

TROY UNIVERSITY
COURSE SYLLABUS
Research Methodology
COURSE # 6691

LOCATION/TIME:

Panama City Location; Three Weekend format- January 18-19, February 8-9, March 1-2, 2013, 5:00pm Friday, 0800 Saturday.

INSTRUCTOR:

Angus J. McCartney, Ph.D.

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CATALOG DESCRIPTION:

A survey of the field of research methodology including research design, techniques, and Procedures currently in use in counseling and human development.

STUDENT OUTCOMES:

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

1. Prepare a valid proposal for research in human service related fields.
2. Demonstrate an understanding of research design including controls, samples, instruments, and statistical analysis of data.
3. Use appropriate resources to create a valid Review of Available Literature.
4. Evaluate published research for validity, usefulness, and applicability.
5. Determine the ethical standing of a published Report of Research.

GOALS AND OBJECTIVES:

This program is designed to provide a quality, academic program that emphasizes meaningful and practical learning experiences in preparing students to be innovative, informed, reflective decision-makers. In addition, this course provides opportunities to:

Develop/improve the ability to interpret and objectively evaluate studies and research in the social sciences.

Know the fundamentals of social science research with emphasis on the basic quantitative research designs (descriptive, causal-comparative, correlational, and experimental).

Appreciate the importance of legal and ethical considerations in human subject research. Demonstrate an understanding of the appropriate use of inferential statistics in analyzing research data.

Use specialized computer software or manual decision logic tree to develop appropriate research designs for individual research proposals.

Develop an awareness of program evaluation principles and concepts.

TEXTBOOK AND OTHER MATERIALS NEEDED:

Heppner, P. P., Kivilinghan, D. M., & Wampold, B. E. (latest edition). *Research design in counseling*. Pacific Grove, CA: Brooks/ Cole.

RECOMMENDED ADDITIONAL READING:

As needed for projects

RESEARCH COMPONENT:

Students will prepare a □Research Proposal□ as a major factor of the course and will be required to do an exhaustive literature search concerning their area of interest.

ENTRANCE COMPETENCIES:

Currently enrolled graduate student in good standing.

COURSE REQUIREMENTS:

1. Candidates must satisfactorily meet all goals/objectives used to assess SDE rules.
2. Completion of LIVE TEXT Common Assignments listed below.
3. Completion and submission of a Critique of Published Research.

LIVETEXT/BLACKBOARD Common Assignments:

All students taking course must complete the following assignments.

Prior to completing the first LiveText Assignment for this course, students must complete the Demographic Form CP 6691 located in the Forms Section of LiveText.

LIVETEXT ASSIGNMENT 1

Research Proposal

Student Assignment

CACREP 2009 Standards Section II.G. 8. a, b, c, & e

Student Directions – Prepare a research proposal following the guidelines provided below. The paper should be a WORD document and submitted to the instructor via LiveText.

Common Assignment/Assessment 1 (Research Proposal) Description:

The proposal will consist of an introduction, a review of the literature, and a methodology section. The introduction and literature review sections must have a total of *not less than 10 recent, original, quality, and professional references* to support the research endeavor and develop the logic justifying the need for the research. Of the 10 references, at least 8 must be articles reporting original research. The methods section will contain a detailed procedure for conducting the proposed research project. Please keep in mind that you are not going to be required to do the project but simply to propose it in a comprehensive written document. The final research proposal must be typed, double spaced, and prepared in accordance with APA publication guidelines.

