

Argosy University
COURSE SYLLABUS
R7001 OLA
Introduction to Research Methods
Summer 2011

Instructor: Dr. Russell A. Chapman, Ph.D.

Phone: 510- 217-4827

E-Address: ruchapman@argosy.edu

Office Hours: By appointment only and in course site chat room by appointment only

Class Times: This is a fully online course with no face-to face meeting scheduled at this time. However, the instructor is not opposed to having face-to-face time if the class can come to consensus (**total consensus**) about a particular weekend or weekends.

Argosy Communication:

If you choose to use an email address other than the assigned Argosy email, please be advised that you do so at your own risk. Any difficulty receiving Argosy emails will be your responsibility.

Technology:

PC: As a general guideline, students should have computer specifications of a Pentium III CPU or greater, Windows 2000 or XP, and 1 GB RAM.

MAC: As a general guideline, students should not have computer specifications less than a MAC G4 processor, MAC OS X

Course Prerequisites: W7000

Final Date to Drop the Class:

- In order to receive a refund of 100%, students must officially drop a course through Student Services by **May 21, 2011**, the final day of the add/drop period.
- After the add/drop period, to receive a grade of “W” (Withdrawal) you must officially drop this class by **July 16, 2011**. You may not withdraw from the course after this date. If you choose to discontinue coursework after the final drop date, you may receive grade of “F” for the course.

REQUIRED TEXTS

American Psychological Association (2009) *Publication Manual of the American Psychological Association*, 6th ed., American Psychological Association., ISBN # 978-1-4338-0562-2

Creswell, John W. *Research Design*. (3rd edition/2009) Sage Publications, Inc. ISBN: 978-1-4129-6557-6

Course Description:

This course must be taken before all other research courses. The course offers a brief introduction to the philosophical underpinnings of research inquiry. It offers an overview of quantitative, qualitative, and mixed-method research methodologies used across the disciplines of business, education, and behavioral sciences. Emphasis will be placed on the establishment of appropriate connections between research questions and methodologies.

Course length: 15 Weeks **Contact Hours:** 45 Hours **Credit Value:** 3.0

Program Outcomes: Doctor of Education in Counseling Psychology

Program Outcome One: Professional Practice

Competency 1: Assessment and Skills

Formulate assessments of psychological functioning and apply therapeutic intervention strategies when working with individuals, couples, families, and groups, toward the development of optimal mental health.

Competency 2: Theory

Synthesize and apply psychological and developmental theories to therapeutic intervention strategies.

Competency 3: Writing

Employ appropriate media and technology when presenting information orally and in writing, so that the presentation is concise, organized, well supported, professional, and appropriate to the audience.

Program Outcome Two: Research

Competency 1: Analyze research, translate research findings, and conduct research for improvement of counseling psychology services using statistics and evaluation methods.

Program Outcome Three: Interpersonal Effectiveness and Professional Development

Competency 1: Students will develop positive relationship skills that promote personal and professional development via effective communication, encouragement, empathy, respect for others, self-awareness, and other-awareness.

- a. Apply active listening communication skills in interpersonal scenarios to establish empathetic relationships.
- b. Analyze the importance of effective nonverbal communication skills in interpersonal relationships.
- c. Solicit and utilize feedback to build and maintain interpersonal relationships.

Competency 2: Participate in professional development activities in the discipline of counseling psychology to reflect lifelong learning.

Program Outcome Four: Ethics

Competency 1: Using the American Counseling Association's Standards of Practice /or the American Psychological Association's Ethical Code, as well as, and local state law as it applies to the behavior of mental health professionals, identify ethical dilemmas, interpret the standards of practice to apply ethical decision-making strategies while engaging in professional activities.

Program Outcome Five: Diversity

Competency 1: Multicultural Skills

Develop assessment, counseling, and consultation services by applying counseling and multicultural theories and research to diverse populations, and modifying counseling interventions as needed to work effectively with diverse clients.

Competency 2: Multicultural Awareness

Reflect and integrate personal values, beliefs and biases in working with clients as well as in interpersonal relationships with others. Competency 3: Multicultural

Knowledge

Synthesize the complexity and multidimensionality of cultural/diversity issues in the field of counseling psychology while working with clients as well as interpersonal relationships with others.

Course Competencies:

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

- Examine the purpose of a study, research methodology, and data collection methods
- Compare and contrast the characteristics of different research questions and possible methodologies
- Apply ethical decision making related to cultural diversity in participant selection and recruiting, data collection, and analysis
- Given a research question, examine and analyze strengths and limitations of multiple methodologies to select the most appropriate research design
- Draft a methods section appropriate to research question(s).
- Update the dissertation plan to include the drafted methods section (Doctoral students only)

Chapter and Course Outline:

(Students should take note that this particular course runs 15 weeks and our course site was not notified from 7.5 weeks. Thus, students should pay no attention to the course site due dates and only adhere to the due dates below.)

