GETTING STARTED

Course Overview

Welcome to your Capella University online course, 8921 – Colloquium Track 1 .
Congratulations! You have reached a critical, early milestone in your development as both a scholar-practitioner and an independent researcher. This first colloquium experience will help you begin to conceptualize and develop the skills required for independent research. Specifically, you will begin to develop a research topic and will start building a literature review to justify your topic.

Quality Matters Logo

Demonstrating your ability to design and conduct independent research is the capstone of the PhD educational process, and it begins early in the program. In your courseroom and colloquia experiences, you will develop the writing, research, and critical thinking skills necessary to complete your dissertation and earn your PhD.

Courseroom Tour

The Colloquium Courseroom functions differently from the usual courseroom. Instead of ten units, each taking about a week, you will complete nine units before attending the Weekend Experience and one unit following the Weekend Experience. You must complete the first nine units prior to the weekend, and you will have through Thursday of the fourth week to complete your work. The end of Unit 9 actually covers the Weekend Experience. Unit 10 will be completed when you return home. Please remember that you have 24 days to complete the first nine units prior to attending the Weekend Experience.

The course will be structured as follows:

- Units 1–9 will mostly be completed before you attend the Weekend Experience. The nine units and the Weekend Experience will all be completed within a four-week period.
- Unit 10 will be completed when you return home from the Weekend Experience, and it will last two weeks.

Besides a course overview, Units 1–9 cover the following:

- Unit 1: Forming Cohorts and Academic Integrity – Summarizing, Citations, and Resources.
- Unit 2: Academic Integrity – Correct Use of APA Style and Formatting.
- Unit 3: Your Research Topic.
- Unit 4: Library Skills and the Literature Review.
- Unit 5: Dissecting Research Articles
- Unit 6: Professional Communications
- Unit 7: Research Ethics
- Unit 8: Reviewing the Scientific Merit of Proposed Topics and Developing Your Research Problem Statement
- Unit 9: Preparing for the Weekend Experience

Each unit covers key content topics, and comprises a variety of learning activities similar to your 10-week online courserooms:

- Reading.
- Reviewing presentations.
- Discussion questions.

Assessments

Most of the units include self-assessments in the form of:

- Objective quizzes.
- Discussion posts.
- Assignments.

The assessment quizzes included in this course come in a few different types. They are designed as formative assessments that will enable you and your Colloquium instructor to evaluate your progress in building the foundational knowledge and skills that you will practice applying at the Weekend Experience. When you complete the formative assessment quizzes, you will receive a score but this score does not represent a letter grade. Do not think of it as a letter grade. Instead, think of the score as an indicator of where you are situated on the continuum of competency development in the content area the quiz assesses. Some of the assessment quizzes are used to simply record the results of an activity or assessment completed outside of the courseroom, such as a Library Research Skills assessment that you will complete on iGuide. Others are regular quizzes, with multiple choice and true or false questions.

The following are key quizzes within the courseroom. If you are unable to attain a score of 80 percent or better within the three allowed attempts, you will need to contact your instructor for further discussion:

- u01q1: Assessment – Summarizing, Paraphrasing, Quoting.
- u02q2: Assessment – APA Style and Format.
- u02q2: Assessment – Writing Assessment Track 1 Results.
- u04q1: Library Research Skills Final Assessment Score.
- u05q1: Assessment – Dissecting Research Articles.

There are also 6 key assignments on which the Pass/Fail will be assessed. These key assignments are:

- u08a1: Research Problem Statement.
- u09a1: Self-Assessment – Track 1 Courseroom Checklist.
- u09a2: Poster Presentations.
- u10a1: Track 1 Final Assessment.
- u10a2: Completing the Weekend Experience Checklist.
- u10a3: Track 1 Preparation Plan.

Assignments u08a1, u09a2, u10a1, and u10a3 are assessed using a grading rubric. Assignments u09a1 and u10a2 are assessed using a checklist. If you complete all of the activities on each checklist, you receive a 100 percent on each checklist. If not, then you would receive a zero.

Due Dates

The due dates for the unit assignments are as follows:

- **Units 1–3:** Due by Sunday at 11:59 p.m. CST at the end of Week 1.
- **Units 4–6:** Due by Sunday at 11:59 p.m. CST at the end of Week 2.
- **Units 7–8:** Due by Sunday at 11:59 p.m. CST at the end of Week 3.
- **Unit 9:**
  - **u09a1:** Due by Thursday at 11:59 p.m. CST of Week 4.
  - **u09a2:** Due by Sunday at 8:00 a.m. CST of the Weekend Experience, at the end of Week 4.

- **Unit 10:**
  - **u10a1:** Track 1 Final Assessment due by Sunday at 11:59 p.m. CST at the end of Week 5.
  - **u10a2:** Completing the Weekend Experience Checklist due by Sunday at 11:59 p.m. CST at the end of Week 5.
  - **u10a3:** Track 1 Preparation Plan due by Sunday at 11:59 p.m. CST at the end of Week 6.

Peer Feedback

One of the most valuable aspects of this course is that you will have multiple opportunities to give and receive constructive feedback with your peers, and to receive feedback from your instructor. As Allen and Allen (1996) wrote,

Without feedback, there is little opportunity to improve performance. In the many tasks of life, feedback is a very uncertain process, and even when it is available it is often not presented in a way that makes it most useful or most likely to be considered. Our behavior changes most powerfully when feedback is given and received in a positive environment where trial and error is encouraged (p. 2).

Engaging in peer review is not an easy task. It requires learners to be careful and thoughtful reviewers, as well as rigorous but tactful responders. It also requires learners to be open to feedback and willing to seriously consider that feedback. A well-conducted peer review is a benefit to both the learner whose work is being reviewed, and to the reviewer. With feedback, the learner posting their work is able to determine what feedback to incorporate in order to revise and improve their critical thinking and writing skills. As reviewers, learners utilize a structured critique process to sharpen their critical thinking and writing skills.

Make sure as you participate in the peer assessment exercises throughout the course that you are following the guidelines provided for giving and receiving feedback to and from your peers. It is important to note that you offer both positive and constructive feedback. A balanced approach to offering feedback informs your peers about what they are doing well, in addition to what they may need to improve. Offering and receiving professionally communicated peer feedback is essential for your development as a practitioner and a scholar. As a scholar, peer-reviewed is the standard for the professional literature that you utilize.

Preparing for the Weekend Experience

It is important that you move through each activity sequentially. The objective here is to present the information you will need in the Weekend Experience in a developmental sequence. You learn and practice in the colloquia courseroom, and then you apply your skills at the Weekend Experience. **Note:** One important thing to be aware of is that in order to receive credit for the pre-weekend courseroom, you must complete all of the courseroom activities. In Unit 9, you will complete the *Track 1 Colloquia Courseroom Checklist,* which will be worth 5 percent of your total grade.

Finally, the Colloquium courseroom is self-guided to a much greater extent than your regular courses. The faculty instructor will be available to answer questions and direct you to resources as you need them. Think of the faculty instructor as a consultant to—and an evaluator of—your work.

Discussions in the My Groups Area – Track 1

Your instructor will assign all leaners to a group. All unit discussions will be held in the private Group Discussion Board accessed via **My Groups** in the left-hand navigation area. You will only see your own group's discussions. You will not see **My Groups** in the left-hand navigation area unless your instructor has enrolled you into a group. Use **Messages** to contact your instructor if you do not see your group or a My Groups area, or if you have enrolled late into this course.

Please note that discussions such as Welcome and Introductions and Ask Your Instructor are held in the regular discussion area and are open to all learners in this course.

Reference

Allen, D. B. & Allen, D. W. (1996). *2+2 equals better performance: Alternative performance appraisal with feedback and encouragement* [Unpublished manuscript]. Denver, CO: University of Denver, Old Dominion University.

Course Competencies

To successfully complete this course, you will be expected to:

1. Recognize the qualities and skills of a scholar practitioner professional within respective disciplines.
2. Recognize personal attributes of a scholar-practitioner.
3. Plan how to develop the scholar practitioner identity within the discipline.
4. Apply the process and characteristics of critical thinking.
5. Evaluate the importance and value of a scholarly discourse.
6. Support ideas and concepts with evidence from the literature.
7. Problem: Assess research problems and questions in scholarly articles.
8. Literature: Evaluate the credibility of scholarly articles.
9. Approach and Methodology: Articulate basic scientific method and research approaches.
10. Analysis and conclusion: Analyze the various methodologies used by scholars to answer research questions in the literature.
11. Ethics: Articulate the role of ethics and academic integrity in academic interactions and in scientific research.
12. Apply academic communication skills in verbal and written interactions.

Review Policies And Procedures
Learner Expectations Statement

Capella's online courses and programs are based on interactive teaching, learning, and communication. Faculty and learners actively contribute to one another's learning through critical dialogue, integrative learning, and collaborative learning. In order to take full advantage of the experiences and resources Capella offers, learners are expected to manage and direct their academic progress with support and guidance from faculty.

Please review policies and procedures available on the Learner Expectations section of iGuide, which includes information regarding the Academic Honesty policy, the Learner Code of Conduct and more.

[Review Learner Expectations](#)

Disability Services Statement

Capella University recognizes its obligations to accommodate the needs of learners with disabilities under the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), the Rehabilitation Act of 1973 and similar state laws. Capella University is committed to providing reasonable accommodations to qualified learners with disabilities in university programs and activities. Learners needing academic accommodations should refer to Disability Services information on iGuide, e-mail DisabilityServices@capella.edu, or call 888-CAPELLA and ask to speak with a Disability Services team member.

Learners approved for academic accommodations will receive a Letter of Eligibility for Accommodations from the Disability Services office. Learners need to share this letter with the course instructor to receive the accommodations for which they have been approved. Accommodations should be set up as early in the class as possible, as they cannot be applied retroactively.

[Visit Disability Services on iGuide](#)

Course Participation

Learners must submit a grade-eligible courseroom activity before the end of the second Friday of each course in order to remain enrolled in their course(s). Communicating with an instructor via courseroom mail, in the Ask your Instructor discussion board, or outside of the courseroom does **not** count as initial course participation.

Learners must also continuously submit grade-eligible courseroom activities throughout the duration of each course in order to remain enrolled in their course(s). In the event that you are unable to complete the course requirements by the course "end date" due to unavoidable and unforeseen circumstances, you may request an Incomplete ("I") grade by submitting the Incomplete Grade Form on iGuide before the course concludes.

Please see University Policy [2.02.02 Course Registration](#) and [3.04.08 Incomplete Grades](#) for full details.

Review Course Content

Please familiarize yourself with the syllabus and the course project, if your course includes one. After reviewing this content, return here to get to know your classmates in the Welcome and Introductions discussion.

Welcome And Introductions

One of the most important aspects of an online course is the interaction between you and your fellow learners. Now that you have reviewed the syllabus, write and post your self-introduction including mention of your educational and employment background related to the topics of this course. Also include a response to one of the following:

- Draft one or two specific goals you want to accomplish by the end of the course.
- Consider and describe how this course can contribute to your career goals.
- Discuss your excitement, challenges, or apprehensions as you begin this course.

This discussion provides a great opportunity for you and your fellow learners to get to know each other. Please make certain that your post is well-written, grammatically correct, and informative.

Faculty Expectations

It is important that you and your instructor share a common understanding of the expectations for this course. Read the faculty expectations message and respond acknowledging your understanding of the expectations.

SYLLABUS

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10. Analysis and conclusion: Analyze the various methodologies used by scholars to answer research questions in the literature.
11. Ethics: Articulate the role of ethics and academic integrity in academic interactions and in scientific research.
12. Apply academic communication skills in verbal and written interactions.

Prerequisites

There are no prerequisites for this course.

Grading

This is a Pass/Fail course which means that the final grade will be converted to an S (Satisfactory) or an NS (Nonsatisfactory). You will earn numerical grades on the specific assignments below which will be calculated together as a final numerical grade. The instructor will convert the numerical grade to an S or NS based on the scale below.

Note: You must pass assignment u10a1 in order to pass this course. You will receive a numerical score from 1–100 based on the scoring guide for u10a1 after your instructor reviews your assignment. Your instructor will convert that grade according to the following:

- Scores between 0–14 on u10a1 will be converted to a zero in the courseroom gradebook and will earn zero percent towards the final course grade.
- Scores between 15–100 on u10a1 will be converted to a 100 in the courseroom gradebook and will earn 100 percent towards the final course grade.

Course requirements include the following major independent measures of learner competency.

