SSCI 601a, Population, Health & Place Research Practicum

Units: 2

Term — Day — Time: Summer 2020 (Session 050) — Mondays and Wednesdays— 10 a.m.-11:50 a.m.

Location: TBA (Residential)

Instructor: Robert O. Vos, Ph.D.
Office: AHF B57B
Regular Office Hours: Mondays and Wednesdays, 9:00-10:00 a.m. Also available by appointment via email for in person or remote meetings.

Contact Info: vos@usc.edu, 213-821-1311, see contact page on Blackboard for Zoom Room.

Library Help: Andy Rutkowski
Office: VKC 36B
Office Hours: Thu 10 am-12 pm
Contact Info: arutkows@usc.edu, see contact page on Blackboard for Zoom Room.

IT Help: Richard Tsung
Office: AHF 145D
Office Hours: By appointment
Contact Info: spatial_support@usc.edu, 213-821-4415
Course Description

The overarching goal of this course is to support Ph.D. students in Population, Health and Place (PHP) as you develop the skills to conduct interdisciplinary research. The Research Practicum, which is taken over consecutive summers (i.e., SSCI 601a followed in the next summer by SSCI 601b), targets the development of research skills by: (1) providing research experience through participation in supervised research projects prior to the dissertation; (2) involving students in conducting research early in their doctoral studies; (3) increasing the students’ research skills; and (4) developing skills in communicating with an interdisciplinary audience – in writing journal articles, conference papers, extended abstracts, thesis proposals, grant proposals, and speaking at professional meetings.

Learning Objectives

On completion of this course, students will be able to:

- Discuss how to review literature using both systematic and conceptual approaches.
- Discover and review literature using either a systematic or a conceptual approach.
- Discuss how methodologies are integrated in research designs that straddle the intersection of population, health, and place.
- Integrate population science, public health, and spatial science theory and practice into research designs.
- Assess complex population science, public health, and geospatial data for fitness of use in research designs.
- Formulate and execute either a review article or an empirical study at the intersection of population, health, and place.
- Discuss strategies and develop insights for identifying dissertation topics and composing a PHP guidance committee.

On completion of the successor to this course, SSCI 601b, students will be able to:

- Write a draft of a dissertation proposal that would lead to either a monograph of publishable quality (i.e., suitable as a basis on which to gain a book contract with a university press) or three manuscripts of publishable quality (i.e., suitable for publication as journal articles in peer reviewed journals or as refereed conference papers).

Prerequisite(s): None
Co-Requisite(s): None
Concurrent Enrollment: None
Recommended Preparation: Students must be enrolled in the USC PHP PhD program
Class Conduct

Harassment, sexual misconduct, interpersonal violence, and stalking are not tolerated by the university. All faculty and most staff are considered Responsible Employees by the university and must forward all information they receive about these types of situations to the Title IX Coordinator. The Title IX Coordinator is responsible for assisting students with supportive accommodations, including academic accommodations, as well as investigating these incidents if the reporting student wants an investigation. The Title IX office is also responsible for coordinating supportive measures for transgender and nonbinary students such as faculty notifications, and more. If you need supportive accommodations you may contact the Title IX Coordinator directly (titleix@usc.edu or 213-821-8298) without sharing any personal information with me. If you would like to speak with a confidential counselor, Relationship and Sexual Violence Prevention Services (RSVP) provides 24/7 confidential support for students (213-740-9355 (WELL); press 0 after hours)

Course Notes

This course is intended to help students along their research trajectories, not primarily to cover content or as a broadening experience. Therefore, relative to other courses in the PHP program, there will be a limited set of required readings and related assignments. Instead, the course will be devoted to reading about and discussing the research process itself, along with individually supervised work to set the foundation for either a review paper or an empirical paper. The course meets for the first 7 weeks of the summer. However, as fellowship support extends throughout the summer, the review or the empirical paper will be due at the end of the summer term.

