

**Faculty of Health  
Department of Psychology  
PSYC 4175 Section A  
ADVANCED COMMUNITY-BASED APPLIED RESEARCH  
Full Year, 2016-2017**

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**Instructor and T.A. Information**

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**Course Prerequisite(s): Course prerequisites are strictly enforced.**

- HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of C.
- HH/PSYC 2020 6.00 (Statistical Methods I and II) or substitute
- HH/PSYC 2030 3.00 (Introduction to Research Methods) or substitutes
- Students must be in an Honours program in Psychology and have completed at least 84 credits (excluding (EDUC) education courses)

**Course website:** [Moodle](#)

**Course Description**

This course is intended to provide you with the opportunity to engage in a research project in partnership with a community group or organization. Similar to the Advanced Research in Psychology course, the goal is to help you develop your research skills. Specifically, taking this course should help you learn how to translate ideas about the world into researchable questions; how to operationalize variables; how to design a study; how to select or develop research materials; how to collect data; how to do simple analyses on your own data; and how to write up a study using APA (American Psychological Association) guidelines. The added element in this course is that the questions you will be exploring are grounded in the interests and concerns of a community partner, and thus you will also be learning about research partnerships, applied research, and how to communicate research findings to a community partner.

This course is informed by principles of Community Based Research (CBR), although the studies we will undertake will probably not meet the full requirements of a CBR project. CBR refers to a family of research methods utilized in health related research that is derived from Action Research and Participatory Action Research. CBR research is conducted in partnership with community members, agencies, and organizations on issues of interest to the community, with the intention of directly creating social change either through the results of the research, the process of research, or both. We will therefore be working on research questions that have emerged as important or interesting to our community partners. A good partnership benefits all parties, so you will also have the opportunity to, and indeed will be expected to, add your own research questions to the projects in order to learn about the links between psychology theory and practice (provided that they do not overwhelm the study or your participants!).

Research projects will normally be undertaken by teams of 4 to 6 students. Each of you will write your own literature review for the project, and each of you will be focusing on a different aspect of the problem or study. However, you will develop your research methodology as a group. The methods must be approved by myself, the teaching assistant, and the department, as well as by your community partners. In the case of the hospital settings and schools, the methods must also be approved by the ethics review boards of the hospital/school. Data will be collected by group members together but analyzed separately, with each of you focusing on your own variables (with the help of myself and the teaching assistant). Some variables will be shared by several of you (e.g., several of you may have questions that involve gender) but you will then be looking at their relationships to different things.

We focus on two kinds of research reports, those that are used within academia and those that are used in community and non-academic settings. Academic outputs include an academic poster and your final research paper. The group will combine their findings and present them in an academic poster format to the class and these will be shared with your community partner. The final paper brings together your unique personal literature review, your part of the shared methods, your unique materials and results, and your own personal discussion where you contribute your own analysis and interpretation of the elements that you were focusing on. The non-academic research report is an infographic that you will create based on your own specific research hypothesis. These are useful for communicating information to non-academic audiences and can be a lot of fun to make...be creative!

We encourage you to do as much work as you are comfortable doing in the on-line spaces available (i.e., Moodle); it does help us track each group members' participation in the group projects. As much as possible, your grade will be determined by your individual contributions, and the use of these systems will facilitate that.

Class time will be divided into lectures that will review methods and statistics, class exercises within groups to help develop your proposals and try out the methods we have been discussing, class presentations, and consultations with the TA and instructor. Because your group will need to meet with each other and this is the one time that you are all definitely available, time will also be set aside for group meetings. However, you will also be given space on Moodle for discussion and are encouraged to use that as well.

## **Learning Outcomes**

Upon completion of this course, students should be able to:

1. Use data analytic software for analysis of psychological data.
2. Design, execute, analyse and interpret results from a study examining a specific research question.
3. Express in written form psychological findings using APA style.
4. Express in written form a research study in psychology.
5. Express in oral form a research study in psychology
6. Recognize limits of conclusions based on inferential statistics.
7. Critically identify limitations of individual research endeavors.
8. Apply ethical principles of the CPA code of ethics to their own research.

