

COURSE APPROVAL DOCUMENT
Southeast Missouri State University

Department: Psychology_____

Course No. PD620_____

Title of Course: __Applied Research for Psychologists_____

Date: _August 1, 2015__

Please check: New
 Revision

I. Catalog Description (Credit Hours of Course): Practical research skills, the principles underlying research, and specific steps used in applied research are examined, along with writing about research projects.(2)

II. Co- or Prerequisite(s):

III. Purposes or Objectives of the Course (optional):

- 1) State the significance of scientific research findings for the practice of clinical psychology.
- 2) Evaluate the psychologist's role in the research process as it relates to the level of professional training.
- 3) Recognize the clinical psychologist's obligations to conduct and report research in an ethical manner.
- 4) Identify the specific mechanism or strategy the researcher uses to collect, manipulate, or interpret data.
- 5) Identify a research problem and describe it in precise terms.
- 6) State the difference between research planning and research methodology.
- 7) Distinguish the characteristics of quantitative and qualitative approaches.

Add additional Objectives as needed

IV. Student Learning Outcomes (Minimum of 3):

- 1) The student will compare quantitative and qualitative approaches to data collection.
- 2) The student will explain the strengths and weaknesses of mixed-methods approaches to research questions.
- 3) Given a specific research question, the student will describe what approach is best suited to that question, and what statistical analyses would be appropriate.

Add additional SLOs as needed

V. Optional departmental/college requirements:

- A.
- B.

VI. Course Content or Outline (Indicate number of class hours per unit or section):

- A. See syllabus attached.
- B.
- C.

Please Attach copy of class syllabus and schedule as an example

Signature: _____
Chair

Date: _____

Signature: _____
Dean

Date: _____

**PONCE HEALTH SCIENCES UNIVERSITY
CLINICAL PSYCHOLOGY PSY.D. PROGRAM**

SYLLABUS

COURSE TITLE	Applied Research for Psychologists
CODING	PSY 620
CREDIT HOURS	2 credits
CONTACT HOURS	30
PREREQUISITE	None
PROFESSOR	Job Description: Statistics and Research
TEACHING ASSISTANT	
OFFICE HOURS	
EMAIL ADDRESS	
SEMESTER	

COURSE DESCRIPTION

This course will provide the foundation for the acquisition of practical research skills. The course expands from the selection of a definable problem, through the literature search, to the elaboration of hypothesis and initial methodological considerations. After learning about the basic principles and the specific steps utilized to conduct applied psychological research, the student will be able to write the introductory section of his/her research project.

COURSE OBJECTIVES

The student should be:

1. State the significance of scientific research findings for the practice of clinical psychology.
2. Evaluate the psychologist's role in the research process as it relates to the level of professional training.
3. Recognize the clinical psychologist's obligations to conduct and report research in an ethical manner.
4. Identify the specific mechanism or strategy the researcher uses to collect, manipulate, or interpret data
5. Identify a research problem and describing it in precise terms
6. States the difference between research planning and research methodology
7. Distinguish the characteristics of quantitative and qualitative approaches

COMPETENCIES

A. KNOWLEDGE

1. Identify the elements of the scientific method and explain their relationship to psychological research.
2. Distinguish basic, applied and action research.
3. Identify the tools of scientific research.
4. Evaluate research problems according to the scientific criteria of relevance and feasibility.
5. Evaluate research questions appropriate to psychological investigations.
6. Compare and contrast research and statistical hypotheses.
7. Establish the difference between a research plan and a research design.

B. SKILLS

1. Select various types of existing psychological studies and evaluate them in terms of the characteristics of scientific research.
2. Discover the resources available in the library for psychological investigation.
3. Write clear statement for researchable problems
4. Perform a computer search of the literature related to the research problem.

C. ATTITUDES

1. Comply with APA ethical standards for the design and conduct of the research study.
2. Recognize the psychologist role as subject advocate in research situations.
3. Respect the privacy and confidentiality principles in scientific research.
4. Distinguish between personal and researchable problems in psychological investigations.

CONTENT OUTLINE

I. THE RESEARCH PROCESS

- A. Definition of research
- B. Scientific Mode of Inquiry
- C. Characteristics of Scientific Research
- D. Classification of psychological research
- E. Purpose of psychological research
- F. Ethics in psychological research

Reading Assignments:

- Breakwell, G., Hammond, S., Fife-Schaw, C. & Smith, J.A. (2006). Research methods in psychology. London: SAGE Publications. Chapters 1 & 2.
- Goodwin, C.J. (2005). Research in psychology: Methods and design. New Jersey: John Wiley & Sons, Inc. Chapters 1 & 2.
- Leedy, P.D. (1989). Practical research: Planning and design. New York: Macmillan Publishing Company. Chapter 1.

