

**Memorandum of Understanding
for
UNC-CH Department of Health Behavior and Health Education
and
AGENCY NAME/S**

Purpose

The UNC-CH Department of Health Behavior and Health Education will partner with AGENCY NAME/S to conduct an *action-oriented community diagnosis* (AOCD). AOCD provides MPH students in the Department of Health Behavior and Health Education with the opportunity to experience public health in a real world setting. AOCD provides AGENCY NAME/S the resources needed to conduct a comprehensive assessment of the designated community's strengths and needs, and to identify and prioritize action steps based on identified needs.

Through the AOCD process, students gain and document: 1) an **outsider's view** on the status of health and well-being of a given community through data sources collected and maintained by professional organizations, and primary data elicited from local service providers; and 2) an **insider's view** of what it is like to live in a given community on a daily basis through primary data elicited from community influentials, service users, and non-service users.

The AOCD process consists of four distinct but related parts: 1) a secondary data examination of social and health indicators; 2) an analysis of health and human service organizations serving the community; 3) an identification of perceived needs, assets and community dynamics through qualitative interviews with community members; and 4) the planning and implementation of a community forum. The purpose of the community forum is for service providers and community members to arrive at a consensus on priority needs and motivations for change, examine possible causes and consequences of a priority problem, and establish a partnership between communities and local agencies to develop a plan of action.

Specific Responsibilities

The Department of Health Behavior & Health Education will provide:

- Meeting space and conference call capability for student teams
- A private voicemail with a toll-free phone number for each student team
- Use of department equipment—tape recorders, an LCD projector, laptops—for student teams
- Secure, locked space for storing original data
- Use of department-assigned state vehicles or reimbursement of mileage when state vehicles are unavailable for travel to, from, and within the community
- Basic supplies for conducting AOCD activities, such as pens, notepads, blank business cards, audiotapes, batteries, etc.
- Snacks and beverages for focus groups conducted by student teams
- Photocopying for AOCD-related materials
- Postage for participant thank you notes and forum invitations
- Beverages, paperware, and \$100 for each community forum

The Teaching Team, in addition to the basic responsibilities of teaching the course, will be responsible for:

- Meeting with preceptors as a group twice during the Fall semester and 2-3 times in the Spring Semester to provide updates on course activities, discuss issues of relevance to the AOCD process, and provide support for challenges encountered during the AOCD process.
- Meeting with each student team at least once during the Fall Semester and at least twice during the Spring Semester, as well as advising student teams via e-mail and meetings requested by students.
- Maintaining regular communication with preceptors and students related to AOCD activities.
- Facilitating the resolution of conflicts that may arise between preceptors and students or within the student team regarding AOCD activities and materials.
- Assessing the performance of individual students and student teams as a whole.

The student team will be responsible for:

- Meeting regularly as a team to decide on activities and tasks to be completed as part of the AOCD process.
- Ensuring that applicable practice and research ethics guide their activities in the community and as part of the AOCD process.
- Facilitating team development (e.g., establishing team ground rules, providing constructive feedback, division of labor) and decision-making.
- Providing constructive feedback to the preceptors as needed, and completing an evaluation form of their preceptors towards the beginning of and at the end of the Spring semester.
- Identifying a departmental liaison to serve as the primary person for communicating with the course TAs about department policy and procedure related issues.
- Identifying a preceptor liaison to serve as the primary person for communicating with the preceptor for scheduling meetings, relaying other important information, and soliciting feedback on AOCD activities and materials.
- Identifying a teaching team liaison to serve as the primary person for communicating with members of the teaching team.
- Conducting a driving or walking tour of community with preceptors as guide.
- Participating in community events and activities to become better acquainted with the community.
- Compiling secondary data analyses on the community.
- Conducting individual and/or focus group interviews with and analyzing the data from 10-15 service providers and 15-20 community members.
- Convening an advisory group/planning committee of service providers and community members to plan the community forum.
- Planning and conducting, with the assistance of the planning committee, a community forum to present findings back to the community. Tasks include coordinating forum publicity, soliciting donations for forum, overseeing forum logistics, facilitating small group discussions and development of action steps.
- Preparing a written document to be provided to preceptors and other key agencies or community groups.

The Preceptor/s will be responsible for:

- Meeting with the AOCD teaching team and other AOCD preceptors twice in the Fall semester and 2-3 times in the Spring semester.

- Meeting with the student team in person or by conference call at least twice per month, and maintaining regular communication with students outside of scheduled meetings.
- Providing constructive feedback to the student team as needed, and completing an evaluation form for the student team towards the beginning of and at the end of the Spring semester.
- Introducing the student team to their community by:
 - accompanying the team on a driving or walking tour of the community, and
 - identifying volunteer activities, community events, or other activities that will provide students with opportunities to get to know the community.
- Assisting in identifying agency documents or other local secondary data sources.
- Identifying key resource people, both service providers and community members, and providing introductions as necessary.
- Offering guidance on cultural and political sensitivity to the community with respect to the activities of and the materials developed by the student team.
- Respecting the student team's obligation to uphold Federal and University guidelines on conducting research, and hence the student team's need to protect the confidentiality of service providers and community members interviewed as part of the AOCD process.
- Assisting in planning the community forum and helping to ensure community involvement and follow-up on findings and identified action steps.
- Attending the community forum and debriefing with the team afterwards.
- If unable to continue as a preceptor or unable to fulfill any of these specific responsibilities, identifying a suitable replacement to serve in the role of preceptor.

Signatures

By signing below, the parties listed enter into this memorandum of understanding for the 2006-2007 academic year.

 Eugenia Eng
 HBHE 740-741 Co-instructor

 Date

 Kate Shirah
 HBHE 740-741 Co-instructor

 Date

 Name
 Co-preceptor (Primary)

 Date

 Name
 Co-preceptor

 Date

 Name
 Other Agency Representative (if applicable)

 Date