



COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS
AND APPLIED NUTRITION

FRHD*3070 Research Methods: Family Studies COURSE OUTLINE – FALL 2021

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:	Synchronous lectures (pre-recorded in Zoom) --- Pre-recordings will be available by Monday and Wednesday, 2:30 - 3:20 pm; Synchronous seminars (virtual room: Zoom)
Location:	Lectures will be uploaded on Courselink; seminars (virtual room)
Final Exam:	Dec. 7, 8:30 - 10:30 am (online)

4. INSTRUCTIONAL SUPPORT

Course Instructor:	Dr. John Dwyer
Email:	dwyer@uoguelph.ca
Telephone:	519-824-4120 ext. 52210
Office:	Zoom
Office Hours:	By appointment

Teaching Assistants: Tasha Falconer; Amar Laila; Jessica-Lynn Reid

Email: tfalcone@uoguelph.ca; alaila@uoguelph.ca; jreid25@uoguelph.ca

Office: TBA (Zoom)

Office Hours: By appointment

The TA 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, you will need to share / show your written seminar and lecture notes. It is not feasible for the TAs 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/kmflww>
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 print copy for \$39.99 + 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 andrea.lehocki@pearson.com and let her know your incident #

B. Seminar activity sheets

Seminar activity sheets are in CourseLink. Corresponding electronic journal articles (i.e., readings) are available through the library:

<https://www.lib.uoguelph.ca/find/journal-articles-databases>

Recommended Resource(s):

- Resources to help students participate in remote delivery courses (available from Open Learning and Educational Support, University of Guelph):
<https://opened.uoguelph.ca/instructor-resources/learning-remotely>
- Sage research methods videos, which are videos developed with expert researchers, are available at <http://methods.sagepub.com.subzero.lib.uoguelph.ca/video>

6. 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.

7. TEACHING AND LEARNING ACTIVITIES

Date	Topic	Required readings
Sept. 9-10	<u>Seminar</u> : No seminars scheduled (to accommodate that classes commence Thurs. Sept. 9 and therefore seminars can't be scheduled the entire week)	
Mon. Sept. 13	Overview of course; introduction to research methodology	Revel chapter 1: Doing social research
Wed. Sept. 15	Introduction to research methodology (cont.)	Revel chapter 4: Reviewing the scholarly literature and planning a study
Sept. 13-17	<u>Seminar</u> : Introduction to research methodology (re: sources of knowledge)	See required Revel chapter readings for this week
Mon. Sept. 20	Basic versus applied social research	<p>White, M. W., Khan, N., Deren, J. S., Sim, J. J., & Majka, E. A. (2021). Give a dog a bone: Spending money on pets promotes happiness. <i>The Journal of Positive Psychology</i>, advance online publication (March), 7 pages. https://doi-org.subzero.lib.uoguelph.ca/10.1080/17439760.2021.1897871</p> <p>Mason, S., & Hunt, A. (2019). So what do you do? Exploring evaluator descriptions of their work. <i>American Journal of Evaluation</i>, 40(3), 395–413. https://doi-org.subzero.lib.uoguelph.ca/10.1177/1098214018767049</p>

Date	Topic	Required readings
Wed. Sept. 22	Ethics in research	Revel chapter 3: Ethics in social research
Sept. 20-24	<u>Seminar</u> : Introduction to research methodology (re: type of reasoning, paradigm, & research)	Garcia, J. M., Agaronov, A., Sirard, J. R., Whaley, D., Rice, D. J., & Weltman, A. (2017). Psychosocial and friend influences on objective sedentary behavior and screen time: A mixed methods analysis. <i>Journal of Physical Activity and Health</i> , 14(3), 213–221. https://doi-org.subzero.lib.uoguelph.ca/10.1123/jpah.2016-0035
Mon. Sept. 27	Needs assessment: Assessing the extent of social problems	Da Costa, D., Zekowitz, P., Letourneau, N., Howlett, A., Dennis, C.-L., Russell, B., Grover, S., Lowensteyn, I., Chan, P., & Khalifé, S. (2017). HealthyDads.ca: What do men want in a website designed to promote emotional wellness and healthy behaviors during the transition to parenthood? <i>Journal of Medical Internet Research</i> , 19(10), article e325, 15 pages. https://doi-org.subzero.lib.uoguelph.ca/10.2196/jmir.7415
Wed. Sept. 29	Needs assessment: Assessing the extent of social problems (cont.)	de Vries, H., Pajor, E. M., Curfs, K. C. J., Eggers, S. M., & Oenema, A. (2019). How to foster informed decision making about food supplements: Results from an international delphi study. <i>Health Education Research</i> , 34(4), 435–446. https://doi-org.subzero.lib.uoguelph.ca/10.1093/her/cyz017
Sept. 27 - Oct. 1	<u>Seminar</u> : Ethics in research	Ciarocco, N. J., Echevarria, J., & 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. https://doi-org.subzero.lib.uoguelph.ca/10.1080/00224545.2011.555435
Mon. Oct. 4	Social science theory and research	Revel chapter 2: Theory and social research Revel chapter 5: Designing a study

