ACKNOWLEDGEMENT

UBC’s Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site.

COURSE INFORMATION

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course Code</th>
<th>Credit Value</th>
<th>Location</th>
<th>Class Meeting Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Methods in Kinesiology</td>
<td>KIN 373 (002)</td>
<td>3 credits</td>
<td>UBC Life Building room 2201</td>
<td>Tuesday and Thursday 8:00-9:00am</td>
</tr>
</tbody>
</table>

INSTRUCTOR CONTACT INFORMATION

Students are always welcome to contact the instructor and teaching assistants via email. When contacting the instructor and teaching assistants, students should use professional email etiquette and should have the course code (KIN 373) in the subject line. Please keep in mind that it may take us (myself and the teaching assistants) up to 48 hours to respond to your email during the week and we do not check our email on weekends. Please keep this in mind around assignment due dates and just before the midterm.

Some questions can be answered through email while others need to be discussed in person. As such, students are strongly encouraged to stop by during office hours. If you are not available to meet during office hours, please send me an email and we will arrange a mutually convenient time to meet.

<table>
<thead>
<tr>
<th>Course Instructor</th>
<th>Contact Details</th>
<th>Office Location</th>
<th>Office Hours</th>
</tr>
</thead>
</table>
| Carolyn McEwen, PhD    | Email: carolyn.mcewen@ubc.ca
Typically, I am able to respond to email inquiries within 48 hours during business hours (Monday-Friday, 9-5). | Osborne unit 2 room 208 | Wednesdays (1-2:30pm)
Thursdays (10-11:30am)
I am available to meet with students in person by appointment if you are not able to attend office hours.
Appointments can be made by emailing me at carolyn.mcewen@ubc.ca. |

<table>
<thead>
<tr>
<th>Teaching Assistant</th>
<th>Contact Details</th>
<th>Office Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ben Hives</td>
<td></td>
<td>Appointments to meet with a teaching assistant can be made by emailing the teaching assistant.</td>
</tr>
<tr>
<td>Matt Fliss</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gevorg Eginyan</td>
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</tr>
</tbody>
</table>

COURSE DESCRIPTION

This course is an introduction to research methodology in kinesiology. The goal of this course is to provide students with a comprehensive understanding of the research process to allow them to (a) conduct qualitative, quantitative, and mixed methods research and (b) understand and apply knowledge from the scientific literature to future practice in the field of Kinesiology.
COURSE RATIONALE

The focus of this course is to develop students’ information literacy skills. The ability to critically evaluate research and information is essential for students to foster evidence-based practice in their chosen careers (e.g., physiotherapist, occupational therapist, medical doctor, personal trainer, physical educator etc.). Critical evaluation of research in Kinesiology necessitates an understanding of research design and methods (quantitative, qualitative, and mixed methods designs) that reflect the interdisciplinary nature of the field. Knowledge of research methods and design will allow students to understand and critically evaluate course content in all Kinesiology courses.

COURSE LEARNING AIMS AND OUTCOMES

The overarching aim of this course is for students to develop information literacy skills to foster evidence-based practice in their chosen careers and the ability to critically evaluate Kinesiology course content. Accordingly, students can expect to develop the following skills throughout KIN 373.

The ability to:
• Work collaboratively in teams
• Provide and integrate feedback
• Summarize and synthesize research
• Identify gaps in knowledge and propose recommendations/solutions
• Communicate research findings to a general audience
• Locate appropriate evidence based sources
• Read and critically evaluate academic journal articles
• Ask critical questions when reading academic journal articles
• Critically assess information and research evidence to support/refute claims
• Make informed suggestions and conclusions about information presented in the media

Specific Learning Objectives:
By the end of this course, students will be able to:
• Critically appraise research in the media and search for evidence to support/refute claims
• Discuss the difference between scientific and unscientific questions
• Identify the strengths and limitations of commonly used research methods
• Evaluate the appropriateness of various scientific methods
• Develop a unique research proposal that addresses a relevant scientific question
• Identify ethical issues involved in Kinesiology research
• Understand the diversity of values, resources, and policies governing research

CLASS FORMAT

There are several approaches to learning in this course that include traditional lecture, discussion in partners, small and large groups, team-based learning, peer review, student reflections, and worksheets.

