I. COURSE DOMAIN AND BOUNDARIES

1. Students will understand the basics of social work research. Core research concepts are presented including specification, design, data collection, measurement, survey design, bias, qualitative and quantitative research, clinical research (multi-subject and single subject), use of computers in data retrieval, data management and data analysis, research implementation, interpretation, and dissemination.

2. Students will understand how research is used in evidence-based practice. This includes the ability to frame empirically answerable questions, locate data relevant to those questions, critically evaluate such data, and apply it to practice situations.

3. Students will develop a deeper understanding of the research process through designing and executing a research project.

As core components of the course, values are explored and ethics are taught as they apply to research. We will explore intertwined issues of diversity, health, social, and economic justice, and research.

IIa. MSW COMPETENCIES ADDRESSED IN THIS COURSE (revised July 2016)

Competency 1: Demonstrate Ethical and Professional Behavior
Competency 2: Engage Diversity and Difference in Practice
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
Competency 4: Engage in Practice-informed Research and Research-informed Practice
Competency 7: Assess Individuals, Families, Teams, Organizations and Communities
Competency 9: Evaluate Practice with Individuals, Families, Teams, Organizations and Communities
IIb. COMMON PEDAGOGICAL ELEMENTS
Pedagogical elements common to all sections of this course include:

1. This course includes in-class demonstrations of computerized information retrieval systems. These are shown at general (e.g. Wikipedia and/or Google), scientific (e.g. Google Scholar, PsychInfo), and specialty (e.g. Cochrane Collaboration, NGO) levels. Students will complete assignments demonstrating mastery of the above kinds of search engines.

2. Instructors will demonstrate critical evaluation of existing research which is relevant to social work practice. Students will complete assignments demonstrating their ability to criticize existing research at a basic level.

3. Students will complete a research project (possibly in teams) demonstrating their ability to formulate a question, choose and execute a design, implement the research, analyze and interpret resultant data, and create a product in a format fit for dissemination (e.g. PowerPoint, poster, paper, agency presentation, etc.)

4. Instructors will demonstrate/model the EBP process, showing how specific field-generated questions can be (1) formulated and operationalized, (2) how best available evidence can be located, and (3) critically evaluated, and applied to practice. Main emphasis will be on steps 1-3 of the EBP process.

5. Instructors will provide students with examples of critical ethical failures in the history of social work research. Students will demonstrate compliance with ethical standards in their assignments.

III. BROWN SCHOOL ACADEMIC POLICIES

Academic Integrity: If a faculty member or student suspects that academic or professional integrity has been violated, they are required to submit an Academic Integrity or Professional Integrity Violation form found on Inside Brown for review by the Assistant Dean of the program. The Assistant Dean or designated representative will aid in the investigation of the violation, which includes but is not limited to gathering relevant evidence; conversations with the instructor, student(s) involved, witnesses, and others as necessary. Depending on the seriousness of the case, the Assistant Dean may choose to refer the matter directly to the University Student Conduct Board. This referral procedure will generally be followed if it is believed that the penalty is likely to involve suspension or expulsion from the University. The Assistant Dean for the program or designated representative will offer to meet privately with the student(s) against whom the complaint has been made. It is the student's responsibility to familiarize themselves with the behaviors that constitute an academic integrity violation requiring referral.

Student Handbook 2019

Accommodations: If you have a learning, sensory, or physical disability or any other diagnosis that requires accommodations and/or assistance in lectures, reading, written assignments, and/or exam taking, please work with the Disability Resource Center, a University-wide resource that provides academic accommodations support and referrals. After requesting academic accommodations by providing appropriate documentation, students approved for accommodations will provide an
Accommodation Letter to the instructor and are encouraged to work directly with the instructor to discuss specific course needs. The student’s Academic Advisor and/or the Assistant Dean for Academic Affairs can support a student through this process.

