UNIVERSITY OF TEXAS AT EL PASO
College of Health Science
Health Science Program
HSCI 3315 - 23395 – Research for the Health Professions
Spring 2013
Course credits: 3.0
(Last revised: 01-16-2014)

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PURPOSE:
This syllabus is considered a contract between you and the professor. It is an agreement that includes the "rules" to be observed during the course, both by students and the instructor. Although this syllabus can change, no changes will be made without a class discussion and agreement.

COURSE DESCRIPTION:
This course addresses the importance of planning for research in health related fields, and although it is mainly intended for students pursuing a health related degree, its multidisciplinary approach can fit most degree plans. It will introduce students to the fundamentals of research study design, methods, and collection of data, as well as ethical issues when conducting research, always under a public health perspective. It is expected that enrolled students have previous knowledge of basic statistics and statistical analysis.

This course is offered as a full, online course using an asynchronous format, meaning that no traditional classroom face-to-face meetings will take place during the semester and you can schedule the time to access the course during specified times periods of availability. **Time commitment is essential to complete the course requirements.** Usually, an online course will require the student to spend more time reading and learning that the typical face-to-face course. A time commitment of at least 9 hours per week IS REQUIRED. Online “attendance” is determined by the students’ quantity and quality of participation, and all students are expected to complete all online materials and assignments. For some this could be convenient since you can access the course either in or off campus, thus you can work on your own. However, if this is the first time you are considering enrolling in an online course, we recommend that first you visit and review UTEP’s Instructional Support Services’ “Prospective Online Students” website and complete the “Self Evaluation for Potential Online Students” survey which is also directly available at:
IT IS STRONGLY RECOMMENDED THAT YOU COMPLETE THIS SELF TEST ON THE FIRST DAY OF CLASS, before making a decision to continue with the course.

Even though this is an online course, learning techniques will emphasize a critical thinking approach to learning. A critical thinking approach takes the view that a student's knowledge is not passively absorbed from the instructor. In contrast with other learning techniques, critical thinking assumes students will create knowledge in their own mind by actively thinking about the material. It is going to be crucial that you prepare for each lesson, reading and reviewing the material before engaging in lessons and assignments. Still not quite certain about what critical thinking really is? Visit then the “The Critical Thinking Community”, their website is available at: http://www.criticalthinking.org/pages/defining-critical-thinking/766

Using this, students will apply the gained knowledge to solve common and practical problems related to the research process. Because the course is designed to challenge you intellectually, you may be required to cover additional materials and conduct activities to complete assessment and assignment. Additional readings and assignments will be used as a springboard for activities and discussions, and ALL course materials are testable. Additional, but not all resources, course material, readings, etc. will be made available through UTEP’s Blackboard learning management system.

RESTRICTIONS:
In order to enroll for this course you will need to meet the following pre-requisites: must have already completed and passed an undergraduate statistics course (PSYC 1303 or equivalent). For additional information, send an email with your general information to: gabmejia@utep.edu.

COURSE OBJECTIVES/OUCOMES:
After completing the course, students will:

1. Acquire and/or increase, and demonstrate scientific writing skills through writing assignments.
2. Apply and practice his/her critical thinking skills through individual and group work.
3. Practice his/her ability to critically review research-based materials related to public health/health promotion.
4. Acquire skills for interpreting research findings in the public health/health promotion field.
   a. Identify a study problem, and structure a problem statement.
   b. Elaborate research questions and identify different appropriate research designs for public health/health promotion issues.
   c. Demonstrate knowledge on sample selection and measurement.
   d. Evaluate strengths and weaknesses of different research designs.
e. Describe and select appropriate research design methods associated to public health/health promotion problems.

5. Produce an undergraduate-level quality research protocol, including background, sampling, measurements, and data analysis;

6. Increase their skills and potential for group work and potentially help others to develop these research and writing skills and protocols.

