



THE UNIVERSITY  
of NORTH CAROLINA  
at CHAPEL HILL

## HPM 691H and 692H

### Senior Honors Thesis - Syllabus

Credit Hours: 3 (Fall) and 3 (Spring)

*Department of Health Policy and Management*  
UNC Gillings School of Global Public Health

Fall 2018 and Spring 2019 Syllabus

**Class Location: 1302 McGavran-Greenberg**

**Meeting Times – Fall 2018 (weekly Wed 10:10 noon - 1:10 p.m.)**

**Meeting Times – Spring 2019 (many Mondays 12:20 – 3:20 p.m.)**

Faculty: Karl Umble, PhD, MPH

Office: 113 Rosenau

Email: [umble@email.unc.edu](mailto:umble@email.unc.edu)

Phone: 919.962.2974

Office Hours: By appointment; email or call  
anytime to set up a time to meet

TA:

Office:

Email:

Phone:

Office Hours: by appointment

(Meeting every week in the fall and about every other week in Spring)

### Key Course Deadlines:

In Honors Thesis, it is very important to work aggressively well ahead of time to meet deadlines. That will reduce stress and greatly increase the quality of your work and learning. All that will increase what you gain from the course. Thus, timeline and time management are quite crucial to success. Recommend daily or weekly set times to work on thesis. Uninterrupted regular “block time” greatly increases productivity – else we spend a lot of time remembering where we were last, lost train of thought.

Deadline	Deliverable	Notes
September 12	Confirmation of Primary Advisor	
September 12	Contract with Primary Advisor (including Gantt Chart)	
October 3	Introduction, Problem Statement, & Research Questions	
October 24	Literature Review and Matrix	
November 7	Methods Plan (and Conceptual Framework section if used)	
November 28 or Dec 5	Oral Defense	Will have choice of date. Invite advisor

		but not essential they attend.
December 7	Final full proposal due	
December 7	IRB application submitted	Very important not to go into spring on this due to delay in data collection
January 28	Major Revisions Due (if relevant)	If we asked for major revisions at end of fall
January 28	Spring Contract and Gantt Chart due	Important to plan well for project execution in spring semester
March 4	1-page summary of data collection and analysis activities to date	To make sure progress is ongoing
March 4	Expanded outline and very rough draft of findings section (see syllabus for more details)	To make sure progress is ongoing
April 8	Solid Draft	Very important deadline – will decide H or HH at this time
April (TBA)	Oral Defense	Normally Thursday or Friday in mid-late April
May 3	Final Thesis due to Umble, first reader, and University	Submit electronically to university in final form and to Umble and Advisor

## Course Overview

Fall semester: The purpose of HPM 691H is to facilitate the development of an honors thesis project. Given the diversity of topics and approaches that students pursue in completing their honors projects, it is not possible to cover all approaches in detail. Instead the course introduces research issues and methods to facilitate further individualized learning about areas of interest, as well as to stimulate thoughtful interaction and group learning among students. For the course, each student will write a defensible thesis proposal that outlines the purpose and importance of the project, reviews relevant literature, identifies a guiding theoretical framework, and describes the methods to be employed for completing the project. Students successfully completing a thesis proposal in HPM 691H are eligible for enrollment in HPM 692H.

Spring semester: HPM 692H is designed to facilitate a student's progress from the thesis proposal to a completed honors thesis. The HPM 692H seminar will meet to discuss topics relevant to all honors projects. In addition, students should meet individually with their faculty readers to discuss progress and receive feedback. The ultimate goal for each student is a complete honors thesis in time for May graduation.

Students should read and be aware of contents of this: [UNC Policy Regarding Honors Thesis](#)

## Learning Objectives and HPM Competencies

	Course Learning Objective	Competencies
1.	Define the scope, purpose, and implications of health services and public health research	Research, Analysis, and Problem-Solving Skills
2.	Formulate a researchable topic, including problem identification and research question development	Research, Analysis, and Problem-Solving Skills
3.	Locate, summarize, synthesize and appropriately cite pertinent literature	Information Management
4.	Develop a feasible research plan, including appropriate frameworks and methods for the identified topic	Research, Analysis, and Problem-Solving Skills
5.	Assess peer work and provide useful feedback	Communication and Teamwork Skills, Professionalism
6.	Deliver an effective written proposal and oral presentation	Communication and Teamwork Skills

7.	Successfully carry out the proposed thesis research plan	<p>Research, Analysis, and Problem-Solving Skills</p> <p>Information Management Professionalism Health Industry Knowledge</p>
8.	Work productively and professionally with two readers	<p>Communication and Teamwork Skills Professionalism Self-management Time Management</p>
9.	Deliver an effective written thesis	Communication Skills
10.	Deliver an effective poster presentation	Communication Skills

---

## Resources

### *Website*

HPM 691H and 692H have a Sakai site. This syllabus is on the website.

Be sure to check that the email address Sakai has for you is correct.

### *Required Text*

O’Leary, Z. (2017). The Essential Guide to Doing Your Research Project (3rd edition). Los Angeles: Sage. This is a great book that students tend to like. Witty, wise advice and instruction about the practice of research.

Optional: Williams, Joseph M. (2006). Style: The Basics of Clarity and Grace (2<sup>nd</sup> Edition). New York: Pearson. This book is good for improving writing skills. We will discuss some of the key material from it in class.

