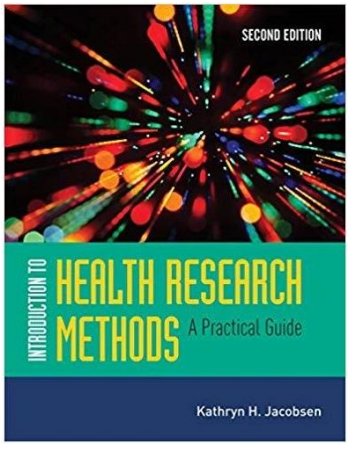
College of Health Sciences
Department of Public Health Sciences
Health Promotion Program Syllabus

Course name:	***Research for the Health Professions***
Course no.:	HSCI 3315
Course CRN:	18596
Semester/year	**Fall 2020 (**August 24th through December 10th, 2020)
Undergraduate credit hours:	3
Class location:	Online (asynchronous) – Blackboard®
Class meeting time:	N/A
Class instructors:	Silvia Salinas Lopez, MD, MPH
Contact method:	Email or conference through Blackboard Collaborate Ultra
Email:	Blackboard Email or ssalinaslopez@miners.utep.edu
Virtual Office hours:	Blackboard virtual office Wednesdays 11:00 AM – 1:00 PM, or by appointment.
Preferred contact method:	**Blackboard Email**
Assigned TA:	TBD

Course description:	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.
Course pre-requisites:	In order to enroll for this course, you will need to meet the following pre-requisites: must have already completed and passed with at least a grade of C or better "HSCI 3301", and an undergraduate statistics course "PSYC 1303" or equivalent.
Required textbooks:	**Introduction to Health Research Methods: A Practical Guide – 2nd edition** By Kathryn H. Jacobsen, Jones & Bartlett ISBN-13: 978-1284094381 
Required and Supplemental readings:	Most, if not all, book chapters will be covered, and students will be required to complete reading them. Additionally, students will be required to go over all supplementary posted materials on Blackboard Learn®.
Course format:	This course 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

	students can schedule their own time to access the course through the Blackboard® Learn platform during the specified times periods. In addition, both individual and group coursework will be fundamental for this 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 study for each lesson independently, reading and reviewing the material before engaging in lessons, online discussions, 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. Supplementary readings and assignments will be used for activities and discussions, and **ALL course materials are testable**. Additional, but not all resources, course material, readings, etc. will be made available through Blackboard® Learn platform. Group work will be an integral part of the course. Groups will be formed during the first weeks 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.
Course requirements:	**Time commitment is essential to complete the course requirements.** Usually, an online course will require the student to spend more time reading and learning that 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, time spent on accessing material posted on Blackboard®, and all online materials and assignments are expected to be completed by all the students. Since this is an **online course**, all students are required to have access to a computer with webcam and microphone that connects to the internet and a working e-mail account (@miners.utep.edu). 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 or apply for a long-term laptop loan at the library. The course is only accessible online by logging in to your "My UTEP" portal (my.utep.edu) and accessing through Blackboard® Learn platform. Therefore, students must be able and have the means of accessing the UTEP online course through Blackboard®, as well as, to connect to GlobalProtect VPN (sites will 'think' you're at UTEP when you're connected) when necessary. For information on how to log in or connect to the VPNnet you can contact the UTEP Help Desk at (915) 747-4357 (HELP) or helpdesk@utep.edu, or check their information page https://www.utep.edu/technologysupport/learningremotely.html. Students are expected to be able to use Blackboard® email, chats, and discussion boards, as well as, to perform internet searches, study independently, and have good time management skills. Similarly, is anticipated that students have knowledge on how to use word processing, spreadsheet, visual media software, as well as capability to open pdf-type files, store all course assignments and, if necessary, submit them electronically through Blackboard® Learn plataform. Also, download Lockdown Browser

