

University of Maryland, College Park

School of Public Health

Department of Public and Community Health

HLTH 688D, Section 0101

Research Seminar in Public and Community Health

Instructor: Bradley Boekeloo, PhD, MS	<u>OFFICE HOURS</u>
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Semester: Spring 2008	
Classroom/Time: The seminar is every week throughout the semester, Wednesdays 4:00 – 5:00 PM in HHP Room 0301.	
Credit hours: 1	

Course Purpose and Description	This seminar is designed to enhance the culture of scientific thinking and research in the Department of Public and Community Health and facilitate faculty and student engagement in research. The seminar meets every week for students registered for class credit. Every other week, the seminar is open to all and consists of faculty, student, and guest presentations and discussions about theory-based research. During weeks that there are no presentations, only students registered for class credit will meet to complete assignments (different for the Adv. Theory, Adv. Methods, and Independent Research seminar semester) aimed at honing research skills related to theory, methods, presentation, writing, and grantsmanship.
Course Competencies And Learning Objectives	<ol style="list-style-type: none"> 1. Critically appraise reports of research and evaluation. <ol style="list-style-type: none"> a. Participate in processes of peer review in research publication and funding. b. Provide clear and accurate comments about the strengths and weaknesses of research reports. c. Hone grantsmanship skills in health behavior research through critiquing a grant application. 2. Be conversant about current health behavior theories and theory-based research. <ol style="list-style-type: none"> a. Discuss and question theory with other health behavior researchers. b. Participate in research discussions with other students and faculty. c. Propose a theoretical research question that is significant and advances scientific understanding. 3. Identify sources and processes for research funding. <ol style="list-style-type: none"> a. Identify sources of funding for various types of studies and research questions. b. Assess the likelihood that a particular project would be funded given the focus and processes of different funding sources. 4. Present clear, engaging, and informative oral research reports.

	<p>a. Write a formal scientific abstract and paper that is appropriate for presentation at a scientific forum.</p> <p>b. Present one’s own research to colleagues and receive positive feedback about the content and style of the presentation.</p>
Seminar Eligibility and Organization of Doctoral Credits	Only doctoral students in the Department of Public and Community Health are eligible for course credit. Students will take one credit of the research seminar over three semesters for a total of three credits. One credit will be taken as part of the Advanced Theory and Applications coursework, one as part of the Advanced Research Methods coursework, and the final credit will be completed as part of the students’ Individualized Research Plan.
Course Format	Every other week, there will be a research seminar consisting of faculty, student, and guest presentations and discussion about theory-based research including: research in progress, distilled research findings, or related issues. During the week in between seminars, students will participate in classroom sessions with the instructor to complete assignments.
Participation	Participation (See definition below) in seminars and classes is required for all students that have registered for class credit. All students, staff, and faculty are welcome to attend the “open” seminar sessions as designated in the schedule below.
Student Assignments	<p>During each semester of the one credit seminar repeated 3 times for all Public and Community Health doctoral students, a specific benchmark must be completed by the student.</p> <p>In the <u>advance theory semester</u>, students must:</p> <ul style="list-style-type: none"> ○ Read assigned research articles (3 of those marked by an *) and provide written critiques of a maximum of 3 single-spaced pages at the time of the seminar. Read <u>every</u> article marked by an * and write 3 questions about the research for the author/presenter. The critiques must address: a) significance of the research question, b) appropriateness of the methods and analysis, and c) appropriateness of the conclusions. You will be graded on how well you captured key strengths and concerns regarding a-c above. ○ Write a 5-page brief about a theoretical research aim, how it is significant and advances theory, and a study design to address the aim. You must present your idea to the class to receive feedback. You will be graded on the integrity of your theoretical model and consistency between your research aim, your study design, and your key measures. Turn in Draft Week 5, Present to the Class Week 9, Turn in Final Week 11. ○ Identify a high-likelihood source of funding for your proposed research project giving the rationale for our selection. Turn in Final Week 13 and Present to Class Week 13. <p>In the <u>advanced methods semester</u>, students must:</p> <ul style="list-style-type: none"> ○ Read assigned research articles (3 of those marked by an *) and provide written critiques of a maximum of 3 single-spaced pages at the time of the seminar. Read <u>every</u> article marked by an * and write 3 questions about the research for the author/presenter. The critiques must address: a) significance of the research question, b) appropriateness of the methods and analysis, and c) appropriateness of the conclusions. You will be graded on how well you captured key strengths and concerns regarding a-c above.