COURSE REQUIREMENTS:
You will need the following required textbook:

Book: Introduction to Health Research Methods: A Practical Guide
By Kathryn H. Jacobsen,
Jones & Bartlett

Additionally, since online courses are Internet and computer-based, all students are required to:

- Have access to a computer that connects to the Internet and a working e-mail account (miners.edu account). Other e-mail systems should not be used for this course. If you do not own a computer, you can make use of several computer labs on campus.
- Be able and have the means of accessing the online course by way of Blackboard. The course is only accessible online by logging in to your “My UTEP” portal at http://my.utep.edu and accessing the Blackboard tab that will show your entire course list. For information on how to log in you can contact the UTEP Help Desk at (915) 747-5257, or check their information page at http://admin.utep.edu/Default.aspx?tabid=63402.
- Have some abilities in using a mouse and keyboarding, and how to use a Web browser to access the internet, email and Blackboard.
- Be able to perform Internet searches, use e-mail, chat, and discussion boards.
- Be able to study independently, be self-disciplined, and have good study and time management skills.
- Have knowledge of how to use word processing, spreadsheet, visual media software, as well as capability to open pdf-type files. Usually, on-campus computers will provide the necessary software and connectivity. However, if you plan not to work on campus, it is your responsibility to make sure you have the software and connectivity requirements.
- Have the means to store all assignments and if necessary turn them in electronically (disks, flash drives, etc.).

GRADING CRITERIA:
Completion of course will require that the student fulfills the following:

a) Attendance (see correspondent sections for details).
b) Completing two main writing assignments (see correspondent sections for details):
   a. Systematic Review Article
   b. Research Proposal

c) On-line examinations: 1 midterm; 1 comprehensive-final exam (see correspondent sections for details):

d) Completing quizzes (see correspondent sections for details).

e) Extra-credit: completion of additional assignments, and high-quality discussion entries (see correspondent sections for details).

Attendance
The student must comply with at a minimum of 80% attendance translated as weekly participation in asynchronous online discussion. Refer to the attendance criteria on “COURSE POLICIES” section for details.

Online examinations
One (1) midterm examinations, and one (1) final comprehensive examination will be given for the Spring 2014 Semester. Examinations will consist of combination of multiple-choice, true/false and matching columns. The exams are conceptual in nature; they are designed to test your ability to think about the material, not your memory. Each examination is worth 100 points (2 X 100 = 200). No re-scheduling or re-taking of examinations will be allowed without a University approved excuse.

<table>
<thead>
<tr>
<th>Examination Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination type</td>
</tr>
<tr>
<td>Midterm examination</td>
</tr>
<tr>
<td>Final comprehensive examination</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

Writing assignments:

Writing Assignment #1: Systematic Review
For this project, you and your colleagues will be writing a short *systematic review* article, which will be worth 0-100 points. The deadline to complete the project is 3/9 at midnight. However, please refer to Appendix “Writing Assignment #1: Systematic Review” for further instructions.

Writing Assignment #2: Research proposal
For this project, you and your colleagues will be writing an undergraduate quality, original research proposal, which will be worth 0-100 points. The deadline to complete the project is 5/8 at midnight. However, please refer to Appendix “Writing Assignment #2: Primary Research Proposal” for further instructions. YOU WILL NOT NEED TO CARRY OUT THE PROJECT, JUST DEVELOP A RESEARCH PROPOSAL.

Quizzes
Ten quizzes will be scheduled during some course weeks, and worth 0-5 points each, thus you can obtain from 0-50. All quizzes and will be available through Blackboard® Learn platform on the scheduled dates (see Course Module Schedules). You will usually be given a limited time (20 minutes) to complete them depending on the number and type of questions. Scores will be automatically posted on Blackboard® Learn Grade Center once graded. No re-scheduling or re-taking of quizzes and other assessments will be allowed without a University approved excuse.

**Final grading**

The total that can be earned taking on account the three examinations and group project in this course is **450** points, plus **48 potential extra-credit** points for quality weekly entries discussion forum;

<table>
<thead>
<tr>
<th>Type</th>
<th>Point value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm examination</td>
<td>0 - 100</td>
</tr>
<tr>
<td>Quizzes (10; 5-points max each)</td>
<td>0 - 50</td>
</tr>
<tr>
<td>Systematic Review Article - Writing Assignment</td>
<td>0 - 100</td>
</tr>
<tr>
<td>Research Proposal - Writing Assignment</td>
<td>0 - 100</td>
</tr>
<tr>
<td>Extra credit (quality comments on weekly discussion)</td>
<td>0 - 48</td>
</tr>
<tr>
<td>Final examination</td>
<td>0 - 100</td>
</tr>
</tbody>
</table>

**Total**  
>450

The translation of points earned to a letter grade is defined in the following rubric:

- **406 points and above** ……… **A**
- **361 – 405** ………………… **B**
- **316 – 360** ………………… **C**
- **271 – 315** ……………… **D**
- **270 or less** ……………... **F**

**Student progress**

Grades will be available through Blackboard’s Grade Center; feedback from the instructor be sent by e-mail.

