

**University of Florida
College of Public Health & Health Professions Syllabus**

**CLP 6528, Measurement, Research Design and Statistics II (3 credit hours)
Section Number: 6523, Spring: 2019**

Meeting time/place: Tuesdays Periods 2-3 (8:35-10:25 am, Communicore C1-17)

Delivery Format: Blended learning/flipped classroom
Course Website or E-Learning: <http://lss.at.ufl.edu>

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| Category | Entry |
| Instructor Name | Michael Marsiske |
| Office | HPNP 3179 |
| Phone Number | (352) 273-5097 |
| Email Address | marsiske@phhp.ufl.edu |
| Office Hours | By appointment |
| Teaching Assistant 1 | Wongsomboon, Val (v.wongsomboon@ufl.edu) |
| Teaching Assistant 2 | Lopez, Francesca (flopez1@ufl.edu) |
| Preferred Course Communications | Email |

Prerequisites

Must have successfully completed CLP 6527. Must be a graduate student in good standing in Clinical and Health Psychology, Psychology, Rehabilitation Sciences, Communication Sciences and Disorders, Speech, Language and Hearing Sciences, Health Services Research, Management and Policy. All others must petition.

PURPOSE AND OUTCOME

Course Overview

In the Graduate Bulletin, these two courses are described as "Integration and interaction among research design, tests and measurements, and statistics."

Relation to Program Outcomes

This course is required in Clinical and Health Psychology and Counseling psychology in fulfillment of one their "quantitative/data analysis/methodology" requirements.

For Accreditation Site Visitors

Complete references for the reading materials may be found at this [reading link](#). An overview of coverage of tests/measurement/psychometric topics across our four research design/measurement/statistics may be found at this [psychometric link](#). An overview of coverage of research design and methodology topics may be found at the [research design link](#).

Course Objectives and/or Goals

Content domains: t-test, ANOVA (one-way, two-way, multiway, between, within, mixed), ANCOVA, non-parametric tests, equivalency tests, robust approaches, effect size and power analysis, sensitivity/specificity/receiver operating characteristics, chi-square tests, categorical measures of association, odds ratios and epidemiological designs, logistic regression (binary, multinomial, ordinal), cluster analysis, validity and MTMM designs, reliability.

| Dimension | Objective | Learning activity/ies | Evaluation |
|----------------------|--|---|--|
| Knowledge | Read textbook and primary source meetings; class powerpoints and transcripts. Identify the major topics covered each week and the relationship to the course roadmap Reproduce simple analysis and data strategies demonstrated in lecture | Online lectures, online demonstrations, readings | Self-testing and mastery learning; multiple-choice examination |
| Comprehension | Define the major concepts/terms each week Describe the appropriate situations in which to use techniques demonstrated Differentiate among different approaches (e.g., different kinds of transformations or analysis strategies) and their strengths and weaknesses | Online demonstrations , In-class discussion readings | Self-testing and mastery learning, in-class practice exercises, multiple-choice examination |
| Application | Calculate major coefficients and summary statistics Chart key findings and interpret Choose the best analysis/transformation for a given situation Extend basic analysis situations demonstrated in class to more complex data problems | Online demonstrations , Hands-on class sessions, Team-based problem solving | Self-testing and mastery learning; in-class practice exercises, data analysis homework (output generation) |
| Analysis | Break down the multiple results of a data analysis into constituent | Team-based problem solving, In- | Peer-review and group |

| Dimension | Objective | Learning activity/ies | Evaluation |
|-------------------|---|--|---|
| | <p>pieces</p> <p>Examine variable distributions and determine if conformal for analysis</p> <p>Interpret the results of analyses with regards to the substantive questions being asked</p> <p>Recommend next steps or areas in need of clarification to improve the analysis</p> | class discussion, coaching/mentoring | self-evaluation, data analysis homework (analysis selection and output interpretation) |
| Synthesis | <p>Collaborate with group members to determine the best solution to a complex problem</p> <p>Combine multiple sources of information (e.g., information regarding distributions and analytical question)</p> <p>Construct an appropriate analysis strategy for a multi-part data problem</p> <p>Model independent/dependent variable relationships using the appropriate techniques given distributions and questions</p> | Coaching/mentoring, Team-based problem solving | Multiple choice examination (questions combining multiple aspects of the course); homework (multi-component data-analysis problems) |
| Evaluation | <p>Appraise the quality of the data and the admissibility of solutions generated</p> <p>Assess the fit/quality of the solution and recommend next steps</p> <p>Compare/contrast solutions generated under multiple approaches to transformation or data analysis</p> <p>Prioritize and select the best choice for data analysis, given available data and distribution and research question.</p> | Coaching/mentoring, Team-based problem solving | Homework (data-analysis problems requiring you to judge effectiveness of the solution); group self-evaluation discussions |

Instructional Methods

This is a blended learning course. Specifically, it uses a flipped classroom (lectures online, in person meetings for collaborative problem solving)

Blended Learning

What is blended learning and why is it important?