## **Specific Learning Objectives**

1. Transform an applied question into a research study.
2. Learn to work with community agencies or partners

- Learn to communicate research findings to non-academic audiences

### Required Text

There is no required text for this course but I encourage you to review your research methods text from your earlier research courses. Many of these have examples of APA style papers in them and you should rely on these to help you follow APA formatting.

### Course Requirements and Assessment

Assessment	Date of Evaluation	Weighting
Assignment 1	Sept 28	10%
Assignment 2	Feb 15	5%
Assignment 3	Apr 5	5%
Literature Review	Nov 2	15%
Ethics submission	Nov 30	5%
Methods proposal	Nov 30	10%
Group presentations	Nov 16 & 23	5%
Poster	Apr 5	10%
Final paper	Apr 12	30%
Participation		5%
<b>Total</b>		<b>100%</b>

### Description of Assignments

#### ASSIGNMENTS

#### Assignment 1 (10%)

#### Sample Bibliography and Questions for Community Partners, September 28, 2016

*Aims and overview:* The purpose of this assignment is to get you to help you choose your research topic, get you started on your literature review, reflect on community based approaches to research, and to start practicing writing using APA style (a lot for one assignment!). Community partners are invited to visit the class on September 28th to talk about their programs and projects with you. You will have the opportunity to ask questions of the community partners whose projects you are interested in working on. In preparation for that meeting, you are asked to find THREE (3) resources that are relevant to the topic or to the organization, and to prepare THREE (3) questions to ask the partners. As part of that preparation, you are also asked to read and reflect on the introductory paper on community based research (Minkler, 2005).

#### *Description:*

- Search for relevant articles, links and resources for any of the topics. You can search for information about only one topic or each resource can be on a different topic.

At least **two** of these must be an academic article from a peer reviewed journal, ideally from a psychology journal. The articles can be about research methods, present similar research in different settings, be a theoretical article or a review article. Use the database PSYCInfo to search as this will be a primary source for you when you are searching for articles for your literature review so it is good to start practicing. There are library workshops you can sign up for (see below). These are great for helping you to search for articles and I highly recommend them. <http://www.library.yorku.ca/binaries/web/workshops/>

**One** item should be about the organization itself, or some similar organization, that you can find information about on-line. This may be a website of a similar organization, it could be a

newspaper article about the types of services you are looking at, it could be a short film or news clip that you locate on the web. Have fun and find something interesting to you.

- 2) For each resource that you choose:
  - a) Write the reference for each resource using APA style. This gives us an opportunity to provide you with early feedback on APA style so that you are already preparing how to format your final paper
  - b) Write two or three sentences describing what each resource is and why you believe this item is relevant to the topic. Don't just cut and paste the abstract from the paper! You need to demonstrate that you read and understood the paper.
- 3) You are also asked to submit THREE (3) questions about the project. These questions can be for more background information, theoretical questions, possible research questions, information about the possible sample, or anything that shows that you are thinking about how to study this problem. If you like, you can have one question that emerges from the academic papers you include in your sample bibliography or from some of the other resources you find, but you might find that you have questions that are not directly related to any of the resources you found. Be prepared to ask these questions of your community partner during the visit!
- 4) Read and review the paper by Minkler (2005) that describes community based research. Using one of the topics as an example, write one paragraph comparing differences between a traditional versus CBR approach to developing a question and methods in this topic. Using one of the research topics as an example, be concrete about how the different approaches would guide what you do and why you would have to do things differently using a CBR approach.

### **Assignment 2 (5%)**

#### **Sample Analysis, Due February 15, 2017**

*Aims and overview:* This assignment is an opportunity for you, individually, to propose how you will analyze your data. You are essentially writing a sample results section using made up data that describes what tests you will do, and creating tables and graphs to document your expected findings. This assignment provides you with an opportunity to practice APA format for a results section and to get feedback to ensure you understand the tests you will be doing.

