

Project Management in Clinical and Community Settings

Spring 2016

Tuesdays/4:30 pm

Division of General Medical Sciences

600 South Taylor Ave, Suite 155

Instructors

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Office hours by appointment

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Office hours by appointment

Course Description

This course will provide an overview of project management in health and community settings, including a review of ethics, data collection and management. Students will develop skills for managing and coordinating all aspects of health behavior projects, including recruitment and retention of participants, developing and maintaining various databases for study/program tracking and analysis, writing reports, managing a project team, and using basic statistical tools for project reporting. Successful completion of this course will enable students to better manage health-related studies and programs.

Course Objectives

Upon course completion, students will be able to:

1. Apply their knowledge of the ethical principles of human subjects research in developing protocols, completing Institutional Review Board (IRB) documents, and developing other study-related materials for participant recruitment, retention, and data collection.
2. Identify obstacles to recruitment/retention and develop ways to improve recruitment/retention.
3. Develop tracking databases and to manage all data files containing information about research participants in ways that maintain participant confidentiality.
4. Conduct preliminary data analysis (such as descriptive statistics).
5. Write a literature review and study reports.
6. Apply techniques for effective group management and working with teams.

Course Materials

We will have assigned readings, including a required course textbook, *Practical Research, Planning and Design*, 11th Edition, by Paul D. Leedy and Jeanne Ellis Ormrod (2016). Additional readings can be found on the course schedule and pdf's will be made available throughout the course.

Students will be expected to have purchased the SPSS grad pack **base** software, version 23 (<http://www.onthehub.com/spss/>). Laptop use of SPSS, Microsoft Excel, Word, and Access will be expected throughout the course.

Course Attendance

Students are expected to attend and participate in all scheduled classes. More than two class absences will result in final grade deduction of one letter grade. Please contact either instructor if you have any scheduling conflicts.

Course Evaluation

Students will be evaluated as follows:

1. Class participation, 20%
2. Mid-Term, 30%
3. Assignments, 50%

Grading Scale:

90% - 100% = A
80% - 89% = B
70% - 79% = C

Assignments

Throughout the course, students will receive assignments to be turned in and graded. Assignments are related to Project and Study Management and are part of in-class activities as well as take-home assignments. Students will receive feedback from the instructors and may have the opportunity to refine assigned materials prior to final grading. **Assignments turned in late will result in point deductions resulting in lower grades.**

1. Participant Consent Form [15 points]

Students will draft a consent form using Washington University's School of Medicine template, which is based on the Human Research and Protection Office (HRPO) *myIRB* online forms. Students will use appropriate language, include necessary information for informed consent, and have the opportunity to revise their work during class. The final consent form will be due on 2/9/16 at the start of class.

2. Recruitment Letter and Flyer [20 points]

Students will draft a recruitment letter and flyer using templates based on HRPO's online forms. These recruitment materials will include necessary information to give potential participants an idea about the study/program as well as necessary information regarding eligibility and how to participate if interested. Students will have the opportunity to revise these materials in class. The recruitment letter and flyer will be due on 2/9/16 at the start of class.

3. Data Tracking Checklist [15 points]

Students will be asked to draft a "checklist" for essential elements to track when identifying and trying to enroll study/program participants. These items will be based on class discussion and activities. The Data Tracking Checklist will be due on 3/1/16.

4. Literature Review [50 points]

Students will be asked to conduct a literature review on a topic of their choice, with Instructor's approval. Students will learn in class how to conduct literature searches using web-based search engines and to synthesize findings based on the review of the literature. The literature review must range between 3-5 pages in length (double-spaced using 12-point Times New Roman font and 1 inch margins on all sides) and include at least ten references. Sources such as Wikipedia, Letters to the Editor, or Commentaries cannot be included as one of the ten references. Assignments exceeding five

pages in length, excluding the reference page, will result in point deductions. Students will have the opportunity to turn in their literature review at the start of class on 4/12/16 should they want any initial comments and revisions from the professors prior to final grading. The review will be turned in for final grading at the start of class on 4/19/16.

5. Basic Progress Report [35 points]

Using assigned data that students will be provided during the course, students will learn in class how to use basic reporting statistics in SPSS software. Based on these statistics, students will be expected to write a brief progress report, no more than 2 pages, double-spaced using 12-point Times New Roman font and 1 inch margins. During class students will receive instruction on writing this report and what pertinent information should be included in the progress report. Due at the start of class on 4/26/16.

