CH 188 Developing Community-based Interventions
Fall 2019

Course Faculty
Jennifer Allen, ScD, MPH
Professor of Community Health, Tufts University
574 Boston Avenue, Second Floor 211 (*note change*)
Medford, MA 02155
Email: jennifer.allen@tufts.edu
Phone: 617-627-0366

Course Time and Location
Mondays, 1:30-4:30 pm

Course Description
In this course, we will participate in a community-based intervention development process. This is a practice-based course; we will address real world challenges associated with improving community health from the perspective of community stakeholders, conduct field work, and write and disseminate summary reports to the communities with whom we work. Students will have the opportunity to develop skills in community needs-resource assessment (including direct data collection) and development of partnerships with organizations in our host communities. Students will be required to attend some community meetings outside of class meeting times. This course is intended for juniors and seniors who have taken CH1, CH2 and CH30.

Course Objectives
1. Community and Stakeholder Engagement
   - Discuss and critique principles of community-engaged research
   - Identify and collaborate to engage community members and key stakeholders; apply collaborative strategies in which community members have meaningful input into intervention development, implementation and evaluation
   - Identify and address ethical issues when working with communities, including issues of power, privilege, and sustainability

2. Community Assessments
   - Apply core concepts of public health, grounded in an ecological perspective, to the assessment of a community health issue
   - Locate, evaluate, and synthesize existing data for assessment
   - Identify data gaps and participate in primary data collection to fill gaps
   - Communicate community assessment findings in both oral and written forms and through a variety of media, to diverse audiences

3. Social and behavioral theories/ conceptual frameworks for interventions
• Describe and critically analyze features and constructs of major social and behavioral theories and conceptual frameworks used in the design of community-based health promotion interventions

4. Evidence based interventions-planning, implementing, evaluating
   • Employ knowledge, skills and appropriate theories/conceptual to the development of evidence-based interventions
   • Identify, adapt and plan the implementation and evaluation of evidence-based interventions designed to achieve community goals
   • Identify and discuss issues related to sustainability of interventions and dissemination of findings

**Course Structure:** This is a practice-based class that is primarily discussion-based. In addition to group activities and projects, we will engage in dialogue with and learn from guest speakers and community members. Students are expected to and participate in some community meetings and events relevant to course content.

**Required Materials and Texts:** There is no text book or other materials (other than those distributed or posted on Canvas).

**Student Learning Assessment and Grading:** Your final grade in this class will be composed of the following:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Due Date</th>
<th>% of grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online CITI training</td>
<td>Sept 16</td>
<td>Required but not graded</td>
</tr>
<tr>
<td>Personal philosophy of collaborative relationships</td>
<td>Sept 23</td>
<td>5%</td>
</tr>
<tr>
<td>Key informant interview paper</td>
<td>Nov 25</td>
<td>20%</td>
</tr>
<tr>
<td>Final paper</td>
<td>Dec 16</td>
<td>40% (sections are submitted throughout the semester &amp; combined for final assignment)</td>
</tr>
<tr>
<td>Final presentation</td>
<td>Dec 9</td>
<td>15%</td>
</tr>
<tr>
<td>Class participation, presentations and meeting attendance</td>
<td>Ongoing</td>
<td>20%</td>
</tr>
</tbody>
</table>

**Course Policies**

**Course website:** The course website is an important pedagogic tool for this course and will allow you to access the course readings, other materials and submit your assignments. Course announcements will also be posted to the course website and circulated via email, so please check the course website and your Tufts email frequently.
**Attendance:** You are expected to attend all class sessions on time and for the duration of the class. If you cannot attend a class, will arrive late, or will have to leave early for a university-approved reason, *please email me in advance*. Please note that you are expected to read all required course readings prior to each session. Please bring the assigned readings and your reading notes to class. We will also likely schedule field visits to community sites a few times during the semester. We will do our best to schedule these in such a way that it does not interfere with your schedule (e.g. during class time).

**Learning environment:** We believe that learning happens best when we all learn together, as a community. This means creating a space characterized by generous listening, adventurous civility, humility and patience. We are all responsible for promoting a classroom climate where we examine content from multiple perspectives, and we will strive to create and maintain a classroom atmosphere in which you feel free to both listen to others and express your views and ask questions to increase your learning.

