

TUFTS UNIVERSITY CH 30 Community Health Methods Syllabus Fall 2019

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Class:	Tuesday and Thursday from 10:30-11:45 @ 574 Boston Avenue, Room 204
Grader:	Sarah Cooper
Writing Fellows:	TBD

COURSE DESCRIPTION

This introductory research course enables students to develop knowledge and skills to access, generate, critically evaluate, adapt and implement evidence in public health practice (“evidence-based practice” “EBP”) to improve community health. The practice of evidence-based public health incorporates the best available evidence supporting public health interventions with consideration of community preferences, values, resources and assets. In this course you will:

- Define evidence-based practice, discuss the steps in the evidence-based practice process and learn how to access information on evidence-based practices.
- Acquire the knowledge and research skills to both understand the evidence supporting evidence-based practices and contribute to evidence generation.
- Discuss how to critically select, adapt, implement and evaluate evidence-based practices in community-based settings and discuss how to obtain funding to support research efforts.

Specific topics will include ethical considerations in research, study design and sampling, qualitative and quantitative methodologies, community needs assessments, program evaluation and research grant writing. There will an emphasis on the acquisition of practical research and evaluation skills. This course does not presume any prior research or evaluation experience, nor does it presume a background in research methods.

By the end of the course, students will be able to:

- Articulate the value of EBPs
- Understand the role of theory in informing EBPs
- Understand how to identify issues to target in community health improvement
- Learn about sampling and study design
- Learn the basics of quantitative data collection (e.g. surveys)
- Learn the basics of qualitative data collection (e.g. interviews and focus groups) and elementary analysis
- Learn about participatory research approaches to engaging communities in research
- Understand the basics of conducting program evaluation
- Understand the steps in the community health assessment process
- Learn how to deliver an effective professional research presentation
- Learn about the components of a grant proposal and how to seek out research funding

COURSE TEXT AND READINGS

The course textbook is *The Process of Social Research*. Jeffrey C. Dixon, Royce A. Singelton, Bruce C. Straits (2016). Other readings will be available on Canvas. Students should complete the readings prior to class. The textbook will be placed on reserve in the Tisch Library. You can access this by visiting the front desk in the library. Our course has also been selected for the Tisch Textbook Pilot program (1 copy available in Tisch library). Information about reserve texts can be found at: <http://tischlibrary.tufts.edu/find/course-reserves> Additionally I have obtained one extra copy of the textbook for this course and will gladly make this available to any student who is unable to purchase this textbook. Obtaining course materials should NOT pose a financial hardship to students in this course. Please come see me if you would like to borrow a copy of the text.