Learning Activity Weights and Scoring Guides

Activity	Weight	Scoring Guide
1. Peer Responses	**5%**	PhD Colloquia Peer Responses Scoring Guide .
2. Unit Activities	**95%**	
u08a1: Research Problem Statement	10%	Research Problem Statement Scoring Guide .
u09a1: Self-Assessment – Track 1 Courseroom Checklist	5%	Self-Assessment – Track 1 Courseroom Checklist Scoring Guide .
u09a2: Poster Presentations	30%	Poster Presentations Scoring Guide .
u10a1: Track 1 Final Assessment	35%	Track 1 Final Assessment Scoring Guide .
u10a2: Completing the Weekend Experience Checklist	10%	Completing the Weekend Experience Checklist Scoring Guide .
u10a3: Track 1 Preparation Plan	5%	Track 1 Preparation Plan Scoring Guide .
Total:	**100%**	

Final Course Grade

S = 70-100%
NS = 69% and below

Course Materials

Required

Books

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN: 9781433805622.

Articles

Library

The following required readings are provided for you in the Capella University Library or linked directly in this course. To find library resources, use the Journal and Book Locator tool found on the library home page.

Harold Abel School of Social & Behavioral Sciences - Department of Counseling

Schoebi, D., Karney, B. R., & Bradbury, T. N. (2012). Stability and change in the first 10 years of marriage: Does commitment confer benefits beyond the effects of satisfaction? *Journal of Personality and Social Psychology, 102* (4), 729–742.

Tighe, A., Pistrang, N., Casdagli, L., Baruch, G., & Butler, S. (2012). Multisystemic therapy for young offenders: Families' experiences of therapeutic processes and outcomes . *Journal of Family Psychology, 26* (2), 187–197.

Harold Abel School of Social & Behavioral Sciences - Department of Psychology

Schoebi, D., Karney, B. R., & Bradbury, T. N. (2012). Stability and change in the first 10 years of marriage: Does commitment confer benefits beyond the effects of satisfaction? *Journal of Personality and Social Psychology, 102* (4), 729–742.

Tighe, A., Pistrang, N., Casdagli, L., Baruch, G., & Butler, S. (2012). Multisystemic therapy for young offenders: Families' experiences of therapeutic processes and outcomes . *Journal of Family Psychology, 26* (2), 187–197.

School of Business & Technology

Franklin, C. J. (2011). A quantitative analysis of the public administrator's likely use of eminent domain after Kelo . *Review of Management Innovation & Creativity, 4* (11), 10–20.

Sharma, D., Stone, M., & Ekinci, Y. (2009). IT governance and project management: A qualitative study . *Journal of Database Marketing & Customer Strategy Management, 16* (1), 29–50.

School of Education

Wiersma, L. D., & Sherman, C. P. (2005). Volunteer youth sport coaches' perspectives of coaching education/certification and parental codes of conduct . *Research Quarterly for Exercise and Sport, 76* (3), 324–338.

Bassey, P. U., Isangedighi, A. J., Okon, O. M., & Idaka, I. E. (2010). Some affective characteristics as correlates of secondary school students performance in mathematics in cross river state . *Global Journal of Educational Research, 9* (1), 77–83.

School of Public Service Leadership

Corcoran, J., Mewse, A., & Babiker, G. (2007). The role of women's self-injury support-groups: A grounded theory . *Journal of Community & Applied Social Psychology, 17* (1), 5–52.

Oburu, P. O., & Palmérus, K. (2003). Parenting stress and self-reported discipline strategies of Kenyan caregiving grandmothers . *International Journal of Behavioral Development, 27* (6), 505–512.

Optional

Optional Articles

Internet

Curren, W. J. (1973). The Tuskegee syphilis study. *New England Journal of Medicine, 289* , 730–731.

Department of Health and Human Services (DHHS). (2005). *Protection of Human Subjects Rule, 45 C.F.R. 46* . Retrieved from http://www.hhs.gov/ohrp/policy/ohrpregulations.pdf

Humphrey, L. (1970). Tearoom trade. *Society, 7* (3), 10–25.

Krugman, S., Ward, R., & Giles, J. P. (1962). The natural history of infectious hepatitis. *American Journal of Medicine, 32* (5), 717–728.

Milgram, S. L. (1963). Behavioral study of obedience. *The Journal of Abnormal and Social Psychology, 67* (4), 371–378.

The National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research. (1979). The Belmont Report: Ethical principles and guidelines for the protection of human subjects of research . Washington, DC: Department of Health and Human Services. Retrieved from http://www.hhs.gov/ohrp/humansubjects/guidance/belmont.html

UNIT 1

Unit 1 Forming Cohorts And Academic Integrity – Summarizing, Citations, And Resources

Introduction

Colloquia Competencies

As you work your way through this course, you will begin to gain proficiency in twelve competencies, which are grouped into four key categories:

- **Scholar-Practitioner**
  - Recognize the qualities and skills of a scholar-practitioner professional within respective disciplines.
  - Recognize personal attributes of a scholar-practitioner.
  - Plan how to develop the scholar-practitioner identity within the discipline

- **Critical Thinker**
  - Apply the process and characteristics of critical thinking.
  - Evaluate the importance and value of a scholarly discourse.
  - Support ideas and concepts with evidence from the literature.

- **Researcher**
  - Problem: Assess research problems and questions in scholarly articles.
  - Literature: Evaluate the credibility of scholarly articles.
  - Approach and Methodology: Articulate basic scientific method and research approaches.
  - Analysis and conclusion: Analyze the various methodologies used by scholars to answer research questions in the literature.
  - Ethics: Articulate the role of ethics and academic integrity in academic interactions and in scientific research.

- **Scholarly Communicator**
  - Apply academic communication skills in verbal and written interactions.

Additional Resources

These resources can be used as needed throughout the course.

- Capella Colloquium .
- Dissertation Research at Capella .
- Colloquia Competencies .
- Colloquium Track 1 Courseroom Outline .
- Courseroom Support Center .
- Learning Resources .
- Online Writing Center .
- Success Factors .

The competencies covered in this unit include the following:

- Competency 3 - Plan how to develop the scholar practitioner identity within the discipline.
- Competency 11 - Ethics: Articulate the role of ethics and academic integrity in academic interactions and in scientific research.
- Competency 12 - Apply academic communication skills in verbal and written interactions.

Group Discussion Activities – Topics and Replies

Please be aware that since discussion posts and replies take place in the **My Groups** area, your discussion topics will be presented in study activities; for example, "[u01s3] Unit 1 Discussion 1 Topic." Read the group discussion topic study for the discussion requirements, then post your replies

in the appropriate private group discussion accessed via **My Groups** in the left-hand navigation area.

Objectives

To successfully complete this learning unit, you will be expected to:

1. Explore expectations and competencies associated with the colloquium experience.
2. Define academic integrity and how it applies to one's work.

[U01S1] Unit 1 Study 1
Preparing for Colloquium

Preparing for Colloquium

For a successful Track 1 experience, begin by completing the following tasks. Remember, complete the activities in the order presented.

Image of Capella University logo.	**How the Colloquia Tracks Relate to Your Coursework**
Presentation icon Launch Presentation | Transcript icon Transcript	

Media

* Click **Launch Presentation** to view *How the Colloquia Tracks Relate to Your Coursework* .

Readings

Complete the following:

* Read Colloquium Courseroom Expectations .
* Review Colloquia Competencies .

Psychology Learners

* Review the handout, How Track 1 Aligns with PSY7110 and Why .

Forming Cohorts and Academic Integrity

In this unit, you will participate in two important activities. You have already been placed in a cohort that is a small working group, with whom you will move through the courseroom and the Weekend Experience. Your school or department has decided how to organize your cohort and your faculty instructor can tell you how your cohort was formed. You will work with your cohort partners on two activities focused on academic integrity. You will gain an understanding of plagiarism and its consequences.

To complete Unit 1, start with the study, Academic Integrity – Writing With Sources. Review the resources provided there, and when you feel you have mastered the material, complete the Unit 1 Quiz, Self-Assessment – Summarizing, Paraphrasing, Quoting. Your goal is to score 80% or higher within the three allowed attempts. Finally, submit the Academic Honesty Pledge to complete this Unit.

Many activities for writing and the library include resources to support your development. You may already be familiar with some or all of the resources. You may choose to review the resources prior to completing a quiz. Reviewing the resources for these activities is encouraged but not required. If you identify areas that need improvement, use the resources to improve your skills. You are strongly encouraged to use the Smarthinking service to receive free writing feedback and tutoring to improve your professional communication skills.

[U01S2] Unit 1 Study 2
Academic Integrity – Writing with Sources

Academic integrity is more than avoiding plagiarism. It encompasses a variety of scholarly skills and attitudes:

Academic Integrity.	**Academic Integrity**
Presentation icon Launch Presentation | Transcript icon Transcript	

* Including the proper use of citations and references.
* Giving appropriate credit to authors.
* Integrating sources; correct summarization, paraphrasing, and quoting of others' work.

To complete the first part of your studies on academic integrity, you will review tutorial documents and media modules, respond to discussion questions, complete a self-assessment, and submit an assignment.

- To begin, study [Academic Integrity – Writing with Sources](#) .

Connecting Academic Integrity to Capella Policies

To obtain more information on the details of academic integrity as defined in this session and as explored in the activities, view the following modules on academic honesty and integrity:

- Review Capella's [Academic Honesty Policy](#) .
- In iGuide, review the [Academic Honesty](#) site.
- Click **Launch Presentation** to view the *Academic Integrity* presentation.

Understanding Research Misconduct

Academic integrity involves engaging in responsible and ethical research and avoiding research misconduct. Research misconduct includes plagiarism, fabrication of data, or falsification of data as well as other actions that deviate from accepted practices in research. Plagiarism includes failure to accurately cite or paraphrase your sources, failure to adequately credit research that informs your study design, or paying for another individual to author portions of your research plan or dissertation. Your work must constitute your own original ideas and you are responsible for authoring it. Additional activities that could constitute misconduct include conducting research without site permission, conducting research that does not comply with federal policies governing participant protections, and failure to disclose conflicts of interest.

Research misconduct is considered an egregious offense and the consequences of misconduct are severe; it is important to review the policy and familiarize yourself with how to avoid misconduct. Review Capella's [Research Misconduct Policy](#) .

[U01S3] Unit 1 Discussion 1 Topic
Group Discussion Instructions

This study activity contains the discussion topic for your group discussion. Post in your Group Discussion Board, accessed via **My Groups** in the left-hand navigation area. For detailed instructions on using My Groups, see the *Courseroom Tutorial: Participate in Groups* document linked in Resources.

Note that you will not see **My Groups** in the left-hand navigation area unless your instructor has enrolled you into a group. Use **Messages** to contact your instructor if you do not see your group or a My Groups area, or if you have enrolled late into this course.

> **Resources**
>
> Scoring Guide icon   [PhD Colloquia Peer Responses Scoring Guide](#) .
>
> Website icon   [Academic Integrity – Writing with Sources](#) .
>
> Website icon   [Capella Writing Center](#) .
>
> Website icon   [The Definition of High Quality](#) .
>
> PDF icon   [Courseroom Tutorial: Participate in Groups](#) .

Group Discussion Topic: Defining Academic Integrity

Using the definitions of academic integrity you read in the "Definitions and Standards of Academic Integrity" section of the Academic Integrity – Writing with Sources handout, give your own working definition of academic integrity. Do not quote directly from the document, but put your definition in your own words. Where you do take ideas from the document, provide the citation.

Response Guidelines

Post one response of high quality to a cohort partner, offering a critique of your partner's answer.

For this discussion, the phrase *high quality writing* means that the words are clear and relevant, and mean exactly what the writer intends them to mean. Good writing avoids wordiness and jargon (overly technical words) and reads smoothly. High quality writing shuns redundancy and uses parallel constructions. The sentences use correct grammar and punctuation, the active voice, and simple rather than complicated structures.

High quality writing organizes sentences and paragraphs to work together to create a logical argument, rather than merely stringing them together without a plan. The paragraphs follow the MEAL plan and use signal phrases to identify other authors' words and transitions to show how the paragraphs relate to one another. Finally, high quality writing avoids bias.

More details about high quality writing can found in the Capella Writing Center and on pages 65–77 of the APA (2010) Publication Manual, 6th edition, published by the APA in Washington, DC. Information about grammar, punctuation, and usage can also be found in the APA Manual on pages 77 and following.