	(www.respondus.com/lockdown/download.php?id=586140509). It is the student responsibility to make sure that they have all the software and connectivity requirements. **Students will not be allowed to re-submit an assignment or quiz because of internet connectivity issues, NO EXCEPTIONS.**
Major learning objectives (must be numbered)[1]:	**After completing the course, the student will be able to:** 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 research and writing skills and protocols.
Course outcomes:/ competencies lined with NCHEC Health Education Specialist:	**After completing the course, the student will demonstrate the following learning outcomes/competencies *(under review):*** 1. Assess needs, assets and capacity for health education. 2. Plan health education. 3. Conduct evaluation and research related to health education. 4. Serve as health education resource person. 5. Work individually and within a group-setting to produce an undergraduate-quality level report based on a systematic literature review. 6. Communicate effectively in written and electronic modes of communication.
Assessment strategies:	**Attendance:** The course week runs from Monday through Friday. The student must comply with at a minimum of 80% attendance translated as weekly participation in asynchronous online discussion. Total value for attendance is 10% of your final grade. Refer to the attendance criteria on "*discussion boards*" section for details. **Online Examinations:** (1) **Midterm Examination**, and (1) **Final Comprehensive Examination** will be given for the Fall's 2020 Semester. Examinations will consist of combination of multiple-choice, true/false and matching columns and will be available through Blackboard® on the scheduled date. Each examination is worth 20% of your final grade (2 X 20% = 40%). The exams are conceptual in nature and based on covered reading materials, assignments, and discussions up to the week before examination date. **Writing Assignments:** (1) **Systematic Review**, and (1) **Research Proposal**. **Writing Assignment #1: Systematic Review:** For this project, you and your colleagues will be writing a *systematic review article*, which will be worth 15% of your final grade. The deadline to complete and submit the project is **Saturday 10/10 at the end of the day (11:59 PM MT)**. However, 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 20% of your final grade. The deadline to complete and submit the project is **Saturday 12/5 at the end of the day (11:59 PM MT)**. However, 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 RESEARH PROTOCOL. **Quizzes:** (10) quizzes will be scheduled during some course weeks, and and they worth 10% of your final grade. All quizzes will be available through Blackboard® Learn platform on the scheduled dates (see Course Calendar). You will usually be given a limited time (20 minutes) to complete them depending on the number and type of questions. **Discussion Boards:** To get **attendance,** each week the students MUST actively participate in the scheduled weekly discussion/question forum (available at Blackboard® Learn platform). Total value of weekly attendance 10% of your final grade. 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 (Due on **Thursdays** at 11:59 PM) • Second and Third entry comments: 50-word minimum response to colleagues posting (Due on **Saturdays** at 11:59 PM) ***Important for entries in discussion boards:*** *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****. Availability to enter comment is limited. Forums will open at 8:00 MT every Monday, and will close at 23:59 on Saturdays.* ***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****."* **No extensions, re-scheduling or re-taking** of examinations, quizzes and other assessments will be allowed without a University approved excuse.

Grading scale & criteria:	**Completion of the course will require that the student fulfills the following:** 1. Attendance.* 2. Completing two main writing assignments*: a. Systematic Review Article b. Research Protocol 3. Online examinations*: a. Midterm (1) b. Comprehensive-Final Exam (1) 4. Completing quizzes and other Assignements*. 5. Extra-credit* (content and high-quality discussion entries). **(*)** See correspondent sections for details. **Grading Scale:** • >90 % = A • 80-89% = B • 70-79% = C • 60-69% = D • <60% = F

Grading Components:

Coursework & Examinations:	Point Value	Weighted Value
Assistance (3 comments on weekly discussions)	0 – 45	**10%**
CITI – IRB training	0 – 30	**5%**
Systematic Review Article -Writing Assignment	0 – 100	**20%**
Research Proposal - Writing Assignment	0 – 100	**20%**
Quizzes (10)	0 – 100	**10%**
Midterm Examination	0 – 100	**15%**
Final Examination	0 – 100	**20%**
Extra Credit (quality comments on weekly discussions)	0 – 30	5%

Dropping the course, withdrawal, and incomplete:

Students may drop individual courses or completely withdraw from the university and grades are based on when the actions are taken. Refer to the online Academic Calendar at www.utep.edu/calendar.

Grading policies for dropping the course, withdrawals, and incomplete:

a) **Student-initiated Drops:** It is the student's responsibility to officially drop a course that she/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) **Administration 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:** 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 exceptional circumstances/ emergencies after you have completed at least half of the course requirements. 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.

