Scholar Handbook
Applied Health Behavior Research (AHBR) Program

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Section 1 – General Information

**Institute of Clinical and Translational Sciences (ICTS)**
http://www.icts.wustl.edu

The Washington University Institute of Clinical and Translational Sciences (ICTS) is one of 60 medical research institutions working together as a national consortium to improve the way biomedical research is conducted across the country. The consortium, funded through the Clinical and Translational Science Awards (CTSA), shares a common vision to reduce the time it takes for laboratory discoveries to become treatments for patients, and to engage communities in clinical research efforts. It is also fulfilling the critical need to train the next generation of clinical researchers. The CTSA initiative is led by the National Center for Advancing Translational Sciences (NCATS) at the National Institutes of Health (NIH). The Washington University ICTS is a collaborative effort with BJC Healthcare, Saint Louis University, University of Missouri at St. Louis College of Nursing, St. Louis College of Pharmacy, and Southern Illinois University Edwardsville School of Nursing. ICTS partners contribute to the diverse and experienced leadership of programs, enhancing the extensive research capability and infrastructure.

**What is clinical research?**
Clinical research is defined as patient-oriented research, that is, research conducted with human subjects or on material of human origin such as tissues, specimens and cognitive phenomena, for which an investigator or colleague directly interacts with human subjects. Clinical research embraces a spectrum of scientific disciplines (e.g. epidemiology, biostatistics, pharmacology, biology and psychology), methodologies (e.g. observational, experimental), health professions (e.g. radiology, nursing, clinical psychology), and specialties and subspecialties (e.g. internal medicine, surgery, pediatrics, obstetrics/gynecology, oncology, cardiology, nephrology and others). Examples of clinical research include: patient-oriented research, mechanisms of human disease, therapeutic interventions, clinical trials, development of new technologies, epidemiologic and behavioral studies, and outcomes research and health services research. ([http://report.nih.gov](http://report.nih.gov))

**Types of translational research**

**T1 Bench to Bedside**
Laboratory-based research aimed at clarifying mechanisms of disease, developing measures or markers of disease presence, severity, or improvement, and developing drugs, devices, or interventions to treat disease or to improve health.

**T2 Bedside to Practice**
Generally identifies community, patient, physician, and organizational factors that serve as barriers and facilitators to translation; develops novel intervention and implementation strategies to increase translation, such as quality improvement programs or policies; and evaluates the impact of strategies to increase translation of relevant healthy behaviors and processes of care.
T3 Practice to Research
Dissemination and implementation phase; translates the results from clinical studies into everyday clinical practice and health decision-making; identifies and resolves barriers to implementation of evidence-based guidelines into community practice.

T4 Research and Practice to Community Public Health and Health Policy
Health outcomes research; evaluates the ‘real world’ results that occur when T1-T3 research is implemented.

Continuum of translational research


Clinical Research Training Center (CRTC)

Overview
The Applied Health Behavior Research (AHBR) Program is housed within the Clinical Research Training Center (CRTC) http://crtc.wustl.edu/. The CRTC is also the physical home of the KL2 Career Development Awards, the Paul Calabresi K12 Career Development Program for Clinical Oncology, the TL1 Predoctoral Program, the Postdoctoral Mentored Training Program in Clinical Investigation (MTPCI), and the Advanced Summer Program for Investigation and Research Education (ASPIRE). The CRTC is centrally located on the second floor of the Wohl Clinic Building on the Washington University School of Medicine campus.

The vision of the CRTC is to provide innovative clinical and translational research training programs that transcend institutional and departmental/divisional boundaries, bringing diverse disciplines and individuals together into cohesive multidisciplinary teams to address the treatment and prevention of disease. As a scholar in one of the CRTC programs, you have access to this space and its amenities.

The CRTC was created to provide high quality, multidisciplinary training in clinical and translational research, to offer a range of didactic degree and non-degree programs and coursework, to provide supportive and interactive mentorship, and to promote the career development of future clinical investigators.
AHBR faculty and staff

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<th>Contact information</th>
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## CRTC contacts

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Section 2 – Applied Health Behavior Research (AHBR) program

Overview
Designed primarily for working professionals pursuing studies on a part-time basis, the Applied Health Behavior Research Program is a part-time, evening program that focuses on developing the skills needed to manage health behavior and research programs in academic, clinical, and community settings.

The program creates long-term value for graduates and prepares them for career opportunities in academic and hospital settings, not-for-profit organizations, government agencies, and private industry. Possible career opportunities include:

• Research study manager or project director
• Program manager for health-related programs
• Evaluation specialist for health-related programs or interventions
• Health educator
• Wellness coordinator
• Outreach coordinator for health department or not-for-profit agency
• Health communication manager
• Program planning analyst

Classes are held in an evening or weekend format, making this program especially convenient for working adults. All classes are held on the Washington University campus.

Our commitment
We believe too many people die prematurely from preventable diseases. Tobacco use, poor diet, and physical inactivity are among the leading causes of premature death. Research shows the number of deaths caused by these behaviors is increasing every year. We think there is a way to change this.

In the Applied Health Behavior Research graduate programs, we focus on health behavior methods, evaluation of interventions, strategies for managing projects in clinical and community settings, and data management and analysis. Our coursemasters teach practical skills and provide those working in not-for-profit, government and academic or clinical settings with resources they can use to help people change behaviors and live more healthfully.

Competencies
All courses in the AHBR curriculum are based on and matched to the competencies listed below. Not all competencies are addressed in every course but all competencies are addressed across the entire AHBR curriculum.

1) Describe the role and interaction of key determinants of health status, health behavior, and health behavior change from a biopsychosocial perspective across the lifespan.
   a. Describe the impact of socio-ecological, biological, and psychosocial determinants on health status, health behavior, and health behavior change.
2) Describe and apply relevant theories, concepts, and models from social and behavioral science to both understand and modify health behavior and health outcomes.
   a. Identify theories, concepts and models from a range of social and behavioral disciplines that are used in health behavior research.
   b. Understand how to operationalize and measure theoretical constructs.
   c. Describe how theory is useful in better understanding why individuals do or do not engage in health behaviors.
   d. Describe how theory is useful in understanding the determinants of health outcomes.
   e. Describe the merits of using theory to inform interventions and their evaluation.
   f. Apply principles of health behavior change theories across different settings and audiences.
   g. Recognize the need to adapt programs and messages when applying theory in diverse populations.
   h. Describe some of the challenges of using social and behavioral theories and models to inform programs involving multiple levels of change (e.g., individual, family, community, organizations).

3) Describe and apply basic principles of research and evaluation methodology relevant to understanding and modifying health behaviors and health outcomes.
   a. Describe qualitative research methods (e.g., focus groups, key informant interviews) used to understand health behaviors and health outcomes, and to design and evaluate intervention programs, including appropriate data collection and analysis techniques.
   b. Apply quantitative methods, (e.g., behavioral surveys and biometrics), to understand health behaviors and health outcomes, and to design and evaluate intervention programs, including appropriate data collection and analysis techniques.
   c. Describe the basic principles of study design including interpretation of alternative hypotheses and threats to internal and external validity.
   d. Describe the differences among and appropriately apply the major types of evaluation (e.g., formative, outcome, and process).
   e. Critique and synthesize scientific evidence, including evidence review.
   f. Understand the importance of translating research findings into public health or clinical practice, including dissemination of evidence-based interventions.
   g. Deliver effective scientific presentations.
   h. Write a scientific manuscript including all common sections (e.g., abstract, introduction, method, results, and discussion).
   i. Describe the basic principles of random variation, systematic error, sampling error, measurement error, hypothesis testing, type I and II errors, and confidence limits.
   j. Understand the statistical assumptions behind different statistical methods.
   k. Conduct basic statistical analyses using common statistical methods and statistical analysis software packages.

