1. General Information

1a. Submitted by the College of: PUBLIC HEALTH

   Date Submitted: 10/30/2015

1b. Department/Division: Department Of Health Behaviors

1c. Contact Person

> Name: Andrea Perkins

> Email: andrea.perkins@uky.edu

> Phone: 218-2021

> Responsible Faculty ID (if different from Contact)

> Name: Corrine Williams

> Email: corrine.williams@uky.edu

> Phone: 257-8108

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course?   No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?:   No

2b. Prefix and Number: CPH 746

2c. Full Title: Research Methods and Program Evaluation for Health Behavior

2d. Transcript Title: Research Methods for Health Behavior

2e. Cross-listing:

2f. Meeting Patterns

>   LECTURE: 3

2g. Grading System: Graduate School Grade Scale

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit?   No

   If Yes: Maximum number of credit hours:

   If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: This course provides the student with basic knowledge about the design and analysis of research in the field of health promotion. The theory, design, applications, and analytic strategies used for various types of research are presented in a sequential format. Goals of the course include: 1) gaining the ability to critically evaluate research in health promotion practice, 2) achieving competence in research methodology, and 3) understanding the conceptual application of analytic techniques to data. This course also prepares second-year MPH students concentrating in Health Behavior to successfully construct and defend their capstone in April of the current academic year.

2k. Prerequisites, if any: CPH 672 and CPH 643, or permission of instructor.

2l. Supplementary Teaching Component:

3. Will this course taught off campus?   No

   If YES, enter the off campus address:

4. Frequency of Course Offering: Fall,

   Will the course be offered every year?:   Yes

   If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?:   Yes

   If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?:   25

7. Anticipated Student Demand

   Will this course serve students primarily within the degree program?:   Yes

   Will it be of interest to a significant number of students outside the degree pgm?:   No

   If Yes, explain:

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

   If No, explain:

9. Course Relationship to Program(s).

   a. Is this course part of a proposed new program?:   No

   If YES, name the proposed new program:

   b. Will this course be a new requirement for ANY program?:   Yes

   If YES, list affected programs: MPH program, Health Behavior concentration. Will replace CPH 647

10. Information to be Placed on Syllabus.

   a. Is the course 400G or 500?:   No

   b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1.How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2.How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3.How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4.Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5.How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6.How do course requirements ensure that students make appropriate use of learning resources?

7.Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8.How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?

9.Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?   NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10.Does the syllabus contain all the required components?   NO

11.I, the instructor of record, have read and understood all of the university-level statements regarding DL.

    Instructor Name:

New Course Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

Generate R

Attachments:

| Browse... | **Upload File** |

	ID	**Attachment**
Delete	5687	CPH 746 Williams Fall 2015 new course syllabus rev

First | 1 | Last

(*denotes required fields)

1. **General Information**

    a. * Submitted by the College of: PUBLIC HEALTH   Submission Date: 10/30/2015

    b. * Department/Division: Department Of Health Behaviors

    c.

        * Contact Person Name: Andrea Perkins   Email: andrea.perkins@uky.edu Phone: 218-2021

        * Responsible Faculty ID (if different from Contact) Corrine Williams   Email: corrine.williams@uky.edu Phone: 257-8108

    d. * Requested Effective Date: ◉ Semester following approval OR ○ Specific Term/Year [1]

    e.

    Should this course be a UK Core Course? ○ Yes ◉ No

    If YES, check the areas that apply:

      ☐ Inquiry - Arts & Creativity   ☐ Composition & Communications - II

      ☐ Inquiry - Humanities   ☐ Quantitative Foundations

      ☐ Inquiry - Nat/Math/Phys Sci   ☐ Statistical Inferential Reasoning

      ☐ Inquiry - Social Sciences   ☐ U.S. Citizenship, Community, Diversity

      ☐ Composition & Communications - I   ☐ Global Dynamics

2. **Designation and Description of Proposed Course.**

    a. * Will this course also be offered through Distance Learning? ○ Yes [1] ◉ No

    b. * Prefix and Number: CPH 746

    c. * Full Title: Research Methods and Program Evaluation for Health Behavior

    d. Transcript Title (if full title is more than 40 characters): Research Methods for Health Behavior

    e. To be Cross-Listed [2] with (Prefix and Number):

    f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours[3] for each meeting pattern type.

