

**The College of Education and Behavioral Sciences
School of Psychology/School of Education
Houston Baptist University**

Course Syllabus

**5177 PSYC 6324.90 Graduate Research Seminar
Fall 2014**

COURSE DESCRIPTION

In this course the student designs and completes an original yet supervised research project to include literature review, hypotheses, method and procedures, collecting and analyzing data, and writing a high quality APA research report. Students will present a brief overview (oral presentation using power point) of their project to the class for their final exam.

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" 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 is a required course for those who are psychology graduate students (MAP; MAC). This is part of the sequence of courses designed to prepare students for conducting and reviewing research in their discipline. The prerequisite for this course is Psychology 6320 in which students write a brief research proposal, which is used as the basis (starting point) for the development of their original research project for this course.

DATE AND TIME OF CLASS MEETINGS

Tuesdays 6:30 to 9:00 Atwood 2 - Rm 203

INSTRUCTOR INFORMATION

Name: Valerie A. Bussell, PhD

E-mail (preferred): vbussell@hbu.edu (e-mail preferred)

Office Phone: 3051

Office Location: H322

Office Hours: Mondays 3-6; Tuesdays 4:45-5:45; Thursdays 12:30-3:30 and by appointment; and Fridays by appointment only

LEARNING RESOURCES

Course Text(s): All available in the HBU bookstore

APA Publication Manual – 6th edition – (concise rules or full text).
<http://www.apastyle.org/index.html>

Kirkpatrick & Feeney (2013; 2014). *A simple guide to SPSS for Windows* (18.0 and above versions).

Optional: SPSS software student version (available at the bookstore). You will need access to SPSS software to complete your project. This is available on a few computers in the student computer lab (Hinton Building). If you want to work on your laptop or home computer, you will need to purchase this software. The library usually has one or two computers with SPSS software installed. Our classroom lab is USUALLY locked or occupied with a class.

You need to **start** your database on the classroom computer to insure compatibility with your home software. SPSS software (similar to WORD) will not read “up”. In other words you will want to start with the classroom computer to insure that newer versions of software (home) will read your database. It is important that you can access your files in the computer lab which *may* be the lower version of SPSS.

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.”

In relation to the mission of the University, this course is taught in a manner that encourages honesty and accountability. Open inquiry and the integration of scholarship, service, and spirituality will be supported in this course. Furthermore, this course will model and expect academic excellence from students in terms of content acquisition, critical inquiry, and communication skills. It will also help students connect faith, learning and professional practice in the context of empirical research.

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

The mission of the College of Education and Behavioral Sciences is to prepare students to be effective citizens and professional educators, administrators, counselors, and researchers 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 their discipline;
- essential learning experiences that will provide opportunities to develop knowledge, skills and wisdom; and

- an understanding of their Christian mission and calling to influence individuals and the larger society.

In support of the COEBS mission, the objectives, learning activities, assessment procedures and classroom environment for this course support these beliefs:

1. Treat students with respect and kindness.
2. Assessments and standards should be consistent, challenging, fair, and performance-based.
3. Students should be actively involved in the learning process with activities designed for a variety of learning styles.
4. Students will have the opportunity to develop interpersonal communication, critical thinking, and technology skills.

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 applied 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. Students also develop skills in professional written communication.

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 applied 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. Students also develop skills in professional written communication.

COURSE LEARNING OBJECTIVES

Overview/purpose of the course

Students will apply previous knowledge, as well as information developed during the course, to design and complete an original and supervised research project that directly relates to the discipline of psychology. Students will prepare a high quality APA research report that includes all the components normally found in such writing. Students will orally present their research findings to the class for the final exam.

This course is designed to develop an awareness and appreciation for the contributions of research to our understanding of psychological issues. This course will increase student's use of professional journal material as it relates to their research topic. This course will also make students aware of the impact of the real world on the research process.

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

1. Demonstrate proficiency and *excellence* to earn an "A".
2. Appreciate the role of research in decision-making in our society.
3. Recognize the impact that research has on the professional practice of psychology.
4. Critically evaluate various scholarly psychological research reports which will be read.
5. Demonstrate proficiency with designing and conducting original research.
6. Demonstrate proficiency with data input, management, and analyses with the use of current SPSS software.
7. Give and accept feedback from the research supervisor and other students concerning their research.
8. Demonstrate oral and written accounts of the progress of the research report by deadlines listed on the course outline page.
9. Demonstrate proficiency with APA.
10. Write a high-caliber APA styled research report to describe supervised research study accomplished according to the guidelines and deadlines published in this course syllabus.
11. Offer suggestions and feedback to other students concerning the research process.
12. Demonstrate proficiency with orally describing their research project utilizing Power Point technology.

TOPICAL OUTLINE

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

1. Choosing a Psychological Research Topic
2. Developing quantifiable and testable hypotheses
3. Reviewing the Literature
4. Designing an Empirical Research Study
5. Finding Reliable Measures
6. Recruiting and Protecting Participants
7. Informed Consent and Data Collection
8. Data Management with SPSS
9. Data Analyses with SPSS
10. Presenting and Discussing the Results
11. Writing the APA Manuscript
12. Orally Presenting Research Findings

The content of this outline and the attached schedule are subject to change at the discretion of the professor.

