

**University of Florida
College of Public Health and Health Professions
Spring 2016**

Course: HSC 3057 – Social & Behavioral Science Research Methods

Lab Times

Lab	Days (Periods)	Time	Room	TA	TA Email
1	Tuesdays (5-6)	11:45am-1:40 pm	G316	Adrian Chambers	adrianmchambers@phhp.ufl.edu
2	Tuesdays (5-6)	11:45am-1:40 pm	1101	Brooke Lewandowski	blewandowski@ufl.edu
3	Tuesdays (5-6)	11:45am-1:40 pm	G201	Kellie Brooke	kelliebrooke@gmail.com
4	Wednesdays (4-5)	10:40 am-12:35 pm	G210	Jessica Rowland	jessrowland@ufl.edu
5	Wednesdays (4-5)	10:40 am-12:35 pm	G307	Kellie Selwyn	kelliselwyn@gmail.com
6	Thursdays (4-5)	10:40 am-12:35 pm	G316	Jessica Rowland	jessrowland@ufl.edu
7	Thursdays (4-5)	10:40 am-12:35 pm	1101	Kellie Brooke	kelliebrooke@gmail.com

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College of Public Health and Health Professions
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Course Overview: This course is designed to provide an overview of research design, methods, and ethics for undergraduate students in public health, with an emphasis in the social and behavioral sciences. The overarching *aims* for the course are to provide students with: (1) an overview of the types of research methods available to them; (2) the opportunity to design, conduct, and evaluate research projects; and (3) an understanding of key ethical, cultural, and political issues related to the conduct of research. We will use a variety of instructional methods to address these aims, including readings, discussion groups, project groups, online activities, and hands-on research experiences.

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

1. Outline the importance of research in the health sciences
2. Distinguish key ethical issues associated with different types of research
3. Write research questions and hypotheses on a topic of interest
4. Compare and contrast the key features of observational, qualitative, survey, quasi-experimental, and experimental research designs
5. Integrate basic quantitative and qualitative concepts with research methods
6. Develop a research protocol and consent form appropriate for an Institutional Review Board
7. Communicate research with others in written and oral formats
8. Critique the research design, process, and outcomes of their own work and the work of others

Text: Bryman A. Social Research Methods, 4th eds. Oxford University Press. ISBN: 0199202958 / 978-0199202050

Attendance, Participation, Assignments, Quizzes, and Final Exam

Attendance (13 Attendance Checks) **20 Points**
Additionally, students are expected to attend each lecture and lab sections. Class will start on time. Attendance is defined as being present for the whole class period – lecture and lab. See link for UF attendance policy <<http://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>>. While formal attendance will not be tracked for the lecture, your TAs will be taking attendance during the lab throughout the semester. Only excused absences during the semester (medical/personal emergencies, graduate program interviews, university sanctioned events – each with appropriate and required documentation – per college policy) will be accepted.

Group Participation/Discussion Activities **20 points**
Labs will meet one day per week as outlined below. You are responsible for reading the assigned material prior to the discussion. Full participation within these discussions will count towards your participation grade. Points will be deducted from your group participation grade for the following (but not limited to): not involved in the group discussion, performing activities other than the course discussion such as texting, studying for other exams, etc., frequent absences, and unprofessional behavior

*Some assignments will be conducted during lab sections. If an assignment is to be completed during the lab, it will be designated as **“In-Lab Group Assignment”** within the calendar below.

Syllabus Quiz (at home) (01/05/16 – Week 1) **10 Points**

At home Quizzes (9 quizzes total) **90 Points**
You will have a week to complete a quiz each week on your own.
The quizzes are open book and you will have 20 minutes to complete.
You only get one attempt to complete each quiz.

IRB HIPAA for Research Training (Due: 01/08/16 at 5:00pm – Week 2) **10 Points**

<http://privacy.ufl.edu/privacy-training/hipaa-training/hipaa-privacy-for-research/>
Follow directions based on whether you are a UF employee or not. *Note: if you have a training certificate that covers the period of this class, you do not have to re-take the course, just submit a copy of your certificate.*

Literature Search Activity (Due: 01/15/16 at 5:00pm – Week 2) **20 Points**
Watch the tutorials provided on the course website for conducting a literature search in Pubmed and Psychinfo. Complete the literature search activities.

Quantitative Assignment (Due: 02/05/16 at 5:00pm – Week 5) **10 Points**
In class Activity: You will be provided with an SPSS dataset and a case example. SPSS can be accessed for free at <https://apps.ufl.edu/Citrix/XenAppEXT/auth/login.aspx> Refer to the “cheat sheet” for directions on running the statistical analyses. Submit your SPSS output file with your assignment.

