Course Title:
Research in Human Relations

Course Number:
HR 5023-490

Course Description:
This course is designed to provide basic skills in statistical methods, data analysis and evaluation, as well as an introduction to the concepts of research design, methodology, sampling techniques, measurement, and internal/external validity. This will involve students using skills necessary to design and implement an applied research project related to their areas of concentration in Human Relations. The methodological approaches covered in this course are varied and include a wide range of social science orientations. Emphasis will be placed on the understanding of research methods and becoming critical consumers of research. This course will also offer critical analysis of the statistical and research methods utilized in research studies.

Course Dates:
September 1-December 31, 2015
Last day to enroll or drop without penalty: August 3, 2015

Site Director:
This is a three-credit hour online course. Please see your local Site Director or e-mail our online site coordinator at aponline@ou.edu

Professor Contact Information:
Course Professor: David Wright, Ph.D.
Telephone Number: (405) 522-6169
E-mail Address: David.E.Wright.III-1@ou.edu
Professor availability: The professor will be available via e-mail to students during the course.
Department of Human Relations website: http://humanrelations.ou.edu/

Textbook(s) and Instructional Materials:
Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at http://www.pkstr.com/oklahomastore/home is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email 0831mgr@fheg.follett.com. Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4 p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.


Suggested Text:
Note: Follett is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through Follett.

OU E-Mail:
All official correspondence from distance learning instructors will be sent only to students’ ou.edu address.

Online Learning Resource Center:
The Online Learning Resource Center of the University of Oklahoma’s College of Arts and Sciences Online Program is here to serve you and assist you with any questions, problems, or concerns you may have. For assistance go to http://casweb.ou.edu/olr/ or contact us by telephone at: (405) 325-5854 or Email: casonline@ou.edu

Instructional Strategy
Lectures consisting of Power Point presentations, videos, on-line discussions and presentations; no laboratory.

Course Objectives
The course is intended to provide the student with:

1. an understanding of various statistical and research methods and an understanding of the ways in which these methods can be appropriately applied;
2. an opportunity to learn basic statistical procedures (basic descriptive and inferential statistics) useful in summarizing and analyzing data;
3. an understanding of quantitative and qualitative research methods and appropriate utilization;
4. an understanding of the issues of validity and reliability;
5. basic knowledge related to different types of research designs and program evaluation;
6. the knowledge to critically evaluate research projects;
7. the ability to develop a research question/research proposal with hypotheses and the ability to test the hypotheses and complete a research paper; and
8. awareness of ethical considerations in research with human subjects.

Learning Goals
Students are encouraged to think critically, improve their problem-solving abilities especially as it relates to conducting research and data collection, improve their writing, and work effectively in groups. I challenge students to challenge themselves, whether in their writing, their views, or in their aspirations as professions in the field of human relations. What students learn from this course depends primarily on the amount of effort they chose to exert. There is a direct relationship between the amount of effort put forth and the amount of knowledge gained.

Assignments, Grading, and Due Dates:

Assignment #1: Research Ethics Education –
This assignment is worth 50 points (10%) of the final course grade. The goal of assignment is to better acquaint you with basic ethical principles that underlay conducting research with human subjects. This assignment focuses on Understanding. The Collaborative Initiative Institutional Training Initiative (CITI) provides ‘research ethics education to all members of the research community.’ Login to the CITI home page - https://www.citiprogram.org/ (you will need to create a login ID). Complete all of the social and behavioral science modules and quizzes to earn CITI certification. The final product will be the CITI completion report, which you will email the professor as a Word, PDF, or an .html file. Grade assigned is the average grade earned on the subtests. Students may complete subtests as many times as desired. This is due on Monday, September 7th.
Assignment #2: Online Survey Assignment –
This assignment is worth 100 points (20%) of the final course grade.

