



Your University of Choice

Calumet College of St. Joseph is a Catholic institution of higher learning dedicated to the academic, spiritual and ethical development of undergraduate and graduate students. Informed by the values of its founding religious community, the Missionaries of the Precious Blood (C.P.P.S.), the College promotes the inherent dignity of all people, social justice, an ethic of service, student empowerment, opportunity, and lifelong learning

## **COURSE SYLLABUS Term: 2017-2018 Fall Semester**

<b>Course: Research Methodology/Research Design</b>	
<b>Instructor Information:</b>	
<b>Instructor</b>	Robert John Zagar PhD MPH
<b>Office Number:</b>	312-266-3411
<b>Email:</b>	rzagar@ccsj.edu
<b>Hours Available:</b>	Before or after class or by appointment. Contact me to schedule a time.
<b>Instructor Background:</b> B.S. Psychology, University of Wisconsin Milwaukee, M.S. Psychology, Illinois Institute of Technology, Ph.D. Research Design & Statistics, Psychology, Northwestern University (rated best program globally by American Psychological Association), M.P.H. Public Health, University of Illinois at Chicago, Health Science Center, School of Public Health, 2 years each premedical sciences (De Paul University) 2 years basic medical science (Barry University); academic, clinical, counseling, forensic, industrial, research, and school psychology; 100 peer reviewed scientific publications; an entire volume of a research journal; testimony before the U.S. House of Representatives Judiciary Subcommittee on Crime Terrorism & Homeland Security about generating \$130,000,000 private and public funds to divert high risk youth with jobs, mentors, anger management saving 324 lives & \$2,005,000,000 expenses 2009-present in Chicago and Cook County, influencing the release of 56% nonviolent offenders in Cook County 2011-present, 6,800 federal prisoners released by President Obama commutation or pardon, 1 Act of Congress for predictive analytics of military & veterans, many local, international & national awards & honors. Robert studied with Tom Cook, Don Campbell, Robert Boruch, Erlbacher, Ken Howard, Normal Bowers, among other stellar researchers at Northwestern University	
<b>Course Information:</b>	
<b>Course Time:</b>	Wednesday 3:30-6:30 PM
<b>Classroom:</b>	TBA
<b>Prerequisites:</b>	PSY 100, ENGL 103 and 104 or permission of program director..
<b>Required Books and Materials:</b>	Shadish, W.R., Cook, TD., & Campbell, D.T. (2001) <i>Experimental &amp; Quasi Experimental Designs for Generalized Causal Inference</i> , ISBN: 0-395-61556-9
<b>Suggested Readings (power points to be supplied by instructor)</b>	Lyons, J.S., Howard, K.I., O'Mahoney, M.T., & Lish, J.D. (1997) <i>The Measurement and Management of Clinical Outcomes in Mental Health</i> , ISBN:0-471-15429. (ON RESERVE IN THE LIBRARY)
<b>Learning Outcomes/ Competencies:</b> Students will: (a) learn about an hypothesis and prediction; (b) ethics and consent in research; (c) validity and reliability; (d) observation and surveys; (e) experimental design and conducting experiments; (f) single case, quasi experimental and developmental research; (g) description and correlation; (h) statistical inference and generalization.	

