HSC6735 Research Methods

FALL 2023

Course Description
This is a graduate-level course in Research Methods that will cover key methods and approaches to research in health education and behavior with the goal of providing students with the knowledge and skills necessary to interpret and evaluate research conducted by others; to synthesize and discuss their viewpoints on this research; and ultimately to design their own scientifically and ethnically sound research projects.

Course Objectives
Upon completion of this course students are expected to successfully:
- ✓ Understand the role of the Institutional Review Board for research oversight and complete trainings to submit human subjects research.
- ✓ Identify strengths and weaknesses of different research approaches for addressing a specific research question.
- ✓ Critically and constructively evaluate research studies in health education and behavior.
- ✓ Formulate research questions and match them with appropriate methods for investigation.
- ✓ Develop a research study design that addresses a research question in health education and behavior.
- ✓ Contribute to current discussions about trends and controversies in social and behavioral research methods.

Instructor
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Course Requirements
13.9% - Exams
30.7% - Weekly Quizzes
25.1% - IRB Proposal Project Components
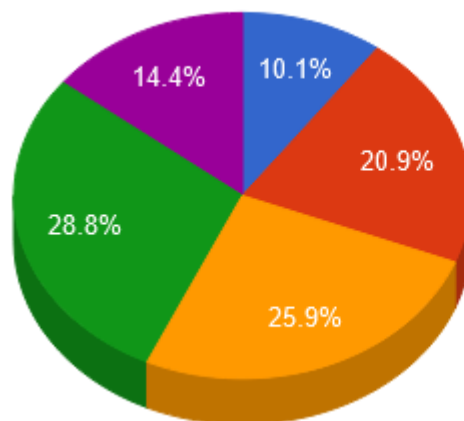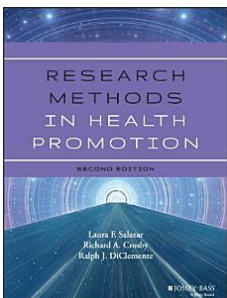20.2% - Activities
10% - Yellowdig Engagement

Grading Standards

A	= 100-93	C(S)	= 76.99-73
A-	= 92.99-90	C-(U)	= 72.99-70
B+	= 89.99-87	D+	= 69.99-67
B	= 86.99-83	D	= 66.99-63
B-	= 82.99-80	D-	= 62.99-60
C+	= 79.99-77	E	= 59.99-0

See current UF Grading Policies for further details:
https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Pie chart legend: Yellowdig 10.1%, Activities 20.9%, IRB 25.9%, Quizzes 28.8%, Exams 14.4%

Text & Reading Material
- Salazar LF, Crosby RA, DiClemente RJ. (2015). **Research Methods in Health Promotion (2nd ed.).** San Francisco, CA: Jossey Bass.
  Additional Readings posted to Canvas.

Course Schedule

Week #	Topic	Assignment	Due Date	Point Value
Week #1	Introduction to research	Weekly Quiz Introduce yourself on Yellowdig IRB training	8/27/23	20 pts in YD grade 20 pts
Week #2	Philosophy of science	Weekly Quiz Initial topic selection for research proposal Annotated bibliography	9/3/23	20 pts 5 pts 15 pts
Week #3	Observational research	Weekly Quiz Observational Design Activity Research topic proposal due	9/10/23	20 pts 5 pts 10 pts
Week #4	Conducting observational research	Weekly Quiz Good Clinical Practice Training Individual meetings with Dr. Jake-Schoffman	9/17/23	20 pts 20 pts Not graded
Week #5	Survey research	Weekly Quiz Research Talk #1	9/24/23	20 pts 20 pts
Week #6	Experimental design and randomized trials	Weekly Quiz Experimental Design Activity Outline draft due for peer review	10/1/23	20 pts 5 pts 20 pts
Week #7	Methodological considerations for randomized trials	Peer review of outlines (2) Exam 1	10/8/23	15 pts 50 pts
Week #8	Sampling	Weekly Quiz Sampling Activity	10/15/23	20 pts 5 pts
Week #9	Measurement	Weekly Quiz Measurement Activity Draft IRB proposal for peer review	10/22/23	20 pts 5 pts 15 pts
Week #10	Basics of statistical analyses	Weekly Quiz Statistical Analyses Activity Peer review of draft due	10/29/23	20 pts 5 pts 15 pts
Week #11	Qualitative research	Weekly Quiz Qualitative Research Activity Draft IRB proposal for instructor review	11/5/23	20 pts 5 pts 30 pts
Week #12	Community-based participatory research	Weekly Quiz Research Evaluation Presentation	11/12/23	20 pts 30 pts
Week #13	Dissemination and implementation	Weekly Quiz Research Talk #2	11/19/23	20 pts 20 pts
Week #14	Research ethics & transparency in science	Weekly Quiz Ethics and Article Retractions Activity End of YD engagement	12/3/23	20 pts 5 pts 72 pts (total)
Week #15	Wrap-up & review	Full draft of IRB due Exam 2	12/6/23 12/10/23	50 pts 50 pts

