Course Development Project

HLTH 439 - Program Planning
Fall 2016

Instructor Information

Name: NAME
Office Location: 2049 LSB
Office Phone:
801-422-6163 **Email**:
NAMEbyu.edu

~~Course Purpose~~

~~Students will be a~~ble to promote the wellbeing of individuals, families, and communities in whatever their chosen emphasis or vocation by appropriately applying program planning skills with compassion and integrity.

Description

Welcome to HLTH 439 - Program Planning! Program Planning provides students with an introduction to conducting community assessments, setting priorities, developing and implementing effective interventions, and evaluating programs. These competencies are some of the most essential skills required for work in Public Health and can be applied to health promotion work, the medical field, and even in church leadership callings and your families. In this class you will have the opportunity to apply the knowledge and skills learned in other courses to create a public health program plan.

This semester, we will be working with BYU's Counseling and Psychological Services (CAPS) to assess mental health needs and resources on BYUs campus and then identify effective public health intervention strategies to address mental health needs. To maximize learning, in this class, students should consider themselves as employees in a public health job. As employees you will receive on-the-job training, and you will work together with a select group of colleagues to develop a program plan. This program plan will be submitted near the end of the semester in the format of a funding proposal.

This course is consistent with the mission of Brigham Young University and the Aims of a BYU Education.

Prerequisites

Prequisite: HLTH 100 and HLTH 330; Concurrent with HLTH 434
Recommended: HLTH 432

Learning Outcomes

Community Assessment and Data Analysis
1. Conduct a community assessment by collecting and analyzing data to determine the health needs of a community.

Priority Setting

2. Implement priority setting methodologies, using needs assessment data and analysis.

Outcome Development
3. Distinguish between goals and objectives and develop process, impact and outcome objectives.

Intervention Selection
4. Distinguish between different levels of intervention evidence (emerging, promising, effective, and evidence-based).
5. Identify and design appropriate interventions based on root causes of priority issues, theory, and community contextual factors.

Intervention Management and Implementation Planning
6. Establish appropriate logic models, program timelines, staffing plans, and budgets.

Program Evaluation
7. Distinguish between process, impact, and outcome evaluation and apply appropriate strategies.

Texts and Materials

There is not an assigned textbook for this course. Readings are posted on BYU Learning Suite. Students may opt to purchase the packet of readings from the BYU store or download materials electronically. The following textbook is suggested for students interested in owning a public health program planning textbook:

McKenzie, J. F., Neiger, B. L., & Thackeray, R. (2013). *Planning, Implementing & Evaluating Health Promotion Programs: a primer, 6th edition.* Boston: Pearson.

Participation Policy

This course provides students with the opportunity to apply the knowledge and skills learned in prior public health courses to program planning. To facilitate applied learning, students will have an opportunity to participate in class and team discussions and lab work. The participation of each student is essential to their own learning and the learning of the class as a whole. Differences of opinion and backgrounds are valued, and students should be respectful of others whose perspectives may differ from their own.

Students will work in teams to develop their program plan. Each student will evaluate their fellow team members on their contribution to team assignments in a mid-term and end-of-course peer evaluation. In the end-of-course peer evaluation, students will rate their peers on the percent of effort that they put into the project. Based on these peer evaluations, if students do not contribute their "fair share" to group assignments and projects, they will not receive the full team allotment of points for the final assignment (e.g., if the group grade is 90/100 and group members rate one member as only putting in 80% effort, that individual will receive 80% of their group's final grade – in this case, 72/100).

Attendance Policy

Class attendance is required. Successful program planning depends largely on teamwork and a strong group process, much of which happens during class time. When students miss class, this hurts the entire team and negatively affects the group process. In the event that

an absence is unavoidable, students should notify the course instructor and their team members before class.

