

California State University, Chico
Department of Health & Community Services

HCSV 425-01 (1496) T&Th 8-9:15
RESEARCH and EVALUATION
Fall 2009

Dr. Roland J. Lamarine
 Office: Butte 623
 Phone: 898-6265

Office hours: TTh 7:30-8 a.m.
 1-2 p.m. & 5-6 p.m.
Email: rlamarine@csuchico.edu

COURSE DESCRIPTION

This course is an introduction to the language and methodology of social research. Particular attention is given to: the nature of the scientific method; sampling theory; a review of survey, field, experimental, and evaluation methods; the nature and character of scientific evidence; and an introduction to data analysis. The course is designed to help the student become an informed consumer and critic of the methods used by human service professions to collect and interpret information about human activity.

Completion of this course with a C- or better (including submission of an acceptable research proposal in the American Psychological Association [APA] format) certifies the student as passing CSUC's Writing Proficiency requirement. Please note the **Research Proposal and the Survey Instrument** which are requirements for HCSV 425 are Portfolio items.

FURLOUGH DAYS

There will be no class on 9/8, 10/15, 11/19, 12/3, 12/10

REQUIRED TEXTS

1. Babbie, E. (2008). The basics of social research (4th ed.) Belmont: Wadsworth. **ANY EDITION OF BABBIE IS ACCEPTABLE**
2. Babbie, E. & Wagonaar, T. (2007). Guided activities for the practice of social research (11th ed.). Belmont: Wadsworth.
3. Packet of readings to be purchased from Mr. Kopy, 119 Main St. (packet #501)

RECOMMENDED TEXTS

1. American Psychological Association (2003). Publication manual (5th ed.). Washington, DC: Author.
2. Hacker, D. (2004). A pocket style manual. (4th ed.). Boston: Bedford Books. (also required for other HCSV classes).

COURSE REQUIREMENTS

Attendance

Attendance will be taken daily. Attendance will be considered in the determination of a final grade.

Grading

Midterm exam	(100 points)	25%
Final exam	(100 points)	25%
Research proposal	(100 points)	25%
Quizzes	(100 points)	5%
Homework	(100 points)	10%
APA assignment	(100 points)	5%
Attendance		5%

Final grades will be assigned on the following basis:

93-100% = A	77-79% = C+
90-92% = A-	73-76% = C
87-89% = B+	70-72% = C-
83-86% = B	66-69% = D+
80-82% = B-	60-65% = D
	59 & below = F

EXAMINATION ITEMS

The examinations are usually of an objective nature: multiple choice, true-false, and short answer essay. Here are a few examples of test items:

True-False

1. An independent variable does not vary as a result of the experiment or influence.

2. The results of research are inevitably limited and incomplete and the findings of any study are susceptible to rectification and supplementation by further study.
3. Limitations of studies are usually those that impinge on the study in some substantive way.
4. A particular variable can usually be measured in several distinct ways using different sources of information and various observation techniques.

Multiple Choice

1. Upon what does the validity of conclusions drawn from any series of observations depend?
 - a. the reliability of observations
 - b. the representativeness of the raw data
 - c. the quality of the observer
 - d. the applicability of the observation findings
 - e. the number of subjects from which the data were obtained
2. Among a graduating class of high school seniors, which variable represents an ordinal but not an interval scale?
 - a. age
 - b. type of automobile
 - c. rank in high school class
 - d. height in inches
 - e. more than one above
3. Professor Glynn gave an exam on Monday. On Wednesday Glynn gave the same class the same exam. Professor Glynn was clearly interested in assessing the exam's
 - a. reliability
 - b. validity
 - c. face validity
 - d. conceptualization
 - e. precision
4. Senator Lu researched the effects of political orientation on attitudes toward abortion. "Political orientation" is an example of a/an
 - a. attribute
 - b. independent variable
 - c. unit of analysis
 - d. dependent variable

