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Fall 8-2-2018

### PUBH 4134 A & B – Research Methods and Evaluation (CRN A=86030, B = 87523)

Helen W. Bland

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**Georgia Southern University**  
**Jiann-Ping Hsu College of Public Health**  
***PUBH 4134 A & B – Research Methods and Evaluation (CRN A=86030, B = 87523)***  
Fall 2018

|                               |   |
|-------------------------------|---|
| <b><u>Instructor:</u></b>     | <b>Helen Bland, PhD</b>   |
| <b><u>Office:</u></b>         | Hendricks Hall 1024   |
| <b><u>Phone:</u></b>          | 912.478.5137  |
| <b><u>E-Mail Address:</u></b> | <a href="mailto:hwbland@georgiasouthern.edu">hwbland@georgiasouthern.edu</a>  |
| <b><u>Office Hours:</u></b>   | Tuesdays & Wednesdays 1:30-3:45pm   |
| <b><u>Class Meets:</u></b>    | Section A – 8:00-9:15am Tuesday COE 1130, Thursday Hollis 1105<br>Section B - 11:00am-12:15pm Tuesday COE 1130, Thursday COE 2167 |

Course Catalog available at:  
<http://em.georgiasouthern.edu/registrar/resources/catalogs/>  
under Jiann-Ping Hsu College of Public Health Programs

**Prerequisites:** PUBH2130 or Permission of Instructor

**FOLIO Access:** <https://my.georgiasouthern.edu/portal/portal.php>

*Access to course materials are available for up to one year after graduation.*

**Catalog Description:** This course introduces the student to research methods used in health education and promotion. In addition, this course examines the rationale and procedure to evaluate health education/promotion programs. The course focuses on several topics including: research design, methods of program evaluation, planning research and evaluation, the politics and ethics of evaluation, measurement, sampling logistics, data analysis, and the development, in conjunction with Program Planning I (PUBH 4132), of a student project. 3 credits (3-0-3).

**Required Textbooks:**

Jacobsen, K. H. (2017). Introduction to Health Research Methods: A Practical Guide. (2<sup>nd</sup> Edition) Jones and Bartlett

Publications: Sudbury, MA. ISBN-10: 1284094383

**Optional Textbooks:**

Morgan, Leech, & Gloeckner. (2012). IBM SPSS for Introductory Statistics: Use and Interpretation, 5<sup>th</sup> Edition. Routledge Publishers. (ISBN 978-1848729827) (IBM). (will be provided on Folio)

Publication Manual of the American Psychological Association (2010). APA Manual. (6<sup>th</sup> Edition). APA Publications:

Washington, DC. ISBN-10: 1-4338-0561-8

### **Additional Required Resources:**

Non-Programmable Calculator, preferably up to 10 digits

### **BSPH Core Student Learning Outcomes**

To be reviewed/revised during faculty retreat

### **CEPH BSPH Competencies:**

#### **Public Health Communication**

The ability to communicate public health information, in both oral and written forms, through a variety of media and to diverse audiences.

#### **Information Literacy**

The ability to locate, use, evaluate and synthesize public health information.

### **Performance-Based Objectives Linked to Course Activities (Note: Assessment Activities Described in Next Section)**

*List of course objectives:*

1. The student will be able to explain the purpose and importance of program research and evaluation (SLO 2, 3B, 3F).
2. The student will be able to identify the appropriate use of various research and evaluation methods in relation to the health promotion setting (SLO 3A, 3B, 3C, 3E).
3. The student will be able to develop a research or evaluation plan through the process of a) facilitating administration of the test and activities specified in the plan; b) understanding data collection methods appropriate to the objectives; and c) analyzing avulsion data (SLO 1,2,3A-F).
4. The student will be able to interpret the results of a research project or program evaluation (SLO 3C, 3E).
5. The student will be able to infer implications from the findings for future program planning through a) exploring possible explanations for important research or evaluation findings, and b) recommending strategies for implementing results of evaluation (SLO 3C, 3D, 3E, 3F).

