University of Florida
College of Public Health & Health Professions Syllabus

CLP 6527, Measurement, Research Design and Statistics I (3 credit hours)
Section Number: 0225(11148), Fall 2019

Meeting time/place: Tuesdays Periods 2-3 (8:35-10:25 am, Communicore C1-3)
Plus optional R sessions 10:25 – 11:30 am

Delivery Format: Blended learning/flipped classroomCourse Website or E-Learning:
http://elearning.ufl.edu

Instructor Name	Michael Marsiske
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Response/feedback policy	within 24 hours (48 hours weekends/closures)
Office Hours	By appointment
Teaching Assistants	Peiwei Liu (peiweiliu@ufl.edu)
	Andrea Mejia (andreamejia@ufl.edu)
Preferred course communications	Via email

Prerequisites

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: Scientific method, internal & external validity, distributions, parametric assumptions, standardizing and normalizing transformations, correlation, simple regression, multiple regression, collinearity and outlier detection, moderated and mediated regression, robust regression

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 pieces **Examine** variable distributions and determine if conformal for analysis	Team-based problem solving, In-class discussion, coaching/mentoring	Peer-review and group self-evaluation, data analysis homework

Dimension	Objective	Learning activity/ies	Evaluation
	Interpret the results of analyses with regards to the substantive questions being asked **Recommend** next steps or areas in need of clarification to improve the analysis		(analysis selection and output interpretation)
Synthesis	**Collaborate** with group members to determine the best solution to a complex problem **Combine** multiple sources of information (e.g., information regarding distributions and analytical question) **Construct** an appropriate analysis strategy for a multi-part data problem **Model** independent/dependent variable relationships using the appropriate techniques given distributions and questions	Coaching/mentoring, Team-based problem solving	Multiple choice examination (questions combining multiple aspects of the course); homework (multi-component data-analysis problems)
Evaluation	**Appraise** the quality of the data and the admissibility of solutions generated **Assess** the fit/quality of the solution and recommend next steps **Compare/contrast** solutions generated under multiple approaches to transformation or data analysis **Prioritize** and select the best choice for data analysis, given available data and distribution and research question.	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 online, 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 (Field values are 5th edition))	Assignment due date
0	8/20	n/a	Course introduction	n/a	n/a
1	8/27	8/27	Course roadmap, theories/models/critical thinking about science	Field 1 weblinks	n/a
2	9/3	9/3	Replication, inference, threats to internal and external validity	Field 2, Kazdin 2 & 4 weblinks	n/a
3	9/10	9/10	Characterizing distributions, skewness & kurtosis, descriptives, standard deviation, z-scores	Field 4, Howelll 2 & 3	9/16

Week	Class meeting	Date to complete online lecture by	Topic(s)	Readings (Field values are 5th edition))	Assignment due date
4	9/17	9/17	z-test for skewness/kurtosis, normality evaluation, null hypothesis tests and sampling distributions, one and two-sided tests	Field 4, Salkind 8 weblinks	9/23
5	9/24	9/24	Bimodality, outliers and transformations (power, Blom)	Field 6	9/30
6	10/1	10/1	Confidence interval of a proportion, review of plots, error bars	Howell 4-5	10/7
7	10/8	10/8	Z-score alternatives, longitudinal standardization		10/14
8	10/15	10/15	Correlation (Simple, multiple, partial, semi-partial)	Field 8 Martella 7	n/a
9	10/22	10/22	Regression: standardized and unstandardized estimates, residuals and regression outliers, suppression effects, adjusted r-squared	Salkind 13	10/28
10	10/29	10/29	Best fitting lines; evaluating residual normality, homoscedasticity and linearity; Aiken & West vs. residual centering for power terms, Dummy coding	Field 9,	n/a
11	11/5	11/5	Hierarchical regression, stepwise regression, diagnostics for multicollinearity and outliers	Licht 2	11/12* note delayed date
12	11/12	11/12	Robust regression (winsorizing + bootstrapping), moderated regression and centering of product terms, regression plotting	Hair 4	11/18
13	11/19	11/19	Mediation models and indirect effects, multiple mediation	Field 11, Baron & Kenny (1986), web links	12/2

Week	Class meeting	Date to complete online lecture by	Topic(s)	Readings (Field values are 5th edition))	Assignment due date
14	12/3	12/3	Mediated moderation, conditional indirect effects	weblinks	12/3 in class
			Final exam is Tuesday 12/10 5:30 pm – 6:30 pm, online in Canvas		

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:

For extra background, please take a look at a video series from the Annenberg/CPB project "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 PHHP 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 PHHP will access SPSS via our terminal server (ts.phhp.ufl.edu). 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 PHHP will access SPSS via the http://info.apps.ufl.edu/ 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 2017).
- 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 (PHHP currently supports the most recent version of Office), or Adobe Acrobat files. This software is available free to UF students via Office365 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 5.5%. 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 (5.5% 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. 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

Examination (18%)

Multiple choice examination – This one-hour exam will be scheduled during the UF Exam period (details below). The exam will consist of 25 multiple choice questions; The exam will be administered via Canvas on Final exam is Tuesday 12/10 5:30 pm – 6:30 pm, online in Canvas in the "quizzes" tab.

The exam will cover all content in lecture/readings from Fall 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.

Grading

Item	Requirement	Due date	% of final grade (must sum to 100%)
1	In-class-submission	8/27	1%
2	Lecture Quiz	8/27	1%
3	In-class-submission	9/3	1%
4	Lecture Quiz	9/3	1%
5	In-class-submission	9/10	1%
6	Lecture Quiz	9/10	1%
7	Homework	9/16	5.5%
8	In-class-submission	9/17	1%
9	Lecture Quiz	9/17	1%
10	Homework	9/23	5.5%
11	In-class-submission	9/24	1%
12	Lecture Quiz	9/24	1%
13	Homework	9/30	5.5%
14	In-class-submission	10/1	1%
15	Lecture Quiz	10/1	1%
16	Homework	10/7	5.5%
17	In-class-submission	10/8	1%

Item	Requirement	Due date	% of final grade (must sum to 100%)
18	Lecture Quiz	10/8	1%
19	Homework	10/14	5.5%
20	In-class-submission	10/15	1%
21	Lecture Quiz	10/15	1%
22	In-class-submission	10/22	1%
23	Lecture Quiz	10/22	1%
24	Homework	10/28	5.5%
25	In-class-submission	10/29	1%
26	Lecture Quiz	10/29	1%
27	In-class-submission	11/5	1%
28	Lecture Quiz	11/5	1%
29	Homework	11/12	5.5%
30	In-class-submission	11/12	1%
31	Lecture Quiz	11/12	1%
32	Homework	11/18	5.5%
33	In-class-submission	11/19	1%
34	Lecture Quiz	11/19	1%
35	Homework	12/2	5.5%
36	In-class-**HOMEWORK**	12/3	5.5%
37	Lecture Quiz	12/3	1%
38	Final exam is Tuesday 12/10 5:30 pm – 6:30 pm pm, online in Canvas	12/10	18%

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	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U

Grade															
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.

Exam will be online (Canvas), 12/10 from 5:30-6:30 pm EST, 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. <u>Note, conference attendance or doctoral qualifying examinations or thesis/dissertation defenses do not constitute valid lateness excuses.</u>

- 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 professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

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.