



# University of Maryland School of Public Health

## HLTH 302: Measuring Change in Community-based Research

<b>Semester:</b>	Fall, 2019	
<b>Section:</b>	0101	
<b>Classroom and Time:</b>	PHY 4221	
<b>Course webpage:</b>	<a href="https://umd.instructure.com/courses/1269085">https://umd.instructure.com/courses/1269085</a>	
<b>Instructor:</b>	Dr. Kirsten Stoebenau	<b>Office Hours:</b> 10:00 – 11:00 Tu, Th All other times by appointment. Please don't hesitate to be in touch!
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<b>TA:</b>	Esther Roh	<b>Office Hours:</b> 2:00 – 3:00 p.m Tu, BCH 1226, others by appt. Please reach out!
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**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 its 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 Pre- and Co-requisites:** HLTH 200 and EPIB 301 (with at least a C-)

### Course Learning Objectives:

Upon completing this course, the student 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. **Use** basic public health concepts, methods, and tools for data collection and analysis.
2. **Identify** the major health-related needs and concerns of populations and **formulate** basic processes, approaches, and interventions as possible solutions.
3. **Examine** the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities.
4. **Demonstrate** the fundamental concepts and features of project implementation, including planning, assessment, and evaluation.
5. **Assess and communicate** individual and community-level needs for health promotion and disease prevention.
6. **Synthesize and apply** principles and theories of community health that are needed for the development of effective and evidence based health promotion and disease prevention strategies.

### Skills Learned or Reinforced in this Course:

1. Conducting descriptive analysis of quantitative data and building data tables in Microsoft Excel
2. Use of GIS applications and GIS mapping software
3. Conducting a walking tour toward exploring community health needs and assets
4. Conducting direct observation toward exploring community health needs and assets
5. Developing a qualitative research protocol and in-depth interview guide
6. Conducting an in-depth interview with a community participant
7. Analyzing an in-depth interview using a code book
8. Developing a logic model toward community health intervention planning

### Required Texts and Other Readings:

Required:



**COMMUNITY TOOL BOX** 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>

Additional required readings will be posted to ELMS. **YOU DO NOT NEED TO PURCHASE ANY TEXTBOOKS.** Additional required readings include articles and chapters from books on research methods and textbooks on Program Planning and Evaluation, namely:

Saldana, Johnny. *Fundamentals of qualitative research*. Oxford University Press USA, 2011.

Harris, M. *Evaluating Public and Community Health Programs*. Jossey-Bass, San Francisco, 2010.

Ulin, Priscilla R., Elizabeth T. Robinson, and Elizabeth E. Tolley. *Qualitative methods in public health: A field guide for applied research*. John Wiley & Sons, 2012.

Doyle, Eva I., Susan E. Ward, and Jody Early. *The process of community health education and promotion*. Waveland Press, 2018.

Recommended: Additional recommended readings are provided alongside required reading within the Session Outline later in this syllabus.

### **Required Technology and Other Materials:**

For this course, you will often need to bring a **laptop computer** with you to class in order to conduct successful group work. If you do not have a laptop or tablet with Word processing function, please let the instructor know.

You will also need **Microsoft Excel on your laptop** for an assignment at the beginning of this course. Microsoft excel is available to all students through a UMD license. Please ensure that you have Excel downloaded and operational on your computer before September 10<sup>th</sup>.

### **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](http://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](mailto: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.
- There is SIGNIFICANT hands-on, in and out of class group work included in this course.
- Your learning, and that of your peers, will be substantially compromised if you miss class; this is particularly important on experiential learning days, when groups or partners are collecting or analyzing data.
- In-class activities count toward the final grade and cannot be made up if missed.

### **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 10 in our classroom from 3:30 – 4:45
- Final Exam: TBD\*\*

\*\*Note that final examinations are scheduled by the campus in the first weeks of the semester and often do not occur during typical class days/times. That schedule is provided to students as soon as possible. Students are expected to attend the final exam as scheduled and should plan accordingly.