Course/Instructor & Institutional Policies	
Attendance:	The online course using an asynchronous format and the course week runs from Monday through Friday. **The University requires that students comply with at a minimum of 80% attendance.** Attendance is mandatory and an important component of this course and determined by class participation online. 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 activities in the course's UTEP's Blackboard® Lear system. The requirement for weekly attendance can be documented by any or all of the following methods: overall participation and entering weekly discussion comments, as wellas, student engagement in the course, completing assignments, quizzes, exams, etc. Student engagement will be tracked using Blackboard® Lear's Retention Center tool. It is expected that students interact with Blackboard for an average of 3 hours per week. Students will get automated messages when performance is considered unsatisfactory. 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. The instructor and/or TA 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 not submitting assignments, not participating in posted activities, no contact with the instructor) can and 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 3 points from your final grade. **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).
Alternative means of submitting work in case of technical issues:	I strongly suggest that you submit your work with plenty of time to spare in the event that you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your work (answers to discussion points, quizzes, exams, and essays) in a separate Word document as a back-up. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through the course website, please contact the UTEP Help Desk. You can email me your back-up document as a last resort.
Course netiquette:	As we know, sometimes communication online can be challenging. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action. ▪ **Always consider audience.** This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas. ▪ **Respect and courtesy** must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated. ▪ **When reacting** to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation. ▪ **Blackboard is not a public internet venue**; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

	Words in print may seem harmless, but they could emotionally injure us when working at a distance. It is important that we all keep this in mind as we communicate. 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. Often, excitement can be misinterpreted as anger or insult. 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. More information on Netiquette, the etiquette of internet communication, can be found at: www.albion.com/netiquette.
Communication and feedback plan:	Because this is an online class, we won't see each other in the ways you may be accustomed to: during class time, small group meetings, and office hours. However, there are a number of ways we can keep the communication channels open: ▪ **Email:** UTEP Blackboard e-mail is the best way to contact me. I will make every attempt to respond to your e-mail within 24-48 hours of receipt. When e-mailing me, be sure to email from your UTEP **CHSI 3315** course. In the body of your e-mail, clearly state and explain in complete sentences your question or problem you may have. At the end of your e-mail, be sure to put your first and last name, and your university identification number. If you consider that your email requires my urgent attention, you may type "URGENT HSCI 3315" in the subject line, but please save such messages for real urgent cases. ▪ **Office Hours:** We will not be able to meet on campus, but I will still have virtual office hours for your questions and comments about the course. My office hours will be held on Blackboard Collaborate Ultra on Wednesdays (11 a.m.-1 p.m. - MT) ▪ **Discussion Board:** If you have a question that you believe other students may also have, please post it in the Help Board of the discussion boards inside of Blackboard. Please respond to other students' questions if you have a helpful response. ▪ **Announcements:** Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.
Student progress:	Grades and feedback on grades will be available through Blackboard® Learn Grade Centerand additional feedback may be sent from the instructor or TA by email.
Online midterm and final examinations:	Exams will be accessible online using Blackboard platform and will be available on the scheduled day from 8:30 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.
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 weeks 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 (9/5), the instructor will assign the student at random to a group. The maximum number of members allowed in each group is five (5). Blackboard´s group sign-in section is set to not allow going over this number; groups can be of less than five members. Changing groups, dropping or joining others are allowed only under extraordinary situations.

	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.
Writing standards:	Please check your work for misspelling, grammar, and sentence structure before submitting assignments. References in written reports should follow Publication Manual of the American Psychological Association (APA Style) 6th ed. All written documents should be double spaced, 1 inch margins, and Times New Roman font size 12. Please feel free to seek out assistance from the UTEP Writing Center or other writing support. The UTEP Writing Center is free and they are always happy to help you.
Late assignments:	Homework and other assignments must be turned in when scheduled in order for graded score points to be awarded. No extensions are granted for scheduled activities such as discussions, quizzes, examinations, or assignments. A 10% deduction on the graded score will be applied to for every 24 hours a writing assignment is overdue, including weekends. No writing assignments will be accepted if submitted more than one (1) week after the due date.
Instructor's and course evaluation:	The instructor will provide with more details on how the course will be evaluated. There is an internal evaluation and a University standard online evaluation in which you will have the opportunity to rate the instructor's performance and the course content. It is recommended that you complete these evaluations so that we continue improving the course.
Accommodations for individuals with disability:	The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the UTEP Center for Accommodations and Support Services (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at cass@utep.edu, or apply for accommodations online via the CASS portal.
Copyright statement for course materials:	All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.
Copyright and fair use requirements:	The University requires all members of its community to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you on or assume any responsibility for a student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies.
Student conduct and scholastic integrity:	Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. Students are expected to be above reproach in all scholastic activities. Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the university. "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole

