

**Community, Social Justice, and Health Equity Research for Action  
Chc/Lat 152B**

**Winter 2018**

**Course Day & Time:**

**Course Location:**

**Canvas Site\*: (\*CHECK PERIODICALLY FOR ANNOUNCEMENTS)**

**Instructor's Office Hours:** Anteater Instruction & Research Building, Room 2026

**INSTRUCTOR**

Dr. Alana M.W. LeBrón, PhD, MS

Assistant Professor, Program in Public Health & Department of Chicano/Latino Studies

Anteater Instruction & Research Building, Suite 2020, 2<sup>nd</sup> Floor, Room 2026

Mailbox: Room 2181, 2<sup>nd</sup> Floor

Email: [alebron@uci.edu](mailto:alebron@uci.edu)

**TEACHING ASSISTANTS**

**Name**

**[Email](#) | Office Hours: | Social Science Tower Room 311 (3<sup>rd</sup> Floor)**

**Name**

**[Email](#) | Office Hours: | Social Science Tower Room 311 (3<sup>rd</sup> Floor)**

**COURSE DESCRIPTION**

This course focuses on community as a unit of identity, community wellbeing, and social justice perspectives and initiatives to promote community health. Through discussions with community leaders working on social justice and health equity initiatives, a quarter-long team project, and class discussion of course readings and case examples, this class addresses community change and improvements in community wellbeing, with a focus on health equity research for action.

The involvement of community members in community needs assessment, evaluation, research and scholarship has emerged in a variety of fields and sectors. Recognizing that community members are best positioned to understand and identify opportunities to promote community and individual well-being, there is a growing interest in the involvement of community members in social science and public health research, scholarship, practice, and teaching. This course focuses on theories, models, and scholarly debates regarding strategies that community members, scholars, and practitioners may engage to conduct collaborative research that leads to community change and improvements in community health and wellbeing, with a focus on community-based participatory research with Latina/o communities. Such efforts often call for clarifications and/or redefinitions of: researchers' roles and methods, the knowledge development roles of participating community members, and the varying meanings of "community."

This course involves upper level undergraduate students representing different disciplines. Students will be encouraged to share and reflect on their backgrounds and prior experiences. This participatory and interdisciplinary process also creates a mechanism for developing our knowledge of such methods.

© Alana LeBron 2016-2017. With thanks to the Healthy Environments Partnership, Drs. Amy Schulz, Ryan Lugalía-Hollon, and Amanda Alexander for their contributions.

The course is organized around themes central to the conceptualization and practice of community-based participatory research. These themes reflect contrasting and sometimes conflicting ways of thinking about collaboration, assessment, research, and scholarship methodologies. The focus of the course is around how these themes can be translated into the creation of community-responsive research. Central themes include the following:

- What are the approaches to community-engaged research? How does community-based participatory research differ from other approaches in defining the issue, gathering information, and using results to promote social change and equity?
- How do community members and scholars or practitioners collaborate in the process of knowledge development? What are the research methods (e.g., quantitative and qualitative) and steps in the process? What issues or challenges arise from this type of work?
- How can community-based participatory research be an empowering process for scholars, practitioners, and communities? What difference does it make and for whom?

Each of these themes is covered over the course of the quarter. Exploration of each theme will include lecture, group exercises, group assignments, and class discussions focused on comparing, contrasting, and integrating the issues raised that represent different voices, perspectives, disciplines, and sectors.

## STUDENT LEARNING OUTCOMES

### By the end of this course:

1. The student will be able to **define community-based participatory research** and **explain the rationale for its use** in addressing social and/or health challenges **by reflecting on the experiences of communities traditionally disenfranchised from research processes and proposing a community-academic research partnership** in their group paper as part of a given case study.
2. The student will be able to **explain the phases and core principles of CBPR** and **the apply these principles by proposing strategies to develop, maintain, and evaluate a community-academic research partnership** in their group paper as part of a given case study.
3. The student will be able to **discuss the role of the partners involved in the research process (e.g., discussion, planning, implementation, analysis, feedback, interpretation, dissemination, and application of research results)** by incorporating these strategies into their group paper as part of a given case study.

### Secondary Outcomes

1. By actively collaborating with a group to propose a community-academic partnership, the student will be able to learn to work effectively as part of a team.
2. The student will be able to present in front of an audience by actively participating in group discussions and giving an oral presentation on the final version of the group case study paper.