### **Quizzes\***

There will be 10 quizzes which you will take on ELMS throughout the semester. Each are worth five points. They are due by 3 p.m. on the day on which they are assigned, clearly indicated on the Course Calendar. The intention of these quizzes is to encourage your active learning of the required reading material toward “flipping” the classroom. If you come to class having actively engaged with the reading material, you will ask better questions and deepen your learning experience.

### **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 GIS mapping, analysis of quantitative data using Excel, walking tours, direct observation, conducting focus groups, conducting and analyzing in-depth interviews, and the development of an evidence-based intervention. These in and out of class activities will be paired to written assignments or presentations.

### **Assignments\***

- *Assignments:* 10 Assignments (some with multiple steps, see Learning Assessment and Course Outline 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.
  - Six of these are clearly identified on the syllabus as “in-class activity” days.
  - Additional in-class activities will be scattered throughout the semester;
  - You will be graded for ten, but 11-12 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 quizzes are due by 3 p.m. on the day they were assigned. They are online and available at least one class prior to the due date. They may not be made up. If a quiz deadline is missed, you will receive a 0 for that quiz.
- All assignments (with noted 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 5 pm 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.*

## Use of Course Assistance Websites and Online Group Forums:

Course assistance websites, such as CourseHero and others, are not permitted resources for SPH courses, unless the professor explicitly gives permission for you to use one of these sites. Material pulled from these sites can be deemed unauthorized material and a violation of academic integrity. These sites offer information that might not be accurate and more generally stifle the learning process. In addition, it is understandable that students may use one of a variety of online or virtual forums for course-wide discussion (e.g., GroupME, WeChat, etc.). Collaboration in this way regarding concepts discussed in this course is permissible. However, collaboration on individual graded assignments is strictly prohibited. Examples include: asking classmates for answers on quizzes or exams, asking for access codes to clicker polls, etc. Additional information on academic integrity is found in **University Course Related Policies**, below.

## University Course Related Policies:

All University of Maryland-approved course policies are provided at the following website:  
<http://www.ugst.umd.edu/courserelatedpolicies.html>

Policy descriptions, resources, and links to official policy documents are provided for:

**Academic Integrity:** What is cheating? What is plagiarism? What is the Honor Pledge?

**Code of Student Conduct:** What behavior is prohibited?

**Sexual Misconduct:** What to do in case of sexual harassment or sexual assault.

**Non-Discrimination:** Procedures to prohibit discrimination, complaints about discrimination, harassment, and retaliation.

**Accessibility:** Information about disability support services (DSS) and accommodations.

**Attendance, Absences, or Missed Assignments:** The student must notify the instructor in a timely manner (typically first week of class). Read this prior to Schedule Adjustment date.

**Student Rights Regarding Undergraduate Courses:** What should I find in the course syllabus?  
Am I allowed to see my exams after they are graded?

**Official UMD Communication:** Use of email, communication with faculty, communication about cancelled class meetings, and weather-related or other urgent notifications.

**Mid-Term Grades:** Provided for 100 and 200 level courses, and all student athletes.

**Complaints About Course Final Grades:** Questions about course grades should first be addressed to the course instructor.

**Copyright and Intellectual Property:** Who owns the work that I produce in class?

**Final Exams:** Final exams are scheduled by the University.

**Course Evaluations:** The School of Public Health is committed to the use of student course evaluations for improving the student experience, course and curriculum delivery, and faculty instruction.

**Campus Resources:** ELMS, counseling, learning workshops, tutoring, writing help, questions about graduation, adding or dropping classes, withdrawing from the semester, etc.

## Course Procedures and Policies:

### No computers, phones or tablet devices are permitted during our class meetings unless 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 to ensure you have access to resources and services you may need. See: [www.umd.edu/ocrsm](http://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](mailto: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.

### **Available Support Services**

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> and schedule an appointment with an academic coach.
- Sharpen your communication skills (and improve your grade) by visiting <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>.

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

### **Basic Needs Security**

If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live and believe this may affect your performance in this course, please

visit <http://go.umd.edu/basic-needs> for information about resources the campus offers you and let me know if I can help in any way.

