

International Honors Program (IHP)

IHP Health and Community:
Globalization, Culture, and Care

Community Health Research Methods & Ethics

(IPBH3510 / 4 credits / 60 class hours)

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Course Description

In order to understand health and illness in diverse societies and implement interventions that are contextually effective, it is imperative to have a well-researched understanding of local realities and the social, cultural, political, and economic factors at play. This course, therefore, introduces qualitative research methods that simultaneously engage with the experiences of community members while helping researchers adapt their own understandings of health, disease, and wellness.

Qualitative research techniques like participant-observation, interviewing, walking ethnography, and other hands-on techniques for learning from-and-with different human experiences—constitute some of the tools utilized in different public health professions, but are also vital skills for intercultural engagement. In this course, therefore, learning will not be linear, as students will be equipped with the practical ethnographic tools needed to systematize and make sense of their experiences as they unfold in situ and in real time.

While the methods learned in this course will be practiced as a regular part of assignments, the central fieldwork component of this course is the Case Study project, an exploratory investigation of a particular theme across all Country Cycles, to be conducted in small groups using research methods discussed in the course. Successful Case Study projects demonstrate the intersection of the three aspects of qualitative community health research: (1) theories, models, and approaches informing ethnographic methodologies; (2) techniques for collecting, making sense of, analyzing and presenting collected data; and (3) the ethical entailments of such engagement. (See also Case

Study section, under Assignments, below). The practice and insights gained during Case Study projects prepares students for future work in public health and related fields where training in research—from data collection to analysis—concludes with more sophisticated research questions informed by cultural nuance and community-based evidence.

Learning Outcomes

The *Community Health Research Methods & Ethics* course comprises 60 class hours of instruction (4 credits). 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
- Collect and analyze qualitative data pertaining to thematic research
- Apply community-based approaches, principles, and tools to assignments and fieldbased case study research opportunities in each country
- Demonstrate the ability to identify and analyze key ethical issues and challenges to conducting research with human beings.
- Evaluate 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.

Materials

All course readings will be available electronically. You may opt-in to receive hardcopy printouts of materials prior to arrival in each country. Students are responsible for accessing all required materials; electronic materials may be printed at the discretion of the student.

Format

This is a combination lecture-and-workshop class, organized into four country cycles, the first of which also introduces semester-long aims. In each country cycle you will have contextspecific assignments that will be workshopped during class and graded by the instructor. Case Study projects, although graded in this course, constitute research efforts that should encompass immersive experiential learning and cross-cut multiple courses. The same goes for all programming (site visits, guest lectures, etc.) that could inform your research in this course. In this same vein, students are expected to take regular fieldnotes that encompass immersive

experiences beyond the classroom. The resulting field journal will be regularly collected for evaluation.

Course Schedule

This course comprises one introduction class and three subsequent country cycles. See the program calendar distributed at the start of each country program for corresponding dates of class sessions.

*** The instructors retain the right to change the syllabus as needed. Given the flexible field program, changes may occur that are beyond our control.**

USA

Lectures and Readings

Session	Preparation
<p>RME I</p> <p>Look At Your Fish</p> <p><i>Inductive / deductive models</i></p> <p><i>emergent research</i></p> <p><i>emic / etic</i></p>	<p><u>Required</u></p> <p>Sunstein, B. and E. Chiseri-Strater. 2012. Look at Your Fish. Field Working: Reading and Writing Research. New York: Bedford. Pp. 74-84.</p> <p><u>Suggested</u></p> <p>Agar, M. 1980. "Ethnography." In <i>The Professional Stranger: An Informal Introduction to Ethnography</i>. New York: Academic Press. Pp. 63-76.</p> <p>Workshop: Case Study Preferences</p>