## REQUIRED COURSE MATERIALS

A set of required readings are available on Canvas. These readings are in the folder for the respective week. Suggested additional readings corresponding with each week's discussion topics are in the folder titled "Suggested Readings." These suggested readings are not required, but may be useful supplements to reference in preparation for course assignments.

## **WEBSITE**

The Canvas website is an integral part of the course. Use the site to: find the course readings; find resources for the course assignments; post final versions of your assignments; and discuss course topics.

## **TEACHING PHILOSOPHY & INSTRUCTIONAL METHODS**

I incorporate diverse teaching strategies to facilitate students in synthesizing, bridging, and critiquing the application of public health and social science theories to real world public health issues. My classroom teaching strategies incorporate case studies to enhance discussions about the complex systems in which social and health inequities emerge to ultimately inform the development of interventions to promote population health and reduce health inequities. In keeping with this philosophy, my teaching methods include presentations, class discussions, and opportunities to apply concepts introduced in class to specific public health issues through group assignments.

## **ACADEMIC INTEGRITY REQUIREMENT**

In keeping with the University of California-Irvine's (<http://inclusion.uci.edu/wp-content/uploads/sites/13/2016/11/Principles-Against-Intolerance.pdf>) values and the American Public Health Association's Code of Ethics (<http://www.apha.org/programs/education/progeduethicalguidelines.htm>), the faculty at the University of California-Irvine believes that the conduct of a student registered or taking courses in the School should be consistent with that of a professional person. Courtesy, honesty, and respect should be shown by students toward faculty members, guest speakers, administrative support staff, and fellow students. Similarly, students should expect faculty to treat them fairly, showing respect for their ideas and opinions and striving to help them achieve maximum benefits from their experience in the School.

Student academic misconduct refers to behavior that may include plagiarism, cheating, fabrication, falsification of records or official documents, intentional misuse of equipment or materials (including library materials), and aiding and abetting the perpetration of such acts. The preparation of reports, papers, and examinations, assigned on an individual basis, must represent each student's own effort. Reference sources should be indicated clearly. The use of assistance from other students or aids of any kind during a written examination, except when the use of aids such as electronic devices, books or notes has been approved by an instructor, is a violation of the standard of academic conduct.

The University of California-Irvine website provides a user-friendly definition of plagiarism: <https://aisc.uci.edu/students/academic-integrity/index.php>

## **ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

Providing equitable access to learning opportunities for all students is important to me. If you have already established accommodations with the [disability services office], please communicate your approved accommodations to me at your earliest convenience so we can discuss your accommodations for this course. If you have not yet established services through the Disability Services Center, but have a temporary health condition or permanent disability that requires accommodations (e.g., mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact the Disability Services Center at <http://disability.uci.edu> or (949) 824-7494. This office offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions.

## **MENTAL HEALTH AND WELL-BEING**

As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, bias incidents, financial challenges, mental health concerns, alcohol or drug use, feeling down, difficulty concentrating, and/or lack of motivation. I believe it is important to support the physical and emotional well-being of our students. If you are experiencing any of these issues, I encourage you to use the resources on campus such as those listed below. If you have a health issue that is affecting your performance or participation in any course, and/or if you need help contacting these offices, please contact me or the resources indicated below:

- On-campus work life & wellness: <http://www.wellness.uci.edu>
- On-campus mental health resources: Counseling Center: <http://www.counseling.uci.edu>
- On-campus disability services office: <http://disability.uci.edu>
- On-campus health resources: <http://www.shs.uci.edu>
- On-campus sexual assault resources: Campus Assault Resources & Education (CARE): <http://www.care.uci.edu>
- On-campus financial aid office: <http://www.ofas.uci.edu>
- On-campus department where bias incidents should be reported: <https://aisc.uci.edu>
- On-campus police: <http://www.police.uci.edu>
- On-campus career services office: <http://career.uci.edu>
- On-campus writing support: <http://www.writingcenter.uci.edu>

If your situation is not life threatening, but you have an urgent question that cannot wait for [on-campus health resource] to open, you may call the after-hours nurse at [phone number]. If you find yourself in an emergency situation, please call 911 or go to the Emergency Room.

In the event that I anticipate that you need additional support, I will express my concerns and the reasons for them, and remind you of resources (e.g., counseling services, career services, Dean of Students, etc.) that might be helpful to you. It is not my intention to know the details of what might be going on, but simply to let you know that I am concerned and that help, if needed, is available. Getting help is a smart and courageous thing to do – for yourself and for those who care about you.