<p>Students will be able to critically evaluate selected research papers. Students will have the basic tools to critically construct and execute research. Students will be capable to state the hypotheses, the scientific problem, and design a way to measure the dependent variables, select the subjects or the independent variables, choose the sample size by determining the power required, choose the statistics to analyze the data, and then report the statistical results, and come to a conclusion about the hypotheses. Students will appreciate the ethical and legal issues in conducting research.</p>
<p><b>Course Description: PSY Research Methodology:</b> This course includes training in laboratory procedures and research methodology to provide the individual student with the opportunity to pursue the field of psychology from an empirical point of view. The student will be expected to design, implement, and construct a formal report on a research topic. Students will critically evaluate research by analyzing it. Students will be able to state the problem as an hypothesis, then determine the dependent variables (measures) and independent variables (control and experimental groups), and choose the correct sample size to come up with a reliable and valid result. Students will then choose which statistic is best suited for the design. Students will then design and present a research study.</p>
<p><b>Learning Strategies:</b> Students will: (a) take quizzes (b) take midterm exam; (c) take final exam; (d) give a 5 slide 5 minute power point presentation during final class after final exam on topic of choice in brain &amp; behavior; (e) complete 5 page paper with references APA style on topic of choice (may be same topic as power point presentation). Students will learn to critically evaluate research. Students will have the basic tools to state the problem in scientific terms, the null hypothesis. Students will be able to understand the difference between dependent and independent variables. Students will comprehend that in order to have reliable and valid results, the sample size must be adequate and the statistics chosen to analyze the data must meet the assumptions for which the statistic was developed. Students will understand construct, internal, external and statistical conclusion validity. The class will be divided into power point lectures, brief movies, and reviewing scientific papers. This format has been chosen as relevant to the subject matter, the diverse student interests, and to facilitate and exchange information.</p>
<p><b>Experiential Learning Opportunities:</b> Students will: (a) take quizzes; (b) take midterm exam; (c) take final exam; (d) give a 5 slide 5 minute power point presentation during final class after final exam on topic of choice; (e) complete 5 page paper with references APA style on topic of choice (may be same topic as power point presentation); (f) class participation in dialogue. There will be a review of sample scientific papers with an emphasis on understanding the abovementioned concepts. There will be a library tour. Students will choose a study design, write a paper and make a presentation in the area of their major or interest.</p>

<b>Assessments:</b>		
<b>Major Assignments:</b>	<p>See the course schedule for a weekly breakdown. Any changes will be announced in class. Major assignments include quizzes, midterm, final, paper and presentation. Students will: (a) take quizzes; (b) take midterm exam; (c) take final exam; (d) give a 5 slide 5 minute power point presentation during final class after final exam on topic; (e) complete 5 page paper with references APA style on topic of choice (may be same</p>	<p>Quizzes (1/5) Midterm 1/5 Final 1/5 (last class) Power point presentation 1/5 (last class) Paper 1/5 (last class)</p>



		Improve Quality
<b>October 11</b>	Chapters 7,8, 9, 10, 11 and 12 Lyons, Howard, O'Mahoney and Lisk. Review 4 research articles	Implementation: Barriers & the Strategies to Overcome Them; Examples of Acute Psychiatric Services; Outcomes Management in Outpatient Services, Substance Abuse Treatment Services; Services for Children & Adolescents; and Community Based Services & Systems of Care.
<b>October 18</b>	Final exam Paper and power point presentation due	Experimental design by each student

**I reserve the right to change this schedule to meet the needs of the class.**

<b>Responsibilities</b>	
<b>Attending Class</b>	You cannot succeed in this class if you do not attend. We believe that intellectual growth and success in higher education occur through interaction in the classroom and laboratories. However, we do not want to penalize students for participating in college-sponsored events. When you miss class because of a college event, you must give notice of your absence in advance, and you are responsible for all missed work. Being absent doesn't excuse you from doing class work; you have <b>more</b> responsibilities to keep up and meet the objectives of this course. This is basically the policy that was adopted by the Faculty Senate on October 24, 2007.
<b>Turning In Your Work</b>	You cannot succeed in this class if you do not turn in all your work on the day it is due. No late work will be accepted. Absolutely no late work is accepted without prior approval from the instructor. Late work will be accepted on a case by case basis. All quizzes, exams, papers and power point presentations will be accepted up to the due date.
<b>CCSJ Student Honor Code</b>	This course asks students to reaffirm the CCSJ Student Honor Code: I, as a student member of the Calumet College academic community, in accordance with the college's mission and in a spirit of mutual respect, pledge to: • Continuously embrace honesty and curiosity in the pursuit of my educational goals; • Avoid all behaviors that could impede or distract from the academic progress of myself or other members of my community; • Do my own work with integrity at all times, in accordance with syllabi, and without giving or receiving inappropriate aid; • Do my utmost to act with commitment, inside and outside of class, to the goals and mission of Calumet College of St. Joseph.
<b>Using Electronic Devices</b>	Research is consistent with better academic and later work functioning with note taking by handwriting. Electronic devices cannot be used in class for course-related purposes. If you text or access the Internet for other purposes, you may be asked to leave, in which case you will be marked absent. <b>Electronic devices are out of place in the classroom. Please keep them silent and put away during class. Additionally, no electronic devices of any kind are to be used on quizzes or exams. Utilization of an electronic device in any manner during a quiz or exam will result in a zero.</b>

