

Course number, Course CRN, COURSE TITLE

MFT 5350-110, 80944, Research Methods

Fall 2022

Texas A&M University-Central Texas

COURSE DATES, MODALITY, AND LOCATION

This is a web enhanced course which meets face-to-face ten times and the rest of the time will be spent doing online asynchronous learning activities. Be sure to note the face-to-face classes dates listed in the Course Calendar. The online interactions for the course will rely on TAMUCT's learning management system (Canvas). See the Technology Requirements section of the syllabus for more information on accessing and using Canvas. See the Course Calendar for dates and times of class meetings.

Course Dates: Aug. 22, 2022 – Dec. 09, 2022

Class Day: Mondays (See Course Calendar for face-to-face meetings)

Class Time: 6pm-8:45pm

Location: Warrior Hall 313 & CANVAS

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Felicia J. Holloway, PhD, LPC-S, LMFT-S

Office: WH 318-O

Email: fholloway@tamuct.edu

Office Hours:

My office hours will be on Mondays from 11:00 AM – 1:30 PM and Tuesdays 10:00am-3:30pm (Tuesday appts are virtual only and an appt via Bookings is required).

An appointment time during any of my office hours may be made via Bookings.

Use the link below to make an appt via Bookings:

<https://outlook.office365.com/owa/calendar/DrHollowaysAdvisingCalendar@tamuct.onmicrosoft.com/bookings/>

I can accommodate meeting other times as well by emailing a request to me that indicates 2-3 alternative meeting dates and times. I will respond to your request and confirm my availability.

Student-instructor interaction

My goal is to ensure there are open lines of communication between you and I that are easily accessible and effective. Taking time during our class period to ask questions is an expedited way to gather needed information, so I highly encourage you to do so. Please keep in mind that our learning environment is collaborative and should allow all students to contribute to the learning process. With that in mind, please be self-aware about thoughtfully contributing to class as well as intentionally making space for others' contributions. If a question occurs outside of our class meetings, an Email is the most effective way to reach me. Monday-Friday I check emails daily and respond within two business days. If you email me on the weekend or a holiday, I will make every effort to reply to your email by the following business day.

If you would like a meeting outside of class, I am available during my office hours. To confirm

time is set aside for your academic needs, please use the link below to make an appointment via Bookings:

<https://outlook.office365.com/owa/calendar/DrHollowaysAdvisingCalendar@tamuct.onmicrosoft.com/bookings/>

You may also email me directly for other available times for appointments.

Respect for Diversity:

I desire that all student diversity in experience and perspective be valued in and out of class. My intent is that students' diverse learning needs are addressed and that materials and activities respect and honor diversity. Student suggestions and ideas are encouraged and welcomed. Students can feel free to contact me to discuss how to support the effectiveness of the course for themselves or other groups of students. In addition, during the beginning of the semester we will collectively create a community agreement that will be a collaborative effort to set a framework for a respectful and inclusive learning environment.

Emergency Warning System for Texas A&M University-Central Texas

SAFEZONE. SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages. All students automatically receive email and text messages via their myCT accounts.

Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app.

You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the [SafeZone](http://www.safezoneapp.com) website [www.safezoneapp.com].

To register SafeZone on your phone, please follow these 3 easy steps:

1. Download the SafeZone App from your phone store using the link below:
 - o [iPhone/iPad](https://apps.apple.com/app/safezone/id533054756): [https://apps.apple.com/app/safezone/id533054756]
 - o [Android Phone / Tablet](https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp)
[https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp]
2. Launch the app and enter your myCT email address (e.g. {name}@tamuct.edu)
3. Complete your profile and accept the terms of service

For updates on COVID information, please monitor the University [website](https://www.tamuct.edu/covid19/)

[https://www.tamuct.edu/covid19/]

COURSE INFORMATION

Course Overview and description

Learn research methodology, data analysis and the evaluation of research in couple and family therapy. Study how research informs, Marriage and Family Therapy (MFT) common factors, and evidence-based practice.

