

**ARGOSY UNIVERSITY
SAN FRANCISCO BAY AREA CAMPUS**

COURSE SYLLABUS & OUTLINE

PP8499 CRP Development Class 3 credits

Semester Summer 1, 2009 Tuesday, Thursday 9:30

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

Campus: San Francisco Bay Area

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Office Hours: Tuesdays, 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 objective of this course is to teach students to develop a clinical research proposal that will be the basis for the required Clinical Research Project. The student is aided in locating and framing his/her research problem. The course then steps through the general preparation of the research proposal, including introduction, statement of the problem and purpose of the study, hypotheses or guiding questions, significance of the study, (preliminary) survey of the literature, research design and methodology, basic assumptions, limitations and the limitations, bibliography, APA style, and regulation on research with human subjects. An overview of qualitative research methodologies is also included.

Course Purpose: This is the third and culminating course in the research sequence in the Argosy/SFBA Psy.D. program. The purpose of the course is to ensure that each Psy.D. student: 1) decides upon his/her CRP topic and a research question or questions, or hypothesis or hypotheses, based on it; 2) decides on which of the three kinds of CRP options to choose; 3.) learns what is involved in the preparation of a CRP proposal, including the contents of its various chapters and subcomponents; and 3) begins designing, developing, and writing one's proposal over 15 weeks, including completing a) all of Chapter 1 and its subcomponents, b) the Research Design or Methods chapter or section and its subcomponents, and c) the development of a annotated outline of one's literature review chapter and conducting research and writing as much as possible of the literature review portion of the study as is possible in 15 weeks.

Course Pre-requisites: Research and Statistics I and II.

Required Texts:

1. Bryant, Miles (2003), *The portable dissertation advisor*. Thousand Oaks, CA.: Corwin Press. ISBN-10: 0761946969; ISBN-13: 978-0761946960.
2. *Publication manual of the american psychological association, 5th ed.* Washington D.C.: American Psychological Association. ISBN-10 1557987912; ISBN-13 978-1557987914.
3. Norcross, J., Beutler, L., & Levant, R. Eds. (2006) *Evidence-Based Practices in Mental Health: Debate and Dialogue on the Fundamental Questions*. Washington, D.C.: APA.
4. Argosy San Francisco Bay Area Campus's *Clinical Research Project (CRP) Manual (2008-2009)* [available from www.ausfba.com website, under *Library*, or from instructor at first-class meeting).

Required Reading:

1. Cone, J.D. & Foster, S.L. (2006). *Dissertations and theses from start to finish: Psychology and related fields* (pp. 29-39, 79, 100-102, 108-114, 117, 299-308). Washington D.C.: American Psychological Association. ISBN: 1-55798-194-9.
2. Creswell, J.W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches, second edition* (pp. 27-35, 87-101). Thousand Oaks, CA.: Sage Publications.
3. Marshall, C. & Rossman, G.B. (1999). *Designing qualitative research, 3rd ed* (pp. 22-42). Thousand Oaks, CA.: Sage Publications.
4. Locke, L.F., Spirduso, W.W., & Silverman, S.J. (2000). *Proposals that work: A guide for planning dissertations and grant proposals, fourth edition* (pp. 8-20, 63-73, 126-129, 244-251). Newbury Park, CA.: Sage Publications.
5. Pan, M.L. (2008). *Preparing literature reviews: Qualitative & quantitative approaches, third edition* (pp. 1-4, 41-45, 47-53, 55-59). Glendale, CA.: Pyczak Publishing.
6. Hart, C. (1998) *Doing a literature review: Releasing the social science research imagination* (pp. 1-25). Thousand Oaks, CA: Sage Publications.
7. Pyczak, F. (2005). *Evaluating research in academic journals, third edition* (pp 1-10, 161-168). Glendale, CA.: Pyczak Publishing.
8. Galvan, J.L. (2005). *Writing the literature review: A guide for students of the social and behavioral sciences, 3rd ed.* (pp. 17-20; 63-66; 73-77). Glendale, CA.: Pyczak Pub.
9. Mann, T. (2008). Informed consent for psychological research: Do subjects comprehending consent forms and understand their legal rights? In D.S. Bersoff (Ed.) *Ethical conflicts in psychology, fourth edition* (pp. 412-414). Washington, D.C.: American Psychological Association.
10. Bersoff, D.S. & Beresoff, D.N. (2008). Ethical perspectives in clinical research. In D.S. Bersoff (Ed.) *Ethical conflicts in psychology, fourth edition* (pp. 387-389). Washington, D.C.: American Psychological Association. .