<b>Participating in Class</b>	You must be on time, stay for the whole class and speak up in a way that shows you have done the assigned reading. If you are not prepared for class discussion, you may be asked to leave, in which case you will be marked absent.
<b>Exams</b>	Attendance for scheduled exams is mandatory. No exams may be made up for ANY reason. If you must miss class because of a college event, you MUST make arrangements to take the exam PRIOR to the missed class. Otherwise, the exam will count as zero. Exams are administered promptly at the end of class. If you are tardy, you will NOT be provided additional time to complete the exam.
<b>Doing Your Own Work</b>	If you turn in work that is not your own, you are subject to judicial review, and these procedures can be found in the College Catalog and the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College. Using standard citation guidelines, such as MLA or APA format, to document sources avoids plagiarism. The Library has reference copies of each of these manuals, and there are brief checklists in your Student Handbook and Planner. <b>PLEASE NOTE:</b> All papers may be electronically checked for plagiarism with turnit.com. You will provide both a paper and electronic copy of the paper and the power point.
<b>Tracking Your Progress</b>	Your grade will be available in class. Be sure to see how you're doing and follow up with your instructor. Further, grades will be updated on a weekly basis.
<b>Sharing Your Class Experience</b>	At the end of the term, you will have the opportunity to evaluate your classroom experience. These confidential surveys are essential to ongoing efforts to ensure that you have a great experience that leaves you well prepared for your future. Take the time to complete your course evaluations –your feedback is valued!
<b>Withdrawing from Class</b>	After the last day established for class changes has passed (see the College calendar), you may withdraw from a course by following the policy outlined in the CCSJ Course Catalog.

<b>Resources</b>	
<b>Student Success Center:</b>	The Student Success Center provides faculty tutors at all levels to help you master specific subjects and develop effective learning skills. It is open to all students at no charge. You can contact the Student Success Center at 219 473-4287 or stop by the Library.
<b>Disability Services:</b>	Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans with Disabilities Act (ADA) guidelines. If you believe that you need a "reasonable accommodation" because of a disability, contact the Disability Services Coordinator at 219-473-4349.
<b>Student Assistance Program</b>	Through a partnership with Methodist Hospital, Calumet College of St. Joseph provides a free Student Assistance Program (SAP) to current students. The SAP is a confidential counseling service provided to students for personal and school concerns which may be interfering with academic performance and/or quality of life. The SAP counselor is available on campus once a week and off-site at their Employee Assistance Program (EAP) office in Merrillville or Gary. For more information, contact the SAP Counselor, at 219-736-4067

<b>CCSJ Alerts:</b>	<p>Calumet College of St. Joseph's emergency communications system will tell you about emergencies, weather-related closings, or other incidents via text, email, or voice messages. Please sign up for this important service annually on the College's website at:  <a href="http://www.ccsj.edu/alerts/index.html">http://www.ccsj.edu/alerts/index.html</a>.</p> <p>In addition, you can check other media for important information, such as school closings: <b>Internet:</b> <a href="http://www.ccsj.edu">http://www.ccsj.edu</a>  <b>Radio:</b> WAKE – 1500 AM, WGN – 720 AM, WIJE – 105.5 FM, WLS – 890 AM, WZVN – 107.1 FM, WBBM NEWS RADIO 78 <b>TV Channels:</b> 2, 5, 7, 9, 32</p>
---------------------	--

**Emergency Procedures**

**MEDICAL EMERGENCY**

**EMERGENCY ACTION**

1. Call 911 and report incident.
2. Do not move the patient unless safety dictates.
3. Have someone direct emergency personnel to patient.
4. If trained: Use pressure to stop bleeding.
5. Provide basic life support as needed.

