PH675: Community Engaged Public Health Research & Practice (2 credits)  
Fall 2015

Place: UHM, Bio-Med, Room D211  
Time: Tuesdays - 12:00 to 2:00 pm  
Pre-requisites: PH623 Social Science and Public Health; PH655 Biostatistics I; or consent

Instructor: Treena Delormier, PhD  
Phone: 808 956 5742  
E-mail: treenad@hawaii.edu  
Office hours: Tuesdays 9 to 11 am

Course description: Increasingly collaborative and participatory research approaches are being used to address complex public health issues such as persistent health disparities. Strategies and approaches that seek to involve communities in improving public health can be characterized as community engagement. In this course we will explore what is implied by community engaged public health practice. In our work we will learn about community engagement techniques and how these are used for useful areas of public health practice such as needs assessment, program planning and implementation and program evaluation. We will study community engaged participatory research practices. Throughout we will delve into tensions and challenges related to working with community as culturally competent public health practitioners and what this means for our work particularly with Indigenous populations.

Course objectives

- To identify and describe the major principles of community engagement research and practice and illustrate their relevance with case studies.
- To describe three historical and theoretical perspectives upon which CBPR, and other participatory research traditions, have been founded – and how they have shaped participatory approaches.
- To distinguish community engagement approaches in public health research and public health practice.
- To apply community engagement approaches to public health approaches of needs assessment, program planning and research.
- To identify the issues of power (including university-community relationships), and explain decolonizing research and empowerment as concepts important for community engagement with Indigenous communities.
- To distinguish cultural competence and cultural safety
- To reflect on your practicum experience, or other relevant public health experience, to conceptualise, identify and analyze community engagement processes.