4) Describe and apply ethical principles relevant to health behavior research and practice.
   a. Describe the ethical codes and principles relevant in health behavior research.
   b. Describe rules and regulations designed to uphold ethical principles (e.g., HIPAA to protect confidentiality, research ethics requirements to protect human subjects).
   c. Describe important historical events that have shaped ethical guidelines for human subjects research and practice (e.g., Tuskegee Syphilis Study).
   d. Understand the ethical implications of emerging research, technology, and societal trends relevant to public health and medicine (e.g., expansion of public health genetics and genomics, commercialization of health services and products).
5) **Plan, implement, and evaluate** health behavior programs across diverse settings and populations.
   a. Describe the steps and procedures for planning, implementing, and evaluating health programs.
   b. Apply evidence-based approaches to the development, implementation, and evaluation of health programs.
   c. Identify the appropriate level of intervention (e.g., individual, health provider, family, micro-community, macro-community).
   d. Apply the appropriate intervention channel and strategy (e.g., policy, mass media, social marketing, one on one counseling) for changing specific health behaviors and outcomes.
   e. Understand the importance of incorporating multidisciplinary perspectives in program design and evaluation.

6) Describe and apply the knowledge and skills necessary to **interact with diverse individuals and communities**.
   a. Understand the principles of social justice and equity when interacting with diverse individuals and community settings.
   b. Understand the concepts and skills involved in designing culturally appropriate health communication strategies.

7) **Manage** health promotion and behavior change programs.
   a. Develop a research study protocol using grant applications or other research proposals.
   b. Structure and manage project budgets, including the use of relevant spreadsheet software.
   c. Develop, implement, and maintain quality assurance and control procedures for data collection, data management, statistical analysis and data monitoring.
   d. Identify resources needed to implement a research study and allocate resources appropriately.
   e. Understand the basic principles of effective personnel management, organizational behavior, and group processes.
   f. Write detailed progress reports and interact with funding agencies.
   g. Prepare and submit IRB application(s) including all the necessary documents and study materials.
   h. Apply multiple strategies for tracking participants over time, including the use of relevant software and public information resources.
   i. Describe the key elements of an NIH grant proposal.
   j. Identify potential funding sources for research and practice programs.
   k. Create and maintain electronic reference libraries.

**Graduate Certificate requirements**

The Graduate Certificate in Health Behavior Planning and Evaluation is designed primarily for individuals who work in agencies and organizations where they already are developing, implementing, and evaluating health behavior programs but want formal coursework and skills to complement their experience in the field and improve their professional opportunities.

**Required core courses:**
- Health Behavior Theory (3 units) M88-514
- Health Education: Methods, Planning and Evaluation (3 units) M88-536
- Project Management in Clinical and Community Settings (3 units) M88-508
- Evaluation of Health Services Programs (3 units) M88-582
Electives (3 units)

Recommended electives:
- Health Psychology (3 units) M88-515
- Community Health Promotion (3 units) M88-540
- Health Disparities: Applications in Clinical Settings (3 units) M88-535
- Applied Data Management (3 units) M88-548

Other electives:
- Counselling Skills for Health Care Professionals (3 units) M88-512A
- Seminar in Interpersonal Communication and Group Dynamics in Health Care (3 units) M88-516
- Principles of Management in Health Care (3 units) M88-532
- Leadership and Change in Health Care Services (3 units) M88-562
- Introduction to Statistics for Health Sciences (3 units) M88-523
- Intermediate Statistics for the Health Sciences (3 units) M17-524
- Health Education: Methods, Planning and Evaluation (3 units) M88-536
- Evaluation of Health Services Programs (3 units) M88-582
- Epidemiology for Clinical Research (3 units) M88-588
- Intermediate Methods for Clinical and Outcomes Research (3 units) M88-589
- Survey Methods: Design and Evaluation (3 units) M88-560
- Professional Development Seminar (3 units) coming soon

Scholars must select elective course work from the Applied Health Behavior Research curriculum to complete a minimum of 15 units (cores plus electives). Scholars may take 1 elective course from other University departments and divisions. Elective courses not offered by the AHBR Program must be evaluated and approved by the AHBR Program Director. Courses taken without consent are in jeopardy of being disallowed and may not count toward graduation requirements for the Graduate Certificate program. A grade of “C-” or better must be obtained in all elective courses.

Degree concentrations

Scholars in the Master of Science in Applied Health Behavior Research program choose between two concentrations:

Health Education, Program Planning, and Evaluation
This concentration is designed for individuals who want to develop, manage, and evaluate health programs in clinical or community settings. The coursework focuses on health behavior theory, program planning, program evaluation, and program management.

Health Behavior Research
This concentration is designed for individuals who want to manage health behavior research studies. The coursework focuses on health behavior theory, research methodology, analytic methods, and research project management.
**Degree requirements**
Scholars must select course work from the Applied Health Behavior Research curriculum to complete a minimum of 30 units (cores plus electives).

**Health Education, Program Planning, and Evaluation**

**Required core courses (15 units):**
- Health Behavior Theory (3 units) M88-514
- Introduction to Statistics for Health Sciences (3 units) M88-523
- Project Management in Clinical and Community Settings (3 units) M88-508
- Survey Methods: Design and Evaluation (3 units) M88-560
- Professional Development Seminar (3 units) M88-TBD, coming soon

**Required concentration courses (6 units):**
- Health Education: Methods, Planning and Evaluation (3 units) M88-536
- Evaluation of Health Services Programs (3 units) M88-582

**Electives (12 units)**
- Counselling Skills for Health Care Professionals (3 units) M88-512A
- Seminar in Interpersonal Communication and Group Dynamics in Health Care (3 units) M88-516
- Foundations of Health Behavior Research (3 units) M88-524
- Principles of Management in Health Care (3 units) M88-532
- Health Disparities: Applications in Clinical Settings (3 units) M88-535
- Community Health Promotion (3 units) M88-540
- Leadership and Change in Health Care Services (3 units) M88-562
- Epidemiology for Clinical Research (3 units) M88-588
- Health Psychology (3 units) M88-515
- Intermediate Statistics for the Health Sciences (3 units) M17-524
- Applied Data Management (3 units) M88-548
- Intermediate Methods for Clinical and Outcomes Research (3 units) M88-589

**Health Behavior Research**

**Required core courses (15 units):**
- Health Behavior Theory (3 units) M88-514
- Introduction to Statistics for Health Sciences (3 units) M88-523
- Project Management in Clinical and Community Settings (3 units) M88-508
- Survey Methods: Design and Evaluation (3 units) M88-TBD, coming Fall 2014
- Professional Development Seminar (3 units) M88-TBD, coming soon
Required concentration courses (3 units):
- Foundations of Health Behavior Research (3 units) M88-524

Electives (15 units)

Recommended electives:
- Intermediate Statistics for the Health Sciences (3 units) M17-524
- Health Education: Methods, Planning and Evaluation (3 units) M88-536
- Evaluation of Health Services Programs (3 units) M88-582
- Epidemiology for Clinical Research (3 units) M88-588
- Applied Data Management (3 units) M88-548

Other electives:
- Counselling Skills for Health Care Professionals (3 units) M88-512A
- Seminar in Interpersonal Communication and Group Dynamics in Health Care (3 units) M88-516
- Principles of Management in Health Care (3 units) M88-532
- Health Disparities: Applications in Clinical Settings (3 units) M88-535
- Community Health Promotion (3 units) M88-540
- Leadership and Change in Health Care Services (3 units) M88-562
- Health Psychology (3 units) M88-515
- Intermediate Methods for Clinical and Outcomes Research (3 units) M88-589

Scholars must select elective course work from the Applied Health Behavior Research curriculum to complete a minimum of 33 units (cores plus electives). Scholars may take up to 2 elective courses from other University departments and divisions. Elective courses not offered by the AHBR program must be evaluated and approved by the AHBR Program Director. Courses taken without consent are in jeopardy of being disallowed and may not count toward graduation requirements for the AHBR Program. A grade of “C-” or better must be obtained in all elective courses.

