



# **KINE 595 Seminar in Current Literature & Research in HHP and Sports Medicine**

## **Course Description**

The purpose of this course is designed to introduce the student to various research sources, creating skills for investigation of topics of interest in the future. Additionally, discussion of selected performance health (human movement and recovery science) research topics will promote critical thinking and enhance skills for critical review of content.

## **Course Outcomes**

Upon satisfactory completion of this course, you will be able to:

1. Read and interpret current research, and using writing as a tool for learning on a critical issue in HHP and Sports Medicine. (Writing Intensive Course).
2. Defend an idea or present an interpretation based upon the evidence derived from a critical review of published peer-reviewed research on an issue in HHP or Sports Medicine.
3. Prepare a final research paper. This will include pre-writing (planning/organizing), drafting, giving and receiving feedback, revising, and editing.
4. Critically read, review, and edit a peer's written document.
5. Use multiple online library resources to obtain current literature on a critical issue in HHP and Sports Medicine.
6. Summarize research literature in a coherent and succinct fashion and properly cite referenced works using APA format.

# Course Materials

## *Required Material(s)*

Students must purchase:

Pyrczak & Tcherni-Buzzeo (2019). *Evaluating Research in Academic Journals – A*

*Practical Guide to Realistic Evaluation*. Palm Beach, FL: Routledge. ISBN:  
9780815365686

*All other required materials are provided as PDFs or links in the Course Materials folder. See the weekly schedule for more complete information on course readings.*

## Class Policies

You are expected to read all assigned readings, view all lecture videos, screencasts, and access any links posted by the professor. Be prepared to discuss the contents of each.

## Attendance and Participation

Because online courses require significant interaction between students, you must upload a current photo of yourself to your Moodle profile. The image should be a headshot with your face clearly visible (no pets, group photos, or cartoons).

You are not required to be online at the same times as your classmates. However, you should check in regularly (to access new materials, submit assignments, and/or participate in ongoing threaded discussions).

Each course week includes a threaded discussion focusing on topics related to the course. The discussions are a great place to ask questions, clarify issues, and share insights. You must check in regularly and contribute to the ongoing conversation, posting on the number of required days.

See the Online Discussion Guidelines for more details.

Any student who has not logged in for course participation during the first week will be administratively dropped along with any subsequent courses in the term.

**Note:** If you are off campus for any Jessup-sponsored extracurricular activity, you are still required to maintain and follow the due dates outlined in this syllabus. If you have an exceptional instance where internet access is not present either in your transportation and/or accommodations, you will need to have your supervising individual (professor, coach, etc.) inform your instructor to receive additional time on an assignment.

## Netiquette

Netiquette, or the rules that surround good communication on the internet, is very important in online courses that are based on high levels of interaction and communication between students and professors at a distance.

Some basic rules to guide you in your online communication (see the Online Student Orientation for a longer, expanded list):

1. **Be thoughtful, kind and courteous in your communication.** Avoid language that may offend others and be cautious when using sarcastic language. In addition, respect your classmates' privacy by not asking them to share more than they would be comfortable doing.
2. **Proofread your writing so it is clear and easy to read.** Avoid acronyms (including text speak), do not use ALL CAPS, and do not overuse exclamation marks (use *italics* for emphasis). Write in short paragraphs and use plenty of white space (extra space between paragraphs) as that makes text easier to read on a webpage.
3. **Engage with your classmates.** Make sure your writing communicates what you intend, ask clear questions of your peers and always be aware of your audience when you are writing in the online classroom.

## Written Work Guidelines

Written work is graded for content, organization, style, grammar, and formatting. All papers are to be typed, proofread, spell-checked, double-spaced, and prepared in accordance with APA style and format. Basic formatting should be Times New Roman 12 with 1 inch margins. For help with APA formatting, see the APA Tab of the Course Resources Folder (located on the main page of the course in Moodle).

The Writing Center is available to all Jessup Online students for help with writing papers as well as APA formatting. You can contact them at [writingcenter@jessup.edu](mailto:writingcenter@jessup.edu) or schedule a session through the WJU Student Services Scheduler.

## Assignments

### Submission Format

All assignments must be submitted as an attachment via Moodle no later than 11:59 PM (PST) the day the assignment is due. Unless otherwise specified, you should submit all papers as Microsoft Word documents (.doc or .docx files) via Moodle. If you do not have access to Word, you may also submit Adobe pdf files in Moodle.

### Late assignments

Whether instructors accept late work or not is up to their discretion.

In the case that they do, late work may be penalized 10% of the possible points for the assignment for each day, or part thereof, that it is late. *Work may not be submitted more than a week late.*

If you face particular difficulty meeting a deadline, please contact the professor ahead of time to discuss any options.

**NOTE:** The professor is not obliged to accept any late work after the final day of the class session unless prior arrangements have been made.

### Feedback and Grades

You can expect to receive written feedback and grades on each weekly assignment via Moodle within 72 hours of the due date for submission.

For larger assignments (research papers, projects, etc.), you can expect to receive feedback within a week.

# Academic Integrity

The University Catalog states:

Academic integrity is an essential component of Christian higher education. Instances of plagiarism will not be treated lightly. If it is a student's first offence, the paper will simply receive a zero. The student may or may not have the option to re-write the assignment for half credit, according to the instructor's discretion. If evidence of plagiarism exists a second time the student will receive an academic dismissal, which can be appealed by the student.

Plagiarism includes:

- The intentional or unintentional representation of another's words or ideas as your own in an academic exercise.
- Using the "copy and paste" method to use text found on a Web site without giving credit to the source.
- Copying information from a source without proper citation and without use of quotation marks or block quotation formatting. If any words or ideas used do not represent your original words or ideas, you must distinguish them with quotation marks or an indented block quotation followed by the appropriate citation.
- Paraphrasing statements or paragraphs without proper citation or using someone else's ideas, data, language, and/or arguments without acknowledgement.
- Presenting work as your own that has been prepared in whole or part by someone other than you.
- Failure to properly cite statistics, data, or other sources of information in your paper.
- Resubmitting a paper that you have already turned in as an assignment for a different course (including a different section of the same course). While the paper may be considered your original work, resubmitting it is considered a form of plagiarism. Your assignments for every class should be unique and original for that course.

# Student Complaints

For complete information about WJU and how to file a complaint as a student please see the Consumer Information section of the Jessup website.

If a distance education student who lives outside the state of California believes that the university's internal procedures have not adequately addressed concerns identified under the Program Integrity Rule, there is a link on the Jessup website with Student Complaint Information by State and Agency.

# Discussion Forums

Discussion Forums are an integral part of every Jessup Online course. A high percentage of learning in an online environment comes through the dialogue that takes place in Discussion Forums. You should think about the discussion questions in this class as an opportunity for you, your classmates, and your instructor to enter into an interesting conversation about what you are studying. Therefore, you are encouraged to jump into the discussion as often as you'd like. This ensures that everyone will benefit from a variety of opinions and insights on the topics at hand. In other words, your contribution is valuable and important! Since this is a conversation, it's also important that you read the *entire* forum; not only are your contributions important, but you'll find that your classmates' contributions are as well!

# Substantive Posts

You must post **at least 3 substantive responses** each week. A substantive post is one that contributes something significant to the academic conversation using academic language (avoid "text speak" or other informal language in your discussion posts). To be substantive and earn full credit, a post should:

1. **Be of appropriate length** (initial = 250-400 words; secondary = 125-225 words).
2. **Engage with the course materials** (lecture, texts, videos, etc.) in such a way that it is evident that you have integrated the course content into your thinking.
3. **Demonstrate critical thinking skills.** In other words, your substantive posts should reflect that you have carefully considered the discussion question and have put effort into writing a response that makes a relevant contribution to the conversation.

## Requirements

Since discussion questions are usually given a lot of weight in terms of the final course grade, there are also academic expectations. These are as follows.

You must be active in the discussion forum **at least 3 days per week**. This means that you must post a response on 3 of the 7 days each week of the course in order to receive full credit. Do not write all of your forum posts on one day – that eliminates the opportunity for dialogue with classmates.

