

Course Title:	Community-Engaged Methods in Public Health
Course Number:	TBD
Course Pre- and Co-requisite(s):	PHCO 0502 Principles and Methods of Epidemiology; and PHCO 0504 Introduction to Biostatistics
Course Location:	Newark
Course Date & Time:	TBD
Course Instructor:	Rafael E. Pérez-Figueroa, MD, MPH (he/him/el); Associate Dean of Community Engagement and Public Health Practice; Associate Professor of Urban-Global Public Health; One Riverfront Plaza Suite 1020; Newark, NJ, 07102; Email: rp1196@sph.rutgers.edu ; Tel: 973- 972-4254; Twitter: @RafaelPFigueroa
Office Hours:	By Appointment Only
Course Assistant:	TBD
Course Website:	TBD
Required Course Text:	Wallerstein, N., Duran, B., Oetzel, J.G., and Minkler, M. (editors), Community Based Participatory Research for Health: From Process to Outcomes, 3rd edition. San Francisco, Jossey-Bass, 2017. ISBN: 978-1-119-25885-8 (available online at the Rutgers University Library website)

Additional/Supplemental Readings/Resources: Additional readings required for this course include academic journal articles, book chapters, newspaper articles, and other sources. These readings will be made available through the Canvas shell.

Course Description: This course examines current methods, theories, principles, and strategies associated with community engagement in public health. It discusses implications of community-engaged public health practice for addressing racism, ethnocentrism, classism, gender discrimination, homophobia, ableism, and other forms of structural oppression. It focuses on evidence-based approaches to foster the inclusion of populations experiencing health inequities and in building partnerships to improve health outcomes in under resourced communities. It analyzes participatory research methods and their implementation. The course is intended for graduate students interested in addressing health inequities manifested locally in the United States and globally.

Selected Concentration Competencies Addressed: The competencies addressed in this course include:

1. Assess population needs, assets, and capacities that affect communities' health.
2. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs.
3. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.

4. Advocate for political, social, or economic policies and programs that will improve health in diverse populations.
5. Select quantitative and qualitative data collection methods appropriate for a given public health context.
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels.
7. Apply methods to develop and assess programs and strategies that protect or endanger the health and well-being of urban populations.
8. Evaluate determinants of global public health in a range of context based on the five major public health perspectives: systems and policies, epidemiology, biostatistics, environmental and occupational health, and health education and behavioral science.

Please visit the Concentration webpages on the School of Public Health's website at sph.rutgers.edu for additional competencies addressed by this course for other degrees and concentrations.

Course Objectives: By the completion of this course, students will be able to:

1. Discuss the theoretical perspectives that inform community engagement in public health.
2. Describe the principles of community-based participatory research and compare various community-engaged research approaches.
3. Explain the process and challenges of forming, maintaining, and sustaining partnerships in under-resourced communities.
4. Evaluate the importance of governance structures, cultural humility, and participatory evaluation in the design and implementation of community-engaged approaches in public health.
5. Critically assess community-engaged methods as a strategy to address health inequities.
6. Evaluate ethical challenges in conducting community-engaged research.
7. Discuss issues of collaborative knowledge formation and its implications on health inequities.

Course Requirements and Grading:

Participation: Students are expected to demonstrate evidence of preparation by engaging in discussions, raising questions, writing reflections, and participating in exchanges that are relevant and related to the readings, lectures, and course assignments. Online participation through Canvas will be considered as evidence of participation. The course is designed to be participatory in nature, which requires that students as well as the instructor are prepared. The combination of required readings, instructor presentations, facilitated exercises, as well as other activities are intended to stimulate collective inquiry during the class meetings.

Attendance: Students are expected to attend all sections and to complete activities of this course. If attendance to a certain section is not possible, it is the student responsibility to notify the instructor and get acquainted about the content discussed that day. Absences will impact

the final grade. Absences due to major religious holidays must be communicated to the instructor ahead of time.

Online reflections: Throughout the semester students are expected to interact with multimedia content and write 5 short reflections. The purpose of these assignments is to stimulate critical thinking in relation to the course topics. Timely completion will be considered as part of your grade. Due days, time, and specific instructions for each assignment will be detailed on the Canvas website.

Fieldwork project: Students will work in small groups on a fieldwork project engaging 3-5 participants from a community of interest. The goals of the project are to engage participants as co-learners using community-engaged techniques and procedures; to identify shifting locations of power during the community engagement process; to address issues of ethics; and to review findings for potential application to practice. The products to be generated will be a written report and a class presentation. A more thorough guide for this assignment will be provided in the Canvas website.