Instructions:
Working in a group of 2 or 3 (not more than 3), develop a short questionnaire and administer it online to your fellow classroom members (you may also use friends) using the Qualtrics online survey tool (oucas.qualtrics.com). You may also use survey monkey https://www.surveymonkey.com/. Your questionnaire should contain the following:
1. A title (brief but informative)
2. A brief informed consent statement with opportunity to check a response to indicate desire to 1) participate in survey or 2) not participate
3. Here are guidelines on questions.
   a. Ten questions minimum (may count multiple questions within a given question format according to number of actual questions: e.g. four questions asked within a matrix format question = 4 questions)
   b. At least two questions should be “multiple choice” format questions.
   c. At least four questions should be “matrix table” questions. (These should all pertain to a single concept that you are measuring).
   d. At least one question should use the “TextEntry” format to create an open-ended response question.
   e. At least one question format other than those just listed should be included.

Following development of questionnaire:
1. Administer your questionnaire to fellow class members.
2. Use Qualtrics “report” feature to create a briefly summarize selected responses to close-ended questions.
3. Also, use the report feature to pull out key themes in the open-ended questions.
4. Please provide professor with a link to your questionnaire for professor to participate in survey.
5. You should prepare a report of about 10-15 slides for the class.
6. Working as a group, report your results to the class (email the class and professor). This is due on Monday, September 28th.

Assignment #3: The “You Are A Single-Case Design” Assignment –
This assignment is worth 100 points (20%) of the final course grade.

Instructions:
Think of some issue/behavior/situation in your own life or in that of someone involved in your life. You might think of something like:
• How relaxed (or stressed out) do you feel?
• How much time you fritter away on Facebook?
• How well are you sleeping?
• Are you spending sufficient time studying (and concentrating while you do so)?
• How many times do you hit the snooze alarm before getting up?
• How much exercise are you getting?
• Are you making time to do things that you enjoy?
• Do your kids (or you) brush your teeth well?
• Do you watch too much TV?
• Do you nag your kids?
• Do you have “quality time” with them?
• How often do you bite your fingernails?
• Is your faithful friend (your dog) getting necessary attention and exercise?
• Clearly the list here goes on and on … and on
Criteria for Assignment:

Preparation:
Narrow your thinking to something around which you can plan an intervention – something to increase the frequency or intensity of this behavior/issue if it is a positive, or, on the other hand, if it is a negative, something to decrease its frequency or intensity. **Also pick an issue/subject that you feel comfortable about talking about and reporting about to the class.**

Your basic tasks will be to:

1. Take several different measurements related to your “issue” across a period of at least two weeks, and
2. Implement an intervention that has the potential to affect your selected situation -- this is your single-case design.
3. Create a graph and respond to questions about your measurements and intervention.

Measurements:
All measurements should measure some aspect of situation or problem. However, they need not all measure the exact same thing. So, one measurement might assess, for instance, your energy level on a given day. Another might assess how intensely you exercised, or, perhaps, how deeply you slept. (Perhaps you are looking at whether exercise (your intervention) affects sleep.)

You will take **four different types of measurements.** You will **take each one on each day.** Here are the specific measurements that you will take:

**First Measurement**
Your first measurement will be either a count of the number of times something happens or a measurement of how long something occurs or a measurement of “how much.” Perhaps you count the number of times your dog is gets up on the furniture during the evening (or the amount of time she spends up there). Or perhaps you chart the duration of time during which you read with your child. Or how long you exercise (or the number of hours that you study.) A measure of “how much” might be the number of ounces of coffee you consume.

**Second Measurement**
Your second measurement will be to construct a scale with “1” at one end and “10” on the other and with “opposites” anchoring each side. For instance, the scale …

“cool as a cucumber” 1—2—3—4—5—6—7—8—9—10 “stressed to the max”

could be used to assess stress level. You would circle the number that best conveyed your stress on, say, a given day.

**Third Measurement**
Your third measurement can be either a multi-item scale that you find in the literature or a scale that you develop. It should be at least 4 items long. It should measure a single concept and should use a common response format. For instance, the short scale below consists of 5 items all of which have to do with soundness of sleep. Note that the same response format (strongly agree to strongly disagree) is used for each item in the scale.