Course Objective or Goal

This course targets two of the MFT program's Student Learning Outcomes:

1. Students will demonstrate knowledge and appropriate application of classical and postmodern MFT theories. (SLO-1)
2. Students will demonstrate knowledge of current trends and research methods in the field of marriage and family therapy. (SLO-7)

Competency Goals Statements

Marriage and Family Therapy Research Method targets these SLO's through the following Course Learning Outcomes: Students will gain knowledge of:

1. The importance of research in the field of MFT (SLO 1,7)
2. Types of research, theories and evidence base practices used in the field of MFT (SLO 1,7)
3. The skills to critically evaluate and utilize research in the field of MFT (SLO 1,7)
4. The ability to create a research study proposal relevant to the field of MFT (SLO 1,7)
5. How to effectively communicate research proposals in writing and orally (SLO 7)
6. Ethical and legal considerations and practices within MFT research (SLO 7)
7. Quantitative and Qualitative research methods (SLO 7)
8. Statistical methods used in research (SLO 7)
9. Students will learn to utilize APA Style writing for scholarly research (SLO 7)

Required Reading and Textbook(s)

American Psychological Association (2020) *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.

Sprenkle, D. H. & Piercy, F. P. (Ed.). (2005). *Research methods in family therapy* (2nd ed.). The Guilford Press.

Williams, L., Patterson, J., & Edwards, T. M. (2014). *Clinician's guide to research methods in family therapy: Foundations of evidence-based practice*. Guilford Press.

COURSE REQUIREMENTS

All assignments must be the students own work (see the academic integrity section). Do not copy directly from the text or research articles when completing assignments. Written work must follow the American Psychological Association (APA), 7th ed. publication guidelines. All assignments except the Research Proposal Draft and Paper should use the student APA format. The Research Proposal Draft/Paper Assignments should be in APA professional format. Assignment due dates are indicated on the Course Calendar.

Assignments:

1. **Research Topic:(2pts)** Students will choose a research topic in the field of marriage and family therapy that will be the focus of their research paper. This topic will be submitted on Canvas for approval. Approval of the topic is required before students can begin their research proposal related assignments. This assignment must be submitted even if no points can be earned for late submission. (CLO 1,4)
2. **Discussion Boards: (3x3pts=9pts)** Discussion Boards help to generate cooperative exploration of the course content in hopes of enhancing the learning experience with a deeper synthesis of knowledge. Students will complete Discussion Boards in the weeks indicated on the Course Calendar. The **initial post should be between 225 and 250**

words and will be worth 2pt. Students **may not exceed 250 words. It is vitally important to be clear and concise.** Referencing and citing research articles or the textbooks from the course is required in this post. References and citations do not count in the word count parameters. Students must refrain from quoting materials. Students should always use their own words.

Students are also required to respond to at least two other initial posts and each response is worth .5 point. The responses must be between 75 and 100 words each and should expand the conversation. **Students must not exceed 100 words.**

If a student only states that they agree or disagree, they will not earn full credit. Students should be curious and may generate new questions or considerations in their responses as well as include a synthesis of other scholarly or personal information that informs the discussion. Replies to posts **may not quote the initial post nor include quotes from other resources** but should reference and cite articles or textbooks from the course, when applicable.

Discussion Board Etiquette

- Students are expected to be courteous and respectful with their language and tone
- Curiosity about varying perspectives is encouraged. Avoid “why” questions.
- Broad generalizations about groups of individuals should be avoided.
- Be open to new ideas and alternative perspectives.
- Quotations of the initial post, from textbooks or research articles may not be used in posts. (Addresses CLO 2, 3, 7)

3. **Article Review:(4pts)** Students will choose a peer reviewed family therapy journal article of a qualitative or quantitative research study. Students will read, summarize, and critique the research study using the article review guidelines below. The article chosen must have been published within the last 10 years. (CLO 2,3,6,7,8,9)

Article review should be two - five pages long (not including title page and reference page) using APA format. Students should briefly summarize the study then critically review each area of the study presented in the article. Students should use the questions below as a guide for their critical review of each area of the study. The questions provide insight into what should be expected in a research study article. Student must **not** list the questions below then answer them, but summarize how effectively the article addresses the questions. Please note all questions may not apply depending on the type of research study chosen. For example, a qualitative phenomenological study will not have a hypothesis but will have research questions.

