



## International Honors Program

IHP Health and Community

### Community Health Research Methods

IPBH 3510 (4 credits / 60 class hours)

**PLEASE NOTE: This syllabus is representative of a typical term. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester. In addition, considerations of student safety may change some course content.**

## Course Description

In order to understand health and illness in diverse societies and implement interventions that are contextually relevant, a well-researched understanding of local contexts and the social, cultural, political, economic and other factors at play is imperative. To meet this complexity, health researchers and or practitioners employ a variety of methodological approaches in order to produce information about and with the population of interest and to make inferences based on the information that is collected. This course focuses on the study and application of community-based research methods which actively involve community members in the design, implementation, and dissemination of research. Studies are designed with the goal of contributing to positive health outcomes whether through practice or by influencing policy.

In this course, you will be introduced to key concepts and theories underlying community-based research methods, intended to provide an overview of research methods used to collect information in order to identify and address important public health issues. Throughout, the emphasis will be on ethnographic techniques: the hands-on side of anthropology, which deals with direct observation of and with human lives, and the analysis of the “data” so produced. You will engage in hands-on practice of participant-observation, interviews, walking ethnography, and more. During the class sessions, you will be provided with research tools in order to better frame your case study experiences and smaller data collection projects. It is our expectation that you will work together to understand and probe the issues that are presented to you for field work and that you will do so in a methodical and methodologically sound way. That is, that you will apply the methods learned in class to systematically approach and report on your fieldwork.

The central fieldwork component of this course is the **Case Study** project, a small group exercise focused on investigating a theme across all four countries visited using a variety of research methods explored in this course (further descriptions of the Case Study are available in the Student Handbook, and will be discussed further in class).

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You will explore the value of participatory methods, as well as its challenges and ethical concerns in different contexts. The insights gained will prepare you for future work or study where you will be expected to plan and carry out research, and propose appropriate interventions in public health or other fields.

## Three key learning cycles

In each country visited, students will be exposed to, and be confronted by, many different complexities and difficulties in which human health, disease and (un)wellbeing are at stake. This means that the structure of the course will be a little different to those typically taught in a single country (perhaps in the same lecture hall). Rather than introducing key spheres of learning over the arc of the whole semester, lectures in each country will move through three interconnected spheres of interest relevant to social science researchers seeking to understand human health, illness and (un)wellbeing. These are: (1) research methodologies, (2) ethics, and (2) techniques for making sense of, analysing, and presenting collected data. The aim of this approach is to provide students with the practical tools with which to research and make sense of these realities in temporal and spatial proximity to their experiences of them. Nevertheless, as the semester progresses, we will together learn to understand and see these spheres in increasingly sophisticated and nuanced ways.

## Learning Outcomes

The *Community Health Research Methods* course comprises 60 class hours of instruction (4 credits). In this course students will gain an understanding of community-based health and medical anthropological research, and apply methodological and ethical approaches to investigating Case Study topics in cross-cultural contexts. By the end of the course, students will be able to:

- Formulate well-crafted research questions, and assess and choose appropriate research methodologies to explore them.
- Apply community-based approaches, principles, designs, and tools to assignments and case study research opportunities in the field in each country.
- Understand key ethical issues and challenges to conducting research with human beings.
- Evaluate key challenges faced by both participants and researchers (individually and in a team) in engaging in community-based research projects.
- Analyze qualitative data thematically and effectively.

## Course Schedule

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# Course Syllabus

# SIT Study Abroad

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All course readings will be available in electronic format, in Dropbox, at the beginning of the semester; required readings will also be available as a hard copy at the beginning of each respective country stay. Topics and readings are subject to change, if warranted by local circumstances.