### **Assessment of Student Learning**

*Detailed descriptions of assessments that are linked to student learning outcomes and or competencies.*

*Students may vary in their ability to achieve levels of competence in this course. Students can expect to achieve course competence only if they honor all course policies, attend classes regularly, complete all assigned work in good faith and on time, and meet all other course expectations of them as students.*

**Overview of the content to be covered the semester:**

| WEEK | DATE    | TOPIC   | READINGS                                    | ASSIGNMENTS   |
|------|---------|---|---|---|
| M1   | Aug 14  | Syllabus Overview, Introductions, Expectations                                      |   |   |
|      | Aug 16  | <b>Lab: Nominal Group Process</b>   |   |   |
| M2   | Aug 21  | Health Research Process, Selecting a General Topic & Focusing the Research Question | Chap1,2,4                                   | CitiTraining  |
|      | Aug 23  | <b>Can you Find an Instrument?</b>  |   |   |
| M3   | Aug 28  | Measurement & Types of Measures   | HPP Chap 5, Supp.Info<br><b>SPSS Chap 2</b> | Research Topic<br><b>Thurs: Lab 1 (Folio)</b>               |
|      | Aug 30  | <b>Lab: Data Coding, Entry, and Checking</b>  |   |   |
| M4   | Sept 4  | Overview of Study Approaches, Citing – You Correct It!                              | Chap 7, 33<br><b>SPSS</b>                   | Similar Instrument Due<br><b>Lab 2 (Folio)</b>              |
|      | Sept 6  | <b>Lab: Practice Data Entry</b>   |   |   |
| M5   | Sept 11 | Cross-Sectional Studies, Case-Control Studies                                       | Chap 9, 10<br><b>SPSS Chap 3</b>            | Instrument Due<br><b>Lab 3 (Folio)</b>                      |
|      | Sept 13 | <b>Lab: Measurement and Descriptive Statistics</b>                                  |   |   |
| M6   | Sept 18 | Cohort Studies, Experimental Studies  | Chap 11, 12                                 | Tues: Instrument Share                                      |
|      | Sept 20 |   |   |   |
| M7   | Sept 25 | Questionnaire Development, Surveys & Interviews                                     | Chap 18, 19<br><b>SPSS Chap 5</b>           | <b>Lab 4 (Folio)</b>  |
|      | Sept 27 | <b>Lab: Data File Management &amp; Writing about Descriptive Statistics</b>         |   |   |
| M8   | Oct 2   | Additional Assessments, Qualitative Studies   | Chap 20, 13<br><b>SPSS Chap 10 &amp; 11</b> | Begin Data Collection<br><br><b>Thursday: Lab 5 (Folio)</b> |
|      | Oct 4   | <b>Lab: Comparing Two Groups with T-tests' Analysis of Variance (ANOVA)</b>         |   |   |
| M9   | Oct 9   | Populations Sampling, Sample Size Instrument  | Chap 16, 17                                 |   |
|      | Oct 11  |   |   |   |
| M10  | Oct 16  | Ethical Considerations, Ethical Review  | Chap 23, 24                                 | <b>Data Collection/3-Ring Binder Due</b>                    |
|      | Oct 18  | <b>Data Entry SPSS</b>  |   |   |
| M11  | Oct 23  | Data Management & Descriptive Stats   | Chap 26, 27                                 | <b>Data Analysis/ 3-Ring Binder</b>                         |
|      | Oct 25  | <b>Data Analyses Due</b>  |   |   |
| M12  | Oct 30  |   |   |   |
|      | Nov 1   | <b>Table Construction – How to Do It!</b>   |   |   |
| M13  | Nov 6   | Comparative Stats, Regression Analysis  | Chap 28, 29                                 | <b>Tables Due (Folio)</b>                                   |
|      | Nov 8   | <b>Tables Due</b>   |   |   |
| M14  | Nov 13  | Posters and Presentations (Show-N-Tell!)  | Chap 31                                     | <b>Research Summary Paragraphs Due (Folio)</b>              |
|      | Nov 15  | <b>Final Tables &amp; Interpretations Due, 3 Ring Binders Due</b>                   |   |   |
| M15  | Nov 27  | Writing Success, Selecting Target Journals, Reasons to Publish                      | Chap 32, 36, 37                             |   |
|      | Nov 29  |   |   |   |
| M16  | Dec 6   |   |   | Final Exam  |

## Portfolio Inclusion

Samples of your work may be reproduced for search purposes and/or inclusion in the professor's teaching portfolio. You have the right to review anything selected for use, and subsequently ask for its removal.