### *Articles*

To be announced – see schedule

## Helpful UNC Resources

- *Office of Human Research Ethics (IRB) – the IRB is our friend*
- *Health Sciences Library (Mary White – expert librarian who is paid to help you learn to search for, find, store/catalog, and use library materials, can be extremely helpful. She wants to be helpful and I recommend talking with her if you would like help in finding the best literature related to your project.)*
- *Odum Institute for Research in Social Science (Wilson Library) consultants and short courses are extremely helpful <http://www.irss.unc.edu/odum/contentPrimary.jsp?nodeid=4>*
- *UNC Writing Center – on-line resources as well as personal consultation with trained associates <http://writingcenter.unc.edu/>*
- *UNC Honors Program, including grant funding available for honors thesis*
  - <http://honorscarolina.unc.edu/current-students/honors-thesis-and-undergraduate-research/honors-thesis/>
  - <http://honorscarolina.unc.edu/current-students/honors-thesis-and-undergraduate-research/honors-thesis-research-grants/>
- *Others – ask me or your advisor. There may be other centers that could be of help.*

## Faculty and TA

Karl Umble received an M.P.H. in Health Behavior and Education from the University of Alabama-Birmingham School of Public Health, and a Ph.D. in Adult Education from the University of Georgia. Umble worked as a Health Educator with the Virginia Department of

---

Health, where he trained field staff, designed programs, conducted evaluations, and wrote proposals. While obtaining his Ph.D., he consulted in training evaluation with the Centers for Disease Control and Prevention. In 1998, he joined the University of North Carolina at Chapel Hill School of Public Health, where he plans and evaluates continuing education and distance learning programs and teaches Program Evaluation, Leadership and Management, and Senior Honors Thesis. Since 2000 with the North Carolina Institute for Public Health in the UNC-SPH, Umble has played major roles in the Management Academy for Public Health, the National and Southeastern Public Health Leadership Institutes, the Caribbean Health Leadership Institute, and many other programs. Umble has conducted evaluations of the CDC's Sustainable Management Development Program activities in the Philippines and Vietnam, and of continuing education programs offered by the Atlanta-based Public Health Informatics Institute. His main interest areas are continuing professional education, program design and evaluation, and management and leadership development in public health. Umble's publications have appeared in the American Journal of Public Health, Public Health Reports, Evaluation & the Health Professions, Adult Education Quarterly, Journal of Public Health Management and Practice, Journal of Continuing Education in the Health Professions, Advances in Developing Human Resources, American Journal of Preventive Medicine, and other journals. Umble is a member of the American Evaluation Association.

## Thesis Advisors

You will need two advisors, sometimes referred to as readers.

Your main advisor should be someone who knows your research area and is interested in helping you complete your thesis. He or she should be willing to meet with you regularly, read drafts, and make comments. You should have a rapport with the main advisor so that you feel comfortable meeting with them and feel that they are supportive of you. This person needs to be a faculty member at UNC, normally in HPM or Gillings, but sometimes beyond public health. (Occasionally we have had an advisor from outside of UNC, but this can be very hard to navigate.) The main advisor should provide your major guidance with respect to all substantive aspects of your thesis, such as honing research questions, pointing you toward relevant literature, crafting your research design and research methods, data analysis, and critiquing your writing.

Dr. Umble is the second advisor for all of the projects (for some he is the main advisor and if that is the case, he may be the only advisor).

Here is a link to faculty research in the HPM Department:  
<http://www2.sph.unc.edu/hpaa/research.html>

As just noted, the course instructor (KU) will be a second advisor on all thesis projects. Typically, the second advisor is not as directly involved in planning the project, though I may provide some supplemental guidance or ideas during the summer, class meetings, and at your request. I will also read drafts and comment on them at your request, and at major course

---

deadlines. While I may or may not be familiar with your topic, I will provide feedback from a general perspective on scientific writing and report preparation. *(I will provide guidance on scientific writing in the fall semester in class and will expect you to critique and redraft your major drafts to improve writing quality in advance of sharing them with your advisors. In other words, you should do some solid editing (though not final and exhaustive editing) before sharing your drafts with your advisors. This takes time and planning ahead.)*

(Not to be too strict on that - I am happy to read shorter, partial very rough drafts of things when you need some quick feedback - but major drafts of entire sections at major course deadlines should be solidly edited before sharing them with your advisors. More below and elsewhere about major interim deadlines).

You may also have another reader if you wish, besides the instructor, if they are interested in helping you. Discuss this with the instructor.

The primary advisor and course instructor will collaboratively determine the grades for all major course requirements.

---

## **Requirements and Expectations: Fall Semester**

### ***Contract with Advisor (5 points for developing and having a signed contract) – Due in September (see schedule)***

Each student must develop an agreement or contract with their advisor about how they will work with that advisor. I will supply a mock-up of this contract. It will include such things as setting and keeping regular meetings, keeping the meetings that are set (not regularly being late for them or regularly rescheduling them or regularly missing them), sending drafts of products to be reviewed at the next meeting 24-48 hours in advance to give the advisor time to review them before the meeting, and keeping the advisor apprised of course deadlines, among other things you may set up with them. It is obviously very important to treat advisors (and *supervisors* in the future) with such respect and courtesy, and it is also a part of self-management, time management, and project management. *It is part of understanding that others' time and attention are precious and counting others' needs as more important than our own (putting ourselves in their shoes),* and it goes a very long way on teams and in workplaces. We only say this because in the past, a few Honors students have not very well understood this and regularly were late for or rescheduled meetings or sent drafts at 4 a.m. for a 9 a.m. meeting, etc., which if it is a pattern can end up feeling disrespectful to the advisor – she can't possibly prepare well, and may feel put upon, because this will result in a poor use of her time in the meeting with you.

