



School of Public Health

Course Title:	Intermediate Survey Research Methods
Course Number:	HEBS 0705J - 030
Course Location:	Online
Course Day/Time:	Thursdays, 6:30-8:30pm EST
Course Instructor(s):	Ollie Ganz, DrPH, MSPH, Instructor Og96@sph.rutgers.edu
Office Hours:	By Appointment, virtual \
Required Text:	Dillman, Don A.; Smyth, Jolene; Christian, Leah Melani (2014) Internet, Mail, and Mixed-mode Surveys: The Tailored Design Method, 4th Edition (available for free online via Rutgers library)

E-mail Communication: Please email the instructor directly – do not use Canvas for communicating. Please include the hashtag **#ISRM** in the subject line when you are communicating with the instructors.

Additional/Supplemental Readings/Resources: Other readings as assigned and AAPOR webinars (to be made available on Canvas for ONLINE30)

Course Description: This doctoral level course on survey research methods introduces students to a set of principles of survey design that are the basis of standard practices in the field. It is assumed that students have taken a research methods course in their respective discipline. It is expected that students will utilize knowledge from other courses and work experiences in this class. We will use the concept of total survey error as a framework to discuss sampling, modes of data collection, field operations (i.e., implementation), sources of bias, the impact of nonresponse, and the effect of question structure, wording and context on respondent response. Major methods and techniques in the use of surveys for research and evaluation purposes will be explored in this course. Theory is integrated into practice by conducting a survey research project on a selected topic of interest. The practical focus of this course is the development and application of a research instrument, as such there is a substantial "hands-on" component.

Selected Concentration Competencies Addressed: Each Concentration identifies competencies for each degree offered. Doctoral competencies addressed for various concentrations in this course include:

- A. Design reliable and valid measurement instruments (*please see Table 1 below to identify which assignments are linked to each competency*).
- B. Design and conduct research investigations to address a public health issue.
- C. Design, implement and assess ordinary data collection systems for public health research, including quality control for data entry
- D. Demonstrate ability to critically analyze and interpret the scientific literature; be able to explain the use and limitations of surveillance systems and national surveys in assessing, monitoring and evaluating policies and programs
- E. Communicate public health science to diverse stakeholders and present study findings to professional audiences;

Course Objectives: At the end of this course, students will be able to:

- A. Understand cognitive processes related to answering survey questions
- B. Develop, evaluate, and ask survey questions
- C. Design and format survey instruments
- D. Employ pre-survey evaluation techniques (e.g., pilot tests, cognitive interviewing)
- E. Understand the different survey modes (e.g., self-administered, interviews)
- F. Decrease survey nonresponse and reduce error
- G. Design an appropriate sampling approach

Course Requirements and Grading

Class Participation	10%	Grading Policy: 94 – 100 A
Article Review/Presentation	7.5%	90 – <94 A-
Survey Critique	7.5%	87 – <90 B+
Exam	35%	84 – <87 B
Cognitive Interviewing Rpt	10%	80 – <84 B-
Survey Project	40%	77 – <80 C+
Presentation	(10%)	70 – <77 C
Final Survey Instrument	(20%)	<70 F

Table 1: Selected Concentration Competencies Addressed

Competency	Objectives	Lessons	Assessments
A	A, B, C, D,	3, 4, 5, 8, 10, 11	Midterm, Survey Project, Survey Critique
B	A thru G	1 thru 13	Midterm, Survey Project
C	A thru G	1 thru 13	Midterm, Survey Project, Survey Critique
D	A thru G	1 thru 13	Article Critique
E	A thru G	15	Survey paper and presentation

CLASS PARTICIPATION: Engagement in class in the context of discussions, as well as viewing webinars through canvas and participating in discussion board. More information will be forthcoming with respect to the AAPOR webinars (**ONLINE30**)

ARTICLE REVIEW: You will explore one methodological research article in greater depth to better understand the strengths and limitations of research disseminated via scientific, peer-reviewed journals and surveillance systems and national surveys. These articles may address topics such as: measurement of critical constructs, alternative methodologies, survey limitations and research ethics. A list of articles will be provided later in the semester for you to choose from. This assignment will also assess your ability to communicate public health science to diverse stakeholders

SURVEY CRITIQUE: You will be provided with a survey and will be asked to provide feedback on the format of the questions and the survey instrument, which will assess your understanding of how to design research projects and surveys to assess a public health issue, as well as assess your understanding of survey limitations and how to address them.

