Program Planning, Research, and Evaluation in Community Health Sciences
CHS 211B
Spring, 2016

| Lecture |
|------------------|------------------|
| **Mondays, 10-12**  |
| 43-105 CHS |
| **Wednesdays, 10-12** |
| 43-105 CHS |

<table>
<thead>
<tr>
<th>Discussion sections (for the winter quarter)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mondays, 12-1</strong></td>
</tr>
<tr>
<td>41-268</td>
</tr>
<tr>
<td>Jake Beckerman</td>
</tr>
<tr>
<td><strong>Wednesday 1-2</strong></td>
</tr>
<tr>
<td>41-235</td>
</tr>
<tr>
<td>Emily Cheng</td>
</tr>
<tr>
<td><strong>Wednesday 1-2</strong></td>
</tr>
<tr>
<td>61-262</td>
</tr>
<tr>
<td>Stephanie Albert</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CHS 211A Instructors and office hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Linda B. Bourque, PhD</strong></td>
</tr>
<tr>
<td>Email: <a href="mailto:lbourque@ucla.edu">lbourque@ucla.edu</a></td>
</tr>
<tr>
<td>Office: CHS 41-230</td>
</tr>
<tr>
<td>Phone: (310) 825-4053</td>
</tr>
<tr>
<td>Office hours: Tuesday 12-5; Wednesday 1-3 PM</td>
</tr>
<tr>
<td>Sign-up sheets outside office</td>
</tr>
<tr>
<td><strong>Dallas Swendeman, PhD</strong></td>
</tr>
<tr>
<td>Email: <a href="mailto:dswendeman@mednet.ucla.edu">dswendeman@mednet.ucla.edu</a></td>
</tr>
<tr>
<td>Office: CHS 21-275A</td>
</tr>
<tr>
<td>Phone: (310) 794-8128</td>
</tr>
<tr>
<td>Office hours: Thursday 11-3 PM</td>
</tr>
<tr>
<td>Sign-up sheets outside office</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Special Readers and office hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Jake Beckerman</strong></td>
</tr>
<tr>
<td>Email: <a href="mailto:jake.p.beckerman@gmail.com">jake.p.beckerman@gmail.com</a></td>
</tr>
<tr>
<td>Office hours: Tuesday 12-1; Wednesday 9-10, 12-1</td>
</tr>
<tr>
<td>Sign-up sheets outside office</td>
</tr>
<tr>
<td>Office: CHS 41-230 (outer office)</td>
</tr>
<tr>
<td><strong>Emily Cheng</strong></td>
</tr>
<tr>
<td>Email: <a href="mailto:emily.cheng@alumni.ucla.edu">emily.cheng@alumni.ucla.edu</a></td>
</tr>
<tr>
<td>Office hours: Monday 1-4</td>
</tr>
<tr>
<td>Sign-up sheets outside office</td>
</tr>
<tr>
<td>Office: CHS 41-230 (outer office)</td>
</tr>
<tr>
<td><strong>Stephanie Albert</strong></td>
</tr>
<tr>
<td>Email: <a href="mailto:stephanie.albert@nyu.edu">stephanie.albert@nyu.edu</a></td>
</tr>
<tr>
<td>Office hours: Monday 1-4</td>
</tr>
<tr>
<td>Sign-up sheets outside office</td>
</tr>
<tr>
<td>Office: CHS 26-081A</td>
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</tbody>
</table>

Textbooks:

Course website:
UCLA Common Collaboration & Learning Environment. [https://ccle.ucla.edu/course/view/16S-COMHLT211B-1](https://ccle.ucla.edu/course/view/16S-COMHLT211B-1)

I. Course Objectives
CHS 211 is a two-quarter problem-based learning course. This course introduces you to: the development, planning, and administration of evidence-based programs that are relevant for public health practice; basic research methods; and, the evaluation and assessment of both existing and new programs. The overall goals of this course are for you to: develop concrete program development and evaluation skills; learn to work successfully with colleagues to complete a project; develop a program and program evaluation proposal; and, succinctly convey your ideas and findings orally and in writing. Students will work on their class projects in
groups of four students. Below are the learning objectives and related competencies for the department of Community Health Sciences, as approved by the Council on Education for Public Health. These learning objectives and competencies are acquired through class sessions, readings, group projects, and assignments.