India

Lectures and Readings

Session	Preparation
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<p>RME 2</p> <p>Categorical Thinking Part I</p> <p><i>cultural domain analysis</i></p> <p><i>free-listing elicitation</i></p>	<p>Required</p> <p>Quinlan, M.B. (2017). The Freelisting Method. In: Liamputtong, P. (eds) Handbook of Research Methods in Health Social Sciences. Springer, Singapore.</p> <p>Suggested</p> <p>Eastman, Caroline. "Anthropological Perspectives on Classification Systems." <i>Advances in Classification Research Online</i>. 5.1 (1994). Pp. 69-78.</p>
	<p>De Munck, Victor. Ch. 3: Freelisting. <i>In Research Design and Methods for Studying Cultures</i>. London: AltaMira.</p> <p>Workshop: Free-list with homestay family on a chosen cultural domain</p>
<p>RME 3</p> <p>Categorical Thinking Part II</p> <p><i>cultural domain analysis</i></p> <p><i>deductive elicitation</i></p> <p><i>emic / etic</i></p>	<p>Required</p> <p>De Munck, Victor. Ch. 4: Pile Sorting. <i>In Research Design and Methods for Studying Cultures</i>. London: AltaMira. Pp. 67-75; 90-95.</p> <p>Sen, Colleen Taylor. Ch. 6, "Food and Indian Doctors, 600BCE600CE." <i>In Feasts and Fasts: A History of Food In India</i>. London, UK: Reaktion Books, 2015. ○ Read: Pg 117-121; 132-136 ○ Skim: Pg. 121-132</p> <p>Suggested</p> <p>The four humours (BBC) (electronic document). Time segments 0:00-5:00; 9:04-14:37; 15:20-16:00 (All other segments optional).</p> <p>Workshop: Pile-sort with homestay on *swapped* domain</p>

<p>RME 4</p> <p>Coding</p> <p><i>emic / etic analysis</i></p> <p><i>emergent research</i></p>	<p>Required</p> <p>Saldaña, J. 2009. An Introduction to Codes and Coding. The Coding Manual for Qualitative Researchers. Los Angeles:Sage. Pp. 1-31.</p> <ul style="list-style-type: none"> ○ Read: Pg 3-21; 28-31 ○ Skim: Pg. 21-28 <p>Workshop: Patterns and hypotheses</p>
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Cape Town, South Africa

Lectures and Readings

Session	Preparation
<p>RME 5</p> <p>Participant Observation</p> <p><i>subjectivity as data</i></p>	<p>Required</p> <p>De Munck, V. Ch 9: Participant Observation</p> <p>Suggested</p> <p>May, Tim. 2011. "Participant observation perspectives and practice." In <i>Social Research: Issues, Method and Process</i>. Berkshire: Open University Press.</p> <p>Workshop: Participate-observe in every activity</p>
<p>RME 6</p> <p>Dialogical Collaboration</p> <p><i>meaning-making as data</i></p>	<p>Required</p> <p>Packer, Martin. 2011. "The Conduit Metaphor." In <i>The Science of Qualitative Research</i>. Pp. 53-56.</p> <p>Suggested</p> <p>De Munck, V. Ch. 7: Long Interviews.</p> <p>Workshop: Dialogical collaboration about an artifact</p>

<p>RME 7</p> <p>Spatial Mapping</p> <p><i>space as data</i></p> <p><i>organization of power</i></p> <p><i>built environment</i></p>	<p>Required</p> <p>Sunstein, Bonnie Stone and Elizabeth Chiseri-Strater. 2012. <i>FieldWorking: Reading and Writing Research</i>. Pp. 186-190; 192-195; 197-203.</p> <p>Carpiano, Richard. M.. 2009. "Come take a walk with me: The "GoAlong" interview as a novel method for studying the implications of place and health and wellbeing." <i>Health and Place</i> 15(1). Pp. 263-272.</p> <p>Suggested</p> <p>Pink, Sarah. 2015. "Walking with others." In <i>Doing Sensory Ethnography</i>, 2nd ed. Los Angeles: Sage. Pp. 111-115.</p> <p>Workshop: Mapping spatial relationships</p>
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Buenos Aires, Argentina

Lectures and Readings

Session	Preparation
<p>RME 8</p> <p>Workshop I: World Systems Theory</p> <p><i>coding</i></p> <p><i>forms of capital</i></p> <p><i>dependence / political</i></p> <p><i>economy</i></p>	<p>Required</p> <p>Prepare your Case Study notes for in-class analysis/workshopping</p> <p>Suggested</p> <p>Wallerstein, Immanuel Maurice. 2004. <i>World-Systems Analysis : An Introduction</i>. Durham: Duke University Press.</p> <p>Workshop: Coding for forms of capital and conversions</p>