TEACHING STRATEGIES

A variety of learning methods will be used including the following:

1. Reading, lecture, and discussion
2. Reflection and analyses (both oral and written)
3. Media presentations
4. Small group activities and simulations
5. Technology: Students will use the Internet as one source for the review of literature they must complete. They will use word processing to complete the writing of their research paper and other assignments. Students will use SPSS to analyze their data. Students will use Power Point for their oral presentation.
6. Individual conferences
7. Library research
8. Field experience: Collecting data with human participants

ASSESSMENT OF LEARNING

Course Requirements. See the agenda at the end of this syllabus for due dates.

Assignment ¹	Learning Objective(s)	Point Value
<p><i>Research Management Skills: (evaluated across the semester)</i> <i>Meeting Draft Deadlines; Attendance and Punctuality;</i> <i>Taking Notes and Following Instructions;</i> <i>Handling of Human Subjects: Recruitment and Informed Consent; Time Management Skills; Professionalism while conducting research.</i></p>	<p>1,5-8, 11</p>	<p>10%</p>

<i>APA Research Report: Supervised Research Project and Findings: See Paper Guidelines and Evaluation Rubric</i>	<i>1-11</i>	<i>80%</i>
<i>Final Exam: Oral Presentation of Research Study: See Evaluation Rubric</i>	<i>1, 7, 8, 12</i>	<i>10%</i>

- ¹ Descriptions and rubrics for assignments are included at the end of this document.
- ² 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" as noted in Title 22, Part 30, Chapter 681, Subchapter E, Rule 681.8 (a) (6).

Grading Standards

Course Grade: HBU Graduate School Grading Scale:

94 -100=**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**

Student Evaluation of Faculty and Course

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

CLASS POLICIES

Absence and Tardy Policies.

ATTENDANCE: Your best chance of success is to attend class. 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 four absences occur, the course grade will be "F" no matter what grades have been achieved on various components of the course.

TARDIES: You are expected to be on time to class. And being punctual to class is an important element of attendance. Late arrival is disruptive to other students as well as instruction. If you arrive after 6:35 you will be counted tardy. 3 tardies = 1 absence.

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: No late work is accepted for this course. Drafts will not be reviewed after posted deadlines.

Your final paper is due at the end of this course on the assigned due date and at the designated time and place. An incomplete can be given *only* for extreme circumstances and will require strict documentation to support. Without such documented circumstances, (hospitalization, death in the immediate family, etc.), the inability to meet the final deadline for the paper will result in receiving the grade of F for this course.

MISSED TESTS: There are no exams given in this course.

Use of Electronic Device: During class sessions, electronic devices are only to be used to support class activities. Other uses (texting, surfing the web, etc.) will result in the device not being allowed in the classroom. Please silence phones during class time.

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 SYLLABUS:

Valerie A. Bussell

08/2014

Instructor's signature

Date

Psych 6324-90
TENTATIVE SCHEDULE

I. Goals for Weeks 1-4: Introduction Section and Hypotheses

- Develop your early proposal into the Introduction Section of your APA paper – Includes Thesis statement, Literature Review, Statement of Purpose, and four formal Hypotheses w/ nulls stated (testable / quantifiable). Study includes at least two variables that will be measured by proven and reliable psychometric tests)
 - *Published means that tests were used and then described in a primary research study that has been published in a peer review psychology journal. In other words, measures for at least two of your psychological variables have been fully described in the Method sections of primary research articles.*

II. Goals for Week 5-10: Methods Section: Participants, Procedures, Measures

- Gain approval for Data Collection Procedures - Step by step recruitment and survey data collection procedures to include the protection of Human Subjects.
- Gain approval for assembled Questionnaire – includes measures for all main variables (IV's and DV's) in 4 approved hypotheses
 - You are not expected to purchase copyrighted tests. You obtain the test items and scoring information from the original journal article that describes all elements of each test (items, response choices, scoring, reliability and validity coefficients).
- Begin collecting data and managing survey data with SPSS

IMPORTANT NOTE: ABSOLUTELY NO DATA MAY BE COLLECTED (Questionnaires given out) WITHOUT FORMAL PERMISSION FROM SUPERVISING PROFESSOR. THE APPROVAL OF YOUR HYPOTHESES, INFORMED CONSENT, QUESTIONNAIRE AND PROCEDURES ARE MANDATORY FOR THE PROTECTION OF HUMAN SUBJECTS.

III. Goals for Week 11-16: Results Section / Discussion Section / Abstract

- Review Inferential Statistics
- Practice data analysis with SPSS software using fake data.
- Analyze your own data in SPSS.
- Finish APA report and submit by the deadline. No late papers are accepted. No incompletes given for running out of time.

Once you are collecting data bring all completed and scored questionnaires and your electronic database file (SPSS) to class for progress and quality checks.