Questions during class time are always welcome and student participation in all class formats is essential for success in the course.
LEARNING MATERIALS

Readings and Resources
Students are responsible for all readings assigned in the course syllabus and during class time. Readings have been assigned to develop students’ understanding of research methods concepts. Not all concepts in the textbook will be covered in class. Concepts from the assigned readings in the textbook will be tested on the midterm. Assigned empirical research and review articles are meant to develop student’s understanding and provide examples of concepts discussed in class. Thus, they will not be directly tested on the midterm, but completion of these readings will enhance knowledge of the course material. Both assigned textbook readings and empirical research articles will enhance the ability for students to complete assignments 1, 2, and 3 (see below for details). Additional readings, information about this course, handouts, and important reminders will be made available on the course website (http://lthub.ubc.ca/guides/canvas/)

Required Text

Approximate book store prices: New $75
Approximate online prices: New $65

Please note that the required text is available through UBC library and a copy of the text is kept and available to students in the Kinesiology Learning Centre (Osborne Unit 2).

Other Required Readings
Required journal and media articles can be found in the course schedule. Students may gain access to these readings through the ‘Library Course Reserve’ link on the course webpage (http://lthub.ubc.ca/guides/canvas/).

Additional Readings
There are optional course readings listed in the course schedule and are clearly indicated as ‘optional’. These readings have been provided to assist students in their understanding of concepts discussed in class, but will not be tested on the midterm.

Class Notes
Class notes will be made available in PPT file-format through the course website. Students are encouraged to bring these notes along with paper and pen to class. Notes will typically be posted the day prior to each class. Please keep in mind that these notes provide an overview of what will be covered and do not contain information related to discussions, in-class assignments, or detailed examples, which will be covered in class. The instructor will not make a full set of notes available online. This information can be accessed at the following address: http://canvas.ubc.ca

Learning and Health Resources for Students
Resources (academic support, library resources, and health and wellbeing) that were created to support student learning and wellbeing can be accessed on the Canvas course page. These resources were created in partnership with staff and students from the Chapman Learning Commons, Student Health and Wellbeing, and the Centre for Teaching, Learning and Technology, and were designed to assist
students to succeed and thrive in their academic lives.

ASSESSMENTS OF LEARNING

Assignments in KIN 373 build on each other. Instead of writing a traditional ‘final exam’ students will be required to develop a research proposal (assignment 3). Assignments 1 and 2, peer evaluation classes, and the completion of the tri-council policy statement 2 are designed to assist students in developing the skills necessary to produce a research proposal (assignment 3) on a topic of interest to them relating to Kinesiology/health.

**Assessment 1** Information Literacy in-class Task

*Format*  
In-class team discussion

*Details*  
Students will work in teams to critically analyze how research is presented in the media. Students are required to come to class prepared having read the assigned media and journal article. Students will submit to the instructor a brief summary of their in-class analysis.

*Due Date*  
Thursday January 9, 2020

*Weighting*  
4%

*Learning Outcomes*  
To critically appraise research in the media and search for evidence to support/refute claims

**Assessment 2** Peer Evaluation

*Format*  
In-class peer review

*Details*  
Students will be required to bring a draft of their assignments 1, 2, and 3 for peer review and feedback. Students will work in teams to provide their peers with feedback on their papers during the peer evaluation classes. Students are expected to reflect upon, evaluate, and integrate the feedback that they received into their final version of their papers.

*Due Date*  
A1 = Tuesday February 4, 2020; A2 = Tuesday March 17, 2020; A3 = Tuesday April 7, 2020

*Weighting*  
2% x 3 = 6% Total

*Learning Outcomes*  
To evaluate the appropriateness of various scientific methods; To work collaboratively in teams; To provide and integrate feedback

**Assessment 3** Assignment 1: Literature Review

*Format*  
Paper

*Details*  
Students will select a topic in Kinesiology/health and write a literature review using peer-reviewed empirical research articles.

