PSYCH 240
RESEARCH METHODS IN DEVELOPMENTAL PSYCHOLOGY
Spring, 2015

Dr. Debra Roberts

Course Information

Description:
This course examines the techniques of longitudinal, cross-sectional, normative and experimental studies. It is intended to provide a comprehensive overview of current research and theory in the field of developmental psychology, and the various methods used to investigate topics in the field. In order to achieve this goal, a hybrid format will be used where 60% of course instruction will be conducted in the traditional manner in the classroom, and 30% of the instruction will be offered online. It is important to note that your grade will be determined by how well you meet the requirements of all parts of the course, regardless of the instruction mode. See the following link about the potential benefits of a blended course: http://www4.uwm.edu/ltc/hybrid/about_hybrid/index.cfm

Although there are no prerequisites for this course, other than satisfying the requirements associated with your admission to our graduate program, it is strongly recommended that you familiarize yourself with the basics goals and tenets of the “scientific method” that we often use to guide our research.

Class Meetings: Wednesdays: 4:10 - 6:30 p.m.

On-Line Meetings: Per Instructions throughout the course

Office & Hours: Mondays: 1:00 – 4:00 p.m. and by appointment
C. B. Powell - Room 286
You may schedule a face-to-face, phone or virtual (online) meeting

Phone: 806-9450 Email: ddroberts@howard.edu

Instructor’s Objectives for Students:

1. To apply an understanding of and appreciation for the theoretical differences and methodological problems in the study of human development.

2. To formulate intelligent questions and summary statements about human development and engage in investigative procedures using the scientific method.

3. To demonstrate awareness of current research approaches and ethical considerations regarding human subjects.

4. To conduct empirical research on human development topics using complex methodological techniques.
**Requirements:**
The required readings are from both primary (your textbook) and secondary sources (these will be made available to students prior to each class). In class, I will attempt to briefly overview the readings and raise questions or offer observations regarding issues I find important or interesting. All students are expected to participate actively in each class, and the extent of your participation in the class will be taken into account in the determination of your final grade. You are responsible for having read the required readings before coming to class. You are also required to check Blackboard regularly so that you are able to fully engage in the online assignments, discussions, etc. Students will be graded on one exam (a midterm), assessments of material assigned throughout the semester I class and online, a term assignment/project (including oral presentation based on the assignment), and class participation/attendance.

**Exam:**
The midterm exam will be comprised of short answer and essay questions. The midterm will be given on March 4, 2015. The exam will cover all required readings and class discussions (unless otherwise noted).

**Term Assignment:**
You will be required to complete all sections of a standard research proposal of your choice, based on your research interests at this time. This can be a grant application targeting a particular funding source. Various sections of the grant will be due throughout the semester and the final grant will be due in class Wednesday, April 22, 2015.

**On-Line Assignments:**
Each on-line assignment will have an associated grading scheme. Some will simply be based on whether you completed the assignments or not, and others will have assigned grades based on a rubric that will be used to assess the content/quality of your work. **The rubrics can be found in the appendix at the end of the syllabus, along with some helpful supplemental information to help you navigate the course successfully.**

**Class Participation:**
Although 30% of the course material will be completed on-line, it is imperative that you attend class and actively participate in class discussions. Your participation will be evaluated on a deduction basis. You all begin with 10 points and will lose one point for every unexcused absence (not due to a documented emergency, etc.). The additional 5 points will be assessed on your active participation in class based on the instructor’s observation. I realize that we are not all extroverts; however, a big part of meeting the learning objectives for this course is to engage in scientific inquiry that includes oral expression of our ideas.

**Evaluation:**

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<tbody>
<tr>
<td>Midterm</td>
<td>30%</td>
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<tr>
<td>Project/Paper</td>
<td>30%</td>
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<tr>
<td>Online Assignments</td>
<td>30%</td>
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<tr>
<td>Class Participation</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total Possible</strong></td>
<td><strong>100%</strong></td>
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Syllabus

In addition to the following readings, I will assign supplemental readings at the end of each class. Lectures may also incorporate information from optional readings that may be assigned periodically. All required readings (not including course textbook) will be made available to students; or will be put on reserve in the main psychology office. On a regular basis, assignments and accompanying quizzes will be placed on Blackboard for your review and/or completion prior to the next class meeting, as indicated in the instructions.

