

SOUTHERN CALIFORNIA SEMINARY
2075 EAST MADISON AVENUE • EL CAJON • CALIFORNIA 92019-1108

PY-805 Dissertation Research and Statistical Methodology

2015 FALL TRIMESTER MOD 2

TUES. 4PM-10PM, NOVEMBER 3 – DECEMBER 15, 2015

PROFESSOR

Dr. Gino Pasquariello

Email: gpasquariello@socalsem.edu

Phone: (619) 201-8965

ONLINE PROFESSOR

Dr. Elizabeth Stanton

Email: elizabeth.stanton@socalsem.edu

COURSE DESCRIPTION

The objective of this course is to prepare the student for the dissertation project by selecting an appropriate topic, developing a review of the literature, forming meaningful research questions, selecting a researchable group, describing a data collection methodology, and analyzing journals and dissertations on that topic in the area of psychology and mental health services. Students will spend two three-hour sessions in the library to learn the library research process including how to select databases, search and locate information, and evaluate results. Students will write a comprehensive outline of Chapter 1 and a preliminary review of the literature for Chapter 2 of their dissertation. In addition, students will practice using research strategies in statistics. This course covers quantitative and qualitative methods, statistical confounds, data retrieval options, and data analysis. An assessment of student writing skills will be administered at the beginning of the class to determine if any student should enroll in RS-502, Graduate Research and Writing in APA Style.

3 Units

CORE STUDENT LEARNING OUTCOMES

The student who successfully completes this course will be able to . . .	PSYD PROGRAM OBJECTIVES*	SCS INSTITUTIONAL OBJECTIVES*	COURSE REQUIREMENT (ASSIGNMENT #)
1. Formulate meaningful research questions and hypothesis supported by clear operational definitions and aligned with well-defined research variables	#1 and #4	#3 and #4	#1, #2, and #4
2. Conduct and write a clear, comprehensive, well-supported and professionally literature review	#1 and #4	#3 and #4	#1 and #3
3. Understand conceptually the procedures related to Quantitative, Qualitative, and Mixed-Methods research designs.	#1 and #4	#3 and #4	#1, #2, and #4
4. Understand fundamental concepts of descriptive and inferential data analysis	#1 and #4	#3 and #4	#1 and #2

* The program and institutional objectives are published in the Academic Catalog.

REQUIRED TEXTBOOKS AND MATERIALS

1. The Holy Bible. A translation based on formal equivalence, such as the New King James Version or the New American Standard Bible, is recommended for study.
2. Cresswell, John W. (2014). Research design: Qualitative, quantitative, and mixed methods approaches, 3rd ed. Sage Publications. ISBN 1452226105. List Price: \$64.23
3. Pyrczak, Fred and Randall, R. Bruce. (2011). Writing empirical research reports, 7th ed. Pyrczak Publishing, Glendale, CA. ISBN 1884585973. List Price: \$ 52.75
4. Urdan, Timothy C. (2010). Statistics in plain English, 3rd ed. Routledge Academic. ISBN 041587291X. List price: \$39.95
5. IBM SPSS Statistics Grad Pack Premium V22.0
6. Doctor of Psychology Degree, Dissertation Handbook (Fall, 2011). Southern California Seminary, Department of Behavioral Science Department.

Please Note: Textbooks can be purchased through Amazon.com or elsewhere. It is your responsibility to order all of the required textbooks at least one month prior to the start of class.

RECOMMENDED TEXTBOOKS

7. Fowler, F. J. (2008). Survey research methods, 4th ed. Sage Publications. ISBN 1412958415. List price: \$ 49.00
8. Galvan, J. L. (2009). Writing literature reviews: A guide for students of the social and behavioral sciences, 4th ed. Pyczak Publishing. ISBN 1884585868. List price: \$ 61.75
9. Leedy, P. D. & Ormrod, J. E. (2012). Practical research: Planning and design, 10th ed. Pearson Publishing. ISBN 0132693240. List price: \$ 86.20
10. Machi, L.A. & McEvoy, B. (2008). The literature review: Six steps to success. Corwin Press. ISBN 1412961351. List Price: \$ 31.95

COURSE REQUIREMENTS

1. Reading and Discussion Posting: Students will complete all reading in a timely manner as per the course schedule provided below. Additional reading may be posted on Blackboard to supplement key areas of thought. Discussion Board Interactions (This assignment supports assigned student learning outcomes, as well as best practices in asynchronous student/faculty interaction)
 - Primary Postings: Required replies to the instructor's weekly Discussion Board Question(s). These postings are intended to be substantive and thoughtful academic discussions that directly connect to, and interact with, the course work and concepts. Students will need to attend the live class or watch the recording of the class in order to complete these postings. Postings shall include specific descriptions, analyses, and critical self-reflections that include citations and references to specific course materials.
 - Student Postings: Required responses to other student postings to the weekly Discussion Board Question(s). These postings are intended to be thoughtful academic discussions that directly relate to, and substantively engage with student postings. These interactions shall connect to specific course work and concepts and include specific citations and references to course materials.
2. Workbook Completion (275 points).

