

UNIVERSITY OF TEXAS AT EL PASO
College of Health Science
Health Science Program
HSCI 3315 - 22849 – Research for the Health Professions
Spring 2016
Course credits: 3.0
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PURPOSE:

This syllabus is considered a contract between you and the professor. It is an agreement that includes the "rules" to be observed during the course, both by students and the instructor. Although this syllabus can change, none will be made without prior notification.

COURSE DESCRIPTION:

Introduction to basic research concepts and processes which enable health professionals to use and participate in health science research. Includes associated legal, ethical and moral issues.

OVERVIEW:

This course addresses the importance of planning for research in health related fields, and although it is mainly intended for students pursuing a health related degree, its multidisciplinary approach can fit most degree plans. It will introduce students to the fundamentals of research study design, methods, and collection of data, as well as ethical issues when conducting research, always under a public health perspective. It is expected that enrolled students have previous knowledge of basic statistics and statistical analysis. It is offered as a full, online course using an asynchronous format, meaning that no traditional classroom face-to-face meetings will take place during the semester and you can schedule the time to access the course during specified times periods of availability. **Time commitment is essential to complete the course requirements.** Usually, an online course will require the student to spend more time reading and learning than the typical face-to-face course. A time commitment of at least 9 hours per week IS REQUIRED. Online "attendance" is determined by the students' quantity and quality of

participation, and all students are expected to complete all online materials and assignments. For some this could be convenient since you can access the course either in or off campus, thus you can work on your own. However, if this is the first time you are considering enrolling in an online course, we recommend that first you visit and review UTEP's Instructional Support Services' "Prospective Online Students" website and complete the "Self Evaluation for Potential Online Students" survey which is also directly available at:

<http://www.ion.uillinois.edu/resources/tutorials/pedagogy/selfEval.asp>

IT IS STRONGLY RECOMMENDED THAT YOU COMPLETE THIS SELF TEST ON THE FIRST DAY OF CLASS, then make a decision to continue or withdraw from the course.

Even though this is an online course, learning techniques will emphasize a critical thinking approach to learning. A critical thinking approach takes the view that a student's knowledge is not passively absorbed from the instructor. In contrast with other learning techniques, critical thinking assumes students will create knowledge in their own mind by actively thinking about the material. It is going to be crucial that you prepare for each lesson, reading and reviewing the material before engaging in lessons and assignments. Still not quite certain about what critical thinking really is? Visit then the "The Critical Thinking Community", they're website is available at:

<http://www.criticalthinking.org/pages/defining-critical-thinking/766>

Using this, students will apply the gained knowledge to solve common and practical problems related to the research process. **Because the course is designed to challenge you intellectually, you may be required to cover additional materials and conduct activities to complete assessment and assignment.** Additional readings and assignments will be used as a springboard for activities and discussions, and ALL course materials are testable. Additional, but not all resources, course material, readings, etc. will be made available through UTEP's Moodle's learning management system.

RESTRICTIONS:

In order to enroll for this course you will need to meet the following pre-requisites:

1. Must have already completed and passed, with at least a "C", an undergraduate statistics course (PSYC 1303 or equivalent).

For additional information, send an email to: gabmejia@utep.edu.

COURSE OBJECTIVES:

After completing the course, students will:

1. Acquire and/or increase, and demonstrate scientific writing skills through writing assignments.
2. Apply and practice his/her critical thinking skills through individual and group work.

3. Practice his/her ability to critically review research-based materials related to public health/health promotion.
4. Acquire skills for interpreting research findings in the public health/health promotion field.
 - a. Identify a study problem, and structure a problem statement.
 - b. Elaborate research questions and identify different appropriate research designs for public health/health promotion issues.
 - c. Demonstrate knowledge on sample selection and measurement.
 - d. Evaluate strengths and weaknesses of different research designs
 - e. Describe and select appropriate research design methods associated to public health/health promotion problems.
5. Produce an undergraduate-level quality research protocol, including background, sampling, measurements, and data analysis plan;
6. Increase their skills and potential for group work and potentially help others to develop these research and writing skills and protocols.

