Syllabus
HED 608: Graduate Professional Project II in Community Health Education
Spring 2017
Mondays, 5:30 – 8:30pm
Center for Graduate Studies, Room 110

Instructor: Barbra Beck, PhD
Phone: 262-951-3110
Email: bbeck@carrollu.edu
Office: Charles House, Room 304
Office Hours: Mondays 12:30 – 3:30pm and by appointment

I. Course Description:

The nature of this graduate project should be consistent with your career goals, and should be viewed as a culminating display of ability, demonstrating that the graduate is prepared to expand professionally in the field of Community Health Education (CHE). This project will reflect excellence in writing, oral presentation and practical experiences which are requirements essential to success in the field. The manuscript format for the capstone is intended to familiarize students with the rigors of preparing manuscripts for professional journals and/or successful grant submission.

II. Course Objectives

At the completion of the Capstone, the student will be able to:

1. Describe newly acquired knowledge in one or more specific public health area
2. Apply one or more CHES competency with the skill expected from a practical experience:
   a. Assess individual and community needs for health education
   b. Plan health education strategies, interventions and programs
   c. Implement health education strategies, interventions and programs
   d. Conduct evaluation and research related to health education
   e. Administer health education strategies, intervention and programs
   f. Serve as a health education resource person
   g. Communicate and advocate for health and health education
3. Become critical consumers of public health research
4. Evaluate the appropriateness of a variety of research methodologies, identifying an appropriate research design to answer a research question
5. Conduct research related to a pertinent public health/health education topic
6. Demonstrate ability to summarize research process and results, and critically assess research strengths and limitations
7. Strengthen written and oral communication skills
8. Demonstrate professional work habits, and ability to work independently
III. Methods of Instruction

This course will be taught through a combination of the following: presentations by the instructor; small and large group discussion; student presentations; and, individual meetings between students and instructor.

IV. Readings and Assignments

Assigned Readings: Required readings should be completed prior to class. It is important to be prepared for each topic in class so that you can add to discussion with questions and comments. The majority of readings will come from the required text, however additional reading materials may be assigned throughout the semester.

Required Text:


Additional Recommended Resources (Not required):


Chapters One, Two and Three

HED 607 focused on the first three chapters of a research thesis/report. If you have not completed these chapters you must do so before progressing to chapters four and five. It is strongly recommended that chapters one through three be completed and submitted to the instructor no later than February 28th. Refer to the HED 607 syllabus and your text for materials that must be included in chapters one through three.
Institutional Review Board

All research pertaining to human subjects must receive Institutional Review Board (IRB) approval prior to the start of the research. You will be required to complete an IRB application and obtain IRB approval from Carroll University for your proposed research project. If you did not submit an IRB application while enrolled in HED 607, you must do so this semester before beginning your data collection. Your IRB application should be submitted to the University’s IRB no later than Friday, March 10th. Please remember to allow time for your instructor to review and provide feedback on the application before it is submitted.

Chapter Four: Data Analysis and Results

Chapter four of the thesis presents research results. It is organized around the research questions or hypotheses included in Chapter One. For quantitative studies this chapter typically involves presenting numbers and statistics both in narrative and table formats. For qualitative research, reporting results involves detailed descriptions of themes, or patterns that emerged from the research and examples of responses/observations that support the themes/patterns. This chapter is a straightforward presentation of results that does not include interpretation or discussion.

Chapter Five: Conclusions, Discussion, and Recommendations

Chapter five describes the theoretical, scholarly and applied meanings of the research results. It also includes a discussion of the strengths and limitations of the research and offers suggestions for the direction of future research in the area.

Due Dates

It is hoped that all students will have their thesis completed by the end of the semester. However, given the unpredictability of the research process, the instructor realizes that all students may not be able to meet this goal. Students should meet with the instructor on a regular basis to discuss how his/her research is progressing and to set due dates for each of the chapters. Suggested deadlines are provided on the course schedule that students should try to meet.

