

Honors Project

Session Goals

By the end of this experience, students will

- Identify community needs that affect health outcomes
- Perform research and data collection activities to assess the current status of community and population needs
- Gain skills working as a group
- Navigate the complexities of working with a community partner
- Present a project in a scholarly forum

Scope:

- The Honors Project continues from first year to second year as part of P3
 - P3-1: Students identify a population and problem, exploring the problem in the community via a needs assessment and planning an intervention.
 - P3-2: Students implement and evaluate the planned intervention
- For both courses, completion of an Honors Project is required to achieve honors

Process:

1. Work in groups of 3-6 students interested in a community problem or population. Any groups with fewer or more members should contact Dr. Jones for approval.
2. Identify a faculty member who would be willing to serve as your group's mentor. Ideally, the faculty member should share your interest in the problem or population or can provide assistance in identifying community partners or performing a needs assessment. Project instructions for faculty mentors are available on Sakai.
3. Identify a target population or community ***and*** a health need in the Lubbock or South Plains region that is amenable to outreach and education. During P3-1, your focus will be on determining or researching the extent of the health need and identifying a plan for outreach and education. *You will:*
 - Identify the community and health need in either order
 - Identify and clearly define your health issue (clear, succinct statement of problem)
 - Clearly define and describe the population where you propose implementing your project
 - Review pertinent literature. Describe the problem. What has been done before?
4. Conduct a needs assessment to better understand the population and health need. *You will:*
 - Perform a needs assessment, which may take the form of a survey, focus group, community interviews, or other techniques that will help you understand the current community status. Depending on the projects proposed, your group may participate in an Honors Project Omnibus Survey directed to the TTUHSC community (students, residents, staff or faculty).
 - Secure IRB approval, *if applicable*. Your faculty mentor will serve as the PI on any project submitted to the IRB. Please discuss IRB issues with Dr. Jones in advance.
 - Review existing data sources to contribute to the needs assessment; see the list of Resource Readings.
 - Pay special needs to issues related to cultural competency, gender, rural populations and social determinants of health.
5. Work with a faculty mentor to identify a community partner. The community partner should be an organization, non-profit, or other entity with whom you may work to plan and implement your intervention.

Honors Project

6. Design an intervention to address the identified need that is also appropriate to the population, based on your findings from the community needs assessment. You will not implement the intervention during P3-1, but you should be able to explain what intervention your group recommends.

Year 1 Product:

- Using a powerpoint template (which will be available on Sakai), design a poster that outlines your project. Key sections to be included on the poster include:
 - The background and context of the problem
 - Information about the target population or community
 - The methods and results of your needs assessment
 - Proposed intervention plan including an evaluation plan to determine the success of your intervention
- Evidence of support from a community partner should be provided at this stage
- You will submit your through Sakai to Educational Media Services, where posters will be printed and prepared for the Thursday, March 26 poster session.

Grading:

- Satisfactory completion will result in a grade of honors for all group members as long as all other requirements for honors are met
- Grading rubric is available for your review

Timeline:

November 15, 2019	Project Planning Instrument due online--Team Members, Topic, Mentor <ul style="list-style-type: none"> • URL: https://tthclubbock.co1.qualtrics.com/jfe/form/SV_6D88c1YSkwz8Zo1 • Community partner is not required at this time. • Some groups may experience difficulty in identifying a faculty mentor. Those groups should speak with Dr. Jones or Dr. Johnson, but still submit their group topic and membership. • You will receive feedback on your Project Plan form
January 10, 2020	Progress Reports and Omnibus Survey Participation Forms (for participating groups) due via the Assignment tab in Sakai <ul style="list-style-type: none"> • Projects should be clearly defined by this time and underway. • Groups participating in the Omnibus or Women's Night Surveys should have up to 10 survey questions drafted
Late January	Omnibus Survey submitted for IRB approval <ul style="list-style-type: none"> • Approval is likely within 2-3 days
January 31	CITI Training should be completed <ul style="list-style-type: none"> • CITI Training is required for all human subjects research that requires IRB submission: www.citiprogram.org
Early February	Women's Night at the Rec event Omnibus Survey E-mail Prompt out <ul style="list-style-type: none"> • With 1-2 additional prompts; Data collection by late February/early March
March 17	Poster draft to Dr. Jones—Uploaded into Sakai (Assignments tab)

Honors Project

- March 23 Needs Assessment process should be complete and posters prepared.
- Powerpoint file of your poster should be transmitted to Educational Media Services (via Sakai—instructions to follow)
 - Your poster should be titled with the primary contact's name (eg, ljohnson.pptx)
- March 26 Poster Session, 6-8 PM; this session will receive P3-1C Week credit.
- This session will be done as part of an IPE activity with the students from the SOP, who will come to Lubbock from Abilene, Amarillo & Dallas
 - TTUHSC faculty and SOP students will have the opportunity to visit each poster and ask questions
 - All group members should attend.