RESEARCH PROPOSAL LIVETEXT RUBRIC

**INSTRUCTOR GRADES ASSIGNMENT 1 RESEARCH PROPOSAL AFTER
STUDENT SUBMITS PAPER**

<u>Topic</u> <u>Standard</u> <u>Assignment/Assessment</u>	1 0-59% No Understanding	2 60-69% Below Average	3 70-79% Average	4 80-89% Mastery	5 90-100% Exceptional
Designing Research Research Proposal: APA Style II.G.8.e; AL-ASBE-06.290.3.3.50.2.A.1 AL-TROY-COE-CF.3 AL-Troy-COE-CF.5 AL-Troy-COE-CF.6 AL-TROY-COE-CF.8	Does not follow APA style and is poorly written. Missing or incorrect title page, 13+ citation errors, 8+ heading errors, 10+ reference format errors	Many APA errors and is below average in writing. Title page, 7-12 citation errors, 5-7 heading errors, 6-9 reference format errors	Has some APA errors and is acceptably written. Correct title page, 4-6 citation errors, 3-4 heading errors, 3-5 reference format errors	Has few APA errors and is well written. Correct title page, 2-3 citation errors, 1-2 heading errors, 1-2 reference format errors	Uses APA style and is well written. Correct title page, citations, headings, grammar, and reference format
Research Proposal: Statement of the Problem II.G.8.a., II.G.8.e.; AL-ASBE-06.290.3.3.50.2.A.1 AL-TROY-COE-CF.3 AL-Troy-COE-CF.5 AL-Troy-COE-CF.6 AL-TROY-COE-CF.8	no or unacceptable statement of the problem No statement of the problem or a statement of the problem that is unclear and contains no source substantiation.	inconsistent or poorly worded statement of the problem Statement of the problem is not clearly defined and is not well-sourced.	defined statement of the problem Statement of the problem is clearly defined but is not well-sourced.	clearly defined statement of the problem Statement of the problem is clearly defined and well-sourced but is not relevant to the student's specific counseling specialty.	well decided and articulated statement of the problem Statement of the problem is clearly defined, well-sourced, and relevant to the student's specific counseling specialty
Research Proposal: Literature Review II.G.8.a., II.G.8.e.; AL-ASBE-06.290.3.3.50.2.A.1 AL-TROY-COE-CF.3 AL-Troy-COE-CF.5 AL-Troy-COE-CF.6 AL-TROY-COE-CF.8	Unorganized and illogical literature review consisting of mostly secondary sources Less than 6 primary source documents included, no description of the methodology for sources, no integration of the findings with each other, two levels of heading within the literature review	Poorly written literature review 6-7 primary source documents included, no description of the methodology for sources, little or no integration of the findings with each other, two levels of heading within the literature review	Clear literature review 6-7 primary source documents included, some research findings presented along with a brief description of the methodology for some sources, little integration of the findings with each other or comparing findings, and three levels of heading within the literature review	Integrated literature review of primary source documentation 8+ primary source documents included, major research findings presented from each primary source along with a brief description of the methodology for each source, some research findings are integrated with each other and compared/contrasted with one another, and three levels of heading within the literature review	Comprehensive literature review of primary source documentation 8+ primary source documents included, major research findings presented from each primary source along with brief description of the methodology for each source, research findings are integrated with each other and compared/contrasted with one another, and three levels of heading within the literature review
Research Proposal: Methodology II.G.8.b., II.G.8.c.; AL-ASBE-06.290.3.3.50.2.A.1 AL-TROY-COE-CF.3 AL-Troy-COE-CF.5	Very limited methodology. The methodology does not contain a hypothesis or the hypothesis is not related to the research	Limited methodology. The methodology contains a hypothesis that is related to the research question.	Average methodology. The methodology contains a hypothesis that can clearly test the research question. The	Above average methodology with a specific design statement. The methodology contains a hypothesis that can clearly test the research question.	Superior methodology with a specific design statement and a section addressing audience utilization of possible results. The methodology

AL-Troy-COE-CF.6 AL-TROY-COE-CF.8	question. Sections describing the population, sampling procedure, implementation procedure, and instrumentation are vague, impractical, or missing. No section addressing audience utilization of possible results is included.	Sections describing the population, sampling procedure, implementation procedure, and instrumentation are vague, impractical, or missing. No section addressing audience utilization of possible results is included.	population, sampling procedure, implementation procedure, and instrumentation of the research project are acceptably described but contain no source substantiation. No section addressing audience utilization of possible results is included.	The population, sampling procedure, implementation procedure, and instrumentation of the research project are all clearly described and sourced as appropriate. However, no section addressing audience utilization of possible results is included.	contains a hypothesis that can clearly test the research question. The population, sampling procedure, implementation procedure, and instrumentation of the research project are all clearly described and sourced as appropriate. In addition, a section addressing audience utilization of possible results is included.
Research Proposal: Overall Grade II.G. 8. a, b, c, & e	No Understanding of Research proposal	Below Average Understanding of Research proposal	Average Understanding of Research proposal	Understanding of Research proposal Mastery	Excels Understanding of Research proposal optional

LIVETEXT ASSIGNMENT 2
IRB Training Module
Student Assignment
CACREP 2009 Standards Section II. G. 8. f

Student Directions – Complete the official Troy authorized IRB training course, scan your results/certificate of completion and submit to the instructor in LiveText.

