

RESEARCH METHODS IN HEALTH EDUCATION – HSC 6735
University of Florida, Department of Health Education and Behavior

Spring 2011

Mondays, 1:55-3:50 PM (15 min break)

Wednesdays, 3:00-3:50

Weil Hall (WEIL) Room 279

Instructor: Michael Stellefson, Ph.D.

Office: FLG 8

Office Phone: 392-0583 ext. 1310

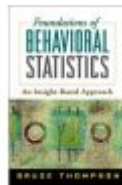
Office Hours: Tuesdays 1:00-5:00pm, Wednesdays 2:00-3:00pm, or by appt (preferred)

E-mail: mstellefson@ufl.edu (preferred method of contact)

REQUIRED TEXT: Neutens, J. J., & Rubinson, L. (2002). *Research techniques for the health sciences* (3rd ed.). Allyn & Bacon, Inc.



OPTIONAL TEXT (BUT HIGHLY RECOMMENDED): Thompson, B. (2006). *Foundations of behavioral statistics: An insight-based approach*. The Guilford Press.



COURSE DESCRIPTION

This course introduces students to behavioral science and health education research. The course examines qualitative and quantitative research process, literature reviews, fundamentals of research design, instrumentation, data collection, and data analysis and interpretation. Emphasis will be placed on helping students to develop skills in analyzing research, research problem identification, and research design. Ethics in research and measurement techniques used in health education will also be examined.

COURSE OBJECTIVES

Upon completion of this course, students will be able to:

1. Formulate, write, and present a research proposal for a thesis or dissertation.
2. Conduct a survey study.
3. Understand the research process.
4. Conduct basic data analysis and data presentations.
5. Critique research proposals, theses, dissertations, and published research in health education.
6. Outline the advantages and disadvantages of quantitative and qualitative methodologies.
7. Demonstrate familiarity with the research methodologies presented within health education manuscripts.
8. Identify and understand basic ethical issues related to conducting research.

CLASS FORMAT

A combination of lectures, class discussions, and in- and out-of-class projects will be used to cover the course content. Topics will be covered through lectures, and through individual projects.

WHAT IS EXPECTED OF YOU

In this course, you will be expected to:

1. Be prepared for every class by studying the material prior to coming to class. As we engage in class discussions, you will want to be familiar with the material so that you may contribute to discussions.
2. Participate in class discussions and contribute to the overall productivity of the class. This can be achieved by completing your readings, being sure that you understand them, and contacting the instructor if you have any questions.
3. Be present at all class meetings. In order to contribute to the overall productivity of the class, you must be here. Please inform the instructor of any scheduling conflicts prior to the beginning of class. As a graduate student, missed classes will result in an increased burden to make-up necessary work.
4. If you miss class for an emergency or professional activity/responsibility, it is your responsibility to obtain missed notes and materials from your classmates.

COURSE REQUIREMENTS EXPLAINED

Exams

There will be a mid-term and final exam (i.e., 2 exams). Each exam will be worth **100 possible points**. Exams may consist of multiple choice, true/false, short answer, and/or essay questions.

Assignments

NIH Training in the Protection of Human Research Participants (25 points)

(<http://phrp.nihtraining.com/users/login.php>)

Each student will be asked to create an account, register and complete on-line training in the ethical protection of human research participants. Students will be asked to print out and turn in their certificates of completion.

Research Project Proposal (100 points)

Each student will be asked to develop a research project proposal for a potential research study (i.e., master's thesis or doctoral dissertation proposal). This document *should consist of 10-12 double spaced pages* (this does not include the title page, abstracts, references, etc.) which conform to referencing standards published by the American Psychological Association (APA) Publication Manual (6th edition) (please see <http://owl.english.purdue.edu/owl/resource/560/01/> for sample guidelines on appropriate APA formatting and citation protocol). Additionally, please refer and adhere to the "Samples and Examples" and "Format Requirements" links provided by the UF Graduate School when preparing your proposal:
<http://gradschool.ufl.edu/editorial/format.html#samples>.

The proposal will be graded for integration of information and ideas from a sufficient number of sources, depth and accuracy of research methodology, writing style and flow of paper, etc. A grading rubric will be provided to students at a later date. Research project proposals should contain the following components:

- a. Title Page
- b. Copyright Page
- c. Academic Abstract
- d. General Audience Abstract
- e. Background/Overview of the health problem (i.e., literature review)
- f. Project aims including Research Questions OR Hypotheses (NOT BOTH)
- g. Important additive value of the proposed work (i.e. rationale for why your work is important)
- h. Methods (participants, instruments, procedures, etc.)
- i. Data analysis (brief description of statistical tests)
- j. References (20 or more)
- k. Tables
- l. Figures
- m. Appendices
- n. Timeline
- o. Personal Biographical Sketch

Professional Proposal Presentation (100 points)