## Instructional Methods

Information will be presented in the classroom, though the required readings, and through written & oral assignments. Class meetings will be a combination of lecture, class discussion, group activities, videos, guest speakers and student presentations. The instructor will not attempt to cover all of the assigned reading; however, students will be responsible for all assigned material. If you miss a class, you are responsible to contact a fellow student to get what you have missed.

## Grading:

|                                      |                      |            |
|--------------------------------------|----------------------|------------|
| Exams (2)                            | 80 pts. Each         | 160        |
| Final Exam                           |                      | 80         |
| Quizzes(6 –drop lowest) 10pts@       | 5                    | 50         |
| Research Activities                  |                      | 150        |
| Statistical Laboratory Days 12 pts @ | 5                    | <u>60</u>  |
|                                      | <b>TOTAL POINTS:</b> | <b>500</b> |

## Grades:

|              |         |   |
|--------------|---------|---|
| 450-500 pts. | 90-100% | A |
| 400-449 pts. | 80-89%  | B |
| 350-399 pts. | 70-79%  | C |
| 300-349 pts. | 60-69%  | D |
| 0-299 pts.   | 0-59%   | F |

## Assignments:

1. **Exams.** There will be two exams, each is worth 80 points. Exams will be given online starting the night before at 6:00pm, to continue thru end of assigned class time.
2. **Final Examination.** The final exam will be given on Thursday Dec. 6th. This exam is worth 80 points. The final can not be taken early or later. If this date and time will not work for you, please consider dropping this class. All finals will be given online. 80 points.
3. **Quizzes.** 6 quizzes will be given over the course of the semester, the lowest quiz grade will be dropped. These quizzes will be on the readings that were assigned for that day. In order to successfully complete these exams, you must have read the material prior to taking them. Quizzes will be offered on Folio. No make-up quizzes will be given, barring death or major hospitalization. 50 points.
4. **Research Activities.** You will work in assigned groups to complete 9 research activities but all one activity will be graded independently. Guidelines and deadlines for the research activities are to be adhered to. Deadlines are to be met. You may not go on to the next research activity until you have completed the previous one. Students who do not successfully complete the research activity will receive an "F" for the course, no matter how many other points they accumulate. 150 points.

5. **Statistical Laboratory Skills:** There are 5 laboratory days in which the student will be assigned a set of skills to master. Each skill set is worth 12 points. These skill sets correspond to the assigned chapter of the day, which you will find on Folio. It is critical to read the chapter prior to coming to class. You may practice the skills listed in the chapter prior to class. The skill sets in this portion of the class will give you mastery in the area of SPSS (quantitative data analysis) 60 points.
6. **Bonus Points.** Bonus points will be available throughout the semester. Be on the watch for them!

### Course Expectations:

1. There will be no make up exams given. Exams are the property of the professor, any exams copied in anyway will result in the score of a "0" be assigned for that exam, and an "F" for the entire course. Exams will be given online. All exams are multiple choice, true/false, fill-in-the-blank, matching, computations and essays.
2. No make up tests are given except for **an university excused absence with full documentation**. **You have 24 hours** after a test is taken by the class to contact me via email to schedule your make-up exam or a 0 will be assigned to the test. Tests must be taken within 3 days of the regularly scheduled exam. Make-up exams will have a different format from original exams – they will be primarily made up of essays, computations, and fill-in-the-blank, as well as other type questions.
3. The final exam is mandatory (non-cumulative) and will be given during finals week. Early final exams will not be given. If this scheduled time is a problem, please consider dropping this course.
4. **All assignments** must be typed.
5. All assignments must be given to the professor directly or submitted online, unless otherwise directed. Assignments should not be given to the Office secretary, slipped under my office door, left in my mailbox, etc.
6. Late work assignments are not accepted, please submit all assignments via Folio or in-class, as instructed in the syllabus. I will ONLY accept assignments submitted **in .doc or .docx formats (with the exception of the CitiTraining Certificate)**. Any other type of submissions will not be opened and receive automatic "0" points. I do not accept assignments submitted via email or via email as attachments. Any assignment submitted via email will receive "0" points.
7. Please consult the **STUDENT CONDUCT CODE 2018-19** for course policy concerning issues related to academic dishonesty. Anyone caught violating any of these regulations will be immediately reported to GSU's Judicial Board, be assigned a "0" for the assignment, and an "F" for the course. This will be discussed in further in depth at the end of this syllabus.
8. Last day to withdraw from class without academic penalty is October 8, 2018. Students who stop attending class without officially withdrawing from the class will receive a final grade of "F".