Resource Readings

Defining the magnitude of a health problem will require using various data sets. For example, you could use information from the Centers for Disease Control and Prevention, the National Center for Health Statistics, Texas Department of State Health Services, or numerous other sources.

Population Data Sites:

- <http://txsdc.utsa.edu/>
- <http://www.census.gov>

Health Data Sites:

- <http://soupfin.tdh.state.tx.us/>
- <http://www.cdc.gov>
- <http://www.gis.ttu.edu/arch/HTMLPages/Demographic.htm>

Nonprofit Service Agencies and Advocacy Sites:

- Texas Diabetes Council <http://www.dshs.state.tx.us/diabetes/preports.shtm>
- American Heart Association <http://www.americanheart.org> statistics section
- American Diabetes Association <http://www.diabetes.org/diabetes-statistics.jsp>

Sites with Rural-specific Data:

- <http://ruralhealth.hrsa.gov>
- <http://www.ttuhsf.edu/ruralhealth/statistics.aspx>
- <http://ctb.ku.edu/en/>

Examples of Previous Projects

- Addressing diabetes in food bank families
- Skin cancer prevention in rural populations
- The effect of weekly reminders of hand sanitation on medical students at ttuhsc and its correlation with seasonal sickness
- A comparison of diabetic control between rural elderly patients living at home and in long term care facilities
- Corneal infection rates in college students due to poor contact lens care
- Prevalence of pertussis boosters in Lubbock
- Caffeine usage among medical students and related health effects
- Asthma screening in elementary and middle school children
- Adderall abuse among undergraduate college students

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Use this instrument to communicate your initial plans for participating in the P3-1 Honors Project. Complete this only once for each Honors Project group. Please submit this instrument by Friday, November 16, 2018.

Working Project Title (may be very drafty)

Members of your Honors Project group. Please list each student's last name first, using the following format: Smith, Terry

Student 1

Student 2

Student 3

Student 4

Student 5

Student 6

Student 7

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1/4

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Please list all members of your group again here, in addition to the entries above. Please first name first in this block (Terry Smith).

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Primary contact for the Honors Project group

Name

E-mail

Cell Phone

Faculty Mentor (if known)

Faculty Mentor is...

☐ Confirmed

☐ Tentative

☐ Other

What would you consider to be the **population** whose needs you plan to address?

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2/4

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What would you consider to be the **problem** you plan to study?

Give a very brief summary of your proposed project:

As of now, indicate your planned methods for data collection (check all that apply):

- ☐ Omnibus Survey-- this method is appropriate for collecting data from other medical students, residents, faculty, and other members of the TTUHSC community (February 2018)
- ☐ Women's Night at the Rec survey-- this method is appropriate for collecting data from women students who participate in a recreation center event at TTU (February 2018)
- ☐ Other survey instrument (note that surveys other than the Omnibus Survey may require IRB submission and approval)
- ☐ Personal contacts/ interviews
- ☐ Focus groups
- ☐ Review of available data
- ☐ Social media methodology
- ☐ Other

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3/4

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Please indicate any other comments, questions or needs you anticipate having as you do your Honors Project

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Honors Project**Honors Project Scoring Rubric**

Problem Description -- <i>What problem do you intend to address?</i>		
0	1	2
Health issue is poorly described.	Health issue is partially described, but major aspects are not addressed.	Health issue is adequately described.
The Community		
0	1	2
Did not identify a specific community for the project.	A target population is identified, but the description is superficial.	Description of target population meets expectations
Needs Assessment		
0	1	2
No needs assessment performed.	Superficial evaluation of the problem relevant to the community.	Thorough assessment of the problem in the community.
Intervention Plan -- <i>What do you plan to do about the problem?</i>		
0	1	2
The intervention plan is inadequate or not provided.	The intervention plan is poorly described or unlikely to address the identified problem.	The intervention plan is adequate and clearly addresses the identified problem.
Communication -- <i>Tell the story.</i>		
0	1	2
Poster is disorganized and difficult to follow. Team members unfamiliar with subject matter and intervention plan.	Poster is well-organized, but has some major omissions. Team members are not fully prepared for discussion.	Poster is organized and clearly communicates. Team members can answer questions well.
OVERALL		
0	1	2
Research, thought and presentation far below expectations.	Modest effort with major omissions or deficiencies. expectations for a first year medical student.	This is a solid effort which evidences understanding of the problem, the community, and the intervention.