

## Instructor/TA Info

### Instructor Information

**G. E. Kawika Allen, PhD:** G E Kawika Allen

**MCKB 273:** 273 MCKB

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## Course Information

### Description

This course introduces (a) various design options available for conducting basic and applied research and (b) how to read and write research reports. Quantitative, qualitative, and program evaluation designs will be covered, along with ideas for protecting human subjects.

### Prerequisites

Graduate student status in the David O. McKay School of Education.

### Learning Outcomes

#### Understand Major Research Approaches

To help students understand the major educational research approaches and their conceptual underpinnings.

#### Critical Thinking

To help students think critically about research as a producer and a consumer.

#### Research Ethics

To help students understand the nature of research ethics and institutional review processes.

### Learning Outcomes

**Understand Major Research Approaches:** To help students understand the various major educational research approaches and their conceptual underpinnings.

**Critical Thinking:** To help students think critically about research as a producer and a consumer.

**Research Ethics:** To help students understand the nature of research ethics and institutional review processes.

### Grading Scale

Grades	Percent
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

### Materials

**materials**

No materials

**Grading Policy**

Students receive the grade earned and are not graded on a curve. Late work is penalized 10% per day late. Some assignments occur in class and require class attendance. Please contact the professor in advance in case of absence due to personal circumstances.

**Participation Policy**

Students are expected to participate in class by answering and asking questions, complete out of class readings and assignments, and meaningfully contributing to class learning and discussions. Students' use of laptop computers and other technology during class time are for course-related work only (notetaking, etc.) and are not to be used for personal purposes (email, web surfing, completing assignments for other classes, etc.) as such behavior is distracting, inhibits class discussions, and is disrespectful to presenters - please reserve such personal activity for before or after class.

**Attendance Policy**

Students are expected to attend each class and be on time. Please notify the me in the case of anticipated absences or lateness.

**Classroom Procedures**

We will begin each class period with a prayer to help invite the Spirit into our meeting. We engage in *learning activities, presentations, and discussions of the weekly readings and student research/evaluation projects*. The class will include *time to meet in groups and participate in applied learning activities*. We may occasionally have guest speakers.

**Study Habits**

You will be most successful in this course if you *keep up on chapter readings and course assignments*. *Participating in study groups* with your peers will facilitate your performance in the class. *Getting frequent feedback* on your research proposal from peers, your chair, and others should also facilitate your course performance. Please let me know at any time if you need more personal assistance. I am here to help you.

**Teaching Philosophy**

Over the course of my career teaching at both the graduate and undergraduate levels, I have realized the importance of designing courses to ensure that students *take an active role in the course and learn by doing*. In general, I do not believe that professors lecturing always fosters student learning. Researchers across academic disciplines have also *questioned the merits of the lecture* as the main method of imparting knowledge in university classrooms. Students who idle passively in lecture halls have described their experience as the tediousness that the student body goes through between weekends. Critics of the lecture format strongly support the notion that educators encourage students to *actively involve themselves* in their own learning.

Learning by doing pertains to students' interaction with course content in multiple ways. Students who interact with class material *cognitively and behaviorally* retain information, transfer knowledge to novel situations, and develop higher-order thinking skills better than students who only attend lecture classes. Moreover, practical benefits can arise from active learning strategies including a decrease in student attrition, as well as increased student commitment and intent to return to their institution if they drop out.

Given my past teaching experiences, as well as findings from the literature, I encourage students to actively involve themselves in their learning. My goal in teaching is to help students learn by doing on multiple levels. There are several ways I try to accomplish this; incorporating self-

directed learning, using primary works, using technology in the classroom, and using applied homework assignments.

### Course Objectives

This course is designed to help you:

- (1) Better develop your ability to read, understand, and evaluate various research studies that are relevant to your professional work.
- (2) Gain knowledge, skills, and abilities needed both to: (a) design and conduct research and program evaluations of your own and (b) pass national licensing examinations.
- (3) Prepare your thesis or dissertation proposal.
- (4) Understand the major counseling and educational research approaches and their conceptual underpinnings.
- (5) Think critically about research as a producer and a consumer.
- (6) Understand the nature of research ethics and institutional review processes.
- (7) Recognize and experience spiritual-strengthening moments in ethical decision-making processes, knowledge, and content.
- (8) Recognize and apply various principles of ethics in counseling psychology with the Restored Gospel of Jesus Christ.

a. Students will...