Using Resources

Resources are provided to support your understanding of academic integrity. If you have already reviewed any or all of the resources, you may proceed to the activity. You may return to any resource if needed.

[U01S4] Unit 1 Discussion 2 Topic
Group Discussion Instructions

This study activity contains the discussion topic for your group discussion. Post in your Group Discussion Board, accessed via **My Groups** in the left-hand navigation area. For detailed instructions on using My Groups, see the *Courseroom Tutorial: Participate in Groups* document linked in Resources.

Note that you will not see **My Groups** in the left-hand navigation area unless your instructor has enrolled you into a group. Use **Messages** to contact your instructor if you do not see your group or a My Groups area, or if you have enrolled late into this course.

Resources

Scoring Guide icon   PhD Colloquia Peer Responses Scoring Guide .

PDF icon   Academic Honesty Policy .

Presentation icon   Academic Integrity .

Website icon   Academic Integrity – Writing with Sources .

Website icon   Capella Writing Center .

Website icon   The Definition of High Quality .

PDF icon   Courseroom Tutorial: Participate in Groups .

Group Discussion Topic: Applying Academic Integrity to Scholarly Writing

After reviewing Academic Integrity – Writing with Sources, the Academic Honesty Policy, and the *Academic Integrity* presentation, complete the following:

- Describe at least five specific ways in which you can assure yourself that you are fulfilling the standards of academic honesty and integrity.
- Make notes on your current understanding of:
    1. How to learn best practices to avoid sanction.
    2. How to reach out for help as you work on maintaining high academic integrity standards.

Response Guidelines

Post one response of high quality to a cohort partner. In your response, offer a critique of his or her answer.

Using Resources

The resources are provided to support your understanding of academic integrity. If you have already reviewed any or all of the resources, you may proceed to the next activity—Assessment Summarizing, Paraphrasing, Quoting—after completing your discussion question.

[U01A1] Unit 1 Assignment 1
The Academic Integrity Pledge

After you have completed the Academic Integrity documents and modules and Self-Assessment, you will continue with the following:

- Open the Pledge of Academic Honesty document, found in Resources. After reviewing it, sign (type) your full name and the date at the bottom.
- Keep a copy for your records; you will need it for Track 2.
- Submit the Pledge of Academic Honesty in this assignment.

> **Resources**
>
> **Website icon** [The Academic Integrity Pledge Scoring Guide](#) .
>
> **PDF icon** [Academic Honesty Policy](#) .
>
> **Website icon** [Academic Honesty](#) .
>
> **Presentation icon** [Academic Integrity](#) .
>
> **Website icon** [Academic Integrity - Writing with Sources](#) .
>
> **Website icon** [Integrating Sources](#) .
>
> **MS Word icon** [Pledge of Academic Honesty](#) .

Review the assignment due date information provided in both the Syllabus and the Faculty Expectations discussion to effectively plan your time.

[U01Q1] Unit 1 Quiz 1
Assessment – Summarizing, Paraphrasing, Quoting

Quiz Instructions

In this unit, you have been introduced to new concepts related to academic integrity. This multiple-choice quiz will gauge your understanding of the material presented in this unit and provide an opportunity for you to demonstrate your mastery of the following course competency:

> **Resources**
>
> **PDF icon** [Academic Honesty Policy](#) .
>
> **Presentation icon** [Academic Integrity](#) .
>
> **Website icon** [Academic Integrity – Writing with Sources](#) .
>
> **Website icon** [Capella Writing Center](#) .

- Ethics: Articulate the role of ethics and academic integrity in academic interactions and in scientific research.

The quiz uses three examples of using ideas from another author. Each presents the original material first, then offers two examples (first of summarizing, then of paraphrasing, and last of directly quoting). After each set of examples, answer the questions that follow.

You will have three opportunities to achieve a score of 80% or higher. If, after three attempts, you have not reached 80% correct, you will need to contact your instructor to discuss options.

Note : The correct answers will not display after completion of this quiz.

Read the following instructions before taking the quiz:

- There is no time limit on the quiz.
- You must take and submit the quiz in this unit.
- After answering each question, submit your quiz to receive credit. The quiz is scored automatically, and you will receive feedback immediately. There are 100 total points possible.
- When you access the quiz, read the Instructions and Troubleshooting page before you begin.
- You will have up to three times to achieve a score of 80%; however, once you have taken the quiz three times, you cannot retake the quiz to change your grade. Once the final grade is recorded, it cannot be changed.
- When you access the quiz, read the Instructions and Troubleshooting page before you begin.

Using Resources

The Resources are provided to support your understanding of academic integrity. If you have already reviewed any or all of the resources, you may proceed to the quiz. If you identify areas that need improvement after taking the quiz, utilize these resources to support your development.

Unit 1 Updates And Handouts
Periodically, information will be posted in this space for the good of the class.

Ask Your Instructor

This thread was created to provide a convenient space for you to ask questions—questions about particular assignment and discussion activities, questions about the course in general, questions about expectations. If there is something that you feel you could use help with, please post your question here. Most likely, some of your classmates will have the same concern, so your post may help several learners. If you feel your question is private, please use the **Messages** tool found under **Notifications** .

UNIT 2

Unit 2 Academic Integrity – Correct Use Of Apa Style And Formatting

Introduction

Another dimension of academic integrity is the correct use of APA style and formatting. Your required text, *The American Publication Manual of the American Psychological Association* (APA Manual) is required for all Capella PhD learners. Use the manual for all writing activities. Writing in APA style and format takes practice and familiarity with the manual. To prepare for the self-assessment in this unit, you will study two presentations that will cover both the elements of a correctly structured paper and the details of APA format.

This unit covers the following competency:

- Competency 12 - Apply academic communication skills in verbal and written interactions.

Objectives

To successfully complete this learning unit, you will be expected to:

1. Demonstrate an understanding of academic writing skills.
2. Demonstrate knowledge of APA style and formatting.

[U02S1] Unit 2 Study 1
Academic Integrity – Correct Use of APA Style and Form

In order to prepare for the quiz on APA Style and Formatting, review the resources under Optional Media, as well as your APA Manual. If you feel that you are already prepared for the quiz, go ahead and move to the next activity, Assessment - APA Style and Format, and complete the quiz. If you identify areas that you need to improve, refer back to the APA Manual, as well as the media resources listed in this study activity.

Resource

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN: 9781433805622.

Optional Media

Use iGuide to review the following presentations as needed:

- *APA Style and Formatting* .
- *APA Style and Formatting Module* , prepared by the Capella Writing Program. This covers some of the same material, but is set up for quick reference. It includes some information regarding the difference between APA and classroom submission.
- *Signal Phrases* .
- *Writing Your Own Academic Conversation* .

If you feel that you have sufficient mastery of APA style and format, complete the quiz, Self-Assessment – APA Style and Format. Use the self-assessment as a consciousness-raiser, pointing out areas in which your grasp of APA format and style needs improvement. Refer to the APA manual to improve your writing skills.

[U02Q1] Unit 2 Quiz 1
Assessment – APA Style and Format

Quiz Instructions

In this unit, you have been introduced to new concepts related to APA style and formatting. This multiple-choice quiz will gauge your understanding of the material presented in this unit and provide an opportunity for you to demonstrate your mastery of the following course competency:

- Apply academic communication skills in verbal and written interactions.

You will have three opportunities to achieve a score of 80% or higher. If, after three attempts, you have not reached 80% correct, you will need to contact your instructor to discuss options.

Note : The correct answers will not display after completion of this quiz.

Read the following instructions before taking the quiz:

- There is no time limit on the quiz.
- You must take and submit the quiz in this unit.
- After answering each question, submit your quiz to receive credit. The quiz is scored automatically, and you will receive feedback immediately. There are 100 total points possible.
- You may take the quiz up to three times in order to achieve a final score of 80%. Once the final grade is recorded, it cannot be changed.
- If you do not achieve a score of 80% after 3 attempts, you must contact your instructor.
- When you access the quiz, read the Instructions and Troubleshooting page before you begin.

Use the self-assessment as a consciousness-raiser, pointing out areas of APA format and style that you need to improve.

[U02S2] Unit 2 Study 2
Preparing for Personal Writing Assessment Track 1

Throughout your academic career at Capella, you will work to demonstrate your knowledge of material through writing (and occasionally by making oral presentations, such as during conference calls). As you create written and oral presentations, you will want to ensure that you thoroughly address all aspects of the professional communication process:

Image of Capella University logo.	**Welcome to the Writing Center**
Presentation icon Launch Presentation	Transcript icon | Transcript

- Research.
- Reading.
- Organization.
- Drafting.
- Revision.
- Editing.

Because honing your writing skills is essential to your success as a doctoral learner, many of the Track 1 sessions involve academic writing. In preparation for these sessions, it is critical that you assess your writing skills early so you can identify the areas of your writing that need the most attention. It has been a long time since many learners have written academically, and writing at the doctoral level requires a broad range of writing skills. Consider your strengths and weaknesses systematically; know your areas of weakness so you can improve them and your areas of strength so you can protect them.

The personal writing assessment in Track 1 focuses mostly on local concerns of grammar, style, and punctuation—the basic skills about which you should already have a strong understanding. Completing the assessment will help you gauge the areas in which you need improvement, and the resources provided will help you grow your skills. Sharpening your writing skills will help prepare you for the comprehensive examination and dissertation phases of your program.

Media

To prepare to take the Personal Writing Assessment for Track 1:

- Click **Launch Presentation** to view the presentation, *Overview of the Writing Center* , by Dr. Stone Shiflet Meredith.

Readings

Use iGuide to complete the following:

- Access the Writing Across the Curriculum page and review the following two tutorials under "Key WAC Resources for Developing Independent Researchers":
    - Overview: Smarthinking .
    - Two Tools for Connecting Reading and Writing: The MEAL Plan and the Reverse Outline .

At Capella, we have a clearly defined academic writing process that contains 11 steps. Those steps are outlined in the [Writing Feedback Tool](WFT). A static version of this tool is housed on the home page in the Capella [Online Writing Center](under Resources.

You will come in contact with the WFT in many ways during your time at Capella. If you have already taken your writing course, 7086, you will be very familiar with the tool, as you will have completed a portfolio that charts how your writing fits in to those steps for drafting, revising, editing, and polishing. You will come in contact with the WFT when your faculty return your rubrics or checklists. If you see a WFT icon on that rubric, click on that icon to read the comments on writing that your faculty have offered you via this tool. Using this feedback will give you great guidance for visiting Capella's tutoring service, Smarthinking; use your faculty feedback to point you in the direction of areas for support from your Smarthinking tutors. Throughout your time at Capella, you will also be encouraged to work together with your peers using the Writing Feedback Tool to give each other guidance and ideas for revision.

So how do you get started on using this tool on your own, with your faculty, with your peers and your Smarthinking tutors? Besides the resources listed above, the following modules offer a great orientation to all of the elements you will need to meet and understand Capella's expectations for academic writing.

In addition, review the following writing resources from the Capella Writing Program:

- [Smarthinking](.
- [Writing the Right Verb](.
- [Writing a Literature Review](.

You may explore the many handouts and modules that are available to you as a scholarly writer. Become familiar with these resources so that when you run into writing problems during courses or the preparation of papers, you will know where to turn for help.

[U02A1] Unit 2 Assignment 1
Self-Assessment – Writing Assessment Track 1

When you are ready, complete *Writing Assessment – Track 1* , found in Resources. On the last page of the assessment, you will be instructed to send the assessment to yourself. It is critical that you forward the results to your e-mail.

Resources
Website icon   [Self-Assessment – Writing Assessment Track 1 Scoring Guide](.
Website icon   [Writing Assessment – Track 1](.

You will have three opportunities to achieve a score of 80% on the assessment. If, after your first attempt, your score is not at least 80%, do not notify the instructor yet. Instead, review the feedback, take steps to upgrade your skills accordingly, and retake the assessment. Do not submit the evaluation to your instructor until you have either:

- Reached a score of at least 80% on the second or third attempt.
- Taken the assessment three times unsuccessfully (received a score below 80% on the third attempt).

Once you have either received the minimum score of 80% or have taken the assessment a third time without reaching the minimum score, save the e-mail with the final assessment results as a PDF, submit it to the assignment area and notify your instructor that it is there. Then, move on to the Writing Assessment Track 1 Results quiz, and post your scores.

Review the assignment due date information provided in both the Syllabus and the Faculty Expectations discussion to effectively plan your time.