### ***Timeline: Students are required to set up a detailed timeline to guide their planning and work for the semester - due in September***

This timeline should be a Gantt chart, and it must be detailed, showing precisely which very specific tasks the student will be working on each week throughout the semester. The timeline must also be aggressive and build in time for inevitable delays and unforeseen problems (in the spring also involving data collection, analysis). **After you have developed it, the timeline must be reviewed by your primary advisor.**

### ***CITI Course***

<http://research.unc.edu/offices/human-research-ethics/researchers/training/>

This is a required on-line course about Research Ethics. Please take this course.

### ***Readings (part of class participation)***

All students are expected to read assigned material in advance of each course meeting. This is an advanced undergraduate course for honors and it will be conducted in a seminar fashion. Each student is expected to complete all the assigned readings for the day because maximum benefit from the class sessions requires that each student actively participates in the discussion. The instructor reserves the right to administer a quiz on the readings during any class session if it appears that students have not read the material.

### ***Written Exercises (Occasional, part of class participation)***

For some class sessions, students may be asked to bring brief written responses that apply key strategies from the readings to their chosen honors project topic. The purpose of these exercises is to facilitate thinking about the topic from different perspectives and using different methodological approaches. Doing so ultimately should lead to a refined topic and project plan that is feasible to implement.

These written exercises are not individually graded but do count toward the participation grade since they will be used as content for discussion.

### ***Peer Feedback (Part of class participation)***

In many class sessions, each student will discuss their project. The discussion will cover such items as refining research questions, developing conceptual frameworks, and overcoming data collection challenges, among others. Each student is expected to listen carefully to their peers' discussions, ask questions, and provide thoughtful feedback. Students can learn substantial "lessons" from hearing about each other's progress and approaches to overcoming challenges.

During some sessions, students will provide written feedback on peer proposal drafts. Careful consideration and useful feedback is expected during these activities. The quality of peer feedback will count toward the class participation grade.

***Peer Teaching (you will likely use slides or handout which will be turned in) (15 points) (due various weeks)***

For many weeks in the fall semester, a student will teach the class about a topic and lead a discussion. Each student will do this once during the semester (probably no more than once). Early in the course you will sign up for a topic.

When it is your week you will provide a written summary, and teach and lead discussion for 30 minutes, as follows:

Peer Teaching – Oral Presentation (15 points)

The total time of the student presentation and associated discussion will be approximately 30 minutes. Each presentation should *include in some order* the following elements:

- a. A summary of the key points about the topic. Be sure that you don't go fast or assume that talking through or about something means that we all understand it. Rather, take it slowly and present the key ideas clearly and directly and be sure that we are all following you. PowerPoint is a good skill to practice here but you could use another format if you wish. Your presentation should include questions to engage the class. You should be very familiar with the key concepts and ask questions effectively to spark others to think critically and talk about your topic.
- b. Many students use an interactive exercise. That can be an engaging, e.g. here is a set of survey questions: what are their strong or weak points?
- c. Optional: discuss an example article or research/evaluation report that uses the methods or designs that you are discussing. For example, if you are presenting about mixed methods, you could explain an example that used these methods. We may not have time for this if we are sticking to 30 minutes.

***Three Intermediate Written Assignments (5 points each for submitting on time, approved)***

We will also complete three written assignments that should serve as building blocks for the final proposal. As such, they should be carefully developed and proofread and include appropriate formatting (e.g., headings). ***These assignments are not graded but must be formally approved by the primary advisor and turned in by the due dates (see notes below) to receive 5 participation points each. There are target due dates in the class schedule for the approval of each assignment. For most of them we can flex one week as needed and as your advisors are available to review and approve. If they are missing 2 weeks after the dates below the student will lose 5 points toward their course grade, unless your advisor is not available or you have an approved reason for the delay. We do this to make sure we are all keeping up; it is not OK to wait to do this in a rush at the end of the semester.***

1. **Early October (see schedule): Problem Statement and Research Questions:** This document should be no longer than 3 double-spaced pages and should identify the problem that inspires your research project, clarify the purpose and scope of your project, and state the specific research question(s) that you will answer or hypotheses that you will test.
2. **Mid-October (see schedule): Literature Review:** This assignment includes a synthesis of the most important literature (usually no more than 5 double-spaced pages, probably 3-5) related to the research topic *and* a matrix of articles (minimum of 20) that have been reviewed. Not all of the articles appearing in the matrix must appear in the written synthesis.
3. **Early November: Theoretical or Conceptual Framework** if included – in thesis papers and research articles, this is sometimes a separate section, normally after or the last part of the lit review, or it may be folded into the methods section. can choose where it fits best, if you have one.
4. **Early-mid November (see schedule): Description of Study Design and Research Methods:** This document should normally be no longer than 5 double-spaced pages and should consist of a description of the conceptual model (diagrams not counted against page limit), study design (e.g. case study), data sources, and proposed methods to collect and analyze data. It must be very clear how you will answer each of the research questions or hypotheses that you included in your problem statement/research questions draft.