11. Rosenthal, R. (2008). Science and ethics in conducting, analyzing, and reporting psychological research. In D.S. Bersoff (Ed.) *Ethical conflicts in psychology, fourth edition* (pp. 390-397). Washington, D.C.: American Psychological Association.
12. US Department of Health and Human Services (2008). Policy for protection of human research subjects. In D.S. Bersoff (Ed.) *Ethical conflicts in psychology, fourth edition* (pp. 398-405). Washington, D.C.: American Psychological Association.
13. Stanley, B., Sieber, J.E., and Melton, G.B. (2008). Empirical studies of ethical issues in research: A research agenda. In D.S. Bersoff (Ed.) *Ethical conflicts in psychology, fourth edition* (pp. 406-411). Washington, D.C.: American Psychological Association.
14. Lindsey, R.T. (2008). Informed consent and deception in psychotherapy research: an ethical analysis. In D.S. Bersoff (Ed.) *Ethical conflicts in psychology, fourth edition* (pp. 435-425). Washington, D.C.: American Psychological Association.
15. Instructor hand-outs of photocopied Argosy/SFBA completed CRP Methods/Research Design chapters to use as models.
16. Choudhuri, D. (2005) Conducting culturally sensitive qualitative research. In M. Contantine and D. Sue (Eds.) *Strategies for Building Multicultural Competence in Mental Health and Educational Settings*.(269-284) Hoboken, NJ: John Wiley & Sons, Inc.

(Note: Additional readings may be assigned based on the emergence of additional research and findings that become available over the course of the semester.)

Recommended Books in Library:

Instructor will provide a citation list of approximately 25 books available in the Argosy/SFBA library on the topics of:

- a.) designing and developing a dissertation proposal and finished dissertation
- b.) conducting original psychological research
- c.) conducting literature reviews
- d.) learning and using assorted qualitative research methods.

In addition, the instructor will occasionally work from examples of completed CRPs and dissertations from the Argosy/SFBA library

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 Related Goals, Outcomes, and Competencies

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 will demonstrate understanding of, and competence in, the foundations of scientific methods and statistics. Students will demonstrate the ability to understand the logic and principles of both quantitative and qualitative investigation

Objective d: Students will demonstrate the ability to critically evaluate the psychological literature, especially with regard to empirical support from various assessment and intervention techniques.

Competency: Students will demonstrate the ability to critically evaluate the psychological literature, especially with regard to empirical support from various assessment and intervention techniques.

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 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. Students must be able to articulate a clinical question and critically evaluate and synthesize the relevant theoretical, clinical, and research literature. Students must be able to demonstrate professional writing skills appropriate for their scholarly work.

Course Objectives:

By the conclusion of the course, students will be able to:

