Adler Graduate School
Richfield, Minnesota
AGS Course 500
Principles of Research

1. **Course Designation and Identifier**
   1.1 Adler Graduate School
   1.2 Course Number: 500
   1.3 Research
   1.4 Three (3) credits
   1.5 Prerequisites: 511

2. **Course Description**

   This course provides an introduction to the principles and processes of social science research. Topics include research methods, qualitative and quantitative study design, measurement, statistical analysis, literature reviews, need assessments, program evaluation, the importance of research in advancing the profession, and ethical and legal considerations of research. Ethical and culturally-relevant strategies for gathering data and interpreting research results are examined.

3. **Texts, Materials, and Resources (required and optional)**

   3.1 Required texts:


   3.2 Optional texts:


4. **Competencies and Learning Outcomes**

Students in this course will:

4.1 Learn the purpose and process of research, especially as it relates to social science, advancing their field of academic study, and informing evidence-based practice (8a, 8e).

4.2 Differentiate between primary, secondary and tertiary sources of information; locate and critically use these sources (8e).

4.3 Gain a working knowledge of research design and basic statistical concepts in order to analyze, evaluate, and interpret statistical findings in empirical research studies and use these findings to inform practice (8b, 8c, 8d).

4.4 Learn ethical and culturally relevant strategies for interpreting and reporting the results of research (8f).

4.5 Continue to explore Adlerian research and practice.

4.6 Recognize the ethical and scholarly purpose and function of APA standards and formatting.

4.7 Employ APA style guidelines to the final paper and assignments.

5. **Course Outline**

At the Adler Graduate School, 3-credit courses typically meet 7 times (9 units): 5 weeknights and 2 full days. Each full day constitutes two units, morning and afternoon. In addition, students must complete a Special Project Time (SPT) assignment to fulfill the 3-credit requirement. Please note: course outline may be modified at the instructor’s discretion. Students will be notified of all modifications.

It is important to stay current in the class. You will be expected to complete reading assignments, submit weekly work as outlined in the syllabus.

Although you will likely find that you have a lot of experience in the discussed topics, please remember that the most convincing position is the one supported by the most current and relevant research. You will find these sources in peer-reviewed journals. Use APA style and format requirements in referencing sources.

Your instructor will be actively available for individual consultation for the duration of the course and as needed until final papers grades are submitted. Please feel free to schedule an individual consultation or send email with questions.
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<th>Unit Number</th>
<th>Unit Topic</th>
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<th>Reading and other sources</th>
<th>Assessment Methods</th>
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<td>1.</td>
<td>Introductions&lt;br&gt;Review of Syllabus and Course Expectations&lt;br&gt;Purpose and process of research&lt;br&gt;Critical Thinking in Research</td>
<td>8a, 8e</td>
<td>L&amp;O: Ch 1, 2; APA Manual: Ch 1; Weekly Writing Article 1.</td>
<td>Instructions and Grading Rubric for WW #1</td>
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<td>2.</td>
<td>Article 1&lt;br&gt;Due Date: Before Next Weeknight Class&lt;br&gt;Reading and Understanding Research Articles; Interpreting Findings Research Writing</td>
<td>8e</td>
<td>L&amp;O: Ch 3; APA Manual: Ch 2 and Ch 3; Weekly Writing Articles 2 &amp; 3.</td>
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<td>Article 2&lt;br&gt;Due Date: Before Next Weeknight Class&lt;br&gt;Methodologies Part I</td>
<td>8b, 8d</td>
<td>L&amp;O: Ch 4, 6, 7 to top of 178, Ch 8 up to p. 191; Weekly Writing Article 4.</td>
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<td>5.</td>
<td>Understanding Statistical findings</td>
<td>8e</td>
<td>TBD Weekly Writing Article 5.</td>
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<td><strong>Article 4</strong></td>
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<td>7.</td>
<td>Human Subjects &amp; Intellectual Property in Research</td>
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<td>Research with Special Populations; Multicultural Awareness</td>
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<td><strong>SPT Presentations</strong></td>
<td>Overview of APA <a href="http://www.apastyle.org">www.apastyle.org</a> – full web address in Moodle</td>
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<td>Final Course Assignment</td>
<td>Due two weeks from the last class session.</td>
<td>8a, 8e, 8f</td>
<td>Grading rubric for paper to be distributed by course instructor.</td>
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### 6. Special Project & Research Time

The Special Project Time (SPT) and Research Time allows students the opportunity to integrate course materials. SPT and Research Time is meant to be a self-contained, 45 hour experience. The SPT generally focuses on either (a) an experiential exercise paired with an integrative writing component or (b) a research exercise and a short integrative writing component.
The SPT experience can be based on an individual project or a group project. Once again, the individual or group completes an experiential or a research oriented exercise, followed by a short integrative writing assignment.