V. Expectations

Professionalism: Much of what students will learn or fail to learn in this course is dependent on the nature of the classroom community we are able to construct together. As valued members of the course, students are expected to conduct themselves as professionals; attend each class; be respectful and attentive to colleagues; complete assigned readings on time; and, participate respectfully in discussions and activities. Being a professional means acquiring and sharing knowledge with one another in a respectful and altruistic manner.
My Commitment to You: As course instructor, I commit to the following: 1) being on time and prepared for all classes; 2) treating students with respect; 3) responding to emails within 48 hours; and 4) returning assignments in a timely manner.

VI. Evaluation and Grading

Students will receive an A-F letter grade for the course and will be evaluated based on the following:

Assessment

Assessment measures used in this course are 1) the approved master’s thesis, which will become a part of the permanent collection of the Carroll College Library, and 2) the student’s presentation to peers and faculty.

<table>
<thead>
<tr>
<th>Assessment Measure</th>
<th>Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved master’s thesis (80%)</td>
<td>1 – 8</td>
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<tr>
<td>Presentation to peers and faculty (20%)</td>
<td>6 – 8</td>
</tr>
</tbody>
</table>

Grading Scale

A   =   92 - 100  
AB  =   89 - 91  
B   =   82 - 88  
BC  =   79 - 81  
C   =   70 - 78  
D   =   60 - 69  
F   =  <60

VII. Academic Integrity

Plagiarism, improper acknowledgement of proper sources in written material, and inaccurate claims of work done are serious offenses in an academic setting. These forms of unethical behavior will be subject to severe disciplinary action.

The Carroll University Academic Integrity Policy is located in your student handbook (available on the University’s website). I encourage you to familiarize yourself with it. If a student violates this policy in any way, I reserve the right to impose a sanction of failure on the assignment/assessment or failure in the course. If you have questions about appropriate citations, please ask.
VIII. Accommodations for Disability

Students with documented disabilities who may need accommodations or any student considering obtaining documentation should make an appointment with Ms. Martha Bledsoe, Director of Services for Students with Disabilities, no later than the first week of class. She can be reached by calling 262-524-7335 or emailing her at mbledsoe@carrollu.edu.

IX. Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s) and Assigned Reading(s)</th>
<th>Assignments Due</th>
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</thead>
<tbody>
<tr>
<td>Monday, Jan. 30</td>
<td>Review of course; discussion of next steps</td>
<td></td>
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<tr>
<td>Monday, Feb. 6</td>
<td>Individual meetings with instructor</td>
<td></td>
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<tr>
<td>Monday, Feb. 13</td>
<td>Presentation of results (Chapter 12)</td>
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<tr>
<td>Monday, Feb. 20</td>
<td>Individual meetings with instructor</td>
<td></td>
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<tr>
<td>Monday, Feb. 27</td>
<td>Individual meetings with instructor</td>
<td></td>
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<tr>
<td>Tuesday, Feb. 28</td>
<td></td>
<td>Due: Chapters One, Two and Three</td>
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<tr>
<td>Monday, March 6</td>
<td>Conclusion, discussion and recommendations (Chapter 13)</td>
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<tr>
<td>Friday, March 10</td>
<td></td>
<td>Due: Submit IRB application</td>
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<tr>
<td>Monday, March 13</td>
<td>NO CLASS – SPRING BREAK</td>
<td></td>
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<tr>
<td>Monday, March 20</td>
<td>Individual meetings with instructor</td>
<td></td>
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<tr>
<td>Monday, March 27</td>
<td>Individual meetings with instructor</td>
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<tr>
<td>Monday, April 3</td>
<td>Individual meetings with instructor</td>
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<tr>
<td>Monday, April 10</td>
<td>Individual meetings with instructor</td>
<td></td>
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<tr>
<td>Monday, April 17</td>
<td>Individual meetings with instructor</td>
<td></td>
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<tr>
<td>Monday, April 24</td>
<td>Presentation of research</td>
<td>Due: All materials completed at this point</td>
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<tr>
<td>Monday, May 1</td>
<td>Individual meetings with instructor</td>
<td></td>
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The instructor and the University reserve the right to modify, amend or change the syllabus (course requirements, grading policy, etc.) as the curriculum and/or program require(s).