

**PHC 6700: Social & Behavioral Research Methods (3 credit hours)**  
**University of Florida**

**College of Health and Health Professions**

**Classroom: HPNP G307, Periods 6-7 (12:50 PM – 2:45 PM)**

**Spring 2021**

Delivery Format: HyFlex: Campus section will attend in-person/face-to-face; online/remote section will attend virtually in real-time via Zoom  
Course Website: UFL E-Learning

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**Instructor:** Lindsey King, PhD, MPH, CHES, CCRP, CTTS  
**Office:** HPNP 3117 (3<sup>rd</sup> floor)  
**Email Address:** [linking@ufl.edu](mailto:linking@ufl.edu)  
**Office Hours:** By appointment (please email [linking@ufl.edu](mailto:linking@ufl.edu))

**Teaching Assistant:** KD Jacobs, PhD Candidate, Social and Behavioral Sciences  
**Email Address:** [kdotddot@ufl.edu](mailto:kdotddot@ufl.edu)  
**Office Hours:** By appointment (email)

**Preferred Course Communications:** Email.

**Email Policy:** Direct Outlook email ([linking@ufl.edu](mailto:linking@ufl.edu)) is the preferred method of communication, *not the message function within Canvas*. Response within 24 hours to emails received on weekdays (M-F). Emails received during the weekend or after 5pm on Friday will be answered by 1pm on the following Monday.

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## **UF HyFlex**

The HyFlex learning experience may be different from what you have experienced before.

**Please be patient:** All of us, and particularly the instructor, will have our attention split between the virtual and physical learning environments, the learning experience will be different and potentially sometimes frustrating for all of us. It will be important for all of us to manage our expectations within this hybrid learning environment of virtual and physical spaces and provide caring and compassion for ourselves and our peers. Technical issues and delays in real-time response should be expected and treated with extra reserves of patience.

**Bring your own device:** Whether in-person or online/remote, have your device and a headset with microphone, so that you can log into the Zoom session and take part in breakout sessions and other learning activities (e.g., polling) in Zoom.

**Focus on learning:** When using technology during class, please be respectful and limit distracting activities. Social media, streaming entertainment, etc., as well as homework for other classes, should not be done during the synchronous class sessions.

Updated: 1/10/2021

**Be aware – classes may be recorded:** Some lectures from the synchronous sessions may be recorded. Please review the UF policies on recorded sessions at the end of the syllabus. You can opt not to have your camera on during the recorded lecture portions of the synchronous session, but I am asking that (unless technical issues with bandwidth or similar circumstances make it difficult) you do use your camera during the unrecorded breakout sessions.

## **Purpose and Outcome**

### **Course Overview**

This course is designed to provide an overview of research design, methods, and ethics for students in public health, with an emphasis on approaches used in the social and behavioral sciences. This course will use a variety of instructional methods to achieve these aims, including readings, discussions, projects, and hands-on research experiences.

### **Relation to Program Outcomes**

The overarching aims for this course are to provide students with: 1) an overview of the types of research methods available; 2) the opportunity to design, conduct, and evaluate research projects; and 3) understanding of key ethical and cultural considerations related to the conduct of research.

### **Course Objectives and/or Goals**

It is expected that, by the end of this course, PHC6700 students will be able to:

1. Advocate for the significance and need for social and behavioral research in the health sciences
2. Critically evaluate public health social and behavioral science research
3. Distinguish key ethical issues associated with specific types of research
4. Compose research questions and hypotheses on a topic of inquiry
5. Compare and contrast the key features of observational, qualitative, correlational, quasi-experimental, and experimental research designs
6. Integrate basic quantitative and qualitative methods into the design of research in order to align with specific research questions
7. Develop a research proposal that describes a researchable problem, the purpose of the study, the academic context of the study, sampling strategies, methodology, proposed analyses, and implications of potential findings
8. Compare and contrast different data analytical approaches
9. Communicate research designs in written and oral formats
10. Critique the research design, process, and analysis of their own work and the research of others

### **Required Text:**

1. Salazar, L. F., Crosby, R. A., & DiClemente, R. J. (2015). *Research Methods in Health Promotion* (2<sup>nd</sup> ed.). San Francisco, CA: Jossey-Bass. ISBN: 978-1-118-40906-0 [RM]

### Optional Text:

- American Psychological Association. (2019). *Publication Manual of the American Psychological Association* (7<sup>th</sup> ed.). Washington, DC: American Psychological Association. ISBN: 978-1433832178 [APA]

### Additional Required Readings

Posted within each module on the course website. Please check the canvas module for the most up to date readings.

