sector. *Medical Care Research and Review*.

Session #6: Week of August 13<sup>th</sup> 2007

**Time:** TBA (The Carolina Inn)

**Title:** Personal Reflections and Critique of CBPR at the Local, National and International Levels.

**Presenter:** Michel D. Landry PT, PhD

**Objectives:**

1. Each participant will have 5-10 minutes to informally present the main recommendations from their briefing note assignment
2. Group discussion regarding CBPR
3. Final thoughts, and course conclusion

**Readings:** None

## Some other useful references

- Blumethal D (2003) Academic-industrial relationships in the life sciences. *New England Journal of Medicine*. 349(25): 2452-2458.
- Corbie-Smith G, Thomas ST, Williams MV, Moddy Ayers S (1999) Attitudes and Beliefs of African Americans Towards Participation in Medical Research. *Journal of General Internal Medicine* 14(9): 537-545.
- Ethical goals of community consultation in research. *American Journal of Public Health* 95(7): 1123-27.
- Green LW, Mercer SL (2001) Can public health researcher and agencies reconcile the push from funding bodies and the pull from communities? *American Journal of Public Health* 91(2): 19265-1929
- Greensborough AHEC Community Research Centres. [www.gahec.org/echo](http://www.gahec.org/echo)
- Hatch J, Moss N, Saran A, Presley-Cantrell L, Malory C (1993) Community Based Research partnerships: participating in Black Communities. *American Journal of Preventive Medicine* 9 (suppl): 27-31.
- Israel BA, Schulz AJ, Parker EA, et al. Review of community-based research: assessing partnership approaches to improve public health. *Annu Rev Public Health* 1998. 19:173-202.
- Nelson J, Gould J (2005) Hidden in the mirror: a reflective conversation about research with communities. *Reflective Practice* 6(3): 327-339.
- Pritchard IA (2002) Travelers and trolls. Practitioner research and Institutional Review Boards. *Educational Researcher* 31(3): 3-13.
- Seifer SD, Calleson DC ( ) Health Professional faculty perspectives on community-based research: implications for policy and practice. *Journal of Interprofessional Care* 18(4): 416-426.
- Schon D (1995) The New Scholarship Requires a New epistemology. *Change* 27(6): 26
- Stoeker R (1999) Are Academics Irrelevant? Roles for scholars in participatory research. *American Behavioral Scientist* 42(5): 850-854.
- W.K. Kellogg Foundation Community Health scholar website. [www.sph.umich.edu/chsp/](http://www.sph.umich.edu/chsp/)
- Wang CC, Cash JL, Powers LS (2000) Who knows the streets as well as the homeless? Promoting personal and community action through photovoice. *Health Promotion Practice* 1(1): 81-90.
- Wells C, Levin R et al (2002) Community health centre-led networks: Cooperating to compete. *Journal of Healthcare Management* 47(6): 376-389.
- Wells S, Ford E, Holt M, McClure J, Ward A ( ) building capacity for action in rural community-based coalitions. *Journal of Health Education and Behavior*.
- Wells R, Ford E, Holt M, Lucore J, ward A (2004) Tracing the evolution of pluralism in two community-based coalitions. *Health Care Management Review* 29(4): 329-343.
- Wildridge V, Childs, Cawthra L, Madge B (2004) How to create successful partnerships: A review of the literature. *Health Information Library Journal*. Suppl 1: 3-19.