Introduction for Fellows

Welcome!

We are excited that you have chosen to be part of PEER, an innovative learning program to improve the health of communities through research and evaluation partnerships. Equitable partnerships are essential to addressing the complex community health issues facing greater Cleveland. The PEER Program is designed to provide opportunities for you and your organization to partner with academic investigators for learning and collaborative research and evaluation.

Overview

Improving the health of communities is a big challenge, and of course, we are not the first group to work toward such change. The Department of Health and Human Services provides road maps for improving the nation’s health, specifically the Healthy People initiatives, which are built on extensive collaboration and rigorous science. The PEER Program is built on these same principles. Through training and collaborative research and evaluation, PEER seeks to build a learning community that can respond to Healthy People 2020’s vision of building “a society in which all people live long happy lives.” The PEER Program seeks to achieve this objective by:

- Increasing the research capacity of community organizations;
- Strengthening relationships between community organizations and academic partners;
- Facilitating partnered translational research in communities.

As a member of the PEER Program’s first cohort of fellows, you will engage in an eighteen-month curriculum designed to build your knowledge of research and evaluation, develop your ability to conduct a research or evaluation project, and your advance your skills in developing partnerships between your organization and academic investigators. Throughout the program, you will be supported by an academic Faculty Partner who will work with you on an individual basis, and an Organizational Mentor from your agency who will facilitate your participation.

Program Leadership

To assure that PEER is relevant to the needs of community organizations, the program is guided by a Steering Committee comprised of leaders from local community organizations.

PEER is sponsored by the Community Engagement Core of the Case Clinical and Translational Science Collaborative (CTSC), and the Prevention Research Center at Case Western Reserve University.
The Curriculum

- **Learning Seminars**
  During the first year of the 18-month fellowship, you will meet at CWRU approximately twice each month to participate in 3-hour Learning Seminars. Prior to each seminar, you will be asked to engage in preparation activities such as reading articles or viewing instructional videos. Each Learning Seminar will be led by a presenter and a facilitator. The presenter will impart the content of the module through presentations and discussions, and the facilitator will guide you in interactive learning activities.

- **Twenty-four Learning Seminar modules are outlined in this binder. Each module has a guide that provides a summary of the topic, learning objectives, learning activities, and additional resources. After each module, we will ask you to complete a short evaluation form. Your candid feedback will help us tailor the curriculum to better meet your needs.**

- **Fellowship Project**
  During the 18-month fellowship, each PEER Fellow will conduct a research or evaluation project on behalf of their organization. The project will enhance your learning, benefit your organization, and build partnerships between your organization and the academic community. A collaborative project team will be developed that consists of the Fellow, the Organizational Mentor, and the Faculty Partner. Fellows and Faculty Partners will meet to work on the project during the 3rd hour of each Learning Seminar and at other times as needed.

- **Dissemination of Learning**
  We request that you periodically share with your organization what you are learning in the fellowship. The content can be information about your project or material from the Learning Seminars. Your Organizational Mentor and Faculty Mentor will guide and assist you in doing this.

- **PEER Coordinators**
  Two PEER Coordinators, Jackie Matloub, MD, and Jeri Jewett, MPH, will work closely with you throughout the fellowship. During your term as a PEER Fellow, please feel free to contact Jackie or Jeri about any issues related to the fellowship. Their contact information is:

  Jacqueline Matloub, MD  
  email: Jacqueline.matloub@case.edu  
  Phone: 216-368-5770

  Jeri Jewett, MPH  
  email: jeri.jewett@case.edu  
  Phone: 216-368-5042

*We look forward to your engagement in PEER, and to the development of partnerships to improve the health of communities!*
Within each module, you will find the following categories:

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
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<tbody>
<tr>
<td>Module Summary</td>
<td>Short summary of the content of the module.</td>
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<tr>
<td>Learning Objectives</td>
<td>Overview of the learning goals for the module.</td>
</tr>
<tr>
<td>Activities/Discussion</td>
<td>Breakdown of activities and presentations that will take place during the module.</td>
</tr>
<tr>
<td>Additional Resources</td>
<td>Tools, readings, and other resources to further assist the fellow with understanding the module’s learning objectives.</td>
</tr>
<tr>
<td>Project Notes</td>
<td>A place for the fellow to write down personal reminders regarding their project—a personal ‘To Do’ list to help keep the project on track.</td>
</tr>
<tr>
<td>Module Preparation Work</td>
<td>Tasks (readings, videos) for the fellow to complete before the next module.</td>
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# Module 1

## Developing Community–Academic Partnerships

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<th>Module Summary</th>
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<tr>
<td>This module will introduce you to the partnership approach to research, including Community-Based Participatory Research (CBPR). During this module, we will also explore the range of projects that can be conducted through community-academic collaborative research and evaluation. As a group we will share perspectives and experiences with collaborative research and plan for success in the PEER collaborations. Observation and reflection skills will be introduced.</td>
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<table>
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<tr>
<th>Learning Objectives</th>
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| 1. Establish ground rules for PEER Training Program sessions.  
2. Become familiar with different types of research that can be conducted through community academic partnerships. |

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<thead>
<tr>
<th>Activities/Discussion</th>
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| 1. **Introduction to program.** Includes: program logistics and ground rules exercise (set at least 2 rules, then let fellows fill in an easel pad, fellow-only exercise).  
2. **Pair and Share Activity.** Fellows only will pair off and discuss their prior community-academic partnership experiences. What works well? What doesn’t? Do any of these lessons need to be applied to the ground rules?  
3. **Presentation and discussion.** This presentation focuses on partnerships and real life examples of research projects with community partners.  
4. **Videos on CBPR.** “A Bridge Between Communities” by The Detroit Community-Academic Urban Research Center—community perspective, and “Health Research Partnerships” - Alex Adams, University of Wisconsin, - researchers perspective  
5. **Activity.** What are the respective roles of community organizations, community members, and academics?  
6. **Introduction to Reflection Journal.** This presentation focuses on developing skills for observation and reflection in evaluation and research. (15 minutes)  
7. **Activity.** Fellows will pair with faculty partners to share research and evaluation ideas and topics that could be beneficial to their organization/population of interest. Report back to group.  
8. Distribute reflection journal notebooks and provide instruction.  
9. Preview next session.  
10. Complete Module 1 Evaluation Survey |
### Additional Resources

Evaluating Partnerships to Prevent and Manage Chronic Disease: [http://www.cdc.gov/pcd/issues/2009/apr/08_0200.htm](http://www.cdc.gov/pcd/issues/2009/apr/08_0200.htm)

Tufts CTSI Self-Assessment Tool: [http://tuftsctsi.org/About-Us/Our-Components/Community-Engagement/Self-Assessment-Tool.aspx](http://tuftsctsi.org/About-Us/Our-Components/Community-Engagement/Self-Assessment-Tool.aspx) (This tool is designed to guide you and your potential research partner(s) through some of the questions you may want to think about regarding community-academic collaborative research partnerships.)

