



**Advanced Research Methods
FYC 6802, Section 08E7
Spring 2018**

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Consultation Policy: Office hours are Monday and Tuesday from 2 to 4:30 PM, but I will meet with you any time that I am free. You can make an appointment by email. I can answer relatively simple questions via email and I try to respond quickly. Per UF policy, **all communication with me regarding this course must occur through your UF email account** (not gmail, etc.). I cannot respond to questions, provide feedback on assignments, or discuss other course matters through any account except your UF email account. Please contact me about any question or concern that you have at any time.

Telephone and Computer Use in Class: You must turn off your telephone and put it away – meaning that it is not visible to you. You must not use your computer in class unless I specifically instruct you to the contrary. The computer must be closed at all times during class unless I indicate that you need to open it. I have adopted this policy because the body of evidence regarding how continual reference to computers and telephone reduces comprehension and retention. It is meant as a favor to you, not a punishment.

Course Description: This course focuses on three critical characteristics of social research instrumentation: reliability, validity and precision.

Course Goals: The goals of this course are to improve your ability to assess, apply and create science based research findings in your professional and personal life.

Course Objectives: After completing this course, you will be able to:

- Assess the degree to which research findings are based on valid, reliable, and sufficiently precise research instruments
- Judge when instrumentation is sufficiently robust to justify applying research findings in your professional work
- Select appropriate instruments for data collection, based on a thorough understanding of the nature of the data that each instrument generates
- Create your own social research instruments for research and evaluation

Approach and Expectations

My assessment of your performance in this course will rely heavily on how well you can apply the concepts we examine in class activities and on your assignments. I expect you to develop and demonstrate analytical and critical thinking skills. Both are central to science and are prerequisites for using science to develop new knowledge and to apply effectively the knowledge generated by science. In practical terms, this means that I am **NOT** looking for rote answers to the questions I ask. Rather, I want to see that you can apply the concepts that we discuss to analyze and evaluate the instruments in research studies and to develop your own instrumentation for research or for evaluation.

I also base my evaluation of your performance on the degree to which you provide evidence that you have taken responsibility for your own learning experience and that you are actively seeking out all of the resources possible to make the learning experience as profound and meaningful as possible. I use a combination of assigned readings, self-directed exploration of the literature and classroom activities to try to create an environment in which you can gain the critical skills and knowledge you need. Taking advantage of these opportunities is your responsibility. I expect you to provide evidence in the form of citations in assignments and class participation that you have used the resources, including the texts, my lecture material, our class activities, and materials that you find for yourself, to maximize your learning experience.

Textbook Information

Bryman, Alan. (2001). *Social Research Methods, Fourth Ed.* Oxford University Press, London.

The Bryman book is basic and you should consider it a starting point for learning about specific research instruments and methods. You will need greater knowledge of specific instruments, especially those you plan to use in your own research, than that provided in Bryman. There is one fundamental flaw in this book, in my opinion. It divides research methods into quantitative and qualitative. This is confusing because there are, for example, two chapters about interviews – one that treats the interview as a “quantitative method” and one that treat it as a “qualitative method.” However, this text is inexpensive (relatively) and I try to keep course costs down for students. I therefore use it, even though I find it very flawed in this regard. Treat the textbook as an initial introduction to each of the research methods that we will discuss. Unless you have a question about something in the textbook, we will not discuss the material covered in the text in class. You should cite and reference Bryman in your assignments when you do call upon the text as a source of information.

Other Materials

I will provide you with assigned readings from other sources than the textbook. Most of the additional required readings for the course consist of research journal articles. Some are chapters of books of mine that I have placed on e-reserve. If you do not know how to get materials from e-reserve, consult the UF libraries website for instructions. I also provide a list of recommended readings and a long list of additional resources for most topics. These will be useful in completing the assignments and **it is important to use, cite and reference these readings in your assignments. One of the assessment criteria for your performance on most assignments is that you provide evidence that you made extensive use of the research methods literature in developing your responses to my questions. You MUST extend the literature you use beyond required materials.** You do not need to spend hours looking for materials. I provide a long list of additional resources at the website for almost every topic in this class. Use those materials. If you find your own materials, that is excellent. In fact, you get extra credit for doing so if you share those materials with the rest of us through Canvas. There is a form for doing this. It's short, quick, and easy to do.