<p>RME 9</p> <p>Workshop 2: Cross-pollination & Interdisciplinarity</p> <p><i>spectrum of knowledge</i> <i>knowledge production</i> <i>decolonization</i></p>	<p><u>Required</u></p> <p>Prepare your Case Study notes for in-class analysis/workshopping</p> <p>Workshop: What is the relationship between health and community? What are the blind spots and strengths of disciplinarity?</p>
<p>RME 10</p> <p>Workshop 3: Conference Abstract</p> <p><i>writing research design</i> <i>applied ethics</i></p>	<p><u>Required</u></p> <p>De Munck, V. Ch. 2: Research Design.</p> <p><u>Suggested</u></p> <p>Booth, Wayne et. al. 1995. "From Questions to Problems." In <i>The Craft of Research</i>. Chicago: University of Chicago Press. Pp. 40-52.</p> <p>Flyvbjerg, B., 2006. "Five misunderstandings about case-study research." <i>Qualitative inquiry</i>, 12(2). Pp. 219-245.</p> <p>Workshop: posing and proposing research</p>

Grading Scale

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

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.

Evaluation

Assignments			
Collegiality			20 pts
Ethics Consent Form			10 pts
Data Collection Exercise (Choose 5)			60 pts
India	Due RME 3	Free-list with homestay family on HC domain	10 pts each
	4	Pile-sort with homestay on swapped domain	
	5	Coding: Patterns and hypotheses	
South Africa	6	Participate-observe in an everyday activity	
	7	Dialogical collaboration: artifact	
	8	Map spatial relationships	
Argentina	8	World Systems Analysis* (*In-class workshop)	10 pts
Comparative Synthesis Project			180 pts
Argentina	Dec. 6	40 minutes (+8 min Q&A)	40
	Dec. 4	Workshop: Writing Professional Abstract	50
Total			180

Assignments

1) Collegiality (Midterm = 5 pts, Final = 15 pts)

Peer reviewed (by Country Team & Comparative Synthesis Project group members). While traveling and engaged in coursework, everyone is expected to develop and practice skills of profession collegiality. Do not confuse this with participation/attendance (see below). Professional collegiality requires the development of workplace skills and fulfilling your own professional goals while engaged with others who are trying to do the same. In our classroom, collegiality entails:

1. **Intellectual / experiential presence:** engaging with cultural experiences beyond the classroom, either intended for course assignments or for personal enrichment; listening to the comments of others and helping in the production of a collective dialogue.
2. **Critical reflection:** thinking about what you have been experiencing and how it upturns prior expectations/beliefs; self-critiquing of assumptions and positions that would otherwise thoughtlessly dismiss alternatives as lesser-than; checking ethnocentric evaluations as they (inevitably) present themselves to you.

3. **Respect / reciprocity:** practicing an ethos/ethics of exchange rather than extraction; and recognizing where expertise exists in marginalized forms; when absent, communicating beforehand to peers/faculty; visible engagement; guarding against obstructive or disrespectful behavior and interactions that negatively affect your collaborators.

2) Data Collection Exercise

Data Collection Exercises offer you a chance to train in two skills: 1) framing / systematizing cultural exchanges into meaningful, personal and intellectual learning moments; 2) learning how to design, execute, and evaluate the effectiveness of particular research methods in a collegial, professional workshop format. As students in training, you will practice various research exercises for which strategies and critiques will be discussed in a workshop setting. This is a chance for you to open cross-cultural exchanges with your homestay family and neighborhood friends—and for us to help you process each others' work. You are encouraged to keep notes in your HCC journal, although standalone write-ups will be submitted for a grade. Please make sure it includes all elements of the Data Collection Exercise sheet, which are essential methodological components of a research proposal.

Format:

1. **Class Discussion:** We will discuss the basic concept of a particular research method as a class, theorizing its basic functions and outcomes.
2. **Fieldwork:** You will have until the due date to conduct your Data Collection Exercise and to complete the **Data Collection Exercise** form for grading.
3. **Exercise Debrief:** Discuss the outcomes of your Data Collection Exercise, focusing as much on the methodological tools as on the findings themselves.
 - Evaluate your Exercise in terms of its **methodological, practical, theoretical** and **ethical** implications.
 - Discuss possible applications of the research method in question to your **Case Study** and other ongoing projects. Plan a research protocol (specify fieldsites, questions, behaviors, data collection media, etc.) that are feasible and ethical for Case Study research.
 - Amend any final thoughts or comments on your forms as they emerge from your Workshop discussion. Each section on the Workshop Debrief form should be about 4-5 sentences or bullet-points, although the Narrative section may be longer.

