

Course Syllabus

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 Edit



College of Health Sciences | MA in Clinical Counseling

PSY6090: Research Methodology

3 Units

Course Information:

Summer 2026/Quad 2

Course Dates: July 6 - August 30

Meeting days/times:

Tuesdays and Thursdays, 2:00 p.m. – 4:45 p.m.

Meeting location: Mission Valley Campus, MV 301

Instructor Information:

Instructor title and name: Prof. TJ Bowse

Email: tbowse@pointloma.edu

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith.



faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Course Description

Note: Describe the course's purpose and scope; include the **verbatim text of the university catalog** description for this course. You may follow this official catalog course description with an amplified description reflecting the way this particular course is designed.

Program and Course Learning Outcomes

The educational goals of Point Loma Nazarene University's ***Masters of Arts in Clinical Counseling (MACC)*** are to develop graduate students and clinicians who are:

1. competent clinicians and professionals that practice from a wide-range of clinically valuable and research-based approaches;
2. able to cultivate self-awareness and apply professional ethics to the practice of clinical counseling; and,
3. providing services that are respectful of individuals and families as well as the cultural contexts that shape them, particularly focusing on those who are underserved.

PLO 1: Demonstrate competent application of theoretical models and research-based clinical interventions to therapeutic work with individuals, couples, groups and/or families

Competency 1: Demonstrate comprehensive knowledge of theories, principles, and practices relevant to clinical counseling, particularly across the lifespan and in family systems.

Competency 2: Utilize assessment tools effectively to diagnose, develop treatment plans, and monitor progress.

Competency 3: Apply clinical knowledge by effectively implementing theory-informed intervention with individuals, couples, groups, and families.

Competency 4: Evaluate and apply relevant research to the practice of clinical counseling.

PLO 2: Develop and apply self-awareness and professional ethics to the practice of clinical counseling.

Competency 1: Demonstrate knowledge of the ACA/AAMFT code of ethics and identify ethical issues when they arise with clients

Competency 2: Demonstrate awareness and effective use of self in the therapeutic process



Competency 3: Develop personal characteristics that enhance professional competence, most importantly effective communication, empathy, boundaries, self-awareness, and respect for others

PLO 3: Demonstrate competence in working with clients from diverse backgrounds, particularly in settings where sociocultural factors influence treatment and there is limited access to care.

Competency 1: Integrate contextual factors, apply multicultural theories, and modify treatment approaches to effectively work with diverse client populations.

Competency 2: Demonstrate awareness of how personal values, beliefs, and sociocultural context impact work with clients.

Competency 3: Attend to the spiritual dimensions of clients and apply faith integration processes as clinically appropriate.

Course Learning Outcomes

After completing this course, you should be able to:

- Identify and describe different types of research approaches and designs.
- Articulate strengths and limitations of the research design.
- Distinguish between experimental and descriptive approaches to research.
- Read, summarize, and critique peer reviewed research articles.
- Understand and generate research questions and hypotheses.
- Analyze and interpret descriptive and simple inferential statistics.
- Propose data analysis plans for research proposal.
- Describe the importance and meaning of research results as they pertain to issues in counseling.

Institutional Learning Outcomes

1. Learning, Informed by our Faith in Christ

Students will acquire knowledge of human cultures and the physical and natural world while developing skills and habits of the mind that foster lifelong learning.

2. Growing, in a Christ-centered Faith Community

Students will develop a deeper and more informed understanding of others as they negotiate complex professional, environmental, and social contexts.

3. Serving, in a Context of Christian Faith

Students will serve locally and/or globally in vocational and social settings.



