

Syllabus

Course Overview

In this course, you will advance your understanding of qualitative, quantitative, and mixed-methods research approaches in a public health setting. The course will challenge you to critically examine how social and behavioral theories and models, coupled with ethical considerations, both underpin and promote a deeper examination of current public health issues and concerns. Finally, you will practice how to disseminate research results to appropriate audiences.

Importance of Role Playing in This Course

You will be asked numerous times in this course to play a public health role in discussion posts, in replies to your colleagues, and in the assignments. When you are asked to do this, try to place yourself in that person's position and write from their perspective. If you are not familiar with the role, do a quick search on the Internet and find out what the person does.

After you have done this a number of times, it gets easier to do. You will also find that this exercise increases your empathy and helps you become more creative in your communications. It can also give you a new perspective for how to solve problems.

Have fun playing a new role.

Discussion Requirements

The requirements for unit discussion posts and peer responses are provided in the School of Nursing and Health Sciences faculty expectations message. Be sure to review these requirements, which apply to all discussions. Contact your faculty member if you have questions.

When you incorporate another writer's ideas in your work (as a quotation, paraphrase, or summary), to support your position or substantiate a claim, be sure to give credit to that writer in a correctly-formatted APA citation. Remember that an APA citation includes both the in-text citation (the author's last name and the year of publication) and the full reference for the source.

Audio Recording

As part of this course, you are required to record the audio portion of a slide presentation that you will develop in Unit 9. You may use Kaltura Media or other technology of your choice. Refer to [Using Kaltura](#) for more information about this courseroom tool.

To record your presentation, you will need a built-in or external microphone. See Unit 9 for more information about this activity, and be sure to set up and test your equipment ahead of time.

Note: If you use assistive technology or any alternative communication methods to access course content, please contact DisabilityServices@capella.edu with any access-related questions or to request accommodations.

Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Select quantitative and qualitative data collection methods appropriate for a given public health context.
- 2 Interpret results of data analysis for public health research, policy, or practice.
- 3 Apply key theoretical constructs to social and behavioral sciences research and the dissemination of research findings.
- 4 Communicate audience-appropriate public health content through oral presentation.
- 5 Communicate audience-appropriate public health content in a logically structured and concise manner, writing clearly with correct use of grammar, mechanics, and APA style.

Course Prerequisites

Prerequisite(s): NHS5004, MPH5500, MPH5503, MPH5506, MPH5509, completion of or concurrent registration in MPH5512.

Syllabus >> Course Materials

Required

The materials listed below are required to complete the learning activities in this course.

Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the [Course Materials](#) page on Campus for more information.

eBook

Punch, K. F. (2014). *Introduction to social research* (3rd ed.) Los Angeles, CA: Sage Publications. ISBN: 9781446240939

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Bekker, S., & Clark, A. M. (2018). [Improving qualitative research findings presentations: Insights from genre theory](#). *International Journal of Qualitative Methods*, 17(1), 1–10.
- Bentley, M. (2014). [An ecological public health approach to understanding the relationships between sustainable urban environments, public health and social equity](#). *Health Promotion International*, 29(3), 528–537.

- Bergeron, K., Abdi, S., DeCorby, K., Mensah, G., Rempel, B., & Manson, H. (2017). [Theories, models and frameworks used in capacity building interventions relevant to public health: A systematic review](#). *BMC Public Health*, 17, 1–12.
- Blair, R. A., Morse, B. S., & Tsai, L. L. (2017). [Public health and public trust: Survey evidence from the ebola virus disease epidemic in Liberia](#). *Social Science & Medicine*, 172, 89–97.
- Brown, J. B., Ryan, B. L., Thorpe, C., Markle, E. K. R., Hutchison, B., & Glazier, R. H. (2015). [Measuring teamwork in primary care: Triangulation of qualitative and quantitative data](#). *Families, Systems, & Health*, 33(3), 193–202.
- Carter, N., Bryant-Lukosius, D., DiCenso, A., Blythe, J., & Neville, A. J. (2014, September). [The use of triangulation in qualitative research](#). *Oncology Nursing Forum*, 41(5), 545–547.
- Chapman, A. (2018). [Evidence based practice and public health](#). *HLG Nursing Bulletin*, 37(3/4), 90–93.
- de Vaus, D. A. (2011). [Survey](#). In M. S., Lewis-Beck, A. Bryman, & T. Futing Liao (Eds.), *The Sage encyclopedia of social science research methods* (pp. 1103–1104). Thousand Oaks, CA: Sage Publications.
- Drabble, S. J., O'Cathain, A., Thomas, K. J., Rudolph, A., & Hewison, J. (2014). [Describing qualitative research undertaken with randomised controlled trials in grant proposals: A documentary analysis](#). *BMC Medical Research Methodology*, 14, 1–11.
- Duggan, K., Aisaka, K., Tabak, R. G., Smith, C., Erwin, P., & Brownson, R. C. (2015). [Implementing administrative evidence based practices: Lessons from the field in six local health departments across the United States](#). *BMC Health Services Research*, 15(1), 1–9.
- Gallo, L., Murphy, J., Braga, L. H., Farrokhyar, F., & Thoma, A. (2018). [Users' guide to the surgical literature: How to assess a qualitative study](#). *Canadian Journal of Surgery*, 61(3), 208–214.
- Hageman, K., Kim, A., Sanchez, T. & Bertolli, J. (2015). [Survey design and implementation](#). In G. Guest & E. Namey (Eds.), *Public health research methods* (pp. 341–378). London, UK: Sage Publications.
- Iwelunmor, J., Newsome, V., & Airhihenbuwa, C. O. (2014). [Framing the impact of culture on health: A systematic review of the PEN-3 cultural model and its application in public health research and interventions](#). *Ethnicity & Health*, 19(1), 20–46.
- Jan, B. & Hinz, T. (2016). [Research question and design for survey research](#). In C. Wolf, D. Joye, T. W. Smith, & Y. Fu (Eds.), *The Sage handbook of survey methodology* (pp. 105–119). London, UK: Sage Publications.
- Kaur, M. (2016). [Application of mixed method approach in public health research](#). *Indian Journal of Community Medicine*, 41(2), 93–97.
- Lovelace, K. A., Aronson, R. E., Rulison, K. L., Labban, J. D., Shah, G. H., & Smith, M. (2015). [Laying the groundwork for evidence-based public health: Why some local health departments use more evidence-based decision-making practices than others](#). *American Journal of Public Health*, 105(S2), S189–S197.

- Medina, M. S. & Avant, N. D. (2015). [Delivering an effective presentation](#). *American Journal of Health-System Pharmacy*, 72(13), 1091–1094.
- Mills, J. & Birks, M. (2014). [Proposing your research](#). In J. Mills & M. Birks (Eds.), *Qualitative methodology* (pp. 201–220). London, UK: Sage Publications.
- Mummert, A., & Weiss, H. (2017). [Controlling viral outbreaks: Quantitative strategies](#). *PLoS ONE*, 12(2), 1–17.
- Narváez, J., Osorio, M. B., Castañeda-Orjuela, C., Alvis Zakzuk, N., Cediel, N., Chocontá-Piraquive, L. Á., & Hoz, d. L. (2017). [Is Colombia reaching the goals on infant immunization coverage? A quantitative survey from 80 municipalities](#). *Vaccine*, 35(11), 1501–1508.
- O'Cathain, A. (2010). [Mixed methods involving qualitative research](#). In I. Bourgeault, R. Dingwall, & R. De Vries (Eds.), *The Sage handbook of qualitative methods in health research* (pp. 575–588). London, UK: Sage Publications.
- Peditto, K. (2018). [Reporting qualitative research: Standards, challenges, and implications for health design](#). *HERD: Health Environments Research & Design Journal*, 11(2), 16–19.
- Perloff, E., & Bryant, F. B. (2016). [Guidelines for professional practice in reporting information about measurement instruments in health research](#). *Public health*, 139, 224–227.
- Raz, R., Roberts, A. L., Lyall, K., Hart, J. E., Just, A. C., Laden, F., & Weisskopf, M. G. (2015). [Autism spectrum disorder and particulate matter air pollution before, during, and after pregnancy: A nested case-control analysis within the nurses' health study II cohort](#). *Environmental Health Perspectives (Online)*, 123(3), 264–270.
- Renz, S. M., Carrington, J. M., & Badger, T. A. (2018). [Two strategies for qualitative content analysis: An intramethod approach to triangulation](#). *Qualitative Health Research*, 28(5), 824–831.
- Reynolds, H., & Guest, G. (2015). [Designing research](#). In G. Guest & E. Namey (Eds.), *Public health research methods* (pp. 33–68). London, UK: Sage Publications.
- Saguy, A. C., Frederick, D., & Gruys, K. (2014). [Reporting risk, producing prejudice: How news reporting on obesity shapes attitudes about health risk, policy, and prejudice](#). *Social Science & Medicine*, 111, 125–133.
- Warner, L., & Dee, D. (2015). [Cohort and case-control studies](#). In G. Guest & E. Namey (Eds.), *Public health research methods* (pp. 197–222). London, UK: Sage Publications.
- Watkins, D. C. (2012). [Qualitative research: The importance of conducting research that doesn't "count."](#) *Health Promotion Practice*, 13(2), 153–158.
- Wiggins, N., Hughes, A., Rodriguez, A., Potter, C., & Rios-Campos, T. (2014). [La palabra es salud \(The word is health\): Combining mixed methods and CPBR to understand the comparative effectiveness of popular and conventional education](#). *Journal of Mixed Methods Research* 8(3), 278–298.
- Wolf, C., Joye, D., Smith, T. W., & Fu, Y. (Eds.). (2017). [The Sage handbook of survey methodology](#). Thousand Oaks, CA: Sage.
- Zeraatkar, D., Obeda, M., Ginsberg, J. S., & Hirsh, J. (2017). [The development and validation of an instrument to measure the quality of health research reports in the lay media](#). *BMC Public*