COURSE OUTCOMES/COMPETENCIES:

After completing the course, the student will demonstrate the following learning outcomes/competencies:

1. Assess needs, assets and capacity for health education (Objectives 4, 5 & 6).
2. Plan health education (Objective 4, 5 & 6)
3. Conduct evaluation and research related to health education (Objectives 4 & 5).
4. Serve as health education resource person (Objectives 1, 2, 3, 4, 5, & 6).
5. Work individually and within a group-setting to produce an undergraduate-quality level report based on a systematic literature review (Objectives 1, 2, 3, 4, 5 & 6).
6. Communicate effectively in written and electronic modes of communication (Objective 1, 2, 3 & 6).

COURSE REQUIREMENTS:

You will need the following required textbook:

Book: Introduction to Health Research Methods: A Practical Guide

By Kathryn H. Jacobsen,

Jones & Bartlett

ISBN-13: 978-0-7637-8344-1 or latest edition

All chapters will be covered, and students will be required to complete read all of them; additionally, students will be required to go over all additional posted materials.

Group work will be an integral part of the course. Groups will be formed during the first week of the course. During this time period students will be given the option of freely assembling and joining one until a set deadline; however, if a student does not join a group by the set date, the instructor will assign the student at random to a group. More details on group work can be found in the **Grading Criteria** section.

Additionally, since online courses are Internet and computer-based, all students are required to:

- Have access to a computer that connects to the Internet and a working e-mail account (miners.edu account). Other e-mail systems should not be used for this course. If you do not own a computer, you can make use of several computer labs on campus.
- Be able and have the means of accessing the online course by way of Blackboard. The course is only accessible online by logging in to your “My UTEP” portal at <http://my.utep.edu> and accessing the Blackboard tab that will show your entire course list. For information on how to log in you can contact the UTEP Help Desk at (915) 747-5257, or check their information page at <http://admin.utep.edu/Default.aspx?tabid=63402>.
- Have some abilities in using a mouse and keyboarding, and how to use a Web browser to access the internet, email and Blackboard.
- Be able to perform Internet searches, use e-mail, chat, and discussion boards.
- Be able to study independently, be self-disciplined, and have good study and time management skills.
- Have knowledge of how to use word processing, spreadsheet, visual media software, as well as capability to open pdf-type files. Usually, on-campus computers will provide the necessary software and connectivity. However, if you plan not to work on campus, it is your responsibility to make sure you have the software and connectivity requirements.
- Have the means to store all assignments and if necessary turn them in electronically (disks, flash drives, etc.).

GRADING CRITERIA:

Completion of course will require that the student fulfills the following:

- a) Attendance (see correspondent sections for details).
- b) Completing two main writing assignments (see correspondent sections for details):
 - a. Systematic Review Article
(<http://www.thecommunityguide.org/about/methods.html>)
 - b. Research Protocol
(http://www.salisbury.edu/gsr/research/compliance/irb/Forms_Documents/research%20protocols.pdf)
- c) On-line examinations: 1 midterm; 1 comprehensive-final exam (see correspondent sections for details).
- d) Completing quizzes (see correspondent sections for details).
- e) Extra-credit: content and high-quality discussion entries (see correspondent sections for details).

Attendance

The student must comply with at a minimum of 80% attendance translated as weekly participation in asynchronous online discussion. Refer to the attendance criteria on “COURSE POLICIES” section for details.

Online examinations

One (1) midterm examinations, and **one** (1) final comprehensive examination will be given for the Spring's 2016 Semester. Examinations will consist of combination of multiple-choice, true/false and matching columns. The exams are conceptual in nature; they are designed to test your ability to think about the material, not your memory. Each examination is worth **100 points** (2 X 100 = 200). **No** re-scheduling or re-taking of examinations will be allowed without a University approved excuse.