Common Assignment/Assessment 2 (IRB Training Module) Description:

Students will be required to complete the official Troy authorized IRB training course assigned to you by the instructor as evidenced by successful completion of the associated quiz at the 80% correct level. The quiz results must be appropriately documented and submitted to the instructor via LiveText

IRB TRAINING MODULE LIVETEXT RUBRIC
INSTRUCTOR EVALUATES ASSIGNMENT 2 IRB TRAINING MODULE AFTER
STUDENT SUBMITS RESULTS (scanned copy) IN LIVETEXT TO PROFESSOR

<u>Topic Standard Assignment/Assessment</u>	1 0-59% No Understanding	2 60-69% Below Average	3 70-79% Average	4 80-89% Mastery	5 90-100% Exceptional
IRB Training Module: II.G.8.f; AL-ASBE-06.290.3.3.50.2.A.1 AL-TROY-COE-CF.3 AL-Troy-COE-CF.5	Was able to successful answer 0-59% indicating very poor understanding of ethics and protection of human participants.	Was able to successful answer 60-69% of the questions indicating poor understanding of ethics and protection of human participants.	Was able to successful answer 70-79% of the questions indicating average understanding of ethics and protection of human	Was able to successful answer 80-89% of the questions indicating above average understanding of ethics and protection of human	Was able to successful answer 90-100% of the questions indicating very superior understanding of ethics and protection of human

AL-Troy-COE-CF.6 AL-TROY-COE-CF.8			participants.	participants.	participants.
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COMMON ASSIGNMENT 3 (Blackboard or Face-to-Face)

Program Evaluation Research-Quiz

Student Assignment

CACREP 2009 Standards Section II. G. 8. c & d

AL-ASBE-6.290.3.3.50.2.A.1 AL-TROY-COE-CF.3,

AL-Troy-COE-CF.5 AL-Troy-COE-CF.6 AL-TROY-COE-CF.8

Student Directions – Complete the Program Evaluation Research-Quiz following the guidelines provided below.

Common Assignment/Assessment 3 (Program Evaluation Research-Quiz) Description:

This is an objective quiz found on Blackboard or given face-to-face with the instructor. Topics on this quiz will include: needs assessment approaches, summative vs formative evaluation, process evaluation, cost effectiveness, and outcome evaluation.

Program Evaluation Research Quiz: CACREP II.G.8.c., II.G.8.d.;
AL-ASBE-6.290.3.3.50.2.A.1 AL-TROY-COE-CF.3, AL-Troy-COE-CF.5
AL-Troy-COE-CF.6 AL-TROY-COE-CF.8

CP 6691 Research Methodology (Instructor)

LiveText Instructor’s Standards Summary Form

CACREP 2009 Standards – Section G.8

Instructor completes form at the end of the course. This form assesses student progress in meeting CACREP objectives and provides summary assessment information for program evaluation. The form is completed by the instructor at the end of the semester/term.

The following is a summary template of common assignments/assessments that align with CACREP 2009 Standards and Alabama State Department of Education School Counseling Standards

Student Directions – The student will submit the assignment named CP 6691 Research Methodology Instructor’s Summary Student Document to the instructor in LiveText. Attach the CRITIQUE paper here.

