



COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS
AND APPLIED NUTRITION

FRHD*3070 Research Methods: Family Studies COURSE OUTLINE – FALL 2019

1. CALENDAR DESCRIPTION

This course is a critical examination of research methods in family studies

Credit Weight:	0.5 credits
Course Hours:	3-0 (24 lecture; 12 lab/seminar)
Pre-Requisite(s):	4.50 credits
Co-Requisites(s):	none
Restriction(s):	Restricted to students in B.A.Sc.

2. COURSE DESCRIPTION

This undergraduate course consists of two 50-minute lectures and one small-group 50-minute seminar per week. The course is designed to provide you with knowledge and skills to critically evaluate applied social research, which you can use as a consumer or producer of research. Both qualitative and quantitative methods will be covered. To make the course more relevant to you, I have assigned readings from various academic disciplines and I will share examples of research in different disciplines during lectures.

3. TIMETABLE

Lecture:	Monday and Wednesday, 2:30 - 3:20 pm
Location:	J.D. MacLachlan Building, room 102
Final Exam:	December 5 th , 7-9pm LOCATION TBD

4. INSTRUCTIONAL SUPPORT

Course Instructor:	Dr. John Dwyer
Email:	dwyer@uoguelph.ca
Telephone:	519-824-4120 ext. 52210
Office:	Macdonald Institute Building, room 227B
Office Hours:	By appointment

Teaching Assistant:

Samantha Miljak	smiljak@uoguelph.ca	Sections 101, 104, 105
Spencer Talbot	stalbo01@uoguelph.ca	Sections 102, 103, 106

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 seminars, readings, lectures, and exams. If you are meeting to discuss seminars or lectures, bring your written seminar and lecture notes. It is not feasible for the GTAs to discuss course content via email because this discussion often requires considerable time and elaboration.

5. LEARNING RESOURCES

Required Resource(s):

A. Revel for Basics of Social Research, 4/e Canada version (by W.L. Neuman and K. Robson)

This is not a physical textbook. The resources you will use are in the Pearson Revel online platform. You will need to purchase an access code card from the bookstore which you will redeem online. Once you have redeemed your access code card, please download the Revel app through an app store to access your course content on your mobile device.

Revel student registration instructions

1. Student invite link: <https://console.pearson.com/enrollment/astb1q>
2. Sign in to your Pearson account or create one.
3. Redeem your access code purchased from the bookstore or purchase instant access online. (Temporary access option for financial aid is also available.)
4. You will be provided with the option at this point to purchase a loose-leaf copy for \$20 including delivery. You can choose to purchase it now or at a later time (instructions are located in your Revel confirmation email).

Download the Revel app to work offline

1. On any smart device (Apple or Android or computer), search the Google Play or Apple Store for “Revel by Pearson” to download the free Revel app.
2. Once downloaded, sign in with your existing Revel username/password – the same one you used to register for Revel.
3. You will see your Revel course is loaded and you can download the etext to work offline.

Revel 24-hour technical support

Your best (and quickest) path to resolve technical issues is to contact technical support at the link below.

<https://support.pearson.com/getsupport/s/contactsupport>

When you contact them, please include the following information:

1. Your username
2. OS (Windows 8)
3. Browser (preferred browser is Chrome)
4. Exactly what you are trying to open
5. Error message (if any) that appears when you try to open it

If your query is not resolved in 24 hours, please email marguerite.weir@pearsoned.com and let her know your incident #

B. Dwyer, J. (2019). FRHD*3070 Research Methods (Fall 2019) Seminar Workbook

Seminar activities and journal articles (i.e., readings) are in the workbook. Bring the workbook to seminars.

C. Library's ARES course reserve system

Sage research methods videos

(<http://methods.sagepub.com.subzero.lib.uoguelph.ca/video>) are available at:

<https://www.lib.uoguelph.ca/find/find-type-resource/course-reserves-ares>

Recommended Resource(s):

none

A. LEARNING OUTCOMES

At the completion of the course, successful students will be able to:

1. Develop conceptual and operational definitions of constructs commonly used in research.

2. Develop sound research objectives or hypotheses to guide research.
3. Critique and develop survey questions based on principles of survey design.
4. Apply principles of measurement when critiquing the validity and reliability of measures.
5. Critically appraise research described in the media and peer-reviewed journal articles.
6. Develop specific research designs to examine various research objectives or hypotheses.
7. Identify ethical issues in empirical research.

