HLTH 302: Measuring Change in Community-Based Research

Semester: Spring 2019
Section: 0101
Classroom and Time: Tu, Th 3:30 – 4:45
BPS 0283

Instructor: Kirsten Stoebenau, PhD
Office: SPH 1242W
Phone: 301-314-2117
Email: kstoeben@umd.edu

Office Hours: Tuesday & Thursday 12:30 – 1:30 pm. All other times by appointment (Please don’t hesitate to be in touch!)

Course Pre-requisites: HLTH 200 and EPIB 301

Course Description: Improving community health begins with a contextualized understanding of a community’s health needs and strengths. The purpose of this course is to provide students with research and evaluation tools that can be applied to community health promotion. The course will be guided by frameworks including the PRECEDE-PROCEED model, and the social determinants of health to direct an approach for working with a community to assess it’s needs and strengths through a lens of cultural humility and confidence.

In this participatory course, students will use the university as their community to draw upon conceptual frameworks and learn, apply and assess findings from research tools needed to work with a community in order to improve its health. The course will cover research methods including GIS mapping; quantitative assessment of community needs; qualitative research skills including conducting and analyzing one on one interviews, focus group discussions, and nonreactive observation; participatory community needs and strengths assessment tools including the problem-tree activity, walking tours, and photo voice. Students will also learn the aims and objectives of different aspects of evaluation including process, outcome and impact evaluation of community health promotion efforts.

Course Learning Objectives

At the conclusion of this course, students will be able to:
1. Use different health planning models and public health frameworks (socio-ecological model; PRECEDE-PROCEED, social determinants of health) to explain multi-level influences on a community’s health.
2. Explain the importance of demonstrating cultural humility and building cultural confidence when working with communities toward promoting community health
3. Apply quantitative methods to assess the health status of a community
4. Explain the value of qualitative research for understanding community health needs
5. Demonstrate skills in conducting qualitative research methods and analysis in a community-health setting.
6. Distinguish between different approaches to assessing a community’s needs and strengths; and identify methods best suited to specific research questions
7. Demonstrate capacity to conduct a community health needs and strengths assessment
8. Understand the principles of, and distinguish between different approaches to, evaluating community health interventions.

Program Competencies Addressed in this Course:

The following competencies for Behavioral and Community Health are addressed in this course:
1. Identify individual and community level needs for health promotion and disease prevention.
2. Identify principles of community health that are needed for the development of effective health promotion and disease prevention strategies.
3. Apply statistics and research methods to accurately describe the distribution and examine the determinants of population health
4. Identify strategies that effectively incorporate cultural competence within health promotion and community health initiatives.

### Required Texts and Other Readings:

The majority of the reading materials required for this course are available on an accessible online platform called The Community Tool Box, found here: [https://ctb.ku.edu/en](https://ctb.ku.edu/en)

Other readings as assigned.

### Course Communication

All broad communications regarding class will be completed via CANVAS through ANNOUNCEMENTS and email.

- All information about assignments and exams will be communicated to the student via CANVAS ANNOUNCEMENTS on the course webpages (www.elms.umd.edu). Assignments and slide presentations will typically be posted on CANVAS.
- Feel free to email questions and concerns to the instructor. Student questions and concerns should be sent via direct email to ensure the timeliest response to kstoeben@umd.edu. Please include your (1) name and (2) “HLTH 302” in the subject line of the e-mail. I will try to answer e-mails within 24-48 hours.
- ALL ASSIGNMENTS MUST BE SUBMITTED THROUGH CANVAS, ABSOLUTELY NO HARD COPIES WILL BE ACCEPTED, unless otherwise specified. Emailed copies will not be accepted unless permission is provided in advance.

### Course Requirements and Expectations

- This course is taught through lecture; readings; interactive in-class activities; out-of-class group, partner and individual activities, and student presentations.
- Students are expected to attend class as this will enhance the learning experience for themselves and their peers.