The first two learning objectives listed above aim at building skills and knowledge about how to research and write a review paper or the related work section of an empirical paper. To facilitate this, we will discuss your research interests, analyze published review articles, and discuss the research and writing process behind such manuscripts. For those who choose to write a review paper during the summer, one specific goal is to set a firm foundation of literature under your own research interests. You should aspire to synthesize and develop existing research designs and methods in population, health, and place to create a new, interdisciplinary frame to solve an important public health problem.

The next four learning objectives above aim at building skills and knowledge about how to conduct interdisciplinary empirical work in population, health, and place for all students. Whether or not students choose to write an empirical paper, it is worthwhile to inform your research interests with a discussion of various data gathering techniques/processes and exploration of available data. To facilitate this, we will discuss various data sources and fitness-of-use for different purposes. We will discuss your research interests, analyze published empirical articles, and discuss the research and writing process behind such manuscripts. For those who choose to write an empirical paper, specific goals may vary slightly. When research can be conducted with existing datasets, you will explore datasets in an area of dissertation
interest and practice data processing and analysis techniques. If new data needs to be
gathered, then you might develop and test qualitative or quantitative instruments. You should
aspire to creatively link data and techniques from two or more of fields of
sociology/demography, spatial sciences, and public health to assess or solve an important
public health problem.

Substantial time will be devoted to assisting students with formulation of the review paper or
empirical paper. The expectation is that achieving one of these two goals will help you move
forward towards your PHP Ph.D. degree. In general, this course will give you the opportunity to
talk about your research with other scientists and among yourselves, to help clarify the specific
hypotheses or research questions you want to explore, to practice relevant methods, and to
position your work in the literature.

The last learning objective aims to help you organize your dissertation topic and guidance
committee. To place your work on either a review or an empirical paper in the context of the
long-term goals in your Ph.D. program, you will write an individual learning contract. In this
document, you will declare activities and goals through May 15, 2023, leading up to the
recruitment of your guidance committee and SSCI 601b. The learning contract will include goals
and activities leading to a dissertation prospectus or précis and establishing a guidance
committee.

This class can only work as intended if research goals are rapidly developed. By not later than
the end of Week 6, I will expect you to commit to either a review paper or an empirical paper.
Also, by not later than the end of Week 6, I will ask you to have identified one PHP faculty
member (beyond the SSCI 601a course instructor) to advise you on either a review paper or an
empirical paper. Given that many of you have some significant training in one of the PHP fields
already, I would suggest that it might be a good idea to select this faculty member from one of
the fields with which you are least experienced, so long as their specific background and skills is
a good complement to your research interests. The engagement with this faculty member can
range from general advice to direct engagement in an existing empirical research project. At a
minimum, this faculty member will be a sounding board for the research and writing process.

Whether you write a review paper or an empirical paper, we will discuss how to identify a
target journal for publication and the peer review process. You should aspire to submit either a
review paper or an empirical paper to a journal by sometime during the Fall 2022 semester. It is
reasonable to suppose that you might choose to ask one or more PHP faculty members to co-
author a revised manuscript for submission.

**Technological Proficiency and Hardware/Software Required**

The modeling software and geospatial data required for research projects will be accessed
using computing resources provided by the Spatial Sciences Institute.
Required Readings and Supplementary Materials

The following three textbooks are required for this class; these are available from online outlets such as Amazon. Please acquire these books before the start of the course because reading assignments from these are required starting at the first session:


In subsequent weeks, article and book chapters will be used as indicated on the course schedule and will be made available on Blackboard under the Readings tab.

On the Course Schedule, each reading is labeled in one of three categories with expectations as described below:

- **All** – All students will read in detail and be prepared to engage in a discussion led by the instructor or a guest scholar.
- **Assigned** – One student will be assigned to read and present this reading in detail with the expectation that other students will have familiarity suitable for a general discussion during seminar.
- **Optional** – One student may choose to read and present this reading in detail if it suits his or her interests and needs.