Qualitative Assignment (Due: 02/05/16 at 5:00pm – Week 5) **10 Points**

Group Research Project

You and your group members will complete a research project over the course of the semester. Projects are IRB-exempt and for the purpose of the course only.

* All activities for this project will be completed within a group format. Groups have been pre-assigned. Please refer to the "Assignments" section in UF Canvas.

1. **Research Proposal** (See due dates below)
 - a. Research proposals should be completed using the proposal template provided on the course website. The proposal will include the following:
 - i. **Brief introduction** to your topic. **10 Points**
(about 2-3 substantive paragraphs)
(Due: 02/08/16-02/11/16 – Week 6)
 - ii. **Research Question/Hypotheses** **10 Points**
(Due: 02/08/16-02/11/16 – Week 6)
 - b. **Method** (Due: 02/22/16-02/25/16 – Week 8) **20 Points**
 - i. What is your target sample and how will you obtain this sample?
 - ii. Specify if you are using a quantitative or qualitative approach.
 - iii. Indicate your data collection process, including any surveys or qualitative interview/focus group questions.
 - iv. Identify your statistical or qualitative analyses that you will use to analyze your data.
2. **IRB-02 New Protocol Form** (Due: 03/07/16-03/11/16 – Week 10) **10 Points**
 - a. Complete the IRB New Protocol submission form. This form will not actually be submitted to the IRB. This assignment is intended to give you experience with the IRB process.
 - i. Go to UF's IRB-02 website and download the new protocol submission form.
 - ii. Include any data collection instruments as well as the consent forms.
3. **Final Presentation** (Due: 04/04/16-04/15/16 – Weeks 14 and 15) **50 Points**
 - a. Prepare a 10-minute PowerPoint presentation. Presentations should include the following:
 - i. Introduction: The introduction should include a brief literature review, concluding with the research question and hypotheses.
 - ii. Method: This section should encompass the components discussed under the "Methods" section of the research proposal assignment.
 - iii. Results: The results section should include the study's findings reported in APA format and presented graphically in a manner that is meaningful for the findings (e.g., charts, graphs).
 - iv. Discussion: Discuss the strengths and limitations of the study. What are the bigger implications of the findings? How should we proceed?
4. **Peer Evaluations** (Due: 04/04/16-04/15/16 – Weeks 14 and 15) **20 Points**

An evaluation form will be provided in class. You must constructively evaluate student presentations. Your grade will not reflect your peers' evaluations, but they will be provided to you as feedback.

Final Exam (Exam: 04/26/16) **80 Points**

In-Lab Discussion Articles (posted on the class website):

- (1) Hennessey, E et al. (2010). Active living for rural children: Community perspectives using PhotoVOICE. *American Journal of Preventive Medicine*, 39, 537-545.
- (2) Middlemist, RD, Knowles, ES, & matter, CF (1976). Personal space invasions in the lavatory: Suggestive evidence for arousal. *Journal of Personality and Social Psychology*, 33, 541-546.

- (3) Holland, RW, Hendriks, M, & Aarts, H (2005). Smells like clean spirit: Nonconscious effects of scent on cognition and behavior. *Psychological Science*, 16, 689-693.
- (4) Firestone, W. A. (1987). Meaning in method: The rhetoric of quantitative and qualitative research. *Educational researcher*, 16(7), 16-21.
- (5) Mehl, MR et al. (2010). Eavesdropping on happiness: Well-being is related to having less small talk and more substantive conversations. *Psychological Science*, 21, 539-541.
- (6) Miles, MS et al. (2011). Silent endurance and profound loneliness: Socioemotional suffering in African Americans living with HIV in the rural south. *Qualitative Health Research*, 21, 489-501.
- (7) Scott-Sheldon, LAJ, Carey, KB, & Carey, MP (2008). Health behavior and college students: Does Greek affiliation matter? *Journal of Behavioral Medicine*, 31, 61-70.
- (8) Casarett, D, Fishman, JM, MacMoran, HJ, Pickard, A, & Asch, DA (2005). What's in a name? *British Medical Journal*, 331, 1537-1539.
- (9) Aggleton, JP, Kentridge, RW, & Neave, NJ. (1993). Evidence for longevity differences between left handed and right handed men: An archival study of cricketers. *Journal of Epidemiology and Community Health*, 47, 206-209.
- (10) Miller, G., Tybur, JM, & Jordan, BD. (2007). Ovulatory cycle effects on tip earnings by lap dancers: Economic evidence for human estrus? *Evolution and Human Behavior*, 28, 375-381.