### I. KNOWLEDGE LEARNING OBJECTIVES

**Upon completing this course, a student should be able...**

<table>
<thead>
<tr>
<th>A. CHS 211A</th>
<th>CHS Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) To explain the levels of program planning (individual, group, and community) and how they contribute to policy formulation</td>
<td>MPH/MS 1, MPH/MS 2, MPH 5</td>
</tr>
<tr>
<td>b) To identify the role of communications, community organization, and staff development in the identification and solution of public health problems</td>
<td>MPH 5, MPH/MS 7, MPH/MS 9</td>
</tr>
<tr>
<td>c) To recognize the significant and various applications of needs assessment methods of program development at the community, organizational, and clinical levels</td>
<td>MPH 5, MPH 6, MS 6, MPH/MS 7</td>
</tr>
<tr>
<td>d) To conceptualize and develop intervention approaches based on behavioral and social science theories, research and principles</td>
<td>MPH/MS 2, MPH/MS 3</td>
</tr>
<tr>
<td>e) To explain the role and general methods of formative research</td>
<td>MPH 5, MPH 6, MS 6, MPH/MS 7</td>
</tr>
<tr>
<td>f) To develop process evaluation plans for community level interventions</td>
<td>MPH 5</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>B. CHS 211B</th>
<th>CHS Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) To explain the basic terminology, major concepts, and logic</td>
<td>MPH 8</td>
</tr>
<tr>
<td>b) To apply these ideas in the formulation of a viable research strategy</td>
<td>MPH/MS 7, MPH 8</td>
</tr>
<tr>
<td>c) To be research literate; to know how to critically view and analyze research articles in the health field</td>
<td>MPH/MS 1</td>
</tr>
<tr>
<td>d) To be a critical consumer of evaluation research; to know when it was done well, given the limitations of evaluation research</td>
<td>MPH/MS 1</td>
</tr>
<tr>
<td>e) To articulate how general research principles are used in the design and execution of evaluation research, so that you have competence in requesting and negotiating evaluations</td>
<td>MPH 5, MPH 6, MPH/MS 7, MPH/MS 9</td>
</tr>
</tbody>
</table>
| f) To exhibit sufficient skills to be able to conduct simple evaluations when necessary in a program setting. | • MPH 5  
• MPH 6  
• MS 6  
• MPH/MS  7  
• MPH 8 |
| g) To explain some of the controversies in program evaluation and anticipate problems when using, designing, and/or conducting evaluations. | • MPH 5  
• MPH 6 MS 6  
• MPH/MS  7 |
| h) To discuss ethical principles in research and apply these in the design of evaluation research studies. | • MPH/MS  10 |

## II. SKILL LEARNING OBJECTIVES

### CHS Competencies

**Upon completing this course, a student should be able to ...**

### A. CHS 211A

| a) To define a health problem and describe the population. | • MPH 5 |
| b) To define and develop goals and objectives. | • MPH 5  
• MPH 6  
• MS 6 |
| c) To select program strategies and develop activities appropriate for addressing the defined health problem. | • MPH 5  
• MPH6 |
| d) To prepare a program proposal that includes a process evaluation plan. | • MPH 5  
• MPH 6  
• MS 6 |
| e) To work collaboratively and effectively and with integrity towards the advancement of community health. | • MPH/MS  10 |
| f) To behave in an ethical manner in practice and research and in interactions with others. | • MPH/MS  10 |