- i. Value the divine identity of all of God's children, including their own
- ii. Strengthen their relationship with Jesus Christ as their Savior
- iii. Building connections within a covenant community (belonging)

Identify truth and direction through revelation (observation+reasoning+faith)

### Readings

See schedule

### Expectations

See schedule

### Assignments

See schedule

## Assignments

### Assignment Descriptions

#### Step 1

Jan  
18

Due: Thursday, Jan 18 at 1:00 pm

#### Step 1 – Topic

Due: Thursday, Jan 19 at 1:00 pm

You are required to provide a minimum of 1 new page of writing on your research proposal each week. Please send this to me via Learning Suite.

Each week there is a step to help complete your research proposal. Because I want this class to

meet your needs, if you do not feel ready to complete a particular step, or if you feel that you are already beyond this point, you are welcome to email me to propose an alternate assignment that

better aligns to where you are with the proposal process.

In your new page of proposal writing this week, please include the following.

Your research proposal topic addressing the questions below.

1. What is the topic of your proposed study?
2. What is the purpose of your study?
3. Why will this study be important?
4. What is your proposed study title?

## Step 2

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Jan  
25

Due: Thursday, Jan 25 at 1:00 pm

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### Step 2 – Context

Due Thursday, Jan 25 at 1:00 pm

You are required to provide a minimum of 1 new page of writing on your research proposal each week. Please send this to me via Learning Suite.

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In your new page of proposal writing this week, please include the following.

It is important to place your proposed study in the context of prior research.

1. Describe at least three relevant prior studies in your topic area.
2. How do these prior studies relate to your proposed study?
3. How will your study build on these prior studies?

## Quiz 1

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Jan  
25

Due: Thursday, Jan 25 at 2:00 pm

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## Step 3

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Feb  
01

Due: Thursday, Feb 01 at 1:00 pm

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### Step 3 - Questions/Hypotheses

Due: Thursday, Feb 2 at 1:00 pm

You are required to provide a minimum of 1 new page of writing on your research proposal each week. Please send this to me via Learning Suite.

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In your new page of proposal writing this week, please include the following. List the specific research questions and/or hypotheses that will be addressed in your study.

## Quiz 2

**Quiz 4****Feb** Due: Thursday, Feb 01 at 2:00 pm**01**

Complete quiz! Good luck!

**Step 4****Feb**  
**08** Due: Thursday, Feb 08 at 1:00 pm**Step 4 - Design and threats**

Due: Thursday, Feb 9 at 1:00 pm

You are required to provide a minimum of 1 new page of writing on your research proposal each week. Please send this to me via Learning Suite.

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In your new page of proposal writing this week, please include the following.

1. What research design will you employ for your study?
2. Why is this the most appropriate design?
3. What are some threats to the reliability of your study? How will you try to control these?
4. What are some threats to the validity of your study? How will you try to control these?

**Quiz Qual Research****Feb**  
**08** Due: Thursday, Feb 08 at 2:00 pm

You got this!

**Step 5****Feb**  
**15** Due: Thursday, Feb 15 at 1:00 pm**Step 5 - Setting and Participants**

Due: Thursday, Feb 15 at 1:00 pm

You are required to provide a minimum of 1 new page of writing on your research proposal each week. Please send this to me via Learning Suite.

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In your new page of proposal writing this week, please include the following.

1. Where will your study take place? Provide descriptive data about the setting.
2. Who will your participants be? Provide likely descriptive data about your participants.
3. What sampling procedure will you use to obtain your participants?

**Step 6**

Feb

Due: Thursday, Feb 22 at 1:00 pm

22

**Step 6 - Measures**

Due: Thursday, Feb 22 at 1:00 pm

You are required to provide a minimum of 1 new page of writing on your research proposal each week. Please send this to me via Learning Suite.

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In your new page of proposal writing this week, please include the following.

1. What measures will you use in your study? Include a copy of your proposed measures.
2. What evidence will you provide for the reliability or stability of your measures?
3. What evidence will you provide for the validity or credibility/accuracy of your measures?