These assignments must be presented to the course instructor (KU) by the target due date in the schedule, which means that they will have been presented to your advisor a week or more before that and edited based on their feedback. If you need an extension of a week or two, please ask first, but do your best to keep up since you must finish and defend your proposal on time at the end of the semester, and we will not rush to read, review, comment, and approve it all in late November. If we are not comfortable with your work then, we will not allow you to move on. This means that your advisors must have been given plenty of time to review, comment on, and see your revised work during the course of the semester in response to each deadline. An important part of this course, and of professional work, is learning to manage such deadlines and review processes, and we hope that this can help us all learn to do this well.

When you turn in each of these products, your first reader should have approved it. If I am not comfortable with your product, I will comment on it via email or phone with you and your primary advisor assuming they have approved it. This eliminates the need for actual hand signatures.

***NOTE: Approval of all three written assignments does not guarantee a successfully defended proposal.***

### ***Oral Defense of Proposal (20 Points) – Late November or Early December***

At the end of the semester, each student will present an oral defense of their thesis proposal. Again, this means that you must work with your advisor to set a schedule for submission of proposal drafts that allows adequate time before the defense for the advisor to review the drafts and for you to make needed revisions.

The oral presentation will outline the research problem and research questions being addressed, the conceptual framework for the proposed project, data collection and analysis methods that will be used, and expected implications and uses for the findings. The presentation should be 15 minutes long after which we can have questions and discussion. We will provide a separate handout describing elements of a proposal and how it will be assessed.

The presentation represents 15% of the course grade and will be evaluated by the thesis advisors who are available to attend and the course instructor.

### ***IRB Application (Early December)***

Each student must submit the appropriate application to the Institutional Review Board (IRB) Office no later than the date indicated in the course schedule. Also, your thesis advisors have the discretion to require an earlier date for the IRB submission, if they wish. A representative from the IRB will speak to the class early in the semester about the IRB application process. Note that while the IRB application is not individually graded, an approved IRB application is a necessary step to proceeding with the honors thesis in the spring semester. ***The IRB application must be approved prior to beginning data collection for your project.*** Furthermore, IRB applications often need to be revised based on comments provided by the IRB Office before approval is granted. IRBs not submitted by the deadline will lead to a five-point deduction from the final proposal grade.

Students completing a systematic review of the literature for their Honors Thesis do not need to submit an IRB application. We might also exempt secondary data analyses – but we will have to discuss this. This is the only exception to the IRB requirement.

### ***Final Proposal (35 Points) – (Early December)***

The primary deliverable for the fall semester is the thesis proposal due at the end of the semester. This proposal should outline a feasible project to be implemented during the spring semester. Much of the writing included in the proposal should be appropriate for inclusion in the final honors thesis; well-conceptualized and well-written proposals reduce the amount of time and effort needed to complete the thesis project in the spring semester.

Specifically, the proposal outlines the problem being addressed and its significance, purpose and research questions of the project, relevant literature on the topic, conceptual framework guiding the analysis, methods to collect and analyze the data, limitations of the methods, ethical considerations (e.g. IRB approval, how you will ensure participant confidentiality and informed

consent), and expected implications of and uses for the findings. The proposal should follow an outline similar to the this: *(see the larger document in the Sakai site for many more details)*

1. Introduction (problem description and significance, purpose statement, research questions or hypotheses)
2. Background/Literature Review
3. Conceptual Framework
4. Methods (research design, data collection methods and data sources, ethical considerations)
5. Conclusion (expected contribution of the project)
6. References

This proposal should be *approximately* 10-20 pages (double-spaced) of text with appropriate citations. The reference list does not count toward this page count. Appendices are also acceptable, if needed, such as interview guides or survey instruments. It should be well-edited and read clearly, smoothly and concisely.

The proposal comprises 25% of the course grade.

***Only students who deliver an effective written proposal for a feasible project (as determined by the thesis advisor and course instructor) may continue with the honors thesis in the spring semester. NOTE: It is possible to pass the course but not have a defensible thesis proposal. Very rarely, students have reached the end of the fall semester and simply are not ready to move on into the spring semester; if that is the case the advisors and instructors will not permit the student to enter the spring honors course or to graduate with honors.***

### *Cell Phones and Laptops*

**Please turn off and store** smart phones in class. Laptops may be used in class only for taking notes and for looking up information relevant to the topic being discussed. This is important to Dr. U; it's distracting when people are doing other things in class.

---

## **Evaluation Method – Fall Semester**

### *Grade Components*

Component	% of Grade
Class Participation (on-time for class, attending class except for excused absences, completing readings ahead, participating in discussions and peer reviews of work, possibly occasional written exercises, on task)	10%
Contract and Gantt chart	5%
Peer Teaching and Written Topical Summary	15%

Timely Completion of 3 Required Written Assignments: <ul style="list-style-type: none"> <li>• Problem Statement and Research Questions</li> <li>• Literature Review</li> <li>• Study Design and Methods (5 Points each, approved by primary advisor)</li> <li>• Also, IRB application submitted</li> </ul>	15%
Oral Defense of Proposal	20%
Final Written Proposal	35%
Total	100%

### *Grading Scale*

Your final grade will be computed as the weighted average of your scores on the course requirements. The following scale will be used to convert numeric scores into letter grades:

100 – 94	A
93 – 90	A-
89 – 88	B+
87 – 84	B
83 – 80	B-
79 – 78	C+
77 – 74	C
73 – 70	C-
69 – 68	D+
67 – 64	D
63 – 60	D-
59 – 0	F

**NOTE:** Numerical grade ranges above are without rounding (e.g., 94 = 94.00). For example, 89.5 does not equate to an A-. Instructor discretion is used in determining whether to round numerical grades, depending on the distribution of grades.