SURVEY PROJECT: Because the purpose of the class project is educational *this exercise does not meet the definition of "research" in 45 CFR 46.102 (d)1* and thus an IRB review is not required. We will, however, follow the criteria for exemption. In following the guidelines for exemption, three constraints will be followed: data will be recorded in an anonymous manner, the content of the survey will not address sensitive or threatening topics and subjects cannot be from a protected class (e.g., children). The entire semester will be spent on the development and revision of a survey instrument. This will include the use of cognitive interviewing or testing. The goal of the survey project is to develop and refine your skills in survey development, survey formatting and research project design.

Instructions will be forthcoming.

Online 30

I have selected 13 AAPOR webinars on survey research methods to integrate into our course. You may watch these at your own pace. You are required to watch all of these for "Online 30"

1. A Practical Guide for Surveys Based on Nonprobability Sample
2. Cellular Telephone Methods
3. Challenges Delivering Surveys via Mobile Devices
4. Current Developments in Cognitive Testing of Survey Question
5. Evaluating and Reducing Biases in Mixed Mode Survey Data
6. Good Questionnaire Design: Mobile Era
7. How to Do Text Message Surveys
8. Questionnaire Design for Cross-Cultural
9. Survey Weighting: Goals and Methods
10. Why Do a Mixed-Mode Survey?
11. Language and Survey Data Quality
12. Design considerations for mobile web surveys
13. Survey research in the digital age

The AAPOR webinars can be accessed via the Qualtrics link below. You will be required to fill out a brief reflection after each video. You can reuse the same link each time you watch a video.

Also, there will also be question(s) on the exam that pertain to these webinars. They will be in a short essay format and you will have your choice of webinars to draw from to answer the exam question. In the weeks preceding the exam, I will narrow the webinar list down so that you can rewatch ones relevant to the exam question in preparation.

https://rutgers.ca1.qualtrics.com/jfe/form/SV_3F1LEs5KIam3E6a (password: #ISRM). You will need to enter og96@cts.rutgers.edu as the username AND #isrmDrPH22 as the password.

Please note that you will need adobe flash plugin installed to view some of these.

Week	Course Topic	Readings*	Competencies and Objectives Addressed
1 (5/26)	Introduction to Survey Research Methods	Chapter 1	
2 (6/2)	Total Design Method	Chapter 2	Understand proper sampling approaches; design appropriate sample approach; design and conduct research investigations to address a public health issue.
3 (6/9)	Cognitive Processes in Answering Questions	Readings on Canvas	Design reliable and valid measurement instruments; develop, evaluate, and ask survey questions
4 (6/16)	Formulating Survey Questions	Chapter 4-5	Design reliable and valid measurement instruments; develop, evaluate, and ask survey questions; decrease survey nonresponse and reduce error
5 (6/23)	Formatting Survey Instruments	Chapter 6	Design reliable and valid measurement instruments; design and format survey instruments; develop, evaluate, and ask survey questions; decrease survey nonresponse and reduce error
6 (6/30)	Sampling: Coverage	Chapter 3	Understand proper sampling approaches; design appropriate sample approach; explain the use and limitations of surveillance systems and national surveys
7 (7/7)	Sampling: Design	Readings on Canvas	Understand proper sampling approaches; design appropriate sample approach; explain the use and limitations of surveillance systems and national surveys
8 (7/14)	Pretesting & Cognitive Interviewing	Readings on Canvas	Design reliable and valid measurement instruments; employ pre-survey evaluation techniques; develop, evaluate, and ask survey questions
9 (7/21)	Cognitive Interviewing	Readings on Canvas	Design reliable and valid measurement instruments; employ pre-survey evaluation techniques; develop, evaluate, and ask survey questions
10 (7/28)	Data Collection Modes/Methods	Chapters 8-10; watch recorded lectures prior to class	Design and format survey instruments; understand the different survey modes (e.g., self-administered, interviews);

			explain the use and limitations of surveillance systems and national surveys
11 (8/4)	Implementation Procedures	Chapters 8-10	Decrease survey nonresponse and reduce error
12 (8/11)	Mixed Modes (will spend class-time on presentations)	Chapter 11; watch recorded lectures prior to class	Understand the different survey modes (e.g., self-administered, interviews)
13 (8/18)	Final Exam		

Course Schedule:

** In Dillman unless specified*

Learning Management System: Canvas will be used extensively throughout the semester for course syllabus, assignments, announcements, communication and/or other course-related activities. It is the student's responsibility to familiarize themselves with Canvas and check it regularly. If you have difficulties accessing Canvas, please inform the instructor and Canvas Support (help@canvas.rutgers.edu). Canvas is accessible at canvas.rutgers.edu.

