Goals of the course:
This course will present methods of designing and implementing field studies in the various disciplines that affect nutrition. At the end of the course, students should be capable of designing a field study related to nutrition or food consumption, its determinants and correlates, and the effectiveness of interventions. A secondary objective is that students will understand potential threats to the validity and reliability of field studies, and will therefore become more critical and intelligent consumers of research results.

As part of the course, students will develop a plan for a field survey. We will divide into teams of three, and each team will choose an appropriate topic and prepare the appropriate section of the survey and submit it (in most cases) the week after we discuss that element in class. All drafts will be returned no later than the following class.

The ‘term paper’ assignment is the completed survey plan. An appropriate topic is one that makes suitable use of survey research methods, addresses a question or problem whose answer would be useful, and for which a focus group and pretest of the questionnaire can feasibly be conducted within the period and context of the class (i.e., locally). The survey does not have to be based on hypothesis-driven research; it can address a research question, or it could be a situation assessment. It can relate to an expected internship or job. Students will choose topics and form teams during the second week of class.

The study plan includes the following sections.

1. Statement of the research problem.
   Explain what the question is, and why it matters (that is, answer the "so what?" question).
2. Review of the relevant literature.
   This should demonstrate that you are familiar with research (or evaluations or other types of studies as relevant) done in the field and where your proposed study fits in.

3. Statement of the specific research hypothesis or research question.

4. Conceptual framework of the research.
   Diagram the relationships among the concepts you plan to measure, indicating with arrows the directions of causality you think exist and with pluses and minuses the anticipated nature of the relationship (direct, inverse). This will be the basis for presentation of the analytical model.

5. Concept operationalization matrix.
   For each concept (that is, each box in your conceptual framework), a list of the variables you will use to measure this concept and how they will be measured.

6. Experimental or research design.
   This can be brief, a paragraph or two, but explicit. Cross-sectional or longitudinal? Panel or repeat cross section? Randomized control trial?

7. Sample design and sampling plan.
   This must include a calculation of needed sample size based on alpha level, power, and level of precision needed for the study. The sampling plan must indicate units of analysis, sampling units, sampling frame and the mechanics or logistics you will use to draw the sample.

8. Documentation of focus group and pretest results.
   This is simply a narrative description of what you learned from the focus group(s) or open-ended interviews, and in the pretest, and how you modified your data collection instrument as a result. Mention the information you received which caused you to modify or change any of your approaches, questions, or expected relationships.

9. Your survey or data collection instrument(s), with a justification of each item in relation to the conceptual framework.
   Put a number in each box of your conceptual framework. Next to each question or item in your instrument, note the number of the concept for which you need this item.
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10. Analytic model(s).
    Present the analysis plan, identifying the key relationships and what statistical methods you will use to demonstrate them. This should be linked to your conceptual framework. Please be specific: say precisely what relationships will be presented. For descriptive studies, say what variables you will be looking at.

11. Description of study methods:
    a. logistics
    b. staffing
    c. schedule of operations including timeline

    A breakdown by category and year (for multi-year projects) of the project costs using a standard budget format. This includes a Budget Narrative that explains and justifies the budget.

The entire survey report from each team is due on Monday May 8th at 11:55 pm. I will provide feedback on any draft sections handed in by Monday May 1 (but not later). (Please hand drafts in with specific questions about which sections require feedback.)

Basis for Grading: Term paper (study plan), 40%; timely submission of drafts of sections, 10%; quiz, 20%; exercises, 25%; and peer evaluation of group participation, 5%. Regular attendance and active participation are expected.

Human Subjects Training. All students in the school are required to complete CITI, an online training course in the ethical treatment of human subjects in research: https://www.citiprogram.org/. If you took Nutrition 209 or 207, you have already completed this training. If not, you must complete it as a requirement of Nutrition 210. You need it for graduation, too.