Please record the use of your time on the SPT Log Form. Submit a copy to your course instructor with your final paper. Keep a copy and attach to the syllabus for your records.

7. Writing Guidelines including APA Format

7.1 All written assignments in courses at the Adler Graduate School must be in APA format unless specifically noted by the course instructor. The Publication Manual for the American Psychological Association (6th ed.) is a required text for this course. ISBN: 978-1-4338-0561

7.2 Prior to submitting a response, please proofread carefully. Grammar and spelling errors may make your response difficult for others to appreciate.

7.3 Please keep in mind that, while the internet offers a lot of exciting and up-to-date information, not all internet sources are considered scholarly. For example, Wikipedia is not an academically peer-reviewed source. Rather, it is an “anybody-reviewed” source and, therefore, can’t be used in presenting your argument in AGS classes-related tasks.

Assessment/Evaluation Procedures

8.1 Participation and Attendance Requirement (45 points)

Students will be expected to attend all class sessions and participate in class discussions. Group assignments and exercises will be conducted during class and students will need to be present in class to receive a grade for these exercises. Absences from class and therefore failure to participate in any or all of these exercises will result in a zero grade for the exercise concerned. This will impact your grade. The highest grade will be a B for students missing two (2) course units.

8.2 Special Project Time (25 points)

Description of the Project:

The phrase, “According to research…” is stated by journalists, speakers, news anchors and reporters on a daily basis. But, how accurate are they? The goal of this assignment is to find an example of research described in an everyday situation that captures your attention and investigate the accuracy. The topic could be from a newspaper/magazine article, stated in a broadcast media, or overheard in a passing conversation. Investigate that ‘research’ claim and examine the accuracy with which the article/report/conversationalist used the information from the research accurately.
Criteria for the presentation:

1. **No more than a 15 minute presentation.**

2. Provide the original source that ‘caught your attention’ (i.e., copy of the news article/broadcast or display website during presentation/you tube video, etc.), a description of the path you used to investigate the accuracy (i.e., website search, EBSCO search, etc.), a brief overview of the original research which was cited in your example (i.e., research article, author(s)/researcher(s), etc.), and compare the original findings of the researchers to the use of their findings in the news story/conversation.

8.3 Weekly Writing Assignments (40 points= 4 assignments each 10 points)

**NOTE** All written work will be submitted via email to the instructor. Using the article(s) provided, and the instructions for each assignment (provided by the instructor), produce a 3-5 page analysis of the article (not counting title page or references).

Due dates are listed on the syllabus. Late assignments will be accepted throughout the course but only with advanced permission from the instructor. Two points will be deducted from the total score for all late weekly writing assignments.

Please be sure to proofread your work. Grammatical errors, punctuation, and organization are included in the APA style guide and therefore apply to all work.

APA 6th edition formatting applies to all written work. Times New Roman 12 point font, double spaced, 1” margins, etc.

8.4 Final course assignment (80 points)

The final assignment is to examine how research will impact you in your career. The best place to start with this assignment is to consider your program track (marriage and family, mental health counseling, art therapy, school counseling, co-occurring disorders, etc.) and think about what you need to know in order to be successful in your chosen field. Then, think about how research can inform your practice and answer your needs for how to be successful.

As part of this process, you will be expected to find a minimum of 5 peer-reviewed (research based) articles related to your field of practice that were published within the last 5 years (2009-present). One article must contain statistical findings that will be addressed in the paper. The purpose of this assignment is for you to continue to practice reading current literature about best practices, identify factors affecting the counseling process in your field, review relevant research ideas related to your field, and synthesize the information into something ‘useful’.

**Part I** - The first part of your paper introduces the reader to your field of study and one issue or concern within the field. Please include in your discussion the relevance of the
issue, the specific concern or problem, the depth and breadth of the issue, the significance, and implications of the current research available on the topic.

**Part II** – The second part of your paper provides the reader with a critique/discussion of the articles. The intention is that, as you present your thoughts on research, you weave the results of the articles into your discussion.

**Specifics** - The length of the paper should be no longer than 10 pages total (as with previous writing, this does not include title page and reference page). Please consider APA’s recommendation and use first-person language sparingly, (i.e., “I”, “me”, “my”) as consider professional application of the articles.