Article Review Guidance

Introduction

1. Problem

Does the author make a clear relevant problem statement?

Does the problem statement correspond with the focus of the study?

Is the problem stated researchable?

Does the author provide background information regarding the problem?

Does the author discuss the significance of the problem?

Does the author mention variables and their correlations?

2. Review of the Relevant Literature

Is the review of literature comprehensive?

Are all references cited properly?

Are most of the sources used by the author primary sources?

Did the author analyze, critique, compare, and contrast the references and findings contained in them?

Does the author explain the relevancy of his or her references?

Is the literature review well organized?

Does the review competently inform the readers about the topic and problem?

3. Hypothesis/Research Questions

Does the author specify key research questions and hypotheses?

Is every hypothesis testable?

Are all hypotheses and research questions clear, logical, and accurate?

Method

1. Participants

Does the author describe the size and main characteristics of participant groups?

Does the author specify the sample size and characteristics?

Is there enough information on the method of selecting a sample used by the author?

Are there any limitations or biases in the manner the author selected participants?

2. Instruments

Does the author specify the instruments used?

Are the chosen instruments appropriate?

Do the instruments meet general guidelines for protecting participants of the experiment?

Does the author describe each instrument in terms of reliability, purpose, validity, and content?

If any instruments were developed specifically for this study, does the author describe the procedures involved in their development and validation?

3. Design and Procedures

Is there any information given in terms of the research design used?

Does the author describe all of their procedures?

Are the specified design and procedures appropriate to investigate the stated problem or question?

Do procedures logically relate to each other?

Are the instruments and procedures applied correctly?

Is the context of the research described in detail?

Results

Did the author present appropriate descriptive statistics, if applicable?

Did the author test all of his or her hypotheses?

Did the author make the inductive logic used to produce results in their qualitative study explicit?

Are the results clear and logical?

Did the author provide additional tables and figures? Are those easy to understand, relevant, and well organized?

Is the information from the presented tables and figures provided in the text as well?

Discussion, Conclusion, or Suggestions

Does the author discuss every finding with regards to the original subject or hypothesis to which it relates?

Does the author discuss every finding with regards to its agreement or disagreement with previous findings obtained by other specialists?

Are generalizations consistent with the results?

Does the author discuss the possible effects of uncontrolled variables in the findings?

Does the author discuss the theoretical and practical implications of their findings?

Does the author make any suggestions regarding future research?

Does the author shape his or her suggestions based on the practical significance of the study?

Abstract or Summary

Did the author restate the problem?

Is the design used in the research identified?

Did the author describe the type and number of instruments, and subjects?

Are all performed procedures specified?

Did the author restate all of their key conclusions and findings?

Overall Impression

The structure of the article – Is the work organized properly? Are all titles, sections, subsections, and paragraphs organized logically?

The author's style and thinking – Is the author's style and thinking easy to understand, clear, and logical?

4. **Ethical Research Training:(5pts)** Students should follow the link below to complete CITI training regarding the protection of human research participants. After completing the CITI training, students must save and submit a copy of their training completion certificates to this assignment link.

This assignment is required. Students must complete this assignment regardless if credit is not earned due to late submission.

To complete [CITI Training for Human Subjects Research \(Links to an external site.\)Links to an external site](#), follow these steps after navigating to the website:

1. Click the "Register" button.
2. On the Registration page, in the "Select Your Organization Affiliation" type in Texas A&M University-Central Texas.
3. Follow the remaining steps to register. When you begin your search for course the site will ask you questions. Question 1 under Human Subject Research should be answered by clicking on the box that says:

Social & Behavioral Research Investigators: Choose this group to satisfy CITI training requirements for Investigators and staff involved primarily in Social and Behavioral research with human subjects.