### Grading Procedures

Learning Assessment		Number	Points Each	Category Total	% total Grade
<b>Quizzes</b>		10	5	50	13.3%
<b>In-Class Exams</b>				100	26.7%
Mid-term		1	50		
Final		1	50		
<b>Assignments*</b>		10	10-50	160	42.7%
1	Literature Review		10		
2	Quantitative assessment		10		
3	GIS Mapping		10		
4	Walking tour Presentation (part a,b)		20		
5	Photovoice reflection		10		
6	Observation report (part a, b)		10		
7	Interview protocol (part a, b, c)		15		
8	Interview transcript		10		
9	Interview analysis (part a, b)		15		
10	Evidence-based Recommendations (part a, b)		50		
<b>In-class Activities</b>		10	5	50	13.3%
<b>Class Participation</b>				15	4.0%
<b>Total</b>				<b>375</b>	<b>100%</b>

Letter grade	Percent	Letter grade	Percent
A+	96.50-100%	C+	76.50-79.49%
A	92.50-96.49%	C	72.50-76.49%
A-	89.50-92.49%	C-	69.50-71.49%
B+	86.50-89.49%	D+	66.50-69.49%
B	82.50-86.49%	D	62.50-66.49%
B-	79.50-82.49%	D-	59.50-62.49%
		F	Below 59.49%



## Course Outline / Course Calendar

Course Schedule Summary			
Session	Date	Topic	Assignments
# 1	Tu 8-27	Introduction to the Course, <b>In-class Activity - Problem tree</b>	
# 2	Th 8-29	Health Planning models - focus on the PRECEDE-PROCEED model	Reading: CTB Chapter 2, Section 2; CTB Chapter 3, sections 1 and 2; Doyle pgs 116-120 (on ELMS) <b>QUIZ 1</b>
# 3	Tu 9-03	Social, ecological determinants of health	Reading: CTB chapter 3, sections 4, 5; CTB chapter 2, section 17
# 4	Th 9-05	Community assets/strengths; community-based participatory research	Reading: Sharpe Article (ELMS); Reading: CTB Chapter 36, section 2 <b>QUIZ 2</b>
# 5	Tu 9-10	Using secondary data to assess community health needs	Reading: CTB Chapter 3, sections 13, 22 <b>Assignment 1 due: Lit Review</b>
# 6	Th 9-12	<b>In-class activity: Analyzing secondary data</b>	Viewing: Videos on Excel (ELMS) <b>QUIZ 3</b>
# 7	Tu 9-17	Introduction to GIS Mapping - Guest Dr. Bob Gold	Reading: CTB Chapter 3, section 16 <b>Assignment 2 due: Quantitative assessment</b>
# 8	Th 9-19	<b>Out of class Activity: GIS mapping - applications</b>	
# 9	Tu 9-24	Windshield/Walking tours	Reading: CTB Chapter 3, section 21; NY City for all ages walking survey <b>Assignment 3 due: GIS mapping</b> <b>QUIZ 4</b>
# 10	Th 9-26	<b>Out of class activity: Conduct Walking tour</b>	<b>Assignment 4a: Walking Tour Rubric</b> (due 9/25 by 11:59 pm)
# 11	Tu 10-01	Cultural humility (Dr. Butler), research ethics	watch: cultural humility video (ELMS); Belmont Report <b>QUIZ 5</b>
# 12	Th 10-03	Group Presentations- Walking Tour	<b>Assignment 4: Walking Tour Presentations</b>
# 13	Tu 10-08	Group Presentations- Walking Tour, REVIEW	
# 14	Th 10-10	<b>Mid-term Exam</b>	

