



SW 814: Community Intervention - Fall 2014

Class Meets: Mondays from 2:00 p.m. to 5:00 p.m. in SSW 2816
Instructor: Daphne C. Watkins, PhD
Instructor Office: 3841 SSW
Instructor Phone: 734-763-1540
Office Hours: Mondays from 12:00pm to 2:00pm or by appointment (preferred)

Course Description

In this doctoral seminar, community interventions will be examined as methodologies of planned social change and community practice. The changing context of practice, major models, methods, and the uses of empirically based research to formulate and critically evaluate general practice propositions and action guidelines will be analyzed. We will discuss models of change such as mass mobilization, social action, citizen participation, political advocacy, community education and neighborhood development.

Our analysis of such models will include methods of assessing community conditions, formulating strategies, building organizations, activating people, implementing plans, and monitoring and evaluating results using traditional methods and technological advances. Research and case studies in public and private settings, in health, housing and other human services, and in a variety of territories from neighborhood to nation will be included. Problems and concerns germane to economically disadvantaged and marginalized communities will be addressed.

Seminar discussions will draw upon research in psychology, sociology, and other academic disciplines; and education, social work, urban planning, public health, public policy, and related fields. Key literature from these fields will be covered in order to prepare students to design, implement, and evaluate interventions that address the problems of high risk or under-served groups.

Course Objectives: Upon completion of the course, students will be able to:

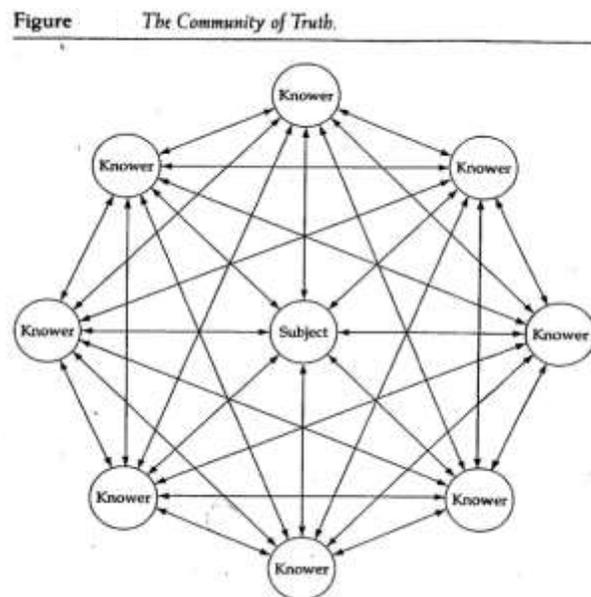
1. Understand the changing context and core concepts of community interventions.
2. Recognize alternative concepts of community as a unit of solution.
3. Develop knowledge of strategies and steps in the process of community intervention.
4. Critically assess case studies and lessons learned from community-based practice.
5. Identify issues of underrepresented groups and segregated areas.
6. Examine questions of ethics and values arising in the field.

Course Design

The course will be conducted as a seminar. Students are asked to complete assigned readings prior to each session in order to actively participate in class discussions. The main focus of this course is multiple types and levels of intervention methods (defined broadly to include all types of planned change), designed to be consistent with social justice goals and responsive to racial, gender, ethnic, sexual orientation and other group statuses and how these intersect. We will explore similarities and differences in the effects of different types of status, cultural and power differentials on the design/planning, development, implementation, and evaluation of interventions.

We will explore such topics as what constitutes “evidence-based” to inform goal and problem assessment, intervention design, and measures of effectiveness/progress. We will examine intervention models and practices identified as promising or best practices focused on different populations and intervention methods, in a range of different fields [for instance, poverty, violence, employment, health and life expectancy, mental health, family structure and functioning, support networks, help-seeking, and community development]. Throughout the semester, we will analyze ethical and value issues as these relate to course content and goals.

In my doctoral seminars, I prefer to teach using the “Community of Truth” philosophy (See Figure). This philosophy simply implies that you will join me as a “knower” of the subject and we will explore perspectives and interpretations of the subject together. Lectures will be minimized and we will spend quite a bit of time discussing the readings, as well as our own interpretation of the concepts covered. We will spend some time during the course considering how the class will operate and getting to know each other’s backgrounds and interests. Discussing interventions through our own racial, ethnic, & gender lens can be scary and difficult, but also exciting and challenging. We are likely to differ in many aspects, but that will make the course beneficial to us as we learn and grow together.



