

**PADP 7110
Research Methods
Fall 2019**

**Department of Public Administration and Policy
School of Public and International Affairs
University of Georgia**

Course Information

Professor: Amanda J. Abraham, Ph.D.
Contact Information: 706 542-4705
aabraham@uga.edu
Office Location: 280F Baldwin Hall, 355 South Jackson Street
Office hours: Thursdays 2:00-3:00pm and by appointment

Course Meeting Time and Location

Location: Baldwin Hall, Room 311
Time: Mondays 3:35pm-6:35pm

Textbooks and Other Required Course Material

Required Text: O'Sullivan, E., Rassel, G., Berner, M. & Taliaferro (2017). *Research Methods for Public Administrators, 6th Edition*. New York, NY: Taylor and Francis.

Additional required readings will be posted on eLC. **Students are responsible for checking eLC prior to each class period for assigned readings and coming to class prepared to participate in discussion.**

Course Description and Objectives

The purpose of this course is to introduce students to the application of social science research methods to problems in public administration and policy. Topics include research ethics, research design, measurement, and data collection techniques. The core objectives of this course are

- 1) Developing an appreciation of the importance of research methods in contemporary public inquiry
- 2) Identifying which research designs and data collection strategies are the most appropriate for planning and conducting research studies in the areas of public administration and policy
- 3) Gaining increased sophistication as a research consumer who understands the strengths and limitations of research studies
- 4) Gaining basic knowledge of analytic techniques used in research studies

MPA Competencies

This course will aid students in the development of at least one MPA competency:

To Analyze, Synthesize, Think Critically, Solve Problems and Make Decisions

Students in the Master of Public Administration program at The University of Georgia will utilize various methods and analytical tools to analyze and interpret data to provide effective reasoning for decision-making and policy creation. Students will learn to effectively and concisely inform the public and other stakeholders of decisions and initiatives through the presentation of data and research findings.

Furthermore, they will produce policy papers involving the synthesis of information, evaluation, and analysis of critical questions or problems currently facing the field of public administration and policy.

Course Assignments and Grading Policy

ASSIGNMENTS

Assignment 1: Complete IRB training (I): Students will complete IRB training through UGA's CITI Portal. Login to the portal (<https://paul.ovpr.uga.edu/CITI/>) using your UGA MyID and Password and complete the *Social & Behavioral Research* basic course. Students must upload their Completion Certificate in the IRB training dropbox folder to receive credit for this assignment. **(5 points)**

Assignment 2: Class discussion (G): Each group will be responsible for leading class discussion on one (or more) assigned course readings (approximately 20 minutes). Additional details of this assignment will be provided separately on eLC. **(5 points)**

Assignment 3: Literature Review, Conceptual Framework, and Research Questions (G): Students will conduct a literature review, identify and describe a conceptual framework, and develop research questions that will be used to guide their research paper. Additional details of this assignment will be provided separately on eLC. **(10 points)**

Assignment 4: Research Design (I): Students will complete an assignment designed to gauge understanding of research design. Additional details of this assignment will be provided separately on eLC. **(10 points)**

Assignment 5: Data Collection and Measurement (G): Students will describe the data collection method(s) that will be used to address their research questions including the strengths and weaknesses of the proposed data collection method(s). Students will also specify the measurement of all variables. Additional details of this assignment will be provided separately on eLC. **(5 points)**

Assignment 6: Data Analysis, Results & Conclusion (G): Students will describe the data analysis technique(s) that will be used to address their research questions, including strengths and weaknesses of the proposed techniques. Students will also interpret and report the results of their study and discuss the conclusions that can be drawn from the study as well as discuss the PA/policy implications of the study. Additional details of this assignment will be provided separately on eLC. **(10 points)**

Assignment 7: Research Paper Presentation (G): Each group will give a 10-12 minute presentation of their research paper. Each group will prepare a PowerPoint presentation and/or poster to help guide the presentation. Additional details of this assignment will be provided separately on eLC. **(15 points)**

Assignment 8: Research Paper (G): Each group will prepare a final research paper based on prior assignments and feedback provided by the instructor and peers throughout the semester. Additional details of this assignment will be provided separately on eLC. **(25 points)**

Assignment 9: Group Evaluation (I): Each student will evaluate the performance of their group members. Additional details of this assignment will be provided separately on eLC. **(5 points)**

Class Participation/Class Activities & Quizzes: Students will earn points by actively participating in class and completing class activities and quizzes throughout the semester **(10 points)**.

**I= Individual Assignment; G= Group Assignment*

Note: For each assignment completed in a group, students will describe the contribution of each group member to the assignment and report the percentage of effort each group member contributed to the assignment. Percentage should total 100.

