

# CHSC-577/PA-577, SURVEY QUESTIONNAIRE DESIGN

SPRING, 2010 (3 semester hours)

Wednesday, 9:00 – 11:45 a.m., Room 636 SPHPI

## Prerequisites

Prior completion of CHSC-446 Research Methods in Community Health (or equivalent) — **OR** — CHSC-447 Survey Planning and Design (or equivalent), and consent of the instructor. Students who do not meet the course prerequisite must petition the instructor for consent to register.

## Instructor

Frederick J. Kviz, Ph.D.

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## Instructor's Home Page (<http://www.uic.edu/~fkviz>)

Provides convenient access to information about how to contact Dr. Kviz, the CHSC-577/PA-577 web site, web sites for other courses Dr. Kviz teaches, and other web sites that students may find useful.

## Class Web Site (<http://www.uic.edu/classes/chsc/chsc577/index2.htm>)

CHSC-577/PA-577 is not available online. The class web site complements regular class meetings, which all students registered in the course are expected to attend. The web site provides convenient access to course related materials, including a class roster, handouts and assignments. Only students currently registered in CHSC-577/PA-577 may access the **roster, handouts and assignments** — **these features require a valid UIC student computer account, netID, and password**.

Students who wish to access the CHSC-577/PA-577 web site can do so from any computer facility through which they can access the World Wide Web. The SPH Computer Laboratory and the UIC Academic Computing and Communications Center provide such facilities. Access from off-campus sites is the student's personal responsibility. Students who wish to access the World Wide Web from home should obtain the **UIC Network Services Kit** at <http://www.uic.edu/depts/acc>.

To access the handouts and assignments through a non-UIC account, follow the instructions for "Off-Campus Access to Library Resources" at the UIC Library web site at <http://www.uic.edu/depts/lib/systems/resources/bluestem.shtml>.

Students are advised to **check the class "Announcements" at least once per week** for changes in the class schedule, research assistant and other employment opportunities, internship opportunities, and other special announcements.

This course syllabus and all course-specific materials, including handouts, and assignments, are intended for the exclusive use of students who are enrolled in CHSC-577/PA-577 through the University of Illinois at Chicago School of Public Health. These materials may not be copied, posted to a web site, or otherwise reproduced and/or distributed without Dr. Kviz's written permission.

## Graduate Concentration in Survey Research Methodology

CHSC-577/PA-577 is a core course in the Interdepartmental Graduate Concentration in Survey Research Methodology (GCSRМ). Further information is available at <http://www.srl.uic.edu/gcsrcrm.htm>.

## **Registration**

### **Procedure**

Students wishing to register for CHSC-577/PA-577 must contact the course instructor to request permission to register.

Students must meet the course prerequisite, which is having completed CHSC-446, Research Methods in Community Health (or equivalent) — OR — CHSC-447, Survey Planning and Design (or equivalent). Contact the course instructor if there is any question about meeting the course prerequisite.

Students who do not meet the course prerequisite must petition the course instructor for consent to register in CHSC-577/PA-577.

### **Priority**

During the first two weeks of the registration period for spring semester, only students who have been accepted in the Interdisciplinary Graduate Concentration in Survey Research Methodology (GCSRM) will be allowed to register for CHSC-577/PA-577. During this period, students who are not currently participating in the GCSRM will be placed on a waiting list.

After the two-week priority registration period, students on the waiting list will be registered in the order in which they appear on the list. Students who are participating in the GCSRM who have not registered by that time will be added to the end of the waiting list.

### **Enrollment Limit**

Enrollment in CHSC-577/PA-577 is limited strictly to 17 students. There are two reasons for this limit:

- This is a 500-level course that is conducted in a seminar format. A relatively small class size is essential to enable appropriate discussion of course topics.
- A major part of the course consists of student presentations of individual questionnaire design projects. In order to cover the required course content appropriately and to allow adequate time for student presentations, 17 is the maximum number of student presentations that can be scheduled during a semester.

After the course limit is reached and the course is "closed," any student wishing to enroll in CHSC-577/PA-577 should request to be placed on a waiting list. Students on the waiting list will be notified of an opportunity to enroll in the course via e-mail, when and if openings occur.

The history of this course is that very few students withdraw from it. Therefore, students on the waiting list should not be optimistic about an opportunity to enroll.

### **Auditing**

Because of the seminar format that is used, auditors are not permitted in CHSC-577/PA-577.