**COURSE POLICIES**

**Attendance**

Attendance is mandatory and an important component of this course. In this regard, online courses are no different than other face-to-face traditional courses; however attendance must be considered differently. For this course attendance will be comprised of active participation during the course which will be directly monitored by login on and completing other activities in the course’s UTEP’s Blackboard learning management system shell. The requirement for weekly attendance can be documented by any or all of the following methods: student tracking records in Blackboard; submission/completion of assignments; and communication with the instructor. If a student does not log on to the course within the drop/add period for the course he/she will be dropped from the course.
In order to get attendance, each week the students MUST actively participate in the scheduled weekly discussion/question forum (available at Blackboard® Learn platform). Each student will be required to enter three (3) comments related to the topic at hand, according to the following:

- First entry comment: 150 word-minimum
- Second entry comment: 50-word minimum response to colleagues posting
- Third entry comment: 50-word minimum response to colleagues posting

**Important:**

- Availability to enter comment is limited. Forums will open at 0:30 every Monday, and will close at 23:59 on Saturdays.
- Complying with the above entries will only grant you attendance for the week.
- NOT complying with at least the minimum 3 entries as specified, will be translates as an ABSENCE.
- Extra credit will be granted to all those entries in the weekly discussion forum that comply with the minimum and observe quality criteria as specified in the “Discussion Participation Rubric”.

The instructor can tell if students are visiting the course site. Failing to maintain active weekly participation in this online course (not login on, not completing and/or submitting assignments, not participating in posted activities, no contact with the instructor) will be defined as an absence for the week.

**Absences will affect your final score/grade.** You required at least an 80% attendance (13 out of 16), including the first week of class. Furthermore, for each absence you will be deducted 33% of a grade (15 points). **You are allowed three excused absences; a fourth absence means that you will be dropped from the course.** Exceptions will be made in the case of University excused absences (sponsored activities approved by the Dean of students). You will only be able to make up for activities, exams, or assignments (scheduled or unscheduled) in the case of University excused absences (sponsored activities approved by the Dean of students).

Remember that this course requires you to make a time commitment, so plan ahead because you will need additional time to learn and practice your skills. It is estimated that you will at least commit 8 to 12 hours per week to this course, mostly to be spent working with your computer. It is your responsibility to cover all materials and assignments while working online. Assignment due dates are subject to change, so check the online schedule in Course Materials frequently. If you miss a due date, complete missed assignments as soon as possible to have a lesser impact on your scores.

**Communication and Feedback Plan**
This section includes how you and your students are expected to communicate during the course. When can students expect feedback from you? (i.e. within 24-48 hours) What tools can they use to contact you? UTEP email is the preferred method; send all emails to gabmejia@utep.edu; additionally emails can be sent to the courses’ appointed teaching assistant; his/her email will be provided later in the course. Occasionally, a Skype® session can be scheduled – if set up with previous time. Your instructors Skype® ID is gabboim61.

**Being successful in an online class.**
Online learning is not a spectator sport. It is everyone’s responsibility to participate as fully as they can so everyone can get the most from the experience. Here are some simple rules to follow to ensure your participation and engagement in the learning process:

- Ask questions: If you do not know the answer, someone else will.
- Reach out to others: Offer a fact, article, link or other item that can help others learn.
- Be appropriate: The online classroom is not the place for insulting or insensitive comments, attacks, or venting. Inappropriate behavior will usually subject to disciplinary action, as well.
- Be diplomatic: When sending messages on emotionally charged topics, make sure you write the message and then walk away for at least an hour before re-reading the message and then sending it. Re-reading emotionally charged messages ensures that they are constructive instead of destructive. Think of the person at the other end.
- Stay focused: Stay on topic to increase the efficiency of your learning.
- Take advantage of all the resources given to you to succeed in the class.

A “Discussion Board” or “Discussion Forum” area will be set up in the courses Blackboard shell to allow students to ask questions to each other. Make use of it, since your instructor can monitor your questions and provide feedback.

