

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

Faculty Information

Faculty Name: Carl O. Word, Ph.D.

Campus: San Francisco Bay Area

Contact Information: (510) 217-4764

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

Short Faculty Bio. Dr Word is a social psychologist. He has been a research scientist for 35 years, acted as principal investigator for federal and state research projects, served on national research review panels for the National Institutes of Health, and worked with local health organizations. His own research efforts have been in the areas of attitude measurement, racism, health psychology, substance abuse, and the epidemiology of HIV/AIDS.

Course description: The second of a two-semester sequence in statistics and research methodology. This course includes an overview of various research methods, advanced concepts in multivariate 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.

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.

Course Pre-requisites: PP7200

Required Readings

Course description: The second of a two-semester sequence in statistics and research methodology. Quantitative, multivariate approaches to systemic inquiry are covered along with additional skills needed for the completion of the proposed Clinical Research Project. These include qualitative approaches and literature review skills with an emphasis on the integration and synthesis of findings appropriate to a proposal that can be the basis of the CRP. The importance and effects of diversity issues in research, and ethical issues in research are covered.

Program Outcomes:

Goal 1: The preparation of professionals who are capable of delivering effective and ethical diagnostic and assessment services to a diverse set of clients.

Goal 2: The preparation of professionals who are competent to provide a wide range of effective and ethical therapeutic interventions to a diverse set of clients.

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.

Course Objectives

By the time you have completed this course you will be able to:

1. Describe strengths and weaknesses in quantitative factorial research designs
2. Define the concepts of multivariate ANOVA, multiple regression, and logistic regression
3. Describe the strengths and weaknesses of qualitative research designs
4. Identify the criteria for excellent research reviews
5. Present detailed techniques for metaanalysis
6. Research and write a paper in APA format using excellent models of summarizing literature
7. Identify issues related to diversity, especially in test validity, construction and interpretation
8. Identify ethical issues associated with the use and mis-use of standardized tests with minority populations

Course Pre-requisites: PP7200

Required Textbooks:

(1) Goodwin, CJ (2008)

Research in Psychology: Methods and Design, 5th. edition
New York, NY: John Wiley, ISBN :978-0-471-76383-3

(2) Huck ,S (2007)

Reading Statistics and Research, 5th edition
Boston, Allyn & Bacon, ISBN: 0-321-02341-2

(3) Pan, M.L. (2008)
Preparing Literature Reviews 3rd Edition, Los Angeles, CA: Pyrczak Publishing
ISBN: 1-884585-76-0

(4) Pyrczak, F (2008)
Evaluating Research in Academic Journals 4th edition,
Los Angeles, CA : Pyrczak Publishing ISBN: 1-884585-78-1

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

(6) American Psychological Association. (2001). *Publication manual of the American Psychological Association*. (5th ed.).
Washington, DC: American Psychological Association. ISBN: 1-5579-8791-2

Required Readings

Guidelines on Multicultural Education, Training, Research, Practice and Organizational Change for Psychologists
American Psychological Association, Washington, D.C, August, 2002

Wood E, Hogg RS, Lima VD, Kerr t, Yip B, Marshall BD, Montaner JS (2008)
Highly active antiretroviral thrapy and survival in HIV-infected injection drug users JAMA, Aug 6;300(5):550-4

Liddle HA, Dakof GA, Turner RM, Henderson CE, Greenbaum PE (2008)
Treating adolescent drug abuse: a randomized trial comparing multidimensional family therapy and cognitive behavioral therapy
Addiction Oct;103(10):1660-70

Miles JN, Marshall GN, & Schell TL (2008)
Spanish and English Versions of the PTSD Checklist-Civilian version (PCL-C) resting for differential item functioning J Trauma Stress Aug;21(4):369-76

Thombs BD, Bennett W, Ziegelstein RC, Bernstein DP, Scher CD, Forde DR (2007)

Cultural sensitivity in screening for a history of childhood abuse: evidence from a community sample *J Gen Internal Medicine* Mar;22(3):368-73

Thombs BD, Lewis C, Bernstein BP, Medrano MA, Hatch JP (2007)

An evaluation of the measurement equivalence of the childhood Trauma Questionnaire-Short Form across gender and race in a sample of drug-abusing adults *J Psychosomatic Res* Oct; 63(4) :391-8

American Psychological Association (2002). Ethical principles of psychologists and code of conduct. *American Psychologist*, 57(12), 1060-1073.