3	Lecture		Laboratory[1]		Recitation		Discussion
	Indep. Study		Clinical		Colloquium		Practicum
	Research		Residency		Seminar		Studio
	Other	If Other, Please explain:					

    g. * Identify a grading system:

      ○ Letter (A, B, C, etc.)

      ○ Pass/Fail

      ○ Medicine Numeric Grade (Non-medical students will receive a letter grade)

      ◉ Graduate School Grade Scale

    h. * Number of credits: 3

    i. * Is this course repeatable for additional credit? ○ Yes ◉ No

    If YES: Maximum number of credit hours:

    If YES: Will this course allow multiple registrations during the same semester? ○ Yes ○ No

j. * Course Description for Bulletin:

This course provides the student with basic knowledge about the design and analysis of research in the field of health promotion. The theory, design, applications, and analytic strategies used for various types of research are presented in a sequential format. Goals of the course include: 1) gaining the ability to critically evaluate research in health promotion practice, 2) achieving competence in research methodology, and 3) understanding the conceptual application of analytic techniques to data. This course also prepares second-year MPH students concentrating in Health Behavior to successfully construct and defend their capstone in April of the current academic year.

k. Prerequisites, if any:

CPH 672 and CPH 643, or permission of instructor.

l. Supplementary teaching component, if any: ○ Community-Based Experience ○ Service Learning ○ Both

3. * Will this course be taught off campus? ○ Yes ◉ No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): ☑ Fall ☐ Spring ☐ Summer ☐ Winter

b. * Will the course be offered every year? ◉ Yes ○ No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? ◉ Yes ○ No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 25

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? ◉ Yes ○ No

b. * Will it be of interest to a significant number of students outside the degree pgm? ○ Yes ◉ No

If YES, explain:

8. * Check the category most applicable to this course:

☑ Traditional – Offered in Corresponding Departments at Universities Elsewhere
☐ Relatively New – Now Being Widely Established
☐ Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? ○ Yes ◉ No

If YES, name the proposed new program:

b. * Will this course be a new requirement [5] for ANY program? ◉ Yes ○ No

If YES [5], list affected programs::

MPH program, Health Behavior concentration. Will replace CPH 647

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? ○ Yes ◉ No
If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identi additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b. ☑ * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if appl 10.a above) are attached.

[5] Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
[6] The chair of the cross-listing department must sign off on the Signature Routing Log.

[1] In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, re
two hours per week for a semester for one credit hour. (from SR 5.2.1)
[2] You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
[3] In order to change a program, a program change form must also be submitted.

Rev 8/09

Course Syllabus
CPH 746: Research Methods and Program Evaluation for Health Behavior
Fall 2015

CPH Room 115; Thursday, 12:00 to 2:30 PM

Instructor: Corrine Williams, ScD
               Associate Professor, Department of Health Behavior
               University of Kentucky College of Public Health
               151 Washington Avenue
               Bowman Hall #353
               Lexington, KY 40506

Telephone: 859-257-8108

E-mail: corrine.williams@uky.edu [preferred method of contact]

Office Hours: Tuesdays, 12:00 PM to 2:30 PM or by appointment; Bowman Hall, 151
               Washington Avenue, Room 353.

Course description

This course provides the student with basic knowledge about the design and analysis of research in the field of health promotion. The theory, design, applications, and analytic strategies used for various types of research are presented in a sequential format. Goals of the course include: 1) gaining the ability to critically evaluate research in health promotion practice, 2) achieving competence in research methodology, and 3) understanding the conceptual application of analytic techniques to data. This course also prepares second-year MPH students concentrating in Health Behavior to successfully construct and defend their capstone in April of the current academic year.

Course rationale:

This course provides a foundation for understanding and conducting research in health promotion science. By understanding and critically evaluating evidence-based practice and practice-based evidence, students will be able to apply science and theory to solve problems in the practice of health promotion.

Textbooks

Crosby, R. A., DiClemente, R. J., & Salazar, L. F. Research Methods for Health Promotion. Jossey Bass Wiley, 2015.

Course prerequisites

CPH 672 and CPH 643, or permission of instructor.