Class topic	Country
<p><b><u>RM-1</u></b>  <b>Introducing Ethnographic Research</b></p> <p><u>Required Reading</u></p> <ul style="list-style-type: none"> <li>Clifford, James. 1990. Notes on (field)notes. In Roger Sanjek (ed.). <i>Fieldnotes: The Makings of Anthropology</i>. Ithaca and London: Cornell University Press, pp. 47-70.</li> <li>Pope, Catherine and Nick Mays. 1995. Reaching the Parts Other Methods Cannot Reach: An Introduction to Qualitative Methods in Health and Health Services Research. <i>BMJ</i> 311(1): 42-45.</li> </ul> <p><u>Suggested Reading</u></p> <ul style="list-style-type: none"> <li>May, Tim. 2011. "Perspectives on social scientific research" in <i>Social Research: Issues, Method and Process</i>. Berkshire: Open University Press</li> <li>May, Tim. 2011. "Social theory and social research" in <i>Social Research: Issues, Method and Process</i>. Berkshire: Open University Press</li> </ul>	<p><b>USA</b></p>
<p><b><u>RM-2</u></b>  <b>Ethics and Interviewing Part I</b></p> <p><u>Required Reading</u></p> <ul style="list-style-type: none"> <li>Marina Marouda &amp;, Margaret Sleeboom-Faulkner. "Have we become too ethical?" <i>Medicine Anthropology Theory</i>.</li> <li>Joffe, Ben. "Economies of Curiosity: The Dalai Lama's Email Inbox, The Foreign Researcher in Mcleod Ganj And Artaud Syndrome" in <i>A Perfumed Skull: anthropology, esotericism, and notes on the numinous (blog)</i>. Published 27 April 2016.</li> </ul> <p><u>Suggested Readings:</u></p> <ul style="list-style-type: none"> <li>May, Tim. 2011. "Interviewing: methods and process" in <i>Social Research: Issues, Method and Process</i>. Berkshire: Open University Press</li> </ul>	<p><b>India</b></p>

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<p><b>RM-3</b>  <b>Participant Observation Part I: Philosophy and Practice</b></p> <p><u>Required Reading</u></p> <ul style="list-style-type: none"> <li>Sadana, R., 2010. On the Delhi Metro: An Ethnographic View. <i>Economic and Political Weekly</i>, pp.77-83.</li> <li>May, Tim. 2011. "Participant observation perspectives and practice" in <i>Social Research: Issues, Method and Process</i>. Berkshire: Open University Press</li> </ul> <p><u>Suggested Reading</u></p> <ul style="list-style-type: none"> <li>Blake, R. 2011. "Ethnographies of Touch and Touching Ethnographies: some prospects for touch in anthropological enquiries" in <i>Anthropology Matters</i> vol. 13 (1)</li> </ul>	<p><b>India</b></p>
<p><b>RM-4</b>  <b>Statistics, Surveys and Questionnaires</b></p> <p><u>Required Reading</u></p> <ul style="list-style-type: none"> <li>Urla, Jacqueline. 1993. "Cultural Politics in an Age of Statistics: Numbers, Nation and the Making of Basque Identity". <i>American Ethnologist</i> Vol 20, No. 4. Pp 818-843</li> </ul> <p><u>Suggested Reading</u></p> <ul style="list-style-type: none"> <li>May, Tim. 2011. "Official statistics: topic and resource" in <i>Social Research: Issues, Method and Process</i>. Berkshire: Open University Press</li> <li>May, Tim. 2011. "Social surveys: design to analysis" in <i>Social Research: Issues, Method and Process</i>. Berkshire: Open University Press</li> </ul>	<p><b>India</b></p>
<p><b>RM-5</b>  <b>Ethics and Interviewing Part 2</b></p> <p><u>Required Reading</u></p> <ul style="list-style-type: none"> <li>Charon, R, 2008. "Telling Your Story" in <i>Narrative medicine: Honoring the stories of illness</i>. Oxford University Press</li> <li>Moore, E. 2014. "Researching the Private Sphere: Methodological and Ethical Problems" – personal copy from author</li> </ul> <p><u>Suggested Reading</u></p>	<p><b>South Africa</b></p>