*Due Date*  
Tuesday February 11, 2020

*Weighting*  
15%

*Learning Outcomes*  
To identify the strengths and limitations of commonly used research methods; To evaluate the appropriateness of various scientific methods;
To summarize and synthesize research; To identify gaps in knowledge and propose recommendations/solutions; To communicate research findings to a general audience; To locate appropriate evidence based sources; To read and critically evaluate academic journal articles

**Assessment 4**

**Assignment 2: Research Purpose and Concepts**

**Format**
Paper

**Details**
Students will identify concepts and variables relevant to their research proposal

**Due Date**
Friday March 20, 2020

**Weighting**
15%

**Learning Outcomes**
To identify the strengths and limitations of commonly used research methods; To evaluate the appropriateness of various scientific methods; To identify gaps in knowledge and propose recommendations/solutions; To locate appropriate evidence based sources

**Assessment 5**

**Assignment 3: Final Research Proposal**

**Format**
Paper

**Details**
Students will create a research proposal that includes an introduction to their research topic, a summary of important literature (literature review), an overview of the study’s methods and procedures, and a discussion about the relevance of the proposal.

**Due Date**
Tuesday April 14, 2020

**Weighting**
30%

**Learning Outcomes**
To develop a unique research proposal that addresses a relevant scientific question; To identify the strengths and limitations of commonly used research methods; To evaluate the appropriateness of various scientific methods; To identify gaps in knowledge and propose recommendations/solutions; To locate appropriate evidence based sources; To identify ethical issues involved in Kinesiology research; To summarize and synthesize research; To communicate research findings to a general audience; To read and critically evaluate academic journal articles

**Assessment 6**

**Midterm Exam**

**Format**
Multiple-choice and short answer questions

**Details**
Students will be required to answer questions based on prescribed textbook readings and lectures

**Due Date**
Tuesday March 10, 2020

**Weighting**
25%

**Learning Outcomes**
To demonstrate an understanding of the fundamental principles and concepts in research methods; to identify the strengths and limitations of commonly used research methods; to evaluate the appropriateness of various scientific methods
KIN 373 (002): Research Methods in Kinesiology

Assessment 7  Tri-council Policy Statement 2 Tutorial

Format  Online research ethics tutorial
Details  Students will be required to complete the online research ethics tutorial
Due Date  Tuesday April 7, 2020
Weighting  5%
Learning Outcomes  To identify ethical issues involved in kinesiology research

Grading

<table>
<thead>
<tr>
<th>Assessment</th>
<th>%</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Literacy In-Class Task</td>
<td>4%</td>
<td>In Class: Thursday January 9, 2020</td>
</tr>
</tbody>
</table>
| Peer Evaluation                                 | 6%  | In Class: A1: Tuesday February 4, 2020  
|                                                 |     | A2: Tuesday March 17, 2020 
|                                                 |     | A3: Tuesday April 7, 2020 |
| Assignment 1: Literature Review                 | 15% | Tuesday February 11, 2020     |
| Midterm Exam                                    | 25% | Tuesday March 10, 2020        |
| Assignment 2: Research Purpose and Concepts     | 15% | Friday March 20, 2020         |
| Completion of the Tri-council Policy Statement 2| 5%  | Tuesday April 7, 2020         |
| Assignment 3: Final Research Proposal           | 30% | Tuesday April 14, 2020        |

Due dates/exams will not be rescheduled for any reason other than a medical issue or family emergency. Written documentation must be presented in order for an exam to be rescheduled or for extensions on assignments. If you miss a due date or exam for an emergency, you must contact your instructor as soon as possible following the class/exam. If you do not contact your instructor, your assignment will be considered late (see below) or in the case of missing an exam, it will be given a score of zero. If you are not able to write the midterm due to a medical issue or family emergency then the 25% from the midterm will be redistributed to your final assignment (final assignment would be 55% of final grade). All extensions, rescheduling, or other concessions are at the discretion of the instructor.

Assignments are due at the start of each class. Assignments are considered late ten minutes after the start of class. Late assignments will be deducted at a rate of 10% per day. Deductions will commence from the date and time the assignment is due, and will accumulate for each subsequent 24-hour period, including weekends. Assignments are not accepted after 6 days (e.g. if an assignment is due on a Tuesday at 8:00am, it can be handed in up until the following Monday at 8:00am (with a 60% deduction).

