

Fall 2021
James Madison University
PSYC 609: Applied Research Methods
Tuesdays 6:00pm– 8:00pm
Zoom Link on CANVAS

Instructor: Dr. Robin D. Anderson, LPC, PsyD

Office: Johnston Hall 102

Cellphone: Provided in CANVAS

Office phone: x83293

E-mail: ander2rd@jmu.edu

Office hours: Tuesdays in Zoom 8:20 to 10:00 **pm** in Zoom and by appointment

Contact information: You are encouraged to use email or my cellphone (on CANVAS) to reach me. I do text; so, texting is an acceptable way to reach me as are voice calls. Unless it is an emergency, please keep voice calls between the hours of 7:00 am and 9:30 pm Monday through Saturday. Please feel free to text or email at any hour/day; however, I may not answer until the next day if it is late at night.

Readings: The course does not use a specific textbook, but instead pulls from numerous sources from several related disciplines. All readings are provided on CANVAS.

CANVAS: We will be using CANVAS throughout the course. The course materials are organized in specific “Pages” within CANVAS. On the “homepage” of the course you will find links to each week’s “Page.” There are also links to the syllabus, instructor introduction, and student success resources. Each week, please access that week’s specific page. For example, prior to class on 8/31, please access the *Research Ethics* page. On the weekly page you will find a short narrative that ties together the materials you are asked to review/read/study before our class meeting. At the bottom of each weekly page, you will find instructions and/or links to activities you are expected to complete **before** class. If an activity is not expected to be completed by that week’s class meeting, the alternative due dates are noted. You will also note that on each page, I have linked you to the optional course questions discussion board. This board will be used throughout the course as a space for you to post questions you may have regarding the course materials, course activities, or assignments. Posting to the course questions discussion board is not required.

Purpose of Course: To provide an understanding of applied research.

This course teaches students how to:

- Develop testable hypotheses;
- Know when and how to employ various research methods;
- Interpret findings from various research studies;
- Know and employ ethical, legal, and professional practices in doing research;
- Write portions of a formal proposal and/or grant proposal;
- Develop writing (APA style) skills;
- Gain knowledge and skills to negotiate successfully the research process.

COURSE CACREP STANDARDS and KPI CHART

4. RESEARCH AND SCHOLARSHIP

- a. Research designs appropriate for quantitative and qualitative research questions;
- g. Research questions appropriate for professional research and publication;
- j. Design and evaluation of research proposals for a human subjects/institutional review board review;
- l. Ethical and culturally relevant strategies for conducting research.

CACREP STANDARDS INCLUDED IN COURSE	4.a.	4.g.	4.j.	4.l.
Overall Standards	X	X	X	X
Assignment: Research Proposal	X	X	X	X
Assignment: IRB Training and Practice			X	X
Assignment: Oral Presentations	X	X	X	X

COURSE STRUCTURE

This course is set up to maximize learning through the use of the most appropriate methods of instructions for each component of the course. In addition to synchronous activities on scheduled Tuesday evenings, we will also be engaging in asynchronous learning activities via CANVAS. Each week, students are to complete the assigned materials as outlined on that week's topic "Page" in CANVAS and, if applicable, post questions they have about the material on the course questions discussion board. I will start each synchronous class meeting by addressing any questions posted by 10:00 pm the night before (Monday nights).

During our synchronous time, we will be doing a quick review of the assigned materials and then engage in group activities. These activities will be hands on in order to give you an opportunity to apply the materials you have reviewed for the week. So, please come prepared to work during class. Some weeks we will be working through research scenarios and some weeks I will be asking you to craft or edit, as a group, written research narratives. The goal is to give you opportunities to refine your research skills and research writing skills prior to completing large assignments that impact your overall course grade. Your mid-term exam will look a lot like these group activities.