### **Recommended Word Processing Proficiency**

The physical format and layout aspects of survey questionnaires require proficiency in using the format functions (page, paragraph, line, font, and table) of a word processing software package, such as MS-Word or WordPerfect. It is very important for CHSC-577/PA-577 students to be proficient in using the format functions of a word processing software package prior to undertaking the two graded assignments.

Although some of word processing format skills are discussed in CHSC-577/PA-577, this is not a course in word processing.

Students who need to sharpen their word processing format skills are strongly encouraged to do one or more of the following:

- Review the formatting information in your word processing software “help” section
- Review the formatting information in a users’ guide about your word processing software
- Complete your word processing software tutorial about formatting — the tutorial may already be installed on your computer as part of your word processing software, or you may be able to access an online tutorial by visiting your software provider’s web site
- Refer to the document titled, “**Essential Word Processing Skills for Questionnaire Formatting**,” which is available at the “Handouts” page of the CHSC-557 web site. Become comfortable in performing each of those skills using your word processing software.
- At the “Handouts” page of the CHSC-557 web site, download/print the following handouts:
  - Questionnaire Format & Layout Examples — Basic Qx
  - Questionnaire Format & Layout Examples — Annotated Qx
  - Follow the instructions in “Questionnaire Format & Layout Examples – 2” and try to reproduce the questionnaire as it appears in “Questionnaire Format & Layout Examples – 1”

Consult the list of free workshops offered by the UIC Academic Computing and Communications Center (<http://www.uic.edu/depts/accc/workshops/index.html>) — some previously archived ACCC workshops are available online.

### **Academic Integrity**

Academic dishonesty is an offense against the University and fellow students. The course instructor is obligated to report any incident of academic dishonesty to the Associate Dean for Academic Affairs in the School of Public Health. Academic dishonesty includes (but is not limited to): cheating or assisting someone else in academic dishonesty, plagiarism, unauthorized possession of class materials (e.g., examinations, reserve materials), and unauthorized changing of one’s grade.

To understand proper procedures for referencing citations and quotation from source documents, students may consult the instructor or the following web sites:

<http://www.library.uiuc.edu/learn/handouts/researchprocess.html#citing%20sources>;

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>; and

<http://owl.english.purdue.edu/owl/resource/589/01/>

Students are also encouraged to review the UIC document addressing academic integrity at:

[http://www.vcsa.uic.edu/MainSite/departments/dean\\_of\\_students/Our+Services/Student+Judicial+Affairs.htm](http://www.vcsa.uic.edu/MainSite/departments/dean_of_students/Our+Services/Student+Judicial+Affairs.htm) and the School of Public Health’s Student Honor Code at

[http://www.uic.edu/sph/shandbook\\_sphpolicies.htm#honorcode](http://www.uic.edu/sph/shandbook_sphpolicies.htm#honorcode)

### **Course Overview**

CHSC-577/PA-577 provides in-depth training and experience in survey questionnaire design.

This course addresses four major topics:

- Concepts and strategies for developing and assessing survey questionnaires.
- Formatting, wording, coding, and ordering questions.
- Design issues for various modes of survey data collection.
- Designing questions to measure various key groups of variables.

### **Course Objectives**

Upon successful completion of CHSC-577/PA-577 the student will:

- Understand the survey questionnaire design process, from the statement of the research question through reproduction of the final instrument.
- Understand how issues in questionnaire design relate to other key aspects of the survey research process, including the target population, sample design, data collection mode, and intended use of the study findings.
- Know the major strengths and weaknesses of alternative methods for measuring key public health variables using survey questionnaires.
- Be able to critically evaluate both proposed and completed research that uses survey questionnaires as a primary method of measurement.
- Be able to independently design a questionnaire for a small-scale survey.

### **Student Responsibilities**

- Completing all required readings according to the class schedule
- Attending all classes and participating in class discussions
- Completing all assignments according to the class schedule

### **Cell Phone Etiquette**

If you bring a cell phone to class, please be considerate of others by (a) setting your phone to silent/vibrate ring mode, or (b) turning it off when class is in session if you have no urgent need to be contacted.

## **Student Evaluation**

Students will be evaluated on performance of:

### **A. Three out-of-class assignments (90%)**

1. Revision of a short common draft questionnaire (20%)
2. Revision of a longer common draft questionnaire (30%)
3. Development of an original individual questionnaire (40%)

### **B. In-class participation (10%)**

This course is conducted in a seminar format that relies heavily on in-class participation. Accordingly, a proportion of the final grade is based on in-class participation, such that students who participate at minimal levels, will not be eligible to earn a final grade of A.