Course Requirements

The assignments will be used to assess the student's academic standing in this course. **Late assignments will not be accepted for credit unless arrangements have been made with the instructor prior to the due date for that particular assignment.** Failure to make prior arrangements may result in rejection of work submitted late as rescheduling/accepting assignments is at the discretion of the instructor. Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.

10.1%- Yellowdig Engagement
14 Periods of Engagement for total = 70 points
Overview: Students are required to participate in ongoing dialogue related to the course content and assignments via the Yellowdig platform. The quality and of engagement in this activity will be noted and graded accordingly.
- Yellowdig opens 8/23/23 for comments; each week ends at 11:59pm Sunday and a new points period begins
- Yellowdig will close for earning points the semester on 12/3/23 at 11:59pm
- *Please note that all students will receive a point boost (5 points in Canvas) to account for the week of Thanksgiving, so you are not required to post then; rounding up to the total of 70 possible (i.e., no extra credit available).*

20.9% - Activities
12 Activities of varying points value (5-30 points) for a total = 145 points
Overview: Activities in this course will build from lecture materials and outside trainings to help prepare students for the final project of the semester (IRB proposal).
- All assignments are due Sunday of that week by 11:59 pm

25.9% - IRB Proposal Project Components
Activities building to final proposal (130 points), final proposal (50 points) for a total = 180 points
Overview: To demonstrate application of major concepts taught in this course students draft an IRB proposal for a research project of their choosing. Assignments throughout the semester will help students build towards the final proposal draft.
- Students will be begin the semester with their topic selection, then move through a series of steps to help them build their IRB proposal. There will be two drafts submitted for peer review and a preliminary draft submitted for instructor review, ahead of the final proposal (due 12/10/23)

28.8% - Weekly Quizzes
10 of 13 Quizzes counted to grade (20 points each) = 200 points total this semester
Overview: Students will be assessed throughout the semester by taking 13 quizzes.
Students are required to complete quizzes and turn them in by due date assigned. Students will take 13 quizzes and their lowest 3 scores during the semester will be dropped from their final grade (i.e., 10 quiz scores will count). Please review each quiz's instructions & guidelines
- Students will be assessed over all course materials: readings, videos, lectures, etc.
- All quizzes are due Sunday of that week by 11:59 pm

14.4% - Course Examinations
2 Exams, 50 points each for a total = 100 points
Overview: Students will have two exams– Exam 1 (Module 1) and Exam 2 (Module 2/3).
Students need to review opening and closing dates for both of the examinations. These examinations are not open note, they are timed and students will have one attempt in completion.

Course Policies & Information

Students should be aware that online learning is different than a traditional classroom experience and can present unique challenges, particularly to individuals who do not possess good time management skills. The online classroom is available to you 24 hours a day. Unlike traditional instructional settings in which each student gets the same class at a set time and day, the online setting gives students the opportunity to tailor class to their particular learning style. You should note, however, that this course is not completely self- paced. As listed on the class calendar, there are select times during which units and course materials will be available and are due. You can view each unit's lectures at any time during the dates in which that specific unit is open. Please note that all quizzes, exams, assignments, discussion posts, etc. must be completed and submitted by the due date listed on the syllabus. Quizzes and exams will only be available to you on the date(s) and time(s) listed on the syllabus. Since we will not have in-class meeting times for me to remind you of critical dates, it is essential to familiarize yourself with the course schedule, deadlines, and due dates.

