

**Department of Health Outcomes and Policy**  
**College of Medicine**  
**University of Florida**

***GMS 6852: Community Engaged Research for Clinical Effectiveness  
and Implementation Science Studies***  
***Spring 2020***

---

<b>Class Meetings:</b>	Every Wednesday, Jan. 8 – Mar. 18 – Period 7 (1:55 pm – 2:45 pm)
<b>Class Location:</b>	HPNP G-111
<b>Credit Hours:</b>	2 credits
<b>Prerequisite:</b>	GMS 6851

**Course Director:** Michelle Cardel, Ph.D.

**Office Hours:**

**Office:**

**Email:**

**Phone:**

---

### **COURSE DESCRIPTION**

The focus of this course is on providing students with applied knowledge related to conducting clinical effectiveness and implementation science studies that involve communities as collaborators in the research process. Communities are broadly defined and can include: physicians, policymakers, state agencies, and patients and their families, among others. Students in this course will focus on:

- Examining the development of patient-centered, clinical effectiveness studies that engage communities;
- Identifying strategies to form partnerships with communities to address gaps in knowledge around evidence-based interventions; and
- Examining strategies to incorporate patient and other stakeholder preferences and outcomes in clinical effectiveness studies.

Specific examples of community-engaged approaches will be discussed. Because students obtain methods training in other courses throughout the curriculum, the focus of this course is on critical appraisal of the appropriateness of the methods used relative to the study question and the implications of the study design for translating evidence into practice.

### **COURSE OBJECTIVES**

The primary goals of this course are to enhance students' knowledge about how to involve communities and key stakeholders in clinical effectiveness and implementation science research.

Students who successfully complete the course will be able to:

- Discuss the major concepts related to engaging communities in the design, implementation, interpretation and dissemination of research;
- Identify the benefits and barriers to involving community collaborations in clinical effectiveness and implementation science studies, as well as strategies for overcoming key barriers;

- Develop strategies for engaging communities in identifying study topics of importance to them and beginning the process of protocol development;
- Discuss some sentinel studies in clinical effectiveness and implementation science research, their study designs, and strategies for involving community collaborations to build upon and improve those designs;
- Describe the role of stakeholders and how to involve them in clinical effectiveness research, including the role of practice-based research networks;
- Critically evaluate clinical effectiveness studies that have incorporated community engagement by assessing the strengths and limitations of the study design as well as involvement of stakeholders in the study design and selection of outcomes.

## **COURSE PROCEDURE**

Class time will be used for presentations and class discussion. Most classes will begin with presentation of a major topic, followed by class discussion. The course will be enhanced by students' active involvement in the course. Each class session will have assigned readings that must be completed prior to class. Students are expected to come to each class prepared and to actively and constructively participate in class discussions centered around the required readings.

## **STUDENT COURSE REQUIREMENTS**

The following will be used to assess students' progress in achieving the course objectives:

1. **Attendance and participation.** Each student is expected to be an active and regular participant in class discussions. Students should come to class prepared to discuss the strengths and weaknesses of the assigned readings as well as how the readings apply to their own research interests.
2. **Discussion lead.** In addition, each student will select one week (from Weeks 3, 4, 6, 8, or 10) to lead class discussion on a peer-reviewed paper of their choosing relevant to the week's topic. This paper will be in addition to the assigned readings for that week and must be selected at least one week prior to the class.
3. **Review or commentary paper.** Students will identify a specific topic in community engagement and translational science that is related to their research interests. During the semester, students will research and write a paper that addresses their topic. This may be a scoping review, a systematic review, or a commentary paper, which will be submitted for publication in a peer-reviewed journal of the student's choice. The paper should follow the content, style, and formatting guidelines of the selected journal.

## **EVALUATION AND GRADING:**

Grades will be based on the attendance and participation in class discussions (35% - for Weeks 1, 2, 3, 4, 6, 8, 10; 5% per week); the Discussion Lead assignment (10%); the final paper outline (15%); and the final paper (40%). All deadlines must be met. Any assignment turned in late will receive a 10 percentage point reduction in the final grade. The following grading system will be used: A (95% or higher), A- (90-94%), B+ (87%-89%), B (83%-86%), B- (80-82%), C+ (77%-79%), C (73%-76%), C- (70-72%), D+ (67-69%), D (63%-66%), D- (60-62%), and E ( $\leq$ 59%). Information on UF grading policies can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

## TEXTBOOKS AND READINGS:

**U.S. Department of Health and Human Services (2011).** *Principles of Community Engagement (PCE) - Second Edition*. NIH Publication No. 11-7782. Free PDF available for download at: [https://www.atsdr.cdc.gov/communityengagement/pdf/PCE\\_Report\\_508\\_FINAL.pdf](https://www.atsdr.cdc.gov/communityengagement/pdf/PCE_Report_508_FINAL.pdf)

Supplementary readings will be assigned and may be expanded beyond what is outlined in the syllabus.