**Pronouns:** The Brown School embraces and promotes gender expansiveness as reflective of the lived experiences of many students, staff, faculty and members of our expanded community. The correct use of an individual’s pronouns is a critical part of an individual’s identity and of building an inclusive community. Students, faculty and staff are encouraged to use pronouns during introductions, are expected to use expressed pronouns of all Brown School community members, and are encouraged to apologize when mistakes are made. Educational resources are available at: [https://campuslife.wustl.edu/lgbtqia/lgbt-resources/gender-pronouns/](https://campuslife.wustl.edu/lgbtqia/lgbt-resources/gender-pronouns/)

**English Language Proficiency:** If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to your instructor who may refer you to the Brown Communications Lab. If you would like help seeking additional English language resources, please visit the Global Programs Suite in Brown 309. You may also find the Academic Assistance resources available through the Office for International Students and Scholars to be helpful.

**Professional Use of Electronic Devices in the Classroom:** Computers or other electronic devices, including “smart pens” (devices with an embedded computer and digital audio recorder that records the classroom lecture/discussion and links that recording to the notes taken by the student), may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These activities include taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording devices is at the discretion of the instructor, unless this use is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices and use of laptops or other devices for other coursework is distracting and seriously disrupts the learning process for other people in the classroom. Neither computers nor other electronic devices are to be used in the classroom during class for nonacademic reasons or for work on other coursework. Nonacademic use includes emailing, texting, social networking, playing games, instant messaging, and use of the Internet. Work on other coursework may include, but is not limited to, use of the Internet, writing papers, using statistical software, analyzing data, and working on quizzes or exams. The nonacademic use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation or attendance points, a loss of the privilege of device use in the classroom, or being asked to leave the classroom.

**Religious Holidays:** The Brown School recognizes the individual student’s choice in observing religious holidays that occur during periods when classes are scheduled.
Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.

IV. WASHINGTON UNIVERSITY ACADEMIC SUPPORT POLICIES

Accommodations based upon relationship or sexual violence, including sexual harassment and stalking: The University is committed to offering reasonable accommodations to students who are victims of relationship or sexual violence. Students are eligible for accommodations regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such accommodations may include but are not limited to implementation of a no-contact order, emergency housing, course/classroom assignment changes, assignment extensions and other academic support services. If you need to request such accommodations, please direct your requests to rsvpcenter@wustl.edu or call directly to 314-935-3445.

There are four licensed RSVP counselors who serve as confidential resources. However, to implement requests for accommodations, limited information will be shared with the appropriate university administrator and/or faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Director. If you would like to speak with directly Ms. Kennedy directly, she can be reached at (314) 935-3118, jwkennedy@wustl.edu, or by visiting the Title IX office in Umphre Hall. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Title IX

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-3445 for an appointment or visiting the 4th floor of Seigle Hall. See: RSVP Center

Bias Reporting: The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu.

Mental Health: Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See Mental Health Resources.
Center for Diversity and Inclusion (CDI): The Center of Diversity and Inclusion (CDI) supports and advocates for undergraduate, graduate, and professional school students from underrepresented and/or marginalized populations, creates collaborative partnerships with campus and community partners, and promotes dialogue and social change. One of the CDI’s strategic priorities is to cultivate and foster a supportive campus climate for students of all backgrounds, cultures and identities. See: diversityinclusion.wustl.edu/

Additional Issues or Concerns: If you feel that you need additional supports in order to be successful in your time at Brown, beyond the mentioned accommodations, please contact your Academic Advisor or Danielle Bristow, Assistant Dean for Academic Affairs. They can assist you in navigating a myriad of concerns.

V. READINGS


Additional readings are listed in the Course Outline (Section X).

All assigned readings will be made available via Canvas.

VI. ORGANIZATION OF COURSE

This course is structured to support a culture of support, collaboration, and joint learning. Individually, in teams, and with the support of your teaching assistant and instructor, the whole class will be working collectively toward one research paper for this course. The class will be divided into five teams, each of which will play a critical role toward developing the final paper. When each team completes a draft of their team product, they will present it to the class, who will provide constructive feedback. Teams will work together as the final paper develops, in order to achieve a thoughtful, meaningful, and cohesive product.

