Course Description
A range of public health issues confront our society and health systems today. The need for education and training is urgent in order to identify solutions and promote policies for improvement. The Institute of Medicine’s report on *Shaping the Future for Health* (2003) acknowledges the inclusion of Community-Based Participatory Research (CBPR) as an essential component in addressing today’s health challenges and in strengthening our public health workforce.

This course offers knowledge of and skills in CBPR that emphasize the importance of community inclusion and partnership as a viable approach to constructing and increasing the acceptance of interventions aimed at improving the health and wellbeing of populations. This course will also help students develop critical thinking and problem solving skills by exploring and proposing solutions to current public health problems using case-based learning.

Purpose
The course is designed to introduce students to the fundamental principles of, rationale for, and key considerations in conducting Community-Based Participatory Research and use case-based learning (CBL) as an approach for real world application of CBPR concepts.
Course Competencies
Upon completion of the course, students will be able to:

- Describe the principles of (CBPR)
- Determine the rationale and appropriateness for conducting CBPR
- Assess the strengths and limitations of using CBPR approaches
- Distinguish how CBPR differs from community-based research and basic research
- Critique the application of CBPR in planning, implementation, dissemination, and translation via review of CBPR case examples
- Build skills in selected methods used in CBPR
- Increase understanding of and practice application of case-based learning method (CBL)

Intended Audience
This is intended for an audience with little or no prior knowledge of CBPR or CBL and serves as an introduction to CBPR. Masters and doctoral-level students and postdoctoral fellows from Public Health, Medicine, and Nursing are the primary audiences. Auditing is not encouraged.

Course Topics
The topics will range from the history and background of CBPR, principles of the approach, partnership formation, methodologies associated with the use of CBPR, and applications of dissemination, translation, and evaluation. The course syllabus is divided into seven main sections: Introduction and Overview; Getting Started; Implementation; Evaluation; Dissemination; Policy; and Ethics.

Course Requirements
The format of the course consists of a blend of lectures and case study. Student evaluation will be based on class participation and completion of assignments. Future instructions will be provided for each assignment. All assignments will be submitted on CoursePlus and must be submitted by 11:59pm on the day they are due. No extensions will be granted for assignments, and points will be deducted for late submissions. No survey, interview, or other data collection is required that would require IRB approval.

The final grade for this course will be based on successful completion of the following components:

- 15% Classroom participation (Students are expected to thoroughly read required case materials before each class and be prepared to discuss issues and answer questions pertaining to the course and respective cases). Participation will be tracked.
- 30% Reflection assignments (Two reflection assignments worth 15% each)
- 5% Paper topic and community partner description
- 10% Outline of final project
- 40% Final write up

Conduct
Ethical conduct as stated in the Student Handbook will be adhered to in this course. Please turn off or put on vibrate all cell phones and PDAs. Should wearing a beeper be required please promptly and
kindly exit the classroom to minimize distractions. During class laptops and electronic notebooks should only be used for course-related purposes. Please respect faculty and classmates in this regard.

Writing and Referencing
A number of resources are available to help students understand write and to know when to reference, how to reference, and why to reference in the papers and exams that they prepare for courses or for publication. These resources can be found on the School’s internal website, in the student section, and can also be accessed at: http://www.jhsp.edu/offices-and-services/student-affairs/resources/writing-resources.html

Resources for Support and Emotional Well-Being
The Johns Hopkins Student Assistance Program (JHSAP) provides free services to help students identify and manage challenging issues. Services include short-term counseling, crisis response, and school-life coaching and adjustment. Additional information and appointment scheduling is available online at http://jhsap.org/. To talk to someone immediately, call 443-287-7000.

Students with Disabilities
If a student with a documented disability requires academic accommodations, please contact Disability Support Services at 410-955-3034 or by email: jhsp.dss@jhu.edu. Additional information is available at: https://www.jhsp.edu/offices-and-services/student-affairs/disability-support-services/ Any information received from the student concerning his/her disability is highly confidential and will not be shared without permission from the student. Also, feel free to contact the course instructor(s) or the teaching assistant if you have questions.

Course Texts and Readings
Two sources of knowledge will guide the instruction and application:

2. Selected readings. These readings will further elucidate certain concepts and provide case examples.

All readings, including the selections from the textbook, are provided on CoursePlus.
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<th>TOPIC</th>
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| Introduction and Overview of CBPR and CBL | Bowie                   | Monday, 10/28/19      | Review of course syllabus and requirements                | 1. Israel et al., 1998  
|                                           |                        |                       | Overview of CBPR                                          | 2. Wallerstein et al., 2011                                                                            |
|                                           | Bowie                   | Wednesday, 10/30/19   | Overview of Case Based Learning                           | 1. Zak, 2013  
|                                           |                        |                       |                                                            | 2. Bonney, 2015  
|                                           |                        |                       |                                                            | 3. Nkhoma et al., 2017                                                                               |
|                                           | Discussant              |                       |                                                            | 2. Hohmann & Shear, 2002                                                                             |
|                                           | Class Activity          | Wednesday, 11/6/19    | Getting Started Case Review and Discussion                | ASSIGNMENT #1 DUE                                                                                     |
|                                           |                        |                       |                                                            | 2. Ramanadhan et al., 2016                                                                           |
|                                           | Grieb                   | Wednesday, 11/13/19   | Implementation/Methods (IM) Used in CBPR: Part 2          | 1. Grieb et al., 2013  
|                                           |                        |                       |                                                            | 2. Windsor, 2013  
|                                           | Class Activity          | Monday, 11/18/19      | Case Review and Discussion                                | 1. Case Readings                                                                                        |
|                                           |                        |                       |                                                            | REFLECTION WRITING #1 DUE                                                                              |
| Evaluation in CBPR                       | Bowie                   | Wednesday, 11/20/19   | Basic Concepts in Evaluation                              | 1. Blevins et al., 2008  
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<th>Case Readings</th>
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| NO CLASS      | Wednesday 11/27/19 | Case Review and Discussion | 1. Case Readings  
2. Webster et al., 2013 |
| **Dissemination In CBPR** |               |                         |                                                   |
| Bone          | Monday 12/2/19   | Dissemination Overview  | 1. Chapter 14, Israel et al. textbook  
2. McDavitt et al., 2016  
3. Balcazar et al., 2009 |
| Class Activity | Wednesday 12/4/19 | Case Review and Discussion | 1. Case Readings  
**REFLECTION WRITING #2 DUE** |
| **Policy**    |                   |                         |                                                   |
| Bowie/Community Discusant | Monday 12/9/19 | Policy and CBPR         | 1. Israel et al., 2010  
2. Cacari-Stone et al., 2014 |
| Class Activity | Wednesday 12/11/19 | Case Review and Discussion | 1. Case Readings  
**ASSIGNMENT #2 DUE** |
| **Ethics**    |                   |                         |                                                   |
| Grieb/Noor-Oshiro | Monday 12/16/19 | Ethics in CBPR          | 1. Muhammad et al., 2015  
2. Flicker et al., 2018 |
| Class Activity | Wednesday 12/18/19 | Case Review and Discussion | 1. Case Readings  
**FINAL PAPER DUE MONDAY, DEC 23** |

**Note:** No exceptions or extensions will be granted for late assignments. Points will be deducted for late submissions.