Absences affect final grades as follows:
<3 absences: no penalty
4 absences: -1% from final grade
5 absences: deduction of half of a letter grade
6 absences: deduction of a full letter grade
>7 absences: results in a failing grade for the course

Students who anticipate a large number of university excused absences or other extenuating circumstances should meet with the instructor to discuss their situation. Alternative solutions may be made with students on a case-by-case basis.

Classroom Procedures

For most weeks of the course, one day of class will be devoted to class discussions and activities and one day will primarily be devoted to lab work. Lab days are designed for teams to apply what they learn in course readings and class discussions to their course project, with the opportunity to ask questions of the instructor and TA.

It is important that students complete the readings. Assigned readings should be completed before class. Short "learning assignments" are required for some reading assignments to aid students in applying the principles taught in the readings. Classroom time is designed to discuss difficult concepts and to apply what is learned in the readings.

Students will work in teams of 4-6 people to develop their program plan. The program plan is a semester-long project, and students will be working with the same team throughout the entire semester. It is essential that each team member participate fully and "pull their own weight." When teams are first formed, each team will create team rules. Teams are allowed to "dismiss" a team member for repeated and persistent failure to follow these rules. Following team rules is an essential aspect of professionalism in the workplace and also a mark of personal integrity. Teams should keep in mind that this is a learning environment. As such, when a team member struggles to follow team rules, team members should work with this individual with compassion and provide opportunities to improve. Before a team member can be dismissed, a warning e-mail must be sent to the team member in question, documenting failure to comply with team rules. The instructor must be copied on the "warning e-mail" to provide an opportunity for the instructor to work with the individual team member and their team. In the event that a student is dismissed from a team for failure to honor team rules even after the "warning e-mail", he or she will receive a 0 on their final project grade. The instructor may work with this student to develop an alternative, culminating project, but this will be determined on a case-by-case basis.

Grading Scale

Grades	Percent
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%

D	63%
D-	60%
E	0%

Grading Policy

Assignments:
Assignment instructions will be provided for each assignment in the course on BYU Learning Suite Carefully review and follow instructions and rubrics provided. Assignments should be turned in on time through the course Learning Suite site. Late submissions are subject to an automatic 10% deduction (minimum penalty) unless the student has cleared a late submission with the instructor in advance of the assignment due date. Late submissions will not be accepted for the final program plan. This is because grant deadlines in the "real world" are usually non-negotiable and late submissions are not even reviewed.

Exams:
In the event that a student will not be able to attend class the day of Exam 1, the student should clear an alternate test date and location with the instructor at least one week in advance. Per university policy, students must take the final exam on the assigned date.

Assignments

Final Assessments

1. **Course Project - BYU Campus Mental Health Promotion Program Plan (Team)**
   Learning Outcomes: 1-7
   Team-based project that incorporates all of the steps of program planning. Teams will develop an intervention to promote mental health among students attending BYU. Teams will prepare a written report (maximum 25 pages, not including appendices) and an oral presentation. The final written report must be submitted electronically on the course Learning Suite web site on Monday, December 5. Late assignments will not be accepted. A bound hardcopy will be given to CAPS on the day of the final exam. The oral presentation will be presented to the class and to representatives from CAPS on the day of the final exam.
   Due Date: written report - Monday, December 5 at 11:59 p.m. (late assignments not accepted!); oral report – Thursday, December, 15.
   Points: 100 points for written report and 20 points for oral presentation

2. **Final Exam – Take Home (Individual)**
   Learning Outcomes: 1-7
   Peer critique of a program plan. Students will individually critique a final project (developed by another team) to assess whether program planning processes were appropriately and correctly implemented.
   Due Date: Thursday, December 15
   Points: 60

Other Assessments

3. **Program Plan Templates (Team)**
   Teams will complete six "templates" throughout the semester. These assignments are designed to help teams develop their final program plan. As teams complete each template, they should go back to previous templates to make changes based on instructor feedback and new developments in their 'thinking' for the final project.
   - Template 1: Community Assessment (Learning Outcome #1); *Points:* 15
   - Template 2: Priority setting, root causes, goals and objectives (Learning Outcome #2-3); *Points:* 10

