UNIVERSITY OF KENTUCKY
APPLICATION FOR NEW COURSE

1. Submitted by College of Medicine ___________________________ Date November 5, 2001
   Department/Division offering course School of Public Health ___________________________

2. Proposed designation and Bulletin description of this course
   a. Prefix and Number SPH 995 ___________________________
   b. Title* Doctoral Seminar in Public Health Research Methods
      *NOTE: If the title is longer than 24 characters (including spaces), write a sensible title (not exceeding 24 characters) for use on transcripts Sem in Hlth Serv Resear
   c. Lecture/Discussion hours per week 1-3 ___________________________
   d. Laboratory hours per week 0 ___________________________
   e. Studio hours per week 0 ___________________________
   f. Credits 1-3 ___________________________
   g. Course description
      A survey course in a seminar style covering both classical and recent literature in public health services, including description and critique of research.
   h. Prerequisites (if any)
      HSM 601/SPH 602, STA 570 or 580, and admission to DrPH program or post-doctoral fellowship; or consent of instructor.
   i. May be repeated to a maximum of 3 semester hours ___________________________ (if applicable)

4. To be cross-listed as
   Prefix and Number ___________________________ Signature, Chairman, cross-listing department ___________________________

5. Effective Date Fall 2003 ___________________________ (semester and year)

6. Course to be offered ☒ Fall ☒ Spring ☐ Summer

7. Will the course be offered each year? ☒ Yes ☐ No (Explain if not annually)

8. Why is this course needed?
   This course provides the professional student the skills to research and apply methods of health services research to research problems in health care.

9. a. By whom will the course be taught? Steven Fleming, Ph.D.
   b. Are facilities for teaching the course now available? ☒ Yes ☐ No
      If not, what plans have been made for providing them?
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APPLICATION FOR NEW COURSE

10. What enrollment may be reasonably anticipated?  15-20

11. Will this course serve students in the Department primarily? ☑ Yes □ No

Will it be of service to a significant number of students outside the Department? □ Yes ☑ No

If so, explain.

12. Check the category most applicable to this course

☑ traditional; offered in corresponding departments elsewhere;

☐ relatively new, now being widely established

☐ not yet to be found in many (or any) other universities

13. Is this course part of a proposed new program: □ Yes ☑ No

If yes, which?

14. Will adding this course change the degree requirements in one or more programs?* ☑ Yes □ No

If yes, explain the change(s) below

This new course will become a requirement for the Dr.P.H. degree. A separate “Request for Change in a Doctoral Degree” Form has been submitted.

15. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.

16. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted.

17. Within the Department, who should be contacted for further information about the proposed course?

Name  Joel Lee, Dr.P.H.  Phone Extension  323-5059 x285

*NOTE: Approval of this course will constitute approval of the program change unless other program modifications are proposed.
UNIVERSITY OF KENTUCKY
APPLICATION FOR NEW COURSE

Signatures of Approval:

__________________________________________  ____________________________
Department Chair  

__________________________________________  ____________________________
Dean of the College  

__________________________________________  ____________________________
*Undergraduate Council  

__________________________________________  ____________________________
*University Studies  

__________________________________________  ____________________________
*Graduate Council  

__________________________________________  ____________________________
*Academic Council for the Medical Center  

__________________________________________  ____________________________
*Senate Council (Chair)  

/*If applicable, as provided by the Rules of the University Senate

__________________________________________  ____________________________
Date of Notice to University Senate  

__________________________

ACTION OTHER THAN APPROVAL

Rev 11/98
Course Instructor: Steven T. Fleming, Ph.D.  
CAHP Building Room 113C  
(606) 323-5059 ext. 276 (Phone Health Services Management Office)  
(606) 323-5059 ext. 279 (Phone: Work-Office)  
Office Hours: (Tuesday and Thursday 8:30-3:30 by appointment)

COURSE DESCRIPTION

This course focuses on the concepts and methods of health services and public health research. It is structured around the stages of proposal development, including conceptualization of the research question and testable hypotheses, review of the literature, research design, development of measures, data collection and analysis.

COURSE OBJECTIVES

The goals of the class are to help students:

1. Conceptualize a research project and generate testable hypotheses  
2. Summarize the literature in a particular area and develop a context for research  
3. Describe different types of experimental and quasi-experimental study designs and threats to internal and external validity  
4. Describe ways in which different concepts can be measured and evaluated  
5. Understand the design and process of qualitative research such as focus groups, case-studies, and other ethnographic research  
6. Understand the processes of data collection and analysis.

