

## **COURSE SYLLABUS – SUMMER INSTITUTE 2014**

Introduction to Quantitative and Qualitative Research for American Indian Health

221.671.11

2 Credits

July 14 - 18, 2014, 8:30 am to 12:00 pm

Classroom: W4013 Monday, Wednesday, Thursday, Friday

Classroom: W2030 Tuesday only

### **Course Faculty**

Laura Hammitt, MD

Mary Cwik, PhD



### **Guest Lecturers**

Deana Around Him, DrPH, ScM

Nadine Caron, MD, MPH

Thomas Hatathli

Jessica Jones-Smith, PhD, MPH, RD

Michelle Sarche, PhD

### **Course Coordinators**

Amanda Driscoll – TA

Samaria Valenzuela-Andrade – TA

Nicole Paré

### **Course Description**

Introduces Native American tribal health leaders, health professionals, health paraprofessionals and others interested in Native American health concerns to the basic concepts of quantitative, qualitative, and mixed-methods research. Topics of community based participatory research (CBPR) and evaluation methods are also covered. The course is designed for those who may not have previous formal training in research methods but may be working or interested in working to address tribal health priorities through research.

The course will acquaint students with indigenous research concepts and issues and to prepare students for the core research methods courses offered by the School of Public Health. Researchers from the Johns Hopkins School of Public Health will introduce basic concepts in qualitative and quantitative research designs and their application to research in Native communities, with illustrations from ongoing research studies to provide practical examples of a variety of research designs and their application. Participants will be given an opportunity to develop research questions and study designs to obtain practical experience with the principles taught during the course. Individuals do not have to be Native American or work with Native American communities to participate in the course since the concepts can be translated to many public health settings; however, the examples and assignments will be drawn from indigenous community settings.

Teaching methods will include lectures, discussions, and group work, with a final take-home project for those taking the course for credit.

### Course Objective

The purpose of this course is (1) to provide a basic overview of framing a research question and using quantitative and qualitative research methodologies, (2) to examine practical issues in study design, conduct and analysis, and (3) practice the application of these methodologies in designing research studies to address health concerns in Native communities.

### Assignments, Evaluation and Grading Policy

Participant assessment will be based on the following factors: 1) attendance and participation, 2) daily individual homework, and 3) a take-home paper due 2 weeks following course completion. Students taking the course for credit will receive a letter grade. Students who are not taking the course for credit will receive a pass/fail grade based on class participation and daily homework.

	For Credit Proportion of Grade	For Non-Credit Proportion of Grade
Class & Group Participation	20%	50%
Daily Homework	40%	50%
Final Take-Home Paper	40%	N/A

### Guidelines for Group Work

Student groups will be assigned by course faculty. It is expected that each member of a group fully participates in all group activities, whether you are taking the course for credit or non-credit. Group activities include discussion of topics covered in class that day as well as a discussion of the homework questions.

### Guidelines for Homework

Each student will be given a homework assignment by the end of each class session to be due before the beginning of the next class. The homework questions will be part of the group discussions; thus issues raised in group discussions should inform each student's final answers. However, it is the expectation of the instructors that each student complete the homework individually.

### Guidelines for Take-Home Paper

Completion of a take-home paper is required for students taking the course for credit, and optional for non-credit students. This exercise will be due (either by mail or email) on Tuesday, July 29, 2014 to course faculty. Details regarding this assignment will be discussed on Wednesday morning 7/16/14.

### Computer Labs

There are two computer labs one floor down from the classroom on the third floor, in rooms W3017 and W3025. These are open to all students, unless otherwise reserved for a class.

- For printing
  - Username: caih621
  - Password: print13!

