

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:

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Leedy, P. D., Ormrod, J. E. (2016). *Practical research: Planning and design*, 11th ed. Upper Saddle River, NJ: Pearson.

3.2 Optional texts:

Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches* (2nd ed.). London: Sage Publications Inc.

Mann, T. (1998). *The Oxford guide to library research*. New York: Oxford University Press.

Patten, M. L. (2009). *Understanding research methods: An overview of the essentials* (7th ed.). Glendale, CA: Pyczak Publishing.

Shannon, S.L. (2011). *A guide to academic and scholarly writing*. Oveido, FL: Baldwin Book Publishing.

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 weekend days (Saturday or Sunday). Each weekend 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' (WW) as outlined in the syllabus. Only one weekly assignment will be accepted as "late" (and comes with a two-point deduction).

Although you will likely find 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 grades are submitted. Please feel free to schedule an individual consultation or send an email with questions.

Unit Number	Unit Topic	Learning Outcomes	Reading and other sources	Assessment Methods
1. 10/2/17 6:15 p.m.- 9:30 p.m.	Introductions Review of Syllabus and Course Expectations Purpose and process of research Critical Thinking in Research	8a	<u>L&O</u> : Ch 1, 2; <u>APA Manual</u> : Ch 1	Instructions and Grading Rubric for WW #1
2. 10/7/17 (Saturday a.m.) Class begins at 8:30 a.m. Article 1 Due Date: 10/8/2017 11:59 pm	Finding the research question Developing a Process	8e	<u>L&O</u> : Ch 3 <u>APA Manual</u> : Ch 2 and Ch 3;	
3. 10/7/17 (Saturday p.m.) Class ends at 4:00 p.m.	Methodologies Part I - Quantitative	8b, 8d	<u>L&O</u> : (10 th ed. – Ch. 4, 6, 7 to top of 178, Ch. 8 up to p. 191) (11 th ed. – Ch. 4, 6 to pg. 142, Ch. 10 to pg. 285 and Ch. 11)	
4. 10/9/17 6:15 p.m.- 9:30 p.m. Article 2 Due Date: 10/15/17 11:59 pm	Methodologies Part II - Qualitative	8c	<u>L&O</u> : (10 th ed.- Ch. 9 up to Ex Post Facto pg. 242, Ch. 11) (11 th ed.-Ch. 7 to pg. 194, Ch. 8)	Instructions and Grading Rubric WW #2
5. 10/16/17 6:15 p.m.- 9:30 p.m.	Understanding and Interpreting Statistical Findings	8c		Quiz I (in Moodle). Must be completed by October 22, 2017 11:59 p.m. Grading rubric for SPT presentations (handed out in class).
6. 10/21/17 (Saturday a.m.) Class begins at	Research considerations for Special populations and Multicultural Considerations		<u>APA Manual</u> : Ch. 3	Quiz II (in Moodle). Must be completed by October 29, 2017 11:59 p.m.

8:30 a.m.				
7. 10/21/17 (Saturday p.m.) Class ends at 4:00 p.m.	Research Writing: Argumentation, Warrant, Claim, and Reasoning EVT/Common Factors SPT Presentations Due	8f		Grading Rubric for Final Paper (handed out in class).
8. 10/23/17 6:15 p.m.- 9:30 p.m.	The Master's Project Guidelines and the Role of the IRB SPT Presentations Due	8a, 8e	<u>APA Manual:</u> Ch. 6, Ch. 1	Instructions and Grading Rubric WW #3
9. 10/30/17 6:15 p.m.- 9:30 p.m. Article 3 Due Date: 10/29/17 11:59 p.m.	SPT Presentations Due		Overview of APA (www.apastyle.org)	
Final Course Assignment Due Date: *November 13, 2017 at 11:59 pm	*The final assignment is due two weeks after the last class.	8a, 8e, 8f		

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, 30-hour experience, requiring no more than 30 hours to complete. 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: 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, cannot be used in presenting your argument in AGS classes/related tasks.

Assessment/Evaluation Procedures

8.1 Participation and Attendance Requirement (**45 points**)

Students are 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.

8.1.1 You can positively affect your participation grade by:

- 1.) arriving on time. Be prepared for class and ready to actively participate by making effective comments; these will raise the overall level of discussion for all class participants.
- 2.) asking thoughtful questions which will enhance discussion and engage your peers.
- 3.) listening carefully to, supporting, and engaging your peers and instructor in discussion.