Betancourt H. & Lopez, (1993). The study of culture, ethnicity, and race in American Psychology. *American Psychologist*, 48, 629-637.

Cicchetti, D.V. ((1994)

Guidelines, Criteria, and Rules of Thumb for Evaluating Normed and Standardized Assessment Instruments in Psychology); *Psychological Assessment*, 6, 284-290

Clark, L.A. & Watson, D. (1995). Constructing validity: Basic issues in objective scale development. *Psychological Assessment*, 7, 309-319

Cortina, J.M. & Dunlap, W. P. (1997). On the logic and purpose of significance testing. *Psychological Methods*, 2, 161-172.

Drane, J.W., Valois, R. F. (2002). Risk behavior data analysis or dichotomous, the choice is yours. *American Journal of Health Behavior*, 26, 465-472

Embretson, S.E. (2006). The Continued Search for Nonarbitrary Metrics in Psychology. *American Psychologist*, 61, 50-55.

Resnick, D., Sharp, R. (2006). Protecting Third Parties in Human Subjects Research, *IRB: Ethics & Human Research*, 28, 1-7.

Method: Lectures will supplement course readings. Examples from the professor's research will be utilized, as well as brief reports from current studies, or textbook examples.

Two examinations will allow timely assessment of progress, leading to a final paper. Students are expected to spend 4 hours per week studying. Questions in class are essential. Readings are required before each week's lectures.

Students are required to attend all lectures. Please get lecture notes from classmates.

Attendance

Students who miss 3 or more days at class will be removed. There is no appeal. There is no exception. Stay healthy.

Grading

There are two examinations and one final paper. The final paper will be in formal APA style, no more than ten double spaced pages. It will be graded based on the quality of the critique and literature review. The paper will allow the student to demonstrate their ability to evaluate the quality of literature in one selected area of clinical literature.

There is no extra credit. Missed examinations must be made up via arrangement with the director of student services

Technology: Pentium III CPU/ Windows 98; 128MB RAM, printer; Microsoft Office Acrobat (full version), Microsoft Internet Explorer 5.5 (PC) 5.0 (MAC) or Netscape Navigator 4.08. Norton Antivirus.

Course length: 15 Weeks

Contact Hours: 45 Hours

Credit Value: 3.0

Course Relevant Program Outcomes, Competencies and Objectives

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.

Exceeds Expectation	Meets Expectation	Does not meet Expectations
Excellent written papers Strong critical evaluation and synthesis of the relevant theoretical, clinical and empirical literature	Well written papers. Good critical evaluation and synthesis of the relevant theoretical, clinical and empirical literature	Poor writing style with little or no specific details 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 final paper.

Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
In final paper, demonstrates strong scholarly inquiry, continued learning, and integration of new research findings and the emerging body of knowledge of psychology into their clinical practice.	In final paper, demonstrates scholarly inquiry, continued learning, and integration of new research findings and the emerging body of knowledge of psychology into their clinical practice.	In final paper, lacks interest, and 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.