**Please enter this information first at your work station, then again on the screen/keypad beside the printer.**

**Monday, July 14, 2014**

Time	Activity	Presenter
8:30 – 9:15	Welcome Introductions Opening Prayer Course Overview	Prayer – Nadine Caron Course Overview – Laura Hammitt and Mary Cwik
9:15 – 10:15	<b>Session 1:</b> Framing a Research Question and Choosing Methodologies	Laura Hammitt
	<b>Learning objective:</b> To understand the basic purposes of research and the process of identifying specific research objectives and study hypotheses.	
10:15 – 10:30	Break	
10:30 – 11:15	<b>Session 2:</b> An Indigenous Research Framework	Nadine Caron
	<b>Learning objective:</b> To understand and articulate characteristics of indigenous research and situate them within an indigenous research framework	
11:15	<b>Get into groups.</b>	
11:15 – 12:00	<b>Exercise 1:</b> Creating your own research question, objectives and hypotheses with an indigenous context	Laura Hammitt
12:00 pm	Close of course for day.	
12:00 – 12:30	Optional – Office Hours with Laura Hammitt and Mary Cwik	

**Required Readings (to be read by the time you come to class Monday)**

- Chapter 7, Articulating an Indigenous --Research Agenda in L. T. Smith, *Decolonizing Methodologies: Research and Indigenous Peoples* (London: Dunedin; New York: University of Otago Press, 1999)
- Gliner & Morgan, Ch. 1, Research Methods in Applied Settings “Definitions, Purposes, and Dimensions of Research,” pp 3 – 13.

**Recommended/Suggested readings**

- Chapter 6, The Indigenous Peoples Project: Setting a New Agenda
- Gliner & Morgan, Ch. 5, Research Methods in Applied Settings

**Tuesday, July 15, 2014 – Room W2030**

Time	Activity	Presenter
8:30 – 8:50	Review homework from Day #1	Amanda Driscoll
8:50 – 9:50	<b>Session 3:</b> –Quantitative Research Methods	Laura Hammitt
	<b>Learning objective:</b> To understand the usefulness/ goals of quantitative research, methodology options, analytic approaches, and interpretation of results.	
9:50 – 10:05	Break	
10:05 am – 11:00am	<b>Session 4:</b> -Quantitative Research Methods Case Example	Jessica Jones-Smith
	<b>Learning Objective:</b> To apply quantitative research framework towards an exercise.	
11:00 am – 11:30 pm	<b>Exercise 2:</b> Design a surveillance system and chart review form to quantify burden of disease	Laura Hammitt
11:30 – 12:00	Special Lecture	Thomas Hatathli
12:00 pm	Close of course for day.	
12:00 – 12:30	Optional – Office Hours with Laura Hammitt and Mary Cwik (Room W2030)	

**Required Readings (to be read by the time you come to class Tuesday)**

- Fretts AM, Howard BV, McKnight B, *et al.*, (2012) Associations of processed meat and unprocessed red meat intake with incident diabetes: the Strong Heart family study. *American Journal of Clinical Nutrition*, 95:752-8.
- Thompson JL, Wolfe VK, Wilson N, *et al.*, (2003). Personal, Social, and Environmental Correlates for Physical Activity in Native American Women. *American Journal of Preventive Medicine*, 25(3Si), 53 – 60.
- Jones-Smith JC, Dow WH, Chichlowska K, (2014). Association between casino opening or expansion and risk of childhood overweight and obesity. *JAMA*, 311(9):929-936.

**Recommended/Suggested Readings**

- Grant LR, Watt JP, Weatherholtz RC, *et al.*, (2012). Efficacy of a Pentavalent Human-bovine Reassortant Rotavirus Vaccine against Rotavirus Gastroenteritis among American Indian Children. *Pediatric Infectious Disease Journal*, 31(2), 184-8.

**Wednesday, July 16, 2012**

Time	Activity	Presenter
8:30 – 8:50	Review homework from Day #2	Amanda Driscoll
8:50 – 9:10	Review Final Paper	Mary Cwik and Laura Hammitt
9:10 – 10:05	<b>Session 5:</b> Qualitative Research Methods need more time	Mary Cwik
	<b>Learning objective:</b> To understand the purpose of qualitative research, methodology options, analytic approaches, and interpretation of findings.	
10:05 – 10:15	Break	
10:15 am -11:15 am	<b>Session 6:</b> Qualitative Research Methods Case Example	Michelle Sarche
	<b>Learning objective:</b> To apply qualitative research framework towards adolescent binge drinking case example.	
11:15 am – 12:00 pm	<b>Exercise 3:</b> Design a qualitative research study on food insecurity and childhood obesity.	Mary Cwik
12:00 pm	Close of course for day.	
12:00 – 12:30	Optional – Office Hours with Laura and Mary	

**Required Readings (to be read by the time you come to class Wednesday)**

*Session 5:*

- Creswell, J.W. Qualitative Inquiry and Research Design: Choosing Among Five Approaches, Second Edition. (Chapter 3. Designing a Qualitative Study, pp. 35-52), Thousand Oaks, CA: Sage Publications, 2007.
- Mansell I, Bennett G, Northway R, Mead D, Moseley L. The learning curve: the advantages and disadvantages in the use of focus groups as a method of data collection. *Nurse Res* 2004;11(4):79-88.

