

**Department of Health Promotion and Behavior
College of Public Health
The University of Georgia**

**HPRB 7510
Health Promotion Research Methods (3cr)
Fall 2020**

Course Information

Instructor: Jennifer L. Gay, PhD
Office Location: 251E Wright Hall, Health Sciences Campus
Phone: 706-542-6698
Email: jlgay@uga.edu
Office Hours: All office hours will be by appointment due to social distancing recommendations. Appointments for online video conference or telephone call may be made using the link on the eLC course homepage. Students also may ask questions in class or via email.

Course Meeting Time and Location

Class is scheduled in 217 Russell Hall on the Health Sciences Campus on Wednesdays from 9:10am to 12:10pm barring changes the schedule that will be announced on the course eLC homepage.

Students also may connect to class meetings using Zoom. Please check out this [How to Zoom document](#) if you are new to Zoom or want to check out some tips and tricks.

Course Description

This course prepares students to construct and answer research questions. Students will review literature, develop and implement a questionnaire, create a codebook, and conduct data entry and analysis to answer a specific research question. Reporting results and presentation skills will be practiced.

Topical Outline

- Developing research questions and surveys
- Reliability and validity of measures
- Recruitment, enrollment, retention and working with human participants
- Matching your research question to statistical tests
- Data management and analysis
- Presentation of research in various forms

Textbooks and Other Required Course Material

Jacobsen, KH. (2017). Introduction to Health Research Methods: A Practical Guide. Burlington, MA: Jones & Bartlett Learning. Available through the UGA Bookstore. Note that a new edition is available, but the chapters listed in the course schedule are based on the 2017 edition.

Additional readings, videos, and other required course materials will be provided via eLC.

We will use SAS statistical package to manage and analyze data. SAS University Edition is free and available online for Mac or PC. Instructions on downloading and getting started will be provided.

Course Learning Objectives

The purpose of this course is to practice research skills needed to answer health promotion research questions. The table below provides the learning objectives (rows) and how they align with the competencies (columns) for the MPH in Health Promotion and Behavior.

Use theory of behavior and social change to inform the development, implementation, and evaluation of health interventions for targeted populations	Construct research hypotheses and design a study to test these hypotheses in accordance with ethical considerations	Determine the appropriate statistical analyses to examine different types of health promotion research questions and to conduct program evaluations
Construct a health promotion research question.		
	Apply the Scientific Method to answer a research question.	
Discriminate amongst the types of validity and reliability for measures and study designs.		
Discuss the strengths and weaknesses of study designs commonly used in health promotion research and practice.		
	Identify the components of informed consent and the historical events that led to protection of human subjects.	
	Describe the process of data collection, including recruitment, enrollment, and survey administration.	
		Analyze and interpret survey data with commonly used statistical procedures to answer health promotion research questions.

How This Course Works

This course applies a novel approach called specifications grading. This type of learning assessment recognizes both quantity of work and quality. Instead of assignments being marked with points or a letter grade, they are marked as Satisfactory or Needs More Work based on whether the learning goals for each assignment are met and the responses meet the criteria in the Writing Rubric (available in eLC). *With this grading scheme, the final letter grade is an indication of the effort put forth and the degree to which students meet the learning goals of the course.*

Assignments

Assignments are separated into Core Learning Activities, Add-on Project Learning Activities, and Participation Activities.

The Core Learning Activities, or CLAs, are pragmatic assignments where students apply what they've learned to a health promotion research project or case studies.

Participation Activities are opportunities for critical thinking and further practice of research methods concepts. These activities involve thoughtful responses to readings or videos in a specific course topic, or the completion of worksheets that allow for extra practice of specific research skill. The Participation Activities are a way to increase student tailoring of the course because students are not required to complete all of the Participation Activities, but rather can choose the topics in which they have the most interest.

Finally, Add-on Learning Activities are opportunities to further increase competency in research methods skills. These additional activities are not required. However, as shown below, they can be used to improve the final letter grade in the course.

Grades

All submitted assignments in the course will be assessed as Satisfactory or Needs More Work, based on the criteria described for each activity. A grade of Satisfactory means that a student has achieved the learning goal(s) at a graduate level. Keep in mind that passing at the graduate level is “B” level work. If an assignment does not meet the learning goals it will earn a Needs More Work and will receive feedback on how to improve the submission; there are no gradations in the assessment.