Where to Find Reference Materials about Your Research Topic

I give you many references about research methods. You will also need to find materials about specific topics. Use this information to make your search for those materials efficient and effective.

Most disciplines support several journals. You need to learn to use **research journals**. Many journals report research, but there are important differences between them in terms of the audience for which they are intended. A research journal means just what it says. The primary audience for the material is other researchers and advanced professionals. These are the journals that you will have to use

throughout your graduate experience, and your employer after graduation will expect you to know these journals in your area of expertise and use them regularly. Relying on popular web sites is **not acceptable** in graduate school or in the professional work world. Even among research journals, the scholarly value of the material they contain varies. High caliber research journals are internationally recognized. They are always thoroughly peer reviewed. They report original research findings. In fact, most have a policy that they will not publish information that has been previously published somewhere else. They provide an in-depth description of the research design and methodology, including in-depth data analysis, and discuss the findings of the research in detail, usually including the theoretical contribution of the work. Both non-profit (professional societies mostly) and for-profit presses publish very good research journals. Most professional societies and for-profit publishers also produce journals for practitioners. They, too, are normally peer reviewed, but they are usually less scholarly than the high caliber research journals. They often focus on the recommendations that grow out of research, but do not provide a detailed description of how the research was conducted and the contribution of the research to new knowledge and theory. Other journals are aimed at a general public audience and you should not rely on these publications.

How can you identify a research journal? First, you can always consult with me or other faculty members in your area of interest to identify appropriate journals. However, you need to develop the ability to judge the quality of journals yourself. There are several characteristics that distinguish between different kinds of journals. First, in high caliber research journals, the majority of the articles will report original research results. Opinion pieces, review and the like will be of minor importance in the overall content of any given issue. Second, the articles will be for a sophisticated reader. You can see this by the use of technical terms, for example. Perhaps most telling, research reports in these journals carefully explain, in a detailed way, how the research was conducted. They let you know exactly what steps the researcher took to collect data. They include a very meticulous analysis of the results. Again, they explain exactly how the research analyzed the data. Third, the research reports focus on the research and what was learned -- **not** on recommendations for how to apply or use the findings. Finally, the description of the journal (somewhere near the very front) will give clear clues. Look for words like scholarly, the highest standards, and international interest. In my discipline, geography, the Association of American Geographers (AAG) publishes two journals. The first, the *Annals of the American Association of Geographers*, is a research journal. Here is how the AAG describes it:

“The Annals of the Association of American Geographers publishes original, timely, and innovative articles that advance knowledge in all facets of the discipline. Papers accepted for publication must meet the highest standards of scholarship, address significant research problems and issues, interest the broad readership of the journal, and be attuned to the sensibilities of a diverse scholarly audience.”

Lower caliber journals, on the other hand, do not aim their material at such a sophisticated audience. The audience might be the family practice doctor rather than the doctor at Shands; the school camp counselor rather than the professional whose work focuses on interventions for problematic adolescent behaviors; the field staff member in a community-based organization rather than the professional who develops, implements and evaluates programs for the organizations. Articles in the lower caliber journals often provide only a very brief description of how the research was conducted. The section about data analysis is usually not very lengthy or well developed and the results themselves are often reported in a summarized form. Often, there is little or no discussion of how the data were analyzed. These journals focus on recommendations for applying research findings, not on the research itself. They do not provide enough information for you to make an adequate evaluation of the degree to which their findings are justified or the degree to which they can be applied outside the context in which the study was conducted. *The Professional Geographer* is a fairly “low caliber” journal. Here is what AAG

says: “[*The Professional Geographer*] publishes short articles on academic or applied geography, emphasizing empirical studies and methodologies, as well as book reviews. These features may range in content and approach from rigorously analytic to broadly philosophical or prescriptive.” *National Geographic* is an example of a general interest journal in geography. It’s audience is the general public, not professionals.