Course Expectations

As adult learners, you bring much experience and knowledge to the classroom setting. Approaches to adult education assume that you will want to be proactive about defining and pursuing your own goals, and will need to link new knowledge and learning with what you already know (which may involve some unlearning). As adult learners, you will depend on one another to be up front about what is clear, uncomfortable, and problematic.

Course Readings

Required Text: *

Melnyk, B. M. & Morrison-Beedy, D. [Editors] (2012). *Intervention Research: Designing, Conducting, Analyzing, and Funding*. Springer Publishers, New York, NY. ISBN-10: 0826109578, ISBN-13: 978-0826109576.

* Other readings will be available through the course tools (C-Tools) website, or will be provided.

Course Evaluation

A. COURSE REQUIREMENTS & EVALUATION OF PERFORMANCE:

1. Community Intervention Reflection paper [15 points]

Students will be asked to submit a 2 to 5 page paper that discusses who they are, how they came to where they are today, and how this will influence their role in and approach to community interventions. Feel free to mix up the personal and the academic, as it is in life, as this is a safe environment for us all to share what our lives are like and how we came to be who we are and where we are. Be clear about your own definition of *community* and *intervention*, as well as your own cultural, ethnic, gender (and other relevant social categories and group) memberships, disciplinary assumptions and methods, and orientation to knowledge and interventions. Be sure to emphasize the implications of these for *your* community intervention work and/or research, and to relevant topics and issues of concern in the course. This assignment should be typed, using 11.5-point Times New Roman font, 1.5" line spacing, and with 1" margins on all sides. This assignment is due by 11:59pm no later than September 22nd.

2. Intervention Critique [20 points]

Students will be asked to critique a community intervention (of their choosing) – in 3 to 5 pages -- using the concepts and dimensions relevant to this course. Please confer with the instructor as you select an intervention to critique. The critique can be of an intervention based on information gathered from a handbook, peer-reviewed article(s), or website. The critique should include (though this may differ depending on the topic/intervention): (1) Program goals; (2) What is proposed for whom or what; (3) Types and levels of “evidence” presented; (4) Underlying epistemologies, goals, assumptions; (5) Principles and/or practice skills, steps, models included; (6) How the authors handle identities, social categories, oppression, privilege, social justice; (7) Populations most represented; and (8) Strengths/limitations. You may also want to include specific things (diagrams, models, frameworks) from what you reviewed that you think are especially useful, or problematic, as resources or illustrative examples for the class (these are not include in the page limitation). This assignment should be typed using 11.5-point Times New Roman font, 1.5" line spacing, and with 1" margins on all sides. This assignment is due by 11:59pm no later than October 20th.

3. Student Discussant [20 points]

Each student will be asked to serve as the *Student Discussant* for one-half of a class period, guided by the readings for that particular week. Each student discussant should plan to discuss the peer-reviewed readings (the ones not underlined) from the tentative course schedule below. Approximately 60 minutes of each class period will be reserved for the student discussant. During this portion of each class session, the discussant should plan to provide a: (1) synthesis of the readings and (2) questions to guide the class discussion. For #2, students should lead the class discussion and distribute any relevant

handouts or resources to the class. The first Student Discussant will present on September 15th and the final one will be on December 1st. Here are some tips to help you as you prepare:

- It's not a bad idea to use PowerPoint. Though, if you do, you should upload your PowerPoint slides and supplemental materials to C-Tools before (or immediately after) the class session you are scheduled to lead (some of us may want to follow along)
- Provide an outline for your portion of the session (this could be your first PowerPoint slide)
- Include any operational definitions that you think need to be established
- Be sure to refer to the articles that we all were assigned to read for that class session
- IF you decide to use video clips, try to keep them to no more than 10 minutes long
- OPTIONAL :: If you would like some feedback on your plan for your scheduled student discussant day, feel free to send me an agenda at least 4 days before class

4. Class Attendance, Preparation, and Participation [15 points]

Since the success of a doctoral seminar is the mutual responsibility of all its members, it is expected that you will do the assigned readings each week and participate regularly, fully, and in a manner that demonstrates respect for your colleagues. This includes completing all the readings; coming to class prepared; taking responsibility for identifying key issues and questions to discuss; participating in class activities; and using class interactions to deepen your experience and knowledge.