Performance Evaluation

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

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

Exceeds Expectation	Meets Expectation	Does not meet Expectations

<p>Students demonstrate an understanding of and competence in the foundations of scientific methods and statistics by correctly answering 90% of the examination.</p>	<p>Students demonstrate an understanding of and competence in the foundations of scientific methods and statistics by correctly answering 80% of the examination.</p>	<p>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 examination.</p>
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Research Methods and Statistics (7%) - knowledge of (a) research design, methodology, and program evaluation, (b) instrument selection and validation, and (c) statistical models, assumptions, and procedures

Requires knowledge of:

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| <p>68. Research methods (e.g., sampling, instrument, instructions for research subjects, data collection procedures)</p> <p>69. Research design (e.g., hypothesis generation; experimental, quasi-experimental, naturalistic inquiry; group and single-case research designs; randomized controlled trials; longitudinal and cross sectional designs)</p> <p>70. Considerations for instrument selection and validation (e.g., reliability, sensitivity, and validity)</p> <p>71. Statistics and analytic methods (e.g., qualitative, quantitative, descriptive; probability theory, univariate, bivariate, and multivariate methods; meta analysis; parametric and non-parametric statistics; regression analysis; causal modeling; time-series designs; survival analysis) and related issues (e.g., power, effect size, selection of appropriate statistical methodologies, interpretation of</p> | <p>findings, causal vs. association, sensitivity and specificity, degree and nature of generalizability, clinical versus statistical significance)</p> <p>72. Considerations for critical appraisal and utilization of research findings (e.g., technical adequacy, limitations to generalizations, threats to internal and external validity, design flaws)</p> <p>73. Evaluation strategies and techniques (e.g., needs assessment, process/ implementation evaluation, formative and summative assessment program evaluation, outcome evaluation, cost-benefit analysis, public health benefit)</p> <p>74. Presentation and dissemination of research findings (e.g., analyzing the data and interpreting results for publication in a journal or presentation to professional colleagues, dissemination of results via various appropriate avenues)</p> |
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Technology: Pentium III CPU/ Windows 98; 128MB RAM, printer; Microsoft Office Acrobat (full version), Microsoft Internet Explorer 5.5 (PC) 5.0 (MAC) or Netscape Navigator 4.08. Norton Antivirus.

Course length: 15 Weeks

Contact Hours: 45 Hours

Credit Value: 3.0

Program Outcomes:

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.

Assignment Table

	Topics	Readings	Assignments
1	Factorial ANOVA	Huck, Chapter 13	
2	RAMONA, ANCOVA	Huck, Chapters 14, 15 Wood article	
3	MANOVA	Liddle Article	
4	Evidence-Based Evaluation of Interventions: Multiple Regression, Logistic Regression	Huck, Chapter 16 Thombs articles 1 & 2	
5	Experimental Design	Goodwin, Chapter 6-7	
6	Evidence-based Evaluation of Interventions II: Quasi-experimental Designs Goodwin, Chapter 10	Goodwin, Chapter 8-9	
7	Ethical Guidelines in Research	Goodwin, Appendix B APA Guidelines	
8	Evaluating Current Literature in Journal Articles I	Pyrzczak, Chapters 1-5 Goodwin, Appendix A	
9	Evaluating Current Literature in Journal Articles-II Diversity Issues	Pyrzczak, Chapters 6-12 Miles article	
10	Qualitative Research Principles for Psychological Interventions, 1	Milinki, Chapters 1-6	
11	Qualitative Criteria for Psychological Interventions	Milinki, Chapters 7-12, Appendix 1,2,	CRP Topic Due

		Pan, Apendix B	
12	Conducting Literature Reviews	Pan, Chapters 1-8	Internet Assignment
13	Principles of Meta-Analysis	Pan, Chapters 15-16	
14	Clarity & Substance in Literature Reviews	Pan, Model Literature Reviews 1-5	
15	Designing CRP research	Pan, Model Literature Reviews, 6-9	Final Paper Due

Grading Criteria

There is no extra credit. Students who talk and participate in class *will be rewarded by smiles*. Missed examinations must be made up via arrangement with the director of student services. Failure to make up a missed quiz (within 7 business days) results in a zero. Please do not ask for changes in the grading structure.

Grading Scale

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

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Grading requirements

<i>Exam I</i>	33%
<i>Exam II</i>	33%
<i>Final paper</i>	33%
<i>Total</i>	100%

Evaluation of Student Learning

Student's evaluation will draw from student, from the following:

- Exams on *Research in Psychology and Reading Statistics and Research* –
- Term Paper –Due Final Class (see Term Paper description and rubric);

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, 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.