ASSIGNMENTS AND GRADING POLICY

Course Assignment	Details
<p>Attendance/Participation (2.5 pts)</p>	<p>Class attendance and participation is part of your grade. This includes attentiveness, refraining from texting/use of computers during class, unless required, completing readings, and engagement in respectful interactions with students, faculty and guest speakers. You are allowed up to <u>two</u> absences in this course with 0 points deducted. After two absences, you will lose 1.25 points. If you miss more than two classes, you will lose all attendance/participation points (2.5 points). If you are dealing with extenuating circumstances (a personal or family emergency) please contact me/your Dean. Extenuating circumstances will not affect your grade. Your attendance in class will be logged into Canvas after each class session. Please notify me of any errors.</p>
<p>CITI Certificate (5 pts) Due 10/1 by 11:59pm</p>	<p>It is important that anyone conducting research with human participants be aware of human subjects guidelines and ethical dilemmas to prepare them for the conduct of research. The Collaborative Institutional Training Initiative (CITI Program) offers a course on Human Subjects Research (HSR) that is directed towards individuals involved in research with human participants. Access instructions are located at https://viceprovost.tufts.edu/sberirb/files/CITI-Registration-New-Users_Step-by-Step_10.4.18.pdf When asked to select your IRB training course, select the <u>Social-Behavioral-Educational researchers course</u>. You DO NOT need to take the "Good clinical practice and ICH (GCP) course. Please complete all 13 modules to receive your certification. Upon completion submit your certificate of completion to Canvas. If you have completed this training previously and your certification has not expired, do not repeat this training, please upload proof of completion to Canvas.</p>
<p>Mid-Term (36.5 pts) In class on 10/17/19</p>	<p>The mid-term exam will assess learning of content from classes 1-11. The format includes multiple choice, fill in the blanks, short response and True/False questions.</p>
<p>Quiz (10 pts) In class on 11/14/19</p>	<p>The quiz will assess learning of content from classes 17-20. The format includes multiple choice questions, fill in the blanks, short response and True/False questions.</p>
<p>Final Presentation "Mock" Presentation: Due 12/5/19 by 10:30am (0pts) Final Recording & Slides: Due 12/12/19 by 11:59pm (10 pts)</p>	<p>Students will create a PowerPoint presentation based on their final paper. First students will deliver a "mock" presentation in small groups and will receive feedback from classmates. Students will then revise their presentation, record themselves delivering this presentation in Webex and submit the final slides AND the recording to Canvas.</p>
<p>Final Paper (30 pts) Due: 12/12/19 by 11:59pm Comp#1: Due 10/8/19 by 11:59pm (2pts) Comp#2: Due 10/29/19 by 11:59pm (2pts) Comp#3: Due 11/19/19 by 11:59pm (2pts)</p>	<p>Our culminating assignment consists of a final paper developed in three components over the course of the semester. The draft components will be reviewed by Tufts writing fellows. If you turn in each component <u>and</u> meet with a writing fellow for feedback on the components, you will receive 2pts/component. Instructions are below and a more detailed paper guide is available on Canvas.</p>

Component #1: Develop an Issue Statement (5 pages)	Due 10/8/19 by 11:59pm on Canvas
<p>In this component you will develop an issue statement on a public health issue. Your issue statement should demonstrate an understanding of the issue, how it affects different populations and enable future exploration of a public health response.</p> <ol style="list-style-type: none"> 1. Select a public health issue (e.g., obesity, anxiety disorders, HIV). 2. Identify 10 (largely peer-reviewed sources) credible sources, published within the past 5 years that define and describe the scope and magnitude the issue, and highlight populations disproportionately affected. If relevant, include a description of the biological, physiological or medical understanding of the issue (e.g., biology of HIV infection). 3. Construct a 5-page literature review (critical evaluation of research on this topic) that synthesizes the evidence identified. 	
Component #2: Conduct a Community “Assessment” (4 pages)	Due 10/29/19 by 11:59pm on Canvas
<p>In this component you will “zoom in” on a focus population affected by the issue you identified in Component #1. Conduct an “assessment” of this population. Through this assessment you will identify “social-influencers,” factors which might affect the feasibility, appropriateness, and/or relevance of EBPs implemented in this population. You are likely familiar with the term “social determinant.” I prefer the term “social influencer” in recognition of the fact that people are resilient and can recover from challenges they face. To learn more about social influencers click here: https://www.healthypeople.gov/2020/topics-objectives/topic/social-determinants-of-health</p> <ol style="list-style-type: none"> 1. Select a focus population affected by your issue that you will “intervene” with and explain your selection. You may find it helpful to think about your population within a specific geographic region (e.g., a city or town). 2. Identify 5 credible sources published within the past 7 years that describe the cultural, religious, socio-economic, historical, political or geographic or other influencers to consider when implementing an EBP with this population. Learning more about your population will inform your EBP selection, implementation and evaluation in Component 3. 3. Construct a 4-page literature review that synthesizes the evidence you have identified. 	
Component #3: EBP selection, adaptation, implementation and evaluation (7 pages)	Due 11/19/19 by 11:59pm on Canvas
<p>In this component you will identify two EBPs that has been designed to address your public health issue. Select EBPs that have been evaluated in populations different from your selected population. (e.g., your topic is hypertension among South Asian taxi drivers in NY and you select a hypertension EBP tested with Black taxi drivers in LA).</p> <ol style="list-style-type: none"> 1. For each EBP, briefly summarize the intervention, evaluation strategy and evaluation findings. Then discuss strengths and limitations of the intervention and evaluation strategy. In critiquing the evaluation strategy, incorporate a discussion of measurement, sampling, design and ethics. Demonstrate your knowledge of research! (~1 page/EBP) 2. Select one of the EBPs to “implement” with your population. Justify your selection using the framework provided in class (i.e., conceptual, practical fit and evidence of effectiveness). Tell me why this intervention is the right choice for your population based on its conceptual and practical fit with your population, and its demonstrated effectiveness. (~1 page) 3. Discuss necessary EBP adaptations based on knowledge of social influencers in the focus population. (~1 page) 4. Describe your plan for “implementing” the EBP in your population (e.g., by whom, objectives, sustainability). (~1 page) 5. How will you know your implementation was successful? Describe your evaluation strategy (e.g., outcomes, data collection methods, strengths/limitations you foresee) (~1 page) 	
“Mock Presentation”	Bring slides to present to class on 12/5/19
<ul style="list-style-type: none"> • Please bring a draft of your presentation slides to class on 12/5/19. • These slides should be a summary of your paper, covering content from each component (Aim for 8-10 slides in total) • Students will present slides in class, in small groups and receive feedback on slide content and delivery from classmates. 	
Final Presentation Recording and Slides	Due 12/12/19 by 11:59pm on Canvas
<ul style="list-style-type: none"> • A final PowerPoint version of your slides and a separate recorded version should be uploaded to Canvas 	
Final Paper	Due 12/12/19 by 11:59pm on Canvas
<ul style="list-style-type: none"> • The body of your paper (Components 1-3) should not be more than 16 pages long (double-spaced). Text beyond 16 pages will not be reviewed by the instructor or counted towards your grade. • Also include a Title page, 250 word abstract and “Works Cited” section (none of these materials are included in the 16-page count) 	

