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PHLD 9130 – Public Health Research Methods

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Jiann-Ping Hsu College of Public Health

PHLD 9130 – Public Health Research Methods

Instructor Name and Biography

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Office Hours

Please email me to set up an appointment

Response Times

During a normal work week (i.e., Monday 9:00 AM through Friday 5:00 PM) students can expect responses as follows:

- Email: within 48 hours

- Discussion posts: within 72 hours

- Assignment grades: within 72 hours of submission date.

Exceptions: I may not check FOLIO or GSU email over the weekends. If you send me an email after 5:00 PM on Friday, please do not expect a response until the following Monday.

All assignments will be graded promptly so that students may accurately calculate their grades at any point in time during the semester. There are times when extraordinary circumstances occur (e.g., serious illness, death in the family, etc.). In such circumstances, and/or if you need additional time to satisfactorily complete any course requirement, please consult with the instructor within a reasonable amount of time. Extensions are not guaranteed and will be granted solely at the discretion of the instructor.

Start and End Date and Date of Finals for this Class

The class starts on 8/13/2018 and ends on 12/6/2018.

Please make sure to review the course schedule for more specific dates.

Dropping this Class

THE LAST DAY TO WITHDRAW without ACADEMIC PENALTY is October 8, 2018. See Fall 2018 Important Dates for more details.

Course Description

The course focuses on the concepts and methods of health services and public health research. It is structured around the primary stages of research proposal development. It is designed for DrPH students in the College of Public Health and other graduate or professional students who have successfully completed the appropriate prerequisites. By the completion of this course, Students will acquire the necessary knowledge and skills to write a research proposal, plan for the dissertation, and develop and carry-out research projects.

Prerequisite Courses, Skills, and Knowledge

Enrollment into the DrPH Leadership Program or permission of the instructor.

Required Textbooks

- Shi, L. (2005). Health Services Research Methods, 2nd edition.
- Trochim/Donnelly/Arora. (2016). Research Methods The Essential Knowledge Base, 2nd edition.

These texts are available in the bookstore and can also be purchased online.

Readings from journal articles, manuscripts, and other materials, listed in the daily assignments posted online or distributed in class.

Supplemental Readings are supplied by the instructor.
(e.g., https://www.nlm.nih.gov/hsrph.htm).

Course Structure

This course contains learning modules. Each module represents a unit of instruction. Everything you need for the instruction is located inside each module. There is also a a detailed explanation of the tools in Folio located in the *Course Structure* link in the *Course Orientation - Start Here* area of this course. Tutorials for Folio are located on your Folio main page, and there is a help link located in the upper right-had corner of the Folio course.

Online Learning Commitment Expectations

You will not be successful in this course if you are not disciplined enough to regulate the time you spend on the course. Online learning requires the learner to take more responsibility in the learning process. Students must be motivated and responsible for keeping up with understanding what is expected and stay on task with due dates for readings, assignments, and other activities. You need to log into the course on a daily basis to check for messages and other important information. Do NOT wait until the last minute to do work that requires you to submit by a due date. Please know, too, that Folio goes down for maintenance on a regular basis; you'll find that information--Folio Maintenance Schedule--on the Folio home page where your courses are listed.

Instructional Method

This doctoral course is offered in a hybrid format: it will meet 4 times during the semester (please see aforementioned times), while the rest of the course will be delivered online using the Folio system. Homework assignments, in-class presentation and final examination constitute the basis of student evaluation. Students are expected to make use of instructor's office hours and in-class meeting to discuss concepts or difficulties they may have. Students are expected to reach out to the instructor and set an appointment to discuss concepts, difficulties theymay have, or successes they wish to share.

General Expectations

For every one-credit hour, you should expect to work roughly two hours outside the classroom each week. For example, for a three credit hour course, during a regular fifteen week semester, you should expect approximately ninety hours of work outside of class.

Students are expected to keep up with the class, to read the required material, and to submit assignments and activities by due dates and times.

Students are expected to independently complete all activities, exercises, assignments, and assessments including exams.

Students are expected to produce quality work. Typos and grammar errors should be kept to a minimum. The format and readability of submissions will be taken into consideration when assigning a grade.

Remember to check when assignments are due. It is recommended that you stay ahead of schedule on the assignments, so if an emergency happens, your assignment will be completed and ready to submit within the designated time frame. It is your responsibility to keep track of the due dates for each assignment.

