



**Argosy University**  
**COURSE SYLLABUS**  
**PP7201**  
**Statistics & Research II**  
**Spring 2009**

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**Faculty Information**

**Faculty Name:** Renato P. Almanzor, Ph.D.

**Campus:** San Francisco Bay Area

**Contact Information:** Room 247, (510) 217-4755; (510) 520-1658 cell; [ralmanzor@argosy.edu](mailto:ralmanzor@argosy.edu)

**Office Hours:** Tuesdays & Wednesday, 12:30 – 1:30, Thursdays 1:30 – 2:30, By Appointment

**Short Faculty Bio:** Dr. Almanzor's experience emerges from many years consulting and training groups committed to multicultural organization development and social justice. His clients have included universities, non-profit organizations, medical clinics, and government agencies. As an executive coach and management consultant, he has led strategic planning processes, board development, and program development & evaluation.

**Course description:** The second of a two-semester sequence in statistics and research methodology. This course includes an overview of various research methods, basic concepts in descriptive and inferential statistics, and experimental research methodologies. The course emphasizes the development of critical thinking skills and the methodological tools necessary for functioning as a local clinical scientist in applied settings.

**Course Prerequisites:** Statistics & Research I

**Course Purpose:** An emphasis of the course will include evidence-based decision-making on the validity of psychological interventions, using statistical inference and features of the research design. Class sessions will include multiple modes of learning so that students experience “thinking, feeling and doing” statistics and research methodologies.

**Required Textbook:**

Goodwin, C.J. (2008). *Research in Psychology: Methods and Design, (5<sup>th</sup> Edition)*. New York: John Wiley and Sons. ISBN 978-0-471-76383-3.

Huck, S.W. (2007). *Reading Statistics and Research (5<sup>th</sup> Edition)*. Boston, Allyn & Bacon. ISBN: 0-321-02341-2

Milinki, A (1999) *Cases in Qualitative Research* , Los Angeles, CA : Pyczak Publishing, 1999 ISBN :1-884585-17-5

Pan, M.I. (2008). *Preparing Literature Reviews (3<sup>rd</sup> Edition)*. Los Angeles, CA: Pyczak Publishing. ISBN: 1-884585-76-0

Pyczak, F (2008) *Evaluating Research in Academic Journals (4<sup>th</sup> edition)*, Los Angeles, CA : Pyczak Publishing. ISBN: 1-884585-78-1

**Required Readings:**

*Articles – for examination of methodology more than subject matter.*

Fraga, E. D., Atkinson, D. R., & Wampold, B. E. (2004). Ethnic group preferences for multicultural counseling competencies. *Cultural Diversity and Ethnic Minority Psychology, 10*, 53-65.

Guerin, B. (2003). Social behaviors as determined by different arrangements of social consequences: Diffusion of responsibility effects with competition. *The Journal of Social Psychology, 143*, 313-329.

Nagda, B. R., Tropp, L. R., & Paluck, E. L. (2006). Looking back as we look ahead: Integrating research, theory, and practice on intergroup relations. *Journal of Social Issues, 62*, 439-451.

Smith, E. R., Seger, C. R., & Mackie, D. M. (2007). Can emotions be truly group level? Evidence regarding four conceptual criteria. *Journal of Personality and Social Psychology, 93*, 431-446.

**Course length:** 15 Weeks

**Contact Hours:** 45 Hours

**Credit Value:** 3.0

**Course Relevant Program Outcomes, Competencies and Objectives**

**Goal 3:** To prepare professionals who are able to understand and use the scientific bases of psychology to inform their practice of professional psychology and to evaluate the methods of assessment and intervention they use in practice.

**Objective c)** Students will demonstrate understanding of, and competence in, the foundations of scientific methods and statistics.

**Competency:** Students must be able to demonstrate an understanding of, and competence in the foundations of scientific methods and statistics. The key opportunities to demonstrate this competency will be during the text-based discussions of the research literature, examinations and end of the semester activity.

### Participation

Exemplary	Exceeds Expectations	Meets Expectations	Does not meet Expectations
In text-based discussions (including discussions of the research literature), students will facilitate others to demonstrate the ability to critically evaluate the psychological literature, especially with regard to empirical support for various assessment and intervention techniques. Specifically students must be able to give evidence and make inferences from a meta-analysis of the literature. Use evidence in the text to create a new idea or draw connections among ideas.	In text-based discussions (including discussions of the research literature), students will demonstrate the ability to critically evaluate the psychological literature, especially with regard to empirical support for various assessment and intervention techniques. Specifically students must be able to give evidence and make inferences from a meta-analysis of the literature. Use evidence in the text to create a new idea or draw connections among ideas.	In text-based discussions (including discussions of the research literature), students will demonstrate the ability to effectively evaluate the psychological literature, especially with regard to empirical support for various assessment and intervention techniques. Specifically students must be able to make conclusions from evidence and make inferences from a meta-analysis of the literature. Uses evidence in the text to expand on, analyze or critique an idea.	In text-based discussions (including discussions of the research literature), student is unable to critically evaluate the psychological literature, especially with regard to empirical support for various assessment and intervention techniques. Specifically student cannot give evidence and make inferences from a meta-analysis of the literature. Cannot locate evidence in support of an idea under discussion.