A Blended Learning class uses a mixture of technology and face-to-face instruction to help you maximize your learning. Knowledge content that, as the instructor, I would have traditionally presented during a live class lecture is instead provided online before the live class takes place. This lets me focus my face-to-face teaching on course activities designed to help you strengthen higher order thinking skills such as critical thinking, problem solving, and collaboration. Competency in these skills is critical for today's health professional.

What is expected of you?

You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you may struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the live class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

Things to keep in mind

Because I post material on line, you can go back and review it as many times as needed to feel comfortable with the material prior to the live class. Please keep in mind that you have to allocate your time wisely to take full advantage of the blended learning approach.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

(note: Readings are sometimes on topics ahead of the current week, to help prepare you for later weeks)

| Week | Class meeting | Date to complete online lecture by | Topic(s) | Readings | Assignment due date |
|-------------|----------------------|---|---|-----------------|----------------------------|
| 0 | n/a | n/a | Introduction to the class, syllabus review (online) | n/a | n/a |

| Week | Class meeting | Date to complete online lecture by | Topic(s) | Readings | Assignment due date |
|-------------|----------------------|---|---|---|----------------------------|
| 1 | Jan 15 | Jan 15 | Syllabus review, analysis roadmap, introduction to t-test | Field, 10 Salkind 10-11 Heiman 15-16 Cumming, G., & Fidler, F. (2009) | Jan 21 |
| 2 | Jan 22 | Jan 22 | T-test, confidence interval, one-factor ANOVA | Field, 12 Schweigert 5 | Jan 28 |
| 3 | Jan 29 | Jan 29 | Control groups, orthogonal polynomials, orthogonal planned contrasts | Field 13, Kazdin 7-8 | Feb 4 |
| 4 | Feb 5 | Feb 5 | Non-orthogonal contrasts, post-hocs, 2-way ANOVA, simple effects decomposition, plotting confidence intervals | Field 14 | Feb 11 |
| 5 | Feb 12 | Feb 12 | Repeated measures ANOVA: one-way, two-way, mixed between-within | Field, 15, 16 Schweigert 6-7 | Feb 18 |
| 6 | Feb 19 | Feb 19 | ANCOVA, non-parametrics | Field, 7 Tabachnick 8 Meyer 9-11 | Feb 25 |
| 7 | Feb 26 | Feb 26 | Bootstrapped ANOVA, effect sizes | (interspersed in Field 7, 12-15) Heiman 21 Patten 54-59 Rosnow & Rosenthal (2009) | Mar 11 |
| 8 | Mar 12 | Mar 12 | Cohen's effect sizes | Hazdi-Pavlovic (2007, 2009) Howell 8 Gpower Guide Dennis et al (1997) Murphy (2002) | Mar 18 |

| Week | Class meeting | Date to complete online lecture by | Topic(s) | Readings | Assignment due date |
|------|---------------|------------------------------------|---|---|---------------------|
| 9 | Mar 19 | Mar 19 | Equivalency analysis; chi-square analysis | Field 19 Howell 6 Rogers et al (1993) Barker et al., 2002 | Mar 25 |
| 10 | Mar 26 | Mar 26 | Odds ratios, sensitivity/specificity/ROC analysis, review of case-control & cohort designs | Heiman 21 Wickens 1-2 | Apr 1 |
| 11 | Apr 2 | Apr 2 | Binary logistic regression | Field 20 Hazdi-Pavlovic (2008a, b, c) Meirik | Apr 8 |
| 12 | Apr 9 | Apr 9 | Multinomial logistic analysis and ordinal logistic analysis | Afifi & Clark 12 | Apr 15 |
| 13 | Apr 16 | Apr 16 | Cluster analysis | Norusis Mackert Clatworthy Shaw | Apr 22 |
| 14 | Apr 23 | Apr 23 | Tests and measurement, classical test theory, MMT designs, reliability, internal consistency, inter-rater reliability | Links from Trochim & Social Research Methods Patten 25-31; ShROUT & Fleiss 1979 Garson's StatNotes | Apr 23 in class |
| | | | Final take-home analysis picking exam due Mon 4/29 12:30 pm; Final multiple choice exam (per UF exam schedule) online Mon 4/29 12:30 pm – 1:30 pm | | |

Caveat:

The above schedule and procedures in this course are subject to change in the event of extenuating circumstances. Any changes will be announced in class, and the student is personally responsible for obtaining updated information regarding those changes.

