

ENV H 583 A Sp 19: Thesis Research Proposal Preparation

[Jump to Today](#)

 [Edit](#)



ENVH 583A: Thesis Research Proposal Preparation

Quarter: Spring 2019

Credits & Grading: 1 credit, C/NC

Time: Thursdays, 1:30 to 2:20 PM

Location: Health Sciences T-Wing (HST) 478

Link to pdf of syllabus: [See week 1 module](#)

Course Instructor:

Lianne Sheppard, PhD

F672 Health Sciences Building and 203 Roosevelt Building

Tel. 206-616-2722

E-mail: sheppard@uw.edu (<mailto:sheppard@uw.edu>)

Office Hours: Drop in or by appointment. For assistance scheduling, email Randy Katz: katzr2@uw.edu (<mailto:katzr2@uw.edu>)

Course Goals: The primary goal of this 1-credit class is to help students develop research skills through its focus on writing and critiquing research proposals. This course is open to students developing Master's thesis or MPH projects as well as PhD students who wish to develop a dissertation or independent research proposal in a structured setting. All enrolled students are required to sign up concurrently for 2 credits of ENVH 700 (or 600) with a faculty advisor who will actively support the proposal development process. One credit for ENVH 583 is insufficient to support the work needed to develop a good quality proposal.

During this quarter, students will develop a research or project proposal. ENVH 583 provides milestones for the proposal development process; the development will occur outside of class. Integrated into these milestones will be requirements to meet with and obtain feedback from the student's mentor about the research project and proposal.

Students will review components of research proposals and practice developing effective aims, hypotheses, background materials and analytic strategies. In addition to preparing a complete proposal for his or her research project, each student will be required to read assigned materials, hand in reflections about readings, give status updates, conduct peer reviews, make presentations, and participate actively in class discussions.

The final project for the course will be a peer review “study section” modeled after the NIH peer review process.

Multi-cultural Inclusion Commitment: Diverse backgrounds, embodiments, and experiences are essential to the critical thinking endeavor at the heart of university education. Therefore, I expect our interactions in this course will respect the many social and cultural differences among us, which may include, but are not limited to: age, cultural background, disability, ethnicity, family status, gender identity and presentation, citizenship and immigration status, national origin, race, religious and political beliefs, sex, sexual orientation, socioeconomic status, and veteran status. Please talk with me right away if you experience disrespect in this class, and I will work to address it in an educational manner. UW students can also report incidents of bias or violations of UW policies for non-discrimination using the Bias Reporting Tool available at: <http://www.washington.edu/bias/> [\(http://www.washington.edu/bias/\)](http://www.washington.edu/bias/).

Learning Objectives: At the end of this course students should be able to:

- Identify and create the key components of a research proposal
- Demonstrate the ability to conduct literature reviews and gather the critical scientific information related to the research proposal
- Demonstrate writing skills by writing, a clear, concise research proposal with scientifically defensible aims and research approach (methods, analysis plan, expected benefits, limitations)
- Develop the skills to objectively review and write a scientific critique of a colleague’s proposal
- Describe the important concepts related to using human subjects in scientific research
- Describe the underlying concepts and principles of scientific misconduct and plagiarism

What ENVH 583 will and won’t provide, and strategies for success in ENVH 583

ENVH 583 will

- Provide structure and deadlines to support your development of a research proposal
- Guide you through proposal writing steps and the peer review process
- Cover a few additional topics, specifically research integrity and analysis planning

ENVH 583 won’t

- Provide much if any guidance to support your identification of a research topic
- Assess the quality of your research topic, other than through peer review and editing
- Teach skills in specialized topic areas such as qualitative or survey research methods
- Substitute for the one-on-one work you should be doing with your mentor
- Teach writing skills, other than through peer review and editing feedback

Strategies for success. To maximize your success in this class you are encouraged to:

- Have a solid research topic concept by the start of the quarter and write a strong first draft of your specific aims by week 2
- Actively engage with your research mentor throughout the quarter
- Adhere to the course deadlines
- Take your analysis planning seriously and turn in your analysis questionnaire

Academic Integrity Statement: Students at the University of Washington (UW) are expected to maintain the highest standards of academic conduct, professional honesty, and personal integrity.