Required texts:

Recommended texts:

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3. Dillman, Don A.; J.D. Smyth; L.M. Christian, Internet, Phone, Mail and Mixed-Mode Surveys: The Tailored Design Method Fourth Edition. John Wiley & Sons, NY 2014 *(This has been a life-saver for several PhD students – worth having on your shelf!)*


5. Grosh, Margaret and Paul Glewwe, Designing Household Survey Questionnaires for Developing Countries: Lessons from Ten Years of LSMS Experience. Washington, D.C. World Bank, 2000. *(Chapters are on Trunk; this is too expensive to buy)*

*(Based on previous students’ experience I would recommend investing in Babbie, DeVellis, and Dillman.)*

**NOTE:** All these texts are on reserve at the Health Sciences Library. Also note that some required readings are in the optional textbooks.
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SESSION 1 January 20

✓ Outline of Class Objectives and Expectations
✓ Approaches to field research
  • appropriate uses of survey techniques
  • alternatives to the use of surveys
  • combining qualitative and quantitative methods
  • combining primary and secondary data sources
✓ Ethical considerations in field research
  • choosing research questions
  • use of research results
  • protection of human subjects
  • Institutional Review Board review
  - Which IRB to use for Tufts research
  - Principles of informed consent
  - Types of review (full, expedited, exempt)

Required Reading:
1. Babbie Chapter 2: Social Inquiry, Ethics, and Politics. (See also Chapter 11 on Ethics of Qualitative Field Research, pp 355)
2. IRB procedures: http://www.tufts.edu/central/research/IRB/

Assignment: Please post to the Discussion Board on Trunk your ideas for class research projects and be prepared to form project teams in class next week. Normally the class works in teams of three. (Due January 26th, 11:55PM)

SESSION 2 January 27

✓ Formulating research questions
  • developing causal models and conceptual frameworks
  • developing an analytic model
  • theories, hypotheses, specific aims
  • distinguishing good survey questions from good thesis questions
✓ Developing hypotheses and specific aims
✓ We will set aside some time to form class project teams.

In class exercise: develop testable hypothesis from broad research question
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**Required Reading:**
1. Babbie Chapter 1 (An Introduction to Inquiry),
2. Babbie Chapter 3 (Inquiry, Theory and Paradigms),
3. Babbie Chapter 4 (Purpose and Design of Research Projects)

**Due today:** Please post to the Discussion Board on Trunk your ideas for class research projects and be prepared to form project teams today.

**Assignment (individual):** Develop a testable hypothesis based on a broad research question (on Trunk under “assignments”) and do a conceptual framework (schematic) for that hypothesis. (This is an individual, graded assignment) *(Due February 2nd, 11:55PM)*

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### SESSION 3  
**February 3**

- **Concepts and variables:**
  - turning research concepts into measurable variables
  - measurement issues
  - validity, reliability, accuracy
  - variable computation and creation

*In-class exercise: concept to variable matrix for one concept*

**Required Reading:**
1. Babbie Chapter 6: From Concept to Measurement
2. Hoyle, Rick H., M.J. Harris, C.M. Judd, Research Methods in Social Relations. U.S.: Wadsworth-Thomson Learning, 2002 Chapters 2 and 4 (on Trunk) (Note: read Babbie first; the Hoyle et al. reading will complement it and fill in gaps.)

**Due today:** Testable hypothesis & conceptual framework (individual)

**Assignment:** Take home exercise: working in your groups, design a concept-to-variable matrix for one key concept in your group project. *(Due February 9th, 11:55PM)*
Research and Study Design

- types of design:
  - 1) cross sectional
  - 2) longitudinal: cohort, panel, repeat cross section
  - 3) case control
  - 4) experiments, quasi experiments
- strengths and weaknesses
- fallback options
- how to describe a study design in a proposal

Linking study design to analytic models

In-class exercise: develop a study design.

Required Reading:

1. Babbie Chapter 9: Experiments and experimentation
2. Babbie Chapter 12: Evaluation Research
   Assigned chapter is on Trunk.

Due today: Concept-to-variable matrix for one variable from the group survey plan (group assignment)

Assignment: In your groups, begin drafting your survey plan, incorporating sections 1-5 (1-Statement of problem; 2-brief lit review; 3-statement of the research question/hypothesis; 4-conceptual framework; 5-complete concept-to-variable matrix – include all your variables.) (Due February 16th, 11:55PM)
Sampling

- reasons for sampling
- types of samples
- sampling units and units of analysis
- nested sample designs
- multistage samples
- developing a sampling frame
- dealing with the lack of a sampling frame
- logistics of sampling
- determining sample size: significance, power
- rare events
- resources for sample size calculation

In-class exercise: design a sampling plan.

