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Fall 2021

PHLD 9130 – Public Health Research Methods

Yelena Tarasenko

Georgia Southern University, Jiann-Ping Hsu College of Public Health, ytarasenko@georgiasouthern.edu

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Georgia Southern University

Jiann-Ping Hsu College of Public Health

PHLD 9130 – Public Health Research Methods

Instructor Name and Biography

Yelena N. Tarasenko, DrPH, CPH, MPH, MPA

https://works.bepress.com/yelena_tarasenko/about/

Contact Information

Office Address:

Jiann-Ping Hsu College of Public Health

501 Forest Drive, Hendricks Hall

Building 303, Office 2012

Statesboro, GA 30458

Office Phone: 912.478.5057 (if you leave a voice mail, it should be emailed to me)

E-Mail Address: ytarasenko@georgiasouthern.edu

Office Hours

Please email me to set up an appointment. We can meet online using Skype, Zoom, WebEx, WhatsApp, Viber, Telegram, you name it! :)

Response Times

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

- Email: within 48 hours
- Discussion posts: within 72 hours
- Assignment grades: within 72 hours of submission date.

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

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

Start and End Date and Date of Finals for this Class

The class starts on 8/11/2021 and ends on 12/1/2021.

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

Dropping this Class

THE LAST DAY TO WITHDRAW without ACADEMIC PENALTY is October 17, 2021.

See for more details.

[Fall 2021](#)

Course Description

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

Prerequisite Courses, Skills, and Knowledge

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

Required Textbooks

- Shi, L. Health Services Research Methods, 3rd edition.

- Trochim/Donnelly/Arora. (2016). Research Methods The Essential Knowledge Base, 2nd edition.

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

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

Course Structure

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

Online Learning Commitment Expectations

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

Instructional Method

This doctoral course is offered online and will be delivered using the Folio system. Course assignment and participation constitute the basis of student evaluation. Students are expected to reach out to the instructor and set an appointment to discuss concepts, difficulties they may have, or successes they wish to share.

General Expectations

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

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

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

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

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

Student Participation Expectations

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

Instructor Expectations

1. I expect you to submit written assignments using proper English grammar, syntax, and spelling. You are encouraged to use spell check and grammar check prior to submitting your written work. The University Writing Center is available to anyone who may need assistance ([GS Writing Center](#)). Grammar, syntax, and spelling will account for 10% of the grade for each assignment.
2. I expect (and encourage) you to provide honest and timely feedback regarding the content and process of this course throughout the semester.
3. I expect (and encourage) you to share the responsibility for making this course an enjoyable and beneficial learning experience.
4. Wikipedia *cannot* be used as a cited reference as noted by a co-founder of Wikipedia!
You may use Wikipedia to identify appropriate source material. Remember Wikipedia is *not* peer reviewed!
5. I require that each learner will be consistent in his/her usage of referencing/citation, formatting style, etc. as a guide for writing papers for this course and the grading rubric will be based on its precepts.

Netiquette

Because online communication generally lacks visual cues common to face-to-face interactions, you are expected to follow these standards. Netiquette is a combination of

Network Etiquette. Please abide by the following netiquette rules when communicating with your instructor and peers in this class.

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

CEPH DrPH Competencies

Data & Analysis

1. Explain qualitative, quantitative, mixed methods and policy analysis research and evaluation methods to address health issues at multiple (individual, group, organization, community and population) levels
2. Design a qualitative, quantitative, mixed methods, policy analysis or evaluation project to address a public health issue
3. Explain the use and limitations of surveillance systems and national surveys in assessing, monitoring and evaluating policies and programs and to address a population's health

Leadership, Management & Governance

4. Propose strategies for health improvement and elimination of health inequities by organizing stakeholders, including researchers, practitioners, community leaders and other partners
5. Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies
6. Integrate knowledge, approaches, methods, values and potential contributions from multiple professions and systems in addressing public health problems
7. Create a strategic plan

8. Facilitate shared decision making through negotiation and consensus-building methods
9. Create organizational change strategies
10. Propose strategies to promote inclusion and equity within public health programs, policies and systems
11. Assess one's own strengths and weaknesses in leadership capacities including cultural proficiency
12. Propose human, fiscal and other resources to achieve a strategic goal
13. Cultivate new resources and revenue streams to achieve a strategic goal

Policy & Programs

14. Design a system-level intervention to address a public health issue
15. Integrate knowledge of cultural values and practices in the design of public health policies and programs
16. Integrate scientific information, legal and regulatory approaches, ethical frameworks and varied stakeholder interests in policy development and analysis
17. Propose interprofessional team approaches to improving public health

Education & Workforce Development

18. Assess an audience's knowledge and learning needs
19. Deliver training or educational experiences that promote learning in academic, organizational or community settings
20. Use best practice modalities in pedagogical practices

Course Objectives

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

- Explain the breadth of health services research theoretical and conceptual knowledge.
 - Explain the relationship among theory, research, and practice.
 - Pose innovative and important research questions.
 - Prepare an appropriate, timely, and relevant research proposal.
 - Organize and prepare the literature review section of a research proposal.
 - Write appropriate problem statement and research questions for various types of quantitative, qualitative and mixed methods research.
 - Select appropriate interventional or observational study designs to address specific health services research questions.
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- Analyze the effectiveness of various research designs to answer a specific research question.
 - Know how to assemble secondary data from existing public and private sources.
 - Explain similarities and differences between quantitative, qualitative, and mixed research approaches.
 - Evaluate efforts to secure study participants using sampling methods.
 - Evaluate instruments and designs to develop appropriate statistical analysis plans.
 - Use appropriate statistical or analytical methods to clarify associations between variables and to delineate causal inferences.
 - Analyze the ethical issues associated with the selection of a research topic, research participants, and research designs.
 - Effectively communicate the findings and implications of public health services research through multiple modalities to technical and lay audiences.
 - Understand the importance of collaborating with policy makers, organizations, and communities to plan, conduct, and translate health services research into policy and practice.
 - Analyze the implications of research findings for public health leadership and practice.