*Description:* You will probably not have any data yet, but even at the stage of planning this study, you should have been thinking about what analyses you would apply to your data to answer your research questions. You will probably need to make up data for this assignment but you can use your real data if you have them already. Either create the data file or enter your actual data with your entire group so that you have one data file but each of you will analyze your own questions, so these assignments will be individual and unique. This will only be two or three pages in length. Understanding what you need to do and why will make writing the final paper easier, since you will be able to apply what you have done here to that final paper.

### **Assignment 3 (5%)**

#### **One Page Community Report, due April 5, 2017**

*Aims and overview:* Research that is conducted in community settings requires reports that are useful for community organizations. Those of you who go on to non-academic jobs are most

likely to need to create and use these kinds of reports. The goal of this assignment is to help you learn how to summarize and highlight the main points of your individual research.

*Description:* You will be given a one-page template to complete with a report of your study for community partners. It is challenging to summarize your work so briefly but you will have already done so in your methods presentation. I would suggest completing the introduction and methods section of the community report while you are preparing your methods presentation. You can then just add the results at the end of term. Only report the main finding related to your hypotheses; this is also what you will report in the poster so the same information can be used in both assignments and is just being presented in different formats. Note, however, that this assignment is an individual assignment; you are only reporting on your own part of the study.

## **PROPOSALS AND FINAL PAPER**

### **Literature Review (15%), Due November 2, 2016**

*Aims and overview:* The literature review you are submitting in November is essentially the introduction of your final paper. It also helps you review how your topic has been studied in the past so that you can select appropriate hypotheses and methods for testing these hypotheses.

*Description:* An introduction to a paper identifies what the key question is, why it is important, what we know about it so far, how we know it (i.e., how it has been studied), and what needs to be done (i.e., what will be done in this study). It is essentially an argument justifying your research. Start with the a general statement of the issue and why it is important and then become more focused as the paper goes on until you reach your specific research questions. Use headings for subsections to help organize the literature review. Remember that this is an individual assignment; your focus will be somewhat different from those of your group members.

You should expect to be describing about 10 to 15 relevant articles and your literature review should about 6 to 10 pages long. You will identify additional references in the discussion, as you try to interpret your findings, so while you are researching your literature review, put aside papers that might be useful for the discussion session even if you don't use them here.

### **Ethics Submission (5%), Due November 30, 2016**

*Aims and overview:* All research undertaken by students and faculty affiliated with York University must undergo ethics review. Your group will need to complete the Form 2 ethics review form and submit it to me so that I can then summarize your projects for our departmental review committee. This will also help you coordinate your group's individual elements into one study.

*Description:* Each group will have to complete the Form 2 ethics review form, and must also each individually complete the obligatory Canadian Tri-Council ethics training course. The early submission date is to ensure that you receive departmental approval in time to be collecting data in January. There will only be one ethics submission per group because you will have shared methods (from the perspective of the participants), so this is a group project. Within your group, you should probably each take a section of the ethics form and write it out, and then convene to make sure you all agree on what the final product is and how the study will unfold, from the perspective of a participant doing the study. Your submission must include attachments of all of your individual materials and each of your individual ethics certificates from the training course. If you have already obtained the certificate and it is still valid (it is good for two years), you may reprint and submit the earlier certificate; you do not need to redo the training.

## **Methods Proposal (10%), Due November 30, 2016**

*Aims and overview:* The goal of this assignment is two-fold. It forces you to detail exactly what you will do in your part of the study, what materials you will use and how you will collect data, so that you are ready for data collection in January. It is also the Methods section of your final paper.

*Description:* The methods proposal will be very close to the ethics proposal, but written in APA format. Each group is submitting only one ethics proposal, but you are each submitting individual Methods sections. Your Methods sections will be similar in some sections but each of you will focus on your own materials. In other words, I expect each of you to submit your own independent Methods section describing in detail your own section of the study. While there will be overlap with the shared ethics form, finally each submission will be unique. This section will describe your materials and procedures and will be about two to four pages in length, depending on how detailed your study is, how many materials you need to describe, and whether you need to create your own materials, in which case you need to describe how you will do that.