	or in part to another person, taking an examination for another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports, and any act designed to give unfair advantage to a student or the attempt to commit such acts." Regent's Rules and Regulations, Part One, Chapter VI, Section 3.2, Subdivision 3.22. Since scholastic dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. From the UTEP Dean of Student Affairs (http://studentaffairs.utep.edu/Default.aspx?tabid=4386). **Examples of "cheating" include:** ▪ Copying from the homework, in-class work or exam paper of another student, engaging in written, oral, or any other means of communication with another student during an exam or homework assignment, or giving aid to or seeking aid from another student during a test; ▪ Possession and/or use during an exam or home test of materials which are not authorized by the person giving the test, such as class notes, books, or specifically designed "crib notes"; ▪ Using, obtaining, or attempting to obtain by any means the whole or any part of non-administered test, test key, homework solution, or computer program; using a test that has been administered in prior classes or semesters but which will be used again either in whole or in part without permission of the instructor; or accessing a test bank without instructor permission; ▪ Collaborating with or seeking aid from another student for an assignment without authority; ▪ Substituting for another person, or permitting another person to substitute for one's self, to take a test; ▪ Falsifying research data, laboratory reports, and/or other records or academic work offered for credit. "**Plagiarism**" means the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own academic work offered for credit, or using work in a paper or assignment for which the student had received credit in another course without direct permission of all involved instructors. NOTE: This includes cutting-and-pasting and photocopying from on-line and other material. **"Collusion**" means the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on scholastic dishonesty.
Student resources:	UTEP provides a variety of student services and support. Familiarize yourself with the bookmarks on the right-hand side of the Blackboard student portal (visible before entering into a course) as well as the resources below. **Academic Resources** ▪ UTEP Library: Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students. ▪ University Writing Center (UWC): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources. ▪ Math Tutoring Center (MaRCS): Ask a tutor for help and explore other available math resources. ▪ History Tutoring Center (HTC): Receive assistance with writing history papers, get help from a tutor and explore other history resources.

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RefWorks: A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

Individual Resources

Military Student Success Center: Assists personnel in any branch of service to reach their educational goals.
Center for Accommodations and Support Services: Assists students with ADA-related accommodations for coursework, housing, and internships.
Counseling and Psychological Services: Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.

Technology Resources

Help Desk: Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Help desk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.
Phone: 915-747-4357 (HELP) Email: helpdesk@utep.edu

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<tr><td>Important dates:</td><td>
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<tr><td>Classes Begin</td><td>Aug. 24</td></tr>
<tr><td>Labor Day (University Closed)</td><td>Sep. 7</td></tr>
<tr><td>Census Day</td><td>Sep. 9</td></tr>
<tr><td>Midterm Exams Week</td><td>Oct. 12-16</td></tr>
<tr><td>Last Day for Complete Withdrawal</td><td>Oct. 30</td></tr>
<tr><td>Thanksgiving Holiday (University Closed)</td><td>Nov. 26-27</td></tr>
<tr><td>Last Day of Classes</td><td>Dec. 3</td></tr>
<tr><td>Dead Day</td><td>Dec. 4</td></tr>
<tr><td>Final Exams Week</td><td>Dec. 7-11</td></tr>
<tr><td>Final Grades due to the Records Office</td><td>Dec. 16</td></tr>
<tr><td>Final Grades Available Online for Students</td><td>Dec. 17</td></tr>
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<tr><td>COVID-19 Accommodations:</td><td>Students are not permitted on campus when they have a positive COVID-19 test, exposure or symptoms. If you are not permitted on campus, you should contact me as soon as possible so we can arrange necessary and appropriate accommodations.</td></tr>
<tr><td>COVID-19 Precautions:</td><td>You must STAY AT HOME and REPORT if you:
(1) have been diagnosed with COVID-19,
(2) are experiencing COVID-19 symptoms, or
(3) have had recent contact with a person who has received a positive coronavirus test.