## **UNC Honor Code**

---

The principles of academic honesty, integrity, and responsible citizenship govern the performance of all academic work and student conduct at the University as they have during the long life of this institution. Your acceptance of enrollment in the University presupposes a commitment to the principles embodied in the Code of Student Conduct and a respect for this most significant Carolina tradition. Your reward is in the practice of these principles.

Your participation in this course comes with the expectation that your work will be completed in full observance of the Honor Code. Academic dishonesty in any form is unacceptable, because any breach in academic integrity, however small, strikes destructively at the University's life and work.

---

If you have any questions about your responsibility or the responsibility of faculty members under the Honor Code, please consult with someone in either the Office of the Student Attorney General (966-4084) or the Office of the Dean of Students (966-4042).

Read “The Instrument of Student Judicial Governance” (<http://instrument.unc.edu>).

---

---

## **Recognizing, Valuing, and Encouraging Diversity**

---

---

The importance of diversity is recognized in the mission statement of HPM. In the classroom, diversity *strengthens* the products, *enriches* the learning, and *broadens* the perspectives of all in the class. Diversity requires an atmosphere of inclusion and tolerance, which oftentimes challenges our own closely-held ideas, as well as our personal comfort zones. The results, however, create a sense of community and promote excellence in the learning environment. This class will follow principles of inclusion, respect, tolerance, and acceptance that support the values of diversity.

Diversity includes consideration of: (1) life experiences, including type, variety, uniqueness, duration, personal values, political viewpoints, and intensity; and (2) factors related to “diversity of presence,” including, among others, age, economic circumstances, ethnic identification, family educational attainment, disability, gender, geographic origin, maturity, race, religion, sexual orientation, social position, and veteran status.

---

---

## **Course Evaluation**

---

---

HPM participates in the UNC-CH’s online course evaluation system, enabled at the end of the semester by Scantron Class Climate. Your responses will be anonymous, with feedback provided in the aggregate. Open-ended comments will be shared with instructors, but not identified with individual students. Your participation in course evaluation is an expectation, since providing constructive feedback is a professional obligation. Feedback is critical, moreover, to improving the quality of our courses, as well as for instructor assessment.

---

---

## **Disability Accommodation**

UNC-CH supports all reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or a pregnancy complication resulting in difficulties with accessing learning opportunities.

All accommodations are coordinated through the UNC Office of Accessibility Resources & Services (ARS), <http://accessibility.unc.edu>; phone 919-962-8300 or email [accessibility@unc.edu](mailto:accessibility@unc.edu). Students must document/register their need for accommodations with ARS before any accommodations can be implemented.

## Requirements and Expectations: Spring Semester

Theses vary in structure and length depending on the topic, audience, and type of project undertaken. The structure typically includes some combination of introduction, literature review, conceptual framework, methods, results, and discussion. However, some students may pursue projects that don't resemble traditional research approaches. Generally speaking, a thesis is 25 - 50 pages in length. See the Sakai site for the document presenting an outline of a thesis.

### *Thesis Advisors*

#### **First Advisor Responsibilities**

- Meet with the student regularly (as planned between advisor and student) and be available by email
- Approve the student's timeline that will enable the student to meet the deadlines set by the instructor and the HPM department – instructor will also approve.
- Ensure student is following appropriate methodology for a Senior Honors Thesis
- Report to the course instructor immediately if any technical or timeline concerns arise
- Read and comment on drafts of the thesis
- Work with the HPM 692H course instructor and the second reader to assign a grade for the final thesis.

#### **• Second Advisor Responsibilities (Umbler)**

- Meet and correspond via email as needed with the student in the spring.
- Read and comment on the thesis drafts as needed.
- Work with the HPM 692H course instructor and the first reader to assign a grade for the final thesis.

## *Deadlines*

- 1. Late penalties of 10% will be assessed for all assignments more than one week late unless we have discussed**
- 2. Timeline: Students are required to set up a detailed timeline to guide their planning and work for the semester and have it initialed/approved by their primary advisor (due late January)**

This timeline may be a Gantt chart, and it must be detailed, showing precisely which very specific tasks the student will be working on each week throughout the semester (for example, “collect data” is far too broad; “choose 9 interviewees from program staff” and “contact interviewees to set up interviews” etc. is much more helpful and is what the instructor will expect the student to develop. This kind of timeline helps us think it all through and make sure we are allowing enough time to meet hard deadlines in the course. The timeline must also be aggressive and build in time for inevitable delays and unforeseen problems in data collection, analysis, and rewriting drafts. **After you have developed it, the timeline must be reviewed by the Instructor (KU) and your primary advisor and approved by both. Please bring the initialed or approved timeline to class on the due date in late January (see schedule).**