### For weeks with one discussion question:

1. You must post your **initial response** to the question by **Wednesday @ 11:59 p.m.**
2. By **Sunday @ 11:59PM**, you must post (at minimum) **two secondary posts** (posts responding to your classmates' comments or to your instructor's prompts) for a **total of three posts**. All posts must be substantive to receive full credit.

### For weeks with two or more discussion questions:

1. You must post your **initial response to DQ#1 by Wednesday @ 11:59 p.m.**
2. You must post your **initial response to DQ#2 by Friday @ 11:59 p.m.**
3. By **Sunday @ 11:59PM**, you must post (at minimum) **four secondary posts** (spread across both questions; responding to your classmates' comments or to your instructor's prompts) for a **total of six posts**. All posts must be substantive to receive full credit.

## Grading (Discussion Questions)

You are encouraged to take part in the weekly dialogue as much as you would like. Your instructor will rate your discussion posts according to the following guidelines:

#### Initial posts = 0 – 4 points each

- Points can be deducted for posting late (after the stated deadline), and/or for your post not meeting the requirements for being substantive (see above).

#### Secondary posts = 0 – 3 points each

- Points can be deducted for your post not meeting the requirements for being substantive (see above).

- All secondary posts are due each week by Sunday night @ 11:59 p.m. No credit will be given for late discussion posts after this time.

Each discussion question is worth 10 points [4 pts. for your initial post; 3 pts. for each secondary post]. Therefore, for weeks with **one discussion question**, you can earn up to a total of **10 points**. For weeks with **two discussion questions**, you can earn up to **20 points**.

These totals will be accumulated throughout the week in your gradebook as your instructor rates your posts. Your **final grade** [0 – 10 or 20] for the entire week will be reflected in your gradebook **no later than Wednesday of the following week**.

## Services for Students with Disabilities

In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, WJU Disability Support Services office (DSS) provides eligible students with a variety of individualized, reasonable accommodations. These accommodations are intended to assist college students with disabilities in having equal access to regular college programs and activities. Accommodations are determined individually for each student through an interactive process and are based on functional limitations resulting from a documented disability. Recent (within 3 years), verifiable documentation must be provided by a medical doctor or appropriately licensed professional.

Approved accommodations will be provided for students who present instructor with a copy of their Faculty Notification Letter (issued by DSS).

For more information, please visit the Disability Support Services website.

### Disability Support Services Contact Information:

**WJU Disability Support Services**  
(916) 577-2253  
dss@jessup.edu

## Technology Requirements

Sufficient technology tools and Internet access are required when taking a course through Jessup Online. The following list will help ensure that you are adequately equipped.

### Supported Operating Systems

- Windows 8 and Windows 10
- MacOS is supported for most online course materials

It is highly recommended that you have administrative rights to the computer used for your coursework. If you must use a computer over which you do not have administrative rights (such as a workplace computer), you may experience difficulties with needed functions, such as installing plug-ins. Check with your workplace IT department to ensure that you may access course materials from your company's network.

## Productivity Tools

Microsoft Office (this software is available to students at deeply discounted pricing through Microsoft or JourneyEd.com.), Google Docs and Apple Productivity Suite are all supported and capable of meeting the needs of your online course.

## WJU Email Account

All students are provided with a WJU email address. It should be used for all course communication between you and your instructor. This will avoid issues with Spam blockers and other problems that may prevent you from receiving email from your instructors. Use of this email account will also enable you to participate in special student offers that are available only to students with an "edu" email address. You can access your Jessup e-mail account at [my.jessup.edu](mailto:my.jessup.edu).

## Supported Browsers

- Google Chrome
- Mozilla Firefox

## Browser Settings

Please refer to your browser's Help features to check these settings.

- Pop-Up Blocker should be disabled
- JavaScript should be enabled
- Java should be enabled
- Cookies should be enabled

## Plug-ins

The most recent version of the following plug-ins is required for many of the resources available in your online courses:

- Adobe Acrobat Reader
- Apple QuickTime Player
- Java SE 8 or higher

All plug-ins needed to participate in components of your online classes are available at no additional cost. It is recommended that you review the list of plug-ins and install them prior to beginning your coursework.

## Screen Settings

Screen resolution (size) should be set at minimum 1024 x 768 or higher.

## HelpDesk

There is a link on every Moodle page for 24/7 technical support through an outside vendor.

You can also contact the Jessup HelpDesk (which is not 24/7) through WJU. Email [helpdesk@jessup.edu](mailto:helpdesk@jessup.edu) or call 916.577.2345.

## Course Grading Explanations

Points	Grade
90-100	A
80-89	B
70-79	C
60-69	D
<59	F

**A = Excellent performance.** Work is truly exemplary and worthy of emulation by others. Student exceeds expectations and constructively contributes to the learning environment.

**B = Above average performance.** All assignments are complete and on time and exhibit a complete understanding and an ability to effectively apply concepts.

**C = Average performance.** Student accomplishes only the minimum requirements or does not complete all requirements. Oral and written communication is at an acceptable level for a college student.

**D = Work is below acceptable level for a college student.** Student shows only a very basic understanding of the material or does not meet all assignment requirements.

**F = Work is not passing.** Student's work is incomplete or does not apply information and concepts in a satisfactory manner.

### *Final Grade Calculation*

<b>Assignments</b>	<b>Value</b>
Discussion Questions	35%
Chapter Questions	30%
Critical Reviews of Research Articles	35%

TOTAL: 100%

## Course Outline

*The total demand hours should = 135 for the course, or about 19 hours/week.*

<i>Week 1</i>	<i>Details</i>	<i>Due</i>	<i>Demand Hours</i>	<i>Course Objective</i>
<b>Topics and Learning Objectives</b>	<p><b>How to Read a Scientific Paper Evaluating Titles</b> By the end of this week, you should be able to:</p> <ul style="list-style-type: none"> <li>• Examine research reports published in academic journals and describe how they identify a research problem.</li> <li>• Discuss relevant observations or measurements of how data collected is collected and analyzed.</li> <li>• Describe general characteristics of research, including discussion of the results in view of the study limitations.</li> <li>• Describe how a preliminary evaluation of a title is important prior to reading an article.</li> <li>• Discriminate once the article is read, that the title should be re-evaluated to ensure that it accurately reflects the contents of the article.</li> </ul>			1 & 2
<b>Reading Assignments</b>	<p>Pyrczak &amp; Tcherni-Buzzeo (2019). Evaluating Research in Academic Journals Berkowitz: Chapters 1 &amp; 2 (27 pages)</p> <p>How to Read a Scientific Paper (pdf attached)</p> <p>Current Research and Statistical Practices in Sport Science and a Need for Change  <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5969020/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5969020/</a></p>		<b>4.5 hours</b>	

	How to Read Scientific Papers (30 pages) <a href="https://www.lib.purdue.edu/sites/default/files/libraries/engr/Tutorials/Newest%20Scientific%20Paper.pdf">https://www.lib.purdue.edu/sites/default/files/libraries/engr/Tutorials/Newest%20Scientific%20Paper.pdf</a>			
<b>Video Resources (in Course Resources)</b>	<p><b>View</b></p> <ul style="list-style-type: none"> <li>• <b>Lecture</b> <ul style="list-style-type: none"> <li>◦ Week 1 Overview (15 minutes)</li> </ul> </li> </ul> <p><b>Other videos</b></p> <ul style="list-style-type: none"> <li>• How to Read and Comprehend Scientific Articles. (5:03) <a href="https://www.youtube.com/watch?v=t2K6mJkSWoA">https://www.youtube.com/watch?v=t2K6mJkSWoA</a></li> <li>• Tips on How to Read Scientific Articles <a href="https://www.youtube.com/watch?v=1BuE138KK18">https://www.youtube.com/watch?v=1BuE138KK18</a>. (6:37)</li> <li>• Reading a Scientific Article <a href="https://www.youtube.com/watch?v=QYRhFW5vK8">https://www.youtube.com/watch?v=QYRhFW5vK8</a> (27:39)</li> </ul>		<b>2 hours</b>	
<b>Discussion</b>	<p><b>Discuss</b></p> <p><b>DQ #1: Reading Scientific Articles</b></p> <ul style="list-style-type: none"> <li>• How has your approach to reading scientific articles changed since the start of week 1?</li> <li>• Is there an art to reading scientific articles? Why or why not?</li> </ul> <p><b>DQ #2: How to Comprehend</b></p> <ul style="list-style-type: none"> <li>• Both the textbook and articles presented varying opinions on how to best comprehend the points made in scientific articles. Compare and contrast some of the differing opinions.</li> <li>• What is your specific method for comprehending research articles?</li> </ul>	See <i>Discussion Guidelines</i>	<b>6 hours</b>	
<b>Textbook Chapter Problems Week #1</b>	<p><b>Chapter 1</b></p> <p><b>Prompt:</b> Read an empirical research article published in an academic, peer-reviewed journal, and respond to the following questions. The article may be one that you select or one that is assigned by your instructor. If you are using this book without any prior training in research methods, do the best you can in answering the questions at this point. As you work through this book, your evaluations will become increasingly sophisticated.</p>		<b>5 hours</b>	1 & 2

