

Class Project

Building Relationships in Maternal and Child Health

(250 pts, due at periods marked below)

Together with community partners (REACHUP and Champions for Children), you will discuss and learn about successful relationship building. This project allows you to practice interview and research skills and develop a training course or product that is useful for academic and community-based MCH organizations. Your efforts will focus toward finding community-driven answers to the questions: *“How do you build a relationship to advocate for change?”* and *“How do you sustain these relationships?”* You will also need to explore the organizations’ internal and external staff training/education needs vs. the community’s needs and the roles/titles of people in the organization who generally “establish” relationships vs. those who generally “sustain” relationships. As a class, and with the help of Thomas Reilly from ETA, you will develop a product (course on building relationships that could be shared with volunteers, new staff, grassroots MCH orgs, etc) to share with the organizations.

a. Group proposal and organizational structure (50 pts, due 2/01/17)

Class will be broken up into groups.

Each of the groups will develop a proposal and leadership plan. The plans of the groups will comprise the class’s project proposal, but will be graded by group. Each proposal needs to include (but is not limited to) the following:

- Name and role of group members
- Project idea and rationale: What is your team’s role within the context of the larger class project?
 - Research/evidence supporting need to do your group’s contribution.
 - What or who is your target audience?
 - Who do you need to partner with? (Be sure to get them on board.)
 - An exploration of the applicable theories and concepts from public health, health communication, and/or health disparities (definitions and applications)
- Goals of the project
- Intended outcomes and measures (How do you know you achieved your goals? In the final report, you will be asked to assess your work by reporting on those items you could measure and your timeline.)
- Interview questions for the community leaders need to be listed and should reflect your project rationale and goals, and align with your outcomes.
- Timeline (How will you meet class deadlines? Who will do what, by when?)
- Leadership plan with specific roles and responsibilities for each group member

There is no page requirement, but I suspect you can do this in 5-10 pages. Proposals will be graded on completeness of the project idea and rationale (10 pts), clarity of goals and outcomes/measures (10 pts), applicable interview questions that reflect your goals/rationale and align with outcomes (15 pts), achievable timeline (5 pts), equitable and fair leadership plan with group members (5 pts), and ease of readability, grammar, and correct use of APA style (5 pts).

b. Development of course content and storyboard (75 pts, draft due 3/01/17, final (graded) version due 3/08/17)

Each of the groups will develop their portion of the overall course content. The content will be laid out in a storyboard fashion that Thomas will be able to use in developing the electronic version of your materials. Content must be correct, appropriate for the setting/target audience, and properly cited (35 pts). Details of the storyboarding must be clear, complete, and logical (25 pts). Content and storyboard will also be graded on integrated use of primary and secondary data sources, and overall appeal in creativity and length (15 pts).

c. Pilot presentation of final group product (50 pts, due 4/10-19/17, final (graded) version due 4/26/17)

The pilot version of the class product will be professionally presented to your community partners between April 10 and April 19. You are expected to show them how to use it, answer their questions, and explain a little about how you developed the product (25 pts). We will work around the availability of the community partners, and may need to make more than one presentation, thus, I do not expect that ALL students go on the field trip, but I do expect that all students will have had input into the product design and the presentation plan. At this time, we will solicit feedback from the community partners regarding how well we answered the questions we set out to ask, how well we reflected what they told us, user friendliness, action steps, and ways we can improve the product to make it so they're even more likely to use it. With the feedback received from the pilot demonstration, you will need to work with Thomas to make a final (graded) edition of the product by 4/26/16. Each of the four groups will be graded on the professional quality, user-friendliness, and overall completeness of their portion of the product (25 pts).

d. Evaluation from community partners and peers (25 pts, peer evals due 5/3/17)

Feedback from community agencies will be solicited regarding the quality, usability, and overall completeness of the final product (10 pts).

Group members will have the opportunity to evaluate their peers in each of the four groups. Evaluations will address timeliness of completing individual portions of group work, professionalism in communicating with group members, and overall contribution to the final product from your group. Peer evaluations will be confidential, submitted via Canvas, and scores will be averaged out of 15 pts.

e. Final group project paper (50 pts, due 5/3/17)

The final group paper will be due during final exam week to give you the opportunity to make any necessary adjustments after the presentation of your product to community partners. The final paper should describe, show, articulate, and celebrate what you did, what you accomplished, and where you need to go from here. Where the proposal articulated what you wanted to (or planned to do), your final paper should tell me, show me what you actually did. Describe outcomes and apply your measures. Tell me what went well and what didn't. What had to change? What was the new direction? How did that go? Now, where do you go from here? Next steps?

There is no page requirement, but I suspect you can do this in 5-10 pages. Papers will be graded on clarity in addressing the questions/items above (15 pts), thoughtfulness of self-reflection and growth (15 pts), description of group processes (10 pts), appropriate grammar, and use of APA style (10 pts).