Date	Topic	Required readings
Wed. Oct. 6	Survey development and implementation	Revel chapter 8: Survey research Hilton, C. E. (2017). The importance of pretesting questionnaires: A field research example of cognitive pretesting the Exercise Referral Quality of Life Scale (ER-QLS). <i>International Journal of Social Research Methodology</i> , 20(1), 21-34. http://dx.doi.org.subzero.lib.uoguelph.ca/10.1080/13645579.2015.1091640
Oct. 4-8	<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.
Mon. Oct. 11 (holiday)	No classes scheduled (as per undergraduate calendar, class rescheduled to Fri., Dec. 3)	
Wed. Oct. 13	Survey development and implementation (cont.)	Noel, H., & Huang, A. R. (2019). The effect of varying incentive amounts on physician survey response. <i>Evaluation & the Health Professions</i> , 42(1), 71–81. https://doi-org.subzero.lib.uoguelph.ca/10.1177/0163278718809844
Oct. 11-15	<u>Seminar:</u> No seminars scheduled (to accommodate Oct. 11 holiday and Oct. 12 fall study break day and therefore seminars can't be scheduled the entire week [as per undergraduate calendar, Oct. 11 classes rescheduled to Fri., Dec. 3])	
Mon. Oct. 18, 2:30 - 3:20 pm	Midterm exam (online)	
Wed. Oct. 20	Measurement and scale development	Revel chapter 6: Qualitative and quantitative measurement

Date	Topic	Required readings
Oct. 18-22	<u>Seminar:</u> Survey development and implementation	
Mon. Oct. 25	Measurement and scale development (cont.)	<p>Mikhail, D., Rolls, B., Yost, K., Balls-Berry, J., Gall, M., Blixt, K., Novotny, P., Albertie, M., & Jensen, M. (2020). Development and validation testing of a weight management nutrition knowledge questionnaire for adults. <i>International Journal of Obesity</i>, 44, 579–589. https://doi-org.subzero.lib.uoguelph.ca/10.1038/s41366-019-0510-1</p> <p>[Reminder to read “supplementary information” (knowledge questionnaire) in the article]</p>
Wed. Oct. 27	Measurement and scale development (cont.)	<p>Wilson, M. A. G., Tran, Y., Wilson, I., & Kurrle, S. (2019). Development of the Australian Ageing Semantic Differential, a new instrument for measuring Australian medical student attitudes towards older people. <i>Australasian Journal on Ageing</i>, 38(3), e67–e74. https://doi-org.subzero.lib.uoguelph.ca/10.1111/ajag.12627</p>
Oct. 25-29	<u>Seminar:</u> Measurement and scale development	<p>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</p>
Mon. Nov. 1	Observational research	<p>Johnson, C., Saba, G., Wolf, J., Gardner, H., & Thom, D. H. (2018). What do health coaches do? Direct observation of health coach activities during medical and patient-health coach visits at 3 federally qualified health centers. <i>Patient Education and Counseling</i>, 101(5), 900–907. https://doi.org/10.1016/j.pec.2017.11.017</p>
Wed. Nov. 3	Qualitative research: Focus groups	<p>Revel chapter 12: Qualitative interviewing</p> <p>Revel chapter 15: Analysis of qualitative data</p>

Date	Topic	Required readings
Nov. 1-5	<u>Seminar:</u> Observational research	McCarty, M. K., & Kelly, J. R. (2015). When door holding harms: Gender and the consequences of non-normative help. <i>Social Influence</i> , 10(1), 1–10. https://doi-org.subzero.lib.uoguelph.ca/10.1080/15534510.2013.869252
Mon. Nov. 8	Experimental and quasi-experimental research designs	Revel chapter 9: Experimental research
Wed. Nov. 10	Experimental and quasi-experimental research designs (cont.)	Sidani, S., & O'Rourke, H. (2020). Quantitative and qualitative strategies to strengthen internal validity in randomized trials. <i>Canadian Journal of Nursing Research</i> , advance online publication (November), 9 pages. https://doi.org/10.1177/0844562120974197
Nov. 8-12	<u>Seminar:</u> Qualitative research: Focus groups	Didericksen, K. W., & Das, B. M. (2019). Type 2 diabetes as a familial illness: Findings from a focus group study. <i>Families, Systems, & Health</i> , 37(3), 235–243. https://doi-org.subzero.lib.uoguelph.ca/10.1037/fsh0000436
Mon. Nov. 15	Experimental and quasi-experimental research designs (cont.)	Crozier, A. J., & Spink, K. S. (2017). Effect of manipulating descriptive norms and positive outcome expectations on physical activity of university students during exams. <i>Health Communication</i> , 32(6), 784–790. https://doi-org.subzero.lib.uoguelph.ca/10.1080/10410236.2016.1172295
Wed. Nov. 17	Experimental and quasi-experimental research designs (cont.)	Humphreys, D. K., Gasparrini, A., & Wiebe, D. J. (2017). Evaluating the impact of Florida's "stand your ground" self-defense law on homicide and suicide by firearm: An interrupted time series study. <i>JAMA Internal Medicine</i> , 177(1), 44–50. https://doi.org/10.1001/jamainternmed.2016.6811

