



University of Maryland College Park School of Public Health

HLTH 200 – Introduction to Research in Community Health

Semester: Spring 2020
Section: 0101
Classroom and Time: SPH1303
MWF 2:00PM to 2:50 PM
Course webpage: *ELMS*
Instructor: Reva Datar
Office: SPH 1224
Email: rdatar@umd.edu **Office Hours:** MTWF by Appointment

TA: Bola Kushimo
Office: SPH 1224 N
Email: okushimo@umd.edu **Office Hours:** W 12:30-1:30 PM

Course Description: The purpose of the course is to provide students with a broad overview of the principles of research methodologies relevant to public and community health. Overarching content includes foundations of research language, ethics, sampling, measurement and design. Through the development of a Research Concept Proposal, students will develop research skills to understand and critically assess findings from scientific studies, as well as determine how research findings are useful in addressing issues in community health.

Course Pre- and Co-requisites: There are no required or recommend requisites for this course; however, permission of SPHL-Behavioral & Community Health department is required for registration.

Course Learning Objectives: Upon completing this course, the student will be able to:

1. Describe the rationale for a research topic by conducting an evaluation of peer-reviewed publications and preparing a formal literature review.
2. Conceptualize and articulate community-based research questions, variables and hypotheses for quantitative methods of research.
3. Understand the ethical issues in Human Subjects Research for community-based research.
4. Identify, describe, and apply a variety of sampling methods applied in community-based research.
5. Define and apply the principles of external, construct and internal validity.
6. Identify how to describe and measure theoretical constructs in community-based research.
7. Describe quantitative and qualitative methods of research and understand how to appropriately apply such methods to answer research questions.
8. Explain a comprehensive set of observational, experimental and quasi-experimental study designs.
9. Describe research questions that may be uniquely suited for each study design.
10. Identify threats to validity of research designs and how to minimize such threats.

Program Competencies Addressed in this Course: The following competencies for the Behavioral and Community Health program are addressed in this course:

1. **Assess and communicate** individual and community-level needs for health promotion and disease prevention.
2. **Demonstrate** the fundamental concepts and features of project implementation, including planning, assessment, and evaluation.

3. **Illustrate** the basic concepts of public health-specific writing and communication.

Required Texts and Other Readings:

Required: Trochim, WM. Donnelly, JP, Arora, K. Research methods: The essential knowledge base. Cengage Learning 2016. ISBN: 978-1-133-95477-4

Recommended: There are no recommended textbooks for this course.

Overview of Course Policies

Course Communication: Communication for the class will be managed via the ELMS site and the University's email system. Students are responsible for keeping their email address up to date or for redirecting or forwarding email to another address. Failure to check email, errors in forwarding email, and returned email (from "full mailbox" or "unknown user" errors for example), will not excuse a student from missing course announcements, messages, deadlines, etc. Email addresses can be quickly and easily updated at www.my.umd.edu or in-person at the Student Service Counter on the first floor of the Mitchell Building. For technical support for University email: <http://www.helpdesk.umd.edu> or call 301-405-1400.

Contacting instructor or TA: The best way to get in touch with us **is through EMAIL** and by setting up an **appointment if needed**. Voicemail messages cannot be expected to be returned. Please include "HLTH200" in the subject of all emails as the instructor teaches multiple courses.

Expectations and Important Information about Class Attendance: Attendance is critical to learning and successful attainment of the course objectives and curriculum competencies. **The importance of class attendance to performing well CANNOT BE OVERSTATED**. Class attendance will benefit you GREATLY for the following reasons:

1. This is an intensive and fast-paced class, with each class building upon the next, so it is important for you to come to class to keep up with the material. Please **keep up with the reading—reading the relevant material in the book BEFORE coming to class is preferred**. Asking questions during class—especially if something in the book does not make sense— is a good idea.
2. Some of the exam questions will be based on what is said in class—that is, there will be things that are said in class that are not in the book and you will be tested on them.

Simply being in class is not enough; paying attention and being respectful of others is critical. Although the size of the class prohibits a great deal of in-class dialogue, discussion will be encouraged to understand concepts and reinforce what has been learned, especially during review sessions and in-class exercises.