VII. ROLE OF FACULTY AND STUDENT

Course expectations: The instructor(s) will prepare and deliver course material, be available to students for consultation by appointment, and provide timely and clearly explained feedback on student performance. The instructor expects students to attend each class on time; complete all assignments in a timely manner; come to class prepared, having read all assignments; participate in class discussions; be courteous to the instructor and fellow students; seek any necessary clarification regarding course expectations from the instructor; and provide the instructor with feedback about the effectiveness of the course. Students are also expected to schedule regular meetings between class weekends with their project team using an agreed upon method, and to attend all project team meetings. Any problems with attendance, meeting deadlines, or completing assignments should be discussed promptly with the instructor.
The teaching assistant’s role is to assist the instructor in delivering course material, be available to students for consultation by appointment, and provide timely feedback on student performance. The teaching assistant will be supervised by the instructor in all activities related to the course. E-mail is the best way to reach the instructor and TA.

Canvas Use: The instructor will post PowerPoint slides from class lectures, additional readings, handouts and links to useful websites and other relevant resources to the Canvas page.

Expectations for written work: All written assignments must be double-spaced, typed with a Times New Roman 12-point font and have 1-inch margins. Text citations and references list must be in correct APA (6th ed.) format. All sentences must be comprised of student’s own words. Ideas, information, and concepts that originated with any other source must always be noted as such (based on APA format). Material that is not correctly cited is considered plagiarized and provides grounds for academic discipline. Assignments should be carefully proofread for spelling and grammar. Students are strongly encouraged to use the assistance and services of the Brown School’s Communications Lab or the University Writing Center.

Policy on Late Assignments: The instructor will accept late assignments for an extreme emergency, such as death in the family. Health-related issues will need to be documented with a certificate from the doctor attesting to the student’s ill health. Except under extremely unusual circumstances, assignments must be turned in on the due date. Late assignments will result in a deduction of one full letter grade unless prior approval is obtained from the instructor or a compelling situation prevents prior approval. For example, a grade of A- on an assignment will receive a B- grade instead.

VIII. ASSIGNMENTS AND GRADING CRITERIA

Detailed descriptions of each assignment are provided in the appendix to this document. Additional information on all assignments will be provided in class.

As shown in the table below, there will be individual products, team products, and the whole-class final paper.

The purpose of producing these products are to: 1) increase your familiarity with library resources, including research journals, databases and the internet; 2) help you integrate research concepts covered in class into practice; 3) aid in the application of these concepts to research practice in the field of social work; and 4) prepare you for your policy and/or program evaluation course. All assignments have the added value of contributing to the final research project either indirectly through skills and knowledge gained or directly through iterative drafts.
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Type</th>
<th>Date Due</th>
<th>Grade (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CITI Training</td>
<td>Individual</td>
<td>Sept 12</td>
<td>5</td>
</tr>
<tr>
<td>Literature Review</td>
<td>Team #1</td>
<td>Draft: Sept 19</td>
<td>30 (Team #1 only)</td>
</tr>
<tr>
<td>Literature Review</td>
<td></td>
<td>Final: Dec 5</td>
<td></td>
</tr>
<tr>
<td>Data Collection Instrument</td>
<td>Team #2</td>
<td>Draft: Oct 3</td>
<td>15 (Team #2 only)</td>
</tr>
<tr>
<td>Data Collection Instrument</td>
<td></td>
<td>Final: Oct 10</td>
<td></td>
</tr>
<tr>
<td>Quiz #1</td>
<td>Individual</td>
<td>Oct 10</td>
<td>10</td>
</tr>
<tr>
<td>Raw Data</td>
<td>Team #2</td>
<td>Oct 31</td>
<td>15 (Team #2 only)</td>
</tr>
<tr>
<td>Quiz #2</td>
<td>Individual</td>
<td>Nov 7</td>
<td>10</td>
</tr>
<tr>
<td>Data Analysis</td>
<td>Team #3</td>
<td>Draft: Nov 21</td>
<td>30 (Team #3 only)</td>
</tr>
<tr>
<td>Data Analysis</td>
<td></td>
<td>Final: Dec 5</td>
<td></td>
</tr>
<tr>
<td>Discussion</td>
<td>Team #4</td>
<td>Draft: Dec 5</td>
<td>15 (Team #4 only)</td>
</tr>
<tr>
<td>Discussion</td>
<td></td>
<td>Final: Dec 12</td>
<td></td>
</tr>
<tr>
<td>Poster 2.0</td>
<td>Team #4</td>
<td>Draft: Dec 5</td>
<td>15 (Team #4 only)</td>
</tr>
<tr>
<td>Poster 2.0</td>
<td></td>
<td>Final: Dec 12</td>
<td></td>
</tr>
<tr>
<td>Qualitative Self-Study</td>
<td>Team #5</td>
<td>Draft: Dec 5</td>
<td>30 (Team #5 only)</td>
</tr>
<tr>
<td>Qualitative Self-Study</td>
<td></td>
<td>Final: Dec 12</td>
<td></td>
</tr>
<tr>
<td>FINAL PAPER</td>
<td>Whole Class</td>
<td>Dec 12</td>
<td>30</td>
</tr>
<tr>
<td>(compiled by Team #4)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class Attendance and Participation</td>
<td>Individual</td>
<td>All semester</td>
<td>15</td>
</tr>
</tbody>
</table>