Reports should be made at screening.utep.edu. If you know of anyone who should report any of these three criteria, you should encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to COVIDaction@utep.edu.

For each day that you want to attend to the campus—for any reason—you must complete the questions on the UTEP screening website (screening.utep.edu) prior to arriving on campus. The website will verify if you are permitted to come to campus. Under no circumstances should anyone visit the campus when feeling ill or exhibiting any of the known COVID-19 symptoms. Students are advised to minimize the number of encounters with others to avoid infection.</td></tr>
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TENTATIVE COURSE SCHEDULE*

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.

- Major writing assignments and quizzes will be due ALWAYS on Saturdays at 11:59 PM (MST).
- Discussion board comments, 1st entry due at 11:59 PM on Thursdays and 2 colleagues replies due at 11:59 PM on Saturdays.
- No late work will be accepted if the reason is not considered excusable.

Module 1

Module 1: An introduction to research				
Week number and dates	**Topics**	**Readings**	**Assignments**	**Due dates**
Week 1: **8/24 – 8/28** Lesson 1:	Syllabus and course and overview An introduction to research. Critically evaluating research literature	Syllabus Jacobsen: Ch. 1 Online Course Content	Complete self-assessment on syllabus content (BB) Participate and enter discussion comments in weekly forum (attendance assignment and possible extra-credit) • First entry (Thursday) • Colleagues replies (Saturday)	8/29 8/27 8/29
Week 2: **8/31 – 9/4** Lesson 2	The scientific approach The research process Ethics in research	Online Course Content Jacobsen: Ch. 7 Jacobsen: Ch. 23 & 24	Register to CITI and start IRB training modules Quiz # 1 Participate and enter discussion comments in weekly forum (attendance assignment and possible extra-credit) • First entry (Thursday) • Colleagues replies (Saturday)	9/5 9/5 9/3 9/5
Week 3: **9/8 – 9/11** Lesson 3	Coming up with ideas for selecting a research topic and study question.	Jacobsen: Ch. 2, 3 & 4 Online Course Content	**Upload file:** Upload research topic selection form (BB) Complete IRB training module. Quiz # 2 Participate and enter discussion comments in weekly forum (attendance assignment and possible extra-credit) • First entry (Thursday) • Colleagues replies (Saturday)	9/12 9/12 9/12 9/10 9/12

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Module 2

Module 2: Starting a research study				
Week number and dates	**Topics**	**Readings**	**Assignments**	**Due dates**
Week 4: **9/14 – 9/18** Lesson 4	Narrowing down the research topic The literature review.	Jacobsen: Ch. 3 & 4 Jacobsen: Ch. 32 & 34 Online Course Content	**Upload file:** Introduction, problem statement, and background sections. Quiz # 3 Participate and enter discussion comments in weekly forum (attendance assignment and possible extra-credit) • First entry (Thursday) • Colleagues replies (Saturday)	9/19 9/19 9/17 9/19
Week 5: **9/21 – 9/25** Lesson 5	Identifying the research problem Developing the problem statement, research question, and hypothesis.	Jacobsen: Ch. 15 Jacobsen: Ch. 28 section 2 Online Course Content	**Upload file:** Problem statement, research question, and methods sections. Quiz # 4 Participate and enter discussion comments in weekly forum (attendance assignment and possible extra-credit) • First entry (Thursday) • Colleagues replies (Saturday)	9/26 9/26 9/24 9/26
Week 6: **9/28 – 10/2** Lesson 6	Variables & Data	Jacobsen: Ch. 26 Jacobsen: Ch. 27 section 2 Online Course Content	**Upload file:** Results section, including a data extraction table. Quiz # 5 Participate and enter discussion comments in weekly forum (attendance assignment and possible extra-credit) • First entry (Thursday) • Colleagues replies (Saturday)	10/3 10/3 10/1 10/3
Week 7: **10/5 – 10/9** 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. 6 & 7 Jacobsen: Ch. 26 Jacobsen: Ch. 33 Online Course Content	**Upload file:** Final paper, including evidence summary, conclusions, reference and appendice sections (**Complete mini Systematic Review**) Participate and enter discussion comments in weekly forum (attendance assignment and possible extra-credit) • First entry (Thursday) • Colleagues replies (Saturday)	10/10 10/8 10/10
10/15	**Midterm Examination: Lessons 1 – 7 (ONLINE)**			

