University of Florida
College of Public Health & Health Professions Syllabus

CLP 7525, Best Methods for the Analysis of Psychological Change (3 credit hours
Course: 11150, Section: 18DB, Spring: 2021

Meeting time/place: Wednesdays Periods 9-11 (4:05-7:05 pm)
https://ufl.zoom.us/j/97952365008?pwd=RUcrSXlhRnU2UUtCbFZ3a0JDZGM2QT09
Meeting ID: 979 5236 5008, Password: 104543
Note: Only Authenticated UFL.EDU users can sign in (details below)

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

Category	Entry
Instructor Name	Michael Marsiske
Office	HPNP 3179
Phone Number	(352) 273-5097
Email Address	marsiske@phhp.ufl.edu
Office Hours	By appointment
Preferred Course Communications	Email

Prerequisites:
Must have successfully completed CLP 6529. 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.
The study of behavior change is a core unifying focus in the behavioral sciences. In Psychology, intervention focused areas (such as Clinical, Counseling, Organization, Educational, Sport) all have a common interest in detecting behavioral change due to treatments. In addition, Developmental and Social Psychology often have strong interests in understanding the natural course of change, and in understanding the antecedents and consequences of such change. Recently, following trends in econometrics and social science, micro-longitudinal/intensive longitudinal designs have become more important. This course provides an introduction to some of the specialized techniques that have

evolved for the study of change (taxonomies of change, mixed effect growth models, latent growth models, growth pattern mixture models, and survival analysis).

This is an *advanced* class, with the presumption that all students have had at least three preparatory classes at the graduate level. Thus, this class will focus much more on the student's ability to extract critical information from course readings and lectures, and to apply their learning to data sets and problems of personal relevance.

Relation to Program Outcomes.
This course is an elective course for all graduate programs.

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: Two occasion change models (reliable change, standard error of measurement), mixed effects model for change and growth models; structural equation model approach to latent growth model, growth pattern mixture models, missing data in longitudinal models, survival models (life tables, discrete time models, Cox proportional hazards)

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

Dimension	Objective	Learning activity/ies	Evaluation
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 **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	Team-based problem solving, In-class discussion, coaching/mentoring	Peer-review and group self-evaluation, data analysis homework (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	Coaching/mentoring, Team-based problem solving	Homework (data-analysis problems requiring you to judge effectiveness of the solution);

Dimension	Objective	Learning activity/ies	Evaluation
	approaches to transformation or data analysis **Prioritize** and select the best choice for data analysis, given available data and distribution and research question.		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 on line, 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	In-class meeting	Date to complete quiz/in-class work	Topic(s)	Additional due dates
0	Jan 13	n/a	Introduction to the course	
1	Jan. 20	Jan. 20	Introduction to the difference score, reliable change, standard error of measurement	
2	Jan. 27	Jan. 27	Mixed effects model for change	
3	Feb. 3	Feb. 3	Conditional growth models; time-varying covariates, Level 1 and Level 2	
4	Feb. 10	Feb. 10	Conditional intercepts, slopes, moderators	
5	Feb. 17	Feb. 17	Conclusion of MLM, introduction to SEM	MLM Intro/Methods (Participants, Measures, Design/Procedure, Analysis Plan) max 3 pages) due 2/9, 11:59 pm
6	Feb. 24	Feb. 24	Introduction to the SEM model for change	MLM Aim 1 writeup (tables, figures, narrative; max 3 pages) due 2/16, 11:59 pm
7	Mar. 3	Mar. 3	SEM: Time varying covariates, correlated trajectories, cross-lagged models	MLM Aim 2 writeup (tables, figures, narrative, max 3 pages) due 2/23, 11:59 pm
8	Mar. 10	Mar. 10	Higher order growth modules, multiple populations, growth mixture models	

Week	In-class meeting	Date to complete quiz/in-class work	Topic(s)	Additional due dates
9	Mar. 17	Mar. 17	Growth mixture models, intensive longitudinal design	SEM Intro/Methods (Rationale, Participants, Measures, Design/Procedure, Analysis Plan) max 3 pages) due 3/16, 11:59 pm
10	Mar. 24	Mar. 24	Missing data approaches	SEM Aim 1 writeup (tables, figures, narrative; max 3 pages) due 3/23, 11:59 pm
11	Mar. 31	Mar. 31	Introduction to survival analysis and discrete time models	SEM Aim 2 writeup (tables, figures, narrative, max 3 pages) due 3/30, 11:59 pm
12	Apr. 7	Apr. 7	Discrete time survival models	Survival Intro/Methods (Rationale, Participants, Measures, Design/Procedure, Analysis Plan) max 3 pages) due 4/6, 11:59 pm
13	Apr. 14	Apr. 14	Non-linear discrete time; introduction to continuous time survival models	Survival Aim 1 writeup (tables, figures, narrative; max 3 pages) due 4/13, 11:59 pm
14	Apr. 21	Apr. 21	Kaplan-Meier survival curves	Survival Aim 2 writeup (tables, figures, narrative, max 3 pages) due 4/20, 11:59 pm
			Final exam is Tuesday April 27 12:30 pm – 2:30 pm 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

