



1. Course Syllabus Information

- a. **Course Number, Title, and Semester:** PH 704-Community Based Participatory Research, Spring 2018
- b. **Number of Credit Hours:** 3
- c. **Course Meeting Place, Day, and Time:** Biomed D211, T, 9:30am-12pm
- d. **Prerequisites:** none

2. Professor Information:

- a. **Name:** Jane Chung-Do, DrPH
- b. **Phone:** 808-956-4548
- c. **Email:** chungjae@hawaii.edu
- d. **Office Location:** Biomed D104D
- e. **Office Hours:** by appointment

3. Course Description:

This course introduces the concepts and principles, historical and theoretical foundations, and real-world applications of community-based participatory research (CBPR). Often defined as “a collaborative approach to research that equitably involves all partners in the research process and recognizes the unique strengths that each brings,” CBPR combines methods of inquiry with capacity-building strategies that strive to make research meaningful and relevant to specific communities. CBPR supports action-oriented and community-partnered approaches to public health and health disparities research that recognize and promote community assets and expertise. This practice-based course will begin by exploring how epistemology, reflexivity, and power/privilege influence the way each individual approaches research, and discussing the historical movements and theories that have shaped the principles of CBPR. Students will engage in interactive learning through facilitated discussions, exercises, and reflective journaling, and will learn real-life applications of CBPR from invited guest speakers. To gain a deeper understanding of the potential of CBPR in Hawai‘i’s communities, students will engage in a critical service learning fieldwork with a community group to build authentic relationships, learn about the community’s preferences, strengths, and cultural protocols, and provide service that is meaningful and relevant to the community. By integrating real-life practice with continuous reflective and collaborative learning, this course aims to engage students in the transformative process of CBPR.

4. Student Learning Objectives:

By the end of the course, each student should be able to:

1. Describe the major concepts, principles, theoretical foundations, and historical developments of CBPR.
2. Describe how epistemology, reflexivity, and power/privilege influence your approach to research.
3. Distinguish and critique concepts of validity and rigor in CBPR.
4. Analyze and evaluate ethical considerations for CBPR in eliminating health disparities and addressing social justice issues.
5. Demonstrate cultural humility and the willingness to learn about the community’s preferences, strengths, and cultural protocols to inform potential CBPR projects in the future.
6. Develop a critical awareness of and appreciation for the complexity of weighing the benefits and challenges in conducting CBPR to address public health issues and promote social justice.
7. Write an academic CBPR paper that adheres to peer-review manuscript guidelines.