### Examinations

Exemplary	Exceeds Expectations	Meets Expectations	Does not meet Expectations
Students demonstrate an understanding of and competence in the foundations of scientific methods and statistics by correctly answering	Students demonstrate an understanding of and competence in the foundations of scientific methods and statistics by correctly answering	Students demonstrate an understanding of and competence in the foundations of scientific methods and statistics by correctly	Students do not demonstrate an understanding of, and competence in the foundations of scientific methods and statistics by correctly answering

98% of the questions on three examinations.	90% of the questions on three examinations.	answering 80% of the questions on three examinations.	79% and below of the questions on three examinations.
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**Objective d)** Students will demonstrate the ability to critically evaluate the psychological literature, especially with regard to empirical support for various assessment and intervention techniques.

**Competency:** Students must be able to evaluate critically and synthesize the relevant theoretical, clinical and empirical literature and express in writing a scholarly and professional viewpoint informed by the literature and/or investigation. The key opportunities to demonstrate this competency will be through the group presentation and the final paper.

#### Group Presentation and Final Paper

Exemplary	Exceeds Expectations	Meets Expectations	Does not meet Expectations
Excellent written papers or group presentations of journal or conference quality. Strong critical evaluation and synthesis of the relevant theoretical, clinical and empirical literature.	Excellent written papers or group presentations. Strong critical evaluation and synthesis of the relevant theoretical, clinical and empirical literature.	Well written papers or well delivered group presentations. Good critical evaluation and synthesis of the relevant theoretical, clinical and empirical literature.	Poor writing style with little or no specific details or poor group presentation that is off topic. Little if any critical evaluation and synthesis of the relevant theoretical, clinical and empirical literature.

**Objective e)** Students will demonstrate attitudes essential for continued learning, scholarly inquiry, and integration of new research findings and the emerging body of knowledge of psychology as a field into their clinical practice.

**Competency:** Students must be able to demonstrate a commitment to scholarly inquiry, continued learning, and integration of new research findings and the emerging body of knowledge of psychology into their clinical practice. The key opportunities to demonstrate this competency will be through the group presentation and the final paper.

### Group Presentation and Final Paper

Exemplary	Exceeds Expectations	Meets Expectations	Does not meet Expectations
Excellent written papers or group presentations of journal or conference quality. Strong critical evaluation and synthesis of the relevant theoretical, clinical and empirical literature.	Excellent written papers or group presentations. Strong critical evaluation and synthesis of the relevant theoretical, clinical and empirical literature.	Well written papers or well delivered group presentations. Good critical evaluation and synthesis of the relevant theoretical, clinical and empirical literature.	Poor writing style with little or no specific details or poor group presentation that is off topic. Little if any critical evaluation and synthesis of the relevant theoretical, clinical and empirical literature.

#### Clinical Performance Evaluation

By the middle of the course, students will have been evaluated on the following behavioral measures:

Examinations – Students must demonstrate an understanding of, and competence in the foundations of scientific methods and statistics.

#### Examinations

Exemplary	Exceeds Expectations	Meets Expectations	Does not meet Expectations
Students demonstrate an understanding of and competence in the foundations of scientific methods and statistics by correctly answering 98% of the questions on two examinations.	Students demonstrate an understanding of and competence in the foundations of scientific methods and statistics by correctly answering 90% of the questions on two examinations.	Students demonstrate an understanding of and competence in the foundations of scientific methods and statistics by correctly answering 80% of the questions on two examinations.	Students do not demonstrate an understanding of, and competence in the foundations of scientific methods and statistics by correctly answering 79% and below of the questions on two examinations.

**Research Literature Discussions** – In text-based discussions (including discussions of the research literature), students will demonstrate the ability to critically evaluate the psychological literature, especially with regard to empirical support for various assessment and intervention techniques. Specifically students must be able to give evidence, make inferences and construct a meta-analysis of the literature.