## **CLASSROOM EXPECTATIONS**

I expect everyone to participate in class discussions and exercises. Students are expected to come to class having read the assigned material and prepared to engage in discussion and/or application of the material. Because many of the issues we will be discussing are topical, students are encouraged to also read media reports of public health issues and bring those to class discussions. I also expect that each of us will listen respectfully to each other's ideas and encourage vigorous, but civil, debate over controversial topics.

## **ATTENDANCE POLICY**

It is my policy that students should attend all class sessions in their entirety. I hope to create a learning community among students and to nurture its development through small group activities and projects. Absences may adversely impact the dynamics of your group. However, I realize that there may be personal or academic conflicts that arise and I try to be sympathetic to those special circumstances. I permit one excused absence. Students are expected to notify me one week in advance of an excused absence. If there is an emergency on the morning of the course, please email me. If you do miss a session where you need to provide feedback to your fellow group members, it is your responsibility to do so in a timely manner.

## TECHNOLOGY POLICY

I will not be asking you to use your personal computer, tablet, or phone during class time. However, I realize that some students prefer to take notes or read from their electronic device. I ask that if you choose to use an electronic device that you sit at the front of the class. Please be mindful of the ways in which your technology might be distracting for your own learning and those around you. Computer use during class is for class purposes only (e.g. referring to assigned readings, taking notes).

Please turn off your cell phones before coming to class.

## GROUP ASSIGNMENTS

Students will begin working in assigned teams on an assigned paper and poster project within the first few weeks of the semester. Formal class will often end by 9:40pm, with the last 10 minutes of class time available for working in your groups on the group assignments. This group paper will be submitted in initial, interim and final papers (described below). The group paper should be submitted to the designated Canvas folder by the time indicated in the syllabus below.

**Note well!** Team membership, based on a balance of disciplines and experience represented on each team, will be assigned early in the semester by the instructor and will remain the same for the duration of the semester. We will discuss in class some strategies for working as a team, including strategies for team decision making, joint responsibility, and addressing conflict.

## REQUIREMENTS, EXPECTATIONS AND GRADING

Throughout the course, you will have opportunities to practice all five student learning outcomes and to get feedback from your Instructor, TAs, and from your peers. Feedback will be verbal and written. All students are expected to attend every class session and to actively participate in the course discussions. The expectation is that everyone will participate in these discussions by keeping up with course readings and contributing to the class discussion. Students will be graded on their class participation and discussion of assigned readings, and their written and poster assignments. Please recall that grades are *earned*, they are not given. The requirements/assignments are as follows:

**A. Class Participation and Discussion:** It is expected that students will do the readings, will attend class and will do so ready to participate in class discussions. Thirty percent (30%) of your class grade will be based on preparation, class participation, and discussion.

Everyone is expected to participate in the class discussions. Each member of the class has several important roles in participating in class discussions, and your evaluation will be based on your participation in these roles.

*First, to critically evaluate the readings and to bring questions and issues to class for discussion.* Although most of these readings are published in peer-reviewed books or journals, *there are no perfect readings.* A good critique will provide a balanced analysis of the strengths of an article or chapter vis-à-vis its limitations as they relate to the course topics. ***You are expected to bring 1-2 questions and 1-2 thoughts based on the readings for discussion each week: Please submit them via the course Canvas site no later than 5:00 PM PST on the Monday prior to class.*** The question(s) and thought(s) are expected to be critical questions and thoughts that advance the discussion beyond the reading. Students are invited to connect the reading for the week to readings or class discussions earlier in the quarter and/or to connect them to current events.

Some tips for bringing questions and issues to class for discussion:

- It may sometimes be helpful to begin with a quick one-sentence summary. For example, you might state, “This article or chapter was about a CBPR partnership to understand the implications of environmental conditions on the health of a predominantly-Latino community.” You might also distinguish whether the article is primarily a review, a conceptual argument, empirical investigation, and/or a description of the collaborative CBPR process. All of the readings in this class fall under one of these categories and some fall under more than one.
- It may sometimes be helpful to review the theoretical arguments made by the authors, and or the major research questions and hypotheses.
- Consider the methods and/or processes and how the authors went about trying to build their research partnership and/or test their research questions, and the information presented in tables and figures as these relate to the partnership process and/or research questions.
- Review the conclusions made by the authors.
- You are free to bring to the class discussion anything about the paper or chapter that you find relevant, including remarks about the reading’s shortcomings and strengths.
- I expect that you will have read the readings carefully, but do not expect you to be an expert. If there are parts of the reading you do not understand, raise questions about them.