Using Zoom:

Where public health guidelines require our in-person meetings to be virtual, we will use Zoom for virtual class meetings. Please *carefully* read these instructions:

1. If you have a previous version of Zoom, *uninstall/delete it*.
2. Log in with your UF credentials at https://ufl.zoom.us/
3. Install the most recent version of the Zoom client https://ufl.zoom.us/download#client
4. Log in with the SSO button (**do not** just type a user name or password). You will be prompted for your UF user name and password
5. Once you are logged into a UF authenticated instance of Zoom, click the link to get into the meeting https://ufl.zoom.us/j/97952365008?pwd=RUcrSXlhRnU2UUtCbFZ3a0JDZGM2QT09 (if the link doesn't work, the Meeting ID is 979 5236 5008 and the meeting Password is 104543)
6. You will be placed in a waiting room. When the class time begins, the instructor will let you into the virtual classroom
7. At points in time, you will be placed in Zoom breakout room where you will be interacting with group members. Prior to class, please click the Zoom "gear" icon, and check your video and audio to make sure you have a working microphone and camera.

"Camera on" policy:

The structure of the class is such that: (a) we will begin each class as a meeting of the whole, reviewing lecture materials, taking on new content, and having open discussions, and then (b) we will move into small breakout groups, during which we will solve data analysis problems. For both parts of the class, please keep your camera on. Camera-on assists with engagement, avoids de-personalization, and helps maximize professionalism. As noted elsewhere in this syllabus, your camera images will not be recorded without your permission.

*Reading materials***:**

Textbook/background readings for the course will be taken from the sources listed below. Each reading is followed by an acronym in parentheses; these acronyms appear further below in the syllabus. Additional primary source readings (which demonstrate use of methods or provide further detail) will be indicated under the topical outline. for a detailed list, see the *end* of this syllabus. Complete references for the reading materials may be found at this reference link.

Bollen, K. A. & Curran, P. J. (2006). Latent Curve Models: A Structural Equation Perspective. Hoboken, NJ: Wiley. (BOLL)

Collins, L. M., & Horn, J.L. (Eds). (1991). Best Methods for the Analysis of Change: Recent Advances, Unanswered Questions, Future Directions. Washington, DC: American Psychological Association. (COLHOR)

Collins, L. M., & Sayer, A.G. (Eds). (2001). New Methods for the Analysis of Change. Washington, DC: American Psychological Association. (COLSAY)

Duncan, T. E., Duncan, S. C., & Strycker, L. A. (2006). An Introduction to Latent Variable Growth Curve Modeling: Concepts, Issues, and Applications (Second Edition). Mahwah, NJ: Lawrence Erlbaum Associates. (DUN)

Fitzmaurice, G. M., Laird, N. M., & Ware, J. H. (2004). Applied Longitudinal Analysis. Hoboken, NJ: Wiley. (FITZ)

Singer, J. D., & Willett, J.B. (2003). Applied Longitudinal Data Analysis: Modeling Change and Event Occurrence. London: Oxford University Press. (SING)

Walls, T.A., & Schafer, J. L. (2006). Models for Intensive Longitudinal Data. London: Oxford University Press. (WALLS)

Software Policy

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Software/computing resources:

The "official" software language of this course will be SPSS and AMOS (whatever the latest version supported by PHHP is). **All students must have access to the full-featured version of SPSS and AMOS, 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 is the best. For Macs, Microsoft Remote Desktop App from the App Store
- Students not in PHHP will access SPSS, and **all** students will access AMOS, 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 2020).
- 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 Office 2010), or Adobe Acrobat files. This software is available free to UF students via download or via the apps 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
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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 (Wednesdays at 4:05 pm). 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**.