For assignments 1 and 2 you are required to submit your assignments electronically through Canvas and Turnitin. For assignment 3 you are required to submit a hardcopy to your instructor (Carolyn) and School of Kinesiology, University of British Columbia
electronically through Canvas and Turnitin. Assignments will not be accepted through email. Students are responsible for making sure that their electronic submissions were successful and have sufficient internet speed to upload their assignments.

Occasionally students will have questions or disagree with the grade they received on an assignment. Students should contact the teaching assistant who graded their assignment no sooner than 48 hours, and no later than one week after assignment is handed back. If students still have a question about how their assignment was evaluated then they are welcome to submit a re-grade request to the instructor (Carolyn) within one week of meeting with their teaching assistant. The instructor will download a fresh copy of the assignment and the entire assignment will be re-graded. Please note that when a grade is reviewed, the final re-graded assignment may receive a higher, lower, or the same mark from the originally assigned grade.

**Policy on Peer Review and Information Literacy in Class Task Attendance**

Students are required to attend class to complete peer reviews of each other’s work on designated days. If you do not attend class, you miss out on the opportunity to receive feedback. **If students miss a peer review session without approval of the instructor, they have missed the opportunity to receive feedback to incorporate into the final draft of that assignment.**

There are some rare exceptions to this policy where I will allow teams to do peer-reviews of a teammate's work over email. These students must a) have contacted me in advance of the peer-review session they are missing, and b) have an acceptable and documented reason for missing class. I will keep track of any students who have checked with me prior to missing a team peer review session, and I will notify groups of any excused absences.

Attendance/participation during the peer review sessions is worth 6% of your overall grade (2% for each peer-review session). Addressing/incorporating the feedback you receive into your final draft is worth marks on each assignment. Consequently, if you missed the peer-review session and did not clear it with the instructor in advance, you have missed the opportunity to gain these marks. Therefore, it will be important to attend the peer-review sessions scheduled this term.

Students are required to attend the Information Literacy in Class Task (4% of final grade) to receive credit for this task.

**UNIVERSITY POLICIES**

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available on the [UBC Senate website](http://www.ubc.ca/senate/).
Inclusivity
Education is a multidisciplinary field that brings together faculty, students and others from diverse academic and personal backgrounds. UBC’s Faculty of Education is committed to creating a respectful workplace and learning environment that supports inclusion based on the principles of equity, diversity and social justice in order to create an environment that supports its community members’ full participation. The Faculty of Education is committed to providing accessible, usable, and welcoming spaces for faculty, staff, students, and visitors who have disabilities, are members of racialized communities, Indigenous, transgender, two-spirit and gender-diverse people, regardless of their age, sexual orientation, social status, religion, ethno-linguistic, nationality and/or citizenship status.

Faculty of Education courses take place in learning environments that are inclusive of gender identity, gender expression, sex, race, ethnicity, class, sexual orientation, ability, age, etc. Learners and educators expect to be treated respectfully at all times and in all interactions. Non-sexist, non-racist, non-homophobic, non-transphobic and non-heterosexist language is expected in Faculty of Education classes, course content, discussions and assignments.

Please feel welcome to e-mail your instructor your name and pronoun and how you would like these to be used.

Academic Integrity
All UBC students are expected to behave as honest and responsible members of an academic community. Breach of those expectations or failure to follow the appropriate policies, principles, rules, and guidelines of the University with respect to academic honesty may result in disciplinary action. It is your responsibility to become familiar with the University of British Columbia’s Academic Honesty and Plagiarism Policies, as well as the Student Declaration and the consequences of violating these policies.

Students are responsible for submitting original work and accurately citing (referencing) the work of others within assignments. All submitted assignments become the property of the University of British Columbia and electronic copies of submitted assignments will be stored and used to check against future, present, or past cases of academic misconduct. Students will also be required to submit a copy of all of their assignments to TurnItIn.com.

OTHER COURSE POLICIES

CLASS ATTENDANCE

Although attendance is not formally taken in class, regular attendance is required to succeed in the course. You are responsible for all material covered in class and any information given whether in attendance or not. You are also responsible for getting your own notes from class as well as information pertaining to changes in the course outline, readings, assignments, and information pertaining to any exams. Students who are unavoidably absent because of illness or disability should report to their instructors upon return to classes.