Required Reading:

1. Babbie Chapter 5: Sampling Logic

Online Sample Size Calculators:

- [http://homepage.stat.uiowa.edu/~rlenth/Power/](http://homepage.stat.uiowa.edu/~rlenth/Power/)
- [http://www.surveysystem.com/sscalc.htm](http://www.surveysystem.com/sscalc.htm)
- [http://www.select-statistics.co.uk/sample-size-calculator-proportion](http://www.select-statistics.co.uk/sample-size-calculator-proportion)

Online Resource: PowerPoint presentation by Diana Stukel: Elements of Sampling and Survey Design (on Trunk)

Additional online resources: two sites that describe satellite mapping approaches to sampling... interesting to look at.

Optional Reading:
1. The Dillman et al. book has a good discussion of sampling, especially pp. 87 – 90 on post survey adjustment and sampling error. (Don’t worry about the statistical formulas, but focus on the concepts.)

Due today: First part of survey plan (#1-5)

Assignment (individual): Take-home sampling exercise (handed out in class). *(Individual Assignment; Due February 23rd, 11:55PM)*

Also: Bring your questions for the IRB guest lecturer (next week, IRB procedures)

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SESSION 6  February 24

- **IRB procedures**
  - Guest lecturer: **IRB representative** (9-10am)

- **Introduction to Instrument Design**
  - linking instruments to conceptual framework
  - linking specific items to concepts
  - organization and design of questionnaires
  - respondent selection
  - principles of interviewing
  - in-person, phone, and mailed instruments
  - pretesting and revision
  - data handling considerations in the design of instruments
  - modes of data collection (paper vs. electronic; self-administered vs. interviewer-administered; phone, web, mail, in-person)

*In-class exercise: “What’s wrong with this question?”*

Required Reading:
1. Babbie Chapter 8: Surveys
2. Dillman 4th edition: Chapters 4 (Fundamentals of writing questions), 5 (How to write Open and Closed-Ended Questions); 6 (Aural and visual Design of Questionnaires); and 7 (Ordering questions).
Recommended Reading:

3. Bradburn et al., Chapters 2 – 4 (Asking non-threatening questions; asking threatening questions; asking questions about attitudes and behavior).
4. See also Babbie Chapter 14, Analyzing Quantitative Data (for insight into designing a questionnaire to collect the necessary information)
5. Caeyers, B.; N.Chalmers; J.deWeerdt, A comparison of CAPI vs PAPI through a Randomized Field Experiment. World Bank November 2010. (A formal comparison of paper-and-pencil vs. computer administered surveys.)
6. Dillman et al. has detailed discussions of each type of survey: telephone, web, mailed, and mixed mode (Chapters 8 – 11) that have useful information.

Due today: Take-home sampling exercise (individual)

Assignment: Draft of sections 6 and 10 (study design and analysis plan) (for your group project) (Due March 2nd, 11:55PM)

SESSION 7 March 3

✓ Review of sampling
  • We will go over the sampling exercises and address questions relating to the exercise and to sampling issues in your term projects.

✓ Collecting community level data
✓ Collecting basic demographic data
✓ Linking multiple data collection instruments at multiple levels; use of nested ID codes

Required Reading:
1. Bradburn et al., Chapter 9 (Asking Standard Demographic Questions)
2. E. Frankenberg, Community and Price Data. (Chapter 13 in Grosh and Glewwe, with associated Q module)
3. Glewwe, Household Roster (Chapter 6 in Grosh and Glewwe, with associated Q module)
4. NOTE: As you prepare to think about your analysis plan, use Babbie Chapters 13 – 15 as background.

In-class exercise: use of nested ID codes.