<table>
<thead>
<tr>
<th>Description</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I slept like a log.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>My sleep was as deep as could be.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
My sleep was super restful. X
I tossed and turned all night. X
I woke up full of energy and ready to take on the day. X

You will need to score your scale. To do so, you will have to assign points to responses. Let’s say that we want a high total score to indicate restful (rather than restless) sleep. So, we will probably want to assign points as follows: strongly agree = 4, agree = 3, disagree = 2 and strongly disagree = 1. Now let’s suppose your responses on last night’s sleep are recorded in scale (see above). Your scores on the 5 items would be (in the order that the items appear):

\[2 + 1 + 1 + 4 + 1 = 9.\]

But stop. Wait a minute. Agreeing to the fourth item (tossed and turned) conveys restless sleep. We need to “reverse score” this item. In other words for this item: strongly agree = 1 (not 4), agree = 2 (not 3), disagree = 3 (not 2) and strongly disagree = 4 (not 1). So, your score on this item is not 4, but is 1, and your total scale score is:

\[2 + 1 + 1 + 4 + 1 = 6\]

Now this example used the response format “strongly agree … to … strongly disagree”, but another format might work better for your study: say, “never, occasionally, sometimes, often, always” or, say, “excellent, good, fair, poor”.

Fourth Measurement

Your fourth measure is not a measure per se but rather is a client log, a “mini” journal. Basically, for each day you will record perhaps two or three (or more) sentences or observations that get at the unique, particular aspects of each day’s situation. So, say that you are dealing with sleep, you might record for one day: Just couldn’t get to sleep. Wish I hadn’t had that darn coffee. Phone rang at 2AM. All I can think about is work, work, work – when will I get a break -- awoke with a big headache.

Hopefully, you didn’t really sleep as in the above – but the key idea is that your log tries to get at the important events that affect what’s going on -- and it can also include your insights/ideas as you go along.

That completes your measurements. Remember, you need to carry out each measurement each day.

Intervention

In addition to taking measurements, you will implement an intervention. Some examples might be: an exercise regimen or no TV after 10 (and perhaps you sleep better), or time to relax to reduce stress. Or a change in diet. Or quality time with kids. Or time set aside to contemplate. Or a behavior mod points system to reward a positive behavior.

You will probably want to begin this intervention half-way through your two-week period of measurements. That way, half of your measurements will come before and half will come after.

Now, it may be that rather than implementing your intervention mid-way through the measurement period, you might think that it makes more sense to “stagger” your intervention, in other words to, say: not intervene on day 1, intervene on day 2, not intervene on day 3, intervene on day 4, not intervene on day 5, and … so on. For instance, you could: not meditate, meditate, not meditate, meditate, and … so on.
At the end of the two week measurement/study period you will:

1. Email in your measurements to the instructor – the logs may be hand-written (scanned and emailed); the other measurements should be printed and well organized. Be sure to calculate a multi-item scale score for each day. Recommendation: having all measurements for a given day should be made on a single piece of paper is a straightforward way to proceed.

2. Using Excel or a similar program, create a line graph that traces the key dependent variable in your study (your most important quantitative measurement) across time. Find a way on the graph to indicate the day(s) on which you implemented your intervention.

3. Write a paragraph summarizing the patterns and trends that your line graph conveys. Indicate from visual analysis whether you see relationship between your intervention and trends/patterns on the graph. Do you think your intervention affected the dependent variable that is graphed?

4. Write a paragraph addressing (your subjective perspective) the reliability and validity of some of your quantitative measures. Which were best from your point of view or were all of them flawed? Did you find yourself tempted to fake measurements to make yourself look good? Do you think the fact that your classmates/professors will see your measurements affect your ratings on them? What about “reactivity”? Did the fact of paying so much attention to the behaviors/issues in question have an effect on either the actual behaviors/issues or on your perceptions of them? If so, were these effects “good” or “bad” ones?

5. Write a paragraph about your log. Was it helpful? Did you gain any insights into the behavior/issue from the log? How could the log be more helpful? Finally, do your writings and reflections in the log concur with your quantitative measures?

6. Write a brief paragraph (two or three sentences) addressing how your study could be improved.

7. Reflect in a brief paragraph about whether you think measurements such as those that you took (perhaps more refined) could be useful to: 1) a client and 2) a human relations professional working with a client.

8. Report (about 15 slides) to the class on your project via email. You should summarize your project, highlight interesting findings (perhaps unexpected). Discuss relevance for to the human relations field and/or practice. **This assignment will be emailed to instructor and to the class on Monday, November 2nd.**

Assignment #4: Journal Critique

This assignment is worth 100 points (20%) of the final course grade.