4. The remainder of the questions can go unanswered. The required training is called "**Social & Behavioral Research - Basic/Refresher**".
5. Once you complete all the modules for that course (which could take approximately 3-5 hours), you will receive a certificate. Submit the certificate to the assignment link on Canvas. (CLO 4,6)
5. **Research Proposal Paper Outline:(5pts)** Students will complete an outline of their research paper in a brief bullet point format. This outline should follow the template below and provide the student and professor with a map of their research proposal paper plan. Students will be graded on completion of each section, clarity and thoroughness of design. This assignment should consist of an APA cover page, the outline and reference page. Be sure to follow APA style writing for citations, etc. (CLO 1-9)

Outline Guide

- *Introduction – Introduce topic and significance (why are your questions important) – Statement of purpose, research questions/objectives, hypothesis, etc.*
 - *Review of Literature – briefly summarize key points of related empirical research literature and theoretical traditions*
 - *Methods – Overall design approach and rationale – Sampling, data gathering methods, data analysis – Trustworthiness (Soundness of the research) – Ethical considerations*
 - *Conclusion – expected patterns or research outcomes, limitations and future implications*
 - *References – Identify references gathered so far in APA format*
6. **Research Proposal Paper Draft: (10pts)** Students will complete and post a draft of their research proposal paper in the designated discussion board in Canvas. This does not need to be the complete paper but 50% or more of the paper should be complete for this assignment. (CLO 1-9)
 7. **Peer reviews: (2x2pts =4pts)** Each student will read two of their peers' research paper rough drafts and provide thoughtful feedback in a discussion board. Each post should be 250-275 words in length. Peer reviewers' feedback should be specific and reference sections and page numbers of the students' drafts being reviewed. The research proposal paper rubric and article review guidance should be use as resources to help generate helpful feedback. Students are expected to provide feedback that addresses strengths as well as areas of improvement concerning the research methodology, topic relevance to the field, APA formatting, etc. All feedback should be strength based as well as objective and respectful in content and tone. (CLO 3,6)
 8. **Research Proposal Paper: (20pts)** Each student will complete a research paper based on their professor approved topic and outline. This paper will include an introduction, literature review, methods, potential implications, conclusion, and references. No data will be collected or analyzed so there will not be a results or discussion section. Students

will be given resources to format their paper in Canvas as well as throughout the course. The paper should be 15-25 pages long and include 12-15 scholarly references that have been published in the last 10 years. Professor may approve exceptions to the rule regarding references being published in the last 10 years for seminal scholarly resources. (CLO 1-9)

9. **Research Proposal Presentation: (10pts)** Students will each present their research proposal to the class on their assigned day. This assignment is to be a professional presentation with an intended audience of fellow clinicians and researchers. The presentation should include a PowerPoint or Google Slide show. The presentation materials should include key points from each section of their research proposal paper. Students will be graded on the quality of their presentation including communication of their research plan, ability to thoroughly answer questions regarding their proposal and their proposal's relevance to field of MFT. In addition, students will be evaluated on the effectiveness and professionalism of the visual presentation materials. Students are expected to be dressed in business casual apparel for their presentations. The visual presentation must be saved as a PDF and submitted in the assignment link on Canvas the day of the student's presentation by 11:59pm. The length of the presentation should be about 20 minutes long. (CLO 5)
10. **Course Content Quizzes:(9x2pts =18pts)** In effort to ensure each student has read/viewed and comprehended the materials within the course, 8 timed open book/notes quizzes over course content will be given throughout the semester. Each quiz will have true false and/or multiple-choice questions related to the course content for the weeks indicated in the course calendar. Quiz dates are indicated in the course calendar as well. (CLO 1-3, 6-9)
11. **Final Exam:(13pts)** A multiple choice and true false question cumulative final exam will be given at the end of the semester. This exam will be timed but use of both notes and books will be allowed. I strongly encourage students to thoroughly review materials and notes before taking the exam since it is timed. (CLO 1-3, 6-9)