Date	Topic	Required readings
Nov. 15-19	<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. 22	Cross-sectional and longitudinal research designs	Revel chapter 10: Nonreactive quantitative research and secondary analysis
Wed. Nov. 24	Sampling	Revel chapter 7: Qualitative and quantitative sampling
Nov. 22-26	<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. 29	Experience sampling method	Degroote, L., DeSmet, A., De Bourdeaudhuij, I., Van Dyck, D., & Crombez, G. (2020). Content validity and methodological considerations in ecological momentary assessment studies on physical activity and sedentary behaviour: A systematic review. <i>International Journal of Behavioral Nutrition and Physical Activity</i> , 17, article 35, 13 pages. https://doi.org.subzero.lib.uoguelph.ca/10.1186/s12966-020-00932-9
Wed. Dec. 1	Evaluability assessment	Kelly, D., Steiner, A., Mason, H., & Teasdale, S. (2019). Men's Sheds: A conceptual exploration of the causal pathways for health and well-being. <i>Health and Social Care in the Community</i> , 27(5), 1147–1157. https://doi.org/10.1111/hsc.12765

Date	Topic	Required readings
Fri. Dec. 3 (2:30 pm lecture)	Process evaluation As per undergraduate calendar, this class is rescheduled from Mon. Oct. 11 and Monday schedule is in effect	Sofija, E., Plugge, M., Wiseman, N., & Harris, N. (2018). 'This is the beginning of the new me': Process evaluation of a group fitness intervention to promote wellbeing in formerly homeless individuals. BMC Public Health, 18, Article 290, 14 pages. https://doi.org/10.1186/s12889-018-5175-5
Nov. 29 - Dec. 3	<u>Seminar</u> : No seminars scheduled (to accommodate that Dec. 1 is last day for regularly scheduled classes and therefore seminars can't be scheduled the entire week)	

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 site.

8. ASSESSMENT DETAILS

Assessment	LOs addressed	Due date	% of final
<u>Seminars (synchronous [virtual room]: Zoom)</u> At the beginning of each seminar, the TA will randomly assign students attending the seminar to small breakout rooms (i.e., groups) to discuss the activity sheet <u>during</u> the entire duration of the seminar and each group will identify a member to record their written responses on the activity sheet. A group member will upload the electronic copy (Microsoft Word only) of the completed activity sheet in Dropbox in CourseLink within 24 hours of the attended seminar. Late submissions have a 10% (out of 100) per day penalty and will not be accepted after 48 hours following the	1-7	Weekly	30

Assessment	LOs addressed	Due date	% of final
attended seminar. Seminar activity sheets completed by students who did not participate in the seminar will not be accepted.			
<u>Midterm exam (online)</u> Closed-book exam will consist of multiple-choice questions based on the lectures and required readings for lectures during Sept. 13 to Oct. 13. Specific content from the assigned journal articles for the seminars will not be on the exam.	1-7	Oct. 18, 2:30 - 3:20 pm	35
<u>Final exam (online)</u> Closed-book exam will consist of multiple-choice questions based on the lectures and required readings for lectures during Oct. 20 to Dec. 3. Specific content from the assigned journal articles for the seminars will not be on the exam.	1-7	Dec. 7, 8:30 - 10:30 am	35
Total:			100%

9. 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. All components of this course will be housed on the CourseLink site including this course outline, assignments, and links to further resources. Your assignments will be submitted through the Dropbox function. Marks and feedback will also be released on the site. Please familiarize yourself with this website as soon as possible and visit it regularly throughout the semester.

I will regularly upload pre-recorded lectures 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.

Protocol:

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 seminar activity sheets 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 TA to discuss the matter.

Late Assignments:

Late assignments will be accepted up to 5 days following the due date and will receive a penalty of 10% per day EXCEPT under documented grounds for compassionate consideration. Assignments submitted more than one week late without documented grounds will receive a grade of zero. If you are going to hand an assignment in late, you must contact your course instructor to inform them when you will be submitting your assignment.

Receipt of Grades:

After you receive a grade on CourseLink, please review your feedback. Any inquiry or dispute over the grade must be made within two weeks from the date they are posted. If you fail to protest any grade during this time limit, changes to the grade will not be considered. [Grades will be based on the Grading Procedures outlined in the Undergraduate Calendar.](#)

Turnitin Software:

In this course, your instructor may use Turnitin, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

10.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.

Illness:

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

Safety Protocols:

For information on current safety protocols, follow these links:

<https://news.uoguelph.ca/return-to-campuses/how-u-of-g-is-preparing-for-your-safe-return/>
<https://news.uoguelph.ca/return-to-campuses/spaces/#ClassroomSpaces>

Please note, these guidelines may be updated as required in response to evolving University, Public Health or government directives.

Disclaimer:

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via CourseLink and/or class email. This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

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

Performance Indicator	How PI is met in this curriculum
	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 activity sheets for each of the seminars throughout the semester
2.02g Ensure that written material facilitates communication	Students submit seminar activity 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