

MHCH 801, MHCH Doctoral Seminar

Fall 2016 (v. 9-6-2016)

Time & Location: Tues/Thurs, 12:30 pm – 1:45 pm; Room 2302 McGavran-Greenberg
Instructor: Jon Hussey; 403 Rosenau; 206 W Franklin (CPC), Room 205 (jon_hussey@unc.edu)

Credits: 3 credit hours

Prerequisites: Enrollment in first year of Maternal Health and Child Health (MHCH) doctoral program

Content and Format: The MHCH Doctoral Seminar provides a forum for the first year MCH doctoral students to hone their skills in developing research questions, searching scientific literature, and preparing comprehensive literature reviews for publication. This course will introduce students to several types of literature reviews used to inform health practices, programs, policies, and research.

In addition, students will become acquainted with the research of MCH students, faculty, and graduates. Guests will present seminars on their own research during many of the class meetings, enhancing students' understanding of many important MCH research topics.

Readings: All readings should be completed before class. Students should bring the readings to class (hard copy or electronic versions on a computer). Since readings will be discussed in class, having easy access to them is important. Readings include:

Textbook: Booth A, Sutton A., Papaioannou D. ["BSP"] Systematic Approaches to a Successful Literature Review. 2nd ed. Sage Publications; 2016. (Kindle ~\$37; paperback ~\$46); and

Articles: See the daily course schedule later in this syllabus for the assigned articles. PLEASE NOTE: Additional readings will be added as appropriate.

Assignments and Grading: All students should submit their assignments via email by noon on the day that they are due. Assignments should be emailed to the instructor unless otherwise specified. For some assignments, this will facilitate sharing and discussion as outlined in the later parts of this syllabus. The final course grade will be assigned based on the totality of the student's performance during the doctoral seminar, including:

- Class participation and facilitating class discussions of faculty presentations (10% of grade): All students are expected to read all the course materials, attend every class, participate in all discussions, and be timely in submitting both graded and non-graded assignments. Most weeks, one student will be assigned to lead discussions with guests. All students should come to class with prepared questions to enhance guest discussions.
- Brief draft of specific research question(s), search strategies, inclusion/exclusion criteria, and copies of the abstracts of 10 articles to be reviewed (Not graded, Due **Aug 30**).
- Article review form and review of 5 articles using the form (Not graded, Due **Sep 13**).
- Review of 5 more articles using article review form (Not handed in and not graded, Due **Sep 22**).
- Identification of a journal to which you intend to submit your manuscript (Not handed in and not graded, but be prepared to discuss, Due **Sep 22**).
- Draft summary tables for inclusion in manuscript (Not graded, Due **Sep 29**).
- Draft presentation of Research Question(s), Article Search Strategies, Articles Reviewed, Summary Tables, and answers to the research question(s) (Not graded, Due **Oct 6**).
- Start developing manuscript draft (Not handed in and not graded, Due **Oct 13**).
- Complete draft of manuscript for instructor and peer review (Not graded, Due **Oct 25**).
- Review of peer's manuscript (15% of grade, Due **Nov 1**).

- Revise manuscript, respond to reviewers' comments, and revise oral presentation (not handed in and not graded, Due **Nov 8**).
- Final oral presentation (20% of grade, Due **Nov 29**).
- Press release and mock press conference (5% of grade, Due **Dec 1**).
- Final literature review manuscript, including written comments on how the author responded to the previous peer and instructor reviews (50% of grade, Due **Dec 8**).

Course Evaluations: All students are expected to complete an on-line course evaluation during the 2-week time period specified for this at the end of the semester. All students will also be asked for oral feedback at course end.

Policy on Academic Dishonesty: In keeping with the UNC Honor Code, if reason exists to believe that academic dishonesty has occurred, a referral will be made to the Office of the Student Attorney General for investigation and further action as required.

Policy on Accommodations for Students with Disabilities: Students who have disabilities that affect participation in the course should notify the instructor if they need special accommodations.

MCH Competencies: This course will help to strengthen students' competencies in several areas, including enhancing student-specific substantive areas of expertise (by means of the topic of the literature review they choose) and enhancing the professional skills of the students (e.g., being able to critically evaluate the empirical literature).