IX. **MSW COMPETENCY ALIGNMENT TO ASSIGNMENTS AND COURSE ACTIVITIES**

<table>
<thead>
<tr>
<th>Graded Assignments</th>
<th>Competency</th>
<th>Dimensions Measured</th>
</tr>
</thead>
<tbody>
<tr>
<td>CITI Training</td>
<td>C1, C3</td>
<td>Knowledge</td>
</tr>
<tr>
<td>Literature Review</td>
<td>C4, C7</td>
<td>Skills/Knowledge/Cognitive Processes</td>
</tr>
<tr>
<td>Survey Instrument and Raw Data</td>
<td>C1, C7, C9</td>
<td>Skills/Knowledge</td>
</tr>
<tr>
<td>Discussion and Poster</td>
<td>C4, C9</td>
<td>Skills/Knowledge</td>
</tr>
<tr>
<td>Qualitative Self-Study</td>
<td>C9</td>
<td>Skills/Knowledge</td>
</tr>
<tr>
<td>Quizzes</td>
<td>C4, C7, C9</td>
<td>Skills/Knowledge</td>
</tr>
</tbody>
</table>
### X. COURSE OUTLINE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 29</td>
<td>Course Overview &amp; Introduction</td>
<td>Rubin &amp; Babbie (Ch. 1, 2, 3) Oishi, Kesebir, &amp; Diener (2011)</td>
<td></td>
</tr>
<tr>
<td>Sept. 5</td>
<td>Searching the Literature</td>
<td>Rubin &amp; Babbie (Ch. 7)</td>
<td></td>
</tr>
<tr>
<td>Sept. 12</td>
<td>Values &amp; Ethics</td>
<td>Omi (2014)</td>
<td>CITI Training (Individual)</td>
</tr>
<tr>
<td>Sept. 19</td>
<td><strong>Team 1 Workshop</strong> + Conceptualization</td>
<td>Rubin &amp; Babbie (Ch. 8)</td>
<td>Literature Review - Draft (Team #1)</td>
</tr>
<tr>
<td>Sept. 26</td>
<td>Measurement</td>
<td>Rubin &amp; Babbie (Ch. 9 &amp; 10)</td>
<td></td>
</tr>
<tr>
<td>Oct. 3</td>
<td><strong>Team 2 Workshop</strong> + Sampling</td>
<td>Rubin &amp; Babbie (Ch. 15 &amp; 16)</td>
<td>Team #2: Survey Instrument - Draft</td>
</tr>
<tr>
<td>Oct. 10</td>
<td>Qualitative Research</td>
<td>Rubin &amp; Babbie (Ch. 18-20)</td>
<td>Team #2: Survey Instrument - Final Quiz 1</td>
</tr>
<tr>
<td>Oct. 17</td>
<td>Study Designs</td>
<td>Rubin &amp; Babbie (Ch. 11 &amp; 12)</td>
<td></td>
</tr>
<tr>
<td>Oct. 24</td>
<td>Data Management</td>
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</tr>
<tr>
<td>Oct. 31</td>
<td>Quantitative Data Analysis</td>
<td>Rubin &amp; Babbie (Ch. 21)</td>
<td>Team #2: Raw Data</td>
</tr>
<tr>
<td>Nov. 7</td>
<td></td>
<td></td>
<td><strong>Quiz 2</strong></td>
</tr>
<tr>
<td>Nov. 14</td>
<td>Data Visualization</td>
<td>Kumar (Ch. 16)</td>
<td></td>
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<tr>
<td>Nov. 21</td>
<td><strong>Team 3 Workshop</strong></td>
<td></td>
<td>Team #3: Data Analysis - Draft</td>
</tr>
<tr>
<td>Nov. 28</td>
<td>Thanksgiving Week - No Class</td>
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<tr>
<td>Dec. 5</td>
<td><strong>Teams 4 &amp; 5 Workshops</strong></td>
<td></td>
<td>Team #1: Literature Review - Final; Team #3: Data Analysis - Final Team #4: Discussion - Draft; Team #4: Poster 2.0 - Draft; Team #5: Qual. Self-study - Draft</td>
</tr>
<tr>
<td>Dec. 12</td>
<td>Class Party + Project Debrief</td>
<td></td>
<td>Team #4: FINAL PAPER; Team #4: Poster 2.0; Team #5: Qualitative Self-study - Final</td>
</tr>
</tbody>
</table>
APPENDIX – ASSIGNMENT DESCRIPTIONS