Instructions:

Working in a group of 2 or 3 (not more than 3), select an empirical, peer reviewed, research article related to human relations and answer the following questions.

1. Classify the research study as using quantitative methods or qualitative method (or, occasionally a mixed methods approach combines both of these methods).

2. State the key study research question(s) or hypotheses.

3. If a theory(s) is examined or tested, state this theory and its major concepts. If no theory is examined, identify the overarching ideas that guide the study.

4. In one or two sentences, summarize the reviewed literature. Is this literature grounded in human relations practice?

5. Identify the method of sampling as probability or non-probability. Also, indicate what particular type of probability (simple random, systematic, stratified, cluster, PPS, etc) or non-probability (convenience/availability, purposive, snowball, etc) is utilized. (Be sure not to mix up the process of sampling – how persons are chosen to participate in study with that of assignment – how (if at all) participants are assigned to groups/treatment conditions.)

6. Describe criteria used in selecting the sample.

7. Describe some key characteristics of the study sample (age, gender, ethnicity, key identifying features not mentioned in replying to prior question, etc.)
8. Identify the study’s major variables, classifying these as independent or dependent. If there is an intervention (treatment/stimulus), identify this. You may classify some independent variables as control variables. A control variable is an independent variable that is extraneous to the key research question(s) but which, if not controlled for, could bias study results.

9. State the operational definition of two variables in the study. This definition is one and the same as the specific way in which the variable is measured.

10. Indicate and assess the reliability of two measures. Assess the reliability of these measures (high/good versus “medium/marginal” versus low/poor). Note that the reliability of a multi-item scale is often indicated by coefficient alpha. When a variable is “hard data” (e.g., birth weight, height), it is self-evident that its reliability is extremely high. Do not choose such variables for this question.

11. Assess the validity of some of the study’s key measures. Point out any problems in validity. Pay particular attention to social desirability and to other factors that could lead to bias in the measurement process. (Note: the focus here is on the validity of the study’s measures not on the validity (internal or external) of the research design.)

12. Classify the research design. Major choices among quantitative methodologies include: randomized trial (same as true experiment), quasi-experiment, pre-experiment, single-subject/single-case, and time series. Among qualitative methods major choices include: field study, in depth interview, case study, and content analysis of written records.

13. If there is an intervention (treatment), describe it in two or three sentences.

14. If this is an experimental design (one testing an intervention), assess the treatment fidelity that is the degree to which the planned for treatment/intervention was actually delivered as planned and in accordance with plans and treatment protocol (if one).

15. What are the key study results? (Don’t interpret results here; instead describe them in straightforward, reasonably detailed fashion).

16. Assess the limitations of and/or strengths of the study design with a specific focus on the drawing of causal conclusions. If the study is an experiment, discuss the threats to internal validity that are most relevant. For instance, which key threats cause problems? Which do not? What aspects of research design (i.e., random assignment to groups?) prevent and/or facilitate the drawing of causal conclusions. If the study is not an experiment then, rather than discussing the threats to internal validity, use more general language, that is, speak in terms of possible confounding variables and related issues that may affect the drawing of causal conclusions.

17. Presume that this study is replicated. Identify key populations, groups, and/or settings in which you think results quite similar to this study’s results would be obtained. (Hint: the greater the similarity of a population/group/setting to that of study sample, the greater the expected similarity of results.)

18. Identify key practice or policy recommendations made by the author and/or that you would make based on the study. Identify recommendations for future research made by author and/or that you think flow from the study.

19. Your comments. What caught your attention? Did the study results turn out as you expected? How could the study be improved? Is the study an important one?

20. What is an additional research question with implications for the field that you thought of based on this research study?

Criteria for Assignment:

- 4–6 double-spaced pages, typed
- Any paper longer than 7 double-spaced pages will not be accepted.
- You may use direct quotes four or five times in this paper, but beyond that, responses should be in your own words. When you put in your own words (paraphrase), state ideas in a genuinely different way rather than only changing one or several words.
- Except for direct quotes (in which case, please reference page number and put in quotes) you need not cite any material that is cited from the article that you review.

