

Spring 2015

# PUBH 9630 - Public Health Doctoral Seminar

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**Georgia Southern University Jiann-Ping Hsu College of Public Health**

**Course Number:** PUBH 9630  
**Course Title:** Public Health Doctoral Seminar  
**Instructor:** Joseph Telfair, DrPH, MSW, MPH  
**Instructor Contact Information:** Dr. Joseph Telfair - Room 2040 Hendricks Building  
912/478-2412 jtelfair@georgiasouthern.edu  
**Credit Hours:** 3  
**Class Hours:** **F 9:00 -12:00 PM (4 xs and out-of-class time commitment)**  
**Class Dates:** Spring 2015  
**Class Location:** Hendricks Building, Room 3001

**Prerequisites:**

This course is intended for students that have successfully passed the GSU JPHCOPH DrPH qualifying examination and completed their doctoral coursework.

**Purpose:**

Using the Socratic Method approach, provide doctoral candidates with the knowledge and skills necessary for the successful completion of a rigorously developed dissertation.

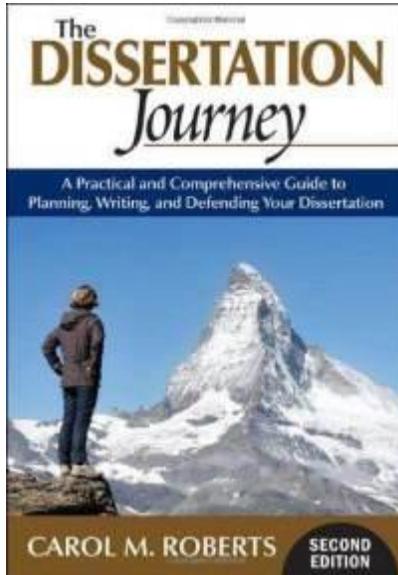
**Catalog Description:**

This course is designed to:

- a) Provide doctoral candidates with instruction and practice allowing for the enhancement of knowledge and skills in the areas of critical thinking, information analyses and synthesis, and scientific writing.
- b) Give doctoral candidates the opportunity to determine, refine and comprehensively (written, oral) describe their dissertation research topic.
- c) Work with doctoral candidates to thoroughly identify, research, screen, then secure commitment from potential dissertation committee members, particularly the chair.

**Required Textbook:**

The Dissertation Journey: A Practical and Comprehensive Guide to Planning, Writing, and Defending Your Dissertation



Carol M. Roberts  
2nd Edition  
ISBN-10:1412977983  
ISBN-13:978-1412977982

Additional articles, supplemental materials, and URLs/website addresses will be supplied by the instructor and students in the course.

**Course Credit:** This is a three-credit hour course.

**Course Delivery Platform:** Hybrid

**Relevant Key Considerations (ASPH):**

- DrPH graduates should be prepared for evidence-based practice, generation of practice-based evidence, and leadership positions that apply and synthesize translational and implementation science findings in governmental, non-profit, and private-sector settings as well as teaching, research, and service in academic roles at the undergraduate or graduate level.
- DrPH graduates should demonstrate the ability to generate products that discover, apply, and synthesize evidence from a broad range of disciplines and health-related data sources, in order to advance programs, policies, or systems addressing population health. Learning products may be created in a range of formats.
- DrPH graduates should be prepared to lead in increasingly interdisciplinary, interprofessional, and cross-sectoral roles and settings.
- DrPH programs should be innovative, current, and proactive to adapt to the ever-changing public health systems and health care landscape.
- DrPH programs should include a core, interdisciplinary orientation toward evidence-based public health practice, leadership, policy analysis and development, evaluation

methods, and translational and implementation research to generate practice-based evidence.

- DrPH programs should provide a framework for graduates to work in a global context, recognizing the relationships among domestic and global issues.

### **Related Core Competencies:**

#### Biostatistics Core Competencies

- Construct a public health and biomedical research question for which a survey or an experiment is to address.
- Demonstrate skills for translating public health practice objectives to the appropriate biostatistical framework for analysis.
- Defend reasons for selecting various biostatistical methods of analysis of survey and experimental data from readings and case studies.
- Define strategies for design-based and model-based analysis of sample survey data.
- Prepare written and oral presentations of individual and collaborative public health practice-based projects using biostatistical methods of analysis.