Course Format
The course will follow a seminar format. The class time will be structured around participatory discussion on the topics each week. Different strategies will be used to facilitate engagement with group discussion.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes about the class</th>
<th>*Readings for this class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 25</td>
<td>Introduction to course syllabus. What is Community?</td>
<td>Reading Discussion question – What is the role of community engagement in public health? Who is the community?</td>
<td></td>
</tr>
<tr>
<td>Sept 1</td>
<td>Understanding community for Public Health practices</td>
<td>The role of community engagement in public health?</td>
<td>(MacQueen et al., 2001)</td>
</tr>
<tr>
<td></td>
<td>Community engagement approaches to address health inequalities</td>
<td>Task for next class: Find and read about a CBPR project from the literature for next class.</td>
<td>(Clinical &amp; Translational Science Awards, 2011) CHAPTER 2 only: Principles of Community Engagement.</td>
</tr>
<tr>
<td>Sept 8</td>
<td>The Roots of Community Based Participatory Research</td>
<td>What are the historical conditions that stimulated participation in research? What does participation in  research imply?</td>
<td>(Fletcher, 2003). Your choice of a CBPR article you will find (You will re-use this article for assignment 4.)</td>
</tr>
<tr>
<td>Sept 22</td>
<td>Partnering with communities for health research – The Kahnawake Schools Diabetes Prevention Project –</td>
<td>DUE: Assignment 1.</td>
<td>(Hovey, Delormier, &amp; McComber, 2014) (Macaulay et al., 2007)</td>
</tr>
<tr>
<td>Sept 29</td>
<td>Culturally safe public health practice.</td>
<td></td>
<td>(Cameron, Andersson, McDowell, &amp; Ledogar, 2010) (Kirmayer, 2013)</td>
</tr>
<tr>
<td>Oct 6</td>
<td><strong>Practice Tools</strong> Needs Assessments</td>
<td>Community engaged needs assessment</td>
<td>(Anderson, 2005)</td>
</tr>
<tr>
<td></td>
<td>Identifying relevant community health issues - needs assessment</td>
<td>Due: assignment 2: (Explain Assignment 3 – begin brainstorm in class workshop)</td>
<td></td>
</tr>
<tr>
<td>Oct 13</td>
<td><strong>Practice Tools</strong> Program Planning and Implementation</td>
<td>In class workshop in designing a PRECEDE assessment and PROCEED Program Implementation. (in class workshop continues)</td>
<td>(Kattelmann et al., 2014) (Hendricks, Tarver, &amp; Reeves, 2013)</td>
</tr>
<tr>
<td>Oct 27</td>
<td>Building evidence for the effectiveness of Community</td>
<td>Present workshop ideas Due: Assignment 3</td>
<td>(Echo-Hawk, 2011)</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Notes about the class</td>
<td>*Readings for this class</td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------------------------</td>
<td>--------------------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>11 Nov 3</td>
<td>Mele Look&lt;br&gt;DELORMIER Away</td>
<td>UH-JABSOM Department of Native Hawaiian Health&lt;br&gt;Laulima Conf Room&lt;br&gt;677 Ala Moana Blvd, Ste 1015</td>
<td>(Look, Kaholokula, Carvahlo, Seto, &amp; de Silva, 2012)&lt;br&gt;(Look et al., 2014)&lt;br&gt;(Maskarinec et al., 2015)&lt;br&gt;(Usagawa et al., 2014)</td>
</tr>
<tr>
<td>12 Nov 10</td>
<td>Joann Tsark&lt;br&gt;DELORMIER Away</td>
<td></td>
<td>(Blaisdell, 1989)&lt;br&gt;(Burhansstipanov &amp; Schumacher, 2005)&lt;br&gt;(Braun et al., 2006)&lt;br&gt;(Uprichard, 1988)</td>
</tr>
<tr>
<td>13 Nov 17</td>
<td>Student are trainers teaching CE tools</td>
<td>Presenters on workshops</td>
<td></td>
</tr>
<tr>
<td>14 Nov 24</td>
<td>Practicum experiences as community engagement.</td>
<td>Workshop in class on analyzing strategies as a community engagement process. Pairs in class.&lt;br&gt;Assignment 2: Write up your analysis and reflection.</td>
<td>TBD</td>
</tr>
<tr>
<td>15 Dec 1</td>
<td>Watch Gifts from the elders can do at home&lt;br&gt;Delormier Away</td>
<td></td>
<td><a href="https://www.youtube.com/watch?v=9TCf3nfYmAs">https://www.youtube.com/watch?v=9TCf3nfYmAs</a></td>
</tr>
<tr>
<td>16 Dec 8</td>
<td>Guest lecture – Community action in Hawaii for the healthier Native Hawaiian futures.&lt;br&gt;Delormier away</td>
<td>Due: Assignment 4</td>
<td>(Blaisdell, 1989)&lt;br&gt;(Burhansstipanov &amp; Schumacher, 2005)&lt;br&gt;(Braun et al., 2006)&lt;br&gt;(Uprichard, 1988)</td>
</tr>
</tbody>
</table>

* The readings may change or additional readings may be assigned. Any changes will be discussed with the class.
** TBD - to be determined.

Assignments and Evaluation

1. Take home test on key concepts – 5 essay questions on key concepts presented in class with references (10%)

2. Group (3) project – designing a workshop for an international conference (30%) Students will design a workshop that addresses diabetes prevention for Indigenous communities. The goal of the workshop is to demonstrate and value the role of community engagement in public health practice and to identify techniques where workshop participants can integrate these principles into diabetes prevention.

   a. The workshops should teach about an application of Public Health Tools from the literature or internet resources – example mapping, focus groups, role playing (20%)
   b. To share this application with the workshop participants by ‘training’ them on a new techniques, tools or skill that might be useful in engaging with community? You will test this out on your class mates in the form of a 20-minute activity in class to teach your classmates a technique, skill or tool to add to their PH
3. **Analyzing a community engagement experience. (20%)** Students will use their practicum experience or other relevant public health experience and 1) characterize that process in terms of community engagement strategies, or suggest strategies to increase community engagement. 2) Students will then reflect up the notions of cultural safety and competency related to that experience.