### Other notes:

- __________________________________________
- __________________________________________
- __________________________________________
- __________________________________________
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### Project Notes

Read chapters 1, 2, and 3 in “*Getting to Yes—Negotiating Agreement without Giving In*” by Roger Fisher and William Ury.
### Module Summary

This module is designed to help you break down barriers between academics/faculty and community organization’s perceptions of one another and to find common ground. You will develop skills on how to work in that common ground so that your partnerships are successful. A real life example of a community-academic partner’s problem and how they worked through/solved the problem will be provided. This example will not only show you how a situation can be resolved, but also give you a chance to use your newly learned skills to solve the problem in your own way.

### Learning Objectives

1. Faculty to understand the world view of community members.
2. Community Members understand the world view of Faculty.
3. Identify common ground between community members' world and faculty's world.
4. Develop communication and negotiation skills to facilitate a partnership.

### Activities/Discussion

1. **Discussion.** Fellows share from Reflection Journals. (15 minutes)
2. **Presentation and Discussion.** This presentation will focus on identifying the “worlds” of faculty/academics and of community organizations and then identifying the common ground (picture Venn Diagram). Also, fiscal tensions in both academics and community organizations are to be discussed. Importance of peer reviewed articles for both faculty and community partners. Teach skills around communication and negotiation with faculty and community partner. (60 Minutes)
3. **Activity.** Pair up and work through a given problem using these negotiating and communication skills.
4. **Guest Speaker(s).** (60 minutes)
5. **Activity.** Use skills and work through the problem presented by the guest speaker with your partner. How could you solve it differently? Any similarities? (30 minutes)
6. **Preview Next Session.**
7. **Complete Module 2 Evaluation Survey**
### Additional Resources


Baum, H. (2001) Fantasies and Realities in University-Community Partnerships, Journal of Planning Education and Research. Full text available: [http://jpe.sagepub.com/content/20/2/234.full.pdf+html](http://jpe.sagepub.com/content/20/2/234.full.pdf+html)


[http://ajph.aphapublications.org/doi/pdf/10.2105/AJPH.87.11.1773](http://ajph.aphapublications.org/doi/pdf/10.2105/AJPH.87.11.1773)

### Project Notes

Prepare to discuss your observation and reflection of your organization.

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### Preparation Work for Module 3

## Module 3

### Site visit to the Foundation Center

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<th>Module Summary</th>
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| Visit to Foundation Center, 1422 Euclid Avenue, Suite 1600, Cleveland OH  
Tel 216-861-1933  

<table>
<thead>
<tr>
<th>Learning Objectives</th>
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| 1. Become familiar with the Foundation Center and the resources.  
2. Learn how to access the database of funders.  
3. Review training programs/visit the library. |

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<tr>
<th>Activities/Discussion</th>
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| 1. Informational presentation by regional training coordinator.  
2. **Complete Module 3 Evaluation Survey** |

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<th>Additional Resources</th>
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<th>Project Notes</th>
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<tr>
<td><strong>Prepare</strong> to discuss your observation and reflection of your organization.</td>
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<tr>
<th>Preparation Work for Module 4</th>
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2. Read Chapter 2 & 12 in *Community-Based Participatory Research for Health: from Process to Outcomes* (Minkler M, Wallerstein N.)  
3. Read Chapter 1 in *Research Methods for Community Change – A Project-Based Approach* (Randy Stoecker) |

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**Learning Objectives**

1. Become familiar with the Foundation Center and the resources.
2. Learn how to access the database of funders.
3. Review training programs/visit the library.

**Activities/Discussion**

1. Informational presentation by regional training coordinator.
2. **Complete Module 3 Evaluation Survey**

**Preparation Work for Module 4**

2. Read Chapter 2 & 12 in *Community-Based Participatory Research for Health: from Process to Outcomes* (Minkler M, Wallerstein N.)
3. Read Chapter 1 in *Research Methods for Community Change – A Project-Based Approach* (Randy Stoecker)
# Module 4

## Introduction to Research and Evaluation

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<th>Module Summary</th>
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<td>This module is designed to introduce you to research and evaluation, their differences and similarities, and how they relate to particular paradigms, theories, and worldviews. Developing a foundation of knowledge about research and evaluation will be important as you begin to actively participate in the research process as a liaison and advocate for your organization.</td>
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<tr>
<th>Learning Objectives</th>
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<tbody>
<tr>
<td>1. Become familiar with ways of knowing in social research.</td>
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<tr>
<td>2. Understand the purposes of research and evaluation and how their purposes differ.</td>
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<tr>
<td>3. Understand the importance of research and evaluation in community organizations and how to choose a particular approach based on the intended purposes of the project.</td>
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<tr>
<th>Activities/Discussion</th>
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<tbody>
<tr>
<td>1. <strong>Discussion.</strong> Fellows share observations and reflections from previous week’s homework.</td>
</tr>
<tr>
<td>2. <strong>Presentation and discussion.</strong> Ways of knowing, paradigms and theories in social research.</td>
</tr>
<tr>
<td>3. <strong>Define research and evaluation.</strong> Identify similarities and differences between research and evaluation. Why research and evaluation are important and when they are appropriate.</td>
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<tr>
<td>4. <strong>Presentation</strong>—guest speaker</td>
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<tr>
<td>5. <strong>Discussion.</strong> Healthy Smiles Cleveland used both retrospective and prospective data. Does your organization have retrospective and/or prospective data and how could you use them?</td>
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<tr>
<td>6. <strong>Activity.</strong> Determine the purpose of your organization’s research/evaluation and decide whether it is more appropriate to approach the topic using a research project or an evaluation project and write your rationale.</td>
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<td>7. <strong>Review Next Session.</strong></td>
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<td>8. <strong>Complete Module 4 Evaluation Survey</strong></td>
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Module 4

**Module Summary**

This module is designed to introduce you to research and evaluation, their differences and similarities, and how they relate to particular paradigms, theories, and worldviews. Developing a foundation of knowledge about research and evaluation will be important as you begin to actively participate in the research process as a liaison and advocate for your organization.

**Learning Objectives**

1. Become familiar with ways of knowing in social research.
2. Understand the purposes of research and evaluation and how their purposes differ.
3. Understand the importance of research and evaluation in community organizations and how to choose a particular approach based on the intended purposes of the project.