Grading Philosophy and Policy

I award grades not to punish poor performance, but rather to help you understand and master the material we are covering. My goal is for every student to earn an A in this course. I expect to see increased comprehension and dominance of the concepts and ideas that we discuss during the course. Expectations grow as the semester progresses and what was an acceptable or adequate response on an early assignment will most likely not be acceptable on a later assignment. I will expect to see increasing sophistication in your answers. I do consider improvement over the course of the semester in assigning a final grade. However, my grading on each assignment is rigorous because I use assignments as a way for you to improve your mastery of the material in the course. For this to occur, you need my honest assessment of your performance. I do not grade on a curve and I do not consider major or class standing in grading.

Most of us learn more effectively when we can discuss our ideas with others. I encourage you to engage in collaborative learning. We will have two assignments where you work in groups. However, I encourage you to work together as much as possible. Share your ideas and discuss the assignments with some of your colleagues. I want to see the product of your individual work, but I want you to maximize your learning experience by collaborating in the learning experience with others. Sharing materials about research methods is one good way to learn collaboratively. Sharing is NOT cheating or being lazy in my courses.

Late Submission Policy

The assignments in this course are sequential. You therefore need to complete assignments in a timely manner. Late submissions will not be accepted except under the conditions dictated by UF policy regarding religious observances, illness or injury, and circumstances beyond the student's control. I will not accept assignments submitted after the due date unless the delay is due to one of these conditions and I will award zero (0) points for the assignment. All due dates are given at the class web site. Submit all assignments at e-learning.

General Types of Grading Criteria

I list the specific criteria that I will use to grade each assignment at the end of the assignment. Consult those criteria and ***respond to the questions in the assignment based on the specific criteria for each assignment.*** The following general criteria are important components of my assessment in most assignments.

Ability to apply the concepts learned in class. I expect you to apply the concepts that we learn about in class. You must demonstrate that you understand the key concepts and that you can apply what you have learned to your own work. Concentrate on explaining how you are applying the concepts, not on repeating phrases from our discussions or from the literature. I know you can repeat what you read and hear and simple repetition will not earn points. I assess your ability to apply what you know.

Clear explanations of the decisions you make as you develop research instruments in your own words. I ask a number of specific questions in each assignment. I have tried to make these as clear as

possible and to give you guidance about how to answer each question. Be specific and make sure that you answer each question completely. Focus on providing **a thorough justification or explanation for each answer**. I am more interested in how you arrived at a conclusion than in whether I agree with your conclusion or not. Use your own words. Again, I know you can repeat what you read or hear in class. Using your own words to answer questions helps me assess your mastery of the material we cover.

Evidence that you are searching out and consulting additional materials about social research methods and instruments, beyond the assigned readings. The assigned materials are a place to **start** your exploration of a subject. I expect you to seek out and read additional material about research methods and instruments. Cite these materials in your assignments, explain **how** you used them, and include them in the references. For example, when we discuss interviews, you should find published information about how to use and develop reliable, valid interview schedules. Focus on the uses and ways to improve the validity and reliability of the instrument. ***I do not consider my “cheat sheets” or the text book in my assessment of your use of literature in the assignments. E.g., even if you cite Bryman and Swisher over and over, you will receive few points for the assessment criteria about using the research methods literature.***

Distribution of Grade

Component	Points
Class Preparation and Participation	75
Ethics Training	50
Small Group Project: Index	200
Group Project Peer Assessment	25
Partner Project: Interview Protocol	175
Individual Semester Project	300
IRB Submission (Based on Individual Semester Project)	100
Review of Research Methods Articles (three)	75
Total	1000