TENTATIVE CLASS OUTLINE**WEEK # 1 August 25**

Lecture: Human Inquiry and Science

Reading: Babbie, Chapter 1; APA Manual; Readings 1-3, 23

Laboratory: the APA style

WEEK #2 September 1

Lecture: Theory & Research

Reading: Babbie, Chapter 2 (start at p.45); Readings 5-8

Lab: Plagiarism; Selecting a Research Problem

WEEK # 3 September 10

Lecture: Nature of Causation

Reading: Babbie, Chapter 15; Readings 9, 10

Lab: Fundamentals of writing, Grammar, & Composition,

WEEK #4 September 15

Lecture: Research Design

Reading: Babbie, Chapter 4; Reading 12

Lab: Research Proposal-Chapter 2

WEEK # 5 September 22

Lecture: Conceptualization & Measurement

Reading: Babbie, Chapter 5; Reading 17

WEEK # 6 September 29

Lecture: Operationalization

Reading: Babbie, Chapter 5

Lab: Review

WEEK # 7 October 6

Lecture: Sampling Theory

Reading: Babbie, Chapter 7

Lab: Sampling/Statistics

WEEK # 8 October 13

Lecture: Sampling (continued)

Reading: Babbie, Chapter 7

MIDTERM EXAMINATION

WEEK # 9 October 20

Lecture: Ethics in Social Research

Reading: Babbie, Chapter 3; Readings 11, 12

Lab: Research Proposal, Chapters 1 & 3

WEEK # 10 October 27

Lecture: Survey Research

Reading: Babbie, Chapter 9; Readings 14-16, 18

WEEK # 11 November 3

Lecture: Field Research

Reading: Babbie, Chapter 10

WEEK # 12 November 10

Lecture: Unobtrusive Research

Reading: Babbie, Chapter 11; Reading 19

WEEK # 13 November 17

Lecture: Experimental Design

Reading: Babbie, Chap. 8

WEEK # 14 December 1

Lecture: Evaluation Research

Reading: Babbie, Chapter 12; Reading 21

WEEK # 15 December 8

Lecture: Elementary Analysis & Social Statistics

Reading: Babbie, Chap.14; Reading 22

Lab: Review & course wrap-up

DATES TO REMEMBER

1. APA Writing Assignment (Reading #4): Thursday, September 3
2. Midterm Examination: Tuesday, October 20
3. Research Proposal: Tuesday, November 17
4. Final Examination: Tuesday, December 15, 10-11:50 a.m.

APA WRITING ASSIGNMENT

One of the goals in writing an APA paper is to help you understand and use the APA citation and reference format. This exercise is designed to provide you with practice using this method.

You will need the American Psychological Association's Publication Manual (5th ed.). It is for sale in the general reference section of the CSUC bookstore. Also, consult reading #3, "APA Citation Examples."

Please read the article reproduced in the materials and readings for HCSV 425 designated for the APA writing assignment (article #4, "Child & Adolescent Depression"). Note that citations and references are not in APA style. Your assignment is to rewrite this paper into APA citation and reference style. This assignment is due by the end of class on the date listed in the "Dates To Remember."

NOTE THAT THIS AND ALL ASSIGNMENTS FOR THIS COURSE MUST BE TYPED, DOUBLE SPACED, AND IN APA STYLE.

RESEARCH PROBLEM SELECTION AND DESCRIPTION

Please turn in a well composed and thorough description of the research problem you plan to examine in your formal research proposal. In simple and concise language state the problem of your study. Exactly what question(s) do you intend to address in your study? Limit your description to two paragraphs or less and a maximum of one typewritten page. THIS ASSIGNMENT MUST BE ACCOMPANIED BY A COPY OF A RESEARCH STUDY PUBLISHED IN A PROFESSIONAL JOURNAL; THE STUDY MUST APPROXIMATE YOUR PROPOSED RESEARCH AND WILL SERVE AS A MODEL FOR YOUR WORK.

BE SURE TO ANSWER THE FOLLOWING QUESTIONS IN YOUR PAPER:

1. What question(s) are you asking?
2. What answer(s) might you expect (hypotheses)?
3. What variables will be involved?
4. Which is the independent and which is the dependent variable(s) (if applicable to your study)?
5. What subjects (population) will you use? How will they be selected?
6. What methods will be employed? e.g. survey, experiment, etc.
7. How will you obtain or develop the research instrument?
8. Within what time frame will the study be conducted? (one semester)
9. Where will the study take place?
10. Attach a copy of the journal article to your paper.