Online Learning Commitment Expectations

Students will not be successful in this course if they do not manage and regulate the time they spend on the course. Online learning requires the learner to take more responsibility in the learning process. Students must be motivated and responsible for keeping up with understanding what is expected and stay on task with due dates for readings, assignments, and other activities. Students should log into the course on a daily basis to check for messages and other important information. Do not wait until the last minute to do work that requires you to submit by a due date.

Student Participation Expectations

Students enrolled in the class are expected to have read the assigned readings prior to taking a quiz. All students are expected to read the material and be prepared to address questions on the readings for each weekly session.

Instructor Expectations

1. I expect you to submit written assignments using proper English grammar, syntax, and spelling. You are encouraged to use spell check and grammar check prior to submitting your written work. The University Writing Center is available to anyone who may need assistance (http://class.georgiasouthern.edu/writingc/). Grammar, syntax, and spelling will account for 10% of the grade for eachassignment.
2. I expect (and encourage) you to provide honest and timely feedback regarding the content and process of this course throughout the semester.
3. I expect (and encourage) you to share the responsibility for making this course an enjoyable and beneficial learningexperience.

4.   Wikipedia *cannot* be used as a cited reference as noted by a co-founder of Wikipedia!

You may use Wikipedia to identify appropriate source material. Remember Wikipedia is

not peer reviewed!

> 5.   I require that each leaner will be consistent in his/her usage of referencing/citation, formatting style, etc. as a guide for writing papers for this course and the grading rubric will be based on its precepts.

Netiquette

Because online communication generally lacks visual cues common to face-to-face interactions, you are expected to follow these standards. Netiquette is a combination of Network Etiquette. Please abide by the following netiquette rules when communicating with your instructor and peers in this class.

- Be sensitive and reflective to what others are saying.
- Don't use all caps. It is the equivalent of screaming.
- Don't flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Don't use offensive language.
- Use clear subject lines.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.

Texting and Use of Cell Phones (and Other Technologies)

Please do not text in class or use your cell phone during class! Texting during class (or in a meeting) is disruptive and rude…at least to me. My preference is that you put cell phones away during class meetings so they are not a source of temptation. Offenders will be asked to leave.

CEPH DrPH Competencies

Data & Analysis

1. Explain qualitative, quantitative, mixed methods and policy analysis research and evaluation methods to address health issues at multiple (individual, group, organization, community and population) levels

2. Design a qualitative, quantitative, mixed methods, policy analysis or evaluation project to address a public health issue

3. Explain the use and limitations of surveillance systems and national surveys in assessing, monitoring and evaluating policies and programs and to address a population's health

Leadership, Management & Governance

4. Propose strategies for health improvement and elimination of health inequities by organizing stakeholders, including researchers, practitioners, community leaders and other partners

5. Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies

6. Integrate knowledge, approaches, methods, values and potential contributions from multiple professions and systems in addressing public health problems

7. Create a strategic plan

8. Facilitate shared decision making through negotiation and consensus-building methods

9. Create organizational change strategies

10. Propose strategies to promote inclusion and equity within public health programs, policies and systems

11. Assess one's own strengths and weaknesses in leadership capacities including cultural proficiency

12. Propose human, fiscal and other resources to achieve a strategic goal

13. Cultivate new resources and revenue streams to achieve a strategic goal

Policy & Programs

14. Design a system-level intervention to address a public health issue

15. Integrate knowledge of cultural values and practices in the design of public health policies and programs

16. Integrate scientific information, legal and regulatory approaches, ethical frameworks and varied stakeholder interests in policy development and analysis

17. Propose interprofessional team approaches to improving public health

Education & Workforce Development

18. Assess an audience's knowledge and learning needs

19. Deliver training or educational experiences that promote learning in academic, organizational or community settings

20. Use best practice modalities in pedagogical practices

Course Objectives

Following successful completion of this course you should be able to do the following:

- Explain the breadth of health services research theoretical and conceptual knowledge.
- Explain the relationship among theory, research, and practice.
- Pose innovative and important research questions.
- Prepare an appropriate, timely, and relevant research proposal.
- Organize and prepare the literature review section of a research proposal.
- Write appropriate problem statement and research questions for various types of quantitative, qualitative and mixed methods research.
- Select appropriate interventional or observational study designs to address specific health services research questions.

- Analyze the effectiveness of various research designs to answer a specific research question.
- Know how to assemble secondary data from existing public and private sources.
- Explain similarities and differences between quantitative, qualitative, and mixed research approaches.
- Evaluate efforts to secure study participants using sampling methods.
- Evaluate instruments and designs to develop appropriate statistical analysis plans.