Personal Technology Use Policy: HLTH 200 permits and encourages the use of laptops and tablets to assist students in taking notes and in seeking further clarification of course material during the lectures. Use of personal technology must be conducive to the learning environment and not a distraction to the instructor and other students. If you are found to be using technology in a manner that is distracting to the instructor or students, you will be asked to put it away or excuse yourself from the classroom.

Additional Course Expectations Related to Technology Use:

1. Applications irrelevant to the class should not be used during lecture. This includes but is not limited to: browsing the internet, responding to email, Netflix, Facebook, Instagram, SnapChat or Twitter.
2. All sounds must be muted before the start of class and for the duration of class.
3. Under no circumstances should personal, non-emergency calls be placed or answered from within a classroom while a lecture is in session. Please excuse yourself to answer emergency phone calls.
4. Students should not view or send personal, non-emergency text messages.

5. Individuals who are aware that they may receive notice of an emergency during a class session should speak with the instructor before class. If such a notification is received, either quietly leave the class or wait until a break before responding.
6. In the event that an emergency notification is sent via UMD's Emergency Notification System, notify the instructor and follow instructions accordingly.
7. Individuals who require video or audio recording devices to satisfy a DSS service should consult with the instructor to make arrangements for the placement and operation of these devices.
8. Individuals who wish to use audio or video recording devices, but are not doing so to satisfy a DSS service, must receive approval from the instructor before utilizing the equipment.

Email – The Official University Correspondence: Verify your email address by going to www.my.umd.edu. All enrolled students are provided access to the University's email system and an email account. *All official University email communication will be sent to this email address* (or an alternate address if provided by the student). Email has been adopted as the primary means for sending official communications to students, so email must be checked on a regular basis. Academic advisors, faculty, and campus administrative offices use email to communicate important and time-sensitive notices.

Students are responsible for keeping their email address up to date or for redirecting or forwarding email to another address. Failure to check email, errors in forwarding email, and returned email (from "full mailbox" or "unknown user" errors for example), will not excuse a student from missing University announcements, messages, deadlines, etc. Email addresses can be quickly and easily updated at www.my.umd.edu or in-person at the Student Service Counter on the first floor of the Mitchell Building. For technical support for University email www.helpdesk.umd.edu or call 301-405-1400.

Absence Policy: It is your responsibility to find out what was covered in class from a classmate. In accordance with University policy if you are absent for a single (1) lecture due to illness or some form of personal or family emergency, this absence will be considered "excused" and the instructor will accept a note from you attesting to the date of the illness/incident, along with an acknowledgement that the information is true. A template for the form can be found at: [https://health.umd.edu/sites/default/files/inline-files/Medical attestation 5-2016.pdf](https://health.umd.edu/sites/default/files/inline-files/Medical%20attestation%205-2016.pdf) Whenever feasible, the instructor must be contacted in advance. *Multiple or prolonged absences, and absences that prevent attendance at a major scheduled grading event (like an exam or test) will require written documentation from an appropriate health care provider/organization.* **Events that justify an excused absence include:** Religious observances, Mandatory military obligation, Illness of the student or illness of an immediate family member, Participation in university activities at the request of university authorities or Compelling circumstances beyond the student's control (e.g., death in the family, required court appearance). Absences stemming from work duties other than military obligation (e.g., unexpected changes in shift assignments) and traffic/transit problems do not typically qualify for excused absence. For complete information on the university's absence policy see: <http://www.president.umd.edu/policies/v100g.html>

Religious Observances: The University System of Maryland policy provides that students should not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. **It is the student's responsibility to inform the instructor in the first week of class about any intended absences for religious observance.**

Late work and Missed Exams/Assignments: Late work and/or missed exams may not be made up for any other reason except a documented medical/health/emergency reason. Please refer to the UMD student policy on excused absences for more details. When an extension is granted for these reasons, work must be completed within one week after the emergency/health problem has been resolved. Additionally, if you miss an exam/assignment for any reason, and do not communicate with the instructor within one week of the due date, you will earn a ZERO for that exam/assignment. It is your responsibility to identify the assignments that were

missed (by reviewing the syllabus) and reach out to the instructor. There is no partial credit for assignments. You will earn a zero on any assignment or exam that is not submitted/completed a week after the due date.