Additional Resources

Remote/Off Campus Library Access: <http://www.uflib.ufl.edu/ufproxy.html>

Database Tutorials: <http://library.health.ufl.edu/services/library-classes-and-tutorials/databasetutorialsandmore/>

PubMed specific: <http://www.nlm.nih.gov/bsd/disted/pubmed.html>

EBSCOhost specific:

- Advanced Guided Style Search
http://support.epnet.com/training/flash_videos/adv_guided/adv_guided.html
- Using CINAHL/MeSH Headings
http://support.epnet.com/training/flash_videos/cinahl_mesh/cinahl_mesh.html
- Using Search History
http://support.epnet.com/training/flash_videos/search_history/search_history.html
- PsycINFO on EBSCOhost
<http://www.apa.org/pubs/databases/training/ebsco.pdf>

Big Bang Theory Meme: <http://www.youtube.com/watch?v=onVxp40MisI>

Hypothesis Testing Tutorial:

http://www.gla.ac.uk/sums/users/jdbmcdonald/PrePost_TTest/hypoth1.html

Choosing an appropriate statistical test: <https://www.youtube.com/watch?v=rullUAN0U3w>

Point Accruals

Grading Scale: The final grade will be computed on the basis of the following assessments:

Grade	Percent	Points	Grade	Percent	Points
A	93-100	372-400+	C	70-76	280-307
A-	90-92	360-371	D+	67-69	268-279
B+	87-89	348-359	D	63-66	252-267
B	83-86	332-347	D-	60-62	240-251
B-	80-82	320-331	E	<60	≤239
C+	77-79	308-319			

Point Deductions ☹

Late Assignments: Will have a 5% deduction for each day late unless arrangements have been made ahead of the due date with the instructor or the TA.

Academic Integrity: Each student is bound by the academic honesty guidelines of the University that state: "The students of the University of Florida recognize that academic honesty and integrity are fundamental values of the university community. Students who enroll at the university commit to holding themselves and their peers to the high standard of honor required by the honor code. Any individual who becomes aware of a violation of the honor code is bound by honor to take corrective action. The quality of a University of Florida education is dependent upon community acceptance and enforcement of the honor code." And, each student, upon submission of an assignment, implies the pledge:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

Students with Disabilities: Students with disabilities will be accommodated. Students must follow the written University procedure: "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."

Counseling and Student Health

Students may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to seek confidential assistance at the University of Florida Counseling and Wellness Center, 352-392-1575; visit their web site for more information: <http://www.counseling.ufl.edu/>. 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, including primary care, women's health care, immunizations, mental health care, and pharmacy 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: www.health.ufl.edu/shcc. Crisis intervention is always available 24/7 from: Alachua County Crisis Center: (352) 264-6789.

Date	Topic/ Assignment
WEEK 1 (01/05/16 – 01/08/16)	Assignment: IRB Training (Due: 01/09/16 at 5:00pm) Quiz 1: Syllabus Quiz No Labs
WEEK 2 (01/11/16 – 01/15/16)	Ch. 1: The nature and process of social research (pp.1 – 16) Ch. 6: Ethics and politics in social research (pp.129 – 154) (1) Hennessey, E et al. (2010). Active living for rural children: Community perspectives using PhotoVOICE. <i>American Journal of Preventive Medicine</i> , 39, 537-545. In-Lab Article Discussion 1 Assignment: Literature Search Activity (Due: 01/15/16 at 5:00pm)

<p>WEEK 3 (01/18/16 – 01/22/16)</p>	<p>Ch. 2: Social research strategies (pp.18 – 42) Ch. 5: Getting started: reviewing the literature (pp.97 – 128) Assignment: Using what you have learned from the Literature Search Activity, identify research articles on potential topics for the group project.</p>
<p>WEEK 4 (01/25/16 – 01/29/16)</p>	<p>Ch. 3: Research designs (pp.44 – 77) Ch. 4: Planning a research project and formulating research questions (pp.79 – 95) (2) Middlemist, RD, Knowles, ES, & matter, CF (1976). Personal space invasions in the lavatory: Suggestive evidence for arousal. <i>Journal of Personality and Social Psychology</i>, 33, 541-546. Assignment: Hypothesis Tutorial (UK) Quiz 1 In-Lab Article Discussion 2 In-Lab Group Assignment: Bring (3) printed articles to discuss potential topics for your group research project.</p>
<p>WEEK 5 (02/01/16 – 02/05/16)</p>	<p>Ch. 7: The nature of quantitative research (pp.159 – 182) Ch. 17: The nature of qualitative research (pp.379 – 413) (3) Holland, RW, Hendriks, M, & Aarts, H (2005). Smells like clean spirit: Nonconscious effects of scent on cognition and behavior. <i>Psychological Science</i>, 16, 689-693. Assignment: Quantitative Analysis (Due: 02/06/15 at 5:00pm) Assignment: Qualitative Observation Study (Due: 02/06/15 at 5:00pm) Quiz 2 In-Lab Article Discussion 3 In-Lab Group Assignment: Continue group research project discussion.</p>
<p>WEEK 6 (02/08/16 – 02/12/16)</p>	<p>Ch. 8: Sampling in quantitative research (pp.183 – 206) Ch. 18: Sampling in qualitative research (pp.415 – 429) (4) Firestone, W. A. (1987). Meaning in method: The rhetoric of quantitative and qualitative research. <i>Educational researcher</i>, 16(7), 16-21. Quiz 3 In-Lab Article Discussion 4 In-Lab Group Assignment: Introduction to your topic In-Lab Group Assignment: Research Question/Hypotheses</p>
<p>WEEK 7 (02/15/16 – 02/19/16)</p>	<p>Ch. 9: Structured interviewing (pp.208 – 230) Ch. 20: Interviewing in qualitative research (pp.468 – 498) (5) Mehl, MR et al. (2010). Eavesdropping on happiness: Well-being is related to having less small talk and more substantive conversations. <i>Psychological Science</i>, 21, 539-541. Quiz 4 In-Lab Article Discussion 5 In-Lab Group Assignment: Discuss group research project methodology (i.e., quantitative vs. qualitative methods).</p>
<p>WEEK 8 (02/22/16 – 02/26/16)</p>	<p>Ch. 10: Self-completion questionnaires (pp.231 – 243) Ch. 11: Asking questions (pp.245 – 267) (6) Miles, MS et al. (2011). Silent endurance and profound loneliness: Socioemotional suffering in African Americans living with HIV in the rural south. <i>Qualitative Health</i></p>

