Course Title:  Methods for Research Among Hidden Populations.

Course Number:  UGPH 0744

Course Pre- and Co-requisite(s):  Doctoral student standing

Course Location:  Zoom  https://rutgers-hipaa.zoom.us/j/97130932157?pwd=a29YVWN5YWt4VFpGMDd4allwOURLZz09

Course Date & Time:  Thursdays, 3-5pm

Course Instructors:  Drs. Chongyi Wei and Henry Raymond

Office Hours:  By Appointment Only

Course Assistant:  None

Required Course Text:  None

Course Website:  canvas.rutgers.edu

Additional/Supplemental Readings/Resources:  Journal articles, book chapters and other materials listed in Course Schedule

Course Description:  This course provides students with the tools to design and conduct research among LGBTQ populations and other populations that are hidden and hard to reach.

Selected Concentration Competencies Addressed:  Each Concentration identifies competencies for each degree offered. The competencies addressed in this course for the PhD in Public Health-Epidemiology concentration include:

- Conduct independent epidemiologic literature reviews and summarize studies using qualitative and quantitative techniques;
- Critique epidemiologic literature, assess its strengths and weaknesses and determine if conclusions(s) are supported;
- Design and implement studies to investigate causes of disease;
- Formulate specific hypotheses and determine an appropriate study design and analysis plan using quantitative data analysis techniques; and
- Analyze and interpret epidemiologic data appropriately, including data from large national and state level datasets.

Please visit the Concentration webpages on the School of Public Health’s website at http://sph.rutgers.edu/ for additional competencies addressed by this course for other degrees and concentrations.

Course Objectives:  By the completion of this course, students will be able to:

- Conduct literature review to understand LGBTQ health and research methods;
• Assess and design research for LGBTQ populations;
• Formulate appropriate hypothesis for a study;
• Understand the theoretical and statistical foundations of sampling methods use among LGBT and hidden / hard to reach populations;
• Conduct an analysis of adaptive sampling method data (RDS); and
• Communicate research findings to relevant stakeholders.

Course Map

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Objectives</th>
<th>Relevant Assignments / Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct independent epidemiologic literature reviews and summarize studies using qualitative and quantitative techniques;</td>
<td>Conduct literature review to understand LGBTQ health and research methods.</td>
<td>Background section of grant</td>
</tr>
<tr>
<td>Critique epidemiologic literature, assess its strengths and weaknesses and determine if conclusions(s) are supported;</td>
<td>Conduct literature review to understand LGBTQ health and research methods.</td>
<td>Background section of grant</td>
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<tr>
<td>Design and implement studies to investigate causes of disease;</td>
<td>Understand the theoretical and statistical foundations of sampling methods use among LGBT and hidden / hard to reach populations.</td>
<td>Approach section of grant</td>
</tr>
<tr>
<td>Formulate specific hypotheses and determine an appropriate study design and analysis plan using quantitative data analysis techniques</td>
<td>Formulate appropriate hypothesis for a study</td>
<td>Aims page of grant</td>
</tr>
<tr>
<td>Analyze and interpret epidemiologic data appropriately, including data from large national and state level datasets</td>
<td>Conduct an analysis of adaptive sampling method data (RDS)</td>
<td>RDS analyst presentation</td>
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Course Requirements and Grading:

ASSIGNMENTS

1. Class participation: Students should come to class having done the readings and be prepared to engage in thoughtful discussion of class topics through sharing opinions and
asking questions. Act as designated lead of optional reading discussion (includes reading optional papers, sharing an overview and leading discussion).

2. Homework: Students will be given short homework 3 times during the semester.

3. Quizzes: Students will be given 3 announced quizzes during the semester. Quizzes are closed book however student may bring 1 (one) page of notes to use during quizzes.

4. Research Proposal Sections: Student groups will be required to write 4 sections of a research proposal following NIH proposal format. 1) Significance Section 1 pages, 2) Innovation Section ¼ page, 3) Approach Section 3-4 pages (including a dissemination plan), 4) Aims Page 1 page. Students will be provided guidelines and examples of NIH proposals. Pages should have margins of 0.5” and 11 pt font.

5. Final Presentation: Students will present a summary of their research proposal in the last two sessions of the semester. Presentations will be a maximum of 20 minutes, including a 1-2 minutes for questions and answers. Students must use at least one visual aid to enhance their presentation (e.g., PowerPoint, video, etc.). A grading rubric will be provided to students early in the semester.