Grading Scale

A	95 – 100%	A-	90-94%			
B+	87-89%	B	83-86%	B-	80-82%	
C+	77-79%	C	73-76%	C-	70-72%	
D+	67-69%	D	63-66%	D-	60-62%	E <60%

Schedule of Topics

Session	Date	Topic
1	Jan. 8	Overview of Course and Foundational Concepts
2	Jan. 15	Class does not meet (Martin Luther King Day) but Ethics Training Results are due by Friday
3	Jan. 22	Measurement in Social Scientific Research
4	Jan. 29	Questionnaires, Indices & Scales
5	Feb. 5	Operationalization of Constructs in Questionnaires, Indices & Scales
6	Feb. 12	Class Work on Index – Bring Your Computer
7	Feb. 19	Interviews & Focus Groups Part I
8	Feb. 26	Interviews & Focus Groups Part II (includes on-line applications) – bring your computer

9	Mar. 5	Spring Break
10	Mar. 12	Class Work on Partner Project – Bring Your Computer
Scien11	Mar. 19	Various Nifty & Helpful Techniques
12	Mar. 26	Using Secondary & Archival Data
13	Apr. 2	Class Work on Individual Project
14	Apr. 9	Observations & Trace Measures
15	Apr. 16	Participatory, Action & Empowerment Research
16	Apr. 23	Help with the IRB Submission Process – Bring Your Computer

Class Preparation & Participation (75 points)

Objective: Help ensure that the time we spend together in the classroom will allow you to extend your mastery of the material covered and practice your ability to apply the concepts to the evaluation and/or development of research instruments.

Take class preparation and participation seriously. I assess this portion of your grade based on (1) demonstration of preparation when you are asked to complete specific activities prior to class, such as taking a quiz on Canvas or making a list of questions, (2) the degree to which you play a leadership role in class activities, and (3) how well you respond to questions and offer comments in our discussions. My comments in class and class activities assume that you already covered and understand the material in the assigned materials and class activities and discussions will build upon and extend your competence in each topical area, not cover the basics. Therefore, adequate class preparation is a key to your success in this course. We will not normally discuss the material from Bryman in class. We will sometimes discuss other required materials, but not always. I will assume that you have read the material and understand it unless you speak up. If something is not clear, please ask a question. If it is unclear to you, it probably is unclear to others as well. I do NOT award class participation and preparation grades simply based on attendance. See the document “Class Participation and Preparation Assessment Criteria” at the course website to see the assessment procedures.

Ethics Training (50 points)

In order to apply for IRB approval at the University of Florida, you must complete an on-line training program. You cannot submit a request for IRB approval, nor can your professor include you in any research or project that will involve human subjects, until you can show proof of this training. Therefore, one requirement for this course is for you to complete the certification training at the University of Florida and provide proof of competence. You must get a score of at least 80% on the test to meet this requirement (the minimum passing score at UF). To complete the training, go to the [IRB-02 page](#) at the IRB website. Once there, click on [Required Training for IRB-02](#). Follow the instructions provided to complete the CITI training (not the NIH Extramural Training). If you click on "instructions" you will get a "cheat sheet" that is very helpful in navigating to the training site and selecting the correct training. Note that if you are using your own computer or if you are not on campus (even if you are using a UF computer), you will have to activate your VPN connection to login to my.ufl for the training. In order to file an IRB protocol and informed consent you must register with UF IRB02. You can register about two days after you complete the CITI training. You must be registered in order to complete Part 3 of the Individual Semester Project. Register as soon as possible after training. It takes perhaps 2 or 3 days for your CITI scores to appear in the electronic data base for IRB. At that point, you can register with IRB.