	<p><i>Research</i>, 21, 489-501.</p> <p>Quiz 5</p> <p>In-Lab Article Discussion 6</p> <p>In-Lab Group Assignment: Methods Section</p>
<p>WEEK 9 (03/01/16 – 03/05/16)</p>	<p>No Classes: SPRING BREAK</p>
<p>WEEK 10 (03/08/16 – 03/12/16)</p>	<p>Ch. 21: Focus groups (pp.500 – 520)</p> <p>Ch. 12: Structured observation (pp.269 – 286)</p> <p>(7) Scott-Sheldon, LAJ, Carey, KB, & Carey, MP (2008). Health behavior and college students: Does Greek affiliation matter? <i>Journal of Behavioral Medicine</i>, 31, 61-70.</p> <p>Quiz 6</p> <p>In-Lab Article Discussion 7</p> <p>In-Lab Group Assignment: IRB-02 New Protocol Submission Form</p>
<p>WEEK 11 (03/15/16 – 03/19/16)</p>	<p>Ch. 15: Quantitative data analysis (pp.329 – 341)</p> <p>(8) Casarett, D, Fishman, JM, MacMoran, HJ, Pickard, A, & Asch, DA (2005). What's in a name? <i>British Medical Journal</i>, 331, 1537-1539.</p> <p>Quiz 7</p> <p>In-Lab Article Discussion 8</p> <p>In-Lab Group Assignment: Data Collection for Groups 1 and 2</p>
<p>WEEK 12 (03/22/16 – 03/26/16)</p>	<p>Ch. 24: Qualitative data analysis (pp.564 – 588)</p> <p>(9) Aggleton, JP, Kentridge, RW, & Neave, NJ. (1993). Evidence for longevity differences between left handed and right handed men: An archival study of cricketers. <i>Journal of Epidemiology and Community Health</i>, 47, 206-209.</p> <p>Quiz 8</p> <p>In-Lab Article Discussion 9</p> <p>In-Lab Group Assignment: Data Collection for Groups 3 and 4</p>
<p>WEEK 13 (03/29/16 – 04/02/16)</p>	<p>Ch. 29: Writing up social research (pp.683 – 707)</p> <p>(10) Miller, G., Tybur, JM, & Jordan, BD. (2007). Ovulatory cycle effects on tip earnings by lap dancers: Economic evidence for human estrus? <i>Evolution and Human Behavior</i>, 28, 375-381.</p> <p>Quiz 9</p> <p>In-Lab Article Discussion 10</p> <p>In-Lab Group Assignment: Prepare for student presentations.</p>
<p>Week 14 (04/05/16 – 04/10/15)</p>	<p>In-Lab Group Assignment: Student Presentations for Group 1 and Group 2</p> <p>In-Lab Group Assignment: Peer Evaluations</p>
<p>Week 15 (04/12/16 – 04/16/16)</p>	<p>In-Lab Group Assignment: Student Presentations for Group 3 and Group 4</p> <p>In-Lab Group Assignment: Peer Evaluations</p>
<p>Finals Week</p>	<p>Exam Date: 04/26/15</p> <p>Time: 4pm-6pm</p> <p>Location: Auditorium</p>