II. THE TOOLS OF SCIENTIFIC RESEARCH

- A. The Library and its Resources
- B. Measurement Techniques
- C. Statistical Methods
- D. The computer and its software
- E. The Language as a tool of research

Reading Assignments:

- Breakwell, G.M., Hammond, S., Fife-Schaw, C. & Smith, J.A. (2006). Research methods in psychology. London: SAGE Publications. Chapter 3.
- Goodwin, C.J. (2005). Research in psychology: Methods and design. New Jersey: John Wiley & Sons, Inc. Chapter 4.
- Leedy, P.D. (1989). Practical research: Planning and design. New York: Macmillan Publishing Company. Chapter 2.

III. RESEARCH PLANNING AND DESIGN

- A. The Statement of the Problem
- B. Research Questions and Hypothesis
- C. The Review of the Literature
- D. General criteria for a research project
- E. Comparing quantitative and qualitative approaches

Reading Assignments:

- Gliner, J.A. & Morgan, G.A. (2000). Research methods in applied settings: An integrated approach to design and analysis. New Jersey: Lawrence Erlbaum Associates. Chapter 2.
- Goodwin, C.J. (2005). Research in psychology: Methods and design. New Jersey: John Wiley & Sons, Inc. Chapter 3.
- Kerlinger, F.N. & Lee, H.B. (2002). Investigación del comportamiento. México: McGraw-Hill/Interamericana Editores. Chapter 2.

IV. TYPES OF DATA COLLECTION TECHNIQUES

- A. Direct observation

- B. Standardized versus investigator instruments
- C. Standardized personality inventories
- D. Attitudes scales
- E. Questionnaires
- F. Interviews

Reading Assignments:

- Gliner, J.A. & Morgan, G.A. (2000). Research methods in applied settings: An intergrated approach to design and analysis. New Jersey: Lawrence Erlbaum Associates. Chapter 21.

V. READABILITY OF THE RESEARCH REPORT

- A. Content and Organization
- B. Technical details
- C. APA Format and Style

Reading Assignments:

- Goodwin, C.J. (2005). Research in psychology: Methods and design. New Jersey: John Wiley & Sons, Inc. Appendix A.

STRATEGIES

- 1. Lectures
- 2. Small and Large Group Interactions
- 3. Use of audio-visual aids
- 4. Library laboratories
- 5. Analysis of Research Reports
- 6. Assignments

RESOURCES

- 1. Samples of Research Projects
- 2. Audio-visual aids
- 3. APA Manual
- 4. Reference Materials
- 5. Handouts
- 6. Assigned and suggested Articles
- 7. Library Staff

EVALUATION CRITERIA

- 1. Midterm Exam.....30%
- 2. Attendance.....10%
- 3. Research Project.....30%
- 4. Final Exam.....30%

OTHER IMPORTANT INFORMATION

Diversity Statement

Diversity relates to the acknowledgement of the human condition in all manifestations; its similarities and differences. Diversity seeks to understand different biopsychosocial experiences. It strives towards the human values of equality, respect, and acceptance, within a multicultural world whose boundaries have been overshadowed by technology and globalization. Diversity is the antithesis to oppression in all its manifestations (e.g. sexism, racism, exploitation) and to discrimination in any form, including discrimination due to sexual orientation, physical (dis) Abilities, socioeconomic status, worldviews, places of origin, cultural orientation, primary language, or to any other human characteristic, preference or state.

The notion of diversity is central to the study of human behavior. It requires the development of self-awareness of prejudiced attitudes. It includes understanding of differences in worldviews associated to the

psycho-cultural and psycho-economic background of recipients of psychological services. Our training program promotes the awareness of subtle and “invisible” prejudice (e.g. homophobia) acquired during formative years.

Request for Reasonable Accommodations

Students in need of accommodation based on the impact of a disability should contact the professor privately to discuss the specific need. Students with documented disabilities should contact the Academic Deanship Office to coordinate reasonable accommodations.

Attendance Policy

After three absences for a 3 credit course, or 2 absences for a 2 credit course, the student will automatically be dropped from the class unless the professor recommends otherwise. The complete institutional attendance policy is included in the Appendix.

Honor Code Reminder

Any violation of the ethical dispositions of our institution or program will be automatically referred to the corresponding authorities. For the present course, plagiarism may lead to obtaining a grade of “0” on the plagiarized work and this would most probably lead to a failing grade in the course. Students found to violate this policy may be referred to the institutional Promotions Committee with a recommendation of dismissal from the program. The complete plagiarism policy is included in the Appendix.

Note

This syllabus is a guide and is subject to change according to circumstances that may arise during the semester. Students are responsible for all announced changes in the syllabus.

TEXTBOOK

Breakwell, G.M., Hammond, S., Fife-Schaw, C. & Smith, J.A. (2006). *Research methods in psychology*. London: SAGE Publications.

