

**FRHD\*3070: Research Methods – Family Studies (.50 credits)****Fall 2015 Course Syllabus****Department of Family Relations and Applied Nutrition  
University of Guelph**

**Instructor:** Dr. John Dwyer, PhD (Psychology)  
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**Graduate Teaching Assistants (GTAs):**

Name	Office	Office hours	Email address
Chris Quinn-Nilas	Macdonald Institute, room 117B	By appointment	cquinni@uoguelph.ca
Lisa Schofield	Macdonald Institute, room 117A or 117B	By appointment	lschof01@uoguelph.ca
Andrea LaMarre	Macdonald Institute, room 117B	By appointment	alamarre@uoguelph.ca

**Office hours:**

The GTA for the section of the small group seminar that you are registered in will be available by appointment to meet with you if you have questions related to readings, seminars, and exams. If you are meeting to discuss readings or seminars, please bring your readings and lecture and seminar notes. It is not feasible for the GTAs to discuss course content via email because this discussion often requires considerable time and elaboration. I expect that most of you will have your questions adequately answered by meeting with the GTAs.

In addition, you can contact me to make an appointment for a meeting on Monday or Wednesday if you have questions related to administration matters in the course.

- Often, your questions about administration matters will be answered by referring to the syllabus and/or CourseLink (a website for on-campus courses: <https://courselink.uoguelph.ca/shared/login/login.html>).

**Course format:**

Expected enrolment is approximately 225 students. You are to attend the large group lectures and the section of the small group seminar that you are registered in. Lecture topics are listed in the course outline. The seminars provide an opportunity to apply the information learned in the lectures and to discuss readings.

**Class times:**

Lectures: Monday and Wednesday, 2:30 – 3:20 pm, Alexander Hall, room 200

Small group seminar:

Section	Day	Time	Location
0101	Friday	9:30 am – 10:20 am	Rozanski Hall, room 108
0102	Wednesday	4:30 pm – 5:20 pm	MacKinnon Building, room 309
0103	Thursday	1:30 pm – 2:20 pm	Rozanski Hall, room 107
0104	Thursday	8:30 am – 9:20 am	Macdonald Institute, room B37
0105	Friday	4:30 pm – 5:20 pm	Rozanski Hall, room 107
0106	Thursday	2:30 pm – 3:20 pm	MacKinnon Building, room 316
0107	Thursday	10:30 am – 11:20 am	MacKinnon Building, room 315
0108	Friday	8:30 am – 9:20 am	Rozanski Hall, room 107

### Course website:

Announcements, updated schedules, grades, and other information will be posted on CourseLink. I will post PowerPoint slides (pdf format) from lectures on CourseLink after lectures. I will not post slides before lectures because I often refine slides shortly before lectures and I sometimes modify slides (e.g., omit slides) during lectures to accommodate situations (e.g., expanding on content that students are particularly interested in; spending time responding to students' questions).

### Course description:

This undergraduate course is designed to provide you with a conceptual understanding of the issues and methods that are related to conducting applied social research. Both qualitative and quantitative methods will be covered. The Department of Family Relations and Applied Nutrition provides an interdisciplinary program of studies in (a) applied human nutrition, (b) child, youth and family and (c) adult development. To make the course more relevant to you, I have assigned readings from various areas and I will share examples of research in these different areas during lectures.

**Prerequisite(s):** 4.50 credits

**Restriction(s):** Restricted to students in B.A.Sc. program

### Learning objectives for students:

1. To develop conceptual and operational definitions of constructs commonly used in research, through in-class discussion.
2. To develop sound research objectives or hypotheses to guide research, through in-class discussion.
3. To critique and develop survey questions based on principles of survey design, through in-class discussion.

4. To apply principles of measurement about establishing the validity and reliability of existing and new measures, during in-class discussion.
5. To critically appraise research described in the media and peer-reviewed journal articles.
6. To develop specific research designs to examine various research objectives or hypotheses, through in-class discussion.
7. To assess ethical issues in empirical research, through in-class discussion.

### **Accessibility:**

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual, and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability, should contact Student Accessibility Services (SAS) as soon as possible. For more information, contact SAS at 519-824-4120, ext. 56208 or email [csd@uoguelph.ca](mailto:csd@uoguelph.ca) or refer to the SAS website.

### **Academic misconduct:**

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community (faculty, staff, and students) to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

The undergraduate calendar states:

- “Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.”
- “Plagiarism is misrepresenting the ideas, expression of ideas or work of others as one's own. It includes reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and representing these as one's own thinking by not acknowledging the appropriate source or by the failure to use appropriate quotation marks.”