This assignment will be emailed to instructor Monday, November 23rd.
Assignment #5: Research Proposal

This assignment is worth 150 points (30%) of the final course grade.

Purpose:

The goal of this assignment is to provide you with guided experience in developing a research proposal. This assignment focuses on Understanding and Application. Process: During the course of the class, you will be asked to develop components of a proposed research study that might ultimately lead to a published journal article. The process will be iterative. You will develop three components, receive feedback from the instructor, and then include the revised component (reflecting the feedback) with additional material during the next iteration. There will be two total submissions. The assignment is a research proposal. It does not require the completion of a research project (with data collection, analysis and conclusions). The focus is on the design features. The components are as follows:

- Component 1: Problem Statement.
- Component 2: Literature review.
- Component 3: Proposed purpose statement and research questions.
- Component 4: Proposed research design.
- Component 5: Expected findings and application.

Evaluation: Each component makes up 30 points; totaling 150.

Grading Rubric for Paper:

<table>
<thead>
<tr>
<th>Proposal</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Appropriate and interesting subject matter</td>
<td></td>
</tr>
<tr>
<td>Well written, correct use of APA format, grammatically correct, error free</td>
<td>90%+</td>
</tr>
<tr>
<td>Outstanding critical analysis, logical, succinct</td>
<td></td>
</tr>
<tr>
<td>Thoughtful reflection based on class material and appropriate sources</td>
<td></td>
</tr>
<tr>
<td>Appropriate subject matter</td>
<td>80-89</td>
</tr>
<tr>
<td>Mostly correct grammar and use of APA format</td>
<td></td>
</tr>
<tr>
<td>Good analysis, well organized material, generally succinct &amp; easy to follow</td>
<td></td>
</tr>
<tr>
<td>Showed evidence of thoughtful reflection &amp; used class material and appropriate sources</td>
<td></td>
</tr>
<tr>
<td>Marginally appropriate subject matter</td>
<td>70-79</td>
</tr>
<tr>
<td>Significant grammatical and APA errors, weak writing, insufficient length</td>
<td></td>
</tr>
<tr>
<td>Weak analysis or argument, rambling or lacking sufficient organization</td>
<td></td>
</tr>
<tr>
<td>Insufficient evidence of thoughtful reflection, class material, and sources</td>
<td></td>
</tr>
<tr>
<td>Inappropriate subject matter selected</td>
<td>60-69</td>
</tr>
<tr>
<td>Poor grammar, no use of APA, poorly written, insufficient length</td>
<td></td>
</tr>
<tr>
<td>Poor analysis, disorganized or trivial content, difficult to follow</td>
<td></td>
</tr>
<tr>
<td>Little evidence of reflective thought or use of course materials; inappropriate sources</td>
<td></td>
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<tr>
<td>Failure to heed corrective instructions; repetitive errors</td>
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</table>

Component 1: Problem Statement.

The problem statement is the core of a research study, providing the overall justification for pursuing (and completing) the study. A RESEARCH problem (as opposed to a PRACTICAL problem) is simply a statement indicating that something important is not understood (or not fully understood), and that the ‘something’ is important enough that we need to better understand it. A good problem statement should make it clear that there is a need to understand (or better understand) the issue. Whereas a practical problem is resolved by DOING something, a research problem is resolved by exploration through
research, through answering research questions that stem from the research problem. Of course, typically answering one research question results in discovering more questions to ask!

You should begin the process of reading the scholarly literature surrounding a particular topic of interest to you. Only after some familiarity of the research will a decent problem statement emerge (actual writing of the literature review will begin with Component 2). The Component 1 assignment asks that you submit a completed problem statement, between one and two paragraphs. It should clearly establish a need for the study. There should be an accompanying list of references – for a problem statement, these do not need to be taken from academic journals. Problem statement references may come from the popular press or other non-academic sources.

The best source of examples of problem statements is dissertations, because problem statements are typically clearly delineated. Articles published in refereed journals should also include problem statements, but these are not always marked as such with headings. Additional conceptual detail will be provided by the instructor.

The product should be a one to two paragraph problem statement, fully cited plus a list of references. The written document should conform to either the most recent publication style of the American Psychological Association (APA) or the most recent version of the Chicago Manual of Style, which includes references as footnotes (each student may choose which style to follow).