Grading Criteria Rubric and Conversion

Assignment Points and Grade Conversion

Assignment	Point Value
Research Topic	2
Discussion Board (3x3pts)	9
Article Review	4
Ethical Research Training	5
Research Proposals Paper Outline	5
Research Proposal Draft	10
Peer Reviews (2x2pts)	4
Research Proposal Paper	20
Research Proposal Presentation	10
Course Content Quizzes (9x2pts)	18
Final Exam	13

Total Possible Points: 100

Final course grades will be based on the point totals listed below.

Letter Grade = Points

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = 59 and below

Rubrics

Discussion Board Rubric (3pts)

Criteria	Non-Performance - Adequate Performance	Proficient - Distinguished Performance
<p><u>Initial Post</u> Post is well written, fully addresses and develops all aspects of the prompt. Post was factually correct, reflective and provided a substantive contribution. Post contributes to discussion with clear, concise comments. Cites scholarly resources such as textbooks or research articles. Advances discussion. Post was within the required word count range. Uses APA 7th edition format. (2pts)</p>	0-1.25	1.5-2
<p><u>Peer Response 1</u> Demonstrates analysis of others' posts. Extends meaningful discussion by building on previous posts. Advances discussion with new ideas or considerations. Meets word count parameters. Uses APA 7th edition format. (.5pt)</p>	0-.25	.5
<p><u>Peer Response 2</u> Demonstrates analysis of others' posts. Extends meaningful discussion</p>	0-.25	.5

<p>by building on previous posts. Advances discussion with new ideas or considerations. Meets word count parameters. Uses APA 7th edition format.</p> <p>(.5pt)</p>		
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Article Review Rubric (4pts)

Criteria	Non-Performance – Adequate Performance	Proficient - Distinguished Performance
Student summarized the article clearly and thoroughly including an identification and overview of the hypothesis, problem, literature review, independent and dependent variables, if applicable, results, methods and discussion. (1.5pts)	0-1	1.25-1.5
Student thoughtfully and thoroughly critiqued each area of the research article. Student’s use of critique questions and understanding of scholarly critical review process is effectively demonstrated in their writing. (1.5pts)	0-1	1.25-1.5
Student met page requirement of assignment. Student’s writing style was scholarly, clear, concise, and followed APA style, including line spacing, headings, etc. (1pt)	0-.5	.75-1

Research Proposal Paper Rubric (20pts)

+Criteria	Non-Performance – Adequate Performance	Proficient - Distinguished Performance
<i>Title Page/ Abstract</i> Author clearly identifies the subject of their paper. In 250 words or less, present the key points made in each major section of the paper. (2pts)	0-1.25	1.5-2
<i>Introduction/Literature Review</i> Author clearly identifies the problem statement and how it corresponds to the focus of the	0-3	3.5-5

<p>study and discusses the problems significance. Research questions are identified and are clear and logical. Review of literature is comprehensive and relevant to the study; most resources are primary sources, and it informs the reader about the topic. Introduction/ review of literature contains appropriate number of scholarly sources that are no more than 10 years old. If hypothesis is appropriate, it is stated clearly and is logical. (5 pts)</p>		
<p><i>Methodology Section</i> Type of research is clearly stated. Research methods steps are explicitly defined, including size and characteristics of sample, how sample is to be selected, limitations or biased in selection process. Author describes clearly and thoroughly relevant instruments to be used and their purpose, reliability and validity. Author clearly and thoroughly describes all procedures, and the procedures are appropriate for the study and logical. Author cites appropriate scholarly resources. (5pts)</p>	0-3	3.5–5
<p><i>Conclusion and Reference Section /Appendices</i> Author clearly and concisely summarizes study, discusses potential logical implications effectively and possibilities for future research. Instruments are included in the appendix.</p>	0-3	3.5–5