- 3. Signed Spring Contract and Gantt Chart with Primary Advisor (due late January):** students must also have a written contract with their advisor about how often they will be meeting, and other details similar to what we developed for the first semester, revised for second semester as appropriate for your project. The primary advisor must sign it to indicate their approval of it. You should be driving the process and reporting any problems or questions immediately to your advisor or the course instructor. “You’ve got the ball, but we’re all cheering for you.” Also, the Gantt chart for spring activities is crucial and should be discussed with the advisor.
- 4. If Dr. Umble suggest substantive or editorial change (more than a very few) in your thesis in December, those revisions are due to Dr. Umble by January (second class meeting) by submission to Assignments tab in Sakai**
- 5. By first Monday in March, students must turn in to their advisors and to KU (a) a 1-page written summary of their progress on data collection and data analysis to date (b) first draft of the findings section** (even if very drafty, you should have a solid outline, some written text, and draft tables and charts or figures with or without real numbers if you have quantitative parts to your thesis (“pre-writing”). This will help us see that you are well along your way and engaged in pre-writing, outlining, and thinking out your findings section). Please turn this in to the Assignments tab in Sakai; optionally you may also share the rough findings draft in the Forum in Sakai.

The grade will be made based on what makes sense for your thesis, but it should include the elements just listed and show that you have put considerable thought into it.

We are doing this because in past years a few students have lagged behind badly and it inconvenienced them and their advisors late in the semester. The faculty has requested that we have intermediate deadlines. We can give you good early feedback and assess your progress and help you solve any problems that are cropping up. Deadlines and early feedback are our friends. Remember that it is possible – and very nearly happened with 2 students in a recent year – to get to the end of the spring semester and have a thesis that is in very bad shape and NOT graduate with honors after all of this work. Your advisors will not do heroic coaching and editing to help you make it if you arrive in mid-April with a thesis that is very far from done; hence this deadline in early March is crucial to see that you are on track.

6. **Students turn in a Very Solid Draft by Monday April 8, 2018 at 8 a.m. (firm deadline) to their two advisors.** Please turn this in to Dr. Umble via the Assignments tab in Sakai, and if you wish at this point, to peers via the Forum in Sakai (optional).

*Why this early date? Because by 4 p.m. on Wednesday April 10, KU must tell the University who will graduate with Honors, High Honors, or neither. (University's deadline)*

By turning it in at this time, we will know that you have a thesis and we will be able to judge its quality. KU will also be conferring with your advisors about who we believe should receive Highest Honors. **If your paper is in very bad shape at this time, or far from the goal, we will NOT graduate you with honors. You may still pass the class if your work ends up being acceptable. We will not give you two more weeks to edit it into acceptable shape, and extra last-minute coaching to get you there. It is up to you to make sure with Dr. Umble and your primary advisor that you are in acceptable shape before this deadline by sending drafts during March and first week of April.**

What do we mean by a Very Solid Draft? *See the "Outline of Proposal and Thesis" posted under Resources on the Sakai site for full guidance on this, but here is what we mean:*

1. You have provided an Executive Summary or Abstract – this can be a draft and be finalized after your "solid draft" is turned in. When you hand in your final draft, this should be an extremely concise and precise summary of your article or thesis.
2. You have edited the Introduction, Problem Statement/Research Questions, Literature Review, and Methods (from first semester) to fit what you have actually done (methods that actually were used, which often differ a bit from what we said in our fall methods section), and what you have found and described in your findings (the whole paper is **coherent from start to finish**).
  - a. *If you have found something unexpected that you did not discuss in your literature review, you will need to go back and include something about that in your literature review.* If for example you found that the main reason for providers' not adhering to vaccine recommendations in rural clinics is low availability of vaccines, and your literature review did not discuss such supply chain issues but rather focused on provider attitudes about vaccines, you would need to go back and include studies of the influence of supply chain problems on vaccine adherence in your lit review so that your findings are contextualized

with literature that has found similar things before. Remember that scientific studies are always part of a conversation, and we need to competently master and set up our study in light of that conversation. This kind of coherence is one of the differences between a “good or OK” thesis and a highest honors thesis. All major themes in your findings and discussion should be represented in the lit review.

- b. *If you found something in your findings that you think should now have its own research question, you can go back and add a research question.* Example: you find out that the effects of a leadership development program were very different for different kinds of learners, and this becomes an important part of your findings, but you did not have that as an evaluation question at the start. It would be good to go back and make that one of your evaluation questions, and then set up your findings section to clearly address that question.
  3. The entire results section is written and edited well; you have complete written answers to each of your research questions and it is easy to follow how you have done so; you have included any properly formatted tables, charts, figures or matrices that you are using; you have followed proper scientific formatting for this section according to the kind of guidelines that we have posted in the document “Outline of Proposal and Thesis” that is posted on Sakai
  4. The entire discussion section is written and edited well; you have followed the guidelines in “Outline of Proposal and Thesis” for what should be in the discussion section and it is complete and thorough. The discussion contains no new findings; all findings were in the findings.
  5. The references should be pretty complete, but you can perfect this part between now and the final due date
  6. The paper is not a “rough draft.” Rather it is well-written and coherent, meaning that you have edited it a few times and it reads well. It may still need another round or two of editing, but it is clean, well-written and complete, and coherent.
  7. **The better this draft is, the more likely we will consider you for Highest Honors.** A poor draft will not be considered for Highest Honors regardless of any other criteria.
7. **All Students will make a 10-minute oral presentation of their thesis on in mid-April, normally on a Friday (Dates TBA).** Please post your slides to the Assignments tab in Sakai as well as to the Forum in Sakai.