**Activities/Discussion**

1. **Discussion.** Fellows share observations and reflections from previous week’s homework.
2. **Presentation and discussion.** Ways of knowing, paradigms and theories in social research.
3. **Define research and evaluation.** Identify similarities and differences between research and evaluation. Why research and evaluation are important and when they are appropriate.
4. **Presentation**—guest speaker
5. **Discussion.** Healthy Smiles Cleveland used both retrospective and prospective data. Does your organization have retrospective and/or prospective data and how could you use them?
6. **Activity.** Determine the purpose of your organization’s research/evaluation and decide whether it is more appropriate to approach the topic using a research project or an evaluation project and write your rationale.
7. **Review Next Session.**
8. **Complete Module 4 Evaluation Survey**
**Additional Resources**


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**Prepare** to discuss your observation and reflection of your organization.

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**Preparation Work for Module 5**

“Asking Good Research Questions” video, Part 1: [http://www.youtube.com/watch?v=qSickFHM3lg&feature=relmfu](http://www.youtube.com/watch?v=qSickFHM3lg&feature=relmfu)

“Asking Good Research Questions” video, Part 2: [http://www.youtube.com/watch?v=AuTa3oY40yo&feature=relmfu](http://www.youtube.com/watch?v=AuTa3oY40yo&feature=relmfu)
In this module, we will learn how to identify a research topic that is relevant to your organization, how to focus the problem, and how to formulate research questions.

### Learning Objectives

1. Learn to identify problems within organizations as topics for investigation.
2. Learn to define and focus problems (or aspects of problems) for study and articulate as a research problem statement.
3. Learn to develop well-formed research questions.
4. Learn the purpose of a research hypothesis, and the differences between research question and hypotheses.
5. Develop a draft research problem description.
6. Formulate draft research questions.

### Activities/Discussion

1. **Reflection** journal exercise. (15 minutes)
2. **Discussion.** Relevance of the module to the fellows: Based on the preparation videos, why is it important to ask good research questions? What are the implications of asking poorly constructed research questions? What difficulties do new students of research often encounter when developing research questions? (15 minutes)
3. **Presentation/Activities.** Identifying and Developing Research Questions. At points during the presentation, each fellow will formulate a topic for investigation, a research problem statement, research questions, and hypotheses (if applicable). Fellows will discuss their topics, statements, questions, and hypotheses with the group. (90 minutes)
4. In the 3rd hour, fellows will work with their faculty partners to develop/implement their project. (60 minutes)
5. **Complete Module 5 Evaluation Survey**

### Additional Resources

Prepare to discuss your observation and reflection of your organization.

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<th>Module Summary</th>
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<tr>
<td>This module will give you an overview of what a literature review is, why it is beneficial to your research, and how you can go about conducting a literature review. This module will provide you with a set of tools and resources enabling you to conduct your own literature review.</td>
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<tr>
<th>Learning Objectives</th>
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<tr>
<td>1. Understand why literature reviews are beneficial in defining and further refining your research question.</td>
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<td>2. Understand the format and purpose of abstracts.</td>
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<td>3. Become familiar with literature searching strategies and databases.</td>
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<td>4. Learn how to search for relevant articles relevant to project topic.</td>
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<tr>
<th>Activities/Discussion</th>
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<tbody>
<tr>
<td>1. <strong>Discussion.</strong> Fellows share observations and reflections from previous week’s homework.</td>
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<tr>
<td>2. <strong>Workshop.</strong> Literature searching strategies, searching databases, constructing searches. Mike McGraw from Kelvin Smith Library at CWRU will give a presentation demonstrating how to use the database (location: computer lab @ KSL).</td>
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<tr>
<td>- <strong>Activity.</strong> Individual product search (methods and instruments). Compiling and reviewing abstracts/articles for individual project ideas.</td>
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<tr>
<td>3. <strong>Presentation and discussion.</strong> Introduce the abstract (format and purpose of abstracts). Assessing the quality and validity of research articles.</td>
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<tr>
<td>4. <strong>Faculty and fellow team</strong> conduct literature search and evaluate articles found.</td>
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<tr>
<td>5. <strong>Preview next session.</strong> Use literature to narrow the research/evaluation question.</td>
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<td>6. <strong>Complete Module 6 Evaluation Survey</strong></td>
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<th>Additional Resources</th>
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<tr>
<td>Mike McGraw’s Powerpoint <a href="http://example.com">presentation</a></td>
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<th>Project Notes</th>
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**Read** at least 2 articles that are relevant to your project and prepare to briefly and informally present them to the group next session (and request technical assistance where needed). Be prepared to discuss:

- Share author’s research question and methods
- How does this article inform your question?
- How does this article inform your approach?
- Based on this article, what do you need to consider next?

In this module you will learn how to evaluate research articles in your area of interest. You will also learn to assess the extent to which “community voices” are expressed in research articles.

### Learning Objectives
1. Become familiar with the main sections of empirical research articles and what each of the sections can tell you.
2. Be able to distinguish between an empirical research article or report and other types of publications.
3. Become familiar with limitations of research and how to find these limitations in publications.
4. Understand the importance of community voice in publications and where in the research articles community voice can be most useful and effective.

### Activities/Discussion
1. **Share** observations and reflections since last session.

2. **Presentation and discussion.** How to identify empirical research reports from journals. Main sections of an empirical journal article. Identifying limitations in research reports. **Activity.** Small group work looking at an empirical research article: [http://www.ncbi.nlm.nih.gov/pubmed?term=CBPR](http://www.ncbi.nlm.nih.gov/pubmed?term=CBPR). Identify the purpose of the research in the article, the importance of the research, the research participants, the intervention, and the main findings. Identify potential limitations.

3. **Presentation and discussion.** Importance of community voice in dissemination of research findings. How to incorporate community voice in empirical research articles.

4. **Activity.** In the previously reviewed empirical research article, how is community voice incorporated into this report? How does the community voice add value to the research?

5. During the third hour, the fellow and faculty partner will read articles that were identified during the literature review in Module 6.

### Additional Resources
**Prepare to discuss your observation and reflection of your organization**

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1. In preparation for Module 8, each fellow should have identified and obtained 2-5 research journal articles that are highly relevant to their study topic.

2. Fellows and their Faculty Partners should read these articles and note their key points and the implications for their project. A template for abstracting information from the articles will be provided.