Collaborative IRB Training Initiative (“CITI”) Training

Due: September 12

Purpose: • To gain an overview of important historical and current issues in the protection of human research subjects. • To obtain certification in human subjects training for future involvement in research projects

Description: You will review the training modules and complete the on-line modules and quizzes for Behavioral IRB Members & Researchers in the following Departments: Social Work, Anthropology, Economics, Education, Political Science, Psychology, Program in Philosophy, Neuroscience & Psychology, Program in Social Thought and Analysis.

You will access the CITI training website using your WUSTL key (user ID & password). This assignment typically takes about four hours to complete. The system allows you to stop your session and return at a later time to complete the session; however you must follow the on-line instructions carefully to avoid losing stored information. Completing this assignment insures that you meet the minimum Human Subjects education required for human subjects contact for students involved in research projects on the Danforth campus (you may be required to complete the additional biomedical modules for any future involvement with research projects on the Medical Campus). Upon completion, please upload the completion certificate on Canvas.

2. Click on “Click Here to enter CITI”
3. Click on “Hello Sign in.”
4. Enter your WUSTL Key. You may be prompted to go through a two-step verification process. If you have not set-up a two-step verification method for your WUSTL key, follow directions to set-up the verification method. Contact the WUSTL key helpdesk if you have any problems with this process: https://connecthelp.wustl.edu/Pages/support.aspx.
5. Search for CITI in the search bar.
8. Click “Login to CITI” and then Launch CITI.
9. Once on the CITI site, you should see a course available to you called “Group 3 Hilltop IRB Members and Researchers.” This is the course you need to complete for class.
Literature Review (Team #1)

Draft Due: September 19

Final Due: December 5

Purpose: To familiarize yourself with literature relevant to your team’s research topic and to practice writing the Introduction/Background and Research Questions section of a manuscript. To critically analyze and summarize the literature in your problem area.

This will be the basis for the Introduction/Background and Research Questions section of the class’s Final Paper.

Description: Being able to critically and thoroughly assess the empirical literature for a given question is essential, whether you are developing a new program, applying for a grant, or proposing a new study. If your topic is within an established field of research, then you should know who the major researchers are and what they did. If your topic is new, then it is important to relate your topic to one or more of the closest lines of research. Regardless, you need to synthesize the information that you have collected, which is typically done in a literature review.

Identify at least 10 peer-reviewed journal articles that address some aspect of your team’s research topic (research problem). Introduce the topic. Integrate and synthesize the literature as it supports the significance of your team research project. Your literature review should form an argument; you should not simply repeat what others have done. You should show that you know what research has already been done in your area of interest and how your study will build upon that knowledge base. Use the literature to formulate where a gap in the literature exists and how your study will help fill that gap. End the literature review by explaining the purpose of the class’s research study and stating the class’s research questions (at least 2) and hypotheses (as appropriate).

The narrative should summarize the empirical literature in your area related to the research topic in 5 pages maximum. References and cover/title pages are not counted toward the page limit. Please adhere to APA format for this paper including in the format of references.

Chapter 7 of the Rubin & Babbie book and Chapters 2, 3, & 4 of the Kumar book (in library course reserve) provide some guidance for this paper. Appendices A and B in the Rubin & Babbie book and Chapters 13 in the Kumar book provide guidance on writing an introduction/background section for a research proposal or report.