5. Course Schedule: <i>(Subject to modifications throughout the semester. Students will be notified of all modifications and an updated version will be posted on Laulima)</i>		
Date	Topic	Readings and Assignments
Wk 1 1/9	<ul style="list-style-type: none"> Class introduction Course overview 	<ul style="list-style-type: none"> Student questionnaire due by Jan 14th
Wk 2 1/16	<ul style="list-style-type: none"> Introduce our grandmothers Concepts, principles, and theoretical/historical foundations of CBPR 	<ul style="list-style-type: none"> One-page essay and a photo of your grandmother by Jan 14th Chapters 1: Introduction to CBPR; 2: The Theoretical, Historical, and Practice Roots of CBPR (M&W) Braveheart (2011). Historical Trauma
Wk 3 1/23	<ul style="list-style-type: none"> Social justice and ethical research, history of research in marginalized communities Who You? Insider/outsider analysis Personal and community readiness 	<ul style="list-style-type: none"> Community 101 Training certificate due Chapters 3: Critical Issues in Developing and Following CBPR Principles (M&W) Chung-Do (2016). Engaging Pacific Islanders in Research Braun (2012). Operationalization of CBPR Principles.
Wk 4 1/30	<ul style="list-style-type: none"> Exploring Our Power and Privilege Defining Epistemology 	<ul style="list-style-type: none"> 2 CITI certificates due Chapter 5: The Dance of Race and Privilege in CBPR (M&W) Watt (2007). Privileged Identity Hyde (2012) Challenging Ourselves: Power & Privilege Meyer (2001). Hawaiian Epistemology
Wk 5 2/6	<ul style="list-style-type: none"> Guest speaker: JoAnn Tsark, MPH, Papa Ola Lōkahi 	<ul style="list-style-type: none"> Written agreement for fieldwork Fong et al. (2003). Improving Native Hawaiian Health through CBPR Matsunaga (1996). Participatory Research in a Native Hawaiian community. Burhansstipanov et al. (2005). Lessons Learned from CBPR in Indian Country
Wk 6 2/13	<ul style="list-style-type: none"> Journal reflections Cultural humility Ethical Considerations in Community Research 	<ul style="list-style-type: none"> Journal 1 Chapters 9: Community-driven asset identification and issue selection (M&W) Malone (2006). CBPR and IRB Appendix G: Ethical Review of CPRB (M&W)
Wk 7 2/20	<ul style="list-style-type: none"> Research Methodologies 	<ul style="list-style-type: none"> Chapters 11: Using Photovoice for Participatory Assessment and Issue Selection (M&W) Foreword, Introduction; Chapter 1: Imperialism, History, Writing and Theory (LTS)
Wk 8 2/27	<ul style="list-style-type: none"> Guest speaker: Mele Look, MBA, UH Department of Native Hawaiian Health (meet at Gold Bond building) 	<ul style="list-style-type: none"> Kaholokula (2015). Cultural Dance for Hypertension management Look (2014). Kumu hula perspectives TBD
Wk 9 3/6	<ul style="list-style-type: none"> IRB presentations 	<ul style="list-style-type: none"> Chapters 2: Research Through Imperial Eyes; 3: Colonizing Knowledges (LTS) Okamura (2008). Ethnicity and Inequality in Hawai'i
Wk 10 3/13	<ul style="list-style-type: none"> Journal reflections IRB presentations 	<ul style="list-style-type: none"> Journal 2 Chapters 4: Research Adventures on Indigenous Lands; 5: Notes from Down Under; 6: The Indigenous People's Project (LTS)
Wk 11 3/20	No class-Community engagement day	<ul style="list-style-type: none"> Chapters 7: Articulating an Indigenous Research Agenda; 8: Twenty-five indigenous Projects (LTS)
Wk 12 3/27	SPRING BREAK-No class	
Wk 13	<ul style="list-style-type: none"> Peer review feedback session 	<ul style="list-style-type: none"> Provide peer review feedback on final paper

4/3	<ul style="list-style-type: none"> • Guest speaker: Kamuela Enos, MURP, MA'Ō Farms 	<ul style="list-style-type: none"> • Chapters 17: The role of CBPR in Policy Advocacy; 15: Methodological and Ethical Considerations in Community-Driven Environmental Justice Research (M&W) • Marshall (2006) Transforming Shame
Wk 14 4/10	<ul style="list-style-type: none"> • Project updates • Evaluating Partnerships 	<ul style="list-style-type: none"> • Chapters 9: Responding to the Imperatives of an Indigenous Agenda; 10: Towards Developing Indigenous Methodologies (LTS) • Oetzel (2014). Psychometric Properties of CBPR
Wk 15 4/17	<ul style="list-style-type: none"> • Anna Pruitt, UH Department of Community & Cultural Psychology • Analyzing, Interpreting, and Disseminating Data with Communities • 	<ul style="list-style-type: none"> • Chapter 16: Analyzing and Interpreting Data with Communities (M&W) • TBD
Wk 16 4/24	<ul style="list-style-type: none"> • Journal reflections • Career pathways in CBPR and community engagement 	<ul style="list-style-type: none"> • Journal 3 • Chapter 11: Choosing the Margins; 12: Getting the Story Right & Conclusion (LTS)
Wk 17 5/1	<ul style="list-style-type: none"> • Project presentations • Celebration and course reflections 	<ul style="list-style-type: none"> • Minkler (2004). Ethical Challenges for the Outside Researcher in CBPR. • Ellingson (2006). Embodied Research.
Wk 18 5/8	<ul style="list-style-type: none"> • Finals week-NO CLASS 	<ul style="list-style-type: none"> • Submit final paper by 11:59pm

6. Description of Course Assignments:

Please submit all your assignments electronically via Lulima as a Word or editable document by 11:59pm of the due date. Do not email your assignments or submit them as pdfs.

1. Attendance, participation and required reading-10 points.

Attendance is a high priority for this course because of the discussion and reciprocal learning that occurs in class. This expectation also applies to community meetings/gatherings/activities occurring outside of the classroom. If an absence is necessary, please let the professor know in advance when you need to miss class. If you miss more than three classes, your final grade may be affected. All students are expected to read the articles and assigned chapters of the required textbooks. Most lectures will begin with questions on the readings to be discussed in class. Active participation and consistent attendance are required to facilitate a co-learning environment that is crucial to CBPR. Active participation includes openly sharing your thoughts and insights, listening thoughtfully to one another, and allowing others the space to share their ideas without dominating the discussion. Participation protocols will be co-developed as a class on the first day and revisited throughout the semester.

