



**TIFFIN**  
UNIVERSITY

**ONLINE**

## **PSY642 Capstone Research II**

**(2 credit hours)**

### **Course Syllabus**

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#### **Course Description**

The goals of the Capstone Research courses are to help psychology graduate students to synthesize the knowledge, skills, and understanding that they have gained through their psychology courses, and to apply their skills and acquired knowledge in carrying out a research project consistent with the standards in the field.

Capstone Research II: Students will implement the research plan as proposed in Capstone I. This will include ethical data gathering (as approved by faculty and IRB) in a chosen and approved proposal topic consistent with the field. The topic should be based on a meaningful integration of the student's course of study to date. Communication and interpretation of the results will be required.

#### **Course Learning Outcomes**

By the end of this course, you will be able to:

1. Conduct research.
2. Analyze research results.
3. Communicate findings and implications of research in APA-style research paper

#### **Required Textbook(s) and Resources**

For this course a digital copy of your textbook is included with your DragonACCESS fees. Use the DragonACCESS tool in Moodle to view your book.

Bui, Y. (2019) *How to write a master's thesis* (3rd edition). Los Angeles: Sage Publications.

Be sure to also review the weekly **Explore** sections for additional library or web resources.

For access to databases, research help, and writing tips, visit the [Tiffin University Library](#). You might consider registering for one of the library's many webinars on library research, source

evaluation, copyright, and other topics, at the [Library Events - Upcoming Events](#) web page. For further assistance email a librarian, at: [library@tiffin.edu](mailto:library@tiffin.edu).

## Time Commitment

Effective time management is possibly the single most critical element to your academic success. To do well in this online class you should plan your time wisely to maximize your learning through the completion of readings, discussions, and assignments. Because of our accelerated, seven-week term, TU online courses are designed with the expectation that you dedicate a little over **six (6)** hours per credit hour to course activities and preparation **each week**. For example, for successful completion of a three-credit, seven-week online course you should reserve roughly **twenty (20) hours per week**.

To help plan your time and keep on track toward successful course completion, note the distinctive rhythm of assignment due dates:

1. All times assume Eastern Time (GMT-4).
2. Weeks begin at 12:00 a.m. ET on Monday and end at 11:55 p.m. ET on Sunday.
3. Unless otherwise noted, initial assignments or discussion posts are due by **11:55 p.m. ET on Wednesdays**.
4. Additional assignments or follow-up discussion posts are due by **11:55 p.m. ET on Saturdays, and**
5. Major assignments and reflections are typically due by **11:55 p.m. ET on Sundays**.

## Learning Activities

The Capstone learning activities and assignments will be broken down into steps that will help students achieve the goal of creating and completing the Capstone Research Project. Weekly discussions allow for students to interact with each other and their instructor to gain and analyze valuable feedback for each step of the process. Along with weekly discussions, the research will be conducted. The students will then write the methods, results, and discussion sections and finally put together a comprehensive project.

The course will be broken down for submission during various weeks of the course. This will allow students to build on their project with weekly feedback from the instructor. The final step in the course will be the submission of the final Capstone project.

## Grading

The chart below identifies the individual contributions from each type of activity, per week.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
Discussions Activity 1.1 (n.a.) Activity 1.2 (25)	Discussion Activity 2.1 (25)	Discussion Activity 3.1 (25)	Discussion Activity 4.1 (25)	Discussion Activity 5.1 (25)		Discussion Activity 7.1 (25)	150
	Assignment Methods SECTION Activity 2.2 (200)		Assignment Results SECTION Activity 4.2 (200)	Assignment Discussion SECTION Activity 5.2 (200)	Assignment Final CAPSTONE PROJECT Activity 6.1 (250)		850
25	225	25	225	225	250	25	1000

## Grading Scale

Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
F	<70

Please see the [Academic Bulletin](#) for grade appeal information.

## Course Schedule and Weekly Checklist

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
Start Here	<input type="checkbox"/> MON: Activity 1.1 Discussion: Welcome Back!
Week 1: Participants Materials Procedures	<input type="checkbox"/> WED: Activity 1.1 Discussion: Welcome Back! <input type="checkbox"/> WED: Activity 1.2 Discussion: Measurement Instruments <input type="checkbox"/> SAT: Activity 1.2 Discussion: Measurement Instruments
Week 2: Measurement Instruments Reliability Validity Data Data analysis	<input type="checkbox"/> WED: Activity 2.1 Discussion: Methods Section <input type="checkbox"/> SAT: Activity 2.1 Discussion: Methods Section <input type="checkbox"/> SUN: Activity 2.2 Paper: The Methods Section
Week 3: Quantitative Research Descriptive Statistics SPSS Test of Significance t-test Measures of central tendency	<input type="checkbox"/> WED: Activity 3.1 Discussion: Reporting the Results <input type="checkbox"/> SAT: Activity 3.1 Discussion: Reporting the Results
Week 4: Qualitative Data Themes Patterns Research questions	<input type="checkbox"/> WED: Activity 4.1 Discussion: Results Section <input type="checkbox"/> SAT: Activity 4.1 Discussion: Results Section <input type="checkbox"/> SUN: Activity 4.2 Paper: The Results Section