9. Samples of your work may or may not be reproduced for research purposes and/or inclusion in the professor's teaching portfolio. You have a right to review anything selected for use, and subsequently ask for its removal.
10. By enrolling in this course, it is understood that students have read the syllabus, understand the rules and policies as stated, and will abide by them.
11. My policy for my classrooms is no eating/no drinking". Please follow this policy. If you need to eat in class, please bring enough to share! Please understand the eating policy – some food smells to you that are good – are not pleasant to others. The noise is disruptive – paper/packaging and chewing. For those who missed breakfast/lunch – the eating is distracting. If you need to eat – please do it **outside** the classroom before or after class. I don't care if you bring a beverage to class.
12. At 8:03 or 11:03am each class day, the door to the classroom will be shut. If you arrive after that, you will not be allowed to enter the room. The disturbance to the course is too great. If you disturb the class by knocking on the door and trying to enter the classroom, your final grade will be lowered by a letter grade. Do not drop your personal items in the class and then leave the classroom, you will not be allowed to re-enter until after the class is completed. Once in the class, please remain in the class. I do not allow students to go in and out of the classroom. If you have a medical reason that you might need the restroom, please let me know and sit in the row nearest the door.
13. This syllabus, my lectures, and all materials distributed and presented by me during this course are protected by copyright law. You are authorized to take notes in this class but that authorization extends only to 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.
14. If you are receiving services from the Student Disability Resource Center (SDRC) please come and see me, as soon as possible, to schedule an appointment to present me with an accommodation letter and let me know anyway that I can help in your success.
15. This course is on Folio. You are responsible for downloading notes BEFORE you come into class. Please regularly check Folio for any messages that I might have for you.
16. Students are expected to have a calculator during all class periods. The instructor will not provide calculators during class or exam periods.
17. If you need to contact me, please use [hwbland@georgiasouthern.edu](mailto:hwbland@georgiasouthern.edu) . Please give me 48 hours to respond to emails, not including weekends. If I have not responded in 48 hours, please resend the email.
18. Cell phone policy: OFF and OFF. Cell phones are expected to be OFF (or on silent) and OFF your person (in your purse or bookbag) at all times during all classes. If your cell phone goes off during class, you are using the phone (i.e. texting) or cell phone is on your desk/ person at any time during any lecture you could be asked to leave the class and will lose 15 points from your total grade every time this happens. In case of an emergency, please notify me prior to class.

19. Open Door/ Closed Door Office Policy: **My door is always open, unless it is closed.** Most of the time, when I am in my office, my door is open. Please feel free to come in and visit any time when the door is open. When my office door is closed, it means that I am not there or I am working on something and can't be disturbed. Please respect this and don't knock unless it is a dire emergency.

### **General Expectations**

1. 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.
2. 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.
3. Students are expected to independently complete all activities, exercises, assignments, and assessments including exams.
4. 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.
5. 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.

### **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. The above response times do not include the weekend. 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.



## 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 Undergraduate & Graduate Catalog*)

### **My Commitment to You:**

As a student in my class, you are important to me. I am committed to your continued learning and college experience. You are never an interruption of my work. You are the purpose of it. Students are the most important people at Georgia Southern University. I am honored that you entrust your education to me. Please feel free to visit my office, call, Or e-mail me at anytime.