Examination Schedule		
Examination type	Point value	Date
Midterm examination	100	Mar. 4 only
Final comprehensive examination	100	May 15 only
Total	200	

Important:

- *Exams availability is limited. Exams will open at 8:00 MTN on the scheduled day, and close at 23:59 MTN on the same day. For example, if it opens on Tuesday at 8:00 hours, it will then be available until that same day at midnight.*

Writing assignments:

Writing Assignment #1: Systematic Review

For this project, you and your colleagues will be writing a systematic review article, which will be worth 0-100 points. The project is to be completed in several phases, each with its own deadline. Please refer to Appendix "Writing Assignment #1: Systematic Review" for further instructions.

Writing Assignment #2: Research proposal

For this project, you and your colleagues will be writing an undergraduate quality, original research protocol, which will be worth 0-100 points. The project is to be completed in several phases, each with its own deadline. Please refer to Appendix "Writing Assignment #2: Primary Research Proposal" for further instructions. **YOU WILL NOT NEED TO CARRY OUT THE PROJECT, JUST DEVELOP A RESEARCH PROTOCOL.**

Quizzes

Ten quizzes will be scheduled during some course weeks, and worth 0-5 points each, thus you can obtain from 0-50. All quizzes and will be available through Blackboard® Learn platform on the scheduled dates (see Course Module Schedules). You will usually be given a limited time (20 minutes) to complete them depending on the number and type of questions. Scores will be automatically posted on Blackboard® Learn Grade Center once graded. **No** re-scheduling or re-taking of quizzes and other assessments will be allowed without a University approved excuse.

Important:

- *Quiz’s availability is limited. Quizzes will open at 8:00 MTN on the scheduled day, and close at 23:59 MTN on the same day. For example, if it opens on Tuesday at 8:00 hours, it will then be available until that same day at midnight.*

Extra credit:

Extra credit will be awarded based on the number, content and quality of the weekly’s discussion posted comments. See “**Discussion Participation Rubric**” for further details.

Final grading

The total that can be earned taking on account the three examinations and group project in this course is **450** points, plus **45 potential extra-credit** points for content and quality of weekly entries in the discussion forums:

Type	Point value
Midterm examination	0 -100
Quizzes (10; 5-points max each)	0 - 50
Systematic Review Article -Writing Assignment	0 - 100
Research Proposal - Writing Assignment	0 - 100
Extra credit (quality comments on weekly discussion)	0 - 45
Final examination	0 - 100
Total	>450

The translation of points earned to a letter grade is defined in the following rubric:

- 406 points and above A**
- 361 – 405 B**
- 316 – 360 C**
- 271 – 315 D**
- 270 or less F**

Student progress

Grades will be available through Blackboard’s Grade Center; feedback from the instructor be sent by e-mail.

COURSE POLICIES

Attendance

Attendance is mandatory and an important component of this course. In this regard, online courses are no different than other face-to-face traditional courses; however attendance must be considered differently. For this course attendance will be comprised of active participation during the course which will be directly monitored by login on and completing other activities in the course’s UTEP’s Blackboard learning management system shell. The requirement for weekly attendance can be documented by any or all of the following methods: student tracking records in Blackboard; submission/completion of assignments; and communication with the instructor. If a student does not log on log on to the course within the drop/add period for the course he/she will be dropped from the course.

In order to get attendance, each week the students **MUST** actively participate in the scheduled weekly discussion/question forum (available at Blackboard® Learn platform). Each student will be required to enter a **minimum** of three (3) comments related to the topic at hand, according to the following:

- First entry comment: 150 word-minimum
- Second entry comment: 50-word minimum response to colleagues posting
- Third entry comment: 50-word minimum response to colleagues posting

Important for entries in discussion forums:

- ***Availability to enter comment is limited. Forums will open at 0:30 every Monday, and will close at 23:59 on Friday.***
- ***Complying with the above entries will only grant you attendance for the week.***
- ***NOT complying with at least the minimum 3 entries as specified, will be translates as an ABSENCE.***
- ***Extra credit will be granted to all those entries in the weekly discussion forum that comply with the minimum and observe quality criteria as specified in the “Discussion Participation Rubric”.***

The instructor can tell if students are visiting the course site. Failing to maintain active weekly participation in this online course (not login on, not completing and/or submitting assignments, not participating in posted activities, no contact with the instructor) will be defined as an absence for the week.