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Course objectives

Program Outcome	Course/Student Learning Outcomes
Integrate advocacy and public health knowledge within core public health areas (SLO 5)	Upon completion of this course, the learner will be able to: • Explain the role of behavioral science in health promotion • Select appropriate study designs used to assess the efficacy of health promotion programs • Apply ethical principles that confront health promotion interventions for various audiences • Critically evaluate the design, analysis, and interpretation of health promotion research • Describe key elements, overall function, general utility, and appropriate application of research designs in the field of health promotion • Design, analyze, and interpret the results of experimental and observational research • Identify limitations of research studies

Course requirements and learner evaluation

Course grades will be based upon evaluation of the following activities:

Attendance: Attendance will be taken each week and will constitute 10% of your final grade. Students are allowed **excused absences** (i.e., significant illness, death in the family, major religious holidays) during the semester according to the definitions outlined by **UK SR 5.2.4.2 Excused Absences**; I must receive notification by email or phone **PRIOR TO** the missed class session.

Examinations: A midterm exam and a final exam will be given. These exams will require you to synthesize and apply information learned from class and assigned readings.

Capstone Assignments: Near-weekly assignments will be given throughout the course to complete sections of the term paper that will eventually become your capstone paper. You may consult the course schedule for due dates of each assignment.

Program Impact Evaluation Assignments: In addition to Capstone assignments, during this course, you will conduct a small program impact evaluation.

Capstone Paper: A main outcome of this course is to begin to draft the grant proposal that will be used for your MPH capstone. The recommended approach is to work on this a bit each week, so that by the end of the semester, you have a working draft of the first

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half of your Capstone (second half to be completed in CPH 608-Health Behavior section). You will maintain a single electronic file of this paper and constantly add to it on a week-by-week basis. Each week, you will need to turn in the new section AS WELL AS the previous sections, as one continuous document (we strongly encourage you to make revisions along the way to previous sections). <u>This paper will essentially be composed from your weekly assignments and should be no more than 15 pages.</u>

During the first weeks of the course, capstone topics will be chosen by you, the students, from a provided list, with consultation with faculty. Based on this, you will be assigned a topical advisor who will work with you on your capstone throughout the 647-608 series. Please also note that while we have incorporated the assignments into this course series, you still need to do extra work outside of class to ensure you finish on time.

Grading:

Attendance	10%
Evaluation Assignments	15%
Capstone Assignments	10%
Midterm Exam	15%
Final Exam	20%
Evaluation summary	10%
Capstone paper	20%

Grades will be assigned according to the following scale (100 points total for the course):

Percent of all possible points	Letter grade
90 - 100	A
80 - 89	B
70 - 79	C
69 or below	E

Instructor expectations

1. I expect you to attend every class session. The components are highly interrelated; missing a class will detract from the learning potential of subsequent sessions.
2. I expect you to be in the classroom and prepared to begin work at the scheduled starting time for each session.
3. I expect you to actively participate in the discussions. This is not the type of class where you can "sit back and listen."
4. I expect you to submit papers using proper English grammar, syntax, and spelling. You are encouraged to use spell check and grammar check prior to submitting your written work. The Writing Laboratory is available to anyone who may need assistance.
5. I expect (and encourage) you to provide honest and timely feedback regarding the content and process of this course throughout the semester.
6. I expect you during the semester to interactively engage via Blackboard with the other students and the instructor.
7. I expect you to share in the responsibility for making this course an enjoyable and beneficial learning experience.
8. Wikipedia *cannot* be used as a cited reference as noted by a co-founder of Wikipedia! You may use Wikipedia to identify appropriate source material. Remember Wikipedia is *not* peer reviewed!

Academic Integrity

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: http://www.uky.edu/Ombud. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rules 6.3.1 (see http://www.uky.edu/Faculty/Senate/ for the current set of *Senate Rules*) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Statement on Plagiarism

The faculty of the Department of Health Behavior and the College of Public Health will enforce and administer rules concerning plagiarism as set forth in *Student Rights and Responsibilities*.