Course Materials and Technology

Reading materials:

There are two kinds of readings for this course. One book is **required** for the course (both the first and second semester) and is listed below. Additional supplemental required and recommended materials (journal articles, sample syntax, websites) will be made available via e-mail as the course progresses, typically as Adobe pdf files. Books have been ordered through the University of Florida's "Text Adoption" service and should be available at any participating bookstore. In addition to UF-affiliated bookstores, you may be able to find an affordable e-book version at [VitalSource](#), or competitively priced hardcopy books at [BigWords](#) (which compares multiple sellers)

Required

Field, A. (2018). Discovering Statistics Using IBM SPSS Statistics (Fifth Edition). London: Sage. ISBN: 9781526436566 (*Field, in reading chart above*)

Additional readings as indicated, made available via class website. Complete references for the reading materials may be found at [this link](#)

NOTE: THE TRACKING OF READINGS TO LECTURE IS APPROXIMATE! USUALLY, WE TRY TO HAVE YOU READ **AHEAD OF LECTURE, TO "PRIME THE PUMP". ALSO, WE USUALLY TRY TO HAVE THE READINGS PROVIDE ADDITIONAL/SUPPLEMENTAL MATERIAL THAT YOU WILL NOT HEAR IN CLASS.**

Additional Recommended Resources:

Students wishing for more foundational background are recommended to look at a video series. Videos are taken from the Annenberg/CPB project series, "Against All Odds," a series of 32 basic-education statistics videos. Each video is one half-hour in duration. Course content generally complements what we are discussing in class, although the videos often provide useful practical and graphical illustrations of concepts. The videos are available free of charge in streaming Windows Media format. **You should have access to a high-speed internet connection** (e.g., most on-campus computers) when viewing these videos. (Note, for students in PHHP: Watching videos via terminal server is discouraged, due to slow screen refresh times). [Visit the series website](#). You may have to complete a one-time free-registration, and have cookies enabled. Then, click the "Individual Program Descriptions" to get to individual programs. Click the "VOD" icon (video on demand) to access your program.

Two websites related to Andy Field's book also include helpful additional slides, self-test questions, and even demonstration videos. Please visit Andy's [personal website](#), and the [Sage website for his book](#):

Software/computing resources:

The "official" software language of this course will be SPSS (whatever the latest version supported by PPHP is). **All students must have access to the full-featured version of SPSS, regardless of specific version number.** See note above. Students are **required** to bring tablets/computers to weekly class meetings, and they will be **required** to conduct SPSS analyses in class.

- Students in PPHP will access SPSS via our [terminal server](#). You will need a terminal services compatible remote desktop client. This is free in Windows. For iOS clients, the rdp app (not the free one) is the best. For Macs, Microsoft Remote Desktop App from the App Store
- Students not in PPHP will access SPSS via the [App Server](#) website. (Please see that site for technical instructions; you will need to install a small Citrix client on your machine the first time you use it).

These are both virtual machines, which means you can run SPSS on any Windows, MAC, or even tablet (iOS, anyway) machine.

- In the event that you want your PERSONAL copy on your PERSONAL machine, you will want to buy the SPSS Graduate Pack PREMIUM Edition (no lower version will suffice). You can get a home-use copy at the UF HUB (you must appear PHYSICALLY to get a disk). This will be good until 12/31, and then you would need to obtain a new version for the next calendar year. See [Software Services](#) for details. (\$35 in 2019).
- If you want to download a 12 month copy, you may purchase it from [On The Hub](#). Be sure to download the **"Standard"**, **not "Base"** Grad Pack, this is a [working link](#).

All students must also be able to access course materials, which will be distributed electronically as Microsoft PowerPoint, Microsoft Word (PPHP currently supports Office 2010), or Adobe Acrobat files. This software is available free to UF students via download ([Office 365 Link](#)) or via the [App server](#). In the first class, all students will complete an e-mail register; students are responsible for updating the instructor on e-mail changes throughout the term. **All** class materials will be distributed by e-mail or Canvas site, so regular and frequent checking is a necessity.