Course Schedule

Aug 23 - Class 1

Introduction

-Introductions; course overview; syllabus review

Aug 25 - Class 2

Overview of Literature Reviews

-Instructor led overview of literature reviews, including: various types of reviews, how to write and propose a research question for a literature review, search strategies, how to identify articles for inclusion in a literature review (including inclusion and exclusion criteria), keeping track of the review process, how to develop an article review forms, how to abstract information from the articles for the literature review, how to answer the research question, and the most common problems faced in undertaking such literature reviews. An example literature review and manuscript will be used to demonstrate these concepts.

Readings

-BSP:

Chapter 1 "The literature review: Its role within research"

Chapter 4 "Defining the scope"

-Whincup et al. "Birth Weight and Risk of Type 2 Diabetes: A Systematic Review." JAMA 2008;300(24):2886-2897.

Some helpful links: The purpose of these links is to give students some familiarity with two databases and one citation manager that may be useful. You may wish to contact our SPH Liaison Health Science Librarian.

BSP Book Companion Website: <https://study.sagepub.com/booth2e>

PubMed

<http://guides.lib.unc.edu/pubmedtentips>

--particularly #1, 2, 4, & 5

Web of Knowledge

'Search Tips'

https://www.brainshark.com/thomsonscientific/searchtipswok5_v2

'Managing Search Results' (stop at Endnote Web)

<http://www.brainshark.com/thomsonscientific/markrecords>

RefWorks

<http://guides.lib.unc.edu/refworksquicktips>

--Particularly the tabs 'Getting Started', 'Adding References', 'Cite a Paper', & 'Off-Campus Access'

Aug 30 - Class 3

Sharing Your Literature Review Research Questions, Search Strategy, Inclusion/Exclusion Criteria, and Articles for Review

Activities

-Student presentations and class discussion/group problem solving on your: research question(s) that you would like to address in your literature review, search strategies to identify articles, inclusion/exclusion criteria, and identified articles, along with any challenges you have faced thus far and any solutions you used.

Readings

-BSP:

Chapter 5 "Searching the literature"

Chapter 6, "Assessing the evidence base"

Assignments

-Develop a draft of one (or two) related literature review research questions to address in a structured literature review. Examples can be in the form: How common is X? What are the most common risk factors for X? Is Y related to X? Does the effect of Y on X vary by M? How effective is T on the treatment of (or prevention of) X? Which treatment is most effective in the treatment of (or prevention of) X? Etc.

-Identify and collect 10 articles on the topic that address your research question(s) that can be used for your literature review. These articles must be empirical quantitative research studies, not solely qualitative or reviews of the literature. Be sure that all of your articles actually address your research question.

- Note that the most common problems faced in doing such a literature review are:

- Failing to search the literature for prior literature reviews on this topic (so that your literature review will not be needed); so be sure to search for past literature reviews on your topic to be sure that there is not a recent one available.
- Identifying articles that sound like they address your study question, but really don't have all the empirical information available in them to allow you to include them in your research (for example, they have not specified their methods clearly enough to allow you to include them, or they are not really examining the same research questions).

-Email a DRAFT of the following to the instructor by 10:30 a.m. the day of the class. The assignment includes: (1) your specific research question(s), (2) search strategies; (3) inclusion/exclusion criteria, and (4) copies of the abstracts of your 10 articles. REMEMBER this is a draft so bullet points for items (1) to (3) are fine. The idea is to have a document from each student that we can share and provide constructive feedback on to help you move forward.

-Each student will present a brief oral presentation on their work, followed by a brief interactive discussion.

Sept 1 - Class 4

Developing and Utilizing and Individual Development Plan (IDP)

Reading

American Association for the Advancement of Science (AAAS) IDP site:

<http://myidp.sciencecareers.org/>

Sep 6 – Class 5

The Writing Process; Choosing a Journal in Which to Publish

Reading

Boice, Robert. "Chapter 6: Ensuring Regular Productivity" in *Professors as Writers: A Self-Help Guide to Productive Writing*. New Forums Press, Inc. 1990. [pdf on Sakai]

Saper CB. Academic Publishing, Part II: Where to Publish Your Work. *Annals of Neurology*; 2014; 76(1):1-4. 24212

Additional Resources: Web of Science Journal Citation Reports

Sep 8 – Class 6

Sep 13 – Class 7

Developing Article Review Forms and Reviewing Your Articles

Activities

- Student discussion of 5 of their reviewed articles using their article review form
- Instructor led discussion on: Choosing a journal in which to publish

Readings

-BSP:

Chapter 7, "Synthesizing included studies"
Chapter 8, "Analyzing the findings"

Assignments

- Develop an article review form to use with your articles.
- Review at least 5 of your 10 articles using the form and come to class prepared to discuss them. Each student will have a 5-minute oral presentation followed by an interactive discussion.
- Please email the 5 reviewed articles on the forms to the instructor by 10 a.m. on the day of the class to aid class discussion.

