

## **SPPH 545 - Community-Based Population Health & Public Health Research - Theories, Models & Issues (Fall 2016)**

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**Office Hours:** By Appointment Only; Students are strongly encouraged to meet with the instructor about the course or other academic concerns and interests.

**Course Time:** face-to-face: Sept. 11; Oct. 16; Nov. 20  
Location: Room 424, Institute of Health Promotion Research, SPPH Building, 2206 East Mall

**Required Text and Foundational Reading:** Community-Based Participatory Research for Health: From Process to Outcomes by Meredith Minkler and Nina Wallerstein, Jossey-Bass; 2<sup>nd</sup> edition (2008), ISBN-10: 0470260432.  
Key website: <http://depts.washington.edu/ccph/cbpr/index.php>

Note: All other readings will be provided to students (free). The course will also benefit from material and resources compiled for this course.

**Course Description:** This course draws upon theories, concepts and models from social and behavioral sciences as they apply to community-based, (participatory) health promotion, public health, population health research. The objective is to increase awareness of and skills in planning, implementing and evaluating population health, health promotion or public health research from a community-based, participatory approach (CBPR); and to better understand the role of social and behavioral theories and models as guiding tools. The course is open to Doctoral and advanced Masters-level students in health related disciplines from UBC, UVic or SFU. Preference is given to students in SPPH.

The course will use a variety of teaching methods to develop competencies including readings, learning exercises, group discussions, lectures, presentations and a final paper (on a topic chosen by each student). The text and internet resources (required and recommended) will be used as a foundation to study key issues, methods and applications.

### **Learning Objectives**

By the end of this course, you will be able to:

Become familiar with key principles and values underlying population health promotion research with a variety of communities;

Develop an understanding of leading theories & models of relevance;  
Develop an understanding of many of the key practical, ethical, methodologic and design issues related to population health promotion research with a variety of communities;

Learn how to critically approach the planning, implementation and evaluation of population health promotion research with communities;

Find key resources, toolkits, websites, etc. related to population health promotion research with communities.

### **Example Readings and Resources**

Knowledge Transition in Community-Based Research Elizabeth M. Banister, B. Leadbeater, Anne Marshall, University of Toronto Press (Mar 1 2011) ISBN-10: 1442641797

Ethical Issues in Community-Based Research with Children and Youth. E. Bannister, C. Benoit, Bonnie Leadbeater, University of Toronto Press; 1 edition (Jan 27 2006) ISBN-10: 080204882X

Community-Based Collaborative Action Research Carol Pillsbury Pavlish, Margaret Dexheimer Pharris, Jones & Bartlett Learning (Dec 2 2010),

Community and Population Health Lawrence W. Green McGraw-Hill 2005 ISBN-10: 072319593

Methods in Community-Based Participatory Research for Health by David Satcher Publisher: JosseyBass; 2 edition (Sep 26 2008) ISBN-10: 0470260432

Community Health Promotion Ideas That Work Marshall W. Kreuter: Jones & Bartlett Learning; 2 edition (Feb 28 2003)

Stoecker R, Research Methods for Community Change: A Project-Based Approach, ISBN 0761928898, Sage Pubns, 2005

Emerging theories in health promotion practice and research: strategies for improving public health / Ralph J. DiClemente, Richard A. Crosby, Michelle C. Kegler, editors.

Frankish J., Milligan D. & Reid C. (1998). Active living & determinants of health. Social Science & Medicine, 47(3), 287-301.

Green, LW. et al. Health Promotion Planning: An Educational and Ecological Approach, McGraw-Hill, 2004.

McQueen, D et al., Health and Modernity: The Role of Theory in Health Promotion, 2007.

Wilkinson R. How to Make Sick Societies Healthier, New Press 2006

Marmot M. & Wilkinson R. Social Determinants of Health, Oxford University Press; 2005.

Raphael D. Social Determinants of Health: Canadian Perspectives, Canadian Scholars Press 2004

50 Simple Things You Can Do to Build Community: The Earthworks Group and the Points of Light Ashland: Bathroom-Reader-Press, March 1994 1994 1879682540

### **Required Texts**

Students are expected to purchase the following book:

Community-Based Participatory Research for Health: From Process to Outcomes (Paperback) by Meredith Minkler (Ed), Nina Wallerstein (Ed), Jossey-Bass; 2<sup>nd</sup> Edition, 2008, ISBN-10: 0470260432

Additional readings will be made available...

Note: In order to access some of the linked articles from a non-UBC computer you will need to set-up a VPN. Please see <http://www.it.ubc.ca/security/VPN.html> for details.

### **Course Structure**

SPPH 545 is in distributed-learning format. It is necessary for you to participate fully in all parts of this course to

successfully complete the course. Lectures by the instructor, guest lectures and online material, combined with pre-assigned readings, will outline key issues and concepts. All components of this course have been designed to provide an opportunity for application of these concepts.