Please note the following dates:

Term Dates: Monday January 6, 2020 – Tuesday April 14, 2020
Last date for withdrawal without a W on your transcript: January 17, 2020
Last date for withdrawal with a W standing on your transcript (course cannot be dropped after this date): **February 14, 2020**

Exam dates (do not book travel until the date of the final exam is confirmed): **April 14-29, 2020**

**POLICY ON TEXT-MATCHING SOFTWARE**

UBC subscribes to Turnitin, an online system that compares written material with the Web and with other material submitted to its database. Faculty, staff and students can upload submissions and check for duplication of material in other sources and possible plagiarism.

**TECHNOLOGY IN THE CLASSROOM**

Laptops and tablets will be allowed in the classroom. However, please make sure that you are focused on what is happening in the classroom and engaged in the discussion. Students may be asked to turn their computer off or leave the room if the computer becomes a disruption for the instructor or for other students.

Mentimeter will be used throughout the term to enhance student learning by encouraging student participation, engagement, and discussion. To use Mentimeter students will need to have access to an electronic device that will allow them to connect to the internet (e.g., tablet, laptop, phone). Responding to Mentimeter questions is not mandatory and thus students will not be penalized if they do not have access to an electronic device during class time.

**LEARNING ANALYTICS**

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using the following learning technologies: Canvas. Many of these tools capture data about your activity and provide information that can be used to improve the quality of teaching and learning. In this course, I plan to use analytics data to:

- View overall class progress
- Review statistics on course content being accessed to support improvements in the course

**COPYRIGHT**

All materials of this course (course handouts, lecture slides, assessments, course readings, instructor recorded videos etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline.

Students are not permitted to record classes or take photographs during class unless they are granted prior permission from the instructor.
## Tentative Course Schedule

The topics and assigned readings for each class are listed below, although this may be subject to change. **Author names** that have been bolded indicates that a UBC Kinesiology professor was part of the research team.