Note: Your fieldnotes will be collected and audited periodically as part of your HCC grade.

Data Collection Exercise	Field Report	RM: Grade:
<p data-bbox="203 361 586 394">Description of Methodology</p> <p data-bbox="578 632 1045 831" style="text-align: center;">How did you do it? What were the parts/steps? What was the setting/timing? Who was involved and why them?</p>		

Interpretation of Data

What information did it produce?

What is the interesting insight you gained?

Evaluation of Methodology

Strengths

**In what contexts would this method be productive?
What type of information would it produce in other projects?**

Limitations

**In what contexts would this method be counterproductive or not helpful?
What type of information does it neglect?**

Ethical Implications

**What concerns does this approach/information raise?
How do you resolve them?**

Report Narrative

(TBD in Class)

3) Comparative Synthesis Project

(Argentina = 100pts)

During the final days in each country, your Comparative Synthesis Project (CSP) team will present its findings of the month's work, and fellow students and faculty will have the opportunity to ask you questions and make comments regarding your research.

Note:

- Presentations should be professional in tone, similar to a conference paper presentation. They should be divided into 5 sections, perhaps with a different person handling each section (although this can vary). In **Argentina** we present our Final Synthesis and explain the Methods we used:
 1. Introduction: State the topic and indicate the structure of the Presentation (1min, 10 pts)
 2. Methods (20 pts)
 3. Global Influences on [Topic] (20 pts)
 4. How Health System/s engage [Topic] (20 pts)
 5. How communities and cultures engage with [Topic] (20 pts)
 6. Conclusion (same student as Introduction) (10 pts)

Hints:

- Data obtained is not a “finding”! You should be able to differentiate clearly between data and analysis/interpretation and make sure that there is a “healthy” proportion between the two (data should and can be more ample than interpretation, but interpretation—i.e. understanding/presentations of the results—should take at least one third of your presentation. Comparative Synthesis Project presentations should also demonstrate cultural humility and respect for the point of view and dignity of informants, research participants, and other teachers, whether formal or informal.
- References to readings, connections made with learned concepts and models are also required.
- Students must reflect continuously on the ethical implications of their research methods and findings.
- The presentations should be visual and innovative presentation techniques are welcome, but time should not be spent on audience participation exercises and “polish” should not come to the detriment of the content.
- Respect the time restriction.

- For additional grading criteria you can check the rubric. The Presentation is a collective work, and each team member should participate. You will be graded based on your collective performance.

Presentation Requirements: You and your group have substantial creative freedom to craft your presentations to best fit your projects, as long as your presentations address the following topics (in no particular order):

- Introduction that explains the evaluation of the research question
- The contextual elements which allow to understand the significance of the local findings
- Methodologies used (Argentina presentation)
- The theoretical framework that allows you to make sense of the findings in a comparative perspective
- Basic findings and discussion of evidence (remember, recorded data is not a finding, interpretations are!)
- Evaluation of methodological and/or theoretical approaches
- What ethical issues did you negotiate during the course of the research?
- What were the limitations of this research? What would you do differently?
- Thorough discussion of conclusions in a way that brings together argument and evidence. Highlight comparative alignments and disjuncture.

Argentina In this final group presentation, you will share your findings and analysis with fellow students, faculty, and other members of the learning community. You may use any medium to present your research, so long as all required components are included.

The presentation should include your main insight and research results in Argentina, as you have done before. An additional aspect of this presentation, however, is to also compare from across the entire semester as a cumulative and comparative whole. This presentation should demonstrate your learning path and highlight similarities, variations or oppositions in certain notions/issues/practices/problems and solutions between countries. It is essential to demonstrate how the overall learning inform your understanding of relevant comparable issues in the United States and of your own position in the world. 40 minutes (+8 min Q&A)

4) Writing Professional Abstract (50pts) No more than 1 paragraph (under 300 words).

Write a professional-level abstract for your CSP. You are not expected to be a world-leading expert overnight. Rather, you are expected to work intelligently with what you have had access to over the course of your country stays and summarize it in abstract form.