3. Fellows should prepare to informally present/discuss with the group the key points of the articles and the implications for their study.
## Module 8  Using the Research Literature to Inform Research

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<td>In this module, you will learn to identify and use information from journal articles to refine your research questions and inform your research methods. You will learn to use the content, references, and key words in the articles to construct literature searches. These literature searches will identify additional articles that will help you further develop your research questions and methods.</td>
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<table>
<thead>
<tr>
<th>Learning Objectives</th>
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</table>
| 1. Learn to refine research questions using research literature.  
2. Learn to identify content, references, and key words from significant research articles that inform subsequent literature searches on their topic.  
3. Learn to engage in a group process to refine research questions in light of the content of journal articles.  
4. Develop skills in constructing more focused literature searches on their research topic. |

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<tr>
<th>Reflection Journal Exercise (10 minutes)</th>
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| 1. Fellows will break into two groups of three fellows. Faculty partners will accompany their fellow and can participate in the activities and discussions. Each fellow will informally present the following:  
A) His or her current research questions.  
B) A brief overview of the key research articles.  
C) The main points he or she has identified as being highly relevant to their research topic.  
D) Describe how the content and findings of the key research articles may change or refine their research questions and the research methods. A facilitated group discussion will take place about the implications of the articles for each fellow’s research study and what the fellow’s next steps should be.  
2. Based on the articles and the discussion, each fellow will work with his or her Faculty Partner during the 3rd hour to refine the research questions and study methods. If needed, they will construct and conduct more focused searches during the session.  
3. **Complete Module 8 Evaluation Survey** |

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<th>Additional Resources</th>
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<th>Project Notes</th>
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<td><strong>Prepare</strong> to discuss your observation and reflection of your organization.</td>
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<tr>
<th>Preparation Work for Module 9</th>
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Module 9  
Evaluation

**Module Summary**

In this module, we will spend more time focusing on evaluation. Evaluation is a systematic process for addressing questions that are raised in everyday practice. The purpose of this module is to highlight the differences between evaluation and research so that you are able to make informed decisions about whether the questions you would like answered are best suited for evaluation or research methodology.

**Learning Objectives**

1. Know how to use different methods of evaluation.
2. Be able to match your evaluation methods with your program objectives.
3. Know where to apply methods for evaluation in the different stages of your program.

**Activities/Discussion**


2. Activity: Writing Goals and Objectives (see Evaluation Worksheet). Fellows will work to write down their initial thoughts on evaluating their project using the Evaluation Worksheet as a guide. Each fellow will share their ideas with the group.


4. Activity: Case Study. Using the example presented on evaluating the usefulness of the information aid for women with a family history of breast cancer (see powerpoint), fellows will work in small groups to write an evaluation plan following the Evaluation Worksheet as a guide.

5. Fellow and Faculty Partner Meetings.

6. Complete Module 9 Evaluation Survey

**Additional Resources**


**Project Notes**

Prepare to discuss your observation and reflection of your organization.

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Chapters 1-5 of “The Immortal Life of Henrietta Lacks” by Rebecca Skloot.

Also, there are 3 dvds available of “Miss Evers’ Boys,” a film about the 1932 Tuskegee syphilis experiments on African American men. See Jackie or Jeri if you would like to take one home to watch.
## Module 10: Protection of Human Subjects in Research: Ethics, IRBs, HIPPA and Cultural Humility

### Module Summary

This module will introduce you to the principles of ethical research, the historical context of human subjects research, and the role of IRBs in the research process. All research projects should seek external review by a committee such as an IRB to ensure that they are protecting and respecting the dignity and rights of the people and communities involved in their research. You are well positioned to advocate for research projects and procedures that not only protect the rights of the people and communities involved, but really empower them as well.

### Learning Objectives

1. Understand the historical context of human subjects research.
2. Become familiar with principles of ethical research.
3. Understand the role of IRBs in the research process.
4. Understand the strengths and limitations posed by HIPAA and information technology security regulations as they pertain to community-based research.
5. Understand the meaning and importance of cultural humility in research.
6. Identify strategies for advocating on behalf of the people and communities who will be involved in research projects.

### Activities/Discussion

1. **Share** observations and reflections since last session.
2. **Presentation and discussion.** Historical context of human subjects research and introduction to ethical principles of research.
3. **Activity.** Small group discussions. Each group will be given a research scenario that poses an ethical question or dilemma. Groups will identify the ethical question and discuss what they would do if they were involved in a project where this issue presented itself.
4. **Presentation and discussion.** HIPAA and other regulations that impact collection and use of data in community-based research. Strategies for advocating on behalf of people and communities for research that is ethical and empowers participants.
5. **Activity.** Fellows will review their own research projects and identify potential ethical questions that may arise and strategies for advocating for the people and communities involved in their research.
6. **Presentation.** Facilitator will walk fellows through a sample IRB and letter of approval.
7. The 3rd hour will be spent working with faculty partner on the IRB application for your projects.
8. **Complete Module 10 Evaluation Survey.**
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<th>Additional Resources</th>
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<td><a href="http://ora.ra.cwru.edu/research/orc/crc/index.cfm">http://ora.ra.cwru.edu/research/orc/crc/index.cfm</a></td>
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<td><a href="http://ora.ra.cwru.edu/research/orc/CaseIRBSystem/CaseIRB.cfm">http://ora.ra.cwru.edu/research/orc/CaseIRBSystem/CaseIRB.cfm</a></td>
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<th>Preparation Work for Module 11</th>
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<tr>
<td>“Types of Study Designs” handout: <a href="https://www.dropbox.com/s/uwiqk6rfq6kx2uh/types%20of%20study%20designs.pdf">https://www.dropbox.com/s/uwiqk6rfq6kx2uh/types%20of%20study%20designs.pdf</a></td>
</tr>
<tr>
<td>Read chapter on survey design and construction (Chap. 14, Portney &amp; Watkins, Foundations of Clinical Research, 2000)</td>
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<tr>
<td>Based on the study design reading, consider research/evaluation designs that may be suited to your project and come prepared to discuss them</td>
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**Module 11**  
Introduction to Research/Evaluation Design