Absences will affect your final score/grade. You required at least an 80% attendance (12 out of 15), including the first week of class. Furthermore, for each absence you will be deducted approximately a third of a grade (15 points). **You are allowed three excused absences; a fourth absence means that there is the risk of being dropped from the course at any time and regardless of your current performance, even if it occurs in the final week of class.** Exceptions will be made in the case of University excused absences (sponsored activities approved by the Dean of students). You will only be able to make up for activities, exams, or assignments (scheduled or unscheduled) in the case of University excused absences (sponsored activities approved by the Dean of students).

Remember that this course requires you to make a time commitment, so plan ahead because you will need additional time to learn and practice your skills. It is estimated that you will at least commit 8 to 12 hours per week to this course, mostly to be spent working with your computer. It is your responsibility to cover all materials and assignments while working online. Assignment due dates are subject to change, so check the online schedule in Course Materials frequently. If you miss a due date, complete missed assignments as soon as possible to have a lesser impact on your scores.

Communication and Feedback Plan

This section includes how you and your students are expected to communicate during the course. When can students expect feedback from you? (I.e. within 24-48 hours) What tools can they use to contact you? UTEP email is the preferred method; send all emails to gabmejia@utep.edu; additionally emails can be sent to the courses' appointed teaching assistant; his/her email will be provided later in the course once he/she is assigned to our course. Occasionally, a Skype® session can be scheduled – if set up with previous time. Your instructors Skype® ID is gabboim61. If the student can attend the University's main campus, a meeting can always be schedule during instructor's office hours. Additionally, there it the option to communicate with your instructor through Facebook® (look up as Gabriel Mejia), or Twitter® (Gabriel Ibarra or @gabbomejia); however this is voluntary since you will be sharing some personal information.

Being successful in an online class.

Online learning is not a spectator sport. It is everyone's responsibility to participate as fully as they can so everyone can get the most from the experience. Here are some simple rules to follow to ensure your participation and engagement in the learning process:

- Ask questions: If you do not know the answer, someone else will.
- Reach out to others: Offer a fact, article, link or other item that can help others learn.
- Be appropriate: The online classroom is not the place for insulting or insensitive comments, attacks, or venting. Inappropriate behavior will usually subject to disciplinary action, as well.
- Be diplomatic: When sending messages on emotionally charged topics, make sure you write the message and then walk away for at least an hour before re-reading the message and then sending it. Re-reading emotionally charged messages ensures that they are constructive instead of destructive. Think of the person at the other end.
- Stay focused: Stay on topic to increase the efficiency of your learning.
- Take advantage of all the resources given to you to succeed in the class.

A “Discussion Board” or “Discussion Forum” area will be set up in the courses Blackboard shell to allow students to ask questions to each other. Make use of it, since your instructor can monitor your questions and provide feedback.

Effective electronic communication.

It is important to share a word of caution, so we can become wiser about interpersonal distance learning communications. When communicating electronically, many of the feelings or impressions that are transmitted via body language in face-to-face communications are lost. Consequently, interpreting emotions and innuendos is much more difficult. Only what is written, or drawn, carries the message. Often, excitement can be misinterpreted as anger or insult. It is important that we all keep this in mind as we communicate. Words in print may seem harmless, but they could emotionally injure us when working at a distance. Hence, it is vitally important that we are conscious of how we communicate while working at a distance.

- For example, avoid the use of caps in your electronic messages, as wording in caps comes across as shouting.

The standard practice ("Netiquette") for participation in networked discussion requires that all participation be focused on the topic at hand, not become personalized, and be substantive in nature. (Translation: you may certainly disagree with others, but you must do so respectfully; you may express strong beliefs or emotions, but you may not get so carried away that you lose all perspective on the course itself.)

- More information on Netiquette, the etiquette of Internet communication, can be found at www.albion.com/netiquette.

Active participation

Students are encouraged to actively participate in the learning process during online discussions. A second component of active participation is asking questions for clarification of confusing information and expressing opinions by making use of email, chat, or online discussion groups for these purposes.