# 15	Tu 10-15	Introducing qualitative research	Reading: CTB Chapter 3, section 15; Saldana, pages 21-27 <b>QUIZ 6</b>
# 16	Th 10-17	Observation and participant observation	Reading: Ulin pgs 72-73, 75-77; Abbas 312-314 <b>Assignment 6a: Observation Plans</b> (due 10/18 by 6 p.m.)
# 17	Tu 10-22	<b>Out of class Activity: Observation</b>	
# 18	Th 10-24	Participatory methods: Photovoice	Reading: CTB Chpt 3, section 20 <b>Assignment 5: Reflection on Born into Brothels</b> (due 10/24, 11:59 p.m.)
# 19	Tu 10-29	One on one interviews	Reading: Saldana, pgs 32-44; <b>Assignment 6: Observation Report</b>
# 20	Th 10-31	Techniques for asking questions	Ulin pgs. 81-89 <b>Assignment 7a Interview protocol</b> (due 11/1/19, 6 p.m.) <b>QUIZ 7</b>
# 21	Tu 11-05	Transcription <b>In-class activity: Conducting an in-depth interview</b>	Reading: Saldana, pgs 44-46; <b>Assignment 7b</b> (11/3, 6 p.m.) <b>Assignment 7c</b> (11/5, 3 p.m.)
# 22	Th 11-07	Introducing Focus Group Discussions	Reading: CTB chapter 3, section 6; Ulin, pgs 89-95 <b>QUIZ 8</b>
# 23	Tu 11-12	<b>In-class activity: Conducting a FGD</b>	CONDUCT INTERVIEW BY THIS DATE
# 24	Th 11-14	Intervention planning and Logic Models	Reading: CTB Chapter 2, section 1
# 25	Tu 11-19	Analyzing interview data	Reading: Saldana, pgs 89-98, 104-105
# 26	Th 11-21	Analyzing interview data (introduction to coding) <b>In-class activity: Coding an interview</b>	Reading: Thematic analysis <b>Assignment 8: Interview Transcript</b> <b>QUIZ 9</b>
# 27	Tu 11-26	Analyzing interview data (code their own data)	<b>Assignment 9a: codebook</b> (due 11/26 by 11:59 p.m)
# 28	Th 11-28	!!! THANKSGIVING !!!	
# 29	Tu 12-03	Evidence-based programming, Logic Models	Reading: TBD <b>Assignment 9: Interview analysis</b> <b>QUIZ 10</b>

# 30	Th 12-05	Overview on Evaluation, REVIEW <b>In-class Activity: Peer review draft Recommendations</b>	Reading: CTB Chapter 36, section 1; Doyle, pgs 226-228 (ELMS) <b>Assignment 10: Evidence-based Recommendations</b> (Outline due 12/5; Final Paper due 12/15)
FE	TBA	Final Examination – schedule (day/time) to be announced.	

Note: Numbers in brackets after learning objectives show linkage between material covered in each session and the numbered program competencies shown on page 1 of this syllabus.

<b>Session 1</b>	<b>Tuesday 08/27</b>
<p>Welcome and Problem-tree to identify community health topics for the semester</p> <p><b>Learning Objectives: [2,3]</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Distinguish between different approaches to assessing a community's needs and strengths; and identify methods best suited to specific research questions</li> </ul> <p><b>Required Reading:</b>n.a.</p>	
<b>Session 2</b>	<b>Thursday 08/29</b>
<p>Topic: Health Planning models with a focus on the PRECEDE-PROCEED model</p> <p><i>Group work</i> : Brainstorm topic - what might we want to see change within the group topic issue on campus?</p> <p><b>Learning Objectives: [2,3,6]</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Distinguish between different approaches to assessing a community's needs and strengths; and identify methods best suited to specific research questions</li> </ul> <p><b>Required Reading:</b> CTB Chapter 2, Section 2; CTB Chapter 3, sections 1 and 2; Doyle pgs 116-120 (on ELMS)</p> <p><b>Assignments:</b> <b>QUIZ 1</b> due at 3 p.m.</p>	
<b>Session 3</b>	<b>Tuesday 09/03</b>
<p>Topic: Ways of understanding patterns, causes of health concerns – social, ecological determinants of health</p> <p><i>Group work:</i> Discuss, examine socio-ecological determinants of health issue of concern</p> <p><b>Learning Objectives: [3,4,6]</b></p>	