**Step 7**

Feb

29

Due: Thursday, Feb 29 at 1:00 pm

**Step 7 - Procedures**

Due: Thursday, Feb 29 at 1:00 pm

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In your new page of proposal writing this week, please include the following.

1. What research procedures will you employ in your study?
2. What training, if any, will be required?
3. How will data be collected?
4. What research personnel (you and any others) will be involved in the study?
5. What will each of these people do to help carry out the study?

**Step 8**

Mar

07

Due: Thursday, Mar 07 at 1:00 pm

**Step 8 - Analysis**

Due: Thursday, Mar 7 at 1:00 pm

You are required to provide a minimum of 1 new page of writing on your research proposal each week. Please send this to me via Learning Suite.

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meet your needs, if you do not feel ready to complete a particular step, or if you feel that you are already beyond this point, you are welcome to email me to propose an alternate assignment that

better aligns to where you are with the proposal process.

In your new page of proposal writing this week, please include the following.

1. How will you analyze your data?
2. Will you use statistics, if so which ones?
3. Will you include qualitative analysis, if so, how will this be accomplished?

### Step 9

Mar  
14

Due: Thursday, Mar 14 at 1:00 pm

### Step 9 - Ethics

Due: Thursday, Mar 14 at 1:00 pm

You are required to provide a minimum of 1 new page of writing on your research proposal each week. Please send this to me via Learning Suite.

Each week there is a step to help complete your research proposal. Because I want this class to meet your needs, if you do not feel ready to complete a particular step, or if you feel that you are already beyond this point, you are welcome to email me to propose an alternate assignment that better aligns to where you are with the proposal process.

In your new page of proposal writing this week, please include the following.

1. What ethical issues relate to your study?
2. How will these ethical issues be addressed?
3. Include a copy of the consent form(s) to be used in your study or explain why one these will not be needed.

### Quiz 3 Correlations, Mediation, Moderation

Mar  
14

Due: Thursday, Mar 14 at 2:00 pm

Good luck! You got this!

### Step 10

Mar  
21

Due: Thursday, Mar 21 at 11:59 pm

### Step 10 - Timeline

Due: Thursday, Mar 21 at 1:00 pm

You are required to provide a minimum of 1 new page of writing on your research proposal each week. Please send this to me via Learning Suite.

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In your new page of proposal writing this week, please include the following.

Create a proposed timeline for your study, listing the major steps in your study and the estimated amount of time each will take.

### Step 11

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Mar Due: Thursday, Mar 28 at 1:00 pm

28

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### Step 11 – Open for discussion

Due: Thursday, Mar 28 at 1:00 pm

At this point, you have written extensively, gleaned vital information and knowledge about the research process, and been tested on various concepts and research practices. Well done! This week's assignment is open to your interests and needs at this point. What would be most helpful to turn in? What part of your research project needs the most work? Please turn in, for this last assignment, an assignment that makes most sense to you towards the overall progression of your project. Please let me know what that will be. Oh, and... you're welcome! 😊

### Research Proposal Poster Presentation

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Apr Due: Thursday, Apr 04 at 11:59 pm

04

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### Research Proposal Poster Presentation

#### Written Research Proposal

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Apr Due: Friday, Apr 19 at 11:59 pm

19

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Written Research Proposal

#### Research Presentation

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Apr Due: Friday, Apr 19 at 11:59 pm

19

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Research Presentation

## University Policies

### Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

### Preventing Sexual Misconduct

*The health and well-being of students is of paramount importance at Brigham Young University. If you or someone you know has experienced sexual harassment (including sexual violence), there are many resources available for assistance.*

In accordance with Title IX of the Education Amendments of 1972, BYU prohibits unlawful sex discrimination, including sexual harassment, against any participant in its education programs or activities. The university also prohibits sexual harassment by its personnel and students. Sexual harassment occurs when

- a person is subjected to unwelcome sexual speech or conduct so severe, pervasive, and offensive that it



- effectively denies their ability to access any BYU education program or activity;
- any aid, benefit, or service of BYU is conditioned on a person's participation in unwelcome sexual conduct; or
- a person suffers sexual assault, dating violence, domestic violence, or stalking on the basis of sex.