### Major Graded Assignments:

**In Class Exams**

There will be two, in-class, multiple choice and short-answer exams that will assess student’s understanding of the material covered in the course- one mid-term exam, and one cumulative final exam that will assess students learning of the major concepts across the semester. The exam schedule is as follows:

- Midterm: October 18
- Final Exam: TBD

**In Class/Out of classroom Experiential Learning**

The class will be divided into small groups as well as partners for in and out of class experiential learning activities including participating in a problem tree activity, GIS mapping, use of quantitative data, conducting focus groups, in-depth interviews, observation, and walking tours. These in-class activities will be paired to written assignments.
Assignments*

- **Assignments:** 9 Assignments (some with multiple steps, see syllabus for sessions and dates) **time-stamped no later than 3:00 p.m.** on the day they appear on the syllabus, unless otherwise specified.
  - These assignments will reflect on the experience of conducting different community health assessment methods, and present the results and analysis of findings from the data collected.
- **In-class graded activities:** A number of participatory, in-class activities will be conducted over the course of the semester.
  - Nine of these are clearly identified on the syllabus as “in/out of class activity” days.
  - Additional in-class activities will be scattered throughout the semester.
  - You will be graded for 12, but more than 12 will be offered throughout the semester.
  - You may not make these up. These assignments assess your active participation in the course. Because this class is so experiential in nature, missing class will negatively affect your performance.

*Dates subject to change, keep up to date via Canvas and class announcements.

Late Work and Missed Exams / Assignments:

- All readings are due **at the beginning of the class period** on the day they are listed on the syllabus.
- All assignments (apart from above exceptions) are due **prior to the start of class** on the day they are listed on the syllabus, unless otherwise specified. Any graded work not turned in on time on the due date will receive a **reduction of one full point or 10%**.
- Graded work not **time-stamped** by 5pm the following day will receive a 0.
- **In-class graded activities may not be made up.** In class activities are reflected in the student’s grade and make-up of in class activities will be prohibited.
- Exams may be made up with an approved excuse **in advance**.

Extra Credit

- **There will be NO extra credit assignments.** Failure to do or turn in the in-class and/or take-home assignments on time can significantly lower one's final grade. **Students who enroll in the class at any time during the drop-add period are responsible for all in-class work to date.**

Help is available if needed!

- You are expected to take personal responsibility for your own learning. This includes acknowledging when your performance does not match your goals and doing something about it.
- Everyone can benefit from some expert guidance on time management, note taking, and exam preparation, so I encourage you to consider visiting [http://ter.ps/learn](http://ter.ps/learn) and schedule an appointment with an academic coach.
- Sharpen your communication skills (and improve your grade) by visiting [http://ter.ps/writing](http://ter.ps/writing) and schedule an appointment with the campus Writing Center. Finally, if you just need someone to talk to, visit [http://www.counseling.umd.edu](http://www.counseling.umd.edu).

Everything is free because you have already paid for it, and everyone needs help... all you have to do is ask for it.

Course Policies

No computers, phones or tablet devices are permitted during our class meetings unless otherwise specified

- I understand and have considered arguments for permitting laptop and tablet computers in the classroom. However, in my experience (and based on the research evidence) the reality is that they present an irresistible distraction and detract from the cooperative learning environment. Researchers have found that these distractions do in fact interfere with learning and active participation. For that reason, the use of computers and phones will not be permitted during class meetings (except when required for DSS
accommodations). If a computer is needed to accomplish a class objective for the day I will provide it or give you advanced notice to bring one with you.

- I expect you to make the responsible and respectful decision to refrain from using your cellphone in class. If you have critical communication to attend to, please excuse yourself and return when you are ready. For more information about the science behind the policy watch: http://youtu.be/WwPaw3Fx5Hk

**Inclement Weather / University Closings / Emergency Procedures:**

- In the event that the University has a delayed opening or is closed for an emergency or extended period of time, the instructor will communicate to students regarding schedule adjustments, including rescheduling of examinations and assignments due to inclement weather and campus emergencies.