(Note that if during this process, you find the need to change your research questions and articles, please check in with the instructor and, once approved, go ahead and make the necessary changes.)

Sep 15 – Class 8

Guest: Tamar Ringel-Kulka, MD, MPH
Research Assistant Professor, MCH

Reading

TBD

Sep 20 – Class 9

Sep 22 - Class 10

Activities

-Student discussion of their choice of journal to which they will submit their literature review; Students should bring any questions faced in conducting their reviews for discussion and group problem solving

-Instructor led discussion on creating summary tables for your manuscript and drafting your literature review manuscript (introduction, methods, results, and discussion)

Assignments

-Identify your target journal to which you will submit your literature review and come to class prepared to discuss your justification of this choice.

-Use your current version of the Article Review Form to review the last 5 of your articles and bring any questions you have to class for discussion (so you should have all of your 10 articles reviewed by the start of this class).

Readings

-BSP:

Chapter 9, "Writing up and presenting data" (Please START on page 205 "A sample review structure")

Resources for tables in journals

-JAMA – Instructions for table creation [see Sakai]

-APHA – instructions for authors [see Sakai]

-Menachemi N, Ginter PM. The Anatomy of an Empirical Research Manuscript Suitable for the Peer-Reviewed Health Administration Literature. Published by The American College of Healthcare Executives (ache.org)

Sep 27– Class 11

Advanced Reference Search & Management Skills

Guest: Mary White, MS, MSHI

Global Public Health Librarian, UNC

<http://guides.lib.unc.edu/mw>

Sept 29 - Class 12

Developing Presentations

Activities

-Instructor led discussion on developing presentations

-Student led discussion on their summary tables for their manuscripts

Readings

Resources for giving oral presentations in a class, conference, etc.

- Designing and Writing an Effective Presentation (Sakai)

- Public Presentation Skills (Sakai)
- http://www.washington.edu/doi/TeamN/present_tips.html
- <http://www.lifehack.org/articles/technology/10-tips-for-more-effective-powerpoint-presentations.html>

Assignments

-Draft your summary tables for inclusion in your final manuscript. Email them to the instructor by 10 a.m. of the day of the class. Come to class prepared to discuss them.

Oct 4 - Class 13

**Guest: Claudia Fernandez, DrPH, MS, RD, LDN
Clinical Assistant Professor, MCH**

Readings

TBD

Oct 6 – Class 14

Student Presentations of Research Question, Summary Tables and Answering their Study Question

Activities

-Although these are not the final student presentations of their work, the presentations should be fairly comprehensive in sharing with the audience your research to date. The presentations should include: your Research Question(s), Article Search Strategies, Articles Reviewed, Summary Tables, and answers to the research question(s). Be prepared to present your work orally, receive feedback and provide feedback on the work of others.

Readings

None

Assignments

-Email your presentation (PowerPoint or a similar style will work best) to the instructor by 10:00 a.m. the day of the class, so we can share with the group for discussion during class.

-Each student should be prepared for an 8 -minute presentation and a 10-minute of class discussion about each of the presentations. Please keep within the allocated time.

Oct 11th – Class 15

Student Discussion on Drafting their Manuscripts

Activities

-Student discussion of experience writing your manuscript, problems faced, and solutions employed

Readings

-Menachemi N, Ginter PM. The Anatomy of an Empirical Research Manuscript Suitable for the Peer-Reviewed Health Administration Literature. Published by The American College of Healthcare Executives (ache.org)

Assignments

-Start developing a first draft of your manuscript. It should include the following sections: introduction, methods, results, discussion, tables, figures, and references.

Oct 13th – Class 16

Guest: Gustavo Angeles, PhD

Research Assistant Professor, MCH

Readings: TBD

Oct 18 – Class 17

Reviewing Manuscripts and Responding to Reviewers

Activities

-Instructor led discussion of how to review a manuscript and how to respond to reviewer comments on your manuscript

-Student discussion of progress, problems encountered in preparing the manuscript draft.