WEEKLY SCHEDULE (subject to change)

FOR THE DRAFT DEADLINES THAT FOLLOW:

- BE SURE TO USE THE PAPER GUIDELINES AND THE MODEL PAPER SECTIONS POSTED ON BLACKBOARD TO GUIDE YOU.
- MODEL PAPER SECTIONS ARE POSTED BEFORE DRAFT DUE DATE
- YOU CAN TURN SECTION DRAFTS IN **BEFORE** DEADLINES.
- SECTION DRAFTS WILL NOT BE ACCEPTED **AFTER** DEADLINES - YOUR FINAL REPORT WILL BE WITHOUT PROFESSOR FEEDBACK FOR THAT SECTION OF YOUR PAPER.
- NOT SUBMITTING DRAFTS WILL AFFECT YOUR RESEARCH MANAGEMENT GRADE (10% OF YOUR FINAL GRADE FOR THIS COURSE).
- FOR EVALUATION PURPOSES, RESUBMIT YOUR APPROVED HYPOTHESES WITH EACH SECTION (DRAFTS) OF YOUR PAPER.

LAB EXERCISES ARE DUE AS ASSIGNED IN LAB.

Week 1: 8/26: Syllabus / Overview / Student Introductions / Research Topics / Paper Guidelines

Week 2: 9/02: Literature review and writing hypotheses

Week 3: 9/09: Literature review and writing hypotheses
Sign-up for ONE individual meeting for week 4 in lieu of meeting as a class

Week 4: 9/16-9/19: Mandatory Individual Meetings (H322)
Seeking approval for Topic, Hypotheses, Measures, and basic data collection procedures – on campus vs. off campus, etc.

Week 5: 9/23: Questionnaire and Procedures
Draft Deadline: Introduction with four formal hypotheses and nulls – See paper guidelines and model section

Week 6: 9/30: Questionnaire and Procedures
Hypotheses returned

Week 7: 10/07: Questionnaire and Procedures
Draft Deadline: Questionnaire: Include informed consent, demographic questions, and measures for every variable in all study hypotheses.
Turn in revised hypotheses with your questionnaire draft.
You must be able score your questionnaire tonight in lab – bring scoring information.
Introduction Drafts returned
You should be seeking approval to collect data.

Week 8: 10/14: Methods / SPSS Lab Activity 1: Setting up Databases
Questionnaire drafts returned with feedback.
You should be collecting data

Week 9: 10/21: Methods / SPSS – Lab activity 2: Descriptive Stats
You should be collecting data.

Week 10: 10/28: Methods / SPSS – Lab activity 3: Inferential Stats

Draft Deadline: Methods section: Include your previously approved hypotheses and revised questionnaire. Leave the participants stats blank till you have this information.

**Week 11: 11/04: SPSS Data Analysis / Results - Lab Activity 4: Inferential Stats (catch up)
Methods Drafts returned / Collecting Data**

Week 12: 11/11: Results Section / Data Analyses

Finishing up data collection

Final Database/questionnaires/informed consents checked for those finished with data collection and analyses.

**Week 13: 11/18: FINAL DETAILS: Your Discussion Section & Abstract / Paper rubric /
turnitin.com / Oral Presentation guidelines / finishing up your final data analyses**

Draft Deadline: Results section: (with preliminary (partial or full) data analyses for all four hypotheses). Include revised and finalized hypotheses and all SPSS output tables with this draft.

Final Database/questionnaires/informed consents checked for those finished with data collection and analyses.

Note: Your Discussion Section will not be reviewed by the professor before the final paper submission.

**Week 14: 11/25: Open computer lab – (Preliminary) Results section drafts returned with feedback.
Data analyses and final reporting assistance.**

Final Database/questionnaires/informed consents checked

(This is mandatory tonight @6:35 – if not checked yet!)

KEEP SURVEYS AND INFORMED CONSENTS FOR TWO YEARS!

Week 15: Dec. 2: Last Class: FINAL REPORTS DUE

- *Hard Copy Due at 6:35 Atwood Lab NO LATE PAPERS ACCEPTED!*
- *Electronic file e-mailed to vbussell@hbu.edu by 9:00p.m.*
- *Electronic submission to turnitin (via Blackboard) by 9:00p.m*
- *All electronic files must match the hard copy submission*

Week 16: Final Exam- TBD as published in the University Final Exam Schedule: Oral Presentations of Research Project (6-10 minute Power Point presentations – guidelines and evaluation rubric provided beforehand.) Length of presentation is determined by number of students enrolled in course per semester. Provide slide handout to professor **before** your presentation.

*****The above procedures and schedule may be subject to change based on the discretion of the professor.**

Please note: The last day to drop without a “W” is September 10th.

The last day to drop with a “W” is October 31st

COURSE ACKNOWLEDGEMENTS

Syllabus Statement

I am aware of all topics described in the course syllabus. 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.]

APA Paper Guidelines and Rubric inserted here

Research Management Evaluation Rubric inserted here

Oral Presentation (Final Exam) Rubric inserted here