ASSIGNMENT SUBMISSIONS

All assignments must be submitted via eLC unless otherwise noted. Formatting requirements for each assignment will be specified in the instructions provided for each assignment.

KEY DUE DATES

Assignment 1: IRB Training	9/9
Assignment 2: Class Discussion	9/18-11/18
Assignment 3: Literature Review, Conceptual Framework, and RQs	9/30
Assignment 4: Research Design	10/21
Assignment 5: Data Collection and Measurement	11/4
Assignment 6: Data Analysis, Results & Conclusion	11/18
Assignment 7: Research Paper Presentation	11/25 (Practice Run) 12/5 (Final)
Assignment 8: Research Paper	12/2 (Draft) 12/9 (Final)
Assignment 9: Group Evaluation	12/9

GRADING

Grades will be calculated based on the following:

	Points
Class Participation & Class Activities/Quizzes	10
Assignment 1: IRB Training	5
Assignment 2: Class discussion	5
Assignment 3: Literature Review, Conceptual Model, and RQs	10
Assignment 4: Research Design	10
Assignment 5: Data Collection and Measurement	5
Assignment 6: Data Analysis, Results & Conclusion	10
Assignment 7: Research Paper Presentation	15
Assignment 8: Research Paper	25
Assignment 9: Group Evaluation	5
Total Points	100

Class Participation and Class Etiquette

In order to earn class participation points, students must attend each scheduled class meeting, be on time, and be prepared for each class session.

If you miss more than 1 (one) class session (one week of class), your final grade will be dropped by 1 (one) letter grade for each additional unexcused absence.

Note that students must inform the instructor **in advance** if they are unable to attend class. **This includes sending an email if you are unable to attend class due to a medical illness.**

Only medical emergencies (your own medical emergency), a death in the immediate family, personal medical illness accompanied by a doctor's note, official religious holidays, and academic related absences (e.g., academic conference attendance) will be considered excused. If you miss class for any other reason (e.g., work, veterinary appointments, etc.) you will be considered absent from class and the attendance penalty will be applied to your final grade.

CLASS ETTIQUETTE

All electronic devices and other extraneous materials must be put away before class. To make sure that all students feel comfortable, it is expected that all students will follow the following etiquette rules:

- be in your seat and ready to begin class promptly at the official start time
- refrain from talking to your neighbors while someone else is talking
- turn off or silence all electronic devices
- do not bring children or guests to class without prior authorization

****Unless specifically required for a class activity or by prior approval of the course instructor, students should not use computers, cell phones or other electronic devices during class.**

Students who violate these policies will be asked to leave class immediately. Repeat offenders may be dropped from the class.

Make-Up Policy

Assignments that are late without advance arrangement will not be accepted, and the student will receive 0 (zero) points for the assignment. If personal circumstances will prevent completion of an assignment as scheduled, arrangements for an alternative delivery date must be made **in advance** of the assignment due date with the instructor.

University Honor Code and Academic Honesty Policy

All academic work must meet the standards contained in “A Culture of Honesty.” All students are responsible to inform themselves about those standards before performing any academic work. All students are expected to abide by the University Honor Code as found in *A Culture of Honest*, which includes the following statement:

The University of Georgia seeks to promote and ensure academic honesty and personal integrity among students and other members of the University community. A policy on academic honesty (and procedural guidelines for adjudication of alleged violations of academic honesty) has been developed to serve these goals. Academic honesty means performing all academic work without plagiarizing, cheating, lying, tampering, stealing, receiving assistance from any other person or using any source of information that is not common knowledge (unless that assistance or use is authorized by the person responsible for supervising that academic work or fairly attributed to the source of assistance or information).

Further details can be found at the following UGA site:
(<http://www.uga.edu/honesty/ahpd/procedures.html>).

Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic policy should be directed to the instructor. Any violation will be reported to the Office of Academic Affairs.

Students with Disabilities

Students with disabilities who require accommodations to participate in course activities or meet course requirements should contact the course instructor during regular office hours or by appointment. To request academic accommodations due to a disability, you can also contact the Disability Resource Center, 114 Clark Howell Hall, 706-542-8719 voice, 706-542-7719 fax, or 706-542-8778. If you have a letter from Disability Services indicating you have a documented disability that requires academic accommodations, please present the letter to me as early as possible so we can discuss the

accommodations you might need for class. If we do not meet in person to review the form (which can be found at <http://drc.uga.edu>) two weeks prior to the exam you will not be assigned any accommodation for the exam.