WRITING FELLOW SUPPORT FOR THE FINAL PAPER

Writing in this course is supported by Academic Resource Center writing fellows (WFs). These highly trained peers will work with you to become better writers. No student should graduate Tufts without working to improve their writing. If you do not meet with your WF on an initial draft of your component or if you do not submit an initial draft of your component at all, you will lose points on that component in the final paper submission. I regularly consult with the WFs to see which students have kept their appointments. It is your responsibility to make and keep appointments with your WF. The WFs will provide constructive feedback, but they are not your copy editors, your advocates, or your graders. Please remember that the WF are busy students just like you. If you must be late or miss a meeting, it is your responsibility to let them know as soon as possible and re-schedule your meeting at their convenience.

PARAMETERS FOR WRITTEN WORK

All written work must be typed in Times New Roman, 12 pt. font, 1" margins, and double-spaced. All citations for references used in written work and all reference lists must follow the American Psychological Association (APA) Manual, Sixth Edition (2009). Students are also encouraged to use Zotero (or a similar reference management software) for reference management (a training will be provided early in the semester and there are tutorial links on Canvas). Written work should be edited for clarity of thought, grammar, and spelling. Failure to do so will result in a reduction of the assignment grade. If you need help with writing (and/or have other academic concerns), please contact the Academic Resource Center at 617-627-4345. Extensions on work are granted only for serious extenuating circumstances and with the prior permission (well before the due date) of the instructor. Papers turned in late without prior approval of extension will lose one half of a grade for every day the paper is late, starting the day the paper is due.

USE OF PERSONAL ELECTRONICS

In course evaluations from previous semesters, students have reported that laptops and mobile devices (including phones) are a distraction. Therefore, *use of laptops, tablets or smartphones is not permitted in class unless requested by instructor*. Please remember to turn off/silence your cell phones when class begins.

