

PADP 7110
Research Methods
Fall 2021

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 outside or via Zoom unless otherwise indicated.

Course Meeting Time and Location

Location: Baldwin Hall, Room 307
Time: Tuesdays, 3:55pm-6:45pm (46687)

Textbooks and Other Required Course Material

Textbook: 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 through 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)**

Assignments 3 & 4: AWP Activity #1 and #2: Each student will complete two activities to assist with the third wave of the Athens Wellbeing Project (AWP). This is a unique opportunity to gain first-hand experience in a community-based research project. See <http://athenswellbeingproject.org> for more information. Additional details of these assignments will be provided separately on eLC. **(5 points per activity= 10 points total)**

Assignment 5: 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 6: 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 7: Data Collection, Instruments, and Measurement: 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. Each group will also specify the measurement of all variables that will be included in the proposed research study. Additional details of this assignment will be provided separately on eLC. **(10 points)**

Assignment 8: Research Proposal Presentation: Each group will give a 5-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 9: 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 10: 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	9/7
Assignment 2: Class Discussion	9/21-11/16
Assignment 3: AWP Activity	TBD
Assignment 4: AWP Activity	TBD
Assignment 5: Literature Review, Conceptual Framework, and RQs	9/28
Assignment 6: Research Design and Hypotheses	10/19
Assignment 7: Data Collection, Instruments, and Measurement	11/9
Assignment 8: Research Proposal Presentation	11/23 or 11/30
Assignment 9: Final Research Proposal	Week of 11/30 (Draft) 12/9 (Final)
Assignment 10: Final Research Proposal	12/9
Assignment 9: Group Evaluation	12/9

GRADING

Grades will be calculated based on the following:

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

Class Attendance, Class Participation and Class Etiquette

CLASS ATTENDANCE & CLASS PARTICIPATION

Students are expected to attend each scheduled class meeting, to be on time, and to be prepared for each class session. In addition, students are expected to actively participate in class.

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 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

****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.

PROHIBITION ON RECORDING LECTURES

In the absence of written authorization from the UGA Disability Resource Center, students may not make a visual or audio recording of any aspect of this course. Students who have a recording accommodation agree in writing that they:

- Will use the records only for personal academic use during the specific course.
- Understand that faculty members have copyright interest in their class lectures and that they agree not to infringe on this right in any way.
- Understand that the faculty member and students in the class have privacy rights and agree not to violate those rights by using recordings for any reason other than their own personal study.
- Will not release, digitally upload, broadcast, transcribe, or otherwise share all or any part of the recordings. They also agree that they will not profit financially and will not allow others to benefit personally or financially from lecture recordings or other course materials.
- Will erase/delete all recordings at the end of the semester.
- Understand that violation of these terms may subject them to discipline under the Student Code of Conduct or subject them to liability under copyright laws.

PREFERRED NAME AND PRONOUNS

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I am eager to address you by your preferred name and/or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

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. The UGA

Student Honor Code includes the following statement: *"I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others."*

A Culture of Honesty, the University's policy and procedures for handling cases of suspected dishonesty, can be found at www.uga.edu/ovpi.

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.

Face coverings: Face coverings are recommended for all individuals, whether vaccinated or not, while inside campus facilities. **To project the health and safety of our classroom and community, I EXPECT all students to wear a face covering while in class.**

Answers to Commonly Asked Questions about COVID-19 and COVID-19 vaccines:

How can I obtain the COVID-19 vaccine?

University Health Center is scheduling appointments for students through the UHC Patient Portal (https://patientportal.uhs.uga.edu/login_dualauthentication.aspx). Learn more here: <https://www.uhs.uga.edu/healthtopics/covid-vaccine>.

The Georgia Department of Health, pharmacy chains and local providers also offer the COVID-19 vaccine at no cost to you. To find a COVID-19 vaccination location near you, please go to: <https://georgia.gov/covid-vaccine>.

In addition, the University System of Georgia has made COVID-19 vaccines available at 15 campuses statewide and you can locate one here: <https://www.usg.edu/vaccination>

What do I do if I have COVID-19 symptoms?

Students showing COVID-19 symptoms should self-isolate and schedule an appointment with the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5p.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 test positive for COVID-19?

If you test positive for COVID-19 at any time, you are **required to report it** through the [DawgCheck Test Reporting Survey](#). We encourage you to stay at home if you become ill or until you have excluded COVID-19 as the cause of your symptoms. UGA adheres to current Georgia Department of Public Health (DPH) quarantine and isolation [guidance](#) and requires that it be followed. Follow the instructions provided to you when you report your positive test result in DawgCheck.

See CDC or GA Department of Public Health for the quarantine guidance:
<https://www.cdc.gov/coronavirus/2019-ncov/vaccines/fully-vaccinated-guidance.html>;
<https://dph.georgia.gov/contact>

Monitoring conditions:

Note that the guidance referenced in this syllabus is subject to change based on recommendations from the Georgia Department of Public Health, the University System of Georgia, or the Governor’s Office or. For the latest on UGA policy, you can visit coronavirus.uga.edu.

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 8/24	Introduction to the Course	
WEEK 2 8/31	Introduction to Research Methods	Ch. 1 O’Sullivan , Beginning A Research Project Goldacre, 2010 , <i>Bad Science</i> , Chapters 10 and 11
WEEK 3 9/7	Research Ethics Assignment 1 Due: IRB Training (before class)	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 9/14	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 Samson & Groves, 1989 , Community Structure and Crime: Testing Social-Disorganization Theory Whetten, 1989 , What constitutes a theoretical contribution? Literature Reviews (UNC Writing Center)

WEEK 5 9/21	Introduction to Measurement	Ch. 4 O’Sullivan, Measuring Variables See Additional Readings on eLC.
WEEK 6 9/28	Research Design: Experimental Designs *Assignment 5 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 10/5	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 10/12	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 10/19	Review Week Assignment 6 Due: Research Design and Hypotheses	See Readings on eLC.
WEEK 10 10/26	Data Collection: Sampling	Ch. 5 O’Sullivan, Sampling See Additional Readings on eLC.

WEEK 11 11/2	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 12 11/9	Survey Instruments (cont.) & Measurement Assignment 7 Due: Data Collection, Instruments, & Measurement	Ch. 4 O'Sullivan , Measuring Variables See Additional Readings on eLC.
WEEK 13 11/16	Review Week	See Readings on eLC.
WEEK 14 11/23	Assignment 8 Due: Research Proposal Presentations	
WEEK 15 11/30	Course Review and Wrap Up Assignment 9: Draft of Research Proposal	Ch. 15 O'Sullivan , Completing the Project and Communicating Findings See Additional Readings on eLC.
12/9	Assignment 9 Due: Final Research Proposal Assignment 10 Due: Group Evaluation	