Course Credit Hour Information

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3-unit class delivered over 8 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

This course meets PLNU and WASC credit hour policy requirements for contact hours as evidenced by the table below (3 credit units):

Assignments	Pre-Course Hours	Course Hours	Post-Course Hours
Face-to-face Class Sessions		40	
Online Participation in forums, groups, etc.	5		5
Reading	10	5	10
Writing		10	20
Other Assignments and Learning Activities	5	5	5
Exams & Quizzes	4	5	5
	24	65	45
TOTAL HOURS			134

Required Texts and Recommended Study Resources

Sheperis, C. J., Daniels, J., & Young, S. (2016). *Counseling research: Quantitative, qualitative, and mixed methods*, 2/E. Pearson. ISBN-10: 0134025091 ISBN-13: 978-0134025094

RECOMMENDED RESOURCES

Pyrczak, F., & Tcherni-Buzzeo, M. (2019). *Evaluating research in academic journals*. Routledge.



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

NOTE: Students are responsible to have the required course textbooks prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.

Assessment and Grading

Quizzes (8 x 20 = 160 points)

A quiz on the reading will be due every week as listed on the course schedule. Quizzes will be completed online and you will have 30-40 minutes to complete the quiz. You may use your textbooks and study materials, but failing to do the chapter reading beforehand will significantly hurt your chances of completing the quiz within the allotted time. Each student's lowest score will be dropped and replaced by the median of his or her quiz scores. All questions are based on the class textbook (Sheperis). Quizzes will not be scored *after* their due dates. Please note that MACC has encountered instances of students using websites that archive test bank questions. You may find yourself tempted to simply google the questions and find the answers. Please be aware that this is a very serious matter and the offense will be treated as a matter of academic dishonesty. If suspected you are using these resources, *at the instructor's discretion*, you will be given a 0 for the quiz in question and the protocol for academic dishonesty will be initiated which may result in you failing the course. We expect you to hold yourself to a high standard of integrity and cheating in this manner is not consistent with MACC culture or values.

Article Review and Critique (3 x 25 = 75 points) Fill out the article review template filling in the boxes with as much detail as you can mine out of one scientific, peer-reviewed article in the discipline of psychology. Submit a pdf of the article itself with the corresponding information highlighted. End with a 150-word reflection of your opinion of the methodology, results, limitations, or anything else. You can also write on your own personal experience as it relates to the topic.

Research Proposal Paper (200 points)

The final project is an Applied Research Proposal. Students will develop a research question, conduct a literature review, and propose a research design to test their questions/hypotheses. See detailed instructions in Assignments.

Survey Design In-Class Activities (25 points each)

As mental health clinicians, we rely on surveys as one of the main feedback tools with our clients and the public, therefore, creating effective surveys is a crucial skill. In this in-class activity, students will work in small groups to design a survey that may be used to answer a specific quantitative research question. During allotted class time during Week 4, students will meet as groups to devise a topic related to counseling and create a survey to measure variables that will serve to answer a specific question. The



survey will be disseminated to classmates and this data will be analyzed for presentation to the class at the end of the week.

Data Collection and Display (25 Points)

Students will collect and track quantitative data on some part of your their over a six week period. They will then give a presentation to the class displaying the data they tracked using a display of their choice (chart, graph, plot, histogram, etc). They will also write a 1-page personal reflection describing their data collection process and any reflections they have on the results.

Weekly Attendance and Discussions (120 points) Students will participate in weekly discussions throughout this course. The first week will be in the discussion board and all subsequent weeks will be in class.

APA Papers

All papers written in the Graduate Counseling program should be in APA style. Here are some helpful websites to help you write and format your paper:

- [The OWL at Purdue: APA Style](https://owl.english.purdue.edu/owl/section/2/10)  (<https://owl.english.purdue.edu/owl/section/2/10>)

All papers should include the following sections unless indicated otherwise:

1. Title page
2. Abstract
3. Main body with headings
4. Reference page

Please check the *APA Manual* or the websites for further formatting helps.

Assignment Distribution

Assignments	Points
Reading Quizzes	160
Article Reviews	75
Survey Design	25



Data Collection and Display	25
Research Proposal	200
Class Discussion + Week 1 Discussion Board	130
Citi Training	10
Academic Honesty Verification	5
Attendance & Professionalism (10% each)	157.5
Total	787.5

Students must achieve a minimum grade of B- to pass this class.

