### Diné College - Shiprock Campus

COURSE SYLLABUS

**PUH 297: Public Health Research Methods Practicum** (3 credits) June 18, 2018 – July 27, 2018

### INSTRUCTORS:

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**SEMESTER:** Summer 2018

**TIME:** 8:00 a.m. - 5:00 p.m. Monday – Friday, dependent upon activities

### COURSE DESCRIPTION:

This course will assist the student in the application of data analysis methods & techniques utilizing concepts of public health, health promotion & disease prevention, and incorporating cultural aspects of disease prevention where appropriate. The student should apply their basic knowledge of experimental design & statistical analysis in either a quantitative and/or qualitative research setting, or in a health agency setting.

### PREREQUISITES:

PUH 290: Public Health Research Methods

### RATIONALE:

This course is designed to empower the Native American student with "real time" practical knowledge and skills of public health and health research activities taking place in Native American communities. The student is encouraged to return to his/her respective community and take part in such efforts.

The student brings his/her own cultural background into internship settings. The student will be encouraged to build upon this knowledge and adopt a strong bicultural approach in their research, bridging Native American knowledge and western biomedical knowledge.

This course will provide students with a foundation for assisting in basic research and evaluation projects. Active participation is an integral part of the course with specific attention to research/health promotion in the Native American population.

### GOALS AS RELATED TO NATIVE AMERICAN CULTURAL & TRADITIONAL PHILOSOPHIES:

Students come from all walks of life. They bring with them their own cultural and traditional experiences and knowledge. This course attempts to build upon these unique experiences from a broader perspective. This course will integrate the concepts of holism, balance/harmony, kinship, and relatedness shared among Native American peoples. These broader perspectives should assist students to draw their own conclusions as to how they play a role in research in their communities.

### COURSE OBJECTIVES:

* 1. The student will apply the process of data gathering and analysis in his/her present placement setting.
  2. The student will articulate how information from participants becomes research data.
  3. The student will identify benefits to current research projects and health interventions in Native American communities that may be expected to result from special attention to cultural relevance.
  4. The student will explain community-based research and health planning.
  5. The student will be able to articulate the distinctive features of preventive, quantitative and qualitative research and evaluation.

### TEXTBOOK(S) & MATERIALS:

Course Syllabus Resilience Journals

Additional Handouts as Provided

Berk, K. & Carey, P. (2010). *Data Analysis with Microsoft Excel*. (3rd ed.) Boston: MA., Thompson Brooks/Cole.

### COURSE REQUIREMENTS:

Attendance:

Consistency in attendance at designated internship sites, Monday thru Friday from 8:00 a.m. to 5:00 p.m., is required as well as at scheduled meetings TBA. Attendance at conferences and/or other meetings related to research or intervention projects will also be encouraged and documented in the form of a report, detailing how the presentations/materials/information assisted in your research project/experience. Weekly reports will be required to list major activities and issues encountered, and timesheets signed by the mentor will document effort.

Assignments:

A series of assignments will be turned in each week of the practicum placement (six weeks). Some assignments are to read and summarize additional research articles from professional journals; other assignments will be on Excel exercises from the textbook; in addition, each week there will be a short report that describes the progress of a project to gather, summarize and analyze project data.

Final Presentation:

A presentation suitable for conferences, faculty groups, agency staff, etc. will be given by each student at the completion of the course. The content of the presentation will be taken from the program to which the student was assigned. The presentation will consist of:

* + - Description of placement site, community setting, issues at that site
    - Research Question / Hypothesis
    - Needs Statement and Literature Review
    - Methods
    - Results
    - Conclusion with Discussion

### EVALUATION & GRADING CRITERIA:

The final grade will be determined as follows:

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| --- | --- | --- |
| 1. | Attendance at internship sites and at scheduled meetings | 30% |
| 2. | Weekly Homework Assignments | 30% |
| 3. | Weekly Reports / Field Notes | 10% |
| 4. | Final presentation | 30% |

The letter grade will be assigned as follows:

|  |  |  |
| --- | --- | --- |
| 90% | - 100% | A |
| 80% | - 89% | B |
| 70% | - 79% | C |
| 60% | - 69% | D |
| Below 60% |  | F |

Incomplete grades (I) are not given. The course is restricted to the summer sessions. Mentors and agencies are arranged for this period of time only, and requests for changes cannot be accommodated.

The instructor of record will assign the final grade with input from the mentor and agency personnel.