School of Public Health Honor Code: The School of Public Health Honor Code is found in the student bulletin (sph.rutgers.edu/academics/catalog/index.html). Each student bears a fundamental responsibility for maintaining academic integrity and intellectual honesty in his or her graduate work. For example, all students are expected to observe the generally accepted principles of scholarly work, to submit their own rather than another's work, to refrain from falsifying data, and to refrain from receiving and/or giving aid on examinations or other assigned work requiring independent effort. In submitting written material, the writer takes full responsibility for the work as a whole and implies that, except as properly noted by use of quotation marks, footnotes, etc., both the ideas and the works used are his or her own. In addition to maintaining personal academic integrity, each student is expected to contribute to the academic integrity of the school community by not facilitating inappropriate use of her/his own work by others and by reporting acts of academic dishonesty by others to an appropriate school authority. It should be clearly understood that plagiarism, cheating, or other forms of academic dishonesty will not be tolerated and can lead to sanctions up to and including separation from the Rutgers School of Public.

Students with Disabilities: Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student must Apply for Services by first completing a Registration Form with the Rutgers Office of Disability Services (ODS) at ods.rutgers.edu. The student will also be required to participate in an ODS intake interview and provide documentation. If reasonable accommodations are granted, ODS will provide you with a Letter of Accommodations which should be shared with your instructors as early in your courses as possible.

Commitment to Safe Learning Environment: The Rutgers School of Public Health is committed to helping create a safe learning environment for all students and for the School as a whole. Free expression in an academic community is essential to the mission of providing the highest caliber of education possible. The School encourages civil discourse, reasoned thought, sustained discussion, and constructive engagement. Provocative ideas respectfully presented are an expected result. An enlightened academic community, however, connects freedom with responsibility. The School encourages all students to disclose any situations where you may feel unsafe, discriminated against, or harassed. Harassment or discrimination of any kind will be not tolerated and violations may lead to disciplinary actions.

Reporting Discrimination or Harassment: If you experience any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, know that help and support are available. You may report such incidents to the RBHS Title IX Office or to the School of Public Health's Office of Student Affairs. Rutgers University has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. If you experience any other form of discrimination or harassment, including racial, ethnic, religious, political, or academic, please report any such incidents to the School's Office of Student Affairs. The School strongly encourages all students to report any incidents of discrimination or harassment to the School. Please be aware that all Rutgers employees (other than those designated as confidential resources such as advocates, counselors, clergy

and healthcare providers as listed in Appendix A to Policy 10.3.12) are required to report information about such discrimination and harassment to the School and potentially the University. For example, if you tell a faculty or staff member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty or staff member must share that information with the RBHS Title IX Coordinator. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can find a list of resources in Appendix A to University Policy 10.3.12. For more information about your options at Rutgers, please visit Rutgers Violence Prevention and Victim Assistance.

Graduate Student Computer Policy: Students are required to possess a personal laptop, no older than approximately two years, that must meet minimum requirements which may be found online at: sph.rutgers.edu/student_life/computer_requirements.html

Policy Concerning Use of Recording Devices and Other Electronic Communications Systems: When personally owned communication/recording devices are used by students to record lectures and/or classroom lessons, such use must be authorized by the faculty member or instructor who must give either oral or written permission prior to the start of the semester and identify restrictions, if any, on the use of mobile communications or recording devices.

Policy Concerning Use of Turnitin: Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com (directly or via learning management system, i.e. Canvas) for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site. Students who do not agree should contact the course instructor immediately.

Withdrawal/Refund Schedule: Students who stop attending their course(s) without processing an Add/Drop Course form will receive a failing grade. Furthermore, students dropping to zero credits for the semester are considered withdrawn and must submit a completed Leave of Absence form from the School of Public Health's Office of Student Affairs. The School of Public Health refunds tuition only. Administrative and technology fees are non-refundable. You may find the Withdrawal/Refund Schedule on the School of Public Health website at: sph.rutgers.edu/academics/registration/school_calendars.html