The academic misconduct policy is detailed in the undergraduate calendar:

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>.

The Learning Commons' academic integrity tutorial, which includes a plagiarism module, is available at <http://www.academicintegrity.uoguelph.ca/>.

**Evaluation:**

Method	% of final grade	Date	Comment
Seminar assessment	25	Ongoing	Grading will be based on weekly assessment of workbook activities completed within a small seminar group <b>during</b> the entire duration of seminars. Therefore it is important to attend the seminars and participate in the seminar activities. Seminar workbook sheets completed outside the seminars will not be accepted.  You should regularly check your grade for each seminar posted on CourseLink. Your mean will be calculated to determine your final seminar grade.
Quiz 1	25	Wed. Oct. 7	The quiz will consist of multiple-choice questions based on the lectures, seminars (e.g., when GTAs address lecture content and material in the textbook), and chapter readings from the Neuman and Robson (2015) textbook during Sept. 14 to Oct. 2. Specific content from the assigned journal articles will not be on the quiz.
Quiz 2	25	Mon. Nov. 9	The quiz will consist of multiple-choice questions based on the lectures, seminars (e.g., when GTAs address lecture content and material in the textbook), and chapter readings from the Neuman and Robson (2015) textbook during Oct. 5 to Nov. 6. Specific content from the assigned journal articles will not be on the quiz.
Final exam	25	Date: Wed., Dec. 9, 8:30 - 10:30 am  Location: TBA	The final exam will consist of multiple-choice questions based on the lectures, seminars (e.g., when GTAs address lecture content and material in the textbook), and chapter readings from the Neuman and Robson (2015) textbook during Nov. 11 to Dec. 4. Specific content from the assigned journal articles will not be on the exam.

You need to bring a pencil and eraser to complete the quizzes and final exam.

**Grading system:**

The grading system described in the undergraduate calendar will be used. The grading system is as follows:

Letter grade	%	Letter grade	%
A +	90 – 100	C +	67 – 69
A	85 – 89	C	63 – 66
A -	80 – 84	C -	60 – 62
B +	77 – 79	D +	57 – 59
B	73 – 76	D	53 – 56
B -	70 – 72	D -	50 – 52
		F	0 – 49

### Protocol:

- It is important that you attend classes and seminars regularly and complete the readings to do well in this course. The lectures and readings complement each other, rather than duplicate each other.
- Both students and GTAs share the responsibility of creating an environment that facilitates seminar discussions. Your preparation (e.g., completing the readings prior to the seminars) and participation in the discussions will contribute to the seminar group's learning and will be appreciated by all.
- Please come to class on time, turn off your cell phone, and refrain from conversations with your classmates during class. These activities (including texting in class) disrupt class, distracting me from teaching and making it difficult for your classmates to focus on the information presented. So please be considerate of others.
- The electronic recording of classes is expressly forbidden without the prior consent of the instructor. This prohibition extends to all components of the course, including but not limited to lectures and seminars, whether conducted by the instructor or other designated person. When recordings are permitted, they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor.
- My lectures and research methods seminar workbook are my intellectual property. You are explicitly forbidden to post any components of the course (including but not limited to lectures and seminars) on the internet or sell these materials online.
- I anticipate that the small seminar groups will function well and that group members will contribute substantially. However, if there are group conflicts that cannot be resolved within the group, then arrange a meeting with your GTA to discuss the matter.
- As per university regulations, all students are required to check their "uoguelph.ca" e-mail account regularly: e-mail is the official route of communication between the University and its students.
- Information about what you should do if you are unable to complete course work because of sufficient extenuating medical, psychological or compassionate circumstances is given in the undergraduate calendar, in the "academic consideration, appeals and petitions" section. If you are not able to meet an in-course requirement due to illness or compassionate reasons, please inform me (or other designated person) in writing (include your name, e-mail address, and

mailing address). Where possible, this should be done in advance of the missed work or event. If this is not possible, this should be done as soon as possible after the due date, and certainly no later than one week. If appropriate documentation of your inability to meet the in-course requirement is necessary, I (or other designated person) will request it of you.

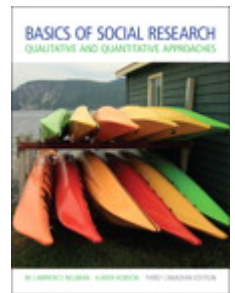
- GTAs plan seminar activities based on expected attendance. If you are not able to attend a seminar, please email your GTA ahead of time to let him/her know.
- The last date to drop one-semester courses, without academic penalty, is November 6.