You will be assigned to present on one of those dates based on a sorting of all of our papers and the MSPH papers into general topics. You can use/revise your proposal defense slide set but add results and implications slides for this presentation. This will be part of the grade for the course but it will not influence High Honors or Honors because that decision will have already passed in mid-April. Your audience will include MSPH students, doctoral students, and faculty and we will have a way for all of them to provide feedback to you on your study and presentation. For this presentation, you will want to dress professionally and ***we will schedule a practice session – in prior years these have helped a lot and been great ideas.***

8. Advisors will read and request any minor changes that the student must complete.

9. **Students turn in to KU and advisors one Final (Final) electronic version of their thesis by a date in early May – see course schedule.** This version will be permanently available to the public in electronic form from the UNC library and should be your best work. (This will be an electronic copy. UNC is no longer keeping hard copies). Please turn this in to KU via the Assignments tab in Sakai and to your peers via the Sakai site forum for them to see.

**Instructions for uploading to UNC (required) are on pages 5-6 of this document. This must be turned in to UNC by the last day of class in the spring semester.**

**[http://honorscarolina.unc.edu/wp-content/uploads/2017/08/Senior-Thesis-Guidelines\\_rev-2017-07-25.pdf](http://honorscarolina.unc.edu/wp-content/uploads/2017/08/Senior-Thesis-Guidelines_rev-2017-07-25.pdf)**

**Guidelines for the Title Page are found here:**

**<http://honorscarolina.unc.edu/wp-content/uploads/2016/02/SampleTitlePage-Feb42016.pdf>**

### *Criteria for Highest Honors vs. Honors and the Kaluzny Award*

Please remember that graduating with Honors is great in and of itself and will go with you on your resume as something of distinction.

#### **To graduate with Honors, students must:**

1. Maintain a 3.3 average throughout senior year and be slated to graduate with 3.3 or above.
2. Turn in a progress summary and Findings section draft mid-semester as noted above
3. Hand in a Very Solid Draft by the due date above. Failure to meet this deadline will result in graduation with neither Honors nor Highest Honors. See above for what we mean by very solid draft.
4. Your paper should include all of the sections required of a thesis, and do a very fine, well-referenced job of each section – see document on Sakai “Outline of Proposal and Thesis”
5. You make an oral presentation to faculty and students of your work on one of the days specified above.
6. Hand in the final (final) hard copy to Instructor and electronically to advisors by the final due date specified above.
7. Your advisors and the instructor agree that your solid draft thesis is excellent and that you are on course to complete an acceptable thesis. Very good, solid thesis papers will receive Honors graduation.

#### **To graduate with Highest Honors, students must:**

1. All of the above plus:
2. Have a 3.6 GPA or above in the courses in the HPM major at the start of spring semester.
3. Have followed a very well-referenced and appropriate methodology for both collecting and analyzing your data

4. Present findings that are well-organized, well-written, and complete for each of the research questions.
5. Follow recommended and scientifically appropriate strategies for presenting your findings, including text as well as tables and charts, matrices, figures, and diagrams as appropriate
6. Present a well-written discussion that follows the guidelines for what should be included in a discussion that are posted on the Sakai site in the document entitled “Outline of Proposal and Thesis.”
7. Writing is very well-edited: clear, concise, precise, direct, easy to read, engaging, of obvious publishable quality. The entire document has been edited many times so that it reads very smoothly and professionally; it should be crisp – “zing” - and be very impressive.
8. ***Overall, the advisor and instructor agree that your thesis is quite outstanding work and worthy of Highest Honors; the work must be beyond what would normally be expected of good undergraduate students. The University guidelines state, “Highest honors should be awarded only to students who have met the most rigorous standards of scholarly excellence.” That is a very high bar. Only a few students get this every year. Students doing any kind of paper can get this, however – quantitative, qualitative or both; research or evaluation.***

#### **To receive the HPM Arnold D. Kaluzny Award for Excellence in Undergraduate Research**

This special award, created in 2012, will be given annually to one or two students on the basis of:

1. Excellence in Senior Honors Thesis course participation
2. Excellence in the thesis itself - including all sections; strong writing; and potential influence of the work on policy or practice.
3. Excellence in overall research track record as an undergraduate at UNC. Research presentations at conferences and/or publications submitted (related or unrelated to the thesis) will be a plus for this award. I will ask you to submit a resume or summary of these kinds of research activities so I can see this.
4. Character of diligence, timeliness, and constructive positive relationships with other students and faculty advisors and the instructor, and good citizenship in our BSPH program overall.

#### **About Arnold D. Kaluzny, Ph.D., M.H.A.**

We are pleased to give this award in honor of our colleague and friend Dr. Arnold D. Kaluzny, Professor Emeritus of Health Policy and Management, Gillings School of Global Public Health, University of North Carolina at Chapel Hill. Dr. Kaluzny is known internationally as one of the leading scholars in the field of health policy and management over the last 40 years. In his illustrious career, Dr. Kaluzny shaped thousands of students and researchers through his teaching, research, and mentorship, and by authoring leading textbooks in the field. Dr. Kaluzny has made great and lasting contributions to UNC's HPM Department, Public Health Leadership Program, School of Public Health, Cecil G. Sheps Center for Health Services Research, and the Lineberger Comprehensive Cancer Center. Dr. Kaluzny has also had a large influence on the work of the National Cancer Institute as a Senior Advisor for the Division of Cancer Prevention and the Community Cancer Centers Program, among many other roles, and strengthened health management education globally through Project Hope and numerous other activities.

