

Research Project Overview

Total Grade Points: 470 Points (47% of the Final Course Grade)

This project is a *correlational research study* that involves the collection of survey responses via UWM Qualtrics. **Using variables and questionnaires provided by the instructor**, each student will select two behavioral variables and one demographic variable of interest, determine their research topic, and formulate three hypotheses for their project. Based on the variables selected, students will review relevant peer-reviewed articles, interpret the statistical analyses of the data from the questionnaires, and write an APA-style research report.

The Research Report will be completed in sections, each due as a separate assignment during the semester: an initial proposal document; the *Introduction* section; the *Method* section; the *Results* section; and the *Discussion* section. Students will receive feedback on each of these sections that they **will use to revise their work**. Near the end of the semester, students will submit a final, complete Research Report that incorporates all of the separate assignments into one, complete report.

A number of variables have been identified for use in this study. **Students must select from these variables**. While it would be wonderful to be able to design something more independently, that's not feasible in a course like this.

Behavioral Variables: Choose TWO variables from this list:

| Variable | Questionnaire/Scale/Index/Test | Source |
|--|--------------------------------|-------------------------------|
| Self-esteem | Rosenberg Self-Esteem Scale | Rosenberg, 1989 |
| Optimism | Revised Life Orientation Test | Scheier, et al., 1994 |
| Resilience, ability to recover from stress | Brief Resilience Scale | Smith et al., 2008 |
| Sleep disturbance | Sleep Disturbance Form 8b | PROMIS, 2016; Yu et al., 2011 |
| Depression | DASS-21 | Lovibond & Lovibond, 1995 |
| Anxiety | DASS-21 | Lovibond & Lovibond, 1995 |
| Stress | DASS-21 | Lovibond & Lovibond, 1995 |

- The questionnaires listed in the second column are included in a separate document creatively titled "Project_Questionnaires".

Choose ONE demographic variable from this list:

- **Sex Assigned At Birth (SAAB)/Biological sex:** three categories –
 - a) *male*;
 - b) *female*;
 - c) *other* (intersex, etc.)
- **Gender Identity (GI):** three categories –
 - a) *woman* (cis or trans);
 - b) *man* (cis or trans);
 - c) *non-binary* (agender, genderqueer, etc.)
- **Age:** specific age will be collected, they will not be categorized

(NOTE: due to restrictions on how our research may be performed, no data may be collected on individuals under the age of 18. Keep this in mind as you conceptualize your hypotheses: we cannot investigate age-related issues involving children or adolescents.)

- Each student will examine the correlation between the two behavioral variables they've chosen.
- In addition, students will assess whether the demographic variable they have chosen shows a relationship with each of the two behavioral variables they selected.
- **For example**, if a student chooses *resilience* and *depression* (from the list of seven behavioral variables), and *age* (from the list of three demographic variables), they will examine the relationship (correlation) between *resilience* and *depression*. They will also assess whether being younger or older (the age variable) demonstrates a relationship with resilience, and also if age is correlated with depression. If a student selected *gender identity* instead of *age*, they would assess potential *gender identity* differences in *resilience* and in *depression*.

For more information about the project, see the instruction documents for the Short Proposal, the Introduction, the Method, the Results, the Discussion section, and the Final Project submission. There are also samples of *all* of the assignments, and other instructional documentation, all available on Canvas.

Make sure you have reviewed the instruction documents, sample documents, and the lecture slides that I have provided. If, after having done all of this, something is confusing you reach out to me immediately!