### Course Materials, Instructional Methods, and Technology

Please bring your laptops to each class period. Laptops and other electronics should only be used when appropriate for taking notes or completing in-class activities. This course will use Canvas.

### Announcements

Class announcements will be sent via the announcements tool in Canvas. Depending on your Canvas notification settings, you may or may not be notified via email; ***you are responsible for all information in these announcements*** whether or not you see them in your email. ***Please update your settings so that you are notified of announcements.***

### HyFlex Classroom

This semester in our HyFlex classroom, you will be participating in dual modalities:

#### Synchronous Learning Activities

**In-person:** Those of you in the campus section will attend classes in a format similar to traditional classroom learning. You **will attend by coming to the physical classroom on UF campus as scheduled**. However, you should be prepared to interact with classmates who are attending class online/remotely. Raise your hand to ask questions, or if it a question that can wait, type it into the Zoom chat. *From time to time, you may be asked about volunteering to assist with monitoring Zoom chat, raised hands, or other inputs from the remote students.*

**Online/remote:** Those of you in the online/remote designated section **will attend class virtually, in real-time in Zoom**. You will be logging into the virtual classroom in Zoom. Microphone, live chat, video conferencing solutions, and collaborative technologies will allow you to be active participants in the learning experience, despite not being physically present in the classroom. Use the Zoom Chat to ask questions. I will typically address questions at one time during specific break points in our learning activities. If your question needs immediate feedback, you can use the Raise Hand feature in Zoom to signal a question that might have less value out of the context of the moment.

#### Asynchronous Learning Activities

**Pre-work and priming assignments will be provided online, via Canvas** for all students to complete prior to the synchronous sessions. **During the synchronous sessions we will engage in a combination of lecture, discussion, and activities.** In addition, as a part of the learning activities, **you may be asked to interact with your peers using asynchronous technologies** such as

Discussions, FlipGrid, or other apps and technologies that facilitate reflection, collaboration and student-to-student interactions but that can be dispersed over a period of time.

In canvas each week, the course will have one or more learning “modules.” Each module is made up of the following:

1. Assigned readings (textbook chapters and/or articles posted to eLearning)
2. Lectures/videos (posted to eLearning)
3. Activities

The textbook readings make up the core foundation of this course, and supplemental articles, lectures, and videos are provided to supplement the course textbooks by offering applied examples, clarification of difficult concepts, and extensions of textbook material. Thus, I assume that you have completed the assigned readings when watching the videos; if you have not done so, the video content may be confusing

For **technical support for the course Canvas site, activities, and assessments**, please contact the online course coordinator:

**Lior Flum, Instructional Designer**  
**Room Number: HPNP 4135**  
**Phone: (352) 273-6760**  
**Email: [lflum@phhp.ufl.edu](mailto:lflum@phhp.ufl.edu)**  
**Office Hours: Monday – Friday, 9:00 AM to 4:30 PM EST**

For other technical difficulties, please contact Academic Technology:

Email: [learning-support@ufl.edu](mailto:learning-support@ufl.edu)  
Phone: (352) 392-HELP – select option 2  
Web: <https://lss.at.ufl.edu/help.shtml>

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## Academic Requirements and Grading

**Canvas Course Site:** Assessments will be housed in Canvas. Assignments and Quizzes will be posted in Canvas to be completed prior to specified due dates.

**Safeguards:** Quizzes and exams that are individually worth more than 15% of the total grade require a heightened sense of academic integrity and safeguards against dishonesty. Exams will be posted in Canvas and Honorlock proctoring will be required.

**Exam Administration:** Exams will be administered online asynchronously during a specific open-close window and must be taken before the final due date.

**Assignments:**

**Weekly Activities, Class Attendance, & Professionalism (includes in-class and outside class activities, preparation, in-class contributions, participation, and attendance) – 16% of Final Grade**  
 Completion of weekly activities will contribute toward this grade. Moreover, all students will be expected to make informed contributions during in-class activities and team-based problem-solving tasks. This means that you come to class prepared to discuss the readings, contribute to or lead discussions, and display a command of the topics at hand. In doing so, you are expected to display professional courtesy to your peers when providing feedback and constructive criticism. Finally, since research is most often done in teams, your contributions to your assigned research team will also count toward professionalism. There may be one or more activities associated with each module. **Activities are due throughout the semester; due dates for each individual assignment are available via Canvas.**

