PADP 7110
Research Methods
Fall 2020

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
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Office Location:	280F Baldwin Hall, 355 South Jackson Street
Office Hours:	By appointment. Office hours will be held via Zoom unless otherwise indicated.

Course Meeting Time and Location

Location: Baldwin Hall, Room 102
Time: Thursdays, 3:55pm-6:45pm (46694)

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 being prepared to participate in class 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: Each student will complete IRB training though UGA's PEP system. Login to the PEP system (http://pep.uga.edu) using your UGA MyID and Password and complete the *Social & Behavioral Research* basic course. Students must upload their Completion Certificate in the IRB training assignment box to receive credit for this assignment. Note: This is an individual assignment. **(5 points)**

Assignment 2: Class Discussion: Each group will be responsible for leading class discussion on one (or more) assigned course readings. Additional details of this assignment will be provided separately on eLC. **(10 points)**

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

Assignment 4: Research Design and Hypotheses: Each group will describe the research design that will be used to address their research questions, including the major strengths and weaknesses of the proposed research design. Students will also develop study hypotheses. Additional details of this assignment will be provided separately on eLC. **(10 points)**

Assignment 5: Data Collection and Instruments: Each group will describe the data collection method(s) that will be used in the proposed study. If applicable, students will also develop a draft of all instruments that will be used in the proposed research study. Additional details of this assignment will be provided separately on eLC. **(10 points)**

Assignment 6: Measurement and Data Analysis: Each group will specify the measurement of all variables that will be included in the proposed research study. Students will also describe the data analysis technique(s) that will be used to address their research questions, including strengths and weaknesses of the proposed techniques. Additional details of this assignment will be provided separately on eLC. **(10 points)**

Assignment 7: Research Proposal Presentation: Each group will give a 10-12 minute presentation of their research proposal. Each group will prepare a PowerPoint presentation to help guide the presentation. Additional details of this assignment will be provided separately on eLC. **(10 points)**

Assignment 8: Final Research Proposal: Each group will prepare a final research proposal 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: Each student will evaluate the performance of their group members. Additional details of this assignment will be provided separately on eLC. Note: This is an individual assignment. **(5 points)**

ASSIGNMENT SUBMISSIONS

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

KEY DUE DATES

Assignment 1: IRB Training	9/3
Assignment 2: Class Discussion	TBD
Assignment 3: Literature Review, Conceptual Framework, and RQs	9/24
Assignment 4: Research Design and Hypotheses	10/15
Assignment 5: Data Collection and Instruments	10/29
Assignment 6: Measurement and Data Analysis	11/12
Assignment 7: Research Proposal Presentation	11/19
Assignment 8: Final Research Proposal	Week of 12/3 (Draft) 12/11 (Final)
Assignment 9: Group Evaluation	12/11

GRADING

Grades will be calculated based on the following:

	Points
Assignment 1: IRB Training	5
Assignment 2: Class discussion	10
Assignment 3: Literature Review, Conceptual Model, and RQs	10
Assignment 4: Research Design and Hypotheses	10
Assignment 5: Data Collection and Instruments	10
Assignment 6: Measurement and Data Analysis	10
Assignment 7: Research Proposal Presentation	10
Assignment 8: Final Research Proposal	25
Assignment 9: Group Evaluation	5
Class Participation	5
Total Points	**100**

Class Attendance, Class Participation and Class Etiquette

CLASS ATTENDANCE

Although this course meets in person, per UGA social distancing requirements all students cannot be present in the classroom at the same time. A rotating classroom schedule will be developed that best meets the needs of the students.

In person class attendance is not required. Students are required to attend class via Zoom when they are not scheduled to attend class in person.

CLASS PARTICIPATION

In order to participate in class, students must attend each scheduled class meeting (either in person or via Zoom), be on time, and be prepared for each class session.

Note that students must inform the instructor **in advance** if they are unable to attend class.

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 (physical or virtual) and ready to begin class promptly at the official start time
- refrain from talking while the instructor or other students are presenting material

- turn off or silence all electronic devices
- refrain from using cellphones or other electronic devices for any activity that is not directly related to 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 (http://drc.uga.edu). 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.

COVID-19 Information

You have a critical role to play as we work together to protect the health and safety of every member of the UGA and Athens communities.