### Participation in Text-Based Discussions

Exemplary	Exceeds Expectations	Meets Expectations	Does not meet Expectations
<p>In text-based discussions (including discussions of the research literature), students will facilitate others to demonstrate the ability to critically evaluate the psychological literature, especially with regard to empirical support for various assessment and intervention techniques. Specifically students must be able to give evidence and make inferences from a meta-analysis of the literature. Use evidence in the text to create a new idea or draw connections among ideas.</p>	<p>In text-based discussions (including discussions of the research literature), students will demonstrate the ability to critically evaluate the psychological literature, especially with regard to empirical support for various assessment and intervention techniques. Specifically students must be able to give evidence and make inferences from a meta-analysis of the literature. Use evidence in the text to create a new idea or draw connections among ideas.</p>	<p>In text-based discussions (including discussions of the research literature), students will demonstrate the ability to effectively evaluate the psychological literature, especially with regard to empirical support for various assessment and intervention techniques. Specifically students must be able to make conclusions from evidence and make inferences from a meta-analysis of the literature. Uses evidence in the text to expand on, analyze or critique an idea.</p>	<p>In text-based discussions (including discussions of the research literature), student is unable to critically evaluate the psychological literature, especially with regard to empirical support for various assessment and intervention techniques. Specifically student cannot give evidence and make inferences from a meta-analysis of the literature. Cannot locate evidence in support of an idea under discussion.</p>

**Course Objectives:** By the end of the course, students should be able to:

- Describe critical and foundational statistical and research concepts necessary for more advanced coursework, leading to the CRP proposal;
- Effectively analyze and critique the psychological research literature;
- Define the key concepts and elements from statistics and research included in the licensure examination.
- Describe strengths and weaknesses in quantitative factorial research designs
- Define the concepts of multivariate ANOVA, multiple regression, and logistic regression
- Describe the strengths and weaknesses of qualitative research designs
- Identify the criteria for excellent research reviews
- Present detailed techniques for metaanalysis
- Research and write a paper in APA format using excellent models of summarizing literature
- Identify issues related to diversity, especially in test validity, construction and interpretation
- Identify ethical issues associated with the use and mis-use of standardized tests with minority populations

**Course Assignments:**

### Text-base Discussion/Participation Rubric

	Criteria				Points
	4	3	2	1	
<b>Level Of Engagement In Class</b>	Student proactively contributes to class by offering ideas and asking questions <b>more than once</b> per class.	Student proactively contributes to class by offering ideas and asking questions <b>once</b> per class.	Student <b>rarely</b> contributes to class by offering ideas and asking questions.	Student <b>never</b> contributes to class by offering ideas and asking questions.	—
<b>In Text-based discussions, give evidence and makes inferences</b>	Uses evidence in the text to create a new idea or draw connections among ideas.	Uses evidence in the text to expand on, analyze or critique an idea.	Locates evidence in support of an idea under discussion.	Able to locate factual evidence in the text with page number.	—
<b>Listening Skills</b>	Student listens when others talk, both in groups and in class. Student <b>incorporates or builds off</b> of the ideas of others.	Student <b>listens</b> when others talk, both in groups and in class.	Student <b>does not</b> listen when others talk, both in groups and in class.	Student <b>does not</b> listen when others talk, both in groups and in class. Student often <b>interrupts</b> when others speak.	—
<b>Deepening the Learning</b>	Able to ask a question that connects the current discussion to <b>bigger themes or ideas</b> . Connects the ideas of several participants.	Able to ask a question that relates the current discussion to previous discussions.	Able to ask a question that provokes others to respond at a deeper level in the current discussion. Asks questions to clarify what someone has said.	Able to ask a question related to the current discussion.	—
<b>Preparation</b>	Student is <b>almost always</b> prepared for class with assignments and required class materials.	Student is <b>usually</b> prepared for class with assignments and required class materials.	Student is <b>rarely</b> prepared for class with assignments and required class materials.	Student is <b>almost never</b> prepared for class with assignments required class materials.	—
	A: 15-20	B: 11-14	C: 6-10	<b>Total----&gt;</b>	—

## **Group Presentation Topics in Clinical Psychology**

### **Overview**

The class will be divided into three to five groups, and each group will develop and give a presentation that critiques a specified topic in Clinical Psychology. The presentation will reflect similarly to literature reviews within a research article and dissertation. Each member of the group needs to actively participate in the presentation.

In preparing for this presentation, please:

- **Be resourceful** - Find out as much about the topic as you can in the time available. This includes a library search as well as informational interviews.
- **Be analytical and integrative** - Present a balanced overview of the topic, and use it to illustrate important concepts relevant to the course. For example, you should be able to demonstrate competence in analyzing the literature by critically examining research methodology and research design.
- **Be creative** - Your presentation does not have to be predominantly “lecture”-like in presentation. However, if you intend to facilitate an activity I advise you to be aware of the time constraints.
- **Be professional** - Prepare a scholarly, professional presentation that is relevant to practitioners.

### **Logistics**

There are a number of steps along the way that ensure you succeed on this assignment.

- **Topic and Presentation Date** – We will modify our topics from the Fall.
- **Allotted Presentation Time** – These will be 45 minutes maximum. I encourage you to practice the timing of your presentation.
- **Presentation Descriptions** – Due March 9, this should be a brief description to share with your cohort - similar to those you find at conferences that names your goals and outcomes. You should also include biographies of your group members.
- **One page Executive Summary and a “Complete” Annotated Bibliography of Topic** - Please provide this coordinated document for your fellow classmates the day of your presentation.
- **Immediately following each presentation** will be an opportunity for feedback. In addition, each of you will be evaluating the collaboration of yourself and each team member.