Each week the student will complete the workbook chapters and exercises from the Pyczak text as indicated in the sequence of instruction assignments. Please submit your answers in the form of a word document summary and include the workbook questions and numbers in your summary. Submit this assignment through Blackboard.
3. Chapter One Outline (200 points).

Each student will submit a draft of their dissertation chapter 1 that clearly defines a meaningful research question and hypothesis, selection of a researchable group, describing a data collection methodology, and analysis plan. The draft shall be properly formatted in

APA format, and include appropriate scholarly sources properly referenced and cited.
Submit this assignment through Blackboard.

4. Preliminary Literature Review Annotated Bibliography (250 points).

Each student will submit an annotated bibliography of sources to be potentially used in their Literature Review. The annotated bibliography shall include a minimum of 20 scholarly sources properly cited in APA format, and address the following areas in a descriptive paragraph for each source: 1) Purpose of the writing, 2) Methodology used, 3) Major findings, 4) Critique of strengths and weaknesses, and 5) How you might utilize this work in your literature review (what contribution could it make in understanding your research question and procedures?) Submit this assignment through Blackboard.

5. Presentation of Dissertation Chapters 1 and 2 (100 points).

Each student shall participate in a 15 minute presentation overviewing the work they have done in the course related to the content of the Chapters One Outline and Preliminary Literature Review Draft assignments (see above descriptions). Prepare a PowerPoint presentation along with a one page outline summary handout for the instructor and other students. Post your PowerPoint and summary handout on Blackboard, and include a discussion thread for student and instructor interaction related to your posted Presentation.

6. SPSS Examples and Exercises (100 points)

Each student shall complete the SPSS Examples and Exercises corresponding to sections five and six of the course work as required.

7. Taylor Study Methods (75 points).

Each student shall complete the pretest, all seven weeks of key terms, and the posttest to receive full credit.

SEQUENCE OF INSTRUCTION

WEEK#	COURSE CONTENT	ASSIGNMENTS
One	<p>Introduction to Social Science Research</p> <ul style="list-style-type: none"> Determining your research approach Identifying a worldview with which you are most comfortable Defining the three types of research approaches Using quantitative, qualitative, and mixed-methods designs and methods Structuring a Research Project <p>The Six Steps in the Research Process Step One: Research Problem</p>	<p>Reading: Cresswell text, chapter 1 and Pyczak chapter 1 Complete Exercises in Pyczak text: Chapter 1, Part A, #1-8 (page 5). Discussion Post Taylor Study Method Review all textbooks and handbook</p>
Two	<p>Step Two: Review of the Literature</p> <ul style="list-style-type: none"> Assessing researchable topics Understanding the steps in the Lit review process Developing priority and designing a literature map Definition of terms and search terms Employing a model Writing Literature Reviews 	<p>Library session Cresswell, ch 2 Pyczak, 6 and 15 Discussion Post Taylor Study Method Workbook Responses</p>
Three	<p>Review of the Literature (continued)</p> <p>Step Three: Research Purpose, Question and Hypothesis</p> <ul style="list-style-type: none"> The Use of Theory Quantitative Methods Qualitative Methods Writing Research Hypotheses, Objectives, and Questions 	<p>Library work</p> <p>Cresswell, chs 3, 6-7 Pyczak, 2-4, Appendix C Discussion Post Taylor Study Method Workbook Responses</p>
Four	<p>Step Four: Data Collection</p> <ul style="list-style-type: none"> Populations and Samples Types of Variables and Scales of Measurement Research Designs Making Sense of Distributions Writing Definitions, Assumptions, Limitations, Delimitations and the Method Section 	<p>Urdan, ch 1 Pyczak, 7-9 Discussion Post Taylor Study Method Workbook Responses</p>

WEEK#	COURSE CONTENT	ASSIGNMENTS
Five	Step Five: Data Analysis and Interpretation Descriptive and Inferential Statistics <ul style="list-style-type: none"> Measures of Central Tendency Measures of Variability The Normal Distribution Writing Analysis and Results Sections 	Urdan, chs 2-4 Pyrczak, 11, Appendix A & B Discussion Post Taylor Study Method Workbook Responses SPSS Examples and Exercises Chapter One Outline
Six	Data Analysis and Interpretation (continued) Descriptive and Inferential Statistics <ul style="list-style-type: none"> Standardization and z Scores Standard Errors T-test Correlation Chi-square 	Urdan, chs 5-6 Pyrczak, 10 Discussion Post Taylor Study Method Workbook Responses SPSS Examples and Exercises
Seven	Step Six: Reporting and Evaluating Findings <ul style="list-style-type: none"> Writing Strategies and Ethical Considerations The Introduction Writing Discussion Sections, Abstracts, and Qualitative Research 	Cresswell, chs 4-5 Pyrczak, 12-14 Workbook Responses Class Presentation Annotated Bibliography