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 7</td>
<td>Course Introduction</td>
<td>No readings</td>
</tr>
<tr>
<td>Jan. 9</td>
<td>Information Literacy (in-class team task)</td>
<td><strong>Content Notice.</strong> Please note that this podcast discusses topics of suicide and mental health as a result of chronic traumatic encephalopathy (CTE). Mental health and wellbeing are very important and sensitive topics and while I encourage you to listen to this podcast, which examines how much evidence we need before we act or make policy changes, listening to this podcast is not mandatory. If you or someone you know is experiencing a challenging time there is free help available (<a href="https://students.ubc.ca/health-wellness/counselling-services">https://students.ubc.ca/health-wellness/counselling-services</a>).</td>
</tr>
<tr>
<td>DATE</td>
<td>TOPIC</td>
<td>READINGS</td>
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<tr>
<td>Jan. 16</td>
<td>Areas of Research &amp; Types of Data (and associated Research Questions)</td>
<td>Ch. 4 (section: Data collection tools for quantitative studies) pages 81-82 Ch. 7 (section: Data generation in qualitative research) pages 143-150</td>
</tr>
<tr>
<td>Jan. 21</td>
<td>Areas of Research &amp; Types of Data (and associated Research Questions) (continued) <strong>Hand out Assignment 1</strong></td>
<td>Same readings as Jan. 16 class</td>
</tr>
<tr>
<td>Jan. 23</td>
<td>Reviewing the Literature &amp; Developing Research Questions</td>
<td>Ch. 2 (Identifying a research question and study purpose(s))</td>
</tr>
<tr>
<td>Jan. 28</td>
<td>Structuring a Literature Review</td>
<td>Ch. 2 (Identifying a research question and study purpose(s)) Resources for Writing a Literature Review: <a href="http://www.sass.uottawa.ca/writing/kit/grad-literature-review.pdf">http://www.sass.uottawa.ca/writing/kit/grad-literature-review.pdf</a> <a href="http://www.writing.utoronto.ca/advice/specific-types-of-writing/literature-review">http://www.writing.utoronto.ca/advice/specific-types-of-writing/literature-review</a> <a href="http://writingcenter.unc.edu/handouts/literature-reviews/">http://writingcenter.unc.edu/handouts/literature-reviews/</a></td>
</tr>
<tr>
<td>Jan. 30</td>
<td>Research Philosophy/Paradigms</td>
<td>Ch. 1 (Sections: Components of a research design &amp; Philosophical worldviews as guiding frameworks of research) pages 8-15</td>
</tr>
<tr>
<td>Feb. 4</td>
<td><strong>In Class Peer Feedback Assignment 1 (Bring your assignment 1 rough draft for peer feedback)</strong></td>
<td></td>
</tr>
<tr>
<td>DATE</td>
<td>TOPIC</td>
<td>READINGS</td>
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<tr>
<td>Feb. 6</td>
<td>Foundational Concepts in Quantitative Research</td>
<td>Ch. 2 (Section: The study variables and phenomena), pages 31-32 Ch. 4 (Section: Sampling for quantitative studies), pages 82-84 Ch. 5 (Section: Research questions focused on relationships between variables), pages 103-104</td>
</tr>
<tr>
<td>Feb. 11</td>
<td>Foundational Concepts in Quantitative Research (continued)</td>
<td>Same readings as Feb. 6 class</td>
</tr>
<tr>
<td></td>
<td>Hand in Assignment 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Handout Assignment 2</td>
<td></td>
</tr>
<tr>
<td>Feb. 13</td>
<td>Assignment 2 Expectations</td>
<td>Chapters 4 (Quantitative study design) and 6 (Evaluating the merits of quantitative research studies in kinesiology)</td>
</tr>
<tr>
<td></td>
<td>Evaluating Quantitative Research</td>
<td></td>
</tr>
<tr>
<td>Feb. 18 &amp; 20</td>
<td>Reading Break (NO CLASSES)</td>
<td>Same readings as Feb. 13 class</td>
</tr>
<tr>
<td>Feb. 25</td>
<td>Evaluating Quantitative Research (continued)</td>
<td>Same readings as Feb. 13 class</td>
</tr>
<tr>
<td>Feb. 27</td>
<td>Quantitative Research Design</td>
<td>Same readings as Feb. 13 class</td>
</tr>
<tr>
<td>DATE</td>
<td>TOPIC</td>
<td>READINGS</td>
</tr>
<tr>
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<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>March 3</td>
<td>Qualitative Research Design and Evaluation</td>
<td>Chapters 7 (Qualitative study designs) and 9 (Evaluating the merits of qualitative research studies in kinesiology)</td>
</tr>
<tr>
<td>March 5</td>
<td>Mixed Methods Research</td>
<td>Chapter 10 (Mixed methods research)</td>
</tr>
<tr>
<td>March 10</td>
<td><em>Midterm</em></td>
<td>Chapter 10 (Mixed methods research)</td>
</tr>
<tr>
<td>March 12</td>
<td>Ethics in Research</td>
<td>Chapter 3 (Ethics)</td>
</tr>
<tr>
<td>March 17</td>
<td><em>In Class Peer Feedback Assignment 2</em> (Bring your assignment 2 rough draft for peer feedback)</td>
<td></td>
</tr>
<tr>
<td>March 19</td>
<td>Ethics in Research (continued)</td>
<td>Same readings as March 12</td>
</tr>
<tr>
<td>March 20</td>
<td><em>Assignment 2 Due @11:59pm</em></td>
<td></td>
</tr>
<tr>
<td>March 24</td>
<td>Assignment 3 Expectations</td>
<td>No readings</td>
</tr>
<tr>
<td>March 26</td>
<td>Knowledge Translation</td>
<td>Chapter 12 (Knowledge Translation)</td>
</tr>
<tr>
<td>March 31</td>
<td>Knowledge Translation</td>
<td>Same as March 26</td>
</tr>
</tbody>
</table>
### Syllabus

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 2</td>
<td>Summary: Research Methods/Skills in the “Real World” (e.g., what can I do with this knowledge?) – grad school, medical school, jobs etc.</td>
<td>No readings</td>
</tr>
<tr>
<td>April 7</td>
<td>In Class Peer Feedback Assignment 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tri-council Policy Statement-2 Tutorial Due</td>
<td></td>
</tr>
<tr>
<td>April 14</td>
<td>Hand in Assignment 3 (NO CLASS)</td>
<td></td>
</tr>
</tbody>
</table>