

Southern Methodist University
Annette Caldwell Simmons
School of Education & Human Development
 HDCN 6349 Research Design and Statistics
 (3 semester hours)
 Winter 2014
 Mondays 6:00 to 10:15 p.m.

Course Description & Overview: Basic experimental, quasi- and non-experimental research designs and methods are examined with an emphasis on developing a critical approach to examining the research literature in counseling. A basic introduction to the application of statistics in research is offered. Topics covered include statistical inference, hypothesis testing, analysis of variance, correlation, regression, multiple regression, factor analyses, and non-parametric statistics. **Course Prerequisites:** Pre-requisite for those with no psych or stats background: HDCN 6391 Behavioral Science.

Faculty Contact Information

Mary Sue Green, Ph.D., LMFT-S
 TWU Office Phone: [REDACTED]
 SMU Email: [REDACTED]
 TWU FAX: [REDACTED] (Attn: Dr. Green)
 SMU Blackboard Discussion Board
 Office hours: By appointment.

Official Learning Objectives	Measurable Outcomes
1. Students will learn to distinguish research from other sources of information (theory, opinion, or anecdote).	1) Students will synthesize the content presented in lecture and be asked to generate their own criteria for analytic and critical research evaluations.
2. Students will learn to identify, define, and apply social science research methods.	2) Students will demonstrate understanding and application after reading assignments and through online activities and participation in class activities.
3. Students will learn statistical concepts (e.g., variability, normal curve, hypothesis testing, sampling, etc.) associated with research.	3) Students will demonstrate competencies after completion of assigned readings through online activities and participation in class activities.
4. Students will learn to interpret basic descriptive and inferential statistical procedures.	4) Students will demonstrate the ability to interpret statistical procedures through in class activities.
5. Students will be able to evaluate critically the quality and importance of a research report as well as its statistical analyses.	5) Students will demonstrate understanding of key principles of research design by applying them to empirical research articles.
6. Students will learn how research can benefit them in their counseling practice and career.	6) Students will demonstrate their understanding of how research can help them in the development of their professional skills by discussion and examination.

My Goals and Student Outcomes for this course 😊

My overall goal for this course is to reduce the anxieties and concerns students have about studying research methodology and basic statistical analysis. Therefore, I try to make the class entertaining and applicable to your experiences. By the end of the course I would like you to have a general understanding of research questions and hypotheses and the appropriate type of research for investigation. I would like you to be able to structure a research proposal on a topic that interests you. I would like you to emerge as an ethical researcher who is able to read the current literature in the counseling field through an informed lens so you know what information you want to use in clinical practice *because it is quality* and what information is best left unused.

Course Materials and Supplies

Required materials

Babbie, E. (2013). *The practice of social research* (13th ed.). Belmont, CA: Wadsworth. ISBN-13: 978-1-133-04979-1

Pan, M. L. (2013). *Preparing literature reviews: Qualitative and quantitative approaches* (4th ed.). Glendale, CA: Pycszak Publishing. ISBN 978-1-936523-11-5

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association. **PREFERRED ISBN:** 978-1-4338-0562-2 spiral bound softcover. **OTHER ISBN:** 978-1-4338-0561-5 softcover

Additional readings are available on Blackboard.

Suggested materials

Vogt, W. P., & Johnson, R. B. (2011). *Dictionary of statistics & methodology: A nontechnical guide for the social sciences* (4th ed.). Los Angeles, CA: Sage.

SMU Class Policies

Disability Accommodations Students needing academic accommodations for a disability must first contact Disability Accommodations & Success Strategies (DASS) at 214-768-1470 or www.smu.edu/alec/dass.asp to verify the disability and to establish eligibility for accommodations. They should then schedule an appointment with the professor to make appropriate arrangements. (See University Policy No. 2.4; an attachment describes the DASS procedures and relocated office.)