### Required readings:

The readings for each week should be read before coming to class and seminar so that you are prepared to ask questions and raise issues from your readings during class and to participate in seminar activities. Bring your readings to the seminars.

The textbooks for the course are:

- Neuman, W.L., & Robson, K. (2015). *Basics of social research: Qualitative and quantitative approaches* (3rd Canadian ed.). Toronto, ON: Pearson Canada Inc..
- **Dwyer, J. (2015). FRHD\*3070 (Fall 2015) Research Methods - Family Studies Seminar Workbook. The seminar activities and journal articles (i.e., readings) are in this workbook. Bring this workbook to the seminars.**



The textbooks can be purchased at the university bookstore located in the MacNaughton Building.

### Course schedule

I reserve the right to revise the schedule of lectures and seminars as needed, as long as you are given adequate notice. If class is cancelled (e.g., bad weather), all remaining lectures will be shifted (e.g., cancelled lecture will be the next lecture).

Date	Topic and required readings
Thurs. Sept. 10 - Fri. Sept. 11: Seminar	No seminars scheduled • No readings
Mon. Sept. 14	Overview of course; introduction to research methodology • Neuman and Robson (2015), chapter 1: Doing social research
Wed. Sept. 16	Introduction to research methodology (cont.) • Neuman and Robson (2015), chapter 4: Reviewing the scholarly literature and planning a study
Wed. Sept. 16 - Fri. Sept. 18: Seminar	Introduction to research methodology • No readings
Mon. Sept. 21	Social science theory and research • Neuman and Robson (2015), chapter 2: Theory and social research • Neuman and Robson (2015), chapter 5: Designing a study
Wed. Sept. 23	Basic versus applied social research

Date	Topic and required readings
	<ul style="list-style-type: none"> <li>No readings</li> </ul>
Wed. Sept. 23 - Fri. Sept. 25: Seminar	Social science theory and research <ul style="list-style-type: none"> <li>Dawson, L., Mullan, B., &amp; Sainsbury, K. (2015). Using the theory of planned behaviour to measure motivation for recovery in anorexia nervosa. <i>Appetite</i>, 84(1), 309-315.</li> </ul>
Mon. Sept. 28	Observational research <ul style="list-style-type: none"> <li>No readings</li> </ul>
Wed. Sept. 30	Ethics in research <ul style="list-style-type: none"> <li>Neuman and Robson (2015), chapter 3: Ethics in social research</li> </ul>
Wed. Sept. 30 - Fri. Oct. 2: Seminar	Ethics in research <ul style="list-style-type: none"> <li>Ciarocco, N. J., Echevarria, J., &amp; Lewandowski, G. W. (2012). Hungry for love: The influence of self-regulation on infidelity. <i>The Journal of Social Psychology</i>, 152(1), 61-74.</li> </ul>
Mon. Oct. 5	Measurement and scale development (e.g., re: measurement) <ul style="list-style-type: none"> <li>Neuman and Robson (2015), chapter 6: Qualitative and quantitative measurement</li> </ul>
<b>Wed. Oct. 7: Quiz 1</b>	<ul style="list-style-type: none"> <li>No readings</li> </ul>
Wed. Oct. 7 - Fri. Oct. 9: Seminar	Measurement and scale development (re: measurement) <ul style="list-style-type: none"> <li>No readings</li> </ul>
Mon. Oct. 12 (holiday)	No class scheduled (as per undergraduate calendar, class rescheduled to Fri., Dec. 4) <ul style="list-style-type: none"> <li>No readings</li> </ul>
Wed. Oct. 14	Measurement and scale development (e.g., re: scale development) <ul style="list-style-type: none"> <li>No readings</li> </ul>
Wed. Oct. 14 - Fri. Oct. 16: Seminar	Measurement and scale development (re: scale development) <ul style="list-style-type: none"> <li>Nelson, M., &amp; Davis, M. C. (2012). Development and preliminary validation of the Parent Efficacy for Child Healthy Weight Behaviour Scale. <i>Journal of Health Psychology</i>, 18(2), 282-291.</li> </ul>
Mon. Oct. 19	Sampling <ul style="list-style-type: none"> <li>Neuman and Robson (2015), chapter 7: Qualitative and quantitative sampling</li> </ul>
Wed. Oct. 21	Experience sampling method <ul style="list-style-type: none"> <li>No readings</li> </ul>
Wed. Oct. 21 - Fri. Oct. 23: Seminar	Experience sampling method <ul style="list-style-type: none"> <li>Liao, Y., Intille, S. S., &amp; Dunton, G. F. (2015). Using ecological momentary assessment to understand where and with whom adults' physical and sedentary activity occur. <i>International Journal of Behavioral Medicine</i>, 22(1), 51-61.</li> </ul>
Mon. Oct. 26	Survey development and implementation <ul style="list-style-type: none"> <li>Neuman and Robson (2015), chapter 8: Survey research</li> </ul>
Wed. Oct. 28	Needs assessment: Assessing the extent of social problems <ul style="list-style-type: none"> <li>No readings</li> </ul>
Wed. Oct. 28 - Fri. Oct.	Survey development and implementation