[U02Q2] Unit 2 Quiz 2

Writing Assessment Track 1 Results

Quiz Instructions

In this unit, you have been introduced to new concepts related to Academic writing, which requires that you follow the rules of grammar and punctuation when you write. In academic writing, you will often have to write in an editorial style like MLA or APA. Because most work at Capella is completed in APA format, the *Writing Assessment - Track 1* that you completed in the previous assignment included questions on editorial style that pertained to APA format. It provided an opportunity for you to demonstrate your mastery of the following course competency:

- Apply academic communication skills in verbal and written interactions.

You had three opportunities to reach a score of 80% in the Writing Assessment - Track 1. Once you either achieved a score of 80%, or took the assessment three times, you should have submitted the results page to the assignment area of the Self-Assessment – Writing Assessment Track 1 and notified your instructor that it was there. If you have not done this, please do so before completing this quiz. You will then use this quiz tool to input the results of the assessment.

Read the following instructions before taking the quiz:

- There is no time limit on the quiz.
- You must take and submit the quiz in this unit.
- After selecting the answer that corresponds to the score you received on the Writing Assessment - Track 1, submit your quiz to receive credit.
- You may take the quiz up to three times in order to achieve a final score of 80%. Once the final grade is recorded, it cannot be changed.
- When you access the quiz, read the Instructions and Troubleshooting page before you begin.

If you indicated a score of lower than 80% after three attempts, on the Writing Assessment - Track 1, your courseroom instructor will contact you to set up a meeting either on the telephone or through the email. The meeting will address the following points:

1. Your need to significantly improve your writing skills so that you can be successful on the final assessment for Track 1. The key points for this discussion will be:
   1. Your understanding of the feedback you received from the Writing Assessment.
   2. Your plan for upgrading your writing skills based on that feedback.
   3. Your timeline for demonstrating your upgraded writing skills.

2. You will be required to go to the Writing Center and utilize Smarthinking to obtain ongoing feedback about your writing skills.
3. The course instructor will email your advisor(s) and inform them of your situation.

Unit 2 Updates And Handouts
Periodically, information will be posted in this space for the good of the class.

Ask Your Instructor
This thread was created to provide a convenient space for you to ask questions—questions about particular assignment and discussion activities, questions about the course in general, questions about expectations. If there is something that you feel you could use help with, please post your question here. Most likely, some of your classmates will have the same concern, so your post may help several learners. If you feel your question is private, please use the **Messages** tool found under **Notifications** .

UNIT 3

Unit 3 Your Research Topic

Introduction

In Unit 3, you will begin developing your Research Topic (for your dissertation). You will focus on your initial literature search, in which you will be finding existing research on your research topic area. This is immediately relevant to the Track 1 Weekend Experience, where you will work on writing a successful research topic statement.

The competencies covered in this unit include the following:

- Competency 4 - Apply the process and characteristics of critical thinking.
- Competency 6 - Support ideas and concepts with evidence from the literature.

Group Discussion Activities – Topics and Replies

Please be aware that since discussion posts and replies take place in the **My Groups** area, your discussion topics will be presented in study activities; for example, "[u03s3] Unit 3 Discussion 1 Topic." Read the group discussion topic study for the discussion requirements, then post your replies in the appropriate private group discussion accessed via **My Groups** in the left-hand navigation area.

Objectives

To successfully complete this learning unit, you will be expected to:

1. Demonstrate an understanding of the characteristics of a successful research topic.
2. Prepare to write a well-formed research topic.
3. Demonstrate the ability to narrow and focus the key concepts and population in a research topic.
4. Identify the specific kind of relationship or description the research topic requires.

[U03S1] Unit 3 Study 1
Developing Your Research Topic

Crafting the research topic is the very first step in creating a successful research design. Too many learners rush the process, settling for a sloppy and unfocussed topic statement and hurrying to identify a research question or methodology. Avoid that trap, for it is a trap. Why? A well-crafted topic statement identifies the key concepts that will be investigated, and does so using the terminology used in the specialization.

Image of Capella University logo.	**Creating a Successful Research Topic Statement**
Click on the link for your school.	

Click on the link for your school.

[Presentation icon Launch COUN Media](#) | [Transcript icon Transcript](#)

[Presentation icon Launch PSL Media](#) | [Transcript icon Transcript](#)

[Presentation icon Launch PSYCH Media](#) | [Transcript icon Transcript](#)

[Presentation icon Launch SOBT Media](#) | [Transcript icon Transcript](#)

[Presentation icon Launch SOE Media](#) | [Transcript icon Transcript](#)

When the key concepts and the specific population of interest are correctly identified and articulated, keywords for a literature review can more readily be generated. The literature review is the second step in research design—it provides the evidence that justifies doing the study in the first place. So a sloppy and unfocused research topic will result in a sloppy and unfocused literature review, and it is highly likely that the study will not be justified. Care in formulating your research topics in the beginning will greatly enhance your likelihood of producing a successful and justified dissertation.

Media

Click **Launch Media** to review the presentation that corresponds to your school, *Creating a Successful Research Topic Statement* . This presentation is self-explanatory. It will guide you through the process of learning what a good research topic looks like, how it is discovered, and what its components are.

[U03S2] Unit 3 Study 2
Complete the Research Topic Template

In preparation for this unit's Research Topic Template Critiques discussion and Self-Assessment – Research Topic quiz, complete the Research Topic Template . Follow the instructions to work through a minimum of four iterations of a research topic. You will use the research topic throughout the rest of this course, so be sure to save a copy for your files.

You may also want to look at the Self-Assessment – Research Topics Grading Criteria that will be used later in the course to assess your research topic.

Resources

Presentation icon   Creating a Successful Research Topic Statement – COUN .

Presentation icon   Creating a Successful Research Topic Statement – PSL .

Presentation icon   Creating a Successful Research Topic Statement – PSYCH .

Presentation icon   Creating a Successful Research Topic Statement – SOBT .

Presentation icon   Creating a Successful Research Topic Statement – SOE .

[U03Q1] Unit 3 Quiz 1
Self-Assessment – Research Topics

In this unit, you have explored some of the elements of creating a successful research topic statement, and have begun the process of developing your own with the Research Topic Template. Using the Self-Assessment – Research Topics Grading Criteria, assess how you think you did on your research topic. This will help you demonstrate an understanding of the following course competencies:

Resources

Presentation icon   Creating a Successful Research Topic Statement – COUN .

Presentation icon   Creating a Successful Research Topic Statement – PSL .

Presentation icon   Creating a Successful Research Topic Statement – PSYCH .

Presentation icon   Creating a Successful Research Topic Statement – SOBT .

Presentation icon   Creating a Successful Research Topic Statement – SOE .

- Apply the process and characteristics of critical thinking.
- Support ideas and concepts with evidence from the literature.
- Problem: Assess research problems and questions in scholarly articles.
- Apply academic communication skills in verbal and written interactions.

Use this quiz to post your results and help you determine where additional work may need to be done.

Read the following instructions before taking the quiz:

- There is no time limit on the quiz.
- You must take and submit the quiz in this unit.
- After answering each question, submit your quiz to receive credit. The quiz is scored automatically, and you will receive feedback immediately. There are 100 total points possible. Each question is worth between 10 and 25 points.
- When you access the quiz, read the Instructions and Troubleshooting page before you begin.

Note: Remember, although the score for this quiz is entered into the gradebook, it is not included in the grading percentage. However, failure to complete this activity will be figured into the overall grade for the courseroom portion of the final grade.

[U03S3] Unit 3 Discussion 1 Topic
Group Discussion Instructions

This study activity contains the discussion topic for your group discussion. Post in your Group Discussion Board, accessed via **My Groups** in the left-hand navigation area. For detailed instructions on using My Groups, see the *Courseroom Tutorial: Participate in Groups* document linked in Resources.

Note that you will not see **My Groups** in the left-hand navigation area unless your instructor has enrolled you into a group.

Use **Messages** to contact your instructor if you do not see your group or a My Groups area, or if you have enrolled late into this course.

Group Discussion Topic: Research Topic Critique

Post a well-written message in which you state your research topic in the final form reached in your Research Topic Template. That form should have been a single phrase. In your message, write the phrase within a sentence that starts, "My research topic is . . .," and then write the topic phrase in italics. For example:

My research topic is *the relationship between frequency of promotion and years of post high school education in middle class African American male managers in midsize corporations* .

In addition to your research topic, include the following in your initial post:

- Following correct APA (2010, p. 63) format for lists (either numbered or bulleted), list the key concepts you plan to investigate.
- Indicate what kind of relationship among or between them (if any) you wish to explore.
- Identify the population of interest.
- Use correct terminology from your specialization.

Response Guidelines

Offer a constructive critique to at least one of your cohort colleagues, using the items in the Self-Assessment – Research Topics quiz you completed earlier. Each cohort partner should receive at least two critiques, so if you open a post and it has been critiqued twice already, move on to one that has not. If all have received two critiques, more can be added. Be sure that your critique addresses each of the items in the Self-Assessment – Research Topics Grading Criteria.

Unit 3 Updates And Handouts
Periodically, information will be posted in this space for the good of the class.

Ask Your Instructor
This thread was created to provide a convenient space for you to ask questions—questions about particular assignment and discussion activities, questions about the course in general, questions about expectations. If there is something that you feel you could use help with, please post your question here. Most likely, some of your classmates will have the same concern, so your post may help several learners. If you feel your question is private, please use the **Messages** tool found under **Notifications** .

UNIT 4

Unit 4 Library Skills And The Literature Review
Introduction

In this unit, you will work on building your library research skills, which will help make your library searches more fruitful—not only in searching on your dissertation topic but also searching on course assignments. During the Weekend Experience, you will search for, analyze, and utilize a few existing research articles to support your selected topic (beginning the literature review).You will start building your library skills by taking an information skills self-assessment. You will then study a tutorial on building library research skills, prepared by the Capella library. This tutorial will cover the basic library searching skills; in Tracks 2 and 3, you will build on these foundational skills and extend your expertise in doing library research into more refined applications.

After reviewing the tutorial, you will do a library search based on the skills you learned in the tutorial and in earlier courses:

First, you will perform a key word search for five peer-reviewed journal articles that support your research topic. As part of this, you will perform a specialization database search using keywords based on the research topic you developed with the Research Topic Template. Next, you will take the Library Research Skills Final Assessment. Finally, you will apply your library research skills by taking the articles from your library search and creating a Literature Review.

Unit 4 is immediately relevant to the Track 1 Weekend Experience, where you will:

- Search for, analyze, and utilize a few existing research articles to support your selected topic (beginning the literature review).
- Articulate a justification to conduct the study on your selected topic.

The competencies covered in this unit include the following:

- Competency 2 - Recognize personal attributes of a scholar-practitioner.
- Competency 6 - Support ideas and concepts with evidence from the literature.
- Competency 7 - Problem: Assess research problems and questions in scholarly articles.
- Competency 8 - Literature: Evaluate the credibility of scholarly articles.
- Competency 12 - Apply academic communication skills in verbal and written interactions.

Objectives

To successfully complete this learning unit, you will be expected to:

1. Assess personal library research skills needed as a scholar-practitioner.
2. Demonstrate effective library research skills.
3. Identify scholarly articles and evaluate source quality.
4. Explore strategies for selecting and focusing a research topic.

[U04A1] Unit 4 Assignment 1
Library Skills Self-Assessment

Access the iGuide *Information Skills Self-Assessment* presentation, available in Resources. Complete the assessment to gain an understanding of your current library research skills. After completing the self-assessment, review the tutorials indicated in the feedback you will receive from the self-assessment. *Note:* Make sure you e-mail a copy of the results to yourself.

Resources
Website icon Library Skills Self-Assessment Scoring Guide .
Website icon Information Skills Self-Assessment .

Save the results e-mail you sent yourself as a PDF or HTML file and submit it in the assignment area.

Review the assignment due date information provided in both the Syllabus and the Faculty Expectations discussion to effectively plan your time.

[U04S1] Unit 4 Study 1
Continue Building Your Library Skills

Readings

Use iGuide to complete the following:

Read the [Preliminary Search](#) page from the Library's resource *Reviewing the Literature* , especially the links to the following.

- [Convert Your Topic Into a Research Question](#) .
- [Background Research – Discover Context](#) .
- [Gathering Articles: Keyword Searching in Discipline Databases](#) .
- [Staying Organized & Managing Documents](#) .