A note regarding discussion boards: While I will review your responses and may comment on them as a group, I am not responding or grading these individually. Discussion boards in this course are designed to prepare you for the week's activities. For example, it is important for you to be well-versed in the ethics codes for ACA and APA before we conduct our activities on the first day of class. Completing the discussion board that asks that you compare the two sets of ethics codes, prepares you for what we

will be doing in class. So, while your participation in discussion boards is required, your participation in these will fall under the evaluation of your class activities (see below).

COURSE SCHEDULE

Date	Topic	Learning Tasks
8/31 S/IP	Research Ethics	<i>Work through weekly page</i>
9/7 A	Exploring Research Topics	<i>Work through weekly page</i>
9/16 Thursday all Day	Thursday Bootcamp: Research <ul style="list-style-type: none"> • <i>Planning and Designing a Research Study</i> • <i>Controlling Bias and Building a case for Validity</i> • <i>Data Collection and Measurement Strategies</i> • <i>Round Table Presentations (Articles)</i> 	<i>Work through Pre-Bootcamp page</i> Reminder: <i>Students will bring 3 research articles related to their research area of interest to the Thursday Research Bootcamp. Please be prepared to discuss the literature review and methods of each in detail.</i>
9/21 A	Article Reviews	<i>Work through Activities for Parts 3 and 4 of the Residency Weekend materials</i>
9/28 S/IP	Quantitative Methods: N-1 Designs (Single Case)	<i>Work through weekly page</i>
10/5 A	Quantitative Methods: Survey	<i>Work through weekly page</i> <i>Midterm Exam Released</i> Literature Review Spreadsheet Due
10/12 S/IP	Quantitative Methods: Experimental Designs	<i>Work through weekly page</i> Midterm Due Note: The final section of your midterm will require you to submit your research hypotheses and literature review outline for your research proposal
10/19 A	Qualitative Design	<i>Work through weekly page</i>
10/26 S/IP	Qualitative Data Analysis	<i>Work through weekly page</i>
11/2 A	Mixed Methods	<i>Work through weekly page</i>
11/11 Thursday all Day	<ul style="list-style-type: none"> • <i>Methods Wrap-up</i> • <i>Literature Review Presentations</i> • <i>Methods Writing Workshop</i> 	<i>Work through weekly page</i> Literature Review Presentations Due

	<ul style="list-style-type: none"> <i>Methods Round Table Development</i> 	
11/16 A	Integration of literature review feedback	Literature Review Rough Drafts Due 5:00 Friday the 19th
<i>11/23</i>	<i>Thanksgiving</i>	<i>No Class</i>
11/30 S/IP	Literature Review Debrief APA Formatting	<i>Work through weekly page Literature Review Corrections</i>
12/6 A	IRB Practice Review	<i>Work through weekly page</i> Papers Due Noon Friday the 9th
12/12	Final Exam Period No Class Meeting	Individual Consultations

Please Note: The above schedule and procedures for this course are subject to change in the event of extenuating circumstances. Weekly topics and reading assignments will follow in the general order listed above, although some topics may be explored for several weeks.

ASSIGNMENTS

1. Weekly Activities: (20%). Each week, each student will access that week’s materials PAGE in CANVAS. After working through the material, at the end of the PAGE, students will find (most weeks not all) activities. I will post a mid-term-class-activities grade at the time of the mid-term exam. Rest assured that if I am concerned about your work in class, I will reach out to you before the mid-term. If you have questions or concerns before the midterm, you are also welcome to reach out to me.

2. Midterm: (20%). The midterm exam will be in the form of a “take home” exam and will be similar in content to the activities we conduct in class. For example, you will be given under-developed research ideas and asked to craft appropriate research questions. There will be no exam item types on the midterm that you have not had a chance to practice through the weekly activities. This fits my philosophy of teaching – you should not grade students on something they have not had an opportunity to practice.

3. Research Presentations: (20%) During the residency weekends, you will be presenting on articles you have found (Residency #1) or your own research ideas (residency #2). Think of these as teaching moments when you can teach your fellow students about your topic(s) of interest.