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<ul style="list-style-type: none"> <li>• Mohlakoana-Mosala, Karabo. 2013. "Challenging research, researching challenges: Feminism and activism in Lesotho" in Pereira, Charmaine, ed. <i>Jacketed women: qualitative research methodologies on sexualities and gender in Africa</i>. UCT Press, 2013.</li> <li>• Jack, D.C., 1999. Ways of listening to depressed women in qualitative research: Interview techniques and analyses. <i>Canadian Psychology/Psychologie canadienne</i>, 40(2), p.91</li> </ul>	
<p><b>RM-6</b>  <b>Participant Observation Part 2: 'Walking With' and Community Mapping</b></p> <p><u>Required reading</u></p> <ul style="list-style-type: none"> <li>• Ross, Fiona. (2010). Chapter 3. Sense-scapes: sense and emotion in the making of place. In <i>Raw Life, New Hope. Decency, Housing and Everyday Life in a Post-Apartheid Community</i>. Cape Town: UCT Press, pp. 54-75.</li> <li>• Carpiano, Richard. M. (2009). Come take a walk with me: The "Go-Along" interview as a novel method for studying the implications of place and health and wellbeing. <i>Health and Place</i> 15(1): 263-272.</li> </ul> <p><u>Suggested reading</u></p> <ul style="list-style-type: none"> <li>• Pink, Sarah. (2015). Walking with others. In <i>Doing Sensory Ethnography</i>, 2<sup>nd</sup> ed. Los Angeles: Sage, pp. 111-115.</li> <li>• Lee, Jo and Ingold, Tim. (2006). "Fieldwork on foot: perceiving, routing, socializing." In Coleman and Collins (Eds.) <i>Locating the Field: Space, Place and Context in Anthropology</i>. Oxford: Berg pp. 67-86.</li> </ul>	<p><b>South Africa</b></p>
<p><b>RM-7</b>  <b>Representation, Rapport and Collaborative Research</b></p> <p><u>Required Readings/Film</u></p> <ul style="list-style-type: none"> <li>• BBC's <i>Tribe</i>: The Hamar S02E02 with Bruce Parry</li> <li>• Caplan, Pat. 2005. "In Search of the Exotic: a discussion of the BBC2 series <i>Tribe</i>" in <i>Anthropology Today</i> vol. 12 (2).</li> <li>• Harrison, F. V., &amp; American Anthropological Association. (1991). <i>Decolonizing Anthropology Moving Further Toward an Anthropology for Liberation</i>.</li> </ul> <p><u>Suggested Reading</u></p> <ul style="list-style-type: none"> <li>• Allen &amp; Jobson 2016. <i>The Decolonizing Generation - Race and Theory in Anthropology since the Eighties</i></li> <li>• Bozalek, V. 2011. <i>Acknowledging privilege through encounters with difference - Participatory</i></li> </ul>	<p><b>South Africa</b></p>

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<p>Learning and Action techniques for decolonising methodologies in Southern contexts. <i>International Journal of Social Research Methodology</i>, 14.6, pp.469-484</p> <ul style="list-style-type: none"> <li>Fish, Adam &amp; Sarah Evershed. 2006. "Anthropologists Responding to Anthropological Television: a response to Caplan, Hughes-Freeland and Singer" in <i>Anthropology Today</i> vol 22 (4).</li> </ul>	
<p><b>RM-8</b>  <b>The Visual: using images in research and research applications.</b></p> <p><u>Required Reading</u></p> <ul style="list-style-type: none"> <li>Guillemin, Marilys. (2004). Understanding illness: using drawings as a research method." <i>Qualitative Health Research</i> 14(2):272-289.</li> <li>Wang, C. 1999. "Photovoice: A Participatory Action Research Strategy Applied to Women's Health" in <i>Journal of Women's Health</i> Vol 8 (2) 185 – 192</li> </ul> <p><u>Suggested Reading</u></p> <ul style="list-style-type: none"> <li>Johnston, G. 2016. Champions for social change: Photovoice ethics in practice and 'false hopes' for policy and social change. <i>Global Public Health</i>, 1-13.</li> </ul>	<p><b>Brazil</b></p>
<p><b>RM-9</b>  <b>The Visceral: paying attention to bodily experiences and perceptions in research</b></p> <p><u>Required Reading</u></p> <ul style="list-style-type: none"> <li>Sweet, E.L. and Escalante, S.O., 2014. Bringing bodies into planning: Visceral methods, fear and gender violence. <i>Urban Studies</i>, p.0042098014541157.</li> <li>Body Maps- Women Navigating the Positive Experience in Africa and Canada</li> <li>Fridas Body Map</li> </ul> <p><u>Suggested Reading</u></p> <ul style="list-style-type: none"> <li>Gastaldo, D., Magalhães, L., Carrasco, C., and Davy, C. (2012). Body-map storytelling as research: methodological considerations for telling the stories of undocumented workers through body mapping.</li> </ul>	<p><b>Brazil</b></p>

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<p><b>RM-10</b>  <b>Comparative Research: Potential and Problems</b></p>	<p><b>Brazil</b></p>
<p><u>Required Reading:</u></p> <ul style="list-style-type: none"> <li>May, Tim. 2011. "Comparative Research: potential and problems" in <i>Social Research: Issues, Method and Process</i>. Berkshire: Open University Press</li> </ul>	
<p><u>Suggested Reading:</u></p> <ul style="list-style-type: none"> <li>Flyvbjerg, B., 2006. Five misunderstandings about case-study research. <i>Qualitative inquiry</i>, 12(2), pp.219-245.</li> </ul>	

## Assignments

The following is an overview of assignment responsibilities. Further details (particularly on case study assignments) will be discussed and given as we move through the semester. I will also be as available as I can be to discuss these projects when and if you have questions about them, as will country co-ordinators (in regard to case study assignments). Assignments should be typed in electronic format, in Gill Sans MT size 11 font, 1.5 spaced lines, and with 'normal' sized margins. The **American Psychological Association (APA)** referencing style is preferred.