**FIRE**

**EMERGENCY ACTION**

1. Pull alarm (located by EXIT doors).
2. Leave the building.
3. Call 911 from a safe distance, and give the following information:
  - Location of the fire within the building.
  - A description of the fire and how it started (if known)

**BUILDING EVACUATION**

1. All building evacuations will occur when an alarm sounds and/or upon notification by security/safety personnel. **DO NOT ACTIVATE ALARM IN THE EVENT OF A BOMB THREAT.**
2. If necessary or if directed to do so by a designated emergency official, activate the building alarm.
3. When the building evacuation alarm is activated during an emergency, leave by the nearest marked exit and alert others to do the same.
4. Assist the disabled in exiting the building! Remember that the elevators are reserved for persons who are disabled. **DO NOT USE THE ELEVATORS IN CASE OF FIRE. DO NOT PANIC.**
5. Once outside, proceed to a clear area that is at least 500 feet away from the building. Keep streets, fire lanes, hydrant areas and walkways clear for emergency vehicles and personnel. The assembly point is the sidewalk in front of the college on New York Avenue.
6. **DO NOT RETURN** to the evacuated building unless told to do so by College official or emergency responders.

**IF YOU HAVE A DISABILITY AND ARE UNABLE TO EVACUATE:**

Stay calm, and take steps to protect yourself. If there is a working telephone, call 911 and tell the emergency dispatcher where you are **or** where you will be moving. If you must move,

1. Move to an exterior enclosed stairwell.

2. Request persons exiting by way of the stairway to notify the Fire Department of your location.
3. As soon as practical, move onto the stairway and await emergency personnel.
4. Prepare for emergencies by learning the locations of exit corridors and enclosed stairwells. Inform professors, and/or classmates of best methods of assistance during an emergency.

#### HAZARDOUS MATERIAL SPILL/RELEASE

##### EMERGENCY ACTION

1. Call 911 and report incident.
2. Secure the area.
3. Assist the injured.
4. Evacuate if necessary.

#### TORNADO

##### EMERGENCY ACTION

1. Avoid automobiles and open areas.
2. Move to a basement or corridor.
3. Stay away from windows.
4. Do not call 911 unless you require emergency assistance.

#### SHELTER IN PLACE

##### EMERGENCY ACTION

1. Stay inside a building.
2. Seek inside shelter if outside.
3. Seal off openings to your room if possible.
4. Remain in place until you are told that it is safe to leave.

#### BOMB THREATS

##### EMERGENCY ACTION

1. Call 911 and report incident.
  - If a suspicious object is observed (e.g. a bag or package left unattended): Don't touch it!
  - Evacuate the area.

#### TERRORISM AND ACTIVE SHOOTER SITUATIONS

##### EMERGENCY ACTION

1. Call 911 and report intruder.

#### RUN, HIDE OR FIGHT TIPS:

1. **Prepare** – frequent training drills to prepare the most effectively.
2. **Run and take others with you** – learn to stay in groups if possible.
3. **Leave the cellphone.**
4. **Can't run? Hide** – lock the door and lock or block the door to prevent the shooter from coming inside the room.
5. **Silence your cellphone** -- use landline phone line.
6. **Why the landline?** It allows emergency responders to know your physical location.
7. **Fight** – learn to “fight for your life” by utilizing everything you can use as a weapon.

8. **Forget about getting shot – fight!** You want to buy time to distract the shooter to allow time for emergency responders to arrive.
9. **Aim high** – attack the shooter in the upper half of the body: the face, hands, shoulder, neck.
10. **Fight as a group** – the more people come together, the better the chance to take down the shooter.
11. **Whatever you do, do something** – “react immediately” is the better option to reduce traumatic incidents.