Description and Assessment of Assignments

Students must make good effort to achieve the learning objectives goals of the course, stay abreast of course readings, and participate in class discussion on a regular basis.

**Class Participation – 10 pts.** A class participation grade for the semester will be assigned based upon how actively students engage in the course, with the instructor, with guest scholars, and with fellow students.

**Lead Discussion of Readings – 30 pts.** Students will read, present, and raise questions for discussion of selected assigned or optional weekly readings. For these readings, students will provide a brief written outline or outline on a slide deck for classmates to follow during their presentation. Specific assignments will be determined at the first meeting of the class. When
leading discussions of seminar readings, students should strive to address the following aspects of the reading:

1. **Central theme** – Organize your presentation in terms of central themes or main points in the readings you are covering. Please relate the reading to methodological themes in the course and describe how ideas in the reading have been applied in other research you have read at the intersection of population, health, and place.

2. **Interdisciplinary connections** – Think of the central themes in terms of how they inform the intersection of the population, health, and place. If the method being described comes primarily from geography, sociology, or public health explain how it might be used in coordination with the other disciplines.

3. **Critical Evaluation** – Carefully assess the ideas in the reading and think about how the reading might or might not apply to research tasks at hand for yourself or others in the course. Describe how it does or does not inform your own research.

4. **Questions** – Raise questions for discussion and ideas needing clarification.

**Draft Learning Contract – 5 pts.** To create a firm basis for further discussion, students will individually author a short briefing paper that expresses their choice for either a review or empirical paper and their initial plan for accomplishing this during the summer, including the faculty advisor they have identified.

**Model Review Article Evaluation - 15 pts.** Students will choose a review article in area of potential dissertation interest. Students will evaluate this article by “reverse engineering” its outline and comparing it against the practices for literature reviews discussed in our course and the style guide and stated standards of the journal in which it appeared.

**Model Empirical Article Evaluation -15 pts.** Students will choose an empirical article in area of potential dissertation interest. Students will evaluate this article by “reverse engineering” its outline and comparing against the best practices for research design and scientific communication discussed in our course and the style guide and the stated standards of the journal in which it appeared.

**Revised Learning Contract – 20 pts.** To create a foundation for writing either a review or an empirical paper, students will provide a description of the purpose and scope of the article. In the case of the review paper, students will provide an abbreviated annotated bibliography of a minimum set of initial sources. In the case of an empirical paper, students will provide a data exploration. Students will also provide a plan with activities and goals through May 15, 2022, leading up to the recruitment of your guidance committee and SSCI 601b

**Review or Empirical Paper Preliminary Presentation – 5 pts.** Students will give a short slide presentation outlining their research plan for the summer and suggesting main claims they may make in either their review or empirical paper.
**Review or Empirical Paper Written Draft – 0 pts.** Students will provide a written draft of the review or empirical paper in the style and length of an identified target journal. Because this assignment is due at the end of the general Spatial Sciences Institute summer term, rather than the end of the course, it is ungraded. However, it is key for students to present this to ensure timely progress toward the qualifying proposal and ultimately toward completion of the dissertation itself and the deadline is also in the PHP student handbook.

**Grading Breakdown**

The following table summarizes the SSCI 601a course assignments and their point distribution:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Number</th>
<th>Points Each</th>
<th>Total Points</th>
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<tbody>
<tr>
<td><strong>General Assignments</strong></td>
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<tr>
<td>Class Participation</td>
<td>1</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Lead Discussion of Readings</td>
<td>4</td>
<td>7.5</td>
<td>30</td>
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<tr>
<td>Model Review Article Evaluation</td>
<td>1</td>
<td>15</td>
<td>15</td>
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<tr>
<td>Model Empirical Article Evaluation</td>
<td>1</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Draft Learning Contract</td>
<td>1</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Revised Learning Contract</td>
<td>1</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td><strong>Review or Empirical Paper</strong></td>
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<tr>
<td>Preliminary Presentations</td>
<td>1</td>
<td>5</td>
<td>5</td>
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<tr>
<td>Written Draft</td>
<td>1</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td><strong>Total</strong></td>
<td>16</td>
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<td>100 points</td>
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**Assignment Submission Policy**

Assignments will be submitted for grading via Blackboard according to deadlines listed there in the weeks specified on the Course Schedule below.