For technical support for this class, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

ACADEMIC REQUIREMENTS AND GRADING

Quizzes (1% each)

Each week, there is a mastery quiz to submit. This consists of a few simple true/false, multiple choice, or short answer questions probing the content of that week's lecture and/or readings. These are online in Canvas, and must be submitted prior to each week's class (Tuesdays at 8:35 am). Note: YOU ARE LOCKED OUT OF ALL SUBSEQUENT CANVAS CONTENT UNLESS YOU PASS EACH QUIZ WITH AT LEAST 80% CORRECT. EVEN IF

YOU ARE GOING TO MISS A CLASS, YOU **MUST** COMPLETE THE QUIZ EACH WEEK BEFORE THE DEADLINE. THERE ARE NO EXCEPTIONS OR EXTENSIONS; YOU HAVE AT LEAST SEVEN DAYS TO COMPLETE EACH QUIZ.

In-class Assignments (1% each—but see exception in Week 14)

Each week, there is an *in-class collaborative assignment* to submit (all members of a team must submit the same assignment). This is graded for presence/absence. These must always be posted to Canvas by 10:35 am of the day in which they are due

Note that in the last week, our “in class” work counts as homework (will be done without an answer key, and with reduced collaboration), and thus is worth 3%. The final in-class assignment cannot be missed/skipped, and is not available for the “missed class” credit (next paragraph). Late submissions of this final in-class homework will be permitted, under the late penalty schedule below.

Note: There is a 2% credit for missed in class submissions. In other words, students can miss up to two in-class submissions without losing points. It is not possible to make up for missed submissions. In order to qualify for these points, students must submit an “absence reporting form” which is linked on the [Persistent Resources](#) page, accessible from the Canvas home page for our course.

Homework Assignments (3% each—see special note about Week 14)

Most weeks, there is also an *independent homework* to submit (each student must submit their own assignment, and collaboration is not permitted; see the Appendix of this syllabus for collaboration rules on homework). These must always be posted to Canvas by 11:59 *am* of the day in which they are due (typically the *Monday* before class).

As noted above, in Week 14 our “in class” work counts as homework (will be done without an answer key, and with reduced collaboration), and thus is worth 5.5%. This assignment will be due at the end of our last in-person class at 10:35 am. This final in-class homework cannot be missed/skipped, and is not available for the “missed class” credit. Late submissions of this final in-class homework will be permitted, under the late penalty schedule below

Examinations (16% and 15% respectively)

Multiple choice examination (16%) – This one-hour exam will be scheduled during the UF Exam period. The exam will consist of 25 multiple choice questions; The exam will be administered via Canvas on Mon 4/29 12:30 pm – 1:30 pm in the “quizzes” tab.

The exam will cover all content in lecture/readings from Spring semester. Students are strongly urged to keep up with the optional multiple-choice self-assessments, as these are close in content and format to the actual exam questions. The exam requires a good

internet connection; on-campus possibilities will be discussed in class closer to the final exam date.

Open-ended examination (15% of grade) – This will be an out-of-class examination, to be completed independently by the student. It will involve selecting the best analysis for a given data set/specific aims set; practice problems will be provided in Canvas throughout the semester. This will be distributed via Canvas **immediately after the last class, and will be due Mon 4/29 12:30 pm.**

Grading

| Requirement | Due date | % of final grade (must sum to 100%) |
|---------------------|----------|--|
| In-class assignment | Jan 15 | 1 |
| Lecture quiz | Jan 15 | 1 |
| Homework | Jan 21 | 3 |
| In-class assignment | Jan 22 | 1 |
| Lecture quiz | Jan 22 | 1 |
| Homework | Jan 28 | 3 |
| In-class assignment | Jan 29 | 1 |
| Lecture quiz | Jan 29 | 1 |
| Homework | Feb 04 | 3 |
| In-class assignment | Feb 05 | 1 |
| Lecture quiz | Feb 05 | 1 |
| Homework | Feb 11 | 3 |
| In-class assignment | Feb 12 | 1 |
| Lecture quiz | Feb 12 | 1 |