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- [American Public Health Organization \(APHA\)](https://www.apha.org/). (n.d.). Retrieved from <https://www.apha.org/>
- Anonymous. (2016). [The importance of qualitative research in healthcare](https://www.singhealth.com.sg/news/research/the-importance-of-qualitative-research-in-healthcare). *Tomorrow's Medicine*. Retrieved from <https://www.singhealth.com.sg/news/research/the-importance-of-qualitative-research-in-healthcare>
- Baruth, M., Sharpe, P. A., Parra-Medina, D., & Wilcox, S. (2014). [Perceived barriers to exercise and healthy eating among women from disadvantaged neighborhoods: Results from a focus groups assessment](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4058907/). *Women and Health*, 54(4), 336–353. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4058907/>
- Billups, F. D. (n.d.). [Qualitative data analysis \[NERA webinar PPTX presentation\]](https://www.nera-education.org/docs/FINAL_NERA_Webinar_Version_for_4.23.14_fdb.pptx). Retrieved from https://www.nera-education.org/docs/FINAL_NERA_Webinar_Version_for_4.23.14_fdb.pptx
- Centers for Disease Control and Prevention (CDC). (1989). [Measles prevention: Recommendations of the immunization practices advisory committee \(ACIP\)](https://www.cdc.gov/mmwr/preview/mmwrhtml/00041753.htm). Retrieved from <https://www.cdc.gov/mmwr/preview/mmwrhtml/00041753.htm>
- [Centers for Disease Control and Prevention \(CDC\)](https://www.cdc.gov/). (n.d.). Retrieved from <https://www.cdc.gov/>
- Cooper, M., Harrell, M. B., & Perry, C. L. (2016). [A qualitative approach to understanding real-world electronic cigarette use: Implications for measurement and regulation](https://www.cdc.gov/pcd/issues/2016/15_0502.htm). *Original Research*, 14. Retrieved from https://www.cdc.gov/pcd/issues/2016/15_0502.htm
- Krukowski, C. N., Conley, K. M., Sterling, M. & Rainville, A. J. (2016). [A qualitative study of adolescent views of sugar-sweetened beverage taxes, Michigan, 2014](https://www.cdc.gov/pcd/issues/2016/15_0543.htm). *Original Research*, 14. Retrieved from https://www.cdc.gov/pcd/issues/2016/15_0543.htm
- [National Institutes of Health \(NIH\)](https://www.nih.gov/). (n.d.). Retrieved from <https://www.nih.gov/>
- Otten, J. J., Dodson, E. A., Fleischhacker, S., Siddiqi, S., & Quinn, E. L. (2015). [Getting research to the policy table: A qualitative study with public health researchers on engaging with policy makers](https://www.cdc.gov/pcd/issues/2015/14_0546.htm). *Original Research*, 12. Retrieved from https://www.cdc.gov/pcd/issues/2015/14_0546.htm
- Parsons, V. L., Moriarity, C., Jonas, K., Moore, T., Davis, K. E., & Thomkins, L. (2014). [Design and estimation for the National Health Interview Survey, 2006-2015](https://stacks.cdc.gov/view/cdc/22466). *National Center for Health Statistics, Vital and Health Statistics* 2(165). 1–53. Retrieved from <https://stacks.cdc.gov/view/cdc/22466>
- Plume, A. (2010). [The importance of inspirational researchers](https://www.researchtrends.com/issue16-march-2010/people-focus-2/). *Research Trends*, 16. Retrieved from <https://www.researchtrends.com/issue16-march-2010/people-focus-2/>

- Sander-Thompson, V. L., Johnson-Jennings, M., Baumann, A. A., & Proctor, E. (2015). [Use of culturally focused theoretical frameworks for adapting diabetes prevention programs: A qualitative review](#). *Systematic Review*, 12. Retrieved from https://www.cdc.gov/pcd/issues/2015/14_0421.htm
- Schmaltz, R. M., & Enstrom, R. (2014). [Death to weak PowerPoint: Strategies to create effective visual presentations](#). *Frontiers in Psychology*, 5, 1–4. Retrieved from <https://www.frontiersin.org/articles/10.3389/fpsyg.2014.01138/full>
- Tayabas, L. M. T., León, T. C., & Espino, J. M. (2014). [Qualitative evaluation: A critical and interpretative complementary approach to improve health programs and services](#). *International Journal of Qualitative Studies on Health & Well-Being*, 9(1), 1–6. Retrieved from <https://www.tandfonline.com/doi/full/10.3402/qhw.v9.24417>
- [World Health Organization \(WHO\)](#). (n.d.). Retrieved from <http://www.who.int/>

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

Library

The following optional readings may be available in the Capella University Library. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool. If the full text is not available, you may be able to request a copy through the [Interlibrary Loan](#) service.

- Sage Publications Ltd. (2014). *Segment 1: What is a longitudinal survey?* [Video]. London, UK: Sage Publications.

External Resource

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- Adichie, C. N. (Author). (2009). [The danger of a single story](https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story) [Video]. TEDGlobal 2009. Retrieved from https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story
- Microsoft. (n.d.). [Record a slide show with narration and slide timings](https://support.office.com/en-us/article/Record-a-slide-show-with-narration-and-slide-timings-0b9502c6-5f6c-40ae-b1e7-e47d8741161c?ui=en-US&rs=en-001&ad=US). Retrieved from <https://support.office.com/en-us/article/Record-a-slide-show-with-narration-and-slide-timings-0b9502c6-5f6c-40ae-b1e7-e47d8741161c?ui=en-US&rs=en-001&ad=US>
- U.S. Department of Education. (n.d.). [Family Educational Rights and Privacy Act \(FERPA\)](https://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html). Retrieved from <https://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>
- U.S. Department of Health and Human Services (HHS). (n.d.). [Health Insurance Portability and Accountability Act \(HIPAA\)](https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html). Retrieved from <https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html>

Unit 1 >> Foundations of Social and Behavioral Research

Introduction

In this unit, you will examine the social and behavioral research and frameworks that are currently used to: 1) understand health related behaviors; and 2) guide development of research and interventions designed to prevent, reduce, or eliminate major public health problems. You will undertake subjects that require going beyond personal knowledge and experience to explore an idea, probe an issue, solve a problem, or make an argument.

Learning Activities

u01s1 - Studies

Readings

In *Introduction to Social Research*, read the following two chapters:

- Chapter 2, "Theory and Method in Social Science Research," pages 13–34.
- Chapter 3, "Ethics in Social Science Research," pages 35–56.

Optional Resources

APA Style Resources

Capella uses the *Publication Manual of the American Psychological Association* (commonly referred to as the APA Manual) as its style guide for scholarly writing. Using a single publication manual ensures a consistent style across degrees, programs, and schools, and APA style is well respected and widely used in scholarly works and academic publications.

For your program, Capella provides a selection of online resources designed to help you understand APA style and use it effectively. See Capella's [APA Module](#), which offers highlights that are designed to help you quickly understand the fundamentals you need to write a course paper that meets APA guidelines.

Scholarly Writing and APA Style

Use the following resources to improve your writing skills and find answers to specific questions.

- [Academic Honesty & APA Style and Formatting](#).
- [Introduction to the Writing Center](#).

Library Research

Use the following resources to help with any required or self-directed research you do to support your coursework.

- [Capella University Library](#).
- [Journal and Book Locator Library Guide](#).
- [Library Research and Information Literacy Skills](#).
- [Public Health Masters Research Guide](#).
- [Search by Methodology Library Guide](#).

u01s1 - Learning Components

- Determine appropriate quantitative research methodologies.
- Identify the research questions in a particular study.
- Explain the fundamentals of quantitative research.
- Determine appropriate research questions.
- Interpret specific health promotion theories and models.
- Determine the purpose of a quantitative research study.
- Determine the applicability of specific health promotion theories and models to public health research.
- Identify the principles of ethical practice.

- Explain the fundamentals of qualitative research.
- Identify theoretical/model constructs applicable to specific research questions.
- Determine appropriate qualitative research methodologies.
- Identify various quantitative research methodologies.
- Frame a research topic in terms of research questions.
- Describe the main findings section of a study.
- Identify various qualitative research methodologies.
- Determine the purpose of a qualitative research study.
- Explain the sample selection process.
- State the purpose of including the study's limitations in the research report.
- Identify applicable ethical considerations in a research study.
- Identify the ethical considerations in implementing an evidence-based intervention.

u01s2 - Assignment Preparation

In your upcoming assignment in Unit 2, you will analyze qualitative and quantitative research studies and write abstracts for them. To prepare for the assignment, you are encouraged to:

- Review the assignment instructions and scoring guide to ensure that you understand the work you will be asked to complete.
- Reflect on the studies and discussions you have completed so far, and consider how the content of these activities might inform your approach to this assignment.
- Ask your faculty member any questions you have at this time about the assignment.

Note: Remember that you can submit all, or a portion of, your draft abstracts to [Smarthinking Tutoring](#) for feedback, before you submit the final version for this assessment. If you plan on using this free service, be mindful of the turnaround time of 24–48 hours for receiving feedback.

u01s3 - Your Online ePortfolio

Online ePortfolios serve two key purposes: 1) to support learning and reflection, and 2) to be used as a showcase tool. Your learning journey can be documented, and ePortfolios contribute to lifelong learning and growth through reflection and sharing. Online ePortfolios can also be shared with employers and peers to present artifacts that demonstrate your accomplishments at Capella.

Using ePortfolio to Prepare for Your Capstone

Your program may culminate in a capstone course. At that time you may be required to show evidence of your learning throughout the program by referring to multiple assignments or assessments that you have created. You will be telling a story about your learning throughout the program using artifacts you have collected during many of these courses.

Using ePortfolio to Build Your Career

As you are preparing to tell your story in the professional world, leverage your ePortfolio artifacts to demonstrate the knowledge and competencies you have gained through your program in professional conversations, performance reviews, and interviews.

To do that, reflect on the knowledge and skills you have gained from your courses and the elements you have put in your portfolio, along with how you have already applied these things to your professional life or how you might apply them in the future.

Next, create your story or talking points to tell your professional story.

Saving Your Documents to ePortfolio

You will need a place to store your documents in an organized fashion so that you can access them at a later date. Do not rely on the courseroom to store your assignments for you as you will lose access to the courseroom after you have completed the course. Capella uses a cloud-based portfolio platform to facilitate your organization of the artifacts you create throughout your program.

To make an online portfolio useful, it is essential that it is organized clearly and that important files of any format are accessible. Read the [Online ePortfolio Guidelines \[PDF\]](#) to ensure you set up your online portfolio correctly. For more information on [ePortfolio](#) visit the Campus ePortfolio page.

Privacy Statement

Capella complies with privacy laws designed to protect the privacy of personal information. While you may voluntarily share your own information publicly, you are obligated to protect the personal information of others that may be associated with your academic or professional development. Before sharing information and material in any ePortfolio that is set up to be shared externally to your program at Capella, please consider privacy obligations in relation to protected populations who may be included or referenced in your academic or clinical work. Refer to the [Family Educational Rights and Privacy Act \(FERPA\)](#) and/or the [Health Insurance Portability and Accountability Act \(HIPAA\)](#) if you have specific questions or concerns about your choices.

u01d1 - Assignment Preparation

Note: Remember to adhere to the requirements for unit discussion posts and peer responses addressed in the School of Nursing and Health Sciences faculty expectations message.

In your Unit 2 assignment, you will be expected to evaluate four public health social and behavioral research studies, explaining the central features of each study and why the chosen methodology was appropriate to answer each research question.