<u>Topic Standard Assignment/Assessment</u>	1 0-59% No Understanding	2 60-69% Below Average	3 70-79% Average	4 80-89% Mastery	5 90-100% Exceptional
LiveText Assignment 1	No	Below	Average	Above	Exceptional

Research Proposal CACREP II.G.8.a,b,c,e,f AL-ASBE-06.290.3.3.50.2.A.1 AL-TROY-COE-CF.3 AL-Troy-COE-CF.5 AL-Troy-COE-CF.6 AL-TROY-COE-CF.8	understandin g of Research Proposal	average understandin g of Research Proposal	understandin g of Research Proposal	average understandin g of Research proposal	understandin g of Research Proposal
LiveText Assignment 2 IRB Training Module: CACREP II.G.8.f; AL-ASBE-06.290.3.3.50.2.A.1 AL-TROY-COE-CF.3 AL-Troy-COE-CF.5 AL-Troy-COE-CF.6 AL-TROY-COE-CF.8	No understandin g of IRB Process	Below average understandin g of IRB Process	Average understandin g of IRB Process	Above average understandin g of IRB Process	Exceptional understandin g of IRB Process
Common Assignment 3 Program Evaluation Research-Quiz: CACREP II.G.8.c., II.G.8.d.; AL-ASBE-06.290.3.3.50.2.A.1 AL-TROY-COE-CF.3 AL-Troy-COE-CF.5 AL-Troy-COE-CF.6 AL-TROY-COE-CF.8	No understandin g of Program Evaluation	Below average understandin g of Program Evaluation	Average understandin g of Program Evaluation	Above average understandin g of Program Evaluation	Exceptional understandin g of Program Evaluation.

METHOD OF INSTRUCTION:

Lecture and Didactic

METHOD OF EVALUATION:

Objective

ASSIGNMENT OF GRADES: total points 41-45 = A, 35-40 = B, 30-34 points = C.

1. Completion of LIVE TEXT assignments 2 and 3 by due dates, max 5 points each,.
2. Critique, (presentation to class and written paper), max 10 points.
3. Submission of the Research Proposal via LIVE TEXT, max 25 points, (serves as the final test)

CLASS SCHEDULE AND ASSIGNMENTS:

January 18	First Class, housekeeping, purposes of research in counseling
January 19	The Research question. Giving meaning to statistics
January 19	Proposal development, statistics part 2
February 8	The Critique, Understanding the research of others
February 9	Presentation of critiques, Proposal development
February 9	Presentation of critiques, Proposal development
March 1	Program Evaluation and enhancement
March 2	Final proposal questions and research development issues
March 2	Final class, all assignments due in livetext and print

CRITIQUE:

Each student will submit an APA style paper via live text (submitted as Instructor's summary statement) and make a class presentation critiquing a report of research from a peer reviewed professional journal. The critique paper will cover the following outline.

The outline for the written critique will be:

- The title of the article being critiqued and where it was found,
- the type of research design used,
- the basic question posed by the researcher,
- the type of sampling used,
- a review of the instruments used (if any),
- type of statistical analysis used,
- a summary of the research findings,
- and a critique of the content to include;
 - usefulness of findings,
 - generalizability of results,
 - ethical considerations,
 - and threats to internal validity.

ATTENDANCE POLICY:

Attendance is mandatory. No automatic cuts are authorized. Excessive absences will be reported to appropriate VA and military officials. Arrangements for excused absences must be made PRIOR to the absence.

MAKE-UP WORK POLICY:

All classes missed must be made up, regardless of whether the absences were excused or unexcused. Make-up assignments will be given by the instructor on an individual basis.

INTERNET:

You may be expected to use the Internet as a part of your course work, as determined by your instructor.

ADDITIONAL INFORMATION:

Textbook and Other Materials Needed

Students should order textbooks as soon as possible to insure receipt prior to the beginning of the term. Troy University's official bookstore is MBS Direct at

<http://bookstore.mbsdirect.net/troy.htm> MBS is the official provider of the approved textbooks for each term. Orders may be placed online with a credit/debit card or by phone (1-800-325-3252). Students purchasing textbooks from other sources do so at their own risk in relation to order accuracy, timely receipt, or completeness of materials.