*Session 6:*

- Perrin, E.C., et al. 2011. Monitoring the Well-Being of Young Children. *Making the Link*.

**Recommended/Suggested Readings**

- Setala A, Bleich SN, Speakman K, Oski J, Martin T, Moore R, Tohannie M, Gittelsohn J. The potential of local farming on the Navajo Nation to improve fruit and vegetable intake: barriers and opportunities. *Ecol Food Nutr*. 2011;50(5) : 393-409.

**Thursday, July 17 2012**

Time	Activity	Presenter
8:30 am – 8:50 am	Review homework from Day #3	Amanda Driscoll
8:50 am – 9:50 am	<b>Session 7:</b> Mixed Methods Research	Deana Around Him
	<b>Learning objective:</b> To recognize strengths and limitations of various research methods, and how varying methods may be combined or sequenced to answer different types of research questions.	
9:50 am -10:05 am	Break	
10:05 am – 11:05 am	<b>Session 8:</b> Translation of Research Findings into Practice for AI/AN Health.	Deana Around Him
11:05 am – 12:00 pm	<b>Exercise 4:</b> Group discussion of mixed methodology manuscript (To Be Determined)	Deana Around Him
12:00 pm	Close of course for day.	
12:00 – 12:30	Optional – Office Hours with Laura and Mary	

**Required Readings (to be read by the time you come to class Thursday)**

*Session 7:*

- Klassen, A.C., *et al.* Best practices in mixed methods for quality of life research. *Qual Life Res.* (2012) 21:377-380.

*Session 8:*

- Allen, J., *et al.* People Awakening: Collaborative Research to Develop Cultural Strategies for Prevention in Community Intervention. *Am J Community Psychol.* Online, June 2014.

*Exercise 4:*

- Nelson, K., Tom, N. Evaluation of a Substance Abuse, HIV and Hepatitis Prevention Initiative for Urban Native Americans: The Native Voices Program. *Journal of Psychoactive Drugs*, 43(4), 349-354, 2011.

**Recommended/Suggested Readings**

*Session 7:*

- Creswell, J.W., Fetters, M.D., Ivankova, N.V. Designing a Mixed Methods Study in Primary Care. *Annals of Family Medicine*, 2004. 2(1): 7 – 12.

*Session 8:*

- Rychetnik, L., *et al.* Translating research for evidence-based public health: key concepts and future directions. *J Epidemiol Community Health.* 2012; 66: 1187-1192.

**Friday, July 18, 2012**

Time	Activity	Presenter
8:30 am – 8:50 am	Review homework from Day #4	Amanda Driscoll
8:50 am -9:50 am	<b>Session 9:</b> Community Based Participatory Research	Mary Cwik and Nadine Caron
	<b>Learning objective:</b> To understand how to apply CBPR principles to research in indigenous communities	
9:50 am – 10:05 am	Break	
10:05 am -10:20 am	Discuss any questions about final paper	Laura Hammitt and Mary Cwik
10:20 am – 11:05 am	Group Exercise: An interactive experience with CBPR	Nadine Caron
11:05 – 11:30	What will you take home from this course?	Nadine Caron, Mary Cwik, Laura Hammitt
11:30 am -12:00 pm	Course Evaluation & Certificates	
12:00 pm	Close of course. Congratulations!	

**Required Reading (to be read by the time you come to class Friday)**

- Chapter 3 Israel *et al*, Critical Issues in Developing and Following CBPR Principles and Appendices A, C, & H in M. Minkler and N. Wallerstein eds, *Community Based Participatory Research for Health: From Process to Outcomes*, 2<sup>nd</sup> edition (San Francisco, CA: Jossey-Bass, 2008)