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
Week 5: Introduction Discussion Limitations Recommendations for future research Conclusion	<input type="checkbox"/> WED: Activity 5.1 Discussion: Interpretations, Conclusions and Implications  <input type="checkbox"/> SAT: Activity 5.1 Discussion: Interpretations, Conclusions and Implications  <input type="checkbox"/> SUN: Activity 5.2 Paper: The Discussion Section
Week 6: Publication Manual of the American Psychological Association Tables Figures Appendix	<input type="checkbox"/> SUN: Activity 6.1 FINAL PAPER: The Final Capstone
Week 7: Capstone Project Reflection	<input type="checkbox"/> WED: Activity 7.1 Discussion: Sharing the Capstone Project  <input type="checkbox"/> SAT: Activity 7.1 Discussion: Sharing the Capstone Project

## Tips for Success

Successful online learning requires a good deal of self-discipline and self-direction. As seekers of the truth, we should be willing to challenge and review one another's academic work in a spirit of respectful comradery and constructiveness. Your course is a place for you to stretch and grow as you benefit from the expertise, knowledge, experience and diverse perspectives of your instructor and peers. Constructive feedback will challenge you to stretch your own thinking, thereby expanding your knowledge, understanding and application.

To get the most out of your learning experience, you should actively engage (participate) in **ALL** course activities. Course elements are arranged chronologically. To complete a week, simply work your way "down the page" through all of the course materials and activities.

### Your Instructor Will Expect You to:

- Thoroughly review orientation materials (Start Here) within the first 48 hours of the term.

- Monitor your TU email account **daily** for important updates and announcements.
- Take ownership of your learning experience and act in a proactive, self-directed manner. That means:
  - Fully participate in all learning activities.
  - Complete assignments as described in rubrics or other instructions.
  - Submit all work on time and in the specified format (e.g. APA format for citations). Late assignments will be accepted at the discretion of your instructor. Penalties may apply.
  - Utilize and incorporate instructor provided feedback to improve your work.
  - Ask questions so you can better understand course material or assignments.
  - Use the highest standards of intellectual honesty and integrity. For more information, see the TU Library guide: [Digital Literacy: Netiquette and Internet Safety](#).
  - Treat others respectfully and demonstrate "netiquette" (online politeness and respectfulness) at all times. TU celebrates cultural uniqueness and expects all students to be considerate and thoughtful throughout their learning experiences.

### **You Should Expect Your Instructors to:**

- Post an introductory announcement/email at the beginning of each week to provide updates and help you prepare for the week's activities.
- Maintain an active and engaged presence in all course activities and throughout the course.
- Respond to your emailed questions within 48 hours, if not sooner.
- Clearly communicate any absences or expected non-participation due to extenuating circumstances. For example, "I will be traveling to attend a funeral this week and may not be able to respond to questions or participate in forums for a couple of days."
- When grading your work:
  - clearly indicate their grading approach (what they like to see in submitted work as well as what types of errors they tend to penalize more harshly),
  - thoroughly review and evaluate your submissions in a timely manner (in less than 5 days for most assignments), and
  - provide constructive feedback that indicates the strengths and weaknesses of your work and provides suggestions on how you can improve your performance on future assignments.

- Advocate for your success as a learner and help guide you toward successful completion of the course activities and most importantly, attainment of the course learning outcomes.

## Accommodations

The **Office for Disability Services** supports the institutional commitment to diversity by providing educational opportunities for qualified individuals with disabilities through accessible programs and services in compliance with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act (ADA) of 1990.

If you need reasonable accommodations due to a documented disability, contact the Office for Equity, Access, & Opportunity 419.448.3021 or via email at [disabilityservices@tiffin.edu](mailto:disabilityservices@tiffin.edu).

## Additional Resources & Support

For technical support, either email [moodlesupport@tiffin.edu](mailto:moodlesupport@tiffin.edu) or call the 24/7 Technical Support Call Center at 855-664-1200.

If you need to consult an academic advisor refer to TU's [Meet the Team](#) page.

For information about TU's peer tutoring program see the Murphy Center's [Tutoring Policies and Procedures](#) page. Veterans and active military can seek assistance from TU's [Veteran and Military Services Web Page](#).

## Comments or Concerns

TU's online programs are designed to be student *driven*: to empower you with a voice and stake in your learning. Our courses feature multiple and varied ways that you can share feedback, and we invite you to become an active voice and help drive our improvement efforts. In addition to providing in-course feedback, we encourage you to submit questions or comments directly to the online team at [online@tiffin.edu](mailto:online@tiffin.edu).