

PHC 6700: Social & Behavioral Research Methods (3 credit hours)
University of Florida
College of Public Health and Health Professions
Spring 2022
Classroom: HPNP G316
Tuesdays, Periods 6-7 (12:50 PM – 2:45 PM)
Delivery Format: On-Campus
Course Website: UFL E-Learning in Canvas

Instructor Name

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Teaching Assistant

Cary Carr, MPH (*she/her/hers*)
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Preferred Course Communications: Email.

Email Policy: Direct Outlook email (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.

Purpose and Outcome

Course Overview

This course provides 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

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 and assessments. This course will use Canvas.

Required Text

Salazar, L. F., Crosby, R. A., & DiClemente, R. J. (2015). *Research Methods in Health Promotion* (2nd 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* (7th 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.

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.***

Blended Learning

What is blended learning and why is it important?

A blended learning class uses a mixture of technology and face-to-face instruction to help you maximize your learning. Knowledge content that, as the instructor, I would have traditionally presented during a live class lecture is instead provided online before the live class takes place. This lets me focus my face-to-face teaching on course activities designed to help you strengthen higher order thinking skills such as critical thinking, problem solving, and collaboration. Competency in these skills is critical for today's public health professional.

What is expected of you?

You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all out-of-class assignments including all readings, lectures, videos, etc. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you may struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the live class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives. ***Additionally, we only meet in person for 2 hours even though this is a 3-credit class so you must watch the lectures and read prior to our class meeting 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 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 difficulties, please contact Academic Technology:

Email: learning-support@ufl.edu

Phone: (352) 392-HELP – select option 2

Web: <https://lss.at.ufl.edu/help.shtml>

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.

Additional Academic Resources

[Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

[Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.

[Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

[Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)

On-Line Students Complaints: [View the Distance Learning Student Complaint Process.](#)

Academic Requirements and Grading

Weekly Activities, Class Attendance, & Professionalism – 16% of Final Grade

Completion of weekly activities, including in-class and outside class activities, preparation, in-class contributions, participation, and attendance, 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. Exams will consist of multiple-choice and T/F 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, 8, 11-13 (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 during our scheduled class time on individual laptops. You must bring your laptop to class on the day of the exam. 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). **Exam 1 will be completed during class on Feb 15. Exam 2 will be completed during class on April 12.**

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.

Detailed instructions will be provided on the Canvas course site with explicit performance expectations and scoring criteria. **Your group should submit the article you plan to present by Feb 22 for instructor pre-approval. Your Research Evaluation Presentation will be presented in class on March 15.**

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 **March 1**.
2. Part 2 of your proposal will be due by **March 29**.
3. Your final research proposal will be due by **April 19**. Your final proposal should have parts 1 and 2 ***corrected*** based on instructor, TA, and peer feedback.

Detailed instructions will be provided on the Canvas course site with explicit performance expectations and scoring criteria. Additional assignments will be completed throughout the semester that make up the 40%.

Grading

Requirement	Due date	Points or % of final grade
Weekly Activities, Class Attendance, & Professionalism	Ongoing	16%

Exam 1	Tuesday, Feb 15	17%
Research Evaluation Presentation	Article due for instructor pre-approval Feb 22. Presented in class March 15	10%
Research Proposal	Part 1 draft due by March 1. Part 2 draft due by March 29. Final proposal due by April 19	40%
Exam 2	April 12	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>

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).

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 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.

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 absences must be consistent with university policies in the Graduate Catalog (<https://catalog.ufl.edu/graduate/regulations/#text>). Additional information can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Student Expectations, Roles, and Opportunities for Input

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.

Diversity Statement

I consider this classroom to be a place where you will be treated with respect, and I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability – and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming, and inclusive environment for every other member of the class.

Teaching Philosophy

The aims of graduate school are different from those of undergraduate education. Undergraduate education is concerned primarily with instilling the essential knowledge in a field and—at its best—with preparing students for a lifetime of learning. Graduate education is about turning students into professional researchers and teachers. These different aims correspond to distinct responsibilities for both teachers and learners at the graduate and undergraduate levels. As aspiring professionals, you are responsible for taking initiative to master the key ideas and literature in the field and for seeking out the resources you need. My role is to facilitate your learning and professional development as independent scholars by introducing you to pertinent literature, by challenging you to evaluate and synthesize the material, and by rewarding individual initiative.