Note on use of technology: Any type of cell phone usage is not allowed in the class unless it's an emergency. If you are expecting an important phone call during class, please inform the professor beforehand so it does not disturb the class. If an urgent call must be taken, please step out of the classroom. Laptop use are not allowed as it has been shown to deter classroom engagement and discussions. Hard copies of the lecture powerpoint slides can be made available for students upon request.

2. Community 101 online training-10 points

Learning how to work ethically and effectively with community partners is one of the essential skills for public health professionals. This two-hour online training was developed by a multi-disciplinary team of CBPR researchers from University of Hawai'i. The 5 modules of the training provide an introductory learning opportunity for researchers to understand Hawai'i's communities, especially Native Hawaiian and Pacific Islanders populations. Each module ends with a short quiz. References and suggested reading are provided at the end of each module to offer options for self-directed learning. Students are to register and complete this training with a

score above 70% and upload a screenshot of their score to their Lulima dropbox. The link to the training can be found at <http://rmatrix2.jabsom.hawaii.edu/community-101/>

3. Three self-reflection journals-15 points (5 pts per journal)

Continuous self-reflection is essential in enhancing the personal and professional growth of all researchers. Journaling provides researchers an opportunity to explore their thoughts, feelings, and biases throughout the research process. Students will be assigned reflection questions throughout the semester to help process and guide their CBPR learning in and out of the classroom. Each journal entries can be informally written, does not require formal citations, and must be at least 3 pages long (double-spaced, 12 pt font). Written entries will be confidential and only read by the professor. There will be opportunities for students to orally share their reflections during class to encourage reciprocal learning. Ideas for reflection questions from students are welcome.

4. CBPR critical service learning fieldwork-20 points (10 points for written agreement, 10 points for community partner feedback)

Students will spend a minimum of 25 hours engaging with a community group to work on a critical service learning fieldwork that is meaningful and relevant to both the community's and the students' needs and interests. Critical service learning is not only a way for students to learn about the community but it also engages students to learn about their own identities. The aim of critical service learning is to engage in critical inquiry of one's positionality related to privilege and power, as well as the systems and structures of inequality that maintain the health disparities we seek to eliminate. It seeks to develop authentic relationships and build trust that is essential to long-lasting and reciprocally beneficial CBPR collaborations.

This fieldwork will serve as the central course assignment and will be connected to the other course assignments, such as the journal entries, IRB proposal, and final academic paper. Students will choose a community group to engage with and seek permission from the key representative of the group in-person. Before starting the fieldwork, student meet with the key representative and develop a written agreement that outlines the history of partnership, existing relationships, and objectives to be achieved, which must be signed by the community partner and student and submitted to the professor. The student should seek to incorporate as many of the CBPR principles as possible throughout their engagement. A template of the written agreement will be provided, which may be tailored to the purpose and scope of the fieldwork. Students are encouraged to take field notes throughout the process to help guide their related assignments. Feedback from the community group on the student's engagement will also be taken into account for the final grade.

5. Mock IRB proposal and presentation related to CBPR fieldwork- 20 points (10 pts for proposal and 10 points for presentation)

As public health practitioners and community researchers, evaluating and understanding the ethical implications of research is essential. The approval from an Institutional Review Board is required for studies that involve human participants and allows for ethical implications to be considered from multiple perspectives. Each student will develop a presentation of their mock IRB proposal (template will be provided) based on the student's CBPR fieldwork or a potential study that could be related to the fieldwork in the future. Each student will have 20 minutes to orally present their IRB proposal to the class using Powerpoint or Prezi to engage in discussions about research ethics.

6. Peer review of final academic paper-5 points

The peer review process plays an essential role of strengthening scholarship. Peer review can be beneficial for both the reviewer as well as the author because editing someone's work is one of the best way to edit your own. Students will work in pairs to peer review each other's draft of final paper before submission to the professor. This is an opportunity to provide critical and thoughtful feedback to one another. A peer review evaluation sheet will be provided.