	<ul style="list-style-type: none"> ○ Evaluate a Federal grant application using Federal reviewer guidelines and discuss your findings with the class. Turn in Final Week 5, Present Week 7. ○ Evaluate a manuscript for publication using reviewer guidelines and discuss your findings with the class. Turn in Final Week 9, Present Week 11. <p>In the <u>independent research semester</u>, students must:</p> <ul style="list-style-type: none"> ○ Read assigned research articles (3 of those marked by an *) and provide written critiques of a maximum of 3 single-spaced pages at the time of the seminar. Read <u>every</u> article marked by an * and write 3 questions about the research for the author/presenter. The critiques must address: a) significance of the research question, b) appropriateness of the methods and analysis, and c) appropriateness of the conclusions. You will be graded on how well you captured key strengths and concerns regarding a-c above. ○ In addition, students must present their own independent research in the seminar. A formal abstract suitable for submission for a professional conference must be submitted along with a paper to serve as the basis for the presentation. The expectation is that dissertation pilot data or some other research that students are conducting (most likely as part of their mentored research experience) will be formally presented in the seminar. Other students in the class will provide feedback about the content and style of the presentation. Turn in Draft Week 5, Turn in Final Week 9, Present Week 12.
<p>Faculty Responsibilities</p>	<p>Seminar Director: The research seminar will be directed by one faculty member. The seminar Director will be part of that faculty member’s regular teaching load as negotiated with the Chair. Anticipated Director tasks include arranging the seminar schedule for the semester with the Chair, recruiting and communicating with presenters, identifying articles for students with the assistance of presenters, assisting students in their various assignments, grading assignments required of students, securing seminar rooms and equipment, providing presenters with guidelines for the presentations, announcing seminars to faculty and students at-large, and conducting evaluations of the seminar with faculty and students.</p> <p>Department Chair: In addition to the presenter, the Chair of the Department will appoint two faculty members to each seminar presentation to serve as discussants. Hence, at least two faculty members, in addition to the seminar Director, will be actively involved in every seminar presentation. In addition, the Seminar Director may assign a non-faculty discussant. Discussants will be responsible for participating in and leading discussion.</p> <p>Discussants: Discussants will lead discussion about the presentation. It is recommended that the discussants prepare questions about the following: a) significance of the research question, b) appropriateness of the methods, and c) appropriateness of the conclusions</p>
<p>Course Policies</p>	<p>LATE WORK AND INCOMPLETE ASSIGNMENTS: Prior approval is needed for work to be accepted after the due date and time.</p> <p>SPECIAL NEEDS:</p>

If you follow religious observances, have a documented disability, or have some other important commitments for which you need special academic accommodations, please contact the instructor *in advance*. Accommodations must be prearranged. 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 Service (314-7682.). If you are ill or encountering personal difficulties, please let the instructor know as soon as possible as accommodations after the fact may not be allowed. You can also contact Learning Assistance Services (301-314-7693) and or the Counseling Center (301-314-7651) for assistance.