REVIEW OF THE LITERATURE (Chapter 2)

A preliminary version of each chapter of the research proposal will be turned in for evaluation before the entire research proposal is completed. This policy has been instituted as a courtesy to the student allowing for significant feedback regarding writing style, clarity of expression, grammar, content, and adherence to APA guidelines. It will count as one homework assignment. **Be sure to include a complete list of all references cited in Chapter 2.**

HOMEWORK ASSIGNMENTS

Most of the homework assignments are located in The Guided Activities book by Babbie and Wagenaar (the workbook). **LATE HOMEWORK will not be accepted. Homework is worth 8 points each and two may be done for extra credit.**

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| 1. Grammar worksheets (Reading #23) | due: <u>August 27</u> |
| 2. Chapter 1: Exercises 1.1 (p.13) | due: <u>September 10</u> |
| 3. Research problem | due: <u>Sep. 17</u> |
| 4. Preliminary Chapter 2 (draft) | due: <u>Sep. 24</u> |
| 5. Chapter 4: Exercises 4.4 (p.72,
use Reading #13, "Self-esteem") | due: <u>October 1</u> |
| 6. Chapter 5: Exercise 5.2 (p.89) | due: <u>Oct. 8</u> |
| 7. Chapter 7: Exercise 7.1, (p.130) | due: <u>Oct. 22</u> |
| 8. Preliminary Chapter 1 | due: <u>Oct. 29</u> |
| 9. Preliminary Chapter 3 | due: <u>November 5</u> |
| 10. Develop a survey instrument
(@ 10 items) | due: <u>Nov. 12</u> |
| 11. Chapter 9: Exercise 9.1 (p.171) | due: <u>Nov. 12</u> |
| 12. Chapter 11: Exercise 11.3 (p.224)
(use Reading #20, "FBI crime report") | due: <u>December 1</u> |
| 13. Chapter 14: Exercises 14.2, 14.3 (p.271) | due: <u>Dec. 8</u> |
| 14. Chapter 16: Exercise 16.3 (p.312)
(Reading #22) | due: <u>Dec. 15</u> |

RESEARCH PROPOSAL

1. Your research proposal is to be double-spaced and neatly typed on standard typing paper. Leave 1.5" margins all around.
2. **A draft of Chapter 1 including ONLY the problem statement, delimitations, limitations, and hypotheses** is due on the date listed under "Homework Assignment."
3. **A draft of Chapter 3 including ONLY the, selection of the design, instruments, and subjects** is due on the date listed.
4. Your completed research proposal is due on the date listed under "Dates To Remember." Any paper accepted after this date will be considered late and a penalty of one full letter grade will be assessed. **BE SURE TO INCLUDE THE FIRST (CORRECTED) VERSION OF EACH CHAPTER.**
5. You are required to write a paper of **no more than ten** typewritten pages with a minimum of five (5) journal (primary) citations. The length of your proposal does not include the title page, table of contents, or references.
6. Your paper will be graded for (1) content, (2) APA format, and (3) correct grammar, spelling, word usage, neatness, punctuation, and sentence and paragraph formation. Your content grade will form the base of your paper grade. Errors in APA format or English will be deducted from the content grade.
7. Please review your reading, "Academic honesty: An ounce of prevention." All sections apply.

CHECK EXAMPLES OF ACCEPTABLE RESEARCH PROPOSALS FROM PAST SEMESTERS. These papers are available from your instructor. **ALSO,** be sure to carefully examine the student research proposal included in the reading packet (Reading 17). **This is the model for your paper's format.**

STUDENT OUTCOME ASSESSMENT**A. Learning Objectives** (course performance requirements)

HCSV 425 meets the following Program Learning Objectives in the Department of Health and Community Services. (Please see http://www.csuchico.edu/hcsv/hed_obj.html for a complete listing of the Program Learning Objectives.) Learning objectives are based on the *Competency-Based Framework for the Professional Development of Certified Health Education Specialists*, The National Commission for Health Education Certification, Inc.