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

Plagiarism is using someone else's words, ideas, or phrases in your work and representing it as your own or not properly attributing the work. Please be aware that copying a phrase or sentence and listing a citation at the end without using quotation marks is plagiarism. Plagiarism is more fully discussed in a handbook called Academic Integrity @ Tufts, issued by the Dean of Students. For this course, you will need to upload the two components and the final paper to Canvas (Turnitin is embedded in Canvas). If you plagiarize, you may get a zero on the assignment and you will be reported to the Dean. Do not plagiarize. If you use a source, cite it. This applies to all information either directly quoted or paraphrased. If you copy words, they must be in quotation marks (" ").

BASIC NEEDS 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 Dean of Student Affairs Office for support. Furthermore, please notify the professor if you are comfortable in doing so.

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

COURSE SCHEDULE

DATE/DAY	TOPIC	IN-CLASS ACTIVITIES	READINGS	ASSIGNMENT
Session 1 9/3/19 (TU)	Defining Evidence-Based Practice in Public Health	<u>Activity #1:</u> Student learning assessment	<ul style="list-style-type: none"> Review Syllabus and Canvas Site Brownson R.C., Fielding J.E., Maylahn C.M. (2009). Evidence-based public health: A fundamental concept for public health practice. <i>Annual Review of Public Health, 30</i>, 175-201. 	Read final paper instructions/ come with questions
Session 2 9/5/19 (TH)	The Process of Evidence-Based Practice	<u>Activity #2:</u> Applying the evidence-based practice process <u>Activity #3:</u> Peer check in, discuss final paper		
Session 3 9/10/19 (TU)	Accessing Evidence-Based Practices	<u>Activity #4:</u> Accessing and evaluating different sources of evidence	<ul style="list-style-type: none"> SAMSHA's National Evidence- Based Registry http://www.nrepp.samhsa.gov/(skim) Cochrane Collaborative http://www.cochrane.org/evidence (skim) 	
Session 4 9/12/19 (TH)	Why Care About Research Methods?	<u>Activity #5:</u> Evaluating different research approaches	<ul style="list-style-type: none"> Course Text: p. 1-13 	Handout #1 due
Session 5 9/17/19 (TU)	Paradigm and Theory	<u>Activity #6:</u> Linking Theory and Practice	<ul style="list-style-type: none"> Course Text: p. 14-37 	
Session 6 9/19/19 (TH)	Research Design	<u>Activity #7:</u> Formulating a Research Question and Identifying Different Study Designs	<ul style="list-style-type: none"> Course Text: p.73-99 	
Session 7 9/24/19 (TU)	Literature Searching (Tisch Library) <i>Bring computers</i>	None	<ul style="list-style-type: none"> Introduction to Research Methods (Pajo), p.53 	
Session 8 9/26/19 (TH)	Writing a Literature Review and citation formatting <i>Bring computers</i>	<u>Activity #8:</u> Developing an outline for your Literature Review <u>Activity #9:</u> Peer paper check in	<ul style="list-style-type: none"> Course Text: p.38-70 	Handout #2 due
Session 9 10/1/19 (TU)	Research Ethics Tufts Health Sciences IRB Office		<ul style="list-style-type: none"> Course Text: p.38-70 https://www.youtube.com/watch?v=M6AKIIhoFn4&feature=youtu.be 	CITI training certificate due