### B. CHS 211B

| a) To design an evaluation research study. | • MPH 5  
• MPH 6  
• MS 6  
• MPH/MS  7 |
| b) To develop appropriate research hypotheses and define variables. | • MPH 5  
• MPH 6  
• MS 6  
• MPH/MS  7  
• MPH 8 |
| c) To develop a data collection and analysis plan. | • MPH/MS  7.  
• MPH 8 |
| d) To prepare a program proposal that includes a process and outcome evaluation plan, and a dissemination plan. | • MPH 5  
• MPH 6  
• MS 6  
• MPH/MS7  
• MPH/MS  8  
• MPH/MS  9 |
<p>| e) To work collaboratively and effectively and with integrity towards the advancement of community health. | • MPH/MS  10 |
| f) To behave in an ethical manner in practice and research and in interactions with others. | • MPH/MS  10 |</p>
<table>
<thead>
<tr>
<th>CHS COMPETENCIES</th>
<th>MPH</th>
<th>MS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td>Access and understand the public health literature and information and apply it to community health.</td>
<td>Access and understand the public health literature and information and apply it to community health.</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>Describe theories, concepts, models from the social and behavioral sciences and apply these theories to community health practice.</td>
<td>Describe theories, concepts, models from the social and behavioral sciences and apply these theories to community health practice.</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>Identify and explain how social, cultural, and behavioral factors affect the health of individuals, communities and populations.</td>
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</tr>
<tr>
<td><strong>4</strong></td>
<td>Describe how health inequities are related to historical and contemporary structural inequities in power and privilege.</td>
<td>Describe how health inequities are related to historical and contemporary structural inequities in power and privilege.</td>
</tr>
<tr>
<td><strong>5</strong></td>
<td>Describe, explain and apply procedures for evidence-based planning and implementation of community health programs, policies and interventions.</td>
<td></td>
</tr>
<tr>
<td><strong>6</strong></td>
<td>Recognize when existing approaches may not be culturally appropriate for a particular population and to collaborate with communities and others to design, implement and evaluate more suitable health programs.</td>
<td>Respect diversity and when existing theories and research methods are not appropriate to a particular population to identify resources and collaborators to select and apply appropriate methods.</td>
</tr>
<tr>
<td><strong>7</strong></td>
<td>Identify, explain and apply steps and procedures based on social science approaches for evidence-based evaluation of community health programs, policies and interventions, including community-based participatory research.</td>
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</tr>
<tr>
<td><strong>8</strong></td>
<td>Apply basic principles of biostatistics, epidemiology, environmental health sciences, and health policy and management to community health issues.</td>
<td></td>
</tr>
<tr>
<td><strong>9</strong></td>
<td>Effectively communicate orally and in writing with public health professionals, members of the community, and stakeholders about community health issues, interventions, programs, and policies.</td>
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</tr>
<tr>
<td><strong>10</strong></td>
<td>Behave in an ethical manner in practice and research and in interactions with others.</td>
<td>Behave in an ethical manner in practice and research and in interactions with others.</td>
</tr>
</tbody>
</table>

*Note: Numbers correspond to competencies listed above.*
II. Discussion sections and role of the special reader

The discussion sections are designed to help you work through your assignments and to help you clarify class lectures and readings. Attendance at the discussion sections is required.

Each group will be assigned a special reader for CHS 211A. In CHS 211B a different reader will be assigned to your group. Therefore, over the course of the two-quarters your group will work with two of the three special readers. Although you are assigned a specific reader for your projects, you are welcome to attend any of the sections and any reader’s office hours. You don’t have to attend the same section as your group members.

Reader and Group Assignments for CHS 211B

<table>
<thead>
<tr>
<th>Reader</th>
<th>Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jake Beckerman</td>
<td>1,3,5,7,9</td>
</tr>
<tr>
<td>Emily Chang</td>
<td>2,4,12,14</td>
</tr>
<tr>
<td>Stephanie Albert</td>
<td>6,8,10,11,13</td>
</tr>
</tbody>
</table>

Office hours:
Sign-up sheets are posted outside all of the offices. Each sign-up period is for 30 minutes.

Guidelines for working with teaching assistants (special readers):
1) Regularly attend discussion sessions; attendance will be taken
2) Regularly attend special readers’ office hours
3) Special readers will not read drafts of assignments
4) Special readers will not answer in-depth questions over email (include all your group members in all email correspondence); lengthy questions should be addressed during office hours. These in-depth questions include:
   a. Specifics about your project
   b. Specifics about the scope and requirements of assignments
   c. Issues around group dynamics
   d. Questions that begin with, “Can you explain...” or, “What would be better...”
5) All group members must be present for office hours with special readers

Special readers are available during class, sections, and their office hours. Please be respectful of their schedules and only ask for their assistance during these times; they are busy students also.

III. Course requirements

1. Examinations

There will be a final examination for CHS 211B during the finals week of the 2016 Spring Quarter, on June 8, 11:30 – 2:30 in (location TBA). It accounts for 25% of the grade for CHS 211B. Note that the final exam will only be given during the scheduled times. Please be aware that you will not be able to progress to your internship unless you have received a passing grade in both 211A and 211B.

2. Assignments

Over the course of the two quarters, your group will prepare a proposal for an intervention to address an important community health problem. In CHS 211A this comprises the initial problem statement, objectives, strategy, theoretical framework and program logic, and monitoring plan. In CHS 211B this comprises a developed, comprehensive evaluation for your intervention. This proposal is developed over a series of eight assignments that address specific components of the intervention and its evaluation. Expect to revise these components as the project develops over time.
Assignments 1-4 are due during CHS 211A and Assignments 5-8 during CHS 211B. Assignments are worth varying amounts toward the course grade. All assignments are completed by your group.