**Attendance**

- In accordance with university policy, if you are absent for a single lecture due to illness or some form of personal or family emergency, this absence will be considered “excused,” and I will accept a note from you, attesting to the date of the illness/incident, along with an acknowledgement that the information is true. **Whenever feasible, you should contact me in advance.**
- For all other medically necessitated absences, a course instructor may request that students provide documentation from a physician or the University Health Center to verify an absence.
- Multiple or prolonged absences, and absences that prevent attendance at a scheduled quiz or exam will require written documentation from an appropriate health care provider/organization. In cases where you are asked to provide such verification, I will request the dates of treatment or the time frame that you were unable to meet academic responsibilities be included, but you need not share the diagnostic information.
- **Make up exams will be given only when the student has a University-recognized absence.** If an exam is to be missed for a legitimate reason the student must contact me (by email ONLY) at least 24 hours PRIOR to the exam.
- If an exam is missed due to unforeseen circumstances on the day of the exam, the student must contact me **within 24 hours** of the missed exam. Official documentation of the excuse must be provided. If a student misses an exam for any unauthorized reason he/she will receive a grade of zero for that exam.
- For more information on University attendance policies see: https://www.president.umd.edu/sites/president.umd.edu/files/files/documents/policies/V-100G.pdf
- **Arriving Late to Class:** Lateness is disruptive to the class and is highly unprofessional. If there is a circumstance in which it will be inevitable for a student to be late, it is the student's responsibility to let the instructor know ahead of time.

**Title IX Instructor Reporting Obligations**

- As your instructor, I want you to understand that I would be obligated to report to the University Title IX officer any student disclosures of sexual misconduct (assault, harassment, relationship abuse, dating violence or stalking) within this course, including those in written assignments. This reporting requirement exists so that the university can have an as accurate as possible estimate of the prevalence of sexual misconduct experienced on campus. Following my report to the Title IX officer, a staff member from the Office of Civil Rights and Sexual Misconduct would reach out to you just to ensure you have access to resources and services you may need. See: www.umd.edu/ocrsm.
- If you have experienced sexual misconduct, please know there are resources on campus to help you. You can contact Care to Stop Violence (CARE), a confidential resource for students. The 24/7 hotline is: 301.741.3442; or email at care@health.umd.edu. You can also make an appointment to see a counselor at the University Health Center, or contact the University Police.

**Course Evaluation**

- Your participation in the evaluation of courses through CourseEvalUM is much appreciated as a member of our academic community. Your feedback is confidential and important to the improvement of teaching and
learning at the University as well as to the tenure and promotion process. Please complete course evaluations at [www.courseevalum.umd.edu](http://www.courseevalum.umd.edu) at the end of the semester.

**Photo/Video Release Statement**

- Occasionally, the Department of Behavioral and Community Health may take photographs of classroom and building activities involving our students. Photographs taken at these events may be published electronically or in print materials. If you do not wish to authorize use of such photos for these materials, please email your professor upon receipt of this syllabus.

**University Related Policies:**

It is our shared responsibility to know and abide by the University of Maryland’s policies that relate to all courses, which include topics like:

- Academic integrity (cheating, plagiarism)
- Student and instructor conduct
- Accessibility and accommodations
- Attendance and excused absences
- Grades and appeals
- Copyright and intellectual property

Please visit [www.ugst.umd.edu/courserelatedpolicies.html](http://www.ugst.umd.edu/courserelatedpolicies.html) for the Office of Undergraduate Studies’ full list of campus-wide policies and follow up with me if you have questions.
Grading Procedures

<table>
<thead>
<tr>
<th>Learning Assessment</th>
<th>Number</th>
<th>Points Each</th>
<th>Category Total</th>
<th>% total Grade</th>
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<td>2 Quantitative assessment</td>
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<td>3 Walking tour Presentation</td>
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<td>4 Observation report</td>
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<td>5 Interview protocol</td>
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<td>6 Photovoice reflection</td>
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<td>9 Community Health Plan</td>
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*Assignments subject to change, any changes will be clearly indicated on CANVAS and in class