- Template 3: Identify strategies, refine goals and objectives (Learning Outcome #s 3-5); *Points:* 10
- Template 4: Logic Models, timeline, staffing plan (Learning Outcome #6); *Points:* 10
- Template 5: Evaluation (Learning Outcome #7); *Points:* 10
- Template 6: Budget (Learning Outcome #6); *Points:* 8

4. **Mid-term Examination (Individual)**
   Short-answer, in-class exam covering learning outcomes 1-3 and the overall generalized program planning model. *Points:* 80

5. **Learning Assignments (Individual)**
   There will be 10 learning assignments based on course readings. These assignments are designed to give students the opportunity to practice knowledge and skills that they learn in their readings and in class discussions. Each assignment is usually a short answer response of ½ to 1 page. They should be submitted through BYU Learning Suite before class on the day they are due. Each assignment is worth between 4-10 points.
   - LA 1: CITI certification (submit CITI certificate; **required to pass course**)
   - LA 2: BYU campus mental health needs – reflection
   - LA 3: Community Assessment
   - LA 4: Priority Setting/Root Causes
   - LA 5: Goals and Objectives
   - LA 6: Intervention Selection
   - LA 7: Implementation
   - LA 8: Evaluation
   - LA 9: Budget
   - LA 10: Service-learning reflection: campus mental health needs and how it has changed student

6. **General Course Participation Assignments**
   Throughout the course, students will be asked to complete small assignments that are designed to help with course structure and team building.
   - Student profile
   - Syllabus quiz
   - Midterm Evaluation
   - Midterm Peer Evaluation
   - Final Peer Evaluation

Changes to Syllabus

The schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning. Please check the course Learning Suite for announcements and updates.

University Policies

Honor Code
In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you

present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Sexual Misconduct
As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter sexual misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at https://titleix.byu.edu/report-concern or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at http://titleix.byu.edu.

Student Disability
Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty
The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Inappropriate Use of Course Materials
All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010

"Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

Plagiarism
Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Mental Health Concerns
Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit https://caps.byu.edu; for more immediate concerns please visit http://help.byu.edu.

Schedule (due dates and schedule of topics are approximate – any changes will be noted in the course Learning Suite web site)

Date	Topic	Reading	Assignments Due
M Aug 29 Monday	**First Day of Fall Semester (08/29/2016 - 12/08/2016)** Introduction: Why Program Planning? General Program Planning Model		**Student Profile**
W Aug 31 Wednesday	Approaches to Public Health Program Planning Introduce Final Project	**Read the following:** NEIGER LECTURE NOTES_chs1-2.pdf Download	
M Sep 05 Monday	**Labor Day**		
W Sep 07 Wednesday	Mental Health on College Campuses (BYU CAPS guest lecture)	Parcover et al (2015). Implementing a Public Health Approach to Addressing Mental Health Needs in a University Setting: Lessons and Challenges	**Learning Assignment 1 - CITI certification** **Syllabus Quiz**
M Sep 12 Monday	Working in Teams Team Formation, team rules		**Learning Assignment 2 - mental health reflection**
W Sep 14 Wednesday	Community Assessment	NEIGER LECTURE NOTES_ch4-6.pdf Download	**Learning Assignment 3 - Community Assessment**
M Sep 19 Monday	Assessment - Lab - prep and carry out surveys	West et al. (2012). A mental health needs assessment of urban American Indian youth and families. *American journal of community psychology*, *49*(3-4), 441-453. http://link.springer.com/article/10.1007/s10464-011-9474-6	