B. TEACHING AND LEARNING ACTIVITIES

Date	Topic	Required readings (and videos)
Fri. Sept. 6	<u>Seminar</u> : No seminars scheduled (to accommodate that seminars can't be scheduled the entire week: Classes commence Thurs. Sept. 5)	
Mon. Sept. 9	Overview of course; introduction to research methodology	Revel chapter 1: Doing social research
Wed. Sept. 11	Introduction to research methodology (cont.)	Revel chapter 4: Reviewing the scholarly literature and planning a study
Tues. Sept. 10 & Fri. Sept. 13	<u>Seminar</u> : Introduction to research methodology (re: sources of knowledge)	See required Revel chapter readings for this week
Mon. Sept. 16	Basic versus applied social research	Fischer, R. (Academic). (2017). What is program evaluation? [Streaming video; 8:05 duration]. Retrieved from SAGE Research Methods.
Wed. Sept. 18	Ethics in research	Revel chapter 3: Ethics in social research
Tues. Sept. 17 & Fri. Sept. 20	<u>Seminar</u> : Introduction to research methodology (re: type of reasoning, paradigm, & research)	Oliffe, J. L., Rice, S., Kelly, M. T., Ogrodniczuk, J. S., Broom, A., Robertson, S., & Black, N. (2019). A mixed-methods study of the health-related masculine values among young Canadian men. <i>Psychology of Men & Masculinities</i> , 20(3), 310-323. http://dx.doi.org.subzero.lib.uoguelph.ca/10.1037/men0000157
Mon. Sept. 23	Needs assessment: Assessing the extent of social problems	

Date	Topic	Required readings (and videos)
Wed. Sept. 25	Needs assessment: Assessing the extent of social problems (cont.)	Bhattacharya, M. (Academic). (2017). An introduction to the delphi method [Streaming video; 4:20 duration]. Retrieved from SAGE Research Methods.
Tues. Sept. 24 & Fri. Sept. 27	<u>Seminar:</u> Ethics in research	Barata, P. C., & Stewart, D. E. (2010). Searching for housing as a battered woman: Does discrimination affect reported availability of a rental unit? <i>Psychology of Women Quarterly</i> , 34(1), 43-55. http://dx.doi.org.subzero.lib.uoguelph.ca/10.1111/j.1471-6402.2009.01540.x
Mon. Sept. 30	Social science theory and research	Revel chapter 2: Theory and social research Revel chapter 5: Designing a study
Wed. Oct. 2	Survey development and implementation	Revel chapter 8: Survey research Laurie, C., & Jensen, E. (Academic). (2017). Designing a survey [Streaming video; 5:22 duration]. Retrieved from SAGE Research Methods.
Tues. Oct. 1 & Fri. Oct. 4	<u>Seminar:</u> Social science theory and research	Allom, V., Mullan, B., Cowie, E., & Hamilton, K. (2016). Physical activity and transitioning to college: The importance of intentions and habits. <i>American Journal of Health Behavior</i> , 40(2), 280-290. http://dx.doi.org.subzero.lib.uoguelph.ca/10.5993/AJHB.40.2.13
Mon. Oct. 7	Survey development and implementation (cont.)	D'Ardenne, J., & Penny, S. (Practitioner). (2017). Cognitive interviewing: Natcen social research [Streaming video; 12:51 duration]. Retrieved from SAGE Research Methods.
Wed. Oct. 9	Measurement and scale development	Almazan, E. P. (Academic). (2017). An introduction to levels of measurement [Streaming video; 6:10 duration]. Retrieved from SAGE Research Methods.

Date	Topic	Required readings (and videos)
Tues. Oct. 8 & Fri. Oct. 11	<u>Seminar:</u> Survey development and implementation	
Mon. Oct. 14 (holiday)	No classes scheduled (as per undergraduate calendar, class rescheduled to Fri., Nov. 29)	
Wed. Oct. 16	Mid-term exam	
Tues. Oct. 15 & Fri. Oct. 18	<u>Seminar:</u> No seminars scheduled (to accommodate that seminars can't be scheduled the entire week: Oct. 14 holiday and Oct. 15 fall study break day) [as per undergraduate calendar, Oct. 15 classes rescheduled to Thurs., Nov. 28]	
Mon. Oct. 21	Measurement and scale development (cont.)	Revel chapter 6: Qualitative and quantitative measurement
Wed. Oct. 23	Measurement and scale development (cont.)	
Tues. Oct. 22 & Fri. Oct. 25	<u>Seminar:</u> Measurement and scale development	Aday, R. H. & Wallace, J. B. (2015). Development and validation of the Healthy Aging Incentives Scale. <i>Educational Gerontology</i> , 41(12), 847-858. http://dx.doi.org.subzero.lib.uoguelph.ca/10.1080/03601277.2015.1059137
Mon. Oct. 28	Observational research	Friesen, B. K. (Academic). (2017). Researching the heavy metal subculture through participant observation [Streaming video; 11:03 duration]. Retrieved from SAGE Research Methods.
Wed. Oct. 30	Qualitative research: Focus groups	Revel chapter 12: Qualitative interviewing Revel chapter 15: Analysis of qualitative data
Tues. Oct. 29 & Fri. Nov. 1	<u>Seminar:</u> Observational research	Lamy, L., Fischer-Lokou, J., & Guéguen, N. (2017). With a little help from adults: Positive emotion as an excuse for underage drinking. <i>Basic and Applied Social Psychology</i> , 39(5), 287-291. https://doi.org/10.1080/01973533.2017.1351973