Component 2: Literature review.

The literature review includes a delineation of the relevant scholarly literature that is germane to the problem statement. Basically, the review should summarize what other researchers have published about the topic included in the problem statement. There are important considerations for an effective literature review:

- The most logical flow is from the more general to the more specific. The end of the literature review should suggest the proposed study at hand.
- The review should be connected to the research problem. In writing the review, always bear in mind whether a particular study is relevant to the proposed study.
- The best reviews consist of critical syntheses of the literature, rather than simply a string of discreet discussions about individual studies.
- Pay attention to themes within the body of literature.

For examples, consult journal published in peer reviewed journals, as well as dissertations. Additional conceptual detail will be provided by the instructor.

The product should be a 5-10 page preliminary literature review, fully cited plus a list of references. The written document should conform to either the most recent publication style of the American Psychological Association (APA) or the most recent version of the Chicago Manual of Style, which includes references as footnotes (each student may choose which style to follow).

Component 3: Proposed purpose statement and research questions.

The Purpose Statement should naturally flow from the Problem Statement and Literature Review. Given the problem identified, and the gap in the literature as evidenced in the literature review, the Purpose Statement should very generally indicate the goal of the proposed study. It should be no more than one paragraph; a couple of sentences should suffice. Given the general goal as indicated in the Purpose Statement, the research questions provide then provide a level of specificity. Unlike the purpose statement, the research questions are measurable. The number of questions vary from study to study. Many qualitative studies include a single question (often with supplemental questions). Quantitative studies typically include multiple questions. For examples, consult journal published in peer reviewed journals, as well as dissertations. Additional conceptual detail will be provided by the instructor.

The product should be a one paragraph purpose statement, plus one or more measurable research questions. The written document should conform to EITHER the most recent publication style of the American Psychological Association (APA) or the most recent version of the Chicago Manual of Style, which includes references as footnotes (each student may choose which style to follow). The completed
response, which will also include Component 1 (problem statement) and Component 2 (Literature Review), is due Monday, October 12th.

Component 4: Proposed research design.

For the purposes of this course, the research design section will necessarily be preliminary. The instructor will have provided suggestions for methodology in previous feedback; you may use this feedback or choose to adapt it or ignore it altogether. Include in the design section:

- Sources of data;
- Proposed sampling procedures;
- Proposed methodology, to include specification of variables and how these might be measured;
- Process to ensure the rights of human subjects (if human subjects are involved).

For examples, consult journal published in peer reviewed journals, as well as dissertations. Additional conceptual detail will be provided by the instructor.

The product should be a proposed design section, approximately 4-6 pages. The written document should conform to either the most recent publication style of the American Psychological Association (APA) or the most recent version of the Chicago Manual of Style, which includes references as footnotes (each student may choose which style to follow).

Component 5: Expected Findings and Application.

Discuss what you expect to find if you had actually conducted the proposed research and apply it to the human relations field. Since data analysis is not required, you will provide expected findings. Were the hypotheses predicted accurately? Were all the research questions answered definitely? How can practitioners and the public use the findings? For examples, consult journal published in peer reviewed journals, as well as dissertations. Additional conceptual detail will be provided by the instructor.

The product should be a approximately 1-2 pages. The written document should conform to either the most recent publication style of the American Psychological Association (APA) or the most recent version of the Chicago Manual of Style, which includes references as footnotes (each student may choose which style to follow). The completed response, which will also include Component 4 (proposed research design) and any advised revisions on all prior components, is due Monday, December 14th.

Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings - readings from Creswell</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 24th</td>
<td>Intro to course, to evidence-based practice, and to research methods</td>
<td>NA</td>
<td>Work on Research Ethics Education Certification</td>
</tr>
<tr>
<td>Aug 31st</td>
<td>Research philosophies, Surveys</td>
<td>Chapter 1: Selection of Research Design; Chapter 4: Writing Strategies and Ethical Considerations</td>
<td>Work on Research Ethics Education Certification</td>
</tr>
<tr>
<td>Sept 7th</td>
<td>Research philosophies, Surveys</td>
<td>Chapter 1: Selection of Research Design; Chapter 4: Writing Strategies and Ethical Considerations</td>
<td>Research Ethics Education Certification Due</td>
</tr>
<tr>
<td>Sept 14th</td>
<td>Theory &amp; Literature, Surveys</td>
<td>Chapter 2: Review of the Literature; Chapter 3: The Use of Theory</td>
<td>Work on Survey &amp; Research Proposal</td>
</tr>
<tr>
<td>Sept 21st</td>
<td>Theory &amp; Literature, Surveys</td>
<td>Chapter 2: Review of the Literature; Chapter 3: The Use of Theory</td>
<td>Work on Survey &amp; Research Proposal</td>
</tr>
<tr>
<td>Sept 28th</td>
<td>Theory &amp; Literature, Surveys</td>
<td>Chapter 2: Review of the Literature; Chapter 3: The Use of Theory</td>
<td>On-Line Survey Presentations Due</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Readings - readings from Creswell</td>
<td>Assignments Due</td>
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<tr>
<td>Oct 5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Theory &amp; Literature, Surveys</td>
<td>Chapter 2: Review of the Literature; Chapter 3: The Use of Theory</td>
<td>Work on Research Proposal – Components 1 - 3</td>
</tr>
<tr>
<td>Oct 12&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Research design</td>
<td>Chapter 5: The Introduction; Chapter 6: The Purpose Statement; Chapter 7: Research Questions and Hypotheses</td>
<td>Research Proposal – Components 1 - 3 Due Work on Single-Case Design</td>
</tr>
<tr>
<td>Oct 19&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Research design</td>
<td>Chapter 5: The Introduction; Chapter 6: The Purpose Statement; Chapter 7: Research Questions and Hypotheses</td>
<td>Work on Single-Case Design</td>
</tr>
<tr>
<td>Oct 26&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Research design</td>
<td>Chapter 5: The Introduction; Chapter 6: The Purpose Statement; Chapter 7: Research Questions and Hypotheses</td>
<td>Work on Single-Case Design</td>
</tr>
<tr>
<td>Nov 2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>Research design</td>
<td>Chapter 5: The Introduction; Chapter 6: The Purpose Statement; Chapter 7: Research Questions and Hypotheses</td>
<td>Presentations on Single-Case Design Due</td>
</tr>
<tr>
<td>Nov 9&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Research design</td>
<td>Chapter 5: The Introduction; Chapter 6: The Purpose Statement; Chapter 7: Research Questions and Hypotheses</td>
<td>Work on Journal Critique</td>
</tr>
<tr>
<td>Nov 16&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Research methodologies</td>
<td>Chapter 8: Quantitative Methods; Chapter 9: Qualitative Procedures; Chapter 10: Mixed Methods Procedures</td>
<td>Work on Journal Critique</td>
</tr>
<tr>
<td>Nov 23&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Research methodologies</td>
<td>Chapter 8: Quantitative Methods; Chapter 9: Qualitative Procedures; Chapter 10: Mixed Methods Procedures</td>
<td>Journal Critique Due</td>
</tr>
<tr>
<td>Nov 30&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Research methodologies</td>
<td>Chapter 8: Quantitative Methods; Chapter 9: Qualitative Procedures; Chapter 10: Mixed Methods Procedures</td>
<td>Work on Research Proposal</td>
</tr>
<tr>
<td>Dec 7&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Research methodologies</td>
<td>Chapter 8: Quantitative Methods; Chapter 9: Qualitative Procedures; Chapter 10: Mixed Methods Procedures</td>
<td>Work on Research Proposal</td>
</tr>
<tr>
<td>Dec 14&lt;sup&gt;th&lt;/sup&gt;</td>
<td>NA</td>
<td>NA</td>
<td>Final Draft of Research Proposal</td>
</tr>
</tbody>
</table>
Grading:
This is a letter-graded course: A, B, C, D, or F.