| Requirement | Due date | % of final grade (must sum to 100%) |
|----------------------------|-----------------|--|
| Homework | Feb 18 | 3 |
| In-class assignment | Feb 19 | 1 |
| Lecture quiz | Feb 19 | 1 |
| Homework | Feb 25 | 3 |
| In-class assignment | Feb 26 | 1 |
| Lecture quiz | Feb 26 | 1 |
| Homework | Mar 11 | 3 |
| In-class assignment | Mar 12 | 1 |
| Lecture quiz | Mar 12 | 1 |
| Homework | Mar 18 | 3 |
| In-class assignment | Mar 19 | 1 |
| Lecture quiz | Mar 19 | 1 |
| Homework | Mar 25 | 3 |
| In-class assignment | Mar 26 | 1 |
| Lecture quiz | Mar 26 | 1 |
| Homework | Apr 01 | 3 |
| In-class assignment | Apr 02 | 1 |
| Lecture quiz | Apr 02 | 1 |
| Homework | Apr 08 | 3 |

| Requirement | Due date | % of final grade (must sum to 100%) |
|---|-----------------------------------|--|
| In-class assignment | Apr 09 | 1 |
| Lecture quiz | Apr 09 | 1 |
| Homework | Apr 15 | 3 |
| In-class assignment | Apr 16 | 1 |
| Lecture quiz | Apr 16 | 1 |
| Homework | Apr 22 | 3 |
| In-class homework | Apr 23 | 3 |
| Lecture quiz | Apr 23 | 1 |
| Analysis picking exam (one week, at home) | Mon 4/29 12:30 pm | 15 |
| Final multiple choice exam | Mon 4/29 12:30 pm – 1:30 pm | 16 |

Note: The number of assignments and exercises *is not set in stone*; we might have to add or remove an assignment, depending on class progress. If this occurs, the remaining assignments will be prorated so that they still, collectively, contribute 54% to your final grade. In addition, even if the assignments differ in the number of points that they are worth, each assignment will be weighted to contribute equally to your final grade. So, if we have 9 assignments, each one is worth 5.5% of the grade. If we end up having only 6 assignments, each one is worth 9% of grade. All assignments count for the exact same percentage of your grade, even if they are individually worth a different number of points.

Assignments will consist of multiple items. Each and every item will have equal weight and will be graded according to the rubric below. (Note: partial points, e.g., 7.5, are permissible; TAs may also score out of range for specific reasons.)

| Points | Explanation |
|--------|--|
| 0 | not attempted |
| 7 | “mercy point” (e.g., you really don’t deserve a point, but because you made some attempt, this is acknowledged; example: doing a stepwise regression |

| | |
|-----------|---|
| | when the question asks for hierarchical); note: there must be SOME evidence of relevant effort; random text would earn a “0” |
| 8 | doing the correct analysis, but coming up with the wrong numbers (e.g., choosing the wrong DV or IV combination) |
| 9 | substantially correct, but either (a) missing one or more essential item (e.g., you conduct a regression and include the regression table, but fail to discuss or interpret it), or (b) you include too much information (e.g., you include tables/figures that are not needed for the answer, and you also fail to defend/explain why it is relevant). Teaching assistants will provide you with a list of missing elements upon grading |
| 10 | adequate/all required elements are present |

In addition to reinforcing content learned in class, homework questions are designed to provide students with experience analyzing, presenting and discussing research methods and results for a scientific audience. Students are therefore encouraged to think carefully about the information needed to adequately address each question. The following guidelines are intended to facilitate this process:

- Be judicious in your selection of output. Including output that is not relevant to the problem, or that is not discussed in your answer, will lead to a grading penalty being applied. Homeworks will not be scrutinized for compliance with APA format unless this is explicitly requested.
- Students who are confused about the meaning/phrasing of a question are welcome to ask for clarification on the class discussion in Canvas.

Point system used (i.e., how do course points translate into letter grades).

| Points earned | 93-100 | 90-92 | 87-89 | 83-86 | 80-82 | 77-79 | 73-76 | 70-72 | 67-69 | 63-66 | 60-62 | Below 60 |
|---------------|--------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|----------|
| Letter Grade | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | E |

Please be aware that a C- is not an acceptable grade for graduate students. A grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A.

| Letter Grade | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | E | WF | I | NG | S-U |
|--------------|-----|------|------|-----|------|------|-----|------|------|-----|------|-----|-----|-----|-----|-----|
| Grade Points | 4.0 | 3.67 | 3.33 | 3.0 | 2.67 | 2.33 | 2.0 | 1.67 | 1.33 | 1.0 | 0.67 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's [Grade Policy regulations](#).

Response/feedback policy.

A member of the instruction team will respond to communications (emails, phone calls, communications through Canvas, anonymous comment form) within 24 hours during the work week, and within 48 hours during weekends or university closures. If closures are due to inclement weather or emergency, responses may be slower.

Exam Policy.