Due today: Draft of sections 6 and 10 (study design and analysis plan) (for your group project)

Assignment: Draft section 7 (sampling plan) (Due March 9th, 11:55PM)
Qualitative Data Collection: Focus groups as a data collection technique and as a preliminary to questionnaire design
  • Guest Lecturer: Sara Folta

Required Reading:

Due today: Draft section 7 (sampling plan).

Assignment: Draft of section 9 (Draft Questionnaire) (Due March 16th, 11:55PM) AND begin planning and conducting your focus groups (Section 8). (Due April 13th, 11:55PM)

Qualitative Data Collection and Rapid Appraisal Methods
Measuring Time Use and Task Allocation

In-class exercise: developing time use variables.

Required Reading:
1. Babbie Chapter 11: Paradigms, Methods, and Ethics of Qualitative Field Research
2. Chung, Kimberly, “Using Qualitative Methods to Improve the Collection and Analysis of Data from LSMS Household Surveys” (Chapter 25 in Grosh and Glewwe) (Note: the section available on trunk has several chapters; scroll down to Chapter 25.)
3. Harvey, A.S. and M.E.Taylor, Time Use (Chapter 23 in Grosh and Glewwe).
5. Nina Schlossman, time use questionnaire and interviewer instructions (on Trunk).

Recommended Reading:
2. Babbie Chapter 10: Unobtrusive Measures

Due today: Draft of questionnaire (Section 9).

Assignment: Plan and conduct your focus groups (Section 8). (Due April 13th, 11:55PM)
SPRING BREAK

March 24

No class

SESSION 10

March 31

Field Operations and Budgeting
- interaction of design, sampling plan, time, and budget considerations
- how to develop a budget
- budget formats

Required Reading:
1. Dillman et al. has chapters on the implementation of different kinds of surveys:
   Chapters 8 (phone), 9 (web), 10 (mail), and 11 (mixed mode). Read these for the implementation approaches.

   These next two give you an idea of what is included in planning for field operations in a face-to-face survey. Read them to see what must go into a logistic plan, but you don’t need every detail:


Recommended Reading: one or more of the following.
2. "Economic Impacts of Improved Health," Bea Rogers, PI, proposal submitted to NIH (selections), August 2001

Due today: N/A

Assignment: Draft sections 11-12 (Methods and Budget) (Due April 6th, 11:55PM)
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SESSION 11

✓ Measuring Knowledge, Attitudes, and Practices
✓ Scale Construction
  • Guest Lecturer: Jennie Coates

Required Reading:
1. Babbie Chapter 7: Typologies, Indexes, and Scales
2. De Vellis, Scale Development: Theory and Applications (Sage, 2011), Chapters 2-5 required, Chapter 6 recommended.

Recommended Reading:

Due Today: Teams hand in Sections 11-12 (Methods and Budget)

Assignment: Complete focus group and pre-testing (Section 8) (Due April 13th, 11:55PM)

SESSION 12

✓ Working session: term project progress report and trouble-shooting.

Due today: Focus group and pre-testing (Section 8)

Assignment: Finalize questionnaire – Section 9 (Due April 20th, 11:55PM)
SESSION 13
April 21

✅ Measuring Socio-Economic Status: Income, Expenditure, Consumption, Wealth

Required Reading:
1. Andrew McKay, "Should Multi-Purpose Household Surveys Aim to Measure Total Household Income?" Chapter 17 in Grosh and Glewwe.

Recommended Reading:
1. Deaton and Grosh, "The Consumption Module in the LSMS Surveys", Chapter 5 in Grosh and Glewwe. (Not every detail of this will be relevant to all students, but you should be aware of the issues raised. Skim this.)

Due today: Teams hand in finalized questionnaire (Section 9)

Assignment (individual): Quiz handed out today, due next week. (Due April 27th, 11:55PM)

SESSION 14
April 28

✅ Measuring Dietary Intake

In-class exercise: conducting a 24-hour household recall.

Required Reading:
Nutrition 210 Syllabus, Spring 2017

2005

**Recommended reading:**
1. TBA from Exit Strategies study.

**Due today:** Quiz

**Term paper due May 8 (11:55 pm) on Trunk**

**No extensions for students expecting to graduate this year.**