### **Topics – To Be Determined**

Collaboration Rubric

Evaluator \_\_\_\_\_ Person Evaluated \_\_\_\_\_

	Exemplary 4	Accomplished 3	Developing 2	Beginning 1	Score
<b>Contribute</b>					
Research & Gather Information	Collects a great deal of information--all relates to the topic.	Collects some basic information--most relates to the topic.	Collects very little information--some relates to the topic.	Does not collect any information that relates to the topic.	
Share Information	Relays a great deal of information--all relates to the topic.	Relays some basic information--most relates to the topic.	Relays very little information--some relates to the topic.	Does not relay any information to teammates.	
Be Punctual	Hands in all assignments on time.	Hands in most assignments on time.	Hands in most assignments late.	Does not hand in any assignments.	
<b>Take Responsibility</b>					
Fulfill Team Role's Duties	Performs all duties of assigned team role.	Performs nearly all duties.	Performs very little duties.	Does not perform any duties of assigned team role.	
Share Equally	Always does the assigned work without having to be reminded.	Usually does the assigned work--rarely needs reminding.	Rarely does the assigned work--often needs reminding.	Always relies on others to do the work.	

<b>Value Others' Viewpoints</b>	Exemplary 4	Accomplished 3	Developing 2	Beginning 1	Score
Listen to Other Teammates	Listens and speaks a fair amount.	Listens, but sometimes talks too much.	Usually doing most of the talking--rarely allows others to speak.	Is always talking--never allows anyone else to speak.	
Cooperate with Teammates	Facilitates and resolves conflicts.	Respectful during conflicts and demonstrates commitment to resolving them.	Recognizes conflicts and requests support for resolving conflicts.	Usually argues with teammates without offering opportunities for resolution.	
Make Fair Decisions	Always helps team to reach a fair decision.	Usually considers all views.	Often sides with friends instead of considering all views.	Usually wants to have things their way.	
	A: 25-32	B: 17-24	C: 9-16	Total	

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**Evidence for above ratings**

**Comments**

**Presentation Rubric**  
**Evaluator \_\_\_\_\_**

Group \_\_\_\_\_

	<i>4 - Excellent</i>	<i>3 – Good</i>	<i>2 – Fair</i>	<i>1 - Poor</i>	<i>Score</i>
<b>ORGANIZATION OF PRESENTATION</b>	Well-structured and presented in a logical sequence	Mostly structured, precise but parts may be unconnected to the rest of the presentation.	Somewhat structured but too much time spent on unimportant material. Disjointed sequence.	Unstructured, strays from the subject. Much of the presentation out of logical order.	
<b>COMPREHENSIBILITY OF PRESENTATION</b>	Clear and easily understood.	Mostly clear but some confusion in the presentation.	Somewhat clear but leaves the listener a little lost.	Unclear and confusing. Not understood.	
<b>KNOWLEDGE OF SUBJECT</b>	Accurate and shows depth of thought.	Mostly accurate and certain areas show depth of thought.	Some understanding of subject but little depth.	Inaccurate and shows a surface knowledge only.	
<b>USE AND ANALYSIS OF SOURCES</b>	Sources of high quality and varied. Critically evaluates and synthesizes the relevant theoretical, clinical and empirical literature.	Most sources used of high quality with some questionable sources. Some variety. Effectively evaluates and synthesizes the relevant theoretical, clinical and empirical literature.	Some sources of high quality but little variety and many sources that are questionable. Only moderately evaluates and synthesizes the relevant theoretical, clinical and empirical literature.	Unreliable and uncorroborated sources. Little or no variety. Does not evaluate and synthesize the relevant theoretical, clinical and empirical literature.	
<b>PERSUASION AND CONTEXT</b>	Convincingly solves the problem, answers the question or accomplishes the purpose of the study.	Answers the question or solves the problem but leaves certain minor areas not assessed.	Some answers provided or part of the problem solved but leaves certain major areas not assessed.	Unsupported and unconvincing arguments. Does not answer the question or solve the problem of the study.	
	A: 16-20	B: 11-15	C: 6-10		

<b>Comments/Evidence for Scores</b>	<b>Total</b>

## Final Term Paper CRP Literature Review

Children make the best theorists, since they have not yet been educated into accepting our routine social practices as “natural,” and so insist on posing to those practices the most embarrassingly general and fundamental questions, regarding them with a wondering estrangement that we adults have long forgotten. Since they do not yet grasp our social practices as inevitable, they do not see why we might not do things differently.

