

HDCN 6349 Research Design & Statistics
Spring Term 2013
Wednesday, 6:00 p.m. - 10:15 p.m.

Professor: Charette Dersch, Ph.D.

Cell Phone: [REDACTED]

Email: [REDACTED]

Office Hours: By appointment only

COURSE GOALS AND OBJECTIVES

| Learning Objective | Measurable Outcome |
|---|--|
| Students will become educated consumers of research. | Students will synthesize the content presented in lecture and be asked to generate their own criteria for analytic and critical research evaluations |
| Students will be able to critically evaluate the quality and importance of a research report as well as its statistical analyses. | Students will demonstrate understanding of key principles of research design by applying them to select research reports. |
| Students will learn how research can benefit them in their counseling practice and career. | Students will demonstrate their understanding of how research can help them in the development of their professional skills by discussion and examination. |

COURSE TEXT

Cozby, P.C. (2011). *Methods in Behavioral Research* (11th ed.). Boston, MA: McGraw Hill.

Pyrzczak, F., & Bruce, R. R. (2011). *Writing Empirical Research Reports* (7th ed.). Glendale, CA: Pyrczak Publishing.

COURSE GRADING CRITERIA

Class Attendance and Participation – Regular attendance and participation in this course is required and considered absolutely essential.

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://www.smu.edu/Simmons/AreasOfStudy/DRC/Counseling/AcademicCalendar> then consult with the Program Specialist if they believe this option is a possibility.)

Participation in this course includes the following:

1. Thoughtful and respectful class discussion. This means that you should have completed the reading before class and be prepared to discuss the relevant details of it and how it applies to our work as counselors. You should also be respectful of your classmates and not interrupt, talk amongst yourselves, or dominate discussions.
2. Participate in discussions, answer questions, and small group work.

Article Critique – Using the outline to be provided, students will critique a research article. Both the outline and article are posted on Blackboard under Assignments.

Research Proposal – Students will write a proposal for a research project of their choice, following the outline to be provided. See detailed instructions on Blackboard under Assignments.

Midterm Exam – An in-class examination will be given midway through the class. This exam will be cumulative from the beginning of class to present, and include a combination of multiple-choice and essay questions.

Final Exam – An in-class examination will be given on the last day of class. This exam will also be cumulative from the midpoint of class to the end. It will also include a combination of multiple choice and essay questions.

Grading and Evaluation: Your grade in this course will be based on the following:

| <u>Component</u> | <u>Possible Points</u> |
|---------------------------------------|-------------------------------|
| 1. Class Attendance and Participation | 100 |
| 2. Midterm Exam | 100 |
| 3. Article Critique | 100 |
| 4. Research Proposal | 100 |
| 5. Final Exam | <u>100</u> |
| TOTAL POSSIBLE POINTS | 500 |

Grading Scale

| Grade | Performance Description | Percentage Points | Actual Class Points |
|-------|-------------------------|-------------------|---------------------|
| A | Exceptional | 93 – 100 | 465 - 500 |
| A- | High Pass | 90 – 92 | 450 – 464 |
| B+ | | 87 – 89 | 435 – 449 |
| B | Pass | 83 – 86 | 415 – 434 |
| B- | | 80 – 82 | 400 - 414 |
| C+ | Failure, any C or below | 77 – 79 | |
| C | | 73 – 76 | |
| C- | | 70 – 72 | |
| D+ | | 67 – 69 | |
| D | | 63 – 66 | |
| D- | | 60 – 62 | |
| F | | 59 \geq | |

TENTATIVE COURSE SCHEDULE

1/23/13

Cozby, Chapters 1 & 2
Introduction to Research

Pyrczak & Bruce, Chapters 1, 2, & 3
Hypotheses

1/30/13

Cozby, Chapter 4
Variables

Pyrczak & Bruce, Chapters 4, 5, & 6
Research Questions, Titles, & Lit Reviews

2/6/13

Chapter 5
Reliability & Validity

Pyrczak & Bruce, Chapters 8 & 9
Writing Assumptions, Limitations, & Methods
Section

2/13/13

Cozby, Chapter 6
Qualitative vs. Quantitative Designs

Pyrczak & Bruce, Chapter 14
Writing up Qualitative Research

2/20/13

Chapter 7
Sampling and Population

Pyrczak & Bruce, Appendix B
Writing Issues

2/27/13

Midterm Exam

3/6/13

Chapters 8 & 10
Experimental Design

Pyrczak & Bruce, Chapter 10
Describing Experimental Methods

Article Critique Due

3/13/13

Chapter 12
Descriptive & Correlational Statistics

Pyrczak & Bruce, Appendix C
Null Hypothesis & Significance

3/20/13

Chapter 13 Inferential Statistics

Research Proposal Due

3/27/13

Final Exam

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.