The UW School of Public Health (SPH) is committed to upholding standards of academic integrity consistent with the academic and professional communities of which it is a part. Plagiarism, cheating, and other misconduct are serious violations of the University of Washington Student Conduct Code (WAC 478-120). We expect you to know and follow the university's policies on cheating and plagiarism, and the [SPH Academic Integrity Policy](http://sph.washington.edu/students/academicintegrity/) [\(http://sph.washington.edu/students/academicintegrity/\)](http://sph.washington.edu/students/academicintegrity/). Any suspected cases of academic misconduct will be handled according to University of Washington regulations. For more information, see the University of Washington [Community Standards and Student Conduct website](http://www.washington.edu/cssc/) [\(http://www.washington.edu/cssc/\)](http://www.washington.edu/cssc/).

Access and Accommodations: Your experience in this class is important to me. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206-543-8924 or uwdrs@uw.edu [\(mailto:uwdrs@uw.edu\)](mailto:uwdrs@uw.edu) or [disability.uw.edu](http://depts.washington.edu/uwdrs/) [\(http://depts.washington.edu/uwdrs/\)](http://depts.washington.edu/uwdrs/). DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

Requirements: The requirements for receiving credit for ENVH 583 are listed below. Each of these requirements will be evaluated to determine whether credit will be given for the course. In addition, during this quarter students are required to sign up for 2 credits of ENVH 700 (or 600) with a faculty advisor who will actively support the proposal development process. Some of the assignments require mentor feedback and the 600- or 700-level credits provide the mechanism for ensuring that feedback will occur.

- 1) Complete all class readings, hand in all assignments, and actively participate in class discussions.** Readings are intended to support your development as a scientist. Often they will form the basis for class discussion. Most written assignments are (intermediate) drafts of the research proposal. **Students are required to turn in assignments on time.** For intermediate drafts, due dates are intended to support your work throughout the quarter.
- 2) Meet with your research mentor multiple times over the quarter and solicit his/her feedback on your work.** Mentor meetings should include conceptual discussions, plus feedback on the main study objective(s), proposal title, specific aims and hypotheses, study design, analysis approach, and other details. Students are required to turn in the mentor's feedback on one proposal draft as part of the required coursework.
- 3) Hand in a complete research proposal.** See the proposal format guide for details. Deadlines to turn in proposal drafts during the quarter are intended to support student progress.

4) **Participate in the “Study Section” review of other student proposals.** The class will be divided into two (or more) peer review groups or “study sections”. Each group will review the proposals from all students in another group. Students will follow written instructions, briefly summarized here:

- Each student will:
 - Write and present critiques of two proposals following the critique template
 - Consider and score all proposals in their section
 - Turn in their scores and written critiques
- Study section etiquette:
 - Focus on making constructive comments that will help your peers improve their research and write-up
 - Keep details of the peer review confidential – specific discussions and scores should not be shared outside of the “study section” discussion
- After the meeting, each student will receive feedback from study section:
 - Written critiques from two peers
 - An average score from the study section and the professor’s score

Readings:

- Required readings are posted on the class website (see modules section)
- No required textbook
- Multiple additional resources on a variety of topics are posted on the class website.

Grading: To get credit in this course, the student will submit a complete research proposal and complete all other class assignments including: progress updates, participate in peer editing, write critiques for two research proposals written by peers, participate in the study section and score all proposals, actively participate in class discussions, and hand in additional written assignments.

Course Summary:

Date	Details	
Thu Apr 4, 2019	 In Class Week 1 (https://canvas.uw.edu/courses/1290796/assignments/4688441)	due by 1:30pm
Fri Apr 5, 2019	 Build your momentum: Mentor meeting and Draft specific aims (https://canvas.uw.edu/courses/1290796/assignments/4688451)	due by 5pm