Words from Yoda Master:



### **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/>

### **Professional Dispositions:**

BSPH are expected to graduate the program with competent professional skills. Professional skills and dispositions are also expected while completing the internship experience. As a student in this course, you are expected to exhibit professionalism at all times. The following is a list of skills BSPH majors are expected to demonstrate:

- Written communication skills: Student uses appropriate professional title, grammar, structure, punctuation, spelling, tone, etc.
- Email and other media communication: Student uses appropriate professional title, grammar, structure, punctuation, tone, etc. To write a professional email, please include the following:
  - a salutation,
  - identify who you are,
  - what the contact is in reference to (i.e. PUBH4134), and
  - what you would like me to do.

At the bottom of the email, please type out your name.

- Oral and non-verbal communication skills:
  - In interpersonal communication, student uses or maintains appropriate tone, language, attitude, interpersonal space, etc.
  - In public speaking, student uses or displays appropriate volume, speed, enunciation, eye contact, structure, etc.
- Organization: Student keeps track of assignments and materials, is prepared for presentations, etc.
- Initiative: Student can begin tasks and work independently, initiate tasks/projects, etc.
- Reliability: Student is punctual, completes assignments, meets deadlines, and is prepared for class etc.
- Collegiality: Student exhibits appropriate, positive, helpful interactions with others
- Collaboration: Student collaborates with others on tasks or projects accepts others' suggestions and criticisms, participates in and provides constructive inputs to discussion and debate, etc.
- Judgment: Student considers options and their implications when making decisions, does not act impulsively, etc.
- Respectful: Student respects confidentiality, treats others with respect, etc.
- Self-Presentation: Student is well groomed, dressed appropriately, well rested, etc.

- Interpersonal interactions: Students will practice civility when interacting with faculty and fellow students; in cases of disagreement or conflict, students will make every effort to resolve such matters in a respectful manner with a goal towards mutual resolution.

If a student fails to comply with the list of professional skills, the faculty will provide the student a warning for the first offense. If failure to improve behavior or to make progress in the relevant skills, the faculty member will immediately report the student to the University Student Conduct Board for violating the Student Code of Conduct.

**90% of life is just showing up**

### Course Etiquette

#### *E-mail and Folio*

E-mail is an official means of communication from the University. It is your responsibility to check your Georgia Southern e-mail addresses regularly and to open and read e-mails your professors and the University send.

If you need to contact me, please use the [hwbland@georgiasouthern.edu](mailto:hwbland@georgiasouthern.edu) email address or you may use the email message services on Folio. University Policy on faculty and staff email response time is 48 hours – which does not include weekends. I will usually respond to you sooner than that! I usually do not read emails after 5:00pm.

If you have a questions or an issue and I am not available – go to **Halltalk Discussion** in this course in Folio and post the question to another student, they can help you!

To write a **professional** email, follow the instructions under Professional Disposition section. Please be careful of nick names that you have associated with the person because they might show up that way!

Some assignments are posted to Folio. I expect you to seek help for any issues you may have with Folio through the Center for Academic Technology Support (912-478-2287). Except in cases where I can verify systematic problems with Folio, I will not accept technical problems as an excuse for late work. It is my recommendation is to use Firefox or Chrome for work in Folio, although most other updated browsers will work. Students struggle with my absolutely “no late” assignment policy and assignments not being accepted via email or attachments on emails. All assignments are open the first day of class and you always may turn them in early. I would suggest that you set a goal of not going to bed the night before an assignment is due until you have submitted something. You can always wake up the next morning and clean it up and resubmit by 10:59am. Something is better than nothing. Your goal should be no “goose eggs” this semester!

**Weather and Internet Outages** – Weather and Internet outages are not accepted as an excuse for late papers or unsubmitted papers. The dropbox and all assignments are posted by the second week of class. You have ALL SEMESTER to turn them in. If you wait until the last moment and weather strikes or you have an internet outage – this is not excused and you will receive “0” points on the assignment.