Reference page is included, accurate and formatted in APA style. APA writing style is used throughout the paper. (5pts)		
<i>Writing Style, Grammar, Spelling & Organization</i> Paper is clearly, logically, and concisely written in APA format. Page minimum was met. Paper is written with little to no errors. Direct quotes of scholarly resources are rarely used within the paper. (3 pts)	0-1.75	2-3

Research Proposal Presentation Rubric (10pts)

Criteria	Non-Performance – Adequate Performance	Proficient - Distinguished Performance
Presents the key points made by each section of the research proposal. Clearly identifies the problem statement and how it corresponds to the focus of the study and discusses the problem’s significance. Research questions/hypothesis are identified and are clear and logical. Discusses how other researchers have explored the issue in past research clearly and concisely. Cites scholarly resources correctly and effectively. (3pts)	0-2.25	2.5-3
Articulately describes steps for the method of research including sample selection, instruments used, etc. in a clear and logical way. (3pts)	0-2.25	2.5-3
Discusses logical implications effectively and potential for future research. Answers the audience’s questions clearly and thoroughly. (2pts)	0-1.5	1.75-2

Visual Presentation is well thought out, well-constructed, presented logically and orderly, and helps shape the overall narrative of the presentation. APA format reference section lists all of the relevant scholarly resources utilized within the presentation. (2pts)	0-1.5	1.75-2
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Posting of Grades

Grades will be posted in Canvas approximately 2 weeks after the assignment due date or submission date, whichever is later. Grades will be posted on the Canvas grade book where students can monitor the status of their grade easily. Students' final grades are based on their total points earned. Students can calculate an estimate of their grades, at any time, by adding their total points earned and comparing it to the chart above. **There will be no negotiation of grades or course policies. Students should be diligent in working toward the grade they desire in this course.**

Grading Policies

Assignments are expected to be turned in on time. Students should make plans to ensure that all assignments and exams are submitted by the due dates and times. **Late work will only be accepted up to 48 hours after the due date. No late discussion boards, quizzes or exams will be accepted.** Each day the assignment is turned in late the earned grade will be reduced by 1pt for assignments worth 9 points or less and 2pts for assignments worth 10 points or more. For example, if a student turns in an assignment worth 5 points, 5 minutes after the due date and time and they earn 4 points for the assignment based on the quality of their work, their final grade will be 3 pts (4pts earned grade - 1pt penalty for being a day late = 3pts final grade). *No assignments will be accepted more than 48 hours after the due date. If an assignment is submitted more than 48 hours after the due date a "0" will be entered in the gradebook on Canvas and no feedback will be provided.* Work must only be submitted in Canvas. Any work submitted via email will not be graded.

In addition, the lowest grade earned on a Quiz or DB will be replaced by the highest grade on that assignment for every student, at the end of the semester. This means if a student misses quiz 2 and receives a "0", that grade will be replaced by the student's highest grade earned on their other quizzes for that semester.

Class Attendance

Students will be expected to be present for class. Class participation is vital to the learning experience. Because of the importance of class attendance, **students will lose 2 points off their final grade for every unexcused absence.** Exceptions to this deduction would be professor approved and documented excused absences such as illness, death in the immediate family, legal proceedings, for example. Per the University catalog, students may request make-up consideration for valid and verifiable reasons, such as illness, death in the immediate family,

legal proceedings, or participation in university-sponsored activities. Students participating in university-sponsored activities are responsible for obtaining a written explanation for their absence from the faculty/staff member responsible for the activity. In all cases, students are encouraged to notify the faculty member of the course in advance of any absence.

Students should be present, on-time, prepared, remain for the entire class period and be actively engaged in the class activities. Examples of engagement in class includes but is not limited to answering questions, provided thoughtful input based on the course content and one's own experience, respectfully inquiring about the material or a fellow student's perspective, etc. Students will be responsible for reading the assigned materials in the textbook and any other resources provided by the instructor in Canvas before each face-to-face class.