6. Attendance: Attendance is required. Each student will be allowed one (1) absence without receiving a reduced grade. Each additional absence will result in a 2-point deduction in your attendance grade, for a maximum of 5-points. More than three or more absences may result in the student being dropped from the course. Absences may be considered excused (i.e., not impacting your grade) with appropriate medical documentation at the instructor’s discretion.

7. Conduct Analysis of RDS data. This 700-level requirement will ask students to use an existing data set to conduct an analysis of RDS data using RDS Analyst. Details will be distributed in class. Students will make a short presentation of their results and discuss how using RDS estimators changed the estimates of population parameters.

GRADING
Assignment Point Allocation:
Class participation 10 pts
Research Proposal Sections
   Significance 5 pts
   Survey Questions 5 pts
   Aims 5 pts
   Approach 10 pts
   Innovation 5 pts
   Lay abstract 5 pts
Proposal outline presentation 15 pts
Final Presentation and full grant proposal 20 pts
RDS analysis 15 pts
Presentation of RDS analysis 10 pts
Total 100 pts

Grading Policy: 94 – 100 A
  90 – <94 A-
  87 – <90 B+
  84 – <87 B
  80 – <84 B-
77 – 〈80   C+
70 – 〈77   C
<70   F
# Course Schedule:

<table>
<thead>
<tr>
<th>Session/Date</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignments Due</th>
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</thead>
<tbody>
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| 4. HR 9/24  | Survey/Measurement considerations | based+participatory+research+contributions+to+intervention+research%3A+the+intersection+of+science+and+practice+to+improve+health+equity.  
Online 30: NCI Webinar “Engaging Underserved Communities in Clinical Trial Recruitment”  
Ascertaining sexual orientation and gender status  
Survey methods, eliciting sensitive info  
Williams Institute Sexual orientation  
Gender  
Pathela et al. 2006  
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1470570/  
Activity: Students take turns in pairs asking sex, gender, orientation, income and sexual behavior questions  
Online 30: Post reflection on this activity on Canvas. | |
| 5. HR 10/1  | Intro to sampling       | Trochim and Donnelly, pp 42-51  
LGBTQ Health Surveillance: Data = Power.  
Osmond et al.  
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1963298/  
Magnani et al.  
Activity:  
Online 30:  
https://www.youtube.com/watch?v=eIZD1BFfw8E  
Draft Survey questions due | |
| 6. HR 10/8  | Location based sampling | Watters  
https://doi.org/10.2307/800824  
Vallerory et al  
MacKellar. Et al.  
Activity: Randomizing a sampling calendar for TLS  
Online 30:  
https://www.youtube.com/watch?v=V9aRll-9Opc | |
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<th>Readings</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>9 CY 11/29 HR</td>
<td>Proposal outline presentations</td>
<td>None</td>
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<tr>
<td>Session/ Date</td>
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<td>Readings</td>
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<td>Henderson et al. 2019 <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6740154/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6740154/</a></td>
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<tr>
<td>12. CY pull from D and I 11/19</td>
<td>Mixed methods</td>
<td>Johnston et al. <a href="http://dx.doi.org/10.1080/09540120903373557">http://dx.doi.org/10.1080/09540120903373557</a></td>
<td>Innovation section due</td>
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<td>Activity: Qualitative interview guide</td>
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<td>Optional:</td>
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<tr>
<td>Session/ Date</td>
<td>Topics</td>
<td>Readings</td>
<td>Assignments Due</td>
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<td><strong>To be completed BEFORE class</strong></td>
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<tr>
<td>15. CY 12/17</td>
<td>Presentations Debrief and Wrap Up</td>
<td>Final presentations. Debrief Wrap Up</td>
<td>Lay abstract due</td>
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Course Expectations:

1. Attend and actively participate in all lectures and activities of this course. If you cannot attend a certain lecture or activity, it is your responsibility to notify the instructor. All other absences will be considered unexcused and will impact the final grade.
2. Arrive to class on time to prevent disrupting the lecture and classroom activities.
3. Complete all assigned readings prior to class.
4. Complete all assignments; due dates are noted on the Course Schedule. **Late assignments will not be accepted**

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 School Catalog (sph.rutgers.edu/academics/catalog.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 work 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 Health.

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-support.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 submitting a completed 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/academic-calendar.html