Americans With Disabilities Act (ADA):

Troy University supports Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, which insure that postsecondary students with disabilities have equal access to all academic programs, physical access to all buildings, facilities and events, and are not discriminated against on the basis of disability. Eligible students, with appropriate documentation, will be provided equal opportunity to demonstrate their academic skills and potential through the provision of academic adaptations and reasonable accommodations. Further information, including appropriate contact information, can be found at the link for Troy University's Office of Human Resources at

<http://www.troy.edu/humanresources/ADAPolicy2003.htm>

STANDARDS OF CONDUCT:

The commission of or the attempt to commit any cheating and/or plagiarism are in violation of the Standard of Conduct stated in the Troy University □ Florida Student Handbook, and may be disciplined up to and including suspension and expulsion.

Plagiarism is the passing off of the thoughts or works of another as one's own. Plagiarism involves giving the impression that a person has thought, written, or produced something that has, in fact, been borrowed from another. Plagiarism may result from poor technique of citation or more serious cases as: copying the work of another person; submitting the work of another person; or closely paraphrasing a piece of work without due acknowledgement.

Questions about plagiarism? Go to <http://uclibrary.troy.edu/help/helps-plagiarism.htm>

ALLEGATIONS OF PLAGIARISM:

Depending on the circumstances, the penalty imposed for plagiarism may include warning, resubmission, loss of marks, failure on a particular assignment or course, or a charge of misconduct to be dealt with by Troy University.

INCOMPLETE GRADE POLICY:

An incomplete grade indicates that the student has not completed all of the assigned class work or has not taken all class examinations, but is otherwise passing the course. Only the instructor can determine whether an incomplete grade is justified. It cannot be automatically assigned, but rather must be requested by the student by submitting to the instructor the *Petition for and Work to Remove an Incomplete Grade* form. If the Petitions are approved, a signed copy will be mailed to the student. An "I" can never be used in lieu of an "F" nor can an "I" be assigned because of excessive absences.

It is the student's responsibility to contact the instructor regarding the deadline for completing all course requirements. Any student who receives a grade of Incomplete must adhere to the work completion deadline set by the instructor, not to exceed the end of the following term. This deadline applies whether or not the student re-enrolls for the semester following the assignment of the incomplete grade (s). Failure to clear the incomplete within the specified time period will result in the assignment of a grade of F for the course.

LIBRARY SUPPORT:

The Libraries of Troy University provide access to materials and services that support the academic programs. The address of the TROY Global Campus Library Web site, which serves all Global Campus students, is <http://uclibrary.troy.edu>. This site provides access to the Library's Catalog and Databases, as well as links to all Campus libraries and online or telephone assistance by Troy Library staff. Additionally, the Library can be accessed by choosing the "Library" link from the University's home page, www.troy.edu.

TROY EMAIL:

All Troy students will be required to access and utilize their troy.edu email account for all communication with the university. All official correspondence (including bills, statements, emails from distance learning instructors through Blackboard, assignments and grades from distance learning instructors, etc.) will be sent only to the troy.edu address. Your troy.edu email address is the same as your web express user ID followed by □@troy.edu.□ You can get to

your email account through our web page www.troy.edu/fwr or you can go to the email link found there and learn how to add this address to your other email services that support POP accounts (i.e. Outlook, Outlook Express, Yahoo, AOL, etc.).

CELL PHONES AND OTHER ELECTRONIC DEVICES USED IN THE INSTRUCTIONAL ENVIRONMENT:

Use of any electronic device by students in the instructional environment is prohibited unless explicitly approved on a case-by-case basis by the instructor of record or by the Office of Disability Services in collaboration with the instructor. Cellular phones, pagers, and other communication devices may be used for emergencies, however, but sending or receiving non-emergency messages is forbidden by the University. Particularly, use of a communication device to violate the Troy University □Standards of Conduct□ will result in appropriate disciplinary action (See pp. 42-52 of the Oracle.

In order to receive emergency messages from the University or family members, the call receipt indicator of devices must be in the vibration mode or other unobtrusive mode of indication. Students receiving calls that they believe to be emergency calls must answer quietly without disturbing the teaching environment. If the call is an emergency, they must move unobtrusively and quietly from the instructional area and notify the instructor as soon as reasonably possible. Students who are expecting an emergency call should inform the instructor before the start of the instructional period.

COMMENTS & QUESTIONS:

At Troy University, students are our most valuable commodity. If you have any comments or questions about this course, please do not hesitate to contact me.