**Effective electronic communication.**
It is important to share a word of caution, so we can become wiser about interpersonal distance learning communications. When communicating electronically, many of the feelings or impressions that are transmitted via body language in face-to-face communications are lost. Consequently, interpreting emotions and innuendos is much more difficult. Only what is written, or drawn, carries the message. Often, excitement can be misinterpreted as anger or insult. It is important that we all keep this in mind as we communicate. Words in print may seem harmless, but they could emotionally injure us when working at a distance. Hence, it is vitally important that we are conscious of how we communicate while working at a distance.

- For example, avoid the use of caps in your electronic messages, as wording in caps comes across as shouting.

The standard practice ("Netiquette") for participation in networked discussion requires that all participation be focused on the topic at hand, not become personalized, and be
substantive in nature. (Translation: you may certainly disagree with others, but you must do so respectfully; you may express strong beliefs or emotions, but you may not get so carried away that you lose all perspective on the course itself.)

- More information on Netiquette, the etiquette of Internet communication, can be found at [www.albion.com/netiquette](http://www.albion.com/netiquette).

### Active participation

Students are encouraged to actively participate in the learning process during online discussions. A second component of active participation is asking questions for clarification of confusing information and expressing opinions by making use of email, chat, or online discussion groups for these purposes.

### Policy on examinations

Exams will be accessible online using Blackboard platform and will be available on the scheduled day from 6:00 AM and until midnight of the same day. You may access it at any time; however, once you begin the exam you will have a time limit to complete it. You will not be able to start the exam, stop, and then re-start again. You will usually have a maximum of 20 minutes to complete a quiz depending on the number of questions, and up to 3 hours to complete the partial and final comprehensive examinations. There will be no retaking of missed quizzes and examinations unless proven Blackboard platform failures. If a student misses the final exam, a written make-up exam may be taken only if the student has informed the instructor of the absence prior to the beginning of the examination, and only if the absence is approved by the instructor (University excused absences only, i.e. sponsored activities approved by the Dean of students). Only in rare instances will a student be excused from the examination.

### Policy on late assignments

Homework and other assignments must be turned in when scheduled in order for graded score points to be awarded points. A 10% deduction on graded score will be applied for every 24 hours an assignment is overdue, including weekends. No assignments will be accepted if submitted more than 1 week after the due date.

### Notice on dropping the course, withdrawals, and incomplete.

Students may drop individual courses or completely withdraw from the University as described below. Refer to the on-line Academic Calendar at [www.utep.edu/calendar](http://www.utep.edu/calendar) or to the Class Schedule to identify the dates during which adds, drops, withdrawals, and pass/fail registration changes may occur.

#### a) Student-initiated Drops

It is the student’s responsibility to officially drop a course that s/he no longer wishes to take. Failure to do so may result in a grade of “F” on the student’s academic record. Athletes must receive permission from the Miner Athletic Advising Center before dropping a course. International students with F or J visas must receive permission from the Office of International Programs before dropping a course.

#### b) Administrative Drops
During registration periods for upcoming semesters, students will be dropped from registered courses for failure to meet prerequisites or co-requisites after final grades have been posted for the current semester and before the beginning of late registration for next semester. A student may petition the department chair of the course in question for a prerequisite or co-requisite waiver.

At the discretion of the instructor, a student may be dropped from a course because of excessive absences or lack of effort. Students may also be administratively withdrawn from a course during the semester for other reasons, with the concurrence of the academic dean or department chair. A grade of “W” will be assigned before the course drop deadline and a grade of “F” after the course drop deadline. A grade of “F” received due to disciplinary action imposed by the University overrides a grade of “W” received through a student-initiated or faculty drop. Students will be notified of their drop through their UTEP e-mail account.

c) Grade Assignment for Drops and Withdrawals
Grades will be assigned as follows when a student drops a course or completely withdraws from the University:

1. If a student drops a course before the official census date of a semester, neither the course nor a grade will appear on the student’s academic record.
2. If a student drops from a course after the census date but before the student-initiated course drop deadline listed in the Class Schedule, a grade of “W” will be assigned.
3. If the student drops after the student-initiated course drop deadline, instructors will determine a grade of “W” or “F” for each course. A grade of “W” is considered only under exceptional circumstances and must be approved by the instructor and department chair for the course. A student may petition for a grade of “W” in writing with the necessary supporting documentation.

d) Incomplete course work
If eligible, the student may receive a grade of Incomplete (I) that will appear on the academic transcript; an “I” (incomplete grade) can only be considered only if requested by the student in advance of the conclusion of the course and only for legitimate, documented emergencies. Failure to request and negotiate the terms of an “Incomplete” grade before the conclusion of the course will result in a denial except in the most extraordinary circumstances.