In-class participation, in terms of quantity and quality, will be observed and recorded by the instructor throughout the course of the semester.

**Final grades** will be based on the percent of the total credit possible earned by each student. Assignment of final grades will be approximately as follows: A)  $\geq 90\%$ , B) 80%–89%, C) 70%–79%, D) 60%–69%, F)  $< 60\%$ . The actual breakdown may differ based on the instructor's review of the distribution of scores and the instructor's evaluation of the course overall. Therefore, the final cutting points for any particular final grade may be slightly higher or slightly lower than shown above.

## **Student Disability**

Any students who need accommodations because of a disability and are registered with the Office of Disability Services at UIC should contact the instructor privately to address those needs. Also, provide any appropriate emergency medical or contact information, and whether you require special arrangements in case the building must be evacuated.

## **Mutual Tolerance and Respect**

Public health deals with controversial issues from multiple perspectives and consideration of these issues may cause disagreements among students and/or faculty, or they may evoke strong personal feelings, depending on our individual experience, histories, identities and worldviews. Therefore, in all interactions and communications, it is important to strive to demonstrate mutual respect and tolerance for one another and for any course guests and members of the community with whom we come into contact.

## **Assignments**

### **Overview**

Students are strongly encouraged to engage in collegial discussions about the assignments. However, group submissions will not be accepted. Each student is required to complete each assignment individually and independently. Assignments submitted by two or more students that display obvious and substantial redundancies either will not be accepted or will receive reduced grades.

### **Submitting Assignments**

Each assignment must be prepared neatly and professionally. Handwritten assignments will not be accepted. — **All assignments must be submitted in hardcopy**. Electronic submissions (via fax or e-mail) will not be accepted except under extenuating circumstances and with the prior approval of the instructor.

Assignments may not be revised and resubmitted to improve grades.

Due dates for the assignments will be as shown in the course outline unless a change is announced by the instructor. Each assignment must be submitted to the instructor at the **START** of class on the day it is due. Any student who is not able to comply with the course schedule must contact the instructor in advance of the due date to request permission to submit an assignment at a time other than the due date. This permission will be granted only in circumstances due to verifiable reasons beyond a student's control.

Permission for late submission of an assignment will not be granted because of a lost, stolen, corrupted, erased or otherwise unavailable electronic (computer) file that contained the assignment. Students are responsible for and expected to appropriately back up electronic files. The best way to do this is by using multiple storage media on multiple devices, such as:

- Save the file on one or more computer hard drives
- Save the file on one or more flashdrives/thumbdrives
- Save the file on one or more data CDs
- Send a copy of the file to your e-mail account as an attachment
- Send a copy of the file to one or more friends or relatives as an e-mail attachment

Also:

- Develop a habit of saving your work frequently (e.g., every ten minutes) while you are writing
- Print a hardcopy of the document each time you revise it before closing the file

### **Revision of a Short Common Draft Questionnaire**

The purpose of this assignment is to provide an initial experience and feedback regarding the basic components of questionnaire design, by working with a short, previously drafted instrument.

Each student will revise a questionnaire draft to improve question wording, question order, structure, format, and coding as appropriate. All students will work with the same questionnaire draft, which will be based on questionnaires from actual surveys. A different questionnaire will be used each time the course is offered. Successful completion of this assignment requires submission of the following products:

1. A constructive critique of the initial questionnaire draft.
2. A revised draft of the questionnaire, ready for reproduction prior to data collection.
3. A commentary that describes the rationale/justification for each change that is included in the revised questionnaire.
4. A summary description of the format standards used in the revised draft regarding margins, spacing, fonts, etc.

### **Revision of a Longer Common Draft Questionnaire**

The purpose of this assignment is to provide more extensive experience and feedback regarding questionnaire design by working with a previously drafted instrument that is longer and more complex than the one for the "Short Common Draft Questionnaire" assignment.

Each student will revise a questionnaire draft to improve question wording, question order, structure, format, and coding as appropriate. All students will work with the same questionnaire draft, which will be based on questionnaires from actual surveys. A different questionnaire will be used each time the course is offered. Successful completion of this assignment requires submission of the following products:

1. A constructive critique of the initial questionnaire draft.
2. A revised draft of the questionnaire, ready for reproduction prior to data collection.
3. A commentary that describes the rationale/justification for each change that is included in the revised questionnaire.
4. A summary description of the format standards used in the revised draft regarding margins, spacing, fonts, etc.