Course Outline

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Date	Topic	Readings
WEEK 1 8/19	Introduction to the Course	
WEEK 2 8/26	Introduction to Research Methods	Ch. 1 O’Sullivan , Beginning A Research Project Whetten, 1989 : What constitutes a theoretical contribution? Goldacre, 2010 , <i>Bad Science</i> , Chapters 10 and 11
WEEK 3 9/2	LABOR DAY- NO CLASS	
WEEK 4 9/9	Research Ethics Assignment 1 Due (by 3:35pm): IRB Training	Ch. 8 O’Sullivan , Protection of Human Research Subjects and Other Ethical Issues Ch. 15 O’Sullivan , Completing the Project and Communicating Findings (pages 495-500) Chapter 2 & selected pages from chapters 6, 7 & 8. Humpreys, L. 1975 : <i>Tearoom Trade: Impersonal Sex in Public Places</i> . New York: Aldine Pub. Co. (See eLC for chapters)
WEEK 5 9/16	Literature Reviews, Conceptual Models, and Research Questions	Andrews et al., 2014 , Adoption of Evidence-Based Clinical Innovations: The Case of Buprenorphine Use by Opioid Treatment Programs Literature Reviews (UNC Writing Center) Writing Research Questions See Additional Readings on eLC.
WEEK 6 9/23	Measurement and Introduction to Data Analysis	Ch. 4 O’Sullivan , Measuring Variables See Additional Readings on eLC.

<p>WEEK 7 9/30</p>	<p>Research Design: Experimental Designs</p> <p>Assignment 3 Due: Literature Review, Conceptual Model & Research Questions</p>	<p>Ch. 3 O’Sullivan, Designs for Explanation (pages 58-77)</p> <p>Krupitsky et al., 2011, Injectable Extended-Release Naltrexone for Opioid Dependence: A Double-Blind, Placebo-Controlled, Multicentre Randomised Trial</p> <p>Doctor, et al., 2018, Opioid Prescribing Decreases after Learning of a Patient’s Fatal Overdose</p> <p>Bertrand & Mullainathan, 2004, Are Emily and Greg More Employable Than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination</p> <p>See Additional Readings on eLC.</p>
<p>WEEK 8 10/7</p>	<p>Research Design: Quasi-Experimental Designs</p>	<p>Ch.3 O’Sullivan, Designs for Explanation (pages 77-87)</p> <p>Grant, 2008, Employees Without a Cause: The Motivational Effects of Prosocial Impact in Public Service</p> <p>Van Ryzin, 2014, The Curious Case of the Post-9-11 Boost in Government Job Satisfaction</p> <p>McCartt et al., 2003, Drivers’ use of handheld cell phones before and after New York State’s cell phone law</p> <p>See Additional Readings on eLC.</p>
<p>WEEK 9 10/14</p>	<p>Research Design: Non-Experimental Designs</p>	<p>Ch. 2 O’Sullivan, Designs for Description</p> <p>Ch. 3 O’Sullivan, Designs for Explanation (pages 87-93)</p> <p>Houston, 2006, “Walking the Walk” of Public Service Motivation: Public Employees and Charitable Gifts of Time, Blood, and Money</p> <p>Stack & Gundlach, 1992, The Effect of Country Music on Suicide</p> <p>See Additional Readings on eLC.</p>
<p>WEEK 10 10/21</p>	<p>Data Collection: Sampling</p> <p>Assignment 4 Due: Research Design</p>	<p>Ch. 5 O’Sullivan, Sampling</p> <p>See Additional Readings on eLC.</p>

WEEK 11 10/28	Data Collection: Survey Design & Survey Instruments	<p>Ch. 6 O’Sullivan, Contacting and Talking to Subjects</p> <p>Ch. 7 O’Sullivan, Collecting Data with Questions and Questionnaires</p> <p>Dillman et al., 2014, Chapters 4, 5 & 7</p> <p>See Additional Readings on eLC.</p>
WEEK 12 11/4	Data Analysis Assignment 5 Due: Data collection and Measurement	<p>Ch. 11 O’Sullivan, Univariate Analysis</p> <p>Ch. 12 O’Sullivan, Examining Relationships Among Variables with Tests of Statistical Significance</p> <p>See Additional Readings on eLC.</p>
WEEK 13 11/11	Data Analysis	<p>Ch. 13 O’Sullivan, Examining Relationship Between and Among Variables</p> <p>Ch. 14: O’Sullivan, Regression Analysis and Correlation</p>
WEEK 14 11/18	Data Analysis & Reporting Research Assignment 6 Due: Data Analysis, Results & Conclusion	<p>Ch. 15 O’Sullivan, Completing the Project and Communicating Findings</p> <p>See Additional Readings on eLC.</p>
WEEK 15 11/25	Assignment 7: Research Paper Presentations (Practice Run)	See Readings on eLC.
WEEK 16 12/2	Course Wrap Up Assignment 8: Draft of Research Paper Due	See Readings on eLC.
12/5	Assignment 7: Presentations to Stakeholders	
12/9	Assignment 8 Due: Final Research Paper Assignment 9 Due: Group Evaluation	