Community report: In collaboration with a community partner of interest, students will write a report on a pressing public health issue relevant to a community of interest. The report will address the following components: community description and problem definition; community assessment; demographic and epidemiological data; cultural, environmental, and social context; community focus; community strategy to address the problem of interest; and proposed next steps. A more thorough guide for this assignment will be provided in the Canvas website.

Course structure: This course involves interactive lectures guided by the instructor, facilitated discussions, online activities, and group exercises. Everyone in the course is expected to work towards maintaining an appropriate learning environment. All are expected to maintain a professional, respectful, and courteous approach to classroom and online interactions.

Course spirit: Students are reminded that free expression in an academic community is essential to the mission of providing the highest caliber of education possible. Provocative ideas respectfully presented are an expected result. An enlightened academic community, however, connects freedom with responsibility. This course will encourage civil discourse, appropriate and science-based use of evidence, reasoned thought, sustained discussion, and constructive engagement without degrading, abusing, harassing, or silencing others. The instructor is committed to maintaining an environment that opens doors, hearts, and minds.

Ownership: Students are expected to take an active role. Students' contributions will greatly enhance the course.

Class behavior: Students are expected to be courteous to classmates and the instructor. Racist, sexist, homophobic, or otherwise offensive comments will not be tolerated at any time.

Writing: Writing skills are essential for a public health professional. Written assignments should be an opportunity for strengthening skills in public health communication. Students must ensure that their written work is free from misspellings, typos, and major grammatical errors. In addition, students are expected to appropriately cite all references used in presentations and/or written materials, including images. Written work should be clearly organized and reasonably well written.

Assigned readings: Course readings have been selected to build a foundation on which class sessions and lectures are based. As such, to promote in-class learning it is necessary to keep up with the readings that are assigned each week. Articles and other materials posted in the Canvas website are required unless otherwise indicated.

Name and identity: This course will honor, reaffirm, and celebrate your request to address you by an alternate name or gender pronoun. Please advise of these needs early in the semester so that we can make appropriate changes to our records. Students will be requested to provide the pronunciation and phonetic spelling of their name in the Canvas website.

Disability: In this course we are committed to the full inclusion of students with disabilities in all curricular and co-curricular activities. Please discuss your needs and expected accommodations with the instructor.

Student grades will be based on:

Class participation and attendance 10%
Online reflections 30%
Fieldwork project 30%
Community report 30%

The course grade will be determined using the following letter system. Grades are A, A-, B+, B, B-, C+, C, and F.

Grading policy:

94 – 100: A
90 – <94: A-
87 – <90: B+
84 – <87: B
80 – <84: B-
77 – <80: C+
70 – <77: C
<70: F

Assignments	Lessons	Competencies	Objectives
Class participation and attendance	1-14	1-8	1-7
Online reflections	1-14	2, 6, 8	1-7
Fieldwork project	1-4, 6, 7, 9	2, 3, 5,	1, 2, 4-7
Community report	1-4, 5, 10	1, 3, 4, 7, 8	1, 3-7

Course Schedule:

Specific content associated with each session including required readings, multimedia resources, exercises, and other instructional documents will be outlined in the course website.

Week	Topic	Readings	Assignments
1	Introductions and course overview	Text chapter 1 Online 30: Discussion board (see information in the Canvas website)	Reflection 1
2	Conceptualizing community-engaged methods in public health	Guta, A., Flicker, S., & Roche, B. (2013). Governing through community allegiance: a qualitative examination of peer research in community-based participatory research. <i>Critical Public Health</i> ,23(4), 432-451. Wallerstein, N., & Duran, B. (2010). Community-based participatory research contributions to intervention research: the intersection of science and practice to improve health equity. <i>American journal of public health</i> . Online 30: The danger of a single story (see information in the Canvas website)	
3	Principles and foundations of community-engaged methods	Text chapters 2 and 3 Flicker, S., "Who benefits from Community Based Participatory Research? A Case study of the Positive Youth Project", <i>Health Education and Behavior</i> , 2008, 35, 70-85. Online 30: Discussion board (see information in the Canvas website)	Reflection 2 (discussion board)