Assigned Reviews of Research Methods Articles (25 points each, total 75) and Other Reviews You Develop (NOT required) (25 points each, maximum of 50 points)

Objective: Facilitate your exploration of the research methods literature

I understand that your time to spend reading material for this course is limited and that this can limit your ability to explore the research methods literature. The annotations shared among all class members will constitute a reference library that will make your exploration of the literature much more efficient. I will assign one reading for you to review and present. The annotations will provide summaries of some important aspects of methodology, often aspects that apply generally to all instruments or sometimes that deal with issues that are particularly important for a specific method of data collection. Your demonstration that you have explored the literature (beyond required materials) and used the materials in completing your group and individual projects is an important component in my assessment of your performance. ***The materials you annotate in the required research reviews meet the requirement to use research methods literature in the assignments.*** I strongly encourage you to explore the research methods literature in more detail, focusing on the topics of most interest to you and to ***share materials about research methods*** that you find or that are listed in the additional resources I provide for most weeks. I award **bonus course** points for sharing these materials. To share both required annotations and information about a resource that you find useful, complete the Research Methods Review Form linked at the course home page, following the instructions provided in the linked pdf “Instructions and Assessment Criteria for Research Methods Reviews, also linked at the course home page. There is a discussion board at the CANVAS (e-learning) website for this class called Sharing Materials where you can submit the form. Title the submission with your last name, a very brief phrase that describes the ***research method topic*** of interest in the material, and the last name of the first author or producer of the materials (***e.g., Swisher_Weighting_Items_Jones***).

Your objective in the annotation is to provide your colleagues with a clear, concise description of the major points that you discovered ***about research methods***. Most of the articles at the course website deal with a specific data collection method or tool. I have selected the articles because they provide insights about things like novel uses of the data collection method, ways of combining methods to enhance the overall reliability, precision and validity of the data collection process, or perhaps comparisons of the kind of data produced by different data collection methods. ***If an article deals with a specific study (example of the use) of a method, focus on what you learned about the research method, not the results of the study itself.*** For example, one article is a study that reports how data about dietary habits were collected, using two methods of data collection, a questionnaire and observation. We are not interested in the results of the study with regard to the respondents’ dietary habits. We want to focus on what we can learn about the strengths and weaknesses of the two methods of data collection. See the “Research Methods Review Example” at the website. The **maximum length** for the review is two pages. You will make a 10-minute presentation about your article in class. You may also submit reviews of other materials like Ted Talks or You Tube videos. **Summarize and explain the relevant ideas or concepts that you gained from the material, making sure to emphasize how your colleagues can use these ideas in the small group and semester projects.** I will **NOT** return comments to you about Research Methods Reviews.

The Research Method Review has five required components.

1. **Your name**
2. **Full citation** for the material in APA style

3. **Key words.** List your own **FIVE key words** based on the key ideas in the material from the perspective of research methods. In articles, the author's key words probably focus on the topic of the study rather than the methodological issues. We want the latter.
4. **Key Points.** List the **three to five main ideas, concepts or suggestions** in the materials. State and explain the key points about research methods you learned. This can be brief, but be specific and **explain** the points. This is not a list of topics, but rather a succinct explanation of what you learned. See the "Example of Research Methods Review."
5. **Relationship to Assigned Readings.** Provide an **explanation** of how the material or concepts covered in the article builds upon, contrasts with and/or extends the material covered in the assigned readings.

Small Group Project – Index (200 Points)

Objectives: After completing this assignment you will know how to:

1. Develop robust definitions of theoretical constructs
2. Identify variables that researchers have used to represent theoretical constructs
3. Identify items that others have used in their research.
4. Apply the concepts of reliability, validity and discriminatory power to your decisions about how to create or "borrow" items to use in your research Use various techniques to evaluate the reliability, validity and discriminatory power of the sets of potential items you have selected and/or developed and to eliminate or alter items that are not useful
5. Convert ordinal responses to individual items to summative interval scores for variables

Group Project Peer Assessment (25 points)

Instructions for completing this assessment will be provided at the course website and on Canvas. You will submit the assessment under Assignments (Peer Review) on Canvas.