*A second important role is to hone your discussion and group skills by engaging with others in a conversation about the reading/discussion topic.* The goal is to actively use your group skills to discuss multiple perspectives, insights and interpretations from members of the class. For example:

- Pay attention not only to your own important contributions and insights, but to those of others in the class;
- Give priority to students who have said less, and encourage them to contribute;
- Please remember to be respectful, even if you disagree with a statement that has been made;
- If you did not entirely understand a point made by another member of the class (or by me), ask for clarification or an example;
- Build on points that have been made by others, and acknowledge their contributions.

**B. Team Assignment:** For the team paper Assignment, worth 50% of your grade for the course, you will be asked to prepare a 10-page double-spaced paper in which you will describe, analyze and apply community-based participatory research principles to a community context and issue of your choosing. In this proposal, you will discuss how you are defining a unit to work with and how this articulates with the social or public health issue; how you define the roles for the community research partners and academic research partners and how they can work together; how you would structure this research partnership in order to work in a collaborative way; and how you would design this project to maximize participation. This assignment will be divided into two components, to be developed incrementally over the course of the semester. Further detail on the assignment will be distributed later in the quarter. The assignment should be uploaded into the Team Canvas folder by 5:00pm PST on **DATE** (Paper 1); **DATE** (Paper 2); and **DATE** (Final Paper, including revisions to Papers 1 and 2).

Note: All Written Assignments should follow the APA style.

**C. Group Poster Presentation:** During the last class of the quarter, each team will present their proposed community-based participatory research partnership in the form of a professional poster session. Teams will receive feedback from other students, as well as TAs and the Instructor. Consistent with professional poster sessions, students are expected to dress in business casual attire for the poster session. More details on the poster session will be distributed later in the quarter.

**D. OPTIONAL Extra Credit “Think Piece”:** We will engage with two community experts in class this quarter. Additionally, there will be two on-campus or community events that will pertain to the course topics, which the Instructor will identify as eligible for the Think Piece opportunity. For extra credit, you may write a 500-word “Think Piece” on a guest speaker’s presentation or a community or campus event that has been **announced as eligible for this extra credit opportunity**. You can write about the issue that the speaker works on as it relates to community-engaged research, highlights from the class or event discussion, and/or questions that their presentation or the event sparked for you. You are encouraged to draw connections with your course readings and class discussions in your Think Piece. You may get extra credit once (i.e. for one speaker or event), and it will be added on the top of your final grade. **This is due one week after the event or discussion**, with the latest possible date by which an eligible Think Piece will be accepted on **DATE** at 5:00PM PST. Students can select only one of the four identified Think Piece opportunities. Think Pieces should be submitted on Canvas under the optional “Think Piece” assignment. This should be submitted as a Word Document (.doc or .docx file) and should be double-spaced (minimum words: 450, maximum words: 550).

**Grading of the Class Will Be as Follows:**

- |   |     |
|---|-----|
| - Class Preparation, Participation and Discussion                   | 30% |
| - Group Paper   | 50% |
| Paper 1: 15%  |     |
| Paper 2: 15%  |     |
| Final, revised version of Group Paper (Papers 1 & 2, combined): 20% |     |
| - Group Poster Presentation   | 15% |
| - Group Evaluations   | 5%  |
| - Extra Credit  | 2%  |

**SCHEDULE OF CLASSES AND READINGS**

<b>Date</b>	<b>Week</b>	<b>Topics</b>	<b>Assignment to Bring to Class</b>	<b>Assignment to Submit Online via Canvas by 5:00pm PST</b>
Jan X	1	Welcome & Community Building Course Overview and Expectations Systems of Racism & Health Equity		
Jan X	2	Deconstructing Approaches to Knowledge Production Critical Consciousness		
Jan X	3	Who is “the Community” and How is “the Community” Assessed? Health Equity Action		
Jan X	4	Community-Based Participatory Research		Team Paper 1
Feb X	5	Race, Racism, & Community-Based Participatory Research		
Feb X	6	Developing and Sustaining Collaborative Health Equity Partnerships Research as a Tool for Health Equity Action Responsible Conduct of Research		
Feb X	7	Defining the Issue, Designing and Conducting Research, Evaluation, and/or Intervention Data Interpretation, Analysis, Dissemination, and Action Planning		
Feb X	8	Change-Making in Communities: Interventions and Policy Changes Reflexive Research		Team Paper 2
Mar X	9	Disseminating Research Findings for Action Supporting Health Equity Action: The Dance of Race & Privilege		
Mar X	10	Team Poster Presentation	Team Poster Presentation	Team Poster
Mar X				Final Team Paper