To prepare for that assignment, use the Capella library to locate several research studies (for example, social and behavioral research in public health) and choose one to use in this discussion. Explain the study to your colleagues, including all of the features that will be required in your Unit 2 assignment:

- What was the research question?
- How was the sample selected?
- What were the main findings?
- What methodology was used?
- Why was that methodology appropriate, or not appropriate, to answer the research question?
- What ethical concerns did researchers mention in the study, and how did they address those concerns?
 - Did they seem to ignore any of the possible ethical concerns?

Response Guidelines

Read the article that was explained by your colleague, and then suggest two different methodologies that could be used to address the same question (or a question that is related to the same public health problem or concern). Along with your suggestions, note how you might address ethical challenges that may accompany your suggested methods.

Course Resources

Graduate Discussion Participation Scoring Guide

- Interpret public health assessment data.
- Determine appropriate quantitative research methodologies.
- Identify the research questions in a particular study.
- Explain the fundamentals of quantitative research.
- Determine appropriate research questions.
- Determine the purpose of a quantitative research study.
- Identify the principles of ethical practice.
- Explain the fundamentals of qualitative research.
- Determine appropriate qualitative research methodologies.
- Identify various quantitative research methodologies.
- State the purpose of including the study's limitations in the research report.
- Describe the main findings section of a study.
- Identify various qualitative research methodologies.
- Determine the purpose of a qualitative research study.
- Explain the sample selection process.
- Identify applicable ethical considerations in a research study.
- Identify the ethical considerations in implementing an evidence-based intervention.

u01d2 - Brainstorming about Research Questions

Note: Remember to adhere to the requirements for unit discussion posts and peer responses addressed in the School of Nursing and Health Sciences faculty expectations message.

Planning a public health research study always begins with trying to answer questions about public health. Imagine you are a public health researcher planning to conduct a research study. Select a public health topic that is of interest to you, and:

- Frame the research topic in terms of research questions; suggest at least two.
- Suggest what data could be used to answer the research questions.

Response Guidelines

In your response, take the role of a professional colleague, and examine the research questions suggested by your colleague.

- Are the questions measurable?
- Are they worth researching, or are they perhaps too simple, or too narrow (for example, either trivial, or too easily answered)?
- Do they focus on a specific aspect of the topic, or are they too broad to provide useful information?

- Can you think of additional data that might help answer the questions?

Course Resources

Graduate Discussion Participation Scoring Guide

u01d2 - Learning Components

- Interpret public health assessment data.
- Determine appropriate research questions.

Unit 2 >> Theories and Models Used in Public Health Research

Introduction

Did you ever wonder why there is a theory section in almost every peer reviewed article, dissertation, or capstone manuscript? The primary reason is that a good theoretical framework or model significantly strengthens the study. It can provide a conceptual foundation for the research, help focus the research question(s) or hypothesis, and a good theory or model can provide criteria for determining what research methods should be used. Finally, presenting an appropriate theory or model forces the researcher to articulate why the study is important and how the researcher plans to ultimately communicate the study results.

You will have the opportunity to critically examine various public health theories and models in this unit and consider how they might be applied to real public health research situations.

Learning Activities

u02s1 - Studies

Readings

In *Introduction to Social Research*, read the following two chapters:

- Chapter 2, “Theory and Method in Social Science Research,” pages 13–34.
- Chapter 3, “Ethics in Social Science Research,” pages 35–56.

Complete the following additional readings.

From the Capella library:

This article shows you how to combine theory and models to help explain the relationships among underlying structures in the urban environment, approaches to public health, and social equity issues.

- Bentley, M. (2014). [An ecological public health approach to understanding the relationships between sustainable urban environments, public health and social equity](#). *Health Promotion International*, 29(3), 528–537.

Research pertaining to capacity-building interventions, which incorporates theoretical foundations, is limited. This article identifies the underlying frameworks, models, and theories that support relevant capacity-building interventions relevant in public health.

- Bergeron, K., Abdi, S., DeCorby, K., Mensah, G., Rempel, B., & Manson, H. (2017). [Theories, models and frameworks used in capacity building interventions relevant to public health: A systematic review](#). *BMC Public Health*, 17, 1–12.

This article helps you understand how to incorporate cultural factors into public health issues and interventions.

- Iwelunmor, J., Newsome, V., & Airhihenbuwa, C. O. (2014). [Framing the impact of culture on health: A systematic review of the PEN-3 cultural model and its application in public health research and interventions](#). *Ethnicity & Health*, 19(1), 20–46

From the Internet:

The following paper will take you through a history of measles prevention efforts by numerous agencies. It is a good background piece for your discussion question.

- Centers for Disease Control and Prevention (CDC). (1989). [Measles prevention: Recommendations of the immunization practices advisory committee \(ACIP\)](#). Retrieved from <https://www.cdc.gov/mmwr/preview/mmwrhtml/00041753.htm>

This article on the CDC website shows you how a culturally-focused theoretical framework can be used with diabetes prevention programs.

- Sander-Thompson, V. L., Johnson-Jennings, M., Baumann, A. A., & Proctor, E. (2015). [Use of culturally focused theoretical frameworks for adapting diabetes prevention programs: A qualitative review](#). *Systematic Review*, 12. Retrieved from https://www.cdc.gov/pcd/issues/2015/14_0421.htm

Theories and Models

The following resource and the two Internet articles listed above will be of help to you in this unit's discussion.

- [Theories and Models Frequently Used in Health Promotion \[DOCX\]](#).

Optional Resources

Scholarly Writing and APA Style

Use the following resources to improve your writing skills and find answers to specific questions.

- [Academic Honesty & APA Style and Formatting](#).
- [APA Module](#).
- [Introduction to the Writing Center](#).

Library Research

Use the following resources to help with any required or self-directed research you do to support your coursework.

- [Capella University Library](#).
- [Journal and Book Locator Library Guide](#).
- [Library Research and Information Literacy Skills](#).
- [Public Health Masters Research Guide](#).
- [Search by Methodology Library Guide](#).

u02s1 - Learning Components

- Determine appropriate quantitative research methodologies.
- Interpret specific health promotion theories and models.
- Determine the applicability of specific health promotion theories and models to public health research.
- Determine appropriate research questions.
- Identify theoretical/model constructs applicable to specific research questions.
- Determine appropriate qualitative research methodologies.
- State the purpose of including the study's limitations in the research report.

u02a1 - Analyzing Public Health Research

Professional Context

This assignment provides an opportunity for you to analyze qualitative and quantitative research studies and write abstracts for them. These studies are linked in the Resources.

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assignment criteria:

- Competency 1: Select quantitative and qualitative data collection methods appropriate for a given public health context.
 - Explain why a chosen quantitative research methodology is appropriate to answer a specific research question.
 - Explain why a chosen qualitative research methodology is appropriate to answer a specific research question.
- Competency 2: Interpret results of data analysis for public health research, policy, or practice.
 - Explain the central features of a quantitative research study.
 - Explain the central features of a qualitative research study.
- Competency 5: Communicate audience-appropriate public health content in a logically structured and concise manner, writing clearly with correct use of grammar, punctuation, spelling, and APA style.
 - Write clearly and concisely in a logically coherent and appropriate form and style.

Scenario

Imagine that you are teaching students who are new to the public health field to understand research studies. You're going to choose one qualitative study and one quantitative study for the students to read, and you want to preface each study with a few succinct sentences that will help your students to understand the study.

Instructions

Given two quantitative and two qualitative research studies, minus the abstracts, choose one quantitative study and one qualitative study to analyze. Then, write a 250-word abstract for each one.

As you read each study, take notes that will help you write the abstracts. Consider:

- The purpose of the research.
- How the sample of participants was selected.
- The rationale given for the choice of a qualitative versus a quantitative approach.
- The main findings of the study.

- Any limitations of the study.
- Any recommendations made for further research.

In addition, keep a record of key words or concepts to add to each abstract.

Document Format and Length

Each abstract should be 250 words in length.

Research Study Analysis Requirements

The requirements outlined below correspond to the grading criteria in the Analyzing Public Health Research Scoring Guide, so be sure to address each point. Read the performance-level descriptions for each criterion to see how your work will be assessed.

- Explain why your chosen quantitative research methodology is appropriate to answer a specific research question.
- Explain why your chosen qualitative research methodology is appropriate to answer a specific research question.
- Explain the central features of your chosen quantitative research study.
 - The purpose of the study.
 - Sample selection.
 - Main findings.
 - Study limitations.
- Explain the central features of your chosen qualitative research study.
 - The purpose of the study.
 - Sample selection.
 - Main findings.
 - Study limitations.
- Write clearly and concisely in a logically coherent and appropriate form and style.
 - Adhere to scholarly and disciplinary writing standards and APA formatting requirements.

Submission Requirements

Proofread your research study abstracts before you submit them to minimize errors that detract from the quality of your writing and the substance of your analysis.

Course Resources

MPH5200 Qualitative Study 1

MPH5200 Qualitative Study 2

MPH5200 Quantitative Study 1

MPH5200 Quantitative Study 2

u02d1 - Applying Theories and Models to Research Questions

Note: Remember to adhere to the requirements for unit discussion posts and peer responses addressed in the School of Nursing and Health Sciences faculty expectations message.

Imagine you are working in a public health office and an outbreak of measles occurs at a local college. Your team is trying to put together a research proposal so they can better understand how the outbreak occurred and what the best evidence-based practice is for treating and preventing it from happening in the future. Your supervisor asks you to write a bullet-point list of five outbreak questions you feel should be researched.

Then, using the resources provided in this unit, choose a theory or model that best supports the team's research efforts to answer your previously determined questions. If you think anything is missing in the theory or model you chose, list those deficiencies.

Response Guidelines

In your response, take the role of the supervisor mentioned above. First, note any gaps or inconsistencies that you see in your colleague's proposed research questions and chosen theory or model. Then, propose at least one research methodology that could be considered to answer one or more of your colleague's proposed research questions.

Course Resources

Graduate Discussion Participation Scoring Guide

[Measles prevention: Recommendations of the immunization practices advisory committee \(ACIP\).](#)

u02d1 - Learning Components

- Identify public health theories and models relevant to a specific health problem.
- Determine appropriate research questions.
- Determine the applicability of specific health promotion theories and models to public health research.
- Interpret specific public health theories and models.
- Identify theoretical/model constructs applicable to specific research questions.

Unit 3 >> Non-Experimental Quantitative Research Design

Introduction

Non-experimental research is research that lacks the manipulation of an independent variable, the random assignment of participants to conditions (or orders of conditions), or both. These are characteristics pertinent to experimental designs (O'Dwyer & Bernauer, 2013). Non-experimental research can be both qualitative and quantitative. Experimental research can provide strong evidence that change in an independent variable causes change in the dependent variable. Non-experimental research is used in cases when the research question or hypothesis can be about one variable rather than about the relationships between variables (for example, how satisfied participants are with a meeting). In non-experimental research, the researcher cannot control, manipulate, or alter the predictor variable or subjects, but instead relies on interpretation, observation, or interactions to come to a conclusion. Typically, this means the non-experimental researcher must rely on correlations, surveys, or case studies, and cannot demonstrate a true cause-and-effect relationship.