**Class leadership:** Select one week to lead the class discussion. The leader will be responsible for working with the instructor to review the assigned reading and for generating the approach for discussion—e.g., case studies, interactive activities, role modeling, etc. The leader will be responsible for a minimum 30 minutes of class time.

**Office hours:** You can schedule meetings with Professor Allen via “calendarly.” The time slots are 20 minutes each, which may not be enough time for our meetings. Please select more than one slot if you need it, but if you need cancel or reschedule your appointment, please do so ASAP in order to allow others the opportunity to take your slot. If none of the available time slots work for you, please contact me and we will identify a time that works for us.

**Technology in the Classroom:** Please remember to silence cell phones before class begins. You can bring a laptop to class if used for in-class activities or discussion.

**Submitting Assignments:** *All assignments are to be submitted on or before the due date (up to 11:59pm) via our Canvas site.* A note about written assignments: While classes in the Department of Community Health are conducted in English, we serve many bi-, tri-, and multilingual students, which positively contributes to the diversity at Tufts. If you are proficient in languages other than English, this is a strength and will serve you well in the health fields. We understand that it can be challenging to write in English when it’s not your first language. Please let us know if you would like help from us with your writing in this course. We will also take into account your skills in languages other than English grammar when grading your written assignments.

**Late Paper Policy:** *Late papers will lose half a grade for every day past the due date.* “Late” is defined as being 1 minute past the deadline. Please note that computer or printer problems (e.g., lost work) are *not acceptable* reasons for having a late paper.
Please be sure to save your work regularly on your computer and to back it up elsewhere (e.g., USB drive, DropBox, GoogleDrive).

**Academic Integrity:** Tufts holds its students strictly accountable for adherence to academic integrity. The consequences for violations can be severe. It is critical that you understand the requirements of ethical behavior and academic work as described in Tufts’ Academic Integrity handbook. If you ever have a question about the expectations concerning a particular assignment or project in this course, be sure to ask for clarification. The Faculty of the School of Arts and Sciences and the School of Engineering are required to report suspected cases of academic integrity violations to the Dean of Student Affairs Office. If cheating or plagiarism is suspected, this must be reported to the Dean. More information is available at: 
https://students.tufts.edu/student-affairs/student-life-policies/academic-integrity-policy

**Student Services:** Tufts is committed to providing support and equal access for all students so that they may fully realize their academic potential. Our goal is to ensure that all students have access to the resources necessary to be successful. For those who need academic adjustments or accommodations because of a documented disability please present documentation from the Academic Resource Center and speak with the instructor or TAs by the second week of class so that we can accommodate needs. Accommodations for testing must be submitted at least two weeks prior to the exam/test date. All discussions will be confidential. More information can be found at the Tufts University Student Accessibility Services website:
https://students.tufts.edu/student-accessibility-services

**Additional Resources**
- Tisch Library: For research assistance-
  http://www.library.tufts.edu/tisch/subjectLib.html
- Academic Resource Center (ARC): For writing, time management help, and other academic assistance: http://students.tufts.edu/academic-advice-and-support/academic-resource-center
- The Tufts University Counseling and Mental Health Service (CMHS). For personal and academic concerns- Sawyer House at 120 Curtis Street. 617.627.3360. http://students.tufts.edu/health-and-wellness

**Basic needs and security:** Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the the Dean of Student Affairs Office for support. Furthermore, please notify the professor if you are comfortable in doing so.

**NOTE:** This syllabus is not a contract. The instructor may modify the course content or requirements based on new evidence, class discussions, or other pedagogical objectives.
## Class Schedule, Readings and Activities

