



Collaborations for Health and  
Empowered Community-based Scientists  
**(CHECS) Project**

**ONLINE COURSE  
CATALOG**

COURSE	OBJECTIVES	LENGTH
<p><b>Taking the Pain out of P-values</b>  <b>Presenter:</b> Sandra Tilmon, MPH</p>	<ul style="list-style-type: none"> <li>• Understand a journal article’s structure and how to navigate your way around it</li> <li>• Gain an intuitive understanding of those pesky biostatistics and what common terms mean</li> <li>• Review an academic article beyond the abstract and summarize the main points</li> </ul>	<p>90 min</p>
<p><b>Research Done Differently: The Ins and Outs of Patient-Centered Outcomes Research</b>  <b>Presenter:</b> Ayodola Anise, MHS</p>	<ul style="list-style-type: none"> <li>• To understand PCORI’s model of patient-centered outcomes research and core components of the research we fund.</li> <li>• To describe the PCORI application and merit review process, including an approach to designing patient-centered comparative effectiveness research studies to address key evidence gaps</li> <li>• To be aware of the funding opportunities available to researchers, clinicians, patients and stakeholder partners</li> </ul>	<p>90 min</p>
<p><b>Incorporating Patient Voice into Meaningful Research: Lessons Learned from a Eugene Washington Engagement Award</b>  <b>Presenters:</b> Amy Eisenstein, PhD, Rebecca Berman, PhD</p>	<ul style="list-style-type: none"> <li>• Describe the development and application process for an engagement award.</li> <li>• Understand how to incorporate voice of patients and stakeholders into meaningful research.</li> <li>• Discuss lessons learned and opportunities for translation and dissemination of similar programs.</li> </ul>	<p>90 min</p>

COURSE	OBJECTIVES	LENGTH
<p><b>Intersection of Quality Improvement (QI) and Research</b></p> <p><b>Presenter:</b> Lisa Hirschhorn, MD MPH</p>	<ul style="list-style-type: none"> <li>• Explore the differences between quality improvement and research and where they intersect.</li> <li>• Discuss implementation science, improvement science, as well as frameworks and models and how they can bridge the gap between QI and research.</li> <li>• Provide an overview of research study and evaluation designs.</li> <li>• Review real-life examples of transforming QI projects to research.</li> </ul>	<p>90 min</p>
<p><b>Partnering with Community to Improve Health</b></p> <p><b>Presenters:</b> Claire Kohrman, PhD Mary Brown-Walker, NP</p>	<ul style="list-style-type: none"> <li>• Define Community-Placed, Community-Based, and Community-Engaged Research.</li> <li>• Discuss benefits and challenges of community-engaged research.</li> <li>• Outline steps necessary to develop and implement community-engaged research.</li> <li>• Consider examples of different types of community-engaged research projects and their impact.</li> </ul>	<p>90 min</p>
<p><b>Introduction to Patient Centered Outcomes Research (PCOR): Developing a Study and Study Questions</b></p> <p><b>Presenter:</b> Jonathan Tobin, PhD</p>	<ul style="list-style-type: none"> <li>• Define PCOR and why this is important to CHCs.</li> <li>• Determine how to form a hypothesis.</li> <li>• Understand study design, human subjects research, and literature search basics</li> </ul>	<p>90 min</p>
<p><b>Patient Engagement in Selecting and Designing Interventions for Testing</b></p> <p><b>Presenters:</b> Rosy Chang Weir, PhD Suzanne Schrandt, JD</p>	<ul style="list-style-type: none"> <li>• Learn methods of patient engagement within research project life cycle</li> <li>• Define patient engagement principles and evaluation methods</li> <li>• Examine the patient perspective, patient engagement plan, and patient engagement principles.</li> </ul>	<p>94 min</p>