## ***Creating a Positive Environment for Learning:***

### **Civility Statement for PUBH 4134:**

Your individual success is my priority. I feel my job is to shape you both intellectually and professionally. Because this class needs to be participatory and students need to fulfill their potential for learning, people who disrupt this classroom environment by their words or actions disrupt this process. Talking out of turn, rude, sarcastic, obscene, or disrespectful speech and disruptive behavior have a negative impact on everyone's learning. When a person disrupts the class in these ways, the course instructor will ask the disruptive person to leave the class and meet with the student one-on-one prior to the next classroom meeting. (Adapted from Department of Communication Arts, Language and Literature, WSC, Gunnison, CO)

**Georgia Southern Student Handbook (p.5.)** defines “(6) “Classroom Disruption” as “any classroom behavior that interferes with the instructor’s ability to conduct class or the ability of other students to learn”. Respect requires that when one person is talking, others remains quiet and listen. Cross-talking is disruptive. In this class, there will be times when I will need to talk while everyone listens or remains quiet, you will get opportunities to share and we will remain quiet and listening, and we will group share. Let’s see how we can help each other with this.

**CT2** Centers for TEACHING and TECHNOLOGY

## Coping with Disruptive Students

**Do Not Fight a Battle**

- Accept that dealing with disruptive students is no fun
- Assume student doesn't know how much behavior impacts you/class
- Have a vision of success for the student

**Then . . .**

- Make an appointment with student
- Explain how his/her actions affects you/class
- Listen actively to his/her point-of-view
- Jointly look for ways to prevent problem from happening again
- Offer help—prearranged signal or referral
- **File a report** with the [Dean of Student](#)

Kerry Greenstein

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## ***Academic Integrity***

It is important for your future to understand that instructors at Georgia Southern treat cases of academic dishonesty seriously; these include plagiarism, self-plagiarism, and cheating on tests, quizzes and assignments. Violations of the Honor Code will be reported to the Dean of Students Office. Please know that these violations can be made by any person and can be made anonymously. Please understand at that we will treat cases of academic dishonesty seriously. If you ever have questions about what is permissible, ask me in advance.

Be aware of the Georgia Southern Honor Code and Honor Pledge:

*“I will be academically honest in all of my course work and will not tolerate the academic dishonesty of others.”*

The Georgia Southern University Honor Code was proposed and jointly adopted by the Student Government Association and the Faculty Senate in 1998 to enhance the University's academic integrity standards.

*"On my honor, I will be academically honest in all of my course work and will not tolerate the academic dishonesty of others. I also pledge to engage in ethical behavior on-campus and off-campus, to live an honorable lifestyle, and to create a campus environment that is characterized by individual responsibility, civility, and integrity."*

(Georgia Southern University Campus Honor Pledge, an expansion of the Honor Code, approved by the Student Government Association in Spring 2014).

**What is ACADEMIC DISHONESTY ?** (As defined by the Georgia Southern Student Handbook):

|           |  |
|-----------|--|
| Cheating- | collaborating with others on assignments without the faculty's consent   |
| Cheating- | cooperating with and/or helping another student to cheat   |
| Cheating- | demonstrating any other forms of dishonest behavior  |
| Cheating- | fabricating information, research, and/or results  |
| Cheating- | obtaining and/or using unauthorized materials  |
| Cheating- | submitting material that is not yours as part of your course performance   |
| Cheating- | using information or devices that are not allowed by the faculty   |
| Cheating- | violating procedures prescribed to protect the integrity of an assignment, test, or other Classroom Copyright Infringement |

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.

### **New to the Student Conduct Code:**

Student Code of Conduct specifically prohibits "**self-plagiarism**" defined as "resubmitting work previously submitted without explicit approval from the instructor."

### ***Originality Checker***

All assignments that I post to Folio are graded with "originality checker". This checker is a software device in Folio that tells me what percentile of your work is copied from others – it could be a paper you have turned in for a different class, verbatim that you copied off of internet sources without proper citation or words that you have copied (or "collaborated" with) from another student within the university system. Please make sure that everything you submit is your original thoughts, ideas and expressions. ANY paper that has 55% or more listed by the originality checker – gets an automatic "0" points and I will not grade it. Repeated instances will be reported to Georgia Southern University's Judicial Board.