Students will be graded on the following:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Percent of Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Ethics Education</td>
<td>50</td>
<td>10%</td>
</tr>
<tr>
<td>On-line Survey</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>Single Case Study</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>Journal Critique</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>Research Paper</td>
<td>150</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>500</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Each student will receive a final grade according to the following point scale:

- 90% to 100% A
- 80% to 89% B
- 70% to 79% C
- 60% to 69% D
- Below 60% F

Notice: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

Late Assignment Policy
Students have the ability to have an assignment extension if they have an excused absence such as military duty, jury duty, a documented medical excuse, or a University sanctioned activity such as a sports event. I reserve the option to determine if late assignments or extensions are in order due to emergencies or other unforeseen circumstances. Assignments up to 24 hours late lose 5 points. Assignments more than 24 hours late but less than 1 week late lose 10 points. Assignments lose 10 additional points (additional letter grade) for each additional week late or part of a week late.

Respect Statement
We will respect one another’s views. Disrespectful dialogue is not allowed by students or the instructor (i.e., personal attacks, insults, harassment, etc.).

Religious Holidays
It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required classwork that may fall on religious holidays.

Attendance Policy:
In addition to interaction via Desire2Learn and E-mail contact, students are required to contact the instructor via E-mail or telephone before the beginning of the course term for an initial briefing. Although physical class meetings are not part of this course, participation in all interactive, learning activities is required. Student assignments and student/instructor communications will be conducted via Desire2Learn, although students may contact the instructor via telephone, postal mail, e-mail, or fax as needed.

Incomplete Grade Policy:
A grade of “I” is not automatically assigned, but rather must be requested by the student by submitting to the instructor a “Petition for and Work to Remove an Incompleted Grade” form. An “I” can never be used in lieu of an “F” nor can an “I” be assigned because of excessive failure to participate in class activities.
Technical Support Information:

If you experience technical problems, contact Information Technology by visiting their website at: http://webapps.ou.edu/it/ or contacting them by telephone at: (405) 325-HELP (4357).

Procedures for Completion of Course Evaluation:

Upon completion of the course students should go to the Advanced Programs Online Learning Information webpage and click on the applicable semester link under “Online Course Evaluation” which will direct them to the evaluation. The evaluation will take approximately five minutes to complete. Completion of the online evaluation is an important tool allowing Advanced Programs to gain information and student feedback for improvement of courses. Your responses will be kept confidential. They will be reviewed by the department and only supplied to the professor once grades for the course have been submitted.
POLICIES AND NOTICES

Attendance/Grade Policy

Note: Attendance/absences do not apply to online courses. However, participation in all course activities is extremely important to student success in online courses.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution’s policy regarding “I” (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any “I” (Incomplete) grades by the end of the term or he/she may be placed on “financial aid probation.” If the “I” grade is not resolved/completed by the end of the following term, the student’s Financial Aid may be suspended make the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student’s academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc…in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc…; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at http://studentconduct.ou.edu/

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: http://www.goou.ou.edu/
INSTRUCTOR VITA

David Wright, Ph.D.

Education

- 1996 Ph.D. University of Houston
- 1992 M.A. Oklahoma State University
- 1990 B.A. Southwestern Oklahoma State University

Current Position

- Evaluation Projects Manager, Decision Support Services Oklahoma Department of Mental Health and Substance Abuse Services

Frequently Taught Advanced Programs Courses

- HR 5023 Research in Human Relations
- HR 5413 Chemical Dependency
- SWK 5083 Social Work Research Methods I
- SWK 5093 Social Work Research Methods II

Major Areas of Teaching and Research Interest

- Applied Research Methods and Evaluation
- Advanced Research Methods
- Policy Analysis and Evaluation
- Social Policy Analysis

Representative Publications and Presentations

- Wright, D. (2008). An Overview of Oklahoma’s Drug Court Program. In Criminal Justice in Oklahoma: Can We Be Just as Tough...But Twice as Smart? (pp. 131-133). The Oklahoma Academy, Oklahoma City, OK.


**Representative Honors and Awards Received**

- Governor’s Commendation Award, 2012 Oklahoma Quality Team Day for *Outcomes Based Funding for Drug Courts: Saving Lives, Saving Money*.
- Governor’s Commendation Award, 2012 Oklahoma Quality Team Day for *Justice Reinvestment in Oklahoma: ODMHSAS Impacting Futures*.
- Governor’s Commendation Award, 2001 for Outstanding Publication: *An Assessment of School Violence in Oklahoma Public Schools*.