COURSE	OBJECTIVES	LENGTH
<p><b>Enhancing Community Health Center PCOR Engagement (EnCoRE)</b></p> <p><b>Presenters:</b> Michelle Jester, MA; Rosy Chang Weir, PhD</p>	<ul style="list-style-type: none"> <li>• Review community engagement methods and models.</li> <li>• Discuss barriers to community engagement in research.</li> <li>• Identify potential selection bias in community engagement.</li> </ul>	80 min
<p><b>Navigating Community Data: HRSA's Universal Data System (UDS) and Current Population Health Tools</b></p> <p><b>Presenters:</b> Michael Nudo, MNA, CNP; Andrew Hamilton, BSN, RN, MS</p>	<ul style="list-style-type: none"> <li>• Describe the Learning Healthcare System and how it plays a role in quality improvement and research.</li> <li>• Provide an overview of HRSA's UDS Website and Mapper and demonstrate how to navigate tools to compare UDS performance measures at national, state, and local levels.</li> <li>• Explain how Community Health Centers can use population health tools to better understand their patient population and inform research to improve patient health outcomes.</li> <li>• Utilize a case-study throughout the session to demonstrate how these tools can support the development of research questions targeted to specific disease states.</li> </ul>	90 min
<p><b>Measurement, Measurement Error, and Descriptive Statistics</b></p> <p><b>Presenter:</b> Vicki Young, PhD</p>	<ul style="list-style-type: none"> <li>• Evaluate and discuss measurement, measurement error, and ways to reduce measurement error.</li> <li>• Describe descriptive statistic utilized in health services research</li> </ul>	66 min
<p><b>Sample Size, Power Calculations, and Sampling Methods</b></p> <p><b>Presenters:</b> Mary Ann McBurnie, PhD; Jonathan Tobin, PhD</p>	<ul style="list-style-type: none"> <li>• Determine how to test a hypothesis</li> <li>• Examine sampling methods and power calculations</li> </ul>	95 min

COURSE	OBJECTIVES	LENGTH
<p><b>Research Ethics, IRB, and Good Clinical Research</b></p> <p><b>Presenters:</b> Leah Zallman, MD, MPH; Rosy Chang Weir, PhD; Ho`oipo DeCambra, M.Ed.</p>	<ul style="list-style-type: none"> <li>• Understand ethical challenges in community and patient-engaged research.</li> <li>• Examine Institutional Review Boards (IRB).</li> <li>• Recognize the importance of cultural competency in research</li> </ul>	86 min
<p><b>Study Design and Clinical Statistics</b></p> <p><b>Presenters:</b> Vicki Young, PhD; Milton Eder, PhD</p>	<ul style="list-style-type: none"> <li>• Differentiate between study designs</li> <li>• Interpret statistical and clinical significance, sensitivity, and specificity.</li> <li>• Review the development of a research project.</li> </ul>	88 min
<p><b>Basic Concepts in Biostatistics</b></p> <p><b>Presenter:</b> Mary Ann McBurnie, PhD</p>	<ul style="list-style-type: none"> <li>• Identify different data types and appropriate statistical tests.</li> <li>• Recognize when non-parametrics methods are preferred over parametrics.</li> <li>• Interpret statistical testing results.</li> </ul>	108 min
<p><b>Bioinformatics</b></p> <p><b>Presenters:</b> Fred Rachman, MD; Heidi Crane, MD, MPH</p>	<ul style="list-style-type: none"> <li>• Evaluate implementation of patient reported outcomes (PROs) in clinical care and research.</li> <li>• Discuss the use of Electronic Health Records (EHR) in research.</li> <li>• Demonstrate success and challenges of using big data.</li> </ul>	90 min
<p><b>Grant Planning and Writing</b></p> <p><b>Presenters:</b> Leah Zallman, MD, MPH; Dale Fielder, MS; Danielle Lazar, AM</p>	<ul style="list-style-type: none"> <li>• Demonstrate how to review a request for proposals (RFP).</li> <li>• Apply a step-wise approach to grant writing.</li> <li>• Recognize best practices and potential pitfalls of grant writing.</li> </ul>	89 min

COURSE	OBJECTIVES	LENGTH
<p><b>Budgeting, Workplans, and Timelines</b></p> <p><b>Presenters:</b> Milton Eder, PhD Shalini Tendulkar, ScM, ScD</p>	<ul style="list-style-type: none"> <li>• Explain the broader implications/importance of budgeting.</li> <li>• Understand the development of a research project budget, budget justification, workplan, and timeline</li> </ul>	<p>87 min</p>
<p><b>Planning Dissemination and Implementation</b></p> <p><b>Presenters:</b> Jonathan Tobin, PhD Michelle Proser, MPP, PhD</p>	<ul style="list-style-type: none"> <li>• Identify target audiences and appropriate communication channels for dissemination and implementation.</li> <li>• Build a dissemination plan</li> <li>• Interpret how to involve patients and clinicians in dissemination and implementation.</li> </ul>	<p>98 min</p>

Access courses on the CHECS website: <https://www.cdnetwork.org/checs>