With the exception of the Readings Question Worksheet and the Case Study Individual Self Assessments and the Fieldnote Journals, please hand in all assignments on **USB, not via email**. Please include your name on **every page of the assignment itself**, as well as in the **file name**. Where visual/handwritten assignments are set, please take clear photographs of these and submit as digital files. It should also be noted that due to occasional in-country logistics and circumstances beyond our control, faculty reserve the right to adapt the syllabus details and organization, if necessary.

## **Point breakdown and provisional submission date schedule**

This table is to give you an overall sense of what you are expected to hand in during the course of the semester. **Please note** that these are provisional dues dates because case study presentation dates (the same as all submission dates for this research methods course) may change slightly due to the necessities of a travel abroad programme. However, case study presentations will always take place toward the end of our stay in each country.

Research Methods Mini-Assignments			30
USA 08/26	Neighbourhood Day	Discussion based	0

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India 09/30	Interview Schedule	2 interview schedules + 1-page reflection	15
S.A 10/19	Walking with Exercise	Map (optional) + 1-2-page reflection	15
Readings Question Worksheet			14
one per RM class (excluding USA) with 2 free passes, = 7 x 2 points each			
Case Study Group Presentations			44
USA 09/01	10-15 minutes (+5 min Q&A)		6
India 09/30	20 minutes (+5-10 Q&A)		10
S.A 10/31	20 minutes (+5-10 Q&A)		13
Brazil 12/06	35 – 40 minutes (+10 Q&A)		15
Case Study Individual Self-Assessments			12
one per country to be handed in before presentations, each worth 3 points			
			100

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## Research Methods Mini-Assignments

With the exception of Brazil, you will conduct a mini assignment in each country in which you get to explore a particular research method.

### 1. Washington D.C.: **Neighbourhood Day Activity**

Due: *Case study presentation day, USA – before presentations begin.*

Further details of this will be given at launch, but this will be an **ungraded** observational assignment aimed at giving you a taste of making ethnographic observations and fieldnotes centring on the urban environment of Washington D.C. This will help familiarize you with your fieldwork journals – a central tool in the skills you will learn throughout the course, as well as contributing toward your overall grade for the research methods course (though, again, this first exercise is not graded).

### 2. India: **Interview Schedule**

Due: **30 September** (*Case Study Presentation Day*)

Asking questions in a way that is appropriate, easily comprehensible and not 'leading' is an acquired skill that develops both through the careful of questions prior to an interview and a thoughtful awareness during the interview process of how your questions are being received and mis/understood.

- Come up with a simple overarching research question – this can be the same as your case study question if you prefer – and prepare a list of 5 open-ended interview questions which you think would be well suited to exploring your selected overarching research question. Things to consider here include: is the language clear? (does not contain jargon or idioms); might any of these questions encourage the participant to answer in a particular way? How does each interview question link to the overall research question, why does it matter?
- Ask one of your homestay family members - or someone from the India team if you prefer and they have time – if you can interview them. Explain the purpose of the interview, the overarching theme and give them an idea of how long it should take (approx. 30 minutes).
- During the interview jot down (or record if you like and have the equipment and the time to transcribe) their responses as accurately as possible and include any clarification questions they ask and your responses to these (you can get your homestay partner to help you take the notes). Once the interview is concluded give your informant a chance to ask you any questions they have, and ask them whether they thought any of your questions were confusing or if they can suggest any improvements.
- Revise your schedule according to their feedback and your impressions during the interview process.
- Write a 1 page (2 at the absolutely maximum) reflection on the process and what you learnt about asking questions. Include any insights that arose in the first stage – when you were making up your original schedule – was it easy coming up with your questions? Give any important extra details about the interview context, did anything arise that made you aware of limitations/pitfalls in your questions? What were these,

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what did you do in the moment to remedy this? Miscommunication can happen as a result of factors not related to the questions themselves, such as interruptions – include these details too. Finally, explain any revisions made to any of your questions and how the new version avoids previous pitfalls/ limitations.

- Submit both interview schedules (the original and the revised) as well as the reflection page.

## Grading Schedule

Requirement	Points
Basic completion of all aspects of exercise, keeping to word count limit	3
Submission of schedules	2
Reflection page is clearly written, well communicated, and responds to topic (see rubric below for further details on this)	3
Addresses all questions	2
Reflections link to lectures and discussions	2
Offering original insight into the process of interviewing	3
<b>Total</b>	<b>15</b>

### 3. South Africa, Zwelethemba: **Walking ethnography exercise.**

Due: **19 October** in *POD*.