## **GROUP PRESENTATIONS (5%)**

### **Methods Proposals, November 16<sup>th</sup> & 23<sup>th</sup>, 2016**

*Aims and overview:* These presentations are an opportunity for the group to coordinate their individual methods into one study, focus on the key points of their studies, and for the class and community partners to provide feedback about the proposed methods, in case things need to be changed before the final ethics submission is made.

*Description:* Each group will make one presentation of their proposed group study about 20 minutes in length. The presentation will need to identify the key variables and hypotheses and provide some minimal justification of them, and so the presentations will also include some introductory material. Each of you will probably present your own hypotheses and own section of the methods but there will also be shared sections that you will need to decide how to divide between you.

Presentations will be only between 20 minutes in length so you need to be focused and efficient. You will be cut off if you go over time because time must be allowed for each group. Community partners will attend so that they can provide comments, ask questions, and be engaged in the discussion. Presentation dates will be determined by the availability of the community partners. Note that this is a group assignment and a group mark.

## **FINAL PRODUCTS**

### **Poster Presentation (10%), Due April 5, 2017**

*Aims and overview:* The poster is an opportunity for you to summarize the overall findings of your collective study but also gives you a chance to learn how to report findings in a poster format. Most psychology conferences have large poster sessions and if you continue in academia, this is one of the ways you are most likely to disseminate your work.

*Description:* The final poster is again a joint project. It will be presented in formal academic format on poster board or printed in large format. It will include a brief introduction, methods, results and conclusions, with an emphasis on results. There are excellent guides for academic posters on the internet if you need some models of what these posters should look like. Each group will prepare a 10 minute presentation of this poster. The community partners and members of the York community will be invited to attend (invite your friends!!) and will go around the room visiting your posters. You will be expected to provide your presentation to them, and to the instructor and TA, as they view your poster. Please also submit an electronic copy of the final

poster. Printing a poster costs around \$50 for the simplest type and needs to be given to the York Printing Services a couple of days in advance so plan accordingly.

### **Final Paper (30%), Due April 12, 2017**

*Aims and overview:* This is the final report of your study, written as an APA research paper. This is an opportunity for you to summarize what you have done, and incorporate the feedback you received on earlier sections to improve your writing and grasp of APA style.

*Description:* The final paper is the combination of your literature review, methods, data analysis/results, plus an abstract and a discussion. Since you have submitted almost all of these elements already, it will not take much more work for you to incorporate the feedback you have received and to produce the final research report. Because most of the elements were written independently, and you have each focused on a different aspect of the project, your papers will be quite different from each other. For your methods, focus on describing only your section and simply list the other issues that were measured/observed by your fellow group members and note that they will not be discussed in your paper. Be sure to include an abstract and title page, as well as introduction, methods, results, discussion, references, and then tables and/or figures. Your final paper will probably be under 20 pages, excluding the appendixes (i.e., tables and figures)

### **PARTICIPATION GRADE (5%)**

*Objective and aims:* Although most of your grade comes from individual contributions, essentially your study is a group project. In order to ensure that those who do more work are appropriately rewarded, you will evaluate each other's contribution, and I will evaluate your contributions to the group project using Moodle.

*Description:* We will be monitoring your participation on Moodle and in class in terms of asking questions, participating in discussions, posting comments and articles and generally engaging in the class. The class is better if people contribute so please try to do so! Moodle can be frustrating for communication but this is how your participation will be evaluated. If your group does not communicate on Moodle you cannot get your participation grades so while you are welcome to have off-line communication please use Moodle as much as possible. This not only allows me to see who is contributing what, but also allows me to intervene if there are questions or problems that I can address. Having said that, remember I see everything you post so if you want private communication use a different method! I will evaluate your individual participation based on your Moodle presence as well as your class participation.

### **Ethics**

Ensuring that one's research is ethical is always important but even more important when you are working in the community and/or with vulnerable populations. Your participants will not be as knowledgeable about research processes and may be more vulnerable to coercion. Ethics will be addressed in several ways in this course.