Your Health
You have been provided with a digital thermometer and are required to self-monitor for signs or symptoms of COVID-19. By coming to campus, you are acknowledging that you have checked, and do not have, symptoms of COVID-19. UGA is using a notification app to remind you daily to check for symptoms prior to coming to campus and self-report in the event you display COVID-19 symptoms. If you report symptoms, the University follows a confidential process for securely notifying health officials who can begin contact tracing and provide appropriate support services. If you have an underlying medical condition or, for any reason, believe that you are at a high risk of developing a serious case of COVID-19, you may request an accommodation through the Disability Resource Center (DRC) at drc@uga.edu or 706-542-8719. More information can be found at: https://drc.uga.edu/content_page/student-accommodation-guidelines

DawgCheck
Please perform a quick symptom check each weekday on DawgCheck—on the UGA app or website—whether you feel sick or not. It will help health providers monitor the health situation on campus: https://dawgcheck.uga.edu/

Answers to Commonly Asked Questions about COVID-19:

What do I do if I have symptoms?
Students showing symptoms should self-isolate and schedule an appointment with the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5 p.m.). Please DO NOT walk-in. For emergencies and after-hours care, see https://www.uhs.uga.edu/info/emergencies.

What do I do if I am notified that I have been exposed?
Students who learn they have been directly exposed to COVID-19 but are not showing symptoms should self-quarantine for 14 days consistent with Department of Public Health (DPH) and Centers for Disease Control and Prevention (CDC) guidelines. Please correspond with your instructor via email, with a cc: to Student Care & Outreach at sco@uga.edu, to coordinate continuing your coursework while self-quarantined. If you develop symptoms, you should contact the University Health Center to make an appointment to be tested. You should continue to monitor your symptoms daily on DawgCheck.

How do I get a test?
Students who are demonstrating symptoms of COVID-19 should call the University Health Center. UHC is offering testing by appointment for students; appointments may be booked by calling 706-542-1162.

UGA is also recruiting asymptomatic students to participate in surveillance tests. Students living in residence halls, Greek housing and off-campus apartment complexes are encouraged to participate.

What do I do if I test positive?
Any student with a positive COVID-19 test is **required** to report the test in DawgCheck and should self-isolate immediately. Students should not attend classes in-person until the isolation period is completed. Once you report the positive test through DawgCheck, UGA Student Care and Outreach will follow up with you.

UGA COVID-19 Policies:

Use of Face Coverings
Effective July 15, 2020, the University of Georgia—along with all University System of Georgia (USG) institutions—requires all faculty, staff, students and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use is in addition to and is not a substitute for social distancing. Anyone not using a face covering when required will be asked to wear one or must leave the area. Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons. Students

seeking an accommodation related to face coverings should contact Disability Services at https://drc.uga.edu/.

Like other buildings on campus, in Baldwin Hall, face coverings in public spaces, including classrooms, are **mandatory** for all. Face covering are required in class at all times. If you have a letter from Disability Services indicating you are unable to wear a face covering, please email the letter to me as early as possible.

Social Distancing
In all public spaces in Baldwin Hall (including stairwells, halls, offices, bathrooms, classrooms, and labs), please maintain six feet between you and others. The seating capacity in your classroom has been modified to allow for social distancing. Please sit in designated, marked seats. In all public spaces, including classrooms, you should not remove signage or re-arrange furniture, even if it appears that furniture is not being used. To help maintain distance, please keep right, where possible. If you enter/exit through the front doors of Baldwin, please follow the signs (and traffic) directing you through a specific set of doors.

In addition, **do not congregate**. If you want to spend some time chatting with someone, please take it outside or online. We are also requesting that you enter and exit Baldwin without delay, staying outside of the building as long as practicable before your class begins and then leaving once your class if finished.

Cleaning and Disinfecting
Cleaning and disinfecting of public spaces are important to reduce the risk of exposure to COVID-19. Classrooms are only being cleaned once-per-day. There are sanitation wipes/buckets and stands in proximity to your classroom. *Prior to heading in to class*, you should take a wipe from the station and wipe down all high-touch surfaces associated with your seat. You should help further slow the spread of the virus by frequently washing your hands. Bathrooms will be cleaned frequently during the day. On occasions that bathrooms are closed for cleaning, you may need to use those on other floors or in other buildings. Please be conscious of the density of traffic in bathrooms and practice social distancing.

Academic Calendar and Schedule
Classes begin on August 20 and in-person instruction will conclude at Thanksgiving Break. All remaining instruction, and final exams, will be delivered online following Thanksgiving. The University will remain open after Thanksgiving Break and will continue to provide regular campus operations and student life services until the end of Fall Semester. The Daily Class Schedule is adjusted to add five minutes between classes. You can access the daily class schedule at: https://reg.uga.edu/general-information/daily-class-schedule/

Staying in Touch and Checking Your Email
Office hours and academic advising are encouraged, but should be done by appointment. To ensure safe distancing, faculty and staff are more likely to meet with you online or by phone. **Check your UGA email regularly** so you do not miss important information, and also check the University COVID-19 website for updates and resources, this web site includes links from student affairs with helpful, up-to-date messages for students and parents.