4	Addressing health equity, social change, and justice	<p>Text chapter 4</p> <p>Ford CL, Airhihenbuwa CO. The public health critical race methodology: praxis for antiracism research. Soc Sci Med. 2010 Oct;71(8):1390-8. doi: 10.1016/j.socscimed.2010.07.030. Epub 2010 Aug 11.</p> <p>Online 30: The social identity wheel (see information in the Canvas website)</p>	
5	The role of community participation in achieving health equity	<p>Coombe, C. M., Schulz, A. J., Guluma, L., Allen, A. J., 3rd, Gray, C., Brakefield-Caldwell, W., Guzman, J. R., Lewis, T. C., Reyes, A. G., Rowe, Z., Pappas, L. A., & Israel, B. A. (2020). Enhancing Capacity of Community-Academic Partnerships to Achieve Health Equity: Results from the CBPR Partnership Academy. Health promotion practice, 21(4), 552–563.</p> <p>Muhammad, M., Wallerstein, N., Sussman, A., Avila, M., Belone, L. “Reflections on Researcher Identity and Power: The Impact of Positionality on Community Based Participatory Research (CBPR) Processes and Outcomes”, Critical Sociology, 2014; 1-20.</p> <p>Online 30: Discussion board (see information in the Canvas website)</p>	Reflection 3
6	Community-Based Participatory Research	<p>Miller, PK., Waghiyi, V., Welfinger-Smith, G., Byrne, SC., Kava, J., & Gologergen, J. et al. (2013). Community-based participatory research projects and policy engagement to protect environmental health on St. Lawrence Island, Alaska. Int J Circumplor Health, 72:21656.</p> <p>Margaret W Leung, Irene H Yen, and Meredith Minkler. Community-based participatory research: a promising approach for increasing epidemiology’s relevance in the 21st century. International Journal of Epidemiology 2004;33:499–506.</p>	

		Online 30: The children are not all right (see information in the Canvas website)	
7	Engaging community stakeholders and fostering sustainable partnerships	<p>Text chapter 5, 8</p> <p>Friedman Ross, L., Loup, A., Nelson, R., Botkin, J., Kost, R., Smith, G., et al. (2010). The challenges of collaboration for academic and community partners in a research partnership: Points to consider. <i>J Empir Res Hum Res Ethics</i>, 5(1), 19-31. doi:10.1525/jer.2010.5.1.19.</p> <p>Online 30: Discussion board (see information in the Canvas website)</p>	Reflection 4
8	Overview of Photovoice methods	<p>Wang CC. The Tai Qi of Photovoice. <i>Health Promot Pract</i>. 2022 Mar;23(2):205-210.</p> <p>Strack RW, Orsini MM, Ewald DR. Revisiting the Roots and Aims of Photovoice. <i>Health Promot Pract</i>. 2022 Mar;23(2):221-229.</p> <p>Online 30: Photovoice toolkit (see information in the Canvas website)</p>	
9	Community engaged data collection	<p>Minkler, M., & Hancock, T. (2003). Community-driven asset identification and issue selection. In M. Minkler & N. Wallerstein (Eds). <i>Community-based participatory research for health</i> (pp. 135-154). San Francisco: Jossey-Bass.</p> <p>Fetterman, D.M. (2002). Empowerment evaluation: Building communities of practice and a culture of learning. <i>American Journal of Community Psychology</i>, 30(1), 89-102.</p> <p>Harper, G.W., & Carver, L.J. (1999). "Out-of-the-mainstream" Youth as partners in collaborative research: Exploring the benefits and challenges. <i>Health Education & Behavior</i>, 26(2), 250-265.</p> <p>Tricoglus, G. (2001). Living the theoretical principles of critical ethnography in education research. <i>Education Action Research</i>, 9(1), 135-147.</p>	Reflection 5

		Online 30: Discussion board (see information in the Canvas website)	
10	Capacity building and sustainability	<p>Hacker, K., Tendulkar, S. A., Rideout, C., Bhuiya, N., Trinh-Shevrin, C., Savage, C. P., Grullon, M., Strelnick, H., Leung, C., & DiGirolamo, A. (2012). Community capacity building and sustainability: outcomes of community-based participatory research. <i>Progress in community health partnerships : research, education, and action</i>, 6(3), 349–360.</p> <p>Allen, M.L., Culhane-Pera, K.A., Pergament, S. and Call, K.T. (2011), A Capacity Building Program to Promote CBPR Partnerships between Academic Researchers and Community Members. <i>Clinical and Translational Science</i>, 4: 428-433.</p> <p>Online 30: Community engaged interventions (see information in the Canvas website)</p>	
11	Ethics in community-engaged methods	<p>Text chapter 14, 16</p> <p>Elena M. Bastida, Tung-Sung Tseng, Corliss McKeever and Leonard Jack, Jr Ethics and Community-Based Participatory Research: Perspectives from the Field Health. <i>PromotPract</i> 2010 11: 16.</p> <p>Online 30: Ethics case studies (see information in the Canvas website)</p>	Fieldwork paper
12	Fieldwork presentations	Online 30: Where children sleep (see information in the Canvas website)	Fieldwork presentations
13	Community-engaged dissemination and knowledge formation	<p>Text chapter 19</p> <p>Peggy G. Chen, MD, MSc, MHS, Nitza Diaz, Ph.D., MS, Georgina Lucas, MSW, Marjorie S. Rosenthal, MD, MPH. Dissemination of Results in Community-Based Participatory Research. <i>Am J Prev Med</i> 2010;39(4):372–378.</p> <p>Online 30: Social media and social justice (see information in the Canvas website)</p>	

14	Course wrap-up	Text chapter 22 Online 30: Building community capacity (see information in the Canvas website)	Community report
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Learning Management System: Canvas will be used extensively throughout the semester for course syllabus, assignments, announcements, communication and/or other course-related activities. It is the student's responsibility to familiarize themselves with Canvas and check it regularly. If you have difficulties accessing Canvas, please inform the instructor and Canvas Support (help@canvas.rutgers.edu). Canvas is accessible at canvas.rutgers.edu.