## Grade Components

Component	Points per event or assignment	Points Possible	% of Grade
Class participation <ul style="list-style-type: none"> <li>• Attendance</li> <li>• Prepared</li> <li>• Engaged and helpful to other students</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance at class sessions except for an approved reason, and attending part of one presentation day in April - <b>25 points</b></li> <li>• Prepared for class: according to what we have asked you do prepare (if anything) each week – <b>25 points</b></li> <li>• Participating in large group discussions and assisting other students through small groups - listening well and offering questions and possible suggestions as warranted - <b>50 Points</b></li> </ul>	100	9%
Contract and timeline	<ul style="list-style-type: none"> <li>• Timeline and contract developed, signed by advisor, shown to KU during class meeting in January - <b>50 points</b></li> <li>• Grade from first advisor on the contract at end of semester – <b>100 points</b></li> </ul>	150	13%
Revisions from December Due <b>Late January</b>	If Dr. Umble and/or your advisor made substantive or editorial revisions in December, those are due to him by second class meeting	50	4%
<b>Early March:</b> 1-page statement and draft turned in and displays progress on work	1-page statement shows that data collection is nearly complete (unless a good reason) and data analysis very well-underway – can be bullet points – <b>50 points</b>  Results section outline and rough draft shows that you have thought it through, developed formats of any needed tables and charts, begun drafting – <b>75 points</b>	125	11%
<b>Very Solid Draft – Early April</b>	Handed in on time – <b>50 Points</b>  See the Revised Outline of Proposal and Final Thesis for general guidance and criteria:	250	22%

	<ul style="list-style-type: none"> <li>• Overall well towards being finished and well-written; must not be a rough draft!!</li> <li>• Draft Executive Summary or Abstract</li> <li>• Findings section draft addresses all RQ's or hypotheses and it is easy to follow how it does so; appropriate and scientifically data displays; well-written text explains the data; appropriate use of standard conventions in handling quantitative and qualitative data – <b>75 Points</b></li> <li>• Discussion section draft addresses most or all of the dimensions suggested in our course's Outline of Proposal and Final Thesis; well-written – <b>75 Points</b></li> <li>• Paper is a seamless coherent whole (see discussion above about coherence of each part with each other part) –vs. parts stitched together that do not quite fit with one another (<b>50 points</b>)</li> <li>• References included - a good idea to have them as far along as possible but we will not grade this aspect until the final draft handed in on May 2</li> </ul>		
<p>Presentation on Presentation Day</p>	<p>Present the essential and key aspects of the study clearly and concisely to the audience; you will have to focus on the highlights only because they will only be 10 minutes each – <b>100 points</b></p> <p>Slide set is attractive (but not distracting) and has appropriately limited number of slides for the rather brief time period of the presentation that present the highlights – <b>50 points</b></p> <p>Finish within the time frame allotted – <b>25 points</b></p> <p>Answer any questions asked as best you can; if you don't know the answer that is OK – <b>25 points</b></p>	<p>200</p>	<p>17%</p>

<p>Final Thesis turned in <b>Early May</b></p>	<p>All key elements are present: <b>50 Points</b>  e.g. Executive Summary or Abstract, Introduction, Problem Statement and RQ's/Hypotheses, Lit Review, Methods, Findings, Discussion, References, Appendices if appropriate</p> <p>Executive Summary or Abstract is clear, includes all or most all of the main sections or information in our Revised Outline of Proposal and Thesis and summarizes main answers to RQ's - <b>50 Points</b></p> <p>Entire thesis is coherent: If necessary, you have edited any parts of your fall Proposal to fit any changes that you needed to make during the Spring, e.g. dropping or adding an RQ or research method or analysis method, so that it all still fits together coherently – <b>50 Points</b></p> <p>Findings are complete – discusses all RQ's or hypotheses and it is easy to follow how it does so; tables and charts and other displays follow scientific conventions and are clear and self-explanatory and error-free; text explanations of findings are clear and well-written – <b>100 Points</b></p> <p>Discussion is complete and addresses most or all of the dimensions suggested in our course's Outline of Proposal and Final Thesis; well-written – <b>100 Points</b></p> <p>References are complete and accurate and follow a scientific format consistently – <b>50 Points</b></p>	<p>400</p>	<p>35%</p>
<p>TOTAL</p>		<p><b>1155 possible points</b></p>	<p>100%</p>

## *Grading Methods*

We will sum up all of the points that you earn on all of the assignments that will be graded as individual or team assignments throughout the semester. We will then divide your total points by the total possible points to arrive at your grade for the course.

Your final grade will be computed as the average of your scores on the course requirements. The following scale will be used to convert numeric scores into letter grades:

100 – 94	A
93 – 90	A-
89 – 88	B+
87 – 84	B
83 – 80	B-
79 – 78	C+
77 – 74	C
73 – 70	C-
69 – 68	D+
67 – 64	D
63 – 60	D-
59 – 0	F

**NOTE:** Numerical grade ranges above are without rounding (e.g., 94 = 94.00). For example, 89.5 does not equate to an A-.