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| |  |  | | --- | --- | | **Instructor Information** | | |  | | | PHPM 655: Survey Design for Public Health Research and Practice |  | | | Term (Fall 2019) |  | | | SPH Classroom Building 108 |  | | |  |  | | | Instructor: Timothy Callaghan, PhD  Assistant Professor  Department of Health Policy and Management  SPH Administration Building, Rm. 122 |  | | |  |  | | | Telephone number: 979-436-0960 |  | | | Email address: [callaghan@sph.tamhsc.edu](mailto:callaghan@sph.tamhsc.edu) |  | | | Office hours: Thursday: 9-11am |  | | | Office location: SPH Admin. 122 |  | | |  |  | | | | | | |
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| **Course Description** | | | | |
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| Study of how to measure phenomena in public health; discussion of how to design surveys in public health; the identification of limitations of survey research; evaluation of how survey design can be applied to answer public health questions | | | | |
| **Prerequisites** | | | | |
| None | | | | |
| **Course Competencies and Objectives** | | | | |
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| |  |  | | --- | --- | | *Competencies* | *Course Objectives* | | HPMC.1. Use policy and management tools to evaluate implications of specific programs, policies, and interventions on organizations and populations. | Understand strategies for the measurement of health related social factors | | HPMC.1. Use policy and management tools to evaluate implications of specific programs, policies, and interventions on organizations and populations. | Know how surveys are used to inform public health research and practice | | HPMC.1. Use policy and management tools to evaluate implications of specific programs, policies, and interventions on organizations and populations. | Understand how platform, sampling strategy, and weighting influence survey responses | | HPMC.3. Communicate evidence-based options to address public health management and policy problems. | Describe the limitations of survey question types for research and practice | | HPMC.3. Communicate evidence-based options to address public health management and policy problems. | Develop a survey capable of providing information about public attitudes on a public health issue. | | | | | |
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| **Textbook and/or Resource Material** | | | | |
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| Schuman, H. and Presser, S., 1996. *Questions and answers in attitude surveys: Experiments on question form, wording, and context*. Sage.  Streiner, D.L., Norman, G.R. and Cairney, J., 2015. *Health measurement scales: a practical guide to their development and use*. 5th edition. Oxford University Press, USA. | | | | |
| **Course Topics, Calendar of Activities, Major Assignment Dates** | | | | |
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| **Week** | **Topic** | | **Required Reading** |
| Week 1 | Monday: Syllabus and Introduction  Wednesday: The History and Future of Survey Design and Public Opinion | | * Delli Carpini, M.X., (2011). “Constructing Public Opinion: A Brief History of Survey Research” The Oxford Handbook of American Public Opinion and the Media, 1-20. * Toff, B., 2018. Rethinking the Debate Over Recent Polling Failures. *Political Communication*, *35*(2), pp.327-332. * Groves, Fowler, Couper, Lepkowski, Singer, & Tourangeau. 2009. Survey Methodology. NY: Wiley & Sons. Chapter 2 |
| Week 2 | Introduction to Measurement | | * Streiner and Norman Chapters 1-3 |
| Week 3 | Guttman and Thurstone Scaling | | * Guttman, L., 1944. A basis for scaling qualitative data. *American sociological review*, *9*(2), pp.139-150. Mayhew, David. 1974. Congress: The Electoral Connection. Pgs. 1-77. * Krabbe, P.F., 2008. Thurstone scaling as a measurement method to quantify subjective health outcomes. *Medical care*, *46*(4), pp.357-365. * Andrews, J.A. and Peterson, M., 2006. The development of social images of substance users in children: A Guttman unidimensional scaling approach. *Journal of Substance Use*, *11*(5), pp.305-321. |
| Week 4 | Likert, Multidimensional Scales, and Factor Analysis | | * Streiner and Norman Chapters 4-5; skip pages 87-95 * Jamieson, S., 2004. Likert scales: how to (ab) use them. *Medical education*, *38*(12), pp.1217-1218. * Carifio, J. and Perla, R., 2008. Resolving the 50‐year debate around using and misusing Likert scales. *Medical education*, *42*(12), pp.1150-1152. * Pett, M.A., Lackey, N.R. and Sullivan, J.J., 2003. *Making sense of factor analysis: The use of factor analysis for instrument development in health care research*. Sage. Chapters 1-3 |