#### Epidemiology Core Competencies

- Analyze data from epidemiologic investigations, studies, and surveillance, with special emphasis on the identification of health disparities and promotion of health equity.
- Communicate epidemiologic information to lay and professional audiences.

#### Environmental Health Core Competencies

- Communicate the ethical, social and legal issues implied by biological systems within public health.
- Demonstrate effective written and oral skills to communicate risk to practitioners, clients, policy-makers, interest groups and the media.

#### Health Policy and Management Core Competencies

- Apply the legal, values and ethical dilemmas in public health that are inherent in efforts to control cost, while assuring access and quality of services for the public.
- Apply the methods of ensuring community health safety and preparedness.
- Apply the policy development, assessment, and evaluation process for improving the health status of populations.
- Analyze the economic, professional, social and legislative influences on public health systems in the US.

#### Social and Behavioral Sciences Core Competencies

- Synthesize theories, concepts, and models from social and behavioral science disciplines (e. g. anthropology, sociology, psychology, health education) that are used in public health research and practice.
- Assess philosophical foundations and assumptions of research applied to community health problems.
- Apply Community-Based Participatory Research (CBPR) approaches when working on collaborative projects.
- Compare qualitative and quantitative methods and their use in community health intervention, evaluation, and research.
- Describe the benefits and challenges of a mixed methods approach.
- Utilize qualitative, quantitative, and mixed methods to address community health problems.

### **Learning Outcomes:**

#### A. DrPH Core Student Learning Outcomes (SLOs)

At the end of the DrPH program, students will be able to:

1. Demonstrate their readiness to work with communities to address public health problems.
2. Select and apply theoretically based interventions to address public health problems.
3. Apply appropriate research methods to address community health problems, particularly among rural and underserved populations.

#### B. Course Learning Outcomes - At the completion of this course the student will be able to:

1. Apply knowledge gained in previous and concurrent courses to write and refine components of their dissertation product, including hypotheses, research questions or problem statements, background and literature reviews, conceptual models or frameworks, and research methods as applicable.
2. Describe orally and in writing planned approaches to methodology and data analyses (quantitative, qualitative and mixed methods) to be used for completion of dissertation.
3. Review key steps in the process of writing a doctoral dissertation, including strategies for overcoming challenges or obstacles and resources for additional writing assistance, development and completion of a timeline for component completions and working with dissertation committee members.
4. Orally and in writing communicate clearly, comprehensively and succinctly a brief overview of their dissertation project plans.

**Academic Integrity:** Students are expected to follow guidelines outlined in the Student Conduct Code 2007-08 policy regarding academic dishonesty. Any student found in violation of

academic honesty will receive a grade of 'F' for the course. It is the student's responsibility to familiarize him/her self with the student policies and expectations set forth in the GSU Student Conduct Code 2007-08 beginning on page 19 of the Student Handbook (<http://students.georgiasouthern.edu/sta/guide/08GuideWeb.pdf>). You are expected to follow guidelines set forth in the entire handbook.

### **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.

### **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.

### **Academic Honesty**

Students are expected to follow guidelines outlined in the Student Conduct Code 2007-08 policy regarding academic dishonesty. Any student found in violation of academic honesty will receive a grade of 'F' for the course. It is the student's responsibility to familiarize him/her self with the student policies and expectations set forth in the GSU Student Conduct Code 2007-08 beginning on page 19 of the Student Handbook (<http://students.georgiasouthern.edu/sta/guide/08GuideWeb.pdf>). You are expected to follow guidelines set forth in the entire handbook.

### **Technical Support**

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

### **Academic Misconduct:**

"According to the Academic Dishonesty Policy of GSU, 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 students 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 Department 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 Deans level will ensure that the students work is evaluated in an appropriate manner.

**Attendance Policy & Class Participation:** Due to the nature and structure of this course, class attendance is required. You are responsible for any material covered or distributed online, including any announcements, so please check the course website in Folio regularly. Federal regulations require attendance be verified prior to distribution of financial aid allotments. Student-teacher and student-student interaction in the course is important, so questions will be asked throughout discussions.

**Class Etiquette:** This is a graduate level course, and student behavior is expected to be in keeping with that expected of graduate students and professionals. Students are expected to show courtesy and respect for classmates and faculty. Please turn off all cell phones and pagers and other electronic devices during class. In addition, there should be no food consumption during class which disturbs or disrupts other students or the Instructor.