Assignments (2% each)

Each week, there is an *in-class collaborative assignment* to submit. There are two rules: (a) each student works on their own analyses, but in parallel with group members (keep on pace with each other and help each other) (b) but the students *collaborate* on their written interpretation -- and submit a common written document. **This is graded for**

presence/absence. These must always be posted to Canvas by 7:05 pm of the day **in which they are due.**

Note: There is NOT a credit for missed in class submissions in this class. If you are unable to attend class, you will have to submit the assignment by deadline on your own (and let your team know you cannot attend). Late work will be subject to the late penalties in this syllabus, unless lateness is excused by UF policies (see below). *Students should continue to document their absences via the "absence reporting form" which is linked on the Persistent Resources page, accessible from the Canvas home page for our course.*

"Your own data" projects (9 components worth 5% each; total = 45%)

Throughout the semester, we'll be applying the methods of the class to dataset(s) of your choosing. (If you don't have an appropriate data set, we can explore alternative public use data sets). These projects are broken into three modules:

1. MLM Model for change (Weeks 5, 6 and 7)
2. SEM Model for change (Weeks 9, 10 and 11)
3. Survival analysis (Weeks 12, 13, 14)

Each module, in turn, is broken into three parts, each of which has a maximum of three pages. (If your tables or figures need a little extra space, you can probably go over). Generally speaking, APA Style should be adhered to (double spaced, one inch margins, Arial 11 or Times Roman 12, APA Style Tables and Figures).

1. Introduction and Methods (Rationale, Participants, Measures, Design/Procedure, Analysis Plan) max 3 pages)
2. Aim 1 writeup (tables, figures, narrative; max 3 pages)
3. Aim 2 writeup (tables, figures, narrative; max 3 pages)

The application of course content to your data is relatively open. The selection of research questions, data set, breadth and complexity are all completely at the discretion of the student. Grading will follow instruction rubric information provided in Canvas. If these assignments are late, they are subject to the late penalty schedule (see below).

Multiple choice examination (13%)

This two-hour exam will be scheduled during the UF Exam period (details below). The exam will consist of 50 multiple choice questions; The exam will be administered via Canvas on Tuesday April 27 12:30 pm – 2:30 pm in the "quizzes" tab. The exam will cover all content in lecture/readings from the 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

Requirement	Due date	% of final grade (must sum to 100%)
Lecture quiz, Week 01	Jan. 20	1
In-class work, Week 01	Jan. 20	2
Lecture quiz, Week 02	Jan. 27	1
In-class work, Week 02	Jan. 27	2
Lecture quiz, Week 03	Feb. 3	1
In-class work, Week 03	Feb. 3	2
Lecture quiz, Week 04	Feb. 10	1
In-class work, Week 04	Feb. 10	2
Your data, MLM, Intro/Meth	Feb. 16	5
Lecture quiz, Week 05	Feb. 17	1
In-class work, Week 05	Feb. 17	2
Your data, MLM, Aim 1	Feb. 23	5
Lecture quiz, Week 06	Feb. 24	1
In-class work, Week 06	Feb. 24	2
Your data, MLM, Aim 2	Mar. 2	5
Lecture quiz, Week 07	Mar. 3	1
In-class work, Week 07	Mar. 3	2
Lecture quiz, Week 08	Mar. 10	1
In-class work, Week 08	Mar. 10	2
Your data, SEM, Intro/Meth	Mar. 16	5
Lecture quiz, Week 09	Mar. 17	1
In-class work, Week 09	Mar. 17	2
Your data, SEM, Aim 1	Mar. 23	5
Lecture quiz, Week 10	Mar. 24	1
In-class work, Week 10	Mar. 24	2
Your data, SEM, Aim 2	Mar. 30	5
Lecture quiz, Week 11	Mar. 31	1
In-class work, Week 11	Mar. 31	2
Your data, Surv, Intro/Meth	Apr. 6	5
Lecture quiz, Week 12	Apr. 7	1

In-class work, Week 12	Apr. 7	2
Your data, Surv, Aim 1	Apr. 13	5
Lecture quiz, Week 13	Apr. 14	1
In-class work, Week 13	Apr. 14	2
Your data, Surv, Aim 2	Apr. 20	5
Lecture quiz, Week 14	Apr. 21	1
In-class work, Week 14	Apr. 21	2
Final Exam	Tuesday April 27 12:30 pm – 2:30 pm in Canvas	13

In addition to reinforcing content learned in lectures, in-class assignment 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 in person in class, via email or anonymous comment form, or via the class discussion board 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 Grade	**A**	**A-**	**B+**	**B**	**B-**	**C+**	**C**	**C-**	**D+**	**D**	**D-**	**E**	**WF**	**I**	**NG**	**S-U**
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

More information on UF grading policy may be found at this link and this link.

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.

Multiple choice exam will be online, Tuesday April 27 12:30 pm – 2:30 pm in Canvas and will consist of 50 multiple choice items covering content from the semester.

Policy Related to Extra Credit

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 feedback on the quality of instruction in this course by completing online evaluations at GatorEvals. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at GatorEvals.