Mid-term Grades: Course grades are determined by faculty in accordance with information found in the course syllabus. Mid-term grades are submitted for undergraduate students enrolled in their first year, enrolled in 100 and 200 level courses, and all student athletes. Mid-term grades are used to inform students of their performance in a course during roughly the first half of the semester; they are used for advising purposes and are not recorded on a student's academic transcript.

Final Exams: There will be a final exam or assessment in all undergraduate courses. Final exams are scheduled by the University, and the [exam schedule](#) is available for you to review. Students may seek to reschedule final examinations so that they have no more than three examinations on any given day. It is the responsibility of the student to initiate the rescheduling or be responsible for taking the examination as originally scheduled. When rescheduling is desired, students should first contact their instructors (see [Academic Deadlines](#)). Students who encounter difficulty rescheduling examinations with their instructors are advised to contact the dean's office of their academic program for help. Faculty members are expected to accommodate students with legitimate rescheduling requests. Students are encouraged to check the final exam schedule before registering for courses. Exam schedules are based on, but not the same as, the start time of the lecture period for the individual class.

BCH Department Examination Policy: BCH policy provides that no student may be required to take more than two HLTH examinations on the same day. When three or more regular HLTH examinations fall on the same day for an individual student, the student may request a change of date to one of the exams. The request must be received by the instructors at least three weeks prior to the exam date (i.e. for an exam scheduled on December 1, the request must be made by November).

University Final Examination Policy: Students may seek to reschedule final examinations so that they have no more than three examinations on any given day. It is the responsibility of the student to initiate the rescheduling or be responsible for taking the examination as originally scheduled. When rescheduling is desired, students should first contact their instructors. Students who encounter difficulty rescheduling examinations with their instructors are advised to contact the dean's office of their academic program for help. Faculty members are expected to accommodate students with legitimate rescheduling requests.

Special Accommodations / Disability Support Services: If you have a documented disability and wish to discuss academic accommodations for test taking or other needs, you will need documentation from Disability Support Services (301-314-7682). If you are ill or encountering personal difficulties, please let the instructor know as soon as possible. You can also contact Learning Assistance Services (301-314-7693) and/or the Counseling Center (301-314-7651) for assistance.

Inclement Weather / University Closings: In the event that the University is closed for an emergency or extended period of time, the instructor will communicate to students regarding schedule adjustments, including rescheduling of examinations and assignments due to inclement weather and campus emergencies. Official closures and delays are announced on the campus website (<http://www.umd.edu>) and snow phone line (301-405-SNOW), as well as local radio and TV stations. Do not assume that the university will be closed due to inclement weather if no notices are sent out.

Use of Course Assistance Websites and Online Group Forums: Course assistance websites, such as CourseHero and others, are not permitted resources for SPH courses, unless the professor explicitly gives permission for you to use one of these sites. Material pulled from these sites can be deemed unauthorized material and a violation of academic integrity. These sites offer information that might not be accurate and more generally stifle the learning process. In addition, it is understandable that students may use one of a variety of online or virtual forums for course-wide discussion (e.g., GroupME, WeChat, etc.). Collaboration in this way regarding concepts discussed in this course is permissible. However, collaboration on graded assignments is strictly prohibited. Examples include:

asking classmates for answers on quizzes or exams, asking for access codes to clicker polls, etc. Additional information on academic integrity is found in University Course Related Policies, below.

Complaints about Final Course Grades: Any questions about course grades should first be addressed to the course instructor. In the case of Final Course grades the University of Maryland has a procedure for you to follow if you believe that your final course grade was assigned on some basis other than performance, or that the grade was assigned according to unreasonable standards different from those which were applied to other students in the course, or that the grade was assigned in a manner that was a substantial, unreasonable, or unannounced departure from the instructor's previously articulated standards. According to the policy the grade appeal must be filed within 20 working days after the first day of instruction of the next regular semester. The grade appeal procedure is outlined in the policy. Note that the policy encourages you to begin by attempting an informal resolution with your course instructor and/or the administrator of the academic unit offering the course. If you have questions about this policy you may want to speak to your academic advisor or the Undergraduate Student Ombudsperson.