Reference

O'Dwyer, L. M., & Bernauer, J. A. (2013). *Quantitative research for the qualitative researcher*. Thousand Oaks, CA: Sage Publications.

Learning Activities

u03s1 - Studies

Readings

Complete the following readings from the Capella library.

- Blair, R. A., Morse, B. S., & Tsai, L. L. (2017). [Public health and public trust: Survey evidence from the ebola virus disease epidemic in Liberia](#). *Social Science & Medicine*, 172, 89–97.
- Mummert, A., & Weiss, H. (2017). [Controlling viral outbreaks: Quantitative strategies](#). *PLoS ONE*, 12(2), 1–17.
- Narváez, J., Osorio, M. B., Castañeda-Orjuela, C., Alvis Zakzuk, N., Cediell, N., Chocontá-Piraquive, L. Á., & Hoz, d. L. (2017). [Is Colombia reaching the goals on infant immunization coverage? A quantitative survey from 80 municipalities](#). *Vaccine*, 35(11), 1501–1508.
- Raz, R., Roberts, A. L., Lyall, K., Hart, J. E., Just, A. C., Laden, F., & Weisskopf, M. G. (2015). [Autism spectrum disorder and particulate matter air pollution before, during, and after pregnancy: A nested case-control analysis within the nurses' health study II cohort](#). *Environmental Health Perspectives (Online)*, 123(3), 264–270.
- Reynolds, H., & Guest, G. (2015). [Designing research](#). In G. Guest & E. Namey (Eds.), *Public health research methods* (pp. 33–68). London, UK: Sage Publications.
- Warner, L., & Dee, D. (2015). [Cohort and case-control studies](#). In G. Guest & E. Namey (Eds.), *Public health research methods* (pp. 197–222). London, UK: Sage Publications.

Optional Resources

Scholarly Writing and APA Style

Use the following resources to improve your writing skills and find answers to specific questions.

- [Academic Honesty & APA Style and Formatting](#).
- [APA Module](#).
- [Introduction to the Writing Center](#).

Library Research

Use the following resources to help with any required or self-directed research you do to support your coursework.

- [Capella University Library](#).
- [Journal and Book Locator Library Guide](#).
- [Library Research and Information Literacy Skills](#).
- [Public Health Masters Research Guide](#).
- [Search by Methodology Library Guide](#).

u03s1 - Learning Components

- Identify the principles of an evidence-based approach to health care.
- Determine the applicability of specific health promotion theories and models to public health research.
- Identify specific criteria for evaluating evidence-based interventions.
- Identify theoretical/model constructs applicable to specific research questions.
- Determine the purpose and use of various research methods.

u03s2 - Assignment Preparation

In your upcoming assignment in Unit 4, you will examine public health theories and models to determine how they support research on a particular public health issue, then document your analysis in a written report. To prepare for the assignment, you are encouraged to:

- Review the assignment instructions and scoring guide to ensure that you understand the work you will be asked to complete.
- Reflect on the studies and discussions you have completed so far, and consider how the content of these activities might inform your approach to this assignment.
- Ask your faculty member any questions you have at this time about the assignment.

Note: Remember that you can submit all, or a portion of, your draft memorandum to [Smarthinking Tutoring](#) for feedback, before you submit the final version for this assessment. If you plan on using this free service, be mindful of the turnaround time of 24–48 hours for receiving feedback.

Course Resources

[Smarthinking Tutoring](#)

u03d1 - Assignment Preparation

Note: Remember to adhere to the requirements for unit discussion posts and peer responses addressed in the School of Nursing and Health Sciences faculty expectations message.

In the Capella library, locate two non-experimental quantitative public health research studies. Assume, once again (as in the Unit 2 assignment), your role as a college instructor for students who are new to the public health field. In your post, describe each of the studies, including the following parameters:

- Variables: Independent (IV) & dependent variable (DV).
- Groups: If groups are used, a comparison group rather than a control group.
- Research location: Natural setting.
- Research purpose: To compare a situation, people, or phenomenon, also over a period of time, to observe the change.
- Type of design: Survey, case studies, correlational studies, comparative studies, descriptive studies, longitudinal studies, needs assessment, historical research.
- Purpose of the study.
- Findings of the study.

Be sure to correctly cite the studies, so that your students can review them, if they choose.

Response Guidelines

In your response, assume the role of a student in the course that is being taught by your classmate. For each of the studies described by your professor, explain the role that study can serve in describing and assessing a population's health.

Course Resources

Graduate Discussion Participation Scoring Guide

u03d1 - Learning Components

- Explain the fundamentals of quantitative research.
- Determine the purpose of a quantitative research study.
- Identify various quantitative research methodologies.
- Determine the purpose and use of various research methods.
- Describe the main findings section of a study.

Unit 4 >> Surveys and Survey Construction

Introduction

Survey research is a quantitative approach with two important characteristics. First, the variables of interest are measured using self-report. Survey researchers ask their participants (who are often called respondents in survey research) to report directly on their own thoughts, feelings, and behaviors. Second, considerable attention is paid to the issue of sampling. Survey research is a flexible approach that can be used to study a wide variety of basic and applied research questions (Price & Jhangiani, 2013). Constructing a survey instrument is an art. There are numerous decisions that must be made about the content, wording, format, and placement that can have important consequences for your study.

Reference

Price, P. C., & Jhangiani, R. S. (2013). *Research methods in psychology: Core concepts and skills*. Vancouver, British Columbia: BCcampus.

Learning Activities

u04s1 - Studies

Readings

Complete the following readings, which will provide you with useful insight into designing surveys and will help you with the discussion in this unit.

From the Capella library:

- de Vaus, D. A. (2011). [Survey](#). In M. S. Lewis-Beck, A. Bryman, & T. Futing Liao (Eds.), *The Sage encyclopedia of social science research methods* (pp. 1103–1104). Thousand Oaks, CA: Sage Publications.
- Jan, B. & Hinz, T. (2016). [Research question and design for survey research](#). In C. Wolf, D. Joye, T. W. Smith, & Y. Fu (Eds.), *The Sage handbook of survey methodology* (pp. 105–119). London, UK: Sage Publications.
- Hageman, K., Kim, A., Sanchez, T. & Bertolli, J. (2015). [Survey design and implementation](#). In G. Guest & E. Namey (Eds.), *Public health research methods* (pp. 341–378). London, UK: Sage Publications.
- Wolf, C., Joye, D., Smith, T. W., & Fu, Y. (2016). [The Sage handbook of survey methodology](#). London, UK: Sage Publications.

From the Internet:

- Parsons, V. L., Moriarity, C., Jonas, K., Moore, T., Davis, K. E., & Thomkins, L. (2014). [Design and estimation for the National Health Interview Survey, 2006–2015](#). *National Center for Health*

Statistics, Vital and Health Statistics 2(165). 1–43. Retrieved from <https://stacks.cdc.gov/view/cdc/22466>

Optional Resources

Scholarly Writing and APA Style

Use the following resources to improve your writing skills and find answers to specific questions.

- [Academic Honesty & APA Style and Formatting](#).
- [APA Module](#).
- [Introduction to the Writing Center](#).

Library Research

Use the following resources to help with any required or self-directed research you do to support your coursework.

- [Capella University Library](#).
- [Journal and Book Locator Library Guide](#).
- [Library Research and Information Literacy Skills](#).
- [Public Health Masters Research Guide](#).
- [Search by Methodology Library Guide](#).

u04s1 - Learning Components

- Determine the applicability of specific health promotion theories and models to public health research.
- Identify specific criteria for evaluating evidence-based interventions.
- Identify theoretical/model constructs applicable to specific research questions.
- Determine the efficacy of a particular evidence-based approach to health care.
- Identify the purpose, goals, and stakeholders in a health care intervention.
- Determine the purpose and use of various qualitative research methods.

u04a1 - Applying Theories and Models to Public Health Research

Professional Context

This assignment provides an opportunity for you to apply theories and models frequently used in health promotion to the determination of an appropriate research method for investigating a health issue.

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assignment criteria:

- Competency 3: Apply key theoretical constructs to social and behavioral sciences research and the dissemination of research findings.
 - Explain how health promotion theories and models support a research study of specific public health issues.
 - Develop research questions for a public health issue, prompted by application of theoretical/model constructs.
 - Justify recommended research methods that best answer specific research questions.
- Competency 5: Communicate audience-appropriate public health content in a logically structured and concise manner, writing clearly with correct use of grammar, punctuation, spelling, and APA style.
 - Write clearly and concisely in a logically coherent and appropriate form and style.

Scenario

For this assignment, assume the role of a public health research associate. Your supervisor has asked you to review three scenarios coming from three different communities. She wants you to present and explain, in a 4–5 page memo, how a public health theory or model supports conducting a research study on each issue. (You are free to use more than one theory or model but it is not required).

Scenario 1

A predominately African American community is reporting a significant increase in HIV/AIDS among same sex male partners. No one is quite sure why this is occurring.

- What public health theory or model would you chose to support researching this issue?
- Explain why.

Scenario 2

A school district made up of mostly Latino students has disproportionate rates of obesity, as measured by BMI (Body Mass Index). The district wants to partner with your public health agency to further explore this issue.

- What public health theory or model would you choose to support researching this issue?

- Explain why.

Scenario 3

In a Native American urban community, outreach workers are reporting observing large numbers of teenagers using flavored e-cigarettes. There is not much actual data on this development.

- What public health theory or model would you chose to support researching this issue?
- Explain why.

Instructions

1. Review the summary of public health research theories and models, linked in the Resources.
2. Given three public health issues involving diverse communities, explain how particular theoretical/model constructs specifically support a research study investigating each issue.

Document Format and Length

Use a professional memorandum template of your choice.

- You may use a Microsoft Word template, a template from another Internet source, or a template used in your current organization.
- You need not apply APA style when writing your memorandum. A professional memorandum is generally written in block format, with no paragraph indent, and is single-spaced, with a double space between paragraphs. A memorandum is not signed at the bottom. Citations are not used on professional memorandums.

Your memorandum should be no more than 4–5 pages in length.

Memorandum Requirements

The requirements outlined below correspond to the grading criteria in the Applying Theories and Models to Public Health Research Scoring Guide, so be sure to address each point. Read the performance-level descriptions for each criterion to see how your work will be assessed.

- Explain how health promotion theories and models support a research study investigating each of these public health issues.
- Develop two research questions for each public health issue, prompted by application of theoretical/model constructs.
- Justify recommended research methods that best answer the research questions you have developed to address each public health issue.
 - Describe the chosen research methods.

- Write clearly and concisely in a logically coherent and appropriate form and style.
 - Adhere to scholarly and disciplinary writing standards and APA formatting requirements.

