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Course Schedule

The instructor reserves to right to make changes to the syllabus, including project due dates. These changes will be announced as early as possible.

(Session 1): Focus Group Method for Qualitative Research

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| **Session 1** | **Online** |
| **Topic** | **Focus Group Method for Qualitative Research** |
| Description | This session will occur while you are on campus. We will take this  opportunity of an in-person class to experience being a part of a focus group |

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|  | and to see first-hand how one is conducted. The session will be recorded and transcribed into notes. Later in the semester, we will use the notes to discuss data analysis and presentation techniques for qualitative data. We will also consider when it is appropriate to use this technique, and the nuts-  and-bolts of how to plan and conduct a focus group. |
| Competency | DrPH 2*.* ***Designing research studies***: Design a qualitative, quantitative,  mixed methods, policy analysis or evaluation project to address a public health issue. |
| Learning Objective | L3. To learn basic techniques of qualitative data gathering using focus groups and key informant interviews.  Topics and skills covered:   1. Determine when it is appropriate to use a focus group method for data collection. 2. Determine the target audience for a focus group, and inviting participants and ensuring attendance. 3. Discover the steps in planning a focus group. 4. Develop an appropriate series of questions for a focus group. 5. Learn about supporting documents, including consent forms and questioning guide. 6. Observe how a facilitator leads a focus group 7. Experience participating in a focus group. |
| Required Readings/Video | 1. **Textbook**: Creswell, JW and Creswell, JD. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches.* 5th ed.   Chapter 9: Qualitative Procedures (pp. 183—214)   1. **Journal Article:** Klein, J. D., & Deitz, W. Childhood obesity: The new tobacco*. Health Affairs*. 2010 Mar-Apr;29(3):388-92. doi: 10.1377/hlthaff.2009.0736 [**https://www.healthaffairs.org/doi/10.1377/hlthaff.2009.0736**](https://www.healthaffairs.org/doi/10.1377/hlthaff.2009.0736) 2. **Video:** Yale Video – session 4 – Leslie Curry, PhD, MPH, Yale University   [https://globalhealthtrials.tghn.org/articles/fundamentals-qualitative-](https://globalhealthtrials.tghn.org/articles/fundamentals-qualitative-research-methods-series-videos-yale-university/) [research-methods-series-videos-yale-university/](https://globalhealthtrials.tghn.org/articles/fundamentals-qualitative-research-methods-series-videos-yale-university/) |
| Optional Readings | 1. **Question Guide**: FGI Research. *Question guide for small employer focus groups (employers with 2-25 employees offering insurance coverage*)   (Posted on Sakai site)   1. **Journal Article**: Harmsen, I.A., Mollema, L., Ruiter, R. A., Paulussen,   T. G., de Melker, H. E., & Kok, G. Why parents refuse childhood vaccination: A qualitative study using online focus groups. *BMC Public Health*. 2013 Dec 16; 13:1183. doi: 10.1186/1471-2458-13- 1183. [**https://bmcpublichealth.biomedcentral.com/articles/10.1186/147 1-2458-13-1183**](https://bmcpublichealth.biomedcentral.com/articles/10.1186/1471-2458-13-1183)   1. **Journal Article**: Guest, G., Namey, E., & McKenna, K. How many   focus groups are enough? Building an evidence base for |

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|  | nonprobability sample sizes. *Field Methods*. 2017;29(1): 3-22. doi: 10.1177/1525822X16639015  [**http://journals.sagepub.com/doi/10.1177/1525822X16639015**](http://journals.sagepub.com/doi/10.1177/1525822X16639015)  4. **Textbook:** Krueger, R. A., & Casey, M. A. *Focus Groups: A Practical Guide for Applied Research*.  Chapter 3: Developing a Questioning Route (pp. 39—76) Chapter 4: Participants in a Focus Group (pp. 77—102) Chapter 5: Moderating Skills (pp. 103—136)  *(Note: This is a lot of pages of reading but it is not heavy reading. Skim*  *to understand the main points.)* |
| Assignments/Deadline s | No graded assignment. |