Date	Details	due by
Tue Apr 9, 2019	 Mentor Agreement (https://canvas.uw.edu/courses/1290796/assignments/4739369)	due by 1:30pm
	 Peer review scheduling survey (https://canvas.uw.edu/courses/1290796/assignments/4688454)	due by 1:30pm
	 Thesis Concept Survey (https://canvas.uw.edu/courses/1290796/assignments/4688465)	due by 1:30pm
Thu Apr 11, 2019	 Draft specific aims -- week 2 (https://canvas.uw.edu/courses/1290796/assignments/4771337)	due by 1:30pm
	 In Class Week 2 (https://canvas.uw.edu/courses/1290796/assignments/4688443)	due by 1:30pm
Thu Apr 18, 2019	 Citations and literature searches survey (https://canvas.uw.edu/courses/1290796/assignments/4787684)	due by 1:30pm
	 In Class Week 3 (https://canvas.uw.edu/courses/1290796/assignments/4688445)	due by 1:30pm
	 Literature Searching and Citation Management Survey (https://canvas.uw.edu/courses/1290796/assignments/4787698)	due by 1:30pm
	 NIH proposal review & critique (https://canvas.uw.edu/courses/1290796/assignments/4688452)	due by 1:30pm
Thu Apr 25, 2019	 Updated specific aims -- week 3 (https://canvas.uw.edu/courses/1290796/assignments/4688458)	due by 1:30pm
	 In Class Week 4 (https://canvas.uw.edu/courses/1290796/assignments/4777432)	due by 1:30pm
	 Peer edit specific aims (https://canvas.uw.edu/courses/1290796/assignments/4789116)	due by 1:30pm
Wed May 1, 2019	 Proposal Draft 1 -- week 4 (https://canvas.uw.edu/courses/1290796/assignments/4688459)	due by 1:30pm
	 Proposal Critique Practice -- Critique a previous ENVH 583 student proposal (https://canvas.uw.edu/courses/1290796/assignments/4688457)	due by 1:30pm
	 Student Proposals for Practice Critiques (https://canvas.uw.edu/courses/1290796/assignments/4688447)	due by 1:30pm
	 Peer review and editing sessions availability (https://canvas.uw.edu/courses/1290796/assignments/4688431)	due by 11:59pm

Date	Details	
Thu May 2, 2019	 Analysis questionnaire draft responses (https://canvas.uw.edu/courses/1290796/assignments/4688435)	due by 1:30pm
	 In Class Week 5 (https://canvas.uw.edu/courses/1290796/assignments/4688444)	due by 1:30pm
Wed May 8, 2019	 Ethics discussion -- general comments (https://canvas.uw.edu/courses/1290796/assignments/4688433)	due by 12:30pm
	 Ethics discussion -- TBD OR connection between reporting of research results and financial conflict of interest (https://canvas.uw.edu/courses/1290796/assignments/4688432)	due by 12:30pm
	 Ethics reflection (https://canvas.uw.edu/courses/1290796/assignments/4688438)	due by 12:30pm
Thu May 9, 2019	 Full Proposal Draft -- week 6 (https://canvas.uw.edu/courses/1290796/assignments/4688460)	due by 1:30pm
	 In Class Week 6 (https://canvas.uw.edu/courses/1290796/assignments/4688446)	due by 1:30pm
Thu May 16, 2019	 Analysis questionnaire (https://canvas.uw.edu/courses/1290796/assignments/4688434)	due by 1:30pm
	 In Class Week 7 (https://canvas.uw.edu/courses/1290796/assignments/4688448)	due by 1:30pm
	 Proposal to mentor for comments (https://canvas.uw.edu/courses/1290796/assignments/4688463)	due by 1:30pm
Thu May 23, 2019	 Complete Proposal w/o mentor comments - week 8 (https://canvas.uw.edu/courses/1290796/assignments/4688462)	due by 1:30pm
	 In Class Week 8 (https://canvas.uw.edu/courses/1290796/assignments/4688449)	due by 1:30pm
	 Mentor comments on proposal -- week 8 (https://canvas.uw.edu/courses/1290796/assignments/4688461)	due by 1:30pm
Wed May 29, 2019	 Student Research Day (https://canvas.uw.edu/courses/1290796/assignments/4688464)	due by 2:30pm
	 Effective poster notes (https://canvas.uw.edu/courses/1290796/assignments/4688437)	due by 1:30pm
Thu May 30, 2019	 In Class Week 9 (https://canvas.uw.edu/courses/1290796/assignments/4688450)	due by 1:30pm
	 Peer Editing Proposals Assignment (https://canvas.uw.edu/courses/1290796/assignments/4688453)	due by 1:30pm

Date	Details	
Wed Jun 5, 2019	 Final Proposal -- week 10 (https://canvas.uw.edu/courses/1290796/assignments/4688439)	due by 11:59pm
Thu Jun 6, 2019	 In Class Week 10 (https://canvas.uw.edu/courses/1290796/assignments/4688442)	due by 1:30pm
Mon Jun 10, 2019	 In Class Finals Week (https://canvas.uw.edu/courses/1290796/assignments/4688440)	due by 6pm
Fri Jun 14, 2019	 Proposal Critique 1 -- Primary reviewer (https://canvas.uw.edu/courses/1290796/assignments/4688455)	due by 12pm
	 Proposal Critique 2 -- Secondary Reviewer (https://canvas.uw.edu/courses/1290796/assignments/4688456)	due by 12pm