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.)

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.

Statement on Academic Integrity - Students are reminded of the SMU Honor Code as referenced in the Student Handbook. Intellectual integrity and academic honesty are both the foundation and the goals for this program. Please reference and review the university policies on the responsibilities, policies, and penalties regarding academic honesty found at:

http://www.smu.edu/studentlife/PCL_05_HC.asp

Statement on APA Guidelines - Students are expected to have a high degree of familiarity with the APA manual and its requirements. Plagiarism is plagiarism, whether intentional or not. To avoid plagiarism, follow guidelines in the current edition of the *APA Publication Manual*. Some general guidelines from the 2001 5th edition include:

- Always cite the source of a quote or paraphrase (pp. 120 & 349)
- When quoting:

- Copy the original material word-for-word (p. 117)
- If a quotation is less than 40 words, place quotation marks around it; if it is 40 or more words, indent the quote as a block. Double space all text (p. 117)
- Follow the conclusion of a quotation immediately with the citation of author(s), year of publication – or year of creation if original material is unpublished, and page number(s) (p. 120)
- When paraphrasing:
 - Restate concepts in *substantially different words* than the original material (p. 349)
 - Immediately after paraphrased material, cite author(s), year, and, whenever possible, page number(s) (pp. 121 & 349)
 - In addition, according to Pan (2003), if paraphrased material extends to multiple paragraphs, be sure to cite the source in *each* paragraph (pp. 61-62).

The term ‘plagiarism’ includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. Plagiarism also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. A faculty member can assign specific penalties. Penalties can include reducing or changing a grade or issuing a failing grade for an assignment/test or for the entire course and/or expulsion from the academic program and the university. A student penalized for academic misconduct has the right of appeal. SMU counseling program students should be prepared to submit papers and other written work electronically so that the instructor can use anti-plagiarism software to validate the originality of the student’s work. Students also have access to these plagiarism prevention tools and are strongly encouraged to utilize these resources.

Statement on Confidentiality and Emotional Safety - In order to provide a safe learning environment for students in the class and to protect the confidentiality of practice clients and class members, students will discuss case material and other’s personal information, reactions, etc. only while in class or privately with other current class members. It is the responsibility of each class member to treat classmates with respect and integrity, thus providing emotional safety for each other during class activities. All students in the Counseling Department will demonstrate behavior that is consistent with the Ethical Standards forwarded by the APA and ACA in their code of ethics. Failure to do so can result in termination from the Department.

Criteria for Grading Class Participation

| | Needs Improve. 180-188 | Developing 189-201 | Accomplished 202-210 | Exemplary 211-225 |
|---|---|--|---|--|
| Preparation for class/class 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 participation | 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) |

Criteria for Grading Article Critique & Research Proposal

| | “A” range 90 – 100 | “B” range 80 - 89 | “C” range 70 - 79 |
|---|--|--|--|
| Analysis (50%) | Clearly beyond summary; demonstrates originality of thought; constructive criticism is followed by tangible suggestions; Personalization | Mostly summary with some analysis; offers constructive criticism but without forwarding alternative ideas; some use of personalization | Primarily summary; little grappling with concepts beyond opinions; little use of personalization |
| Application to Class Content (30%) | Thoroughly addresses all required issues; includes integration of key ideas & prior course material to demonstrate linking of ideas | Issues somewhat covered; clear attempt to engage with material but limited integration of ongoing issues | Issues briefly discussed; project potentially responding to a different course topic |
| Writing Style (20%) | Clarity of thought; easy to read and understand; APA guidelines completely followed; impeccable grammar | Able to understand author’s ideas; although could have been written a bit better; 1-3 APA mistakes and/or grammar errors | Unable to follow author’s line of thinking; several APA mistakes and/or grammar mistakes |