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Fall 2019

CHBE 9130-A: Research Methods in Community and Behavioral Health

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Georgia Southern University
Jiann-Ping Hsu College of Public Health
CHBE 9130-A: Research Methods in Community and Behavioral Health
Fall 2019

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Office Hours:	Open
Location:	3001 Hendricks Hall
Meeting Times:	Tuesdays: 5:00 pm – 7:45 pm

Course Catalog available at:
<http://students.georgiasouthern.edu/registrar/pdf/catalogs/GraduateCatalog/index.htm>

Catalog Description: General Course Description: This course introduces students to research methods in health science. Development and presentation of practicum and research proposals will be the focus of the course. Additional emphasis will be placed on writing skills that will contribute to research projects and grant applications.

Required Texts:

- Cottrell, R. R., & McKenzie, J. F. (2011). Health promotion and education research methods using the five-chapter dissertation model (2nd ed). Sudbury, MA: Jones and Bartlett. (RR)
- Creswell, J. W. (2014). Research design: Qualitative, quantitative and mixed methods approaches (3rded.). Thousand Oaks, CA: Sage. (JC)
- Kumar, R. (2011). Research methodology: A step-by-step guide for beginners (3rd ed.). Thousand Oaks, CA: Sage. (RK)

Free downloads available at: http://www.sociology.kpi.ua/wp-content/uploads/2014/06/Ranjit_Kumar-Research_Methodology_A_Step-by-Step_G.pdf

Required supplemental reading assignments will be posted to Folio. Additional material may be distributed by the instructor in order to address issues that arise in class discussions. Students are expected to have completed assigned readings prior to each class.

Reference Texts: Concise rules of APA style. (2010). Washington, DC: American Psychological Association.

Specific Course Purpose: This course is designed to provide an orientation to research in public health promotion and education and to enhance capacity to design, participate in, conduct and critique research. Emphasis is on understanding the complexities of the research process and on developing and interpreting research projects with particular concern for the implication of design, methods, and procedures. Additional emphasis will be placed on creating an understanding of the development and assessment of research across the research paradigms and writing proposals to support research projects. Students are expected to demonstrate research skills and upon completion of the class, students should be capable of developing a research proposal and presenting the proposal in a scholarly manner.

DrPH Community Health Concentration Competencies:

1. Evaluate 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.
2. Analyze philosophical foundations and assumptions of research applied to community health problems.
3. Evaluate social and behavioral determinants of health equity at all ecological levels (individual through policy) applied in rural and urban settings.
4. Analyze health communication approaches including social marketing, media advocacy, and new communication technology.
5. Analyze the concept of Public Health Preparedness.
6. Compare U.S. Public Health and Global Public Health priorities and concerns.
7. Apply legislative advocacy skills that influence health policy.
8. Demonstrate planning, implementation, and evaluation of evidence-based community public health interventions.
9. Evaluate qualitative and quantitative methods and their use in community health intervention, evaluation, and research.
10. Utilize qualitative, quantitative, and mixed methods to address community health problems.
11. Evaluate Community-Based Participatory Research (CBPR) approaches when working with diverse communities.
12. Assess ethical principles critical to community-based research and practice.
13. Analyze the impact of power and privilege on health inequity at local, national, and global levels.
14. Demonstrate skills that support cultural competence and cultural humility when working with diverse communities.
15. Analyze current and future community-level needs for keeping the public healthy.
16. Analyze the collaborative and multidisciplinary relationships to respond to public health problems.
17. Develop program development and evaluation plans that include logic models, missions, goals, and objectives.
18. Incorporate data into the resolution of scientific, political, ethical, and social public health concerns.
19. Identify the resources to meet community health needs
20. Promote the public health and health education professions individually and collectively.
21. Develop research and interventions that utilize the five core areas of Public Health.