"Plagiarism means taking the words and thoughts of others (their ideas, concepts, images, sentences, and so forth) and using them as if they were your own, without crediting the author or citing the source. Most plagiarism is willful, a sort of theft. It is possible to plagiarize unintentionally, though, by being careless or hurried, omitting quotation marks or slipping into the words or ideas of others through inattention or simply for convenience. Whether you meant it or not, you can be found guilty of plagiarism whenever other people's language gets used without proper citation in your text. At this and most other universities, plagiarism is regarded as intellectual theft; faculty will rarely bother to determine whether you

stole words on purpose or walked out of the shop having forgotten to pay."
http://www.uky.edu/Ombud/Plagiarism.pdf

6.3.1 PLAGIARISM

All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research or self-expression...

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or whatever. Plagiarism also includes the practice of employing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.

Accommodations due to disability
If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/.

Religious Observances
Students will be given the opportunity to make up work (typically, exams or assignments) when students notify their instructor that religious observances prevent the student from completing assignments according to deadlines stated in this syllabus. Students must notify the course instructor **at least two weeks prior to such an absence** and propose how to make up the missed academic work.

Inclement weather
The University of Kentucky has a detailed policy for decisions to close in inclement weather. This policy is described in detail at http://www.uky.edu/PR/News/severe_weather.htm or you can call (859) 257-1754.

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Late work policy

Assignments that are not turned in by the assigned due date/time will be considered late. Late coursework will have points deducted according to how late it was turned in and the significance of the assignment. Cases involving University-excused absences, University-prescribed academic accommodations, or explicit requests from your Assistant or Associate Dean will be handled individually.

Excused absences policy

Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php.

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused) per University policy.

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

Important University Resources

Success as a student is a collaborative effort between students, faculty and support services at the University of Kentucky. Support, through practical solutions, are available through programs and activities offered both on the web and on UK's main campus. These support services span academic, personal, social, or career interests. Please see visit http://www.uky.edu/studentsuccess/student-resource-home for links to assist you in finding your way, which include academic expectations and resources, advising, career services, financial resources, and student involvement. There is also an area on this site in which you can submit a request for assistance and read some FAQs. Transitioning students can find tips for studying http://www.uky.edu/studentsuccess/where-to-study and special events http://www.uky.edu/studentsuccess/second-year to aid in making a strong transition.

Technology related resources can be found at http://www.uky.edu/ukit/techtips/students. Did you know that the Media Depot is supported by your Student Technology Fee http://www.uky.edu/ukit/mediadepot and is available for you to develop multimedia presentations and multimodal communications? Further, the Media Depot also link also has copyright free music, images and video links to aid you in preparing exceptional presentations.

Revised October 30, 2015

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the **UK Disability Resource Center**, Room 2, Alumni Gym, 257-2754. http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/

The **UK Violence Intervention and Prevention (VIP) Center** provides advocacy services to women survivors of violence in the UK community. The VIP Center can provide assistance in accessing and navigating services, resources, and referrals both on and off campus. Services include: academic advocacy, medical advocacy, counseling, financial advocacy, referral advocacy, and other practical needs that a student may request. 106 Frazee Hall, 257-3574 or 257-3564. http://www.uky.edu/StudentAffairs/VIPCenter/index.html#

The **UK Writing Center** assists University of Kentucky students, faculty, and staff with the process of writing. Staffed by English graduate students, full-time instructors, part-time consultants, and undergraduate peer tutors, the Center offers free individual and group consultations on prewriting, writing, and rewriting. WT Young Library, Thomas D. Clark Study, 5th Floor, West Wing, 257-1368. http://www.uky.edu/AS/English/wc/

UK's Division of Instructional Communication Multimodal Communication Consulting Center (MC3). The MC3 is your go to location for assists on class presentations of all types. You have the opportunity to work one-on-one with peer tutors with experience and specifically trained in presentational methods. The service is free to all students, faculty and staff. http://cis.uky.edu/icd/mc3

SAFECATS. SAFECATS (Safe and Free Escort for Campus Area Traveling Students) is a safety escort service available to UK students Sunday-Thursday from 8:30 PM to 1:30 AM. Students can arrange a free safety escort by calling 859-257-SAFE (7233).

Provisionality: _I reserve the right to clarify or amend these policies, in which case I will document the clarification or amendment by distributing an addendum to this document._

Course schedule and topics (*subject to change*)

Reading assignments should be completed <u>before</u> the class period.