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:

- The instructor 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.
- **It may be possible to avoid a late penalty IF YOU CONTACT THE INSTRUCTOR AT LEAST 24 HOURS IN ADVANCE.** You should email Dr. Marsiske 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. Note, conference attendance or doctoral qualifying examinations or thesis/dissertation defenses do not constitute valid lateness excuses.

- 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 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. 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:

Unlike other classes with Dr. Marsiske, **there are no pre-existing excused absence allowances for this course**. All assignments must be submitted by the stated deadline to avoid the penalties above. If you have a qualifying "excused absence", you must contact the instructor to negotiate a new deadline for missed work. Excused absences must be consistent with university policies in the Graduate Catalog and require appropriate documentation. Additional information can be found here.

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 can no longer be posted anonymously.

Note #1: You can receive notifications whenever the discussion board is updated. Simply go to "Discussions" and select "Watch" in the upper Discussion menu. In the "Watch" link, select "Notify me by email whenever a new message is posted".

Note #2: We ask that you minimize sending questions **directly** to the TA/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 TA 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, and then 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

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students 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." The Honor Code specifies a number of behaviors that are in violation of this

code and the possible sanctions. Click here to read the Honor Code. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

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/.

Face to face classes in the time of COVID-19

We do not have formally scheduled face-to-face instructional sessions, but the course is coded as "hybrid", and one or more such sessions could be scheduled before the end of the semester, in order to accomplish the student learning objectives of this course. In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

- You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
- This course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.
- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
- Follow your instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.
- If you are experiencing COVID-19 symptoms (Click here for guidance from the CDC on symptoms of coronavirus), please use the UF Health screening system and follow the instructions on whether you are able to attend class. Click here for UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms.
    - Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. Find more information in the university attendance policies.

Class recording and privacy

We do not presently plan to record our synchronous class sessions. However, it is possible that at least one of our class sessions might be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. **The class will receive advance warning if recording is planned!** Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

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.

Campus Resources

Health and Wellness

- *U Matter, We Care*: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.
- *Counseling and Wellness Center*: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.
- *Student Health Care Center*: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.
- *University Police Department*: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).
- *UF Health Shands Emergency Room / Trauma Center:* For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road,
- Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center

website.

Academic Resources

- *E-learning technical support*: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- *Career Connections Center*: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- *Library Support*: Various ways to receive assistance with respect to using the libraries or finding resources.
- *Teaching Center*: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- *Writing Studio:* 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- *Student Complaints On-Campus*: Visit the Student Honor Code and Student Conduct Code webpage for more information.
- *On-Line Students Complaints*: View the Distance Learning Student Complaint Process.

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.

READINGS

Week	1
Date to complete	1/11
Primary Reading	SING01 FITZ02
Secondary Readings	Cronbach, L. J, & Furby, L. (1970). How should we measure "change" -- or should we? Psychological Bulletin, 74, 68-80. Nesselroade, J. R., & Cable, D. G. (1974). "Sometimes it's okay to factor difference scores"--The separation of state and trait anxiety. Multivariate Behavior Research, 9, 272-283. Baltes, P. B., Nesselroade, J. R., Schaie, K. W., & Labouvie, E. W. (1972). On the dilemma of regression effects in examining ability-level-related differentials in ontogenetic patterns of intelligence. Developmental Psychology, 6, 78-84. Dudek, F. J. (1979). The continuing misinterpretation of the standard error of measurement. Psychological Bulletin, 86, 335-337.

Applied Reading	Saczynkski, J. S., Willis, S. L., & Schaie, K. W. (2002). Strategy use in reasoning training with older adults. Aging Neuropsychology and Cognition, 9, 48-60. Temkin, N. R., Heaton, R. K., Grant, I., & Dikmen, S. S. (1999). Detecting significant change in neuropsychological test performance: A comparison of four models. Journal of the International Neuropsychological Society, 5, 357–369.

Week	2
Date to complete	1/18
Primary Reading	BOLL01 SING03
Secondary Readings	COLSAY02 COHOR06
Applied Reading	Kristjansson, S.D., Kircher, J. C., & Webb, A. K. (2007). Multilevel models for repeated measures research designs in psychophysiology: An introduction to growth curve modeling Psychophysiology, 44, 728–736.

Week	3
Date to complete	1/25
Primary Reading	SING04 SING05
Secondary Readings	n/a
Applied Reading	Cillessen, A. H. N., & Borch, C. (2006). Developmental trajectories of adolescent popularity: A growth curve modelling analysis. Journal of Adolescence, 29, 935-959.