- 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.
- Distinguish between different approaches to assessing a community's needs and strengths; and identify methods best suited to specific research questions

**Required Reading:**

CTB chapter 3, sections 4, 5; CTB chapter 2, section 17

Session 4

**Thursday 09/05**

Topic: Working in and with the community to assess strengths/assets; Community-based participatory research

*Group work:* Discuss community strengths and assets - Asset identification, key campus groups

**Learning Objectives: [3,4]**

- 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.
- Distinguish between different approaches to assessing a community's needs and strengths; and identify methods best suited to specific research questions
- Demonstrate capacity to conduct a community health needs and strengths assessment

**Required Reading:**

Reading: Sharpe Article (ELMS); Reading: CTB Chapter 36, section 2

**Assignments:**

**QUIZ 2** due at 3 p.m.

Session 5

**Tuesday 09/10**

Topic: Using secondary data and basic statistical methods to understand community health needs and disparities

**Learning Objectives: [1,5]**

- Apply quantitative methods to assess the health status of a community
- Distinguish between different approaches to assessing a community's needs and strengths; and identify methods best suited to specific research questions

**Required Reading:**

CTB Chapter 3, sections 13, 22

**Assignments:**

**Assignment 1 due: Literature Review**

Session 6

**Thursday 09/12**

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

**!!!! YOU WILL NEED A LAPTOP WITH MICROSOFT EXCEL !!!!**

**Learning Objectives: [1]**

- Apply quantitative methods to assess the health status of a community

**Required Viewing:**

Beginner's Guide to Excel <https://www.youtube.com/watch?v=rwbho0CgEAE>

*Bar Chart*

[https://www.youtube.com/watch?v=\\_gncrTioKlg&list=PLdlFfrVsmlvAz0kKV3EdHJtPdg8PqQYwU&index=24](https://www.youtube.com/watch?v=_gncrTioKlg&list=PLdlFfrVsmlvAz0kKV3EdHJtPdg8PqQYwU&index=24)

**Assignments:**

**QUIZ 3** due at 3 p.m.

Session 7

**Tuesday 09/17**

Topic: Introduction to GIS Mapping - Guest Dr. Bob Gold

**YOU WILL NEED A LAPTOP WITH MICROSOFT EXCEL AND INTERNET CAPABILITY**

**Learning Objectives: [1,5]**

- Apply quantitative methods to assess the health status of a community
- Distinguish between different approaches to assessing a community's needs and strengths; and identify methods best suited to specific research questions

**Required Reading:** CTB Chapter 3, section 16

**Assignments:**

**Assignment 2 due: Statistical assessment**

Session 8

**Thursday 09/19**

Topic: GIS Mapping Applications

*Group Work:* **In/Out-of-class Activity: GIS mapping – applications**

**YOU WILL NEED A LAPTOP WITH MICROSOFT EXCEL AND INTERNET CAPABILITY**

**Learning Objectives: [1]**

- Apply quantitative methods to assess the health status of a community
- Distinguish between different approaches to assessing a community's needs and strengths; and identify methods best suited to specific research questions

**Required Reading:** n.a.

**Assignments:** n.a.

Session 9

**Tuesday 09/24**

Topic: Assessing community health needs on the ground- Windshield/Walking tours

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

**Learning Objectives: [1,2,3,4]**

- 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.
- Distinguish between different approaches to assessing a community's needs and strengths; and identify methods best suited to specific research questions

**Required Reading:**

CTB Chapter 3, section 21

NY City for all ages walking survey (on ELMS, skim this)