1. Identify the nature of the Clinical Research Project (CRP), which is Argosy's term for a doctoral research dissertation, including the procedures for stepping through the school's requirements for its completion, using the campus' Clinical Research Project (CRP) Manual (available from our www.ausfba.com website, under *Library* or from the Library or from instructor).
2. Choose a topic for his/her CRP and choose from three options the kind of CRP s/he will be doing.
3. Develop and provide for class critiques for one or more research questions and/or hypotheses with regard to his/her topic (which will then lead into the problem and purpose statements, significance statement, and research design/methodology chapter or section).
4. Identify and describe the elements of a proposal for a CRP, including the nature and function of chapters and subsections.
5. Demonstrate knowledge of the nature of an EBSCO (and Digital Dissertation, et al.) review of the literature, and then write as much of the survey of the literature (literature review) as can be achieved during the 15-week course. At the very least, have written and provided for discussion and feedback a detailed hierarchically arranged annotated outline of the projected literature review.
6. Identify a variety of qualitative research methods that can be used to design and carry out a proposed CRP.
7. Design, develop, and write a working draft of a CRP proposal, as much as can be done within the 15 weeks. This will include, at a minimum, a second or third draft of Chapter I, including Introduction, Problem Statement, Purpose Statement, and Significance Statement; a Research Design or Methodology chapter, including required subcomponents; and a working outline of a literature review filled in as much as can be done in 15 weeks (*An annotated instructional outline for all the components of a CRP proposal is included in the CRP Manual*).
8. Demonstrate in class how to give, receive, and incorporate constructive, supportive editorial critiquing of drafts of different parts of the in-progress proposal, working (giving and receiving) with fellow class members and with the instructor.
9. On the basis of reading and class discussion of Argosy/SFBA's *CRP Manual*, demonstrate an acceptable knowledge of the various procedural steps required by the Argosy/SFBA's clinical program for stepping through the entire CRP process.
10. Identify and evaluate diversity issues related to designing, evaluating, and conducting research, based on selected readings and class discussions.
11. Identify and evaluate ethical issues related to designing, evaluating and conducting research, based on selected readings and class discussions.. If one chooses to do an original-research-type CRP proposal, this will include demonstrating having learned how to produce a protection of human subjects protocol to accompany one's proposal for later submission to Argosy/SFBA's Institutional Review Board (IRB).
12. Based on selected readings and class discussion in this area, demonstrate comprehension of evidence-based literature relevant to designing, evaluating, and conducting original psychological research and conducting a scholarly literature review.

Course Policies:

Attendance: Missing classes will result in a lowered participation grade. If you must miss a class, please get the lecture/discussion notes from a classmate and with instructor arrange a remediation assignment. No more than two class sessions can be missed; more than two classes missed will lead to failing the course. Please turn off cell phones and pagers during class.

Tardiness: It is extremely important that students arrive on time to class. Tardiness at the start of 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 assigned a lower grade than if turned in on time. 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 reading assignments in advance and be prepared to discuss what you have read. Instructor will note the thoughtfulness, relevance, and accuracy of 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 elsewhere in this syllabus.

APA Manual: Read and the study the APA Manual (5th ed.). 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.

Course Assignments

1. Completing Required Readings & Contributing to Weekly Class Questions and Discussion: Comply with completing all required readings when they are scheduled in the Assignment Table (Course Outline), below. Evaluation of compliance with completing weekly readings will be based on student participation in in-class text-based *and* related discussion and on nature and quality of ongoing drafts of written material. See “Rubric for Text-based Discussion/Participation,” below. (15%)

2. Mutual Weekly Critiques and Feedback: Read and offer in-class supportive critical feedback to other class members’ in-progress proposal drafts of parts of their CRP proposals. This should operate like the Golden Rule: Read and provide quality feedback and support to others as you would like to have them do with respect to you to help you with your own proposal preparation, writing, and scholarly research work. See “Rubric for Evaluating Participation in In-Class Discussion and Critiquing by Students of Each Others’ CRP Proposal Draft Material and Progress on the Literature Review.” (20%)

3. Submission of Written Installments: Submit drafts of parts of CRP proposal according to due-dates on Assignment Table (below). Type and reproduce them, or give them to instructor for photocopying, for class distribution (ideally distributed the week prior to slated in-class discussion of them. Rubrics for evaluating CRP in-progress proposal section drafts and final CRP Proposal draft and for evaluating the scholarly research work represented by them. (25%)

4. Submission of Final Written Material (CRP Proposal): Complete and submit by ____:
1) a final draft of all of Chapter I and its subsections (which for survey-of-the-literature-only type CRPs may include a subsection, rather than a separate chapter on, research design/methods); 2) for original-research-type proposals, all of Chapter III (Methods) and its subsections; and 3) for everyone, as much of the literature review (Chapter II) as can be completed by the end of the course, which will include a full outline (hierarchically organized headings, subheading, etc.) filled in wherever possible with at-least-second-draft writing derived from the literature review to that point. See CRP Manual for likely lengths for each part of the proposal. See “Rubrics for Evaluating CRP in-progress proposal section drafts and final CRP Proposal draft and for evaluating the scholarly research work represented by them,” below. (40%)

Grading and Evaluation

Grades:

A = 93-100
 A- = 90-92
 B+ = 87-89
 B = 83-86 B- = 80-82
 C+ = 77-79 C = 73-76
 F < 73

<i>Participation in text-based class discussion</i>	15%
<i>Mutual weekly critiques and feedback</i>	20%
<i>Weekly in-progress written installments; quality of thinking, writing, and scholarly research underlying it</i>	25%
<i>Submission of final CRP Proposal draft</i>	40%
	100%