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), 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.

Below the *Research Methods and Statistics* area of the licensing examination is briefly outlined, showing the knowledge base required for the various responsibilities psychologists are expected to assume in professional practice.

Grading Criteria

Grading Scale

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

Grading requirements

<i>Attendance/participation</i>	<i>15%</i>
<i>Reflection Paper</i>	<i>10%</i>
<i>Two Quizzes</i>	<i>20%</i>
<i>Group Presentation</i>	<i>20%</i>
<i>Final Paper</i>	<i>30%</i>
<i>Jeopardy</i>	<i>5%</i>
	<i>100%</i>

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>.

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accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

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Rubric for Term Paper

Performance Element	Excellent	Good	Average	Poor	Unacceptable
Idea Development (20 points)	Thesis is present and directly supported throughout essay. (18-20 points)	Thesis is present and most points supported. (16-17 points)	Thesis is present but vague; support may stray from thesis. (14-15 points)	Thesis is vague with little support or strays from thesis. (12-13 points)	Lacks thesis or organizing idea. (0-11 points)
Elaboration in Literature Review (40 points)	Well written, fully elaborates points addressed with clear, accurate, and detailed information to support thesis. (35 - 40 points)	Well written, most points elaborated with clear and detailed information to support thesis; may contain minor factual errors. (30 - 34 points)	Adequately written essay; some points elaborated; may contain factual errors or irrelevant information. (25 - 29 points)	Awkward writing style, points are general, factual errors present, and may stray from thesis. (20 - 24 points)	Poor writing style with little or no specific details, off topic, factual errors present. (0 - 19 points)
Research Methods (10 points)	Solid Research Question that emerges from the thesis and literature review. Strong methodology proposed. (9-10 points)	Good Research Question that can be inferred from the thesis and literature review. Valid and Reliable methodology proposed. (7-8 points)	Adequate Research Question that can be assumed from the thesis and literature review. Questionable Validity and Reliability for methodology proposed. (5-6 points)	Awkward Research Question that might be assumed from the thesis and literature review. Inadequate methodology proposed. (3-4 points)	Poor Research Question with little or no connection to the thesis and literature review. Poor methodology proposed. (0-2)

Organization (20 points)	Clearly organized and remains focused. (18 - 20 points)	Good organization with few statements 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)

**Final Term Paper
CRP Literature Review**

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. **This paper extends the purpose and allows you to strengthen your foundation, and "why" your purpose is important, and/or "what" we should know about the topic.** 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 8-10 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 at midterm so that we may give you feedback on your progress.

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

- 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.

<p>Research Methods (10 points)</p>	<p>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)</p>	<p>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)</p>	<p>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)</p>	<p>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)</p>	<p>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)</p>
<p>Organization (20 points)</p>	<p>Clearly organized and remains focused. (18 - 20 points)</p>	<p>Good organization with few statements and sections out of place. (16 - 17 points)</p>	<p>Organization present but awkward; may contain several statements out of place, problems existing with introduction or conclusion; lack of topic sentences. (14 - 15 points)</p>	<p>Organization is confusing to the reader. Organization may lack proper paragraph construction, transitions, topic sentences, organizing support, or relevant information. (12-13 points)</p>	<p>Little or no structure present. Essay rambles aimlessly from topic to topic or is completely off topic. (0 - 11 points)</p>
<p>Mechanics (10 points)</p>	<p>Possesses no critical errors interfering with comprehension. (9</p>	<p>Possesses 1-2 critical errors interfering with comprehension. (8</p>	<p>Possesses 3-4 critical errors interfering with comprehension. (7</p>	<p>Possesses 5-6 critical errors interfering with comprehension. (6</p>	<p>Possesses 7 or more errors interfering with comprehension. (0</p>

	- 10 points)	points)	points)	points)	- 5 points)
GRADE		A: 90 – 100	B: 80 – 89	C: 70 – 79	