Specific Course Learning Objectives: As a result of this course students will be able to (linked competencies are in parentheses):

1. Evaluate appropriate areas and issues of concern for research that will improve public health practice. (1,2,3,9,11,16,17,18,21)
2. Evaluate skills needed to participate in multidisciplinary research. (1,16,21)
3. Demonstrate skills to assess the usefulness of research in the field of community health education and behavior to solve problems across the ecological spectrum. (2,3,16)
4. Analyze the relationship of published scientific literature to future research. (2,9,21)
5. Synthesize the appropriate strategies for developing a research problem including literature reviews and methodological assessment. (1,9,16)
6. Evaluate the major paradigms of research that impact public health education. (1,2).
7. Analyze the impact of various types of hypotheses and research questions for developing the evidence-based public health education knowledge base. (1,2,8,16)
8. Evaluate various research designs and methods that are appropriate to help solve public health education problems. (1,9,10,11,16,17)
9. Identify the importance of and develop a plan for conducting a quantitative, a qualitative and a mixed methods research project. (9,10)
10. Analyze the relevant validity and reliability issues that impact data measurement. (9,10).
11. Design and validate appropriate instruments or measurement techniques for research projects. (9,10)
12. Analyze the issues that impact the trustworthiness of qualitative research. (9,10,11)
13. Select appropriate observation and analysis techniques for public health education research projects, including those involving rural and underserved communities. (6,10,13,19)
14. Demonstrate ability to conduct qualitative data collection processes such as participant observation, focus groups, interviews and document analysis. (9,10)
15. Demonstrate ability to draw conclusions from and communicate findings of public health research. (4,20)
16. Analyze the limitations and delimitations of research designs for providing evidence-based strategies. (8)
17. Demonstrate appropriate approaches for critiquing the usefulness of public health education research. (9)
18. Analyze ethical issues, including informed consent and data maintenance, of concern to research in general, and quantitative and qualitative research in particular. (12,13)
19. Demonstrate ability to develop ethical research and apply for IRB approval. (12)
20. Demonstrate research skills to support evaluation research of community initiatives. (2,3,17)
21. Develop a plan to begin/expand your dissertation research. (10,12)
22. Analyze the history of using research to reify belief systems of social and behavioral scientists. (1,2,3)

Overview of the Content to be Covered During the Semester:

WEEK	TOPIC	READINGS	ASSIGNMENTS
Aug 20	Introduction to Research Process	RK Chap 1-2 JC Chap 1	
Aug 27	Formulating a Research Problem	RK Chap 3-6 JC Chap 2-3	
Sept 3	Conceptualizing a Research Design	JC Chap 5-7	
Sept 10	Conceptualizing a Research Design - 2	RK Chap 7-8	Draft Intro
Sept 17	Telfair OUT of Country	No Class	None
Sept 24	Constructing an Instrument for Data	DeVellis.Chpt.5. Guidelines to Scale Development	
Oct 1	Data Collection Instrument (cont.)	RK Chap 9-12 JC Chap 8-9	Draft Lit Review Due
Oct 8	Introduction to Qualitative Research	JC Chap 9 Patton & Others PowerPoint	
Oct 15	Writing a Research Proposal I	RK Chap 13 JC Chap 4	
Oct 22	Writing a Research Proposal II	RK Chap 14 JC Chap 10	
Oct 29	Mid-Course review	Open	Draft Methods Due
Nov 5	<ul style="list-style-type: none"> No Class - APH 	ALL OUT	
Nov 12	<ul style="list-style-type: none"> Processing and Displaying Data Intervention Mapping 	RK Chap 15-18 Bartholomew, 1998; 2001	
Nov 19	Wrap up (Writing a Research Report)	Handout	
Nov 26	No Class (Thanksgiving Break)	ALL OUT	
Dec 3	In-Class Research Presentations	Full course time	
Dec 6	Final Papers		Written Proposals Due

Instructional Methods: Class meetings will be a combination of lecture, class discussion, and in-class activities. Written homework assignments, examinations, and oral presentations constitute the basis of student evaluation.

Due Dates: Proposals Drafts: September 10th, October 1st, and October 29th 2019
Research presentations: December 3rd, 2019
Research proposal Due: December 6th, 2019

Grading: Weighting of assignments for purposes of grading will be as follows:

Proposal Drafts (Intro, Lit Review, Methods)...	300 points (30%)
Final Proposal.....	300 points (30%)
Final Presentation.....	200 points (20%)
Class Participation.....	200 points (20%)
Total Possible Points.....	1000 points (100%)

Descriptions of Requirements: (Course objectives assessed by each requirement in bold)
Assignments

- A. **Research Proposal Drafts** – This is a three-stage process that allows students to receive feedback on the three sections of their final proposal throughout the semester. The deadlines for each section is listed below. 4,5,7,11
- i. Introduction – Due: September 10, 2019
 - ii. Literature Review – Due: October 1, 2019
This is a process of organizing references systematically that support your knowledge of content or subject or research and your understanding of the methods you will use. Your literature review should include empirical studies that tell you what research questions have received convincing answers through empirical tests (i.e., what is the current state of knowledge about your subject matter of interest). You should cast a broad net in your initial literature review in order to increase your chances of finding ideas or findings that are important to your research. You will also organize your lit review into tables to abstract the most salient information to your research topic. You will provide a written product as well as discuss the assignment in class.