## COURSE TOPICS, READINGS, AND ASSIGNMENTS

Note: Assignments are due by 5:00PM PST on the day listed. All assignments will be posted on the Canvas site.

### Pre-Course Work:

- Read in preparation for the first class. Readings are on the Canvas site.
- Please also complete the Pre-Class Survey by Monday, January 8, 2018.

### WEEK 1

#### Key Topics Addressed Today:

- Welcome and Community Building
- Course Overview & Expectations
- Systems of Racism & Health Equity

#### Required Readings

Jones CP. 2000. Levels of Racism: A Theoretic Framework and a Gardener's Tale. *American Journal of Public Health* 90(8): 1212-1215.

### WEEK 2

#### Due by 5:00PM to Canvas site on MONDAY, DATE

- 1-2 Questions & 1-2 Thoughts on Course Readings

#### Key Topics Addressed Today

- Deconstructing Approaches to Knowledge Production
- Critical Consciousness

#### Required Readings

Freire P. 2012. *Pedagogy of the Oppressed*. New York: Bloomsbury. (Chapter 1)

Anzaldúa G. La Conciencia de la mestiza: Towards a New Consciousness. In *Making Face, Making Soul Haciendo Caras: Creative and Critical Perspectives by Feminists of Color*. Ed: G. Anzaldúa. San Francisco: Aunt Lute Books. (pp. 377-389)

### WEEK 3

#### Due by 5:00PM to Canvas site on MONDAY, DATE

- 1-2 Questions & 1-2 Thoughts on Course Readings

#### Key Topics Addressed Today

- Who is "the Community" and How is "the Community" Assessed?
- Health Equity Action

#### Required Readings

Hawe, P. 1994. "Capturing the Meaning of 'Community' in Community Intervention Evaluation: Some Contributions from Community Psychology." *Health Promotion International*, 9(3), 199-210.

Frieden TR. 2010. A Framework for Public Health Action: The Health Impact Pyramid. *American Journal of Public Health* 100(4): 590-595.

### Supplemental Readings

McMillan D., & Davis, D. 1986. "Sense of Community: A Definition and Theory." *Journal of Community Psychology*, 14(1), 6-23.

### WEEK 4

#### Due by 5:00PM to Canvas site on MONDAY, DATE

- 1-2 Questions & 1-2 Thoughts on Course Readings

#### Due by 5:00PM to Canvas site on TUESDAY, DATE

- Team Paper 1: *Identifying the Public Health Challenge and Unit of Work* (Approximately 5 pages).

#### Key Topics Addressed Today

- Community-Based Participatory Research

#### Required Readings

Stoecker R. 2008. "Are Academics Irrelevant? Approaches and Roles for Scholars in CBPR." Pp. 107-120 in *Community-Based Participatory Research for Health*. San Francisco: Jossey-Bass.

Wallerstein N & Duran B. 2008. "The Theoretical, Historical, and Practice Roots of Community-Based Participatory Research." Pp. 25-46 in Minkler M & Wallerstein N (Eds.), *Community-Based Participatory Research for Health*. San Francisco: Jossey-Bass.

#### Supplemental Readings

Israel BA, Eng E, Schulz AJ, & Parker EA. 2013. "Introduction to Methods for Community-Based Participatory Research for Health." Pp. 3-37 in Israel, B.A., Eng, E., Schulz, A.J., & Parker, E.A. (Eds.), *Methods for Community-Based Participatory Research for Health*. 2<sup>nd</sup> Edition. San Francisco: Jossey-Bass.

Yonas M, Aronson R, Coad N, Eng E, Petteway R, Schaal J, & Webb L. 2013. "Infrastructure for Equitable Decision Making in Research." Pp. 97-126 in Israel, B.A., Eng, E., Schulz, A.J., & Parker, E.A. (Eds.), *Methods for Community-Based Participatory Research for Health*. 2<sup>nd</sup> Edition. San Francisco: Jossey-Bass.