Submission Requirements

Proofread your memorandum before you submit it to minimize errors that could distract readers and make it more difficult for them to focus on the substance of your memo.

Course Resources

[ePortfolio](#)

[Online ePortfolio Guidelines \[PDF\]](#)

u04d1 - Theories, Models, and Surveys

In this discussion, you will return to the table of "Theories and Models Frequently Used in Health Promotion," to which you were introduced in Unit 2. Again, responding to your colleagues as directed below is important in this discussion.

As a public health professional, you have been asked to construct a survey to examine health behaviors in your local community. (For your topic, choose a public health concern that is relevant in the community in which you currently live.) Then go to the table of "Theories and Models Frequently Used in Health Promotion," linked in the Resources, and choose two theories or models that might support research on your chosen public health concern.

For each of your chosen theories or models, describe the type of survey questions that could be written to create a survey based on that theory or model, and provide at least one example question for each theory or model (with all questions focused on the public health concern that you chose)

Response Guidelines

In your response, take the role of a senior colleague working in the same public health agency. In order to assist your colleague with the proposed survey, start from the public health concern identified by your colleague, and explain behavioral and psychological factors related to this health concern that

may affect the population's health. Then, suggest three additional survey questions in line with the two theories or models chosen by your colleague that could be incorporated in the survey.

Course Resources

Graduate Discussion Participation Scoring Guide

u04d1 - Learning Components

- Identify public health theories and models relevant to a specific health problem.
- Interpret specific health promotion theories and models.
- Determine the applicability of specific health promotion theories and models to public health research.
- Identify the purpose, goals, and stakeholders in a health care intervention.

Unit 5 >> Qualitative Research Design

Introduction

Qualitative research design plays a significant role in behavioral and social sciences and public health research. Qualitative researchers believe that you cannot reduce complex human interactions into numbers. Qualitative research designs try to examine how research subjects think about their own behavior and the overall context of their situation.

Good qualitative research can use interview recordings, observations, photographs, and other data. It can also generate new questions or find common themes emerging among research participants.

In this unit, you will be introduced to the basics of qualitative research design. Since your final project will be creating a qualitatively-based research proposal, it is important to pay close attention to the next two units.

Learning Activities

u05s1 - Studies

Readings

Complete the following readings.

In *Introduction to Social Research*, read Chapter 7, "Qualitative Research Design," pages 113–142.

From the Capella library:

- Gallo, L., Murphy, J., Braga, L. H., Farrokhyar, F., & Thoma, A. (2018). [Users' guide to the surgical literature: How to assess a qualitative study](#). *Canadian Journal of Surgery*, 61(3), 208–214.
- Kaur, M. (2016). [Application of mixed method approach in public health research](#). *Indian Journal of Community Medicine*, 41(2), 93–97.
- O'Cathain, A. (2010). [Mixed methods involving qualitative research](#). In I. Bourgeault, R. Dingwall, & R. De Vries, (Eds.), *The Sage handbook of qualitative methods in health research* (pp. 575–588). London, UK: Sage Publications.

From the Internet:

This article is a good introduction to the importance of qualitative research in all aspects of medicine. A medical doctor provides practical examples of the benefits of qualitative research.

- Anonymous. (2016). [The importance of qualitative research in healthcare](#). *Tomorrow's Medicine*. Retrieved from <https://www.singhealth.com.sg/news/research/the-importance-of-qualitative-research-in-healthcare>

Like all research, qualitative approaches are subject to a critical analysis. This article shows you how to critically assess a qualitative study.

- Cooper, M., Harrell, M. B., & Perry, C. L. (2016). [A qualitative approach to understanding real-world electronic cigarette use: Implications for measurement and regulation](#). *Original Research*, 14. Retrieved from https://www.cdc.gov/pcd/issues/2016/15_0502.htm

Qualitative research captures personal observations and motivations that are very difficult to capture in quantitative research. In this article, you will see how adolescents view both personal sugar consumption and public policy issues.

- Krukowski, C. N., Conley, K. M., Sterling, M. & Rainville, A. J. (2016). [A qualitative study of adolescent views of sugar-sweetened beverage taxes, Michigan, 2014](#). *Original Research*, 14. Retrieved from https://www.cdc.gov/pcd/issues/2016/15_0543.htm

Optional Resources

This TED talk offer an insightful assessment of the risks of misunderstanding inherent in a narrow viewpoint of other people and cultures.

- Adichie, C. N. (Author). (2009). [The danger of a single story](https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story) [Video]. TEDGlobal 2009. Retrieved from https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story

In this video, available via the Capella library, Professor Laurie explains the key considerations in conducting longitudinal studies.

- Sage Publications. (2014). *Segment 1: What is a longitudinal survey?* [Video]. London, UK: Sage Publications.
 - Run time: 09:36.

Scholarly Writing and APA Style

Use the following resources to improve your writing skills and find answers to specific questions.

- [Academic Honesty & APA Style and Formatting](#).
- [APA Module](#).
- [Introduction to the Writing Center](#).

Library Research

Use the following resources to help with any required or self-directed research you do to support your coursework.

- [Capella University Library](#).
- [Journal and Book Locator Library Guide](#).
- [Library Research and Information Literacy Skills](#).
- [Public Health Masters Research Guide](#).
- [Search by Methodology Library Guide](#).

u05s1 - Learning Components

- Identify the research questions in a particular study.
- Identify the principles of an evidence-based approach to health care.
- Determine the nature and scope of a research study.
- Identify specific criteria for evaluating evidence-based interventions.
- Determine the efficacy of a particular evidence-based approach to health care.
- Determine the purpose and use of various qualitative research methods.

u05s2 - Assignment Preparation

In your upcoming assignment in Unit 6, you will investigate a public health problem that is a concern in your community and recommend an evidence-based intervention that can be adapted to meet the community's needs. To prepare for the assignment, you are encouraged to begin thinking about a public health problem that is a concern in your community that you would be interested in investigating. In addition, you may wish to:

- Review the assignment instructions and scoring guide to ensure that you understand the work you will be asked to complete.
- Reflect on the studies and discussions you have completed so far, and consider how the content of these activities might inform your approach to this assignment.
- Ask your faculty member any questions you have at this time about the assignment.

Note: Remember that you can submit all, or a portion of, your draft investigation results and recommendations to [Smarthinking Tutoring](#) for feedback, before you submit the final version for this assessment. If you plan on using this free service, be mindful of the turnaround time of 24–48 hours for receiving feedback.

u05d1 - Comparing Quantitative and Qualitative Method

Note: Remember to adhere to the requirements for unit discussion posts and peer responses addressed in the School of Nursing and Health Sciences faculty expectations message.

In your role as a college instructor for students who are new to the public health field, create a table to explain the differences between qualitative and quantitative research methodology to your students. You need to include the following items in your table, providing a short explanation pertaining to qualitative research and a short explanation pertaining to quantitative research for each item:

- What are the primary methods of data/information collection?
- How are theories or models used in each method?
- Objectivity and subjectivity in each method.
- How will human subjects respond in each method?
- How is validity and reliability treated in each method?
- How is sample size determined for each method?
- How generalizable is each method?

Provide a peer-reviewed reference for each item's short explanation.

Response Guidelines

In your response, take the role of a student in your colleague's course, asking your "instructor" for more information about anything that you find puzzling in their table, or asking for examples of how the information can be applied specifically in the public health field.

Course Resources

Graduate Discussion Participation Scoring Guide

u05d1 - Learning Components

- Identify public health theories and models relevant to a specific health problem.
- Determine the nature and scope of a research study.
- Interpret specific public health theories and models.

u05d2 - Evaluating a Qualitative Research Study

Note: Remember to adhere to the requirements for unit discussion posts and peer responses addressed in the School of Nursing and Health Sciences faculty expectations message.

Some of the main criticisms of qualitative research involve questions of validity, reliability, objectivity, and generalizability.

In "A Qualitative Approach to Understanding Real-World Electronic Cigarette Use: Implications for Measurement and Regulation," the researchers used qualitative methods to examine the salient characteristics of e-cigarette use. The lead investigator conducted in-depth, semi-structured individual interviews to explore patterns and behaviors associated with e-cigarette use among a purposive sample of 50 current adult users. Thematic content analysis was used to analyze qualitative data and document themes.

For this discussion, read the study closely and provide your own evaluation of several aspects of the research methods. In your post, make the case that the study is (or is not) credible, dependable, objective, and transferable.

Response Guidelines

In your response:

- Make note of what criteria (or standards) your colleague seems to have used in their evaluation of the study methodology. Can you recommend other criteria for evaluating qualitative methods?
- Note any shortcomings that were mentioned by your colleague and suggest how those aspects of the methodology could have been improved.

Course Resources

Graduate Discussion Participation Scoring Guide

[A qualitative approach to understanding real-world electronic cigarette use: Implications for measurement and regulation.](#)

u05d2 - Learning Components

- Interpret public health assessment data.
- Identify the research questions in a particular study.
- Identify the principles of an evidence-based approach to health care.
- Identify specific criteria for evaluating evidence-based interventions.
- Determine the purpose and use of various qualitative research methods.

Unit 6 >> Collecting and Analyzing Qualitative Data

Introduction

The usual collection and analysis of data from qualitative research methods starts with recordings and transcripts from in-depth personal interviews or focus group discussions. There are a number of software programs such as Nvivo, ATLAS/TI, or CAQDAS (to name a few) to help qualitative researchers extrapolate their data, identify similar content, discover emerging trends, or learn how their research questions are being answered. This is a rigorous research process that involves creating a complex data base, and one that allows researchers the opportunity to deconstruct and then describe complex phenomenon.

Yin (2003) briefly describes five techniques for analysis: pattern matching, linking data to propositions, explanation building, time-series analysis, logic models, and cross-case synthesis. Now, it is up to you to decide which method has the best possibility of answering your research questions.

Reference

Yin, R. K. (2003). *Case study research: Design and methods*. Thousand Oaks, CA: Sage Publications.

Learning Activities

u06s1 - Studies

Readings

In *Introduction to Social Research*, read the following two chapters:

- Chapter 8, "Collecting Qualitative Data," pages 143–166.
- Chapter 9, "Analysing Qualitative Data," pages 251–278.

Complete the following additional readings.

From the Capella library:

This article goes into more detail on how you can incorporate the concept of triangulation in reporting results comprising qualitative and quantitative data.

- Brown, J. B., Ryan, B. L., Thorpe, C., Markle, E. K. R., Hutchison, B., & Glazier, R. H. (2015). [Measuring teamwork in primary care: Triangulation of qualitative and quantitative data](#). *Families, Systems, & Health*, 33(3), 193–202.

Triangulation has also been viewed as a qualitative research strategy to test validity through the convergence of information from different sources. In this article you will learn about method triangulation, investigator triangulation, theory triangulation, and data source triangulation.