Social Media
Follow the AHBR graduate programs on Twitter (@WUSTlahbr).
Section 3 – Didactic information

- AHBR Scholars may transfer up to six units of related graduate-level course work as elective work from another university with the prior permission of the AHBR Program Director, Anjali Deshpande, PhD.
- AHBR Scholars may select from two study program opportunities: 1) Master of Science or 2) Graduate Certificate.
- AHBR Scholars earn the Master of Science in Applied Health Behavior Research degree by enrolling in coursework in one of two concentration areas: Health Education, Program Planning, and Evaluation or Health Behavior Research.
- AHBR Scholars earn the Graduate Certificate in Health Behavior Planning and Evaluation by enrolling in coursework in one concentration area.
- For questions regarding registration and degree requirements, contact AHBR Program Project Manager, Debbie Pfeiffer (ahbr@dom.wustl.edu; 314.454.8956).

Tuition

For information about:

- tuition costs for this program, please contact AHBR Program Project Manager at ahbr@dom.wustl.edu or 314.454.8956.
- financial aid, please contact Julie Jobe at jobej@wustl.edu or 314.362.6853.
- Washington University employee tuition benefits, please contact Kim Olivastro at kolivastro@wustl.edu or 314.935.5759.
- BJC employee tuition benefits, please review the tuition assistance policy at http://www.barnesjewish.org/careers/benefits/tuition-assistance or contact BJC Human Resources at 314.362.0700.
- employee tuition benefits provided by employers other than Washington University and BJC, please contact your Human Resources office directly.

Attendance policy

Class participation is an important element of the coursework taken as part of the AHBR Program. Scholars are expected to physically attend class sessions. Please refer to the syllabus for each course in which you are registered for the specific attendance policy of your instructor.

Special Needs: If you have a learning, sensory, or physical disability or other impairment, and you may need special assistance in lectures, reading, written assignments, and/or exam taking, please contact the Disability Resource Center, a University-wide resource, providing diagnostic and academic accommodations support and referrals (http://cornerstone.wustl.edu/DisabilityResources.aspx).
**Grading policy**

**Required (core) courses:** The grade for a required course is “C-” or better, in order for the course to count towards the AHBR degree or certificate.

**Electives:** The grade for an elective course is “C-” or better, in order for the course to count towards the AHBR degree or certificate.

**Overall GPA:** The overall GPA must be 3.0 or better in order for the scholar to continue in the program and graduate. If a scholar’s overall GPA drops below 3.0, the AHBR Program Director will review the scholar’s progress and determine a plan of action.

<table>
<thead>
<tr>
<th>Grades/sub-grades</th>
<th>4-point scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+ (98% to 100%)</td>
<td>4.00</td>
</tr>
<tr>
<td>A (93% to 97%)</td>
<td>4.00</td>
</tr>
<tr>
<td>A- (90% to 92%)</td>
<td>3.7</td>
</tr>
<tr>
<td>B+ (88% to 89%)</td>
<td>3.3</td>
</tr>
<tr>
<td>B (83% to 87%)</td>
<td>3.0</td>
</tr>
<tr>
<td>B- (80% to 82%)</td>
<td>2.7</td>
</tr>
<tr>
<td>C+ (77% to 79%)</td>
<td>2.3</td>
</tr>
<tr>
<td>C (73% to 77%)</td>
<td>2.0</td>
</tr>
<tr>
<td>C- (70% to 72%)</td>
<td>1.7</td>
</tr>
<tr>
<td>Overall GPA required for graduation</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**Academic continuation policy**

Scholars must maintain a grade point average of 3.0 or better in order to graduate. If a scholar’s grade point average falls below 3.0 at any point, the scholar will be placed on academic probation and will receive a letter communicating this information.

A “C-“ or better must be earned in each course in order to receive credit for the class. All of the classes must be taken for a letter grade. If a scholar receives a letter grade below a “C-”, s/he will be required to repeat the course with the
minimum passing grade in order to receive credit. Failure to achieve the minimum required grade in a course for the second time will result in termination from the program. While on academic probation, scholars will not be allowed to take elective AHBR coursework. This policy is in place because program administration does not want scholars paying for elective classes without first earning the required grades in core and concentration courses. A grade of "I" (incomplete) is not acceptable for graduation and scholars are urged to complete their assignments in a timely manner.

Scholars may appeal grades by filing a Grade Appeal Form (available through the Office of the Registrar) within 30 days of completing the course. Grade Appeal Forms will be reviewed by the AHBR Program Director and will take into consideration the perspective of both the scholar and professor.

If a scholar has failed to make satisfactory academic progress (minimum of 3.0 grade point average), the AHBR Program Director will notify the scholar. Failure of the scholar to make satisfactory academic progress (raising minimum grade point average to 3.0) within the subsequent session(s) as outlined in the academic probation letter will lead to further review by the AHBR Program Director in consultation with the Dean of the Medical School. The review will consist of assessment of the scholar’s academic progress to-date (including grades from all graduate level coursework) as well as the scholar’s perspective as presented in written form or, at the request of the AHBR Program Director, in person. Decisions will be communicated to the scholar in writing. Potential actions include (1) development of a remediation plan that specifies requirements, timelines, and measurements of improvement (this could include warning, probation, penalty, suspension) or (2) recommendation that the scholar be dismissed from the program. Recommendations for dismissal will be forwarded to the Dean of the Medical School after 14 days post-notification.

Appeals of recommendation for dismissal should be submitted in writing to the AHBR Program Director within 14 days of receipt of notice of dismissal. The AHBR Program Director will forward the appeal to the Dean of the Medical School. The Dean of the Medical School will convene an unbiased adhoc committee comprised of equally distributed and representative clinical and pre-clinical faculty members. The adhoc committee will review the appeal to confirm that the AHBR Program Director followed due process in its assessment, review, and conclusion. Upon request and with the advance approval of the adhoc committee, the scholar may appear before the committee and may request that s/he be accompanied by a WUSM faculty member, staff member, or fellow scholar. Final determinations will be communicated to the scholar in writing within 14 days of the meeting of the adhoc committee.

**Academic and non-academic transgressions policy**

The following policy outlines the procedures that will be followed when there are questions of possible breaches of integrity including those of a professional or academic nature. All matters involving possible breaches of integrity shall be brought to the attention of the AHBR Program Director. Behavior inappropriate to the Applied Health Behavior Research Program shall mean breaches of personal confidence and trust including cheating or unauthorized use of materials during examinations; abuse, misrepresentation or other seriously improper conduct in relation to colleagues; and other misconduct, misrepresentation or failure in personal actions or in meeting obligations and others outlined and defined in the Bulletin of the School of Medicine, Washington University Student Judicial Code, the Code of Conduct, and the Washington University Policy on Sexual Harassment.

Individual(s) raising concern regarding possible misconduct must inform the AHBR Program Director of his/her concern in writing. Concerns will be held confidential and reviewed by the AHBR Program Director. Once an issue is brought before the Director, she will review the matter at hand and determine whether further action is required.
The Director will make decisions regarding temporary suspension or termination from the program. Decisions will be communicated to the informant and/or scholar (when appropriate) in writing.