- 1) You will need to complete the Tricouncil Panel on Research Ethics CORE course, <http://www.pre.ethics.gc.ca/eng/education/tutorial-didacticiel/>.
- 2) Your group will need to submit a completed "Form 2" departmental ethics form that each of you will sign. This describes the study you are doing and will be assessed by me and then submitted to the department for ethics approval.
- 3) You will each individually need to sign an ethics form, "Form 3" at the end of the project confirming that you have followed the approved protocol.

- 4) For those of you working on a hospital project, you will need to have it approved by the hospital's ethics committee, so you need to be sure you have submitted your ethics proposal on time.
  - 5) Those of you working with children or in hospitals will need police checks
- More information about departmental ethics is available here:

<http://www.psych.yorku.ca/ethics/index.html>

### **Grading as per Senate Policy**

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests\* will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.)

(For a full description of York grading system see the York University Undergraduate Calendar - [calendars.students.yorku.ca/2016-2017/academic-and-financial-information/academic-services/grades-and-grading-schemes](http://calendars.students.yorku.ca/2016-2017/academic-and-financial-information/academic-services/grades-and-grading-schemes))

### **Late Work/Missed Tests or Exams**

Students with a documented reason for missing a course test, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (Attending Physician Statement which can be found at: <http://registrar.yorku.ca/pdf/attending-physicians-statement.pdf>) may request accommodation from the Course Instructor. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

Assignments submitted late will have one mark deducted for every 24 hour period. Check that your assignment is visible on Moodle after you have submitted it! If it is submitted as draft that is okay, as long as it is visible to us.

### **Add/Drop Deadlines**

For a list of all important dates please refer to: [Important Dates](#)

<b>Important dates</b>	<b>Fall (F)</b>	<b>Year (Y)</b>	<b>Winter (W)</b>
Last date to add a course <b>without</b> permission of instructor (also see Financial Deadlines)	Sept. 21	Sept. 21	Jan. 18
Last date to add a course <b>with permission</b> of instructor (also see Financial Deadlines)	Oct. 5	Oct. 19	Feb. 1
Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 11	Feb. 10	March 10
Course Withdrawal Period (withdraw from a course and receive a "W" on the transcript – see note below)	Nov. 12 - Dec. 5	Feb. 11 - Apr. 5	March 11 - Apr. 5

### **Electronic Device Policy**

You can use computers to take notes and follow the lecture on Moodle. The class is very interactive and you may want to have a computer for some of the activities in class.

### **Attendance Policy**

You are expected to attend class and each others' presentations. During the times marked for data collection or group meetings, you do not need to meet in class but you can use the time to meet with the T.A. or myself, and the room will be available for you to meet with your group.



## **Academic Integrity for Students**

York university takes academic integrity very seriously, please visit [an overview of Academic Integrity at York University](#) from the Office of the Vice-President Academic.

The following links will assist you in gaining a better understanding of academic integrity and point you to resources at York that can help you improve your writing and research skills:

- [Information about the Senate Policy on Academic Honesty](#)
- [Online Tutorial on Academic Integrity](#)
- [Information for Students on Text-Matching Software: Turnitin.com](#)
- [Beware! Says who? A pamphlet on how to avoid plagiarism](#)
- [Resources for students to help improve their writing and research skill](#)

### **Test Banks:**

The use of test banks is not permitted in this course and may be considered a potential breach of academic honesty. This includes but is not limited too; buying or selling test banks.

### **Electronic Devices During a Test/Examination:**

Electronic mobile devices of any kind are not allowed during a test or examination. Students are required to turn off and secure any electronic mobile device in their bag which is to be placed under the chair while a test/exam is in progress. Any student observed with an electronic device during a test/exam may be reported to the Undergraduate Office for a potential breach of Academic Honesty.

### **Academic Accommodation for Students with Disabilities:**

While all individuals are expected to satisfy the requirements of their program of study and to aspire to do so at a level of excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to do so. The [York University Accessibility Hub](#) is your online stop for accessibility on campus. The [Accessibility Hub](#) provides tools, assistance and resources. Policy Statement

**Policy:** York University shall make reasonable and appropriate accommodations and adaptations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs.

The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses.

Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder.