*-Terry Eagleton in The Significance of Theory*

### ***Overview***

As emerging practitioner-scholars, each of us already has theories, whether tacit or explicit, about what constitutes an effective clinical psychology practice. I’m assuming this is based to some degree on what that practice provides to our clients. We have read and explored various others’ views on the nature of the practice, and engaged with colleagues in conversation about our ideas and experiences. Thus we have experienced, researched that experience, theorized about our experience, read and analyzed literature, tested our theories in practice, and changed our practice based on our theories. We’ve done all of this situated within our particular personal and subjective stance, based on our positionality with regard to race, class, gender, and other characteristics, and within a set of values that we have created about that experience. All of this constitutes a form of practitioner-scholarship, enlarging our understanding and beliefs about clinical psychology and how we know if it is effective.

I believe that literature reviews essentially frame our theory and theorizing of the psychology of people, and that need not be limited to those designated as theorists (e.g., PhD’s, authors, etc.). Your term paper assignment provides an opportunity for you to begin crystallizing your perspectives, experiences, knowledge, and feelings into further developing your ideas about your purpose for becoming a Clinical Psychologist. Specifically, you are being asked to “create” a literature review that emerges from your previous experiences (e.g., other classes, your life) that critiques, corresponds, and/or refutes existing theory, research and practice. **While your Fall Final Paper began to strengthen your foundation, and “why” your purpose is important, and/or “what” we should know about the topic, your Spring Final Paper will launch you comfortably into the CRP Process.** As implied by the quote above, you have already been theorizing and again, this paper serves as an outlet and forum for your explanation of not only why we are the way we are, but the vision for how they should be and how that vision can be realized using evidence-based decision-making.

### ***Pragmatics***

This could be treated as the basis for proposing your CRP. Throughout the course you will develop your inquiry competencies transferable to research that should support your theory development. Your paper should be between 14-18 pages, excluding any attachments and references, and follow APA format. Your paper will be evaluated on its merits as scholarship and its relevance to conducting research. A rubric is provided that incorporates essential elements that you need to address and scholarly competencies you will need to demonstrate.

I have built in class time to support your progress, including consultancy protocols that can generate data to incorporate into your paper. Also, your paper outline with a paragraph stating your thesis will be due March 16 so that we may give you feedback on your progress prior to the Thanksgiving break.

As a final product, I envision that the paper will include some of the following elements:

- The student's stance on the general topic of study-
  - Such as the psychologist's role within the context of society/democracy);
  - What client's should experience from clinical psychologists (e.g., trust, respect, love);
  - What clinical psychologists should experience from the profession (e.g., continuous learning);
- Their own concepts framed, drawing from the literature –
  - Derived from the theory, research and practice (especially the literature and experience explored through the course);
- A critical analysis of the literature that allows us to understand “within, upon and against” the underlying tenets inherent in various articles.
- Draft method section that articulates a research question and the value of “answering” that question.

**The paper is due APRIL 20, at the beginning of the class.**

### Rubric for Term Paper

Performance Element	Excellent	Good	Average	Poor	Unacceptable
Idea Development (20 points)	Thesis is present and directly supported throughout essay. Demonstrates strong scholarly inquiry, continued learning, and integration of new research findings and the emerging body of knowledge of psychology into their clinical practice. (18-20 points)	Thesis is present and most points supported. Demonstrates scholarly inquiry, continued learning, and integration of new research findings and the emerging body of knowledge of psychology into their clinical practice. (16-17 points)	Thesis is present but vague; support may stray from thesis. Demonstrates some scholarly inquiry, continued learning, and integration of new research findings and the emerging body of knowledge of psychology into their clinical practice. (14-15 points)	Thesis is vague with little support or strays from thesis. Demonstrates ambiguous commitment scholarly inquiry, continued learning, and integration of new research findings and the emerging body of knowledge of psychology into their clinical practice. (12-13 points)	Lacks thesis or organizing idea. Does not demonstrate scholarly inquiry, continued learning, and integration of new research findings and the emerging body of knowledge of psychology into their clinical practice. (0-11 points)
Elaboration in Literature Review (40 points)	Well written, fully elaborates points addressed with clear, accurate, and detailed information to support thesis. Strong critical evaluation and synthesis of the relevant theoretical, clinical and empirical literature (35 - 40 points)	Well written, most points elaborated with clear and detailed information to support thesis; may contain minor factual errors. Good critical evaluation and synthesis of the relevant theoretical, clinical and empirical literature (30 - 34 points)	Adequately written essay; some points elaborated; may contain factual errors or irrelevant information. Adequate critical evaluation and synthesis of the relevant theoretical, clinical and empirical literature (25 - 29 points)	Awkward writing style, points are general, factual errors present, and may stray from thesis. Sporadic critical evaluation and synthesis of the relevant theoretical, clinical and empirical literature (20 - 24 points)	Poor writing style with little or no specific details, off topic, factual errors present. Little if any critical evaluation and synthesis of the relevant theoretical, clinical and empirical literature (0 - 19 points)