- Use appropriate statistical or analytical methods to clarify associations between variables and to delineate causal inferences.
- Analyze the ethical issues associated with the selection of a research topic, research participants, and research designs.
- Effectively communicate the findings and implications of public health services research through multiple modalities to technical and lay audiences.
- Understand the importance of collaborating with policy makers, organizations, and communities to plan, conduct, and translate health services research into policy and practice.
- Analyze the implications of research findings for public health leadership and practice.

Course Schedule with Activity Due Dates

A detailed course schedule is located in the *Course Schedule* link in the *Course Orientation - Start Here* area of this course. Below, please find a summary of important dates.

Work Submission Requirements: Late Work

If you do not complete and submit an assignment on time (no matter what the reason) and do not make prior arrangements with me in regard to this, you will receive 0% for that assignment.

Grade Calculations

Your final course grade will be assigned according to the following:

 A (100% – 90%; 900 – 1000 points) – high achievement;

B (89% – 80%; 800-899 points) – satisfactory achievement;

C (79% – 70%; 700 – 799 points) – minimum passing grade;

Failing grade (≤69%; ≤ 699 points)

Course grades will be based upon evaluation of the following activities:

Activity	Points
Weekly Quizzes (15 Quizzes)	20 each (or 300 total)
Research Proposal	300
Final Exam	400
TOTAL	1000

Blinded Grading

Blinded grading will be employed throughout the course for material submitted via Dropbox. Be sure to put the last 4 digits of your Eagle ID on your writing assignments instead of your name. Any assignments with names or without proper identification will be ungraded until corrected and subject to the late submission policy.

Grade APPEALS

Questions about grades, including requests to revise a grade, will only be considered if submitted in writing in a form of a Memo addressed to your instructor. Such memos will be reviewed only if submitted within 72 hours after the grade in question has been posted. See examples of Memos at https://owl.english.purdue.edu/owl/resource/590/04/. Each Memo should have To, From, Date, Subject fields completed. It should clearly state the questions and supporting arguments.

Grading Criteria

Each assignment comes with a grading rubric. The number of points that you can earn for each question is indicated in the assignment itself.

Quizzes

There will be a weekly quiz for each module/topic. Questions in each quiz are randomized. Quizzes are timed depending on the number of questions given to allow for all types of readers to finish them if you have prepared by reading the provided materials. There are 15 quizzes. More details are posted in Folio (see instructions before each quiz).

Final Exam
There is 1 comprehensive final exam online. Questions in the exam are randomized. The exam is timed (please follow instructions for the exams posted in Folio). The exam is available for a one day; it will open on Monday morning (12:00 am) of its scheduled week and close at 11:59 pm. More details may be posted in Folio (see instructions before the exam).

Students With Disabilities

What is the policy for students with disabilities? [Student Disability Resource Center](#) (SDRC)

http://students.georgiasouthern.edu/sdrc/steps-for-receiving-services/

The Georgia Southern ADA Guidelines at: http://president.georgiasouthern.edu/diversity/policy-and-procedures/ada-request-for-accommodation/

Georgia Southern University is committed to providing reasonable accommodations to students with documented disabilities as required under federal law. Disabilities may include ADD or AD/HD, autism spectrum disorder, brain injury, chronic medical conditions, communication disorders, hearing loss, learning disabilities, mobility impairment, psychological disorders, visual impairment or temporary injuries. The purpose of disability accommodation is to provide equal access to the academic material and equal access to demonstrate mastery of the material. If you have a disability and need accommodations, please contact the Student Accessibility Resource Center (SARC). You will need to meet with a SARC staff member who can help you gather documentation of your disability or refer you to an appropriate resource for assessment. Once documentation of the disability is approved, SARC staff will provide you with an accommodation letter detailing the approved accommodations which you should present to me so we can discuss and implement your accommodations. Disability accommodations work best starting at the beginning of the semester, but can be approved and started at any point in the semester. Accommodations start at the time the accommodation letter is presented to faculty within reasonable timelines; accommodations are not given retroactively. SARC on the Statesboro campus is located on the second floor of Cone Hall and the phone number is (912) 478-1566. SARC for Savannah and Liberty campuses is located on the second floor of Memorial College Center and the phone number is (912) 344-2572.