All assignments must be typed, double-spaced, using 12-point font, Times New Roman, and with one-inch margins. You must follow page limitations. Reference lists do not count toward page limitations. Please format your references in the way that is standard for public health. It is recommended that you follow the reference styles that are acceptable by the American Journal of Public Health.

Please upload assignments as WORD documents to the Turnitin assignment link on the course (Moodle) website. For Assignment 8, please turn in one hard copy in addition to uploading your Assignment 8 to the Moodle website.

With each assignment, please list the names of your group members and include the following in the upper right hand corner:

   Assignment #
   Group #

Example: Assignment 5
         Group 10

Please name the electronic (assignment) file you upload in the following format: AssignmentX_GroupY (X is the assignment number and Y is the group number). Example: Assignment5_Group10

3. Plagiarism Certification
All students are required to take the tutorial on plagiarism developed at Indiana University. When you are ready, take the certification test developed for graduate students. After passing the test, give us a copy of the certificate. A copy of your certification is due on Monday, April 11. Upload the completed certification to the course web site.

https://www.indiana.edu/~istd/test.html/

3. Procedures
It is expected that all assignments will be turned in on time on the date due (before the start of class, i.e. 10am). We will make every attempt to return all assignments to you the following week.

When you get an assignment back, we encourage you to look at the written comments and make sure that you understand what the comments mean. We strongly encourage you to take advantage of the faculty’s office hours. If you would like to discuss your group project, your entire group is expected to attend and be on time. Your grade will be affected if you are unable to attend these meetings as a group.

If you are experiencing problems in the course, please make an appointment during office hours with a reader or an instructor. Other suggestions are to form study groups with your friends and to read supplementary textbooks. We also encourage you to consult with other faculty in the department or the school who are knowledgeable about the topic area of your project.

You are welcome to ask to have an assignment or examination re-graded. We will re-grade the entire assignment or examination, not just a specific point you raise. Thus, it is possible that your grade could go down.

4. Peer Evaluation
At the conclusion of each quarter each student will complete a peer evaluation form to evaluate fellow group members. Each student will receive up to five points each quarter based on this assessment. These peer evaluation forms are due on the last day of class in both 211A (March 9, 2016) and 211B (June 1, 2016). Remember that the peer evaluations account for 5% of the final grade for each quarter.
5. Assignment due dates

The following is a chart of the 4 assignments and their due dates; exams are also listed. A description of each assignment is provided in the course schedule section of the syllabus.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>#5 Research Questions and Research Design Strategy</td>
<td>10%</td>
<td>April 13, 2016</td>
</tr>
<tr>
<td>#6 Research Hypotheses and Variables</td>
<td>10%</td>
<td>April 27, 2016</td>
</tr>
<tr>
<td>#7 Unit of Analysis, Sample and Data Collection Strategies</td>
<td>10%</td>
<td>May 11, 2016</td>
</tr>
<tr>
<td>#8 Final Proposal</td>
<td>40%</td>
<td>June 1, 2016</td>
</tr>
<tr>
<td>Peer evaluations</td>
<td>5%</td>
<td>June 1, 2016</td>
</tr>
<tr>
<td>Final exam</td>
<td>25%</td>
<td>June 8, 2016</td>
</tr>
</tbody>
</table>

6. Assignment examples

If you find it helpful, feel free to review the work of students who took this course in recent years. We have put several assignments on the course website because we believe that they are examples of quality work in 211 A&B. Please understand that these assignments are not “perfect” and that there is always room for improvement. Also, please keep in mind that the assignments have evolved over the years so the exact format that we are requesting this year may differ from that requested in previous years.

CHS 211B assignment examples:

IV. Class sessions, readings, and assignments

SCHEDULE

1. **Monday, March 28**  
   **Overview of the course;**  
   **Significance of evaluation research within public health**
   - The program planning cycle
   - What is program evaluation?
   - Why evaluate programs?
   - How are programs evaluated? (Research considerations)
   - Evidence-based programs
   - **Reading:**

2. **Wednesday, March 30**  
   **Formulating a Research Question**  
   - Objective/reason for: Basic vs. Applied (Evaluation) Research
   - Sources of Ideas for Research Questions
   - Testability/Nature of the Research Question
   - **Types of Research Design Strategies**
     - Exploratory Designs
     - Descriptive Designs (e.g., cross-sectional designs)
     - Causal/Explanatory Designs (experimental, quasi-experimental, analytical, longitudinal, etc.)
   - **Readings:**
   - **Articles with examples:**
     - (Exploratory Study) Becker HS. The professional dance musician and his audience. *American Journal of Sociology* 1951; 57:136-144.
     - (Exploratory to Descriptive to Explanatory) Schneider E., RA Hajjeh, RA Spiegel et al. A Coccidioidomycosis outbreak following the Northridge, Calif, earthquake. *JAMA* 1997; 277:904-908.
3. **Monday, April 4**  
**Research Design Strategies:** True Experimental & Quasi-Experimental Designs