[U04S2] Unit 4 Study 2
Building Library Research Skills – Searching

Key Word Search

Use the [Capella Library](#) to perform a keyword search in one of the library's specialized research databases:

- Use keywords derived from your research topic developed in the [Research Topic Template](#) .
- Find at least five peer-reviewed journal articles that support your research topic.
- Create (or add to) the reference list for the literature review for your research topic.

If necessary review the [Gathering Articles: Keyword Searching in Discipline Databases](#) page from the Library's resource *Reviewing the Literature* . Also, feel free to [Ask a Librarian](#) for help.

[U04A2] Unit 4 Assignment 2
Library Research Skills Final Assessment

Access the *Library Research Skills Final Assessment* , available in Resources. Complete the assessment to demonstrate an understanding of your current library research skills. After completing the assessment, review the tutorials indicated in the feedback you will receive from the self-assessment. *Note:* Make sure you e-mail a copy of the results to yourself.

> **Resources**
>
> **Website icon** [Library Research Skills Final Assessment Scoring Guide](#) .
>
> **Website icon** [Library Research Skills Final Assessment](#) .

Save the results e-mail you receive as a PDF or HTML file and submit it in the assignment area.

Note: You must receive a passing grade of 80%, or 13 correct out of 16. If you do not receive a passing score, review the material in the results e-mail. You may take the assessment up to three times.

After you have submitted your results in the assignment area, go into the *Library Research Skills Final Assessment Score* activity and enter your score.

Review the assignment due date information provided in both the Syllabus and the Faculty Expectations discussion to effectively plan your time.

[U04Q1] Unit 4 Quiz 1
Library Research Skills Final Assessment Score

Quiz Instructions

In this section, you have been introduced to new concepts related to building your library research skills. In the previous assignment, you completed the Library Research Skills Final Assessment, which

provided you with the opportunity to demonstrate your mastery of the following course competencies:

- Recognize personal attributes of a scholar-practitioner.
- Support ideas and concepts with evidence from the literature.
- Assess research problems and questions in scholarly articles.

You had three opportunities to reach a score of 80% in the Library Research Skills Final Assessment. Once you either achieved a score of 80%, or took the assessment three times, you should have submitted the results page to the assignment area of the Library Research Skills Final Assessment assignment and notified your instructor that it was there. If you have not done this, please do so before completing this quiz. You will then use this quiz tool to input the results of the assessment.

Read the following instructions before taking the quiz:

- There is no time limit on the quiz.
- You must take and submit the quiz in this unit.
- After selecting the answer that corresponds to the score you received on the Library Research Skills Final Assessment, submit your quiz to receive credit.
- When you access the quiz, read the Instructions and Troubleshooting page before you begin.

Note: If you did not achieve a score of 80% (score 13 out of 16 correct) on the Library Research Skills Final Assessment, contact your instructor for further discussion.

[U04A3] Unit 4 Assignment 3
Literature Review

Write up the results of your library search on your research topic. Your document should contain the following elements:

Resources

Website icon Literature Review Scoring Guide .

- State the research topic.
- Identify, in one sentence, the key words used in the key word search, both singly and in combination.
- In one well-written paragraph, list the peer reviewed articles found in the key word search, including their titles with correct APA citations and format.
- Identify, in one sentence, the additional key words and combinations of key words used in the specialization database search.
- In a second well-written paragraph, describe your search strategy. Identify the specialization database that you searched, and why you chose it. If you changed your keywords or limits, describe your search revisions and rationale.
- In another paragraph, discuss what these articles have contributed to your research literature review. Here are some questions to consider:
    - Have they contributed new information about what is known about the topic?
    - Have they contributed information about what is not yet known (a gap in the existing literature)?
    - Have they confirmed or disconfirmed earlier research?
    - Have they given you new questions or recommendations for further research on the topic?
    - Have they led you to change your thinking on the topic?
    - Have they demonstrated that the topic is or is not of interest in your specialization?

- Complete a reference list of all the articles found in your search, following APA 6th edition format (see chapter 7 of the APA Publication Manual for examples).

Post your Literature Review in the assignment area.

Review the assignment due date information provided in both the Syllabus and the Faculty Expectations discussion to effectively plan your time.

[U04Q2] Unit 4 Quiz 2

Self-Assessment – Literature Review

In the previous assignment, the *Literature Review* , you had the opportunity to create and post a preliminary literature review. This assignment provided you with the opportunity to demonstrate your mastery of the following course competencies:

- Support ideas and concepts with evidence from the literature.
- Problem: Assess research problems and questions in scholarly articles.
- Literature: Evaluate the credibility of scholarly articles.
- Apply academic communication skills in verbal and written interactions.

You will now use this quiz tool to complete a self-assessment of the Literature Review you just completed. Doctoral learners completing a literature review at this stage of their academic journey (Track 1) should score at least 60%. Consider the items which you score 0 points as areas to be better understood and improved by the time you reach Track 2.

Read the following instructions before taking the quiz:

- There is no time limit on the quiz.
- You must take and submit the quiz in this unit.
- After answering each question, submit your quiz to receive credit. The quiz is scored automatically, and you will receive feedback immediately. There are 100 total points possible. Each question is worth 10 points.
- When you access the quiz, read the Instructions and Troubleshooting page before you begin.

Unit 4 Updates And Handouts

Periodically, information will be posted in this space for the good of the class.

Ask Your Instructor

This thread was created to provide a convenient space for you to ask questions—questions about particular assignment and discussion activities, questions about the course in general, questions about expectations. If there is something that you feel you could use help with, please post your question here. Most likely, some of your classmates will have the same concern, so your post may help several learners. If you feel your question is private, please use the **Messages** tool found under **Notifications** .

UNIT 5

Unit 5 Dissecting Research Articles

Introduction

This unit will deepen your critical analysis skills, allowing you to more fully critique the research you are reading. To successfully complete this learning unit, you will be expected to:

1. Identify the key research concepts that form the foundation of the research.
2. Identify the research questions formulated in research articles.
3. Distinguish between scientific and nonscientific evidence.
4. Differentiate between quantitative and qualitative research designs.

In the next few activities, you will focus on developing the critical thinking skills associated with becoming a critical consumer of research literature. Through these learning experiences, you will be able to:

- Identify key research concepts.
- Utilize these research concepts to begin evaluating research articles more critically.

These critical thinking competencies are directly applicable to your coursework and to each aspect of the research process that you will continue to encounter as you advance in your program of studies. When you locate relevant existing research to support your research topic, your next step will be to evaluate what those articles:

- Contribute to your literature review.
- Contribute to your justification for your study.

These activities will help you develop basic skills in doing such evaluative reflection. Knowing how to evaluate research does not happen naturally. Throughout life, individuals make decisions about truth based on nonscientific methods. Examples of nonscientific evidence include:

- Opinions.
- Value judgments.
- Personal experiences.
- Unsupported assertions.
- Second-hand reports.

Therefore, learning to distinguish between nonscientific evidence and scientific evidence is a learning process that requires self-awareness and practice. As a graduate student, recognizing nonscientific methods and learning how to apply critical thinking skills to the dissection and evaluation of research articles is an essential tool for your educational success.

As you work through the material, obtaining a comprehensive understanding of quantitative and qualitative research methods and data analysis is not the objective. The focus is to help you achieve a basic understanding of key research concepts that form the foundation of the research process. This work will help you develop the foundation of knowledge and understanding that you will continue to build upon as you complete coursework in your doctoral program.

You will apply your knowledge of the research process:

- When reading research articles for your courses.
- When developing your Research Plan.
- When preparing your comprehensive exam papers.

As you continue in the transformational process to scholar-practitioner, you will become increasingly sophisticated in critically evaluating the claims of authors in research articles; and will be able to separate out scientifically verified claims from unsubstantiated claims. A research article describes the research design and the results of the study conducted. The objective of this unit is to help you develop basic skills in critically evaluating those results.

The competencies covered in this unit include the following:

- Competency 4 - Apply the process and characteristics of critical thinking.
- Competency 7 - Problem: Assess research problems and questions in scholarly articles.
- Competency 9 - Approach and Methodology: Articulate basic scientific method and research approaches.
- Competency 10 - Analysis and conclusion: Analyze the various methodologies used by scholars to answer research questions in the literature.

Objectives

To successfully complete this learning unit, you will be expected to:

1. Identify the key research concepts that form the foundation of the research.
2. Identify the research questions formulated in research articles.
3. Distinguish between scientific and nonscientific evidence.
4. Differentiate between quantitative and qualitative research designs.

[U05S1] Unit 5 Study 1
Dissecting Research Articles

To complete the work on dissecting research articles, complete the following:

- Study the Dissecting Research Articles handout to prepare yourself for the Dissecting a Quantitative Article and Dissecting a Qualitative Article activities. Now is also a good time to review Library Research and Information Literacy Skills , if you wish.
    - Browse the tutorials and information in the Source Quality tab on your school's Library Research Guide page:
        - Business PhD .
        - Counseling PhD .
        - Education PhD .
        - Information Technology PhD .
        - Psychology PhD .
        - Public Service Leadership PhD .

In the next two activities, Dissecting a Quantitative Article and Dissecting a Qualitative Article, you will read two research articles, referred to as Sample Article 1 and Sample Article 2, and then complete an evaluation of each.

- Sample Article 1 is an example of a quantitative research study.
- Sample Article 2 is an example of a qualitative research study.

[U05S2] Unit 5 Study 2
Dissecting a Quantitative Article

Read Sample Article 1 for your program:

- For **Business and Technology** , read Franklin's 2011 article, " A Quantitative Analysis of the Public Administrator's Likely Use of Eminent Domain After Kelo ," from *Review of Management Innovation & Creativity* , volume 4, issue 11, pages 10–20.
- For **Counseling** , read Schoebi, Karney, and Bradbury's 2012 article, " Stability and Change in the First 10 Years of Marriage: Does Commitment Confer Benefits Beyond the Effects of Satisfaction? ," from *Journal of Personality and Social Psychology* , volume 102, issue 4, pages 729–742.
- For **Education** , read Bassey, Isangedighi, Okon, and Idaka's 2010 article, " Some Affective Characteristics as Correlates of Secondary School Students Performance in Mathematics in Cross River State ," from *Global Journal of Educational Research* , volume 9, issue 1/2, pages 77–83.
- For **Psychology** , read Schoebi, Karney, and Bradbury's 2012 article, " Stability and Change in the First 10 Years of Marriage: Does Commitment Confer Benefits Beyond the Effects of Satisfaction? ," from *Journal of Personality and Social Psychology* , volume 102, issue 4, pages 729–742.
- For **Public Service Leadership** , read Oburu and Palmérus's 2003 article, " Parenting Stress and Self-reported Discipline Strategies of Kenyan Caregiving Grandmothers ," from *International Journal of Behavioral Development* , volume 27, issue 6, pages 505–512.

After you have completed your reading of Sample Article 1, open the document associated with your program and follow the instructions. You may also wish to review the [Dissecting Research Articles](#) handout. This activity will help you develop skills for evaluating the article carefully and fully, taking into account each element of a research article.

- For **Business and Technology** , use [Dissecting Research Articles – Quantitative – Business and Technology](#) .
- For **Counseling** use [Dissecting Research Articles – Quantitative – Counseling](#) .
- For **Education** , use [Dissecting Research Articles – Quantitative – Education](#) .
- For **Psychology** , use [Dissecting Research Articles – Quantitative – Psychology](#) .
- For **Public Service Leadership** , use [Dissecting Research Articles – Quantitative – Public Service Leadership](#) .

[U05S3] Unit 5 Study 3
Dissecting a Qualitative Article

Read Sample Article 2 for your program:

- For **Business and Technology** , read Sharma, Stone, and Ekinci's 2009 article, " [IT Governance and Project Management: A Qualitative Study](#) ," from *Journal of Database Marketing & Customer Strategy Management* , volume 16, issue 1, pages 29–50.
- For **Counseling** , read Tighe, Pistrang, Casdagli, Baruch, and Butler's 2012 article, " [Multisystemic Therapy for Young Offenders: Families' Experiences of Therapeutic Processes and Outcomes](#) ," from *Journal of Family Psychology* , volume 26, issue 2, pages 187–197.
- For **Education** , read Wiersma and Sherman's 2005 article, " [Volunteer Youth Sport Coaches' Perspectives of Coaching Education/Certification and Parental Codes of Conduct](#) ," from *Exercise and Sport* , volume 76, issue 3, pages 324–338.
- For **Psychology** , read Tighe, Pistrang, Casdagli, Baruch, and Butler's 2012 article, " [Multisystemic Therapy for Young Offenders: Families' Experiences of Therapeutic Processes and Outcomes](#) ," from *Journal of Family Psychology* , volume 26, issue 2, pages 187–197.
- For **Public Service Leadership** , read Corcoran, Mewse, and Babiker's 2007 article, " [The Role of Women's Self-injury Support-groups: A Grounded Theory](#) ," from *Journal of Community & Applied Social Psychology* , volume 17, issue 1, pages 35–52.