For safety reasons, this exercise should be done in pairs, although the assignment itself is in, Individually written and graded. Think about a small research question you would like to approach having to do with environment and health. Ask someone else from Zwelethemba, perhaps a homestay family member, if they are willing and interested, to take you on a short walk (maximum around 30 minutes in length) around their local neighbourhood. See Carpiano (2009) for tips on how to identify what these might be. An idea for research might be for them to show you sites they perceive as positively associated with wellbeing (if any) and those associated negatively with wellbeing (if any) and ask them to expand on why this is.

Then ask them to take you to, or show you places, that are particularly significant for them, and which are relevant to the research question you are approaching. It will help if you formulate the question *with* your proposed participant!

Take your field journal and pen with you and ask your participant to tell you about these places and sites as you move near or through them. Note these down, the route you are taking, and anything else you think might be of significance later on – either about the locality itself, or your own and your participant's actions and emotions. What kind of social relations, sights, sounds, smells, or other sensations are linked to those places? Does your research participant associate these sensorial aspects with the significance they derive from that place? If appropriate, you can take photographs of significant places encountered on your walk.

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Upon returning from your walk, discuss your notes, your photographs (if any) and your shared experience with your participant. If it helps make sense of things, and if your research participant feels comfortable doing it, you could ask them to draw a map of the route he or she took you on and then place your route, and significant sites on this map. See also if there is anything they wish to add to the sense you have made of their [the research participant's] experience of their local neighbourhood. Write up your experience in the form of a descriptive mini ethnography (1000-1,100 words, but strictly no more than 1200) in which you describe the process of doing the interview, the route you took, and the social-sensorial contexts of the walk. Please also address the following questions:

1. Did you enjoy the exercise? Why? Why not?
2. Were you able to answer your research question? Why? Why not?
3. Pink (2015), Carpiano (2009), and Lee and Ingold (2006) all argue that walking with research participants can help to develop a sense of empathy between researcher and researched, and also level hierarchies between researcher and researched. Did you find this to be true? Why? Why not?
4. Did the experience of working with a research partner (the other student) help or hinder (or a bit of both) the research experience? How?

## Grading Schedule

Requirement	Points
Basic completion of all aspects of exercise, keeping to word count limit	3
Submission of fieldnotes/photos/maps	2
Mini ethnography is clearly written, well communicated, and responds to topic (see rubric below for further details on this)	3
All questions answered	2
Linking answers to lectures, reading and or discussions	2
Offering original insight into the process of doing walking ethnography	3
<b>Total</b>	<b>15</b>

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## Reading Question Worksheet

The goals of the assignment are simple: to encourage reading accountability, to help you prepare for class discussion and to provide you with easy participation points. After completing the assigned readings for a class please fill out the form below and submit to me (hand-written, hard copy) at the beginning of the relevant class. With the exception of RMI you are expected to submit a form for every class, however you are given 2 free passes meaning that you will submit 7 worksheets in total.

The worksheets will be graded: Pass= completed (2 points), Fail = not submitted (0 points).

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## Reading Question Worksheet

Name: HCC Session #: \_\_\_\_\_

Please provide 3-5 discussion questions or prompts based on the assigned readings. These can be clarification questions, critiques of the readings, or question or discussion prompts linking together key ideas from the readings with other experiences/topics covered throughout the weeks activities (i.e. material from other courses, guest lectures, personal experiences, etc.)

- 1.
- 2.
- 3.

## Case Studies

Case study research methods projects will be completed in groups of 6 - 7 students, and will be used to apply the methodological concepts and tools covered in readings, lectures, and class exercises to the investigation of real health issues in the communities where we will be located, across the four countries. Case studies are country-specific, and the country coordinators arrange the logistics; therefore, they may be organized differently in the U.S., India, South Africa, and Brazil, respectively. They provide an opportunity to learn about and apply the methods discussed in the course, in addition to learning about a particular health issue in greater depth. Given time constraints and potential language barriers, faculty and country coordinators have pre-determined a number of research themes, and each Case Study Team will be assigned in Washington, D.C. These will be maintained throughout the length of the semester. Country coordinators and local faculty, in addition to myself, will consult and coordinate closely with you on an ongoing basis regarding ways in which to integrate the concepts and tools learned in the course into your research methods exploration. Your objective will be to learn how to approach your given topic with a clear research question, and a sensible plan for data collection and analysis.