For Further Information please refer to: [York university academic accommodation for students with disabilities policy](#)

### **Course Materials Copyright Information:**

These course materials are designed for use as part of the PSYC 4175 6.0A course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law. [Intellectual Property Rights Statement](#)

## Course Schedule:

Sept 14	Introduction Partnership, Community Based Research and Action Research Research project partnerships How do we do research?	Minkler, M. (2005). Community-based research partnerships: Challenges and opportunities. <i>Journal of Urban Health</i> , 82(2), ii3-ii12. doi: 10.1093/jurban/jti034 <a href="http://link.springer.com.ezproxy.library.yorku.ca/article/10.1093/jurban/jti034">http://link.springer.com.ezproxy.library.yorku.ca/article/10.1093/jurban/jti034</a>  Why do 4175? <a href="https://youtu.be/0qliB4hTVwM">https://youtu.be/0qliB4hTVwM</a>  The road to community partnerships: <a href="http://vimeo.com/11900350">http://vimeo.com/11900350</a>
Sept 21	Measurement Experimental Designs, Validity	<a href="http://psychology.ucdavis.edu/faculty_sites/sommerb/sommerdemo/scaling/levels.htm">http://psychology.ucdavis.edu/faculty_sites/sommerb/sommerdemo/scaling/levels.htm</a> <a href="http://www.socialresearchmethods.net/kb/desexper.php">http://www.socialresearchmethods.net/kb/desexper.php</a>
Sept 28	<i>Community Partner Presentations</i> ASSIGNMENT 1: SAMPLE BIBLIOGRAPHY	
Oct 5	Quasi-experimental design & Comparison studies SIGN UP FOR TOPIC/GROUP	<a href="http://www.socialresearchmethods.net/kb/quasiexp.php">http://www.socialresearchmethods.net/kb/quasiexp.php</a>
Oct 12	Ethics Review of APA Style	<a href="http://www.apastyle.org/">http://www.apastyle.org/</a>  <a href="http://jeromyanglim.blogspot.ca/2009/12/how-to-write-introduction-section-in.html">http://jeromyanglim.blogspot.ca/2009/12/how-to-write-introduction-section-in.html</a>  <a href="https://owl.english.purdue.edu/owl/resource/560/01/">https://owl.english.purdue.edu/owl/resource/560/01/</a>
Oct 19	Observation & Interviews	<u>Martyn Shuttleworth</u> (Sep 26, 2008). Descriptive Research Design. Retrieved Sep 03, 2014 from Explorable.com: <a href="https://explorable.com/descriptive-research-design">https://explorable.com/descriptive-research-design</a>
Oct 26	Tests and Measurement	
Nov 2	Group meetings LITERATURE REVIEW DUE	
Nov 9	Qualitative methods	
Nov 16	GROUP PRESENTATIONS	
Nov 23	GROUP PRESENTATIONS	
Nov 30	METHODS PROPOSAL DUE ETHICS SUBMISSION DUE	<a href="http://www.yorku.ca/health/psyc/documents/ethics.pdf">http://www.yorku.ca/health/psyc/documents/ethics.pdf</a>  <a href="http://www.pre.ethics.gc.ca/default.aspx">http://www.pre.ethics.gc.ca/default.aspx</a>
	WINTER BREAK	
Jan 11	Statistics Review 1: Types of variables, descriptive statistics: HEBBLAB	
Jan 18	Statistics Review 1, continued: HEBBLAB	

Jan 25	Statistics Review 2: Hypothesis testing HEBBLAB	
Feb 2	HEBBLAB Stats support session 1:00- 2:30	
Feb 8	HEBBLAB Stats support session 1:00- 2:30	
Feb 15	ASSIGNMENT 2: SAMPLE ANALYSIS	
Feb 22	Reading week	
Mar 1	Knowledge Mobilization Academic Posters	
Mar 8	HEBBLAB Stats support session	
Mar 15	HEBBLAB Stats support session	
Mar 22	HEBBLAB Stats support session	
Mar 29	HEBBLAB Stats support session	
Apr 5	<u>LAST CLASS</u> POSTER PRESENTATIONS ASSIGNMENT 3 DUE	
Apr 12	FINAL PAPER DUE	