Partners Project: Individual Semi-Structured Interview Protocol (175 points)

Objectives: After completing this assignment, you will know how to:

- Use interviews and related research methods (like focus groups or group interviews) to gain insights into complex thought processes and concepts of respondents;
- Assess the value of using interviews and related methods in combination with other instruments like indices or scales to gain a more complete understanding of a phenomenon (e.g., apply a mixed methods approach to research);
- Apply key principles of research methodology relating to validity, reliability and discriminatory power to the development of protocols for interviews and similar instruments; and
- Apply recommended practices to enhance respondent participation and power in the interview process

Select any partner for this project. The partner can be someone on your team for the previous assignment or any other member of your class. Your task is to develop and conduct one test of the protocol for an individual semi-structured interview. You will use the same theoretical constructs that you used for one of the two partners index (or both if you were on the same team for that project). You will create and cognitively test an interview protocol.

Individual Semester Project Part 1 (75 points)

You will create at least one instrument and protocol for data collection. You may use any method of data collection that you want. You must operationalize at least one theoretical construct and may operationalize more than one. You should select a topic of interest to you **and** a theoretical framework that is appropriate for your topic and of interest to you.

Objectives: After completing this assignment, you will know how to:

1. Identify a mid-range theory to serve as a basis for your research
2. Assess how other researchers have used the theory and the constructs they have explored in their research
3. Assess how other researchers have defined these constructs
4. Develop robust definitions of constructs in the theory of interest

A word of warning

You need to work with a mid-range theory for your project. The Bhattacharjee article from the first week of class (Bhattacharjee, A. (2012) *Social Science Research: Principles, Methods and Practices*. Textbooks Collection. Book 3. Available at http://scholarcommons.usf.edu/oa_textbooks/3) has very good discussions of five very commonly used social theories that deal with social behaviors of various types. I very strongly encourage you to use one of these theories if you have not yet conducted an extensive review of the theoretical literature relevant to your research topic. Your sole objective in this assignment is to demonstrate mastery of the principles and practices of social scientific methodology. You get essentially NO credit on Part 2 and Part 3 of this semester project for “having a good theory.” Spending a lot of time now trying to develop a theoretical basis for your own research is there **not a good use of your time in this class**. If you use one of these five theories, you can move forward with your task in this class, which should be the focus of your efforts.

These theories are not tied to any topic (like child abuse or community-based resource conservation). As we discussed in week 1, they cover types of human behavior. Therefore, one of them (probably more than one) will probably “work” for the purposes of this assignment for your research topic. A literature search for your topic, on the other hand, **is unlikely to yield a good theoretical framework. Focus on the theory, not the topic.** Theories help us understand and explain classes or types of behavior – like individual decision-making. Social theories are not about topics. They are about classes or kinds of human behaviors and the same theory will provide a basis for understanding a given class of human behavior as it relates to many different settings, topics, or groups of people. For example, the theory of planned behavior can be used to understand individual decision-making about health (to lose weight or not), education (whether to go to college or not), or work behaviors (to change jobs or stay with the one you have). For your thesis or dissertation, you do want to find theories that others have used to explore the research topic of interest to you. However, even then, do not narrow your search too rapidly. You may find very helpful information that helps you understand the theory and how others have operationalized the constructs in the theory in articles that apply the theory to topics very different than your topic. It is your decision what theory to use. I am simply trying to save you time and effort.

Individual Semester Project Part 2: Development of Instrument (225 points)

Objectives: After completing this assignment, you will know how to:

1. Determine which method(s) of data collection are most appropriate for your research objectives

2. Identify multiple variables to represent constructs or dimensions of constructs – e.g., incorporate multiple measures of constructs within a research instrument
3. Select appropriate techniques to examine the degree to which similar variables provide congruent scores and dissimilar variables provide discriminate scores
4. Determine which of several variables representing a theoretical construct are most likely to provide you with the greatest reliability, validity and discriminatory power in your results and therefore in the conclusions you can draw, incorporating measures that provide evidence of congruence or divergence among scores