Date	Topic	Required readings (and videos)
Mon. Nov. 4	Experimental and quasi-experimental research designs	Revel chapter 9: Experimental research
Wed. Nov. 6	Experimental and quasi-experimental research designs (cont.)	Cho, S. (Academic). (2017). An introduction to randomized controlled trials [Streaming video; 12:25 duration]. Retrieved from SAGE Research Methods.
Tues. Nov. 5 & Fri. Nov. 8	<u>Seminar:</u> Qualitative research: Focus groups	Francis, J., Martin, K., Wood, L., & Foster, S. (2017). 'I'll be driving you to school for the rest of your life': A qualitative study of parents' fear of stranger danger. <i>Journal of Environmental Psychology</i> , 53(Nov.), 112-120. http://dx.doi.org.subzero.lib.uoguelph.ca/10.1016/j.jenvp.2017.07.004
Mon. Nov. 11	Experimental and quasi-experimental research designs (cont.)	Moore, G. (Speaker). (2017). Evaluating the national exercise referral scheme using process evaluation methods [Streaming video; 9:16 duration]. Retrieved from SAGE Research Methods.
Wed. Nov. 13	Experimental and quasi-experimental research designs (cont.)	Cho, S. (Academic). (2017; 14:42 duration). Evaluating the accelerated learning program (ALP) using a quasi-experimental design [Streaming video]. Retrieved from SAGE Research Methods.
Tues. Nov. 12 & Fri. Nov. 15	<u>Seminar:</u> Experimental and quasi-experimental research designs (re: experimental research designs)	Dvořáková, K., Kishida, M., Li, J., Elavsky, S., Broderick, P. C., Agrusti, M. R., & Greenberg, M. T. (2017). Promoting healthy transition to college through mindfulness training with first-year college students: Pilot randomized controlled trial. <i>Journal of American College Health</i> , 65(4), 259-267. http://dx.doi.org.subzero.lib.uoguelph.ca/10.1080/07448481.2017.1278605
Mon. Nov. 18	Experimental and quasi-experimental research designs (cont.)	

Date	Topic	Required readings (and videos)
Wed. Nov. 20	Cross-sectional and longitudinal research designs	Revel chapter 10: Nonreactive quantitative research and secondary analysis
Tues. Nov. 19 & Fri. Nov. 22	<u>Seminar</u> : Experimental and quasi-experimental research designs (re: quasi-experimental research designs)	Stolz, H. E., Sizemore, K. M., Shideler, M. J., LaGraff, M. R., & Moran, H. B. (2017). Parenting together: Evaluation of a parenting program for never-married parents. <i>Journal of Divorce & Remarriage</i> , 58(5), 358-370. http://dx.doi.org.subzero.lib.uoguelph.ca/10.1080/10502556.2017.1322855
Mon. Nov. 25	Sampling	Revel chapter 7: Qualitative and quantitative sampling
Wed. Nov. 27	Experience sampling method	
Fri. Nov. 29 (2:30 pm lecture)	Evaluability assessment As per undergraduate calendar, this class is rescheduled from Mon. Oct. 14 and Monday schedule is in effect	Fischer, R. (Academic). (2017). An introduction to outcome measurement [Streaming video; 19:27 duration]. Retrieved from SAGE Research Methods.
Tues. Nov. 26 & Fri. Nov. 29	<u>Seminar</u> : No seminars scheduled (to accommodate that seminars can't be scheduled the entire week: Nov. 27 is last day for regularly scheduled classes)	

Note: This is a tentative schedule. Due to various unknown factors, there may be changes. Any changes will be announced during class and an announcement will be posted on the CourseLink website.