Notice of Policy on Scholastic Dishonesty
Students are expected to the above reproach in all scholastic activities. All forms of academic misconduct including, but not limited to, cheating on tests, plagiarism, collusion, and falsification of information are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the University. “Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, and the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to the student or the attempt to commit such acts. Regent’s Rules and
Regulations, Part One, Chapter VI, Section 3.2, Subdivision 3.22” Since scholastic dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced.

**Notice on Students with Disabilities on Special Accommodations**

Students with disabilities needing accommodations must present to the professor evidence from DSSO verifying that they have provided documentation and are eligible for services. Deadline to comply with documentation is at the end of the first two weeks of the semester. If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to cass@utep.edu, or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/cass.

**COURSE ASSISTANCE AND SUPPORT:**

**Course related:** Your instructor is available to assist you online, by phone, and by email throughout the semester.

**Technical support:** Click on the “Help” hyperlink in Blackboard platform after logging in to your “My UTEP” portal at http://my.utep.edu. Furthermore, The University of Texas at El Paso offers complete technical information and help desk support at: http://issweb.utep.edu/techsupport/.

**IMPORTANT DATES:**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>Classes begin</td>
<td>Jan. 21</td>
</tr>
<tr>
<td>Census Day</td>
<td>Feb. 5</td>
</tr>
<tr>
<td>Spring break</td>
<td>Mar. 10-14</td>
</tr>
<tr>
<td>Cesar Chavez day (University closed)</td>
<td>Mar. 31</td>
</tr>
<tr>
<td>Spring study day (no classes)</td>
<td>Apr. 18</td>
</tr>
<tr>
<td>Last day for complete withdrawal</td>
<td>May 8</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>May 8</td>
</tr>
<tr>
<td>Dead day</td>
<td>May 9</td>
</tr>
<tr>
<td>Final exams week</td>
<td>May 12-16</td>
</tr>
<tr>
<td>Final grades due to the Records Office</td>
<td>May 21</td>
</tr>
<tr>
<td>Final grades available online for students</td>
<td>May 27</td>
</tr>
</tbody>
</table>
**COURSE CALENDAR:**

**Note:** The course calendar is subject to modification. It is the student’s responsibility to carefully review all changes to scheduled readings and assigned materials before class, as well as of deadlines.

### Module 1

**Module 1: An introduction to research**

<table>
<thead>
<tr>
<th>Week number and dates</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignments</th>
<th>Due dates</th>
</tr>
</thead>
</table>
| **Week 1:** 1/21 – 1/25  
Lesson 1:                     | Syllabus and course and overview            | Syllabus          | Complete self-assessment on syllabus content (BB)                          | 1/25      |
|                        | An introduction to research.                | Online content    |                                                                             |           |
|                        | Critically evaluating research literature.  | Jacobsen: Ch. 1   |                                                                             |           |
| **Week 2:** 1/27 – 2/1  
Lesson 2                           | The scientific approach                     | Online content    | Request IRB training module                                                | 2/1       |
|                        | The research process                        | Jacobsen: Ch. 6, 21, 22 | Quiz # 1                                                                      | 2/1       |
|                        | Ethics in research                          |                   |                                                                             |           |
| **Week 3:** 2/3 – 2/8  
Lesson 3                           | Coming up with ideas for selecting a research topic and study question. | Online content    | **Upload file:** Selection of research topic (BB)                          | 2/8       |
|                        |                                             | Jacobsen: Ch. 2, 3 & 4 | Complete IRB training module.                                               | 2/8       |
|                                             |                                             |                   | Quiz # 2                                                                    | 2/8       |