This is not a repeat of the small group projects. If you simply “repeat” in a rote fashion what you did in the group projects, you will not do well on this assignment. Those were “simple, practice exercises.” In this assignment, you need to make your own decisions, use more sophisticated approaches, and be creative. **Here are the key differences. Focus on these in your work.**

1. You must match an appropriate method of data collection to your research objectives and use multiple methods
2. You have to use multiple measures for theoretical constructs (not just one index = one construct)
3. You have to incorporate multiple measures of each construct in your instrument – for example, an index score, a summative question, and a ranking exercise
4. You have to extend your analysis of how to increase reliability, validity and discriminatory power to examine and explain the evidence for face, congruent, discriminant, and nomological validity you hope to provide.

Individual Project Part 3: IRB (100 Points)

Objectives: After completing this assignment, you will know how to:

Complete a full protocol for IRB-02 clearance at the University of Florida in order to move forward with testing your instrument. Based on what you have done in Parts 1 and 2 of the semester project and your plan for testing the instrument, you should have all the information you need to complete the IRB protocol. I often get questions about how much of the testing requires IRB approval. My own personal answer to that is – anything past peer (expert panel) review. Here is what is important for you to know. This is all available at the IRB website. <http://irb.ufl.edu/irb02/forms-templates-guidelines/irbrev.html>. I have bolded the things that make me so aware that I cannot make these decisions myself.

“The Code of Federal Regulations defines research as a “systematic investigation ... designed to develop or contribute to generalized knowledge.” Many activities that involve collection of data from or about people are excluded from this definition, including for example evaluation of a social program under contract with the sponsor, for purposes of assessing and improving the program; psychological studies created by students in a research methods class; or surveys of patient satisfaction with healthcare providers. **Whether or not the work will be published or otherwise disseminated is thus not critical in making an activity “research;” many undergraduate and graduate theses are never published, but are still “research” as the intent is to contribute to generalized knowledge; conversely, a methods-class project or program evaluation may have the potential to put their participants at risk, but this does not make it research that needs to be reviewed by the IRB process.**

“It’s not uncommon for such activities to have both service and research purposes. Investigators may be under contract to evaluate a program, but also have scientific interests in the project which will be communicated to peers. Similarly, an instructor may supervise a student project with the hopes that it may generate “publishable results.” As a consequence,

IRB02 looks very closely at the stated purpose of the proposed activity. **If there is any chance that the results of the activity will be reported as a scientific contribution, it will be considered as research, and subject to review.**

You will complete the on-line IRB submission procedure listing me as the supervisor but **you will not submit the request for IRB review. This is important because we do not want to add to the workload of people in IRB with submissions that are just for “practice.” After I grade the protocol you submit, you can simply withdraw the protocol.** The submission requires (1) the text of the protocol, which you upload as a Word or PDF document as part of the submission process, (2) the informed consent forms which also have to be uploaded, and (3) all of the components in the on-line forms. I use the checklist for informed consent to grade the consents. Make sure everything on that checklist is in your informed consent – in the order IRB wants them.

University of Florida Policies

Attendance and Make-Up Work

Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Online Course Evaluation Process

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open for students to complete during the last two or three weeks of the semester; students will be notified of the specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

Academic Honesty

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: *“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”* You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: *“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”* It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated.

Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see:

<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>.

Software Use

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Services for Students with Disabilities

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. 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 0001 Reid Hall, 352-392-8565, www.dso.ufl.edu/drc/

Campus Helping Resources

Students experiencing crises or personal problems that interfere with their general wellbeing are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575,
www.counseling.ufl.edu/cwc/

- Counseling Services
- Groups and Workshops
- Outreach and Consultation
- Self-Help Library
- Wellness Coaching

U Matter We Care, www.umatter.ufl.edu/

Career Resource Center, First Floor JWRU, 392-1601, www.crc.ufl.edu/

Student Complaints

Residential Course: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf

Online Course: <http://www.distance.ufl.edu/student-complaint-process>