University Course Related Policies: All University of Maryland-approved course policies are provided at the following website: <http://www.ugst.umd.edu/courserelatedpolicies.html>

Policy descriptions, resources, and links to official policy documents are provided at the above website for:

Academic Integrity: *What is cheating? What is plagiarism? What is the Honor Pledge?*

Code of Student Conduct: *What behavior is prohibited?*

Sexual Misconduct: *What to do in case of sexual harassment or sexual assault.*

Non-Discrimination: *Procedures to prohibit discrimination, complaints about discrimination, harassment, and retaliation.*

Accessibility: *Information about disability support services (DSS) and accommodations.*

Attendance, Absences, or Missed Assignments: *The student must notify the instructor in a timely manner (typically first week of class). Read this prior to Schedule Adjustment date.*

Student Rights Regarding Undergraduate Courses: *What should I find in the course syllabus? Am I allowed to see my exams after they are graded?*

Official UMD Communication: *Use of email, communication with faculty, communication about cancelled class meetings, and weather-related or other urgent notifications.*

Mid-Term Grades: *Provided for 100 and 200 level courses, and all student athletes.*

Complaints About Course Final Grades: *Questions about course grades should first be addressed to the course instructor.*

Copyright and Intellectual Property: *Who owns the work that I produce in class?*

Final Exams: *Final exams are scheduled by the University.*

Course Evaluations: *The School of Public Health is committed to the use of student course evaluations for improving the student experience, course and curriculum delivery, and faculty instruction.*

Campus Resources: *ELMS, counseling, learning workshops, tutoring, writing help, questions about graduation, adding or dropping classes, withdrawing from the semester, etc.*

Academic Integrity:

The University's code of academic integrity is designed to ensure that the principle of academic honesty is upheld. Any of the following acts, when committed by a student, constitutes academic dishonesty:

- CHEATING: intentionally using or attempting to use unauthorized materials, information, or study aids in an academic exercise.
- FABRICATION: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- FACILITATING ACADEMIC DISHONESTY: intentionally or knowingly helping or attempting to help another to violate any provision of this code.

- **PLAGIARISM:** intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

For more information see: <http://www.shc.umd.edu/code.html>. The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit <http://www.shc.umd.edu>.

The Honor Pledge is a statement undergraduate and graduate students should be asked to write by hand and sign on examinations, papers, or other academic assignments. The Pledge reads:

I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.

Statement on Cheating: The Department of Behavioral and Community Health has a zero-tolerance policy on academic dishonesty of any kind. If a Departmental instructor believes that a student has been involved in academically dishonest activity, he or she will report it to the University's Office of Student Conduct, and is not obligated to disclose the report to the student in question. Once referred, the Office of Student Conduct will contact the student in writing to inform them of the charges.

Sexual Misconduct: The University of Maryland is committed to providing a working and learning environment free from sexual misconduct. Sexual misconduct, including relationship abuse, is prohibited by UMD's Sexual Misconduct Policy & Procedures. The Office of Civil Rights & Sexual Misconduct receives all complaints of sexual misconduct. To report an incident, contact the Office of Civil Rights & Sexual Misconduct by phone at [301-405-1142](tel:301-405-1142) or by email at titleixcoordinator@umd.edu.

Discrimination: The University of Maryland is committed to creating and maintaining an educational, working and living environment that is free from discrimination and harassment. UMD's Non-Discrimination Policy & Procedures prohibit discrimination against individuals based on certain characteristics, including but not limited to, disability, sexual orientation, and race. The Office of Civil Rights & Sexual Misconduct receives all complaints of discrimination, harassment, and retaliation. To report an incident, contact the Office for Civil Rights & Sexual Misconduct by phone at [301-405-1142](tel:301-405-1142), or email civilrights@umd.edu. For more information go to [Office for Civil Rights & Sexual Misconduct](#).