For the written product, the first part will consist of background, objective, research question, types of studies, types of participants, databases used, date/year ranges, search strategy (key words used in search including Boolean searches), data to be extracted from articles, quality assessment of articles, inclusion/exclusion criteria (e.g., excluding reviews and commentaries). The second part of the review will be the results in the form of tables, and a written synthesis of your findings, drawing from the Galvan readings and other materials for assistance with organizing this information. 4,5,7,11,21
 - iii. Methods – Due: October 29, 2019
- B. **Research Proposal** - Write the first three chapters of a research proposal (must use quantitative, qualitative or mixed methods along with proposed timeline and appendices):

Please use the Proposal format presented at end of the syllabus

Major focus of evaluation for the requirement will be on the content of the following three sections:

Section I Introduction (1,3,5,7,16)

Section II Review of Literature (4,5,7)

Section III Methods (2,3,5,7,8,9,10,11,12,16)

- C. **Research Proposal Presentation** - Completed Research Proposal - Completion of project including (Introduction, Review of Literature, Methods), ethical issues and perceived value to public health education (13,14,15,16). This will be a 10 to 15 minute power point presentation with 5 – 10 minutes for questions, maximum of 15 slides with content (excludes title/subtitle slides/references). The purpose of both this presentation and the research proposal is to help you prepare for your future dissertation research and research presentation.
- D. **Class Participation** - Students are encouraged to come to class prepared to participate. Some reasons for low class participation grades include: students missing more than three classes, not reading assignments ahead of time, using cell phones in class, and being disrespectful in any way toward other students or the professor.

The following point scale will be utilized in grading:

900-to-1000 points (90%) A

800-to-899 points (80%) B

700-to-799 points (70%) C

600-to-699 points (60%) D

A cumulative total of 599 points or less will be considered as failing.

For calculation of your final grade, all grades above will be included. Your grades will be posted in Folio. All assignments will be graded and posted within two weeks.

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.

EXTRA CREDIT IS NOT AVAILABLE.

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.

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.

Attendance Policy: Federal regulations require attendance be verified prior to distribution of financial aid allotments. Attendance will not be recorded after this initial period.

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. 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. 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.

Research Proposal Format
See RR “using the five-chapter
dissertation model”

1. Title Page (Cover Page)

Title of Proposal – All caps, centered in page

Name – First, MI, Last

Proposal Statement – A Research Proposal Submitted to the Faculty of the Jiann-Ping Hsu College of Public Health in Partial Fulfillment of the Requirements for the Degree Doctor of Public Health with an Emphasis in Community Health

College – Jiann-Ping Hsu College of Public Health

University – Georgia Southern University

City, State – Statesboro, Georgia

Date – December 6, 2019

2. Table of Contents (Topics and Page Numbers)

3. Introduction: (What/Why) (approximately 8 – 10 pages)

Succinct Introduction to the problem or issue(s) including an ecological assessment

Succinct Introduction to what you are doing - methodologically

Brief summary of the major literature from which you made your decision - most pertinent to problem

Statement of Research Problem – hypothesis and sub-problems Rationale/Significance – why might this project have an impact? Delimitations

Limitations

Assumptions

Definition of Terms

4. Literature Review: (can be who, what, where, when and why of previous work) (approximately 8 – 10 pages)

Sections determined by the problem - ongoing process

Synthesize the literature – do not report on each article separately

Be sure to consider the issues from an ecological perspective

5. Methods: (Who, Where, When, How) (approximately 8 – 10 pages)

Restate the problem/question in methods terms

Describe the mixed method research design/plan (descriptive, qualitative, quasi-experimental)

Methods of data collection (observations to be made)

Instruments - reliability and validity

Process of data collection

Subjects/Participants and Sampling

Process for Analysis of Data – How does this process give you the ability to answer any research questions you described?

6. Proposed Timeline: (Proposed Tasks and Timeline for Completion) (approximately 3 – 4 pages)

Table format to include Tasks or Action Steps and Date on which to be completed

7. References (Sources – Content and Methods) APA 6th –style