

# Adler Graduate School

Richfield, Minnesota

## AGS Course 500

**Principles of Research**

### 1. Course Designation and Identifier

- 1.1 Adler Graduate School
- 1.2 Course # 500
- 1.3 Principles of Research
- 1.4 Three (3) credits
- 1.5 Prerequisites: None

### 2. Course Description

This course provides an introduction to the principles and processes of social science research. It gives students tools for understanding the process of applying the scientific method to social science issues, reading/analyzing primary sources, online and library resources and critical thinking. It also provides the opportunity to begin formulating ideas for the Master's Project and begin gathering references for it.

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

#### 3.1 Required texts:

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

Sternberg, R. J. (Ed.) (2006). *Reviewing scientific works in psychology.* Washington, DC: American Psychological Association.

*The Baloney Detection Kit* by Shermer and Linse

Master's Project Manual

Readings on multicultural aspects of the course content (in your binder)

Handouts from the instructor

The World Wide Web and various electronic databases

#### 3.2 Optional texts:

Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches (2nd Edition).* 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 (7<sup>th</sup> Edition).* Glendale, CA: Pyrczak Publishing.

Sherman, C. and Price, G. (2002). *The invisible web*. Medford, New Jersey: Information Today, Inc.

#### 4. Competencies and Learning Outcomes

Students in this course will:

- 4.1 Learn about the purpose and process of research, especially as it relates to the field of mental health. (8a)
- 4.2 Gain a basic understanding of quantitative and qualitative research methodologies. (8b, 8d)
- 4.3 Understand the difference between primary, secondary and tertiary sources of information. (8e)
- 4.4 Be able to understand and interpret statistical findings in research articles. (8c)
- 4.5 Develop critical thinking skills for use in analyzing and evaluating empirical research studies. (8e)
- 4.6 Acquire solid investigative research skills for locating research articles both online and in print. (8c)
- 4.7 Begin the process of conceptualizing and planning for the Master's Project. (8a)
- 4.8 Learn about and connect with one or more professional organizations. (8f)
- 4.9 Have the opportunity to identify a body of literature of interest to the student and explore it in depth. (8e)
- 4.10 Understand the ethical and scholarly purpose and function of APA standards and formatting guidelines. (8f)

#### 5. Course Outline

##### 5.1 Unit 1: The Purpose and Process of Social Science Research

Introductions

Why do Master's level clinicians need to know how to read and interpret research?

Overview of the purpose and process of research from idea to publication

Primary, secondary and tertiary sources of information

Types of Primary Information

Readings: APA Manual, Chapter 1: Writing for the Social Sciences

APA Manual, Chapter 8: The Publication Process

##### 5.2 Unit 2: Research Methodologies

Introduction to the Scientific Method

Steps in Psychology Research

*A non-experimental correlational research study example*

Qualitative and Quantitative Methodology

Specific Types of Study Designs

##### 5.3 Unit 3: Understanding Statistical Findings in Research articles

Designing experimental studies in the social sciences

*An experimental research study example*

Understanding and Interpreting Basic Statistical Analysis

Structure of Scientific articles

Readings: Sternberg, Chapters 1 and 2  
 APA Manual, Chapter 2: Manuscript Structure  
 APA Appendix: JARS and MARS  
 APA Appendix: Flow of Participants through Research Study  
 Elementary Concepts in Statistics: [www.statsoft.com/textbook/esc.html](http://www.statsoft.com/textbook/esc.html)

5.4 Unit 4: Critical Thinking Skills in Interpreting Social Science Research

Quiz 1: Units 1-3 (20 points)  
 Critical thinking skills in the social sciences  
*A qualitative research study example*  
 Adlerian concepts and scientific method – TED: Larry Brilliant

Readings: Sternberg, Chapters 3 and 4  
 The Baloney Detection Kit handout

5.5 Unit 5: The Master's Project and Conducting a Literature Search

Understanding and analyzing primary and secondary sources  
 Review of the Master's Project  
 Special Project Overview  
 Research databases including AGS resources – online demo  
 Preparing for a comprehensive literature search (Library Search Handout)

Readings: APA Manual, Chapter 3: Grammar and Usage  
 Review U of M Library website: [www.lib.umn.edu](http://www.lib.umn.edu)

5.6 Unit 6: Library Research Field Trip

Library visit  
 - Wilson Library U of M – Lynn Beck (612-626-2227) [L-Beck@umn.edu](mailto:L-Beck@umn.edu)  
 - Bring recent transcript with name and current enrollment date  
 - Sign up for Special Privileges Library card (S30C – computer lab)

Readings: APA Manual, Chapter 4: Mechanics of Style  
 Moon Phase Articles – in your binder

5.7 Unit 7: Writing a Literature Review and APA format

Quiz 2: Units 4-6 (20 points)  
 Writing a literature review (Handout)  
 Overview of APA - APA Video  
<http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>  
 EndNote and other APA format aids  
 Professional Organizations (Handout) – Web research activity

5.8 Unit 8: Interpreting and Designing Research Studies

Master Project Design Group Exercise  
 Concept Review – Study Guide

Readings: APA Manual, Chapter 6: Crediting Sources  
 APA Manual, Chapter 7: References

5.9 Unit 9: Final ClassFinal Exam – 100 points6. Special Project Time (SPT)

Special Project Time (SPT) allows students the opportunity to integrate course materials. SPT is meant to be a self-contained, 30 hour experience, requiring no more than 30 hours to complete. 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.