Policy on group work

Group work will be an integral part of the course. However it is not mandatory, and you may select to work on your own. Groups will be formed during the first week of the course. During this time period students will be given the option of freely assembling and joining one until a set deadline; however, if a student does not join a group by the set date, the instructor will assign the student at random to a group. The maximum number of members allowed in each group is six (6). Blackboard's group sign-in section is set to not allow going over this number; groups can be of less than six members.

Although group work should be equally distributed, each will appoint a "Group Leader" who will be the liaison between the group and other groups and the instructor; another student (secretary) should be appointed for the responsibility of submitting group work and assessment. When completing a group assessment, the score will be the same for all members; however, at the end of the course, each group member may complete a peer evaluation in which students will evaluate, and rank member's participation to receive proper merit in the form of extra credit points.

Policy on examinations

Exams will be accessible online using Blackboard platform and will be available on the scheduled day from 6:00 AM (Mountain Time Zone) and until midnight of the same day. You may access it at any time; however, once you begin the exam you will have a time limit to complete it. You will not be able to start the exam, stop, and then re-start again. You will usually have between 20-60 minutes to complete a quiz depending on the number of questions, and up to 3 hours to complete the partial and final comprehensive examinations. There will be no retaking of missed quizzes and examinations unless proven Blackboard platform failures. If a student misses the final exam, a written make-up exam may be taken only if the student has informed the instructor of the absence *prior* to the beginning of the examination, and only if the absence is approved by the instructor (University excused absences only, i.e. sponsored activities approved by the Dean of students). Only in rare instances will a student be excused from the examination

Policy on late assignments

Homework and other assignments must be turned in when scheduled in order for graded score points to be awarded points. A 10% deduction on graded score will be applied for every 24 hours an assignment is overdue, including weekends. No assignments will be accepted if submitted more than 1 week after the due date.

Notice on dropping the course, withdrawals, and incomplete.

Students may drop individual courses or completely withdraw from the University as described below. Refer to the on-line Academic Calendar at www.utep.edu/calendar or to the *Class Schedule* to identify the dates during which adds, drops, withdrawals, and pass/fail registration changes may occur.

a) Student-initiated Drops

It is the student's responsibility to officially drop a course that s/he no longer wishes to take. Failure to do so may result in a grade of "F" on the student's academic record. Athletes must receive permission from the Miner Athletic Advising Center before dropping a course. International students with F or J visas must receive permission from the Office of International Programs before dropping a course.

b) Administrative Drops

During registration periods for upcoming semesters, students will be dropped from registered courses for failure to meet prerequisites or co-requisites after final grades have been posted for the current semester and before the beginning of late registration for next semester. A student may petition the department chair of the course in question for a prerequisite or co-requisite waiver.

At the discretion of the instructor, a student may be dropped from a course because of excessive absences or lack of effort. Students may also be administratively withdrawn from a course during the semester for other reasons, with the concurrence of the academic dean or department chair. A grade of "W" will be assigned before the course drop deadline and a grade of "F" after the course drop deadline. A grade of "F" received due to disciplinary action imposed by the University overrides a grade of "W" received through a student-initiated or faculty drop. Students will be notified of their drop through their UTEP e-mail account.

c) Grade Assignment for Drops and Withdrawals

Grades will be assigned as follows when a student drops a course or completely withdraws from the University:

1. If a student drops a course before the official census date of a semester, neither the course nor a grade will appear on the student's academic record.
2. If a student drops from a course after the census date but before the student-initiated course drop deadline listed in the *Class Schedule*, a grade of "W" will be assigned.
3. If the student drops after the student-initiated course drop deadline, instructors will determine a grade of "W" or "F" for each course. A grade of "W" is

considered only under exceptional circumstances and must be approved by the instructor and department chair for the course. A student may petition for a grade of “W” in writing with the necessary supporting documentation.

d) Incomplete course work

If eligible, the student may receive a grade of Incomplete (I) that will appear on the academic transcript; an “I” (incomplete grade) can only be considered only if requested by the student in advance of the conclusion of the course and only for legitimate, documented emergencies. Failure to request and negotiate the terms of an “Incomplete” grade before the conclusion of the course will result in a denial except in the most extraordinary circumstances.