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<tr>
<th>Module Summary</th>
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<tr>
<td>In this module, you will learn about the research and evaluation designs that will apply to your selected project. The module will include an explanation of the rationale for each design, the type of research/evaluation questions that are most appropriate for each design, feasibility issues with each design, and the strengths and weaknesses of each. We will highlight survey research and questionnaire construction. The facilitator will tailor this session to your specific needs.</td>
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<th>Learning Objectives</th>
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<tr>
<td>1. Increase fellows’ knowledge of the range of research/evaluation designs used in community-based research along the continuum of descriptive, exploratory, and experimental designs.</td>
</tr>
<tr>
<td>2. Learn to identify commonly used research/evaluation designs.</td>
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<td>3. Understand the underlying rationale for each design, and the strengths and weaknesses of each.</td>
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<tr>
<td>4. Learn to appropriately apply designs to research/evaluation questions.</td>
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<td>5. To prepare fellows to use the same language used by academics to describe research/evaluation designs.</td>
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<tr>
<td>6. Learn to identify appropriate designs for his or her research/evaluation question, and learn to identify the next steps in determining the design that will be used.</td>
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<tr>
<th>Activities/Discussion</th>
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<tr>
<td>1. <strong>Reflection</strong> journal exercise. (10 minutes)</td>
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<tr>
<td>2. <strong>Presentation with discussion</strong> on research/evaluation design: Overarching framework for understanding designs will be: descriptive (describing populations), exploratory (finding relationships), and experimental (cause and effect). Designs to be presented include cross-sectional, pretest-posttest, single subject, case study, cohort, and mixed methods designs. (30 minutes) Break (10 minutes)</td>
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<tr>
<td>3. <strong>Activity</strong>: Brief descriptions of several studies will be given to the fellows. In a group discussion, fellows will identify the design being used for each and assess the strengths and limitations of the designs. Discussion should include possible feasibility issues for each study. (20 minutes)</td>
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<tr>
<td>4. <strong>Activity</strong>: A list of designs that were presented will be given to the fellows. In group discussion, fellows will develop and describe hypothetical studies that fit each of the designs. (20 minutes)</td>
</tr>
<tr>
<td>5. <strong>Activity</strong>: In group discussion, the fellows will discuss design(s) that may be applicable to their individual research questions, the feasibility of the design(s), and the strengths and limitations of the design(s). (20 minutes)</td>
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<tr>
<td>6. In the 3rd hour, fellows will work with their faculty partners to discuss relevant research/evaluation design(s) and develop their project protocol. (10 minutes)</td>
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<tr>
<td>7. Complete Module 11 Evaluation Survey</td>
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<tr>
<td>Additional Resources</td>
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<tr>
<td>Please identify and bring in a quantitative article about your project interest area.</td>
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</table>
This module will introduce you to the basic concepts and methods of quantitative research and evaluation. You will become familiar with common quantitative designs and how to create questions that can be answered with quantitative methods. We will also cover hypothesis testing and types of quantitative variables.

### Learning Objectives

1. Understand variables, levels of measurement, and how to identify and create quantitative variables.
2. Become familiar with commonly used quantitative research designs and the importance of reliability and validity in quantitative research.
3. Learn how to write a research question that can be answered through quantitative research.
4. Understand the purpose of hypothesis testing and how to develop testable hypotheses.

### Activities/Discussion

1. **Share** and discuss thoughts and ideas from journals.
2. **Presentation and Discussion.** Introduction to Quantitative Methods. Remembering the scientific method. Concepts, levels of measurement, and variables. Basic quantitative research designs and their purposes. Reliability and validity. Writing a research question that can be answered through quantitative research.
3. **Activity.** Fellows will write a research question related to their organization’s topic of interest that can be answered using quantitative research. Fellows will also identify a quantitative design that could be used to answer the research question.
4. **Presentation and discussion.** Hypothesis testing.
5. **Activity.** Fellows will take their research question and write specific hypotheses that can be tested quantitatively.
6. **Complete Module 12 Evaluation Survey**

### Additional Resources


### Prepare

Prepare to discuss your observation and reflection of your organization.

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**Project Notes**
Prepare to discuss your observation and reflection of your organization.

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3. Carefully consider if surveys are appropriate for your project. Come prepared to discuss this with the group.
Module 13  
Survey Development and Design

In this module, you will be introduced to the basic principles of survey design.

1. Learn the 5 stages of survey design.
2. Understand the critical decisions that must be made at each stage.
3. Learn how to write survey questions.

1. Reflection journal exercise. (10 minutes)
2. Powerpoint Presentation punctuated by questions and activities.
   Activities. Each fellow will be given time to consider the question and formulate a response for each question. Responses will be shared with the group.
   Questions:
   A) Describe the goals of your survey (if not using a survey for the main project, the fellow will conceptualize a survey that may be developed for another project within their organization);
   B) Describe the population you wish to study;
   C) Describe your potential sampling frame to the group;
   D) Describe the type of information you want to obtain through a survey and what types of questions you plan to use (open, closed);
   E) Describe your budget and other resources needed to implement the survey and any restrictions these place on the survey methods;
   F) Explain the objectives of the analysis of the survey data, and describe who will conduct the analysis;
   G) Describe the timeline for the study.

   Break (10 minutes)

3. Response Category Questions: For your study or a project at your organization, write a series of guiding questions, objectives, or hypotheses that clearly indicate what you are trying to find out through the survey.
   Example: How do occupational therapists incorporate play into their practice?
   Do occupational therapists assess play behaviors and what methods do they use?
   Are there differences between school-based and non-school-based settings that influence the role of play within pediatric occupational therapy?
   A) What would be the different groups of questions on your survey?
   B) How would you organize them?
   C) What types of survey questions are best suited to your study?

4. In the 3rd hour, work with your mentor to draft questions and response categories for your survey.
5. Complete Module 13 Evaluation Survey

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<td><strong>Prepare</strong> to discuss your observation and reflection of your organization.</td>
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<tr>
<td>1. View 2-minute video comparing and contrasting qualitative and qualitative methods: <a href="http://www.youtube.com/watch?v=TkRz5YYmgTY">http://www.youtube.com/watch?v=TkRz5YYmgTY</a></td>
</tr>
<tr>
<td>3. Identify and come prepared to describe an issue or problem related to your organization or the population it serves which requires study. If you are not comfortable doing so, create a hypothetical problem scenario that your organization might encounter. For example, agency X is a non-profit organization that assists unemployed young adults in finding jobs. The organization uses 3 different interventions (interviewing skills training, appearance training, and resume development), however, it does not know which, if any, are effective in helping clients obtain jobs.</td>
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## Module 14  Qualitative Methods and Cultural Humility

### Module Summary

In this module, you will learn about qualitative inquiry and its applicability to your research and evaluation projects. We will focus on cultural humility and how it can be applied to your work.

### Learning Objectives

1. Understand the purpose of qualitative methods and how they can be useful in systematic inquiry.
2. Understand the fundamentals of how validity and reliability apply to qualitative inquiry.
3. Be able to compare and contrast the approaches of qualitative inquiry vs. quantitative inquiry.
4. Understand the 3 types of data collection activities used in qualitative inquiry, and the products of each type.
5. Understand the distinction between cultural competence and cultural humility, and the importance of cultural humility in community-based research.