**Assignments:**

**Assignment 3 due: GIS mapping**

<b>QUIZ 4</b> due at 3 p.m.	
Session 10	<b>Thursday 09/26</b>
Topic: Assessing community health needs on the ground- Windshield/Walking tours <b>In/out of class activity: Walking tour</b>	
<b>Learning Objectives: [1,2,3]</b>	
<ul style="list-style-type: none"> <li>• 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.</li> <li>• Distinguish between different approaches to assessing a community's needs and strengths; and identify methods best suited to specific research questions</li> </ul>	
<b>Required Reading:</b> n.a.	
<b>Assignments:</b>	
<b>Assignment 4a: Walking Tour Rubric</b> (due 9/25 by 11:59 pm)	
Session 11	<b>Tuesday 10/01</b>
Topic: Understanding cultural confidence vs. cultural humility; and Reviewing Research Ethics <i>Group Work:</i> Considerations for diversity/inclusion on topic	
<b>Learning Objectives: [3]</b>	
<ul style="list-style-type: none"> <li>• Explain the importance of demonstrating cultural humility and building cultural confidence when working with communities toward promoting community health</li> </ul>	
<b>Required Viewing:</b> Cultural humility video :	
<a href="https://www.youtube.com/watch?v=SaSHLbS1V4w">https://www.youtube.com/watch?v=SaSHLbS1V4w</a>	
<b>Required Reading:</b>	
Belmont Report (ELMS)	
<b>Recommended Reading:</b> Melanie Tervalon, Jann Murray-García, <i>Journal of Health Care for the Poor and Underserved</i> , Volume 9, Number 2, May 1998, pp. 117-125	
<b>Assignments:</b>	
<b>QUIZ 5</b> due at 3 p.m.	
Session 12	<b>Thursday 10/03</b>
Topic: Group Presentations- Walking Tour	
<b>Learning Objectives: [3,5]</b>	
<ul style="list-style-type: none"> <li>• Distinguish between different approaches to assessing a community's needs and strengths; and identify methods best suited to specific research questions</li> <li>• Demonstrate capacity to conduct a community health needs and strengths assessment</li> </ul>	
<b>Required Reading:</b>	
<b>Assignment 4 due: Group Presentations- Walking Tour</b>	
Session 13	<b>Tuesday 10/08</b>
Topic: Group Presentations- Walking Tour; REVIEW and preparation for Midterm Introducing qualitative research methods and approaches to community needs/strengths assessment	
<b>Learning Objectives: [3,5]</b>	

	<ul style="list-style-type: none"> <li>Distinguish between different approaches to assessing a community's needs and strengths; and identify methods best suited to specific research questions</li> <li>Demonstrate capacity to conduct a community health needs and strengths assessment</li> </ul> <p><b>Required Reading:</b> n.a.</p>
Session 14	<b>Thursday 10/10</b>
<b>MID-TERM EXAM</b>	
Session 15	<b>Tuesday 10/15</b>
<p>Topic: Introducing qualitative research, introducing example study for coursework; begin discussing observation</p> <p><i>Group work:</i> Discuss intervention ideas to begin to consider for recommendations to UMD</p> <p><b>Learning Objectives: [1]</b></p> <ul style="list-style-type: none"> <li>Explain the value of qualitative research for understanding community health needs</li> <li>Distinguish between different approaches to assessing a community's needs and strengths; and identify methods best suited to specific research questions</li> </ul> <p><b>Required Reading:</b> CTB Chapter 3, section 15; Saldana, pages 21-27</p> <p><b>Assignments:</b> <b>QUIZ 6</b> due at 3 p.m.</p>	
Session 16	<b>Thursday 10/17</b>
<p>Topic: Observation and Participant-Observation - Methods of qualitative research; conduct mini-observation</p> <p><i>In-class:</i> Develop protocol for observation work (settings, objects of observation, timeframe)</p> <p><b>Learning Objectives: [1,3]</b></p> <ul style="list-style-type: none"> <li>Explain the value of qualitative research for understanding community health needs</li> <li>Demonstrate skills in conducting qualitative research methods and analysis in a community-health setting.</li> <li>Distinguish between different approaches to assessing a community's needs and strengths; and identify methods best suited to specific research questions</li> </ul> <p><b>Required Reading:</b> Ulin pgs 72-73, 75-77; Abbas 312-314 (both on ELMS)</p> <p><b>Assignments:</b> <b>Assignment 6a: Observation Plans</b> (due 10/18 by 6 p.m., feedback returned by 10/20)</p>	
Session 17	<b>Tuesday 10/22</b>
<p>Topic: Observation and participant observation – Methods of qualitative research</p> <p><b>Out of class Activity: Conduct Direct Observation</b></p> <p><b>Learning Objectives: [1,3]</b></p> <ul style="list-style-type: none"> <li>Demonstrate skills in conducting qualitative research methods and analysis in a community-health setting.</li> </ul>	