Notice of Policy on Scholastic/Academic Dishonesty

Academic dishonesty is an assault upon the basic integrity and meaning of a University. Cheating, plagiarism, and collusion is dishonest activities are serious acts which erode the University’s educational and research roles and cheapen the learning experience not only for the perpetrators, but also for the entire community. It is expected the UTEP students will understand and subscribe to the ideal of academic integrity and that they will be willing to bear individual responsibility for their work. Materials (written or otherwise) submitted to fulfill academic requirements must represent a student’s own efforts. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

American Disabilities Act

If you have or suspect a disability and need accommodations, you should contact the Disabled Student Support Services Office (DSSO) at (915) 747-5148. You can also email the office at: dss@utep.edu or go by Room 106 Union Building East. For additional information, visit the DSSO website at: www.utep.edu/dsso

COURSE ASSISTANCE AND SUPPORT:

Course related: Your instructor is available to assist you online, by phone, and by email throughout the semester.

Technical support: Click on the “Help” hyperlink in Blackboard platform after logging in to your “My UTEP” portal at <http://my.utep.edu>. Furthermore, The University of Texas at El Paso offers complete technical information and help desk support at: <http://issweb.utep.edu/techsupport/>.

IMPORTANT DATES:

Classes begin	Jan. 19
Census Day	Feb. 3
Pope’s visit (University closed)	Feb. 17
Spring break	Mar. 7-11
Cesar Chavez day (University closed)	Mar. 25

Course drop deadline	Apr. 1
Last day for complete withdrawal	May 5
Last day of classes	May 5
Dead day	May 6
Final exams week	May 9-13
Final grades due to the Records Office	May 18
Final grades available online for students	May 23

COURSE CALENDAR:

Note: The course calendar is subject to modification. It is the student’s responsibility to carefully review all changes to scheduled readings and assigned materials before class, as well as of deadlines.

Module 1

Module 1: An introduction to research				
Week number and dates	Topics	Readings	Assignments	Due dates
Week 1: 1/19 – 1/22 Lesson 1:	Syllabus and course and overview	Syllabus	Complete self-assessment on syllabus content (BB)	1/22
	An introduction to research. Critically evaluating research literature	Online content Jacobsen: Ch. 1	Participate and enter discussion comments in weekly forum (attendance assignment and possible extra-credit)	1/22
Week 2: 1/25 – 1/29 Lesson 2	The scientific approach	Online content	Request IRB training module	1/29
	The research process	Jacobsen: Ch. 6, 21, 22	Quiz # 1	1/29
	Ethics in research		Participate and enter discussion comments in weekly forum (attendance assignment and possible extra-credit)	1/29
Week 3: 2/1 – 2/5 Lesson 3	Coming up with ideas for selecting a research topic and study question.	Online content	Upload file: Upload research topic selection form (BB)	2/5
		Jacobsen: Ch. 2, 3 & 4	Complete IRB training module.	2/5
			Quiz # 2	2/5
			Participate and enter discussion comments in weekly forum (attendance assignment and possible extra-credit)	2/5