Textbooks

REQUIRED
*Note: All readings must be completed prior to the class for which it is assigned

RECOMMENDED

Outline of Topics and Readings:

** Note: CM=Work to be completed during or prior to our class meeting; OL=Work to be completed in the Blackboard environment

MODULE 1: Course Introduction & the Scientific Method

After completing the sections within this module, students will be able to:

1) Identify the course instructor and associated contact information

2) Name at least one classmate and state at least three facts about this person that was revealed in the introductory videos on Tegrity

3) Identify and describe the main tenets of the Scientific Method

January 14

Unit 1.1: Course Introduction: Syllabus Review

See “Announcements” Folder in Blackboard
Unit 1.2: Review of the Scientific Method

See "Assignments" Folder in Blackboard

January 21

Discussion of introductory course videos

Unit 1.3: Psychology as a Science & The Scientific Method

Reading: Shaughnessy et al. - Chapters 1 & 2

MODULE 2: Ethics

After completing the sections within this module, students will be able to:

1) Summarize and restate description of major historical events leading materials related the incorporation of APA Ethics Codes – Common Rule

2) Assess the ethical integrity of a proposed study based on the application of the tenets of the Common Rule

3) State three of the “Common Rule” directives for conducting research with human subjects

January 28

Unit 2.1: Ethics and the History of the Common Rule

See "Assignments" Folder in Blackboard

Unit 2.2: Ethics and Applying the Common Rule

See "Discussion Board" Folder in Blackboard

February 4

Reading: Shaughnessy et al. - Chapter 3

Role Play based on online assignment from Units 2.1 – 2.2

MODULE 3: Descriptive Methods Observation and Survey Research

After completing the sections within this module, students will be able to:

1) Distinguish between “single story” and “complex story” perspective when framing a research question
2) Produce summary statement about the importance of considering our “worldview” based on the advice presented by Ms. Adichie in her TED talk on the “Danger of a Single Story”

3) Produce summary statement about the importance of asking good research questions based on the advice presented by Dr. Rosling in his TED talks on “Global Health”

February 11

Unit 3.1: Descriptive Methods & the Danger of a Single Story OL
See “Discussion Board” Folder in Blackboard

Unit 3.2: Descriptive Methods & Asking Pertinent Questions OL
See “Discussion Board” Folder in Blackboard

February 18 Descriptive Methods Applied CM

Reading: Shaughnessy et al. – Chapters 4 & 5 CM

February 27 Experimental Methods: Independent Group, Repeated Measures and Complex Designs

Reading: Shaughnessy et al. – Chapters 6, 7 & 8 CM

March 4 Midterm Exam – Chapters 1 through 8

Module 4: Introduction to Proposal Writing

After completing the sections within this module, students will be able to:

1) Name the current Interim Director of and summarize the mission of the National Institute on Minority Health and Health Disparity (NIMHD)

2) Describe the difference between extramural and intramural research programs and identify one type of research program for early career scientists unique to NIMHD

3) Identify 5 of the 27 NIH Institutes and/or Centers that may be relevant to their particular research

4) Demonstrate knowledge of the mechanisms within NIH for pre-doctoral and post-doctoral training

5) Describe the basic tenets of the mission of (NIH) mission statement

6) Complete a working hypothesis developed from research questions that will be the foundation of a proposal for funding
March 11


Reading: Shaughnessy et al. - Chapters 9 & 10

Begin formulating your research questions due next class

March 14th – 22nd SPRING BREAK

March 25

Unit 4.1: Proposal/Grant Writing and Navigating NIH
See “Assignments” and “Discussion Board” Folders in Blackboard

Unit 4.2: Proposal/Grant Writing and Funding Mechanisms
See “Assignments” Folder in Blackboard

Due: Research Questions for Proposal

Begin formulating the literature review section of proposal due next class

April 1

Analyzing & Reporting Research: Data Analysis & Interpretation

Reading: Shaughnessy et al. - Chapters 11 & 12

April 8

Unit 4.3: Proposal/Grant Writing and Research Evaluation
See “Assignments” Folder in Blackboard

Due: Introduction and Literature Review for Proposal (Draft)

Begin formulating budget and research plan sections for proposal due next class

April 15

Analyzing & Reporting Research: Communicating Your Findings

Reading: Shaughnessy et al. – Chapter 13

Due: Research Proposal - Putting it all together

April 22 Class Presentations
**Important Due Dates for On-Line Assignments (Due by midnight)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Jan. 14</td>
<td>Post introduction video using Tegrity</td>
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<tr>
<td></td>
<td>View video and complete short quiz on scientific method</td>
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<tr>
<td>Jan. 28</td>
<td>Complete quiz based on review of PP presentation on HU-IRB Codes of Conduct</td>
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<tr>
<td></td>
<td>Complete discussion board based on viewing of brief video on “do’s and don’ts of conducting research</td>
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<td></td>
<td>Participate in pre-scheduled online tutorial facilitated by instructor (4:10 – 5:30)</td>
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<tr>
<td>Feb. 11</td>
<td>Complete discussion board and short quiz about content of Adichie TED talk</td>
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<tr>
<td>March 25</td>
<td>Complete quiz about NIMHD</td>
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<tr>
<td></td>
<td>Participate in pre-scheduled online tutorial facilitated by instructor (4:10 – 5:30)</td>
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<tr>
<td>April 8</td>
<td>Wiki Team Assignment</td>
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*Note: Due dates are subject to change as face-to-face class meetings progress*

