

University of Florida
College of Public Health and Health Professions
Summer 2014
Draft

Course: PHC 6937 – Social & Behavioral Science Research Methods (Online)

Times: Online Course. All materials are provided at the beginning of the course. Students can go at their own pace as long as they adhere to assignment deadlines.

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Office Hours: By appointment

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Course Overview: This course is designed to provide an overview of research design, methods, and ethics for graduate 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

Assignments

IRB Training (Due: 5/16/14)

<http://privacy.health.ufl.edu/training/Research08/online.html>

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: 5/19/14)

Watch the tutorials provided on the course website for conducting a literature search in Pubmed and Psycinfo. Complete the literature search activities.

Discussion Boards (Due: Every Friday at 5:00pm)

All articles are posted on sakai. Students are required to review a weekly article and make at least one substantive original posting and one substantive response to another student's posting each week. However, multiple postings are encouraged. Students will be required to adhere to the weekly deadline for postings. Each discussion will open on Mondays at 8:00 am and close on Fridays at 5:00 pm.

Research Project

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

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 (about 2-3 substantive paragraphs) (Due: 5/30/14)
 - ii. Research Question and/hypotheses (Due: 6/6/14)
 - b. Full Research Proposal (Due: 7/4/14)
 - i. Re-submit your revised introduction, research question and hypotheses (based on feedback from first submission). Also include methods as outlined below.
 - ii. Method
 1. What is your target sample and how will you obtain this sample?
 2. Specify if you are using a quantitative or qualitative approach
 3. Indicate your data collection process, including any surveys or qualitative interview/ focus group questions.
 4. Identify your statistical or qualitative analyses that you will use to analyze your data.
2. IRB-02 New Protocol Submission Form (Due: 7/4/14)
 - 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: 8/1/14)
 - a. Prepare and record a 10 minute powerpoint or poster presentation. Create a youtube link for your presentation and upload the link to the course website. Presentations should include the following:

- i. Introduction: The introduction should include a brief literature review, concluding with your research question and hypotheses.
 - ii. Method: This section should encompass the components discussed under the “Methods” section of your research proposal assignment.
 - iii. Results: The results section should include your findings reported in APA format and presented graphically in a manner that is meaningful for your findings (e.g., charts, graphs).
 - iv. Discussion: Discuss the strengths and limitations of your study. What are the bigger implications of your findings? How should we proceed?
 - v. **Powerpoint Option:** Presentation should include 10-15 slides and must be audio-recorded.
 - vi. **Poster Option:** Posters should be approximately 36 x 46 inches and can be created using a powerpoint slide. A rough template will be provided on the course website. It is your responsibility to have the poster printed for your presentation. Posters should be converted to a pdf and uploaded to the course website along with the youtube link. The poster presentation should be audio-recorded and video-recorded.
4. Peer Evaluations (Due 8/5/14)
An evaluation form will be provided on the course website. You must view and constructively evaluate a minimum of five student presentations. Your grade will not reflect your peers' evaluations, but they will be provided to you as feedback.
5. Final Research Paper (Due: 8/8/14)
- a. The final research paper will be written in APA style (6th edition) and include a title page, abstract (200 words), introduction, methods, and results sections, as well as a reference page. The paper should be double spaced, have 1-inch margins, and use Arial 11 font. Paper must be 10 pages, excluding the references. All papers will automatically be submitted to Turnitin when submitting on sakai.