Statement on Attendance

- Instructors should be given 24 hours' notice of any absence whenever possible
- If a student must miss one class, it is the student's responsibility to contact a classmate to get all material and assignments covered during their absence.
- A student's final grade will be impacted if two absences occur.
- A student missing more than two classes may, at the instructor's discretion:
 - receive a grade of Incomplete if the requirements to do so have been met (see the policy on Grades of Incomplete contained in this syllabus)
 - receive a failing grade for the course
 - drop or withdraw from the course. (This option may have a financial and/or financial aid impact. Student should refer to the Add/Drop Policy and the Withdrawal Policy for the Counseling program which can be found at <http://smu.edu/education/counseling/AcademicCalendar2011-12.asp> then consult with the Program Specialist if they believe this option is a possibility.)

Questions Outside of Class Two discussion boards are available on Blackboard. One is for general class questions. I or you classmates can answer these questions. The second discussion board is for students only. I will monitor the board for netiquette only.

Statement on Class Decorum - Please turn off (or set on vibrate) all cell phones or pagers. Please do not read newspapers, books for other classes, or other outside reading material during class, or use laptops for non-class related activities during class. Walking into class late is disruptive, as is leaving early, so please avoid this whenever possible. If you have to leave early, make arrangements before class begins, and when you leave, please do so quietly. Professional respect and courtesy for your fellow students is expected at all times. See additional information under class participation.

Religious observance - Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See university Policy No. 1.9)

Excused Absences for University Extracurricular Activities - Students participating in an officially sanctioned, scheduled university extracurricular activity will be given the opportunity to make up class assignments or other graded assignments missed as result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work. (University Undergraduate Catalogue)

Grade of Incomplete - A student may receive a grade of I (Incomplete) if at least 50 percent of the course requirements have been completed with passing grades, but for some justifiable reason, acceptable to the instructor, the student has been unable to complete the full requirements of the course. At the time a grade of I is given, the instructor must stipulate in writing to the student and to the University registrar the requirements and completion date that are to be met and the grade that will be given if the requirements are not met by the completion date. The maximum period of time allowed to clear the Incomplete grade normally is 12 months. If the Incomplete grade is not cleared by the date set by the instructor or by the end of the 12-month Policies and Procedures 25 deadline, the grade of I will be changed to the grade provided by the instructor at the time the Incomplete grade was assigned or to a grade of F if no alternate grade was provided. The grade of I is not given in lieu of a grade of F or W, or other grade, each of which is prescribed for other specific circumstances.

If the student's work is incomplete, poor quality and not acceptable, a grade of F will be given. The grade of I does not authorize a student to attend the course during a later term. Graduation candidates must clear all Incomplete grades prior to the deadline in the Official University Calendar, which may allow less time than 12 months. Failure to do so can result in removal from the degree candidacy list and/or conversion of the grade of I to the grade indicated by the instructor at the time the grade of I was given.

For graduate students, a maximum of two (six hours) concurrently held grades of Incomplete in courses other than thesis is allowed. If this maximum is reached, the student will be allowed to take only one three-hour course per term until the Incomplete total is reduced. Students who accumulate a total of three grades of Incomplete in courses other than thesis will be put on probation and not allowed to enroll further until the total is reduced.

SMU Fall 2009 Emergency Preparedness Syllabus Insert - As part of the federal government response to the H1N1 (Swine Flu) virus, the Department of Health and Human Services issued a nationwide public health emergency preparedness declaration on April 26, 2009. The declaration was renewed on July 23, 2009 and is currently in force. For the semester ahead, there is concern that the level and intensity of flu cases could increase substantially.

1. For updates on the campus-wide status of flu conditions at SMU, please visit <http://www.smu.edu>.
2. If flu conditions require cancellation of a class session or other changes for this course, an email will be sent to all class members.
3. In the event of a major campus emergency at SMU, course requirements, deadlines, and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor's control.

Honor Code Students are reminded of the SMU Honor Code as referenced in the Student Handbook. Intellectual integrity and academic honesty are both the foundations and the goals for this program. Please reference and review the university policies on the responsibilities, policies, and penalties regarding academic honesty. For a full text of the policy, which you should know, please see the following web link http://www.smu.edu/studentlife/PCL_05_HC.asp

Academic Integrity Honesty in completing assignments is essential to the mission of the University and to the development of the personal integrity of students. In submitting graded assignments, students affirm that they have neither given nor received unauthorized assistance, and that they have abided by all other provisions of the SMU Honor Code. Cheating, plagiarism, fabrication or other kinds of academic dishonesty will not be tolerated and will result in appropriate sanctions that may include failing an assignment, failing the class, or being suspended or expelled. Suspected cases in this course may be reported.