Make Up Policy:
Assignments/Quizzes/Discussion posts/etc. will not be accepted late, and on some days more than one of these tasks may be due. If personal circumstances arise that may interfere with your ability to meet a deadline, **please let me know as soon as possible <u>before</u> the due date**. Please keep in mind only university authorized excuses will be accepted, and documentation must be provided. Requirements for make-up exams, assignments, and other work are consistent with university policies:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Communication and Questions:
Students are responsible for getting a University of Florida email account (e.g., john.doe@ufl.edu) and should use this email for all university related correspondence – The instructor may not read emails from or send emails to any non-UF email addresses (e.g., john.doe@hotmail.com). Email subject should start with "SPM 4723 – First name, Last name - …" Email use does not relieve students from the responsibility of confirming the communication with the instructor. Always sign your email – don't make the instructor guess from whom the email was sent. The instructor will answer your email within two business days, when possible.

You may email me through the course site with any questions or concerns you have, and I will attempt to respond to your emails within 48 hours (typically sooner). If you have an urgent issue, please email my personal UF email, djakeschoffman@ufl.edu.

For general course questions, I encourage you to check the **Yellowdig Discussion Board** since other students may have the same question. If you do not find an answer, post your question using a descriptive subject line. All students are expected to follow rules of common courtesy in email messages, discussions, chats, etc. Please review the Netiquette Guide (also on course website) for further important information.

University Policy on Accommodating Students with Disabilities:
Students with disabilities requesting accommodations should first register with the Disability Resource (DSR) Center (352-392-8565; www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. You must submit this documentation to your instructor prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the DSR office as soon as possible in the term for which they are seeking accommodations

Honor Code Policy:
"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."

The following pledge will be either required or implied on all work:
"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

It is the duty of the student to abide by all rules set forth in the UF Undergraduate Catalog. Students are responsible for reporting any circumstances, which may facilitate academic dishonesty. University Policy on Academic Misconduct: Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at:
https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/

Honorlock Quiz and Exam Proctoring Information:
Honorlock will proctor your quizzes and examinations this semester. Honorlock is an online proctoring service that allows you to take your exam from the comfort of your home. You DO NOT need to create an account, download software or schedule an appointment in advance. Honorlock is available 24/7 and all that is needed is a computer, a working webam, and a stable internet connection.

To get started, you will need Google Chrome and to download the Honorlock Chrome Extension. You can download the extension at **wwww.honorlock.com/extension/install**

When you are ready to test, log into Canvas/E-Learning, go to your course, and click on your exam. Clicking launch Proctoring will begin the Honorlock authentication process, where you will take a picture of yourself, show your ID, and complete a scan of your room. Honorlock will be recording your exam session by webcam as well as recording your screen. Honorlock also has an integrity algorithm that can detect search-engine use, so please do not attempt to search for answers, even if it's on a secondary device.

Honorlock support is available 24/7/365. If you encounter any issues, you may contact Honorlock by live chat, phone (844-243-2500), and/or email (**support@honorlock.com**)

Academic Integrity:
All students must adhere to university regulations regarding academic integrity. Any form of academic dishonesty (including but not limited to any form of cheating, plagiarism, misrepresentation, etc.) will not be tolerated. Any student guilty of academic dishonesty will receive a failing grade (E) for the course, and the matter will be forwarded to the UF Office Student Affairs and the Dean of Students.

Grade Appeal Policy:
Should you want to contest a grade, you will have up to three (3) days after a grade has been posted to contact me and discuss your issue; after which the grade is final. Grades are based on a point scale and will not be rounded.