In instances of academic transgressions when the Director is unable to make a determination or when the informant appeals the Director’s decision will be handled in consultations with the Dean of the Medical School.

If an involuntary leave of absence is imposed, the suspending authority shall prepare a written notice of the imposition and shall have the notice mailed certified or personally presented to the scholar. The written notice shall include a brief statement of the reasons therefore, and a brief statement of the procedures provided for resolving cases of involuntary leave of absence under these rules. The scholar shall be given an opportunity to appear personally before the suspending authority within five (5) business days from the date of service of the notice of imposition of the involuntary leave of absence. If the scholar asks to appear personally before the suspending authority, only the following issues shall be considered:

- Whether the suspending authority’s information concerning the scholar’s conduct is reliable; and
- Whether under all the circumstances, there is a reasonable basis for believing that the continued presence of the scholar on campus poses a substantial threat to the scholar, or to the rights, of others to engage in their normal University functions and activities.

Within one week of the date of imposition of the involuntary leave of absence, the suspending authority shall either file a statement of charges against the scholar with the University Judicial Board and shall have the statement or charges served by mail or personal service upon the scholar and the Dean of the School of Medicine, or initiate proceedings under these rules to convene a Disciplinary Committee.

A temporary suspension shall end when (i) rescinded by the suspending authority, or (ii) there is a failure of the suspending authority to promptly file a statement of charges with the University Judicial Board or a Disciplinary Committee, or (iii) the case is heard and decided by the University Judicial Board or the Disciplinary Committee. Return of scholars from involuntary leave of absence requires clearance from the Director of the Student Health Service, the Associate Dean for Student Affairs, and the AHBR Program Director.

All scholars will review the Bulletin of the School of Medicine, University Student Judicial Code, the Code of Conduct, the Faculty Information Guide, and the Washington University Policy on Sexual Harassment upon enrollment in the program and will be required to sign that they have received links to and read these policies as part of the orientation and intake process.
Certification of Review of University Policies

CERTIFICATION OF REVIEW OF UNIVERSITY POLICIES
REGARDING ACADEMIC AND NON-ACADEMIC TRANSGRESSIONS

I, ___________________, certify that I have received and read the following Washington University and School of Medicine policies governing academic and non-academic transgressions and the AHBR policy on Academic Encumbrances:

- Bulletin of the School of Medicine (http://bulletinoftheschoolofmedicine.wustl.edu/)
- Washington University Student Judicial Code (http://www.wustl.edu/policies/judicial.html)
- Code of Conduct (http://universitycompliance.wustl.edu/codeofconduct/Pages/default.aspx)
- Washington University Office of Faculty Affairs Faculty Information Guide (https://facultyaffairs.wusm.wustl.edu/NewFac/Pages/FacultyInformationGuide.aspx)
- Washington University Policy on Sexual Harassment http://hr.wustl.edu/policies/Pages/SexualHarassment.aspx#intro

By signing this statement, I agree to abide by the rules and regulations outlined in the policies listed above. I recognize that any suspected breach of professional or academic conduct will be reviewed by the AHBR Program Director, and, if necessary, brought before the AHBR Program Committee.

_________________________________  ____________________________
Signature                        Date
**Course descriptions**

**M88-514: Health Behavior Theory (3 credits)**  
**Instructor:** Enbal Shacham, PhD  
**Cross listing:** None  
**Prerequisites:** None  
**Requirement:**  
- MS Degree (both concentrations): Yes  
- Certificate: Yes  
**Offered:** every fall semester  
**Description:** Understand and apply the determinants of health behavior, and implement behavior change in clinical and community populations.  
**Content:** Theory and application of health promotion/education planning, implementation, and evaluation by health professions in a variety of settings. Emphasis on research related to determinants of health behavior, plus strategies and techniques used by professionals to foster human health.

**M88-523: Introduction to Statistics for the Health Sciences (3 credits)**  
**Instructor:** Dorina Kallogjeri  
**Cross listing:** None  
**Prerequisites:** None  
**Requirement:**  
- MS Degree (both concentrations): Yes  
- Certificate: No, counts as an elective  
**Offered:** every fall semester  
**Description:** Learn the basic concepts of statistics used in health sciences research; be able to conduct and interpret statistical tests.  
**Content:** This course will teach basic statistical methods frequently used in health sciences. Students will learn how to conduct their own analyses. This includes generation of descriptive statistics, correlations, t-tests, chi-square tests, analysis of contingency tables, one-way ANOVA, and simple regression. The course will also introduce additional statistical methods, including multiple linear regression, logistic regression, and survival analysis. Classes will include presentation of statistical concepts underlying specific procedures, a discussion of circumstances under which a procedure is and is not appropriate, and a demonstration of statistical procedures and interpretation of program output.

**M88-562: Leadership and Change in Health Care Services (3 credits)**  
**Instructor:** Don Rickert, PhD  
**Cross listing:** None  
**Prerequisites:** None  
**Requirement:** No, counts as an elective for both MS Degree concentrations and the Graduate Certificate  
**Offered:** every fall semester  
**Description:** Develop the leadership skills required for managing planned organizational change. Topics include personal effectiveness, team building, and creating learning environments in organizations.  
**Content:** This course enables students to engage in the advanced study of leadership, integrating theory, research, and application in a diagnostic approach. Leadership skills for managing planned organizational change are developed through group discussions, class exercises, case studies, and the application of organizational approaches to change and innovation.
**M88-582: Evaluation of Health Service Programs (3 credits)**

**Instructor:** Julie Kapp, PhD, MPH  
**Cross listing:** None  
**Prerequisites:** Yes, M88-536: Health Education: Methods, Planning and Evaluation (3 credits)  
**Requirement:**  
- MS Degree (Health Education, Program Planning, and Evaluation concentration): Yes  
- MS Degree (Health Behavior Research concentration): No, counts as an elective  
- Certificate: Yes  
**Offered:** every fall semester  
**Description:** Learn about program evaluation methodology, methods of data collection and related measurement reliability and validity; design your own evaluation research proposal.  
**Content:** The purpose of this course is to introduce students to the fundamentals of program evaluation. This course focuses on evaluation methodology with practical applications and illustrations. Some included course topics are: the link between program planning and program evaluation; evaluation research designs and their limitations; integrating process and outcome approaches; methods of data collection and related measurement reliability and validity; and utilization of evaluation results.

**M88-535: Health Disparities (3 credits)**

**Instructor:** Patty Cavazos-Rehg, PhD  
**Cross listing:** None  
**Prerequisites:** None  
**Requirement:** No, counts as an elective for both MS degree concentrations and the Graduate Certificate  
**Offered:** every odd year in the fall semester  
**Description:** Learn how membership in a diverse/special group can impact health and health care; identify barriers to research participation and effective strategies for improving recruitment efforts of minority and underserved populations.  
**Content:** This course explores how membership in a diverse/special group can impact health and health care, including health care services and policies governing these services. Students are encouraged to give critical thought to the question of what it means to deliver culturally competent care. The goal of this course is to understand what it means to create environments (social and otherwise) that help to make individuals and communities healthy.