### Activities/Discussion

1. **Reflection** journal exercise. (10 minutes)
2. **Group discussion.** Questions: How do you gather information for practical problem solving and decision-making? What methods do you use and why are they useful? Provide examples. (15 minutes)
3. **Presentation with discussion** on qualitative inquiry: naturalistic inquiry, inductive analysis, holistic perspective, context sensitivity, empathic neutrality, design flexibility; data types: interviews, observation, written documents; overview of data reduction procedures: coding, matrices. (30 minutes)
4. **Activity** on qualitative inquiry: In teams of two work together to determine what types of qualitative or mixed method designs can be used to effectively investigate a hypothetical problem to produce information that would enable the problem to be addressed. Also determine appropriate methods of data collection. Teams will describe their approach and identify the advantages and disadvantages, and report their findings back to the group. (20 minutes)

Break [10 minutes]
5. **Activity** on Cultural Humility: Fellows will discuss the following questions to gain an understanding and appreciation of cultural humility. Participation is not mandatory. If any of the fellows prefer not to participate in this activity, they are asked to notify the PEER leader prior to the day of the session. (45 minutes)

- A) Identify your own cultural and family beliefs and values and share them in the group.
- B) Describe aspects of your own personal culture/identity that you strongly identify with: ethnicity, age, experience, education, socio-economic status, gender, religion, etc.
- C) Are you aware of any biases that people may have about you based on your culture/identity and assumptions they may make about you on the basis of culture?
- D) Are you aware of your own personal biases and assumptions about people who are from different cultures than yours?
- E) In society, whose values are considered the “norm?”
- F) Describe a situation when you became aware of being from a different race/ethnicity/sex/culture than the people around you. How did you feel? What did you want from others in that situation?
- G) How is cultural humility relevant to community-academic partnerships and the bridging of cultures? How can the community-academic cultures most effectively build bridges to one another?

6. In the 3rd hour, fellows will work with their faculty partners to determine if qualitative or mixed methods can be relevant and beneficial to their project; if so, they will work together to integrate these methods into their project. (50 minutes)

7. **Complete Module 14 Evaluation Survey.**

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4-part video: NCMHD Cultural Humility presentation by Melanie Tervalon, MD, MPH. (total time: about 40 minutes)
- Part 1: [http://www.youtube.com/watch?v=N_UxamB0h0](http://www.youtube.com/watch?v=N_UxamB0h0)
- Part 2: [http://www.youtube.com/watch?v=Lhq4WH1cz2A](http://www.youtube.com/watch?v=Lhq4WH1cz2A)
- Part 3: [http://www.youtube.com/watch?v=V Ud9DCsNam0](http://www.youtube.com/watch?v=V Ud9DCsNam0)
- Part 4: [http://www.youtube.com/watch?v=AXittQ0vVbU](http://www.youtube.com/watch?v=AXittQ0vVbU)


**Additional Resources**

Chapters 1-3 in Secondary Data Analysis. 2011 by Vartanian, Thomas P., Oxford University Press
# Module 15  Working with Large Databases: Strengths & Limitations

**Module Summary**

Many organizations serving the community have large amounts of data in the form of paper surveys and often in datasets that have been underutilized for the purposes of research. Secondary data analysis is a viable option in community based research to answer questions of importance while minimizing the need for additional resources. This module is designed to introduce you to secondary data analysis and the use of large databases. We will also explore how data from these sources can be tapped to answer questions relevant to your communities.

## Learning Objectives

1. Learn about large databases including the types available and how to access these resources.
2. Identify the strengths and limitations of using large databases in community based research.
3. Become familiar with analytic considerations including data sources, population, and variables.
4. Become familiar with the process of developing research questions to be answered through secondary data analysis.

## Activities/Discussion

1. **Discussion**: Fellows will be asked to think about and share what data are currently or have in the past been collected by their organization and how the data have or could be used.
2. **Presentation/Discussion**: Overview of large databases in regards to their applications, use, and misuse in epidemiology and health services research. Structure and content of databases commonly used. Logistics of obtaining access to secondary datasets. Ethical issues pertaining to working with secondary data. Analytic considerations. Developing research questions to be answered through secondary data analysis.
3. **Activity**: Using one of the databases described, work in pairs to write a research question that could be answered using that dataset. Pairs will share with the group at the end of the activity.
4. **Complete Module 15 Evaluation Survey**

## Additional Resources

- [http://accelerate.ucsf.edu/research/celdac](http://accelerate.ucsf.edu/research/celdac)


## Preparation Work for Module 16

Read the introduction section of: [http://www.onlinestatbook.com/version_1.html](http://www.onlinestatbook.com/version_1.html)
### Module 16

**Introduction to Data and Statistics**

Full participation in a research project requires that all partners come to the table with special knowledge and expertise. It is equally important, however, that a basic working knowledge of all aspects of the research project are shared among all partners. This is the driving force behind the principle of co-learning in community-based participatory research. Academic investigators engage in learning from the community partners, and community partners engage in learning from the academic investigators. Often times, data and statistics are viewed as the realm of the academic investigator, but community partners must be able to participate in the conversation as well. This module is designed to introduce you to terminology associated with descriptive and inferential statistics so that you can begin to engage in informed conversations about these issues.

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#### Learning Objectives

1. Become familiar with statistical terminology associated with both descriptive and inferential statistics.
2. Identify appropriate methods for data summarization at different levels of measurement.
3. Identify appropriate methods for comparing group outcomes.
4. Understand the importance of statistics in community research.

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#### Activities/Discussion

2. **Activity:** Fellows will work in pairs to identify the independent and dependent variables in their research projects and how data from each variable could be summarized based on its level of measurement.
3. **Presentation and Discussion:** Participating in conversations about data – skills and strategies.
4. **Activity:** Fellows will work in groups to interpret examples of summarized data and have a conversation using the skills and strategies introduced in the presentation.
5. **Complete Module 16 Evaluation Survey.**

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#### Additional Resources


[http://www.onlinestatbook.com/version_1.html](http://www.onlinestatbook.com/version_1.html)

Prepare to discuss your observation and reflection of your organization.

View videos:
- Managing Your Research Data
- Why Not Use Excel for Data Management
- Care and Feeding of Your Grant – Part 1
- Care and Feeding of Your Grant – Part 2
Community based organizations typically house a great deal of data, mostly administrative in nature, but often other types including satisfaction data, program outcome data, and other survey data. While some organizations have the capacity to enter and maintain these data in data management software (e.g. Excel or Access), there are also many times when the data remain on paper forms or in other formats that are not readily accessible for use. The purpose of this module is to introduce you to data management needs, methods, safety, and software. While you are not expected to be experts in data management, there is a growing need for the ability to create feasible data management plans that facilitate data use in program evaluation and research projects.