4. **Essay comparing and contrasting Community-Based Participatory Research projects (20%)**
   Students will write a short essay (1500 –2000 words) that compares and contrasts the research approach presented in the movie, ‘Gifts from the Elders’ with their example of CBPR they found in the second class of our course.
   - Identify challenges/tensions/limitations, as well as the facilitating factors, benefits to the community associated with the research.
   - Comment about the power relations within the study and the knowledge systems that are privileged.
   - How you could improve the participatory aspects of the study.

4) Class attendance (15 %)

5) Class participation (5 %)

**Grading Scheme**
The +/- grading scheme is used in this course

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = 90-100</td>
<td>Excellent, distinctive work. Demonstrates sophisticated understanding: Nuanced and insightful account, powerful and effective application of concepts, frameworks and theories discussed in class and articulated in written work.</td>
</tr>
<tr>
<td>B = 80-89</td>
<td>Above average work. Demonstrates accomplished understanding: Thorough, well-documented account; adequate and apt application of concepts, frameworks and theories discussed in class and articulated in written work.</td>
</tr>
<tr>
<td>C = 70-79</td>
<td>Average work, sufficient, but not distinctive. Acceptable view with some misconceptions or oversight; not fully supported; acceptable but limited application of concepts, frameworks and theories discussed in class.</td>
</tr>
<tr>
<td>D =60-69</td>
<td>Poor, insufficient work. Naïve or inadequate understanding: simplistic account and use of concepts, frameworks and theories discussed in class. Unable to articulate thoughts and ideas in written work.</td>
</tr>
<tr>
<td>F &lt; 60</td>
<td>Unacceptable work</td>
</tr>
</tbody>
</table>

**Native Hawaiian and Indigenous Health Competencies**

NHIH1. Describe indigenous peoples' health in a historical context, including an analysis of the impact of colonial processes on health outcomes.

NHIH3. Critically evaluate indigenous public health policy and programs.

NHIH4. Apply the principles of economic evaluation to indigenous programs with a particular focus on the allocation of resources relative to need.

NHIH5. Demonstrate a reflexive public health practice for indigenous peoples' health contexts.

NHIH6. Demonstrate a disease prevention strategy that values and incorporates indigenous peoples' traditional knowledge.

**Master of Public Health Core competencies**

D1. Describe the roles of history, power, privilege and structural inequality in producing health disparities.
D2. Demonstrate ability to interact respectfully and effectively in diverse groups.
T1. Recognize system-level properties that result from dynamic interactions among human and social systems and how they affect the relationships among individuals, groups, organizations, communities, and environments.
P1. Apply public health ethical standards of practice into all interactions with individuals, organizations, and communities.
P2. Demonstrate professionalism in public health research and practice based on principles of professional conduct and ethical practices of public health (available in the Practicum Handbook).
C1. Communicate in writing and orally, in person, and through electronic means, with linguistic and cultural proficiency.
SBHS2. Assess individual, organizational and community concerns, assets, resources and limitations for social and behavioral science interventions.
SBHS4. Select key stakeholders that will assist and support in the planning, implementation and evaluation of public health programs, policies and interventions.

Guidelines
Come to class prepared with the assigned reading done. Have any points that need clarification ready, as these will be taken up at the beginning of each class.
Complete all assignments on time.
Graduate level proficiency in written and visual/oral presentation is expected.
All written work must be typed, include a title page, student’s name on each page with page numbers, APA references. Plagiarism is unacceptable and will result in a failing grade for assignment and possibly for the course, depending on the extent of the violation.
Please be familiar with the University of Hawaii Student Conduct Code.
http://studentaffairs.manoa.hawaii.edu/policies/conduct_code.

Any student who feels s/he may need an accommodation based on the impact of a disability is invited to contact me privately. I would be happy to work with you, and the KOKUA Program (Office for Students with Disabilities) to ensure reasonable accommodations in my course. KOKUA can be reached at (808) 956-7511 or (808) 956-7612 (voice/text) in room 013 of the Queen Lili‘uokalani Center for Student Services.

Department of Health & Human Services.