- Carter, N., Bryant-Lukosius, D., DiCenso, A., Blythe, J., & Neville, A. J. (2014). [The use of triangulation in qualitative research](#). *Oncology Nursing Forum*, 41(5), 545–547.

In this article, you will see how combining two methods of qualitative data analysis, referred to as intramethod triangulation, provides a more in-depth analysis of text.

- Renz, S. M., Carrington, J. M., & Badger, T. A. (2018). [Two strategies for qualitative content analysis: An intramethod approach to triangulation](#). *Qualitative Health Research*, 28(5), 824–831.

From the Internet:

This presentation offers a good overview for beginning qualitative researchers.

- Billups, F. D. (n.d.). *Qualitative data analysis* [[NERA webinar PPTX presentation](https://www.nera-education.org/docs/FINAL_NERA_Webinar_Version_for_4.23.14_fdb.pptx)]. Available from https://www.nera-education.org/docs/FINAL_NERA_Webinar_Version_for_4.23.14_fdb.pptx

The following article on the CDC Web site illustrates how in-depth, key-informant interviews were triangulated with existing data to enable researchers to provide credible evidence to policy makers on obesity and nutrition.

- Otten, J. J., Dodson, E. A., Fleischhacker, S., Siddiqi, S., & Quinn, E. L. (2015). [Getting research to the policy table: A qualitative study with public health researchers on engaging with policy makers](https://www.cdc.gov/pcd/issues/2015/14_0546.htm). *Original Research*, 12. Retrieved from https://www.cdc.gov/pcd/issues/2015/14_0546.htm

Optional Resources

Scholarly Writing and APA Style

Use the following resources to improve your writing skills and find answers to specific questions.

- [Academic Honesty & APA Style and Formatting](#).
- [APA Module](#).
- [Introduction to the Writing Center](#).

Library Research

Use the following resources to help with any required or self-directed research you do to support your coursework.

- [Capella University Library](#).
- [Journal and Book Locator Library Guide](#).
- [Library Research and Information Literacy Skills](#).
- [Public Health Masters Research Guide](#).
- [Search by Methodology Library Guide](#).

u06s1 - Learning Components

- Identify the principles of an evidence-based approach to health care.
- Identify specific criteria for evaluating evidence-based interventions.
- Determine the efficacy of a particular evidence-based approach to health care.
- Interpret research data.
- Justify research conclusions.

u06a1 - Analyzing Evidence-Based Public Health Interventions

Professional Context

Every public health leader and worker needs to understand the importance of evidence based practice (EBP). Budget cutbacks and the need for timely and proven interventions are the norm in most public health settings.

This assignment provides an opportunity for you to investigate a public health problem that is a concern in your community and identify an evidence-based intervention that can be adapted to meet the community's needs.

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assignment criteria:

- Competency 2: Interpret results of data analysis for public health research, policy, or practice.
 - Describe how selected successful evidence-based interventions were evaluated.
 - Adapt a successful evidence-based intervention to the specific needs of a community.
- Competency 3: Apply key theoretical constructs to social and behavioral sciences research and the dissemination of research findings.
 - Apply ethical principles to the adaptation of a selected evidence-based intervention.
- Competency 5: Communicate audience-appropriate public health content in a logically structured and concise manner, writing clearly with correct use of grammar, punctuation, spelling, and APA style.
 - Write clearly and concisely in a logically coherent and appropriate form and style.

Scenario

A local community action agency outreach committee in your community has decided to address an important public health concern. As a public health outreach worker, the committee has asked for your help to investigate the problem and recommend an appropriate evidence-based intervention.

Instructions

1. Choose a public health problem to investigate that is a concern in your community. Describe your community in terms of the overall population figure; demographic breakdown (male, female, race and culture), and socio-economic status.
2. Analyze five successful evidence-based interventions in the literature that have been used to address that public health problem.

3. Recommend an intervention that can be adapted to meet the needs of your community.
4. Submit the results of your investigation and your recommendations in a written report to the committee.

Document Format and Length

Format your report using APA style.

- Use the APA Style Paper Template, linked in the assignment resources. An APA Style Paper Tutorial is also provided to help you in writing and formatting your report. Be sure to include:
 - A title page and references page. An abstract is not required.
 - A running head on all pages.
 - Appropriate section headings.
- Your report should be 5–7 pages in length, **not including** the title page and references page.

Supporting Evidence

Provide an APA citation for each intervention that you identified.

Analysis and Recommendations Requirements

The requirements outlined below correspond to the grading criteria in the Analyzing Evidence-Based Public Health Interventions Scoring Guide, so be sure to address each point. Read the performance-level descriptions for each criterion to see how your work will be assessed.

- Describe how the successful evidence-based interventions were evaluated.
 - Briefly summarize each intervention.
- Adapt one of the interventions to the specific needs of your community.
 - Provide the rationale for changes that would be needed if the intervention were to be successful in your community.
- Apply ethical principles to the adaptation of your selected evidence-based intervention.
- Write clearly and concisely in a logically coherent and appropriate form and style.
 - Adhere to scholarly and disciplinary writing standards and APA formatting requirements.

Submission Requirements

Proofread your report before you submit it to minimize errors that could distract readers and make it more difficult for them to focus on the substance of your investigation and recommendations.

Portfolio Prompt: You may choose to save your written analysis and recommendations to your ePortfolio.

Course Resources

[APA Style Paper Template \[DOCX\]](#)

[APA Style Paper Tutorial \[DOCX\]](#)

[ePortfolio](#)

[Online ePortfolio Guidelines \[PDF\]](#)

u06d1 - Triangulation

Note: Remember to adhere to the requirements for unit discussion posts and peer responses addressed in the School of Nursing and Health Sciences faculty expectations message.

Triangulation is an important concept in qualitative research analysis. Simply stated, triangulation compares qualitative research findings with other peer-reviewed data sources or other commonly accepted data. Carefully read the qualitative study linked in the Resources. This study used in-depth interviews with key informants to determine how researchers could best provide evidence on nutrition and obesity to policy makers.

Then, present two additional sources of data that can help triangulate the findings. Briefly explain the two triangulated studies and how they were conducted.

Response Guidelines

In your response:

- Explain why you chose to respond to your colleague's post.
- Find and briefly describe a reference on triangulation that will help your colleague better understand the concept.
- Ask one critical question about your colleague's discussion post.

Course Resources

[Getting research to the policy table: A qualitative study with public health researchers on engaging with policy makers.](#)

u06d1 - Learning Components

- Identify the principles of an evidence-based approach to health care.
- Identify specific criteria for evaluating evidence-based interventions.
- Determine the efficacy of a particular evidence-based approach to health care.

Unit 7 >> Mixed Methods Research

Introduction

Mixed methods research is empirical research that involves the collection and analysis of both qualitative and quantitative data. In mixed methods research, qualitative and quantitative methods and data are mixed or combined in some way. A single study that combines qualitative and quantitative data is known as mixed methods, but the term can also refer to a program of several studies combining types of data (Punch, 2014). The rationale behind mixed methods research is that we can often learn more about our research topic if we combine the strengths of qualitative research with the strengths of quantitative research while compensating at the same time for the weaknesses of each method.

Reference

Punch, K. F. (2014). *Introduction to social research* (3rd ed.) Los Angeles, CA: Sage Publications.

Learning Activities

u07s1 - Studies

Readings

In *Introduction to Social Research*, read Chapter 13, "The Internet and Research," pages 279–300.

Complete the following additional readings, which will help you understand mixed methods research and prepare for the Unit 9 assignment.

From the Capella library:

- Watkins, D. C. (2012). [Qualitative research: The importance of conducting research that doesn't "count."](#) *Health Promotion Practice*, 13(2), 153–158.
- Wiggins, N., Hughes, A., Rodriguez, A., Potter, C., & Rios-Campos, T. (2014). [La palabra es salud \(The word is health\): Combining mixed methods and CBPR to understand the comparative effectiveness of popular and conventional education.](#) *Journal of Mixed Methods Research* 8(3), 278–298.

From the Internet:

- Baruth, M., Sharpe, P. A., Parra-Medina, D., & Wilcox, S. (2014). [Perceived barriers to exercise and healthy eating among women from disadvantaged neighborhoods: Results from a focus groups assessment.](#) *Women and Health*, 54(4), 336–353. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4058907/>
- Tayabas, L. M. T., León, T. C., & Espino, J. M. (2014). [Qualitative evaluation: A critical and interpretative complementary approach to improve health programs and services.](#) *International Journal of Qualitative Studies on Health & Well-Being*, 9(1), 1–6. Retrieved from <https://www.tandfonline.com/doi/full/10.3402/qhw.v9.24417>

Presentation Resources

In the upcoming assignment in the next unit, you will be developing your presentation of the evidence-based intervention from your Unit 6 assignment. The following resources offer guidelines and tips for creating effective presentations.

- Bekker, S. & Clark, A. M. (2018). [Improving qualitative research findings presentations: Insights from genre theory.](#) *International Journal of Qualitative Methods*, 17(1), 1–10.
- Medina, M. S., & Avant, N. D. (2015). [Delivering an effective presentation.](#) *American Journal of Health-System Pharmacy*, 72(13), 1091–1094.
- [SoNHS Professional Presentation Guidelines \[PPTX\].](#)
- Schmaltz, R. M., & Enstrom, R. (2014). [Death to weak PowerPoint: Strategies to create effective visual presentations.](#) *Frontiers in Psychology*, 5. 1–4. Retrieved from <https://www.frontiersin.org/articles/10.3389/fpsyg.2014.01138/full>

Optional Resources

Presentation Software Help

The following resources can help you with any questions you might have about using presentation software.

- [Microsoft Office Software](#).
 - This site includes tip sheets and tutorials for Microsoft PowerPoint.
- Microsoft. (n.d.). [Record a slide show with narration and slide timings](https://support.office.com/en-us/article/Record-a-slide-show-with-narration-and-slide-timings-0b9502c6-5f6c-40ae-b1e7-e47d8741161c?ui=en-US&rs=en-001&ad=US). Retrieved from https://support.office.com/en-us/article/Record-a-slide-show-with-narration-and-slide-timings-0b9502c6-5f6c-40ae-b1e7-e47d8741161c?ui=en-US&rs=en-001&ad=US
- [PowerPoint Presentations Library Guide](#).
 - This library guide provides links to PowerPoint and other presentation software resources.

Scholarly Writing and APA Style

Use the following resources to improve your writing skills and find answers to specific questions.

- [Academic Honesty & APA Style and Formatting](#).
- [APA Module](#).
- [Introduction to the Writing Center](#).

Library Research

Use the following resources to help with any required or self-directed research you do to support your coursework.