### Module 2

**Module 2: Starting a research study**

<table>
<thead>
<tr>
<th>Week number and dates</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignments</th>
<th>Due dates</th>
</tr>
</thead>
</table>
| **Week 4:** 2/10 – 2/15  
Lesson 4                     | Narrowing down the research topic                | Jacobsen: Ch. 3   | **Upload file:** Draft of background and methods section                   | 2/15      |
|                        | The literature review.                           | Jacobsen: Ch. 4   | Quiz # 3                                                                   | 2/15      |
|                        |                                                 | Jacobsen: Ch. 29  |                                                                             |           |
|                        |                                                 | Jacobsen: Ch. 32  |                                                                             |           |
|                        |                                                 | Online course content |                                                                             |           |
| **Week 5:** 2/17 – 2/22  
Lesson 5                           | Identifying the research problem                 | Jacobsen: Ch. 15  | **Upload file:** Develop, write and submit a sample problem statement, research question, and hypothesis associated to research project. (BB) | 2/22      |
|                        | Developing the problem statement, research question, and hypothesis. | Jacobsen: Ch. 27 section 2 | Quiz # 4                                                                  | 2/22      |
|                         |                                                 | Online content    |                                                                             |           |
| **Week 6:** 2/24 – 3/1  
Lesson 6                           | Variables & Data                                 | Jacobsen: Ch. 25  | **Upload file:** Draft or results and discussion section, including a data extraction table. | 3/1       |
|                        |                                                 | Jacobsen: Ch. 26 section 2 |                                                                             |           |
### Module 3: Selecting a population and research method

<table>
<thead>
<tr>
<th>Week number and dates</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignments</th>
<th>Due dates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 8:</strong> 3/17 – 3/22 Lesson 7</td>
<td>Research design Part 1: Experimental research designs</td>
<td>Online content</td>
<td>Upload file: Topic selection</td>
<td>3/22</td>
</tr>
<tr>
<td><strong>Week 8:</strong> 3/17 – 3/22 Lesson 7</td>
<td>Jacobsen: Ch. 13</td>
<td>Quiz # 6</td>
<td>3/22</td>
<td></td>
</tr>
<tr>
<td><strong>Week 9:</strong> 3/24 – 3/29 Lesson 8</td>
<td>Research design Part 2: Non-experimental research designs; qualitative and mixed methods research designs</td>
<td>Online content</td>
<td>Quiz # 7</td>
<td>3/29</td>
</tr>
<tr>
<td><strong>Week 9:</strong> 3/24 – 3/29 Lesson 8</td>
<td>Jacobsen: Ch. 8, 9, 10, 11, 12</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Week 10:</strong> 3/31 – 4/5 Lesson 9</td>
<td>Sampling</td>
<td>Online content</td>
<td>Upload file: Draft of background and objectives section</td>
<td>4/5</td>
</tr>
<tr>
<td><strong>Week 10:</strong> 3/31 – 4/5 Lesson 9</td>
<td>Jacobsen: Ch. 16, 17</td>
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<tr>
<td><strong>Week 11:</strong> 4/7 – 4/12 Lesson 10</td>
<td>Measurement theory</td>
<td>Online content</td>
<td>Quiz # 8</td>
<td>4/14</td>
</tr>
<tr>
<td><strong>Week 11:</strong> 4/7 – 4/12 Lesson 10</td>
<td>Jacobsen: Ch. 18, 19, 20</td>
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</tr>
<tr>
<td><strong>Week 12:</strong> 4/14 – 4/19 Lesson 11</td>
<td>Overview of basic statistical methods. Part a: nominal and ordinal measures</td>
<td>Online content</td>
<td>Upload file: Draft of methods section</td>
<td>4/19</td>
</tr>
<tr>
<td><strong>Week 12:</strong> 4/14 – 4/19 Lesson 11</td>
<td>Jacobsen: Ch. 25, 26, 27, 28</td>
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<tr>
<td><strong>Week 13:</strong> 4/21 – 4/26 Lesson 12</td>
<td>Jacobsen: Ch. 25, 26, 27, 28</td>
<td>Quiz # 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 14:</strong> 4/28 – 5/3 Lesson 13</td>
<td>Developing &amp; writing a research proposal/protocol or research report.</td>
<td>Online content</td>
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<tr>
<td><strong>Week 14:</strong> 4/28 – 5/3 Lesson 13</td>
<td>Chapters 29 -35</td>
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<tr>
<td><strong>Week 15:</strong> 5/5 – 5/8 Lesson 14</td>
<td>Developing &amp; writing a research proposal/protocol or research report.</td>
<td>Online content</td>
<td>Upload file: final report “Research Proposal”</td>
<td>5/8</td>
</tr>
<tr>
<td><strong>Week 15:</strong> 5/5 – 5/8 Lesson 14</td>
<td>Chapters 29 -35</td>
<td></td>
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</tbody>
</table>

**May 9**

FINAL ONLINE EXAM
GROUP PROJECT: For this project, you and your colleagues will be writing a short \textit{systematic review} article.