Date	Topic	Reading	Assignments Due
		Mapp pages 34-71. MAPP_Handbook.pdf Download	
W Sep 21 Wednesday	Assessment - Lab		
F Sep 23 Friday			**Template 1: Community Assessment**
M Sep 26 Monday	Priority Setting Activity	NEIGER LECTURE NOTES_ch7.pdf Download	
W Sep 28 Wednesday	Priority Setting, Priority Populations, Root Causes - Lab	CTB Chapter 17. Analyzing Community Problems and Solutions - Section 4. Analyzing Root Causes of Problems: The "But Why?" Technique http://ctb.ku.edu/en/tablecontents/sub_section_main_1128.aspx Evaluation Toolbox Problem Tree: http://evaluationtoolbox.net.au/index.php?option=com_content&view=article&id=28&Itemid=134	**Learning Assignment 4 - Priority Setting/Root Causes**
M Oct 03 Monday	Mental Health and Positive Psychology Guest Lecturer: Jeanie Farr	TBA	
W Oct 05 Wednesday	Goals and Objectives	NEIGER LECTURE NOTES_ch9.pdf Download CDC Evaluation Guide-Creating Smart Objectives.pdf Download	**Learning Assignment 5 - Goals and Objectives**

Date	Topic	Reading	Assignments Due
		(The focus of the CDC reading is specifically how to write a SMART objective; read/skim pages 1-7; you can skip the intro)	
M Oct 10 Monday	Goals and Objectives - Lab Review for Mid-term Exam		**Midterm Evaluation**
W Oct 12 Wednesday	Exam 1		**Mid-term Exam** **Mid-term Peer Evaluation**
M Oct 17 Monday	Intervention Development Selecting appropriate interventions	NEIGER LECTURE NOTES_ch10.pdf Download	**Learning Assignment 6 - Intervention Selection**
W Oct 19 Wednesday	Intervention Development Thinking outside of the box Best Practices and Promising Practices Theoretical Frameworks	**Watch the Following:** Ecological Model: http://www.jhsph.edu/research/centers-and-institutes/womens-and-childrens-health-policy-center/eco-model/eco-model.html Social Cognitive Theory: https://www.youtube.com/watch?v=S4N5J9jFW5U https://www.youtube.com/watch?v=5NbTU1EivJs Determinants of Health: http://www.healthypeople.gov/2020/about/foundation-health-measures/Determinants-of-Health	
M Oct 24 Monday	Intervention Development - Lab		

Date	Topic	Reading	Assignments Due
W Oct 26 Wednesday	Implementation Planning Logic Models	CTB Chapter 8. Developing a Strategic Plan – Developing an Action Plan http://ctb.ku.edu/en/tablecont ents/sub_section_main_1089.aspx	**Learning Assignment 7 - Implementation**
M Oct 31 Monday	Implementation - Lab	West, J. F. (2014). Public health program planning logic model for community engaged Type 2 diabetes management and prevention. *Evaluation and program planning*, *42*, 43-49. http://www.sciencedirect.com/science/ article/pii/S0149718913000803 Full pdf available from: http://www.sinai.org/sites/default/ files/SUHI%20pub%20hlth%20prog%2 0plng%20logic%20model.pdf	
W Nov 02 Wednesday	Implementation Action Plans Gantt Chart Task Time Lines MOAs/MOUs Personnel	NEIGER LECTURE NOTES_ch11.pdf Download	
F Nov 04 Friday			**Template 4: Implementation Plan**
M Nov 07 Monday	**Withdraw Deadline (Full Semester)** Implementation Lab		
W Nov 09 Wednesday	Evaluation - Who Wants to Be a Millionaire Process Evaluation	NEIGER LECTURE NOTES_ch12.pdf Download	**Learning Assignment 8 - Evaluation**