Cooperative group learning experiences will be promoted throughout the course. The goals will focus on shared decision-making, individual and group responsibilities, and effective written and or communication skills. Students are expected to be professional and respectful during their participation in the course.

COURSE OUTLINE AND CALENDAR

*Each week course content will be available in the module associated with that week on Canvas. Be sure to check Canvas weekly for online content to review as part of the course. Online content may include videos, articles, etc. in addition to the textbook assigned readings. Weekly reading assignments should be done before class meetings unless otherwise indicated.

Class Date/Format	Topic	Assigned Readings/Viewings	Assignment Due
Week 1 – 8/22 Face to Face	Introduction to Course	Syllabus	
Week 2 – 8/29 Face to Face	History of Research in MFT & Types of Research and Theories	W,P,&E Ch. 1 S&P Ch. 1 & 2	Online Quiz 1: Due Tuesday, 8/30 by 11:59pm (over course content for week 2)
Week 3 – 9/5	Using Human Subjects in Research	Citi Training	Research Topic: Due Sunday, 9/11 by 11:59pm CITI/NIH Training Certificate: Due by Sunday, 9/11 by 11: 59pm.
Week 4 – 9/12 Face to Face	Evaluating Research & Ethics	APA Ch. 1 & 2 W,P,&E Ch. 14 & 8	Online Quiz 2: Due Tuesday, 9/13 by 11:59pm (over course content for week 4)
Week 5– 9/19	Statistics	W,P,&E Ch. 2, 9, 10, & 11 APA Ch. 6 p. 181-188	Discussion Board 1: Initial post due by Saturday at 11:59 pm & 2 responses due Sunday by 11:59pm
Week 6 – 9/26 Face to Face	Validity & Survey Research	W,P,&E Ch. 3, 4, 5 S&P Ch. 12	Online Quiz 3: Due Tuesday, 9/27 by 11:59pm (over course content for week 6)

Week 7 – 10/3 Face to Face	Quantitative Methods	S&P Ch. 13, 16 & 17	Online Quiz 4: Due Tuesday, 10/4 by 11:59pm (over course content for week 7)
Week 8 – 10/10	Quantitative & Mixed Methods	S&P Ch. 19 APA Ch. 3 p.77-93	Discussion Board 2: Initial post due by Saturday at 11:59 pm & 2 responses due Sunday by 11:59pm
Week 9 – 10/17 Face to Face	Qualitative Methods	W,P,&E Ch. 6 S&P Ch. 3, 4 & 5	Article Review: Due Sunday, 10/23 by 11:59pm Online Quiz 5: Due Tuesday, 10/18 by 11:59pm (over course content for week 9)
Week 10 – 10/24	Qualitative Methods	S&P Ch. 6, 8, & 9 APA Ch. 3 p. 93-105	Discussion Board 3: Initial post due by Saturday at 11:59 pm & 2 responses due Sunday by 11:59pm
Week 11 – 10/31 Face to Face	Evidence Based Practices	W,P,&E Ch. 12 & 13	Research Proposal Outline: Due Sunday, 11/6 by 11:59pm Online Quiz 6: Due Tuesday, 11/1 by 11:59pm (over course content for week 11)
Week 12 – 11/7	APA Formatting	APA Ch. 4-9 Videos on Canvas	Online Quiz 7: Due Tuesday, 11/8 by 11:59pm (over APA format)
Week 13 – 11/14 Face to Face	Application of Research in Clinical settings	W,P,&E Ch. 15 & 16	Research Proposal Draft: Due Sunday, 11/20 by 11:59pm Online Quiz 8: Due Tuesday, 11/15 by 11:59pm (over course content for week 13)
Week 14 – 11/21	Application of Research in Clinical settings	W,P,&E Ch. 17 & 18	Peer Reviews: Due Sunday, 11/27 by 11:59pm Online Quiz 9: Due Tuesday, 11/22 by 11:59pm (over course content for week 14)
Week 15 – 11/28 Face to Face	Presentations (Students will be randomly assigned presentation dates)	Presentations	Research Paper: Due Sunday, 12/4 by 11:59pm Presentations due in Canvas by 11:59pm on 11/28
Week 16 – 12/5 Face to Face	Presentations (Students will be randomly assigned presentation dates)	Presentations	Final Exam: Due online, Friday, 12/09 by 11:59pm Presentations due in Canvas by 11:59pm on 12/5

(Course Calendar may be altered by the instructor throughout the semester as needed.)