**Exams – 34% of Final Grade (Two exams each representing 17% of Final Grade)**

There will be two exams in this course. Exam will consist of multiple-choice questions covering content addressed in the readings (textbook readings and additional assigned readings posted on Canvas), lectures, videos, and content discussed in class during lectures, discussions, and activities. Exam 1 will cover content discussed in Weeks 1-5 and Exam 2 will cover content discussed in Weeks 7, 9-13 (while Exam 2 is not comprehensive, if a topic was discussed in an earlier week of the class and again after exam 1 it may be included on Exam 2). Both exams will be completed via the **Honorlock** proctoring service. Please see Canvas for instructions on how to install the Honorlock browser extension. You must complete a practice quiz with Honorlock **prior to Exam 1** to make sure that your computer is set up correctly. The exams will be **closed book**, and you are not allowed to access outside materials when taking the exam; however, you will be permitted one (1) single 8x11 page of handwritten notes (you may only write on one side of the sheet of paper; the other side should be blank and can be used as scratch paper during the exam). Prior to the start of each exam, you will be asked to pan your webcam around your room/desk and to show this piece of paper (front and back) to the proctor.

**Exam 1 will be completed during Week 6; it will open 6:00 PM EDT Sunday, Feb 14 and close at 7:59 AM EDT Tuesday, Feb 16.**

**Exam 2 will be completed during Week 14; it will open 6:00 PM EDT Sunday, Apr 11 and close 7:59 AM EDT Tuesday, Apr 13.**

**(Collaborative) Research Evaluation Presentation – 10% of Final Grade**

You will work with a classmate or classmates to evaluate a published research article by presenting a PowerPoint presentation that includes the following components:

**Introduction:** A section describing the research problem and evaluating the construct definitions used in the study

**Research Question/Methods Alignment:** A section describing the study's research question(s) and your evaluation of whether the study research methods/design aligned with these questions

**Sampling:** A section describing the sampling methods used, and how they align with the research design/question.

**Results:** A section describing the study results, and whether the results were described/interpreted adequately.

**Discussion:** A section discussing the strengths and limitations of the study, including an evaluation of the implications suggested by the authors.

A detailed rubric will be provided on the Canvas course site with explicit performance expectations and scoring criteria. **The Research Evaluation Presentation will be presented in class on March 8.**

### Research Proposal – 40% of Final Grade

You will compose an individual research proposal that outlines a need for, purpose, and design of a proposed study. Early in the semester, you will develop your own social/behavioral research question that explores a topic that is meaningful to you. You will submit this proposal in stages to receive feedback from instructor, TA, and peers to improve your final proposal submission:

1. Part 1 of your proposal will be due by **7:59 AM EDT on Monday, Feb 8**. You will complete one peer review of your classmate's proposal.
2. Part 2 of your proposal will be due by **7:59 AM EDT on Monday, March 22**. You will complete one peer review of your classmate's proposal.
3. Your final research proposal will be due by **7:59 AM EDT on Tuesday, April 20**.

A detailed rubric will be provided on the Canvas course site with explicit performance expectations and scoring criteria.

### Grading:

Requirement	Due date	Points or % of final grade
Weekly Activities, Class Attendance, & Professionalism	Ongoing	16%
<b>Exam 1</b>	6:00 PM EDT Sunday, Feb 14 through 7:59 AM EDT Tuesday, Feb 16	17%
<b>Research Evaluation Presentation</b>	March 8	10%
<b>Research Proposal</b>	Part 1 draft due by 7:59 AM EDT on Monday, Feb 8. Part 2 draft due by 7:59 AM EDT on Monday, March 22. Final proposal due by 7:59 AM EDT on Tuesday, April 20.	40%
<b>Exam 2</b>	6:00 PM EDT Sunday, Apr 11 through 7:59 AM EDT Tuesday, Apr 13	17%

**Grading Scale:** The final grade will be computed based on the following:

Percentage	93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	Below 60
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

NOTE: Percentages are **not** rounded up at the end of the semester, and grades are not curved.

Please be aware that a C- is not an acceptable grade for graduate students. The GPA for graduate students must be 3.0. in all 5000 level courses and above to graduate. A grade of C counts toward a graduate degree only if a sufficient number of credits in courses numbered 5000 or higher have been earned with a B+ or higher.

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

More information on UF grading policy may be found at:

<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades>

#### **Policies Related to On Campus Face-to-Face**

In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions (for those in the face-to-face sessions).