Overall Grading Rubric for Assessing Final Course Grade:

Exceeds Expectation	Meets Expectation	Below Expectations	Does Not Meet Expectations; Unacceptable Work
<p>Final Course Grade of A Excellent/outstanding class participation and contribution; excellent individual and/or group critiquing/feedback in-class contributions presentations (<i>assessed by first two rubrics, below</i>); excellently researched and written work, both weekly written installments and final proposal draft (<i>assessed by the final two rubrics, below</i>); Demonstrates excellent learning and knowledge of all key course content and achieved all course objectives.</p>	<p>Final Course Grade of A-, B+ Good class participation and contribution; well prepared and delivered individual and group feedback contributions (<i>assessed by first two rubrics, below</i>); well to reasonably good to good research competency achievement demonstrated, and reasonably good to good research proposal thinking and writing displays good to reasonably good knowledge of most key course content, and achievement of enough course objectives.</p>	<p>Final Course Grade B, B- Adequate to barely adequate class contribution and preparation and quality of individual contributions and group feedback contributions (<i>assessed by first two rubrics, below</i>); below-average research competencies and achievement demonstrated; below-average to barely average thinking and writing skills (<i>assessed by the final two rubrics, below</i>).</p>	<p>Final Course Grade of C or below (<i>equivalent to Fail if it is a core non-elective course, necessitating having to take the course again.</i>) No, or almost no, class participation or contribution and inadequate/unacceptable individual feedback contribution (<i>assessed by first two rubrics, below</i>); unacceptable level of research knowledge and competencies demonstrated; unacceptable writing ability with little or no specific details or evidence of research and time put into it (<i>assessed by the final two rubrics, below</i>).</p>

Rubric for Text-Based Discussion/Participation

	Criteria				Points
	Excellent	Good to average /acceptable	Below average, barely acceptable, to poor	Unacceptable	
Level Of Engagement In Class	Student proactively contributes to class by offering ideas and asking questions more than once per class.	Student proactively contributes to class by offering ideas and asking questions once per class.	Student rarely contributes to class by offering ideas and asking questions.	Student never contributes to class by offering ideas and asking questions.	_____
In Text-based discussions, give evidence and makes inferences	Uses evidence in the text to create a new idea or draw connections among ideas.	Uses evidence in readings to expand on, analyze or critique an idea; does so well to fairly well.	Locates evidence in support of an idea under discussion.	Does an acceptable job in class of demonstrating a reasonable understanding by drawing from texts and discussion.	_____
Listening Skills	Student listens when others talk, both in groups and in class. Student incorporates or builds off of the ideas of others.	Student listens when others talk, both in groups and in class.	Student does not listen when others talk, both in groups and in class.	Student does not listen when others talk, both in groups and in class. Student often interrupts when others speak.	_____
Deepening the Learning	Able to ask a question that connects the current discussion to bigger themes or ideas . 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.	_____
Preparation	Student is almost always prepared for class with assignments and required class materials.	Student is usually prepared for class with assignments and required class materials.	Student is rarely prepared for class with assignments and required class materials.	Student is almost never to never prepared for class with assignments required class materials.	_____

Rubric for Evaluating Participation in In-Class Discussion and Critiquing by Students of Each Others' CRP Proposal Draft Material and Progress on the Literature Review

	Outstanding, Excellent	Good to Average, Acceptable	Below- Average to Barely Acceptable	Poor to Unacceptable	
Makes in-class contributions to classmates with regard to their ongoing proposal work	Always shows sensitivity and understanding. Each week contributes thoughtful, articulate, valuable and helpful feedback, critiquing, and suggestions to classmates regarding their in-progress proposal.	Usually provides thoughtful, articulate, valuable and helpful feedback, critiquing and suggestions to classmates regarding their in-progress proposal.	Sometimes provides thoughtful, articulate, valuable and helpful feedback, critiquing and suggestions to classmates regarding their in-progress proposal, or provides inattentive or confusing feedback.	Rarely or never provides thoughtful, articulate, valuable and helpful feedback, critiquing and suggestions to classmates.	
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.	
Take Responsibility					
Fulfill Class Member Role's Duties	Performs all duties of assigned class member 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.	
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Value Others' Viewpoints	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 classmates	Facilitates and helps resolves unclear communication and conflicts.	Respectful during conflicts and demonstrates commitment to resolving them.	Recognizes conflicts and requests support for resolving conflicts.	Usually argues with classmates without offering opportunities for resolution.	
Make Fair Decisions	Always helps class members 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.	

