

[Sample Syllabus. Subject to change for Spring 2019.]

Project Management in Clinical and Community
Settings Spring 2018

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 research and program evaluation projects, including recruitment and retention of participants, developing and maintaining various databases for study/program tracking and analysis, 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 and retention of study participants and develop ways to improve recruitment and retention.
3. Develop tracking databases and to manage all data files containing information about research participants in ways that maintain participant confidentiality.
4. Conduct analyses to provide descriptive statistics for participant enrollment tables included in progress reports.
5. Prepare components of a progress report.
6. Program online survey questionnaires.

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 are expected to have purchased IBM SPSS Statistics Base GradPack 24 software, available at <http://www.onthehub.com/spss/>. Cost will be \$42.99. 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 and will need to be absent from class.

Course Evaluation

Students will be evaluated as follows:

1. Class participation, 45 (20%)
2. Mid-Term, 70 (30%)
3. Assignments, 115 (50%)

Grading Scale:

90% - 100% = A

80% - 89% = B

70% - 79% = C

Class Participation

Students are expected to come to each class prepared to discuss assigned readings. Students will be expected to submit via Blackboard one (1) question related to each week's assigned readings to elicit group discussion about the readings for that week. Questions need to be submitted to Blackboard by 4:30 pm the Monday before class. Each week we will begin class discussion of the readings with a student's question.

Class participation also requires giving the Instructors and Guest Lecturers your full attention. We ask that you do not use laptops, tablets, or cell phones during class unless you are taking notes or working on assignments for this course (as time is allotted for that purpose). Take only emergency phone calls after stepping out of the classroom. Completing work related to your job or other courses, answering texts or emails, or browsing the internet during class is rude and will count against your class participation.

Students who do not meet these expectations will receive point deductions for class participation.

Assignments

In addition to submitting questions via Blackboard to elicit group discussion, 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 a grading rubric for each assignment. Students are expected to complete all homework assignments and turn in assignments via Blackboard on or before the assignment's due date. Instructor feedback will be provided on graded assignments. **Assignments turned in late will result in grade reductions.**

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 2/6/18 at the start of class.

2. Recruitment Letter and Flyer [20 points, 10 points each]

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 2/6/18 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 3/6/18 at the start of class.

4. Progress Report [65 points]

Using assigned data that students will be provided during the course, students will learn in class how to run some basic statistical analyses using SPSS software and report descriptive statistics in the progress report. Using on these statistic results, students will be expected to write a brief progress report, no more than 2-3 pages, single-spaced using 11-point Ariel font and 0.5 inch margins. During class, students will receive instruction on running the analyses needed and writing this report, including pertinent information that should be included in the progress report. The Progress Report will be due on 5/1/18 at the start of class.

Course Schedule

Date	Topic	Readings assigned for each class week (to be read before each class begins)	Homework assigned at end of each class
1/16/18 Week 1	-Institutional Review Boards (IRB's) -Guest Speaker Sarah Fowler-Dixon		
1/23/18 Week 2	-Participant Recruitment	Grant Distributed in first class Leedy Chapter 1 Challenges in recruitment of research participants. (Patel MX, et al 2003) McGuire Dunn & Chadwick Chapters 1 and 2	-Draft Recruitment Letter and Recruitment Flyer (due 2/6/18) -Draft participant consent form (due 2/6/18)
1/30/18 Week 3	-Participant Recruitment	McGuire Dunn & Chadwick Chapters 3 and 4 Using different approaches to conducting postal questionnaires affected response rates and cost-efficiency. (Stenhammar, C et al 2010) Repeated attempts using different strategies are important for timely contact with study participants. (Chen, KF et al 2011) Telephone follow-up was more expensive but more efficient than postal in a national stroke registry. (Lannin, NA et al 2013)	
2/6/18 Week 4	-Participant Recruitment -Guest Speaker Catina O'Leary (Week 4 readings continue onto next page)	Effective Recruitment and Retention of Minority Research Participants. (Yancey, AK et al 2006) Participation rates and representativeness of African Americans recruited to a health promotion program (Halbert, CH et al 2010) Using short information leaflets as recruitment tools	

		<p>did not improve recruitment: a randomized controlled trial. (Brierley, G et al 2012)</p> <p>Attrition in a longitudinal study with hard-to-reach participants was reduced by ongoing contact. (David, MC et al 2013)</p>	
Date	Topic	Readings assigned for each class week (to be read before each class begins)	Homework assigned at end of each class
2/13/18 Week 5	-Data Tracking	Chapter 2 Dillman	-Draft Data Tracking Checklist (due 3/6/18)
2/20/18 Week 6	-Data Tracking	Chapter 3 Dillman	
2/27/18 Week 7	-Data Collection	Leedy Chapter 6; Chapter 4 Dillman	
3/6/18 Week 8	-Data Collection -Survey Programming using Qualtrics	<p>Many vaginal microbicide trial participants acknowledged they had misreported sensitive sexual behavior in face-to-face interviews. (Turner, AN et al 2009)</p> <p>Comparisons of the Costs and Quality of Norms for the SF-36 Health Survey Collected by Mail versus Telephone Interview: Results from a National Survey. (McHorney ,CA et al 1994)</p> <p>Self-report by elderly breast cancer patients was an acceptable alternative to surveillance, epidemiology, and end results (SEER) abstract data. (Schootman, M et al 2005)</p> <p>A comparison of Diagnoses Obtained From IN-Person and Telephone Interviews, Using the Semi-Structured Assessment for the Genetics of Alcoholism (SSAGA)*. (Kramer, JR et al 2009)</p>	

Date	Topic	Readings assigned for each class week (to be read before each class begins)	Homework assigned at end of each class
3/13/18 Week 9	-Spring Break		
3/20/18 Week 10	Mid-Term Exam		
3/27/18 Week 11	-Literature Searches -Guest speaker Lauren Yaeger	Leedy Chapter 2 and 3	
4/3/18 Week 12	-Paper/Report Writing -Guest speaker Sandra Matteucci	Leedy Chapter 13 Effective writing and publishing scientific papers--part I: how to get started. (Kotz & Cals, 2013) Effective writing and publishing scientific papers, part IV: methods. (Kotz & Cals, 2013) Reference to the Literature and Documentation. (Crandall, S. 2010) Problem Statement, Conceptual Framework, and Research Question. (McGaghie, W et al 2001)	
4/10/18 Week 13	-Data Management	Leedy Chapter 8	-Progress Report (due 5/1/18)
4/17/18 Week 14	-Data Management	Leedy Appendix A and B	
4/24/18 Week 15	-Data Management		
5/1/18 Finals Week	Wrap up and Summary		

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