8.1.2 You will negatively affect your participation grade by:

- 1.) not attending class. Even if you meet Adler Graduate School attendance requirements, there is no make-up work for a missed class.
- 2.) dominating class discussion, thereby restricting others' ability to participate.
- 3.) disrupting others in class by having ‘side bar’ conversations and arriving late.
- 4.) making offensive, disrespectful comments during discussions that do not promote professionalism and tolerance necessary in our field.
- 5.) using electronic devices such as, but not limited to, a cell phone, iPad, iPod, computer, or other personal electronic devices during class unless you are instructed to do so.

8.2 Special Project Time (**25 points**)

Description of the Project:

The phrase, “According to research....” is stated by journalists, speakers, 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. The topic could be from a newspaper/magazine article, stated in ‘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/YouTube 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 quoted 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.
3. Grading Rubric for presentations distributed by the instructor.

8.3 Weekly Writing Assignments (**30 points= 3 assignments, 10 points each**)

NOTE All written work will be submitted (via upload) to the Moodle Resource page.** Using the article(s) provided, and the instructions for each assignment (provided by the instructor), write a 3-5 page research paper (not including the title page or reference pages).

Due dates are listed on the syllabus. Late assignments will be accepted with a 2 point deduction.

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. Font choice must be Times New Roman 12-point font. See APA manual, Section 8.03 for all other formatting specifications that apply to all papers. Note: An abstract is NOT required for any paper, including the final paper for this course. The need for a separate section of the paper for tables and figures is also not required for any paper in this course.

8.4 Two Quizzes (20 total points) -- Open notes/open book (Available in Moodle)
Quiz 1 (10 points) Due by October 22, 2017 11:59 p.m.
Quiz 2 (10 points) Due by October 29, 2017 11:59 p.m.

8.5 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 a topic of interest and how it applies to your chosen field. Then, think about how you will use research to inform your practice.

As part of this process, you will be expected to find a minimum of 5 peer-reviewed (research-based) articles related to a topic within your field of practice and published within the last 5 - 6 years (2011-present). One article must contain statistical findings that will be analyzed 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 therapy/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 synthesis of the articles as they apply to your chosen topic. The intention is to present your thoughts on your research as you weave the results of the chosen research 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 review APA recommendations and use first-person language sparingly (i.e., "I", "me", "my") as you consider professional application of the articles.

The grading rubric will be distributed by the instructor.

Due date: **No later than Monday, November 13, 2017 at 11:59 pm.** Late work will only be accepted after discussion with your instructor and a completed extension form prior to the due date.

As with previous work, please be sure to proofread. Grammatical errors, punctuation, and organization are included in the APA style guide and therefore fully apply to all work.

APA 6th edition formatting applies to all written work. Font choice must be Times New Roman 12-point font. See APA manual, Section 8.03 for all other formatting specifications that apply to all papers. Note: An abstract is NOT required for any paper, including the final paper for this course. The need for a separate section of the paper for tables and figures is also not required for any paper in this course.

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.

8.6 Grading:

A	186-200 points
A-	180-185 points
B+	174-179 points
B	166-173 points
B-	160-165 points
C+	154-159 points
C	140-153 points
R	Retake*
NC	No Credit**

Grading rubrics will be distributed by instructor.

*R Retake: Quality of student work does not meet minimum course criteria. However, upon repeating the course, there is a strong likelihood that the course criteria will be met.

**NC No Credit:

Students may be issued a grade of “No Credit” if any of the following conditions are met:

- Did not attend class.
- Missed numbers of class periods in excess of AGS course attendance policy.
- Did not properly notify administration of a withdrawal.
- Plagiarized work for the course.
- If an incomplete has not been resolved within 45 days after the last class meeting (not the assignment due date) and an agreed upon extension has not been arranged by the student and instructor, the incomplete turns to NC and the course must be repeated. This grade may only be issued by the Academic Vice President or designee. Refunds made on a case-by-case basis.

Attendance Policy

9. 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.

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

- *No "make up" work for missed sessions, please ask a classmate for notes/handouts.
- *Two (2) points will be deducted from any late weekly assignments.
- *ALL coursework must be attempted and submitted to be considered for a grade.

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 will 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. Examples of academic dishonesty include:

- 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, 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

Meg Whiston, Ph.D.
Director of Student Success Services
Adler Graduate School
1550 East 78th Street
Richfield, MN 55423
Phone: (612) 767-7096 office
Email: meg.whiston@alfredadler.edu