

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

**PY-915 Dissertation Research Development 3: Methodology,
Instrumentation, and Analysis**

2016 FALL TRIMESTER
THURSDAY NIGHTS
SEPTEMBER 8TH – DECEMBER 15TH, 2016

PROFESSOR

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COURSE DESCRIPTION

Dissertation Research Development 3: Methodology and Instrumentation (Chapter 3)
This course is designed to support students in selecting and developing the research instrument and procedures. This course also addresses data collection, and statistical analysis for dissertation research. Students will prepare a comprehensive outline of chapter 3 dealing with methodology and instrument testing. Students will gain further understanding of conducting quantitative, qualitative and mixed-method research. In addition Student will submit research documents to the Institutional Review Board (IRB) for review and approval. Prerequisite: PY- 805, 905, & 910. Trimester. 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. Determine appropriate research and data collecting methodologies	#1 and #4	#3 and #4	#2 and #4
2. Conduct advanced library research	#1 and #4	#3 and #4	#2
3. Evaluate and develop survey research instruments	#1 and #4	#3 and #4	#2 and #4
4. Conduct descriptive and inferential data analysis using SPSS software	#1 and #4	#3 and #4	#3

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

REQUIRED TEXTBOOKS

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. Urdan, Timothy C. (2010). *Statistics in plain English*, 3rd ed. Routledge Academic. ISBN 041587291X. List price: \$39.95
4. Rovai, A., Baker, J., & M. Ponton (2012). *Social science research design and statistics: A practitioner's guide to research methods and SPSS analysis*. Watertree Press. ISBN 0978718674. List price: \$ 29.95
5. SPSS Statistics Grad Pack 20.0 BASE (approximate cost: \$80.00)
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. Holcomb, Z.C. (2012). *Interpreting basic statistics*, 6th Ed. Pycszak Publishing, Glendale, CA. ISBN: 1884585914.
9. Marczyk, G., DeMatteo, D., & D. Festinger (2005). *Essentials of Research Design and Methodology*. Wiley & Sons. ISBN 0471470538. List price: \$ 45.00
10. Roberts, Carol M. (2010). *The Dissertation Journey: A Practical and Comprehensive Guide to Planning, Writing, and Defending Your Dissertation*. ISBN 1412977983. List price: \$ 35.10
11. Williman, N. (2010). *Research Methods: The Basics*. Routledge. ISBN 0415489946. List price: \$ 22.95

COURSE REQUIREMENTS

Reading: Students will complete all reading in a timely manner. Below is the timeframe for completing the textbook reading. However, there will be additional reading posted on Blackboard to supplement key areas of thought. The supplemental reading will usually take the form of online articles relevant to particular issues. Be sure to check Blackboard regularly for these articles. Please work on staying current on the readings.

1. *Research Methodology Review (200 points).*

Each student will select four journal articles that were either included in their PY 805 Literature Review paper, or additional journal articles that they have identified subsequent to the submission of the PY805 Lit Review that relate significantly to their intended dissertation topic for this assignment. Utilizing these four articles, each student will write a methodology review that provides a summary discussion and analysis of the following items for each of the four articles: 1) Research purpose and question, 2) Type of research design utilized, 3) Key variables and scales of measurement, 4) Data sample and collection plan, 5) Instrumentation utilized including the validity and reliability of the instrument, 6) Description of internal and external threats to validity and 7) Overall evaluation of the research design and methodology in relation to the defined research purpose and question. How was the research design particularly suited or not suited for adequately answering the research question?

The Research Methodology Review will be 5-7 pages in length, written in APA format, utilizing the appropriate academic writing style.

2. *SPSS Statistical Analysis Exercises (100 points each, total of 400 possible points).*

Each student will conduct a set of four descriptive and inferential statistical analysis exercises utilizing a sample data set, and complete summaries that each define the following items: 1) Define a Research Question, 2) Conduct the appropriate statistical analysis utilizing the SPSS software, 3) Provide the statistical analysis output, 4) Provide an explanation of findings and include three moderating, extraneous, or confounding variables that could affect the results.