(Session 2): Research Questions, Hypothesis and Aims

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| **Session 2** | **Online** |
| **Topic** | **Research Questions, Hypotheses and Aims** |
| Description | A carefully crafted dissertation *research question* along with a *hypothesis*,  when appropriate, is critical to framing the dissertation. *Aims* describe what you plan to do. |
| Competency | DrPH 2*.* ***Designing research studies***: Design a qualitative, quantitative,  mixed methods, policy analysis or evaluation project to address a public health issue. |
| Learning Objective | L1. Learn how to write a good research question, hypothesis and aims.  Topics and skills covered:   1. Discuss what makes a good research question and consider whether yours is a good one. 2. Learn when hypotheses are used in dissertations, and consider whether you need one. 3. Learn how to construct aims. |
| Required Reading/Videos | 1. **Textbook**: Creswell, JW and Creswell, JD. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches.* 5th ed.   Chapter 7: Research Questions and Hypotheses (pp. 139—154)   1. **Video:** Yale video – Sessions 1 and 2 – Leslie Curry, PhD, MPH, Yale University   [https://globalhealthtrials.tghn.org/articles/fundamentals-qualitative-](https://globalhealthtrials.tghn.org/articles/fundamentals-qualitative-research-methods-series-videos-yale-university/) [research-methods-series-videos-yale-university/](https://globalhealthtrials.tghn.org/articles/fundamentals-qualitative-research-methods-series-videos-yale-university/) |

(Session 3): Choosing the Right Research Method

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| **Session 3** | **Online** |
| **Topic** | **Choosing the Right Research Method: Qualitative, Quantitative, or Mixed Methods** |
| Description | In this session, we will talk about the differences in these research methods  and consider how the research question drives the choice of method. |
| Competencies | DrPH 1*.* ***Data analysis methods***: Explain qualitative, quantitative, mixed methods and policy analysis research and evaluation methods to address health issues at multiple (individual, group, organization, community and population) levels.  DrPH 2*.* ***Designing research studies***: Design a qualitative, quantitative, mixed methods, policy analysis or evaluation project to address a public  health issue. |
| Learning Objective | L2. To consider alternative research methodologies and analytical techniques for a chosen research question, and understand the advantages and disadvantages of each.  Topics and skills covered:   1. List the characteristics of qualitative, quantitative and mixed research methods. 2. Learn how to choose the best data collection method and data gathering tools. 3. Discover your study population of interest, and how to choose the best method of sampling or selection respondents. 4. Learn when it is best to use a mixed methods approach, and in what order. 5. Learn definitions, delimitations, and study limitations. |
| Required Readings | 1. **Textbook**: Creswell, JW and Creswell, JD. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches.* 5th ed.   Chapter 8: Quantitative Methods (pp. 155-182)   1. **Previous Edition of Textbook**: Creswell, J. W. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. (**2nd ed.)**   Chapter 8: Definitions, Limitations, and Significance   1. **Dissertation Proposal**: Flynn, P. M. *Effects of acculturation on Somali women’s birth outcomes: Implications for healthcare policy*. [Dissertation proposal]. 2007 Jul 20.    * Statement of Issue (pp. 1-2)    * Methods (pp. 37-47) (Posted on Sakai site) 2. **Dissertation**: Osgood, J. L. *Workplace environmental and policy practices that support healthy behavior among employees with* |

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|  | *prediabetes: Implications for employers.* [Dissertation]. 2017. **https://cdr.lib.unc.edu/indexablecontent/uuid:21e7f07e-9da1-47cf- 8af1-ceb0e62d5b98**   * Abstract (pp. iii-iv) * Methods (pp. 37-42) * Limitations (pp. 43-44) (Posted on Sakai site)   **5. Journal Article**: Hearne, S., Castrucci, BC, Leider, JP, Rhoades, EK, Russo, P, & Bass, V. The future of urban health: Needs, barriers, opportunities, and policy advancement at large urban health departments. *Journal of Public Health Management and Practice*. 2015 Jan-Feb;21(Suppl 1):S4-S13. doi: 10.1097/PHH.0000000000000166.  [**https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4243797/**](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4243797/) |

(Session 4): Key Informant Interview Methods

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| **Session 4** | **Online** |
| **Topic** | **Key Informant Interview Methods: When To Do Them, How to Conduct Them**  **Case Study Design Using Key Informant Interviews** |
| Description | Key informant interview techniques are a variation of a focus group, generally with one person interviewed at a time. Many of the techniques that were discussed in Session 1 apply to this method. We will focus on  what is unique about this method of research. |
| Competency | DrPH 2*.* ***Designing research studies***: Design a qualitative, quantitative,  mixed methods, policy analysis or evaluation project to address a public health issue. |
| Learning Objectives | L3. To learn basic techniques of qualitative data gathering using focus groups and key informant interviews.  Topics and skill covered:   1. Determine when it is appropriate to conduct key informant interviews. 2. Learn the basic principles for constructing the interview instrument. 3. Discover how to choose the persons to be interviewed. 4. Learn tips for conducting the interviews. 5. Discuss the use of incentives in survey research. 6. Learn case study research design using key informant interviews. |