Session 10 10/3/19 (TH)	Measurement	<u>Activity #10:</u> Variable Types Worksheet	<ul style="list-style-type: none"> Course Text: p. 104-134 	
Session 11 10/8/19 (TU)	Sampling	<u>Activity #11:</u> TBD	<ul style="list-style-type: none"> Course Text: p. 137-168 	Component #1 due
Session 12 10/10/19 (TH)	Exam Review	<u>Activity #12:</u> Review packet	<ul style="list-style-type: none"> Review course materials 	
10/15/19 (TU)	No class, Monday schedule substituted on Tuesday			
Session 13 10/17/19 (TH)	Midterm Exam (get some sleep!)			
Session 14 10/22/19 (TU)	Learning about your community: Community Health Needs Assessments Renee C. Hamilton (CHA)	<u>Activity #13:</u> Peer paper check in	<ul style="list-style-type: none"> Assessment articles 	Handout #3 due
Session 15 10/24/19 (TH)	Learning about your community: Community-based participatory research Albert Pless (CPHD)	<u>Activity #14:</u> CBPR Activity	<ul style="list-style-type: none"> Wallerstein, N., & Duran, B. (2010). Community-based participatory research contributions to intervention research: the intersection of science and practice to improve health equity. <i>American journal of public health, 100</i> (Suppl 1), S40-6. Minkler M. 2005. Community-based research partnerships: Challenges and opportunities. <i>Journal of Urban Health, 82</i>(2), ii3-ii12. 	
Session 16 10/29/19 (TU)	Selecting and modifying EBPs	<u>Activity #15:</u> Create outline and plan for completing Component 3	<ul style="list-style-type: none"> Rychetnik, L., Frommer, M., Hawe, P., Shiell, A., (2002) Criteria for evaluating evidence on public health interventions. <i>Journal of Epidemiology and Community Health, 56</i>, 119-127. McKleroy, V.S., Galbraith, J.S., Cummings, B., Jones, P., Harshbarger, Collins, C.,...ADAPT Team. (2006). Adapting evidence-based behavioral interventions for new settings and target populations. <i>AIDS Education and Prevention, 18</i>(supp), 59-73. Poulsen, M.N., Vandenhoudt, H., Wyckoff, S.C., Obong'o, C.O., Ochura, J., Njika, G., Otwoma, N.J., Miller, K.S. (2010). Cultural adaptation of a US 	Component #2 due

			evidence-based parenting intervention for rural Western Kenya: From Parents Matter! To Families Matter! <i>AIDS Education and Prevention</i> , 22(4), 273-285.	
Session 17 10/31/19 (TH)	Evaluating EBPs: Fundamentals of Program Evaluation Karen Errichetti (HRIA)	None	<ul style="list-style-type: none"> • WK Kellogg Foundation Logic Model Development Guide (Intro, Chapters 1 &2) • CDC's Framework for Program Evaluation 	
Session 18 11/5/19 (TU)	Qualitative Research Methods	<u>Activity #16</u> : Practice interviewing <u>Activity #17</u> : Peer paper check in	<ul style="list-style-type: none"> • Course Text: p. 242-284 	
Session 19 11/7/19 (TH)	Qualitative Data Analysis Kyle Monahan (Tisch library)	None	<ul style="list-style-type: none"> • Course Text: Qualitative Data Analysis Chapter 	
Session 20 11/12/19 (TU)	Quantitative Data		<ul style="list-style-type: none"> • Text: p. 352-391 	
Session 21 11/14/19 (TH)	Experimental and Quasi-Experimental Design (Family Center)	None	<ul style="list-style-type: none"> • Text: p. 173-200 	Short Quiz
Session 22 11/19/19 (TU)	Survey Research	<u>Activity #18</u> : Scavenger Hunt	<ul style="list-style-type: none"> • Text: p. 204-238 	Component #3 due
Session 23 11/21/19 (TH)	Peer-Reviewed Publication	<u>Activity #19</u> : Writing an abstract for your final paper <u>Activity #20</u> : Peer check in, discuss final paper/presentation	<ul style="list-style-type: none"> • Huston, P. & Choi, B.C.K. (2017). A guide to publishing scientific research in the health sciences. <i>Can Commun Dis Rep.</i> 43(9), 169–175. 	
Session 24 11/26/19 (TU)	Research Grant Writing 101		<ul style="list-style-type: none"> • Wiseman, J. T., Alavi, K., & Milner, R. J. (2013). Grant writing 101. <i>Clinics in colon and rectal surgery</i>, 26(4), 228-31. 	
Session 25 11/28/19 (TH)	No class			
Session 26 12/3/19 (TU)	Finding Opportunities in Research (TBD)			

Session 27 12/5/19 (TH)	Student Roundtable Presentations		Draft Slides due
12/12/19 (TU)	No Class. Final Paper, Slides and Presentation Due		