<table>
<thead>
<tr>
<th>Date/Session</th>
<th>Topic</th>
<th>Class Activities/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 9</td>
<td>Course Introduction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Program planning and development cycle</td>
<td></td>
</tr>
<tr>
<td>September 16</td>
<td>Principles and Models of Community-Engaged Research</td>
<td>Field visit City of Somerville, Department of Health and Social Services, SomerViva</td>
</tr>
<tr>
<td></td>
<td></td>
<td>DUE: documentation of CITI training completion</td>
</tr>
<tr>
<td>September 23</td>
<td>Brazilians in the U.S.: Cultural, religious, socio-economic, historical, and political contexts</td>
<td>Guest speaker: Eduardo Siquiera, ScD, MD Associate Professor of Environment and Public Health, School for the Environment Coordinator of Transnational Brazilian Project, Mauricio Gastón Institute of Latino Community Development and Public Policy</td>
</tr>
<tr>
<td>September 30</td>
<td>Community Assessment (2): Existing or secondary data sources</td>
<td>5pm Panel and dinner with community collaborators</td>
</tr>
<tr>
<td>October 7</td>
<td>Community Assessment (3): Primary Data Collection: Individual Interviews</td>
<td>DUE: Public Health Issue Statement</td>
</tr>
<tr>
<td>October 14</td>
<td>Holiday- No class</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>October 15</td>
<td>Community Assessment (4): Primary Data Collection: Focus Groups</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Optional: Attend focus group in community setting with Brazilian women</td>
<td></td>
</tr>
<tr>
<td>October 21</td>
<td>Collaborative Data Analysis &amp; Interpretation</td>
<td></td>
</tr>
<tr>
<td>October 28</td>
<td>From Assessment to Action: Prioritizing Health Issues based on Data and Community Concerns</td>
<td></td>
</tr>
<tr>
<td>November 4</td>
<td>Evidence-based Interventions (1): Theories, models, framework and public health hierarchy of interventions</td>
<td>DUE: Draft Evidence-Based Interventions</td>
</tr>
<tr>
<td>November 11</td>
<td>No class</td>
<td></td>
</tr>
<tr>
<td>November 18</td>
<td>Evidence-based Interventions (2): Adapting interventions for your audience</td>
<td></td>
</tr>
<tr>
<td>November 25</td>
<td>Evidence-based Interventions (3): Implementation and evaluation</td>
<td></td>
</tr>
<tr>
<td>December 2</td>
<td>Evidence-based Interventions (4): Sustainability &amp; dissemination</td>
<td></td>
</tr>
<tr>
<td>December 9</td>
<td>Student Presentations</td>
<td></td>
</tr>
</tbody>
</table>
Required and Recommended Readings

Session #1: September 9
Program planning and development cycle; Community & stakeholder engagement

Required Reading:


Recommended:


Session #2: September 16
Principles and Models of Community-Engaged Research

Required:

Boaz A, Hanney S, Borst R, O'Shea A, Kok M. How to engage stakeholders in research: design principles to support improvement. Health Research Policy and Systems 2018. volume 16, Article number: 60


Session #3: September 23
Brazilians in the US: Cultural, religious, socio-economic, historical, and political contexts

Required:


Margolis M. What does it mean to be Brazilian? Webcast available at: https://brown.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=1d039395-ba28-44ee-a66c-5daa0d762955


Additional Resources


Boston Redevelopment Authority for the Mayor’s Office of Immigrant Advancement. Imagine all the People: Profile of Brazilians in Boston 2016.


**Session #4: Sept 30**
Community Assessment Methods (1): Engaging stakeholders & asking the right questions

**Required Readings:**
Mayan MJ, Daum CH. Worth the Risk? Muddled Relationships in Community-Based Participatory Research. Qualitative Health Research 2016. 26(1) 69–76


University of Washington. Unit 1 Section 1.3: Ethics and CBPR: What are the ethical issues that may affect community participation in research. Available at: https://depts.washington.edu/ccph/cbpr/u1/u13.php
Session #5: October 7
Community Assessment Methods (2): Use of Secondary or Existing Data

Required:
Centers for Disease Control and Prevention. Data and Benchmarks. Available at: https://www.cdc.gov/publichealthgateway/cha/data.html


Session #6: October 15
Community Assessment Methods (3): Primary Data Collection Methods
Individual Interviews/Key Informants

Required Reading:


Recommended:


McKenna, S. et al. Key informants and community members in community-based participatory research: One is not the other. Prog in Comm Health Partnerships 2011; 5:387-397
**Session #7: October 21**

**Community Assessment Methods (4): Primary Data Collection Methods (cont’d)**

**Focus Groups**

**Required Readings**


**Kreuter How to do Focus Groups**

**Recommended:**


---

**Session #8: October 28**

**From Assessment to Action: Prioritizing Health Issues**

**Session #9: November 4**

**Evidence-based Interventions (1): Logic Models**

**Required Reading:**

Public Health Ontario: Focus On: Logic model–A planning and evaluation tool
https://www.publichealthontario.ca/-/media/documents/focus-on-logic-model.pdf?la=en