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<td>C+</td>
<td>76.50-79.49% (237.15 - 246.44 points)</td>
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<td>D+</td>
<td>66.50-69.49% (207.08 - 215.44 points)</td>
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<td>B</td>
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<td>62.50-66.49% (193.75 - 207.07 points)</td>
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<td>D-</td>
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<tr>
<td>Session</td>
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<td>Topic</td>
<td>Learning Objectives</td>
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<tr>
<td># 1</td>
<td>Tu 1-29</td>
<td>Introduction to the Course, In-class Activity - Problem tree</td>
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<tr>
<td># 2</td>
<td>Th 1-31</td>
<td>Health Planning models - focus on the PRECEDE-PROCEED model</td>
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<tr>
<td># 3</td>
<td>Tu 2-5</td>
<td>Community assets/strengths; cultural humility</td>
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<tr>
<td># 4</td>
<td>Th 2-7</td>
<td>Social, ecological determinants of health</td>
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<td># 5</td>
<td>Tu 2-12</td>
<td>Introduction to GIS Mapping - Guest Dr. Bob Gold</td>
<td>3, 4</td>
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<td># 6</td>
<td>Th 2-14</td>
<td>In class Activity: GIS mapping - applications</td>
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<td># 7</td>
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<td>Using secondary data to assess community health needs</td>
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<td>Th 2-21</td>
<td>In-class activity: Analyzing secondary data</td>
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<td># 9</td>
<td>Tu 2-26</td>
<td>Windshield/Walking tours</td>
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<td># 10</td>
<td>Th 2-28</td>
<td>Out of class activity: Walking tour</td>
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<td>Group Presentations- Walking Tour</td>
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<td># 12</td>
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<td>Community-based participatory research, research ethics</td>
<td>4, 6</td>
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<td>Topic</td>
<td>Learning Objectives</td>
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<td>#13</td>
<td>Tu 3-12</td>
<td>Introducing qualitative research</td>
<td>2, 4, 6</td>
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<td>Th 3-14</td>
<td>Mid-Term Exam</td>
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<td>Tu 3-19</td>
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<td>Th 3-21</td>
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<td>#17</td>
<td>Tu 3-26</td>
<td>Observation and participant observation</td>
<td>2, 5, 6</td>
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<td>Th 3-28</td>
<td>Out of class Activity: Observation</td>
<td>5, 6</td>
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<tr>
<td>#19</td>
<td>Tu 4-2</td>
<td>One on one interviews</td>
<td>2, 4, 5</td>
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<tr>
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<td>Th 4-4</td>
<td>Techniques for asking questions</td>
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<tr>
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<td>Techniques for interviewing, Transcription In-class activity: Conducting an in-depth interview</td>
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<tr>
<td>#22</td>
<td>Th 4-11</td>
<td>Other participatory methods: Photovoice</td>
<td>5, 6</td>
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<td>#23</td>
<td>Tu 4-16</td>
<td>Introducing Focus Group Discussions</td>
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<td>#24</td>
<td>Th 4-18</td>
<td>In-class activity: Conducting an FGD</td>
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<tr>
<td>#25</td>
<td>Tu 4-23</td>
<td>Analyzing interview data</td>
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<td>#26</td>
<td>Th 4-25</td>
<td>In-class activity: Coding an interview</td>
<td>2, 4, 5, 6</td>
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<td>#27</td>
<td>Tu 4-30</td>
<td>Intervention planning and Logic Models</td>
<td>1, 2, 7</td>
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<tr>
<td>#28</td>
<td>Th 5-2</td>
<td>Measuring change in community health: Introduction to evaluation</td>
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<td>#29</td>
<td>Tu 5-7</td>
<td>Differentiating process, outcome and impact evaluation questions</td>
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<td>#30</td>
<td>Th 5-9</td>
<td>In-class Activity: Peer review draft community health plan</td>
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<td>#31</td>
<td>Tu 5-14</td>
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<td>#32</td>
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*NOTE: Syllabus is subject to change, any changes will be made on CANVAS and also mentioned in class.*

**All assignments must be submitted via CANVAS unless explicitly instructed otherwise**

**Detailed Session Outline**

**Session 1**
Welcome and Problem-tree to identify community health topics for the semester

**Session 2**
Health Planning models with a focus on the PRECEDE-PROCEED model
*Group work:* Brainstorm topic - what might we want to see change within the group topic issue on campus?