	<ol style="list-style-type: none"><li>1. How narrowly is the research problem defined? In your opinion, is it too narrow? Is it too broad? Explain.</li><li>2. Was the research setting artificial (e.g., a laboratory setting)? If yes, do you think that the gain in the control of extraneous variables offsets the potential loss of information that would be obtained in a study in a more real-life setting? Explain.</li><li>3. Are there any obvious flaws or weaknesses in the researcher's methods of measurement or observation? Explain. (Note: This aspect of research is usually described under the subheading Measures.)</li><li>4. Are there any obvious sampling flaws? Explain.</li><li>5. Was the analysis statistical or non-statistical? Was the description of the results easy to understand? Explain.</li><li>6. Are definitions of the key terms provided? Is the measurement strategy for the associated variables aligned with the provided definitions? Explain.</li><li>7. Were the descriptions of procedures and methods sufficiently detailed? Were any important details missing? Explain.</li><li>8. Does the report lack information on matters that are potentially important for evaluating it?</li><li>9. Do the researchers include a discussion of the limitations of their study?</li><li>10. Does the researcher imply that his or her research proves something? Do you believe that it proves something? Explain.</li><li>11. Does the researcher describe related theories?</li><li>12. Can you assess the quality of the journal the article is published in? Can you find information online about the journal's ranking or impact factor?</li><li>13. Overall, was the research obviously very weak? If yes, briefly describe its weaknesses and speculate on why it was published despite them.</li></ol>			
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## Chapter 2

**Prompt:** Evaluate each of the following titles to the extent that it is possible to do so without reading the complete research reports. The references for the titles are given below. All are from journals that are widely available in large academic libraries. More definitive application of the evaluation criteria for titles is made possible by reading the articles in their entirety and then evaluating their titles. Keep in mind that there can be considerable subjectivity in determining whether a title is adequate.

NOTE: References are located in the textbook

- Sugar and Spice and All Things Nice: The Role of Gender Stereotypes in Jurors' Perceptions of Criminal Defendants
- Being a Sibling
- Estimating the Potential Health Impact and Costs of Implementing a Local Policy for Food Procurement to
- Reduce the Consumption of Sodium in the County of Los Angeles
- More Than Numbers Matter: The Effect of Social Factors on Behaviour and Welfare of Laboratory
- Rodents and Non-Human Primates
- Social Support Provides Motivation and Ability to Participate in Occupation
- Cognitive Abilities of Musicians
- Social Exclusion Decreases Prosocial Behavior
- ICTs, Social Thinking and Subjective Well-Being: The Internet and Its Representations in Everyday Life
- Child Care and Mothers' Mental Health: Is High-Quality Care Associated with Fewer Depressive Symptoms?
- Education: Theory, Practice, and the Road Less Followed
- Wake Me Up When There's a Crisis: Progress on State Pandemic Influenza Ethics Preparedness
- Teachers' Perceptions of Integrating Information and Communication Technologies into Literacy
- Instruction: A National Survey in the United States
- Provincial Laws on the Protection of Women in China: A Partial Test of Black's Theory

		<b>TOTAL HOURS FOR THE WEEK:</b>	<b>17.5 hours</b>	

<i>Week 2</i>	<i>Details</i>	<i>Due</i>	<i>Demand Hours</i>	<i>Course Objective</i>
<b>Topics and Learning Objectives</b>	<p><b>Evaluating Abstracts</b>  <b>Evaluating Introductions and Literature Reviews</b>  <b>A Closer Look at Evaluating Literature Reviews</b>            By the end of this week, you should be able to:</p> <ul style="list-style-type: none"> <li>• Evaluate an abstract using a systematic approach and re-evaluate it if necessary.</li> <li>• Discriminate whether or not the abstract indicates that you judge the characteristic being considered as satisfactory.</li> <li>• Breakdown the introduction using an integrated approach.</li> <li>• Isolate the researcher's specific research questions, purposes, or hypotheses, which are stated in the last paragraph of the introduction.</li> <li>• Investigate the review of literature to ensure it is integrated into the researcher's introductory statements.</li> <li>• Categorize where the emphasis was on the functions of the introduction and the most salient characteristics of a literature review.</li> </ul>			1 & 3
<b>Reading Assignments</b>	<p>Pyrzczak &amp; Tcherni-Buzzeo (2019). Evaluating Research in Academic Journals</p> <ul style="list-style-type: none"> <li>• Chapter 3 -5 (35 pgs total)</li> </ul> <p>Art of reading a journal article: Methodically and effectively  <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3687192/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3687192/</a> (11 pgs)</p> <p>Conducting a successful literature search: A researcher's guide to tools, terms and techniques  <a href="https://www.elsevier.com/_data/assets/pdf_file/0004/711346/ACAD_L_BRO_LitSearchSupportforResearchers_WEB.pdf">https://www.elsevier.com/_data/assets/pdf_file/0004/711346/ACAD_L_BRO_LitSearchSupportforResearchers_WEB.pdf</a> (5 pages)</p> <p>Ten Simple Rules for Writing a Literature Review  <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3715">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3715</a></p>		<b>5 hours</b>	

	<a href="#">443/</a> (6 pages)			
<b>Video Resources (in Course resources)</b>	<p><b>View</b></p> <ul style="list-style-type: none"> <li>• <b>Lecture</b> <ul style="list-style-type: none"> <li>○ Week 2 Overview</li> </ul> </li> </ul> <p><b>Other videos</b></p> <p>How To Conduct a Literature Review. (14:16)  <a href="https://www.youtube.com/watch?v=-vj1vgTjaYw">https://www.youtube.com/watch?v=-vj1vgTjaYw</a></p> <p>How to Write an Abstract for a Research Paper. (7:28)  <a href="https://www.youtube.com/watch?v=JMEnRBss6V4">https://www.youtube.com/watch?v=JMEnRBss6V4</a></p> <p>How to write an Abstract (6:26)  <a href="https://www.youtube.com/watch?v=sxixLYBtBH0">https://www.youtube.com/watch?v=sxixLYBtBH0</a></p>		<b>2 hours</b>	
<b>Discussion</b>	<p><b>Discuss</b></p> <p><b>DQ #1: Important Elements of Abstract</b></p> <ul style="list-style-type: none"> <li>• What are the most important elements that should be included in an abstract? Why?</li> <li>• Has your approach to reading and understanding abstracts changed with week 2? If so what or why?</li> </ul> <p><b>DQ #2 Review of Literature</b></p> <ul style="list-style-type: none"> <li>• What is your confidence level in preparing a literature review? What could help either yourself, or someone else gain more confidence?</li> <li>• How is the literature review tied back in with the introduction?</li> </ul>	See <i>Discussion Guidelines</i>	<b>6 hours</b>	1 & 3
<b>Textbook Chapter Problems week #2</b>	<p>Chapter 3 (Part A)</p> <p>Directions: Evaluate each of the following abstracts (to the extent that it is possible to do so without reading the associated articles) by answering Evaluation Question 8 (“Over -all, is the abstract effective and appropriate?”) using a scale from 1 (very unsatisfactory) to 5 (very satisfactory). In the explanations for your ratings, refer to the other</p>		<b>4 hours</b>	3

