

The College of Education and Behavioral Studies
School of Education
Houston Baptist University

Course Syllabus
Psychology 6320, Research Techniques & Procedures
Fall, 2014

COURSE DESCRIPTION

Intensive study and examination of the procedures and techniques related to research in the field of psychology and other social sciences. The course is designed to introduce and facilitate the development of research knowledge and skill. The practicing professional in the helping professions must be aware of and able to conduct research activities related to their job role, as well as functional in the evaluation and interpretation of the research literature. Course content includes theory, techniques, design, and evaluation of research.

Course Correlation to Pedagogy and Professional Responsibilities

This course fulfills the Texas State Board of Examiners of Professional Counselors' academic requirement for licensure regarding "research - the methods of research which may include the study of statistics or a thesis project in an area relevant to the practice of professional counseling" as noted in Title 22, Part 30, Chapter 681, Subchapter E, Rule 681.8 (a) (6).

This course fulfills the Texas State Board of Examiners of Psychologists' academic requirement for licensure regarding "Research and Statistics" as noted in Title 22, Part 21, Chapter 463, Rule 463.9 (b)(2).

COURSE SEQUENCE IN CURRICULUM AND PREREQUISITE INFORMATION

This course fulfills the degree requirements for persons seeking a Master's degree in Psychology or Education.

DATE AND TIME OF CLASS MEETINGS:

Wednesday at 6:30 – 9:00 p.m.

ROOM NUMBER:

Hinton 206

INSTRUCTOR INFORMATION

Name:	Ruth Cutting
E-mail:	rcutting@hbu.edu
Office hours	5-6p.m. before class or contact via email to schedule.

LEARNING RESOURCES

Course Text(s): Beins, Bernard C. (2013). *Research Methods: A Tool for Life* (3rd ed.). Boston, MA: Pearson. ISBN 978-0-205-89953-1

RELATION TO THE PURPOSE STATEMENT OF THE UNIVERSITY

The mission of Houston Baptist University is to provide a learning experience that instills in students a passion for academic, spiritual, and professional excellence as a result of our central confession, "Jesus Christ is Lord."

This goal of this course is to promote the development of critical and creative thinking as well as encourage an atmosphere of academic and professional excellence and curiosity.

RELATION TO THE GOALS AND PURPOSES OF THE COLLEGE OF EDUCATION AND BEHAVIORIAL SCIENCES

The mission of The College of Education and Behavioral Sciences is to prepare students to be effective professional educators who reflect Christ in their work and service.

To accomplish this mission we will provide students with the following:

- the courses and mentoring necessary for a solid pedagogical grounding in the art, science and practice of teaching
- essential learning experiences that will provide a sure foundation of knowledge and wisdom.
- an understanding of their Christian mission and calling as educators to influence individual students and the larger society.

In relation to the stated goals and purpose of the College of Education and Behavioral Sciences, this course will provide students the opportunity to develop critical and analytical skills through the basic understanding and practice of the scientific method of research.

RELATION TO THE DEPARTMENTAL GOALS AND PURPOSES (DEPARTMENT OF PSYCHOLOGY)

This course contributes to students pursuing an undergraduate degree in psychology by providing an education program that is "committed to academic excellence in an intellectually free and objective environment..." that provides "physical resources and a campus environment which acknowledges the uniqueness of the individual...and encourages the development of the whole person." Thus, this course endeavors to:

- Provide students the opportunity to develop interpersonal communication skills,
- Promote the development of critical thinking skills,
- Create a learning environment based on constructivist teaching/learning strategies,
- Contribute to the student's degree program by enhancing his/her basic understanding of the scientific and systematic study of behavior and mental processes.

This course offers the core learning in research techniques, which is the foundation of understanding the scientific and systematic study of behavior and mental processes. It is a crucial part of the curriculum for the LSSP, in terms of skills development for future ethical practice in program assessment, etc.

RELATION TO THE DEPARTMENTAL GOALS AND PURPOSES (DEPARTMENT OF LEADERSHIP & COUNSELING)

The goal of the Department of Educational Leadership and Counseling is to train students to become knowledgeable, competent, ethical professionals in their fields who are able to bring Christian ethics, values, and worldview to their workplaces. To this end, our goal is to provide learning experiences that:

- include coursework that meets or exceeds the state standards for academic knowledge in each discipline;
- offer opportunities to develop levels of skills necessary for entering the professional arena and performing with excellence;
- emphasize critical thinking, utilization of resources, the ability to work independently and cooperatively; and
- impart the importance of professionalism, integrity, values-centered work, and lifelong learning and development.

This course offers the core learning in research techniques, which is the foundation of understanding the scientific and systematic study of behavior and mental processes. It encourages counselors who may not otherwise engage in research professionally to be good consumers of research and understand how to utilize the literature to determine empirically supported treatments and best practices for work with clients.