Research Methods (10 points)	Solid Research Question that emerges from the thesis and literature review. Strong methodology proposed. Strong understanding of the foundations of scientific methods and statistics. (9-10 points)	Good Research Question that can be inferred from the thesis and literature review. Valid and Reliable methodology proposed. Good understanding of the foundations of scientific methods and statistics. (7-8 points)	Adequate Research Question that can be assumed from the literature review. Questionable Validity and Reliability for methodology proposed. Adequate understanding of the foundations of scientific methods and statistics. (5-6 points)	Awkward Research Question that might be assumed from the thesis and literature review. Inadequate methodology proposed. Little understanding of the foundations of scientific methods and statistics. (3-4 points)	Poor Research Question with little or no connection to the thesis and literature review. Poor methodology proposed. No understanding of the foundations of scientific methods and statistics. (0-2)
Organization (20 points)	Clearly organized and remains focused. (18 - 20 points)	Good organization with few statements and sections out of place. (16 - 17 points)	Organization present but awkward; may contain several statements out of place, problems existing with introduction or conclusion; lack of topic sentences. (14 - 15 points)	Organization is confusing to the reader. Organization may lack proper paragraph construction, transitions, topic sentences, organizing support, or relevant information. (12-13 points)	Little or no structure present. Essay rambles aimlessly from topic to topic or is completely off topic. (0 - 11 points)
Mechanics (10 points)	Possesses no critical errors interfering with comprehension. (9 - 10 points)	Possesses 1-2 critical errors interfering with comprehension. (8 points)	Possesses 3-4 critical errors interfering with comprehension. (7 points)	Possesses 5-6 critical errors interfering with comprehension. (6 points)	Possesses 7 or more errors interfering with comprehension. (0 - 5 points)
GRADE		A: 90 – 100	B: 80 – 89	C: 70 – 79	

### **Some Thoughts on Our Educational Process**

I am realizing that as a “Professor” I am allotted certain privileges and entitlements that are both deserved and undeserved. I also recognize that my feelings about this status are in part a reaction to institutions in general and Argosy University in specific. With this said, I’d like to share some of my pedagogical philosophies as it relates to our class this Fall 2008 and Spring 2009.

#### *Your education through our education*

I learned early on in both of my graduate programs that graduate education requires “taking charge” of one’s own process. There are those who literally take the core courses with the sole intention of passing whatever needs to be passed. There are others who really want to learn the material “despite” the constraints exams might dictate. As well, there are others who have yet to figure out a “purpose” to the core courses. Regardless of what your approach might be, there is a “system” in place that requires you to demonstrate a degree of engagement with the material. Unless you “take charge” of gathering the necessary knowledge, awareness, and skills to do so, it is possible that you may not “get through” the system.

With this “take charge” attitude identified, it is my belief that this system provides the opportunities for each of you to adequately gain what is expected so that you can in fact evince your competencies. I also am confident that this process can be and has been as individual as each of you is and will be. Still, to the degree that you as an individual learn “stuff”, learning is not bound by what you can do and even extends beyond your cohort. In other words, those who have come before you are accessible resources for your success, just as you will serve to be resources for those who follow you.

In preparing for teaching Statistics and Research I, I’m struck by assumptions I make about those who enter graduate programs. I have had to check and evaluate those assumptions over the ten years I have taught graduate students and several key notions must be highlighted. First, not all those who enter may have the competencies (i.e., knowledge, skill, will, and capacity) to succeed in graduate school. However, I stand committed to EVERY student succeeding in my courses. This success can only be contingent upon my ability to differentiate instruction (which requires an assessment of each student and the student assisting in the assessment), and my ability to develop the competencies of the students toward being successful. My belief in creating high achieving and equitable communities require this.

Second, the measure of success in my courses can only be done by the student’s achievement at the various benchmarks of the program (e.g., CCE, internship completion, and dissertation defense). Unfortunately, I’m limited in truly evaluating this connection (as I believe all instructors are, yet we operate with an assumption that a connection exists). Still, it is my contention that students who truly succeed in my course will have enhanced their competency and received “scaffolding” towards exceeding those benchmarks. Although the evidence is anecdotal, students consistently acknowledge my contributions via courses and advising to their achievements throughout their program. This may be due to another contention of mine - my vision of a scholar-practitioner guides each course that I teach. In other words, my theory of action for this course states that:

*If my teaching includes explicit, relevant and rigorous goal- and outcome-oriented activities and quality assignments within a context where I facilitate mutual trust, respect and curiosity,*

*then students will have experience with and subsequently learn key concepts of various research methodologies and statistical analysis, so that they will be able to critically examine and understand implications on client situations and theories of action (espoused and in-use),*

*in order to access research in psychology and apply their learning as well as the theories they produce in their practice towards supporting the development of effective and just individuals and groups,*

*and demonstrate their competence through their reflective discourse, relevant examinations, professional conference-quality presentations and scholarly journal-worthy writing.*

Third, I wish that in your evaluations I could better evaluate and reflect the changes in your heart and mind because I so value these areas of change. However, as will be done in the evaluations along the program, I will put more emphasis in evaluating the external demonstrations of learning and competence. To be more explicit, you will feel the “weight” of my evaluation on what you say (e.g., through discussions and presentations) and what you write – and the lack of these opportunities to observe you may influence that evaluation. In other words, if you minimally participate in class discussions, I have minimal experiences with what you are thinking and feeling. I can only assume so much to your benefit if I am not exposed to your perspective.