	<p>evaluation questions in this chapter. Point out both strengths and weaknesses, if any, of the abstracts.</p> <p>Title: Effect of an Aerobic Training Program as Complementary Therapy in Patients with Moderate Depression.</p> <p>Abstract: The aim of this study was to assess the effects of an aerobic training program as complementary therapy in patients suffering from moderate depression. Eighty-two female patients were divided into a group that received traditional pharmacotherapy (Fluoxetine 20 mg) and a group that received pharmacotherapy plus an aerobic training program. This program was carried out for eight consecutive weeks, three days per week, and included gymnastics, dancing, and walking. Depressive symptoms were measured with the Beck Depression Inventory and the ICD-10 Guide for Depression Diagnosis, both administered before and after treatments. The results confirm the effectiveness of the aerobic training program as a complementary therapy to diminish depressive symptoms in patients suffering from moderate depression.</p> <p>Overall, is the abstract effective and appropriate?</p> <p>1 2 3 4 5</p> <p>Explain your rating.</p> <p>Title: What's the Problem? A Look at Men in Marital Therapy</p> <p>Abstract: This study examined the premise that men's lack of awareness of relational problems contributes to their reluctance to consider, seek, and benefit from couples therapy. Ninety-two couples reported on couple and family problem areas using the Dyadic Adjustment Scale and the Family Assessment Device. No gender differences were found in either the frequency or the pattern of initial problem reports or improvement rates during ten sessions of couples therapy at a university training outpatient clinic. Implications for treatment and recommendations for future research are discussed.</p> <p>Overall, is the abstract effective and appropriate?</p> <p>1 2 3 4 5</p> <p>Explain your rating.</p> <p>Title: Middle School Drinking: Who, Where, and</p>			
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	<p>When</p> <p>Abstract: The goal of this research was to describe the most common drinking situations for young adolescents (N = 1171; 46.6% girls), as well as determine predictors of their drinking in the seventh and eighth grades. Middle school students most frequently drank at parties with three to four teens, in their home or at a friend's home, and reported alcohol-related problems including conflicts with friends or parents, memory loss, nausea, and doing things they would not normally do. Differences emerged in predicting higher levels of drinking on the basis of sex, race, grade, positive alcohol expectancies, impulsivity, and peer drinking. These findings suggest both specific and general factors are implicated in drinking for middle school students. Contextual factors, including drinking alone, in public places, and at or near school, are characteristic of the most problematic alcohol involvement in middle school and may have utility in prevention and early intervention.</p> <p>Overall, is the abstract effective and appropriate?</p> <p>1 2 3 4 5</p> <p>Explain your rating.</p> <p>Title: The Multifaceted Nature of Poverty and Differential Trajectories of Health Among Children</p> <p>Abstract: The relationships between poverty and children's health have been well documented, but the diverse and dynamic nature of poverty has not been thoroughly explored. Drawing on cumulative disadvantage and human capital theory, we examined to what extent the duration and depth of poverty, as well as the level of material hardship, affected changes in physical health among children over time. Data came from eight waves of the Korea Welfare Panel Study between 2006 and 2013. Using children who were under age 10 at base-line (N = 1657, Observations = 13,256), we conducted random coefficient regression in a multilevel growth curve framework to examine poverty group differences in intra-individual change in health status. Results showed that chronically poor children were most likely to have poor health. Children in household located far below the poverty line were most likely to be in poor health at baseline, while near-poor children's health got significantly worse over time. Material hardship also had a significant impact on child health.</p>			
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	<p>Overall, is the abstract effective and appropriate?</p> <p>1 2 3 4 5</p> <p>Explain your rating:</p> <p>Title: Prevention of Child Sexual Abuse by Targeting Pre-Offenders Before First Offense</p> <p>Abstract: The population of potential child abuse offenders has largely been unstudied. In the current study, we examine whether a six-component model used for primary diabetes prevention could be adapted to child sexual abuse pre-offenders, whereby individuals who are prone to sexual abuse but have not yet committed an offense can be prevented from committing a first offense. The six components include: define and track the magnitude of the problem; delineate a well-established risk factor profile so that at-risk persons can be identified; define valid screening tests to correctly rule in those with the disease and rule out those without disease; test effectiveness of interventions – the Dunkelfeld Project is an example; produce and disseminate reliable outcome data so that widespread application can be justified; and establish a system for continuous improvement. By using the diabetes primary prevention model as a model, the number of victims of child sexual abuse might be diminished.</p> <p>Overall, is the abstract effective and appropriate?</p> <p>1 2 3 4 5</p> <p>Explain your rating:</p> <p>Chapter 4 (Part A)</p> <p><i>Directions:</i> Following are the beginning paragraphs of introductions to research articles. Answer the questions that follow each one.</p> <ol style="list-style-type: none"> <li>1. Longitudinal and experimental studies on children in orphanages, children’s homes, and foster families have confirmed the adverse effects of long-term institutional care on children’s personality development (American Academy of Child and Adolescent Psychiatry, 2005; Castle et al., 1999; Chisholm, 1998; Marcovitch et al., 1997; O’Connor, Marvin, Rutter, Olrick, &amp; Britner, 2003; Roy, Rutter, &amp; Pickles, 2000; Tizard &amp; Hodges, 1978; Tizard &amp; Rees, 1975; Vorria, Rutter, Pickles, Wolkind, &amp;</li> </ol>			
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	<p>Hobsbaum, 1998; Wolkind, 1974; Zeanah, 2000; Zeanah, Smyke, &amp; Dumitrescu, 2002). Consistently reported effects on children's behavior include hyperactivity, inability to concentrate, poor school performance, ineffective coping skills, conduct disorder (CD) symptoms, disruptive attention-seeking, difficulties with peers, few close relationships, emotional withdrawal, and indiscriminate relationships with adults. Similar effects have been observed in adolescents (Hodges &amp; Tizard, 1989a, b), together with an early report of schizoid personality traits (Goldfarb, 1943). Institutional rearing conveys a greater risk of hyperactivity and inattention, compared to foster home rearing (Roy et al., 2000; Vorria et al., 1998).</p> <p>Providing subsequent family care and improving the quality of caregivers' parenting skills both reduce the risk of problem behavior (Webster-Stratton, 1998) and improve cognitive development (Loeb, Fuller, Kagan, &amp; Carrol, 2004). These consistent findings have influenced policymakers for child welfare in different countries (Broad, 2001; Department for Education and Skills, 1989; Maunders, 1994; NSW Community Services Commission, 1996) to prioritize foster home or kinships over children's home care and to increase investment to raise standards within care systems.<sup>19</sup></p> <ol style="list-style-type: none"><li>a. How well have the researchers established the importance of the problem area? Explain.</li><li>b. Does the material move from topic to topic instead of from citation to citation? Explain.</li><li>c. Have the researchers cited sources for factual statements? Explain.</li></ol> <p>2. "This man is just not cooperating and just doesn't want to be in therapy." A doctoral student working with a 26-year-old white man in counseling was frustrated at her inability to get her client to reveal what she regarded to be his true feelings. She believed that he was resistant to therapy because of his reticence to show emotions. However, her supervisor, someone trained in the psychology of men, explained to her the difficulty some men have in expressing emotions: that, in fact, some men are unaware of their emotional states. Working with the supervisor, the trainee focused part of the therapy on helping the client identify and</p>			
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normalize his emotions and providing some psycho-education on the effects of his masculine socialization process. This critical incident could be repeated in psychology training programs around the country. As men come to therapy, the issue for many psychologists becomes, How do psychologists become competent to work with men? This question may seem paradoxical given the sentiment that most if not all of psychology is premised on men's, especially white men's, worldviews and experiences (Sue, Arredondo, & McDavis, 1992; Sue & Sue, 2003). But several authors have suggested that working with men in therapy is a clinical competency and just as complex and difficult as working with women and other multicultural communities (Addis & Mahalik, 2003; Liu, 2005).