5. Intervention Research Proposal [30 points]

Students will prepare, present, and submit an intervention research proposal. Proposals **may not** exceed six pages (**single-spaced**, Times New Roman, 11.5-point font, with one-inch margins), excluding the cover page, specific aims page, the references, and appendices. Please note that the format requirements for this assignment are different compared to the format requirements for your other assignments. This is because the format for this proposal will be based loosely on requirements for intervention proposals submitted to the National Institutes of Health (NIH, <http://www.nih.gov/>). Your proposals should include:

1. Cover page -- should include your name, the title of the project, a proposed start date, a proposed end date, the amount of funding you would request (think strategically about what this may be and provide a ballpark figure), and a 200 word summary of the project.
2. Specific Aims – a statement of and justification for the intervention and research; explicitly state 2-3 aims and hypotheses (if any). (Specific aims pages are usually no longer than 1 page).
3. Background & Significance – should explain why the proposed research is important to the field; how the field will change; focus on national significance; (as appropriate) use incidence and prevalence information; conceptualize your study as a building block of a series of studies. Include *preliminary studies* (a summary of studies that report previous data on the topic) as well, but emphasize the strength of the preliminary studies and the gaps that warrant the current proposal. Also include a section on your study's *innovation* (i.e., novel methods; refinements over existing practices, etc.).

4. Approach – should include a description of the intervention and a research methods or procedure.
 - i. *Description of the intervention* – whether your intervention is new or existing you will need to describe it and provide supplementary material for it (e.g., logic models, etc);
 - ii. *Description of Research Methods* – a research plan for implementing the intervention, including **a description of your research design, a recruiting/ sampling plan, method of group assignment to intervention and/or treatment groups (if applicable), a means for measuring outcomes (i.e., independent and dependent variables, scales, and measures), data analysis plan, and anticipated results.** You should propose activities that have high practical value for you and your research/career trajectory.]; and
 - iii. Brief identification of implementation and research issues, including limitations, potentially hazardous procedures, and precautions to be taken.

5. References – These can be in APA (6th Edition) or American Medical Association (AMA) style, though a little hint is that you will save space if you use AMA style ;-)

6. Appendix - Try also to include tables, figures, artwork, graphics, and worksheets. Be careful not to plagiarize.

The following is a *suggested* timeline of key dates:

- Topic Selection: September 29th
- Specific Aims page: October 20th
- Proposal Outline: November 3rd
- Final Proposal: December 10th (Last day of fall classes)

REMEMBER:: Intervention Research Proposals **may not** exceed six pages (single-spaced, Times New Roman, 11.5-point font, with one-inch margins) These 6 pages only include Items 3 & 4 above (so not the specific aims page, the references, and appendices). The final proposal should be submitted via the C-Tools “Assignments” link by 11:59pm no later than the last day of fall classes **December 10th**.

B. GRADING CRITERIA FOR ASSIGNMENTS:

The following criteria will be used to grade assignments:

- 1) The *quality* of your writing and your depth of understanding of the concepts, ideas, and information.
- 2) The *clarity* of expression and organization of your work – i.e., a logical order of its major themes.
- 3) The *appropriate use* of references and resources, and the *variety/range* of resources referenced.
- 4) The use of *proper grammar* and the overall *professional presentation* of the work. (Note: Please take time to proofread your writing and make sure you submit a 2nd or 3rd draft.)

Each assignment will be given a numerical grade:

A+ = 99 - 100	B+ = 87 - 89	C+ = 77 - 79
A = 95 - 98	B = 84 - 86	C = 74 - 76
A- = 90 - 94	B- = 80 - 83	C- = 70 - 73

Each numerical grade will represent a letter grade determined by:

Grade	Description
A+	The grade of A+ will rarely be used and, in general, students should not expect to receive this grade on an assignment, for it signifies work that goes beyond the content of the course and the expertise students are expected to master. An A+ is rare to obtain, but not impossible.
A or A-	Grades of A or A- are reserved for student work which not only demonstrates very good mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in his or her approach to the assignment. The difference between these two grades is determined by the degree to which these skills have been demonstrated by the student.
B+	A grade of B+ is given to work which is judged to be very good. This grade denotes that a student has demonstrated a more-than competent understanding of the material.
B	A grade of B is given to student work that meets the basic requirements of the assignment. It denotes that the student has done adequate work and meets basic course expectations.
B-	A grade of B- denotes that a student's performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations.
C+ or C	The grade of C reflects a minimal grasp of the assignment, poor organization of ideas and/or several significant areas requiring improvement
C- to F	Grades between C- and F are applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.