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Course Grading Procedures:

Mid-Term Examination	3/30/20	200 points
Final Examination	TBA	350 points
Pop-Quizzes (5)	TBA	50 points
RCP Exercises (5)	See Schedule Below	100 points
Research Articles (5)	See Schedule Below	50 points
CITI Training	2/14/20	50 points
Research Concept Proposal	4/20/20	200 points
TOTAL POINTS		1000 points

Grading Scale

960-1000 points	A+
930-959 points	A
900-929 points	A-
860-899 points	B+
830-859 points	B
800-829 points	B-
760-799 points	C+
730-759 points	C
700-729 points	C-
660-699 points	D+
630-659 points	D
600-629 points	D-
0-599 points	F

Extra Credit: No extra credit assignments will be awarded for individual students. At the discretion of the instructor, an exam or class activity may include bonus points.

FINAL GRADES: Final course grades are determined by the instructor in accordance with information detailed in this course syllabus. The final letter grade will be assessed using the above grading procedures. **There will be no “adjustments” or “rounding” if a student is “borderline” between letter grades.** Additionally, do not attempt to request for individual extra credit at the end of semester to raise your grade. It is not fair to other students.

Major Graded Assignments:

Mid-Term Examination (200 points): The mid-term will be in-class (***March 30, 2020***) for a period of 50 minutes and consist of multiple-choice questions. Cell phones and any other electronic devices must be turned off and stored during the exams. Makeup exams will include essay questions and will be considered only for those students who have a legitimate emergency or medical/health reason for absence and provide written documentation to substantiate their absence. Makeup exams for these reasons must be completed **within one week of scheduled exam time or a zero will be given to the student**. Otherwise, students are expected to be in attendance on the specified date and time set in the syllabus for all exams. No accommodations will be made unless there is serious documented illness that precludes attendance. If an unforeseen emergency or illness prevents a student from being in class on the day of the exam, the professor must be contacted within 24 hours prior to the start of the exam. See the course schedule table below for the lecture content covered by the mid-term exam.

Final Examination (350 points): The final examination will be in-class for a period of 120 minutes and consist of multiple-choice questions. Cell phones and any other electronic devices must be turned off and stored during the exams. Makeup exams will include essay questions and will be considered only for those students who have a legitimate emergency or medical/health reason for absence and provide written documentation to substantiate their absence. Makeup exams for these reasons must be completed **by the last day of UMD Final Exams or a zero will be given to the student**. Otherwise, students are expected to be in attendance on the specified date and time set by the University for all exams. No accommodations will be made unless there is serious documented illness that precludes attendance. If an unforeseen emergency or illness prevents a student from being in class on the day of the exam, the professor must be contacted within 24 hours prior to the start of the exam. The final exam is cumulative in content for the course.

Pop-Quizzes (50 points): There will be five in-class pop quizzes based on the lectures and readings, each worth 10 points. *No makeup quizzes will be given if class is missed except for medical absences for illnesses documented prior to class.* Furthermore, if you arrive to class late or leave class early, you cannot makeup a missed quiz.

RCP Exercises (100 points): There will be five exercises that you complete and submit via ELMS with your RCP partner, each 20 points. These exercises will focus on drafting components of the RCP. You will receive feedback from the instructor and/or TA in revising these components for the final RCP.

Research Articles (50 points): There will be five “journal clubs” in which students are asked to review research articles, each 10 points. All journal club activities will be available on ELMS. The activity is meant for students to learn how researchers design, perform, interpret, and disseminate their research. The articles and review questions will be posted on ELMS. Students are responsible for reading the article and preparing responses to the questions.

Human Subjects CITI Training (50 points): The Collaborative Institutional Training Initiative (CITI) program is an online training program designed to educate faculty and students about issues involving human subject research (HSR). This online training is required for anyone that participates in research involving human participants and enable you to participate in future research projects. The University of Maryland is an institution that subscribes to this training and requires it for all HSR. The HSR course provides foundational training in human subjects research and includes the historical development of human subject protections, ethical issues, and current regulatory and guidance information. The training is accessed at www.citiprogram.org. You will click ‘Log On through My Institution.’ This will allow you to register for CITI by using your University ID and password. Choose the “University of Maryland, College Park” as your institution. On the following screen, select “I don’t have a CITI Program account and I need to create one.” Follow the prompts to set up the CITI account. When asked to select your IRB training course, select the Social-Behavioral-Educational researchers course. You DO NOT need to take the “Good clinical practice and ICH (GCP) course. Each CITI module (should be 11 in total) has text to read and a quiz to complete. The course schedule allocated two lecture sessions for the completion of this activity; however,

the average person spends approximately 4.5 hours on the Basic Course. You can save and finish later (as many times as you need). **The training is due 2/14 at 2:00PM on ELMS.**