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| Required Readings/Video | 1. **Community Assessment Plan**: Carroll AM, Perez M, Toy P. Key informant interviews. In *Performing a Community Assessment Curriculum,* Appendix A: Data Collection Methods, Section iv. Los Angeles UCLA Center for Health Policy Research, Health DATA Program Train-the-Trainer Project, 2004 September. [**http://healthpolicy.ucla.edu/programs/health- data/trainings/Documents/tw\_cba23.pdf**](http://healthpolicy.ucla.edu/programs/health-data/trainings/Documents/tw_cba23.pdf) 2. **Dissertation**: Osgood, JL. *Workplace environmental and policy practices that support healthy behavior among employees with prediabetes: Implications for employers.* [Dissertation]. 2017. **https://cdr.lib.unc.edu/indexablecontent/uuid:21e7f07e-9da1-47cf- 8af1-ceb0e62d5b98**    * Appendix C: Interview Guide (pp. 164-168) (Posted on Sakai site) 3. **Journal Article**: Mittler, JN, O’Hora, JL, Harvey, JB, Press, MJ, Volpp, KG, & Scanlon, DP. Turning readmission reduction policies into results: Some lessons from a multistate initiative to reduce readmissions. *Population Health Manangement* 2013 Aug;16(4):255-260. doi: 10.1089/pop.2012.0087 [**https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3746248/**](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3746248/) 4. **Journal Article:** Guest, G., Bunce, A., & Johnson, L. How many interviews are enough? An experiment with data saturation and variability. *Field Methods*. 2006 Feb;18(1):59-82. doi: 10.1177/1525822X05279903 [**http://journals.sagepub.com/doi/pdf/10.1177/1525822X05279903**](http://journals.sagepub.com/doi/pdf/10.1177/1525822X05279903) 5. **Video:** Yale video – Session 3 – Leslie Curry, PhD, MPH, Yale University [https://globalhealthtrials.tghn.org/articles/fundamentals-qualitative- research-methods-series-videos-yale-university/](https://globalhealthtrials.tghn.org/articles/fundamentals-qualitative-research-methods-series-videos-yale-university/) |
| Assignments/Deadlines | No graded assignment. |

(Session 5): How to Design a Questionnaire

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| **Session 5** | **Online** |
| **Topic** | **How to Design a Questionnaire** |
| Description | While we have focused earlier in the course on designing questions for focus groups, in this session we will give more consideration to constructing data gathering instruments for all research designs. This includes questionnaires administered by a research assistant, self-administered  questionnaires, and hard copy or electronic questionnaires. |
| Competency | DrPH 2*.* ***Designing research studies***: Design a qualitative, quantitative,  mixed methods, policy analysis or evaluation project to address a public health issue. |

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| Learning Objectives | L3. To learn basic techniques of qualitative data gathering using focus groups and key informant interviews.  Topics and skills covered:   1. Review the general principles of questionnaire design. 2. Consider alternative methods of administering the questionnaire. 3. Review two sample questionnaires that have been successfully used in research. 4. Review draft questionnaires submitted by students. (Students who are planning to use a questionnaire to gather data for their dissertation can volunteer to share their draft questionnaire with   the class and benefit from a group evaluation.) |
| Required Readings | 1. **Book Chapter**: Hulley, S. B., Cummings, S. R., Browner, W. S., Grady, D. G., & Newman, T. B. *Designing Clinical Research*. 3rd ed. Philadelphia, PA: Lippincott Williams & Wilkins. 2007.   Chapter 15: Designing Questionnaires and Interviews (pp. 241-256)   1. **Book Chapter**: Dillman, D. A., Smyth, J. D., & Christian, L. M. *Internet, Mail, and Mixed-Mode Surveys: The Tailored Design Method*. 3rd ed. Hoboken, NJ: John Wiley & Sons, Inc. 2009.   Chapter 7: Implementation Procedures (pp. 271-299)   1. **Sample Questionnaires**:   General Internal Medicine Fellows, UNC Faculty Development Program, 2007. *Patient Questionnaire: the Effect of Patient and Physician Education on HIV Screening.*  (Posted on Sakai site)  Osgood, J. L. *Workplace environmental and policy practices that support healthy behavior among employees with prediabetes: Implications for employers.* [Dissertation]. 2017. **https://cdr.lib.unc.edu/indexablecontent/uuid:21e7f07e-9da1-47cf- 8af1-ceb0e62d5b98**   * + Appendix F: Employee Survey Instrument (pp. 179-197) (Posted on Sakai site)   Dube, K. *Assessing factors affecting participation in HIV cure-related research: Implications for effective and ethical implementation*. [Dissertation]. 2016.   * + Appendix V: Patient/Participant Questionnaire (pp. 176-189) (Posted on Sakai site) |