Students have autonomy in how much they learn and the amount of effort they want to apply in the learning process. Students will not be judged for deciding to pursue a grade lower than an A. Dr. Gay understands that students have other commitments and interests vying for their time. Working toward a B, for example, may allow you to pursue other learning or leisure endeavors with that time.

As with other specifications grading systems, the final grade will be the only letter grade given. The final letter grade will be based on the number of assignments for which a student earns Satisfactory marks, where higher letter grades represent a deeper level of engagement with the content. Letter grades will be determined using the following thresholds:

	A-	B-	C-	D
Core Learning Activities	Submit all 12 Core Learning Activities Earn satisfactory marks on 11 Core Learning Activities	Submit all 12 Core Learning Activities Earn satisfactory marks on 9 Core Learning Activities	Submit all 12 Core Learning Activities Earn satisfactory marks on 7 Core Learning Activities	Earn satisfactory marks on 5 Core Learning Activities
Participation (of a possible 22)	Earn satisfactory marks on 11 Activities	Earn satisfactory marks on 9 Activities	Earn satisfactory marks on 7 Activities	Earn satisfactory marks on 5 Activities

To move from A- to A, B- to B, or C- to C	To move to B+ or C+
Earn satisfactory on 2 Add-on Learning Activities OR Earn satisfactory on 1 additional Core Learning Activity	Earn satisfactory on 2 Add-on Learning Activities <u>and</u> 1 Core Learning Activity OR Earn satisfactory on 2 additional Core Learning Activities

If D requirements are not met, an F will be assigned.

In order to earn credit for a required activity, a student must submit a response by the due date. One revision per activity may be turned in any time prior to the final deadline. Students may submit each Activity only once for revision.

Late Assignment Grading Policy

First submissions of Core Learning Activities turned in after their initial deadline (see Course Schedule) will not receive credit unless arrangements have been made with the instructor (e.g., in the event of serious illness or unavoidable and unexpected trips out of town). Add-on Learning Activities and Participation Activities do not have specific deadlines. However, any activities submitted after the final deadline (December 11 at 8:00am EST) will not receive credit.

Attendance Policy

Students are expected to attend class and actively participate either in-person or online. If you experience extenuating circumstances that preclude you from attending, it is to your advantage to contact me as soon as possible to make arrangements for assignments.

Class Confidentiality

Discussions and class materials should be kept private, which means that there should be no sharing of any part of the class materials (including lectures, quizzes, discussion forums, etc) with anyone outside of class.

Technology in the Classroom

The use of technology in the physical classroom will not be allowed unless otherwise indicated. This includes, but is not limited to, cell phones, pagers, headphones, iPods or other mp3 players, iPads, tablets, and laptop computers. Please turn off all electronic devices prior to the start of class. Similarly, for students joining class remotely, please refrain from using electronic devices that are not needed to connect to the class session. Students will be asked to leave class for technology use during class. If a situation arises where you need to be contacted during class time, please let me know ahead of time and set your phone to vibrate. Examples include contact from a family member or physician during an unexpected illness or event.

Email Communication Policy

I typically respond to emails within one-to-two business days, during normal business hours. Students are encouraged to follow professional email etiquette when writing to the professor. Please review <https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-af-cf64ae0e4087> for more details. Emails not meeting basic minimum standards may experience delays in responses.

University Honor Code and Academic Honesty Policy

All academic work must meet the standards contained in "A Culture of Honesty." All students are responsible to inform themselves about those standards before performing any academic work (<http://honesty.uga.edu>). Violations of these policies will not be tolerated and may result in the student receiving a failing grade in this course.

A note about plagiarism: To plagiarize is defined by Merriam-Webster's online dictionary (<http://www.merriam-webster.com/dictionary/plagiarizing?show=0&t=1323189840>) as, "to steal and pass off (the ideas or words of another) as one's own: use (another's production) without crediting the source". This means that you must do more than cite your sources. You must not copy or reword others' work. If you are unsure how to paraphrase or summarize content, please meet with Dr. Gay. The Purdue Online Writing Lab website (<http://owl.english.purdue.edu/owl/resource/560/01/>) is an excellent resource.

Students with Disabilities

Students with disabilities who require reasonable accommodations in order to participate in course activities or meet course requirements should contact the instructor at the beginning of the semester or designate during regular office hours or by appointment. It is the policy of the University of Georgia to make reasonable accommodations for qualified individuals with disabilities. If you are a student with a disability and need accommodations to complete the course requirements, you must have a statement from the Disability Resource Center before accommodations can be made. Further information can be found online at <http://drc.uga.edu>.