Ahmed, S.M., et al. (2015). "Towards Building a Bridge between Community Engagement in Research (CEnR) and Comparative Effectiveness Research (CER). *Clin Trans Sci* 8: 160-165.

Belone, L. et al. (2016). "Community-Based Participatory Research Conceptual Model: Community Partner Consultation and Face Validity." *Qualitative Health Research* 26(1): 117-135.

Bergman, D.A., and Beck, A. (2011). "Moving from Research to Large-Scale Change in Child Health Care." *Academic Pediatrics* 11: 360-368.

Boote, J., Baird, W., and Beecroft, C. (2010). "Public involvement at the design state of primary health research: A narrative review of case examples." *Health Policy* 95: 10-23.

Cox, S., Ross, K., Townsend, A., Avard, D., et al. (2011). "From Stakeholders to Shareholders: Engaging Consumers in Health Research." *Health Law Review* 19(3): 63-71.

Hoekstra, F., Martin Ginis, K.A., Allan, V., Kothari, A, et al. (2018). "Evaluating the impact of a network of research partnerships: a longitudinal multiple case study protocol." *Health Research Policy and Systems* 16:107.

Hoffman, A., Montgomery, R., Aubry, W., and Tunis, S.R. (2010). "How Best to Engage Patients, Doctors, and Other Stakeholders in Designing Comparative Effectiveness Studies." *Health Affairs* 29(10): 1834-1841.

Israel, B.A., Schulz, A.J., Parker, E.A., and Becker, A.B. (1998). "Review of Community-Based Research: Assessing Partnership Approaches to Improve Public Health." *Annual Review of Public Health* 19: 173-202.

Mullins, C.D., Abdulhalim, A.M., and Lavalley, D.C. (2012). "Continuous Patient Engagement in Comparative Effectiveness Research." *JAMA* 307(15): 1587-1588.

Mullins, C.D., Vandigo, J., Zheng, Z., and Wicks, P. (2014). "Patient-Centeredness in the Design of Clinical Trials". *Value in Health* 17: 471-475.

Shenkman, E., Hurt, M., Hogan, W., Carrasquillo, O., et al. (2018). OneFlorida Clinical Research Consortium: Linking a Clinical and Translational Science Institute With a Community-Based Distributive Medical Education Model. *Academic Medicine* 93(3): 451-455.

Tapp, H., Kuhn, L., Alkhazraji, T., Steuerwald, M., et al. (2014). Adapting community based participatory research (CBPR) methods to the implementation of an asthma shared decision making intervention in ambulatory practices. *Journal of Asthma* 51(4): 380-390.

Wallerstein, N, and Duran, B. (2010). "Community-Based Participatory Research Contributions to Intervention Research: The Intersection of Science and Practice to Improve Health Equity." *American Journal of Public Health* 100: S40-S46.

Warren, N.T., Gaudino, J.A., Likumahuwa-Ackman, S., Dickerson, K., et al. (2018). "Building Meaningful Patient Engagement in Research: Case Study from ADVANCE Clinical Data Research Network." *Medical Care* 56(10,S1): S58-S63.

## Resources

### Patient Centered Outcomes Research Institute (PCORI)

- Review the website, funding announcements, currently funded projects: <http://www.pcori.org>
- The PCORI Methodology Report (2017): <http://www.pcori.org/sites/default/files/PCORI-Methodology-Report.pdf>

### Agency for Health Care Research and Quality (AHRQ)

- AHRQ Activities Using CBPR to Address Health Care Disparities: <https://www.ahrq.gov/research/findings/factsheets/minority/cbprbrief/index.html>
- Accelerating Change and Transformation in Organizations and Networks III (ACTION III): <https://www.ahrq.gov/research/findings/factsheets/translating/action3/index.html>

### National Institutes of Health (NIH)

- All of Us Research Program: <https://allofus.nih.gov/>
- All of Us Program Partners – Communications and Engagement: <https://allofus.nih.gov/about/program-partners/communications-and-engagement>

## **REVIEW/COMMENTARY PAPER**

The final paper may be a scoping review, systematic review, or commentary (between 2,000 and 5,000 words), which students will submit to a peer-reviewed journal of their choice after receiving their final grades.

- An outline of the paper will be due in Week 5, submitted to the instructor by email no later than 5 pm on Feb. 5. There will be no class meeting that day. This written assignment will include: (1) a clear description of the topic and working title; (2) the target peer-reviewed journal; (3) a conceptual framework based on concepts of community-engaged research discussed in this course; (4) a brief review methodology (with supporting references); (5) an outline of the major paper sections; and (6) any additional preparatory notes, including potential challenges
- The final paper will be due in Week 10, submitted to the instructor by email no later than 5 pm on March 18. There will be no class meeting that day. The paper should follow the content, style, and formatting guidelines of the student's selected journal. A rubric for this assignment will be available on Canvas.