STUDENT EVALUATION

A. Workbook Completion and Discussions	275 pts
B. Chapter One Outline	200 pts
C. Literature Review Annotated Bibliography	250 pts
D. Chapter 1 and 2 Presentation	100 pts
E. SPSS Examples and Exercises	100 pts
E. Taylor Study Methods	75 pts
Total Course	1000 pts

GRADE SCALE

The final course grades are not given out until at least three weeks after the course is finished. A student will not be given their final grade unless the course has been paid for in

full.

Grade	Percent	Points	Grade	Percent	Points
A	95–100%		C	77–79%	
A-	92–94%		C-	74–76%	
B+	89–91%				
B	86–88%		Any grade lower than “B-” will be lowered to “F.”		
B-	83–85%				
C+	80–82%				

ATTENDANCE POLICY

For MACP and PSYD Courses (42 lecture hours/ 7 weeks), more than 20 minutes missing from class is considered a Tardy, more than 40 minutes missing from class is counted as an Absence. Two tardies = one absence. You are permitted one absence for a 7-week course. Two absences results in being dropped from the course.

General School Policy: A student who takes an absence from class will receive a penalty resulting in an immediate reduction of their final grade by 7 percent in a modular class and 3.5 percent in a trimester class. However, the student will have the ability to make up between 0 percent and all of the deduction at the professor’s discretion.

LATE COURSE WORK POLICY

Late submissions of assignments must be communicated and explained to the course instructor. Late work will be given a deduction of the earned total points as determined by the extent of the circumstances and at the instructor’s discretion.

ACADEMIC INTEGRITY

Southern California Seminary expects its students to conduct themselves honestly in their personal and academic lives. If evidence arises of academic dishonesty, the dean of the program will investigate the matter and take appropriate action.

Offenses Against Academic Integrity

Cheating. Cheating is never tolerated at SCS.

Plagiarism. Plagiarism can occur intentionally or inadvertently. Intentional acts of plagiarism involve knowingly and willingly treating another person's work as one's own original work. It includes copying or imitating the words, sentences, outlines, or ideas of another person. Inadvertent plagiarism can occur when a student fails to properly cite original sources. Plagiarism will not be tolerated at SCS. Therefore, all offenses of plagiarism will be reported

to the dean of the program in which the offense occurred and an investigation will be made to determine what disciplinary action should be taken.

Aiding or Conspiring in the Commission of Plagiarism. Helping someone commit plagiarism is viewed as equally dishonest as plagiarism, for all participating parties.

Multiple Submissions. This offense occurs when a student submits a paper that was written for another course as if it were an original paper satisfying the requirements of the present course. Attempting to submit such work is deceptive and a form of academic dishonesty. On the occasion that a student's previous work has some potential for expansion, improvement, or to serve as a starting point for another line of thought (as with Doctrinal Summary/Synopsis) the student will be advised by the professor to what extent a particular previous work may be permitted. The professor may require that a copy of the previous work be submitted with the later work.

LIBRARY

The SDCC/SCS Library website is your gateway to library resources and information. For a complete description of the library's holdings, services, staff and access to its online collections, go to: <http://sdcc.edu/library>.

COURSE BIBLIOGRAPHY

Fowler, F. J. (2008). Survey research methods, 4th ed. Sage Publications.

Galvan, J. L. (2009). Writing literature reviews: A guide for students of the social and behavioral sciences, 4th ed. Pyczak Publishing.

George, Alexander L. & Andrew Bennett (2005). Case studies and theory development in the social sciences. The MIT Press.

Leedy, P. D. & Ormrod, J. E. (2012). Practical research: Planning and design, 10th ed. Pearson Publishing.

Littell, J.H., Corcoran, J. & V. Pillai (2008). Systematic reviews and meta-analysis.

Marcyk, G.R., DeMatteo, D. and D. Festinger (2005). Essentials of research design and methodology. Wiley Press.

McEvoy, B.T. & L.A. Machi (2012). The literature review: Six steps to success. Sage Publications.

Any sources listed in your textbooks are suitable, as is any commentary or other resource in the seminary library. If you want to use a book from your own library that is not on the approved list (in your textbook or in the seminary library), please check with your instructor before using it.