Plagiarism is the act of using someone else's work or writing and passing it on as one's own. This includes copying paragraphs or a single sentence originally written by someone else. Whenever you use the work of someone else, it must be properly cited. Direct quotations (i.e., using the exact same words as the original author) must be placed in quotation marks; however, you should avoid using quotes unless it is a very unique expression. Even if properly cited, a "paraphrase" that is too similar to the original source's wording and/or structure is considered plagiarism. Some students commit plagiarism without intending to do so, often stumbling into negligent plagiarism as a result of sloppy note taking, insufficient paraphrasing, and/or ineffective proofreading. Those problems, however, neither justify nor excuse this breach of academic standards. By misunderstanding the meaning of plagiarism and/or failing to cite sources accurately, you are much more likely to commit this violation.

In an effort to ensure the integrity of the academic process, Southern Methodist University vigorously affirms the importance of academic honesty as defined by the Student Handbook. Therefore, in an effort to detect and prevent plagiarism, faculty members at Southern Methodist University may now use a tool called Turnitin to compare a student's work with multiple sources. It then reports a percentage of similarity and provides links to those specific sources. The tool itself does not determine whether or not a paper has been plagiarized. Instead, that judgment must be made by the individual faculty member. Dishonesty of any kind will not be tolerated and will, in most cases, result in a failing grade for the course. All required assignments in this course may be checked for plagiarism using Turnitin.

All work submitted should be the original work of the student turning in the assignment. You may not work with anyone else on the assignments unless specifically indicated. You may not recycle your own work from other classes. Assignments suspected of involving academic dishonesty will receive 0 points and lead to the filing of a report.

Withdrawing from a Course Students must consult with the instructor before withdrawing from the course. Notifying the instructor does not constitute official withdrawal. To withdraw officially, the student must contact the Counseling Program Office to complete the necessary paperwork.

SMU Grading Scale

Grade	Performance Description	Percentage Points	Actual Class Points
A	Exceptional	93 – 100	511 - 550
A-	High Pass	90 – 92	495 – 510
B+		87 – 89	478 – 494
B	Pass	83 – 86	456 – 477
B-		80 – 82	440 – 455
C+		77 – 79	
C	Failure, any C or below	73 – 76	
C-		70 – 72	
D+		67 – 69	
D		63 – 66	
D-		60 – 62	
F		59 >	

Policy on Written Work All assignments should be written in APA style and follow the American Psychological Association (APA) Publication Manual (6th ed). Points will be deducted for incorrect formatting including, but not limited to, page numbers, spacing, margins, use of citations when appropriate, references when appropriate, and a running head. All written assignments should include a cover page. There will be no rewrites. All work should be the original work of the student turning in the assignment. Work should be submitted as noted on the course calendar. **No assignments will be accepted via email. If students send an assignment via email, it will not be opened or graded.**

Policy on Late Work Written work should be turned in according to the class schedule. Assignments are due on Blackboard or in class (see course requirements for specific information for each assignment) on the day indicated as the deadline. Please fasten multiple pages securely with a staple. No folders or notebooks please. **No late work will be accepted or receive any credit. No exceptions will be made. Being busy is an excuse—not a reason—as we all have multiple time obligations.** In an age of spelling and grammar-check functions on most word processing programs, excellence in writing is a reasonable expectation. The quality of your expression of ideas is an essential element for all written work. Plan ahead and try to complete assignments well in advance to avoid last-minute problems. Computer difficulties will not be accepted as an excuse for late submission. Students are encouraged to check with different browsers, security levels; and, if settings on home computers are not compatible, they are encouraged to use libraries or computer labs on campus or local/private cyber cafes. It is a good idea to allow plenty of time for eleventh-hour adversities. (If your own Internet service is interrupted, it is your responsibility to locate a computer at a library or an Internet café or a copy shop.) **If the Blackboard site is not available for more than 24 hours, rest assured that your instructor is aware of the problem and will make any necessary adjustments to due dates and other course related matters.**

Major Course Assignments

*All paperwork is required; however, late paperwork will not receive points.