NOTE: It is your responsibility to maintain your class schedule. Should the need arise to drop this course (personal emergencies, poor performance, etc.); you have the responsibility to first contact the professor. Then if no accommodations can be made, you are responsible to follow through (provided the drop date meets the stated calendar deadline established by the University).

Grading Scale:

Grade Scale Based on Percentage of Points Earned				
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F ≤ 59



A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

Grading policies:

A: Exemplary: The student has demonstrated a quality of work and accomplishment far beyond the formal requirements and shows originality of thought and mastery and application of knowledge, skills and attitudes presented in the course.

B: Proficient: The student's achievement reflects expectable achievement by demonstrating a proficient grasp and application of course concepts, skills, and attitudes presented in the course.

C: Marginal: The student has only partially demonstrated an inconsistent and correct grasp and application of the basic concepts, skills, and attitudes presented in the course.

F: Unacceptable: The student has failed to demonstrate grasp and application of course concepts, skills, and attitudes either through insufficient and incomplete presentations, or consistently incorrect and unprofessional presentations.

Ground Rules of the Course

Together we will create a dynamic learning environment where:

1. Learning is challenging but safe
2. Learning is experiential and active
3. Communication is open . . . opposing viewpoints are welcomed
4. All are learners and all are teachers . . . we will learn from each other
5. Mistakes are okay . . . this is a no-guilt, no-blame zone
6. The point is to learn and grow ... grades are a by-product and not the goal
7. Integrity and honesty are expected

Please jot down some of your expectations for this course.

Course Policies

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the classroom is prohibited.



may violate the law.

1. Academic Honesty

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As explained in the university catalog, academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. Violations of university academic honesty include cheating, plagiarism, falsification, aiding the academic dishonesty of others, or malicious misuse of university resources. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course following the procedure in the university catalog. Students may appeal also using the procedure in the university catalog. See Academic Policies in the [current PLNU catalog](https://catalog.pointloma.edu/) (<https://catalog.pointloma.edu/>) for further information.

2. Identity Fraud

Committing identity fraud is considered particularly serious and could have legal as well as institutional implications. Any student who has another individual impersonate or in any other way commit identity fraud in any course, assignment, exam, or any type of academic exercise will be permanently suspended from Point Loma.

3. Final Examination Policy

Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the [Class Schedules](http://www.pointloma.edu/experience/academics/class-schedules) (<http://www.pointloma.edu/experience/academics/class-schedules>) site. No requests for early examinations will be approved.

4. Participation

Your participation (think of this as 'contribution') in the course is monitored and graded. Your interaction with the course content, the instructor, fellow students, and the learning process directly influences your level of success in the course. You need to demonstrate that you have truly completed the assigned readings, shared what you learned from them, and demonstrate understanding and application of the concepts presented. Participation in the course will benefit your overall online experience as well as the experience of others in the course.

5. Classroom Etiquette

Students are expected to actively engage in an adult learning environment. Behaviors that disrupt the classroom environment and interfere with the learning of others are prohibited. Examples include talking with other students during a presentation or when others are speaking, texting, gaming, internet browsing, or reading non-course related materials. All pagers, cellphones, and other electronic communication devices will be turned off at the beginning of class. Tablets and computers are allowed in class for note-taking purposes only, unless otherwise directed by the instructor.



Arriving late and leaving early are strongly discouraged and disruptive to the class.

Respect each person's opinions. Be considerate while your peers are speaking and actively engage them only when they have completed their point. Discourteous comments and side conversations will not be tolerated and will be addressed openly and directly by the instructor. Should a student's behavior become disruptive to the productivity of the course they will be asked to leave the classroom and not receive credit for attendance.

6. University Catalog

For additional Point Loma policy items, review the latest [Point Loma Nazarene University Catalog \(https://catalog.pointloma.edu/index.php\)](https://catalog.pointloma.edu/index.php).

7. Confidentiality of Course Discussion and Assignments

Materials posted to the class discussion or to an assignment thread are for class use only. Students and faculty are to protect the confidentiality of all classroom materials and should never transmit any classroom materials without specific written permission of the person quoted and the instructor.