Rubrics for evaluating CRP in-progress proposal section drafts and final CRP Proposal draft and for evaluating the scholarly research work represented by them.

Rubric for CRP PROPOSAL DRAFT: Organization and Writing.

Performance Element	Excellent	Good	Average	Poor	Unacceptable
Demonstrating understanding and competence in process of developing a CRP Proposal, including demonstrating organizational and writing conference .	In both weekly draft installments and in final submitted full proposal, demonstrates an excellent understanding of research and writing a CRP proposal, including producing 3 rd drafts of the proposal chapters and their subsections.	Demonstrates good knowledge of the nature and function of a CRP proposal demonstrated in good organization , development and writing of one's own final proposal, and the weekly draft installments leading up to it.	Demonstrates average understanding of a proposal and acceptable confidence in its development, with average scholarly productivity, and average organizational and writing skills.	Demonstrates poor commitment to, or achievement in, developing one's weekly installments, working toward one's final proposal. Final proposal remains still very underdeveloped and with numerous parts of the yet unaddressed.	Does not demonstrate satisfactory understanding of, or achievement in dissertation (CRP) level research development, literature review, or development of written material in the name of the CRP proposal. Unacceptable work,

<p>Developing the including demonstrating research competence, effort, achievement, and writing skills.</p>	<p>Excellent thought through , organized, and written weekly installments and final written literature review; demonstrates truly comprehensive critical review of the literature (as much as can be done in 15 weeks); strong critical evaluation and synthesis of the relevant literature.</p>	<p>Good, above average thinking , research skills displayed , organization and writing .</p>	<p>Adequately organized, researched and written.</p>	<p>Poorly organized, researched and written; demonstrates questionable or barely acceptable understanding , competence , and/or effort put in to the course.</p>	<p>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</p>
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Rubric for Evaluating Quality of Research Done on the CRP Proposal

Performance Element	Excellent	Good	Average	Poor	Unacceptable
Research Methods	Excellent demonstration of having learned the nature of doctoral-level dissertation /CRP research process and methodology. In purpose statement and methods chapter, solid Research Question(s) emerge(s) from the topic and related literature review. Clear, comprehensive research methodology is proposed and written (with respect to any of the three options for a CRP	Good demonstration of having learned the nature of doctoral-level dissertation /CRP research process and methodology. Good Research Question(s) produced that can be inferred from the topic and literature review. Valid and Reliable, comprehensive methodology proposed and written (including for survey-of-the-literature type CRP proposals)	Adequate Research competencies demonstrated. Acceptable research question(s) developed 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.	Poor research competencies demonstrated. Still unclear or not adequate research question(s). Barely acceptable, or still very early on in process, methodology or research design chapter. Key subcomponents of methodology still unaddressed or not yet clearly thought through and presented.	Unacceptable level of research understanding and competencies demonstrated. Unclear or inadequate research question(s). Methodology or Research Design chapter unacceptable, with too many components missing, little or no evidence of having spent any time or thought in this regard.
Organization	Clearly organized and remains focused, detailed, appearing to CRP Manual's guidelines for content of chapters and subcomponents of proposal, particularly of the Research Design/Methods chapter or section.	Good organization of overall proposal (compliant with CRP manual) with few components out of place or un-addressed.	Organization present is acceptable, but awkward or unfinished with chapters/components and/or chronology still unclear or missing; may contain several components out of place, problems existing with introduction chapter or, especially, Design/Methods its subcomponents. chapter conclusion; lack of topic sentences.	Poor to barely acceptable organization, which is confusing or insufficiently developed.	Organization is unacceptable; little or no structure present. Written material proposal rambles aimlessly from topic to topic or is completely off topic. Does not demonstrate acceptable level of understanding of the dissertation/CRP process.