7. Final academic paper summarizing the CBPR fieldwork-20 points

Students will prepare and submit a final academic paper that describes a specific scope of their CBPR fieldwork. Students must choose one of the Article Types as listed in *Progress in Community Health Partnerships* and write a publishable manuscript that completely adheres to the author guidelines:

<https://www.press.jhu.edu/journals/progress-community-health-partnerships-research-education-and-action/author-guidelines>. The final paper should include a title page, abstract (following the word limit), narrative organized in relevant sections and subsections, tables, figures, and a complete reference list with a minimum of five peer-reviewed references, with two from the course reading list. The final narrative portion of the paper must be at least 8 pages long and within the maximum word count for the Article Type. Please use the appropriate diacritical markings ('okina and kahakō) for all Hawaiian words. If a student intends to submit the paper for publication, CBPR co-authorship and dissemination guidelines must be followed.

7. Grading Distribution: (for Class Assignments)	
Assignment	Points
Attendance, participation, and required reading	10
Community 101 online training	10
3 Self-reflection journals (5 pts each)	15
CBPR fieldwork with written agreement	20
Mock IRB application proposal	10
Mock IRB application presentation	10
Peer review of final academic paper	5
Final academic paper	20
TOTAL:	100

8. Grading Scale: This course will NOT use + and –grading system	
A = 90-100	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.
B = 80-89	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.
C = 70-79	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.
D = 60-69	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.
F < 60	Unacceptable work

9. Course Policies:

- Registration priority** will be given to doctoral students enrolled at the Office of Public Health Studies. Masters students and students in other programs and departments will be enrolled upon space availability.
- CITI Research Ethics Training.** Students without certificates in CITI Research Ethics training must complete the training by the end of January 2018. Two training courses must be completed: 1) Non-Exempt Social or Behavioral Sciences Researchers and Key Personnel and 2) Health Information, Privacy, and Security. These courses will take 3-6 hours and can be saved and done over several sessions. Students must obtain a passing score and upload a copy of the 2-paged certificates with scores to their Lulima dropbox. Detailed instructions can be found at <https://manoa.hawaii.edu/researchcompliance/get-training-0>. All students are expected to be familiar with and adhere to research ethics guidelines throughout the semester. Any breaches in ethical conduct may affect your final grade.

3. **Co-learning environment.** This course aims to offer a collaborative and dynamic learning environment based on mutual trust and respect among all participants. Any suggestions, thoughts, or questions that contribute to this environment are welcome. Students are welcomed and encouraged to meet with the course professor to review their progress or clarify course assignments and expectations.
4. **Professionalism.** This course aims to reinforce professionalism within and outside of the classroom. Students are expected to conduct themselves with a high level of professionalism throughout the course, especially with one another and with community partners and members during fieldwork.
5. **Participation.** Students are expected to attend and actively participate in discussions throughout the semester. Active participation includes openly sharing your thoughts and insights, listening thoughtfully to one another, and allowing others the space to share their ideas without dominating the discussion.
6. **Timeliness.** Students are expected to read assigned materials and complete course assignments on time and at graduate-level proficiency. It is the student's responsibility to be aware of the assignment deadlines and make arrangements with the professor if for any reason you are not able to meet deadlines. Your grade will be reduced for consistently late assignments.
7. **Written Assignments.** All written assignments must be typed with student's name and course number in the upper right-hand corner of the header and page numbers in the footer. Please use MSWord, double-space all writing, and use 1-inch margins, 12-point font, and proper citations. Please use the appropriate diacritical markings ('okina and kahakō) for all Hawaiian words. Hawaiian Language Dictionary- <http://www.wehewehe.org/>.
8. **Conduct Code—Do original work. Plagiarism is unacceptable** and will result in a failing grade for the assignment and possibly for the course, depending on the extent of the violation. Please be familiar with the University of Hawai'i Student Conduct Code, available online. During all class presentations and discussions, show proper respect toward all opinions expressed, and allows others to speak and voice opinions without ridicule or inappropriate behavior.
9. **Schedule Revisions.** The course schedule and assignments may need to be revised and some topics re-scheduled depending on the pace of the learning, size of class, and the needs of the students.

10. University Policies for Opportunity and Accommodation:

UH Writing Center <https://sites.google.com/a/hawaii.edu/writingcenter/>

Located in Kuykendall Hall, the Writing Center offers free assistance from experienced writers to all UHM students, faculty, and staff with all types of writing. Writing consultants assist writers with any stage of the composing process and work with them to strengthen their writing through focusing on such issues as organization, focus, and clarity -- elements essential to the effectiveness of a piece. Because they aim to equip writers with strategies, resources, and sharper skills, writing consultants do not "proofread" papers. They assist each writer in developing his or her own ability to identify and address issues of grammar, syntax, usage, and style.