**M88-548: Applied Data Management (3 credits)**

**Instructor:** Michael Elliott, PhD  
**Cross listing:** None  
**Prerequisites:** Yes, M88-523: Introduction to Statistics for Health Sciences (3 credits)  
**Requirement:** No, counts as an elective for both MS Degree concentrations and the Graduate Certificate  
**Offered:** every other fall semester  
**Description:** Develop skills in data programming and manipulation, data storage and security, data cleaning, and relational database theory using software such as SPSS, SAS, Excel, and Microsoft Access  
**Content:** This class is an advanced seminar intended for students in the health and social sciences who plan to engage in applied research. This course is a survey of important data management topics and techniques including: data programming and manipulation, data storage and security, data cleaning, relational database theory, and legal and ethical issues of data management.
M88-541: The Concept and Practice of Wellness (3 credits)
Instructor: Jeanne Kloeckner, OTD, OTR/L, Anjali Deshpande, PhD, MPH
Cross listing: None
Prerequisites: None
Requirement: No, counts as an elective for both MS Degree concentrations and the Graduate Certificate
Offered: every even year in the fall semester
Description: Learn the foundations of how to implement lasting lifestyle changes in one’s own life and the lives of others.
Content: Investigation of factors associated with wellness and health, including the skills, competencies, and practices that enhance health and wellbeing on physical, mental, emotional, and spiritual levels. Using concepts from a variety of disciplines, students will examine determinants of health, explore issues related to wellness such as self-empowerment in relation to health promotion and disease prevention, and analyze critical issues that affect health and wellness such as stress and nutrition.

M88-508: Project Management in Clinical and Community Settings (3 credits)
Instructors: Maria Pérez, MA, Donna Jeffe, PhD
Cross listing: None
Prerequisites: None
Requirement:
- MS Degree (both concentrations): Yes
- Certificate: Yes
Offered: every spring semester
Description: This course will train students in the day-to-day management of research projects and/or health behavior programs. Topics include: human subjects protection, participant recruitment & retention, working with teams, data collection, development and use of participant tracking databases, and other applied skills needed by project or program coordinators.
Content: This course will provide an overview of project management in health and community settings, including a review of ethics, data collection and management. Students will develop skills for managing and coordinating all aspects of health behavior projects, including recruitment and retention of participants, developing and maintaining various databases for study/program tracking and analysis, writing reports, managing a project team, and using basic statistical tools for project reporting.

Professional Development Seminar (3 credits)
Instructor: TBD
Cross listing: None
Prerequisites: None
Requirement:
- MS Degree (both concentrations): Yes
- Certificate: No, counts as an elective
Offered: every spring semester
Description: This course will serve as an integrative course and professional development opportunity for students. It will teach students how to develop their resume, interview, and market their skills. It will also serve as an opportunity to put together a portfolio of the students work in different applied courses.
**M88-524: Foundations of Health Care Research (3 credits)**

**Instructor:** Patty Cavazos-Rehg, PhD  
**Cross listing:** None  
**Prerequisites:** None, but prefer students take M88-523: Introduction to Statistics for the Health Science (3 credits)  
**Requirement:**  
- MS Degree (Health Behavior Research concentration): Yes  
- MS Degree (Health Education, Program Planning, & Evaluation concentration): No, counts as an elective  
- Certificate: No, counts as an elective  
**Offered:** every spring semester  
**Description:** An overview of basic methodological concepts used in health care, social science, and behavioral science research. Topics include: designing a study, measuring variables and constructs, collecting data and planning data analysis.  
**Content:** The course will provide an overview of basic methodological concepts used in health care, social science, and behavioral science research. Students will develop an advanced understanding of all phases and components of the research process including: generating research questions and hypotheses, designing a study, selecting a study sample, measuring variables and constructs, collecting data and planning data analysis.

**M88-536: Health Education: Methods, Planning and Evaluation (3 credits)**

**Instructor:** Cheryl Houston, PhD  
**Cross listing:** None  
**Prerequisites:** Yes, M88-514: Health Behavior Theory (3 credits)  
**Requirement:**  
- MS Degree (Health Education, Program Planning, and Evaluation concentration): Yes  
- MS Degree (Health Behavior Research concentration): No, counts as an elective  
- Certificate: Yes  
**Offered:** every spring semester  
**Description:** Basic concepts of learning theory as they relate to health behavior. Students become familiar with the teaching/learning process, teaching methods, and selection of appropriate evaluation strategies.  
**Content:** This class will focus on the role played by individual and community behavior as well as environmental and policy factors in preventing chronic and communicable diseases. Students who take this class will have the knowledge and skills to plan, develop, implement, monitor and evaluate behavior change programs for improving health status. Students also will learn how to assess the health needs of communities and organizations.

**M88-532: Principles of Management in Health Care Services (3 credits)**

**Instructor:** Don Rickert, PhD  
**Cross listing:** None  
**Prerequisites:** None  
**Requirement:** No, counts as an elective for both MS Degree concentrations and the Graduate Certificate  
**Offered:** every spring semester  
**Description:** This course enables students to explore the theoretical framework and practical application of classic management principles.  
**Content:** This course enables students to explore the theoretical framework and practical application of classic management principles so that they can function effectively in a variety of organizational settings in the provision of healthcare services. Topics include the management process; managerial decision making and planning; negotiation skills; organization design; and leadership.
M88-588: Epidemiology for Clinical Research (3 credits)
Instructors: Anjali Deshpande, PhD
Cross listing: None
Prerequisites: None
Requirement: No, counts as an elective for both MS Degree concentrations and the Graduate Certificate
Offered: every spring semester
Description: This course will focus on common applications of epidemiologic principles and analytic tools in evaluating clinical research questions.
Content: This course will focus on common applications of epidemiologic principles and tools in clinical research, in clinical issues, and in understanding the medical literature concerning these issues. This will be accomplished via different venues that will enhance the critical thinking and scientific/analytic competencies for the students who complete the course.

M88-512A: Counseling Skills for Health Care Professionals (3 credits)
Instructor: Patty Cavazos-Rehg, PhD
Cross listing: None
Prerequisites: None
Requirement: No, counts as an elective for both MS Degree concentrations and the Graduate Certificate
Offered: every odd year in the spring semester
Description: Designed to teach students about the counseling skills necessary to promote self-care behaviors in individuals including techniques for adapting communication style to cultural needs and developmental differences.
Content: The course is designed to teach students about the counseling skills necessary to promote self-care behaviors in individuals. Upon course completion, students will be able to identify and demonstrate basic interviewing and counseling skills, recognize barriers to effective communication and generate appropriate counseling strategies, and adapt communication style to the special cultural needs and developmental differences of the individual.

M88-547: Power and Sample Size (1 credit short course)
Instructor: Trent Buskirk, PhD
Cross listing: None
Prerequisites: Yes, M88-523: Introduction to Statistics for Health Sciences (3 credits)
Requirement: No, counts as an elective for both MS Degree concentrations and the Graduate Certificate
Offered: every summer semester
Description: Learn the theoretical and practical aspects of how to calculate sample size for common study designs under various restraints (time, resources, etc.).
Content: Overview of statistical power computations for a variety of experimental and epidemiological study designs including single sample designs, two-sample designs, cohort designs, case-control designs and various other experimental designs based on the Analysis of Variance model. The concepts of statistical power, statistical precision, sample size and effect size will be reviewed.
**M88-540: Community Health Promotion (3 credits)**

**Instructor:** Cheryl Houston, PhD  
**Cross listing:** None  
**Prerequisites:** Yes, M88-514: Health Behavior Theory (3 credits)  
**Requirement:** No, counts as an elective for both MS Degree concentrations and the Graduate Certificate  
**Offered:** every even year in the summer semester  
**Description:** This course explores concepts in health promotion including community assessment, resource identification, intervention strategies and evaluation.  
**Content:** Concepts in health promotion including community assessment, resource identification, intervention strategies and evaluation. State and national interventions for lifestyle change and model school and worksite programs are discussed.