Date	Topic and required readings
30: Seminar	<ul style="list-style-type: none"> <li>No readings</li> </ul>
Mon. Nov. 2	Needs assessment: Assessing the extent of social problems (cont.) <ul style="list-style-type: none"> <li>No readings</li> </ul>
Wed. Nov. 4	Evaluability assessment <ul style="list-style-type: none"> <li>No readings</li> </ul>
Wed. Nov. 4 - Fri. Nov. 6: Seminar	Needs assessment <ul style="list-style-type: none"> <li>Rabin, C., Simpson, N., Morrow, K., &amp; Pinto, B. (2011). Behavioral and psychosocial program needs of young adult cancer survivors. <i>Qualitative Health Research</i>, 21(6), 796-806.</li> </ul>
<b>Mon. Nov. 9: Quiz 2</b>	<ul style="list-style-type: none"> <li>No readings</li> </ul>
Wed. Nov. 11	Process evaluation <ul style="list-style-type: none"> <li>No readings</li> </ul>
Wed. Nov. 11 - Fri. Nov. 13: Seminar	Process evaluation <ul style="list-style-type: none"> <li>Barte, J.C.M., ter Bogt, N.C.W., Beltman, F.W., van der Meer, K., &amp; Bemelmans, W.J.E. (2012). Process evaluation of a lifestyle intervention in primary care: Implementation issues and the participants' satisfaction of the GOAL study. <i>Health Education &amp; Behavior</i>, 39(5), 564-573.</li> </ul>
Mon. Nov. 16	Qualitative research: Focus groups <ul style="list-style-type: none"> <li>Neuman and Robson (2015), chapter 12: Qualitative interviewing</li> <li>Neuman and Robson (2015), chapter 15: Analysis of qualitative data</li> </ul>
Wed. Nov. 18	Quasi-experimental and experimental research designs (e.g., re: internal validity) <ul style="list-style-type: none"> <li>Neuman and Robson (2015), chapter 9: Experimental research</li> </ul>
Wed. Nov. 18 - Fri. Nov. 20: Seminar	Qualitative research: Focus groups <ul style="list-style-type: none"> <li>Igarashi, H., Hooker, K., Coehlo, D.P., &amp; Manoogian, M.M. (2013). "My nest is full:" Intergenerational relationships at midlife. <i>Journal of Aging Studies</i>, 27(2), 102-112.</li> </ul>
Mon. Nov. 23	Quasi-experimental and experimental research designs (e.g., re: quasi-experimental research designs) <ul style="list-style-type: none"> <li>No readings</li> </ul>
Wed. Nov. 25	Quasi-experimental and experimental research designs (e.g., re: experimental research designs) <ul style="list-style-type: none"> <li>No readings</li> </ul>
Wed. Nov. 25 - Fri. Nov. 27: Seminar	Quasi-experimental and experimental research designs <ul style="list-style-type: none"> <li>Prelip, M., Thai, C. L., Erausquin, J. T., &amp; Slusser, W. (2011). Improving low-income parents' fruit and vegetable intake and their potential to impact children's nutrition. <i>Health Education</i>, 111(5), 391-411.</li> </ul>
Mon. Nov. 30	Cross-sectional and longitudinal research designs <ul style="list-style-type: none"> <li>Neuman and Robson (2015), chapter 10: Nonreactive quantitative research and secondary analysis</li> </ul>
Wed. Dec. 2	Single-participant research designs



Date	Topic and required readings
	<ul style="list-style-type: none"> <li>• No readings</li> </ul>
<b>Fri. Dec. 4: 2:30 pm lecture</b>  <b>(As per undergraduate calendar, this class is rescheduled from Mon. Oct. 12 and Monday schedule is in effect)</b>	TBA <ul style="list-style-type: none"> <li>• No readings</li> </ul>
Wed. Dec. 2 - Fri. Dec. 4: Seminar	No seminars scheduled <ul style="list-style-type: none"> <li>• No readings</li> </ul>