

PSY641 - Capstone Research I

(2 credit hours)

Course Syllabus

Course Description

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

Capstone I: Students will design a research project and complete a documented literature review for proposed research project. Projects must demonstrate explicitly, through scholarship consistent with the field and should be based on a meaningful integration of the student's course of study to date. This course is a completion of a project research proposal. Capstone II will be the implementation and completion of this proposed project.

Course Learning Outcomes

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

1. Explore, in depth, a content area in psychology.
2. Create relevant research questions.
3. Summarize and integrate theory and research relevant to one question.
4. Develop a research proposal.
5. Submit the research proposal to Institutional Review Board (IRB) for approval.

Required Textbook(s) and Resources

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

Be sure to also review the weekly **Explore** sections for additional library or web resources. For access to databases, research help, and writing tips, visit the [Tiffin University Library](#).

Time Commitment

Effective time management is possibly the single most critical element to your academic success. To do well in this online class you should plan your time wisely to maximize your learning through the completion of readings, discussions, and assignments. Because of our

accelerated, seven-week term, TU online courses are designed with the expectation that you dedicate a little over **six (6)** hours per credit hour to course activities and preparation **each week**. For example, for successful completion of a three-credit, seven-week online course you should reserve roughly **twenty (20) hours per week**.

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

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

Learning Activities

The Capstone learning activities and assignments will be broken down into steps that will help students achieve the goal of creating and completing the Capstone Research Project. Weekly discussions allow for students to interact with each other and their instructor to gain and analyze valuable feedback for each step of the process. Along with weekly discussions, the literature review portion of the course will be broken down for submission during three consecutive weeks of the course. This will allow students to build on their project with weekly feedback from the instructor. The final step in the course will be the submission of their final project to the Institutional review board for the approval to move forward with the project in Capstone 64

Grading

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

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
Discussions Activity 1.1 (0) Activity 1.2 (25) Activity 1.3 (25)	Discussions Activity 2.1 (25)	Discussions Activity 3.1 (25)	Discussions Activity 4.1 (25)	Discussions Activity 5.1 (25)	Discussions Activity 6.1 (25)	Discussions Activity 7.1 (25)	200
	Assignments Activity 2.2 (125)	Assignments Activity 3.2 (175)	Assignments Activity 4.2 (175)	Assignments Activity 5.2 (175)	Assignments Activity 6.2 (150)		800
50	150	200	200	200	175	25	1000

Grading Scale

A: 90-100% | B: 80-89% | C: 70-79% | F: <69%

Course Schedule and Weekly Checklist

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
Start Here	<input type="checkbox"/> MON: Activity 1.1: Look At Me!
Week 1 Title: The Master's Degree and Capstone Project Topics: Components of the Master's thesis/Capstone Project/Research Project Choosing a Topic Qualitative vs. Quantitative research	<input type="checkbox"/> WED: Activity 1.1: Look At Me! – Secondary Post <input type="checkbox"/> WED: Activity 1.2 - Discussion: Goals and Exploration of the Process – Initial Post <input type="checkbox"/> SAT: Activity 1.2 - Discussion: Goals and Exploration of the Process – Secondary Post <input type="checkbox"/> SAT: Activity 1.3 - Discussion: Exploring Topics – Initial Post <input type="checkbox"/> SUN: Activity 1.3 - Discussion: Exploring Topics – Secondary Post
Week 2 Title: The Research Topic and Research	<input type="checkbox"/> WED: Activity 2.1 Discussion: Navigating topics and Formulating Research Questions

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
<p>Questions</p> <p>Topics:</p> <p>Selecting a final research topic</p> <p>The use of research</p> <p>Developing research questions</p> <p>Developing a timeline</p>	<ul style="list-style-type: none"> <input type="checkbox"/> SAT: Activity 2.1 Discussion: Navigating topics and Formulating Research Questions <input type="checkbox"/> SUN: Activity 2.2 Paper: Selecting a Topic
<p>Week 3 Title:</p> <p>Using the Literature to Research a Problem</p> <p>Topics:</p> <p>Benefits of a literature review</p> <p>Primary and Secondary sources</p> <p>Searching for sources</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WED: Activity 3.1 - Discussion: Benefits of a Literature Review <input type="checkbox"/> SAT: Activity 3.1 - Discussion: Benefits of a Literature Review <input type="checkbox"/> SUN: Activity 3.2 Paper: Beginning the Literature Review Paper
<p>Week 4 Title:</p> <p>Writing the Introduction and Literature Review</p> <p>Topics:</p> <p>Statement of the problem</p> <p>Research questions</p> <p>Ethical considerations</p> <p>Research synthesis</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WED: Activity 4.1 - Discussion: Issues Surrounding Literature Review <input type="checkbox"/> SAT: Activity 4.1 Discussion: Issues Surrounding Literature Review <input type="checkbox"/> SUN: Activity 4.2 Paper: Continuing the Literature Review
<p>Week 5 Title:</p> <p>Conducting Ethical Research</p> <p>Topics:</p> <p>Internal review board process</p> <p>Legal and ethical principles</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WED: Activity 5.1 Discussion: Conducting Ethical Research <input type="checkbox"/> SAT: Activity 5.1 Discussion: Conducting Ethical Research <input type="checkbox"/> SUN: Activity 5.2 Paper: Completion of Literature Review

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
Plagiarism	
<p>Week 6 Title: Completing and Submitting the Internal Review Board Proposal</p> <p>Topics: Internal Review Board process</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WED: Activity 6.1 Discussion on IRB Training and Process <input type="checkbox"/> SAT: Activity 6.1 Discussion on IRB Training and Process <input type="checkbox"/> SUN: Activity 6.2 Document: Submitting to the IRB
<p>Week 7 Title: Wrap Up/Looking Ahead to Capstone 642</p> <p>Topics: Waiting for Institutional Review Board approval Looking ahead and preparation for PSY642: Research Capstone II</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WED: Activity 7.1 Discussion: Preparing for Conducting Research and future planning <input type="checkbox"/> SAT: Activity 7.1 Discussion: Preparing for Conducting Research and future planning

Tips for Success

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

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

For More Information:

Be sure to review the [Support, Policies, and Procedures](#) addendum.