Academic Honesty

What is your academic honesty policy?

http://students.georgiasouthern.edu/conduct/resources/faculty/academic-dishonesty/

Academic Handbook:

Students are expected to abide by the Academic Handbook, located athttp://students.georgiasouthern.edu/sta/guide/. Your failure to comply with any

part of this Handbook may be a violation and thus, you may receive an F in the course and/or be referred for disciplinary action.

University Calendar for the Semester:

The University Calendar is located with the semester schedule, and can be found at:

http://calendar.georgiasouthern.edu/

Class Attendance and Participation Policy

Federal regulations require attendance be verified prior to distribution of financial aid allotments. Regular attendance is expected. Your attendance will be verified at the first regular class session.

It is the policy of the University to permit students, faculty, and staff to observe those holidays set aside by their chosen religious faith. The faculty should be sensitive to the observance of these holidays so that students who choose to observe these holidays are not seriously disadvantaged. It is the responsibility of those who wish to be absent to make arrangements in advance with their instructors.

Students participating in authorized activities as an official representative of the University (i.e., athletic events, delegate to regional or national meetings or conferences, participation in university-sponsored performances, and **JPHCOPH funded**) will not receive academic penalties and, in consultation with the instructor of record, will be given reasonable opportunities to complete assignments and exams or given compensatory assignment(s) if needed. The student must provide written confirmation from a faculty or staff advisor to the course instructor(s) at least 10 days prior to the date for which the student will be absent from the class. The student is responsible for all material presented in class and for all announcements and assignments. When possible, students are expected to complete these assignments before their absences. In the event of a disagreement regarding this policy, an appeal may be made by either the student or the instructor of record to the corresponding college dean. (*University Graduate Catalog*)

Academic Misconduct

As a student registered at this University, it is expected that you will adhere to only the strictest standards of conduct. It is recommended that you review the latest edition of the *Student Conduct Code*book, as well as the latest *Undergraduate & Graduate Catalog*to familiarize yourself with the University's policies in this regard. Your continued enrollment in this course is an implied contract between you and the

instructor on this issue; from this point forward, it is assumed that you will conduct yourself appropriately.

Plagiarism:

According to the Academic Dishonesty Policy of Georgia Southern University, Plagiarism includes (but is not limited to):

A. Directly quoting the words of others without using quotation marks or indented format to identify them.

B. Using published or unpublished sources of information without identifying them.

C. Paraphrasing material or ideas without identifying the source.

D. Unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material.

If you are accused of plagiarism by a JPHCOPH, the following policy, as per the Judicial Affairs website: (http://students.georgiasouthern.edu/judicial/faculty.htm) will be enforced:

PROCEDURES FOR ADJUDICATING ACADEMIC DISHONESTY CASES

First Offense - In Violation Plea

1. If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is a first violation of academic dishonesty. The incident will be reported via the following website: http://students.georgiasouthern.edu/judicial/faculty.htm

2. If it is a first violation, the professor should talk with the student about the violation. **If the student accepts responsibility in writing and the professor decides to adjudicate the case, the following procedures will be followed:**

a. The student will be placed on disciplinary probation for a minimum of one semester by the Office of Judicial Affairs.

b. The student will be subject to any academic sanctions imposed by the professor (from receiving a 0 on the assignment to receiving a failing grade in the class).

c. A copy of all the material involved in the case (Academic Dishonesty Report Form and the Request for Instructor to Adjudicate Form) and a brief statement from the professor concerning the facts of the case and the course syllabus should be mailed to the Office of Judicial Affairs for inclusion in the student's discipline record.

First Offense - Not in Violation Plea (student does not admit the violation)

If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is the first or second violation of academic dishonesty. The student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case. If the student is found responsible, the following penalty will normally be imposed:

a. The student will be placed on Disciplinary Probation for a minimum of one semester by the Office of Judicial Affairs.

b. The student will be subject to any academic sanctions imposed by the professor.

Second Violation of Academic Dishonesty

If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, and if it is determined this is the second violation, the student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case.

 If the student is found responsible, the following penalty will normally be imposed:

a. Suspension for a minimum of one semester or expulsion.

b. The student will be subject to any academic sanctions imposed by the professor.

NOT RESPONSIBLE FINDING

When a student is found not responsible of academic dishonesty, the work in question (assignment, paper, test, etc.) would be forwarded to the Department Chair. It is the responsibility of the Chair to ensure that the work is evaluated by a faculty member other than the individual who brought the charge and, if necessary, submit a final grade to the Registrar. For the protection of the faculty member and the student, the work in

question should not be referred back to the faculty member who charged the student with academic dishonesty.