#### *What I have learned from Paulo Freire*

Paulo Freire was exiled for teaching the illiterate in Brazil how to read. Without going into the whys and hows, suffice it to say that he assisted many by developing a critical mass of active participants in a society that was operating with the expectation that few participate. In our case, I am only partially creating a critical mass of positive, loving, radical revolutionaries. My focus as your guide will be to develop a critical mass of politicized theorists, researchers and practitioners. How I do this will be through some of the methods proposed by Freire.

First, I see myself as teacher-student, and I see you as student-teacher. As the role titles imply, I am the professor who has something to contribute to the subject matter. However, I cannot teach unless I am also learning in our process. For you, it is assumed that you have something to learn. Yet you cannot adequately learn unless you have the expectation upon yourself to contribute to another’s learning. Educators say to teach is to learn twice over. And for me, **teaching is not transferring knowledge as much as it is creating opportunities for the construction and production of knowledge together.**

Second, Freire put forth this notion of *praxis*. While it has many meanings, I simply define it as practice and reflection. In our case that means we will learn statistics and research via praxis. The boundaries of learning are not arbitrarily set around 9:30 a.m. and

12:30 p.m. on Mondays, and extend beyond your demarcations of reading time and writing time. I will strive to make “all” available information, experiences, and opportunities accessible to our praxis.

The final concept from Freire that I utilize is that of *conscientizacao*. The term refers to learning to perceive social, political, and economic contradictions, and to take action against the oppressive elements of reality. One might surmise that my approach to theory, research & practice is personal and political. And it has been suggested that to be so undermines the appreciation of our theoretical contributors and breeds a “destructive fanaticism”. My initial response is that I live to give honor to previous theorists. How I do so includes critically examining theory within the context of that theory as well as from various perspectives. This is what bell hooks has referred to as theory as liberatory practice. More to come on this.

### *Adult Education*

As a consultant and trainer, principles of adult learning have guided my practice, all of which apply here. In a nutshell, three sets of principles stand out: 1) “I do, We do, You do” you will notice manifests in my delivery of the material, our discussions and exercises, and your presentations and papers; 2) “Thinking, Feeling, Doing” will play out in each class through the facilitation that I will provide. Each class will be structured so that we develop your “meta-cognition”. In other words, you will be challenging your perceptions, noticing your reactions, and putting into practice the material; and 3) “Multiple models of decorum” refers to demonstrating that I honor your learning styles and capitalize on opportunities from useful interruptions and digressions.

### *Reading the Reading Assignments*

For each class discussion of the required readings, you are expected to have some thoughtful series of comments, criticism, and/or questions. The questions below are from Dr. Ira Levin, and I found it helpful in “guiding” my reading experience.

- What are your general reactions (intellectual and emotional) to the ideas, concepts and assertions of the author(s)?
- What ideas, concepts, or assertions are particularly interesting, intriguing, and exciting for you?
- What are some points of contention, criticism, or challenge you have for the ideas, concepts, or assertions of the author(s)?
- What theoretical and/or practice related questions, issues, and/or considerations did this reading raise for you?

I will be encouraging you to read “within, upon, and against” the text so that we can co-construct and produce knowledge together (i.e., create scholarship for Clinical Psychology). Reading “within” means that you take the position of the author and consider the context in which s/he may be theorizing. Reading “upon” incorporates the many interpretations of the theorist and his/her work, including your own interpretations and those of your cohort. Finally, reading “against” encourages a critique of the material by considering “what is not being said” and applying the material universally as well as contextually. More on this, too.

## Evaluation of Student Learning

The student's evaluation will draw from student, cohort and professor reflections and observations from the following:

- Preparation for and contribution to weekly class assignments, activities, and discussions (see text-based/participation rubric);
- Examinations on *Research in Psychology* – February 9, March 9 and April 6;
- Clinical Performance Evaluation – On March 2, students will receive a progress check on their performance to date;
- Group Presentation – Delivered April 6 & 13 (see Group Presentation description and rubrics);
- Term Paper – Due April 20 (see Term Paper description and rubric);

## Grading Criteria

### Grading Scale

	<b>A</b>	100 – 93
	<b>A-</b>	92 – 90
	<b>B+</b>	89 – 88
	<b>B</b>	87 – 83
	<b>B-</b>	82 – 80
class,	<b>C+</b>	79 – 78
	<b>C</b>	77 - 73
	<b>C-</b>	72 – 70
start of	<b>D+</b>	69 – 68
	<b>D</b>	67 – 63
	<b>D-</b>	62 – 60
	<b>F</b>	59 and below

<i>Attendance/participation</i>	<i>15%</i>
<i>Three Exams/Quizzes</i>	<i>30%</i>
<i>Group Presentation</i>	<i>20%</i>
<i>Final Paper</i>	<i>35%</i>
	<i>100%</i>

### Course Policies

**Attendance:** Missing classes will result in a lowered participation grade. If you must miss a please get the lecture/discussion notes from a classmate and see me to arrange a remediation assignment. Please turn off cell phones and pagers during class.