Research Concept Proposal (250 points): The Research Concept Proposal (RCP) is a PAIRED writing assignment consists of a four-page proposal to request “fake funding” to conduct an observational community health study to answer an important question in public health. **You will be randomly assigned a partner.** The possible topic areas will be presented in class and are described in the assignment instructions/guidelines posted on ELMS. This assignment will illustrate your knowledge and ability to apply the course content in a team setting, which often is the climate of research and proposal writing. **The proposal is due on 4/20 at 2:00PM on ELMS and will be graded.** In total, the assignment is required to be four single-spaced pages in length of text (12 point Times New Roman font, 1 inch margins), exclusive of the Title Page, References and Appendices. One figure is allowed as an Appendix. The scale or index you choose to use must be included in the Appendix and does not count toward the page limit. A reference list must be included using American Psychological Association format.

Grading of this proposal will be based on instructor’s review of the completeness of the proposal, presentation, and the degree to which it demonstrates your understanding of how to develop a research question, and a study design and procedures to answer the research question. **The grade on the concept proposal is final and cannot be negotiated.** **Each person will receive the SAME grade, so you must find a balance in your contributions to the assignment. Working in a group is a valuable skill that must be learned. This can be challenging at times and conflicts within a group may arise. Students are expected to be cooperative with their proposal partner and to demonstrate collegiality and diligence. If there are any issues with your partner, please contact the instructor ASAP to avoid any issues with your final grade.**

Research Concept Proposals that are turned in late will not be accepted. This assignment is a requirement to pass this class. This grading process parallels the experiences that you will encounter in the future if you submit a research proposal to a funding agency. More information about the specific requirements for each section of this assignment detailed in the outline below will be discussed in class.

Research Concept Proposal (RCP) Components – *You must use the following outline as bolded headings in your proposal:*

1. **Title Page** (Title, Your name, Date and Signed Honor Pledge; not included in page limit)
2. **Statement of the Problem**
3. **Purpose(s) of the Proposed Study**
4. **Research Question and Hypotheses**
5. **Research Design**
6. **Sampling Plan and Rationale**
7. **Data Collection Procedures**
8. **Measures**
9. **Summary of Innovation and Significance to Public Health**
10. **References** (must use American Psychological Association format); not included in page limit

A complete assignment instruction and rubric document is available on ELMS.

ADDITIONAL RESOURCES FOR RCP ASSIGNMENT

Public Health Information Resources at UMD Libraries: <http://lib.guides.umd.edu/PublicHealth>

Public Health Librarian: Nedelina Tchangalova, MLS, AHIP
Physical Sciences & Public Health Librarian
1403 William E. Kirwan Hall
University of Maryland, College Park, MD 20742
Email: nedelina@umd.edu
Phone: 301-405-9151

Literature Review Tutorial: <https://subjectguides.library.american.edu/c.php?g=175218&p=1154157>

Free Reference Management Tool: The instructor recommends the use of reference management software to prepared in-text citations and references for the RCP assignment, such Zotero. Zotero is a free, easy-to-use tool to help you collect, organize, cite, and share research. It also can be integrated with Google Docs. Here is a quick guide in setting up and using Zotero: https://libguides.mit.edu/ld.php?content_id=34248569

Getting Started with Zotero Setup: <https://www.youtube.com/watch?v=H8UTehdF92s>

Using Zotero for academic writing: <https://www.youtube.com/watch?v=kqFiCj1XV-E>

Citation Tutorial: Do you need a refresher on how to cite resources? Visit the 'Citation Tutorial' at <https://libguides.bc.edu/citation-tutorial>

PubMed Online Training: A great resource for locating research publications from peer-reviewed journals is PubMed. PubMed contains millions of health, medical and life sciences citations with full-text links from PubMed Central and the publisher websites. If you have never used PubMed, please visit the following link to complete a training on using PubMed (from the 'Introduction' to 'Beyond PubMed' sections): <https://www.nlm.nih.gov/bsd/disted/pubmedtutorial/cover.html>

Turnitin Plagiarism Checker: This program is an originality checker tool in ELMS Canvas assignment. The instructor will use the tool in the detection of accidental and intended plagiarism. Students have access to this software as well through the ELMS Canvas website.