Summary of Written Assignments and Grading

Community Intervention Reflection paper	15 points
Intervention Critique	20 points
Facilitation of a Seminar	20 points
Final Intervention Research Proposal	30 points
Class Attendance, Prep, & Participation	<u>+ 15 points</u>
	100 Total Course Points/Grade

C. OTHER THINGS TO NOTE ABOUT THE COURSE

A note about email: The best way to reach me is via the “Message” feature on our C-Tools site. Also, when composing your message to me, feel free to check the box that reads, “Send a copy of this message to recipients' email address” just to make sure that I get your message. Please note that the nature of my work does not allow me to check my email every day, and therefore, I may not respond to your emails the same day that you send them. I will try my best to respond to your email within 48 hours of receipt. For urgent matters, please call my office (734-763-1540) and leave a message.

A note about grades: I will endeavor to *always* be honest about the work that you do. I feel that this will serve you better in the long term, rather than false praise and reward. I will always explain my grading clearly and document my explanations. If you ever have questions about a grade that you receive, you are always welcomed to talk with me about it.

A note about attendance: Classroom learning is a fundamental component of your professional education, especially in a small, seminar-style class. Therefore, attendance each week is strongly encouraged. While I will not mark your overall course grade down for missing a class, it is possible that your “*Class attendance, preparation, and participation*” points (15) may be affected by more than one (1) absence, lack of preparation for class each week, and/or little to no participation in class discussions.

A note about assignment submissions: All assignments should be submitted the day they are due via the C-Tools “Assignments” feature by 11:59pm, unless otherwise noted by me. E-mail attachments or hard copies will not be accepted.

A note about work handed in late: I expect all students to submit their work in accordance with the class deadlines. I know that extenuating circumstances may arise which make it difficult to turn in work on time. In such cases, I expect for you to communicate with me if you need some kind of extension so that we can work out an arrangement that is mutually agreeable. Beyond that, my due dates are firm. I reserve the right to mark grades for assignments down for each day it is late in fairness to your classmates who submit their assignments on-time.

A note about plagiarism: Policies governing plagiarism can be found in the 2014-2015 Student Guide, Volume 1, Section 12.02. Plagiarism is taken very seriously at the University of Michigan and is grounds for expulsion from the University. It is the students’ responsibility to become familiar with the information presented at: <http://www.lib.umich.edu/shapiro-undergraduate-library/understanding-plagiarism-and-academic-integrity> Another helpful resource is <http://www.lib.umich.edu/shapiro-undergraduate-library/types-plagiarism> .

Cell phones/smartphones/laptops: I expect that students will turn off (or mute) their cell phones, and only respond to texts or calls during the break or after class. Laptops are allowed during class as long as they are not a distraction to you or your classmates.

Students with Disabilities: If you have a disability or a condition that may interfere with your ability to participate in this course, please schedule a private appointment with me as soon as possible to discuss accommodations for your specific needs. This meeting and your information will be kept strictly confidential. For more information and resources, please contact the Services for Students with Disabilities office at G664 Haven Hall, (734) 763-3000.

My Availability: I am available to meet with students outside of the classroom. Students can meet with me during arranged times to 1) ask questions about the course material or assignments, 2) review graded work, 3) obtain suggestions for additional reading, and 4) discuss other topics related to the course or to other topics in general. Please remember that the best way to contact me is via the “Message” option on our C-Tools site. Feel free to check the box that reads “Send a copy of this message to recipients' email address.”

Scholarly Writing, APA Style: All assignments are to be typed and, when appropriate, use appropriate referencing and bibliographic formats. You will be asked to demonstrate proper grammar, spelling, and the rules of the *American Psychological Association Publication Manual* (6th edition) in this course. You are not required to purchase the manual; however, I do encourage you to access it and other writing resources online (e.g., <http://apastyle.apa.org/> and/or <http://grammar.ccc.commnet.edu/grammar/>).