**Recommended Reading/Resources**

Theory at a Glance: A Guide for Health Promotion Practice  

OBSSR’s Social and Behavioral Theories textbook  
http://www.esourceresearch.org/tabid/724/default.aspx

**Session #10: November 18**  
**Evidence-based Interventions II: Adapting Evidence-based Interventions for Your Audience**

Useful resources for planning, implementation, and evaluation of community-based programs:

http://cancercontrolplanet.cancer.gov (Cancer Control PLANET)

http://www.thecommunityguide.org (CDC’s guide to Community Preventive Services)


www.nrepp.samhsa.gov (National Registry of Evidence-based Programs and Practices)


AHRQ. Center for Research Support, TRIP Database. Available at http://www.tripdatabase.com/index.html


**Session #11: November 25**  
**Evidence-based Interventions III: Implementation and evaluation**

CDC’s Framework for Program Evaluation in Public Health. Accessible on Canvas

**Session #12: December 2**  
**Evidence-based Interventions IV: Sustainability & dissemination**
**Required Reading:**


Walugembe DR, Sibbald S, Janzen Le Ber M, Kothari A. Sustainability of public health interventions: where are the gaps? *Health Research Policy and Systems* 2019. 17(8)

**Recommended Readings and Resources**


**Session #13: December 9**

**Student Presentations**

You will present your final project to the class. Community stakeholders may be invited.
Assignments

Assignment #1. Online CITI training (required but not graded)
Due: September 16

The Collaborative Institutional Training Initiative (CITI Program) offers a course on Human Subjects Research that must be completed by anyone who will be involved in research with human participants. Instructions are provided at: https://viceprovost.tufts.edu/sberirb/research-training-requirements/citi/. When asked to select your IRB training course, select the Social-Behavioral-Educational researchers course. This will include 13 modules. Note that you do not need to complete the training for Biomedical Researchers. Once you have successfully completed the program, you will print and submit a certificate of completion. If you have already completed this training previously at Tufts or another institution, please provide this to me. Note that the certification is time-limited and must be completed every 4 years.

Assignment #2: Personal reflection: Characteristics of effective collaborations and personal plan for engagement
Due: September 23

Reflections are a critical starting point for action. We will be working together as a team and in partnership with community stakeholders. It is important that we build positive working relationships with each other and with them. We must also continuously reflect on and navigate issues of identity, power, privilege, belonging and difference. This assignment is meant to help you think about how these issues may unfold inside and outside of class in our work with communities. It will also require that you develop your own strategy to build on your strengths and address areas where you may need further development. Your reflection should include consideration of the following:

- What are the characteristics of effective teams and collaborations?
- How would you rate your strengths and skills as a collaborator?
- What challenges do you think may arise in our work together and in communities?
- What are your suggestions for how we can address these as a group inside and outside of class?
- What are some ways to further develop your individual collaborative skills in this class? Suggest a plan to build on your strengths and address some areas that you think require additional development.

Assignment #3: Key Informant Interview
Due: November 25

As a group, we will be working on a community assessment. Part of this assessment will include “key informant” interviews. These are one-to-one, semi-structured interviews with representatives identified through our community partners/organizations. With
consultation and approval from the instructor, you will identify a person to interview. 
*Prior to contacting a potential interviewee, you must meet with the instructor.* This 
meeting will ensure that the interviewee you have selected is an appropriate person for 
this assignment and that the same person isn’t selected by multiple interviewers. It will 
also include a review of the interview instructions, which include the consent process 
and documentation, interview questions, audio-recording of the interview, as well as 
analysis and summarization of findings.

The interview itself should take approximately 30-60 minutes, although sometimes we 
have found that these are longer depending on the time constraints for the interviewee. 
The best strategy for interviewing is in-person, although some exceptions may be made 
with approval from the instructor. You are responsible for: (1) scheduling the interview; 
(2) obtaining written consent documentation from the interviewee; (3) conducting and 
recording the interview (bringing recording device); (4) (ideally) traveling to the site; and 
(5) analyzing and summarizing the interview data.