### **Development of an Original Individual Questionnaire**

The purpose of this assignment is to provide extensive experience and feedback regarding questionnaire design by developing an original instrument to measure key variables related to each student's particular interests.

Each student will develop an "original" (see the assignment for definition) questionnaire for a survey topic, population, and data collection mode of the student's choice. Successful completion of this assignment requires submission of the following products:

1. An overview that describes the survey purpose, target population, respondent eligibility criteria, and proposed data collection mode and setting.
2. An original questionnaire ready for reproduction prior to data collection.
3. A discussion of:
  - Special issues for questionnaire design that the survey purpose, target population, and proposed data collection mode and setting present.
  - The specific strategies (e.g., question wording, question order, format) that you used to address these special issues.
  - Your rationale for why the strategies you used provide appropriate remedies for the special issues in developing your questionnaire.

Each student will make an **oral presentation** of his/her questionnaire to the class and respond to questions and comments the class raises about the questionnaire.

**Further instructions specific to each assignment will be distributed with the assignment.**

### **In-Class Critical Reviews of Questionnaires**

In addition to the Revision of a Common Draft Questionnaire Assignment and the Development of an Original Individual Questionnaire Assignment, students will participate in evaluating several questionnaires that will be distributed by the instructor.

In most cases, the questionnaire(s) will be distributed in class one week prior to when it will be discussed in class. Students will be expected to critically review the questionnaire in advance of the class session in which it will be discussed. During the class discussion, students will assess the questionnaire's strengths and weaknesses, and make suggestions about how the questionnaire might be improved.

## **Readings**

Students are expected to read all of the required material prior to each class session. Recommended readings are to be undertaken at the student's option. The instructor may announce additional required reading assignments in class. (**LHS** = on reserve at LHS)

### **Required Text**

Bradburn, Norman M., Sudman, Seymour and Wansik, Brian *Asking Questions: The Definitive Guide to Questionnaire Design -- For Market Research, Political Polls, and Social and Health Questionnaires*. San Francisco: Jossey-Bass, 2004. ISBN 0787970883. (**LHS**)

### **Other Required Reading**

- Beatty, Paul C. and Willis, Gordon B. Research Synthesis: The Practice of Cognitive Interviewing. *Public Opinion Quarterly*, 71:287 – 311, 2000. (**pdf file available** via **"Readings."**)
- Fowler, Jr., Floyd J. Design and Evaluation of Survey Questions. In Leonard Bickman and Debra J. Rog (eds.), *Handbook of Applied Social Research Methods*. Thousand Oaks, CA: Sage, 1998: 343–374. (**pdf file available** via **"Readings."**)
- Holbrook, Allyson L., et al. Violating Conversational Conventions Disrupts Cognitive Processing of Attitude Questions. *Journal of Experimental Social Psychology*, 36:465–494, 2000. (**pdf file available** via **"Readings."**)
- Ji, Li-Jun, et al. Culture, Autobiographical Memory, and Behavioral Frequency Reports: Measurement Issues in Cross-Cultural Studies. *Personality and Social Psychology Bulletin*, 26:585-593, 2000. (**pdf file available** via **"Readings."**)
- Jobe, Jared B. and Mingay, David J. Cognitive Research Improves Questionnaires. *American Journal of Public Health*, 1989, 79:1053–1055. (**pdf file available** via **"Readings."**)
- Johnson, Timothy P. Approaches to Equivalence in Cross-Cultural and Cross-National Survey Research. *ZUMA-Nachrichten Spezial No. 3: Cross-Cultural Survey Equivalence*, 1–40, January, 1998. (**pdf file available** via **"Readings."**)
- Krosnick, Jon A. Survey Research. *Annual Review of Psychology*, 50:537–567, 1999. (**pdf file available** via **"Readings."**)
- Presser, Stanley, et al. Methods for Testing and Evaluating Survey Questionnaires. *Public Opinion Quarterly*, 68:109–130, 2004. (**pdf file available** via **"Readings."**)
- Schaeffer, Nora Cate and Presser, Stanley. The Science of Asking Questions. *Annual Review of Sociology*, 29:65–88, 2003. (**pdf file available** via **"Readings."**)