Open-ended (“analysis picking”) exam will be distributed after the last class, and will be due on Mon 4/29 12:30 pm. Multiple choice exam will be online (Canvas), Mon 4/29 12:30 pm – 1:30 pm, and will consist of 25 multiple choice items covering content from the semester.

Policy Related to Extra Credit

Occasionally, homework may include the opportunity for bonus points. These extra credit problems will be optional.

For student [evaluations of teaching](#), all members of the class will be awarded one (1) bonus point if 80% of the enrolled class completes evaluations, and two (2) bonus points if 100% of the enrolled class completes evaluations.

Policy Related to Make up Exams or Other Work

Missed in-class assignments cannot be made up, but students can miss up to two in-class assignments without losing points. **It is not possible to make up for missed in-class submissions.** In order to qualify for these points, students must submit an “absence reporting form” which is linked on the [Persistent Resources](#) page, accessible from the Canvas home page for our course.

For homework, late submissions are not encouraged. Late submissions will be accepted for up to 7 days, but with the following penalty schedule:

With regard to missing or incomplete assignments, the following policies apply:

- Graders will **not** contact you about missing or incomplete assignments. **It is your responsibility** to check that the correct assignment has been submitted to e-learning on time.
- The late policy below applies **ONLY** to homework. In-class exercises (which are graded on a submitted/non-submitted basis) may **NOT** be turned in late, and will be assigned a grade of zero if missed.
- **It may be possible to avoid a late penalty IF YOU CONTACT THE INSTRUCTOR AT LEAST 24 HOURS IN ADVANCE.** You should email both Dr. Marsiske and your teaching assistant, and explain what issue (e.g., bereavement, illness) necessitates lateness. In some cases, documentation may be requested. If a lateness allowance is agreed to, this applies to a single assignment only. It does not allow you to delay future assignments. Note, conference attendance or doctoral qualifying examinations or thesis/dissertation defenses do not constitute valid lateness excuses.
- If your assignment is late, you will lose 10% each day. Thus, if an assignment is worth 30 points, you will lose 3 points for each late day. “Late” begins one minute after the due time (e.g., an assignment due at 8:34 am is considered late at 8:35 am). Penalties are as follows:

| Item | Late category | Penalty |
|------|--|--|
| 1 | 1 minute to 24 hours late | 10% of maximum deducted from achieved grade |
| 2 | 1 day + 1 minute late to 48 hours late | 20% of maximum deducted from achieved grade |
| 3 | 2 days + 1 minute late to 72 hours late | 30% of maximum deducted from achieved grade |
| 4 | 3 days + 1 minute late to 96 hours late | 40% of maximum deducted from achieved grade |
| 5 | 4 days + 1 minute late to 120 hours late | 50% of maximum deducted from achieved grade |
| 6 | 5 days + 1 minute late to 144 hours late | 60% of maximum deducted from achieved grade |
| 7 | 6 days + 1 minute late to 168 hours late | 70% of maximum deducted from achieved grade |
| 8 | 7 days + 1 minute late or longer | 100% of maximum deducted from achieved grade |

NOTE: UPLOADING THE WRONG DOCUMENT IS SAME-AS-LATE, even if you have documentation that you completed the document on time. **It is your responsibility to verify that you have uploaded the correct document.** (You should open or download your uploaded homeworks and double- or triple-check that you have uploaded the right one).

- There will be **no** exceptions to this policy.
- If you have uploaded the wrong document, and e-learning does not allow you to correct this, you should IMMEDIATELY send the correct document to Dr. Marsiske and your teaching assistant via email.
- If you cannot upload a document due to technical problems (e.g., if e-learning is down), you may e-mail your assignment to Dr. Marsiske and your teaching assistant. The timestamp on your e-mail will serve as the time submitting. In such cases, please upload your assignment to e-learning as well, once the technical issue is resolved.

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Incomplete grades:

An incomplete grade may be assigned at the discretion of the instructor as an interim grade for a course in which the student has 1) completed a major portion of the course with a passing grade, 2) been unable to complete course requirements prior to the end of the term because of extenuating circumstances, and 3) obtained agreement from the instructor and arranged for resolution (contract) of the incomplete grade. Instructors assign incomplete grades following consultation with Department Chairs.

Policy Related to Required Class Attendance

It is the expectation of the faculty in Clinical and Health Psychology, and Psychology, that all students attend all classes. Students are expected to be present for all classes, since much material will be covered only once in class. Weekly in-class meetings will generally require in-class submissions of material...this can only be done in class, and during class time. Thus, physical attendance is required.