PLNU Spiritual Care

Mission Valley: PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our Graduate students to encounter God and grow in their Christian faith. At the Mission Valley (MV) campus we have an onsite chaplain who is available during class break times across the week. If you have questions for or a desire to meet or share any prayer requests with the onsite chaplain, you may email Dr. Sylvia Cortez Masyuk at scortezm@pointloma.edu.

In addition, on the MV campus there is a prayer chapel on the third floor. It is open for use as a space set apart for quiet reflection and prayer.

PLNU Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students.



and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when, in reality, they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination or, depending on the seriousness of the offense, for the course.

For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Graduate Academic and General Policies \(https://pointloma-public.courseleaf.com/graduate-catalog/academic-general-policies/#text\)](https://pointloma-public.courseleaf.com/graduate-catalog/academic-general-policies/#text) for definitions of kinds of academic dishonesty and for further policy information.

During the first week of class, you will be asked to submit an Academic Honesty Verification Statement. Submitting the statement is a requirement of this course. By submitting the Academic Honesty Verification Statement, you will be verifying all assignments completed in this course were completed by you. Carefully review the Academic Honesty Statement below.

Statement: "In submitting this form, I am verifying all the assignments in this course will be completed by me and will be my own work."

Artificial Intelligence (AI) Policy

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

[MLA Style Center: Citing Generative AI](https://style.mla.org/citing-generative-ai/) ➞ (https://style.mla.org/citing-generative-ai/)

[APA Style: How to Cite ChatGPT](https://apastyle.apa.org/blog/how-to-cite-chatgpt) ➞ (https://apastyle.apa.org/blog/how-to-cite-chatgpt)

[Chicago Manual of Style: Citing Content Developed or Generated by AI](https://www.chicagomanualofstyle.org/qanda/data/faq/topics/Documentation/faq0422.html) ➞ (https://www.chicagomanualofstyle.org/qanda/data/faq/topics/Documentation/faq0422.html)



PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2533). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. Professors are able to view a student's approved accommodations through Accommodate.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any accommodations.

Language and Belonging

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced other forms of discrimination, you can find more information on reporting and resources at [PLNU's Nondiscrimination webpage](http://www.pointloma.edu/nondiscrimination) (<http://www.pointloma.edu/nondiscrimination>).



Sexual Misconduct and Discrimination

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX (<http://pointloma.edu/Title-IX>). Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix (<http://pointloma.edu/title-ix>) or as shown in the PLNU Spiritual Care section of this syllabus.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias (<http://www.pointloma.edu/bias>).

PLNU Course Modality Definitions

1. Online Courses: These are courses with class meetings where all instruction and interaction is fully online.
 - Synchronous Courses: At least one class meeting takes place at a designated time.
 - Asynchronous Courses: All class meetings are asynchronous.
2. Hybrid Courses: These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.
3. In-Person Courses: These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).

PLNU Attendance

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements.



PLNU Policy: If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent (equivalent to two (2) classes in the MACC program), the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade.

Note: If a student incurs a third absence, they may petition the faculty to remain enrolled in class. The faculty will provide a make up assignment proportionate in length and difficulty to the class missed. This third absence may also result in a referral to the Student Development Committee.

In addition to the university policy, 10% of your course grade will reflect your attendance. Coming to class is mandatory and expected. As extenuating circumstances may happen that prevent you from attending class, a student may incur one absence without losing points. Each subsequent absence will drop this portion of the grade by 5% of the total course points (up to 10%). Note: absences are not categorized as excused or unexcused.

Attending class on time is essential to promote a respectful and professional learning environment. Arriving to class more than 15 minutes late is counted as a tardy. Two tardies count as one absence. Arriving 30 minutes or more late to a class will be considered an absence.

Refer to [Academic Policies](https://pointloma-public.courseleaf.com/grad-catalog/academic-general-policies/)  [\(https://pointloma-public.courseleaf.com/grad-catalog/academic-general-policies/\)](https://pointloma-public.courseleaf.com/grad-catalog/academic-general-policies/) for additional detail.