*Required Reading:*
CTB Chapter 2, Section 2; CTB Chapter 3, sections 1 and 2; Doyle pgs 116-120 (on ELMS)

**Session 3**
Working in and with the community to assess strengths/assets;
Understanding cultural confidence vs. cultural humility

*Group Work:* Asset identification, key campus groups; considerations for diversity/inclusion on topic

*Required Reading:*
Sharpe Article on community asset assessment (ELMS);

*Required Viewing:* Cultural humility video: [https://www.youtube.com/watch?v=SaSHLbS1V4w](https://www.youtube.com/watch?v=SaSHLbS1V4w)


**Session 4**
Ways of understanding patterns, causes of health concerns – social, ecological determinants of health

*Group work:* Discuss, examine socio-ecological determinants of health issue of concern

*Required Reading:*
CTB chapter 3, sections 4, 5; CTB chapter 2, section 17

**Session 5**
Introduction to GIS Mapping - Guest Dr. Bob Gold

*Required Reading:* CTB Chapter 3, section 16

YOU WILL NEED A LAPTOP WITH MICROSOFT EXCEL AND INTERNET CAPABILITY

**Session 6**
*In class Activity: GIS mapping – applications*

YOU WILL NEED A LAPTOP WITH MICROSOFT EXCEL AND INTERNET CAPABILITY
### Session 7
Using secondary data and basic statistical methods to understand community health needs and disparities

**Required Reading:**
CTB Chapter 3, sections 13, 22

**Assignment 1 due: GIS mapping**

### Session 8

**In-class activity:** Using secondary data for placing community in broader comparative context

YOU WILL NEED A LAPTOP WITH MICROSOFT EXCEL

### Session 9
Assessing community health needs on the ground: Windshield/Walking tours

**Required Reading:**
CTB Chapter 3, section 21
NY City for all ages walking survey (on ELMS, skim this)

**Group work:** Identify objectives of walking tour, locations, and divide roles within groups

**Assignment 2 due: Statistical assessment**

### Session 10

**In/out of class activity:** Walking tour

### Session 11

**Assignment 3 due: Group Presentations- Walking Tour**

### Session 12
Community-based participatory research approaches and methods, review research ethics

**Required Reading:**
CTB Chapter 36, section 2

### Session 13
Introducing qualitative research methods and approaches to community needs/strengths assessment

**Required Reading:**
CTB Chapter 3, section 15; Saldana, pages 21-27

### Session 14

**MID-TERM EXAM**

### Session 15

**Spring Break !!**

### Session 16

**Spring Break !!**

### Session 17
Observation and participant observation – Methods of qualitative research

**In-class:** Develop protocol for observation work (settings, objects of observation, timeframe)

**Required Reading:**
Reading: Ulin pgs 72-73, 75-77; Abbas 312-314

### Session 18

**Out of class Activity: Observation**

### Session 19
One on one interviews – Understanding different types of one-on-one in-depth interviews, sampling, planning

**In-class:** Develop interview objectives, discuss within and across groups

**Required Reading:**
Reading: Saldana, pgs 32-46;

**Assignment 4 due: Observation Report**

### Session 20
Techniques for asking questions – Wording of questions to elicit discussion
In-class: Begin interview guides (draft themes, questions and specific probes)

Required Reading:
Ulin pgs. 81-89

Assignment 5: Interview protocol (Due in Three parts: 5a – guide to peers by Friday, April 5th, 6 p.m.; 5b- due back to peers by Sunday, April 7th, 6 p.m.; 5c- Due to Dr. Stoebenau by Monday, April 8th at 6 p.m.)