**M88-516: Seminar in Interpersonal Communication and Group Dynamics in Health Care**

**Instructor:** TBD  
**Cross listing:** None  
**Prerequisites:** None  
**Requirement:** No, counts as an elective for both MS Degree concentrations and the Graduate Certificate  
**Offered:** every even year in the summer semester  
**Description:** Various course lecturers presenting on communication topics of interest including: supportive communication, creative problem solving, effective oral presentation, persuasion, meeting management, and group process.  
**Content:** Exploration of theoretical frameworks in the field of communication. Provides advanced study and practical application of these principles to enhance professional communication in various health care settings. Topics include supportive communication, creative problem solving, effective oral presentation, persuasion, meeting management, and group process.

**M88-545: Applied Structural Equation Modeling (1 credit short course)**

**Instructor:** Amy McQueen, PhD  
**Cross listing:** None  
**Prerequisites:** Yes, M88-523: Introduction to Statistics for Health Sciences (3 credits)  
**Requirement:** No, counts as an elective for both MS Degree concentrations and the Graduate Certificate  
**Offered:** every odd year in the summer semester  
**Description:** This course will provide a brief introduction to structural equation modeling (SEM). The focus of the course will be to familiarize students with the language, logic, and uses of SEM.  
**Content:** This course will provide a brief introduction to structural equation modeling (SEM). The focus will be to familiarize students with the language, logic, and uses of SEM. The course will provide students with a strong foundation for understanding, designing, and testing sound measurement models, which can then be combined into more complex structural equation models. The majority of the course will cover conceptual aspects and classical SEM applications like confirmatory factor analysis, path analysis, and causal modeling (including tests for mediators and moderators). Time permitting, the course will provide a brief discussion of more complex SEM analyses such as growth curve modeling and latent class analysis.
**M88-515: Health Psychology (3 credits)**  
**Instructor:** Craig Woodsmall, PhD  
**Cross listing:** None  
**Prerequisites:** None  
**Requirement:** No, counts as an elective for both MS Degree concentrations and the Graduate Certificate  
**Offered:** semester varies  
**Description:** This course will explore the complex interactions between biological, psychological and social factors as they influence health, health behaviors and coping with illness.  
**Content:** This course will explore the complex interactions between biological, psychological and social factors as they influence health, health behaviors and coping with illness. Topics will include the history and current roles of health psychology as a professional discipline, theoretical models of health and illness prevention with an emphasis on the biopsychosocial model, stress, pain, and the role of biopsychosocial factors in several specific medical illnesses including diabetes, asthma, heart disease and cancer.

**M88-560: Survey Methods: Design and Evaluation (3 credits)**  
**Instructor:** Amy McQueen, PhD  
**Cross listing:** None  
**Prerequisites:** None  
**Requirement:**  
- MS degree (both concentrations): Yes  
- Certificate: No, counts as an elective.  
**Offered:** every fall semester  
**Description:** This applied course will focus on methodological issues regarding the design, implementation, analysis, and interpretation of surveys and questionnaires in public health research. Essential theoretical concepts will be addressed and practical applications will be emphasized. Survey design and planning, sampling and data collection procedures are three of the major topic areas to be covered.

**M88-589: Intermediate Methods for Clinical and Outcomes Research (3 credits)**  
**Instructor:** Mario Schootman, PhD  
**Cross listing:** M17-TBD  
**Prerequisites:** M88-588, M17-588 or M17-513  
**Requirement:** No, counts as an elective for both MS degree concentrations and the graduate certificate.  
**Offered:** every spring semester, beginning spring 2015  
**Description:** This course will focus on the application of epidemiologic principles and tools in clinical research, clinical issues and understanding the medical literature concerning these issues. Course content will go beyond basic applications to clinical research. The course provides scholars with clinical epidemiological tools, which are crucial for making informed decisions in the care of patients. Critical thinking and scientific and analytic competencies are emphasized throughout the course.
**Evaluation**

Scholars are expected to complete required program evaluations throughout the year. These evaluations are administered via the web and are mandatory for all scholars.

**Frequently Asked Questions about evaluations**

1) **Which evaluations do I need to complete?**
   1. Baseline evaluation (scholars new to the program)
   2. Course evaluation
   3. Mid-program evaluation
   4. Program satisfaction
   5. Exit interview

2) **When are evaluations distributed?**
   - Baseline evaluation of competencies will be distributed to scholars newly accepted to the program.
   - Course evaluations are distributed at the end of each semester.
   - Mid-program evaluations will be distributed to scholar upon completion of approximately 15 units for those seeking the MS degree and 7 units for those seeking the graduate certificate.
   - The program satisfaction evaluation is distributed at the end of each academic year (late April/early May).
   - Exit interviews are scheduled in the month following a scholar’s completion of the program.
     - Exit interviews provide valuable information and insight to improve the quality of the programs offered by the CRTC and the AHBR program. The information you share will strictly be used for planning program improvements. Your responses will be kept confidential and notes from the interview will be anonymous.

3) **How will I receive my evaluations?**
   - All evaluations except the exit interview will be sent via e-mail through Qualtrics Survey Software.
   - Exit interviews are scheduled as face-to-face interviews.

4) **Are my evaluation responses anonymous?**
   - All course evaluation data are aggregated and de-identified for reporting purposes.
   - Baseline, mid-program and program satisfaction evaluations are not de-identified. The program wishes to track scholars’ mastery of program competencies from baseline through program completion.

5) **What is the purpose of the evaluations?**
   - The Clinical Research Training Center and the AHBR Program use information collected in evaluations to improve the programs and services provided to scholars.
   - Evaluation responses are considered when making decisions that will affect scholars so please complete your evaluations.
   - Your input count!

6) **Whom should I contact if I have questions or concerns about an evaluation?**
   - Please contact Debbie Pfeiffer, either by phone at 454-8956 or e-mail at ahbr@dom.wustl.edu.
Section 4 – Resources

CRTC resources
The information provided here is not intended to be an exhaustive list. Scholars should refer to the CRTC website http://crtc.wustl.edu/ for additional resources.

Computer bay
Computers are available to AHBR and CRTC program scholars free of charge. Computers are located in the CRCT office suite which is located on the 2nd floor of Wohl Clinic building. These computers have SPSS on them. Access to computers is available 24/7 for scholars with CRTC access. All scholars should be able to enter the CRTC by swiping his/her badge or by entering the last 4 digits of his/her social security number followed by the”#” sign. Scholars who encounter difficulties should contact Debbie Pfeiffer at ahr@dom.wustl.edu or 314.454.8956.

Poster printing
AHBR Scholars may print posters in the CRTC for meetings and conferences as needed. The cost is $50 per poster. Please keep the following in mind:

- We suggest emailing the CRTC Special Projects Assistant, Julie Headrick (jheadric@dom.wustl.edu), in advance to reserve the poster printer for a specific time.
- Scholars are expected to bring posters on a flash drive and complete the printing independent of staff support. CRTC staff may be available to assist only in the event of malfunctions or troubleshooting issues.
- Complete step-by-step poster printing instructions are available next to the poster printer in the CRTC.
- Poster printing in the CRTC is only available for AHBR and CRTC program scholars and mentors. Due to high demand, we are not able to accommodate all WUSM faculty and staff at this time.

CRTC Poster printer procedures
Location of the large-format poster printer is in the very back of the Clinical Research Training Center on the 2nd floor of the Wohl Clinic Building. The PC for the printer is in the Postdoc Scholar Computer Bay next to the printer.