| Week 5 | Attitude Formation and Survey Response | | * Tourangeau, R., L. J. Rips, & K. Rasinski. 2000. The Psychology of Survey Response. Cambridge: Cambridge University Press, chapter 1 * Bishop, G.F., (2011). “Question Form, Wording, and Context Effects” *The Oxford Handbook of American Public Opinion and the Media* , 1-20. * Zaller, J. & S. Feldman. 1992. “A Simple Theory of the Survey Response: Answering Questions versus Revealing Preferences.” American Journal of Political Science, 36: 579-615. * Groves, Fowler, Couper, Lepkowski, Singer, & Tourangeau. 2009. Survey Methodology. chapter 7 |
| Week 6 | General Design Issues AND Open vs. Closed Questions | | * Schuman and Presser Chapters 1 and 3 * Streiner and Norman Chapter 13 * Schuman, H., Ludwig, J. and Krosnick, J.A., 1986. The perceived threat of nuclear war, salience, and open questions. *Public Opinion Quarterly*, *50*(4), pp.519-536. * Converse, J.M., 1984. Strong arguments and weak evidence: The open/closed questioning controversy of the 1940s. *Public Opinion Quarterly*, *48*(1B), pp.267-282. |
| Week 7 | The Importance of Question Wording and Order | | * Schuman and Presser Chapters 2 and 11 * Krosnick, J.A. and Alwin, D.F., 1987. An evaluation of a cognitive theory of response-order effects in survey measurement. *Public Opinion Quarterly*, *51*(2), pp.201-219. * Schuldt, J.P., Konrath, S.H. and Schwarz, N., 2011. “Global warming” or “climate change”? Whether the planet is warming depends on question wording. *Public Opinion Quarterly*, *75*(1), pp.115-124. (This Or Smith) * Smith, B.A., Murib, Z., Motta, M., Callaghan, T.H. and Theys, M., 2018. “Gay” or “Homosexual”? The Implications of Social Category Labels for the Structure of Mass Attitudes. *American Politics Research*, *46*(2), pp.336-372. (This or Schuldt) * Miller, J.M. and Krosnick, J.A., 1998. The impact of candidate name order on election outcomes. *Public Opinion Quarterly*, pp.291-330. |
| Week 8 | Acquiescence, Satisficing, and Social Desirability | | * Schuman and Presser Chapter 8 * Streiner and Norman Chapter 6 * Saris, W., Revilla, M., Krosnick, J.A. and Shaeffer, E.M., 2010, May. Comparing questions with agree/disagree response options to questions with item-specific response options. In *Survey Research Methods* (Vol. 4, No. 1, pp. 61-79). * Hatchett, S. and Schuman, H., 1975. White respondents and race-of-interviewer effects. *The Public Opinion Quarterly*, *39*(4), pp.523-528. * Lax, J.R., Phillips, J.H. and Stollwerk, A.F., 2016. Are survey respondents lying about their support for same-sex marriage? Lessons from a list experiment. *Public opinion quarterly*, *80*(2), pp.510-533. |
| Week 9 | Don’t Knows, Middle Alternatives, and Branching | | * Schuman and Presser Chapters 4 and 6 * Bishop, G.F., 1987. Experiments with the middle response alternative in survey questions. *Public Opinion Quarterly*, *51*(2), pp.220-232. * Gilbert, E.E., 2015. A comparison of branched versus unbranched rating scales for the measurement of attitudes in surveys. *Public Opinion Quarterly*, *79*(2), pp.443-470. * Krosnick, J.A. and Berent, M.K., 1993. Comparisons of party identification and policy preferences: The impact of survey question format. *American Journal of Political Science*, pp.941-964. |
| Week 10 | Survey Critique Assignment Due  Fundamentals of Survey Sampling Design | | * Lohr, S., 2009. *Sampling: design and analysis*. Nelson Education. Chapters 2, 3, and 5 * Groves, Fowler, Couper, Lepkowski, Singer, & Tourangeau. 2009. Survey Methodology. NY: Wiley & Sons. (pages 103-137) |
| Week 11 | Respondent Recruitment and Sample Data Quality | | * Cummings, K.M., 1979. Random digit dialing: a sampling technique for telephone surveys. *Public Opinion Quarterly*, *43*(2), pp.233-244. * Lynn, Peter and Olena Kaminska. 2013. “The Impact of Mobile Phones on Survey Measurement Error.” Public Opinion Quarterly 77: 586-605. * Keeter, S., Kennedy, C., Dimock, M., Best, J. and Craighill, P., 2006. Gauging the impact of growing nonresponse on estimates from a national RDD telephone survey. *International Journal of Public Opinion Quarterly*, *70*(5), pp.759-779. * Yeager, D.S., Krosnick, J.A., Chang, L., Javitz, H.S., Levendusky, M.S., Simpser, A. and Wang, R., 2011. Comparing the accuracy of RDD telephone surveys and internet surveys conducted with probability and non-probability samples. *Public opinion quarterly*, *75*(4), pp.709-747. * Iannacchione, V.G., 2011. The changing role of address-based sampling in survey research. *Public Opinion Quarterly*, *75*(3), pp.556-575. |