(Session 6): How to Complete an IRB Application

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| **Session 6** | **Online** |
| **Topic** | **How to Complete an IRB Application** |
| Description | All DrPH students must apply for UNC IRB approval for their dissertation  research. Additionally, some of your respective institutions may require an IRB application. |
| Competency | DrPH 2*.* ***Designing research studies***: Design a qualitative, quantitative,  mixed methods, policy analysis or evaluation project to address a public health issue. |
| Learning Objectives | L7. To prepare an IRB application.  Topics and skills covered:   1. Review the UNC IRB application and learn how to complete one. 2. Review IRB applications from your home institutions, and brainstorm ways to answer questions that are different than the UNC IRB application. 3. Review a successfully completed UNC IRB application, submitted by another DrPH student. |
| Required Readings | 1. **Sample UNC IRB**: Wright, Janell. [UNC Institutional Review Board Application]. Submitted 2017 May.   (Posted to Sakai Site)   1. **UNC Research IRB Process**: Review UNC Research’s FAQ webpage about the IRB and the Office of Human Research Ethics: [**https://research.unc.edu/human-research-ethics/getting-**started**/faq/**](https://research.unc.edu/human-research-ethics/getting-started/faq/) |

(Session 7): How to Manage/Analyze Quantitative Data from Survey Instruments and Data Analysis Plan

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| **Session 7** | **Online** |
| **Topic** | **How to Manage/Analyze Quantitative Data From Survey Instruments AND Data Analysis Plans** |
| Description | Once you have administered your survey instruments, whether it is questionnaires or online web surveys, there are steps that the research  must take for rigorous management and analysis of the information that |

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|  | has been gathered. In this session, we will go through the steps of proper  data management, and how to plan for the analysis. |
| Competency | DrPH 1. ***Data analysis methods***: Explain qualitative, quantitative, mixed methods and policy analysis research and evaluation methods to address health issues at multiple (individual, group, organization, community and  population) levels. |
| Learning Objectives | L8. To understand components of a good dissertation proposal and draft a version ready to defend.  Topics and skills covered:   1. Learn how to construct a data dictionary. 2. Learn how about coding and data entry. 3. Learn how to check the data. 4. Regroup responses for analysis. 5. Prepare a data analysis plan. |
| Required Readings/Video | 1. **Book Chapter**: Hulley, S. B., Cummings, S. R., Browner, W. S., Grady, D. G., & Newman, T. B. *Designing Clinical Research*. Philadelphia, PA: Lippincott Williams & Wilkins. 2007.   Chapter 16: Data Management (pp. 257-270)   1. **Dissertation Proposal**: Erwin, P.C. *How changes at the local health department level are associated with improvements in health outcomes at the state level.* [Dissertation proposal].    * Patient Survey (pp. 57-64) (Posted on Sakai site) 2. **Dissertation Proposal**: Flynn, P. M. *Effects of acculturation on Somali women’s birth outcomes: Implications for healthcare policy*. [Dissertation proposal]. 2007 Jul 20.    * Survey (pp. 42-49) (Posted on Sakai site) 3. **Video:** Yale video – session 5 – Leslie Curry, PhD, MPH, Yale University [https://globalhealthtrials.tghn.org/articles/fundamentals-qualitative- research-methods-series-videos-yale-university/](https://globalhealthtrials.tghn.org/articles/fundamentals-qualitative-research-methods-series-videos-yale-university/) |
| Other Required Resources | Survey review: Please print the 2-page survey, “*Excerpts from General Internal Medicine (GIM) Patient Survey*”, posted on the Sakai site, and have ready for review during the online session. |