ACADEMIC INTEGRITY:

Students are to only receive one grade for any one academic work. In other words, any student work completed for a grade must be substantively different from any other work completed for a grade and must comply with the University of Maryland code of 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.inform.umd.edu/CampusInfo/Departments/PRES/policies/iii100a.html>

- S y l l a b u s -

<p>Week 1 Closed Seminar 1/30/08</p>	<p>Introductions and Skills Review</p> <p><u>Activities</u></p> <ul style="list-style-type: none"> • Introductions—Backgrounds and career goals • Review syllabus • Discuss course goals and student/instructor expectations • Discuss specific assignments and materials related to assignments <ul style="list-style-type: none"> ○ Readings (All students read and critique for grade), Grant application and reviewer guidelines (All registered students read the grant application, only Adv. Methods semester students complete for grade), Manuscript and reviewer guidelines (All registered student read the manuscript, only Adv. Methods semester students complete for grade) • Discuss characteristics of good scientific presentations in professional settings
<p>Week 2 Open Seminar 2/6/08</p>	<p>I. Presentation of Research (20 min.) Presenter: Dr. Robert Gold Title: Importance of health education research to health education.</p> <p>II. Discussion Led by Discussants (30 minutes) Discussants: Dr. Kathy Sharp, Dr. Kerry Green</p> <p><u>Reading and critique in preparation for presentation*:</u> Gold RS; Atkinson NL. Importance of health education research to health education. American Journal Of Health Behavior [Am J Health Behav] 2001 May-Jun; Vol. 25 (3), pp. 301-10.</p>
<p>Week 3 Closed Seminar 2/13/08</p>	<p><u>Activities</u>(Throughout, more advanced students provide input to help less advanced students. This reinforces the knowledge and skills of the more advanced students as well as helps the less advanced students.)</p> <ul style="list-style-type: none"> • Discuss health behavior theory in preparation for advanced theory student’s assignment. <ul style="list-style-type: none"> ○ How to formulate theoretical research aims ○ How to establish that the aim is significant and advances theory, ○ How to formulate study designs to address aims. • Discuss NIH R01 grant submission, and review process and criteria. <p><u>Readings to Prepare for Seminar:</u></p> <ul style="list-style-type: none"> ○ <u>Changing Health-Risk Behaviors: A Review Of Theory And Evidence-Based Interventions In Health Psychology.</u> By: Baban, Adriana; Craciun, Catrinel. Journal Of Cognitive & Behavioral Psychotherapies, Mar2007, Vol. 7 Issue 1, P45-67, 22p ○ Crosby RA, DiClemente RJ, Salazar LF, <u>Research Methods in Health Promotion</u>, Chapter 2. Philosophy of Science and Theory Construction, John Wiley and Sons:San Francisco, 2006. ○ <u>The language of spirituality: an emerging taxonomy.</u> (<i>eng</i>; includes abstract) By McSherry W, International Journal Of Nursing Studies [Int J Nurs Stud], 2004 Feb; Vol. 41 (2), pp. 151-61

<p>Week 4 Open Seminar 2/20/08</p>	<p>I. Presentation of Research (20 min.) Presenter: Dr. Barry Portnoy Title: Impact of the National Institutes of Health Consensus Development Program on stimulating National Institutes of Health-funded research, 1998 to 2001.</p> <p>II. Discussion Led by Discussants (30 minutes) Discussants: Dr. Jessica Rath, Dr. Elbert Glover</p> <p><u>Reading and critique in preparation for presentation*:</u> Portnoy B Impact of the National Institutes of Health Consensus Development Program on stimulating National Institutes of Health-funded research, 1998 to 2001. International Journal Of Technology Assessment In Health Care [Int J Technol Assess Health Care], 2007 Summer; Vol. 23 (3), pp. 343-8</p>
<p>Week 5 Closed Seminar 2/27/08</p>	<p><u>Activities</u>(Throughout, more advanced students provide input to help less advanced students. This reinforces the knowledge and skills of the more advanced students as well as helps the less advanced students.)</p> <ul style="list-style-type: none"> ○ Discuss Funding Opportunities: <ul style="list-style-type: none"> ○ Federal grants programs ○ State grants programs ○ County grants programs ○ Private grants programs <p><u>Readings to Prepare for Seminar:</u> STRATEGIES TO LEVERAGE RESEARCH FUNDING Guiding DOD's Peer Reviewed Medical Research Programs Committee on Alternative Funding Strategies for DOD's Peer Reviewed Medical Research Programs Medical Follow-Up Agency and Board on Health Sciences Policy Michael McGeary and Kathi E. Hanna, Editors INSTITUTE OF MEDICINE OF THE NATIONAL ACADEMIES THE NATIONAL ACADEMIES PRESS Washington, D.C. www.nap.edu http://books.nap.edu/openbook.php?record_id=11089&page=R1</p> <p>Assignments due: Adv. Theory sem: Draft of theory-based research brief Adv. Methods sem: Federal grant review Independent Research sem: Draft of individual research/dissertation for presentation</p>
<p>Week 6 Open Seminar 3/5/08</p>	<p>I. Presentation of Research (20 min.) Presenter: Dr. Pam Clark Title: TBN</p> <p>II. Discussion Led by Discussants (30 minutes) Discussants: Dr. Sharon Desmond</p> <p><u>Reading and critique in preparation for presentation*:</u> TBN</p>