**Additional Policies**

Students are expected to attend and participate in every class session and to complete and upload all assignments before the deadlines detailed in the Course Schedule. Late work will be assessed a penalty of 10% per day and zero grades will be assigned for work that is more than one week late.
## Course Schedule: A Weekly Breakdown

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings and Assignments</th>
<th>Deliverables/Due Dates</th>
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</thead>
</table>
| **Week 1** | 5/18 | **Introduction**  
Introduction to the course, including individual meetings for the draft learning contract (as needed).  
A discussion of the research process and collaboration with a PHP faculty member. | Guest & Namey (2015), Ch. 1 (All)  
Guest & Namey (2015), pages 723-746 (All)  
Turabian et al. (2013), Ch. 1-2 (All) | |
| **Week 2** | 5/23 | **Research Design:** Overview of principles and major types of research design for empirical work on population, health, and place.  
Discussion or individual meetings on the draft learning contracts (as needed). | Guest & Namey (2015), Ch. 2 (All)  
Montello & Sutton (2013), Ch. 1-2 & 8 (All)  
Turabian et al. (2013), Ch. 5 (All) | |
| **Week 2** | 5/25 | **Literature Review (I):** A discussion of systematic literature reviews and bibliometrics.  
PRISMA Checklist: http://www.prisma-statement.org (Optional)  
Cochrane Overview Training for PRISMA [https://www.youtube.com/watch?v=Y-fu00PSm9o](https://www.youtube.com/watch?v=Y-fu00PSm9o) (Optional)  
Christopher Olsen talk on bibliometrics at USC SSI: [https://bluejeans.com/s/KisNn](https://bluejeans.com/s/KisNn) (Optional) | Model Review Article Evaluation (Draft for Class Discussion) |
<p>| <strong>Week 3</strong> | 5/30 | <strong>Memorial Day Holiday (No Class Meeting)</strong> | | |</p>
<table>
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<tr>
<th>Topic</th>
<th>Readings and Assignments</th>
<th>Deliverables/Due Dates</th>
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<tbody>
<tr>
<td>Week 5</td>
<td>Topic</td>
<td>Readings and Assignments</td>
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| 6/13   | Spatial Sciences Research: A discussion of existing social and physical spatial data and spatial methods for deriving health data, and how these may be used in conjunction with health studies. | SSI Core Geospatial Datasets (All)  
Guest & Namey (2015), Ch. 5 (Optional)  
Guest & Namey (2015), Ch. 20 (Optional)  
Guest & Namey (2015), Ch. 21 (Optional)  
| 6/15   | Public Health Research: An overview of research from USC’s Southern California Environmental Health Sciences Center ([https://scehsc.usc.edu](https://scehsc.usc.edu)) and USC’s Institute on Inequities in Global Health ([https://globalhealth.usc.edu](https://globalhealth.usc.edu))  
Discussion of the children’s health study with regards to how major collaborative multi-year work is planned and carried out with a PHP faculty member. | Gauderman et al. 2015. “Association of Improved Air Quality with Lung Development In Children.” *New England Journal of Medicine* 372(10): 905-913. (All)  