**Suggested Supplementary Reading (LHS = on reserve at Library of Health Sciences)**

- Aday, Lu Ann and Cornelius, Llewellyn J. *Designing and Conducting Health Surveys: A Comprehensive Guide*. Third Edition. San Francisco: Jossey-Bass, 2006. **(LHS)**
- American Anthropological Association (AAA). *Response to OMB Directive 15: Race and Ethnic Standards for Federal Statistics and Administrative Reporting*. Available at AAA web site: <http://www.aaanet.org/gvt/ombdraft.htm>.
- American Association for Public Opinion Research (AAPOR). *Code of Professional Ethics and Practice*. Available at AAPOR web site via **“Quick Links.”**
- American Association for Public Opinion Research (AAPOR). *Best Practices for Survey and Public Opinion Research*. Available at AAPOR web site via **“Quick Links.”**
- American Statistical Association, Survey Research Methods Section. Proceedings. Online proceedings of the American Statistical Association Survey Research Methods Section from 1978 to present. Also includes papers from the Joint Statistical Meetings and some papers from the American Association of Public Opinion Research meetings. Over 3,000 papers in all. <http://www.amstat.org/sections/srms/proceedings/>
- Beatty, Paul, Herrmann, Douglas, Puskar, Cathy, and Kerwin, Jeffrey. “Don’t Know” Responses in Surveys: Is What I Know What You Want to Know and Do I Want You to Know It? *Memory*, 6:407–426, 1998. **(pdf file available via “Readings.”)**
- Behling, Orlando and Law, Kenneth S. *Translating Questionnaires and Other Research Instruments*. Newbury Park, CA: Sage, 2000.
- Belli, Robert F. The Structure of Autobiographical Memory and the Event History Calendar: Potential Improvements in the Quality of Retrospective Reports in Surveys. *Memory*, 6:383–406, 1998. **(pdf file available via “Readings.”)**
- Biemer, Paul P., et al. *Measurement Errors in Surveys*. New York: Wiley, 1991.
- Blom, Annelies, et al. Translations and Interpreting: What Do Survey Organizations Do? *Survey Research*, 2006, 37 (1):1–6. **(pdf file available via “Readings.”)**
- Conrad, Frederick G., Brown, Norman R., and Cashman, Erin R. Strategies for Estimating Behavioural Frequency in Survey Interviews. *Memory*, 6:339–366, 1998. **(pdf file available via “Readings.”)**
- Consumer Assessment of Healthcare Providers and Systems (CAHPS) Survey and Reporting Kits. “CAHPS Survey and Reporting Kits provide everything needed to field a questionnaire, analyze the results, and produce consumer-friendly reports.” **The kits include survey instruments.** Available via **“Quick Links.”**
- Council of American Survey Research Organizations (CASRO). *Code of Standards and Ethics for Survey Research*. Available at CASRO web site: <http://www.casro.org>.
- Couper, Mick P. *Designing Effective Web Surveys*. Cambridge: Cambridge Press, 2008.
- Couper, Mick P. Web Surveys: A Review of Issues and Approaches. *Public Opinion Quarterly*, 64:464–494, 2000. **(pdf file available via “Readings.”)**
- Couper, Mick P., Traugott, Michael W., and Lamias, Mark J. Web Survey Design and Administration. *Public Opinion Quarterly*, 65:230–253, 2001. **(pdf file available via “Readings.”)**
- Couper, Mick P. and Nicholls, William L. II. The History and Development of Computer Assisted Survey Information Collection Methods. In M.P. Couper, et al., (eds.), *Computer Assisted Survey Information Collection*. New York: Wiley, 1998: 1–21. **(pdf file available via “Readings.”)**
- Cross-Cultural Survey Guidelines. Summarizes best practices across the multiple phases of cross-cultural survey design and administration, including questionnaire design and translation. Available via **“Readings.”**