#### **Plagiarism**

Plagiarism is defined as, “appropriating and putting forth as one’s own the ideas, language, or designs of another” (The Living Webster, 1975), and it is strictly forbidden. Written and oral

presentations must be a student's own work. Students plagiarizing or cheating in any form will face disciplinary action which could result in failure of this course, or suspension or expulsion from the University. Copying from written materials, presentations, websites, etc. without source acknowledgement and reference is plagiarism. Read it, appreciate it, learn from it, and make sure you source it – and then reflect it with your own thoughts and words! If you are uncertain about what constitutes plagiarism, please contact the Instructor.

### **Course Requirements**

**Grades** will be assigned commensurate with progress and quality of end-of-semester portfolio and presentation. See 'Course Table' on next page.

**Grading Scale** - Grades will not be posted on Folio. It is your responsibility to know where you stand in the class.

A "C" represents average work. As and Bs are given for students who go beyond what is expected.

90-100% (90-100 points)	=	A
80-89 % (80-89 points)	=	B
70-79% (70-79 points)	=	C
60-69% (60-69 points)	=	D
59 and below	=	F

### **Student Evaluation and Grading Summary For Assignments**

40 %	Extent and quality of written response to and participation in class discussion
40 %	Quality of performance on written assignments
10 %	Extent, thoroughness and quality of final oral course presentation
10%	Extent, thoroughness and quality of final portfolio

**Work Plan (see Course Table):** By the end of the semester, each learner will have crafted a plan for a series of detailed steps that will culminate in an annotated outline of a complete dissertation proposal. These steps include (**book chapter, appendix**):

- Develop a dissertation process completion timeline. (Note that this process is iterative, rather than linear) (See **Chapters 1, 7 and Appendices A,E**) (Course SLO)
- Identify the dissertation topic (See **Chapters 2,4**) (Course SLO)
- Revise, refine the dissertation topic (See **Chapters 3,4**)
- Develop a testable, specific main research question(s), hypotheis(es) and/or problem statement(s) (See **Chapter 8**) (Course SLO)
- Operationally define relevant, critical terms (See **Chapter 8**) (Course SLO)
- Write the dissertation introduction (See **Chapter 11**) (Course SLO)

- Complete the background and literature review component (**See Chapters 9,10**) (Course SLO)
- Identify/Develop the theoretical/conceptual/policy framework, as applicable (**See Chapters 10,11**) (Course SLO)
- Describe (written, orally) planned rigorous, evidence-based practice approach to research design and methodology (**See Chapter 12, Appendix A**) (Course SLO)
- Identify, describe planned data sources (including generation of practice-based evidence access, viability and utility) (**See Chapter 12, Appendix B**) (Course SLO)
- Provide preliminary ideas for display of data (charts, tables, matrices, etc.), as appropriate. (**See Chapter 14**) (Course SLO)
- Provide preliminary ideas about a plan for change based upon outcome of dissertation product. (Note that this process is iterative, rather than linear) (**See Chapters 14,15 and Appendix D**) (Course SLO)
- Identify then secure commitment from a dissertation chair and if possible potential dissertation committee members. (**See Chapter 5**) (Course SLO)
- Develop, implement and assess utility of a Dissertation Study Group (**See Chapter 6, Helpful Websites**) (Course SLO)

Learners will each take the lead in drafting the plan with input from course instructor and faculty as identified. Each plan should take into consideration necessary refinement of the research hypothesis(es), question(s) or problem statement(s), revisions of the background and literature review, and the endpoint of a dissertation proposal outline that comprises an initial draft of those components of the proposal that coursework has prepared students to present. It is expected that this will include the above and a refined approach to research design and methodology.