- a. How well have the researchers established the importance of the problem area? Explain.

#### Chapter 4 (Part B)

*Directions:* Following are excerpts from various sections of introductions. Answer the questions that follow each one.

1. 3. The current article focuses on one such intermediate perspective: the dialect theory of communicating emotion. Dialect theory proposes the presence of cultural differences in the use of cues for emotional expression that are subtle enough to allow accurate communication across cultural boundaries in general, yet substantive enough to result in a potential for miscommunication (Elfenbein & Ambady, 2002b, 2003)
  - o a. Is the theory adequately described? Explain.
2. 4. Terror management theory (see Greenberg et al., 1997, for a complete presentation) is based on the premise that humans are in a precarious position due to the conflict between biological motives to survive and the cognitive capacity to realize life will ultimately end. This generally unconscious awareness that death is inevitable, coupled with proclivities for survival, creates potentially paralyzing anxiety that people manage by investing in a meaningful conception

of the world (cultural worldview) that provides prescriptions for valued behavior and thus a way to also maintain self-esteem. For instance, support for the theory has been provided by numerous findings that reminding people of their own eventual death (mortality salience) results in an attitudinal and behavioral defense of their cultural worldview (*worldview defense*, e.g., Greenberg et al., 1990) and a striving to attain self-esteem (e.g., Routledge, Arndt, & Goldenberg, 2004; see Pyszczynski, Greenberg, Solomon, Arndt, & Schimel, 2004, for a review). Although terror management theory has traditionally focused on the effects of unconscious concerns with mortality on these symbolic or indirect distal defenses, recent research has led to the conceptualization of a dual defense model that also explicates responses provoked by conscious death-related thoughts (Arndt, Cook, & Routledge, 2004; Pyszczynski, Greenberg, & Solomon, 1999).

a. Is the theory adequately described? Explain.

2. 5. An emergency medical condition is defined as a medical condition manifesting itself by acute symptoms of sufficient severity (including severe pain, psychiatric disturbances and/or symptoms of substance abuse) such that the absence of immediate medical attention could reasonably be expected to result in placing the health of the individual (or, with respect to a pregnant woman, the health of the woman or her unborn child) in serious jeopardy.

a. Is the conceptual definition adequate? Explain.

#### Chapter 4 (Part C)

*Directions:* Read two empirical articles in academic journals on a topic of interest to you. Apply the evaluation questions in this chapter to their introductions, and select the one to which you have given the highest ratings. Be prepared to support its strengths and weaknesses.

#### Chapter 5 (Part A)

*Directions:* Answer the following questions.

	<p>1. Consider Statement A and Statement B. They both contain the same citations. In your opinion, which statement is superior? Explain.</p> <ul style="list-style-type: none"><li>o <b>Statement A:</b> The overall positive association between nonverbal decoding skills and workplace effectiveness has been replicated with adults in a variety of settings (Campbell, Kagan, &amp; Krathwohl, 1971; Costanzo &amp; Philpott, 1986; DiMatteo, Friedman, &amp; Taranta, 1979; Halberstadt &amp; Hall, 1980; Izard, 1971; Izard et al., 2001; Nowicki &amp; Duke, 1994; Schag, Loo, &amp; Levin, 1978; Tickle-Degnen, 1998).</li><li>o <b>Statement B:</b> The overall positive association between nonverbal decoding skills and workplace effectiveness has been replicated with adults in counsel -ing settings (Campbell, Kagan, &amp; Krathwohl, 1971; Costanzo &amp; Philpott, 1986; Schag, Loo, &amp; Levin, 1978) and medical settings (DiMatteo, Friedman, &amp; Taranta, 1979; Tickle-Degnen, 1998), and with children in academic settings (Halberstadt &amp; Hall, 1980; Izard, 1971; Izard et al., 2001; Nowicki &amp; Duke, 1994).</li></ul> <p>2. Consider Statement C. This statement could have been used as an example for which evaluation question in this chapter?</p> <ul style="list-style-type: none"><li>o <b>Statement C:</b> In contrast to the somewhat sizable body of research informing secular program practice to reduce relapse and recidivism, the literature on faith-based religious programming has produced very few outcome-based studies. With regard to community-based corrections-related programming, evaluations are almost nonexistent</li></ul> <p>3. Consider Statement D. This statement could have been used as an example for which evaluation question in this chapter?</p> <ul style="list-style-type: none"><li>o <b>Statement D:</b> Research on happiness and subjective well-being has generated many intriguing findings, among which is that happiness is context depend -ent and</li></ul>			
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	<p>relative (e.g., Brickman &amp; Campbell, 1971; Easterlin, 1974, 2001; Parducci, 1995; Ubel, Loewenstein, &amp; Jepson, 2005; see Diener et al., 2006; Hsee &amp; Hastie, 2006, for reviews). For example, paraplegics can be nearly as happy as lottery winners (Brickman et al., 1978).</p> <p>4. Consider Statement E. This statement could have been used as an example for which evaluation question in this chapter?</p> <ul style="list-style-type: none"> <li>o <b>Statement E:</b> When speaking of “help-seeking” behaviors or patterns, Rogler and Cortes (1993) proposed that “from the beginning, psychosocial and cultural factors impinge upon the severity and type of mental health problems; these factors [thus] interactively shape the [help-seeking] pathways’ direction and duration” (p. 556).</li> </ul> <p>5. Consider Statement F. This statement could have been used as an example for which evaluation question in this chapter?</p> <ul style="list-style-type: none"> <li>o <b>Statement F:</b> In the majority of studies referred to above, the findings have been correlational in nature, with the result that it has not been possible to draw causal inferences between low cortisol concentrations and antisocial behavior.</li> </ul> <p>Chapter 5 (Part B)</p> <p><i>Directions:</i> Read the introductions to three empirical articles in academic journals on a topic of interest to you. Apply the evaluation questions in this chapter to the literature reviews in their introductions, and select the one to which you gave the highest ratings. Be prepared to support its specific strengths and weaknesses.</p>			
		<p><b>TOTAL HOURS FOR THE WEEK:</b></p>	<p><b>18 hours</b></p>	

<b>Week #3</b>	<b>Details</b>	<b>Due</b>	<b>Demand Hours</b>	<b>Course Objective</b>
<b>Topics and Learning Objectives</b>	Evaluating Samples when Researchers Generalize Evaluating Samples when Researchers Do Not Generalize Evaluating Measures By the end of this week, you should be able to: <ul style="list-style-type: none"> <li>● Recognize empirical research article characteristics between a consumer and a research article.</li> <li>● Examine whether a studies result apply to some larger population?</li> <li>● Examine the implications of research for a larger group of individuals than the one directly studied?</li> <li>● Discriminate various studies and evaluate the degree of generalizing that is present.</li> <li>● Identify and describe the sample or population, researchers typically describe their measurement procedures.</li> <li>● Survey preliminary evaluations of researchers' measurement procedures by applying the evaluation questions discussed in this chapter.</li> </ul>			2, 3 & 4
<b>Reading Assignments</b>	<b>Read</b>  Pyrczak & Tcherni-Buzzeo (2019). Evaluating Research in Academic Journals <ul style="list-style-type: none"> <li>● Chapters 6-8</li> </ul>		<b>6 hours</b>	
<b>Video Resources (in Course resources)</b>	<b>View Lectures</b> <ul style="list-style-type: none"> <li>○ Week 3 Overview</li> </ul> Sample Size and Power (3:29) <a href="https://www.youtube.com/watch?v=TFxx-hNvIQE">https://www.youtube.com/watch?v=TFxx-hNvIQE</a>  How To Calculate Sample Size (7:45) <a href="https://www.youtube.com/watch?v=1Vi023eMKES">https://www.youtube.com/watch?v=1Vi023eMKES</a>  Confidence Interval Interpretation (7:20)		<b>1.5 hours</b>	