In the case of a Department Chair bringing charges against a student, an administrator at the Dean's level will ensure that the student's work is evaluated in an appropriate manner.

CONFIDENTIALITY

In accordance with provisions of the Family Educational Rights and Privacy Act of 1974 and the Georgia Open Records Act, any information related to a violation of academic dishonesty or the outcome of a judicial hearing regarding academic dishonesty, is prohibited and must be treated as confidential by members of the faculty."

Accommodations for Individuals with Disabilities

In compliance with the Americans with Disabilities Act (ADA), Georgia Southern University will honor requests for reasonable accommodations made by individuals with disabilities. Students must self disclose any disability for which an accommodation is being sought to the

Student Disability Resource Center (SDRC) before academic or other accommodations can be implemented. For additional information, please call the Director of EEO and Title IX at (912) 478-5136 / TDD (912) 478-0273 or the SDRC Director at (912) 478-1566 / TDD (912) 478-0666. The TDD phone numbers are intended for individuals with hearing impairments.

University Calendar for the Semester

The University Calendar is located with the semester schedule, and can be found at: http://em.georgiasouthern.edu/registrar/resources/calendars/

One Final Note

The contents of this syllabus are as complete and accurate as possible. The instructor reserves the right to make any changes necessary to the syllabus and course material to ensure better student learning. The instructor will announce any such changes in class. It is the responsibility of the student to know what changes have been made in order to successfully complete the requirements of the course.

This syllabus, my lecture notes, and all materials distributed and presented during this course are protected by copyright law. You are authorized to take notes in this class

but that authorization extends to only making one set of notes for your personal use and no other use. You are not authorized to sell, license, commercially publish, distribute, transmit, display, or record notes from this class unless you have my written consent to do so.

STUDENT CONDUCT CODE

The Student Conduct Code is the official University publication governing student conduct and behavior. It is the responsibility of each student to become familiar with the rules and regulations governing student life. Student conduct procedures, appeal procedures, and disciplinary sanctions are found in the Student Conduct Code at http://students.georgiasouthern.edu/conduct. I acknowledge that I have read and understand this statement referencing the Student Conduct Code.

ACADEMIC DISHONESTY

The University goal is to foster an intellectual atmosphere that produces educated, literate people. Because cheating and plagiarism are at odds with that goal, they shall not be tolerated in any form. Students are expected to adhere to the rules and regulations as set forth in the Student Conduct Code. Therefore, all work submitted by a student must represent that student's own ideas and effort; when the work does not, the student has engaged in academic dishonesty. Plagiarism occurs when a person passes in another person's work as his or her own, borrows directly from another person's work without proper documentation, and resubmits his or her own work that has been previously submitted without explicit approval from the instructor. For example, academic dishonesty occurs whenever a student participates in any of the following: Cheating submitting material that is not yours as part of your course performance; using information or devices that are not allowed by the faculty; obtaining and/or using unauthorized materials; fabricating information, research, and/or results; violating procedures prescribed to protect the integrity of an assignment, test, or other evaluation; collaborating with others on assignments without the faculty's consent; cooperating with and/or helping another student to cheat; demonstrating any other forms of dishonest behavior. Plagiarism directly quoting the words of others without using quotation marks or indented format to identify them; using sources of information (published or unpublished) without identifying them; paraphrasing materials or ideas without identifying the source; self-plagiarism - resubmitting work previously submitted without explicit approval from the instructor; unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material. NOTICE: The list above is intended only to provide general guidelines for recognizing and avoiding common types of academic dishonesty. It is in no way an exhaustive or comprehensive list of all the types of academic dishonesty. For more information about academic honesty, see the Student Conduct Code

at http://students.georgiasouthern.edu/conduct. I acknowledge that I have read and understand the Academic Dishonesty Policy.

Technical Support

General Technical support information is located in the *Course Structure* link in the *Course Orientation - Start Here* area of this course.

<u>One Final Note</u>:

The contents of this syllabus are as complete and accurate as possible. The instructor reserves the right to make any changes necessary to the syllabus and course material. The instructor will make every effort to inform students of changes as they occur. It is the responsibility of the student to know what changes have been made in order to successfully complete the requirements of the course.

I have read the syllabus and understand the contents and course requirements.

_____   _____   _____
Student Name (print)   Student Signature   Date