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MODULE 3

Module 3: Selecting a population and research method				
Week number and dates	**Topics**	**Readings**	**Assignments**	**Due dates**
Week 8: 10/12 – 10/16 Lesson 7	Research Design Part 1: Experimental research designs	Online Course Content Jacobsen: Ch. 12	**Midterm Exam** (Thursday) Participate and enter discussion comments in weekly forum (attendance assignment and possible extra-credit) • First entry (Saturday) • Colleagues replies (Saturday)	10/15 10/17 10/17
Week 9: 10/19 – 10/23 Lesson 8	Research Design Part 2: Non-experimental research designs; qualitative and mixed methods research designs	Online Course Content Jacobsen: Ch. 8, 9, 10, 11, 14	**Upload file:** Topic Selection Form Quiz # 6 Participate and enter discussion comments in weekly forum (attendance assignment and possible extra-credit) • First entry (Thursday) • Colleagues replies (Saturday)	10/24 10/24 10/22 10/24
Week 10: 10/26 – 10/30 Lesson 9	Sampling	Online Course Content Jacobsen: Ch. 16, 17	**Upload file:** Introduction, background, problem statement, research question, and hypothesis. Quiz # 7 Participate and enter discussion comments in weekly forum (attendance assignment and possible extra-credit) • First entry (Thursday) • Colleagues replies (Saturday)	10/31 10/31 10/29 10/31
Week 11: 11/2 – 11/6 Lesson 10	Measurement Theory	Online Course Content Jacobsen: Ch. 18, 19, 20	Quiz # 8 Participate and enter discussion comments in weekly forum (attendance assignment and possible extra-credit) • First entry (Thursday) • Colleagues replies (Saturday)	11/7 11/5 11/7
Week 12: 11/9 – 11/13 Lesson 11	Overview of basic statistical methods. Part a: nominal and ordinal measures	Online Course Content Jacobsen: Ch. 26, 27, 28, 29	**Upload file:** Methods and Expected Results sections. Participate and enter discussion comments in weekly forum (attendance assignment and possible extra-credit) • First entry (Thursday) • Colleagues replies (Saturday)	11/14 11/2 11/14
Week 13: 11/16 – 11/20 Lesson 12	Overview of basic statistical methods. Part b: continuous measures	Online Course Content Jacobsen: Ch. 26, 27, 28, 29	**Upload file:** Ethics/human subjects protection statement and reference sections. Quiz # 9 Participate and enter discussion comments in weekly forum (attendance assignment and possible extra-credit) • First entry (Thursday) • Colleagues replies (Saturday)	11/21 11/21 11/19 11/21

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MODULE 4

Module 4: Planning the study				
Week number and dates	**Topics**	**Readings**	**Assignments**	**Due dates**
Week 14: **11/23 – 11/25** Lesson 13	Developing & writing a research proposal/protocol or research report.	Online Course Content Chapters 31 – 35	Quiz # 10 Participate and enter discussion comments in weekly forum (attendance assignment and possible extra-credit) • First entry (Thursday) • Colleagues replies (Saturday)	11/28 11/26 11/28
11/26 – 11/27	**Thanksgiving Holiday**			
Week 15: **11/30 – 12/3** Lesson 13	Developing & writing a research proposal/protocol or research report.	Online Course Content Chapters 37 – 39	**Upload file:** Final Research Proposal; included all organized sections plus title page, abstract, timeline, and budget. Participate and enter discussion comments in weekly forum (attendance assignment and possible extra-credit) • First entry (Thursday) • Colleagues replies (Saturday)	12/5 12/3 12/5
Dec. 10	**Final Comprehensive Examination: Lessons 1 – 13 (ONLINE)**			

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Syllabus Fall 2020 adopted from **Dr. Ibarra-Mejia**, UTEP, College of Health Sciences, syllabus for Spring 2015.