

**HPCH 211 SYLLABUS
RESEARCH METHODS (3 credits)
FALL 2023**

COURSE INSTRUCTOR

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CLASS TIME & LOCATION, OFFICE HOURS

Time: Wednesday and Friday 9-10:15 AM
Location: Van Dyck Room 332
Office hours: by appointment

COURSE DESCRIPTION

This course is an introduction to methodologies for research used in health communication, including both quantitative and qualitative methods. Students will learn how to frame questions, review scientific literature, select appropriate designs and methods to measure knowledge, attitudes and behavior, and analyze data to guide communication strategies. Students are provided with opportunities to apply various methods of data collection and analysis to interpret research findings for decision-making about health communication activities and programs.

COURSE LEARNING OBJECTIVES (LOs)

L02.4 Apply qualitative and quantitative research methodologies to assess needs for health communication activities
L03.4 Utilize empirical evidence, formative research, and theory in the development of health promoting strategies and messages
L07.3 Apply ethical decision making in communicating public health messages

HCOM CONCENTRATION COMPETENCIES

Competency 2: Assess health communication needs through adopting a multidisciplinary approach.

Competency 3: Demonstrate knowledge in planning, managing, implementing, and evaluating evidence-based health communication activities.

Competency 7: Apply ethical principles in health communication.

CEPH DOMAINS

Role and importance of data in public health: Address the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice.

MOODLE

Moodle is the primary communication platform for this course. Check it regularly for course updates, readings, assignment guidelines etc. I send course updates through Moodle so make sure your settings are set so that you get emails when messages are posted.

READINGS

Most of the assigned readings are from the textbook by Bryman (2012), which is open access and is posted on Moodle. Other required or optional/recommended readings will be posted on Moodle and you will be informed about those ahead of time. It is critical that you do the readings before each class session in order to be able to participate in class discussion and activities.

PARTICIPATION AND ATTENDANCE

Research methods are applied skills. You learn them by doing. In addition to reading before class, your active participation in class activities is essential to make sure that you benefit from the course. The participation component of your grade is based on the quality of your engagement in class as well as regular attendance.

Per university rules, students who miss more than one-fifth of the sessions of any course in the first ten weeks of the semester are dropped from the course if the faculty member has stated in the syllabus that attendance will be taken.

COURSE REQUIREMENTS

- Reading, reading, reading!
- Active participation in class sessions
- Submitting all assignments by/on the due date
- Respect, integrity, and work ethic

GRADE DISTRIBUTION, ASSIGNMENTS AND DUE DATES

Assignment	Points	Description	Due date	LOs
Participation	10	Active participation in class activities throughout the semester	N/A	L02.4; 3.4; 7.3
Assignment 1	20	Research design	Sep. 27	L02.4; L07.3
Assignment 2	20	Annotated bibliography & referencing	Oct. 16	L02.4
Assignment 3	20	Qualitative research	Nov 15	L02.4, L07.3
Assignment 4	30	Interpreting quantitative results & putting it all together	Dec 5	L02.4; 3.4

ACADEMIC INTEGRITY

Education is demanding and time management is essential. Do not hesitate to use the resources available to students in the University [Libraries, Writing Center, and Academic Computing]. This course will also include an introduction to some of these resources.

Cheating, academic dishonesty and plagiarism will not be tolerated. It is the student's responsibility to become familiar with the Student Code of Conduct. If you are in doubt as to what constitutes plagiarism, ask your instructor. The skills that you learn in this course are fundamental to the rest of your academic journey at FHS. Therefore, use of Artificial Intelligence tools such as Chat GPT to complete your assignments is not permitted and will be considered academic misconduct.

AUB has a strict anti-cheating and anti-plagiarism policy. Penalties include: a zero on the assignment in question, suspension or expulsion from University and a record of the disciplinary action in the student's file.

STUDENTS WITH SPECIAL NEEDS

AUB strives to make learning experiences accessible for all. If you anticipate or experience academic barriers due to a disability (such as ADHD, learning difficulties, mental health conditions, chronic or temporary medical conditions), please do not hesitate to inform the Accessible Education Office. In order to ensure that you receive the support you need and to facilitate a smooth accommodations process, you are encouraged to contact the Accessible Education Office (AEO): accessibility@aub.edu.lb; +961-1-350000, x3246; West Hall, 314.