Day	Topic	Reading Assignments**
August 27	Orientation to syllabus; review of HB Capstone process; overview of texts; overview of research methods for health promotion; key steps in the research process; Epi Info	Chapter 1, 18
September 3	Philosophy of science and theory construction; Ethics in research; data entry	Chapters 2 & 3
September 10	Program evaluation; Logic models	Chapter 12 Review "Getting to Outcomes™" materials
September 17	Observational research designs	Chapters 4
September 24	Qualitative research **Guest lecture by Dr. Nancy Schoenberg**	Chapters 8 & 16
October 1	Experimental research designs	Chapters 5
October 8	Community-Based Participatory Research and Survey Research	Chapters 11,13 "Strategies Guided by Best Practice for Community Mobilization"
October 15	**Midterm exam** (will cover chapters 1-5, 8,12,16)	
October 22	Sampling	Chapters 6
October 29	Measurement	Chapters 7
November 5	Conducting observational and experimental research	Chapters 9,10
November 12	Statistical Analysis Part 1	Chapter 14
November 19	Statistical Analysis Part 2	Chapter 15
November 26	No Class – THANKSGIVING HOLIDAY	
December 3	No Class – work on evaluation summary and capstone revisions	
December 10	Course wrap-up; Final exam review	Chapter 17
December 13	**Final Paper Due**	
December 17	**Final exam (cumulative)**	

**** Additional Reading Assignments may be given as appropriate.**

Day	Assignments due by 5 pm on the indicated day		
	Other Assignments	**Evaluation Assignments**	**Capstone Assignments**
September 3	CITI certificate	Assignment #1	
September 10		Assignment #2	Assignment #1
September 17			Assignment #2
September 24		Assignment #3	Assignment #3
October 1			Assignment #4
October 8		Assignment #4	Assignment #5
October 15	**Midterm exam**		
October 22			Assignment #6
October 29			Assignment #7
November 5		Assignment #5	Assignment #8
November 12		Assignment #6	Assignment #9
November 19		Assignment #7	Assignment #10
November 26	N/A		
December 3		Assignment #8	Assignment #11
December 10	Evaluation summary (5 pages max)		
December 13	**Final Paper Due (15 pages max)**		
December 17	**Final exam**		

Program Impact Evaluation Assignment Schedule

Evaluation Assignment #1: Build form
Evaluation Assignment #2: Data entry (issues, pre-tests=baseline data analysis)
Evaluation Assignment #3: Data entry (post tests)
Evaluation Assignment #4: Merge data
Evaluation Assignment #5: Survey critique
Evaluation Assignment #6: Variable Creation
Evaluation Assignment #7: Pre vs post test
Evaluation Assignment #8: Post test only
Evaluation summary

CAPSTONE ASSIGNMENTS

The goal during CPH647 is to draft the first part of the capstone, by completing the following assignments.

Assignment #1 (Due September 10)
Target Population & Need

- The applicant must describe the community or communities that will be served, and demonstrate that the population(s) served within each community has a need in this area, for example, by comparing local data to current national averages. For each community served, the applicant should clearly describe the geographic boundaries used to define the community.
- The application should document the specific needs of the community(ies) that will be served, including:
    - o Data on the prevalence of the negative health outcome in the community or communities that will be served.
    - o Data on related health behaviors among individuals in the community (for example, fruit and vegetable consumption as a variable related to obesity, or mammography as related to breast cancer rates)
    - o Data on existing disparities at the local level, including disparities by race and ethnicity, age, geographic within community served, and specific vulnerable populations
    - o Geographic map of where the need is the greatest in the community – looking at both overall data and data on disparities among subgroups (e.g., race/ethnicity, zip code, rural vs urban)
    - o Data on social determinants of health and co-occurring risk behaviors – poverty, educational achievement, housing, mental health, substance abuse, etc.