Mental Health and Wellness Resources

If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit *https://sco.uga.edu*. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.

- UGA has several resources for a student seeking mental health services (*https://www.uhs.uga.edu/bewelluga/bewelluga*) or crisis support (*https://www.uhs.uga.edu/info/emergencies*).

- If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (*https://www.uhs.uga.edu/bewelluga/bewelluga*) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.
- Additional resources can be accessed through the UGA App.

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 8/20	Introduction to the Course	
WEEK 2 8/27	Introduction to Research Methods	**Ch. 1 O'Sullivan**, Beginning A Research Project **Goldacre, 2010**, *Bad Science*, Chapters 10 and 11
WEEK 3 9/3	Research Ethics **Assignment 1 Due: 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)
WEEK 4 9/10	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 **Samspon & Groves, 1989,** Community Structure and Crime: Testing Social-Disorganization Theory **Whetten, 1989,** What constitutes a theoretical contribution? **Literature Reviews (UNC Writing Center)**
WEEK 5 9/17	Introduction to Measurement and Data Analysis	**Ch. 4 O'Sullivan**, Measuring Variables **See Additional Readings on eLC.**
WEEK 6 9/24	Research Design: Experimental Designs ***Assignment 3 Due: Literature Review, Conceptual Model & Research Questions**	**Ch. 3 O'Sullivan,** Designs for Explanation (pages 58-77) **Krupitsky et al., 2011,** Injectable Extended-Release Naltrexone for Opioid Dependence: A Double-Blind, Placebo-Controlled, Multicentre Randomised Trial **Doctor, et al., 2018,** Opioid Prescribing Decreases after Learning of a Patient's Fatal Overdose **Bertrand & Mullainathan, 2004,** Are Emily and Greg More Employable Than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination **See Additional Readings on eLC.**

WEEK 7 10/1	Research Design: Quasi-Experimental Designs	**Ch.3 O'Sullivan,** Designs for Explanation (pages 77-87) **Grant, 2008,** Employees Without a Cause: The Motivational Effects of Prosocial Impact in Public Service **Van Ryzin, 2014,** The Curious Case of the Post-9-11 Boost in Government Job Satisfaction **See Additional Readings on eLC.**
WEEK 8 10/8	Research Design: Non-Experimental Designs	**Ch. 2 O'Sullivan,** Designs for Description **Ch. 3 O'Sullivan,** Designs for Explanation (pages 87-93) **Houston, 2006,** "Walking the Walk" of Public Service Motivation: Public Employees and Charitable Gifts of Time, Blood, and Money **Stack & Gundlach, 1992,** The Effect of Country Music on Suicide **See Additional Readings on eLC.**
WEEK 9 10/15	Data Collection: Sampling **Assignment 4 Due: Research Design and Hypotheses**	**Ch. 5 O'Sullivan,** Sampling **See Additional Readings on eLC.**
WEEK 10 10/22	Data Collection: Survey Design & Survey Instruments	**Ch. 6 O'Sullivan,** Contacting and Talking to Subjects **Ch. 7 O'Sullivan**, Collecting Data with Questions and Questionnaires **Dillman et al., 2014,** Chapters 4, 5 & 7 **See Additional Readings on eLC.**
WEEK 11 10/29	Measurement and Data Analysis **Assignment 5 Due: Data Collection and Instruments**	**Ch. 11 O'Sullivan**, Univariate Analysis **Ch. 12 O'Sullivan**, Examining Relationships Among Variables with Tests of Statistical Significance **See Additional Readings on eLC.**
WEEK 12 11/5	Data Analysis	**Ch. 13 O'Sullivan**, Examining Relationship Between and Among Variables **Ch. 14: O'Sullivan,** Regression Analysis and Correlation **See Additional Readings on eLC.**

WEEK 13 11/12	Data Analysis & Reporting Research **Assignment 6 Due: Measurement and Data Analysis**	**Ch. 15 O'Sullivan,** Completing the Project and Communicating Findings **See Additional Readings on eLC.**
WEEK 14 11/19	**Assignment 7 Due: Research Proposal Presentations**	
11/26	**THANKSGIVING BREAK**	
WEEK 15 12/3	Course Review and Wrap Up (via Zoom) **Assignment 8: Draft of Research Proposal**	**See Readings on eLC.**
12/11	**Assignment 8 Due: Final Research Proposal** **Assignment 9 Due: Group Evaluation**	