Professionalism

Student professionalism will be assessed in each course, constituting 10% of the total course grade. Professionalism indicators include class participation, interactions with peers and instructors, and self-awareness. The full rubric can be found here: [PLNU MACC Professionalism Rubric](https://docs.google.com/document/d/1osLcREXhNvA9EJSp1XW0SISi8-l0szbqS4we1d3KohQ/edit)  [. \(https://docs.google.com/document/d/1osLcREXhNvA9EJSp1XW0SISi8-l0szbqS4we1d3KohQ/edit\)](https://docs.google.com/document/d/1osLcREXhNvA9EJSp1XW0SISi8-l0szbqS4we1d3KohQ/edit).

Late Policy

Assignments submitted up to 24 hours past the due date will be deducted 25% of the grade. Assignments submitted up to 48 hours past the due date will be deducted 50% of the grade. Any assignment turned in after 48 hours past the due date will receive no credit. Students are encouraged to alert the professor if an assignment is anticipated to be late. Professors can extend these late penalties if arrangements are made in advance.

Use of Technology



MACC is committed to a distraction-free learning environment. Students are welcome to bring devices to class, but they *must remain stored* throughout class time unless directed otherwise by the instructor. Phones, laptops, iPads/tablets, and other personal devices are not permitted to be passively used during lectures, discussions, or any other activity unless expressly communicated by the instructor.

GPS Academic Resources

PLNU offers the following free academic resources virtually for Graduate Professional Studies (GPS) Students. Visit myPLNU through the links below for more information.

- **The GPS Writing Center** (<https://my.pointloma.edu/pages/writing-center-gps>) offers:
- **Zoom Writers Workshops** offered each quad on a variety of helpful topics
- **One-to-one appointments** with the Writing Coach
- **Microlearning YouTube Video Library** for helpful tips anytime
- **Research Help Guide** (<https://my.pointloma.edu/pages/research-help>) to help you start your research
- The physical office is located on the third floor of the **Mission Valley Regional Center**  (<https://maps.app.goo.gl/CRXui8PJUnSkvokC9>) off the student lounge
- **Academic Writing Resources Course** (<https://canvas.pointloma.edu/courses/64301>): Found on your Canvas Dashboard, this course is non-credit with 24/7 access, no time limits, and self-paced content. **Watch a quick video run-through**  (<https://youtu.be/JB8MmVPznFI>)



(<https://youtu.be/JB8MmVPznFI>)

and take time now to explore!

- **Grammarly**  (<https://www.grammarly.com/edu/point-loma-nazarene-university-graduate-professional-studies>): Students have unlimited FREE access to Grammarly for Education, a trusted tool designed to help enhance writing skills by providing real-time feedback, identifying areas for improvement, and providing suggestions. Grammarly's Generative AI is NOT available with our student accounts.
- **Tutoring** (<https://my.pointloma.edu/pages/tutoring-gps>): Students have access to 24/7 live or scheduled subject tutoring through Tutor.com, including a Paper Drop-Off Service with feedback within 12 hours.

We are here to support you! Contact us anytime: **GPSWritingCenter@pointloma.edu**

Course Schedule and Assignments

Weekly Course Schedule



Week	Topic	Reading Due	Assignment
1a	Intro, Ethics	Sheperis, Chp. 1 and 2	Reading Quiz
1b	Reviewing Literature	Sheperis, Chp. 3 Pyrchak Chp. 4	
2a	Methodology	Sheperis, Chp. 4	Reading Quiz
2b	Basic Statistical Concepts	Sheperis, Chp. 5	Article Review #1 Due
3a	Planning and Designing a Research Study	Sheperis, Chp. 6	Reading Quiz
3b	Experimental Research Designs	Pyrchak Chp. 9	Research Proposal Section 1 Due
4a	Survey Research	Sheperis, Chp. 13	Reading Quiz
4b	Survey Research		Article Review #2 Due In-class: Survey Design Project
5a	Qualitative Research Designs	Sheperis, Chp. 9-12	Reading Quiz