Week	4
Date to complete	2/1
Primary Reading	SING06
Secondary Readings	n/a
Applied Reading	n/a

Week	5
Date	2/8
Primary Reading	SING08 *DUN01* *DUN02*
Secondary Readings	COLSAY03
Applied Reading	Cattaneo, L. B., Stuewig, J., Goodman, L. A., Kaltman, S., & Dutton, M. A. (2007). Longitudinal helpseeking patterns among victims of intimate partner violence: The

	relationship between legal and extralegal services. American Journal of Orthopsychiatry, 77, 467-477.

Week	6
Date to complete	2/15
Primary Reading	*DUN03* *BOLL02* BOLL03 BOLL04
Secondary Readings	COLSAY04
Applied Reading	Ram, N. & Grimm, K. (2007). Using simple and complex growth models to articulate developmental change: Matching theory to method. International Journal of Behavioral Development, 31, 303-316.

Week	7
Date to complete	2/22
Primary Reading	BOLL05
Secondary Readings	n/a
Applied Reading	Lenzenweger, M. F.& Willett, J. B. (2007). Predicting individual change in personality disorder features by simultaneous individual change in personality dimensions linked to neurobehavioral systems: The longitudinal study of personality disorders, Journal of Abnormal Psychology, 116, 684-700.

Week	8
Date	3/1
Primary Reading	DUN04 BOLL07
Secondary Readings	COLSAY06
Applied Reading	Gottfried, A. E., Marcoulides, G. A, Gottfried, A. W., Oliver, P. H., & Guerin, D. W. (2007). Multivariate latent change modeling of developmental decline in academic intrinsic math motivation and achievement: Childhood through adolescence. International Journal of Behavioral Development, 31, 317-327. Christensen, H., Mackinnon, A., Jorm, A. F., Korten, A., Jacomb, P., Hofer, S. M., & Henderson, S. (2004). The Canberra longitudinal study: Design, aims, methodology, outcomes and recent empirical investigations. Aging, Neuropsychology, and Cognition, 11, 169-195.

Week	9
Date to complete	3/15

Primary Reading	DUN05 DUN06 DUN08 Tabachnick, B. G., & Fidell, L. S. (2007). Using Multivariate Statistics (Fifth Edition, Chapter 18, Time Series, pp. 18.1-18.63).
Secondary Readings	WALLS11 WALLS01
Applied Reading	. McCrae, C. S., McNamara, J. P. H., Rowe, M. A., Dzierzewski, J. M., Dirk, J., Marsiske, M., & Craggs, J. G. (in press). Sleep and affect in older adults: Using multilevel modeling to examine daily associations. Journal of Sleep Research. Salthouse, T. A., Nesselroade, J. R., Berish, D. E. (2006). Short-term variability in cognitive performance and the calibration of longitudinal change. Journal of Gerontology: Psychological Sciences, 61B, P144-P151

Week	10
Date to complete	3/22
Primary Reading	DUN11
Secondary Readings	COLSAY11 COLSAY12
Applied Reading	Duncan, S. C., Duncan, T. E., Strycker, L. A., & Chaumeton, N. R. (2007). A Cohort-Sequential Latent Growth Model of Physical Activity From Ages 12 to 17 Years. Annals of Behavioral Medicine, 33, 80-89 Morgan-Lopez, A. A.& Fals-Stewart, W. (2007). Analytic methods for modeling longitudinal data from rolling therapy groups with membership turnover, Journal of Consulting and Clinical Psychology, 75, 580-593. Graham, J. W., Taylor, B. J., Olchowski, A. E., & Cumsille, P. E. (2006). Planned Missing Data Designs in Psychological Research. Psychological Methods, 11, 323-343.

Week	11
Date to complete	3/29
Primary Reading	SING09 SING10 SING11
Secondary Readings	n/a
Applied Reading	Edelen, M. O., Tucker, J. S., & Ellickson, P. L. (2007). A discrete time hazards model of smoking initiation among West Coast youth from age 5 to 23. Preventive Medicine: An International Journal Devoted to Practice and Theory, 44, 52-54.

Week	12
Date to complete	4/5
Topic	Discrete-Time Hazard Models II/Continuous Time Event Models I
Primary Reading	SING12 SING13
Secondary Readings	n/a
Applied Reading	McHugh, M. D. (2007). Readiness for change and short-term outcomes of female adolescents in residential treatment for anorexia nervosa. International Journal of Eating Disorders. 40, 602-612.

Week	13
Date to complete	4/12
Primary Reading	n/a
Secondary Readings	n/a
Applied Reading	n/a

Week	14
Date to complete	4/19
Primary Reading	n/a
Secondary Readings	n/a
Applied Reading	n/a