University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way, including through face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of sexual harassment should be reported to the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by sexual harassment, including the university's Sexual Assault Survivor Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Harassment Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>) or by contacting the university's Title IX Coordinator.

### **Student Disability**

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Opportunity Office at 801-422-5895, [eo\\_manager@byu.edu](mailto:eo_manager@byu.edu), or visit <https://hrs.byu.edu/equal-opportunity> (<https://hrs.byu.edu/equal-opportunity>) for help.

### **Academic Honesty**

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

### **Compliance Hotline and BYU Policies**

If you have questions about university policies, including those discussed in this syllabus, please visit <https://policy.byu.edu> (<https://policy.byu.edu>).

If you observe any non-emergency dangerous, illegal, or suspicious activity occurring on campus or by a member of the BYU community, please report it through the BYU Compliance Hotline at <https://hotline.byu.edu> (<https://hotline.byu.edu>). Emergencies and ongoing criminal activity should be reported directly to BYU Police at 801-422-2911.

### **Covid 19 Statement**

While COVID 19 conditions persist and until further notice, students and faculty are required to wear face coverings at all times during class; faculty are not at liberty to waive this expectation.

Students who feel sick, including exhibiting symptoms commonly associated with COVID 19 (fever; cough; shortness of breath/difficulty breathing; chills; muscle pain; sore throat; new loss of taste or smell; etc.) should not attend class and should work with their instructor to develop a study plan for the duration of the illness.

### **Deliberation Guidelines**

To facilitate productive and open discussions about sensitive topics about which there are differing opinions,

members of the BYU community should: (1) Remember that we are each responsible for enabling a productive, respectful dialogue. (2) To enable time for everyone to speak, strive to be concise with your

thoughts. (3) Respect all speakers by listening actively. (4) Treat others with the respect that you would like them to treat you with, regardless of your differences. (5) Do not interrupt others. (6) Always try to understand what is being said before you respond. (7) Ask for clarification instead of making assumptions. (8) When countering an idea, or making one initially, demonstrate that you are listening to what is being said by others. Try to validate other positions as you assert your own, which aids in dialogue, versus attack. (9) Under no circumstances should an argument continue out of the classroom when someone does not want it to. Extending these conversations beyond class can be productive, but we must agree to do so respectfully, ethically, and with attention to individuals' requests for confidentiality and discretion. (10) Remember that exposing yourself to different perspectives helps you to evaluate your own beliefs more clearly and learn new information. (11) Remember that just because you do not agree with a person's statements, it does not mean that you cannot get along with that person. (12) Speak with your professor privately if you feel that the classroom environment has become hostile, biased, or intimidating. Adapted from the Deliberation Guidelines published by The Center for Democratic Deliberation. (<http://cdd.la.psu.edu/education/The%20CDD%20Deliberation%20Guidelines.pdf/view?searchterm=deliberation%20guidelines>)

### **Devotional Attendance**

Brigham Young University's devotional and forum assemblies are an important part of your BYU experience. President Cecil O. Samuelson said, "We have special and enlightening series of devotional and forum assemblies...that will complement, supplement, and enrich what will also be a very productive period in your classrooms, laboratories, and libraries. We look forward to being with you each Tuesday...and hope that you will regularly attend and bring your friends and associates with you...A large part of what constitutes the unique 'BYU experience' is found in these gatherings where the Spirit has been invited and where we have the opportunity to discuss and consider things of ultimate worth and importance that are not afforded to the academic community on almost any other campus" (from the address "The Legacy of Learning", 30 August, 2005). Your attendance at each forum and devotional is strongly encouraged.

### **Diversity and Inclusion in the Classroom**

"Because we feel the depth of God's love for His children, we care deeply about every child of God, regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges" (President Russell M. Nelson, "The Love and Laws of God," September 2019). As a university community we strive to foster an educational environment that promotes the personal dignity of every student and accept individual responsibility to eliminate racism, sexism, and nationalism. Our course participation reflects our understanding that every individual is a child of Heavenly Parents. We create learning environments in which every individual is motivated to express their opinions and perspectives and ask questions to augment discussions and learning. We listen to, learn from, and strive to consider thoughtfully the opinions of others. We use language that is polite, considerate, and courteous—even when we strongly disagree.