See also: https://libguides.usc.edu/writingguide/CARS
Survey Instrument (Team #2)

Draft Due: October 3

Final Due: October 10

Purpose: To describe and justify your data collection methodology

Description: Four pages maximum (not counting references), plus an online survey instrument.

Paper components:

Sample: Describe who your sample will be (including inclusion and exclusion criteria, and the number of participants you anticipate based on feasibility). Describe your sampling method (how are you going to sample these people and why you chose this method). Be as specific as possible about your procedures for sampling.

Data Collection and Variables: Describe how you will collect your data (e.g., paper vs. online survey). What are the independent and dependent variables that you will be measuring, and how are you operationalizing each of the variables? What demographic variables will you be measuring to describe your sample?

Ethical Issues: In this section, you need to describe any ethical issues you need to consider and what you will do to protect your study subjects (e.g., anonymity or confidentiality, risks and benefits).

Study Limitations: Describe the limitations of your study. What are the biases or limitations for your choice of sample and sampling method, data collection method, and research design?

The paper should be carefully formatted according to the most recent APA standards.

Survey instrument:

Using Google Forms or another online survey platform, design the survey instrument that will be used to collect the original data for the class project. The class will pilot the survey on October 3 and provide feedback used to ensure that all items are worded and structured appropriately.

Note that you must have the instrument approved by the instructor before using it to start collecting data. Additionally, please place the following language at the beginning of the survey:

As part of the requirements for their Research Methods course, students at the Brown School are conducting a survey about [topic]. As part of this experience, you are being asked to answer some questions about [more information about
the data you are collecting]. This exercise is strictly for educational purposes. The information gathered will be used for class assignments and will not be shared or disseminated outside the classroom in any way. You will not be asked to provide any identifying information (such as name, birth date, email address, etc.) or any information about your personal health. The survey will take approximately [X] minutes to complete. You may skip any questions you do not wish to answer and may stop the survey at any time without penalty.

If you have any questions or concerns about your participation that are unable to be addressed by the student who shared this survey with you, you may contact the course instructor, Dr. Molly Metzger at mmetzger22@wustl.edu or (314) 935-6989.

Thank you for your participation!

Additional resources you might find helpful include:

• Sinkowitz-Cochran, R. L. (2013). Survey design: To ask or not to ask. Clinical Infectious Diseases, 56(8), 1159-64.

• https://zapier.com/learn/forms-surveys/writing-effective-survey/

Due: October 31

Purpose: In order for Team #3 to execute data analysis, the data must be managed in a clear and carefully organized format.

Description: Provide an excel file with two sheets. The first sheet should contain the raw data. The top row of this sheet should include variable names, including a numeric variable called “ID” that connects each observation (each participant in your study) to their survey. (Recall that names or other identifying information should not be collected as part of this study.)

The second sheet in the excel document should provide your codebook. Please see Rubin and Babbie (pp. 549-550) and Kumar (on reserve in library, pp. 257-268) for discussion and examples of codebooks. Your codebook should have at least four columns: one column for variable names, a second column for the full description of the items, a third column for the values the variable can take, and a fourth column for any notes. For example:

<table>
<thead>
<tr>
<th>Variable Name</th>
<th>Variable Description</th>
<th>Value Labels</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ID</td>
<td>Participant ID</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AGE</td>
<td>“What is your age?”</td>
<td>999=Missing</td>
<td></td>
</tr>
</tbody>
</table>
| PARTNER       | “What is your current relationship status?” | 1=Single  
2=In a relationship  
3=Engaged  
4=Married  
5=In a civil union  
6=In a domestic partnership  
7=In an open relationship  
8=It’s complicated  
9=Separated  
10=Divorced  
11=Widowed  
12=Other (Please describe)  
999=Missing | Value labels are adapted from Facebook’s “About” section. |
| PARTNER_OTH   | If Partner=12, “Please describe” | [Text] |       |
**Data Analysis (Team #3)**

**Draft Due: November 14**

**Final Due: November 21**

Purpose: Conduct descriptive and bivariate data analyses and provide a careful description of the most pertinent findings.

Description: Two pages maximum, plus 2-3 tables or figures

This assignment has two components: a 1- to 2-page narrative plus 2-3 tables or figures. When you present the draft to the class, you should present a large number of findings, and use the in-class workshop to help to select the specific findings that should be included in the final paper.