	<a href="https://www.youtube.com/watch?v=_GJZyHIDkE">https://www.youtube.com/watch?v=_GJZyHIDkE</a>			
<b>Discussion</b>	<p><b>Discuss</b></p> <p><b>DQ #1: Evaluating Sample Size</b></p> <ul style="list-style-type: none"> <li>• When reading a researcher article, how to you go about determining if the the results apply to some larger population? List your individual techniques and approaches and defend your approach.</li> <li>• How do you go about identifying whether or not the researcher discuss the implications of his or her research for a larger group of individuals than the one directly studied?</li> </ul> <p><b>DQ#2: Evaluating Measures</b></p> <ul style="list-style-type: none"> <li>• Are research studies that generalize sample sizes more or less accurate?</li> <li>• When you read the statement .... “findings from this preliminary investigation suggest that...” what are your conclusions and how do you go about determining validity?</li> </ul>	See <i>Discussion Guidelines</i>	<b>6 hours</b>	3 & 4
<b>Lab Activity</b>	<p>Chapter 6 (Part A)</p> <p>Directions: Answer the following questions.</p> <ol style="list-style-type: none"> <li>1. Suppose a researcher conducted a survey on a college campus by interviewing students that she or he approached while they were having dinner in the campus cafeteria one evening. In your opinion, is this a random sample of all students enrolled in the college? Could the method be improved? How?</li> <li>2. Briefly explain why geography is often an excellent variable on which to stratify when sampling.</li> <li>3. According to this chapter, the vast majority of research is based on biased samples. Cite one reason that is given in this chapter for this circumstance.</li> <li>4. If multiple attempts have been made to contact potential participants, and yet the response rate is low, would you be willing to give the report a reasonably high rating for</li> </ol>		<b>4.5 hours</b>	3

sampling? Explain.

5. Is it important to know whether participants and nonparticipants are similar on relevant variables? Explain.
6. Does the use of a large sample compensate for a bias in sampling? Explain.

#### Chapter 6 (Part B)

Directions: Locate several research reports in academic journals in which the researchers are concerned with generalizing from a sample to a population, and apply the evaluation questions in this chapter. Select the one to which you gave the highest overall rating and be prepared to support the strengths and weaknesses of the sampling method used.

#### Chapter 7 (Part A)

Directions: Answer the following questions.

1. Very briefly explain in your own words how theory development might impact the selection of a sample.
2. The use of purposive samples is a tradition in which type of research?
  - Qualitative
  - Quantitative.
3. Suppose you were evaluating a pilot study on college students' voting behavior. What are some demographics that you think should be described for such a study?
4. Very briefly describe in your own words the meaning of data saturation. Is this concept more closely affiliated with quantitative or qualitative research?
5. Small samples are more common in which type of research?
  - Qualitative
  - Quantitative.
- Which evaluation questions were regarded as so important that they were posed in both [Chapter 6](#) and this chapter?

#### Chapter 7 (Part B)

Directions: Locate three research reports of interest to you in academic journals, in which the researchers are not directly concerned with generalizing from a sample to a population, and apply the evaluation questions in this chapter. Select the one to which you gave the highest overall rating and be prepared to support its strengths and

	<p>weaknesses.</p> <p>Chapter 8 (Part A)</p> <p>Directions: Answer the following questions.</p> <p>Name two or three issues that some participants might regard as sensitive and, hence, are difficult to measure. Answer this question with examples that are not mentioned in this chapter. (See the discussion of Evaluation Question 5.)</p> <p>Have you ever changed your behavior because you knew (or thought) you were being observed? If yes, briefly describe how or why you were being observed and what behavior(s) you changed. (See Evaluation Question 6 and online resources for this chapter.)</p> <p>According to this chapter, what is a reasonably high rate of agreement when two or more independent observers classify behavior (i.e., of inter-rater reliability)?</p> <p>For which of the following would it be more important to consider internal consistency using Cronbach's alpha? Explain your answer.</p> <p>For a single test of mathematics ability for first graders that yields a single score.</p> <p>For a single test of reading and mathematics abilities for first graders that yields a single score.</p> <p>Suppose a researcher obtained a test-retest reliability coefficient of 0.86. According to this chapter, does this indicate adequate temporal stability? Explain.</p> <p>Which type of validity is mentioned in this chapter as being an especially important issue in the evaluation of achievement tests?</p> <p>Chapter 8 (Part B)</p> <p>Directions: Locate two research reports of interest to you in academic journals. Evaluate the descriptions of the measures in light of the evaluation questions in this chapter, taking into account any other considerations and concerns you may have. Select the one to which you gave the highest overall rating and be prepared to discuss both its strengths and weaknesses.</p>			
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		<b>TOTAL HOURS FOR THE WEEK:</b>	<b>18 hours</b>	
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<i>Week #4</i>	<i>Details</i>	<i>Due</i>	<i>Demand Hours</i>	<i>Course Objective</i>
<b>Topics and Learning Objectives</b>	Evaluating Experimental Procedures Evaluating Analysis and Results Sections: Quantitative Research Evaluating Analysis and Results Sections: Qualitative Research By the end of this week, you should be able to: <ul style="list-style-type: none"> <li>• Distinguish between studies in which even a single treatment is given to just a single participant is an experiment as long as the purpose of the study is to determine the effects of the treatment on another variable (some sort of outcome).</li> <li>• Classify studies that do not meet this minimal condition is not an experiment.</li> <li>• Analyze the type of statistics that summarize the data that were collected, such as means, medians, and standard deviations.</li> <li>• Discriminate the results sections of quantitative research reports also usually contain inferential statistics (like various regression analyses), which help in making inferences from the sample that was actually studied to the population from which the sample was drawn. It is assumed that the reader has a basic knowledge of elementary statistical methods.</li> <li>• Distinguish subjectivity in the analysis of qualitative data than in the analysis of quantitative data.</li> </ul>			1, 2 & 4
<b>Reading Assignments</b>	Pyrczak & Tcherni-Buzzeo (2019). Evaluating Research in Academic Journals <ul style="list-style-type: none"> <li>• Chapter 9 -11</li> </ul>		<b>3.5 hours</b>	

<b>Video Resources (in course resources)</b>	<b>View</b> <ul style="list-style-type: none"> <li>• Lectures <ul style="list-style-type: none"> <li>o Week 4 Overview</li> </ul> </li> </ul> <p>Types of Experimental Designs. (6:36)  <a href="https://www.youtube.com/watch?v=10ikXret7Lk">https://www.youtube.com/watch?v=10ikXret7Lk</a></p> <p>Experimental Design (10:27)  <a href="https://www.youtube.com/watch?v=DaBq0naj0YY">https://www.youtube.com/watch?v=DaBq0naj0YY</a></p> <p>Qualitative vs. Quantitative Research (8:14)  <a href="https://www.youtube.com/watch?v=ET4c7hiRqbM">https://www.youtube.com/watch?v=ET4c7hiRqbM</a></p>		<b>1.5 hours</b>	
<b>Discussion</b>	<b>Discuss</b> <p><b>DQ #1: Experimental Procedures</b></p> <ul style="list-style-type: none"> <li>• How can determine whether the experimental group verses a control group is not given any training?</li> <li>• How would researchers go about correcting for the experimental group using more conflict-resolution techniques than the control group.</li> </ul> <p><b>DQ #2</b></p> <ul style="list-style-type: none"> <li>• What process do you use to disguise between a <i>quantitative and a qualitative research</i> report?</li> <li>• Do you rate quantitative studies higher than qualitative studies? Why or why not?</li> <li>• Can you assume that the reader has a basic knowledge of elementary statistical methods.</li> </ul>	See <i>Discussion Guidelines</i>	<b>6 hours</b>	1 & 4
<b>Textbook Chapter Problems week #4</b>	Chapter 9 <p><i>Directions:</i> Answer the following questions.</p> <ol style="list-style-type: none"> <li>1. In an experiment, a treatment constitutes what is known as <ol style="list-style-type: none"> <li>A. an independent variable.</li> <li>B. a dependent variable.</li> </ol> </li> <li>2. Which of the following is described in this chapter as being vastly superior to the other? <ol style="list-style-type: none"> <li>A. Assigning a small number of previously existing groups to treatments at random.</li> <li>B. Assigning individuals to treatments at random.</li> </ol> </li> <li>3. Suppose a psychology professor conducted an experiment in which one of her sections of</li> </ol>		<b>3 hours</b>	2