Your project must examine the literature published after 2008 on one well-defined aspect of health. An example can be such as exploring the question: “Is \text{___} \{exposure\} a risk factor for \text{___} \{disease/condition\} in \text{___} \{population\}?” or the question, “Is \text{___} \{intervention\} effective in treating \text{___} \{disease/condition\} in \text{___} \{population\}?”

You will need to use a clear and comprehensive systematic search strategy to identify \textbf{ALL} relevant primary \textbf{research articles} published on the topic from 2008-2013, so the scope of the paper must be quite narrow.

You must carefully follow APA formatting rules, so additionally you will need to get familiarized with this writing style. For starts, you can visit \url{www.apa.org}, although UTEP’s library has plenty of resources on it including the Library’s Writing Center, which you can schedule visits to get advice.

The paper will require a structured abstract of 100-150 words, a text of 800-1000 words (which should include sections for the background, methods, results, and conclusion), 8-10 references (at least 8 of which must be journal articles), and 1 table. \textbf{MUST FOLLOW AND COMPLY APA STYLE & FORMATTING RULES. USE AS MANY PAGES AS NEEDED.}

What are the challenges?

- The scope must be \textbf{VERY} narrow since your references must encompass \textbf{ALL} new findings about the topic from relevant primary \textbf{research articles} published from 2008-2013.
- Since some articles may need to be acquired through interlibrary loan, it is important to select a topic and search strategy as soon as possible.

To succeed:

- Selecting a focused, narrow topic
- Defining a clear and comprehensive systematic search strategy
- Reading the full text of \textbf{ALL} relevant articles
- Creating a clear data extraction table for inclusion in the manuscript
- Following all formatting rules

Project timeline:

<table>
<thead>
<tr>
<th>Step</th>
<th>Outcome</th>
<th>Due Date</th>
<th>Scoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Select a topic</td>
<td>2/8</td>
<td>0 or10</td>
</tr>
<tr>
<td>2</td>
<td>Draft of background and methods sections</td>
<td>2/15</td>
<td>0 or10</td>
</tr>
<tr>
<td>3</td>
<td>Draft of results and discussion sections, including a data extraction table</td>
<td>3/3</td>
<td>0 or10</td>
</tr>
<tr>
<td>4</td>
<td>Final paper due</td>
<td>3/10</td>
<td>0-70</td>
</tr>
</tbody>
</table>
Writing Assignment #2: Primary Research Proposal

For this project, you will be writing a primary – original - research proposal.

Your proposal must be for a study that would examine the impact of a public health or health promotion intervention, such as exploring the question “Is _____ {intervention/exposure} an effective method for preventing/treating _____ {outcome/disease/condition} in _____ {population}?”. The project must be for primary research (either an observational or an experimental study design, but original – not done before). You must explain your goals, the significance of the proposed project, and the methods you would use to collect your data. YOU WILL NOT NEED TO CARRY OUT THE PROJECT, JUST DEVELOP A RESEARCH PROPOSAL.

You must carefully follow APA formatting rules, so additionally you will need to get familiarized with this writing style. For starts, you can visit www.apa.org, although UTEP’s library has plenty of resources on it including the Library’s Writing Center, which you can schedule visits to get advice.

There is no limit on the number of words or pages, thus you may use as many as needed. The proposal will require the following structure:

- A **cover page** that includes only (1) a project title, (2) the name of the principal investigator (P.I.), and (3) a one paragraph summary of the proposed research project.

- **Background** section (1 page) includes:
  - An opening statement about the main study question, including a brief description of the proposed study population (including its location), exposure / intervention, and disease that will be evaluated.
  - Short literature review (with in-text citations to at least 12 references) that explains how the proposed project is related to previous studies and what will make it new and important
  - List of at least 12 references cited, which should be listed in the reference section, using APA style.

- Statement of the **objectives** of the research project: one main statement of purpose plus three to four specific aims. The list can be in bullet-point format and can be phrased in the form of the questions that will be answered or as “to” statements (such as “The specific aims are to identify / to compare / to evaluate _____.”).