Module 1: Introduction to research design & Course Overview

Module 1 Timeline: May 9, 2011 through May22, 2011

Chapter Readings: Online lectures & Review of the literature

Module Assignment:

Module 1 Assignment 1 Discussion

Due Date: May 12, 2011

Module 1 Assignment 2 Discussion

Due Date: May 15, 2011

Module 1 Assignment 3 Discussion

Due Date: May 22, 2011

Module 2: Designing research & Exploring research theories

Module 2 Timeline: May 23, 2011 through June 5, 2011

Chapter Readings: Online lectures, The use of theory, The introduction, The purpose statement, & Research questions and hypotheses

Module Assignment:

Module 2 Assignment 1 Discussion

Due Date: June 1, 2011

(I encourage all students to progress with their reading and assigns in the future, because this is a very light module)

Module 3: Research definitions and terminology

Module 3 Timeline: June 6, 2011 through June 19, 2011

Chapter Readings: Online lectures, Writing strategies and ethical considerations (pp. 73–87), Quantitative methods (pp. 147–148), & Qualitative procedures (pp. 178–181)

Module Assignment:

Module 3 Assignment 1 Discussion

Due Date: June 12, 2011

Module 3 Assignment 2 Discussion

Due Date: June 19, 2011

Module 4: Research methods: Quantitative Approach

Module 4 Timeline: June 20, 2011 through July 3, 2011

Chapter Readings: Online lectures, Quantitative methods, & • Patrick, M. E., Rhoades, B. L., Small, M., & Coatsworth, J. D. (2008). Faith-placed parenting intervention. *Journal of Community Psychology*, 36, 74–80. [See EBSCO/PsycINFO database] <http://search.ebscohost.com/login.aspx?direct=true&db=buh&AN=3829636&site=ehost-live>

Module Assignment:

Module 4 Assignment 1 Discussion

Due Date: June 26, 2011

Module 4 Assignment 2 Discussion

Due Date: June 30, 2011

Module 4 Assignment 3 (DDB)

Due Date: July 3, 2011

Module 5: Research methods: Qualitative Approach

Module 5 Timeline: July 4, 2011 through July 17, 2011

Chapter Readings: Online lectures, & Qualitative procedures

Module Assignment:

Module 5 Assignment 1 Discussion

Due Date: July 10, 2011

Module 5 Assignment 2 (DDB)

Due Date: July 17, 2011

Module 6: Research methods: Mixed Methods

Module 6 Timeline: July 18, 2011 through July 31, 2011

Chapter Readings: Online lectures, & Mixed methods procedures

Module Assignment:

Module 6 Assignment 1 Discussion

Due Date: July 24, 2011

Module 6 Assignment 2 (DDB)

Due Date: July 31, 2011

Module 7: Ethical issues in research

Module 7 Timeline: August 1, 2001 through August 14, 2011

Chapter Readings: Online lectures, Writing strategies and ethical considerations (pp. 87–94) & Review *The Argosy University IRB handbook* (available through **Doc Sharing**)

Module Assignment:

Module 7 Assignment 1 (DDB)

Due Date: August 7, 2011

Module 7 Assignment 2 (DDB)

Due Date: August 14, 2011

Module 8: Course reflection

Module 8 Timeline: August 15 through August 20, 2011

Chapter Readings: Online lectures

Module Assignment:

Module 8 Assignment 1 Discussion

Due Date: August 17, 2011

Module 8 Assignment 2 Discussion

Due Date: August 20, 2011

Library:

All resources in Argosy University's online collection are available through the Internet. The campus librarian will provide students with links, user IDs, and passwords. Library Resources: Argosy University's core online collection features nearly 21,000 full-text journals and 23,000 electronic books and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. Many titles are directly accessible through the Online Public

Access Catalog at <http://library.argosyu.edu>. Detailed descriptions of online resources are located at <http://library.argosyu.edu/misc/onlinedblist.html>.

In addition to online resources, Argosy University's onsite collections contain a wealth of subject-specific research materials searchable in the Online Public Access Catalog. Catalog searching is easily limited to individual campus collections. Alternatively, students can search combined collections of all Argosy University Libraries. Students are encouraged to seek research and reference assistance from campus librarians.

Information Literacy: Argosy University's Information Literacy Tutorial was developed to teach students fundamental and transferable research skills. The tutorial consists of five modules where students learn to select sources appropriate for academic-level research, search periodical indexes and search engines, and evaluate and cite information. In the tutorial, students study concepts and practice them through interactions. At the conclusion of each module, they can test their comprehension and receive immediate feedback. Each module takes less than 20 minutes to complete. Please view the tutorial at <http://library.argosyu.edu/infolit/>

Academic Dishonesty/Plagiarism:

In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the Publication Manual of the American Psychological Association, 5th Edition (2001). Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the Publication Manual of the American Psychological Association, 5th Edition for thesis and paper format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism. Additionally, Argosy University considers resubmission of a work produced for one course in a subsequent course or the submission of work done partially or entirely by another to be academic dishonesty. It is the student's responsibility to seek clarification from the instructor regarding how much help may be received in completing an assignment, exam or project and what sources may be used.

Scholarly writing:

The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You are responsible for maintaining an electronic copy of any work submitted, because you may be asked to submit your course assignments through "Turnitin," (www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

Americans with Disabilities Act Policy:

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director of Student Services. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student's responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

The Argosy University Statement Regarding Diversity:

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.