### **Inappropriate Use of Course Materials**

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code. It is also unethical to post your own work (study sheets, papers) from the course on file sharing websites as you are encouraging others to engage in plagiarism. These policies continue indefinitely (not limited to the duration of the semester or term you take this course).

### **Mental Health**

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, [caps.byu.edu](https://caps.byu.edu)) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu> (<https://caps.byu.edu>); for more immediate concerns please visit <http://help.byu.edu> (<http://help.byu.edu>).

### **Plagiarism**

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action

administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a

form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

### Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

### Schedule

Date	Class Number	Readings and Assignments
Week 1		
Th Jan 11 Thursday	Class 1: Introductions, Review Syllabus, Assignment to Research Groups	Chapter 1: Thinking Critically About Research, Research Process/Science  <b>Prayer</b> <b>Spiritual Moment</b>  Guest Speaker – Quinn Galbraith 3pm-ish.
Week 2		

Th Jan 18 Thursday	Class 2 Ethical dilemma items	<b>Step 1</b> Chapter 2: Fundamental Issues for Interpreting Research/Ethical Princi <b>Prayer</b> <b>Spiritual Moment</b> <b>Research Study Presentation: Sadie and Anna</b> <b>Learning Activity 1</b> <b>Research Group 1</b> <b>Article Critique – Allen et al</b> <b>Step 1 – Topic</b>
Week 3		
Th Jan 25 Thursday	Class 3	<b>Step 2</b> <b>Quiz 1</b> <hr/> Chapter 3: Reliability, Validity, and Interobserver Agreement <b>Prayer</b> <b>Spiritual Moment</b> <b>Quiz</b> <b>Brief Lecture</b> <b>Research Study Presentation: Kendra and Hannah</b> <b>Learning Activity 2</b> <b>Research Group 2</b> <b>Article Critique – Allen et al</b> <b>Step 2 – Context</b> Guest Speaker <hr/>
Week 4		
Th Feb 01 Thursday	Class 4	<hr/> Chapter 9: Basic Understandings in Qualitative Research <b>Prayer</b> <b>Spiritual Moment</b> <b>Quiz</b> <b>Brief Lecture</b> <b>Research Study Presentation: Rylee and Eden</b> <b>Learning Activity 3</b> <b>Research Group 3</b> <b>Article Critique – Allen et al</b> <b>Step 3 - Questions/Hypotheses</b> Guest Speaker – <hr/> <b>Quiz 2</b> <b>Step 3</b>

		Step 4
Week 5		
Th Feb 08 Thursday	Class 5	<p>Chapter 10: Data Collection and Designs in Qualitative Research</p> <p><b>Prayer</b></p> <p><b>Spiritual Moment</b></p> <p><b>Research Study Presentation:</b> Dev and Laine</p> <p><b>Learning Activity 4</b></p> <p><b>Article Critique – Cutrer-Parraga et al.</b></p> <p><b>Research Group 4</b></p> <p><b>Step 4 - Design and threats</b></p> <p>Guest Speaker –</p> <p><b>Quiz Qual Research</b></p> <p><b>Step 4</b></p>
Week 6		
Th Feb 15 Thursday	Class 6	<p>Chapter 11: Single Case/Subject Designs/Small N Designs, Withdrawa</p> <p><b>Prayer</b></p> <p><b>Spiritual Moment</b></p> <p><b>Research Study Presentation:</b> Melanie and Zoe</p> <p><b>Step 5 - Setting and Participants</b></p> <p><b>Learning Activity 5</b></p> <p><b>Article Critique – Allen et al.</b></p> <p><b>Research Group 5</b></p> <p>Guest Speaker –</p> <p><b>Step 5</b></p>
Week 7		
Th Feb 22 Thursday	Class 7	<p>Chapter 12: Multiple Baseline Designs</p> <p>Chapter 4: Sampling Methods (pp. 125-132)</p> <p><b>Prayer</b></p> <p><b>Spiritual Moment</b></p> <p><b>Research Study Presentation:</b> Blake and Emily</p> <p><b>Learning Activity 6</b></p> <p><b>Research Group 6</b></p> <p><b>Article Critique</b></p> <p><b>Step 6 – Measures</b></p> <p>Guest Speaker –</p> <p><b>Step 6</b></p>
Week 8		