- Distinguish between different approaches to assessing a community's needs and strengths; and identify methods best suited to specific research questions

**Required Reading:** n.a.

**Assignments:** n.a.

Session 18

**Thursday 10/24**

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

**Learning Objectives: [1,3]**

- Explain the value of qualitative research for understanding community health needs
- Demonstrate skills in conducting qualitative research methods and analysis in a community-health setting.
- Distinguish between different approaches to assessing a community's needs and strengths; and identify methods best suited to specific research questions

**Required Reading:**

CTB Chpt 3, section 20

**Required Viewing:** Born into Brothels (available on ELMS)

**Assignments:**

**Assignment 5: Reflection on Born into Brothels** (due 10/24, 11:59 p.m.)

Session 19

**Tuesday 10/29**

Topic: 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

**Learning Objectives: [1]**

- Explain the value of qualitative research for understanding community health needs
- Demonstrate skills in conducting qualitative research methods and analysis in a community-health setting.
- Distinguish between different approaches to assessing a community's needs and strengths; and identify methods best suited to specific research questions

**Required Reading:**

Reading: Saldana, pgs 32-44;

**Assignments:**

**Assignment 6: Observation Report**

**QUIZ 7** due at 3 p.m.

Session 20

**Thursday 10/31**

Topic: Techniques for asking questions – Wording of questions to elicit discussion

*In-class:* Begin interview guides (draft themes, questions and specific probes)

**Learning Objectives: [1]**

- Demonstrate skills in conducting qualitative research methods and analysis in a community-health setting.
- Distinguish between different approaches to assessing a community's needs and strengths; and identify methods best suited to specific research questions

**Required Reading:**



Ulin pgs. 81-89

**Assignments:**

**Assignment 7: Interview protocol** (Due in Three parts: **7a** – submit guide to peers by Friday, November 1<sup>st</sup>, 6 p.m.; **7b**- provide peer feedback by Sunday, November 3<sup>rd</sup>, 6 p.m.; **7c**- Due to Dr. Stoebenau by Tuesday, November 5<sup>th</sup> at 3 p.m.)

Session 21

**Tuesday 11/05**

Topic: Transcription and techniques for interviewing – How to engage with a participant

**In-class activity: Conducting an in-depth interview**

**Learning Objectives: [1]**

- Demonstrate skills in conducting qualitative research methods and analysis in a community-health setting.
- Distinguish between different approaches to assessing a community's needs and strengths; and identify methods best suited to specific research questions

**Required Reading:**

Saldana, pgs 44-46

**Assignments:**

**Assignment 7: Interview protocol** (Due in Three parts: **7b**- provide peer feedback by Sunday, November 3<sup>rd</sup>, 6 p.m.; **7c**- Due to Dr. Stoebenau by Tuesday, November 5<sup>th</sup> at 3 p.m.)

Session 22

**Thursday 11/07**

Topic: Introducing Focus Groups – Differentiating interview data techniques

*Group work:* Discuss how FGDs would be applied to your topic, draft FGD questions

**Learning Objectives: [1,3]**

- Explain the value of qualitative research for understanding community health needs
- Demonstrate skills in conducting qualitative research methods and analysis in a community-health setting.
- Distinguish between different approaches to assessing a community's needs and strengths; and identify methods best suited to specific research questions

**Required Reading:**

Reading: CTB chapter 3, section 6; Ulin, pgs 89-95 (on ELMS)

**Assignments:**

**QUIZ 8** due at 3 p.m.

Session 23

**Tuesday 11/12**

Topic: Introducing Focus Groups - Use guides drafted last class

**In-class activity: Conducting a Focus Group Discussion**

**Learning Objectives: [1]**

- Demonstrate skills in conducting qualitative research methods and analysis in a community-health setting.
- Distinguish between different approaches to assessing a community's needs and strengths; and identify methods best suited to specific research questions