The narrative should include specific quantitative results based on the class’s survey data. The descriptive statistics characterizing the sample should come first. Next, the bivariate statistics should be reported with precision, include p-values and an interpretation of those p-values. For example, were the results significant, near-significant, or not significant? What was the direction of the relationship?

The tables and/or figures should represent your most interesting or relevant findings. Often, descriptive statistics are presented in table form. Make sure to mention each figure or table in the narrative following APA guidelines.

See also: [https://libguides.usc.edu/writingguide/results](https://libguides.usc.edu/writingguide/results)
Purpose: To interpret the major findings in light of existing knowledge, acknowledge limitations of the study, and consider questions for future research.

Description: The discussion section of the paper will be five pages maximum (excluding references); the conclusion section will be two pages maximum (excluding references). Format per APA.

The discussion section is the part of the paper where meaning is made of the study’s results. What are the major findings? How do they build on—or diverge from—previous knowledge on this topic? How might any surprising findings be explained? The tone of a discussion section is typically cautious and careful. A single study cannot prove a hypothesis. Make sure not to use causal language (in the absence of a random-assignment experiment) or to over-generalize the findings (in the absence of a random sample). Every study has limitations, which you should discuss here. Despite those limitations, your results are interesting and important: tell the reader why!

The conclusion section is a recap of the study (though be careful not to repeat verbatim what has already been written). It is also an appropriate place to consider questions for future research.

See also: https://libguides.usc.edu/writingguide/discussion and https://libguides.usc.edu/writingguide/conclusion
Poster 2.0 (Team #4)

**Draft Due: December 5**

**Final Due: December 12**

Description: To convey the major finding of the study in an accessible, useable format.

Purpose: In addition to published research articles (and often as a preliminary step before a research article is submitted), research posters are a common way in which scientific information is shared. Research conferences typically include “poster sessions” akin to the science fairs that you might remember from grade school.

Unfortunately though, typical academic posters convey more information than can be digested by a casual conference-goer trying to graze information within a room full of other posters. The “Poster 2.0” design attempts to solve the problem of information overload by cutting to the chase.

Review these two sources:


https://www.youtube.com/watch?v=1RwJbhkCA58

Design a poster using these principles and submit it in electronic form. (A hard copy will be printed by your instructor after the semester ends if the class chooses to participate in “Research Without Walls,” a Brown School research symposium and competition that we will discuss in class).
Draft Due: December 5

Final Due: December 12

Purpose: Employ qualitative techniques such as interviews and focus groups to document your fellow students' experiences with a non-traditional class project.

Description: A semester-long, whole-class assignment is unusual. How do your classmates feel about its success as a pedagogical tool? Did they learn what they were expecting to learn from this course? Was the format effective in creating a collaborative culture in the classroom? Was the amount of work manageable and equitable across groups? Were the workshops helpful for the teams presenting and the classmates not presenting? How might the process be improved if implemented in future semesters?

Design and conduct a qualitative study to answer these questions. The final product will be an appendix to the class project and should include a brief description of the design of the class assignment, and then a short methods, results, discussion, and conclusion section. This “study within a study” should be no more than 7 pages total, excluding references.

Some time will be reserved in class for qualitative data collection.

The grade for this assignment will not be connected in any way to the content of the qualitative data; critical feedback from your classmates is expected and welcome.
Class Participation

To be completed in class on December 12.

This self- and peer-evaluation will inform—but not dictate—students’ participation grades.

Student name:

Rate each one of your teammates on a scale of 1 to 5 in each category (1=Poor, 3=Average, 5=Excellent).

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<th>List the Name of Each of Your Team Members</th>
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<th>Communication (including email)</th>
<th>Research Methods Knowledge</th>
<th>Contribution to Team Assignment</th>
<th>Total Score (0-20)</th>
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PLEASE PROVIDE SOME COMMENTS, POSITIVE AND/OR CRITICAL, FOR EACH MEMBER LISTED ABOVE. (For example: “Angel emerged as the team leader and we couldn’t have done it without them” or “Blair didn’t participate as actively in the team but showed up for all our meetings and was very good at PowerPoint.”)