Assignment Table

	Topics	Readings	Assignments
Session 1.	Overview of course; review of syllabus & course outline; preview/review of CRP Manual; go-round status report on your CRP topics (or potential candidate topics); helping each of you decide on whether you are going to use an original-research-type or a survey-of-the-literature-type CRP (or 3 rd option).		<u>Assignment for Session Two</u> , narrow down your CRP topic to one or two choices; write some candidate titles for your CRP, develop one or more research questions for the topic (or for both); begin preliminary, exploratory survey of the literature.
Session 2.	Sharing and discussion of selected CRP topics and research questions for them; Discussion of nature of initial Chapter I introduction (or background or context) section , and of problem statement and purpose statement of a proposal s Chapter 1.	<u>Required reading- for 17th & 24th:</u> Look at examples of Chapter I of finished CRPs' in our library and via Digital Dissertations; read through CRP Manual, especially the sections on CRP proposal outline and descriptions of chapters and chapter subsections; Reading # 1: Cone & Foster, pp. 27-39 Reader pp 1-13; Reading #3: Marshall & Rossman, pp. 22-42 (Reader pp. 35-46; Bryant text: chaps 1 and 2; Reading #4: Locke et al, pp. 8-20 (Reader pp. 47-54; Readings #2: Creswell, pp. 49-	<u>Assignment for Session 3</u> , In library, study examples of others' finished Chapter I's and their subsections; write a brief (circa 1-page) first draft of a problem statement and half-page-or less tentative, rough purpose statement for your proposal and reproduce for class sharing. Continue preliminary literature review.

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<p>Session 3:</p>	<p>Sharing and discussing of each members' topics/titles, research questions, and initial first-draft problem and purpose statements; instructor presentation on survey of the literature process; orientation by librarian (if available) to doing survey of the literature computer searches.</p>	<p>Continue prior Session's readings. Also Reading # 4: Locke et al., pp. 63-73, 126-129; Reading #1: Cone & Foster, pp. 100-102, 108-114, 117; Reading # 2: Creswell, pp. 27-35.</p>	<p>For session 4, Prepare for submission and feedback of 2nd draft of your initial Chapter I Introduction (or Background or Context) and problem and purpose statements (or first draft of such if not previously submitted and discussed). Prepare first draft of your significance statement. Continued preliminary literature review.</p>
<p>Session 4.</p>	<p>Continued sharing, discussing, and critiquing of Chapter I's Introduction, Problem, and Purpose statements (incl. research questions(s)); sharing and discussing first draft of significance statement; discussion of questions and problems arising from preliminary literature review thus far.</p>	<p>Continuing readings from previous two sessions; Galvan text, pp. 1-42; Reading #5: Pan, pp. 1-4, 41-45, 47-53, 55-59.</p>	<p><u>Assignment for session 5:</u> prepare first draft of annotated outline for survey of the literature to share;</p>

<p>Session 5.</p>	<p>Share and discuss first draft of annotated outline of preliminary literature review; continued discussion of any previous Chapter I subsections drafts.</p>	<p>Reading #6: Hart, pp 1-25; Galvan text, pp. 53-100. Have read carefully the material on literature reviews in CRP manual; Reading #7: Pyrczak, pp.1-10, 161-168.</p>	<p><u>Assignment for session 6:</u> (if choosing an original-research-type CRP) do initial readings on research design/methodology, especially qualitative types, using relevant parts of the CRP Manual plus required and recommended readings to be assigned by Feb. 7th from selections on Research Design/Methods chapter from “Required and Recommended Readings (Books): Writing a Dissertation,” and the Set of Readings on Qualitative Research Methods on reserve.</p>
<p>Session 6.</p>	<p>Instructor presentation on Chapter III: Research Design/Methodology and its subsections (<i>whether for original research or lit review type CRP</i>);discussion on qualitative research methods. Continued instructor guidance on conducting the literature review, including drawing on selected on-reserve readings in this area. Further go-round check-in; fleshing out sections of Chapter 1; possible second visit with campus librarian to further focus on doing survey of the literature.</p>	<p>Read carefully CRP Manual’s sections on research design and methodology; read instructor hand-outs of photocopied Argosy/SFBA completed CRP Methods/Research Design chapters to use as models.</p> <p>Read Evidence-Based Practices in Mental Health</p> <p>Read reader #15.</p>	<p><u>Assignment for session 7:</u> Prepare 1st draft for submission Feb. 21st of your Chapter III: Research methods and its subsections (<i>this may be the final subsection under your chapter I, if doing survey-of-the-lit-only type CRP</i>).</p>