Your abstract should comprise the following:

- a. Hook/Introduction: The goal of the project and important background information:
 - i. The Research Question;
 - ii. Fieldsite / Ethnographic Setting: Specifies the place/community in question and issue particular to that fieldsite;
 - iii. States a gap in the existing research, if pertinent, addressed by your project.
- b. Methodology: Specifies the technique(s) used for collecting data and the types of datasets created;
- c. Results: Provides basic summary of findings specific to Research Question.
- d. Discussion: Summarizes interpretations, conclusions, broader implications, and/or future research:
 - i. Theoretical frameworks: Identifies/discusses what analytic models are employed in data analysis, and why;
 - ii. May indicate if theoretical approaches are innovative or attributed to high-profile authorities (e.g. Farmer, Bourdieu);
 - iii. Implications: Suggests/evaluates how the research findings may impact knowledge in other fields of study and/or apply to other geographical contexts.

Submitting Assignments

- Except for hardcopy assignments, all work for this course will be handed in electronically via Canvas. Assignment grades and feedback will also be distributed through Canvas. Assignments are due on the day/time indicated by your professor.
- Students may never use email to submit assignments, per SIT IT Policy.
- PLEASE UPLOAD ALL ASSIGNMENTS AS A MICROSOFT WORD FILE to allow for in-document comments.

- **All assignments are to be double spaced with one-inch margins in 12-point Arial or Times New Roman font** (these are most legible for reading).
- The American Psychological Association (APA) referencing and citation style is preferred. When using APA format, follow the author-date method of in-text citation. This means that the author's last name and the year of publication for the source should appear in the text, for example, (Jones, 1998), and a complete reference should appear in the reference list at the end of the paper. If you are referring to an idea from another work but not directly quoting the material, or making reference to an entire book, article or other work, you only have to make reference to the author and year of publication and not the page number in your in-text reference. All sources that are cited in the text must appear in the reference list at the end of the paper.
- For hard copy assignments, you may be asked to submit the original. **KEEP A DIGITAL COPY OF ALL WORK YOU TURN IN ON YOUR COMPUTER**, so as to avoid unexpected disaster and significant inconvenience for all parties involved; this may mean photographing or scanning any hard copy assignments (and keeping a copy in .jpg or .pdf).
- **Assignments that are not easily legible will be returned ungraded.**

Expectations & Policies

Participation

IHP is an experiential learning program. You have to show up to have the experience. As such, participation is a minimum expectation not 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 by IHP staff **and** faculty. Missing one class, excused or unexcused, 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 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.

Late Work

Exact deadlines for assignments will be confirmed in class. Work is to be submitted via Canvas on the day on which it is due. Assignments submitted past the deadline without prior notification/justification to the instructor may be penalized one full grade step (for example, from a B to a B-) per day, as per SIT's policy. Due to the nature of the Country Module structure, late work will be difficult to manage—so work hard to be on time.

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 are expected to keep cell phones, laptop computers, and other devices out of sight, sound, and mind during class sessions—except where otherwise indicated and under extenuating circumstances that have been discussed in advance with the faculty member. As is always the case, students with accommodations through SIT are welcome to use technology as is appropriate.

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.

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 source; 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 cited, quoted, paraphrased, or summarized, and research or critical papers should acknowledge these sources in footnotes or by use of footnotes.

Violations of SIT Study Abroad academic integrity policy are handled as violations of the student code of conduct and will result in disciplinary action. Please discuss this with your traveling faculty if you have questions.

SIT Policies and Resources

Please refer to the [SIT Study Abroad Handbook](#) and the [Policies](#) section of the SIT website for all academic and student affairs policies. Students are accountable for complying with all published policies. Of particular relevance to this course are the policies regarding: academic integrity, Family Educational Rights and Privacy Act (FERPA), research and ethics in field study and internships, late

assignments, academic status, academic appeals, diversity and disability, sexual harassment and misconduct, and the student code of conduct.

Please refer to the SIT Study Abroad Handbook and SIT website for information on important resources and services provided through our central administration in Vermont, such as [Library resources and research support](#), [Disability Services](#), [Counseling Services](#), [Title IX information](#), and [Equity, Diversity, and Inclusion](#) resources.

Notes