Important University Dates

You can access the current Academic Calendar at the link below for important university dates:

<https://www.tamuct.edu/registrar/academic-calendar.html>

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. **We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

Other Technology Support

For log-in problems, students should contact Help Desk Central, 24 hours a day, 7 days a week

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Warrior Center for Student Success, Equity and Inclusion is responsible for ensuring that students with a disability receive equal access to the university’s programs, services and

activities. If you believe you have a disability requiring reasonable accommodations, please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information, please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]

Academic Integrity

Texas A&M University-Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more [information regarding the student conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html), [https://www.tamuct.edu/student-affairs/student-conduct.html].

If you know of potential honor violations by other students, you may [submit a referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

Drop Policy

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web.

[https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdpId=https://eis-prod.ec.tamuct.edu:443/samlso&SpSessionAuthnAdapterId=tamuctDF&TargetResource=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fSubmit%2fStart%2f53b8369e-0502-4f36-be43-f02a4202f612].

Faculty cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant, experiencing pregnancy-related conditions, and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](#)

[<https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html>]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](#) online, please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Student Counseling Center

The Student Counseling Center is a place where students can go for no-cost services to get help to handle day-to-day challenges and encourage their personal growth and development.

The Student Counseling Center provides services ranging from assistance with anxiety, depression, relationship concerns to crisis intervention. Students get personal assistance, tailored to their needs, in a welcoming and comfortable atmosphere.

Services — including counseling sessions up to once a week — **are at no additional cost** while students are currently enrolled at Texas A&M University-Central Texas.

For more information about the counseling center, students should visit the website, <https://www.tamuct.edu/student-affairs/student-counseling.html>, or call to make an appointment at (254) 501-5955.

Campus Cupboard

The Campus Cupboard is a student-run food pantry built to serve all students, staff, and faculty in need of assistance. Stocked with food, the cupboard acts as a safety net for the TAMUCT community. Food is provided at no cost. No proof of income or US citizenship is required. New clients will be asked to complete a New Client Form. All information is kept confidential and only recorded for statistical purposes. For more information, email tamuctcupbaord@tamuct.edu or call 254-501-5909. More information about Campus Cupboard openings can also be found at <https://tamuct.edu/student-affairs/campus-cupboard.html>.

Tutoring

Tutoring is available to all A&M-Central Texas students, both virtually and in-person. Student success coaching is available online upon request.

If you have a question, are interested in becoming a tutor, or in need of success coaching contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, visit the Warrior Center at 212 Warrior Hall, or by emailing WarriorCenter@tamuct.edu.

To schedule tutoring sessions and view tutor availability, please visit [Tutor Matching Services](#) [<https://tutormatchingservice.com/TAMUCT>] or visit the Tutoring Center in 111

Warrior Hall.

Chat live with a remote tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

University Library & Archives

The University Library & Archives provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 400,000 eBooks and 82,000 journals, in addition to the 96,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place virtually through WebEx, Microsoft Teams or in-person at the library. [Schedule an appointment here](https://tamuct.libcal.com/appointments/?g=6956) [https://tamuct.libcal.com/appointments/?g=6956]. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index]

University Writing Center

University Writing Center: Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (A&M–Central Texas) is a free service open to all A&M–Central Texas students. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant

style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via [WCOonline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

OPTIONAL POLICY STATEMENTS

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Wellness and Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/compliance/titleix.html) [https://www.tamuct.edu/compliance/titleix.html].

Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](#) online

[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](#) website for more information [https://www.tamuct.edu/bit]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5805.