After you have completed your reading of Sample Article 2, open the document associated with your program and follow the instructions. This is also a good time to review the [Dissecting Research Articles](#) handout, if you wish. This activity will help you develop skills for evaluating the article carefully and fully, taking into account each element of a research article.

- For **Business and Technology** , use [Dissecting Research Articles – Qualitative – Business and Technology](#) .
- For **Counseling** , use [Dissecting Research Articles – Qualitative – Counseling](#) .
- For **Education** , use [Dissecting Research Articles – Qualitative – Education.](#)
- For **Psychology** , use [Dissecting Research Articles – Qualitative – Psychology](#) .
- For **Public Service Leadership** , use [Dissecting Research Articles – Qualitative – Public Service Leadership](#) .

[U05Q1] Unit 5 Quiz 1
Assessment – Dissecting Research Articles

In the section, you have been working on further developing your research skills through the following activities:

- Reviewing the Dissecting Research Articles handout.
- Completing the activities in the Dissecting a Quantitative Research Article study.
- Completing the activities in the Dissecting a Qualitative Research Article study.

This quiz will now provide an opportunity for you to demonstrate your mastery of the following course competencies:

- Problem: Assess research problems and questions in scholarly articles.
- Literature: Evaluate the credibility of scholarly articles.

- Approach and Methodology: Articulate basic scientific method and research approaches.
- Analysis and conclusion: Analyze the various methodologies used by scholars to answer research questions in the literature.
- Ethics: Articulate the role of ethics and academic integrity in academic interactions and in scientific research.

In this quiz, you must correctly answer at least 80%. If you do not, please review the presentation again and retake the quiz. If you do not pass after three attempts, contact your faculty instructor for the next steps.

Read the following instructions before taking the quiz:

- There is no time limit on the quiz.
- You must take and submit the quiz in this unit.
- After answering each question, submit your quiz to receive credit. The quiz is scored automatically, and you will receive feedback immediately. There are 100 total points possible. Each question is worth between 5 and 6 points.
- You will have three opportunities to take the quiz. Once the final grade is recorded, it cannot be changed.
- When you access the quiz, read the Instructions and Troubleshooting page before you begin.

Unit 5 Updates And Handouts
Periodically, information will be posted in this space for the good of the class.

Ask Your Instructor
This thread was created to provide a convenient space for you to ask questions—questions about particular assignment and discussion activities, questions about the course in general, questions about expectations. If there is something that you feel you could use help with, please post your question here. Most likely, some of your classmates will have the same concern, so your post may help several learners. If you feel your question is private, please use the **Messages** tool found under **Notifications** .

UNIT 6

Unit 6 Professional Communications

Introduction

Professional Communication will introduce the Professional Communication and Writing Guide and more details of APA style and format. It will include a thorough description and discussion of how to correctly write postings, responses to other learners, and papers at Capella. This is related to the first three units in that the articles that one finds to support one's thesis (for a posting or a course paper, for instance) and the careful critical analysis applied to those articles will form the body of any paper or posting, and the Professional Communication Guide identifies how to construct successful papers, postings, and discussion responses.

In this unit, you will become familiar with the *Professional Communications and Writing Guide* used in the university to present learners with the standards for professional communication—whether written or spoken. You will become familiar with:

* The key elements of academic writing needed for successful postings and responses in the courseroom.
* The key elements in a course final project (the literature review, or final paper).
* The idea of the key challenge and how to respond to it in the final course paper.

The process of attaining a PhD requires learners to communicate in a scholarly fashion. To complete the PhD program, you must write at a very high level. This means that you have to write to a very specialized audience: a group of academics. During and after colloquia you may find the *Professional Communications and Writing Guide* helpful. These sessions on professional communications in the courseroom are your first steps in preparing you for independent research throughout your academic career.

As you move forward in your doctoral program, the complexity of your writing requirements will progressively intensify:

* In your course work, you must develop your initial professional communications skills.
* In your comprehensive examination, you must demonstrate that you are prepared to conduct independent research and present your investigation in a manner appropriate to your profession.
* In your dissertation, you must demonstrate the ability to conduct sustained independent research and the ability to communicate your findings in a clear, precise, and accurate way that conforms to the highest academic standards.

The professional communication activities are designed to help you develop the communications skills to succeed as an academic and scholar in the first step of your journey towards completing the PhD. We do not expect that you will be perfect after completing Track 1—or even after completing Track 3. But we do expect that you will take these standards seriously and work to develop your skills to the level required of the PhD.

In the fifth study activity of this unit, you will learn about the role of theory in the presentation, *The Literature Review or Course Paper* . The theoretical orientation or perspective is the point of view utilized to address the key challenge in a research paper. The theoretical orientation comprises one of three primary sections of a literature review. In addition, you will often see the term "advancing the science in your field" in this course and in the literature. For your understanding, advancing the science is also known as extending theory.

Theory is the keystone of PhD research. For example, Research Theory is Section 3 of the Research Plan. In Section 3 or your Research Plan, you will be expected to identify and describe the theoretical foundation, contributions to theory, theoretical implications, and practical applications of your dissertation. In your Dissertation Seminar Guidebook, you will work on Section 3 of your Research Plan. In addition, the final assessment, u10a1, includes Section 3 of the Research Plan. To prepare for the residency and the final assessment, make sure that you study all presentations and resources.

The competencies covered in this unit include the following:

* Competency 5 - Evaluate the importance and value of a scholarly discourse.

- Competency 6 - Support ideas and concepts with evidence from the literature.
- Competency 7 - Problem: Assess research problems and questions in scholarly articles.
- Competency 10 - Analysis and conclusion: Analyze the various methodologies used by scholars to answer research questions in the literature.
- Competency 12 - Apply academic communication skills in verbal and written interactions.

Discussions in the My Groups Area – Topics and Replies

Please be aware that since the discussions in this unit take place in the **My Groups** area, your discussion topics will be presented in study activities; for example, "[u06s2] Unit 6 Discussion 1 Topic." Read the group discussion topic study for the discussion requirements, then post your replies in the appropriate private group discussion accessed via My Groups in the left-hand navigation area.

Objectives

To successfully complete this learning unit, you will be expected to:

1. Identify basic elements of scholarly communications.
2. Explain the quality expectations for all academic or scholarly communications.
3. Identify the question, thesis, or problem that serves as the key challenge for a scholarly literature review or course paper.
4. Support conclusions drawn from a literature review in response to a key challenge.

[U06S1] Unit 6 Study 1
Professional Communication

Resources

Website icon Writing Feedback Tool .

Website icon Paragraphing with the MEAL Plan .

Website icon Example of a MEAL Plan Paragraph Analysis .

Website icon Reverse Outline .

Image of Capella University logo. **Successful Courseroom Postings and Critiques**

Click on the link for your school

Presentation icon Launch COUN Media | Transcript icon Transcript

Presentation icon Launch PSL Media | Transcript icon Transcript

Presentation icon Launch PSYCH Media | Transcript icon Transcript

Presentation icon Launch SOBT Media | Transcript icon Transcript

Presentation icon Launch SOE Media | Transcript icon Transcript

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The *Professional Communications and Writing Guide* offers guidance and support to learners and faculty who want to enhance the quality of their professional communications. The key objective of the guide is to articulate a common set of expectations for learners and faculty.

- For **Business and Technology** , use Professional Communications and Writing Guide – Business and Technology .
- For **Counseling** use Professional Communications and Writing Guide – Counseling .
- For **Education** , use Professional Communications and Writing Guide – Education .
- For **Psychology** , use Professional Communications and Writing Guide – Psychology .
- For **Public Service Leadership** , use Professional Communications and Writing Guide – Public Service Leadership .

Turning Your Review of the Literature Into a Draft Answer Image	**Turning Your Review of the Literature Into a Draft Answer**

Click on the link for your school.

Presentation icon Launch COUN Media | Transcript icon Transcript

Presentation icon Launch PSL Media | Transcript icon Transcript

Presentation icon Launch PSYCH Media | Transcript icon Transcript

Presentation icon Launch SOBT Media | Transcript icon Transcript

Presentation icon Launch SOE Media | Transcript icon Transcript

In Track 1, the guide focuses on scholarly writing in the courseroom:

- Unit posts.
- Critiques and responses to learner–colleagues.
- Course papers (also known as literature reviews).

After studying each of the materials in this section, please complete the activities associated with them.

Readings

In preparation for the next series of discussions, read through the following handout:

- The Importance and Meaning of Scholarly Communication addresses the importance of professional communications, and its accompanying activity enables you to apply what you learned to your own development as a scholar-practitioner. When you have finished this presentation, answer the following:
  - Importance of Scholarly Communication, the second discussion of this unit.
  - Keeping Communications at the Scholarly Level, the third discussion of this unit.

Media

In preparation for the next series of discussions, click **Launch Presentation** study each of the following presentations:

- *Successful Courseroom Postings and Critiques* explores the characteristics of successful response postings to a discussion question in the courseroom. When you finish this presentation, answer the following:
  - Responding to Discussions – Content Issues, the fourth discussion of this unit.
  - Responding to Discussions – Critical Analysis, the fifth discussion of this unit.

- *Turning Your Review of the Literature Into a Draft Answer* addresses the goals, characteristics, and structures of successful answers to discussion questions and how to write successful and scholarly responses to colleagues in courseroom discussions. When you finish this presentation, complete the following:
  - Evaluating a Discussion Response, the fourth assignment of this unit.

[U06S2] Unit 6 Discussion 1 Topic
Group Discussion Instructions

This study activity contains the discussion topic for your group discussion. Post in your Group Discussion Board, accessed via **My Groups** in the left-hand navigation area. For detailed instructions on using My Groups, see the *Courseroom Tutorial: Participate in Groups* document linked in Resources.

Note that you will not see **My Groups** in the left-hand navigation area unless your instructor has enrolled you into a group. Use **Messages** to contact your instructor if you do not see your group or a My Groups area, or if you have enrolled late into this course.

Group Discussion Topic: Keeping Communications at the Scholarly Level

This discussion should be completed after studying *The Importance and Meaning of Scholarly Communication* . In your own words, compose and post an answer to the following questions:

- What are the reasons that scholarly communication is important to you, not only at Capella, but also in your field of work?
- List the actual forms of scholarly communication you currently use or probably will use in your career (including your work at Capella).
- Why, in your opinion, is it important to keep all communications of an academic nature at the scholarly level?

Response Guidelines

Respond with a high-quality post to one cohort partner. In your response, compare and contrast your partner's answer to your own.

[U06S3] Unit 6 Discussion 2 Topic
Group Discussion Instructions

This study activity contains the discussion topic for your group discussion. Post in your Group Discussion Board, accessed via **My Groups** in the left-hand navigation area. For detailed instructions on using My Groups, see the *Courseroom Tutorial: Participate in Groups* document linked in Resources.

Note that you will not see **My Groups** in the left-hand navigation area unless your instructor has enrolled you into a group. Use **Messages** to contact your instructor if you do not see your group or a My Groups area, or if you have enrolled late into this course.

Group Discussion Topic: Responding to Discussions – Content Issues

This discussion should be completed after studying the presentation, *Successful Courseroom Postings and Critiques* . When you are ready, open the discussion associated with your program and follow the instructions:

- For **Business and Technology** , use [Identifying Content Issues in Discussions – Business and Technology](#) .
- For **Counseling** use [Identifying Content Issues in Discussions – Counseling](#) .
- For **Education** , use [Identifying Content Issues in Discussions – Education](#) .
- For **Psychology** , use [Identifying Content Issues in Discussions – Psychology](#) .
- For **Public Service Leadership** , use [Identifying Content Issues in Discussions – Public Service Leadership](#) .

Resources

Scoring Guide icon [PhD Colloquia Peer Responses Scoring Guide](#) .

Presentation icon [Successful Courseroom Postings and Critiques – COUN](#) .

Presentation icon [Successful Courseroom Postings and Critiques – PSL](#) .

Presentation icon [Successful Courseroom Postings and Critiques – PSYCH](#) .