1. Assess individual and community needs for health education. (Resp. I)
 - a. Obtain health related data about social and cultural environments, growth, & developmental factors, needs, and interests.
2. Evaluate the effectiveness of health education programs (Resp. IV)
 - a. Interpret results of program evaluation
3. Act as a resource person in health education. (Resp VI)
 - a. Utilize computerized health information retrieval systems effectively.
4. Communicate health education needs, concerns, and resources (Resp. VII)
 - a. Interpret concepts, purposes, and theories in health education.
5. Have knowledge, skills, and beliefs related to health care organizations. (HSA, Resp. 2)
 - a. Be able to measure the quality of services and apply general approaches to quality management problems.

6. Have knowledge, skills, and beliefs related to management processes including program planning, implementation, and evaluation. (HSA, Resp. 3)
 - a. Be able to develop program plans, including defining Problems in appropriate terms, setting goals and objectives, using statistical data, interpreting published data, researching issues, developing and deciding from among alternatives, and evaluating results and impacts.
7. Have competent communication skills including written and spoken communication, use of electronic media and formal Presentations/business reports. (HSA, Resp. 4)
 - a. Develop a variety of communication skills.

B. Portfolio submission selections: The Department of Health and Community Services, Option in Health Education requires before graduation during the Internship the submission of a Portfolio. Please see guidelines which may be obtained from department office (607 Butte).

1. Research Proposal
2. Survey Instrument

C. Assessment Level (requirement and standards for evaluation)

1. Students will be evaluated on the above competencies based on the following weights/points:

see description on page two of this syllabus

HCSV 425 Midterm Study Guide

Variables & their attributes
 Variables/concepts
 Hypotheses/theories
 Independent vs. dependent variable
 Errors in personal inquiry: e.g. overgeneralization,
 selective observation, rationalization, etc
 Units of analysis
 Ecological & individualistic fallacy
 Reductionism
 Ideographic vs. nomothetic models
 Mutually exclusive & exhaustive variables
 Criteria for causality & for lack of causality
 e.g. plausible rival hypotheses, causal priority,
 association [indirect association & artifactual association]
 Necessary & sufficient cause
 Purpose of research: explore, describe, explain
 Deduction vs. induction
 Research designs: longitudinal vs. cross-sectional
 Types of studies: panel, cohort, trend studies
 Reliability
 Validity: content, face, construct, predictive
 Type I & Type II error
 Levels of measurement: NOIR
Ex post facto hypothesizing

Essay questions:

1. Inductive vs. deductive model of theory construction; strengths & weaknesses
2. Time element in research; know designs using different time elements including longitudinal prospective and retrospective studies
3. Using levels of measurement; application & examples: nominal, ordinal, interval, ratio

Final Exam Study Guide: HCSV 425SAMPLING:

Internal vs. external validity
 Sampling error & how to reduce it
 Cluster & stratified sampling
 Simple random & systematic sampling
 Probability vs. non-probability sampling

ETHICS:

Ethical principles of research
 Classical examples of unethical research

SURVEY RESEARCH:

Telephone interviewing
 Response bias
 Interviewing caveats
 Open vs. closed ended items
 Mail surveys

Strengths and weaknesses o surveys

FIELD RESEARCH:

Field researcher roles

Sampling techniques e.g. snowball

Strengths & weaknesses

Pitfalls of field research

CONTENT ANALYSIS:

Sources of crime stats

Latent vs. manifest content

EXPERIMENTAL DESIGN:

Natural experiments

Experimental vs. control groups

Campbell & Stanley

Quasi-experimental & experimental designs

Interaction effects

EVALUATION RESEARCH:

Rigor vs. significance

Cost-benefit analyses

Evaluation research caveats

Types of evaluation e.g. process

STATISTICS:

Levels of measurement

Measures of central tendency & dispersion

Inferential vs. descriptive stats

Statistical vs. practical significance

Chi square

Statistics vs. parameters

Characteristics of the normal (bell) curve

Statistical regression

ESSAYS:

1. Explain impact in experimental design of
 - a) Statistical regression
 - b) Diffusion of treatment
 - c) Compensatory rivalry
 - d) Demoralization

2. Be able to graph and explain the following:
 - a) A symmetrical distribution
 - b) A positively skewed distribution
 - c) A negatively skewed distribution

3. Be able to calculate & explain the significance of a T score.