C. ASSESSMENT DETAILS

Assessment	LOs addressed	Due date	% of final
<u>Seminars</u> Grading will be based on assessment of workbook activities completed within a small seminar group <u>during</u> the entire	1-7	Weekly	30

Assessment	LOs addressed	Due date	% of final
duration of seminars. Seminar workbook sheets completed outside the seminars will not be accepted.			
<u>Mid-term exam</u>			
The exam will consist of multiple-choice questions based on the lectures, Revel chapters, and Sage research methods videos during Sept. 5 to Oct. 7. Specific content from the assigned journal articles in the workbook will not be on the exam.	1-7	Oct. 16	35
<u>Final exam</u>			
The exam will consist of multiple-choice questions based on the lectures, Revel chapters, and Sage research methods videos during Oct. 9 to Nov. 29. Specific content from the assigned journal articles in the workbook will not be on the exam.	1-7	TBD	35
			Total: 100%

Note: Calculators are not to be used during the exams. If exam questions require math, it will be basic arithmetic that entails addition, subtraction, multiplication, and division, which can be done manually. An excellent math resource is Khan Academy: <https://www.khanacademy.org>

D. COURSE STATEMENTS

Course website:

There is a course website at <http://courselink.uoguelph.ca>. Often, your questions about administration matters will be answered by referring to the syllabus and/or CourseLink. Announcements, updated schedules, grades, and other information will be posted on CourseLink. You should regularly check your grade for each seminar posted on CourseLink.

I aim to upload PowerPoint slides from lectures, with photos and clip art removed (pdf format), on CourseLink within 24 hours after lectures. I will not upload 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).

Protocol:

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.

You are to attend the section of the small group seminar that you are registered in. The seminars provide an opportunity to apply the information learned in the lectures and to discuss readings. Review the readings prior to the seminars.

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.

Grading system:

The grading system described in the undergraduate calendar will be used:

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-grds.shtml>

E. UNIVERSITY STATEMENTS

E-mail communication:

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.

When you cannot meet a course requirement:

When you find yourself unable to meet in-course requirements due to illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing with name, ID#, and email contact. [See the undergraduate calendar for information on regulations and procedures for Academic Consideration.](#)

Drop date:

Students have until the last day of classes to drop courses without academic penalty. The regulations and procedures for [Dropping Courses](#) are available in the Undergraduate Calendar.

Copies of out-of-class assignments:

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Accessibility:

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance, and not later than the 40th Class Day.

More information: www.uoguelph.ca/sas

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.

Please note: 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.

[The Academic Misconduct Policy is detailed in the Undergraduate Calendar.](#)

Recording of materials:

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Resources:

The [Academic Calendars](#) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

Appendix:

For those students enrolled in the Area of Emphasis in Dietetics: The Integrated Competencies for Dietetic Education and Practice (2013; <http://www.pdep.ca/>):

Foundational Knowledge Specifications (FKS) that are met by this course:

Foundational Knowledge Specification	Complexity Level (1, 2, 3)	How FKS is met in this curriculum
<i>3. Communication</i>		
3c) Strategies for effective written communication	3	Seminars
<i>10. Management</i>		
10c) Strategic and operational planning including needs assessment, goal setting and outcome assessment	3	Seminars; exam
<i>16. Professional Practice in Dietetics</i>		
16h) Role of research and new knowledge	3	Exam
<i>17. Population and Public Health</i>		
17b) Strategies for public and population health including health promotion, education, advocacy, community development and partnerships	1	Exam
17e) Program planning in public and population health	3	Exam
17f) The determinants of health	2	Exam
<i>18. Research and Evaluation</i>		
18a) Theoretical foundations of research	3	Exam
18b) Qualitative, quantitative and mixed methodologies	3	Exam
18c) Ethics in research	3	Exam
18d) Evidence-informed practice	3	Exam
18e) Literature search strategies	3	Exam
18f) Systematic review and critical appraisal of literature	3	Exam
<i>19. Social and Psychological Foundations</i>		
19a) Behavioural theories relevant to eating and food choice	2	Exam
19b) Social and psychological aspects of eating and food choice, in health and disease	2	Exam

Performance Indicators (PI) that are met by this course:

Performance Indicator	How PI is met in this curriculum
<i>1. Professional Practice</i>	
1.06e Obtain and interpret evidence	In small groups, students review and critique a research article, including interpreting research evidence
1.13a Demonstrate knowledge of research and evaluation principles	Students critique a research design as part of small-group seminars. Also, exam
<i>2. Communication and Collaboration</i>	
2.02d Write clearly and concisely, in a manner responsive to the needs of the reader(s)	Students submit seminar workbook sheets for each of the seminars throughout the semester
2.02g Ensure that written material facilitates communication	Students submit seminar workbook sheets for each of the seminars throughout the semester
<i>4. Population and Public Health</i>	
4.02f Demonstrate knowledge of common monitoring approaches related to population health	Exam
4.04a Demonstrate knowledge of common processes and outcomes used to evaluate the effectiveness of population health activities	Exam. As part of seminars, students critique intervention research
<i>5. Management</i>	
5.01s Demonstrate knowledge of principles to evaluate effectiveness in achieving goals and objectives	Exam