Presentation icon [Successful Courseroom Postings and Critiques – SOBT](#) .

Presentation icon [Successful Courseroom Postings and Critiques – SOE](#) .

Website icon [Writing Feedback Tool](#) .

Website icon [Professional Communications and Writing Guide – Business and Technology](#) .

Website icon [Professional Communications and Writing Guide – Counseling](#) .

Website icon [Professional Communications and Writing Guide – Education](#) .

Website icon [Professional Communications and Writing Guide – Psychology](#) .

Website icon [Professional Communications and Writing Guide – Public Service Leadership](#) .

PDF icon [Courseroom Tutorial: Participate in Groups](#) .

[U06S4] Unit 6 Discussion 3 Topic
Group Discussion Instructions

This study activity contains the discussion topic for your group discussion. Post in your Group Discussion Board, accessed via **My Groups** in the left-hand navigation area. For detailed instructions on using My Groups, see the *Courseroom Tutorial: Participate in Groups* document linked in Resources.

Note that you will not see **My Groups** in the left-hand navigation area unless your instructor has enrolled you into a group. Use **Messages** to contact your instructor if you do not see your group or a My Groups area, or if you have enrolled late into this course.

Group Discussion Topic: Responding to Discussions – Critical Analysis

This discussion should be completed after studying the presentation, *Successful Courseroom Postings and Critiques* , and after the Responding to Discussions – Content Issues discussion. When you are ready, open the discussion associated with your program and follow the instructions:

- For **Business and Technology** , use Critical Analysis in Discussions – Business and Technology .
- For **Counseling** , use Critical Analysis in Discussions – Counseling .
- For **Education** , use Critical Analysis in Discussions – Education .
- For **Psychology** , use Critical Analysis in Discussions – Psychology .
- For **Public Service Leadership** , use Critical Analysis in Discussions – Public Service Leadership .

Resources

Scoring Guide icon PhD Colloquia Peer Responses Scoring Guide .

Presentation icon Successful Courseroom Postings and Critiques – COUN .

Presentation icon Successful Courseroom Postings and Critiques – PSL .

Presentation icon Successful Courseroom Postings and Critiques – PSYCH .

Presentation icon Successful Courseroom Postings and Critiques – SOBT .

Presentation icon Successful Courseroom Postings and Critiques – SOE .

Website icon Writing Feedback Tool .

Website icon Professional Communications and Writing Guide – Business and Technology .

Website icon Professional Communications and Writing Guide – Counseling .

Website icon Professional Communications and Writing Guide – Education .

Website icon Professional Communications and Writing Guide – Psychology .

Website icon Professional Communications and Writing Guide – Public Service Leadership .

PDF icon Courseroom Tutorial: Participate in Groups .

[U06A1] Unit 6 Assignment 1
Evaluating a Discussion Response

This assignment should be completed after studying the presentation, *Turning Your Review of the Literature Into a Draft Answer* . For this activity, you will evaluate a sample response to the discussion question with which you worked earlier. When you are ready, open the sample response associated with your program and follow the directions to evaluate the response.

- For **Business and Technology** , use [Evaluating a Discussion Response – Business and Technology](#) .
- For **Counseling** , use [Evaluating a Discussion Response – Counseling](#) .
- For **Education** , use [Evaluating a Discussion Response – Education.](#)
- For **Psychology** , use [Evaluating a Discussion Response – Psychology](#) .
- For **Public Service Leadership** , use [Evaluating a Discussion Response – Public Service Leadership](#) .

Review the assignment due date information provided in both the Syllabus and the Faculty Expectations discussion to effectively plan your time.

[U06S5] Unit 6 Study 5
Writing a Literature Review or Course Paper

This section continues the theme of scholarly communication. In order to complete this series of activities, you will need to use the final paper you wrote for your school's Track 1 companion course. You will evaluate this paper using the information you will obtain from the presentation. Take a moment to locate the paper you will use for this evaluation, then proceed to the media.

Media

Complete the following:

- Select the presentation that is associated with your program, and click **Launch Presentation** to view *The Literature Review or Course Paper* . This piece addresses how to write successful literature reviews (course papers), including their correct structure and organization, identifying the key challenge of the paper assignment, and properly constructing a literature review that addresses the key challenge successfully.
- When you have finished studying the presentation, complete the following:
    - Locate the final paper you selected for evaluation.

The Literature Review or Course Paper.	**The Literature Review or Course Paper**

Click on the link for your school.

[Presentation icon Launch COUN Media](#) | [Transcript icon Transcript](#)

[Presentation icon Launch PSL Media](#) | [Transcript icon Transcript](#)

[Presentation icon Launch PSYCH Media](#) | [Transcript icon Transcript](#)

[Presentation icon Launch SOBT Media](#) | [Transcript icon Transcript](#)

[Presentation icon Launch SOE Media](#) | [Transcript icon Transcript](#)

Image of Capella University logo.	**Self Assessment Evaluating a Literature Review or Course Paper**

[Presentation icon Launch Presentation](#) | [Transcript icon Transcript](#)

- For *Self Assessment: Evaluating a Literature Review or Course Paper* , click **Launch Presentation** . Follow the instructions to evaluate your paper.

When you have completed the self-assessment, including the section where you will explain how you will improve your skills, you will receive feedback based on your responses. Make sure you indicate, in the self-assessment, to have the results sent to your e-mail. You will need to post this in the *Self Assessment – Evaluation Results* assignment so that the instructor can view your results and provide additional feedback as needed.

[U06A2] Unit 6 Assignment 2
Self Assessment – Evaluation Results

Post the results page from the *Self Assessment – Evaluating a Literature Review or Course Paper* to the assignment area.

Review the assignment due date information provided in both the Syllabus and the Faculty Expectations discussion to effectively plan your time.

Resources

Website icon Self Assessment – Evaluation Results Scoring Guide .

Presentation icon   Self Assessment – Evaluating a Literature Review or Course Paper .

Unit 6 Updates And Handouts
Periodically, information will be posted in this space for the good of the class.

Ask Your Instructor
This thread was created to provide a convenient space for you to ask questions—questions about particular assignment and discussion activities, questions about the course in general, questions about expectations. If there is something that you feel you could use help with, please post your question here. Most likely, some of your classmates will have the same concern, so your post may help several learners. If you feel your question is private, please use the **Messages** tool found under **Notifications** .

UNIT 7

Unit 7 Research Ethics

Introduction

In this unit, you will turn your attention back to the ethics of research design by considering research ethics in general, and the issue of scientific merit in particular. Moreover, it is unethical to do research that treats participants in these ways:

- Lacks respect for research participants.
- Unnecessarily puts participants (or others) at risk of harm.
- Exposes participants to unfair burdens or unfairly shared benefits (National Commission, 1979).

Research Ethics and the Institutional Review Board (IRB)

Capella University expects all of its doctoral learners to have a solid understanding of research ethics in order to design and conduct ethical studies that protect the rights of study participants. Understanding the history of research ethics, including past research abuses of human participants, is essential for the responsible conduct of research.

After World War II, when the extent of Nazi atrocities became known, international research and medical communities began a series of negotiations and discussions that resulted in the 1949 publication of the Nuremburg Code. A subsequent document, the Declaration of Helsinki, was published in 1964. These two documents expressed the research community's and medical profession's commitment to the humane treatment of research participants.

In the United States, as news spread about research abuses such as the Tuskegee Experiment and Laud Humphrey's Tearoom Trade study, Congress ordered the creation of a commission to develop an ethics code for human subject research. The commission, known as the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, published its report in 1979. This code, known as the Belmont Report (named after the Smithsonian Institution's Belmont Conference Center where the commission members met), became the foundation of the ethical principles we now follow in social science research. Stemming from Belmont was the passage of Title 45 of the Code of Federal Regulations, Part 46 (DHHS, 2005). The Code of Federal regulations placed the Belmont Principles within federal law and mandated the establishment of Institutional Review Boards (IRB) in any organization sponsoring human participant research. The purpose of IRBs is to review research involving human participants and their data to prevent abuses and ensure participant protections.

At Capella, our doctoral programs are engaged in social science teaching and learning, and nearly all of the dissertations in our schools fall in the category of social science research. Our research efforts systematically investigate phenomena of the social world, the world of human beings and their behavior and interactions. Because of our focus on social science research, most research conducted at Capella involves engaging with human participants and/or their data. As a result, ensuring that the individuals who participate in our studies are adequately protected is an important focus, and doctoral researchers are required to undergo IRB review.

In this unit you will learn more about the history and foundations of ethical research and the IRB and how to grapple with ethical considerations as you begin planning for your research. Of particular importance is understanding how to assess and mitigate participant risks and how to eliminate and manage potential conflict of interest.

This unit covers the following competency:

- Competency 11 - Ethics: Articulate the role of ethics and academic integrity in academic interactions and in scientific research.

References

The National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research. (1979). The Belmont Report: Ethical principles and guidelines for the protection of

human subjects of research. *Department of Health and Human Services* . Retrieved from http://www.hhs.gov/ohrp/humansubjects/guidance/belmont.html

Department of Health and Human Services (DHHS). (2005). *Protection of Human Subjects Rule, 45 C.F.R. 46* . Retrieved from http://www.hhs.gov/ohrp/policy/ohrregulations.pdf

Objectives

To successfully complete this learning unit, you will be expected to:

1. Review the ethical foundations that form the base of Capella University's vision for responsible conduct of research.
2. Assess the risks in research designs.
3. Identify strategies and best practices that serve to encourage the protection of human subjects in human research.

[U07S1] Unit 7 Study 1
Key Events in Ethical Research

Media

Understanding the history of research ethics, including past research abuses of human participants, is essential for the responsible conduct of research. To learn more about the history of research ethics and understand the

Image of Capella University logo.	**Key Events in Ethical Research**
[Presentation icon](#) [Launch Presentation](#)	[Transcript icon](#) [Transcript](#)

reasons for the establishment of regulations protecting human participants, click **Launch Presentation** to view *Key Events in Ethical Research* . This interactive piece will provide you with insight into the history of research ethics and the foundations of the Institutional Review Board (IRB), which will be important for you to understand as you begin your research planning process.

Institutional Review Board (IRB)

The purpose of the Institutional Review Board (IRB) is to review research studies to ensure the protection of human research participants. The IRB focuses on:

- Protecting the privacy and confidentiality of participants.
- Respecting the autonomy and dignity of participants.
- Minimizing risks while maximizing benefits to participants.
- Ensuring participants have adequate information to make informed decisions.
- Weighing the benefits and risks of research and making sure each is equally distributed.
- Determining whether a vulnerable population requires additional protections.

All Capella learners undergo IRB review as part of the dissertation process. Review the IRB Process Map for a high-level understanding of Capella's IRB process.

[U07S2] Unit 7 Study 2
Assessing Risks in Topic Selection and Research Plans

Any study with human participants has some degree of risk for participants. It is important to consider the risks your study presents and to minimize the risks presented by your dissertation research.

The IRB performs a risk assessment to determine the level of IRB review required by the federal regulations. Studies that involve greater than minimal risk to participants require a robust review by the full IRB committee. Minimal risk studies, including those that involve existing records, tend to present fewer ethical concerns, but are still reviewed by the IRB. Studies with significant risk may not be appropriate for novice dissertation researchers.

- Review Examples of Significant Risk Studies .
- Review the Risk Assessment Webinar (12 minutes) to understand factors that impact the IRB's risk assessment and to learn how to conduct your own assessment.

Vulnerable Populations and Sensitive Topics

When selecting a topic, it is important to understand which populations may be considered vulnerable and which topics are considered sensitive. Studies involving vulnerable populations or sensitive topics are likely to be greater than minimal risk, which means they are subject to more robust IRB review. While robust review ensures the adequacy of participant protections, it can also

be very time consuming, require multiple revisions to the research plan, and require more than a quarter to navigate. Researchers engaged in research with potentially vulnerable populations or sensitive topics should be prepared for this level of review. If individuals might be considered vulnerable under multiple categories, the study is more likely to be considered greater than minimal risk. Additionally, if the study involves both vulnerable populations and sensitive topics, the level of risk increases.

The regulations include additional protections for prisoners and parolees, children and minors, and pregnant women. Additional populations are described as potentially vulnerable to research risks. Such individuals may be more likely to experience coercion or undue influence to participate in the research, may have limited capacity to consent to participation, or may be at increased risk of adverse events such as psychological distress. Whether or not an individual is considered vulnerable is determined on a case by case basis and may also depend on the nature of the research topic and methodology.