3. *Chapter 1 (IRB) Draft (300 points).*

Each student will develop a draft of Chapter 1 including the methodology and instrumentation that best fits your intended dissertation research. This draft will be based on the areas addressed in Chapters 1 & 3 of the dissertation as defined in the current PSYD Dissertation Handbook (a rubric will be provided based on the current information). The

draft will include a thorough description and evaluation of the instrumentation selected, along with a sample of the survey instrument.

4. *Taylor Study Methods* (50 points).

Each student shall complete the corresponding sections in the Taylor Study Methods as required.

SEQUENCE OF INSTRUCTION (SESSIONS WILL CONSIST OF ONLINE/HYBRID COURSE SESSIONS)

SESSIONS	COURSE CONTENT	ASSIGNMENTS
One Sept 8	<ul style="list-style-type: none"> • The Steps in the Research Process • The Selection of a Research Approach • Review of the Literature • The Use of Theory • Writing Strategies and Ethical Considerations • The Introduction • The Purpose Statement • Research Questions and Hypotheses 	Cresswell, (review chs 1-7); Rovai, ch. 1
Two Sept 15	<ul style="list-style-type: none"> • Qualitative Methodology • General Concepts • Research Designs • Implementation • Threats to Validity 	Cresswell, 9; Rovai ch. 3 Library Research
Three Sept 22	<ul style="list-style-type: none"> • Quantitative Methods • General Concepts • Research Designs • Implementation • Survey Instruments 	Cresswell, 8; Rovai ch. 2 Library Research
Four Sept 29	<ul style="list-style-type: none"> • Mixed-Methods • General Concepts • Research Designs • Implementation • Evaluation Research 	Cresswell, 10; Rovai ch. 4 Library Research Research Methodology Review
Five Oct 13	<p>Statistical Analysis: Descriptive Statistics and Exercises</p> <ul style="list-style-type: none"> • Review: Measures of Central Tendency, Variability and the Normal Distribution • Review <i>Holcomb</i> exercises 11, 16, 17, 25, 37, and 55 (PDF copies) • Statistical Significance, Effect Size and Confidence Intervals • Correlation • <i>t</i> Tests • Chi-Square 	Urdan, chs 2-4, 7-9, 14; Rovai ch. 8-9; Selected SPSS exercise #1-2

SESSIONS	COURSE CONTENT	ASSIGNMENTS
Six Oct 20	<ul style="list-style-type: none"> • Statistical Analysis: Inferential Statistics and Exercise • One-Way ANOVA • Factorial Analysis of Variance • Repeated-Measures ANOVA • Regression 	Urdan, chs 10-13; Rovai ch. 8-9; Selected SPSS exercise #1-2
Seven Oct 27	Course Review and wrap-up <ul style="list-style-type: none"> • Steps in the Research Process • Research Purpose, Question, and Hypotheses • Research Design and Methodology • Descriptive and Inferential Statistics 	Selected SPSS exercises #3-4
Sessions Eight – Fourteen November 3 rd through December 15 th	IRB Completion and Submission <ul style="list-style-type: none"> • Risk Factor • Rationale for Determination of Risk Factor • Objective of the Dissertation Study • Proposed Beginning and Ending Dates, pending IRB Approval • Brief Description of the Subject Participants • Brief Description of How Informed Confidentiality and/or Informed Consent will be Accomplished • A Description of Your Sample Subjects and Recruitment Procedures • Laws, Regulations, and Policies which are relevant to the Population (This could be in form of written permission, supervision, etc.) • Interview, instrumentation, or survey sample • Method of Obtaining Informed Consent • Evaluation of the Risk/Benefit Rationale in any case other than no risk. 	Submission of IRB Draft

STUDENT EVALUATION

- A. Research Methodology Review 200 pts
- B. SPSS Statistical Analysis Exercises 400 pts

C. IRB Draft	350 pts
D. Taylor Study Methods	50 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%				
B-	83–85%				
C+	80–82%				

Any grade lower than “B” will be lowered to “F.”

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. Pyrczak 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.