Course Schedule

Date	Topic	Readings posted to Blackboard for each class	Homework Assigned
1/19/16 Week 1	-Institutional Review Boards (IRB's) -Guest Speaker Sarah Fowler-Dixon		
1/26/16 Week 2	-Participant Recruitment	<p>Grant Distributed in first class</p> <p>Leedy Chapter 1</p> <p>Patel MX, Doku V, and Tennakoon L. Challenges in recruitment of research participants. <i>Advances in Psychiatric Treatment</i> (2003) 9: 229-238.</p> <p>McGuire Dunn & Chadwick Chapters 1 and 2</p>	<p>-Draft Recruitment Letter, Recruitment Flyer (due 2/9/16)</p> <p>-Draft participant consent form (due 2/9/16)</p>
2/2/16 Week 3	-Participant Recruitment	<p>McGuire Dunn & Chadwick Chapters 3 and 4</p> <p>Stenhammar C, Bokström P, Edlund B, and Sarkadi A. Using different approaches to conducting postal questionnaires affected response rates and cost-efficiency. <i>J Clin Epidemiol.</i> 2011 Oct;64(10):1137-43.</p> <p>Chen KF, Colantuoni E, Siddiqi F, Dinglas VD, Sepulveda KA, Fan E, Pronovost PJ, and Needham DM. Repeated attempts using different strategies are important for timely contact with study participants. <i>J Clin Epidemiol.</i> 2011 Oct;64(10):1144-51.</p> <p>Natasha A. Lannin, Craig Anderson, Joyce Lim, Kate Paice, Chris Price, Steven Faux, Christopher Levi, Geoffrey Donnan, Dominique Cadilhac. Telephone follow-up was more expensive but more efficient than postal in a national stroke registry. <i>Journal of Clinical Epidemiology</i>, Volume 66, Issue 8, August 2013, Pages 896–902.</p>	

2/9/16 Week 4	-Participant Recruitment -Guest Speaker Catina O'Leary	<p>Yancey AK, Ortega AN, Kumanyika SK. Effective recruitment and retention of minority research participants. <i>Ann Rev Pub Health</i>. 2006;27:1-28.</p> <p>Halbert CH, Kumanyika S, Bowman M, Bellamy SL, Briggs V, Brown S, Bryant B, Delmoor E, Johnson JC, Purnell J, Rogers R, Weathers B. Participation rates and representativeness of African Americans recruited to a health promotion program. <i>Health Educ Res</i>. 2010 Feb;25(1):6-13.</p> <p>Brierley, G., Richardson, R., Torgerson, D.J. Using short information leaflets as recruitment tools did not improve recruitment: A randomized controlled trial (2012) <i>Journal of Clinical Epidemiology</i>, 65 (2), pp. 147-154.</p> <p>David, Michael C., Alati, Rosa, Ware, Robert S. and Kinner, Stuart A. (2013) Attrition in a longitudinal study with hard-to-reach participants was reduced by ongoing contact. <i>Journal of Clinical Epidemiology</i>, 66 5: 575-581.</p>	
Date	Topic	Readings posted to Blackboard for each class	Homework Assigned
2/16/16 Week 5	-Data Tracking	Chapter 2 Dillman	-Draft Data Tracking Checklist (due 3/1/16)
2/23/16 Week 6	-Data Tracking	Chapter 3 Dillman	Write Research Question for Literature Review and bring to class on 3/1/16
3/1/16 Week 7	-Literature Searches -Guest speaker Lauren Yaeger	Leedy Chapter 2 and 3	-Literature review (due 4/19/16)
3/8/16 Week 8	-Data Collection	Leedy Chapter 6	-Create an SPSS database from assigned survey measures
3/15/16 Week 9	-Spring Break		
3/22/16 Week 10	-Data Collection	Dillman Chapter 4, Perez M et al 2010, Turner AN et al 2009, Small Group Presentations (McHorney CA et al	

		1994,, Schootman M et al 2005, Kramer JR et al 2009)	
3/29/16 Week 11	Mid-Term Exam		
Date	Topic	Readings posted to Blackboard for each class	Homework Assigned
4/5/16 Week 12	-Paper/Report Writing -Guest speaker Sandra Matteucci	Leedy Chapter 13 Kotz D and Cals JW. Effective writing and publishing scientific papers--part I: how to get started. J Clin Epidemiol. 2013 Apr;66(4):397. Kotz D and Cals JW. Effective writing and publishing scientific papers, part IV: methods. J Clin Epidemiol. 2013 Aug;66(8):817. Crandall, Sonia J.; Caellegh, Addeane S.; Steinecke, Ann. Reference to the Literature and Documentation. Academic Medicine. September 2001 - Volume 76 - Issue 9 - p 925–927. McGaghie, William C.; Bordage, Georges; Shea, Judy A. Problem Statement, Conceptual Framework, and Research Question. Academic Medicine. September 2001 - Volume 76 - Issue 9 - p 923–924	
4/12/16 Week 13	-Data Management		-Enter data, run basic reports, write brief summary of results similar to what may be presented in a progress report (due 4/26/16)
4/19/16 Week 14	-Data Management		
4/26/16 Week 15	-Working with Teams -Guest Speaker Bob Krizek -Wrap up and Summary		

**This syllabus is subject to change at the discretion of the instructors