NON-DISCRIMINATION

AUB is committed to facilitating a campus free of all forms of discrimination including sex/gender-based harassment prohibited by Title IX. The University's non-discrimination policy applies to, and protects, all students, faculty, and staff. If you think you have experienced discrimination or harassment, including sexual misconduct, we encourage you to tell someone promptly. If you speak to a faculty or staff member about an issue such as harassment, sexual violence, or discrimination, the information will be kept as private as possible, however, faculty and designated staff are required to bring it to the attention of the University's Title IX Coordinator. Faculty can refer you to fully confidential resources, and you can find information and contacts at www.aub.edu.lb/titleix. To report an incident, contact the University's Title IX Coordinator Ms. Mitra Tauk at 01- 350000 ext. 2514, or titleix@aub.edu.lb. An anonymous report may be submitted online via EthicsPoint at www.aub.ethicspoint.com.

COURSE OUTLINE

DATE	TOPIC	READINGS	LOs
Aug 30	Introductions		
Sept 1	What is research and why do we do it?	-Bryman (2012), Chapter 1	LO2.4 LO3.4 LO7.3
Sept 6	Case studies of research to inform health communication activities	- Telenta et al. (2020). Australian lessons for developing and testing a culturally inclusive health promotion campaign. <i>Health Promotion International</i> . -Sundstrom et al. (2015) "It makes you rethink your choice of the pill": Theory-based formative research to design a contraceptive choice campaign. <i>Journal of Health Communication</i> . (Each group will be assigned one article)	LO3.4
Sept 8	Research design I	-Bryman (2012), Chapter 3.	LO2.4
Sept 13	Research design II	-Bryman (2012), Chapter 3.	LO2.4
Sept 15	Planning a research project & developing research questions	-Bryman (2012), Chapter 4.	LO2.4
Sept 20	Research ethics	-Bryman (2012), Chapter 6.	LO7.3
Sept 22	Literature review & annotated bibliography	-Bryman (2012), Chapter 5.	LO2.4
Sept 27	Holiday no class		
Sept 29	Using the library	N/A <i>*Session will be held in the library</i>	LO2.4
Oct 4	Reading, understanding, and referencing the literature	-APA Style Common Reference Examples Guide: https://apastyle.apa.org/instructional-aids/reference-examples.pdf	LO2.4
Oct 6	Qualitative research	-Bryman (2012), Chapter 17	LO2.4

Oct 11	Case studies of qualitative research	- Hammoudeh, W., Hogan, D. & Giacaman, R (2017). From a death sentence to a disrupted life: Palestinian women's experiences and coping with breast cancer. <i>Qualitative Health Research</i> .	LO2.4 LO3.4
Oct 13	Qualitative sampling	-Bryman (2012), Chapter 18	LO2.4
Oct 18	Qualitative interviewing	-Bryman (2012), Chapter 20.	LO2.4
Oct 20	Qualitative interviewing continued	N/A	LO2.4
Oct 25	Focus group discussions	-Bryman (2012), Chapter 21.	LO2.4
Oct 27	Use of FGDs in HCOM messages	- Falbe, J., Montuclard, A., Engelman, A., Adler, S., & Roesler, A. (2021). Developing sugar-sweetened beverage warning labels for young adults. <i>Public Health Nutrition</i> . - NYC Health. (2019). Man Drinking Fat. NYC Health Anti-Soda Ad. Are You Pouring on the Pounds? https://www.youtube.com/watch?v=-F4t8zL6F0c - NYC Health (2010). Sour Side of Sweet. https://www.youtube.com/watch?v=KgSeVB00Xcc	LO2.4 LO3.4
Nov 1	Qualitative data analysis	-Bryman (2012), Chapter 24.	LO2.4 LO3.4
Nov 3	Computer-assisted qualitative data analysis	-N/A *Download Dedoose on your computer before class	LO2.4
Nov 8	Quantitative research	-Bryman (2012), Chapter 7 & 14	LO2.4
Nov 10	Overview of survey design	-Bryman (2012), Chapter 8 & 11	LO2.4
Nov 15	Assessing and interpreting quantitative results	- Malaeb, D. et al (2022). Knowledge, attitudes and practice in a sample of the Lebanese population regarding cholera. <i>International Journal of Environmental Research and Public Health</i> .	LO2.4 LO3.4

Nov 17	Combining quantitative & qualitative methods	-Bryman (2012), Chapters 26 & 27.	LO2.4 LO3.4 LO7.3
Nov 22	Holiday no class		
Nov 24	Presenting & communicating research findings	N/A	LO3.4
Nov 29	Review session	N/A	LO2.4 LO3.4 LO7.3