Availability and Permissions: The printer is available 24/7 for those with CRTC access. Generally, the printer is available on a first-come, first-served basis. However, during heavy print times (upcoming meetings, poster symposium, etc.), you should reserve a time slot in advance by contacting Julie Headrick (jheadric@dom.wustl.edu). If you are an alum and no longer have door access, you may use the printer during regular business hours, M-F 8AM-5PM. Please note that use of the poster printer is only for CRTC program trainees, scholars, and alumni. This is not a public printer.

Poster files should include your last name, your program name, and the date in the filename. Example: SmithR_AHBR_Poster_01-01-2011.pptx. You should bring your file on a USB flash drive as the poster printer is not networked and cannot access the internet.

Poster size/dimensions must be determined prior to printing. If you are printing for a meeting or symposium, the minimum/maximum dimensions should be provided to you in the instructions. Generally, the poster height will be either 36” or 42”. These are the two standard roll sizes available. If you are unsure of your exact poster dimensions, sizing your poster height to either 36” or 42” will subsequently determine the poster length (length can vary, as the printer uses roll paper).
Watch the poster as it comes out of the printer and make sure it is printing with the correct size and orientation. If not, immediately press the orange “Cancel” button on the printer. Cancelling print jobs may require a reboot of the printer and/or printer computer. After correcting your print job, confirm that the printer displays the “Ready” message before attempting to reprint.

Printing may take 30-45 minutes depending on the poster size, graphics, colors, etc. While your poster is printing, complete the print log located on the clipboard on or near the printer computer. Please complete all fields on the form. When your poster is finished printing, it will stay on the paper roll for approximately five minutes of “drying time” before the printer automatically cuts the finished poster from the roll. You can skip this step by pressing the “Form Feed and Cut” button on the printer.

Handle your printed poster carefully. Wear rubber gloves and avoid touching inked areas.

Lay your printed poster flat on a table, or hang over the back of two chairs. Allow your poster at least one hour of drying time before rolling. The longer a poster is allowed to dry, the better (preferably overnight).

The CRTC does not provide poster tubes; please bring your own appropriately sized tube to transport your poster.

**IMPORTANT:** If you encounter error messages on the printer or printer computer, please seek assistance from Julie Headrick, Jennifer McAnry or Rachel Driskell. We strongly suggest you avoid “last minute” print jobs, as large format printing is more complex than desktop printing and errors are not uncommon. When scheduling your print job, please allow as much time as possible prior to the date you need your poster.

**PDF Printing**
If your poster contains data sets, tables, graphs, or charts built in other Office programs and inserted or linked to in your document, or if you used color gradients, shadows, or other 3-D effects, your poster may not print correctly from a PowerPoint file due to a known glitch with the printer. In such cases, the printer may freeze up when the data object is reached while printing, or it may simply “skip” the section containing data or special effects. If your poster contains any of these special objects or formats, it is recommended that you convert your poster to a PDF file BEFORE attempting to print. You may be able to convert your PPT file to a PDF on the printer computer; however, depending on your file, you may encounter problems with the conversion process. It is recommended that you convert the file before transferring it to the printer computer.

**Washington University School of Medicine (WUSM) resources**
The information provided here is not intended to be an exhaustive list. Scholars should refer to the WUSM website [http://medschool.wustl.edu/](http://medschool.wustl.edu/) for additional resources.

**Bernard Becker Medical Library**
Becker Library provides services ranging from interlibrary loans, remote access, and public computer workstations to courses on citation management, database searching and publishing and author support. Many of the courses offered are available to students free of charge. All Applied Health Behavior scholars should be able to use the library remote access system using their WUSTL Key. For more information on general services, go to [https://becker.wustl.edu/](https://becker.wustl.edu/). For a listing of classes and when they are offered, go to [https://becker.wustl.edu/classes-consulting/classes](https://becker.wustl.edu/classes-consulting/classes). To resolve difficulties related to remote access, please contact [askbecker@wustl.edu](mailto:askbecker@wustl.edu).
**Bookstore**
The Washington University in St. Louis School of Medicine Bookstore is located at 4905 Children’s Place. For information on textbooks, apparel, store hours and more, go to [http://washingtonmed.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?catalogId=10001&langId=-1&storeId=34052](http://washingtonmed.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?catalogId=10001&langId=-1&storeId=34052).

**Poster printing in Infectious Disease suite**
There is a poster printer in the ID area on the 15th floor of NW Tower that is available to all. Contact in ID for poster printing is Dawn Cannon (314.454.8225, dcannon@wustl.edu). The per poster fee to print using this printer is $100. The following information must be provided when using this printer:

- Poster title
- Poster authors
- Title of the meeting at which the poster will be presented
- Fund to be charged

**Washington University resources**
The information provided here is not intended to be an exhaustive list. Scholars should refer to the WU website [http://www.wustl.edu/](http://www.wustl.edu/) for additional resources.

**Arts and Sciences Computing Center**
Computer labs are available to Washington University students free of charge. Computers in Seigle Hall are equipped with SPSS. For more information about computer resources, go to [http://computing.artsci.wustl.edu/labs](http://computing.artsci.wustl.edu/labs).

**Automatic Payroll deduction (WU employees)**
Washington University employees, who want to pay tuition by way of automatic payroll deductions, should complete the payroll deduction form. This form must be completed every semester in which a scholar is enrolled. The information is not carried forward from one semester to the next. To request this form, contact Debbie Pfeiffer, Program Project Manager at ahbr@dom.wustl.edu or 314.454.8956. This paperwork should be submitted to Debbie Pfeiffer prior to the first day of class.

**Blackboard**
Washington University uses Blackboard as its online learning management system for all courses. For questions and information about using Blackboard, please visit Student Technology Services at [http://sts.wustl.edu/blackboard/](http://sts.wustl.edu/blackboard/). Use your WUSTL Key and password to login to Blackboard, at [www.bb.wustl.edu](http://www.bb.wustl.edu). Direct requests for help with Blackboard should be submitted to the WU Blackboard Help Desk at [Blackboardhelp@wustl.edu](mailto:Blackboardhelp@wustl.edu).

**Career Center**
The Career Center ([http://careercenter.wustl.edu/students/postdoctoral/Pages/default.aspx](http://careercenter.wustl.edu/students/postdoctoral/Pages/default.aspx)) provides services to scholars in the AHBR program. Arlene Taich (ataich@wustl.edu) is the contact for Graduate and Postdoctoral Scholar Career Development. At the Career Center, scholars may attend workshops, search for jobs on CAREERLink ([http://careercenter.wustl.edu/tools/careerlink/Pages/default.aspx](http://careercenter.wustl.edu/tools/careerlink/Pages/default.aspx)), or use Interfolio ([http://careercenter.wustl.edu/tools/Pages/Interfolio.aspx](http://careercenter.wustl.edu/tools/Pages/Interfolio.aspx)), an online dossier, credentials, and letters of recommendation storage service. The Washington University Alumni Association LinkedIn group has over 10,000 members.
members. Scholars (current and alumni) are invited to join the group. To join, click the LinkedIn badge located at the bottom of the Career Center website.

**Cornerstone: The Center for Advanced Learning**

**Academic programs**
Cornerstone (http://cornerstone.wustl.edu/Home.aspx) provides free assistance from trained professionals and peer mentors in a variety of academic areas. Scholars needing assistance with statistics, may benefit from Cornerstone’s Walk-In Help Desks. A schedule of hours and locations is provided at http://cornerstone.wustl.edu/AcademicPrograms/MathHelp.aspx.

**Disability resources**
Cornerstone also offers services to students with disabilities. To learn more about its services, initiate the process of formal documentation and/or to arrange for accommodations, please contact Disability Resources http://cornerstone.wustl.edu/DisabilityResources.aspx at the start of the semester.