This descriptive written assignment (max 5 page) should include an introduction 
describing the formal or informal role of the interviewee (e.g., organization represented) 
and a summary of major findings. *You do not need not include references to peer- 
reviewed literature.* Also, *you do not need to transcribe interviews word-for-word,* but 
you will use relevant quotes from the interview to illustrate the main findings. For a 
sample of what published studies with multiple key informant interviews and what this 
may look like, see examples, including:

Allen JD, Leyva B, Hilaire DM, Reich AJ, Martinez LS. Priorities, concerns and unmet 
needs among Haitians in Boston after the 2010 earthquake. *Health & Social Care in the 
Community.* 2016; 24(6):687-698. doi:10.1111/hsc.12217. Available at: 
https://www.ncbi.nlm.nih.gov/ezproxy.library.tufts.edu PMC5053234/

Lago RFD, Costa NDR. Expert communities and interest-formation in the Brazilian AIDS 
81232017002501479&lng=en&nrm=iso&tlng=en

Panikkar B, Brugge D, Gute DM, Hyatt RR. ‘They see us as machines.’ The experience 
10(11): e0142686.doi:10.1371/journal.pone.0142686. Available at: 
Drafts of written assignments below (only)

It is not likely that the full community assessment or implementation plan will be completed in time for the draft assignments. The intention of requiring submission of drafts is to make sure that you are getting continuous feedback, and so that the final paper will be drafted before the due date. Although drafts are not graded and may change over the course of the semester, they are required on the due dates below.

Draft Public Health Issue Statement (max 3 pages)
Due: October 7

Based on assessment data gathered to date, identify an area of focus for your work. Your focus could include a health outcome or problem (e.g., mental health) or a social determinant of health (e.g., housing). In CH1 you wrote a “problem statement” and in CH30 you wrote a more in-depth version of a problem statement. The goal for this assignment is to further your skills in identifying and framing public health issues and bolster your ability to use evidence to justify the prioritization of a health issue. Given that this is due relatively early in the semester and we have not completed our overall community assessment, you may revise or change your chosen focus.

Draft Evidence-Based Interventions (~ 8-10 pages)
Due: November 8

In this assignment, you will conduct a comprehensive literature review to identify existing evidence-based community interventions to address your chosen area of focus. In CH30, you identified and critiqued 2 interventions. In this paper, you are expected to conduct a more in-depth review and synthesis of the literature.

A literature review provides an overview of previous research on a topic that critically evaluates, classifies, and compares what has already been published on a particular topic. It allows the author to synthesize and place into context the research and scholarly literature relevant to the topic. It helps map the different approaches to a given question and reveals patterns. It forms the foundation for the author’s subsequent research and justifies the significance of the new investigation. Sections of the literature should address:

- Search results: What are the numbers of articles identified, excluded, and ultimately included in the review?
- Study characteristics: What are the type and number of study participants? What are the methodological features of the studies?
- Results of the study: What are the overall results and outcomes? Could the literature be divided into themes or categories?
- Conclusion: What do your results say about the evidence for an intervention? Is it generally effective?

Draft Implementation and Evaluation Plan
Due: December 4
Implementation Plan: Your implementation plan stems directly from your logic model. Based on your logic model, you will develop an intervention “as if” the plan would be implemented for a target group within the community. Provide a clear description of the intervention components (outputs in your logic model) and the specific actions needed for implementation, including a logical sequence of steps, deadlines, resources needed and who is accountable for each step. This can be in table format (see example on Canvas).

Evaluation Plan: Your evaluation plan also stems directly from your logic model. The evaluation plan can be presented in table or narrative format. Content should outline the short-, medium- and long-term outcomes (from logic model), as well as how (and from whom) these will be measured. You will include both process and outcome measures.

Assignment #3: Final Project: Developing, implementing and evaluating community-based interventions
Due: December 16

This is a culmination of all of the drafts that you have already submitted and received feedback on. The total length is expected to be a maximum of 25 pages, double spaced, excluding references and any tables or figures.

Assignment #4: Presenting your work
December 9

You will present your final project to the class and (potentially) community stakeholders. This presentation should not exceed 10 minutes. Include the following information on slides.
- Problem statement
- Major findings from literature review of evidence-based interventions
- Justification/rationale for your selection of a particular intervention
- How it would be adapted for your intended audience
- Evaluation plan- what and how will you assess your short-, medium/intermediate- and long-term objectives
- Conclusions/Lessons learned from this project