Session 7.	Sharing, discussing, and critiquing 1 st draft of methods chapter. <i>(may not met as a group if group agrees)</i>		<u>For session 8,</u> Prepare 2 nd draft of Methods chapter (or section); continue to work on your own, in small group, or one-on-one with instructor, by arrangement.
Session 8.	Sharing, discussing, and critiquing 2nd draft of methods chapter (and any 1 st drafts not shared previous week) . <i>(may not meet as a group if group agrees)</i>	Possible additional Readings TBA from Course Reader or as CRP/dissertation excerpt hand-outs from instructor.	<u>For session 9,</u> Continue to work on your own, in small group, or one-one-on one with instructor, by arrangement.
Session 9.	Continuing work on proposal out of class. Topic: Ethical issues: Discussion of the six chapters on different aspects of ethical issues relating to doing research, including protection of human subjects, and discussion of Cone & Foster’s “Appendix A: Selected Ethical Standards Relevant to the Conduct of Research in Psychology”.	Chapter readings under Required Readings: #8-13; Reading #1: Cone & Foster, pp. 299-308.	<u>For session 10,:</u> for those doing survey-of-the-lit-only type CRPs or lit reviews with original project, study final chapters of our finished Argosy CRPs of this type in library (and excerpts form such to be shared by instructor) and prepare your questions for ____; ;for those planning on doing original-research-type CRPs, study in library final (post- Chap III) chapters of original- research-type CRPs. Also, for everyone: continue work on your proposal, especially the lit review.

<p>Session 10.</p>	<p>Only for those choosing the survey of the literature type CRP (or the lit review plus original project): Presentation by instructor on how to do the later (post-proposal) final Findings (or Results) and Discussion chapters. Those not choosing either of these approaches needn't attend, but continue work on survey of the literature.</p>		<p><u>For session 11</u>, Continue to work on your own, in small group, or one-one-on one with instructor, by arrangement. Primary focus for remainder of course time now on survey of the literature work.</p>
<p>Session 11.</p>	<p>Continuing to work on adding to and fine-tuning parts of the proposal, especially the still-developing literature review; done on one's own, or in small group by arrangement during part or all of class time, or one-on-one by with instructor by arrangement.</p>		<p><u>For session 12</u>, continue to work on your own, in small group, or one-to-one with instructor, by arrangement. Mainly ongoing lit review</p>
<p>Session 12.</p>	<p>Continuing to work on your own, in small group, or one-one-on one with instructor.</p>		<p><u>Assignment for session 13</u>, start preparing protection of human subjects protocols (<i>only for those choosing to do original-research-type CRPs that will involve human subjects or human subject data</i>). Ongoing lit review work.</p>

<p>Session 13.</p>	<p>Presentation for those planning an original-research-type CRP involving human subjects, on how to write a first draft of a short form application of a Human Subjects Review Protocol (the "Human Research Review Committee Initial Short Form Application") to accompany your proposal for submission to the school's Institutional Review Board for approval sometime following the end of the course. <i>(Those not needing this component need not attend this class, but continue your survey of the literature, et al.).</i></p>	<p>Have read the Human Subjects Review Protocol (the "Human Research Review Committee Initial Short Form Application") section of the CRP Manual, plus any past successful protocols/applications handed out earlier by instructor (to those planning on using and original research approach).</p>	<p><u>For session 14</u> Continue lit review and writing up latest draft of all parts of proposal (with lit review admittedly least far along). Prepare to submit by as much of the proposal as has been finished by ____ at latest.</p>
<p>Session 14.</p>	<p>Continue to work on parts of your proposal not yet done by now, primarily survey of the literature part. <i>(no class meeting, but individual students can meet by arrangement one-to-one with instructor)</i></p>		<p>Continue lit review and writing up latest draft of all parts of proposal (with lit review admittedly least far along).</p>

Session 15.	Submit final work. After session 15, continue work on parts of your proposal not yet done by now, especially survey of the literature part.		For session 15 at latest: submit your still-in-progress CRP proposal.
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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, 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.