COURSE LEARNING OBJECTIVES

Overview/ Purpose of the course

This course will provide opportunities for the Psychology professional to develop knowledge and skill in evaluating research as well as plan and design their own research efforts.

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

1. Identify and interpret various types of research design.
2. Identify problems inherent to various types of research design.
3. Design a research project for a psychological research question of their own choosing.
4. Identify appropriate hypotheses and hypothesis testing techniques.
5. Analyze and evaluate research reported in the popular and professional journals.

TOPICAL OUTLINE

A course agenda is included at the end of this syllabus. It includes the following topics:

Conducting an Experiment
 Ethics in Research
 Experimental Design
 One Independent Variable
 Multiple Independent Variables
 Repeated Measures
 Correlational Research
 Survey & Observational Research

TEACHING STRATEGIES

Teaching strategies will focus on discussion and application of the material. Mastery of the basic concepts and application to new situations is expected. It is assumed that the student will have read the appropriate materials in the text before attending class and contribute to discussion of the theory with observation and questions. Material presented during class is meant to supplement reading and provide ground for additional thought and reflection.

ASSESSMENT OF LEARNING

Course Requirements

All students will be required to complete all assignments. Advance notification must be given to instructor if any assignment will not be completed on time.

Grading Standards

Exams: Four exams will cover assigned reading, lecture, and other activities. Students who are late for exams will be expected to finish with the rest of the class. Advance notification must be given if an exam will be missed. Only one exam can be made up.

Each exam will address Learning Objectives 1, 2, and 4.

The points scored on each exam will be totaled and divided by the total number of points available for all four exams. “Final percentage correct” will be used to assign a grade for the exam portion of the course.

94 and above = **A**
90-93 = **A-**
87-89 = **B+**
83-86 = **B**
80-82 = **B-**
77-79 = **C+**
73-76 = **C**
70-72 = **C-**
69 and below = **F**

Research Proposal: A proposal for your own personal research project is required. The format of the proposal document should follow APA guidelines. A sample proposal can be found at:

<http://www2.fiu.edu/~levittmj/Sample%20Proposal.pdf>

The research proposal will include the following items:

1. Use of APA writing style – 15 points
2. Abstract – 5 points
3. Topical literature review – 40 points
 - a. Provide background to the subject in question, as well as critique previous experimental research and designs used and problems with interpretation of previous research results
 - b. At least 10 full pages in length
4. Methods
 - a. Subject description – 10 points
 - b. Measurements description – 10 points
 - c. Procedures description – 10 points
5. Bibliography – 10 points

The Research Proposal will address Learning Objectives 3, 4, and 5.

Final grade will be determined from the following:

Exams: 50%
Research Proposal: 50%

To calculate the “exam” portion of the final grade, the total number of exam points will be converted to a 100% scale then divided in half. The research proposal will be graded per the rubric above and divided in half. The sum of the

exam and proposal portions will be calculated and the final grade based on the graduate school grade scale as above.

Student Evaluation of Faculty and Course

Students will complete faculty appraisal forms as regularly administered by the University.

CLASS POLICIES

ATTENDANCE: Absence and Tardy Policies

In the College of Education and Behavioral Sciences, students must attend at least 75% of class sessions in order to receive a passing grade in the course. This means that if more than 4 absences occur, the course grade will be "F" no matter what test and paper scores might be. Please notify me of your absence before class if at all possible. At that time, the possibility of making up missed work can be discussed.

ACADEMIC ACCOMMODATIONS:

Students needing learning accommodations should inform the professor immediately and consult the Academic Accommodations section of the HBU Classroom Policy posted on Blackboard.

LATE WORK STATEMENT.

Late work will be penalized. You should not miss any exams. If you are sick, you need to notify the professor in advance. The professor reserves the right to administer a different exam, deduct points for taking the exam late, and/or schedule the makeup for a later date. Missing an exam without giving prior notice will result in a zero for that test, with no makeup.

The Research Proposal is considered the final exam for this course and will be turned in at the scheduled time of the final exam. If that deadline cannot be met, arrangements should be made at least two weeks in advance.

Missed Tests

Advance notification must be given if an exam will be missed. Only one exam can be made up. On the evening of the exam, students who arrive late to class will be expected to finish the exam with the rest of the class.

Students are required to read the University Classroom Policy addendum to this course syllabus that is included on Blackboard. In addition to the class policies listed here, it includes basic class policies that apply in all HBU classes.