5b (No class)	Mixed Method and Other Designs	Sheperis, Chp. 14 Pyrzczak Chp. 5	
6a	Data Analysis	Sheperis, Chp. 7, 17	Research Proposal Section 2 Due Reading Quiz
6b	Interpretation	Pyrzczak Chp. 10	Article Review #3 Due
7a	Program Evaluation	Sheperis, Chp. 16	Reading Quiz In-class Project: Program Evaluation Group Work
7b	Program Evaluation		Research Proposal Section 3 Due
8a	Presentation	Sheperis, Chp. 18	Reading Quiz Data Collection & Display Due
8b	Presentation		Final Research Proposal Due

Note: Instructor reserves the right to make syllabus and assignment adjustments which in her/his judgment are appropriate and are supported in terms of learning objectives.

Assignments At-A-Glance

The course summary below lists our assignments and their due dates. Click on any assignment to review it.

Course Summary:

Date	Details	Due
Tue Jul 7, 2026	 Session 1 Agenda	to 

Date	Details	Due
	 Academic Honesty Verification Statement https://canvas.pointloma.edu/courses/86323/assignments/1328918	due by 11:59pm
		
Thu Jul 9, 2026	 Session 2 Agenda	to do: 2pm
	 WK1: Introductions https://canvas.pointloma.edu/courses/86323/assignments/1328931	due by 11:59pm
		
	 WK1: CITI Training - Protecting Human Subjects https://canvas.pointloma.edu/courses/86323/assignments/1328939	due by 11:59pm
		
Sun Jul 12, 2026	 WK1: Discussion 1 - Introductions https://canvas.pointloma.edu/courses/86323/assignments/1328930	due by 11:59pm
		
	 WK1: Discussion 2 - Using Research Databases Online https://canvas.pointloma.edu/courses/86323/assignments/1328929	due by 11:59pm
		
Tue Jul 14, 2026	 Session 3 Agenda	to do: 2pm
Thu Jul 16, 2026	 Session 4 Agenda	to do: 2pm
Sun Jul 19, 2026	 WK2: Discussion 1 - Identifying Type of Variables https://canvas.pointloma.edu/courses/86323/assignments/1328928	due by 11:59pm
		
	 WK2: Discussion 2 - Understanding the Variables of A Research Study https://canvas.pointloma.edu/courses/86323/assignments/1328921	due by 11:59pm
		



Date	Details	Due
	 WK2: Reading Quiz - Chapters 4 and 5 https://canvas.pointloma.edu/courses/86323/assignments/1328913	due by 11:59pm
		
	 WK2: Article Review #1 https://canvas.pointloma.edu/courses/86323/assignments/1328940	due by 11:59pm
		
Tue Jul 21, 2026	 Session 5 Agenda	to do: 2pm
Thu Jul 23, 2026	 Session 6 Agenda	to do: 2pm
	 WK3: Discussion 1 - Design Problems https://canvas.pointloma.edu/courses/86323/assignments/1328927	due by 11:59pm
		
	 WK3: Discussion 2 - Understanding Experimental Research Designs https://canvas.pointloma.edu/courses/86323/assignments/1328926	due by 11:59pm
Sun Jul 26, 2026		
	 WK3: Reading Quiz - Chapter 6 https://canvas.pointloma.edu/courses/86323/assignments/1328920	due by 11:59pm
		
	 WK3: Research Proposal Section 1 - Formulating Research Questions https://canvas.pointloma.edu/courses/86323/assignments/1328941	due by 11:59pm
		
Tue Jul 28, 2026	 Session 7 Agenda	to do: 2pm
Thu Jul 30, 2026	 Session 8 Agenda	to do: 2pm



Date	Details	Due
Sat Aug 1, 2026	 WK1: Reading Quiz - Chapters 1, 2 and 3 https://canvas.pointloma.edu/courses/86323/assignments/1328916	due by 2pm
		
Sun Aug 2, 2026	 Mid-Course Survey https://canvas.pointloma.edu/courses/86323/assignments/1328917	due by 11:59pm
		
	 WK4: Discussion - Evidence-Based Practices https://canvas.pointloma.edu/courses/86323/assignments/1328922	due by 11:59pm
		