**Readings:**

**Articles with examples:**

4. **Wednesday, April 6**  
**Research Design Strategies:** Surveys

**Readings:**

**Articles with examples:**

5. **Monday, April 11**
   
   **Operationalizing the Research Question**
   
   Developing and Testing Hypotheses
   
   Null hypotheses/alternative hypotheses
   
   Assertive Hypotheses
   
   Descriptive/Associational Hypotheses
   
   Causal/Explanatory Hypotheses

   **Readings:**
   

   **Example to work through in class:**
   
   ▶ Example from the National Survey of Disaster Experiences and Preparedness
   

6. **Wednesday, April 13**
   
   **Assignment 5 DUE**
   
   **Operationalizing the Research Question**
   
   Turning Concepts/Constructs into Working Definitions and Variables

   **Reading:** Same as above.

7. **Monday, April 18**
   
   **Operationalizing the Research Question: Variables**
   
   Nominal
   
   Ordinal
   
   Interval
   
   Ratio
   
   Continuous
   
   Discrete
   
   Categorical
   
   Independent/Predictor
   
   Dependent/Outcome

   **Readings:**
   
   

   **Example to work through in class:**
   
   ▶ Independent and Dependent Variables
8. **Wednesday, April 20**  
**Bourque**  
**Operationalizing the Research Question: Variables, continued & Selecting the Research Subjects**  
Probability Samples  
Systematic Samples  
Non-Probability Samples  

**Reading:**  

9. **Monday, April 25**  
**Bourque**  
**Operationalizing the Research Question: Selecting the Research Subjects, continued**  

**Readings:**  

**Articles with examples:**  

10. **Wednesday, April 27**  
**Swendeman**  

**ASSIGNMENT 6 DUE**  

**Research Design Strategies: Qualitative**  
Qualitative Approaches  
Triangulation  
Sampling in qualitative research  
Community Based Participatory Research  
Example of Qualitative Research Process  

**Readings:**  
11. Monday, May 2

Operationalizing the Research Question: Data Collection Strategies
Questionnaires: Design, administration and specifications

Reading:

Articles with examples:

12. Wednesday, May 4

Preparing for the Evaluation
Models for Framing Evaluation
Outcome vs. Impact Evaluation
Establishing Good Relations in the Community
Logistical Considerations (e.g., budgeting)
Contingency Plans
CDC Approach to Evaluation

Readings:

13. Monday, May 9

Evaluation Types
Formative, process, and summative evaluation
CBPR (Community-Based Participatory Research)

Readings:
14. Wednesday, May 11

**ASSIGNMENT 7 DUE**

Monitoring Progress in Program Evaluation

Client Attrition
Intervention Drift
Program Flow
Efficacy versus Effectiveness
Contingency Plans
Translation Research

Reading:


15. Monday, May 16

Understanding Program Effects

Analysis Plans
Interpreting Results
Magnitude and Detection of Effect
Variations in Program Effects
Practical versus Statistical Significance

Readings:


16. Wednesday, May 18

Evaluating Plans, Management and Cost

Assessing Cost, Cost Benefit, Cost Effectiveness
Efficiency Analysis

Reading:


17. Monday, May 23

Writing the Report and Presenting the Results

Writing the Report
Presenting the Results
The Role of the Media
Readings:

18. **Wednesday, May 25**

**Ethics, Special Populations and Politics**
- Ethics and Institutional Review Boards (IRBs)
- Special Populations
- Evaluation Politics

Readings:

19. **Monday, May 30**

HOLIDAY

MEMORIAL DAY

20. **Wednesday, June 1**

**Wrapping it all up**

**ASSIGNMENT 8 (FINAL PROPOSAL) DUE**

PEER EVALUATION FORMS DUE

**Evaluation Resources**

- [http://www.cdc.gov/eval/](http://www.cdc.gov/eval/)
**ASSIGNMENTS**

**Assignment 5: Research Question(s) and Research Design Strategy**

In this assignment, you start developing a research study that you will use to evaluate the project you developed in CHS 211A.