Becker AB, Israel BA, Gustate J, Reyes AG, & Allen AJ. 2013. "Strategies and Techniques for Effective Group Process in CBPR Partnerships." Pp. 69-96 in Israel, B.A., Eng, E., Schulz, A.J., & Parker, E.A. (Eds.), *Methods for Community-Based Participatory Research for Health*. 2<sup>nd</sup> Edition. San Francisco: Jossey-Bass.

Mariella P, Brown E, Carter M, & Verri V. 2009. "Tribally-Driven Participatory Research: State of the practice and potential strategies for the future." *Journal of Health Disparities Research and Practice*, 3(2), 41-58.

Stoecker R. 1997. "Are Academics Irrelevant? Roles for Scholars in Participatory Research." *American Behavioral Scientist*, 42(5), 840-854.

### WEEK 5

#### Due by 5:00PM to Canvas site on MONDAY, DATE

- 1-2 Questions & 1-2 Thoughts on Course Readings

**Key Topics Addressed Today**

- Race, Racism & Community-Based Participatory Research

**Required Readings**

Eng E, Strazza K, Rhodes SD, Griffith D, Shirah K, & Mebane E. 2013. "Insiders and Outsiders Assess 'Who is the Community'." Pp. 133-159 in Israel, B.A., Eng, E., Schulz, A.J., & Parker, E.A. (Eds.), *Methods for Community-Based Participatory Research for Health*. 2<sup>nd</sup> Edition. San Francisco: Jossey-Bass.

Chavez V, Duran B, Baker QE, Avila MM, Wallerstein N. 2008. "The Dance of Race and Privilege in CBPR." Pp. 91-105 in *Community-Based Participatory Research for Health*. San Francisco: Jossey-Bass.

**Supplemental Readings**

Ojeda L, Flores LY, Meza RR, & Morales A. 2011. "Culturally Competent Qualitative Research with Latino Immigrants." *Hispanic Journal of Behavioral Sciences*, 33(2): 184-203.

**WEEK 6**

**Due by 5:00PM to Canvas site on MONDAY, DATE**

- 1-2 Questions & 1-2 Thoughts on Course Readings

**Key Topics Addressed Today**

- Developing and Sustaining Collaborative Health Equity Partnerships
- Research as a Tool for Health Equity Action
- Responsible Conduct of Research

**Required Readings**

Duran B, Wallerstein N, Avila MM, Belone L, Minkler M, & Foley K. 2013. "Developing and Maintaining Partnerships with Communities." Pp. 43-68 in Israel, B.A., Eng, E., Schulz, A.J., & Parker, E.A. (Eds.), *Methods for Community-Based Participatory Research for Health*. 2<sup>nd</sup> Edition. San Francisco: Jossey-Bass.

Hanna-Attisha M, LaChance J, Sadler RC, Schnepf AC. "Elevated Blood Lead Levels in Children Associated with the Flint Drinking Water Crisis: A Spatial Analysis of Risk and Public Health Response." *American Journal of Public Health*, 106: 283-290.

Hohn D. 2016. "Flint's Water Crisis and the 'Troublemaker' Scientist." *New York Times*. [http://www.nytimes.com/2016/08/21/magazine/flints-water-crisis-and-the-troublemaker-scientist.html?\\_r=0](http://www.nytimes.com/2016/08/21/magazine/flints-water-crisis-and-the-troublemaker-scientist.html?_r=0)

**Supplemental Readings**

Zenk SN, Schulz AJ, Izumi B, Sand S, Lockett M, & Odoms-Young A. 2013. "Development, Evolution, and Implementation of a Food Environment Audit for Diverse Neighborhoods." Pp. 277-304 in Israel, B.A., Eng, E., Schulz, A.J., & Parker, E.A. *Methods for Community-Based Participatory Research for Health*. 2<sup>nd</sup> Edition. San Francisco: Jossey-Bass.

**WEEK 7**

**Due by 5:00PM to Canvas site on MONDAY, DATE**

- 1-2 Questions & 1-2 Thoughts on Course Readings

### Key Topics Addressed Today

- Defining the Issue, Designing and Conducting Research, Evaluation, and/or Intervention Activities
- Data Interpretation, Analysis, Dissemination, and Action Planning

### Required Readings

Krieger J, Allen CA, & Takaro TK. 2013. "What's with the Wheezing?: Methods Used by the Seattle-King County Healthy Homes Project to Assess Exposure to Indoor Asthma Triggers." Pp. 335-364 in Israel, B.A., Eng, E., Schulz, A.J., & Parker, E.A. (Eds.), *Methods for Community-Based Participatory Research for Health*. 2<sup>nd</sup> Edition. San Francisco: Jossey-Bass.