School of Public Health Honor Code: The School of Public Health Honor Code is found in the School Catalog (sph.rutgers.edu/academics/catalog.html). Each student bears a fundamental responsibility for maintaining academic integrity and intellectual honesty in his or her graduate work. For example, all students are expected to observe the generally accepted principles of scholarly work, to submit their own rather than another's work, to refrain from falsifying data, and to refrain from receiving and/or giving aid on examinations or other assigned work requiring independent effort. In submitting written material, the writer takes full responsibility for the work as a whole and implies that, except as properly noted by use of quotation marks, footnotes, etc., both the ideas and the works used are his or her own. In addition to maintaining personal academic integrity, each student is expected to contribute to the academic integrity of the School community by not facilitating inappropriate use of her/his own work by others and by reporting acts of academic dishonesty by others to an appropriate school authority. It should be clearly understood that plagiarism, cheating, or other forms of academic dishonesty will not be tolerated and can lead to sanctions up to and including separation from the Rutgers School of Public Health.

Students with Disabilities: Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student must apply for Services by first completing a Registration Form with the Rutgers Office of Disability Services (ODS) at ods.rutgers.edu. The student will also be required to participate in an ODS intake interview and provide documentation. If reasonable accommodations are granted, ODS will provide you with a Letter of Accommodations which should be shared with your instructors as early in your courses as possible.

Commitment to Safe Learning Environment: The Rutgers School of Public Health is committed to helping create a safe learning environment for all students and for the School as a whole. Free expression in an academic community is essential to the mission of providing the highest caliber of education possible. The School encourages civil discourse, reasoned thought, sustained discussion, and constructive engagement. Provocative ideas respectfully presented are an expected result. An enlightened academic community, however, connects freedom with responsibility. The School encourages all students to disclose any situations where you may feel unsafe, discriminated against, or harassed. Harassment or discrimination of any kind will be not tolerated and violations may lead to disciplinary actions.

Reporting Discrimination or Harassment: If you experience any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, know that help and support are available. You may report such incidents to the [RBHS Title IX Office](#) or to the School of Public Health's [Office of Student Affairs](#). Rutgers University has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. If you experience any other form of discrimination or harassment, including racial, ethnic, religious, political, or academic, please report any such incidents to the School's [Office of Student Affairs](#). The School strongly encourages all students to report any incidents of discrimination or harassment to the School. Please be aware that all Rutgers

employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers as listed in Appendix A to [Policy 10.3.12](#)) are required to report information about such discrimination and harassment to the School and potentially the University. For example, if you tell a faculty or staff member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty or staff member must share that information with the [RBHS Title IX Coordinator](#). If you wish to speak to a confidential employee who does not have this reporting responsibility, you can find a list of resources in Appendix A to University [Policy 10.3.12](#). For more information about your options at Rutgers, please visit [Rutgers Violence Prevention and Victim Assistance](#).

Graduate Student Computer Policy: Students are required to possess a personal laptop, no older than approximately two years, that must meet minimum requirements which may be found online at: sph.rutgers.edu/student-life/computer-support.html

Policy Concerning Use of Recording Devices and Other Electronic Communications Systems:

When personally owned communication/recording devices are used by students to record lectures and/or classroom lessons, such use must be authorized by the faculty member or instructor who must give either oral or written permission prior to the start of the semester and identify restrictions, if any, on the use of mobile communications or recording devices.

Policy Concerning Use of Turnitin: Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com (directly or via learning management system, i.e. Canvas) for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site. Students who do not agree should contact the course instructor immediately.

Withdrawal/Refund Schedule: Students who stop attending their course(s) without submitting a completed [Add/Drop Course](#) form will receive a failing grade. Furthermore, students dropping to zero credits for the semester are considered withdrawn and must submit a completed [Leave of Absence](#) form from the School of Public Health's Office of Student Affairs. The School of Public Health refunds tuition only. Administrative and technology fees are non-refundable. You may find the Withdrawal/Refund Schedule on the School of Public Health website at: sph.rutgers.edu/academics/academic-calendar.html