**Course Table: Overview of the Content to be Covered During the Semester**

Module	Topic	Readings	Assignment Due (% Course grade)
1 January 16	Overview, Quests and Questions	None	<ul style="list-style-type: none"> <li>• <i>Review</i> course syllabus, send email of questions about syllabus content</li> <li>• <i>Submit</i> in writing questions about the dissertation process?</li> </ul>
2 January 23	Preparing for the Climb - Part I	Chapters <b>Read</b> 1, 2; <b>Skim</b> ,4,7 <b>See:</b> Appendix A,E	<ul style="list-style-type: none"> <li>• <i>View Video:</i> Ideas for Dissertation/Thesis</li> <li>• <i>Submit</i> in writing preliminary dissertation process completion timeline.</li> <li>• <i>Submit</i> in writing dissertation topic</li> <li>• Read the following articles provided:               <ul style="list-style-type: none"> <li>○ <b>Thinking Critically</b></li> <li>○ <b>Concept Mapping</b></li> <li>○ <b>Conceptual Framework</b></li> </ul> </li> <li>• Review the <b>slides</b> provided</li> <li>• <b><i>In class:</i></b> Lecture, discussion of methods of critical thinking, logical problem solving, problem definition, operationalization, hypotheses/research question/statement generation/refinement/finalization</li> </ul>
<b>1/23 – Class Meeting 1</b>			
3 January 30	Preparing for the Climb - Part II Initial process refinement	Chapters 3,4,8	<ul style="list-style-type: none"> <li>• <i>Submit in</i> writing scores from the completed NIH CiTi training</li> <li>• <i>Submit</i> in writing revised, refined topic.</li> <li>• <i>Submit</i> in writing preliminary testable, specific main research question(s), hypotheis(es) and/or problem statement(s)</li> </ul>

4 February 13	Beginning the Climb – Part I	Chapter 11	<ul style="list-style-type: none"> <li>• <i>Submit in</i> writing operationally defined, relevant critical terms</li> <li>• <i>Submit in</i> wiring annotated outline of introduction</li> <li>• <i>Identify then begin</i> discussion with potential dissertation Committee Chair</li> </ul>
5 February 20	Beginning the Climb – Part IIa	Chapter 9,10,11	<ul style="list-style-type: none"> <li>• <i>Submit in</i> writing summary of discussion with potential dissertation Committee Chair and Members (if applicable)</li> <li>• <b><i>In class:</i></b> Discussion of methods of development, writing of introduction, background and literature review, theoretical/conceptual/policy framework</li> </ul>
<b>Open:</b> Dissertation Study Group (See Chapter 6, Helpful Websites)			
<b>2/20 – Class Meeting 2</b>			
6 March 6	Beginning the Climb – Part IIb	Chapter 9	<ul style="list-style-type: none"> <li>• <i>Submit in</i> writing preliminary background and literature review</li> </ul>
6 March 20	Beginning the Climb – Part IIc	Chapters 10,11	<ul style="list-style-type: none"> <li>• <i>Submit in</i> writing preliminary theoretical/conceptual/policy framework</li> </ul>
7 March 27	Climbing to Base Camp – Part I	Chapters 10,12, Appendix A	<ul style="list-style-type: none"> <li>• <i>Submit in</i> writing refined theoretical/conceptual/policy framework</li> <li>• <b><i>In class:</i></b> Discussion of evidence-based research, practice and data, decision-making linked to research design and methods</li> </ul>
<b>3/27 – Class Meeting 3</b>			
8 April 10	Climbing to Base Camp – Part II	Previous Readings	<ul style="list-style-type: none"> <li>• <i>Submit in</i> writing <u>summary</u> document linking topic, research question(s), hypotheis(es) and/or problem statement(s), introduction, background and literature review, theoretical/conceptual/policy</li> </ul>

			framework
9 April 17	Final Preparations for the Peak	Chapters 10, 12, 14 Appendix B	<ul style="list-style-type: none"> <li>• <i>Submit in writing</i> preliminary proposed planned evidence-based practice approach to research design and methodology, data sources, instruments/tools</li> <li>• <i>Read:</i> The Research Question and Hypothesis</li> <li>• <i>View Video</i> Dissertation Proposal - Tips To A Winning Proposal</li> </ul>
10 April 24	View from the Top and Beyond Putting it all together	Chapters 14, 15, Appendix D	<ul style="list-style-type: none"> <li>• <b>Read Example:</b> Alexander_Dayna_Methods_Results_Refs</li> <li>• <b>Read Example:</b> Alexander Dissertation Tips</li> <li>• <b>In class:</b> Student Summary presentation (15 minutes each), closing course discussion</li> </ul>
<b>4/24 – Class Meeting 4</b>			
11 May 1	Final Ascent	None	<ul style="list-style-type: none"> <li>• <i>Submit in writing</i> <u>complete project and draft dissertation portfolio</u>. <b>The portfolio will contain:</b> a) all updated written assignments; b) a copy of the class oral presentation; and c) a single page self-assessment of progress made/lesson learned from participation in course. <i>See PortFolio Contents under Module 6 in Folio.</i></li> </ul>