## **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.

If you are accused of plagiarism or academic misconduct by a faculty member of 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."

### 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.

### **Course Outline for Fall 2018.**

The following page gives the course outline for the semester. Please note:

This syllabus, including the calendar, is subject to modification if time constraints, student needs, or instructor needs warrant changes. It is your responsibility to remain apprised of any changes to the syllabus and to successfully complete the requirements of this course.

| WEEK | DATE    | TOPIC   | READINGS                                    | ASSIGNMENTS (DUE AT <b>10:00PM</b> ON FOLIO)  |
|------|---------|---|---|---|
| M1   | Aug 14  | Syllabus Overview, Introductions, Expectations                                      |   | <b>Thurs: Syllabus Quiz(Folio)</b>  |
|      | Aug 16  | <b>Lab: Nominal Group Process</b>   |   |   |
| M2   | Aug 21  | Health Research Process, Selecting a General Topic & Focusing the Research Question | Chap 1,2,4                                  | Tues: CitiTraining (Folio)  |
|      | Aug 23  | <b>Lab: Narrowing the Research Question – Can you Find an Instrument?</b>           |   |   |
| M3   | Aug 28  | Measurement & Types of Measures   | HPP Chap 5, Supp.Info<br><b>SPSS Chap 2</b> | Tues: Research Topic (Folio)<br><b>Tues Quiz 1 – Chap 5 HPP (Folio)</b><br><b>Thurs: Lab 1 (Folio)</b>    |
|      | Aug 30  | <b>Lab: Data Coding, Entry, and Checking</b>  |   |   |
| M4   | Sept 4  | Overview of Study Approaches, Citing – You Correct It!                              | Chap 7, 33<br><b>SPSS</b>                   | Tues: Similar Instrument Due (In Class)<br><b>Thurs: Lab 2 (Folio)</b>                                    |
|      | Sept 6  | <b>Lab: Practice Data Entry</b>   |   |   |
| M5   | Sept 11 | Cross-Sectional Studies, Case-Control Studies                                       | Chap 9, 10<br><br><b>SPSS Chap 3</b>        | Tues: Instrument Due (Folio)<br><b>Tues Quiz 2 Chap 9 &amp; 10 (Folio)</b><br><b>Thurs: Lab 3 (Folio)</b> |
|      | Sept 13 | <b>Lab: Measurement and Descriptive Statistics</b>                                  |   |   |
| M6   | Sept 18 | Cohort Studies, Experimental Studies  | Chap 11, 12                                 | Tues: Instrument Share  |
|      | Sept 20 | <b>Exam 1: Chaps 1,2,4,7,9-10, 33; HPP Textbook Chap 5</b>                          |   |   |
| M7   | Sept 25 | Questionnaire Development, Surveys & Interviews                                     | Chap 18, 19<br><b>SPSS Chap 5</b>           | <b>Thurs: Lab 4 (Folio)</b>   |
|      | Sept 27 | <b>Lab: Data File Management &amp; Writing about Descriptive Statistics</b>         |   |   |
| M8   | Oct 2   | Additional Assessments, Qualitative Studies   | Chap 20, 13<br><b>SPSS Chap 10 &amp; 11</b> | Tues: Begin Data Collection<br><br><b>Thursday: Lab 5 (Folio)</b>   |
|      | Oct 4   | <b>Lab: Comparing Two Groups with T-tests? Analysis of Variance (ANOVA)</b>         |   |   |
| M9   | Oct 9   | Populations Sampling, Sample Size Instrument  | Chap 16, 17                                 | <b>Tues: Quiz 3 – Chap 16 &amp; 17(Folio)</b>   |
|      | Oct 11  | <b>No Lab today – Work on Data Collection</b>                                       |   |   |
| M10  | Oct 16  | Ethical Considerations, Ethical Review  | Chap 23, 24                                 | <b>Tues: Quiz 4 – Chap 23-24 (Folio)</b><br><b>Thurs: Data Collection/3-Ring Binder Due (In Class)</b>    |
|      | Oct 18  | <b>Lab: Mandatory SPSS</b>  |   |   |
| M11  | Oct 23  | Data Management & Descriptive Stats   | Chap 26, 27                                 | <b>Tues: Quiz 5 – Chap 26 &amp; 27 (Folio)</b><br><b>Thurs: Data Analysis/ 3-Ring Binder (In Class)</b>   |
|      | Oct 25  | <b>Data Analyses Due (3 ring binders as you walk in)</b>                            |   |   |
| M12  | Oct 30  | <b>Exam 2: Chapters 11- 13, 16-20,23,24</b>   |   |   |
|      | Nov 1   | <b>Table Construction – How to Do It!</b>   |   |   |
| M13  | Nov 6   | Comparative Stats, Regression Analysis  | Chap 28, 29                                 | <b>Thurs: Tables Due (Folio)</b>  |
|      | Nov 8   | <b>Tables Due</b>   |   |   |
| M14  | Nov 13  | Posters and Presentations (Show-N-Tell!)  | Chap 31                                     | <b>Tues: Quiz #6: Chap 31 &amp; 32 (Folio)</b><br><b>Thurs: Tables &amp; Paragraph Due (Folio)</b>        |
|      | Nov 15  | <b>Final Tables &amp; Interpretations Due, 3 Ring Binders Due</b>                   |   |   |
| M15  | Nov 27  | <u>Writing Success, Target Journals, Reasons to Publish</u> <b>B.P.</b>             | Chap 32, 36, 37                             | <b>Thurs: BP Abstract</b>   |
|      | Nov 29  | <b>Abstract</b>   |   |   |
| M16  | Dec 6   | <b>Exam 3: Chapters 26-29, 31-32, 36-37</b>   |   | Final Exam  |