You are required to wear approved face coverings at all times during class and within buildings. ***The face coverings must cover your nose and your mouth at all times.*** Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.

Each course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.

Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.

Follow your instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.

If you are experiencing COVID-19 symptoms (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>), please use the UF Health screening system (<https://coronavirus.ufhealth.org/screen-test-protect/covid-19-exposure-and-symptoms-who-do-i-call-if/>) and follow the instructions on whether you are able to attend class.

Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>).

### **Policies Related to Remote and Online Synchronous Sessions**

Class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

### **Policy Related to Plagiarism**

Plagiarism, as defined in the UF Student Honor Code (<https://regulations.ufl.edu/wp-content/uploads/2018/06/4.040-1.pdf>), will not be tolerated. Plagiarism detection software (e.g., TurnItIn) and other resources may be used to detect plagiarism. Assignments where the instructor deems that plagiarism has occurred may receive a zero grade, and may be reported to the Dean of Students office as a Student Honor Code violation. The APA publication manual (optional textbook) provides guidelines on avoiding plagiarism; for more details you can also reference the Purdue Online Writing Lab website ([https://owl.purdue.edu/owl/purdue\\_owl.html](https://owl.purdue.edu/owl/purdue_owl.html)).

### **Policy Related to Make up Exams or Other Work**

If you have a scheduling conflict that prevents you from fulfilling a certain course requirement, please contact the course instructor as soon as possible. **Late assignments will not be accepted** without an approved arrangement with the course instructor. Failure to complete work prior to the deadlines outlined in this syllabus may result in a zero grade for that assignment.

Please note: Any requests for make-ups due to technical issues MUST be accompanied by the UF Computing help desk (<http://helpdesk.ufl.edu/>) correspondence. You MUST e-mail the instructor within 24 hours of the technical difficulty if you wish to request a make-up.

### **Policy Related to Required Class Attendance**

Class attendance is part of the Professionalism component of this course. It is expected that you will notify the instructor in advance when you know you will need to miss or be late to class. Illness, family emergencies, and other extenuating circumstances are reasons for missing or being late to class, as long as you follow-up with the instructor in a timely, professional manner. You should request notes/details on in-class activities from a fellow classmate.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Excused absence policies are consistent with university policies in the Graduate Catalog (<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance>).

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## Student Expectations, Roles, and Opportunities for Input

### The 5 P's of Student Responsibility for HyFlex Attendance during the COVID-19 Pandemic:

- **Patience:** Be patient with the faculty, TAs and peers! This is new. There will be tech challenges.
- **Preparation:** Be prepared for class! This applies to both the content and having your computer & headset/mic set-up ready to go.
- **Participation:** Stay focused. The more you focus and participate the more you learn. Ask questions! Whether you are in person or online/remote — **ask questions**. As this is graduate school, you are responsible for your own learning. Attending the synchronous sessions as scheduled and participating in the learning activities will facilitate your ability to succeed in this course. It can be tempting to multi-task while attending class via Zoom, but please make every effort to focus your efforts on the course materials.
- **PPE and PHA** (Personal Protective Equipment and Public Health Awareness): Follow UF guidelines and **correctly wear your mask (over mouth and nose)** if you are on campus in the classroom and in all face-to-face interactions. **Stay home if you are ill**, have any of the symptoms on the UF screening tool, or think you have been exposed to COVID. (See official policies below.)

### Attendance and Recordings

Recordings are not intended to be a replacement or substitute for attending synchronous sessions. They are intended to be a stop-gap for those who miss class due to illness or life events that are unfortunately common during the pandemic. Recordings will be made available in Canvas. As soon as links are available, I will post these. If you miss a class meeting for any reason, make sure to communicate with your professor and TAs and check with a peer who attended and watch the recordings.

### Expectations Regarding Course Behavior

To maximize use of class time, you are expected to:

1. Look at the Canvas site for notes and announcements prior to each class
2. Read assigned readings prior to each class, and come to class prepared for discussion
3. Bring your laptop/textbook to course meetings.

The use of computers and other electronic devices in class is limited to class related activities. Students who are being disruptive (e.g., using electronic devices when not appropriate for class activities, talking over the instructor/other students, or otherwise disrupting the learning environment for other students) will be asked to leave class. Students who are asked to leave for disruptive behavior will lose all assignment points for that day.