Course Schedule with Activity Due Dates

A detailed course schedule is located in the [Course Schedule link in the Course Orientation - Start Here](#) area of this course.

Work Submission Requirements: Late Work

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

Grade Calculations

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

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

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

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

Failing grade ($\leq 69\%$; ≤ 699 points)

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

Activity	Points
Weekly Quizzes	250
Discussions	250
Research Proposal Presentation	300
Final Exam	200
TOTAL	1000

Grade APPEALS

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

Grading Criteria

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

Quizzes

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

Research Proposal/Discussions

Throughout the course, you will be developing a research proposal. You will share parts of your proposal with peers and me in online discussions, so you can receive critical feedback, and make your proposals even better or help your peers to improve their proposals. I encourage you to work on a proposal for your dissertation. More details will be provided in each Discussion. At the end of the course, you will share your full research proposal with your peers and me in a ppt format. You are welcome to record an audio to go along with your presentation.

Final Exam

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

Students With Disabilities

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

The Georgia Southern [ADA Request for Accommodation Procedures and Guidelines](#)

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

Technical Support

General Technical support information is located in the [Course Structure](#) in the *Course Orientation - Start Here* area of this course.

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 Catalogue*)

Inclusive Excellence at Georgia Southern University

At Georgia Southern University, we are committed to supporting our students and fostering an environment that is free of bias, discrimination, and harassment in the classroom and in the broader University community. As such, we have an expectation that our learning community is inclusive and respectful. Our diversity may be reflected by differences in race, culture, age, religion, sexual orientation, gender identity, ability, political beliefs, socioeconomic background, and myriad other social identities and life experiences. The goal of inclusiveness, in a diverse community, encourages and appreciates expressions of different ideas, opinions, and beliefs, so that conversations and interactions that could potentially be divisive turn instead into opportunities for intellectual and personal enrichment.

We are a faculty that strives to model reflection, advocacy, and care for the community in order to work toward an equitable, democratic, and sustainable society. We value your participation in this process. If you believe that our courses, programs, or department fall short of this commitment, we encourage you to engage in dialogue with us.

Academic Honesty

What is your academic honesty policy?

<https://catalog.georgiasouthern.edu/academics/policies/academic-dishonesty/>

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 Codebook*, as well as the latest *Undergraduate & Graduate Catalog* to familiarize yourself with the University's policies in this regard. Your continued enrollment in this course is an implied contract between you and the instructor on this issue; from this point forward, it is assumed that you will conduct yourself appropriately.

Plagiarism:

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

- A. Directly quoting the words of others without using quotation marks or indented format to identify them.
- B. Using published or unpublished sources of information without identifying them.
- C. Paraphrasing material or ideas without identifying the source.
- D. Unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material.

If you are accused of plagiarism by a JPHCOPH, the following policy, as per the Judicial Affairs website: (<https://students.georgiasouthern.edu/conduct/resources/faculty/academic-dishonesty/>) 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: <https://students.georgiasouthern.edu/conduct/resources/faculty/academic-dishonesty/>

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."

Disability-related Accommodations

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

478-1566. SARC for Savannah and Liberty campuses is located on the second floor of Memorial College Center and the phone number is (912) 344-2572.

University Calendar for the Semester

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

One Final Note

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

This syllabus, my lecture notes, and all materials distributed and presented during this course are protected by copyright law. You are authorized to take notes in this class but that authorization extends to only making one set of notes for your personal use and no other use. You are not authorized to sell, license, commercially publish, distribute, transmit, display, or record notes from this class unless you have my written consent to do so.

STUDENT CONDUCT CODE

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

ACADEMIC DISHONESTY

The University goal is to foster an intellectual atmosphere that produces educated, literate people. Because cheating and plagiarism are at odds with that goal, they shall not be tolerated in any form. Students are expected to adhere to the rules and regulations as set forth in the Student Conduct Code. Therefore, all work submitted by a student must represent that student's own ideas and effort; when the work does not, the student has engaged in academic dishonesty. Plagiarism occurs when a person passes in another person's work as his or her own, borrows directly from another person's work without proper documentation, and resubmits his or her own

work that has been previously submitted without explicit approval from the instructor. For example, academic dishonesty occurs whenever a student participates in any of the following: Cheating submitting material that is not yours as part of your course performance; using information or devices that are not allowed by the faculty; obtaining and/or using unauthorized materials; fabricating information, research, and/or results; violating procedures prescribed to protect the integrity of an assignment, test, or other evaluation; collaborating with others on assignments without the faculty's consent; cooperating with and/or helping another student to cheat; demonstrating any other forms of dishonest behavior. Plagiarism directly quoting the words of others without using quotation marks or indented format to identify them; using sources of information (published or unpublished) without identifying them; paraphrasing materials or ideas without identifying the source; self-plagiarism - resubmitting work previously submitted without explicit approval from the instructor; unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material. NOTICE: The list above is intended only to provide general guidelines for recognizing and avoiding common types of academic dishonesty. It is in no way an exhaustive or comprehensive list of all the types of academic dishonesty. For more information about academic honesty, see the Student Conduct Code at <http://students.georgiasouthern.edu/conduct>. I acknowledge that I have read and understand the Academic Dishonesty Policy.

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

Student Name (print)

Student Signature

Date