(Session 8): Sample Dissertation Methods from Two Former DrPH Students

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| **Session 8** | **Online** |
| **Topic** | **Sample Dissertation Methods from Two Former DrPH Students: Gina Ogilvie, MD, DrPH (cohort 5), and Lisa Koonin, DrPH (cohort 6)** |
| Description | In this session you will benefit from a dialogue with two graduates of the DrPH program concerning their research methods. Lisa will share her experience conducting key informant interviews, and Gina will share her methods of using secondary (quantitative) data from an ongoing study in  her organization. |
| Competency | DrPH 2*.* ***Designing research studies***: Design a qualitative, quantitative, mixed methods, policy analysis or evaluation project to address a public health issue.  DrPH 14. ***Designing interventions***: Design a system-level intervention to address a public health issue. |
| Learning Objectives | L8. To understand components of a good dissertation proposal and draft a version ready to defend. |
| Required Readings/Video | **Video:** YouTube – Philip Adu, PhD, Methodology expert, National Center for Academic and Dissertation Excellence – Qualitative Analysis: Coding and Categorizing.  https://[www.youtube.com/watch?v=v\_mg7OBpb2Y](http://www.youtube.com/watch?v=v_mg7OBpb2Y) |

(Session 9): How to Prepare and Present Descriptive Data

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| **Session 9** | **Online** |
| **Topic** | **How to Prepare and Present Descriptive Data** |
| Description | All dissertations, whether using quantitative or qualitative methods, will contain descriptive data. This may be demographic data describing the key informants or focus group participants, or descriptive data from responses to questions posed to them. If your research method involves a program survey or intervention, there will be opportunities to present findings using  descriptive measures. |

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| Competency | DrPH 1. ***Data analysis methods***: Explain qualitative, quantitative, mixed methods and policy analysis research and evaluation methods to address health issues at multiple (individual, group, organization, community and  population) levels. |
| Learning Objectives | L6. To organize and describe data, and display it effectively. Topics and skills covered:   1. Discuss what kind of data should be presented in tables, and what kind of data are better presented in graphs. 2. Determine which types of graphs—bar, paired bar, line, or pie— work best for different types of data. 3. Learn about and how to avoid common mistakes in graphical presentation of data. 4. Determine the proper technique to label graphs. |
| Required Readings | 1. **Textbook**: Graham A. *Statistics: An Introduction*. John Murray Learning, 2017.  Chapter 3: Graphing Data (pp. 39-59)  Chapter 4: Choosing a Suitable Graph (pp. 61-79) |
| Class Activity | Review of mock graphics submitted by class. |

(Session 10): Qualitative Methods of Analysis-the Low Tech Way

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| **Session 10** | **Online** |
| **Topic** | **Qualitative Methods of Analysis: The Low-Tech Way** |
| Description | The objective of this session is to learn how to prepare and analyze the data from qualitative research instruments, whether from focus groups, key  informant interviews, or other questionnaires with open-ended responses. |
| Competency | DrPH 1. ***Data analysis methods***: Explain qualitative, quantitative, mixed methods and policy analysis research and evaluation methods to address health issues at multiple (individual, group, organization, community and  population) levels. |
| Learning Objectives | L4. To know how to conduct low-tech qualitative evaluation methods.  L5. To be knowledgeable of high-tech qualitative evaluation software, such as MAXQDA.  Topics and skills covered:   1. Using notes from the mock focus group conducted during Session 1, learn how to organize and manage qualitative data using the long- table method of sorting, color-coding transcripts and similar techniques. 2. Identify and group related themes from the focus group. 3. Assess the strength of findings from the focus group. 4. Interpret the results from the focus group. |
| Required Readings/Videos | 1. **Textbook**: Creswell, JW and Creswell, JD. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches.* 5th ed.   Chapter 9: Qualitative Methods (pp. 183-214)  (*Note: This chapter was assigned for Session 1, but it is also relevant for Session 10*.)   1. **Journal Article**: Bradley, E. H., Curry, L. A., & Devers, K. J. Qualitative data analysis for health services research: Developing taxonomy, themes, and theory. *Health Services Research*, 2007 Aug;42(4):1758-72. doi: 10.1111/j.1475-6773.2006.00684.x [**https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1955280/**](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1955280/) 2. **Journal Article**: Ryan, GW and Bernard, HR. Techniques to identify themes. *Field Methods*, 2003;15(1):85-109. doi: 10.1177/1525822X02239569. [**http://journals.sagepub.com/doi/pdf/10.1177/1525822X02239569**](http://journals.sagepub.com/doi/pdf/10.1177/1525822X02239569)   (Posted on Sakai site)   1. **Video:** Paul Mihas – Odum Institute, UNCCH - Qualitative analysis using |
| Optional reading | **5. Textbook:** Krueger, R. A., & Casey, M. A. *Focus Groups: A Practical Guide for Applied Research*.  Chapter 6: Analyzing Focus Group Results (pp. 137—162) |

