

The researchers did a pre-post survey in the beginning of the course, to make sure the peer leaders met the established criteria. A post-survey was given at the end of the course, to ascertain whether the peer leaders possessed basic knowledge about HIV and social network technology. The survey was administered to both groups of peer leaders—those who were going to do HIV prevention and those who should provide general health care information. The researchers designed a survey with a five-point Likert scale (1 was very uncomfortable and 5 very comfortable) and questions were designed to learn how comfortable the peer leader would be using social-network technology to communicate with other persons and to provide information. The answers from the peer leaders were used in statistical analyses relying on measures of variance to establish the mean score for each survey before and after the course. The result showed that the peer leaders' knowledge of HIV and general health was above the passing level both before and after the course. The researchers found no significant differences in the scores on either the HIV or general health knowledge test before or after the course. The intervention is based on self-reported data from the peer leader, who seems to have an acceptable basic knowledge about HIV, general health information, and social-network technologies. The researchers concluded that peer leaders can be recruited and trained in a course to focus on health-behavior-change interventions using social media. It is possible to recruit peer leaders who do not need to follow any course.

Validity: This example shows how a practical study can easily yield validity challenges. The fact that there were only 16 participants challenges statistical conclusion validity because a small sample size increases the risk of making an incorrect conclusion about the population. A small sample size gives a broad variation of participant answers. With a larger sample, the result could have shown peer leaders with less knowledge about HIV, general health information, and social network technology. The researcher concludes that there are no significant differences between the before and after surveys. Construct validity is challenged because the researchers have to

Commented [17]: "Pre-post" is a confusing construction.

It would be simpler just to say this: "Researchers conducted a survey at the beginning of the course to make sure the peer leaders met established criteria."

Editor would make the change, but there is always the chance in academic writing that unusual constructions such as "pre-post" are peculiar to a particular area of study and are understood by people working in that particular field.

Deleted: giving givenin...at the end of the course,...to conclud...

Commented [18]: Editor revised to clarify ambiguous syntax that, at first, sounded as though there were just two peer leaders.

Deleted: five five-point Likert scale (1 was very uncomfortable...

Commented [19]: Author should confirm that this change preserves or clarifies the intended meaning. As written, the meaning of the string of three modifiers (health, behavior, change) was unclear—at the very least, one had to pause and think about what was meant. Editor decided that the three words comprise one compound modifier of "interventions."

Deleted: It is possible to recruited

Deleted: This example shows how a practical study easy ...at...