Articles for Critiques (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) 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.
- (5) 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.
- (6) Scott-Sheldon, LAJ, Carey, KB, & Carey, MP (2008). Health behavior and college students: Does Greek affiliation matter? *Journal of Behavioral Medicine*, 31, 61-70.
- (7) Bowman, LL et al. (2010). Can students really multitask? An experimental study of instant messaging while reading. *Computers & Education*, 54, 927-931.
- (8) Wansink, B, Payne, CR, & North, J (2007). Fine as North Dakota wine: Sensory expectations and the intake of companion foods. *Physiology & Behavior*, 90, 712-716.
- (9) Stuart, M et al. (2009). Community-based adaptive physical activity program for chronic stroke: Feasibility, safety, and efficacy of the Empoli Model. *Neurorehabilitation and Neural Repair*, 23, 726-734.
- (10) Myers, TA & Crowther, JH (2009). Social comparison as a predictor of body dissatisfaction: A meta-analytic review. *Journal of Abnormal Psychology*, 118, 683-698.
- (11) Weber, MB, Ranjani, H, Meyers, GC, Monhan, V, & Narayan, KMV (2012). A model of translational research for diabetes prevention in low and middle-income countries: The Diabetes Community Lifestyle Improvement Program (D-CLIP) trial. *Primary Care Diabetes*, 6, 3-9.

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=onVxp40Misl>

Point Accruals ☺

Bonus Points: Students will be given many opportunities throughout the course to earn bonus points. Up to 6 bonus points (1.5% of the total points) from class activities may be earned and added to the final accumulated score.

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	70-77	280-311
A-	90-92	360-371	C-	68-69	272-279
B+	88-89	352-359	D+	67-67	268-271
B	83-87	332-351	D	63-66	252-267
B-	80-82	320-331	D-	60-62	240-251
C+	78-79	312-319	E	<60	≤239

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.

Turn-it-in: The Turn-it-in program will be used for clearance of all papers. Instructions on how to use the program will be provided.

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 (5/12/14 – 5/16/14)	Ch. 1: The nature and process of social research (pp.1 – 16) Ch. 6: Ethics and politics in social research (pp.129 – 154) Assignment: IRB Training (Due date: 5/16/14)
WEEK 2 (5/19/14 – 5/23/14)	Ch. 2: Social research strategies (pp.18 – 42) Ch. 5: Getting started: reviewing the literature (pp.97 – 128) Assignment: Literature Search Activity (Due date: 5/23/14)
WEEK 3 (5/26/14 – 5/30/14)	Ch. 3: Research designs (pp.44 – 77) Ch. 4: Planning a research project and formulating research questions (79 – 95) Assignment: Research Proposal- Introduction to your topic (Due date: 5/30/14) Assignment: Hypothesis Tutorial (UK)
WEEK 4 (6/2/14 – 6/6/14)	Ch. 7: The nature of quantitative research (pp.159 – 182) Ch. 17: The nature of qualitative research (pp.379 – 413) Assignment: Research Proposal- Research question/ hypotheses (Due date: 6/6/14)
WEEK 5 (6/9/14 – 6/13/14)	Ch. 8: Sampling in quantitative research (pp.183 – 206) Ch. 18: Sampling in qualitative research (pp.415 – 429)
WEEK 6 (6/16/14 –	Ch. 9: Structured interviewing (pp.208 – 230) Ch. 20: Interviewing in qualitative research (pp.468 – 498)

6/20/14)	
WEEK 7 (6/23/14 – 6/27/14)	Ch. 10: Self-completion questionnaires (pp.231 – 243) Ch. 11: Asking questions (pp.245 – 267)
WEEK 8 (6/30/14 – 7/4/14)	Ch. 21: Focus groups (pp.500 – 520) Ch. 12: Structured observation (pp.269 – 286) Assignment: IRB New Protocol Form (Due date: 7/4/14) Assignment: Full Research Proposal (Due date: 7/4/14)
WEEK 9 (7/7/14 – 7/11/14)	Ch. 15: Quantitative data analysis (pp.329 – 341) Quantitative Analysis Group Assignment
WEEK 10 (7/14/14 – 7/18/14)	Ch. 24: Qualitative data analysis (pp.564 – 588) Qualitative Interview Group Assignment
WEEK 11 (7/21/14 – 7/25/14)	Ch. 29: Writing up social research (pp.683 – 707)
WEEK 12 (7/28/14 – 8/1/14)	Assignment: Final Presentation (Due date: 8/1/14)
WEEK 13 (8/4/14 – 8/8/14)	Assignment: Presentation Evaluations (Due date: 8/5/14) Assignment: Final Paper (Due date: 8/8/14)