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Approximately one full case study day per country will be scheduled in the U.S. In India, South Africa, and Brazil there will be approximately three to four days available for case study work, depending upon local time and logistics. The selection of research sites and actors will be determined by the respective country coordinators; in some cases the actual research agenda will be pre-determined; in others not so. During our stay in all of the countries (except the U.S.), you will participate in a workshop co-designed by the respective country coordinator; the objective of these is to further discuss and practice the methods discussed in class, and to have an opportunity for closer supervised work on the research methods exploration. During the final days in each country, your Case Study team will present its findings of the previous month's work, and fellow students and faculty will have the opportunity to ask you questions and make comments regarding your research.

## General outline of case study research methods projects

Specifics of these methods projects will necessarily be worked out in each country, in dialogue with country coordinators and in response to the kinds of research opportunities that open up there. However, in each case we will together forge research questions that draw on Russell Bernard's (2006, p. 70) five questions that he argues any prospective social science research should be able to honestly answer yes to before commencing any research project. These are:

1. Does this topic (or research site, or data collection method) really interest me?
2. Is this a problem that is amenable to scientific inquiry?
3. Are adequate resources available to investigate this topic? To study this population at this particular site? To use this particular data collection method?
4. Will my research question, or the methods I want to use, lead to unresolvable ethical problems?
5. Is the topic of theoretical and/or practical interest?

## Case Study Presentations Requirements:

While groups have substantial creative freedom to craft their presentations to best fit their projects, all group presentations should address the following topics:

- What were your specific research question and sub-questions?
- What theory or theories did you draw on to approach this research?
- What methods did you use?

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- What worked and what did not (in regards to particular methods, theoretical approaches, etc.)? What facilitated the aspects of your project that worked and hindered the aspects of the project that didn't work?
- What were your preliminary conclusions?
- What were the most interesting/exciting findings?
- What ethical issues did you negotiate during the course of the research?
- What were the limitations of this research?
- With more time, how might have you continued to flesh out this project? What methods might you engage? How you might do things differently if given a second chance?

Note: It is important to remember that these case studies are primarily an opportunity to learn about the process of community-based research methods, rather than to go into extensive detail about a particular health issue. Nevertheless, the actual research topic for each study group is of course also of important relevance for the course in particular, and for the semester overall.

In each country the presentations will focus on the respective data collected, and on the methodological, practical, theoretical and ethical experience and insights gained through doing cross-cultural participatory research.

The final presentation, however, is a longer presentation so that students will be able to demonstrate their comparative experiential learning experience incorporating both, first, Brazil as a specific case study; and—second, and just as important—the entire semester-long project as a cumulative and comparative whole.

**Please see presentations grading rubric and feedback schedule in this syllabus.**

## Case Study Individual Self-Assessments:

Individual self-assessments will be handed in on case study presentation days and involve a short (500 - 700 words/ 3 paragraphs) written reflection and the completion of the rubric below. I will have to sign off on your grades for this assessment so please use the reflection to clearly articulate your contribution to your case study group, your intellectual engagement in the research process and the quality of your fieldnotes. Each assessment counts 3 points towards your final course grade.

Reflections on your contribution to your case study group could include:

- The challenges and/or opportunities of working as a group.
- Task delegation and role delineation during research.
- Your contribution at planning, execution or analysis stages.
- Your contribution to the presentation.
- How prepared were you on case study days and how responsive were you to the research process as it unfolded – did you need to improvise or get creative at all? Resolve any difficulties/ hiccups?

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Reflections on your intellectual engagement in the research process could include:

- A description of the research method(s) you employed and insights gained regarding the method/s.
- Reflections on any issues in gaining access to your site, awkwardness on your part or on the part of the people at your site, anything that might have influenced your data collection
- Any ethical issues you navigated personally
- What new research questions this research provoked for you (and how might you answer them)?

Field Journal Reflections could include:

- A description of the challenges to taking fieldnotes while you are on the go.
- Deciding what constitutes relevant details.
- Developing a shorthand or using keywords
- Deciphering fieldnotes after time has passed
- Ethical considerations to using fieldnotes  
 (you are welcome to add an excerpt from your fieldnotes in the reflection)

## Case Study Individual Self-Assessment Grading Rubric

Requirement	Strongly Agree	Agree	Agree Somewhat	Disagree	Incomplete
I actively contributed to my group, participating in the planning and the execution of the case study days and the case study presentations.	10 – 9	9 – 8.5	8.5 – 7.5	7.5-6	0
I engaged intellectually with the research methodology explored, increasing my understanding of the challenges and opportunities – be these theoretical, ethical or practical - associated with them.	10 – 9	9 – 8.5	8.5 – 7.5	7.5-6	0
My fieldnotes were thorough and relevant. My fieldnote taking skills have advanced.	10 – 9	9- 8.5	8.5 – 7.5	7.5-6	0
<b>Total</b>					<b>/ 30</b>