**Financial aid**
Financial Aid may be available to qualifying MS Degree-seeking scholars. To request a financial aid information sheet, contact Julie Jobe at jobej@wustl.edu or 314.362.6853.

**Fitness facilities**
Full-time graduate students have access to fitness facilities in the Athletic Complex (http://bearsports.wustl.edu/Facilities/Pages/AthleticComplex.aspx) on Washington University’s Danforth Campus. Part-time students may purchase a fitness center membership for $80.

**Lost & found database**
Washington University Police Department maintains a database of lost and found property http://wustllf.com/FoundItems.aspx. Scholars, faculty, staff and visitors who have lost personal property while on campus are able to search the database for items found as well as enter a lost item.

**Student Accounting**
The Office of Student Accounting (http://studentaccounting.wustl.edu/) is responsible for the distribution of accurate information relating to a student’s financial account at Washington University. The primary function of the Student Accounting office is to issue statements, receive payments, disburse refunds, as well as provide the means to help understand various aspects of a student account.

**Making tuition payments**
- Washington University provides students with a number of different methods for making payments. For detailed information, go to http://studentaccounting.wustl.edu/methods-of-payment.html.
- **Please note the University does not** accept credit card payments.

**Tuition payment plan**
- This tuition payment plan is administered by Sallie Mae (https://www.salliemae.com/landing/tpp/). It is an interest-free option that breaks down the large lump-sum payments due at the beginning of each semester into easy-to-manage installments.
- Students still owe the same amount of tuition (application and other fees, established by the school, may apply), but have more time to pay and payments are smaller and more manageable.
- Use a plan on its own, or combined with financial aid and student loans, to reduce your total costs.
• Enrollment in this program must be completed before the first day of class. Students must set up the payment plan before the first day of class in any given semester. **Check the website for the semester enrollment deadline.
• Before setting up any tuition payment plans, please contact the program project coordinator. In some instances, we are able to set up our own payment plans with scholars, saving them money on plan fees.

Student Health Services
Full-time scholars only are assessed a fee for Student Health Services. Detailed information on the Habif Health & Wellness Center and the services it offers is available at http://shs.wustl.edu/Pages/default.aspx.

Student identification
Scholars who also are employees of Washington University, will not be issued a separate student identification badge. Any additional access needed, will be encoded on the current ID badge. Scholars who are new to Washington University will be issued identification badges by Medical School Protective Services. This process must be initiated by the AHBR Program Project Manager. Once the request has been submitted and processed, scholars must go to the Protective Services office located at the Olin Hall to have the ID photo taken and badge made. This office is open M-F from 7am-5pm. For more information, contact Debbie Pfeiffer at 314.454.8956 or ahbr@dom.wustl.edu.

University Employee Tuition Assistance (ETA)
Washington University employees (faculty and staff) who have worked for a minimum of 12 consecutive months are eligible to receive 50% off the cost of graduate tuition for this graduate program. Review the University’s employee tuition assistance program for benefits eligible employees and download the program request forms at http://hr.wustl.edu/benefits/Pages/TuitionAssistance.aspx. Tuition assistance requests must be submitted by the first day of the semester. Requests must be completed every semester in which a scholar is enrolled. The information is not carried forward from one semester to the next. **Scholars receiving ETA benefits should be aware if an employee drops or fails a course, the ETA benefit is removed for the course(s) dropped or failed and the employee becomes responsible for the full cost of the course(s) during that semester. If you have questions about the program, contact Debbie Pfeiffer, Program Project Manager, at 314.454.8956 or ahbr@dom.wustl.edu.

U-Pass
Washington University in St Louis and Metro, the regional agency that provides public transportation services, work together on an agreement in which the University pays Metro for the U-Pass program. The U-Pass program provides free Metro passes to full-time students. Information on eligibility, registration, rules and regulations is available at http://parking.wustl.edu/metro.htm.

WebSTAC (Student Access System Instructions)
Washington University students have access to certain academic and billing information via the Student Access (WEBSTAC) system. In addition, there is the capability to update limited data fields, such as addresses and phone numbers. To login, go to https://acadinfo.wustl.edu/.

The Writing Center and The Speaking Studio
The Writing Center and The Speaking Studio provide free, one-on-one tutoring to all WUSTL students for any writing or public speaking project. The Center and the Studio are both located in the northwest corner of Olin Library on the first level. Olin Library is centrally located on the Danforth Campus. For more information, go to http://writingcenter.wustl.edu.
**WUSTL Key (WUSTL Connect)**
The WUSTL Key is the ID and password used for accessing most university systems including: Blackboard and WeSTAC. For assistance with the WUSTL Key ID and password, go to [http://wustlkey.wustl.edu/Pages/default.aspx](http://wustlkey.wustl.edu/Pages/default.aspx).
Section 5 – Miscellaneous information of interest

Academic calendars
The AHBR graduate programs follow the academic calendar for the Danforth Campus. Access the calendar at http://registrar.wustl.edu/academic-calendars/.

Current semester course line-up
Download the current semester schedule at http://crtc.wustl.edu/resources/faq/ahbrprogram.html.

Newsletter
Download the program newsletter (current and archived editions) at http://crtc.wustl.edu/resources/faq/ahbrprogram.html.

Program calendar

2014
August
22  New student orientation
25  First day of classes for the fall semester

September
1  Labor Day holiday – No classes
10  The Behavioral Brown Bag 2 Seminar Series: 12:00-1:00 PM, Farrell Learning and Teaching Center, Classrooms 214 A & B

October
17  Fall Break – No classes
21  CRTC Research Training Symposium & Poster Session: 12:30-5:00 PM, Farrell Learning Teaching Center

November
1  Spring 2014 registration begins
12  The Behavioral Brown Bag 2 Seminar Series: 12:00-1:00 PM, Farrell Learning and Teaching Center, Holden Auditorium
23-30  Thanksgiving holiday – No classes

December
12-18  Final exams and projects due – End of fall courses
19  CRTC holiday luncheon

2015
January
12  First day of spring semester
14  The Behavioral Brown Bag 2 Seminar Series: 12:00-1:00 PM, Farrell Learning and Teaching Center, Room TBD
19  Martin Luther King holiday – No classes

March
8-14  Spring Break – No classes
11  The Behavioral Brown Bag 2 Seminar Series: 12:00-1:00 PM, Farrell Learning and Teaching Center, Room TBD

April
1  Summer and fall 2015 registration begins
27-May  Final exams and projects due – End of spring courses
May 13 The Behavioral Brown Bag 2 Seminar Series: 12:00-1:00 PM, Farrell Learning and Teaching Center, Room TBD
13 AHBR, MPHS MSCI Recognition and Reception (tentative)
15 WU Commencement
25 Memorial Day holiday
28 AHBR program Open House event (tentative)

June 1 AHBR summer session starts

Withdrawal deadlines
2014
September 2 Last day to receive a 80% refund
9 Last day to receive a 60% refund and drop without a “W”.
23 Last day to receive a 50% refund. No refunds given after this date

November 7 Last day to drop a class and receive a “W” (grade of “F” recorded if dropped after this date)

2015
January 20 Last day to receive a 80% refund
27 Last day to receive a 60% refund and drop without a “W”.

February 10 Last day to receive a 50% refund. No refunds given after this date

March 6 Last day to drop a class and receive a “W” (grade of “F” recorded if dropped after this date)

Program contacts
Anjali Deshpande, PhD, MPH
Program Director and Assistant Professor of Medicine
General Medical Sciences
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Program Project Manager
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