**TOPIC OVERVIEW \***

<b>Day</b>	<b>Major Topic</b>	<b>Sub-Topics</b>	<b>Required Readings</b>
Week 1 Jan. 8	Introduction: The Role of Community in Clinical Effectiveness and Implementation Studies	<ul style="list-style-type: none"> <li>• Community-engaged research (CEnR)</li> <li>• Engaging communities in comparative effectiveness research (CER) and D&amp;I</li> </ul>	Ahmed et al., 2015 Hoffman et al., 2010 Bergman & Beck, 2011
Week 2 Jan. 15	Principles of Community Engagement	<ul style="list-style-type: none"> <li>• Review of principles of community engagement</li> </ul>	Israel et al., 1998; PCE, 2nd edition, 2011 (Chapters 1, 2)
Week 3 Jan. 22	Engagement in Clinical Research Designs	<ul style="list-style-type: none"> <li>• Policy mandates</li> <li>• Patient/consumer engagement and public involvement</li> </ul>	Mullins et al., 2012 & 2014; Boote et al., 2010; Cox et al., 2011;
Week 4 Jan. 29	Engagement in Community Research	<ul style="list-style-type: none"> <li>• Identifying and involving community stakeholders</li> <li>• Capacity, challenges</li> <li>• Community organizing and coalitions</li> </ul>	PCE, 2 <sup>nd</sup> edition, 2011 (Chapter 4, 5, 6);
Week 5 Feb. 5	Independent study Paper outlines due (no class)	-	-
Week 6 Feb. 12	Community-Based Participatory Research in Implementation Science	<ul style="list-style-type: none"> <li>• Ethical and methodological challenges</li> <li>• Engaging stakeholders in study design and analysis</li> </ul>	Wallerstein & Duran, 2010; Belone et al., 2016; Tapp et al., 2014
Week 7 Feb. 19	Guest discussant	TBD	TBD
Week 8 Feb. 26	Introduction to Major National Initiatives Related to CEnR	<ul style="list-style-type: none"> <li>• PCORI</li> <li>• AHRQ</li> <li>• NIH</li> </ul>	See syllabus resources for web-links
Week 9 March 4	Spring Break (no class)	-	-
Week 10 March 11	Future Directions – Community Partnership Networks	<ul style="list-style-type: none"> <li>• Community engagement in research networks</li> <li>• One Florida Clinical Research Consortium</li> </ul>	Warren et al., 2018 Hoekstra et al., 2018 Shenkman et al., 2018
Week 11 March 18	Independent Study Final papers due (no class)	-	-

## **COURSE POLICIES**

### **Class Decorum**

Please: (1) be on time, (2) respect others' points of view, (3) listen quietly when others are speaking, and (4) turn off cell phones, alarms, and other such distractions.

### **Returned Assignments**

Keep copies of all assignments that you submit and of all grades until you receive official notification of your final course grade.

### **Attendance Policy**

Class attendance is mandatory. Excused absences follow the criteria of the UF Graduate Catalog (e.g., illness, serious family emergency, military obligations, religious holidays), and should be communicated to the instructor prior to the missed class day when possible. The UF Graduate Catalog is available at <http://gradcatalog.ufl.edu/>. Students should read the assigned readings prior to the class meetings, and be prepared to discuss the material. Regardless of attendance, students are responsible for all material presented in class and meeting the scheduled due dates for class assignments.

### **Policy on Make-Up Work**

Students are allowed to make up work only as the result of illness or other unanticipated circumstances. In the event of such emergency, documentation will be required in conformance with university policy. Work missed for any other reason will earn a grade of zero.

### **Special Needs**

Students requiring accommodations for special needs or disabilities must first register with the Dean of Students' Office (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)). The Dean of Students' Office will provide documentation to the student who must then provide this documentation to the faculty member when requesting accommodation. The College is committed to providing reasonable accommodations to assist students in their coursework.

### **Academic Honesty**

You are expected and required to comply with the University's academic honesty policy (University of Florida Rules 6C1-4.017 Student Affairs: Academic Honesty Guidelines, available at <http://regulations.ufl.edu/chapter4/4017.pdf>). The Honor Code states: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity." Cheating, plagiarism, and other forms of academic dishonesty will not be tolerated. Note that misrepresentation of the truth for academic gain (e.g., misrepresenting your personal circumstances to get special consideration) constitutes cheating under the University of Florida Academic Honesty Guidelines.

### **Course Evaluations**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.