This *10-15 minute presentation* should be well thought out, organized, and professionally delivered. Students must present their proposals as if they were in the company of their master's thesis/doctoral dissertation committees or an audience of their professional peers. In addition, please supplement your oral presentation with a PowerPoint presentation handout (with all associated slides for the audience) and copies of your "General Audience" and "Academic" abstracts developed within your Research Project Proposal. A grading rubric will be provided to students at a later date; however, the presentation should address the key points of your proposal including, but not limited to:

- Significance of the research endeavor
- Proposed project aims
- Overview of the methods

- Data analysis plan
- Important tables/figures
- References
- Timeline

GRADE BREAKDOWN

Evaluation Item	Points
NIH On-Line Training	25
Research Project Proposal	100
Professional Proposal Presentation	100
Midterm	100
Final	100
TOTAL POINTS	425

GRADING POINTS

A = 395-425
 A- = 382-394
 B+ = 370-381
 B = 353-369
 B- = 340-352
 C+ = 327-339
 C = 306-326
 C- = 297-305
 D+ = 284-296
 D = 255-283
 E = Below 255

******Note:*** Late work will be subject to a 10 point decrease for every day received after the specified due date. For example, a paper worthy of a 95 will receive a final grade of 85, if turned in a day past due.

Academic Honesty:

Though this course involves group work where individuals are expected to share information and work together, several assignments are to be accomplished by an individual working alone. In the case of individual assignments, the acts of cheating, plagiarism, and falsification or attempts to cheat, plagiarize or falsify will not be tolerated. Should an academic integrity violation take place, the student(s) involved will either be assigned a grade penalty or the case will be referred to the Dean of Students Office for further evaluation. The *minimum* grade penalty that will be assigned is an “E” for the assignment. As commonly defined, plagiarism consists of passing off as one’s own ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst

academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

If you have any questions regarding plagiarism, please consult the University of Florida Student Rules (<http://regulations.ufl.edu/chapter4/4017.pdf>), (Student Honor Code). Every student that is admitted to the University of Florida has signed a statement of academic honesty committing him/her to be honest in all academic work and understanding that failure to comply with this commitment will result in disciplinary action.

This statement is a reminder to uphold your obligation as a student at the University of Florida and to be honest in all work submitted and exams taken in this class and all others.

Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Dean of Students Office, The Disability Resource Center, 001 Reid Hall, 352-392-8565.

TENTATIVE CLASS SCHEDULE

Date	Topic	Readings/ <i>Items Due</i>
January 5 (Wed)	Course Introduction	
January 10 (Mon)	Health Education Research Proposals	Nuetens & Rubinson, Ch. 1 & 2
January 12 (Wed)	How to Conduct a Literature Review	Nuetens & Rubinson, Ch. 3
January 19 (Wed)	Ethical Issues in Health Education Research, IRB	Nuetens & Rubinson, Ch. 4
January 24 (Mon)	Experimental/Quasi-Experimental Research	Nuetens & Rubinson, Ch. 5
January 26 (Wed)		<i>Research Project Proposal Topics Due</i>
January 31 (Mon)	Survey Research	Nuetens & Rubinson, Ch. 6 <i>NIH Certification Due</i>
February 2 (Wed)		
February 7 (Mon)	Sampling Designs and Techniques	Nuetens & Rubinson, Ch. 7
February 9 (Wed)		<i>OPTIONAL DRAFT of Research Project Proposals Due by 3 PM</i>
February 14 (Mon)	Qualitative Research	Nuetens & Rubinson, Ch. 8

February 16 (Wed)		
February 21 (Mon)		
February 23 (Wed)	Mid-Term Review	
February 28 (Mon)	MID-TERM EXAM	
March 2 (Wed)	Individual Meetings	
March 14 (Mon)	Descriptive Quantitative Data Analysis	Nuetens & Rubinson, Ch. 11 Thompson, Ch. 1 & 2
March 16 (Wed)		
March 21 (Mon)		
March 23 (Wed)	Inferential Quantitative Data Analysis	Thompson, Ch. 3 & 4 Nuetens & Rubinson, Ch. 12
March 28 (Mon)		
March 30 (Wed)	NO CLASS – Instructor traveling to AAHPERD Conference	
April 4 (Mon)	Writing a Research Report	Nuetens & Rubinson, Ch. 14
April 6 (Wed)	<i>Student Proposal Presentations Day #1</i>	<i>Research Project Proposals Due by 2:30 PM</i>
April 11 (Mon)	<i>Student Proposal Presentations Day #2</i>	
April 13 (Wed)	<i>Student Proposal Presentations Day #3</i>	
April 18 (Mon)	<i>Student Proposal Presentations Day #4</i>	
April 20 (Wed)	Final Review	
April 28 (Thurs) 5:30 – 7:30 PM	FINAL EXAM	