| Week 12 | The Benefits and Limitations of Convenience Samples | | * Motta, M.P., Callaghan, T.H. and Smith, B., 2016. Looking for Answers: Identifying Search Behavior and Improving Knowledge-Based Data Quality in Online Surveys. *International Journal of Public Opinion Research*, *29*(4), pp.575-603. * Huff, C. and Tingley, D., 2015. “Who are these people?” Evaluating the demographic characteristics and political preferences of MTurk survey respondents. *Research & Politics*, *2*(3), p.2053168015604648. * Clifford, S. and Jerit, J., 2014. Is there a cost to convenience? An experimental comparison of data quality in laboratory and online studies. *Journal of Experimental Political Science*, *1*(2), pp.120-131. * Greenberg, J., 1987. The college sophomore as guinea pig: Setting the record straight. *Academy of Management Review*, *12*(1), pp.157-159. |
| Week 13 | Sampling Rare Populations | | * Bloch, A., 2004. Survey research with refugees: a methodological perspective. *Policy Studies*, *25*(2), pp.139-151. * Brickman Bhutta, C., 2012. Not by the book: Facebook as a sampling frame. *Sociological Methods & Research*, *41*(1), pp.57-88. * Miller, K.W., Wilder, L.B., Stillman, F.A. and Becker, D.M., 1997. The feasibility of a street-intercept survey method in an African-American community. *American Journal of Public Health*, *87*(4), pp.655-658. * Dutwin, D. and Lopez, M.H., 2014. Considerations of survey error in surveys of hispanics. *Public Opinion Quarterly*, *78*(2), pp.392-415. |
| Week 14 | Monday: Survey Weighting  Wednesday: Peer Review of Final Survey Assignments | | * Motta, Matthew. 2017. “Special Topics in Data Analysis Using the 2016 CSPP National Panel Election Study. * Miratrix, L.W., Sekhon, J.S., Theodoridis, A.G. and Campos, L.F., 2018. Worth Weighting? How to Think About and Use Weights in Survey Experiments. *Political Analysis*, pp.1-17. |
| Week 15 | Final Surveys Due  Emerging Issues in Survey Research: Robots, IRT, and More! | | * MTurk Robots – first paper published * Streiner and Norman Chapter 12 * TBD |
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| **Grading Policies** | | | | |
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| *Grading Scale (This is a Percentage Scale)*  90-100 A  80-89 B  70-79 C  60-69 D        ≤-59 F | | | | |
| |  |  | | --- | --- | | **Assignment** | **Percent of Grade** | | Class Participation | 10% | | Article Presentation | 10% | | Survey Critique | 30% | | Public Health Survey | 50% | | | | | |
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| **Attendance and Make-up Policies** | | | | |
| The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at <http://student-rules.tamu.edu/rule07>.  Attendance will not be formally kept and students will not be graded for their attendance in this class. That said, weekly reaction papers are due even if a student is absent from class and must be posted to eCampus by the due date. If a student needs to miss any other assignment due to an excused absence, they must notify the instructor prior to the absence or as soon as possible after the absence and the instructor will work with the student to identify a make-up due date. | | | | |
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| **Other Pertinent Course Information** | | | | |
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| Every effort will be made to ensure that power point lecture files, notes, articles and assignments are available online in a timely manner. Written assignments will be delivered thru the Blackboard course website. Handouts, changes in assignments or the schedule of class modules will be announced on the Bb course webpage. E-mail contact will be initiated with all students the first week of class. If you do not have access to your assigned TAMHSC e-mail account, it is your responsibility to make the instructor aware of that fact so that other arrangements may be made. You are expected to use Blackboard e-mail address for all official correspondence. | | | | |
| **eCampus (Blackboard)** | | | | |