4. Research Proposal: (40%) Each student will submit a final paper consisting of a literature review and methods sections. We will work through this project in pieces. You will start by identifying a potential topic or area of research that interests you. Then you will engage in a literature review. Then you will develop a list of research questions and associated hypotheses. Finally, you will craft a proposed design and analysis section.

Grade Policy:

An A = 90-100; B+ = 85-89; B = 80-84; C = 75-79 scale will be used. Attendance and course participation will be included in the instructor's decisions.

ACADEMIC POLICIES

Academic Honesty

Making references to the work of others strengthens your own work by granting you greater authority and by showing that you are part of a discussion located within an intellectual community. When you make references to the ideas of others, it is essential to provide proper attribution and citation. Failing to do so is considered academically dishonest, as is copying or paraphrasing someone else's work. The consequences of such behavior will lead to consequences ranging from failure on an assignment to failure in the course to dismissal from the university. Because we value collaborative work, you will be encouraged to share ideas and to include the ideas of others in our papers. Please ask if you are in doubt about the use of a citation. Honest mistakes can always be corrected or prevented. The JMU Honor Code is available from the Honor Council Web site:

<http://www.jmu.edu/honor/code.shtml>.

In this course one or more of your writing assignments may be submitted to the instructor through Canvas's Turnitin plagiarism prevention service as approved by JMU. Your writing assignment will be checked for plagiarism against Internet sources, millions of academic journal articles, the JMU Turnitin database and the Turnitin Global Reference Database. Turnitin generates an originality report for the instructor that highlights any blocks of text in your paper that match the above reference sources and allows a line-by-line comparison of potentially unoriginal text from your paper with the matching document sections in the references sources. Each paper you submit through Turnitin for this or any class at JMU will be added to the JMU Turnitin database and later used only to check against other JMU paper submissions. Neither Canvas nor JMU claim any copyright ownership of your writing submitted through Turnitin. When you submit your paper through Turnitin you will be given the choice of whether or not to "opt in" and permanently contribute a copy of your paper to Canvas's Global Reference Database. This would protect your original writing from plagiarism at other institutions. Opting in and voluntarily contributing your work to the global database is an individual student decision and not required by your instructor or JMU. For more information about Turnitin refer to the Web site

<http://www.jmu.edu/academicintegrity>

Adding/Dropping Classes

Students are responsible for registering for classes and for verifying their class schedules on mymadison. No exceptions will be made to published deadlines.

Contacting the Instructor

In addition to being your PSYC 609 professor and co-lead of the Counseling and Supervision PhD program, I also serve as the Academic Unit Head for the Department. As such, I am on campus all day most Mondays-Thursdays. Fridays are my scholarship days and I am often at home on these days. I encourage you to reach out to me throughout the year as issues/challenges/questions arise related to your work. You may also reach me by email at ander2rd@jmu.edu, through my office phone @ 540.568.3293 (8-3293) or by using my cellphone (posted on CANVAS).

Disability Accommodations

JMU abides by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, which mandate reasonable accommodations be provided for students with documented disabilities. If you have a disability and may require some type of instructional and/or examination accommodations, please contact me early in the semester so that I can provide or facilitate provision of accommodations you may need. If you have not already done so, you will need to register with the Office of Disability Services, the designated office on campus to provide services for students with disabilities. The office is located in the Student Success Center, and you may call 540-568- 6705 for more information.

Inclement Weather Policies

JMU's cancellation policy (<http://www.jmu.edu/JMUpolicy/1309.shtml>).

Religious Observation Accommodations

All faculty members are required to give reasonable and appropriate accommodations to students requesting them on grounds of religious observation. The faculty member determines what accommodations are appropriate for his/her course. Students should notify the faculty by no later than the end of the Drop-Add period the first week of the semester of potential scheduled absences and determine with the instructor if mutually acceptable alternative methods exist for completing the missed classroom time, lab or activity.