KOKUA-UH office for students with disabilities- <http://www.hawaii.edu/kokua/>

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.

Title IX: A discrimination-free learning space <http://manoa.hawaii.edu/titleix/>

The University of Hawai'i is an equal opportunity/affirmative action institution, and is committed to a policy of non-discrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin, ancestry, citizenship, disability, genetic information, marital status, breastfeeding, income assignment for child support, arrest and court record (except as permissible under State law), sexual orientation, national guard absence, status as a covered veteran, pregnancy, and domestic or sexual violence victim status. This policy covers admission and access to and participation, treatment, and employment in the University's programs and activities. For more information on equal opportunity and affirmative action policies and complaint procedures for the UH

Mānoa Campus, contact Dee Uwono, Director and Title IX Coordinator, 956-2299, t9uhm@hawaii.edu.

Sexual Harassment <http://manoa.hawaii.edu/genderequity>

Sexual harassment is one type of sex discrimination under Title IX, United States Education Amendments of 1972. The U.S. Department of Education's Office for Civil Rights (OCR) states that sexual harassment is any unwelcome conduct of a sexual nature. Sexual Violence is a severe form of sexual harassment. Some examples of sexual violence include threatening someone into unwanted sexual activity; sexual contact with someone who is drunk, drugged, unconscious, or otherwise unable to give a clear, informed "yes" or "no"; and rape or attempted rape. For more examples, visit the Office of Gender Equity website. This office provides information about options regarding University policies and procedures to potential complainants of gender-based discrimination, sexual violence, stalking, dating violence, or intimate partner violence. You can contact this office at 808-956-9499 (voice or text) or email at geneq@hawaii.edu.

UH Counseling and Student Development Center <http://www2.hawaii.edu/~csdc/>

Going through life changes, choosing a major, making career decisions, becoming independent, relating well with others, being successful, and living meaningfully is inherently challenging and often difficult or distressing. CSDC offers support to UH students, staff, and faculty to assist with personal, academic and career concerns. Their comprehensive counseling and psychological services are designed to be timely, accessible, preventative, and personalized to meet your individual needs. CSDC is located on the third floor of the Queen Lili'uokalani Center for Student Services, at the heart of the Mānoa campus. Immediate "walk in" appointments for urgent or emergency / crisis services are available during our regular daily 8:30 a.m. to 4:30 p.m. hours. All services are confidential and most are free of charge for Mānoa students.

Hawai'i Student Conduct Code and Academic Dishonesty. Academic dishonesty such as plagiarism, cheating and other forms of dishonesty will result in a failing ("F") grade for the assignment. More than one incident of academic dishonesty will result in failing ("F") grade for the course. Equally, more than one incident will also result in reporting the academic dishonesty to the UH Office of Judicial Affairs. Student should familiarize themselves with the University of Hawaii Student Conduct Code:

http://studentaffairs.manoa.hawaii.edu/policies/conduct_code/ Accordingly, the university expects students to maintain standards of personal integrity that are in harmony with the educational goals of the institution; to respect the rights, privileges, and property of others; and to observe national, state, and local laws and University regulations.

Other community resources

If you (or someone you know) are ever in need of crisis services off-campus or after-hours, please know there are many community-based resources available. Two major organizations to know about are:

- National Suicide Prevention Lifeline (NSPL) – 1-800-273-TALK (8255)
 - o A free, 24-hour hotline available to anyone in emotional distress or a suicidal crisis.
- Crisis Line of Hawai'i – on O'ahu call 832-3100; Neighbor islands call 1-800-753-6879
 - o A team of trained and experienced professionals 24 hours a day to help in times of mental health crisis.