Morello-Frosch R, Pastor, Jr. M, Sadd JL, Prichard M & Matsuoka M. 2013. "Citizens, Science, and Data Judo: Leveraging Secondary Data Analysis to Build a Community-Academic Collaborative for Environmental Justice in Southern California." Pp. 547-577 in Israel, B.A., Eng, E., Schulz, A.J., & Parker, E.A. (Eds.), *Methods for Community-Based Participatory Research for Health*. 2<sup>nd</sup> Edition. San Francisco: Jossey-Bass.

### Supplemental Readings

Schulz AJ, Israel BA, Coombe CM, Gaines C, Reyes AG, Rowe Z, Sand S, Strong LL, & Weir S. 2011. "A Community-Based Participatory Planning Process and Multilevel Intervention Design: Toward Eliminating Cardiovascular Health Inequities." *Health Promotion Practice*, 12(6):900-911.

## WEEK 8

### Due by 5:00PM to Canvas site on MONDAY, DATE

- 1-2 Questions & 1-2 Thoughts on Course Readings

### Due by 5:00PM on Canvas Site on TUESDAY, DATE

- Team Paper 2: *Proposed Partnership Research, Intervention or Evaluation Strategy* (Approximately 5 pages).

### Key Topics Addressed Today

- Change-Making in Communities: Interventions and Policy Changes
- Reflexive Research

### Required Readings

Lee PT, Krause N, Goetchius C, Argriesti JM, Baker R. 2008 "Participatory Action Research with Hotel Room Cleaners in San Francisco and Las Vegas: From Collaborative Study to the Bargaining Table." Pp. 335-353 in Minkler M & Wallerstein N (Eds.), *Community-Based Participatory Research for Health*. San Francisco: Jossey-Bass.

LeBrón AMW, Lopez WD, Cowan K, Novak NL, Temrowski O, Ibarra-Frayre M, Delva J. 2017. "Restrictive ID Policies: Implications for Health Equity Research." *Journal of Immigrant and Minority Health*.

### Supplemental Readings

Spencer M, Rosland AM, Kieffer EC, Sinco BR, Valerio M, Palmisano G, Anderson M, Guzman R, & Heisler M. 2011. "Effectiveness of a Community Health Worker Intervention Among African American and Latino Adults With Type 2 Diabetes: A Randomized Controlled Trial." *American Journal of Public Health*. 101(12): 2253-2260.

LeBrón AMW, Schulz AJ, Bernal C, Gamboa C, Wright C, Sand S, Valerio M, Caver D. (2014) "Storytelling in Community Intervention Research: Lessons Learned from the *Walk Your Heart to Health* Intervention." *Progress In Community Health Partnerships* 8(4): 455-463.

## WEEK 9

**Due by 5:00PM to Canvas site on MONDAY, DATE**

- 1-2 Questions & 1-2 Thoughts on Course Readings

### Key Topics Addressed Today

- Disseminating Research Findings for Action
- Supporting Health Equity Action: The Dance of Race & Privilege

### Required Readings

Izumi BT, Schulz AJ, Israel BA, Reyes AG, Martin J, Lichtenstein RL, Wilson C, Sand SL. 2010. "The One-Pager: A Practical Policy Advocacy Tool for Translating Community-Based Participatory Research into Action." *Progress in Community Health Partnerships* 4(2): 141-147.

If You Would Be My Ally: In Alliance, In Solidarity. In Anzaldúa G. *La Conciencia de la mestiza: Towards a New Consciousness*. In *Making Face, Making Soul Haciendo Caras: Creative and Critical Perspectives by Feminists of Color*. Ed: G. Anzaldúa. San Francisco: Aunt Lute Books. (p. 297-334)

## WEEK 10

**Due by 5:00PM on Canvas Site on TUESDAY, DATE**

- Team poster

### Due in Class Today

- Printed version of Team poster for poster session
- Poster evaluations
- Team evaluations

### Key Topics Addressed Today

- Team poster presentations

### Required Readings

- No Readings

**DATE: Final Group Paper due by 5:00pm PST on Canvas Site.**