Professionalism and COVID

As students pursuing a path in the health professions or public health, it is crucial to demonstrate professional behaviors that reflect integrity and commitment to the health of patients, fellow health professionals, and to populations we serve. To accomplish this, a strong responsibility for the well-being of others must be evident in our decisions, along with accountability for our actions. Professionalism in the health disciplines requires adherence to

high standards of conduct that begin long before graduation. This is particularly true during times of health emergencies such as the COVID pandemic, given our professional habits can have a direct impact upon the health of persons entrusted to us.

If you are not vaccinated, get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment:

<https://coronavirus.ufhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.

In response to COVID-19, the following professional practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to protect the health and safety of ourselves, our patients, our neighbors, and our loved ones.

- You are required to wear approved face coverings at all times while in Health Science Center classrooms and within Health Science Center buildings even if you are vaccinated.
- If you are sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email covid@shcc.ufl.edu) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive, or have tested positive yourself. Visit the UF Health Screen, Test & Protect website for more information.
- Continue to follow healthy habits, including best practices like frequent hand washing.
- Avoid crowded places (including gatherings/parties with more than 10 people)

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. Hand sanitizing stations will be located in every classroom.

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. If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.

Continue to regularly visit coronavirus.UFHealth.org and coronavirus.ufl.edu for up-to-date information about COVID-19 and vaccination.

COVID-19 Symptoms

See <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html> for information about COVID-19 symptoms, which may include fever, cough, shortness of breath or difficulty breathing, fatigue, chills, muscle or body aches, headache, sore throat, congestion or runny nose, nausea or vomiting, diarrhea, and loss of taste or smell.

Recording Within the Course

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

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 TA 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 and watch lectures 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>

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 their 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.phhp.ufl.edu/services/resourceguide/getstarted.htm>

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure 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>. Online and in person assistance is available.
- **U Matter We Care** website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the U 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.
- **University Police Department:** [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- **UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

Topical Outline/Course Schedule

Caveat: The below schedule, procedures, readings, and assignments 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. For the most up to date readings and assignments, please see corresponding Canvas module. Schedule begins on next page.

Week	Date(s)	Topic(s)/ Due Dates	Readings
1	Jan 11	Course Introduction, Conducting Literature Searches	<ul style="list-style-type: none"> ● RM Chap 1
2	Jan 18	Principles of Scientific Inquiry, Formulating Research Questions and Hypotheses; Research Ethics	<ul style="list-style-type: none"> ● RM Chap 2 & 3
3	Jan 25	Observational Research Designs	<ul style="list-style-type: none"> ● RM Chap 4 & 9
4	Feb 1	Experimental Research Designs	<ul style="list-style-type: none"> ● RM Chap 5 & 10
5	Feb 8	Sampling	<ul style="list-style-type: none"> ● RM Chap 6
6	Feb 15	Exam 1	<ul style="list-style-type: none"> ● No readings
7	Feb 22	Qualitative Data Collection <ul style="list-style-type: none"> ● Submit your research evaluation article by Feb 22 for instructor pre-approval 	<ul style="list-style-type: none"> ● RM Chap 8
8	Mar 1	Measurement & Survey Research Design <ul style="list-style-type: none"> ● Research Proposal part 1 due Mar 1 	<ul style="list-style-type: none"> ● RM Chap 7 & 13
9	Mar 8	SPRING BREAK!	
10	Mar 15	Collaborative Research Evaluation Presentations	<ul style="list-style-type: none"> ● No readings
11	Mar 22	Scientific Communication	<ul style="list-style-type: none"> ● Articles assigned in Canvas
12	Mar 29	Quantitative Data Analyses <ul style="list-style-type: none"> ● Research Proposal part 2 due Mar 29 	<ul style="list-style-type: none"> ● RM Chap 14 ● TBD Articles
13	Apr 5	Qualitative Data Analyses	<ul style="list-style-type: none"> ● RM Chap 16 ● TBD Articles
14	Apr 12	Exam 2	<ul style="list-style-type: none"> ● No readings
15	Apr 19	Final Research Proposals Due April 19	<ul style="list-style-type: none"> ● No readings