Assignment #2 (Due September 17)
Program Approach

- The applicant should describe the evidence-based programs proposed for implementation in at least 3 settings in each community along with a description of how and where the program will be implemented. Applicants should describe how the selection of the evidence-based programs aligns with the results of the community needs assessment. Applicants should also describe how the evidence-based programs selected are a good fit for the implementation setting and context available, the capacity of the implementing organization, and the intended outcomes.
- In each community served, the applicant should describe its plans to implement evidence-based programs in at least 3 settings and should demonstrate how the settings identified align with the results of the community needs and resource assessment. The applicant should also describe how its plans will ensure that individuals receive relevant evidence-based health education at multiple times, and that the education received is sequential, consistent, and reinforcing.
- In each setting, the applicant should describe how it plans to implement evidence-based programs to scale by working through existing systems and/or other strategies.
- Applicants should describe any planned adaptations or additional activities to the evidence-based programs and whether the proposed adaptations are minor adaptations or major adaptations. For all proposed adaptations, the applicant should describe the rationale for why the adaptation is needed.

- Applicants should describe the process that will be used to ensure all program materials implemented are medically accurate, age appropriate, culturally and linguistically appropriate, and inclusive.
- Applicants should describe the process or plan that will be used to ensure that programs are inclusive and non-stigmatizing toward all individuals, including their policies, plans for staff training, and monitoring procedures for claims. Applicants should describe how key positive development practices will be integrated into all programs.

Assignment #3 (Due September 24)
Program Approach
- The application should include a detailed logic model that clearly depicts the inputs, activities, intended outputs, and short- and long-term outcomes of the overall program.
- The applicant should describe activities for the planning, piloting, and readiness period, including how it will work to meet all planning milestones. The applicant should also describe its plans to use Getting to Outcomes™ (http://www.rand.org/health/projects/getting-to-outcomes.html) to guide its program planning activities.

Assignment #4 (Due October 1)
Program Approach
- Applicants should describe plans to implement and monitor programs with fidelity. Applicants should describe how it will use fidelity monitoring data to make continuous quality improvements to the program and its implementation.

Performance Measures & Evaluation
- The applicant should describe its plans for the use of performance measure data and the use of the data to make continuous quality improvements to the program, including who on staff will be responsible.
- The applicant should describe its plans to evaluate the implementation of the proposed program to document the process of developing and implementing the program and to identify key successes, challenges, and lessons learned.
- The applicant should state its outcome goals for the project and describe how the outcomes will be measured. Applicants should describe their plan for determining the extent to which the outcome goal(s) was met by the end of the grant period. Applicants should describe how they will be able to demonstrate that the outcomes are a result of the grantee's program and not due to a general decline in the health outcome overall. The applicant should describe the data that will be used to measure outcomes and demonstrate that the data is collected often enough to provide required information/reports during the grant period.

Assignment #5 (Due October 8)
Target Population & Need
- Document resources available to individuals in the community(ies):
    o Describe resources available in the community(ies), including other related prevention programs; youth development programs; availability of health care services; availability of organizations; and other relevant programs and services
    o Describe how the proposed program will contribute and enhance the programs and services already available.
- Describe how community needs and resources were identified and how the applicant plans to continually assess community needs and resources on an ongoing basis to ensure programs are aligned with changing community needs.
- Describe how the proposed program approach and selected evidence-based programs align with the needs of the community and the resources available. Describe how the approach and selection of evidence-based programs have been designed to have the greatest impact on reducing negative health outcomes and existing disparities in the community.

Assignment #6 (Due October 22)
Program Approach

- The applicant should describe its plans for establishing a (or work with an existing) Community Advisory Group to lead the community mobilization planning and activities. The applicant should describe the members that will comprise the Community Advisory Group and the rationale for why each member was selected to be a part of the Community Advisory Group.
- The applicant should describe how it plans to implement strategies outlined in Strategies Guided by Best Practice for Community Mobilization, (http://advocatesforyouth.org/storage/advfy/documents/Factsheets/strategies%20gui ded%20by%20best%20practice_8-11-14.pdf), over the course of the grant.

Assignment #7 (Due October 29)
Target Population & Need
- Describe the number of individuals that will be reached each year by the grant, including number reached with each evidence-based program and number reached through referrals to healthcare services. Provide specific details on how the estimates were obtained, including the total number of the individuals in community and the percentage of individuals available who will be served. For each specific setting reached, the applicant should describe the total number of individuals available in the setting and the percentage of available individuals that will be reached (e.g., the number and breakdown of schools and enrollment in each; number of youth in foster care; number of individuals seeking care at local health departments).
- Describe strategies to implement evidence-based programs to scale in the community, including partnership and collaboration with existing and established systems for serving key groups of people in the community.
- Describe specific strategies that will be used to recruit individuals to participate and the rationale for why the strategies are expected to be successful.
- Describe specific strategies that will be used to retain individuals and the rationale for why the strategies are expected to be successful.