COURSE REQUIREMENTS

1. In Class Papers 20% each  
2. Proposal 60%  
3. Each student is expected to sign up for 2 class readings from which they will (1) prepare a 2-3 page summary/discussion of the important point(s) of the article, and how it fits into the class topic for the day; (2) prepare a 15 minute discussion of the article in class.  
4. Each student is expected to sign up for one expert reading and one grant proposal, for which they will be considered experts during the course of the semester.  
5. Each student is expected to prepare a mini research proposal, similar to what might be expected of a small grants program from the National Institutes of Health. This proposal may be no longer than 10 pages (single-spaced). Longer proposals will be penalized.  
6. Grading will be based upon the criteria specified in the University Bulletin.

COURSE TEXT

ACADEMIC DISHONESTY

Academic honesty is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably prepared, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards academic dishonesty as an extremely serious matter, with serious consequences that range from a grade of "E" to expulsion from the University. Both cheating and plagiarism are considered academic dishonesty. Cheating refers to any unauthorized assistance during examinations, such as notes or handouts. It also includes either giving or taking the answers to examination questions to/from other student(s). Plagiarism is academic "theft", and includes not properly crediting another author for his/her work or idea. Any paraphrase or direct quotation from a published or unpublished work should be properly cited with a footnote or reference. Students must be particularly careful not to engage in plagiarism, even inadvertently, since computers and internet web-browsing seem to facilitate this process.
### COURSE OUTLINE

<table>
<thead>
<tr>
<th>Class Date</th>
<th>Topic</th>
<th>Reading Assignment</th>
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</thead>
<tbody>
<tr>
<td>1/16/02</td>
<td>Introduction, overview of health services and public health research</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>1/23/02</td>
<td>Developing the research question(s), generating hypotheses</td>
<td>Chapter 2</td>
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<tr>
<td></td>
<td>proposal: the abstract and specific aims</td>
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<tr>
<td>1/30/02</td>
<td>Sources of secondary data and sources of funding</td>
<td>Chapter 3</td>
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<tr>
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<td>proposal: sources of data</td>
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<tr>
<td>2/06/02</td>
<td>Reviewing the literature, meta-analysis</td>
<td>Chapters 4,5</td>
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<tr>
<td></td>
<td>proposal: background and significance section; abstract/aims due</td>
<td></td>
</tr>
<tr>
<td></td>
<td>#6 Nelson HD, Humphrey LL, Nygren P, Teutsch SM, Allan JD. Postmenopausal hormone replacement therapy. JAMA 2002 288(7);</td>
<td></td>
</tr>
<tr>
<td>2/13/02</td>
<td>Research design - what kind of study?</td>
<td>Chapter 10</td>
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<tr>
<td></td>
<td>proposal: preliminary results, pilot studies; sources of data due</td>
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<td>2/20/02</td>
<td>Experimental and quasi-experimental research - validity threats</td>
<td>Chapter 7</td>
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<tr>
<td></td>
<td>proposal: the theoretical model</td>
<td></td>
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<tr>
<td>2/27/02</td>
<td>Sampling</td>
<td>Chapter 11</td>
</tr>
<tr>
<td></td>
<td>proposal: calculating sample size; literature review due</td>
<td></td>
</tr>
</tbody>
</table>
8  3/06/02 Measurement issues
proposal: defining the relevant measures; theoretical model and sample size due

9.  3/13/02 IN CLASS PROPOSAL WORK-SESSION

10.  3/27/02 Survey research
proposal: developing a questionnaire; description of measures due

11.  4/03/02 Evaluation research
questionnaire due

12.  4/10/02 Qualitative research and focus groups

#24  Kidd PS, Parshall MB. Getting the focus and the group: enhancing analytical rigor in focus group research. Qual-Health-Res. 2000 May; 10(3): 293-308.

13.  4/17/02 Data collection
proposal: how will data be collected?
14.  4/24/02  Statistics

proposal: how will data be analyzed
   http://www.hcfo.net/articles.htm
#28 Cohon J. Things I have learned (so far). American Psychologist 1990 45(12): 1304-1312.
#29 Greenhalgh T. How to read a paper: the basics of evidence based medicine. Chapter 5:

15.  5/01/02  Disseminating research - publishing articles

final proposal due
#30 Emmelin M. Challenges for publishing medical and public health research in the 2000s.
*#31 Hitchcock,-M-A. Writing and publishing research articles. Fam-Pract-Res-J. 1988
   Fall-Winter; 8(1): 3-16.