- [Capella University Library](#).
- [Journal and Book Locator Library Guide](#).
- [Library Research and Information Literacy Skills](#).
- [Public Health Masters Research Guide](#).
- [Search by Methodology Library Guide](#).

u07s1 - Learning Components

- Apply the principles of effective presentation design and delivery.
- Determine the nature and scope of a research study.
- Determine an effective presentation strategy.
- Articulate the goals and objectives of the research.
- Apply the principles of effective slide design.

u07d1 - Exploring Mixed Methods Studies

Note: Remember to adhere to the requirements for unit discussion posts and peer responses addressed in the School of Nursing and Health Sciences faculty expectations message.

In the Capella library, locate two mixed methods public health research studies. Assume, once again, your role as a college instructor for students who are new to the public health field.

In your post, describe each of the studies, including the following parameters:

- Mixed methods used.
- Population.
- Results.
- Full citation for the study.

Response Guidelines

In your response, assume the role of a student in your colleague's course. Choose one of the studies cited by your "instructor" and make note of how the mixed methods interact in that study.

- How does the study make use of the strengths of each method?
- How does the study design compensate for the possible weaknesses of each method?

Speculate on what the researchers were thinking when they designed this study.

Course Resources

Graduate Discussion Participation Scoring Guide

u07d1 - Learning Components

- Identify the research questions in a particular study.
- Determine the nature and scope of a research study.
- Articulate the goals and objectives of the research.
- Interpret research data.
- Justify research conclusions.

Unit 8 >> Reporting Research Findings

Introduction

As a public health professional, you may be tasked with reporting research findings. There are several ways to report research findings: proposals, reports (which may be dissertations, journal articles, or reports for other purposes), PowerPoint presentations, poster presentations, policy briefs, blogs, and community forums. It is important to use text and visual aids properly, interpret results, use headings and sub-headings, use appropriate language for your audience, and refer to figures correctly.

Learning Activities

u08s1 - Studies

Readings

Complete the following readings. These articles will help you understand how to present research findings to various audiences and to complete the assignment in this unit.

From the Capella library:

- Mills, J. & Birks, M. (2014). [Proposing your research](#). In J. Mills & M. Birks (Eds.), *Qualitative methodology* (pp. 201–220). London, UK: Sage Publications.
- Peditto, K. (2018). [Reporting qualitative research: Standards, challenges, and implications for health design](#). *HERD: Health Environments Research & Design Journal*, 11(2), 16–19.
- Perloff, E., & Bryant, F. B. (2016). [Guidelines for professional practice in reporting information about measurement instruments in health research](#). *Public health*, 139, 224–227.
- Saguy, A. C., Frederick, D., & Gruys, K. (2014). [Reporting risk, producing prejudice: How news reporting on obesity shapes attitudes about health risk, policy, and prejudice](#). *Social Science & Medicine*, 111, 125–133.
- Zeraatkar, D., Obeda, M., Ginsberg, J. S., & Hirsh, J. (2017). [The development and validation of an instrument to measure the quality of health research reports in the lay media](#). *BMC Public Health*, 17, 1–10.

From the Internet:

- Elmi., J. W. (2011). [CDC coffee break: Reporting valuation findings to different audiences \[PDF\]](#). Retrieved from <https://www.cdc.gov/>

Multimedia

The following interactive exercise walks you through nine steps of the research process.

- Click [Nine-Step Research Process](#) to begin.

Optional Resources

Scholarly Writing and APA Style

Use the following resources to improve your writing skills and find answers to specific questions.

- [Academic Honesty & APA Style and Formatting](#).
- [APA Module](#).
- [Introduction to the Writing Center](#).

Library Research

Use the following resources to help with any required or self-directed research you do to support your coursework.

- [Capella University Library](#).
- [Journal and Book Locator Library Guide](#).
- [Library Research and Information Literacy Skills](#).
- [Public Health Masters Research Guide](#).
- [Search by Methodology Library Guide](#).

u08s1 - Learning Components

- Apply the principles of effective presentation design and delivery.
- Determine an effective presentation strategy.

u08s2 - Assignment Preparation

In your upcoming assignment in Unit 9, you will choose a new public health problem in your community, **different from the problem addressed in Unit 6**, and propose a qualitative research method to study the problem. To prepare for the assignment, select the public health problem in your community that you would like to focus on. Then, review the assignment instructions and scoring guide to ensure that you understand the work you will be asked to complete.

- Begin analyzing the problem.
- Examine the public health theories or models that may be applicable to the problem and consider how they provide a deeper understanding of the problem and its effects on community members.

- Consider qualitative research methods that may be appropriate in the current public health context.

In addition, you may wish to:

- Reflect on the studies and discussions you have completed so far and consider how the content of these activities might inform your approach to this assignment.
- Ask your instructor any questions you have at this time about the assignment.

Note: Remember that you can submit all or a portion of your draft proposal to [Smarthinking Tutoring](#) for feedback before you submit the final version for this assessment. If you plan on using this free service, be mindful of the turnaround time of 24–48 hours for receiving feedback.

u08s2 - Learning Components

- Interpret public health assessment data.
- Identify public health theories and models relevant to a specific health problem.
- Determine the nature and scope of a research study.
- Identify the principles of ethical practice.
- Interpret specific public health theories and models.
- Determine the purpose and use of various qualitative research methods.

u08d1 - Presenting to Colleagues

Note: Remember to adhere to the requirements for unit discussion posts and peer responses addressed in the School of Nursing and Health Sciences faculty expectations message.

Reflect on the key factors to consider when presenting research findings, including:

- The type of presentation/talk and the intended audience.
- The organization and sequencing of your presentation content.
- The preparation of slides to support your presentation.
- Presentation tips.
- Questions and answers.

Then, identify a journal article and outline how you might present that article at a professional conference.

Note: You will be using the same article for the second discussion in this unit.

Response Guidelines

Imagine that you are an audience member at the conference at which your colleague presented. What questions will you have for your colleague?

Course Resources

Graduate Discussion Participation Scoring Guide

u08d1 - Learning Components

- Apply the principles of effective presentation design and delivery.
- Determine an effective presentation strategy.
- Articulate the goals and objectives of the research.
- Apply the principles of effective slide design.
- Identify the target audience.
- Interpret research data.
- Justify research conclusions.

u08d2 - Presenting to the Community

Note: Remember to adhere to the requirements for unit discussion posts and peer responses addressed in the School of Nursing and Health Sciences faculty expectations message.

Imagine you are working as a community health educator at a community health center. The community center participated in a research study (the same journal article that you found in u08d1, the previous discussion in this unit), and you have been tasked to present the research findings to community members/participants.

- What specific steps will you take to present the research findings to a lay audience?
- How will this presentation be different from your presentation to the professional conference?
- What does the literature suggest when presenting research to community members?

Response Guidelines

Imagine that you are a community member or study participant. After the community health educator's presentation, what questions will you have?

Graduate Discussion Participation Scoring Guide

u08d2 - Learning Components

- Apply the principles of effective presentation design and delivery.
- Determine an effective presentation strategy.
- Articulate the goals and objectives of the research.
- Apply the principles of effective slide design.
- Identify the target audience.
- Interpret research data.
- Justify research conclusions.

u08a1 - Presenting a Recommended Evidence-Based Intervention

Professional Context

Everyone serving in a public health professional capacity needs to become proficient in making public presentations, using Microsoft PowerPoint or similar media presentation software.

This assignment provides an opportunity for you to present a compelling case for an evidence-based intervention to address a specific public health problem in your community.

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assignment criteria:

- Competency 4: Communicate audience-appropriate public health content, both in writing and through oral presentation.
 - Present a compelling case to community stakeholders to obtain their approval and support for a proposed evidence-based intervention.
 - Present content in a logically consistent, accurate, and well-organized manner.
 - Speak clearly and fluently.
 - Design slides that effectively support a presentation.

Scenario

In this assignment, you will continue in your role of public health outreach worker.

You have concluded your investigation of successful evidence-based interventions and decided on an adaptation of one approach to the public health problem being addressed. Your next step is to present your recommended intervention to the committee. Committee members have asked that you record the audio portion of your presentation to accompany the slides for those who may not be able to attend a live meeting.

Instructions

Present a recommended evidence-based intervention to address a public health problem in your community.

Preparation

Check that your recording equipment and software is working properly and that you know how to record and upload your presentation. You may use Kaltura Media or other technology of your choice for your audio recording.

- If using Kaltura Media, refer to the Using Kaltura tutorial for directions on recording and uploading your presentation in the courseroom.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact DisabilityServices@capella.edu to request accommodations.

Presentation Format and Length

You may use Microsoft PowerPoint or other suitable presentation software to create your slides and record the audio voiceover for your slides. If you elect to use an application other than PowerPoint, check with your instructor to avoid potential file compatibility issues.

Be sure that your slide deck includes the following slides:

- Title slide.
 - Proposal title.
 - Your name.
 - Date.
 - Course number and title.
- References (at the end of your presentation).

Your slide deck should consist of 10–15 slides, **not including** the title and references slide. Use the speaker's notes section of each slide to develop your talking points and cite your sources, as appropriate.

Presentation Requirements

The requirements outlined below correspond to the grading criteria in the Presenting a Recommended Evidence-Based Intervention Scoring Guide, so be sure to address each point. Read the performance-level descriptions for each criterion to see how your work will be assessed.

- Present a compelling case to committee members to obtain their approval and support for your proposed evidence-based intervention.
- Present content in a logically consistent, accurate, and well-organized manner.
- Speak clearly and fluently.
- Design slides that effectively support your presentation.

Submission Requirements

Upload your video presentation and attach the presentation slides, with speaker notes. You may use Kaltura Media or other technology of your choice for your video recording. See Using Kaltura for more information about uploading media. You may submit the assessment only once, so be sure that you have included all deliverables before submitting your assignment.

Proofread your slides to minimize errors that could distract the audience and make it more difficult to focus on the substance of your presentation.

Portfolio Prompt: You may choose to save your presentation to your ePortfolio.

Course Resources

[ePortfolio](#)

[Online ePortfolio Guidelines \[PDF\]](#)

[Capella University Bookstore](#)

[Using Kaltura](#)

Unit 9 >> Evidence-Based Practice and Evaluation Research

Introduction

Evidence-based practice (EBP) is becoming the public health gold standard for reducing disease risks by choosing successful interventions based on sound research methods. The process is pretty straightforward. The public health team needs to ask:

1. What is the risk, outbreak, or gap in practice?
2. What are evidence-based and successful public health interventions that are available to be used in the team's community?
3. Can a EBP intervention(s) be modified to meet some unique characteristics of the community in question?
4. How will the intervention be employed in the community?
5. How will the intervention be evaluated to see if it was as successful, or more successful, than it was in past settings?
6. Many communities complain that they do not want to be subjected to experiments or undocumented interventions. They also know there are significant gaps between successful research and practice. EBP can answer both community concerns.

Learning Activities

u09s1 - Studies

Readings

Complete the following readings from the Capella library:

The goal of evidence-based practice (EBP) is to ensure that clinical decisions are based on the best available evidence. The article addresses questions of how health care providers communicate honestly and ethically with patients, using EBP, and the need to take a more rigorous and skeptical approach to EBP.