**Meditations Promoting Mindful Learning**

“*Every minute of our lives serves up something new and gives us an opportunity to learn. But when it comes to the usual ways of learning...we often lose the freshness of direct experience and instead just shovel information into our brains.*” Cited from, A higher education: *Mindful, 2014*

Studies suggest that regular contemplative practice has a positive impact on our physiological, emotional and physical health. As a proponent of this practice, I will incorporate some non-denominational meditations into the course, which I will post for your review prior to each class. *The following is optional and will not be graded as part of your regular course grade. However, you may receive bonus points for your participation (see rubric for “discussion board” below).* There is a designated “space” in (not sure where I will put this yet) for your blogs reflecting on your thoughts about these meditations and if/how they may be helping you to process the course material.
APPENDIX

Rubrics for On-Line Evaluation:

On-line Lectures or Self-Study Assignments
Your participation in on-line lectures or self-study assignments will be graded on a Y=completed-N=not completed (Y = 10 points, N = 0 points), or in some cases an online quiz will be attached with the assignment and will be graded per instructions. There are several assignments whose points will total 10 of the overall 30 points allotted for online assignments.

Discussion Boards
Your discussion board postings will be graded on a Y=completed-N=not completed (Y = 1 points, N = 0 points) or a Pass-Fail basis (P = 5 points, F = 0 points). Instead of grading each posting individually, your contributions will be graded to an entire forum (i.e., all of your entries and replies associated with an assigned topic). ALL of the following criteria must be fulfilled:

- Posted by the deadline
- Fulfilled the assigned task
- Produced, at least, the minimum number of words and/or entries
- Content is pertinent to topic

There are TWO discussion boards whose points will total 10 of the overall 30 points allotted for online assignments. **Note**: Assignments graded on a Y/N basis will not be included in your possible 30 points for online assignments, but these will be used at the professor’s discretion as bonus points to boost your overall grade in the course, if necessary.

Descriptive Rubric for the Team Wiki
You have ONE Team Wiki assignment that will be evaluated using the following rubric: Please note that all team members will earn the same grade unless a team member incurs a penalty because of lack of prompt participation.

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<thead>
<tr>
<th></th>
<th>Exemplary = 5</th>
<th>Competent = 4-3</th>
<th>Minimal = 2-1</th>
<th>Inadequate = 0</th>
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<tbody>
<tr>
<td><strong>Length</strong></td>
<td>Wrote within the assigned word range.</td>
<td>Exceeded the word minimum, but also exceeded the maximum.</td>
<td>Met the word minimum.</td>
<td>Did not meet the word minimum.</td>
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<tr>
<td><strong>Content</strong></td>
<td>Followed the instructions clearly, completing thorough review of the proposals.</td>
<td>Completed good review of the proposals but could be more thorough</td>
<td>Completed the reviews but omitted pertinent feedback</td>
<td>Did not complete the reviews adequately, based on instructions provided</td>
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Supplemental Information

Technology Requirements
Please observe the following requirements so that technology becomes a facilitator rather than a hindrance.

You will also need an email account. Whether you use your @howard.edu account or not, you should update your email address in Blackboard. Note: If you plan to use a non-HU email account, check your SPAM folder for messages I send to the entire class.

Software: At minimum, you need a modern operating system, web-browser, anti-virus software, and a standard word-processing program.

- Operating System: PC Users: Windows 2010, XP or VISTA; Mac Users: OS X or higher
- Web Browser: Internet Explorer 7.0 or higher. (When you access Blackboard, if you see a message that Java is not enabled, try adjusting the settings in your browser.) Also, disable your pop-up blockers for http://blackboard.howard.edu.
- Anti-Virus Program: Norton, McAfee, or other anti-virus software
- Word-Processor: Microsoft Word or a word-processor that can save and open files in Word format. If you do not have Microsoft Office, you can download free Open Office. Note: If you have a newer version of MS Office (2007 of higher), whenever possible, save your files as “Word 97-2003” files in case some classmates do not have an up-to-date version of Office.
- Players and Viewers: Acrobat Reader, MS Word, Power Point, Quicktime, Flash, Shockwave, Real Player, and Windows Media Player. Click here to download any programs you do not have. As for Acrobat Reader, Windows Media Player, and Flash, although they were probably pre-installed on your computer, you may need to download a more recent version. Downloading now will spare you the inconvenience of having to wait for a download when you're trying to complete an assignment.

Computer Skills: It is critical that you know how to create, copy, paste, download, and hyperlink files. With the help of online tutorials (click the following links), you will also need to learn how to manage Blackboard, a wiki, and a blog. These skills are critical because you must submit assignments via the class Blackboard site, your team wiki, and personal blog. Remember if you are sending attachments, you should scan documents with up-to-date anti-virus software.