	 WK4: Reading Quiz - Chapter 13 https://canvas.pointloma.edu/courses/86323/assignments/1328911	due by 11:59pm
		
Tue Aug 4, 2026	 WK4: Survey Design - In-class Activity https://canvas.pointloma.edu/courses/86323/assignments/1328945	due by 11:59pm
		
	 WK4: Article Review #2 https://canvas.pointloma.edu/courses/86323/assignments/1328942	due by 11:59pm
Thu Aug 6, 2026		
	 Session 9 Agenda	to do: 2pm
Sun Aug 9, 2026	 Session 10 Agenda	to do: 2pm
	 Lecture Reflection https://canvas.pointloma.edu/courses/86323/assignments/1328934	due by 11:59am
		
	 WK5: Discussion 1 - Practicing with Qualitative Methods https://canvas.pointloma.edu/courses/86323/assignments/1328925	due by 11:59pm
		
		

Date	Details	Due
	 WK5: Discussion 2 - Applying Mixed-Methods Research https://canvas.pointloma.edu/courses/86323/assignments/1328923	due by 11:59pm 
	 WK5: Reading Quiz - Chapters 9 - 12 https://canvas.pointloma.edu/courses/86323/assignments/1328914	due by 11:59pm 
Tue Aug 11, 2026	 Session 11 Agenda	to do: 2pm
Thu Aug 13, 2026	 Session 12 Agenda	to do: 2pm
	 WK6: Article Review #3 https://canvas.pointloma.edu/courses/86323/assignments/1328944	due by 11:59pm 
Sat Aug 15, 2026	 WK6: Reading Quiz (Chapters 7 and 17) https://canvas.pointloma.edu/courses/86323/assignments/1328915	due by 11:59pm 
	 Week 6 Lecture Reflection https://canvas.pointloma.edu/courses/86323/assignments/1328948	due by 11:59am 
Sun Aug 16, 2026	 WK6: Discussion - Determining Data Analysis https://canvas.pointloma.edu/courses/86323/assignments/1328924	due by 11:59pm 
	 WK6: Research Proposal Section 2 - Literature Review https://canvas.pointloma.edu/courses/86323/assignments/1328945	due by 11:59pm 
Tue Aug 18, 2026	 Session 13 Agenda	to do: 2pm
Thu Aug 20, 2026	 Session 14 Agenda	to do: 2pm 

Date	Details	Due
Sat Aug 22, 2026	 WK7: Reading Quiz - Chapter 16 OPTIONAL https://canvas.pointloma.edu/courses/86323/assignments/1328919	due by 11:59pm
		
	 Data Collection and Display https://canvas.pointloma.edu/courses/86323/assignments/1328932	due by 11:59pm
		
Sun Aug 23, 2026	 Program Evaluation In-class Assignment https://canvas.pointloma.edu/courses/86323/assignments/1328937	due by 11:59pm
		
	 WK7: Research Proposal Section 3 - Methodology and Research Design https://canvas.pointloma.edu/courses/86323/assignments/1328946	due by 11:59pm
		
Tue Aug 25, 2026	 Session 15 Agenda	to do: 2pm
Thu Aug 27, 2026	 Session 16 Agenda	to do: 2pm
	 End-of-Course Evaluation https://canvas.pointloma.edu/courses/86323/assignments/1328932	due by 11:59pm
		
Sat Aug 29, 2026	 WK8: Reading Quiz - Chapter 18 https://canvas.pointloma.edu/courses/86323/assignments/1328912	due by 11:59pm
		
Sun Aug 30, 2026	 Roll Call Attendance https://canvas.pointloma.edu/courses/86323/assignments/1328938	due by 11:59pm
		
	 WK8: Final Research Proposal Paper https://canvas.pointloma.edu/courses/86323/assignments/1328947	due by 11:59pm
		



Date	Details	Due
	 Professionalism (https://canvas.pointloma.edu/courses/86323/assignments/1328936)	due by 11:59pm
		
	 Mid-Course Professionalism Feedback (https://canvas.pointloma.edu/courses/86323/assignments/1328935)	
		