- Chapman, A. (2018). [Evidence based practice and public health](#). *HLG Nursing Bulletin*, 37(3/4), 90–93.

This article provides a case study of how EBP is actually implemented and evaluated in diverse public health settings.

- Duggan, K., Aisaka, K., Tabak, R. G., Smith, C., Erwin, P., & Brownson, R. C. (2015). [Implementing administrative evidence based practices: Lessons from the field in six local health departments across the United States](#). *BMC Health Services Research*, 15(1), 1–9

In this unusual article on qualitative research, the authors were able to examine proposals in the United Kingdom that included qualitative research. You will be able to examine both good and not-so-good qualitative approaches in research proposals.

- Drabble, S. J., O'Cathain, A., Thomas, K. J., Rudolph, A., & Hewison, J. (2014). [Describing qualitative research undertaken with randomised controlled trials in grant proposals: A documentary analysis](#). *BMC Medical Research Methodology*, 14, 1–11

EBP is still a work in progress. It is important for you to consider all the pros and cons of using EBP. This article shows why some health departments use it and why some do not.

- Lovelace, K. A., Aronson, R. E., Rulison, K. L., Labban, J. D., Shah, G. H., & Smith, M. (2015). [Laying the groundwork for evidence-based public health: Why some local health departments use more evidence-based decision-making practices than others](#). *American Journal of Public Health*, 105(S2), S189–S197.

This is an excellent guide on how to write a qualitative research proposal. You will not be required to go into as much depth as is presented here, but all of the elements of a qualitative research approach are presented.

- Mills, J., & Birks, M. (2014). [Proposing your research](#). In J. Mills & M. Birks (Eds.), *Qualitative methodology* (pp. 201–220). London, UK: Sage Publications.

Optional Resources

Scholarly Writing and APA Style

Use the following resources to improve your writing skills and find answers to specific questions.

- [Academic Honesty & APA Style and Formatting](#).
- [APA Module](#).
- [Introduction to the Writing Center](#).

Library Research

Use the following resources to help with any required or self-directed research you do to support your coursework.

- [Capella University Library](#).
- [Journal and Book Locator Library Guide](#).
- [Library Research and Information Literacy Skills](#).
- [Public Health Masters Research Guide](#).
- [Search by Methodology Library Guide](#).

u09s1 - Learning Components

- Interpret public health assessment data.
- Determine the nature and scope of a research study.
- Identify the principles of ethical practice.

u09a1 - Proposing a Qualitative Research Study

Professional Context

Public health leaders must understand the necessary elements of writing a research study proposal. They must prioritize information, develop a strong case based on need and feasibility, and they must demonstrate their ability to work with a qualitative research methodology.

This assignment provides an opportunity for you to identify a new public health problem in your community and apply the knowledge you have gained in previous activities in proposing a qualitative research method to study the problem.

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assignment criteria:

- Competency 1: Select quantitative and qualitative data collection methods appropriate for a given public health context.
 - Apply qualitative research methods appropriate in a current public health context.
 - Identify key ethical issues applicable to a specific research method.
 - Propose a source of funding for a qualitative research project and a time frame for completing the research.
- Competency 2: Interpret results of data analysis for public health research, policy, or practice.
 - Assess the importance of a public health problem.
- Competency 3: Apply key theoretical constructs to social and behavioral sciences research and the dissemination of research findings.
 - Apply an accepted public health theory or model to a public health problem.
 - Create a plan to communicate public health research findings.
- Competency 5: Communicate audience-appropriate public health content in a logically structured and concise manner, writing clearly with correct use of grammar, punctuation, spelling, and APA style.
 - Write clearly and concisely in a logically coherent and appropriate form and style.

Scenario

For this assignment, assume the role of a manager in a local public health office located in your community. Public health problems exist in every community, and your job in this scenario is to help your staff understand how to create a qualitative research proposal to address any problem they might confront. You will be developing an *exemplar* or model proposal for your staff to use in their professional development training.

Instructions

Choose a new public health problem in your community, different from the problem addressed in Unit 6, and propose a qualitative research method to study the problem.

Document Format and Length

Format your proposal using APA style.

- Use the APA Style Paper Template, linked in the Resources. An APA Style Paper Tutorial is also provided to help you in writing and formatting your proposal. Be sure to include:
 - A title page and references page. An abstract is not required.
 - A running head on all pages.
 - Appropriate section headings.
- Your proposal should be 8–10 pages in length, **not including** the title page and references page.

Supporting Evidence

Cite 6–8 credible sources from peer-reviewed journals or professional industry publications to support your proposal.

Proposal Requirements

The requirements, outlined below, correspond to the grading criteria in the Proposing a Qualitative Research Study Scoring Guide, so be sure to address each point. Read the performance-level descriptions for each criterion to see how your work will be assessed.

- Assess the importance of the public health problem you are addressing.
 - Interpret local public health assessment data.
 - Who is most affected?
 - How serious is this issue?
 - Is there an immediate sense of urgency?
 - What has been done in past?

- What is the current gap in effective practice?
- Apply an accepted public health theory or model to the problem.
 - To what extent does the theory or model provide a deeper understanding of the issue and its effects on community members?
- Apply qualitative research methods appropriate in the current public health context.
 - Select a focus group or in-depth personal interviews.
 - Explain why you chose this method.
 - List two significant advantages of this method.
 - Develop 10 open-ended questions for community members about the issue.
 - Under each question, present a brief rationale for the question, and what you expect to find in the responses.
 - Explain how you will demonstrate the validity and reliability of your questions.
- Identify two key ethical issues applicable to your chosen research method.
 - Explain how you will address these issues in your research proposal.
- Propose a source of funding for a qualitative research project and a time frame for completing the research.
- Create a plan to communicate public health research findings.
- Write clearly and concisely in a logically coherent and appropriate form and style.
 - Write for a specific purpose and audience.
 - Adhere to scholarly and disciplinary writing standards and APA formatting requirements.

Submission Requirements

Proofread your proposal before you submit it to minimize errors that could distract readers and make it more difficult for them to focus on the substance of your proposal.

Portfolio Prompt: You may choose to save your proposal to your ePortfolio.

Course Resources

[APA Style Paper Template \[DOCX\]](#)

[APA Style Paper Tutorial \[DOCX\]](#)

[ePortfolio](#)

[Online ePortfolio Guidelines \[PDF\]](#)

u09d1 - Choosing and Adapting EBP Interventions

Note: Remember to adhere to the requirements for unit discussion posts and peer responses addressed in the School of Nursing and Health Sciences faculty expectations message.

There has been a significant drop in breast cancer screening rates in your community among Latina women, ages 18–34. Rates for women 35+ have basically remained the same.

Your hypothetical public health agency knows that the evidence strongly suggests that early detection of breast cancer can prolong life and quality of life expectancy and wants to reach out to the target group of women.

To prepare for this discussion, go to the Capella library and find information about two evidence-based practice (EBP) breast cancer screening outreach programs aimed at younger Latina women. Briefly describe those interventions. Then, in a concluding paragraph, choose the EBP intervention you found most desirable and briefly state the reasons for your choice.

Response Guidelines

In your response, focus on the EBP intervention that was chosen by your classmate. If this intervention were to be adopted in the community in which you live (or in a community with which you are familiar), how might it need to be adapted for use in that community?

Course Resources

Graduate Discussion Participation Scoring Guide

u09d1 - Learning Components

- Interpret public health assessment data.
- Determine the nature and scope of a research study.
- Identify the principles of ethical practice.

Introduction

Public health professionals face a complex array of old and new health problems, including both familiar and emerging infectious diseases and a rise in the incidence of noncommunicable diseases around the world, largely as a function of our health behaviors. Being able to conduct, analyze, and critique public health research are critical skills for public health professionals. Over this course you have learned various qualitative, quantitative, and mixed methods research methods. You will use these skills to lead the next generation of public health research to reduce health disparities in the United States and abroad.

Learning Activities

u10s1 - Studies

Readings

Read the following Internet article.

- Plume, A. (2010). [The importance of inspirational researchers](https://www.researchtrends.com/issue16-march-2010/people-focus-2/). *Research Trends*, 16. Retrieved from <https://www.researchtrends.com/issue16-march-2010/people-focus-2/>

Web Sites

Explore the following Web sites. These resources offer excellent information on social and behavioral research in the twenty-first century.

- [Centers for Disease Control and Prevention \(CDC\)](https://www.cdc.gov/). (n.d.). Retrieved from <https://www.cdc.gov/>
- [World Health Organization \(WHO\)](http://www.who.int/). (n.d.). Retrieved from <http://www.who.int/>
- [American Public Health Organization \(APHA\)](https://www.apha.org/). (n.d.). Retrieved from <https://www.apha.org/>
- [National Institutes of Health \(NIH\)](https://www.nih.gov/). (n.d.). Retrieved from <https://www.nih.gov/>

Optional Resources

Scholarly Writing and APA Style

Use the following resources to improve your writing skills and find answers to specific questions.

- [Academic Honesty & APA Style and Formatting](#).
- [APA Module](#).

- [Introduction to the Writing Center](#).

Library Research

Use the following resources to help with any required or self-directed research you do to support your coursework.

- [Capella University Library](#).
- [Journal and Book Locator Library Guide](#).
- [Library Research and Information Literacy Skills](#).
- [Public Health Masters Research Guide](#).
- [Search by Methodology Library Guide](#).

Course Resources

[Centers for Disease Control and Prevention \(CDC\)](#). (n.d.). Retrieved from <https://www.cdc.gov/>

[World Health Organization \(WHO\)](#). (n.d.). Retrieved from <http://www.who.int/>

[American Public Health Organization \(APHA\)](#). (n.d.). Retrieved from <https://www.apha.org/>

[National Institutes of Health \(NIH\)](#). (n.d.). Retrieved from <https://www.nih.gov/>

u10s1 - Learning Components

- Assess the current and future state of public health research

u10d1 - Reflections on Research in Public Health

Note: Remember to adhere to the requirements for unit discussion posts addressed in the School of Nursing and Health Sciences faculty expectations message.

Take some time now to reflect on the relevance and impact of this course on your personal and professional goals.

- What general themes, areas of agreement, or contentious viewpoints have emerged in discussions with your colleagues?

- What insights have you gained on qualitative and quantitative research and evidence-based practices that will be of use to you in your professional practice?
- What questions or uncertainties remain unanswered for you about research in social and behavioral science?
- Where will you look for answers and guidance?
- What is your assessment of the relevance, credibility, and usefulness of the resources?

Response Guidelines

This discussion requires no responses.

Course Resources

Graduate Discussion Participation Scoring Guide

u10d1 - Learning Components

- Apply the principles of EBP and social and behavioral science research.