Internet Basics: To succeed in this course, you need to know how to use email, search library databases and the World Wide Web, and protect your computer from viruses. If you do not, please see the following resources:

- HU Email: illustrated instructions from ISAS
• Web and Database Searches: HU Library guide
• Anti-Virus Protection: CETLA’s Protecting Your PC Tutorial

Emergency Plan: If a server is “down” for an hour or more, email ISAS’s technical support (e.g., ugiri@howard.edu for Blackboard) and “cc” me at ddroberts@howard.edu so that I can advise you about the best way to complete or submit an assignment. If the network goes down, note the time so that I can confirm it later. However, try to avoid such problems: Don’t wait until the last minute to start your online assignments.

Manuscript Conventions
Most of the time you will post your work online by typing or copying and pasting into a text box (e.g., in a wiki, blog, or discussion board). However, if I request files, please double-space and type your text, using a 12-point font and leaving 1” margins on all sides. Include your initials and the name of the assignment in the filename (e.g., “Stylistic Analysis”DDR).

Incomplete Grades and Withdrawals
A grade of Incomplete (I) is given only if an emergency prevents you from taking the final exam. Such an emergency must be documented by your dean or advisor.

If you run into computer-related difficulties, here are some tips:

• If you experience computer problems at home, go to a lab, library, workplace, or friend’s house where you can complete your work.
• If you encounter a problem in a lab, ask the lab assistant to email ddroberts@howard.edu so that you won’t lose credit.
• If the Blackboard server goes down, IMMEDIATELY email ugiri@howard.edu. Also, “cc” ddroberts@howard.edu so that you won’t lose credit.
• If the network goes down, note the time so that I can confirm it later.

Academic Integrity
Read the “Academic Code of Conduct,” which can be found at this link: http://www.howard.edu/policy/academic/student-conduct.htm. If you are caught cheating, you will automatically receive a “0” for the assignment. Please note that I reserve the right to upload your work to an online plagiarism detector such as Safe Assign or Turnitin.

Netiquette
When you participate on the DISCUSSION BOARD, you must not only post your observations, but also give your classmates substantive feedback. Your replies as well as your initial postings will be graded according to the checklist in the Grading Rubrics Folder in Blackboard’s COURSE INFORMATION area (see Appendix B below). This rubric demands quality as well as quantity; simply saying “Good job” or “I agree” will not earn credit.

Like missing feedback, rudeness, or “flaming,” will destroy a sense of community.
Follow this rule of thumb: Post one positive comment and one tactful suggestion in response to a classmate’s posting. For advice about netiquette and a key to emoticons and abbreviations commonly used online, see the COURSE DOCUMENTS Folder in the COURSE INFORMATION area. Also see this link for more detailed information about netiquette: http://www.albion.com/netiquette/corerules.html

OTHER COURSE-SPECIFIC INFORMATION

Support Services
American Disabilities Act (ADA) Accommodation: Howard University is committed to providing an educational environment that is accessible to all students. In accordance with this policy, students who need accommodations because of a disability should contact the Dean for Special Student Services (202-238-2420), as soon as possible after admission to the University or at the beginning of each semester. If you need a special accommodation required by the American Disabilities Act, please document and discuss your disability with me during the first week of classes.

Blackboard Support: Blackboard FAQs for Students is the fastest way to find the answer to a question about Blackboard. You can also consult the student manual on your TOOLS menu. If all else fails, contact ISAS’s System Administrator Umesh Giri (ugiri@howard.edu).

Privacy Notice
To facilitate learning and to fulfill course requirements, students must review and/or respond to one another’s classwork. However, to improve teaching and learning, I may share sample student work with HU faculty or, anonymously, with other HU classes unless I receive a written request from a student to withhold his or her work. On the other hand, if I wish to publish student work, I will solicit permission from students via an Informed Consent Form. Rest assured that your response will not affect your grade.

Links for Module Assignments
Module 1: Scientific Method
Module 2: Ethics in Research
https://www.youtube.com/watch?v=GNzQo1k_PHE
Module 2: Ethics Short cartoon clip
https://www.youtube.com/watch?v=U5kkRfSX96k
Module 2: Ethics with Vulnerable Populations
https://www.youtube.com/watch?v=_xy4qH80DOk
Module 2: Ethics Article on NIH Study
http://www.greens.org/s-r/19/19-07.html
Module 3: Stats Rosling 4 min
https://www.youtube.com/watch?v=xyGnrOmbWh0
Module 3: Rosling – Washing Machine
https://www.youtube.com/watch?v=6sqnptxlCcw
Module 3: Adiche – Danger of a Single Story
http://www.ted.com/talks/chimamanda_adiche_the_danger_of_a_single_story