- Czaja, Ronald and Blair, Johnny. *Designing Surveys: A Guide to Decisions and Procedures*. Thousand Oaks, CA: Pine Forge Press, 2005. **(pdf files available for selected chapters via “Readings.”)**
- Chapter 4. Questionnaire Design: Writing the Questions
  - Chapter 5. Questionnaire Design: Organizing the Questions
  - Chapter 6. Questionnaire Design: Testing the Questions
- De Leeuw, Edith D., Hox, Joop J., and Dillman, Don A. (eds.). *International Handbook of Survey Methodology* (European Association of Methodology Series). New York: Lawrence Erlbaum Associates, 2008.
- DeVellis, R.F. *Scale Development: Theory and Applications*. Newbury Park, CA: Sage, 2003. **(LHS)**
- Dillman, Don A. *Mail and Telephone Surveys: The Total Design Method*. New York: John Wiley & Sons, 1978. **(LHS)**
- Dillman, Don A. *Mail and Internet Surveys: The Tailored Design Method 2007 Update with New Internet, Visual, and Mixed-Mode Guide, 2<sup>nd</sup> Edition*. New York: John Wiley & Sons, 2006. **(the library does not have this book)**
- Dillman, Don A., Smyth, Jolene D., & Christian, Leah Melani. *Internet, Mail and Mixed-Mode Surveys: The Tailored Design Method* (3rd ed.). Hoboken, NJ: Wiley, 2008.
- Epstein, Joan Faith, Barker, Peggy Ripley, and Kroutil, Larry A. Mode Effects in Self-Reported Mental Health Data. *Public Opinion Quarterly*, 65:529-549, 2001. **(pdf file available via “Readings.”)**
- Fink, Arlene. *How to Ask Survey Questions*. Thousand Oaks, CA: Sage, 1995.
- Fowler, F.J. *Improving Survey Questions: Design and Evaluation*. Thousand Oaks, CA: Sage, 1995. **(LHS)**
- Fowler, Floyd J., Jr. *Survey Research Methods*. Thousand Oaks, CA: Sage, 2009.
- Fox, James Alan and Tracy, Paul E. *Randomized Response: A Method for Sensitive Surveys*. Newbury Park, CA: Sage, 1986.
- Goldstein, Joshua R. and Morning, Ann J. The Multiple-Race Population of the United States: Issues and Estimates. *Proceedings of the National Academy of Science, USA*, 97 (11; May 23):6230–6235, 2000. **(pdf file available via “Readings” or at <http://www.pnas.org/cgi/reprint/97/11/6230.pdf>**
- Harkness, Janet A., Fons, J.R. van de Vijver, and Mohler, Peter Ph. (eds.) *Cross-Cultural Survey Methods*. San Francisco: Jossey-Bass, 2002.
- Harkness, Janet A. Questionnaire Translation. In Harkness, Janet A., Fons, J.R. van de Vijver, and Mohler, Peter Ph. (eds.) *Cross-Cultural Survey Methods*. San Francisco: Jossey-Bass, 2002. **(pdf file available via “Readings.”)**
- Harkness, Janet, Pennell, Beth-Ellen, and Schoua-Glusberg, Alisú. Survey Questionnaire Translation and Assessment. In Presser, S., et al., (eds.) *Methods for Testing and Evaluating Survey Questionnaires*. Hoboken, NJ: John Wiley & Sons, 2004. **(pdf file available via “Readings.”)**
- Litwin, Mark S. *How to Measure Survey Reliability and Validity*. Thousand Oaks, CA: Sage, 1995.
- Mays, Vickie M., et al. Classification of Race and Ethnicity: Implications for Public Health. *Annual Review of Public Health*, 24:83–110, 2003. **(pdf file available via “Readings.”)**
- McDowell I. and Newell C. 1996. *Measuring Health: A Guide to Rating Scales and Questionnaires*. New York: Oxford University Press. **(LHS)**
- Morgan, D.L. and Krueger, R.A. *The Focus Group Kit*, Volumes 1-6. Thousand Oaks, CA: Sage, 1998.