Within the course’s eCampus site you will access the learning materials, tutorials, and syllabus; discuss issues; submit assignments; take quizzes; email other students and the instructor; participate in online activities; and display your projects.

In order to access the course material you will need to go to login into [Howdy](https://howdy.tamu.edu) and then click the eCampus button on the top right or look for Quick Links on the bottom of the School’s homepage or go to <http://ecampus.tamu.edu> Please do not contact your instructor with technical problems. If you are having a technical problem with the course, review the [Blackboard Learn Tutorials](https://sph.tamhsc.edu/assessment-instructional/blackboard/blackboard-learn-tutorials.html) (at the top-right of School’s Office of Academic Assessment and Instructional Technology website). For login issues (password not working), please contact TAMU Help Desk at [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu) via E-mail, or phone to (979) 845-8300. ***Your eCampus login is the same as your Howdy login (NetID).***

**Computer Requirements for Online Courses**

For this and all online courses we recommend the minimum technical requirements outlined on our "SPH Computer Requirements for Online Courses” web page, located at <http://www.sph.tamhsc.edu/assessment-instructional/com-requirement.html>

All computing problems or other technical issues ***not related to eCampus***, please contact:

* TAMHSC related account: [helpdesk@tamhsc.edu](mailto:helpdesk@tamhsc.edu) via E-mail, or phone to (979) 862-8029
* TAMU related account: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu) via E-mail, or phone to (979) 845-8300

**Important!!!** Save your work as you go along. Nothing is more discouraging than to lose an assignment due to a computer hang ups! You may want to also make hard copies of your work to have "proof" and save yourself time and trouble!

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| **Plagiarism Virtual Course** |
| Plagiarism is the leading form of academic dishonesty that the School of Public Health has to address. As a SPH student, you are responsible for knowing what plagiarism is and how to avoid it. All SPH students are automatically enrolled in Plagiarism Virtual Course on eCampus. This virtual course provides you with information and examples related to plagiarism in an effort to reduce the number of reported incidents. Please find a tutorial and resources under "Content." In addition, please find Turnitin, a software package that allows you to check whether you may have plagiarized your document. Please see Phuong Huynh: [phuong@sph.tamhsc.edu](mailto:phuong@srph.tamhsc.edu) for additional information. |
| **Course Evaluation** |
| Constructive feedback from students on course evaluations is taken very seriously at the School of Public Health.  I am asking for your assistance in helping the School in its assessment of courses and faculty through your participation in the evaluation of your courses.  As public health professionals you will one day have the responsibility to evaluate colleagues and health initiatives. The School views providing feedback on the School’s courses as part of your professional responsibility. |
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| **SPH Mission** |
| The Texas A&M School of Public Health is committed to transforming health through interdisciplinary inquiry, innovative solutions, and development of leaders through the Aggie tradition of service to engage diverse communities worldwide. |
| **Americans with Disabilities Act (ADA)** |
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| The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit [http://disability.tamu.edu](http://disability.tamu.edu/). |
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| **Academic Integrity** |
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| Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Students are expected to adhere to all TAMUS, TAMU, HSC, and School policies regarding academic integrity and classroom conduct. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used, or tampering with the academic work of another student. Individuals found guilty of academic dishonesty may be dismissed from the degree program, and at a minimum will receive an F for the course. It is the student’s responsibility to have a clear understanding of how to reference other individuals’ work, as well as having a clear understanding in general as to the various aspects of academic dishonesty. A tutorial on this issue is available at: [http://SPH.tamhsc.edu/academic-affairs/academic-integrity.html](http://srph.tamhsc.edu/academic-affairs/academic-integrity.html). A plagiarism tutorial can be found in Blackboard. Information on the Aggie Honor Code can be found at <http://aggiehonor.tamu.edu> .  Remember:  *“An Aggie does not lie, cheat, or steal, or tolerate those who do.”*  **Copyright Statement**  The materials used in this course are copyrighted. These materials include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted by the instructor. |

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| **FERPA** |

The Federal Education Rights & Privacy Act requires that we advise students that by registering for this course, their HSC assigned e-mail address will be revealed to classmates and the instructor. By continuing your enrollment in the course you acknowledge your understanding of this policy.   
By enrolling in this course you agree to the following statement: “I understand that as a result of registering for this course, my HSC/Blackboard assigned e-mail address will be revealed to classmates and the instructor.”