<u>Assignment</u>	<u>Points</u>
1. Participation	50
2. Statement of Problem (small group)	10
3. CITI Certificate	30
4. Literature Review Table	30
5. Design activity (small group)	10
6. Article Critiques	50
7. Midterm Exam	100
8. Mini Proposal	170 (30, 40, 100)
9. Final Exam	<u>100</u>
	550

Note: No late work will be accepted or receive credit. No exceptions will be made.

Final Grade: Your final grade is computed as a percentage of the total possible points available in the course. You can figure your grade at any time by knowing the total possible points available to date and the total number of points that you have earned and computing the percentage in the following manner:

Your total points earned to date/ Total points possible to date = Your current percentage

Final course grades will be assigned based on the number of points earned by the student and this final grade will not be subject to negotiation. Failure to complete all assignments will result in a reduction of your final grade by one letter grade for each missing assignment.

COURSE REQUIREMENTS

Participation and Professionalism (50 points)

Graduate work demands a personal, academic, and professional commitment beyond that made in undergraduate studies. Being late or absent will affect your grade. You should read the materials prior to class, arrive on time, and be prepared to participate in class and group activities. It is expected that you will not talk during class while others are talking. Please do not make or receive phone calls or text messages during class—turn your phone off. Students should not have laptops open in order to play games, engage in social networking, conduct email correspondence, or any other non-course related activities. If it is determined that technology is being used for non-class purposes, you will be asked to put the device in your book bag. If you are on call for clinical emergencies, please speak with the instructor.

This course is meant to be interactive and everyone is expected to participate in class discussions. I attend to all forms of diversity and want to hear the voices of all students. At all times you should be considerate of the feelings of others! It is best to take a “wondering” stance as no one is an expert in this field. Be prepared to discuss your strengths and your areas to improve and to hear feedback. Failure to complete all assignments will result in a reduction of your final grade by one letter grade for each missing assignment.

	Needs Improvement	Developing	Accomplished	Exemplary
Preparation for class and discussion	Does not ask questions or make comments that indicate familiarity with topics for class	Rarely asks questions or makes comments that indicate familiarity with the topics prepared for class	Occasionally asks questions or makes observations that indicate reflections, some knowledge or readings for class	Regularly asks questions or makes observations that indicate reflection, knowledge or readings for class
Small group activities	Does not participate in small groups in class	Does not actively participate in small groups in class	Participates actively in small groups in class	Participates actively and provides leadership in small groups in class
Class absences	Misses class often	Misses no more than 2 classes w/o prior arrangement	Misses 1 class with prior arrangement	Attends class regularly (no missed classes)

Small group formation. Some activities in this course will take place in a small group format. Groups will be chosen during the first week of class by random assignment. The number of people in each group will be determined by class size, but groups will be no larger than 5 students.

Weekly Reviews. There will be weekly reviews given during each class that covers the Babbie material for that week. There are no points associated with the reviews. They will be used to test your knowledge and to facilitate discussion. The reviews will help your performance in the mid-term exam, the final exam, and also in completing the other assignments of the course. Reviews cannot be made up if you miss class.