### Learning Objectives

1. Become familiar with the need to manage data at every stage of a project cycle.  
2. Identify need for data safety and its implications.  
3. Become familiar with common data management software used in

### Activities/Discussion

2. **Demonstration.** The instructor will show fellows real examples of databases in Excel, Access, and SPSS. The instructor will walk through the components of viewing the data.  
3. **Activity.** Work with your faculty partner to create a data management plan for your project.  
4. **Complete Module 17 Evaluation Survey.**

### Additional Resources

- **DMP Tool** ([https://dmp.cdlib.org/](https://dmp.cdlib.org/)): Web-based tool to build and edit a customized plan according to select funder requirements (including the NSF).  
- **DMP Online** ([https://dmponline.dcc.ac.uk/](https://dmponline.dcc.ac.uk/)): Web-based tool to build and edit a customized plan according to select funder requirements (including the NSF). Also available is a **Template for a Data Management Plan** which draws together details researchers often are asked to provide in data management plans. ([Digital Curation Centre](http://www.dcc.ac.uk/resources/data-management-plans))  
- **Project Communication and Data Management Plan** ([Relu-DSS](http://www.relua.org.uk)) (UK Rural Economy and Land Use Programme Data Support Service)).  
- **Research Data Management Plan Template** ([University of Melbourne](http://www.anu.edu.au/research/management/plans))  
**Additional Resources**

Data Management Plan Examples (ICPSR: [http://www.icpsr.umich.edu/icpsrweb/ICPSR/dmp/index.jsp](http://www.icpsr.umich.edu/icpsrweb/ICPSR/dmp/index.jsp)): Links to examples of data management plans in a wide variety of scientific disciplines

Helpful Hints for Writing a Data Sharing or Data Management Plan (ICPSR Data Sharing for Demographic Research: [http://www.icpsr.umich.edu/icpsrweb/DSDR/](http://www.icpsr.umich.edu/icpsrweb/DSDR/))

See also Guides to Data Management. ([http://libraries.mit.edu/guides/subjects/data-management/guides.htm](http://libraries.mit.edu/guides/subjects/data-management/guides.htm))

**Project Notes**

Prepare to discuss your observation and reflection of your organization.

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**Preparation Work for Module 18**


# Health Disparities

**Module Summary**

This module will guide you in a critical thinking analysis of health disparities; We will review the multiple definitions, the evolution of those definitions, and discuss health disparities as used by NIH and Healthy People 2010 and 2020. The module will also give you an overview of the theory and evidence of social conditions as causes of health inequalities.

## Learning Objectives

1. Understand what is meant by health disparities.
2. Understand the difference between health disparities, health inequalities and health inequities.
3. Health disparities—NIH priority.
4. Understand the multiple factors causing health disparities.
5. Where to find national and local health disparity data.
6. How to evaluate health disparity data.

## Activities/Discussion

1. **Share** observations and reflections since last session.
2. **Share** health disparities work at the fellow’s organizations.
3. **Interactive presentation** to include multiple discussions.
4. **Review** national and local health disparity data.
5. In the 3rd hour, fellows will work with their faculty partners.
   6. **Complete Module 18 Evaluation Survey**

## Additional Resources

- Social Conditions as Fundamental Causes of Health Inequalities 2010, [http://hsb.sagepub.com/content/51/1_suppl/S28.full](http://hsb.sagepub.com/content/51/1_suppl/S28.full)
Prepare to discuss your observation and reflection of your organization.

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<td>Browse the evidence-based resources for public health practice at: <a href="http://library.umassmed.edu/ebpph">http://library.umassmed.edu/ebpph</a></td>
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<tr>
<td>Review Evidence Based Practice Handout: <a href="https://www.dropbox.com/s/vjm930bmklyq0pi/EBP%20_%20Handout.pdf">https://www.dropbox.com/s/vjm930bmklyq0pi/EBP%20_%20Handout.pdf</a></td>
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# Module 19
## Evidence-based Practice

### Module Summary

Evidence-based practice is a common term used in a variety of practice and research settings. It is important to understand what is meant by evidence-based in order to select, implement, and participate in research/evaluation of programs in your organizations.

### Learning Objectives

1. Understand what “evidence-based” means
2. Become familiar with evidence-based programs and how to locate them
3. Understand why evidence-based practices are important in public and community health
4. Identify the benefits of using evidence-based tools in your organization.
5. Become familiar with strategies for selecting an appropriate evidence-based practice for your own project.

### Activities/Discussion

1. **Discussion.** Fellows will be asked to describe the work being done by their organization and how they select, develop, and implement programming.
2. **Presentation & Discussion.** Defining evidence-based programs, Experience with Evidence-Based Programs, Advantages and Disadvantages of Evidence-Based Programs.
4. **Activity.** Fellows will write down one or two things they would like to know more about regarding evidence-based practice.
5. **Presentation & Discussion.** Finding and Selecting Evidence-Based Practices.
6. **Group Activity.** Choosing an EBP using Case Scenario.
7. **Complete Module 19 Evaluation Survey.**

### Additional Resources

- Sackett, D. *Evidence-based Medicine - What it is and what it isn’t*. BMJ 1996; 312:71-72. [http://www.bmj.com/cgi/content/full/312/7023/71](http://www.bmj.com/cgi/content/full/312/7023/71)
| Project Notes | Prepare to discuss your observation and reflection of your organization. |
| Preparation Work for Module 20 | Collect and bring in any research and/or evaluation reports produced by your organization. This may include asking quality improvement staff or the Executive Director about presentations made to the Board of Directors. 
This module is designed to introduce you to the multiple "products" that emerge from research and evaluation. It is important to understand the various audiences of your research and how to tailor specific dissemination messages for them. This will include making sure your health information is written in a health literate/plain language way.

### Learning Objectives

1. Become familiar with the multiple products of research and evaluation.
2. Identify ways your organization is currently disseminating research and evaluation findings (if at all).
3. Understand the difference between communication and dissemination (from a public health standpoint).
4. Identify key stakeholders of your organization and potential opportunities for expanding and improving dissemination to these audiences.
5. Understand the importance of tailoring information to meet the needs of specific audiences and how to do this.
6. Learn what health literacy means with regard to your clients/target population.
7. Learn best practices of health literacy/plain language when creating your health message.