Th Feb 29 Thursday	Class 8	<p>Chapter 5: Experimental Designs</p> <p><b>Prayer</b></p> <p><b>Spiritual Moment</b></p> <p><b>Research Study Presentation:</b> Sarah and Samara</p> <p><b>Learning Activity 7</b></p> <p><b>Research Group 7</b></p> <p><b>Article Critique – Kellems</b></p> <p><b>Step 7 – Procedures</b></p> <p><b>Prospectus Information and examples</b></p> <p>Guest Speaker – Dr. Ryan Kellems at 1pm.</p>
<b>Step 7</b>		
Week 9		
Th Mar 07 Thursday	Class 9	<p>Chapter 6: Causal-Comparative Research</p> <p><b>Prayer</b></p> <p><b>Spiritual Moment</b></p> <p><b>Research Study Presentation:</b> Trevor and Mitzi</p> <p><b>Learning Activity 8</b></p> <p><b>Research Group 8</b></p> <p><b>Step 8 – Analysis</b></p> <p><b>-IRB process</b></p> <p><b>-Prospectus Information and examples</b></p> <p>Guest Speaker – Sandee Aina at 1pm</p>
<b>Step 8</b>		
Week 10		
Th Mar 14 Thursday	Class 10	<p>Chapter 7: Correlational, Regression Statistical Research (excluding pp</p> <p><b>Prayer</b></p> <p><b>Spiritual Moment</b></p> <p><b>Research Study Presentation:</b> Haley and Melissa</p> <p><b>Learning Activity 9</b></p> <p><b>Research Group 9</b></p> <p><b>Article Critique – Larsen et al</b></p> <p><b>Step 9 – Ethics</b></p> <p>Guest Speaker –</p> <p><b>Quiz 3 Correlations, Mediation, Moderation</b></p> <p><b>Step 9</b></p>
Week 11		

Th Mar 21 Thursday	Class 11	<p>Chapter 8: Survey Research, Path Analysis Statistical Research (Mea</p> <p><b>Prayer</b></p> <p><b>Spiritual Moment</b></p> <p><b>Research Study Presentation: T and Emma</b></p> <p><b>Learning Activity 10</b></p> <p><b>Research Group 10</b></p> <p><b>Article Critique – Allen et al</b></p> <p><b>Step 10 – Timeline</b></p> <p>Guest Speaker</p> <p><b>Step 10</b></p>
Week 12		
Th Mar 28 Thursday	Class 12	<p>Chapter 14: Program Evaluation</p> <p><b>Prayer</b></p> <p><b>Spiritual Moment</b></p> <p><b>Research Study Presentation: Ksenia</b></p> <p><b>Learning Activity 11:</b></p> <p><b>-Needs Assessment: Jake Fitisemanu’s Grant</b></p> <p><b>-Davis County School District Project</b></p> <p><b>Step 11 – Open for Discussion</b></p> <p><b>Research Group 11</b></p> <p>Guest Speaker</p> <p><b>Step 11</b></p>
Week 13		
Th Apr 04 Thursday	Class 13	<p>Chapter 15: Evaluating the Literature</p> <p><b>Prayer</b></p> <p><b>Spiritual Moment</b></p> <p><b>Research Study Presentation:</b></p> <p><b>Learning Activity 12</b></p> <p><b>Research Group 12</b></p> <p><b>Research Proposal Poster</b></p> <p>Guest Speaker</p> <p><b>Research Proposal Poster Presentation</b></p>
Week 14		

Th Apr 11 Thursday	Class 14	<p>Chapter 16: Moving from Critical Research Consumer to Researcher</p> <p><b>Prayer</b></p> <p><b>Spiritual Moment</b></p> <p><b>Research Study Presentation:</b></p> <p><b>Learning Activity 13</b></p> <p><b>Research Group 13</b></p> <p><b>Party Time!!</b></p>
Week 15		
W Apr 17 Wednesday	<b>Last Day of Class</b>	
Th Apr 18 Thursday	<b>Exam Preparation Day</b>	
F Apr 19 Friday	<p><b>Final Exam Day</b></p> <p>Final Exam:</p> <p>341 MCKB</p> <p>11:00am - 2:00pm</p>	<p><b>Research Presentation</b></p> <p><b>Written Research Proposal</b></p>