BIBLIOGRAPHY

- Albert Robatto, M. (1996). *Redacción y estilo*. San Juan, PR: Editorial Marle
- American Psychological Association (2001). *Publication manual*. Washington: APA
- Baker, T.L. (1993). *Doing social research*. New York: McGraw-Hill Book Company
- Balian, E.S. (1998). *How to design, analyze, and write doctoral research*. Lanham, Md: University Press of America.
- Barzun, J. & Graff, H.F. (1992). *The modern researcher*. New York: Harcourt Brace Jovanovich, Publishers.
- Bickman, L. & Rog, D.J. (Eds) (1997). *Handbook of Applied Social research methods*. California: Sage Publications, Inc.
- Copeland, A.P. & White, K.M. (1991). *Studying families*. California: Sage Publications, Inc.
- Cresswell, J.W. (1994). *Research design*. California: Sage Publications, Inc.
- Davis, G. (1997). *Writing the doctoral dissertation*. New York: Barrons Educational series.
- Einspruch, E.L. (1998). *An introductory guide to SPSS for windows*. California Sage Publications, Inc.
- Fink, A. & Kosecoff, J. (1998). *How to conduct surveys*. California: Sage Publications, Inc.
- Gliner, J.A. & Morgan, G.A. (2000). *Research methods in applied settings: An intergrated approach to design and analysis*. New Jersey: Lawrence Erlbaum Associates.
- Goodwin, C.J. (2005). *Research in psychology: Methods and design*. New Jersey: John Wiley & Sons, Inc.
- Hernández Sampieri, R. et.al. (1991). *Metodología de la investigación*. Mexico: McGraw-Hill.
- Kerlinger, F.N. & Lee, H.B. (2002). *Investigación del comportamiento*. México: McGraw-Hill/Interamericana Editores.

- Leedy, Paul D. (1996). *Practical research: planning and design*. New York: MacMillan Publishing, Co.
- Leedy, P.D. (1989). *Practical research: Planning and design*. New York: MacMillan Publishing Company.
- Marin, G. & Van OSS Marin, B. (1991). *Research with hispanic populations*. California: Sage Publications, Inc.
- Martin, D. (2000). *Doing Psychological Experiments*, 5th ed. Monterey, CA: Brooks/Cole Pub. Co.
- Martin, P. & Patrick, B.. (1993). *Measuring Behavior*. 2nd ed. Cambridge University Press.
- Morgan, D.L. and Krueger, R. A. (1997). *The focus group kit*. California: Sage Publications, Inc.
- Ramos Figueroa, M. (1990). *Guía para estructurar tesis de grado*. Guaynabo, PR: University of Phoenix.
- Slade, C., Campbell, W.G., and Ballon, S. (1997). *Form and style*. Boston: Houghton Mifflin Company.
- Sapsford, R. & Jupp, V. (1996). *Data collection and analysis*. California:Sage Publications, Inc.
- Sprenkle, D., Moon, S. (1996). *Research Methods in Family Therapy*. New York: Guilford.
- Teitelbaum, H. (1998). *How to write a thesis*. New York: Monarch Press.
- Turabian, K. L. (1996). *A manual for writers of term papers thesis, and dissertations Chicago*. Chicago: University of Chicago Press.
- Villeneuve, M. y Burgos, W. (1993). *Guía práctica para la redacción de propuestas y documentos de tesis*. San Juan, PR: Publicaciones Puertorriqueñas.
- Yin, R. K. (1993). *Applications of case study research*. California: Sage Publications, Inc.

APPENDIX

INSTITUTIONAL ATTENDANCE POLICY

Attendance at lectures and laboratory exercises is mandatory unless excused because of illness or by previous authorization of the professor in charge of the course. Each department will decide the relative weight to be given to the attendance in calculating the final grade.

Attendance to clinical activities involving patients, patient models, and similar types of activities is considered part of the students' professional responsibility and is mandatory. Absence may be excused after the student consults with the respective department chairperson. Three unexcused absences may adversely affect the final grade for a course.

Incomplete work due to illness or other serious circumstances during the course will be handled according to departmental policies, which must be provided to the students in writing at the beginning of each term. Faculty are not obligated to repeat lecture/laboratory topics that were presented at scheduled times and dates.

PROGRAM POLICY ON ACADEMIC HONESTY AND PLAGIARISM

There are different ways in which a student may incur in one of the various forms of academic dishonesty. Lack of knowledge does not justify academic dishonesty as common sense usually helps to prevent potentially problematic situations. In case of doubt, the standards of academic honesty call for the student to ask the professor or advisor. The most frequent form of academic dishonesty is plagiarism. According to the Random House Webster's college Dictionary plagiarism is: *"the unauthorized use of the language and thoughts of another author and the representation of them as one's own. 2. something used and represented in this manner"*.

Our faculty recognizes that plagiarism in any of its forms and/or manifestation is a serious offense both in the academic and the professional world. Some of the acts that constitute plagiarism are:

- a. Using words or thoughts of authors without giving due credit.
- b. Presenting work done for one course to fulfill the requirements of another course (self-plagiarism).
- c. Taking credit for phrases or ideas of other authors to produce a collage of ideas that have not been created by the student.
- d. Not using quotation marks to identify the exact words of an author.
- e. Taking information from Internet without citing the source.
- f. Buying papers from the Internet or from other sources.
- g. Using another student's paper or clinical report to satisfy course requirements.

Each professor will evaluate alleged cases of academic dishonesty and will proceed to deal with each case according to institutional policies and procedures.