Person Responsible for developing this Syllabus:

Rebecca R. Cutting

July 2, 2014

COURSE AGENDA

Date	Topic	
8/27	Course Introduction – Chapter 1	
9/3	Finding a Research Question – Chapter 3	
9/10	Planning your research – Chapter 4	
9/17	Measurement & Sampling – Chapter 5	Exam chapter 1, 3, & 4
9/24		What is your research question?
10/1	Conducting an Experiment – Chapter 6	
10/8	Ethics – Chapter 2	
10/15	One Independent Variable – Chapter 7	Exam chapter 5, 6, & 2
10/22	Multiple Independent Variables – Chapter 8	
10/29	Repeated Measures – Chapter 9	
11/5	Correlational Research – Chapter 10	Exam chapter 7, 8 & 9
11/12	Survey Research – Chapter 11	Rough draft of research proposal due
11/19	Observational Research – Chapter 12 Longitudinal Research – Chapter 13	What is your hypothesis? What are your research questions?
11/26	No Class – Thanksgiving holiday	
12/3		Exam chapter 10 - 13
Week of 12/8	Final research proposal due & Final exam at scheduled date	

The content of this outline are subject to change at the discretion of the professor. Exams will be multiple choice and short answer.

Exam 1:

- Understand & distinguish between reliability and validity
- Understand & apply the scientific method
- Define the components of a scientific hypothesis
- Distinguish between a hypothesis & a research question
- Understand & distinguish between Type 1 and Type 2 error
- Understand & identify scales of measurement (ratio, interval, etc.)
- Provide keywords and questions for possible use in a research study

Exam 2:

- Understand & distinguish between experiments and quasi-experiments
- Define and describe the Student's t-test and ANOVA
- Identify when it is appropriate to use the t-test and ANOVA
- Identify ethical issues when performing psychological research
- Provide a finalized research question for use in the proposed research study

Exam 3:

- Understand & identify independent and dependent variables
- Understand & identify operational constructs of variables
- Identify main effects & higher order interactions between variables
- Identify between-subject, within-subject, placebo groups, double blind studies
- Describe measurements to be used in the proposed research study

Exam 4:

- Identify appropriate use of survey and longitudinal research studies
- Define & identify positive & negative correlation between variables
- Identify appropriate use of Pearson product-moment & Spearman coefficient
- Identify difficulties with single subject case studies
- Identify difficulties with survey questionnaires and the use of observers
- Provide the hypothesis for the proposed research study
- Identify limitations associated with the proposed research study

COURSE ACKNOWLEDGEMENTS

Syllabus Statement

I am aware of all topics described in the coursesyllabus. These include, but are not limited to the following:

- course description; course sequence in the curriculum and prerequisite information;
- instructor information and learning resources;
- relation to the mission of the University and to the goals and purposes of the College of Education and Behavioral Sciences;
- course learning objectives;
- state and national standards covered (TEXES competencies, IDA standards, etc);
- topical outline and learning strategies;;
- assessment for learning: requirements & grading standards;
- **HBU CLASS POLICIES: -the University document posted on Blackboard;**
- additional policies for this class: attendance, late work, missed tests and electronic devices;
- the possibility of changes to the syllabus. [The content of this syllabus and the attached agenda are subject to change at the discretion of the professor.]

Professional Integrity Statement

To maintain and uphold the highest level of professional integrity and honesty, cheating and plagiarizing are not allowed. . If a student cheats and/or plagiarizes, then the student will receive a “0” for the assignment and/or fail the course

Cheating is a catch-all term for not doing your own work. Any attempt during a test to consult with notes or another person or to look at another’s test constitutes cheating. If answers are shared in any way, both students will receive the same penalty for cheating. Using stolen tests or “borrowed” tests (any test that is not readily available to all members of the class) to study for an exam is cheating. Within the broader view of cheating is the idea of using someone else’s work in place of your own. This is called plagiarism and is not allowed.

DO NOT:

- copy another person’s paper/project/work or part of that and turn it in as your own;
- copy a paper/project from the Internet and turn them in as your own;
- copy another paper/project (or cut and paste parts of Internet articles), make changes to it, and submit it as your own;
- include the work of others without documentation/reference (If seven or more words are taken directly from another source it must be quoted and referenced.);
- submit a paper/project or large parts of a paper/project you have done for another class at HBU or another institution to this class. (Always get a professor’s approval before using a prior work or topic from a different class.);
- have someone write parts or all of your paper/project/work
- share your work with others; and,
- change references or make up references.
- falsify fieldwork documentation

By signing this page, **I affirm** that I have read and understand the contents of this course **Syllabus Statement, the Professional Integrity Statement, and the University Class Policies**. I understand that at any time during the course, I may request clarification, if needed.

Printed Name

Signature

Date

[After reading the course syllabus and this page, please **print and sign this** form then turn it in to the professor.]