### Activities/Discussion

1. **Display and Discuss.** Review outside organizations, academic investigators, or other project partners "products" from research and evaluation projects they have done. This activity will give fellows an idea of what to do and what not to do in dissemination.
2. **Presentation and Discussion.** This presentation focuses on the multiple ways that research and evaluation information can be disseminated. Identification of key stakeholders, need to tailor the message, and how to adapt information to meet the needs of multiple audiences will be discussed. Developing a dissemination plan. Using meetings to disseminate information - what can you do right now?
3. **Presentation:** Literacy vs. Health Literacy and its importance in conveying health information to various audiences. Fellows will learn how to quickly check a document for reading level and plain language, and assess a document for graphic presentation.
4. **Pair and Share.** Fellows will pair off to discuss the ways their organization currently disseminates information (including marketing and research) and opportunities to expand dissemination efforts. Fellows will also be asked to think about how they might disseminate the findings from their current project using health literacy best practices.
5. **Complete Module 20 Evaluation Survey.**


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**Prepare** to discuss your observation and reflection of your organization.

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Read the ‘Technical How To’ section to learn how to use Powerpoint to create a scientific poster: [http://www.makesigns.com/tutorials/](http://www.makesigns.com/tutorials/)
## Module 21  Graphical Display of Data and Scientific Poster Design

### Module Summary

In this module, you will learn how to effectively display scientific data and create well-designed scientific posters.

### Learning Objectives

1. Learn the basic types of scientific data displays including histograms, bar charts, pie charts, line graphs, and images.
2. Learn the basic principles for effective graphic design of poster presentations.
3. Learn how to extract key information from a scientific project for the development and layout of a poster.
4. Learn the basic techniques for creating a scientific poster in Microsoft Powerpoint.

### Activities/Discussion

1. **Reflection** journal exercise. (10 minutes)
2. **Relevance of the session:**
   - Questions:
     - A) How could effective graphical display of study findings or program information be beneficial to your organization?
     - B) Who would be the audience(s) for this information?
     - C) How can you tailor displayed information to match your audience’s interests and meet their needs? (10 mins)
   - **Group discussion.** About graphical display.
   - Questions:
     - A) What is the purpose of a scientific poster?
     - B) Has anyone seen any excellent posters?
     - C) What made them so good?
     - D) What are the challenges in creating an effective scientific poster?
     - E) Have you seen presentations or posters that fail to communicate effectively?
     - F) What mistakes were made, and what impressions were you left with? Request examples. (15 minutes)
3. **Presentation** by Ann Holstein of CWRU on scientific data displays, graphic design, and poster design. (45 minutes)
4. **Group exercise.** Evaluate and Discuss Posters. A facilitator will project digital images of scientific posters from the following web sites: [http://f1000.com/posters/browse?evaluatedFilter=true](http://f1000.com/posters/browse?evaluatedFilter=true) and/or [http://www.flickr.com/groups/postersessions/pool/](http://www.flickr.com/groups/postersessions/pool/). Fellows will rate each poster using the multidimensional rating scale provided. For each poster, fellows will be asked share their ratings and rationale.
   - **Follow-up questions:** Considering the posters we have examined, what aspects of design and display of data make some posters inviting and readily comprehended while others were less so? Which posters attracted you to learn more and why, and which turned you off and why? What lessons can you take away for designing a scientific poster of your own? (30 minutes)
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<th>Activities/Discussion</th>
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<tr>
<td>Break (10 minutes)</td>
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<td>6. Work with Faculty Partner to Layout Poster: In the 3rd hour, each fellow will work with his or her faculty partner to lay out a poster for his or her project. Instructions: Based on the study you have designed and data you have collected to date, do a rough layout of a scientific poster. Use placeholders where you lack data/information. Determine where graphics (photos, graphs) will be used, and where text and/or tables will be used. Using Microsoft Powerpoint and a poster template, layout the poster, filling in as much information as possible. Free poster templates are available at <a href="http://www.makesigns.com">http://www.makesigns.com</a>. (60 minutes)</td>
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<td>7. Complete Module 21 Evaluation Survey</td>
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<td>Additional Resources</td>
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<td>Project Notes</td>
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<td>Prepare to discuss your observation and reflection of your organization.</td>
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# Module 22  
## Writing a Research Paper

### Module Summary
In this module, you will learn the principles of scientific writing. We will cover the steps in writing a research paper for publication, and learn about criteria used by journal reviewers in evaluating scientific manuscripts. You will develop skills in writing an abstract for a scientific manuscript based on the results of your study.

### Learning Objectives

1. Learn the value and benefits of writing for publication.
2. Learn the 14 principals of good scientific writing.
3. Learn the steps in writing a research paper and the components of a research paper.
4. Understand the peer review process and the criteria used by journal editors to evaluate manuscripts.
5. Develop skills in writing an abstract for a research paper based on your current study.

### Activities/Discussion

1. **Reflection** Journal exercise. [10 minutes]
2. **Group discussion** about the relevance of the module to the fellows. Questions: Why should you care about writing a research paper for publication? What is the value of publishing to your organization? How can publications benefit your organization, further its mission, and create opportunities? What are other benefits of publishing? [15 minutes]
3. **Presentation with discussion.** ‘How to Write a Research Paper’ [25 minutes]
4. **Presentation with discussion.** ‘Evaluation of Your Submitted Manuscript through the Peer Review Process’ [10 minutes]

### Break [10 minutes]

5. **Presentation with discussion.** ‘How to Write an Abstract from Your Study Findings’ [20 minutes]

6. **Writing activity.** In this exercise, the fellows will write a draft abstract for a manuscript from their study. This process will be facilitated by the presenter, who will guide the fellows through writing each component of the abstract (Introduction/Background, Methods, Results, Discussion/Conclusion). After a draft of each section is written, the fellows will read aloud what they have written so that they can ask specific questions, receive input, and learn from the successes and mistakes of others. [60 minutes]

7. Fellows and their Faculty Partners will meet to move their collaborative project forward and to plan the next steps. [30 minutes]

### Complete Module 22 Evaluation Survey

‘How to Write a Scientific Research Paper’ video series (each part is about 8 minutes long)

Part 1: [http://www.youtube.com/watch?v=0oAFVHb21HM](http://www.youtube.com/watch?v=0oAFVHb21HM)
Part 2: [http://www.youtube.com/watch?v=3QV2c6QKsMA](http://www.youtube.com/watch?v=3QV2c6QKsMA)
Part 3: [http://www.youtube.com/watch?v=zuwFDwVwp4A](http://www.youtube.com/watch?v=zuwFDwVwp4A)

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<td><strong>Prepare</strong> to present project with faculty partner.</td>
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**Complete Module 23 Evaluation Survey.**

**Prepare to discuss your observation and reflection of your organization.**

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<td><strong>Prepare for Graduation!</strong></td>
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