16.  5/08/02  Presentations of research projects

 Final Examination at 6:00 PM
Expert Readings


Grant Proposals

1. The Comorbidity Factor and Breast Cancer (Steven Fleming, PhD)
2. Cardiovascular Risk, Education, and Social Support (Kevin Pearce, MD)
3. Rural Substance Abuse and Violence Prevention (Richard Clayton, PhD)
Guidelines for Research Proposal

Develop a proposal to investigate a medical care/public health problem. Your proposal should be organized according to the format specified below and should include the following components (in this order):

1. **Title page**

2. **Abstract** of the study (limit 1 single-spaced page). Include purpose, specific aims, hypothesis (if appropriate, design, sample, measures, methods.

3. **Research plan**:
   A. **Specific Aims**: List the broad, long-term objective and purpose of the study. Concisely describe what your research will accomplish and any hypotheses to be tested.
   B. **Background and significance**: Describe and critically evaluate existing knowledge on your topic. Identify gaps your research will fill. Describe the importance of the study for public health.
   C. **Preliminary studies** (only if you’ve done any that relate to the proposed research): Describe only relevant previous research you’ve conducted.
   D. **Experimental Design and Methods**: (including overview of the research design, sample and setting, measures, methods, new methodology/advantages over existing methodology, potential difficulties and limitations).

4. The total proposal may not exceed 10 single-spaced pages. Your bibliography may not exceed 4 pages, so cite only those studies which are essential to your proposed investigation.
Reading Sign Up Sheet

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Expert Papers

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#35

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Grants

Breast Cancer

Cardiovascular

Substance Abuse
Readings
1. Regina - johnc.williams@mail.state.ky.us; lechrista.finn@commaction.org
2. Michelyn
3. LeChrisa, John - johnc.williams@mail.state.ky.us; lechrista.finn@commaction.org
4. Laura - lmhall2@uky.edu
5. Owen - osjohn1@uky.edu
6. Phyllis - pmbryd0@uky.edu
7. Marilyn - msita2@uky.edu
8. David - dafahr1@uky.edu
9. Fontaine - fsands@uky.edu
10. Alan - aecht@cdc.gov
11. Marilyn
12. Nancy - nejohn2@uky.edu
13. Regina - sisrw@aol.com
14. Michelyn - mwbhan2@uky.edu
15. Brenda - b.wilburn@morehead-st.edu
16. Alan
17. Pat - pjennin@uky.edu
18. Phyllis
19. Owen
20. Fontaine
21. Laura, Pat
22. Ray - rhill@uky.edu
23. Ray
24. David, John
25. Brenda
26. Sebastian - psespi2@uky.edu
27. Nancy
28. Sebastian
29. LeChrista

Expert Readings
32. Fontaine, Michelyn, Owen
33. David, Pat, LeChrista
34. Phyllis, Alan, Brenda, Nancy, Marilyn
35. Ray, Laura, John
36. Regina, Sebastian, Owen

Grants
1. Breast Cancer - Regina, Phyllis, Nancy, Sebastian, Laura
2. Cardiovascular - Alan, Ray, Michelyn, LeChrista, David
3. Drug Abuse - Fontaine, Brenda, Pat, Marilyn, John, Owen
UK School of Public Health: HSM 995: Doctoral Seminar in Public Health
Research Methods - Spring 2003
Presentation Evaluation Sheet

Student Name ___________________________________________

Volume, articulation, speed of speech ___________________________________________________

____________________________________________________________________________________

Distracting mannerisms _________________________________________________________________

____________________________________________________________________________________

Content of presentation________________________________________________________________

____________________________________________________________________________________

Grade (A, A-, B+, B, C+, C) 50% presentation 50% content __________

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Student Name ___________________________________________

Volume, articulation, speed of speech ___________________________________________________

____________________________________________________________________________________

Distracting mannerisms _________________________________________________________________

____________________________________________________________________________________

Content of presentation________________________________________________________________

____________________________________________________________________________________

Grade (A, A-, B+, B, C+, C) 50% presentation 50% content __________

******************************************************************************

Student Name ___________________________________________

Volume, articulation, speed of speech ___________________________________________________

____________________________________________________________________________________

Distracting mannerisms _________________________________________________________________

____________________________________________________________________________________

Content of presentation________________________________________________________________

____________________________________________________________________________________

Grade (A, A-, B+, B, C+, C) 50% presentation 50% content __________