Date	Topic	Reading	Assignments Due
	Steps, indicators, and data sources/collection Program fidelity Internal and external evaluation Scaling up Sustainability CDC's evaluation framework Healthy People 2020	Carroll, C., Patterson, M., Wood, S., Booth, A., Rick, J., & Balain, S. (2007). A conceptual framework for implementation fidelity. *Implement Sci*, *2*(1), 40. http://www.implementationscience.com/content/2/1/40	
M Nov 14 Monday	Evaluation Plan Outcome Evaluation	NEIGER LECTURE NOTES_ch13.pdf Download	
W Nov 16 Wednesday	Evaluation Lab	Neiger, et al. (2012). Use of social media in health promotion purposes, key performance indicators, and evaluation metrics. *Health promotion practice*, *13*(2), 159-164. http://hpp.sagepub.com.erl.lib.byu.edu/content/13/2/159.full.pdf+html Prinz, R. J., Sanders, M. R., Shapiro, C. J., Whitaker, D. J., & Lutzker, J. R. (2009). Population-based prevention of child maltreatment: The US Triple P system population trial. *Prevention Science*, *10*(1), 1-12. http://link.springer.com.erl.lib.byu.edu/article/10.1007/s11121-009-0123-3	
F Nov 18 Friday			**Template 5: Evaluation Plan**
M Nov 21 Monday	Budgeting	CTB Chapter 10. Developing a plan for staff hiring and training http://ctb.ku.edu/en/table-of-contents/structure/hiring-and-training/develop-a-plan/main	**Learning Assignment 9 - Budget**

Date	Topic	Reading	Assignments Due
W Nov 23 Wednesday	**No Classes**	NEIGER LECTURE NOTES_ch14.pdf Download	
M Nov 28 Monday	Budget Lab Day		**Template 6: Budget**
W Nov 30 Wednesday	Lab Day - Finalize Program Plans		**Learning Assignment 10 - Service-learning Reflection**
M Dec 05 Monday	Program Planning Wrap-Up Discussion Career/jobs/further education questions		**Final Funding Proposal (Team)**
W Dec 07 Wednesday	Lab Day: Prepare Group Presentations Take-home final exam instructions		Don't forget to submit peer evaluations! Peer Evaluation.xls Download **Final Peer Evaluation**
Th Dec 08 Thursday	**Last Day of Fall Semester (08/29/2016 - 12/08/2016)**		
Th Dec 15 Monday	Final Exam: Funding Proposal Presentations		**Funding Proposal Presentation (Team)** **Backpacks For Kids** **Take-Home Final Exam due**

Scholarship Strategies Project

My research area at BYU focuses on the intersection of the family environment and cognitive control capacities on individual health. Several of the papers that I currently have under review are related to my post-doctoral fellowship. This research area is somewhat aligned to my research agenda here at BYU, but I need to more carefully build my research agenda by continuing to initiate papers related to my specific topic of interest. Ultimately, I want to have a research agenda that is worthy of external funding. To succeed at this, I need to continue to work on establishing collaborations with colleagues in my department and also with colleagues in other departments throughout campus (especially faculty doing research in the area of family studies, psychology, and neuroscience).

The research I have conducted to date, relating to my primary research agenda, has focused on answering preliminary questions relating to my field of work. Secondary data has been sufficient to do this. However, existing data does not include all of the measures or the appropriate design to answer the research questions that would build on these analyses. I have experience doing secondary data analysis, but I would like to initiate primary data collection in order to further my research agenda. This will require some training in administering physiological and cognitive tasks.

Another area I would like to grow are my analytical skills. I use structural equation modeling (SEM) for most of my statistical analyses. I would like to learn more about various longitudinal methods using SEM (e.g., growth curve models).

I have identified three goals to be completed by February 2017 to help me to be successful in these areas that I have identified for further development.

Scholarship Goals, Strategies, and Methods

Goal 1: Strengthen longitudinal SEM analytical skills.

> Strategies for goal #1:
>
> > a) Attend BYU SEM training in June 16-17 2016 in Park City.
> > b) Apply skills learned in training to a paper (potential papers: abstinence pledge paper; cognitive control and early sex paper)
>
> Methods to evaluate success at using strategies for goal #1:
>
> > a) The method for evaluating this strategy is partly whether or not I complete the training. But the true measure of success is my ability to apply the methods learned – and this will be evaluated by whether or not I can apply the skills learned in an analysis for a paper.