Readings

These readings are to understand the process of submitting a manuscript, receiving reviewer comments and responding to reviewers comments

-Roberts LW, Coverdale J, Edenharder K, Louie A. (2004) How to review a manuscript: A “down-to-earth” approach. *Academic Psychiatry*. 28(2): 81-87.

-Spigt M, Arts IC. How to review a manuscript. (2010) *Journal of Clinical Epidemiology*. 63: 1385-1390.

-Winck JC, Fonseca JA, Azevedo LF, Wedzicha JA. (2011). To publish or perish: How to review a manuscript. *Portuguese Journal of Pulmonology*. 17(2): 96-103.

-Richardson, LJ, Hussey JM, Strutz KL. (2011). Origins of Disparities in Cardiovascular Disease: Birth Weight, Body Mass Index, and Young Adult Systolic Blood Pressure in the National Longitudinal Study of Adolescent Health. *Ann Epidemiol*. 21:598-607

-Reviewer Comments and Responses to Reviewers. Richardson

Oct 25 – Class 18

Guest: TBD

Assignments

-Fine-tune and complete the draft of your manuscript for faculty and peer review. Bring two (2) copies for the instructor and the peer reviewer. Please also email a copy to the instructor. Please make sure that the paper is set up in the correct form appropriate for your chosen journal. It should include an introduction, the study question, methods, results, discussion, summary tables, references, and anything else required by the journal you chose.

Oct 27 - Class 19

Guest: TBD

Readings

Nov 1 - Class 20

Peer and Instructor Reviewer Feedback Session

Activities

– Peer and instructor feedback session.

Assignments

-Prepare a **written review** noting your comments on your peer’s manuscript. You should be ready to **hand a paper copy of it** to your peer and the instructor. Please also email the review. This review will be read by your peers and the instructor who will give comments.

This will be graded by the instructor. The peer review will count as 15% of your grade.

-Be prepared to also **provide oral feedback** on your peer’s manuscript during class, and to accept feedback from your peer and the instructor on your manuscript draft.

Nov 3 – Class 21

Nov 8 – Class 22

Guest: TBD

Readings

Nov 10 -- Class 23

Productivity and Time Management Strategies

Readings

Kerry Ann Rocquemore’s Summer Plan; Sunday Meeting; and Daily Writing PDFs

Nov 15 – Class 24

Guest: TBD

Nov 17 -- Class 25

Guest: TBD

Readings

Nov 22 – Class 26

Guest: Andra Wilkinson, MSPH, PhD

Research Scientist, Child Trends
Adjunct Assistant Professor, MCH

Readings: TBD

Nov 29 - Class 27

Student Final Oral Presentations

Activities

-Student final oral presentations of their literature reviews. Students and instructor will provide oral feedback on the presentations and suggest changes that they might like to see for the final written product. Students will be graded by the instructor on their presentation (20% of grade).

Readings

None!

Assignments

- Final Oral presentations on your topic (12 minute presentation, followed by 12 minutes of questions, answers and comments).
- Presentations should be in a PowerPoint or similar presentation format. Please email to the professor by 10 am the day of class.
- Work towards finalizing your manuscript and response to reviewer comments.

Dec 1 -- Class 28

Student Press Releases and Mock Press Conference

Activities

-Student review of press releases and mock press conference

Assignments

- Email a “press release” about your literature review and its findings to the instructor by noon on **NOVEMBER 30**. A press release is ~100 words.
- Be prepared to answer questions about your press release in the format of a press conference. These questions will be posed during a Mock Press Conference in which the instructor and students will serve as reporters asking you questions about your work. You will have 7-8 minutes to present your press release in a news format and will have 7-8 minutes to answer questions from the “audience.”
- This is worth 5% of your grade.

Dec 6 – Class 29 (Final Class Meeting!!)

Final Manuscripts and Student Feedback on the Course

-Discussion of the course and student evaluation feedback.

Assignments

-By 10 am on **12/8**, email a copy of your final literature review manuscript, and your written comments on how you responded to the previous peer and instructor reviews of your manuscript, to the instructor.

-The final manuscript and response to reviewers is worth 50% of your grade.