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# Course Syllabus

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## Grading Scale

94-100%	A	Excellent
90-93%	A-	
87-89%	B+	
84-86%	B	Above Average
80-83%	B-	
77-79%	C+	
74-76%	C	Average
70-73%	C-	
67-69%	D+	
64-66%	D	Below Average
below 64	F	Fail

**Note:** Where decimal points are used in grading, below 0.5 will be rounded down, while 0.5 and above will be rounded up. For example, 93.4 will be an A-, while 93.5 will be an A.

**IHP - Health and Community: Globalization, Culture, and Care**

**Community Health Research Methods**

**Case Study Group Presentation – Feedback**

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### Group:

1. Group preparedness
2. Organization and methodology
3. Content

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## 4. Clarity of presentation

5. **General comments with reference to local knowledge and realities — Country Coordinator feedback**  
*(Student interpretations are culturally accurate and appropriate; potential impact and/or importance on student conclusions from apparently extraneous local social circumstances—political, economic, religious, etc*

### IHP - Health and Community: Globalization, Culture, and Care Community Health Research Methods Case Study Group Presentations - Grade

Grade	F	D	C	B	A
<b>Group preparedness</b>	Presentation poorly planned, lack of sufficient preparation time very evident.	Presentation deficient in preparedness, members show uncertainty with some key points.	Presentation shows limited preparation time, but members comfortable with material.	Presentation responsibilities well distributed, and all members well prepared albeit with limited uncertainty.	Presentation shows very cohesive and comprehensive preparation time, all members exhibit strong certainty in roles.
<b>Organization and methodology</b>	Presentation is disorganized and inhibits an understanding of group's ideas.	Presentation lacks organization, and does not connect observations to key findings.	Presentation is somewhat organized, but clear findings are difficult to discern.	Presentation is organized, but does not address a complete variety of ideas. Key findings are present; conclusions are clear.	Presentation fluidly addresses a number of different topics, while presenting a clear discussion of further paths of inquiry.
<b>Content</b>	Content focus is unclear, and with little or no relevancy to the study theme.	Content insufficiently analyzed, and lack of in-depth analysis is evident.	Content adequately analyzed and discussed, but conclusions and further directions are not well thought out.	Content is analyzed and discussed well, but falls short of considering further directions.	Content is very clearly presented, and reveals important insights and proposals for new theme directions.

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<b>Clarity of presentation</b>	Presentation is poorly designed, and does not effectively present ideas.	Presentation is not effective at communication of key ideas, but has some elements of creativity.	Presentation is somewhat effective at communication of key ideas, but is not organized or clear.	Presentation is effective at communication of key ideas, but lacks some creativity.	Presentation is engaging and creative. Presentation effectively communicates major key points. Teamwork is evident.
<b>Time usage</b>	Presentation ran significantly over time or under time allotted, and either way was insufficient for adequately covering material.	Presentation time insufficient for adequate coverage of all relevant material.	Presentation needed to be markedly hurried in order to stay within a reasonable range of the time allotted, and concluded irregularly.	Presentation covered all relative material, but allotted time was exceeded to a minor but significant degree.	Presentation succeeds in covering all relevant issues within, or very closely approximating, allotted time period.

**IHP - Health and Community: Globalization, Culture, and Care  
 Community Health Research Methods  
 Individual Case Study Reports - Grade  
 Short Fieldwork Methods Exercises - Grade**

Criterion	Standards
<b>Responsiveness to topics</b>	A – Strongly addresses the topics, and responds very effectively to all aspects of the assignment. B – Clearly address the topics, but may respond to some aspects more comprehensively or effectively than others. C – Adequately addresses the topics, but may often slight relevant and pertinent aspects. D – Indicates confusion about the topics and overall assignment, or significantly neglects important aspects. F – Suggests an inability to comprehend the assignment, or to respond meaningfully to the topics.