Name: \_\_\_\_\_

PUBH 4134: Research Methods and Evaluation  
Grading Sheet  
Fall Semester 2018

| Assignment  | Possible Points | Points Earned |
|---|-----------------|---------------|
| Exams #1  | 80              | _____         |
| Exam #2   | 80              | _____         |
| Final Exam  | 80              | _____         |
| Quizzes (50 pts – drop lowest) All due in Folio!        |                 |               |
| Quiz 1  | 10              | _____         |
| Quiz 2  | 10              | _____         |
| Quiz 3  | 10              | _____         |
| Quiz 4  | 10              | _____         |
| Quiz 5  | 10              | _____         |
| Quiz 6  | 10              | _____         |
| Research Project (150 total pts)                        |                 |               |
| CITI IRB Certification (Folio)                          | 15              | _____         |
| Research Topic (Folio)                                  | 10              | _____         |
| Similar Instrument (In Class)                           | 20              | _____         |
| Instrument (Folio)                                      | 15              | _____         |
| Data Collection (In Class)                              | 15              | _____         |
| Data Analysis (use Group Merged Data Set)<br>(In Class) | 20              | _____         |
| Tables (Folio)  | 15              | _____         |
| Final Tables and Paragraphs (Folio)                     | 20              | _____         |
| 3-Ring Binder Check (In Class)                          | 20              | _____         |
| Lab Days (12 pts per day – 60 points) All due in Folio! |                 |               |
| Lab #1  | 12              | _____         |
| Lab #2  | 12              | _____         |
| Lab #3  | 12              | _____         |
| Lab #4  | 12              | _____         |
| Lab #5  | 12              | _____         |
| <b>TOTAL POINTS:</b>                                    | <b>500</b>      | _____         |
| <b>Grades:</b>  |                 |               |
| 450-500 pts.  | 90-100%         | A             |
| 400-449 pts.  | 80-89%          | B             |
| 350-399 pts.  | 70-79%          | C             |
| 300-349 pts.  | 60-69%          | D             |
| 0-299 pts.  | 0-59%           | F             |
| <b>Bonus Points:</b>                                    |                 |               |
| Day   | Event           | Points        |
| _____   | _____           | _____         |
| _____   | _____           | _____         |

**Georgia Southern University**  
**Jiann-Ping Hsu College of Public Health**  
*PUBH 4134 A & B – Research Methods and Evaluation (CRN A=86030, B = 87523)*  
Fall 2018

**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.

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

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Student Name (print)

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Student Signature

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Date