Getting Help:
 The University of Florida recognizes that pursuit of an online degree requires just as much student support as pursuit of a traditional on-campus degree and, therefore, each online program is responsible for providing the same student support services to both students who are in residence on the main campus and those who are seeking an online degree through distance learning. The following links provide support services for students:

Online Computing Help Desk- e-Learning Support Services
The UF Computing Help Desk is available to assist students with technical issues. If you have any issues accessing the online course material you must contact the UF Computing Help Desk immediately for assistance and obtain a case number. I will not accept late assignments, or change any course dates, due to technology difficulties if you do not have a case number prior to the due date for the assignment.
For issues with technical difficulties in E-learning, please contact the UF Help Desk:

helpdesk@ufl.edu
(352) 392-4357
https://elearning.ufl.edu/student-help-faqs/

Other resources are available at: https://distance.ufl.edu/getting-help/

Online Library Help Desk
The help desk is available to assist students with access to all of the UF Libraries resources.

Disabilities Resource Center
Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. If you have a physical, learning, sensory or psychological disability, please visit our Disabilities Resource Center.

U Matter, We Care - Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

Respect for Diversity, Focus on Inclusivity:
It is my intent that students from all backgrounds and perspectives be welcomed and served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity and inclusion, including but not limited to: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, religion, and culture.

Your suggestions are encouraged and appreciated. I welcome conversation about how I can improve the effectiveness of the course for you personally or for other students or student groups; please contact me in person or via email, or submit anonymous feedback via the open canvas survey (titled "Anonymous feedback submission") if you have any suggestions about ways that I might improve the quality or inclusivity of the course materials.

In addition, I will work to foster a learning environment where all feel welcomed and supported, and I will strive to get to know each student individually. To help accomplish this:

I will ask all students for their preferred name and pronouns in the introductory Yellowdig activity in Week 1.

I will maintain an open door for communication about experiences students are having during the course, in and out of the classroom. This means that if you feel your course performance is being impacted by things that are happening in your life, please reach out and speak with me. I can also help to connect or refer you to other resources if helpful. You are also welcome to submit anonymous feedback as described above.

Like many people, I am continually learning about diverse perspectives and identities. If anything was said in class that makes you feel uncomfortable, please reach out to me so we can discuss it. Again, you can do so in person, via email, or via the anonymous feedback survey.

Our respect for each other is critical to build a safe and trusting environment for all of us to learn and support each other through this course.

(Statement adapted from the University of Iowa, College of Education and Dr. Monica Linden, Brown University)

Further, I endorse the following UF-suggested comments on preferred names and name changes:

"It is important to the learning environment that you feel welcome and safe in this class; and that you are comfortable participating in class discussions and communicating with me on any issues related to the class. If your preferred name is not the name listed on the official UF roll, please let me know as soon as possible by e-mail or otherwise. I would like to acknowledge your preferred name, and pronouns that reflect your identity. Please let me know how you would like to be addressed in class, if your name and pronouns are not reflected by your UF-rostered name. I welcome you to the class and look forward to a rewarding learning adventure together. You may also change your "Display Name" in Canvas. Canvas uses the "Display Name" as set in myUFL. The Display Name is what you want people to see in the UF Directory, such as "Ally" instead of "Allison."   To update your display name, go to one.ufl.edu, click on the dropdown at the top right, and select "Directory Profile." Click "Edit" on the right of the name panel, uncheck "Use my legal name" under "Display Name," update how you wish your name to be displayed, and click "Submit" at the bottom. This change may take up to 24 hours to appear in Canvas.   This does not change your legal name for official UF records."

Student Recording:
Per the House Bill 233 Intellectual and Viewpoint Diversity Act, 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.

See additional details here: http://aa.ufl.edu/policies/in-class-recording/

Copyright Statement:
The materials used in this course are copyrighted. The content presented is the property of UF and may not be duplicated in any format without permission from the College of Health and Human Performance and UF, and may not be used for any commercial purposes.

Content includes but is not limited to syllabi, videos, slides, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy or distribute the course materials, unless permission is expressly granted. Students violating this policy may be subject to disciplinary action under the UF Conduct Code.

Course Evaluation
Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Click here for guidance on how to give feedback in a professional and respectful manner. 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 ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students here.

Disclaimer: This syllabus represents the objectives and tentative plans for the course. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, will be communicated clearly, are not unusual, and should be expected.