11. Required Text and Readings

- Minkler, Meredith & Wallerstein, Nina. (Eds). (2008). *Community-Based Participatory Research for Health: From Process to Outcomes* (2nd ed.). San Francisco: John Wiley & Sons.
- Smith, Linda Tuhiwai. (2012). *Decolonizing Methodologies. Research and Indigenous Peoples* (2nd ed.). London: Zed Books.
- Other assigned readings and articles will be posted at <https://lulima.hawaii.edu/portal>

Useful Websites/Resources

- Community-Campus Partnerships for Health- <http://depts.washington.edu/ccph/index.html>
- Pacific Health Research Guidelines- https://gateway.hrc.govt.nz/funding/downloads/Pacific_health_research_guidelines.pdf
- Building Community Capacity with CBPR in a Native Hawaiian Community- <http://www2.jabsom.hawaii.edu/pili/includes/files/aimpaper.pdf>
- University of Hawai'i Health Services Library – www.hawaii.edu/hslib
- OWL at Purdue APA Formatting and Style Guide- <http://owl.english.purdue.edu/owl/resource/560/01/>
- University of Hawai'i Hawaiian Language Online- <http://www.hawaii.edu/site/info/diacritics.php>
- Hawaiian Language Dictionary- <http://www.wehewehe.org/>

12. Linking Department Approved Competencies Addressed:

PHD COMPETENCIES

Research and Data

1	Apply data management, analysis, interpretation, and visualization techniques in: proposal writing, intervention development, evaluation, and monitoring of public health problems and interventions. <ul style="list-style-type: none"> • Students prepare individual CBPR papers and presentation that requires them to analyze and interpret the CBPR principles applied to their field work.
2	Select appropriate research designs and methods to address public health questions of importance to diverse communities. <ul style="list-style-type: none"> • Students work with community partners to develop a written agreement that outlines the appropriate research design and methods as well as protocols of ethical engagement to be used throughout their fieldwork.
3	Critique research appropriateness, including the ethical aspects of research designs, subject recruitment, and data collection that involve communities. <ul style="list-style-type: none"> • Students write a mock IRB proposal that examines the ethical considerations of their CBPR project and engagement.
4	Critically analyze, use, and synthesize data from multiple sources to address public health problems/issues. <ul style="list-style-type: none"> • Students prepare individual CBPR papers and presentation that requires them to critically analyze, use, and synthesize data from their literature review and other sources combined with the primary data collected in their CBPR project.
5	Promote co-learning between researchers, public health professionals, and communities. <ul style="list-style-type: none"> • Students work with community partners to develop a written agreement that outlines protocols of ethical engagement to promote co-learning and other CBPR principles.
6	Demonstrate and apply high ethical standards to all activities, including research conduct and the handling of information and data. <ul style="list-style-type: none"> • Students complete the Community 101 Training and receive 70% or greater score on the quiz to be certified. • Community partners evaluate the students' application of ethical standards at the end of the semester through the written agreement.

Leadership

7	Engage stakeholders and manage teams, groups, and organizations to identify issues of concern and develop and translate public health solutions to diverse communities. <ul style="list-style-type: none"> • Students work with community partners to develop and conduct a fieldwork that integrates CBPR principles.
8	Analyze and translate the impact of local, national, and global trends and interdependencies on public health related problems and systems. <ul style="list-style-type: none"> • Students prepare individual CBPR papers and presentation that requires them to analyze and contextualize the public health problem of their focus community with the local, national, and global trends and social determinants of health.

Policy & Program

9	Integrate evidence and community experience to describe, anticipate, and mediate public health needs and problems. <ul style="list-style-type: none"> • Students prepare individual CBPR papers and presentation that requires them to analyze and contextualize the public health problem of their focus community with the local, national, and global trends and social determinants of health.
10	Identify and apply appropriate theory and evidence-based approaches to inform the design and evaluation of public health interventions for diverse communities. <ul style="list-style-type: none"> • Students select and design a CBPR fieldwork with a community partner that integrates theory and evidence-based approaches.

Teaching & Communications	
14	<p>Demonstrate effective written and oral skills for communicating with persons across the lifespan from diverse cultural, lifestyle, socioeconomic, educational, racial, ethnic and professional backgrounds.</p> <ul style="list-style-type: none"> • Students write a CBPR paper that follow academic conventions and present them orally in classes that are more conducive to community settings.
15	<p>Facilitate and expand collaborative relationships with a variety of entities (e.g. government, NGO, comm, and univ).</p> <ul style="list-style-type: none"> • Students select and design a CBPR fieldwork with a community partner to facilitate and expand relationships with university and community as well as other entities as appropriate.
16	<p>Utilize the integrating concepts and skills involved in culturally appropriate community engagement, empowerment, and intervention translation with diverse communities.</p> <ul style="list-style-type: none"> • Student write self-reflection papers throughout their fieldwork experience that integrates an assessment of their skills as well as concepts discussed in class and introduced in readings related to culturally appropriate community engagement, empowerment, and translational research.