Statement of Problem small group activity. Students are required to choose a topic of study and develop a research question(s) and 1-2 research hypotheses that will become the thesis of their Research Proposal. The topic should reflect your field of study (marriage and family therapy, counseling, school counseling, etc.) In the designated small group space, each student will post their research questions and hypotheses and their rationale for choosing this topic. You must include at least 3 citations from literature on the topic indicating that your idea of importance is supported by other researchers. In addition, you will provide substantive feedback to each member of your small group on their posting by the Wednesday after the due date. **10 points**

Collaborative Institutional Training Initiative Certificate (CITI). Students are required to complete the training and certification program for conducting research with human participants. The required training is available through SMU's CITI membership. Access training by reviewing the one-page instruction sheet, then click on the following link to enter the CITI site: <https://www.citiprogram.org/default.asp>. This training takes approximately 2 hours. You will need to submit an electronic copy of your CITI completion certificate in Blackboard. *If you have questions about the training, please direct them to the Office of Research and Graduate studies.* **30 points**

Literature Table. For this project, you will locate literature on your topic and create a table. The 5 articles should be research articles from quality journals in your field of study. Your table must include the following (you can include additional descriptors). 1. APA Citation; 2. Sample size; 3. Sample characteristics; 4. Research methods; 5. Analysis; 6. Findings; and 7. Limitations. After creating the table you will need to draw conclusions on the research methodology and your conclusion on the topic. Hint: This is a research methods course so we want you to look at how the method may impact the conclusions drawn. You will also be required to read and provide a substantial response **in the larger discussion board** to at least 4 of your peers on their literature table and conclusions by the Wednesday after the due date. The number of students that can provide feedback will be limited so everyone receives feedback, i.e. No more than 4 students should provide feedback to a peer. The number will be determined by class size. **30 points**

Research Design small group activity. Students will indicate their research design in their small group format. You will share with your research colleagues your current ideas about the research design and measurement you will utilize in your research proposal. You should include the purpose of your research (explore, describe, or explain a phenomenon of interest); explain your unit of analysis; and discuss the type of study (time dimension). In addition, you will provide substantive feedback to each member of your small group on their posting by the Wednesday after the due date. Specifically, you should assist your colleagues in determining if their unit of analysis and type of study is appropriate to their previously stated research questions and hypotheses. **10 points**

Quantitative/Qualitative Article Critique. Students should identify a topic of interest related to the study of children and families (this does not have to be the same topic used for the proposal). Students must find 1 article describing a quantitative research design and 1 article describing a qualitative research design (two articles total) examining their same chosen topic. (In other words, you do not *have* to choose the same topic as your research proposal, but the 2 articles *do* have to be on the same topic.) Students must summarize the main purpose and key findings of each study and write a critique of each study according to the guidelines provided in Blackboard. Additionally, students will conclude with a discussion of the both the merits and limitations of each type of methodology, specifically when each type may be most appropriate. **25 points each**

Exams (Mid-Term and Final Exams). Students must complete and pass a Mid-Term Exam and a Final Exam for the semester. Each Exam will cover material from the text, online course material, outside readings, and any additional information provided by the instructor. The Mid-Term Exam will cover the material from the first half of the semester. The Final Exam will cover the material from the second half of the semester. The Mid-Term Exam will be administered through the Blackboard Course Shell. The Students who use browsers or operating systems that are not compatible with Blackboard need to make arrangements to take the Exams from a compatible computer. Each Exam may contain multiple

choice, true/false, short answer, and fill-in-the blank questions, some of which may be taken from weekly quizzes. Each Exam may have a variable number of questions ranging in point values. **2 exams @ 100 points each = 200 points.**

Research Proposal. The research proposal will be worked on in segments over the term. You will be receiving feedback from the instructor. The complete research proposal will be approximately 11-15, not including the title page, abstract, and reference section. The proposal will be submitted in sections throughout the semester (check course schedule for specific due dates for each section) and include a) Literature Review (30 points), b) Research Methodology (40 points), and c) the final revised Research Proposal (100 points) with abstract, introduction, and conclusion. The proposal sections and the final proposal must be submitted in Blackboard, no emailed or printed copies will be accepted. The format of the proposal must follow all writing guidelines specified in syllabus. Students who do not follow these formatting guidelines will not receive credit for the assignment (this includes using APA format for manuscripts, including title page with running head, appropriate page numbering, accurate use of APA format for headings, etc.). The proposal will be graded on form, content, clarity of thought, appropriateness of plan and thoroughness of design. Students will need to include a title page (formatted according to APA guidelines for manuscripts) for each section and another for the completed final proposal. See the Guidelines for the Research Proposal and rubrics for additional information. **170 points total**