The grading rubric that will be used to be distributed by instructor.

Due date: **March 27 2015 at 12noon**. Late work will only be accepted with completed extension form prior to the due date. Last day of extension, March 5 2015.

Please be sure to proofread your work. Grammatical errors, punctuation, and organization are included in the APA style guide and therefore apply to all work.

APA 6th edition formatting applies to all written work. Times New Roman 12 point font, double spaced, 1” margins, etc.

Extensions on papers are granted only for significant family emergencies or personal illness. All extension requests must be in writing using the AGS Extension Request form and requested before the final due date. All written work and SPT project must be completed and submitted to earn a grade.

8.4 Grading:

A 171-190 points  
B 151-170 points  
C 131-150 points  
R Retake*  
NC No Credit**

Grading rubrics will be distributed by instructor.

*Retake – The student needs more time or instruction to master the requirements of the class.
** No Credit – The student’s quality of work, participation, or attendance fall below the minimum expectations, including:
  - Not attending class.
  - Not properly notifying the registrar of a withdrawal.
  - Not resolving a grade of incomplete within 45 days after the last class meeting (not the assigned due date) and an agreed upon extension has not been arranged by the student and instructor. The Incomplete turns to a NC and the course must be repeated at full price.
9. **Attendance Policy**

Since courses are structured according to an intensive five-week format, regular and punctual attendance is of prime importance. Students are expected to attend all class meetings. When a student is unable to attend class, it is a courtesy to notify the course instructor in advance using the e-mail or phone information provided at the end of this syllabus.

Most courses are divided into **nine units**. **One unit is equal to** one evening class session, ½ of a weekend day session, one unit/posting in an online class or, roughly, 3 ¼ hours of class time. If a student misses more than 2 class units, the decision whether to allow a grade or issue a retake is left to the discretion of the instructor. Students who miss four class sessions will automatically receive a grade of NC (No credit) for the class and are expected to retake the class at full price.

It is the instructor’s prerogative to allow or not allow make up work or to deduct points or issue a lower grade based on missed class sessions. Two missed classes will mean a grade no higher than a B.

Specific courses may have **additional attendance requirements** based on the structure of the course. Those specifics are listed here:

- 3 missed classes for any reason will result in either an “R” or “NC” depending upon the individual circumstances.

**Questions or appeals** about the implementation of the attendance policy may be directed to the Academic Vice President.

10. **Participation Disclaimer**

Active participation in class discussions/exercises/demonstrations is encouraged. As with other AGS courses, in this course, individual students must determine for themselves the level of disclosure/intimacy that is appropriate for them.

Faculty members and students do not disclose confidential, personally identifiable information concerning their clients, students, research participants, organizational clients, or other recipients of their services.

Whenever confidential information/material is used in any AGS course, students and faculty members are expected to observe AGS policy concerning the handling of confidential information/material. Full descriptions of these policies are readily available.

11. **Academic Integrity Policy**

Honesty and trust among students and between students and faculty are essential for a strong, functioning academic community. Consequently, students are expected to do their own work on
all academic assignments, tests, projects, and research/term papers. Academic dishonesty, whether cheating, plagiarism, or some other form of dishonest conduct may result in failure for the work involved. Academic dishonesty could also result in failure for the course and, in the event of a second incident of academic dishonesty, suspension from the Adler Graduate School. Here are examples of academic dishonesty:

- **Cheating** - Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit.

- **Fabrication** - Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

- **Facilitating academic dishonesty** - Intentionally or knowingly helping or attempting to help another to violate a provision of academic integrity.

- **Plagiarism** - The deliberate adoption or reproduction of ideas or words or statements of another person as one’s own without acknowledgment.

12. **Nondiscrimination Clause**

The Adler Graduate School is an equal opportunity educator and employer. The Adler Graduate School does not discriminate on the basis of race, creed, color, national origin, sex, age, sexual orientation, veteran status, or physical disability in the employment of faculty or staff, the admission or treatment of students, or in the operation of its educational programs and activities. The institution is committed to providing equal education and employment opportunities in accordance with all applicable State and Federal laws.

13. **Learning Accommodations (including students with disabilities)**

If a student in this course has a documented learning disability, he or she should tell the instructor during the **first week of class**. The instructor needs to know on the front end so that he or she can work with the student. The Adler Graduate School is committed to helping all students be successful, as best as can be reasonably accommodated. Documenting a learning disability occurs at the student’s expense. When documented appropriately, the Adler Graduate School makes all reasonable accommodations.

14. **Instructor Contact Information**

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