- NCHS (National Center for Health Statistics) Working Paper Series on Cognitive Methods, available at <http://www.cdc.gov/nchs/products/pubs/workpap/workpap.htm>.
- Newman, Jessica Clark, et al. The Differential Effects of Face-to-Face and Computer Interview Modes. *American Journal of Public Health*, 92:294-297, 2002. (**pdf file available via "Readings."**)
- Ongena, Yfke P. and Dijkstra, Wil. A Model of Cognitive Processes and Conversational Principles in Survey Interview Interaction. *Applied Cognitive Psychology*, 21:145–163, 2007. (**pdf file available via "Readings."**)
- Payne, Stanley L. *The Art of Asking Questions*. Princeton, NJ: Princeton University Press, 1951. **(LHS)**
- Presser, S., et al., (eds.) *Methods for Testing and Evaluating Survey Questionnaires*. Hoboken, NJ: John Wiley & Sons, 2004.
- Prohaska, Vincent, Brown, Norman R., and Belli, Robert F. Forward Telescoping: The Question Matters. *Memory*, 6:455–465, 1998. (**pdf file available via "Readings."**)
- Rebok, G., Riley, A., Forrest, C., et al. Elementary school-aged children's reports of their health: a cognitive interviewing study. *Quality of Life Research*, 10:59–70, 2001. (**pdf file available via "Readings."**)
- Sage Publications. *The Survey Kit*. A collection of brief, applied books by various authors, about survey research methods. Information is available at <http://www.sagepub.com>. NOTE: Search for "survey kit."
- Scheuren, Fritz. *What Is a Survey?* 2nd Edition. 2004. American Statistical Association, Section on Survey Research Methods. **Available at** <http://www.amstat.org/sections/srms/>.
- Schuman, Howard and Presser, Stanley. Question Wording as an Independent Variable in Survey Analysis. *Sociological Methods & Research*, 6 (2):151–170, 1977. (**pdf file available via "Readings."**)
- Schwarz, Norbert. Self-Reports: How the Questions Shape the Answers. *American Psychologist*, 54(2):93–105, 1999. (**pdf file available via "Readings."**)
- Schwarz, Norbert and Sudman, Seymour (eds.). *Answering Questions: Methodology for Determining Cognitive and Communicative Processes in Survey Research*. San Francisco: Jossey-Bass, 1996. **(LHS)**
- Sirken, Monroe G., et al. *Cognition and Survey Research*. New York: Wiley, 1999.
- Snipp, C. Matthew. Racial Measurement in the American Census: Past Practices and Implications. *Annual Review of Sociology*, 29:563–588, 2003. (**pdf file available via "Readings."**)
- Stewart, D.W. and Shamdasani, P.N. *Focus Groups: Theory and Practice*. Newbury Park, CA: Sage, 1990.
- Streiner, D.L and Norman, G.R. *Health Measurement Scales: A Practical Guide to Their Development and Use*. Oxford: Oxford University Press, 1995. **(LHS)**
- Sudman, Seymour, Bradburn, Norman M., and Schwarz, Norbert. *Thinking about Answers: The Application of Cognitive Processes to Survey Methodology*. San Francisco: Jossey-Bass, 1996. **(LHS)**
- Tourangeau, Roger, Rips, Lance J., and Rasinski, Kenneth. *The Psychology Of Survey Response*. New York: Cambridge University Press, 2000. **(LHS)**
- U.S. Census Bureau, Statistical Research Division. *Census Bureau Guidelines for the Translation of Data Collection Instruments and Supporting Materials: Documentation on How the Guideline was Developed* (August 24, 2005). Available at <http://www.census.gov/srd/www/abstract/rsm2005-06.htm>.

U.S. Census Bureau. *Census Bureau Guideline: Language Translation of Data Collection Instruments and Supporting Materials*. 2004. Available at <http://www.census.gov/cac/www/007585.html>.

U.S. Department of Health & Human Services, Agency for Healthcare Research & Quality. Translating CAHPS Survey Materials. 2006. Available at <https://www.cahps.ahrq.gov/default.asp> (click on the “Translation” link under “User Resources”).

*Guidelines for Translating CAHPS Surveys* (pdf file)

*The Assessment and Selection of Translators and Translation Reviewers* (pdf file)

U.S. Office of Management and Budget. *Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity*, (October 30, 1997). Available at <http://www.whitehouse.gov/omb/fedreg/ombdir15.html>.

Willis, Gordon B. *Cognitive Interviewing: A Tool for Improving Questionnaire Design*. Thousand Oaks, CA: Sage, 2005. ISBN 0761928049.

### **Questionnaire Archives**

Existing questionnaires may be accessed using links on the **Quick Links** page on the CHSC-577/PA-577 web site.

Students enrolled in CHSC-577/PA-577 may access the questionnaire archive files at the Survey Research Laboratory, located at 412 S. Peoria in CUPPA Hall.

**YOU MUST CALL TO MAKE AN APPOINTMENT**  
**(312) 996-5300**

### **Information About Survey Technology**

**Web Survey Methodology** presents an extensive searchable bibliography about survey technological developments and links to over 300 survey software applications, at <http://www.websm.org> or at the **“Quick Links”** page of the CHSC-577/PA-577 class web site.

**Web Survey Toolbox** presents a very helpful comparison chart of software for conducting web surveys as well as links to information about other survey application software at <http://websurveytoolbox.org/FeatureTable.html> or at the **“Quick Links”** page of the CHSC-577/PA-577 class web site.