Module 2

Module 2: Starting a research study				
Week number and dates	Topics	Readings	Assignments	Due dates
Week 4: 2/8 – 2/12 Lesson 4	Narrowing down the research topic The literature review.	Jacobsen: Ch. 3	Upload file: Introduction and background sections.	2/12
		Jacobsen: Ch. 4		
		Jacobsen: Ch. 29	Quiz # 3	2/12
		Jacobsen: Ch. 32	Participate and enter discussion comments in weekly forum (attendance assignment and possible extra-credit)	2/12
		Online course content		
Week 5: 2/15 – 2/19 Lesson 5	Identifying the research problem Developing the problem statement, research question, and hypothesis.	Jacobsen: Ch. 15	Upload file: Problem statement, research question hypothesis and methods sections. (BB)	2/19
		Jacobsen: Ch. 27 section 2	Quiz # 4	2/19
		Online content	Participate and enter discussion comments in weekly forum (attendance assignment and possible extra-credit)	2/19
Week 6: 2/22 – 2/26 Lesson 6	Variables & Data	Jacobsen: Ch. 25	Upload file: Results section, including a data extraction table.	2/26
		Jacobsen: Ch. 26 section 2	Quiz # 5	2/26
		Online content	Participate and enter discussion comments in weekly forum (attendance assignment and possible extra-credit)	2/26
Week 7: 2/29 – 3/4 Lesson 7	Planning the research study: what do have to do? Selecting a research methodology Basic science writing and use of APA style	Jacobsen: Ch. 5	Participate and enter discussion comments in weekly forum (attendance assignment and possible extra-credit)	3/4
		Jacobsen: Ch. 6		
		Jacobsen: Ch. 25		
		Jacobsen: Ch. 30	Upload file: Final paper, including discussion, conclusions, reference and appendices sections (Complete Systematic Review)	3/4
		Online content		
3/4	Midterm examination: Lessons 1 – 7 (online)			

MODULE 3

Module 3: Selecting a population and research method				
Week number and dates	Topics	Readings	Assignments	Due dates
Week 8: 3/7 – 3/11	SPRING BREAK – NO COURSE ACTIVITIES			
Week 9: 3/14 – 3/18 Lesson 7	Research design Part 1: Experimental research designs	Online content Jacobsen: Ch. 13	Upload file: Topic selection form Quiz # 6 Participate and enter discussion comments in weekly forum (attendance assignment and possible extra-credit)	3/18 3/18 3/18
Week 10: 3/21 – 3/25 Lesson 8	Research design Part 2: Non-experimental research designs; qualitative and mixed methods research designs	Online content Jacobsen: Ch. 8, 9, 10, 11, 12	Quiz # 7 Participate and enter discussion comments in weekly forum (attendance assignment and possible extra-credit)	3/25 3/25
Week 11: 3/28 – 4/1 Lesson 9	Sampling	Online content Jacobsen: Ch. 16, 17	Upload file: Introduction, background, problem statement, research question, and hypothesis. Participate and enter discussion comments in weekly forum (attendance assignment and possible extra-credit)	4/1 4/1
Week 12: 4/4 – 4/8 Lesson 10	Measurement theory	Online content Jacobsen: Ch. 18, 19, 20	Quiz # 8 Participate and enter discussion comments in weekly forum (attendance assignment and possible extra-credit)	4/8 4/8
Week 13: 4/11 – 4/15 Lesson 11	Overview of basic statistical methods. Part a: nominal and ordinal measures	Online content Jacobsen: Ch. 25, 26, 27, 28	Upload file: Methods and Expected Results sections Participate and enter discussion comments in weekly forum (attendance assignment and possible extra-credit)	4/15 4/15
Week 14: 4/18 – 4/22 Lesson 12	Overview of basic statistical methods. Part b: continuous measures	Online content Jacobsen: Ch. 25, 26, 27, 28	Upload file: Ethics/human subjects protection statement and reference sections. Quiz # 9 Participate and enter	4/22 4/22

			discussion comments in weekly forum (attendance assignment and possible extra-credit)	4/22
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MODULE 4

Module 4: Planning the study				
Week number and dates	Topics	Readings	Assignments	Due dates
Week 15: 4/25 – 4/29 Lesson 13	Developing & writing a research proposal/protocol or research report.	Online content Chapters 29 -35	Participate and enter discussion comments in weekly forum (attendance assignment and possible extra-credit)	4/29
Week 16: 5/2 – 5/6 Lesson 13	Developing & writing a research proposal/protocol or research report.	Online content Chapters 29 -35	Upload file: Final organized paper; all sections plus including cover page, abstract, timeline, and budget. Participate and enter discussion comments in weekly forum (attendance assignment and possible extra-credit)	5/6 5/6
May 13	FINAL ONLINE EXAM			