<p>Week 7 Closed Seminar 3/12/08</p>	<p><u>Activities</u>(Throughout, more advanced students provide input to help less advanced students. This reinforces the knowledge and skills of the more advanced students as well as helps the less advanced students.)</p> <ul style="list-style-type: none"> ○ Discuss Federal grant reviews (Adv. Methods and Applications semester students present, others question and comment) <p><u>Readings to Prepare for Seminar:</u> NIH grant application.</p> <p>Assignments due: Adv. Theory sem: None Adv. Methods sem: Present Federal grant review Independent Research sem: None</p>
<p>Week 8 Open Seminar 3/26/08</p>	<p>I. Presentation of Research (20 min.) Presenter: Dr. Nancy Atkinson Title: Developing a questionnaire to measure perceived attributes of eHealth innovations</p> <p>II. Discussion Led by Discussants (30 minutes) Discussants: Dr. Bradley Boekeloo, Dr. Carolyn Voorhees</p> <p>Reading and critique in preparation for presentation*: Developing a questionnaire to measure perceived attributes of eHealth innovations. By Atkinson NL, American Journal Of Health Behavior [Am J Health Behav], 2007 Nov-Dec; Vol. 31 (6), pp. 612-21</p>
<p>Week 9 Closed Seminar 4/2/08</p>	<p><u>Activities</u>(Throughout, more advanced students provide input to help less advanced students. This reinforces the knowledge and skills of the more advanced students as well as helps the less advanced students.)</p> <ul style="list-style-type: none"> ○ Discuss theory research proposals (Adv. Theory semester students present, others question and comment) <p><u>Readings to Prepare for Seminar:</u> To be determined by Adv. Theory semester students</p> <p>Assignments due: Adv. Theory sem: Present theory research proposal Adv. Methods sem: Manuscript review Independent Research sem: Final independent research for presentation</p>
<p>Week 10 Open Seminar 4/9/08</p>	<p>I. Presentation of Research (20 min.) Dr. Min Qi Wang Title: A structural model of the substance use pathways among minority youth.</p> <p>II. Discussion Led by Discussants (30 minutes) Discussants: Dr. Pam Clark</p> <p>Reading in preparation for presentation*: A structural model of the substance use pathways among minority youth. By Wang MQ, American Journal Of Health Behavior [Am J Health Behav], 2005 Nov-Dec; Vol. 29 (6), pp. 531-41</p>