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| Class Activity | Data analysis from the focus group held during Session 1. |

(Session 11): How to Prepare and Present Focus Group and Key Informant Data and Findings

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| **Session 11** | **Online** |
| **Topic** | **How to Prepare and Present Focus Group and Key Informant Data and Findings** |
| Description | Presenting qualitative data from open-ended questions, whether gathered in surveys, focus groups, or key informant interviews, often requires techniques that are different from the presentation of quantitative data. In this session, we will talk about the ways to do this and critique some  examples. |
| Competency | DrPH 1. ***Data analysis methods***: Explain qualitative, quantitative, mixed methods and policy analysis research and evaluation methods to address health issues at multiple (individual, group, organization, community and  population) levels. |
| Learning Objectives | L6. To organize and describe data, and display it effectively. Topics and skills covered:   1. Identify the principles of qualitative report writing. 2. See prime examples of report structures. 3. Discuss sample focus group reports. |
| Required Readings | 1. **Focus Group Report**: Holladay, K. Developing the North Carolina Small Business Health Options Program (SHOP Exchange). [Focus group report]. 2012, June.   (Posted on Sakai site)   1. **Dissertation**: Ludovic, J. A. *The Patient Protection and Affordable Care Act: The evolving role of state sexually transmitted disease programs.* [Dissertation]. 2014. **https://cdr.lib.unc.edu/indexablecontent/uuid:47170b8d-2cc7-4b4c- 97f5-31e9901174ef**    * Chapter 5: Results, General Findings, Theme 1 (pp 69-74)   (Posted on Sakai site) |

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|  | 1. **Dissertation**: Osgood, J. L. *Workplace environmental and policy practices that support healthy behavior among employees with prediabetes: Implications for employers.* [Dissertation]. 2017. **https://cdr.lib.unc.edu/indexablecontent/uuid:21e7f07e-9da1-47cf- 8af1-ceb0e62d5b98**    * Chapter 4: Results (pp. 57-115) (Posted on Sakai site) 2. **Journal Article**: Pratt, M. G. From the editors: For the lack of a boilerplate: tips on writing up (and reviewing) qualitative research. *Academy of Management Journal*, 2009 Oct;52(5):856-62. doi: 10.5465/amj.2009.44632557   (Posted on Sakai site)   1. **Video:** Yale video – session 6 – Leslie Curry, PhD, MPH, Yale University   [https://globalhealthtrials.tghn.org/articles/fundamentals-qualitative-](https://globalhealthtrials.tghn.org/articles/fundamentals-qualitative-research-methods-series-videos-yale-university/) [research-methods-series-videos-yale-university/](https://globalhealthtrials.tghn.org/articles/fundamentals-qualitative-research-methods-series-videos-yale-university/) |

(Session 12): Next Steps in the Dissertation Proposal Process

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| **Session 12** |  |
| **Topic** | **Next Steps in the Dissertation Proposal Process** |
| Description | In this course wrap-up, we will talk about steps to move you forward from  your current dissertation proposal draft to scheduling the proposal defense. |
| Competencies | DrPH 1. ***Data analysis methods***: Explain qualitative, quantitative, mixed methods and policy analysis research and evaluation methods to address health issues at multiple (individual, group, organization, community and population) levels.  DrPH 2*.* ***Designing research studies***: Design a qualitative, quantitative, mixed methods, policy analysis or evaluation project to address a public health issue.  DrPH 14. ***Designing interventions***: Design a system-level intervention to address a public health issue. |
| Learning Objectives | L8. To understand components of a good dissertation proposal and draft a version ready to defend.  Topics and skills covered:   1. Learn how to select and invite dissertation committee members. 2. 7/12/2019Discuss the care and feeding of committee members. |

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|  | 1. Learn how to schedule a dissertation proposal defense. 2. Discuss what to expect at a dissertation proposal defense. |
| Required Readings | No readings required for this session. |