Please also view this website: [https://gis.cancer.gov/tools/data_sources.html](https://gis.cancer.gov/tools/data_sources.html)  
Model Empirical Article Evaluations
<table>
<thead>
<tr>
<th>Week 6 6/20</th>
<th><strong>Mixed Methods and Community-Based Research:</strong> Overview of the application of qualitative methods in PHP research and ways to promote co-learning among researchers, public health professionals, and communities.</th>
<th><strong>Readings and Assignments</strong></th>
<th><strong>Deliverables/Due Dates</strong></th>
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<td>A discussion on mixed methods and community-based research with a PHP faculty member</td>
<td>Guest &amp; Namey (2015), Ch. 15 &amp; 19 (All)</td>
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<td>Guest &amp; Namey (2015), Ch. 4 (All)</td>
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<td>Balazs, C.L. and Morello-Frosch, R. 2013. “The Three R’s: How Community Based Participatory Research Strengthens the Rigor, Relevance, and Reach of Science.” Environmental Justice 6(1): 1-11. (All)</td>
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</tbody>
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<tr>
<th>Week 6 6/22</th>
<th><strong>Building and Maintaining Scientific Reputation:</strong> A discussion of the ways in which scholars can build and sustain a stellar scientific reputation in an interdisciplinary context, including writing and presentation styles.</th>
<th><strong>Readings and Assignments</strong></th>
<th><strong>Deliverables/Due Dates</strong></th>
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<td>A discussion with John Wilson, Professor and Founding Director of USC’s Spatial Sciences Institute about the manuscript submission and peer review process from the perspective of both author and journal editor.</td>
<td>Turabian et al. (2013) Ch. 13-14 (All)</td>
<td>Model Review Article Evaluation</td>
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<td>Montello &amp; Sutton (2013) Ch. 11 (All)</td>
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<th>Week 7 6/27</th>
<th><strong>Research Ethics and Final Presentations:</strong> A discussion exploring the ethical aspects of research designs, subject recruitment, and data collection, as well as the requirements to safeguard privacy, confidentiality, and related protections.</th>
<th><strong>Readings and Assignments</strong></th>
<th><strong>Deliverables/Due Dates</strong></th>
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<tr>
<td></td>
<td>Student presentations of work completed to date on the review or empirical papers according to the learning contracts.</td>
<td>Guest and Namey (2015), Ch. 3 (Assigned)</td>
<td>Revised Learning Contract</td>
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<td>Montello &amp; Sutton (2013), Ch. 14 (Assigned)</td>
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<td>USC Health Sciences Review Board (HSIRB), <a href="https://oprs.usc.edu/hsirb/">https://oprs.usc.edu/hsirb/</a></td>
<td>Review Article Preliminary Presentations (at class)</td>
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<td>USC University Park Institutional Review Board (UPIRB), <a href="https://oprs.usc.edu/upirb/">https://oprs.usc.edu/upirb/</a></td>
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</tbody>
</table>
### Statement on Academic Conduct and Support Systems

#### Academic Conduct

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” [policy.usc.edu/scampus-part-b](http://policy.usc.edu/scampus-part-b). Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on [Research and Scholarship Misconduct](http://policy.usc.edu/scampus-part-b).

#### Students and Disability Accommodations

USC welcomes students with disabilities into all of the University’s educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu

#### Support Systems

**Counseling and Mental Health** - (213) 740-9355 – 24/7 on call  
[studenthealth.usc.edu/counseling](http://studenthealth.usc.edu/counseling)  
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.
National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org
Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call
studenthealth.usc.edu/sexual-assault
Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086
eeotix.usc.edu
Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298
usc-advocate.symplicity.com/care_report
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS) - (213) 740-0776
osas.usc.edu
OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

USC Campus Support and Intervention - (213) 821-4710
campussupport.usc.edu
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity, Equity, and Inclusion - (213) 740-2101
diversity.usc.edu
Information on events, programs and training, the Provost’s Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call
dps.usc.edu, emergency.usc.edu
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.
USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call
dps.usc.edu
Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)
ombuds.usc.edu
A safe and confidential place to share your USC-related issues with a University Ombuds who
will work with you to explore options or paths to manage your concern.

Occupational Therapy Faculty Practice - (323) 442-3340 or otpf@med.usc.edu
chan.usc.edu/otfp
Confidential Lifestyle Redesign services for USC students to support health promoting habits
and routines that enhance quality of life and academic performance.