- A description of the **methods** (3 pages max) that provides details about the proposed source population, sampling strategy, and recruiting strategy; ethical considerations (such as informed consent, benefits, and risk mitigation); data collection methods such as the use of a questionnaire, interviews, biological specimen collection, observation, and/or other techniques); and data analysis methods.

- A detailed and realistic **timeline** for completion of the work should cover the entire scope of the plan from preparation stages through the publication and/or presentation of results.
• A **budget** should itemize all expenses expected for the project (such as travel expenses, equipment, salaries for support staff, etc.). For this project, the requested budget should not exceed $10,000.

• A short (1 page) **c.v.** (curriculum vita) or resume for the primary researcher that lists relevant information about education, work and/or research experiences, and skills.

• A statement on human subjects’ protection that complies with the university’s human subjects research application policies, and proof of completion of IRB human subjects training which should be attached to the end of the proposal materials.

Follow these additional instructions:

• There will be no limit on the number of words or pages; however, each section (background, objective, methods, expected results, references, timeline, budget, and c.v.) should be structured to start on a new page for better identification.

• The name of the section should be underlined and bolded and placed in the center of the top line on the first page of the section.

• No section except the methods exceeds 1 page in length; the objectives, timeline, and budget may be as short as ½ pages, but the next section should begin on a new page. The remaining sections should fill 1 full page.

• A page number should appear at the center of the bottom of each page.

• The entire document should be double spaced with one blank line between paragraphs.

• Tables may be used for the timeline and budget rather than sentences. (These can have more generous spacing so they are readable.)

• Times New Roman size 12 size font should be used throughout the document.

**THE ENTIRE REPORT MUST FOLLOW AND COMPLY APA STYLE & FORMATTING RULES.**

Project timeline:

<table>
<thead>
<tr>
<th>Step</th>
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<th>Due Date</th>
<th>Scoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Select a topic</td>
<td>3/22</td>
<td>0 or10</td>
</tr>
<tr>
<td>2</td>
<td>Draft of background and objectives sections</td>
<td>4/5</td>
<td>0 or10</td>
</tr>
<tr>
<td>3</td>
<td>Draft of methods section</td>
<td>4/19</td>
<td>0 or10</td>
</tr>
<tr>
<td>4</td>
<td>Draft of ethics/human subjects protection statement</td>
<td>4/26</td>
<td>0 or 10</td>
</tr>
<tr>
<td>5</td>
<td>Final paper due</td>
<td>5/8</td>
<td>0-60</td>
</tr>
</tbody>
</table>
# Discussion Participation Rubric

This will be the scoring rubric for all weekly discussions, except the opening “Introduce yourselves” forum:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Above average</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality, Quantity, Timeliness, and Contribution</td>
<td>Does not submit at least one 150-word initial response early in the session and/or does not submit at least two peer responses closer to the end of the session.</td>
<td>Submits at least one initial 150-word initial response early in the session, and responds to at least two peer responses closer to the end of the session.</td>
<td>Additionally, posted comments show evidence of knowledge and understanding of course content and applicability to professional practice.</td>
<td>Submits at least one initial 150-word initial response early in the session, and responds to at least two peer responses closer to the end of the session. Additionally, posted comments show evidence of knowledge and understanding of course content and applicability to professional practice. Additionally, includes other resources that extend the learning of the community.</td>
</tr>
<tr>
<td>Points (as they appear in Grade Center) and outcome</td>
<td>0 points = absence It means did not comply with minimum entries An ABSENCE WILL BE RECORDED</td>
<td>1 point = attendance for week It means students complied with a n initial 150-word entry, plus entered a 50-word comments replying to at least 2 other student’s comments.</td>
<td>2 points = attendance + extra credit It means students complied with a n initial 150-word entry, plus entered a 50-word comments replying to at least 2 other student’s comments, and fulfills “Above average” criteria.</td>
<td>3 points = attendance + extra credit It means students complied with a n initial 150-word entry, plus entered a 50-word comments replying to at least 2 other student’s comment, and fulfills “Exemplary” criteria. Student will get attendance for the week, AND WILL GET 3 EXTRA CREDIT POINTS.</td>
</tr>
</tbody>
</table>

Based on Northern Arizona University, e-Learning Center