1. Since Professors Bourque and Swendeman did not teach in CHS 211A, we need some background information about your projects. Please write no more than three short sentences describing the problem, the target population, and the program. If your Abstract from Assignment 4 clearly states those three things, you can turn in your abstract instead of writing new sentences.  
   **0.5 point**

2. Name electronic file/document according to instructions.  
   **0.5 point**

3. State at least one and no more than three research questions. The question(s) must be appropriate to the program you will be evaluating.  
   **1 point**

4. Describe the overall research strategy that you will use to address your research question. Specify whether the overall strategy is exploratory, descriptive, or explanatory. Explain why this design is appropriate for your research question.  
   **1 point**

5. Describe the specific research design that you will use and why you selected this one. Why is this design appropriate for your research question? For example: experiment, quasi-experiment, cross-sectional survey, longitudinal or panel design, etc.  
   **3 points**

6. Describe whether you will have comparison groups and, if so, how they will be selected. This is particularly important for quasi-experimental designs. Describe the strengths and weaknesses of the comparison group(s) selected. If using a randomized design, describe possible threats to randomization and how you will minimize them. The group needs to show evidence that they have really thought about this.  
   **4 points**

7. Cite relevant sections of readings and lectures when appropriate.

Due: Assignment 5 is due by the start of class on April 13.

Total pages: 3 double-spaced pages with 12-point font and 1-inch margins, plus references.

Total points: 10
Assignment 6: Research Hypotheses and Variables

1. Create at least two hypotheses from your research question. Identify whether each hypothesis is assertive, descriptive or causal/explanatory. Seriously consider the use of assertive hypotheses to identify the minimum or maximums that you will need to carry out your study. **3 points**

2. Identify the constructs/concepts in each hypothesis. Some may appear in more than one hypothesis. Provide working definitions of the key concepts. **3 points**

3. Identify the level of measurement for the variables that will be used to measure each construct/concept. Identify whether variables are independent, dependent or control variables. **4 points**

4. Cite relevant sections of readings and lectures when appropriate.

**Due:** Assignment 6 is due by the start of class on Apr 27.

**Total pages:** 3 double-spaced pages, plus references.

**Total points:** 10

Assignment 7: Sample (or Population) and Data Collection Techniques

**Part A: Sample and Unit of Analysis**  **No longer than 3 pages**

1. Describe your unit of analysis. **1 point**

2. Describe the kind of sample or population you propose to have, its size, and how you plan to obtain it. **2 points**

3. In making these decisions, consider the problems you might have in obtaining access to subjects and how you might overcome these difficulties. These issues could include cost, political issues, availability of subjects, etc. **2 points**

**Due:** Assignment 7 is due by the start of class on May 11.

**Total pages:** 6 double-spaced pages, plus references.

**Total points:** 10

**Part B: Data Collection**  **No longer than 3 pages**

4. Describe the data collection techniques you plan to use. You may need more than one kind of data collection technique. Explain why these techniques are appropriate methods of data collection for your study. Describe the measures to be used. In working on this section, remember that the data collection techniques operationalize the constructs/concepts in your hypotheses. The objective is to end up with measurable variables that can be used to test your hypotheses. **2.5 points**

5. If you are using existent measures, cite the source, describe their adequacy, and give the rationale for their use. If you are creating your own measures, describe why you are creating your own, and how they will be created, piloted, and pretested. **2.5 points**
Assignment 8: Final Proposal with Evaluation Plan

The final proposal presents your intervention and the plan for its evaluation. This write-up must encompass all of the components covered in the previous assignments. It is expected that the components covered earlier in CHS 211AB will have changed over the course as a result of the development of the project and in response to feedback you have received. This development should be reflected in your final proposal.

Explain and justify the major elements of your intervention and evaluation plan.

Pay particular attention to the integration of the components of your proposal. For example, make sure that the goals and objectives are consistent with the intervention and evaluation design.

A budget and justification is required for your evaluation activities.

Cite relevant literature.

_A detailed description of Assignment 8 will be distributed in class._

Due: Assignment 8 is due at the start of class on June 1, 2014.

Total Pages: 30 double-spaced pages, plus references, abstract, budget, and justification.

Total Points: 40

Turn in 1 hard (paper) copy of Assignment 8 as well as the electronic copy.

Each group member is required to complete a “Peer Evaluation Form” to be turned in separately from the group project. Peer Evaluation Forms must be turned in on or before the last day of class (6/1/16). If not received, you will receive an Incomplete in CHS 211B.

FINAL EXAM:
June 8, 2016
11:30-2:30