Please note all faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the [Registrar website](#) for additional details:

Policy Related to Guests Attending Class

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are **not** permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. [Link to full policy](#).

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs [website](#).

Expectations Regarding Course Behavior

As a matter of mutual courtesy, please let the instructor know when you're going to be late, when you're going to miss class, or if you need to leave early. Please try to do any of these as little as possible. Students who have extraordinary circumstances preventing attendance, or who must leave early, should explain these circumstances to the course instructor prior to the scheduled class, or as soon as possible thereafter. The instructor will

then make an effort to accommodate reasonable requests. If you must miss a class, please request notes from your classmates about the exercises/discussion you missed.

Communication Guidelines

For extra help:

The instructional team will make every effort to support students in understanding course content and reading materials. The following resources are available for this purpose: Class Discussion. The class question-and-answer discussion board will occur in Canvas (“Discussion” link), and will be monitored by the entire instructional team. Unfortunately, due to the limitations of Canvas, questions cannot be posted anonymously.

Note #1: You can receive notifications whenever the discussion board is updated. Next to each discussion topic, click the green “subscribe” checkmark on the Canvas Discussion main page

Note #2: We ask that you minimize sending questions **directly** to the TAs/instructor to ensure that

- (a) your classmates can share in the insights by reading the blog
- (b) the instructional staff does not end up answering the same question multiple times.
- (c) you benefit from the possibility of receiving responses from any of the three instructional members, rather than just the person you e-mailed.

For these reasons, emailed questions will be strongly discouraged, unless they relate to highly personal and idiosyncratic issues. Emailed questions may receive the response of “please post this on the blog so it can be answered”. If you are afraid that your question will give away the answer, please think about how to rephrase it so that it does not give away the answer. If this is not possible, then you may e-mail the instructional staff directly.

Office Hours and Appointments. The TAs and Dr. Marsiske have office hours by appointment for extra help. Note, though, that these are not intended as a venue for, in essence, re-teaching the course. Instructional staff is more than willing to help, but students *must* first complete these steps before requesting additional assistance:

- Review the blog in case it provides clarification
- Re-examine the notes from class
- Listen to the accompanying audio.
- Read (or re-read) the readings from that week.
- Consider watching the associated video, and/or Andy Fields’ [supplemental notes](#) (click the “Statistics Hell-P” link) at his website or at the [Sage website](#), you may need to complete a free registration

In reviewing the above resources, students are asked to write down specific questions about the material that is causing confusion. If you have, in good faith, put in the work to improve your understanding, then the instructional staff can build on all your preparatory work and really help you over the “humps”.

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see [Student Conduct and Honor Code](#) or the [Graduate Student Website](#) for additional details:

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process

For [student evaluations of teaching](#), all members of the class will be awarded one (1) bonus point if at least 80% of the enrolled class completes evaluations, and two (2) bonus points if 100% of the enrolled class completes evaluations.

Students are expected to provide feedback on the quality of instruction in this course by completing [online evaluations](#). Feedback is taken very seriously, and comments provided are used to improve the course for future semesters. These evaluations are not only read by me but are also read by my department. The department uses these evaluation results to evaluate my teaching, and evaluation results directly influence the tenure and promotion process. Evaluations are typically open during the last two or three weeks of the semester, but you will be given specific times when they are open. Summary scores calculated from the evaluations will also be [posted publicly](#).

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, it is strongly recommended you register with the [Dean of Students Office](#) within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit [their web site](#) for more information. On line and in person assistance is available.
- [You Matter We Care website](#). If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the [web site](#).
- Crisis intervention is always available 24/7 from: [Alachua County Crisis Center](#), (352) 264-6789

Please do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

Appendix: Acceptable Collaboration

On Collaboration

What constitutes acceptable levels of collaboration in this class? Please just treat this as "continuing education". It is here for your reference, but if (after reading this) you feel like you may have gone beyond acceptable and want to discuss it, please get in touch with me or one of the teaching assistants at your convenience.

The short answer about how much collaboration is acceptable is "As specified in the syllabus, and in the UF Honor Code". Let's review those items quickly, and then go a little deeper.