Tentative Course Calendar*
Assignments due at 11:55 p.m. on Saturday unless noted otherwise

Week	Topics	Readings and Due Dates	Where to Submit
Week 1 October 21	Introduction What is Research?	Babbie, Chapters 1-3 Pan Chapters 1-2 Inductive and Deductive article Supplemental Readings I Supplemental Readings II	
			Reviews 1 – 3 will be available online
Week 2 October 28	Searching for resources; What's appropriate, what's not... American Psychological Association style writing	Pan Chapters 3-6 APA Chapters 1-3 Supplemental Readings IV	
SATURDAY 11/2			Statement of the Problem due online **Submit in 2 places** Small Group DB for peer feedback AND Turnitin Assignment
Week 3 November 4	Research Design American Psychological Association style writing	Babbie, Chapter 4-5 APA Chapter 4 & 6 Pan Chapter 14 Supplemental Readings III	
SATURDAY 11/9			Literature table due online **Submit in 2 places** Large Group DB for peer feedback AND Turnitin Assignment IRB Certificate due Assignment tab
Week 4 November 11	Scales & Sampling Preparing and Writing First Drafts	Babbie, Chapters 6-7 Pan Chapters 7-9 Supplemental Readings VIII	
SATURDAY 11/16			Research design due online **Submit in 2 places** Small Group DB for peer feedback AND Turnitin Assignment
Week 5 November 18	Experiments & Survey Research	Babbie, Chapters 8-9 Supplemental Readings V	

SATURDAY 11/23			Mid-Term Exam due online Quantitative Critique due Turnitin Assignment
Week 6 November 25	Unobtrusive Research & Evaluation Research	Babbie, Chapters 11-12 Supplemental Readings IX	
SATURDAY 11/30			Literature Review section due Turnitin Assignment
Week 7 December 2	Qualitative Field Research and Data Analysis	Babbie, Chapter 10 & 13 Supplemental Qualitative Readings Supplemental Readings VI	
Week 8 December 9	Quantitative Data Analysis and Multivariate Analysis	Babbie, Chapter 14-15 Supplemental Readings X and XI	
SATURDAY 12/14			Qualitative Critique due Turnitin Assignment
Week 9 December 16	Statistical Analysis	Babbie, Chapter 16	
SATURDAY 12/21			Methodology section due Turnitin Assignment
Week 10 December 23		Babbie, Chapter 17 Pan, Chapter 12-13 Supplemental Readings VII	
December 24 – January 1	UNIVERSITY CLOSED		
SATURDAY 1/4			Complete Research Proposal Turnitin Assignment
Week 11 January 6		FINAL EXAM	

*Course calendar may be altered by the instructors throughout the semester if needed.

ADDITIONAL ONLINE POLICIES

Online Learning: This course utilizes the Blackboard interface <https://courses.smu.edu> or <http://www.smu.edu/InfoFor/Students> For more information about the Bb platform, go to the SMU Office of Information and Technology website at <http://www.smu.edu/BusinessFinance/OIT> (www.twu.edu) For technical assistances, contact the SMU Helpdesk (214-768-4357) or help@smu.edu.

Blackboard and Electronic Communications Policy: Communication from students to instructors through electronic mail is to be clearly identified with your name and purpose. For example, the subject line of the electronic mail should resemble the following: **FS 5693_Smith_Critique** Student behavior in online class activities and forums, in the instructor's office, and via email must always be courteous and professional.

All students are expected to know their Blackboard login and password and will be expected to regularly view the Blackboard site for this class. Many messages and updates will be posted on this site. In addition, if an emergency arises, students must check the Blackboard site for updates, announcements and alternate assignments.

In this course, e-mail will be used as the primary means of communication with students outside the classroom. You will be responsible for checking your e-mail regularly for class related announcements. These announcements will also be posted on Blackboard, which you can access at <http://courses.smu.edu>. It is the student's responsibility to inform the University of changes to his/her e-mail address. Please check to make sure the e-mail address registered with Blackboard is in fact the e-mail address you are currently using.