	<p>Introduction to Social Psychology was assigned to be the experimental group and the other section served as the control group during a given semester. The experimental group used computer-assisted instruction while the control group received instruction via a traditional lecture/discussion method. Although both groups are taking a course in social psychology during the same semester, the two groups might be initially different in other ways. Speculate on what some of the differences might be. (See Evaluation Question 3.)</p> <ol style="list-style-type: none"><li>4. In this chapter, what is described as a strength of an experimental design in which one group serves as both the treatment group and its own control group? What is the weakness of this experimental design?</li><li>5. Very briefly describe how the personal effect might confound an experiment.</li><li>6. What is the difference between a <i>blind</i> and a <i>double-blind</i> experiment?</li><li>7. What is the name of the phenomenon in which participants may be influenced by knowledge of the purpose of an experiment?</li><li>8. What are the main advantages and drawbacks of <i>natural</i> experiments? What about lab experiments?</li><li>9. Briefly explain how <i>random selection</i> differs from <i>random assignment</i>.</li><li>10. Is it possible to have <i>nonrandom selection</i> yet still have <i>random assignment</i> in an experiment? Explain.</li></ol> <p>Part B</p> <p><i>Directions:</i> Locate empirical articles on two experiments on topics of interest to you. Evaluate them in light of the evaluation questions in this chapter, taking into account any other considerations and concerns you may have. Select the one to which you gave the highest overall rating, and be prepared to support its strengths and weaknesses.</p> <p>Chapter 10 (Part A)</p> <p><i>Directions:</i> Answer the following questions.</p> <ol style="list-style-type: none"><li>1. When reporting percentages, what else is it important for researchers to present?</li><li>2. Should the mean be used to report the average of a highly skewed distribution?</li></ol>			
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3. Suppose you read that the mean equals 10.0 and the standard deviation equals
4. 0. Is the distribution skewed? (Assume that the lowest possible score is zero.) Explain.
5. Are statistically significant differences always large, substantive differences?
6. Should the Results section be an essay *or* should it be only a collection of statistics/tables?
7. According to this chapter, is it ever desirable to restate hypotheses that were originally stated in the introduction of a research report? Explain.
8. If statistical results are presented in a table, should all the entries in the table be discussed in the narrative? Explain.
9. Should 'descriptive statistics' *or* 'inferential tests' be reported first in Results sections?

Part B

*Directions:* Locate several quantitative research reports of interest to you in academic journals. Read them, and evaluate the descriptions of the results in light of the evaluation questions in this chapter, taking into account any other considerations and concerns you may have. Select the one to which you gave the highest overall rating, and be prepared to discuss its strengths and weaknesses.

Chapter 11 (Part A)

*Directions:* Answer the following questions.

1. When there are two or more individuals analyzing the data, what does *independently analyzed* mean?
2. What is the technical name of content-area experts who review preliminary research results for qualitative researchers?
3. What is the name of the process by which researchers seek feedback on their preliminary results from the participants in the research?
4. A researcher engages in self-disclosure in an effort to do what?
5. The results of qualitative studies should be supported with what type of material (instead of statistics)?
6. What is one of the most appropriate uses of statistics in qualitative research?

	<p>7. Because the Results sections of qualitative research reports are often quite long, what can researchers do to help guide readers?</p> <p>Part B</p> <p><i>Directions:</i> Locate a qualitative research report of interest to you. Read it, and evaluate the description of the results in light of the evaluation questions in this chapter, taking into account any other considerations and concerns you may have. Be prepared to support both its strengths and weaknesses.</p> <p>All instructions for completing chapter assignments are located in Moodle.</p>			
		<b>TOTAL HOURS FOR THE WEEK:</b>	<b>18 hours</b>	

<i>Week #5</i>	<i>Details</i>	<i>Due</i>	<i>Demand Hours</i>	<i>Course Objective</i>
<b>Topics and Learning Objectives</b>	<p><b>Evaluating Analysis and Results Sections: Mixed Methods Research</b>  <b>Evaluating Discussion Sections</b></p> <p>By the end of this week, you should be able to:</p> <ul style="list-style-type: none"> <li>• Distinguish between methods of research that incorporate both qualitative and quantitative methods.</li> <li>• Examine the unique differences between qualitative and quantitative and mixed methods studies pointing out their strengths and weakness with validity and integrity.</li> <li>• Classify the difference between Conclusion, Discussion and Conclusions, Discussion and Limitations, Conclusions and Implications, or Summary and Implications.</li> </ul>			2, 3 & 5
<b>Reading Assignments</b>	<p><b>Read</b></p> <p>Pyrzczak &amp; Tcherni-Buzzeo (2019). Evaluating Research in Academic Journals</p> <ul style="list-style-type: none"> <li>• Chapter 12 - 13</li> </ul>		<b>2 hours</b>	

<b>Video Resources (in course resources)</b>	<p><b>View</b></p> <ul style="list-style-type: none"> <li>• <b>Lectures</b> <ul style="list-style-type: none"> <li>o Week 5 Overview</li> </ul> </li> </ul> <p>Data Collection and Analysis (6:35)  <a href="https://www.betterevaluation.org/en/resources/guide/data_collection_and_analysis_video">https://www.betterevaluation.org/en/resources/guide/data_collection_and_analysis_video</a></p> <p>Writing a Discussion Section (11:55)  <a href="https://www.youtube.com/watch?v=pk8Z-1dHZWM">https://www.youtube.com/watch?v=pk8Z-1dHZWM</a></p>		<b>1.5 hours</b>	
<b>Discussion</b>	<p><b>Discuss</b></p> <p><b>DQ #1: Qualitative vs Quantitative data</b></p> <ul style="list-style-type: none"> <li>• Because human judgment is central in the analysis of qualitative data, why is there more subjectivity in the analysis of qualitative data than in the analysis of quantitative data?</li> <li>• Is there a right or wrong method to use for evaluation questions for quantitative analysis and results sections of research reports?</li> </ul> <p><b>DQ #2: Mixed methods</b></p> <ul style="list-style-type: none"> <li>• How does the use of mixed methods allow researchers to rendering an understanding of unique experience alongside a generalized understanding of trends and patterns?</li> <li>• Is there a right or wrong approach to take when analyzing sections of quantitative and qualitative method research?</li> </ul>	See <i>Discussion Guidelines</i>	<b>6 hours</b>	3 & 5
<b>Textbook Chapter Problems week #5</b>	<p>Chapter 12 (Part A)</p> <p><i>Directions:</i> Answer the following questions.</p> <ol style="list-style-type: none"> <li>1. What does it mean that a study uses a mixed methods design?</li> </ol>		<b>5 hours</b>	3

	<ol style="list-style-type: none"> <li>2. How can researchers justify the use of mixed methods designs?</li> <li>3. How should researchers link the <i>qualitative</i> and <i>quantitative</i> components of their mixed methods study to the research question?</li> <li>4. What validity issues are unique to mixed methods designs?</li> <li>5. What is the key concern when presenting results from a mixed methods study?</li> <li>6. What should researchers do when the results of the qualitative component of a mixed methods study conflict with the results of the quantitative component?</li> </ol> <p>Part B</p> <p><i>Directions:</i> Locate a mixed methods research report of interest to you- Read it, and evaluate the description of the results in light of the evaluation questions in this chapter, taking into account any other considerations and concerns you may have. Be prepared to support both its strengths and weaknesses.</p> <p>Chapter 13 (Part A)</p> <p><i>Directions:</i> Answer the following questions.</p> <ol style="list-style-type: none"> <li>1. The methodological weaknesses of a study are sometimes discussed under what subheading?</li> <li>2. What are the two most common types of limitations?</li> <li>3. Is it ever appropriate to mention literature that was cited earlier in a research article <i>again</i> in the Discussion section at the end of a research article? Explain.</li> <li>4. Suppose the entire statement of implications at the end of a research article is "Educators should pay more attention to students' needs." In your opinion, is this sufficiently specific? Explain.</li> <li>5. Suppose this is the entire suggestion for future research stated at the end of a research article: "Due to the less-than-definitive nature of the current research, future research is needed on the effects of negative political campaign advertise -ments." In your opinion, is this sufficiently specific? Explain.</li> <li>6. Is it acceptable for researchers to speculate in the Discussion section of their research reports? Explain.</li> </ol>			
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	<p>Chapter 13 (Part B)</p> <p><i>Directions:</i> Locate several research reports of interest to you in academic journals. Read them, and evaluate the Discussion sections in light of the evaluation questions in this chapter, taking into account any other considerations and concerns you may have. Select the one to which you gave the highest overall rating, and be prepared to support its strengths and weaknesses.</p>			
		<b>TOTAL HOURS FOR THE WEEK:</b>	<b>19.5 hours</b>	

