Course Description
This is a seminar course in community-engaged evaluation and research. It is offered as a year-long seminar, for which students will receive .5 credits each semester. In this course, we will participate in a community-based evaluation project over the course of the year.

Each year, the students and instructor identify a community-based project. This year, the students will be developing and implementing a community health needs and resource assessment in Medford. They will learn how to review secondary data to learn more about the Medford community, compile a list of community based organizations and partners, conduct interviews with community organizational leaders and partners, analyze these interviews and use them to inform the methodology for the needs assessment. All of the work will be informed by community based participatory research principles. In that effort we propose to engage community/organizational partners in various aspects of our work by engaging partners in activities such as the refinement of questions/project goals, eliciting feedback on data collection tools and in the interpretation of findings.

We are also committed to working in a transparent and respectful manner in the community, in order to ensure that our partners and collaborators feel valued and integrated in the process of our work and also don’t feel burdened by our requests for engagement. The students will create several products through this course: 1) a community resource directory with information that would be useful to community partners and a 2) a brief community needs and resource assessment report and corresponding presentation which we hope to deliver to various organizational partners. Students who are interested will also have the optional opportunity to submit reflective writing developed during this course for publication consideration in the Undergraduate Journal of Service Learning and Community Based Research (http://www.bk.psu.edu/Academics/33708.htm) or another similar venue with the support of their instructor. We anticipate other products of interest may be identified throughout the year by our partners and collaborators and will be responsive to these requests. Students will also travel into Medford for community meetings. This is an excellent opportunity to learn the basics of field methods. The vision for this course is that students will develop a “research team” in which members will have varying roles and responsibilities. Ultimately my goal is for students to gain an appreciation for the value and conduct of community based and community engaged research as a tool to improve community health.

Note: This course does not presume any prior research or evaluation experience nor does it presume a background in either quantitative or qualitative methods.

Course Text and Readings
There is no required textbook for this course. All course readings will be drawn from the literature and online sources. All these materials will be posted on Trunk on the course website (trunk.tufts.edu). Students are expected to have completed the assigned readings prior to coming to the class at which they will be discussed.
As in all courses, class participation is also a critical component of your learning in this course and is highly encouraged. Participation is defined as follows:

- Class attendance and punctuality. If you cannot attend class, please notify me beforehand.
- Attentiveness, including refraining from texting and use of computers during class and in meetings with community partners.
- Completing readings before class and being prepared to apply them in discussions.
- Engagement/participation in-class discussion and engagement with partners in community-based meetings.
- Engaging in respectful interactions with fellow students and faculty and community partners.

**A Note about Team Based Learning**
There is an emphasis in this class on team based learning (TBL). This educational method allows learners to apply course concepts through thinking and problem solving in teams. It also nourishes life-long learning skills and strengthens interpersonal and team-interaction skills abilities. I recognize that not all students have prior experience with this type of learning and that group work comes with its rewards and potential challenges. Therefore, there will be an explicit conversation and opportunity, in an early semester class for students to discuss the parameters for group work prior to beginning their final project.

**Use of personal electronics**
In general, use of laptops, tablets or smartphones is not permitted in class or when visiting community partners.
Please remember to turn off/silence your cell phones when class begins. I do recognize however that occasionally a laptop will be required, particularly during site visits. It is expected that students use these devices responsibly and only for course related purposes.

**Student Accessibility Services**
Tufts is committed to providing support and equal access for all students so that they may fully realize their academic potential. If you need academic accommodations because of a disability, please contact the instructor early in the semester so that your learning needs may be appropriately met. All discussions will remain confidential. For specific accommodations (e.g., extra time on exams), you are responsible for making arrangements with the Student Accessibility Services office and notifying the instructor two weeks in advance to discuss their individual needs for accommodations.

**Academic Integrity**
Plagiarizing is defined as intentionally or unintentionally using someone else's words or thoughts without giving proper credit. When a source is not cited, it is assumed that the words thoughts and ideas are the sole product of the student. When a student uses material from another source, the extent and nature of the borrowing must, to avoid the charge of dishonesty, be fully and explicitly noted in the text or footnotes. Direct quotations must be differentiated from the text by using quotation marks or by indenting or single spacing and be accompanied by appropriate APA citation. It is the responsibility of the student to learn the proper forms of citation. The use of papers or other work obtained from commercial or other services is a clear case of plagiarism and is specifically prohibited. Handing in as one's own work a paper on which a student has received extensive help without acknowledging that help is plagiarism Academic dishonesty will not be tolerated and it is reportable to the Dean. Please read the Academic Integrity Handbook at http://uss.tufts.edu/studentAffairs/documents/HandbookAcademicIntegrity.pdf

**This syllabus is not a contract.** The instructor reserves the right to alter the course requirements and/or assignments based on new materials, class discussions, discussions with the community partner or other legitimate pedagogical objectives.