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<p><b>Communication of ideas</b></p>	<p>A – Explores relevant issues through strong analyses of data/experience; goes significantly beyond the simple or obvious.                  B – Shows good depth and complexity of thought.                  C – May treat the topics simplistically or repetitively; doesn't demonstrate sufficient analysis of data and/or experience.                  D – Lacks focus, demonstrates confused or simplistic thinking, or fails to adequately communicate ideas.                  F – Unfocused, illogical, incoherent or disorganized.</p>
<p><b>Organization and clarity of expression</b></p>	<p>A – Very coherently organized, with ideas/statements consistently supported by strong reasons or examples.                  B – Well organized and developed, with frequently appropriate reasons or examples.                  C – Adequately organized and developed; generally supports ideas/statements with appropriate reasons or examples.                  D – Poorly organized and/or undeveloped; lacks support from data and/or experience.                  F – Undeveloped; provides little or no relevant support or rationale.</p>
<p><b>Control of mechanics (sentence structure, grammar, spelling, etc.)</b></p>	<p>A – Overall, completely or reasonably free from errors in mechanics, usage, and sentence structure.                  B – May have occasional errors in mechanics, usage, and sentence structure.                  C – May have recurring errors, but generally demonstrates control of mechanics, usage, and sentence structure.                  D – Often marred by an accumulation of errors in mechanics, usage, and sentence structure.                  F – Serious and persistent errors in word choice, mechanics, usage, and sentence structure.</p>
<p><b>Word count</b></p>	<p>+5% – Word count minimum/maximum range reasonably met.                  0 – Word count minimum/maximum range not reasonably met.</p>

## Expectations and Policies

### Class preparation

This program is built upon the strong belief that your experiences result in deep insights and powerful learning. Course assignments are created to facilitate learning opportunities and experiences. Dialogue in class about these insights and participation in these activities is critical. For this reason, your participation is very important. As a learning community, each one of us will influence the learning environment. Please take responsibility for your role in this environment and come to class prepared and ready to engage with others in a positive and thought-provoking manner.

### Participation

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IHP is an experiential learning program. You have to show up to have the experience. As such, participation is a minimum expectation, not generally to be rewarded with class credit. Students are expected to attend all classes, guest lectures, and field activities unless they have a medical excuse that has been communicated and approved of by IHP staff, faculty, or Fellow. The Fellow will act as a TA for the class and will keep attendance. *Missing one class means a small makeup assignment (as determined by the faculty); missing two classes means a sizable makeup assignment; missing three classes means a grade reduction of 2% of the total course grade.* Keep in mind that IHP is an experiential program, and has academic requirements to attend class meetings and field activities. Failure to attend classes or field activities means that a student may not be eligible for credit from their universities, or could result in program dismissal.

## Policy on deadlines

Coursework assignments are due on the deadlines indicated in the assignment handouts. Work is due at the start of the day on which it is due, either during the Person of the Day (POD) announcements, or at the beginning of class. Unexcused late work will result in the lowering of the student's grade one full step per day (for example, a B will drop to a B-). No exceptions will be permitted; extensions are not given unless there are *exceptional* circumstances. Exact deadlines for assignments will be confirmed in class.

*Keep an additional copy of all work you turn in, so as to avoid unexpected disaster and significant inconvenience for all parties involved; this may mean photocopying or scanning any handwritten assignments. Assignments that are not easily legible will be returned ungraded.*

## Technology in the classroom

Electronic devices are critical tools for learning and communication, but our IHP courses prioritize engaged conversations unhindered by personal electronic devices. *Students, faculty, and visitors are expected to keep cell phones, laptop computers, and other devices out of sight, sound, and mind during class sessions—except under extenuating circumstances that have been discussed in advance with the faculty member.*

## Academic integrity

Academic dishonesty is the failure to maintain academic integrity. It includes, but is not limited to, obtaining or giving unauthorized aid on an examination, having unauthorized prior knowledge of the content of an examination, doing work for another student, having work done by another person for the student, and plagiarism. Academic dishonesty can result in severe academic penalty, including failure of the course and/or dismissal from the institution/program.

Plagiarism is the presentation of another person's ideas or product as one's own. Examples of plagiarism are: copying verbatim and without attribution all or parts of another's written work; using phrases, charts, figures, illustrations, computer programs, websites without citing the source; paraphrasing ideas, conclusions or research without citing the

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course; and using all or part of a literary plot, poem, film, musical score, computer program, websites or other artistic product without attributing the work to its creator.

Students can avoid unintentional plagiarism by carefully following accepted scholarly practices. Notes taken for papers and research projects should accurately record sources of material to cited, quoted, paraphrased or summarized, and research or critical papers should acknowledge these sources in references or by use of footnotes.

Violations of IHP/SIT Study Abroad's academic integrity policy are handled as violations of the student code of conduct, and will result in disciplinary action. Please discuss this with me if you have any questions.

**Please refer to the SIT Study Abroad Student Handbook** for policies on academic integrity, ethics, warning and probation, diversity and disability, sexual harassment, and the academic appeals process.

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