Diversity and Inclusion

Diversity encompasses acceptance and respect. The term "diversity" encompasses differences of culture, background and experience among individuals and groups. Such differences include, but are not limited to, differences of race, ethnicity, national origin, color, gender, sexual orientation, gender identity, age, and abilities, as well as political and religious affiliation and socioeconomic status.

Our diversity is our greatest strength. The faculty of the Institute of Gerontology (IoG), including myself as an affiliate, will honor that strength in this class by discussing diversity openly, honoring our differences, and learning from each other. In this class, I will do my best to present materials and activities that are respectful, considerate, and inclusive of all forms of diversity. I will encourage you to engage in focused discussion on the experiences of people from marginalized and traditionally underrepresented groups as they relate to the particular concepts and foci of this course. I, along with all of the faculty of the IoG, stand with you, our diverse student body, against all forms of social and racial injustice, and I pledge to use my expertise to do my part in helping to create a more just and equitable world. My colleagues and I firmly believe that this process *begins* with education, but emphasize that it cannot end there. I pledge to hear you, and ask you to hear me and each other openly and respectfully. If you believe that there is a topic that can enrich our understanding of diverse experiences in this course that is not already on the syllabus, please reach out.

The College of Public Health at the University of Georgia embraces a commitment to diversity by modeling for the state and nation, a community of individuals and programs which seek to reduce prejudice, disparities, and discrimination and build a supportive environment for all. More about diversity can be found: <https://www.publichealth.uga.edu/whats-new/resources-diversity-inclusion>.

Coronavirus Information

Face Coverings: Effective July 15, 2020, the University of Georgia—along with all University System of Georgia (USG) institutions—requires all faculty, staff, students and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use is in addition to and is not a substitute for social distancing. Anyone not using a face covering when required will be asked to wear one or must leave the area. Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons. Students seeking an accommodation related to face coverings should contact Disability Services at <https://drc.uga.edu/>.

DawgCheck: Please perform a quick symptom check each weekday on DawgCheck—on the UGA app or website—whether you feel sick or not. It will help health providers monitor the health situation on campus: <https://dawgcheck.uga.edu/>

What do I do if I have symptoms? Students showing symptoms should self-isolate and schedule an appointment with the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5 p.m.). Please DO NOT walk-in. For emergencies and after-hours care, see <https://www.uhs.uga.edu/info/emergencies>. Students should not attend classes in-person until the isolation period is completed. As of August 10, 2020, CDC states that self-isolation can end 1) 10 days

since symptoms first appeared, and 2) you have been fever free for at least 24 hours without the use of fever-reducing medications, and 3) any symptoms have improved.

What do I do if I am notified that I have been exposed? Students who learn they have been directly exposed to COVID-19 but are not showing symptoms should self-quarantine for 14 days consistent with Department of Public Health (DPH) and Centers for Disease Control and Prevention (CDC) guidelines. Please correspond with your instructor via email, with a cc: to Student Care & Outreach at sco@uga.edu, to coordinate continuing your coursework while self-quarantined. If you develop symptoms, you should contact the University Health Center to make an appointment to be tested. You should continue to monitor your symptoms daily on DawgCheck.

How do I get a test? Students who are demonstrating symptoms of COVID-19 should call the University Health Center. UHC is offering testing by appointment for students; appointments may be booked by calling 706-542-1162.

UGA will also be recruiting asymptomatic students to participate in surveillance tests. Students living in residence halls, Greek housing and off-campus apartment complexes are encouraged to participate.

What do I do if I test positive? Any student with a positive COVID-19 test is **required** to report the test in DawgCheck and should self-isolate immediately. Students should not attend classes in-person until the isolation period is completed. As of August 10, 2020, CDC states that self-isolation can end 1) 10 days since symptoms first appeared, and 2) you have been fever free for at least 24 hours without the use of fever-reducing medications, and 3) any symptoms have improved. Once you report the positive test through DawgCheck, UGA Student Care and Outreach will follow up with you.

Mental Health and Wellness Resources

If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.

- UGA has several resources for a student seeking mental health services (<https://www.uhs.uga.edu/bewelluga/bewelluga>) or crisis support (<https://www.uhs.uga.edu/info/emergencies>).
- If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://www.uhs.uga.edu/bewelluga/bewelluga>) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.
- Additional resources can be accessed through the UGA App.

General Disclaimers

The syllabus and course schedule are general plans for the course; deviations announced to the class by the instructor may be necessary.