## CHSC-577/PA-577 Class Schedule: Spring 2010

**Req = Required** reading

Rec = Recommended reading

- 1/13 (Wk 1): Introduction to the course  
Basic concepts and processes for questionnaire design
- 1/20 (Wk 2): Types of questionnaires and their relationship to data collection modes  
**Req:** Bradburn, et al., Chapter 1  
**“Pregnancy Questionnaire” draft distributed for review on 1/27**
- 1/27 (Wk 3): Strategies for developing questionnaires  
Existing instruments; Focus groups; Cognitive interviews; Pilot studies;  
Field Pretests  
**Req:** Beatty & Willis  
**Req:** Bradburn, et al., Chapter 11  
**Req:** Fowler, 1998  
**Req:** Jobe & Mingay  
**Req:** Krosnick  
**Req:** Presser, et al. (*POQ* article)  
Rec: Ongena & Dijkstra  
Rec: Willis, Chapters 1 through 4, and Chapter 14  
**“Pregnancy Questionnaire” draft discussion**  
**“Library Users Questionnaire” draft distributed for review on 2/3**
- 2/3 (Wk 4): Questionnaire format, layout, and coding schemes  
**Req:** Bradburn, et al., Chapters 10 & 5  
**“Library Users Questionnaire” draft discussion**  
**Revision of a Short Common Draft Questionnaire Assignment distributed**
- 2/10 (Wk 5): Question order and overall questionnaire structure  
**Req:** Bradburn, et al., Chapter 10
- 2/17 (Wk 6): Question wording  
**Req:** Schaeffer and Presser  
**Req:** Bradburn, et al., Chapters 2, 3, 4, 6, 7, & 9 (Also see Week 7)  
Rec: Payne  
**Revision of a Short Common Draft Questionnaire Assignment**  
**DUE at start of class**  
**Revision of a Longer Common Draft Questionnaire Assignment distributed**
- 2/24 (Wk 7): Types of questions: behavior, knowledge and factual information  
**Req:** Bradburn, et al., Chapters 2, 3, 6, 7, & 9  
Types of questions: attitudes and scales  
**Req:** Bradburn, et al., Chapter 4  
**Discussion of graded Short Common Draft Questionnaire Assignment**

- 3/3 (Wk 8): Applications of cognitive psychology to questionnaire design  
**Guest Presenter:** Dr. Allyson Holbrook, Assistant Professor, Survey Research Laboratory and Public Administration  
**Req:** Holbrook, et al.
- 3/10 (Wk 9): Cross-cultural issues in questionnaire design  
**Guest Presenter:** Dr. Timothy Johnson, Director, Survey Research Laboratory  
**Req:** Johnson; Ji, et al.
- 3/17 (Wk 10): Workshop/discussion about individual questionnaire design projects (N=7 students @ 20 minutes each)  
**Abstract for original individual questionnaire DUE — for ALL STUDENTS.**  
**Revision of a Longer Common Draft Questionnaire Assignment DUE at start of class**

<b>3/24:</b>	<b>SPRING BREAK — NO CLASS</b>
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- 3/31 (Wk 11): Discussion of graded Longer Common Draft Qx Assignment (30 minutes)  
 Discussion of individual questionnaire design projects (N=6 students @ 20 minutes each)  
**Overview and Outline for individual questionnaire DUE — for ALL STUDENTS.**  
**Overview and individual questionnaire draft — HARDCOPY — distributed by each week-12 presenter to instructor and to each student.**
- 4/7 (Wk 12): Discussion of individual Qx design projects (4 students @ 20 minutes each)  
 Student presentation and critique of individual Qx design projects (2 students @ 30 minutes each)  
**Overview and individual questionnaire draft — HARDCOPY — distributed by each week-13 presenter to instructor and to each student.**
- 4/14 (Wk 13): Student presentation and critique of individual Qx design projects (5 students @ 30 minutes each)  
**Overview and individual questionnaire draft — HARDCOPY — distributed by each week-14 presenter to instructor and to each student.**
- 4/21 (Wk 14): Student presentation and critique of individual Qx design projects (5 students @ 30 minutes each)  
**Overview and individual questionnaire draft — HARDCOPY — distributed by each week-15 presenter to instructor and to each student.**
- 4/28 (Wk 15): Student presentation and critique of individual Qx design projects (5 students @ 30 minutes each)

<p><b>Development of an Original Individual Questionnaire Assignment <u>DUE</u>:</b>  <b>Presenters in weeks 12 – 14: Friday, April 30, 2010 by 3:00 p.m.</b>  <b>Presenters in week 15: Monday, May 3, 2010 by 3:00 p.m.</b></p>
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