			<ul style="list-style-type: none"> Windsor, L. C., Jemal, A., & Benoit, E. (in press). Community Wise: Paving the way of empowerment in community reentry. <i>International Journal of Law and Psychiatry</i>. Available online before print. http://dx.doi.org/10.1016/j.ijlp.2014.02.02 	
8	10/27/14	Empowerment in Specialized Settings	<ul style="list-style-type: none"> <u>M&M Chapter 14</u> Lakin, R. & Mahoney, A. (2006). Empowering youth to change their world: Identifying key components of a community service program to promote positive development. <i>Journal of School Psychology, 44</i>, 513-531. Maton, K. I. (2008). Empowering community settings: Agents of individual development, community betterment, and positive social change. <i>American Journal of Community Psychology, 41</i>, 4-21. 	
9	11/3/14	Mixed Methods & Community Interventions	<ul style="list-style-type: none"> https://www.youtube.com/watch?feature=player_embedded&v=1OaNiTpYX8# [YouTube video] Mertens, D. M. (2007). Transformative Paradigm: Mixed methods and social justice. <i>Journal of Mixed Methods Research, 1</i>(3), 212-225. Brady, B. & O'Regan, C. (2009). Meeting the challenge of doing an RCT evaluation of youth mentoring in Ireland: A journey in mixed methods. <i>Journal of Mixed Methods Research, 3</i>(3): 265-280. 	
PART III. ANALYZING, TRANSLATING, AND DISSEMINATING COMMUNITY INTERVENTION FINDINGS				
10	11/10/14	Data Analysis and Interpret - Part I	<ul style="list-style-type: none"> <u>M&M Chapter 16 & 17</u> Toumbourou, J. W., Gregg, M. E. D., Shortt, A. L., et al. (2013). Reduction of adolescent alcohol use through family-school intervention: A randomized trial. <i>Journal of Adolescent Health, 53</i>, 778-784. [QUANT] Lewis, I. & Newnam, S. (2011). The development of an intervention to improve the safety of community care nurses while driving and a qualitative investigation of its preliminary effects. <i>Safety Science, 49</i>, 1321-1330. [QUAL] 	
11	11/17/14	Data Analysis and Interpret - Part II	<ul style="list-style-type: none"> <u>M&M Chapter 18 & 19</u> Po'e, E. K., & Heerman, W. J., Mistry, R. S., & Barkin, S. L. (2013). Growing Right onto Wellness (GROW): A family-centered, community-based obesity prevention randomized controlled trial for preschool child-parent pairs. <i>Contemporary Clinical Trials, 36</i>, 436-449. Caldwell, C. H., Antonakos, C. L., Tsuchiya, K., et al. (2013). Masculinity as a moderator of discrimination and parenting on depressive symptoms and drinking behaviors among non-resident African-American fathers. <i>Psychology of Men and Masculinity, 14</i> (10) 47-58. 	
12	11/24/14	Writing Proposals for Community Interventions	<ul style="list-style-type: none"> <u>M&M Chapter 10, 20 & 21</u> Proctor, E. K., Powell, B. J., Baumann, A. A., et al. (2012). Writing implementation research grants proposals: Ten key ingredients. <i>Implementation Science, 7</i>(96) 1-13 Bordage, G. & Dawson, B. (2003). Experimental study design and grant writing in eight steps and 28 questions. <i>Medical Education, 37</i>, 376-385. 	
13	12/1/14	Disseminating Findings of Community Interventions	<ul style="list-style-type: none"> <u>M&M Chapter 22, 23 & 24</u> Horowitz, C. R., Robinson, M., & Seifer, S. (2009). Community-based participatory research from the margin to the mainstream: Are researchers prepared? <i>Circulation, 119</i>, 2633-2642. Goode, A. D., Owen, N., Reeves, M. M., & Eakin, E. G. (2012). Translation from research to practice: Community dissemination of a telephone-delivered physical activity and dietary behavior change intervention. <i>American Journal of Health Promotion, 26</i>(4), 253-259. 	
14	12/8/14	Brief Presentation of Intervention Research Proposals		Everyone
	12/10/14	NO CLASS	***Intervention Research Proposal DUE	Everyone