**Equal Opportunity Statement**

The Texas A&M Health Science Center is an Equal Opportunity/ Affirmative Action employer. Inquiries regarding nondiscrimination policies may be directed to the Human Resources Officer by phone at (979) 436-9208, email hr@tamhsc.edu, or by mail at 200 Technology Way, College Station, TX 77845.

#### DISCLAIMER

This syllabus is representative of materials that will be covered in this class; the schedule and topics list are subject to change.  These changes will be discussed in class and subsequently communicated via email or posted as announcements.  If you have any problems related to this course, please feel free to discuss them with the instructor.

#### Title IX

Title IX of the Education Amendments of 1972 protects people from sex discrimination in educational programs and activities at institutions that receive federal financial assistance. Texas A&M University and the Texas A&M Health Science Center are committed to maintaining a learning environment that is free from discriminatory conduct based on gender. As required by Title IX, the University does not discriminate on the basis of sex in its education programs and activities, and it encourages any student or non-student who thinks that he or she has been subjected to sex discrimination, sexual harassment (including sexual violence) or sexual misconduct by another student, member of the faculty or staff, or campus visitor or contractor, to immediately report the incident to any of the individuals persons or offices listed below.

WHERE TO REPORT:

Dr. Blanca Lupiani

Executive Assoc. Dean of Faculties

108 YMCA Building

College Station, TX

77843-1126

Mail Stop 1126

dof@tamu.edu

979-845-4274

The University encourages students to immediately consult with or report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to the TAMHSC Title IX Coordinator. Students may also report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to any School of Public Health administrator, university administrator, official or unit supervisor, who is then responsible for promptly notifying any of the above Title IX coordinators of the reported incident.

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| **APPENDIX A: SCHOOL OF PUBLIC HEALTH COMPETENCIES** |

* 1. ***Council on Education for Public Health (CEPH)***

**D1. MPH & DrPH Foundational Public Health Knowledge**

**Profession & Science of Public Health**

D1.1. Explain public health history, philosophy and values

D1.2. Identify the core functions of public health and the 10 Essential Services

D1.3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population’s health

D1.4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program

D1.5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.

D1.6. Explain the critical importance of evidence in advancing public health knowledge

**Factors Related to Human Health**

D1.7. Explain effects of environmental factors on a population’s health

D1.8. Explain biological and genetic factors that affect a population’s health

D1.9. Explain behavioral and psychological factors that affect a population’s health

D1.10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities

D1.11. Explain how globalization affects global burdens of disease

D1.12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g., One Health)

**D2. MPH Foundational Competencies**

**Evidence-based Approaches to Public Health**

D2.1. Apply epidemiological methods to the breadth of settings and situations in public health practice

D2.2. Select quantitative and qualitative data collection methods appropriate for a given public health context

D2.3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate

D2.4. Interpret results of data analysis for public health research, policy or practice

**Public Health & Health Care Systems**

D2.5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings

D2.6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels

**Planning & Management to Promote Health**

D2.7. Assess population needs, assets and capacities that affect communities’ health

D2.8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs

D2.9. Design a population-based policy, program, project or intervention

D2.10. Explain basic principles and tools of budget and resource management

D2.11. Select methods to evaluate public health programs

**Policy in Public Health**

D2.12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence

D2.13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes

D2.14. Advocate for political, social or economic policies and programs that will improve health in diverse populations

D2.15. Evaluate policies for their impact on public health and health equity

**Leadership**

D2.16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making

D2.17. Apply negotiation and mediation skills to address organizational or community challenges

**Communication**

D2.18. Select communication strategies for different audiences and sectors

D2.19. Communicate audience-appropriate public health content, both in writing and through oral presentation

D2.20. Describe the importance of cultural competence in communicating public health content

**Interprofessional Practice**

D2.21. Perform effectively on interprofessional teams

**Systems Thinking**

D2.22. Apply systems thinking tools to a public health issue

**HPMC. MPH in Health Policy and Management Concentration Competencies**

HPMC.1. Use policy and management tools to evaluate implications of specific programs, policies, and interventions on organizations and populations.

HPMC.2. Develop and justify budgets that support programs and organizations in the public health and health care sectors.

HPMC.3. Communicate evidence-based options to address public health management and policy problems.

HPMC.4. Apply project management and strategic management tools to create public health program goals, strategies, and objectives.

HPMC.5. Recommend and justify policies or organizational initiatives for implementation after examining their feasibility and implications.