BCH Undergraduate Final Program Portfolio

During HLTH 491 (internship semester) each student is responsible for the development of a "Final Program Portfolio". The portfolio is contained in a 3-ring binder and includes material that is reflective of your internship and academic experiences as a community health major. The academic section will include a specific deliverable (assignment) for each of your core courses. The portfolio deliverable for this course HLTH 200 is the Research Concept Proposal.

Please be sure to save this assignment for inclusion in your Final Program Portfolio. You may use a copy of your original work, the graded returned assignment, or an edited version that incorporates grading comments. For more information regarding the Final Program Portfolio, please refer to the Undergraduate Internship Program Manual located on the Department of Behavioral and Community Health website.

HLTH 200 Spring 2020 Course Schedule

Date	Topic	Trochim Chapter
M- 1/27	Course Syllabus & Expectations	
W- 1/29	Language of Research (online session)	Chapter 1
F- 1/31	Anatomy of a Journal Article	
M- 2/3	Foundations of Research Questions	Chapter 1
W- 2/5	CITI Training (online session)	
F- 2/7	Ethical Standards in Research	Chapter 2
M- 2/10	Observational Studies	Chapter 1
W- 2/12	CITI Training (online session)	
F- 2/14	Overview of RCP and Topics *CITI Training Due*	
M- 2/17	Hypothesis Testing	Chapter 1
W- 2/19	Validity of Research	Chapter 1
F- 2/21	RCP Exercise 1: Stating the Research Question & Hypothesis	
M- 2/24	Searching for Peer-Reviewed Articles and Organizing Citations	
W- 2/26	Research Journal Article 1 (online session)	
F- 2/28	Literature Review	
M- 3/2	Qualitative Research Methods	Chapter 3
W- 3/4	Probability Sampling Methods	Chapter 4
F- 3/6	RCP Exercise 2: Literature Review	
M- 3/9	Non-Probability Methods	Chapter 4
W- 3/11	Types of Reliability	Chapter 5
F- 3/13	RCP Exercise 3: Selecting the Study Design and Sample	
M- 3/16	Spring Break – NO CLASS	
W- 3/18	Spring Break – NO CLASS	
F- 3/20	Spring Break – NO CLASS	
M- 3/23	Construct Validity	Chapter 5
W- 3/25	Research Journal Article 2 (online session)	
F- 3/27	Review Session for Mid-term	
M- 3/30	MID TERM EXAM	
W- 4/1	Quantitative Data Collection Part 1	Chapter 7
F- 4/3	RCP Exercise 4: Measures & Data Collection	
M- 4/6	Quantitative Data Collection Part 2	Chapter 7
W- 4/8	Research Journal Article 3 (online session)	
F- 4/10	Qualitative Data Collection Methods	Chapter 3
M- 4/13	Experimental Study Designs	Chapter 8
W- 4/15	Internal Validity	Chapter 9
F- 4/17	RCP Exercise 5: Peer Review Session	
M- 4/20	Threats to Validity *RCP Final Due*	Chapter 9
W- 4/22	Research Journal Article 4 (online session)	
F- 4/24	Quasi-Experimental Designs	Chapter 10
M- 4/27	Conclusion Validity	Chapter 11
W- 4/29	Research Journal Article 5 (online session)	
F- 5/1	TBD	
M- 5/4	Descriptive Statistics	Chapter 11
W-5/6	Dissemination and Translation of Research in Community Health	Chapter 13
F-5/8	Review Session for Final Exam (Part 1)	
M-5/11	Review Session for Final Exam (Part 2)	