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Assignment #8 (Due November 5)
Performance Measures & Evaluation

- The applicant should specify the measures (up to 5 key questions) that will be added to state or national surveys to assess the health outcome of interest.
- The applicant should demonstrate that it has reviewed or is familiar with all applicable laws, policies, procedures and provide documentation confirming that it can collect and report data on all required performance measures from all participants by the end of the planning and piloting period.

Assignment #9 (Due November 12)
Performance Measures & Evaluation

- The applicant should describe its capacity to collect and report all required performance measures and to use performance measure data for continuous quality improvement. The applicant should describe their capacity to conduct implementation and outcome evaluations.
- The applicant should describe the processes that will be used to collect performance measure data from all participants to report it to OAH on a semi-annual basis following program implementation (OMB #0990-0390, Expiration May 2015, pending renewal). Specific activities focused on collection and reporting of performance measure data and analyzing performance measure data for continuous quality improvement should be included in the applicant's work plan.
- The applicant should describe any potential obstacles to the collection of the performance measures and how it plans to overcome the potential obstacles.

Assignment #10 (Due November 19)
Program Approach

- The applicant should submit a detailed work plan (as an appendix) for the three-year project period that includes goals, SMART objectives (specific, measureable, achievable, realistic, and time-framed), and activities to accomplish each objective. The work plan should also identify, for each activity, the person(s) responsible, timeline for completing activities, and measures of success (see example work plan template in Appendix E). The work plan should describe the applicant's plans to prevent the negative health outcome and existing disparities in each community served that includes:
    - o Mobilizing and engaging the community in developing and implementing a plan to prevent negative health outcomes and promote positive development
    - o Engaging in a planning, piloting, and readiness period of up to 6 months
    - o Implementing evidence-based programs to scale with fidelity and quality in at least 3 settings
    - o Ensuring that program materials are medically accurate, age appropriate, culturally and linguistically appropriate, and inclusive of individuals
    - o Ensuring that programs are implemented in a safe and supportive environment for individuals and their families, as relevant
    - o Establishing and maintaining linkages and referrals to acceptable health care services
    - o Engaging in strategic dissemination and communication activities to raise awareness of the program with individuals, their families, and key stakeholders
    - o Developing and implementing a plan for sustainability to ensure continuation of program efforts beyond the grant

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o Collecting and using performance measure data to make continuous quality improvements
o Evaluating the implementation and outcomes of the program.

Assignment #11 (Due December 3)
Program Approach

- Applicants should describe how they will use a trauma-informed approach in the program.
- Applicants should describe the process or plan that will be used to establish and maintain linkages and referrals to a network of organizations (including public providers such as HRSA-funded Community Health Centers and OASH-funded Family Planning Services) and healthcare professionals who can provide high-quality, youth-friendly healthcare services for participants and their families, as applicable. Applicants should describe how they will identify and recruit organizations and healthcare professionals to serve as referrals; the range of services that will be covered by referrals, and how they will assess whether the services provided are acceptable. Applicants should also describe their plans for making and managing referrals, how the referral information will be shared with individuals and their families, and how staff responsible for making referrals will be trained.
- The applicant should describe its plans for strategic dissemination and communication to raise awareness of the importance of preventing negative health outcomes and promoting healthy development and specific awareness of the funded program. The applicant should describe the goal and objective(s) guiding all dissemination and communication activities and incorporate the goal and objectives into its work plan. The applicant should describe how it will assess communication preferences of key stakeholders, what strategies it will use to disseminate and communicate information to key stakeholders, and how it will evaluate the effectiveness of its dissemination and communication activities.
- The applicant should describe its approach or plan for sustaining the project after the period of Federal funding ends. The applicant should describe what sustainability means for the proposed project, sustainability priorities, and how sustainability will be integrated into the earliest stages of program planning. The applicant should describe challenges to sustainability that exist and how these challenges will be addressed during the project period. Sustainability activities should be incorporated into the applicant's work plan.
- The applicant should describe any potential challenges or risks to the project and how it plans to address the potential challenges.