An integrative, 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. This should all be planned within the context of a 30 hour student expectation.

SPT experiences may be constructed in such a way that they pertain to students' unique degree plans. For example, Licensed Marriage and Family Therapist students, Licensed Professional Counselor students, and Licensed School Counselor students might construct a SPT experience unique to their chosen disciplines. This is done in consultation with the course instructor.

7. Writing Guidelines including APA Format

All written assignments in courses at the Adler Graduate School must be in APA format unless specifically noted by the course instructor. Use *Publication Manual of the American Psychological Association (6<sup>th</sup> edition)*, 2009.

8. Assessment/Evaluation Procedures

- 8.1 Quiz 1: Units 1-3 (20 points)
- 8.2 Quiz 2: Units 4-6 (20 points)
- 8.3 Comprehensive Final Exam (100 points)
- 8.4 Special Project (60 points)

The SPT in this class is designed to help you begin planning, organizing and executing your Master's Project and will include several parts.

**Additional information on your Master's Project:** The MP affords you the opportunity to select a topic of interest to you and explore it in depth. You are not expected to design and conduct original research, but rather to read, analyze, interpret and apply what others have published. You are expected to have an Adlerian perspective in your MP. The only requirement for a topic is that there are enough available primary sources (with judicious use of secondary sources) for a paper of 3 credit length (45 pages). Please read your MP manual for more details about the paper. For most students, the MP is a 9-12 month experience and requires considerable planning and organization.

**The Special Project time** for this class is designed to help you begin formulating your Master's Project by simulating the process you would use but on a smaller scale. You'll need to locate 8 articles (6 primary sources and 2 secondary sources) on a topic of interest to you (this could potentially be your MP topic). You'll need to read them several times and then answer the following questions for each article:

1. List the article information in APA reference format.
2. Describe the purpose of this article. What question(s) was it trying to answer?

3. If it is a research study summary, briefly describe the methods used.
4. Briefly describe what the author(s) concluded.
5. What are the strengths of this article?
6. What are the weaknesses of this article?
7. Overall, on a scale of 1-10 (10 being very strong, 1 being very weak) how much 'weight' should be given to this article? Consider the methods they used, the size of the sample, the measures they incorporated, the type of data they collected and the results they obtained. Explain why you gave it the number rating you did.
8. Summarize in the final section of your paper what you learned about research from this assignment, and describe how this assignment has helped prepare you for your Master's Project.

Use **Times New Roman** and 12 pt font. Include a title page and format your references in APA 6<sup>th</sup> edition format. Separate the primary and secondary sources and use headings. This paper should be 12-16 pages, double spaced including the title page.

Special Project – Due two weeks after the last day of class (60 points) – email the instructor your paper.

Special Project Time papers are due exactly 2 weeks from the last day of class by midnight.

Papers turned in after that date will be docked 1 point per day late up to 10 days when the paper will no longer be accepted for credit.

Please understand these logical consequences for late papers. Logical consequences are a basic Adlerian principle.

Extensions on papers are granted only for significant family emergencies or personal illness. Reasons such as, "Something came up", or "I've been really busy", or "Relatives came unexpectedly", or "My computer crashed", etc. are unacceptable. Plan carefully and your papers will not be late.

#### 8.5 Grading (Total Points Possible: 200)

A	90-100% (180-200 points)
B	80-89% (160 – 179 points)
C	70-79% (140 – 159 points)
R	69% or less (139 points or less)

## 9. Attendance Policy

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 either e-mail or phone. A student can miss two class units without explanation (i.e., two weeknights, one Saturday). Retaking the class is a possibility if 3 units are missed and required if 4 or more units are missed.

## 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.

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. Internet/On-Line Activity

On-line components Adler Graduate School classes provide an opportunity for open and insightful dialogue. As in face-to-face discussions, there are differences in opinions concerning topics discussed. We view these differences as welcomed attribute of a good scholarly discussion. Respect for differences will also be viewed as a sign of scholarly debate.

Following are guidelines governing on-line discussions:

- Never post content that is known to be illegal. Never post potentially harassing, threatening, or embarrassing statements, as well as statements that that might be potentially offensive and seen as disrespectful in any way.
- Faculty members monitor discussion and intervene when requested or as deemed necessary.
- On-line communication presents a significant level of ambiguity, as verbal content of communication is not well supported by its non-verbal (including contextual) components. If a student feels threatened or offended by a statement made by another student during on-line portion of a class, please address the issue immediately with the other student(s) to clarify their position and your reaction. If this does not work, contact your class instructor so actions can be taken if necessary.
- During on-line discussion, follow the same rules concerning protection of confidential information as you would follow in face-to-face discussion.

## 13. 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.

## 14. 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.

## 15. Instructor Contact Information

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