**Tardiness:** It is extremely important that students arrive on time to class. Tardiness at the the class, as well as after breaks will result in subtracting points from student's overall performance. Additionally, please avoid being late, by planning for possible traffic delays.

**Assignments:** Any assignments turned in **late will automatically be lowered one full grade.**

Assignments are considered late if they are not turned in during the class time on the date the assignment is due.

**Class Participation:** Please read the assignments in advance and be prepared to discuss what you have read. I will note the thoughtfulness, relevance, and accuracy of your discussion contributions. "Relevance" refers to being on topic and aware of others' contributions to the discussion. My evaluation of your contributions as a reflection of your preparedness to address the learning objectives will constitute a percentage of your final course grade.

**Professional Ethics:** Students are expected to conduct themselves in a professional manner. At all times, students are expected to adhere to the ethical guidelines established by the American Psychological Association. Please reference the academic honesty and plagiarism statement referenced in the syllabus addendum.

**APA Manual:** Read and the study the APA Manual. Pay particular attention to the sections that deal with constructing references, headings, how to write and phrase ideas, making tables, etc. This manual is the guide to the creation of all documents at Argosy University, and although the university may modify some of the rules (see Guide to the Dissertation Process) to fit local needs or wishes, you must become very familiar with its usage. Remember the APA manual is also a guide that addresses style issues, and goes beyond structure and format.

The following outlines specifications for the papers: One inch margins around, a cover sheet in APA form and style, and a page of references. Page numbers should start on the first page. The page numbers should appear on the top right margin without regard to the 1-inch margin rule. Be sure to adhere to the paper length requirement and due dates stated in each learning activity.

### Assignment Table

<b>Class</b>	<b>Topics</b>	<b>Readings</b>	<b>Assignments</b>
<b>1</b>	Other Ways of Knowing	None	
<b>2</b>	Observational and Survey Research Methods	Goodwin Chapter 12 – Observational and survey Methods	
<b>3</b>	Getting the most out of Research Journals	Huck Chapter 1 – Typical Format Pan Chapters 1 & 2: Introduction to Qualitative and Quantitative Reviews & Selecting a topic for Review	Reflection Paper Due
<b>4</b>	Mixed Methods and Evaluating & interpreting the Research Literature	Huck Chapter 16 – Mixed Methods Pan Chapters 5 & 6: Evaluating and Interpreting Research Literature; Taking notes and avoiding unintentional plagiarism	Group Selection
<b>5</b>	Deepening our understanding of Descriptive Statistics	Huck Chapter 2, 3 and 4: Descriptive Statistics, bivariate correlation, reliability & validity	Quiz 1
<b>6</b>	Deepening our understanding of Inferential Statistics	Huck Chapters 5, 6 and 7: Inferential statistics, estimation, hypothesis testing	Group Topic Domain Map (might do in class)
<b>7</b>	Deepening our understanding of inferences	Huck Chapters 8, 9 and 10: Effect size & Power, Bivariate Inferences, Mean inferences	
<b>Date</b>	<b>Topics</b>	<b>Readings</b>	<b>Assignments</b>
<b>8</b>	Deepening our understanding of One-way ANOVA and Two-Way ANOVA	Huck Chapters 11, 12 & 13: One-way ANOVA, Post Hoc & Planned, Two-way ANOVA	Exam 2
<b>9</b>	Consultancy Protocols	Thesis statements and Outlines of Final Term Papers	Thesis and Outline of Final Paper
<b>10</b>	Reading Research	TBD Writing the first draft: Basic Principles; Writing the first draft:	Group Bios and Presentation Description

<b>11</b>	Statistical Issues in qualitative reviews	Pan Chapter 10: Statistical issues in qualitative reviews. Milinki Chapters 1-6	
<b>12</b>	Other Ways of knowing II: Questions of ontology, epistemology and methodology	TBD	Exam 3
<b>13</b>	Group Presentations	Diversity/Cultural Issues and Gender Issues	Presentations
<b>14</b>	Group Presentations		Presentations
<b>15</b>	Statistics and Research II		DUE: Term Paper

### **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 Policies**

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, 5<sup>th</sup> Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5<sup>th</sup> 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.

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 may be asked to submit your course assignments through “Turnitin,” ([www.turnitin.com](http://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.