**Required Reading:** n.a.

**Assignments:**

CONDUCT INTERVIEW BY THIS DATE (To allow adequate time for transcription, it's no joke)

Session 24

Thursday 11/14

Topic: 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

**Learning Objectives: [2,3,4]**

- 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.
- Distinguish between different approaches to assessing a community's needs and strengths; and identify methods best suited to specific research questions

**Required Reading:**

Reading: CTB Chapter 2, section 1

**Assignments:** n.a.

Session 25

Tuesday 11/19

Topic: Analyzing interview data –how to read interviews; using Dr. Stoebenau's project as an example of thematic data analysis

**Learning Objectives: [1]**

- Demonstrate skills in conducting qualitative research methods and analysis in a community-health setting.
- Distinguish between different approaches to assessing a community's needs and strengths; and identify methods best suited to specific research questions

**Required Reading:**

Saldana, pgs 89-98, 104-105

**Assignments:** n.a.

Session 26

Thursday 11/21

Topic: Analyzing interview data – Analyzing interview data – introduction to coding data (Dr. Stoebenau's data example)

**In-class activity: Coding an interview****Learning Objectives: [1]**

- Demonstrate skills in conducting qualitative research methods and analysis in a community-health setting.
- Distinguish between different approaches to assessing a community's needs and strengths; and identify methods best suited to specific research questions

**Required Reading:**

Thematic analysis article – ELMS

**Assignments:**

<b>Assignment 8 due: Interview Transcript</b> <b>QUIZ 9</b> due at 3 p.m.	
Session 27	<b>Tuesday 11/26</b>
Topic: Analyzing interview data – Analyzing interview data –coding data (using your own data from your transcribed interview)	
<b>Learning Objectives: [1]</b>	
<ul style="list-style-type: none"> <li>• Demonstrate skills in conducting qualitative research methods and analysis in a community-health setting.</li> <li>• Distinguish between different approaches to assessing a community’s needs and strengths; and identify methods best suited to specific research questions</li> </ul>	
<b>Required Reading:</b> n.a.	
<b>Assignments:</b>	
<b>Assignment 9a: codebook</b> (due 11/26 by 11:59 p.m.; feedback by end of 11/27)	
Session 28	<b>Thursday 11/28</b>
<b>!!!! EAT TURKEY WITH FAMILY AND FRIENDS !!!!</b>	
Session 29	<b>Tuesday 12/03</b>
<b>Topic:</b> Evidence-based programming, Logic Models – Using established best practices to design effective interventions	
<i>Group work:</i> Use logic model and evidence to develop recommended intervention	
<b>Learning Objectives: [2,3,4,6]</b>	
<ul style="list-style-type: none"> <li>• 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.</li> <li>• Distinguish between different approaches to assessing a community’s needs and strengths; and identify methods best suited to specific research questions</li> </ul>	
<b>Required Reading:</b>	
TBD	
<b>Assignments:</b>	
<b>Assignment 9: Interview analysis</b>	
<b>QUIZ 10</b>	
Session 30	<b>Tuesday 12/05</b>
Topic: Overview on Evaluation, REVIEW	
<b>In-class Activity: Peer review draft Recommendations</b>	
<b>Learning Objectives: [2,3,4,5,6]</b>	
<ul style="list-style-type: none"> <li>• Demonstrate capacity to conduct a community health needs and strengths assessment</li> <li>• Understand the principles of, and distinguish between different approaches to, evaluating community health interventions.</li> </ul>	
<b>Required Reading:</b>	
CTB Chapter 36, section 1; Doyle, pgs 226-228 (ELMS)	
<b>Assignments:</b>	
<b>Assignment 10: Evidence-based Recommendations</b> (Outline due 12/5 by 3 p.m., bring hard-copy to class; Final Paper due 12/15)	

**Statement of Understanding**

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

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Name)