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1. UF Honor Code:

A key phrase in this honor code relates to "ambiguity": "It is the responsibility of the student to seek clarification on whether or not use of materials or collaboration or consultation with another person is authorized prior to engaging in any act of such use, collaboration or consultation. If a faculty member has authorized a student to use materials or to collaborate or consult with another person in limited circumstances, the student shall not exceed that authority. If the student wishes to use any materials or collaborate or consult with another person in circumstances to which the authority does not plainly extend, the student shall first ascertain with the faculty member whether the use of materials, collaboration or consultation is authorized. "

<http://regulations.ufl.edu/chapter4/4041-2008.pdf>

Key phrasing with regard to collaboration:

(a) Plagiarism. A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:

1. Quoting oral or written materials including but not limited to those found on the internet, whether published or unpublished, without proper attribution.
2. Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student.

(b) Unauthorized Use of Materials or Resources ("Cheating"). A student shall not use unauthorized materials or resources in an academic activity. Unauthorized materials or resources shall include:

1. Any paper or project authored by the student and presented by the student for the satisfaction of any academic requirement if the student previously submitted substantially the same paper or project to satisfy an academic requirement and did not receive express authorization to resubmit the paper or project.

2. Any materials or resources prepared by another student and used without the other student's express consent or without proper attribution to the other student.
3. Any materials or resources which the faculty member has notified the student or the class are prohibited.
4. Use of a cheat sheet when not authorized to do so or use of any other resources or materials during an examination, quiz, or other academic activity without the express permission of the faculty member, whether access to such resource or materials is through a cell phone, PDA, other electronic device, or any other means.

(c) Prohibited Collaboration or Consultation. A student shall not collaborate or consult with another person on any academic activity unless the student has the express authorization from the faculty member.

1. Prohibited collaboration or consultation shall include but is not limited to:

a. Collaborating when not authorized to do so on an examination, take-home test, writing project, assignment, or course work.

b. Collaborating or consulting in any other academic or co-curricular activity after receiving notice that such conduct is prohibited.

c. Looking at another student's examination or quiz during the time an examination or quiz is given. Communication by any means during that time, including but not limited to communication through text messaging, telephone, e-mail, other writing or verbally, is prohibited unless expressly authorized.

2. It is the responsibility of the student to seek clarification on whether or not use of materials or collaboration or consultation with another person is authorized prior to engaging in any act of such use, collaboration or consultation. If a faculty member has authorized a student to use materials or to collaborate or consult with another person in limited circumstances, the student shall not exceed that authority. If the student wishes to use any materials or collaborate or consult with another person in circumstances to which the authority does not plainly extend, the student shall first ascertain with the faculty member whether the use of materials, collaboration or consultation is authorized.

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2. Syllabus:

The syllabus says:

"On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment".

It is desirable and expected that take home assignments will stimulate conversation among classmates, and that classmates may actually mentor one another in the work. Students are also likely to discuss elements of the assignment with the instructor. It is expected that submitted work will solely reflect the student's own efforts. Students are expected not to collaborate in running analyses, writing answers, or interpreting results. The TAs and instructor will regularly check for "unusual congruence" in answers, and will discuss concerning instances with students involved. Where collaboration has been found, a zero grade will be assigned."

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3. So what does this mean:

Because acceptable levels of collaboration can get "gray" in data analysis courses, the examples that follow below try to set some limits on "acceptable" vs. "unacceptable" situations:

ACCEPTABLE: Student 1 says to Student 2: "I'm so confused...do I put the predictor in the "fixed", "random" or "covariates" box?" The collaborating student expresses his or her opinion

UNACCEPTABLE: Sitting down and doing the analysis together.

ACCEPTABLE: Student cannot make a syntax run, no matter what. Second student reviews the syntax, and maybe even goes so far as to say, "why don't we sit in front of a computer, and show me what you're doing?" Based on what the second student see, he/she may make suggestions regarding how to get the syntax to run...BUT NOT suggestions on what variables are selected, etc.

UNACCEPTABLE: Three students sit around a computer together, then save a common output, which each then uses to do the homework. Each person SHOULD have run the analysis independently. If the students need to sit around the computer with someone, it probably should have been with an instructor.

ACCEPTABLE: Running the analysis independently and writing it up independently.

UNACCEPTABLE: "Was the main effect of smoking significant for you? It WAS? It wasn't for me. I better rerun the analysis and figure out where I went wrong." Don't change your results based on what someone else got.

Now, these are just random examples. What the Honor Code says is that "when in doubt, ask first". This is consistent with HIPAA, FERPA, and many clinical activities.

If you find yourself drawn to excessive collaboration because what you REALLY need is more instructional support, please let the instructor/TA know.

Excessive collaboration triggers an official process (<http://www.dso.ufl.edu/sccr/faculty/>); to avoid it, please draw a clear firewall between YOUR work, and the work of other students in the class.