Session 21

Techniques for interviewing – How to engage with a participant; and transcription
In-class activity: Conducting an in-depth interview

Required Reading:
Saldana, pgs 44-46

Session 22

Other participatory methods: Photo-voice (watch documentary Born into Brothels)

Required Reading:
CTB Chpt 3, section 20

Assignment 6: Reflection on Photo-voice (due 4/11, 11 p.m.)

Session 23

Introducing Focus Groups – Differentiating interview data techniques
In-class: Discussion on how FGDs would be applied to your topic, draft FGD guides

Required Reading:
Reading: CTB chapter 3, section 6; Ulin, pgs 89-95
CONDUCT INTERVIEW BY THIS DATE (To allow adequate time for transcription, it’s no joke)

Session 24

In-class activity: Conducting a Focus Group Discussion
Use guides drafted last class

Session 25

Analyzing interview data – importance of capturing it ALL, and how to read interviews

Required Reading:
Saldana, pgs 89-98, 104-105

Session 26

In-class activity: Coding an interview
Assignment 7 due: Interview Transcript

Session 27

Putting it all together: Intervention planning (based on Community Health Needs and Strengths) and Logic Models
Group work: Identify intervention ideas and build logic models for addressing health problem

Required Reading:
Reading: CTB Chapter 2, section 1

Assignment 8: Interview analysis

Session 28

Measuring change in community health: Introduction to evaluation

Required Reading:
CTB Chapter 36, section 1; Doyle, pgs 226-228 (ELMS)
<table>
<thead>
<tr>
<th>Session 29</th>
<th>Differentiating process, outcome and impact evaluation questions</th>
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<td><strong>Required Reading:</strong></td>
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<td>Harris, Chpt 6, pgs 88-102 (ELMS)</td>
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<td>Session 30</td>
<td><strong>In-class Activity:</strong> Peer review draft community health plan</td>
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<td><strong>Assignment 9:</strong> Community Health Plan (Draft due before class; Final due Sunday)</td>
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<td>Session 31</td>
<td>Review Session, Course Evaluations</td>
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<td>Session 32</td>
<td><strong>FINAL EXAM</strong></td>
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TEN TIPS FOR SUCCESS IN THIS COURSE

You already possess the intellectual capacity to succeed in college or you wouldn’t be here. However, successful students must exhibit a combination of successful attitudes as well as being smart. To be a successful student in this course you must:

1. **learn that** student and professor make a team. I want exactly the same thing you want: I want you to learn meaningful and relevant material in this class and earn a good grade.
2. **have educational goals.** Successful students have legitimate goals and are motivated by what they represent in terms of career aspirations and life’s desires.
3. **be responsible and active.** Successful students get involved in their studies, accept responsibility for their own education, and are active participants in it!
4. **have a positive attitude.** Successful students know their personal behavior affects their feelings and emotions, which in turn can affect learning. Act like you’re disinterested and you’ll become disinterested.
5. **be a good time manager.** Successful students do not procrastinate. They have learned that time control is life control and have consciously chosen to be in control of their life.
6. **ask questions.** Successful students ask questions to provide the quickest route between confusion and understanding.
7. **take good notes.** Successful students take notes that are understandable and organized, and review them often.
8. **know how to study.** Successful students don’t cram for exams. They know that divided periods of study are more effective than cram sessions, and they practice it.
9. **talk about what you’re learning.** Successful students get to know something well enough that they can put it into words.
10. **be considerate of others.** Successful students recognize that everyone in the class have invested time, money, and effort into completing this course. They do not talk or socialize inappropriately during class or engage in other classroom distractions that interfere with learning.
HLTH 302 CONTACT INFORMATION

It is your responsibility if you are absent from class to find out what you have missed. Most often, you can follow the class schedule above to make sure that you keep up to date. If you are concerned about the notes for this class, you must get them from one of your fellow classmates.

Use this sheet to gather the contact information of 3 fellow classmates that can help you ensure that you do not miss any class information that was mentioned or distributed by the professor.

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<tr>
<th>Name</th>
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Statement of Understanding

I have read, reviewed and understand the content (expectations, due dates and policies) of this syllabus.

______________________________  ______
(Signature)                       (Date)

______________________________
(Name)