<i>Week #6</i>	<i>Details</i>	<i>Due</i>	<i>Demand Hours</i>	<i>Course Objective</i>
<b>Topics and Learning Objectives</b>	<p>Evaluating Systematic Reviews and Meta-Analyses: Towards Evidence-Based Practice Putting It All Together Concluding Comments</p> <p>By the end of this week, you should be able</p> <ul style="list-style-type: none"> <li>• Distinguish between systematic reviews and meta-analyses as distinct types of empirical studies.</li> <li>• Discriminate systematic reviews to make sure that an analysis of empirical literature on a specific topic is as comprehensive and unbiased as possible.</li> <li>• Determine overall judgment on the quality of a research report by considering the report as a whole.</li> <li>• Interpret reports of research in academic journals versus textbook chapters.</li> <li>• Evaluate fair and meaningful evaluation of a research article takes these practical matters into consideration.</li> </ul>			3, 4 & 5

<b>Reading Assignments</b>	<b>Read</b>  Pyrczak & Tcherni-Buzzeo (2019). Evaluating Research in Academic Journals <ul style="list-style-type: none"> <li>• Chapter 14 – 15</li> <li>• Concluding Comments</li> </ul>		<b>2 hours</b>	
<b>Video Resources (in course resources)</b>	<b>View</b> <ul style="list-style-type: none"> <li>• <b>Lecture</b> <ul style="list-style-type: none"> <li>o Week 6 Overview</li> </ul> </li> </ul> Introduction to Systematic Reviews and Meta-Analysis (16:50) <a href="https://www.youtube.com/watch?v=WB9pbHqUs5c">https://www.youtube.com/watch?v=WB9pbHqUs5c</a>		<b>1.5 hours</b>	
<b>Discussion</b>	<b>Discuss</b>  <b>DQ #1: Systematic vs. Meta-analysis</b> <ul style="list-style-type: none"> <li>• What are the steps involved in a systematic versus a meta-analyses ... what are their similarity and differences?</li> <li>• Is a meta-analysis less reliable or valid than a systematic review?</li> </ul> <b>DQ #2 Overall judgement</b> <ul style="list-style-type: none"> <li>• What are the overall steps you use to judge the quality of a research report by considering the report as a whole?</li> </ul>	See <i>Discussion Guidelines</i>	<b>6 hour</b>	4 & 5
<b>Textbook Chapter Problems week #6</b>	Chapter 14 (Part A)  <i>Directions:</i> Answer the following questions. <ol style="list-style-type: none"> <li>1. What is the main difference between a literature review and a systematic review?</li> <li>2. How is a meta-analysis different from a systematic review?</li> <li>3. Why are systematic reviews and meta-analyses especially suitable for providing a comprehensive evidence base about interventions and practices?</li> </ol>		<b>4 hours</b>	5

	<ol style="list-style-type: none"> <li>4. Which aspects of a systematic search for relevant studies should be documented in a systematic review or meta-analysis?</li> <li>5. Often, researchers would publish their protocol for study selection ahead of conducting their systematic review or meta-analysis. Why is it important?</li> <li>6. Can you explain what <i>heterogeneity</i> among included studies means?</li> <li>7. What is publication bias? How can it affect the results of meta-analyses?</li> <li>8. What are some important components of a study typically coded in a meta-analysis? Is there anything else important you think should be added to this list?</li> </ol> <p>Part B</p> <p><i>Directions:</i> Search for meta-analyses and systematic reviews on a topic of interest to you in academic journals. Read them, and evaluate them using the evaluation questions in this chapter, taking into account any other considerations and concerns you may have. Select the one to which you gave the highest overall rating, and be prepared to support its strengths and weaknesses.</p>			
		<b>TOTAL HOURS FOR THE WEEK:</b>	<b>20 hours</b>	

<i>Week 7</i>	<i>Details</i>	<i>Due</i>	<i>Demand Hours</i>	<i>Course Objective</i>
<b>Topics and Learning Objectives</b>	Quantitative, Qualitative, and Mixed Methods Research: An Overview A Special Case of Program or Policy Evaluation The Limitations of Significance Testing Checklist of Evaluation Questions  As a final step, a consumer of research should make an overall judgment on the quality of a research report by considering the report as a whole. The following evaluation questions are designed to help in this activity.			1-5

<b>Reading Assignments</b>	<b>Read</b> Pyrzczak & Tcherni-Buzzeo (2019). Evaluating Research in Academic Journals <ul style="list-style-type: none"> <li>• Appendix A Quantitative, Qualitative, and Mixed Methods Research: An Overview (189-193)</li> <li>• Appendix B Special Case of Program or Policy Evaluation (193-196)</li> <li>• Appendix C The Limitations of Significance Testing (196-207)</li> <li>• Appendix D Checklist of Evaluation Questions (200-207)</li> </ul>		<b>2 hours</b>	
<b>Video Resources (in course resources)</b>	<b>View</b> <ul style="list-style-type: none"> <li>• <b>Lectures</b> <ul style="list-style-type: none"> <li>o Week 7 Overview</li> </ul> </li> </ul> Mixed Methods Research (3:40) <a href="https://www.youtube.com/watch?v=XynPxWSLjZY">https://www.youtube.com/watch?v=XynPxWSLjZY</a> Qualitative and Mixed Methods Research (7:15) <a href="https://www.youtube.com/watch?v=l5e7kVzMIfs">https://www.youtube.com/watch?v=l5e7kVzMIfs</a>		<b>2 hours</b>	
<b>Discussion</b>	<b>Discuss</b> <b>DQ #1: Assessing Knowledge and Skills</b> <ul style="list-style-type: none"> <li>• How has your skills and abilities to critically review and critique research studies improved since the start of the class .... Be specific.</li> </ul>	See <i>Discussion Guidelines</i>	<b>3 hours</b>	6
<b>Critical Review of Research Article</b>	<b>Write Prompt:</b> Read the article <i>Recommended physical activity and all cause and cause specific mortality in US adults: prospective cohort study</i> <a href="#">Exercise and All Cause Mortality</a> Provide a detailed analysis report of the article. Use APA style and the report should be 5 to 6 pages in length. Download the 12 Steps to Understanding a Quantitative Research Report Template. <a href="#">12 Steps</a> Download the Critical Review of a Research Article Instructions and Rubric for complete instructions. (attached) <a href="#">Writing A Critical Review</a> <b>Format</b>		<b>5 hours</b>	6

	<p><b>Title:</b> Topic and information about the authors.</p> <p><b>Abstract:</b> Brief overview of the article.</p> <p><b>Introduction:</b> Background information and statement of the research hypothesis.</p> <p><b>Methods:</b> Details of how the study was conducted, procedures followed, instruments used and variables measured.</p> <p><b>Results:</b> All the data of the study along with figures, tables and/or graphs.</p> <p><b>Discussion:</b> The interpretation of the results and implications of the study.</p> <p><b>References/Bibliography:</b> Citations of sources from where the information was obtained.</p> <p><b>Overall Impressions</b> – in your own words list the strengths</p>			
		<p><b>TOTAL HOURS FOR THE WEEK:</b></p>	<p><b>20 hours</b></p>	