### **Communication Guidelines**

Please email the instructor and TA directly rather than using the messaging tool in Canvas. For digital communication, please see the following Netiquette Guidelines: <http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

### **Academic Integrity**

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: **“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”**

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: **“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”**

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>  
<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

### **Online Faculty Course Evaluation Process**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

### **Policy Related to Guests Attending Class**

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are **not** permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of

attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy: <http://facstaff.php.ufl.edu/services/resourceguide/getstarted.htm>

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## **SUPPORT SERVICES**

### **Accommodations for Students with Disabilities**

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/> . It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

### **Counseling and Student Health**

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:  
Alachua County Crisis Center:  
(352) 264-6789  
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

## Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website:

[www.multicultural.ufl.edu](http://www.multicultural.ufl.edu)

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## Course Schedule

### Topical Outline/Course Schedule

Week	Date(s)	Topic(s)/ Due Dates	Readings
1	Jan 11	Course Introduction, Conducting Literature Searches	<ul style="list-style-type: none"> <li>● RM Chap 1</li> </ul>
2	Jan 18	Principles of Scientific Inquiry, Formulating Research Questions and Hypotheses; Research Ethics <ul style="list-style-type: none"> <li>● <b>MLK Holiday, so we will not meet in classroom Monday, Jan 18, but we will have asynchronous activities to complete in the weekly module</b></li> </ul>	<ul style="list-style-type: none"> <li>● RM Chap 2 &amp; 3</li> <li>● Resnick &amp; Belluz (2018)</li> </ul>
3	Jan 25	Observational Research Designs	<ul style="list-style-type: none"> <li>● RM Chap 4 &amp; 9</li> </ul>
4	Feb 1	Experimental Research Designs	<ul style="list-style-type: none"> <li>● RM Chap 5 &amp; 10</li> </ul>
5	Feb 8	Sampling <ul style="list-style-type: none"> <li>● <b>Research Proposal part 1 draft due Feb 8</b></li> </ul>	<ul style="list-style-type: none"> <li>● RM Chap 6</li> <li>● Heen et al. (2014)</li> <li>● Ledford (2020)</li> </ul>

6	Feb 15	<b>Exam 1 (6:00 PM EDT Sunday, Feb 14 through 7:59 AM EDT Tuesday, Feb 16)</b>	<ul style="list-style-type: none"> <li>• No readings</li> </ul>
7	Feb 22	Measurement	<ul style="list-style-type: none"> <li>• RM Chap 7</li> <li>• Kelly et al. (2016)</li> </ul>
8	Mar 1	Survey Research Design	<ul style="list-style-type: none"> <li>• RM Chap 13</li> <li>• Schaeffer &amp; Presser (2003)</li> </ul>
9	Mar 8	<b>Collaborative Research Evaluation Presentations</b> <ul style="list-style-type: none"> <li>• In class for on campus section/ Via Zoom for remote section</li> </ul>	<ul style="list-style-type: none"> <li>• No readings</li> </ul>
10	Mar 15	Scientific Communication  Guest lecture: Academic Integrity and Support Services: Pamela A. Malyk, M.A.Ed., Assistant Dean of Students and Director, University of Florida ~ Division of Student Affairs, Student Conduct and Conflict Resolution, Dean of Students Office	<ul style="list-style-type: none"> <li>• Thapa et al., 2020</li> <li>• Brockmann 2020</li> </ul>
11	Mar 22	Quantitative Data Analyses <ul style="list-style-type: none"> <li>• Research Proposal part 2 due Mar 22</li> </ul>	<ul style="list-style-type: none"> <li>• RM Chap 14</li> </ul>
12	Mar 29	Qualitative Data Collection	<ul style="list-style-type: none"> <li>• RM Chap 8</li> <li>• TBD Articles</li> </ul>
13	Apr 5	Qualitative Data Analyses	<ul style="list-style-type: none"> <li>• RM Chap 16</li> <li>• TBD Articles</li> </ul>
14	Apr 12	<b>Exam 2 (6:00 PM EDT Sunday, Apr 11 through 7:59 AM EDT Tuesday, Apr 13)</b>	<ul style="list-style-type: none"> <li>• No readings</li> </ul>
15	Apr 19	<b>Final Research Proposals Due Tuesday, Apr 20</b>	<ul style="list-style-type: none"> <li>• No readings</li> </ul>

**Caveat:** The above schedule and procedures in this course are subject to change in the event of extenuating circumstances. Any changes will be announced in class, through announcements and via Canvas, and students are personally responsible for obtaining updated information regarding these changes.

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