<p>Week 11 Closed Seminar 4/16/08</p>	<p><u>Activities</u>(Throughout, more advanced students provide input to help less advanced students. This reinforces the knowledge and skills of the more advanced students as well as helps the less advanced students.)</p> <ul style="list-style-type: none"> ○ Discuss manuscript reviews (Adv. Methods and Applications semester students present, others question and comment) <p><u>Readings to Prepare for Seminar:</u></p> <p>Assignments due: Adv. Theory sem: Turn in final theoretical research proposal Adv. Methods sem: Present manuscript review Independent Research sem: None</p>
<p>Week 12 Open Seminar 4/23/08</p>	<p>I. Presentation of Research (20 min.) Presenter: Dr. Jessica Rath Title: Factors associated with perceived parental academic monitoring in a population of low-income, African-American early adolescents</p> <p>II. Discussion Led by Discussants (30 minutes) Discussants: Dr. Donna Howard, Dr. Kenneth Beck</p> <p><u>Reading in preparation for presentation*:</u> Rath, J.M., Gielen, A.C., Haynie, D.L., Solomon, B.S., Cheng, T.L., & Simons-Morton, B.G. (2007). Factors associated with perceived parental academic monitoring in a population of low-income, African-American early adolescents. <u>Research in Middle Level Education Online</u> 2008 • Volume 31 • Number 8</p>
<p>Week 13 Closed Seminar 4/30/08</p>	<p><u>Activities</u>(Throughout, more advanced students provide input to help less advanced students. This reinforces the knowledge and skills of the more advanced students as well as helps the less advanced students.)</p> <ul style="list-style-type: none"> ○ Discuss independent research presentation content and style ○ Discuss identified sources of funding <p><u>Readings to Prepare for Seminar:</u> A vision for doctoral research training in health behavior: a position paper from the American Academy of Health Behavior. (eng; includes abstract) By Baldwin J, American Academy of Health Behavior Work Group on Doctoral Research Training, American Journal Of Health Behavior, 2005 Nov-Dec; Vol. 29 (6), pp. 542-56</p> <p><u>Assignments due:</u> Adv. Theory sem: Turn in identified source of funding, present identified source of funding Adv. Methods sem: None Independent Research sem: None</p>

<p>Week 14 Open Seminar 5/7/08</p>	<p>I. Presentation of Research (20 min.) Presenter: Dr. Carolyn Voorhees Title: The role of peer social network factors and physical activity in adolescent girls.</p> <p>II. Discussion Led by Discussants (30 minutes) Discussants: Dr. Robin Sawyer</p> <p><u>Reading in preparation for presentation*:</u> The role of peer social network factors and physical activity in adolescent girls. By Voorhees CC, American Journal Of Health Behavior [Am J Health Behav], 2005 Mar-Apr; Vol. 29 (2), pp. 183-90</p>
<p>Week 15 Closed Seminar 5/14/08</p>	<p><u>Activities</u>(Throughout, more advanced students provide input to help less advanced students. This reinforces the knowledge and skills of the more advanced students as well as helps the less advanced students.)</p> <ul style="list-style-type: none"> ○ Discuss mentoring relationships, and navigating independent research and dissertation opportunities <p><u>Readings to Prepare for Seminar:</u></p> <ul style="list-style-type: none"> ○ <u>Mentoring--a complex relationship.</u> (<i>eng</i>; includes abstract) By Barker ER, Journal Of The American Academy Of Nurse Practitioners [J Am Acad Nurse Pract], 2006 Feb; Vol. 18 (2), pp. 56-61 ○ <u>Peer mentoring for tenure-track faculty.</u> (<i>eng</i>; includes abstract) By Jacelon CS, Journal Of Professional Nursing: Official Journal Of The American Association Of Colleges Of Nursing [J Prof Nurs], 2003 Nov-Dec; Vol. 19 (6), pp. 335-8 <p>Assignments due: Adv. Theory sem: None Adv. Methods sem: None Independent Research sem: None</p>
<p>Evaluation</p>	<p>Satisfactory-</p> <ul style="list-style-type: none"> ○ Student <u>satisfactorily</u>^a participates in every seminar unless excused with prior approval, AND ○ Student <u>satisfactorily</u>^b completes every assignment on-time unless excepted with prior approval. <p>Fail-Failure to complete the above passing criteria.</p> <p>^aSatisfactory class participation constitutes attendance and constructive verbal contribution—either through questions or discussion. Constructive verbal communication is insightful, helpful, non-monopolizing, and non-repetitive. Students will receive two warnings and then be failed if a third warning about participation is needed. Not showing for the open/closed seminar without prior approval automatically constitutes one warning.</p> <p>^bA satisfactory assignment is on-time, follows all instructions, is professionally presented (e.g. stylistically appropriate, without errors), and contains insightful content.</p>