Goal 2: Initiate a primary data collection project.

Current primary data collection ideas with interested collaborators:

1) Student mental health on college campuses (this project is planned as part of my Hlth 439 courses in Fall 2016; I have discussed with the IRB the process for involving students in collecting data as part of a class; I am currently working with CAPS on the survey design and development)
2) Executive functioning and asthma treatment adherence

3) Executive functioning and mental health treatment adherence among students using CAPS services
4) Executive functioning and family well-being in low-income communities

Strategies for goal #2:

a) Continue to meet with potential collaborators/partners about primary data collection projects ideas.
b) Schedule training with MindWare to learn how to collect physiological data
c) Mentor students to help with survey design

Methods to evaluate success at using strategies for goal #2:

a) I will ultimately measure success in using these strategies based on whether I initiate primary data collection for at least one project by February 2016. I will feel successful in this project if data collection has begun (tools developed, IRB approved, and in data collection)

Goal 3: Submit at least three articles with collaborators from the Health Science department and/or other departments throughout campus.

Current "in-progress" papers:

1) Self-regulation, family stress, and adolescent risky behaviors (first author paper with departmental and Religious Studies collaborators; article in revise and resubmit stage with Journal of Youth and Adolescence; if not accepted at JYA will resubmit elsewhere)
2) Radon paper (co-author with departmental collaborators; analysis completed and much of manuscript written)
3) Abstinence pledge and self-control paper (first author paper with departmental collaborators; analysis begun; target journal: Journal of Marriage and Family)
4) Executive functioning and age at 1st sex paper (co-author with departmental collaborators; descriptive analyses begun)
5) Prenatal smoking and childhood obesity: the role of inhibitory control (co-author with departmental collaborators; in writing stage)

Strategies for goal #3:

a) I will set "writing office hours" where I do not answer the phone or email and when I do not meet with students or schedule other meetings.
b) I will continue to explore research ideas with faculty within and across departments by setting up meeting with colleagues who may have some similar research interests and engaging in informal activities with other faculty (e.g., weekly devotional attendance with colleagues, continue to play on the women's faculty flag football team, lunch get-togethers, etc).

Methods to evaluate success at using strategies for goal #3:

a) At the beginning of Fall 2016, I will set up writing office hours for the semester – this strategy will be considered "met" if I set up the office hours and adhere to them. But the

true measure of success will be that I submit manuscripts with coauthors from the Health Science department and in other departments, and if I continue to generate ideas as a first author and co-author with colleagues across campus.

Citizenship Project

An important area for development in the Citizenship area is to establish collaborations with faculty across campus and also with community partners. These collaborations are important both for my research and also for developing meaningful course projects (e.g., service learning) for my courses.

I would also like to strengthen my collaborative teaching efforts. This includes inviting faculty to observe my teaching and to provide feedback on it (goals relating to this are listed under "Teaching"). It also involves taking the opportunity to observe colleagues' teaching. In collaboration with Carl Hanson, I would like to strengthen the program planning team-teaching curriculum and course structure (Hlth 439 and Hlth 612).

Long-term, I plan to become more involved in university committees and national organizations. However, those goals will be more of a priority after my 3rd year review. This project focuses on activities to be completed by February 2017.

Activities

Activity 1: Strengthen collaborative teaching course structure (along with graduate mentoring of undergraduates) for the Hlth 439/612 courses. Specifically, I will work with Carl Hanson to develop a course plan that integrates lessons learned from our collaborative teaching efforts in winter semester 2016. I will develop the Hlth 612 course syllabus, integrating leadership and team-learning modules.

Activity 2: I will invite at least two colleagues to observe my teaching.

Activity 3: I will collaborate with colleagues at CAPS to develop a primary data collection project that will be implemented as part of the Hlth 439 course project (Fall semester 2016).

Activity 4: I will continue to serve on departmental and college committees as assigned.