### **The Learning Environment**

In this course you are directed in your learning through modules that describe issues related to population health promotion research in diverse communities. By discussing these questions as a class you will be learning from each other and acquiring knowledge and understanding of the pertinent issues. One of the challenges of distributed-learning formats such as this is that there appears to be no limit to the amount of time you can spend learning, reading and discussing the issues. The best advice that we can give is to focus clearly on the materials and issues at hand. We will be moderating the discussions and will let you know, privately or as a group, if you are off topic or if you are not reaching the required depth in your discussion of the issues.

**Grading:** Grades are based on in-class presentations, class participation and a term paper. Emphasis will be placed on content rather than presentation skills. Marks are distributed as follows: term paper (50%), in-class participation (25%), and presentation of a health promotion topic of interest (25%).

### **Student Evaluation**

Students will be evaluated through a combination of class participation, a term paper and brief presentation will be graded according to the following criteria.

Grading (from the UBC Department of Educational Studies, Graduate Course Grading Policy):

A+ is from 90% to 100%: It is reserved for exceptional work that greatly exceeds course expectations. In addition, achievement must satisfy all the conditions below.

A is from 85% to 89%: A mark of this order suggests a very high level of performance on all criteria used for evaluation. Contributions deserving an A are distinguished in virtually every aspect. They show that the individual significantly shows initiative, creativity, insight, and probing analysis where appropriate. Further, the achievement must show careful attention to course requirements as established by the instructor.

A- is from 80% to 84%: It is awarded for generally high quality of performance, no problems of any significance, and fulfillment of all course requirements.

B Level (68% to 79%). This category of achievement is typified by adequate but unexceptional performance when the criteria of assessment are considered. It is distinguished from A level work by problems such as: One of more significant errors in understanding, superficial representation or analysis of key concepts, absence of any special initiatives, or lack of coherent organization or explanation of ideas. The level of B work is judged in accordance with the severity of the difficulties demonstrated. B+ is from 76% to 79%, B is from 72% to 75%, and B- is from 68% to 71%.

C Level (55% to 67%). Although a C+, C, or C- grade may be given in a graduate course, the Faculty of Graduate Studies considers 68% as a minimum passing grade for doctoral graduate students.

### **Plagiarism**

Students are expected to know what constitutes plagiarism and that plagiarism is a form of academic misconduct. As such, plagiarism is subject to penalty. Please review the Plagiarism and Student Discipline sections of the UBC Calendar, available at

<http://www.vpacademic.ubc.ca/integrity/policies.htm> and  
<http://www.students.ubc.ca/calendar/index.cfm?tree=3,54,0,0> .

## **Course Participation**

Students will be assigned a mark of 25% for participation in class and web discussion and the degree to which your participation enhances discussion in the class. Students are expected to participate in discussions and prepare for these discussions by reviewing the assigned resources, and/or participating in discussions/exercises.

In class, we will discuss how we shall work together between our face-to-face sessions. Based on past experience, the suggested approach is that I will post a weekly discussion and that each student would be expected to participate in 6 of 10 questions. So, here is my suggested approach:

1. I post a question
2. Between now and the end of the term, you should choose which 6 questions and discussions for which you will take part. (You don't have to choose all at once)
3. Once you choose a week (question) for your participation you must: a) post at least one comment (on Connect Discussion Board) by the end of Wednesday of your chosen week; and b) post at least one response to someone else's comment(s) by the end of Friday of your chosen week.

So, this means each student is asked to: a) pick 6 topics; and b) sign on at least twice during each of their chosen topics. Please let me know if this is clear, and if you have any questions, comments or concerns.

**Final Paper:** The final paper will entail critical reflection on, and analysis of a key issue (or set of issues) related to the planning, implementation and/or evaluation of community-based, population health promotion research. The paper will be (20-25 pages). The paper may be on the same topic which you choose for your presentation. Grading criteria will be provided. Remember, I am always happy to chat about your paper or presentation.

## **Expectations for Student and Instructor**

You are expected to fulfill your objectives, assignments, and discussions in a timely manner, and to contact me via course mail whenever you need help. I will, in most cases, return your communication within 24 to 48 hours. Should I be away or offline for an extended period (i.e., for more than a few days) I will notify the class in advance.

Spend enough time on the background resources for topic in order to make the most of the face-to-face sessions. It is very important that you have finished the readings prior to attending the classes. These will provide you with an opportunity to share your knowledge, to seek feedback from fellow students as well as your instructor on your ideas, and to ask for help when you need it.

## **Missed Classes**

Students who do not attend a class are responsible for obtaining any handouts, notes, or other materials. It is preferred that students email the instructor in advance of the class if they are unable to attend. It is much easier to arrangements before the fact rather than afterwards.