SCHEDULE OUTLINE

Week 1: Review this document, submit brief proposal, begin recruitment

- **Research project overview (this document)**
 - Now is the time that students should start determining what they would like to do their research on.
- **BRIEF PROPOSAL:** Each student will submit a brief document outlining the variables they will be considering and their three hypotheses. Student will identify at least three *peer-reviewed* articles that they will use in their literature review for the Introduction section. **This is due on Friday, June 4.**
 - There is a template for this document in Canvas.
- **Data collection begins (ending Friday of Week 3)**
 - Each student will need to recruit at least 10 participants for this project. Students can ask friends, family, and/or others to participate. Participants must be at least 18 years old.
 - Give willing participants the anonymous survey link (provided separately).
 - **In order for a student to receive credit for data collection**, the participants will need to know the *student's* first and last name and provide this information on the survey.
 - Students earn one point for each participant that takes the survey for them, up to a maximum of 10 points. Recruiting additional people is encouraged, in case some of the recruits don't actually participate
 - Students in this class are NOT allowed to take the online survey.
 - The instructor will update the grade book's "Recruitment" grade on a weekly basis to let students know how many of their recruited participants have completed the survey

Week 2: Chapter on correlational research; Introduction section due

- The reading in chapter 12 of the textbook discusses correlational research. Review this in preparation for working on this project.
- Students will submit the *Introduction* section of their research project by 11.59pm on June 12.
 - The *Introduction* section should open with an introductory paragraph and thesis statement that explains the purpose of the research project.
 - There should be a literature review of at least *five* peer-reviewed research articles (at least *three* of these being dated no earlier than 2011). This literature must be relevant to the topic of the research and the hypotheses.
 - A summary paragraph that states the three hypotheses for the research study (these hypotheses are the ones from the “brief proposal assignment... make sure you’ve reviewed the grading comments on that assignment to ensure that your hypotheses are acceptable).
 - There is a document giving detailed instructions for this Canvas.

Week 3: Data collection ends; Method section due

- The data collection for class ends on the Friday of Week 3.
- Students will submit the *Method* section of their research project by 11.59pm on June 19.
 - The *Method* section has a specific format with three subsections:
 - *Participants* (detailing participants’ demographics and how participants were recruited)
 - The specific numbers for this subsection may not yet be available (I’ll do my best to get them to you fast). If not, complete the section as best you can leaving spaces for the numbers, which will be added as part of your revision for the final project submission.
 - *Measures* (discussing each of the questionnaires used for the student’s research, with references; you only need discuss the questionnaires used for your particular study)
 - *Procedure* (a clear, detailed explanation of how the research was done)
 - There is a document giving detailed instructions for this in Canvas

Week 4: Data analyses distributed to students; Results and Discussion sections due

- Inferential statistics based upon responses to the survey will be supplied by Monday, June 20.
 - Pearson correlation coefficient for each correlational pairing; ANOVAs will be run for variables where this would be appropriate
 - Students will not have to run any data analyses; but they must interpret the analyses that are provided by the instructor.
- Students will submit the *Results* section of their research project by 11.59pm on June 26.
 - The *Results* section presents the three analyses that correspond to the three hypotheses the student chose. It is a very brief (less than a page, usually) section
 - There is a document giving detailed instructions for this Canvas.

- Students will submit the *Discussion* section of their research project by 11.59pm on June 26.
 - The *Discussion* section interprets the results of the research. In this section any potential confounds or problems are discussed, as well. Speculation on potential future research is also appropriate and expected.
 - There is a document giving detailed instructions for this in Canvas

Week 5: Only quizzes and discussion boards this week

- Since revision of the previously submitted sections of the Research Project is expected, it would be a good idea to begin revision of the sections that you have already had returned to you (if you haven't already started).

Week 6: Complete research project, with abstract, DUE JULY 10

- The various parts of the research project, **having been revised based upon the feedback after grading**, will be placed into a single document with an abstract added. Below is the order in which these sections should appear in this final document. Note that the Appendices should be moved to the end of the document... they should NOT appear immediately after the *Method* in this final submission.
 - Title page
 - Abstract page
 - Body
 - Introduction (revised)
 - Method (revised)
 - Results (revised)
 - Discussion (revised)
 - References page (revised)
 - There is a document giving detailed instructions for this in Canvas

Please understand that *revision* of the previously written sections of the project is a fundamental element of this final project grade.