Sensitive topics include ones that are more likely to lead to participant distress or result in participant risks such as social stigma, risk to employability, or legal consequences.

- Review [Examples of Vulnerable Populations](#) .
- Review [Examples of Sensitive Topics](#) .

Red Flags

Certain topics present significant concerns for Capella's IRB. These topics may not be permissible for Capella researchers or may present significant feasibility concerns.

- Familiarize yourself with [Research Red Flags](#) to avoid pitfalls.

[U07Q1] Unit 7 Quiz 1
Self-Assessment – Key Events in Ethical Research, IRB

In this unit, you have been introduced to the ethical foundations of research. After reviewing *Key Events in Ethical Research* and the *IRB Process Map* , complete this self-assessment. This multiple-choice quiz will gauge your understanding of the material presented in this unit and provide an opportunity for you to demonstrate your mastery of the following course competency:

- Ethics: Articulate the role of ethics and academic integrity in academic interactions and in scientific research.

Read the following instructions before taking the quiz:

- There is no time limit on the quiz.
- You must take and submit the quiz in this unit.
- After answering each question, submit your quiz to receive credit. The quiz is scored automatically, and you will receive feedback immediately. There are 100 total points possible. Each question is worth 20 points.
- When you access the quiz, read the Instructions and Troubleshooting page before you begin.

[U07S3] Unit 7 Study 3
Conflict of Interest and Dual Roles

A *conflict of interest* refers to a personal interest that has the potential to influence your judgments and decisions. A conflict of interest in research occurs whenever you have competing interests, a stake in the outcome of the research, personal bias, or may benefit financially from the product or idea being researched. Conflicts of interest are often the result of dual roles—for example conducting research within one's own workplace or with one's own clients or employees. If unaddressed, conflicts of interest may lead to an increased risk of harm to research participants and can undermine the validity of your research findings.

There are two strategies for addressing conflicts of interest in research:

- **Eliminate the conflict of interest.** Whenever possible, the best course of action is to eliminate the conflict of interest. For instance, conducting research in your own workplace creates a conflict of interest. The most effective way to handle such a conflict is to eliminate it by conducting research at a site where you do not have an affiliation.
- **Reduce and manage the conflict of interest.** When a researcher cannot completely eliminate the conflict of interest, he or she should take appropriate measures to reduce and manage it. For instance, a researcher conducting research

at his or her own workplace might recruit participants from a department in which she has no affiliations or interactions. In such cases, it is very important to disclose the conflict and give participants the opportunity to determine whether or not to participate without undue influence.

Whether a strategy is appropriate depends on the nature of the conflict and the risks it presents. The greater the level of risk, the more important it is to eliminate potential conflicts of interest.

Review the Conflict of Interest Webinar (18 minutes) to understand conflicts of interest and how to manage them.

[U07Q2] Unit 7 Quiz 2
Self-Assessment – Risk Assessment

In this unit, you have been introduced to new concepts related Assessing Risk in Research Designs. This multiple-choice quiz will gauge your understanding of the material presented in this unit and provide an opportunity for you to demonstrate your mastery of the following course competency:

- Ethics: Articulate the role of ethics and academic integrity in academic interactions and in scientific research.

This assessment is based on the *Risk Assessment Webinar* . Please review this carefully before taking the assessment.

Read the following instructions before taking the quiz:

- There is no time limit on the quiz.
- You must take and submit the quiz in this unit.
- After answering each question, submit your quiz to receive credit. The quiz is scored automatically, and you will receive feedback immediately. There are 100 total points possible. Each question is worth between 7 and 8 points.

[U07Q3] Unit 7 Quiz 3
Self-Assessment – Conflict of Interest

In this unit, you have been introduced to new concepts related to conflicts of interest in research. This multiple-choice quiz will gauge your understanding of the material presented in this unit and provide an opportunity for you to demonstrate your mastery of the following course competency:

- Ethics: Articulate the role of ethics and academic integrity in academic interactions and in scientific research.

This assessment is based on the Conflict of Interest Webinar. Please review the webinar carefully before taking the assessment.

Read the following instructions before taking the quiz:

- There is no time limit on the quiz.
- You must take and submit the quiz in this unit.
- After answering each question, submit your quiz to receive credit. The quiz is scored automatically, and you will receive feedback immediately. There are 100 total points possible. Each question is worth between 12 and 13 points.
- When you access the quiz, read the Instructions and Troubleshooting page before you begin.

Unit 7 Updates And Handouts
Periodically, information will be posted in this space for the good of the class.

Ask Your Instructor
This thread was created to provide a convenient space for you to ask questions—questions about particular assignment and discussion activities, questions about the course in general, questions about expectations. If there is something that you feel you could use help with, please post your question here. Most likely, some of your classmates will have the same concern, so your post may help several learners. If you feel your question is private, please use the **Messages** tool found under **Notifications** .

UNIT 8

Unit 8 Reviewing The Scientific Merit Of Proposed Topics And Developing Your Research Problem Statement

Introduction

In addition to understanding research ethics, you must demonstrate that your research study will have scientific merit, which means that it provides a real scientific benefit to the community. You will explore these concepts before concluding this unit. By the end of this unit, you will practice these concepts by completing these three steps:

1. Develop a well-formed topic.
2. Enter the literature related to the key terms in your topic so that you are able to discover a gap in the literature that you might be able to fill with a new study.
3. Turn your research topic into a research problem, which is the third step in creating the foundation for your research design.

Unit 8 is immediately relevant to the Track 1 Weekend Experience, where you will:

- Utilize the justification of your selected topic to formulate a research problem statement.
- Write this material in the format used by your school, depending on how your school assesses the scientific merit of research ideas.

As you work through this unit, you will cover the following competencies:

- Competency 6 - Support ideas and concepts with evidence from the literature.
- Competency 8 - Literature: Evaluate the credibility of scholarly articles.
- Competency 9 - Approach and Methodology: Articulate basic scientific method and research approaches.
- Competency 10 - Analysis and conclusion: Analyze the various methodologies used by scholars to answer research questions in the literature.
- Competency 12 - Apply academic communication skills in verbal and written interactions.

Group Discussion Activities – Topics and Replies

Please be aware that since discussion posts and replies take place in the **My Groups** area, your discussion topics will be presented in study activities; for example, "[u08s3] Unit 8 Discussion 1 Topic." Read the group discussion topic study for the discussion requirements, then post your replies in the appropriate private group discussion accessed via **My Groups** in the left-hand navigation area.

Objectives

To successfully complete this learning unit, you will be expected to:

1. Develop a research problem statement derived from the research topic.
2. Create a well-formed research problem with concise statements of what is already known and not known, what needs improvement, and any new questions raised by findings or recommended for further research.
3. Create a research problem statement that is supported by citations of supporting evidence from primary sources and peer-reviewed journals.
4. Provide rationale for the preferred research problem that is logical, clear, and persuasive.

[U08S1] Unit 8 Study 1
Developing the Research Problem Statement

> **Resources**
>
> Scoring Guide icon   [Research Problem Statement Scoring Guide](#) .

A well-crafted research topic provides the initial key words for an in-depth mining of the literature on those key words and their related terms. This literature search:

- Familiarizes you with what is known about the research topic.
- Allows you to become aware of gaps in the literature.

Gaps in the literature may include:

- Conflicts or disagreements about the topic.
- Design flaws or limitations in the existing research.
- New questions that previous findings raise.

One or more of these gaps, flaws, or new questions will then form the basis for a research problem statement. This unit will show you how to move from a research topic to a research problem, which is perhaps the pivot or centrally important element in conceptualizing your study. Everything flows from a well-developed research problem.

Media

Click **Launch Presentation** to view the *Developing a Research Problem from a Research Topic* presentation. Use this presentation to complete the first assignment of this unit, Research Problem Statement. Submit the completed assignment to your faculty instructor.

Your assignment is evaluated using the Research Problem Statement Scoring Guide. Use your instructor's evaluation and feedback to further refine and improve your research problem statement at the Weekend Experience. Finally, you will deliver a brief oral presentation of your research topic and problem statement at the Weekend Experience.

[U08A1] Unit 8 Assignment 1
Research Problem Statement

This is a graded assignment that will be worth 10% of your total numerical grade. Remember this is a Pass/Fail course so the average of the final grades will be converted to an S (Satisfactory) or NS (Nonsatisfactory). Review the scoring guide, available in Resources, to see how

Resources

Website icon   Research Problem Statement Scoring Guide .

Website icon   The Writing Center – Graduate Resources .

your work will be assessed. Create a paper that discusses the research problem statement. Your paper should contain these sections and addresses the following:

Section 1: Research Topic

(Level 1 heading; see APA 6th edition, pages 62–63.)

State your research topic as you have refined it to this point. The topic should be clearly stated in a phrase, and the topic-phrase should be embedded in a complete sentence or paragraph. Ensure that you accomplish the following in your topic statement:

- Identify the key concepts you intend to investigate in your dissertation.
- Identify any relationship you plan to examine between or among the concepts.
- Name the target population of interest.

Section 2: Three Research Problems

(Level 1 heading.)

Utilize the peer-reviewed journal articles you collected to identify three potential research problems. Remember, the articles must be directly relevant to your research topic:

- Present each potential research problem separately.

- Develop a sub-section for each potential research problem. Use a level 2 heading.

- Write at least two paragraphs for each potential research problem:
  - Paragraph 1:
    - Indicate what is already known about the research topic based on the articles you found.
    - State the findings of the selected articles and properly cite them using APA 6th edition format.

  - Paragraph 2: Use the findings of your articles to write the problem statement in terms of either:
    - A gap in the findings (what is known).
    - A limitation in the earlier studies (design flaws or other problems).
    - New issues raised by the earlier studies.
    - Recommendations by authors for further research.

Section 3: Conclusion: Preferred Potential Research Problem

In your conclusion, identify which of the three potential problems you would prefer for your dissertation and give a brief rationale. You are not required to make your final choice of research problem now, because your ongoing literature searches may:

- Show the problem has in fact already been dealt with (in a recent study or dissertation, for instance).

- Turn up new problems and issues that are more interesting to you or important to the field.

Section 4: References

- Provide a reference list for all of the articles cited in your text.

- Follow APA 6th edition formatting for the references (see chapter 7 of the Publication Manual for examples).

Note: (This does not apply to Psychology learners.) Each school must approve learners' dissertation topics, and this exercise is no guarantee that your school will approve the topic when you get to the dissertation. However, remember that a well-developed literature review of the topic that shows a serious scientific need for the study is the best insurance that the topic will be approved. You have many quarters between Track 1 and the dissertation in which to deepen and broaden your dissertation topic literature review and to build your argument in favor of it being approved.

This paper does not need a title page, abstract, or table of contents. The evaluation rubric is available for you to review before writing, to ensure that you meet all criteria.

Post the Research Problem Statement to the assignment area.

Review the assignment due date information provided in both the Syllabus and the Faculty Expectations discussion to effectively plan your time.

[U08S2] Unit 8 Study 2
Oral Presentation on Research Topic

During the Weekend Experience, you are to deliver a three-minute oral presentation on your research topic. By the end of this unit, write an oral presentation that covers the following items:

- Your research topic. This part should be roughly 45–48 words.
- The background research that you reported in the first assignment of this unit, Research Problem Statement. This part should be roughly 250–270 words.
- The preferred problem statement that you selected in the first assignment of this unit, Research Problem Statement. This part should be roughly 225 words.

[U08S3] Unit 8 Discussion 1 Topic
Group Discussion Instructions

This study activity contains the discussion topic for your group discussion. Post in your Group Discussion Board, accessed via **My Groups** in the left-hand navigation area. For detailed instructions on using My Groups, see the *Courseroom*

Resources

Scoring Guide icon   PhD Colloquia Peer Responses Scoring Guide .

Website icon   The Definition of High Quality .

PDF icon   Courseroom Tutorial: Participate in Groups .

Tutorial: Participate in Groups document linked in Resources.

Note that you will not see **My Groups** in the left-hand navigation area unless your instructor has enrolled you into a group. Use **Messages** to contact your instructor if you do not see your group or a My Groups area, or if you have enrolled late into this course.

Group Discussion Topic: Oral Presentation

Once you have your oral presentation prepared, practice it and note the length of time it takes to deliver the presentation. Remember that your presentation should be no more than three minutes; if necessary, revise your presentation so that it fits within the three minutes.

Please post an outline (not the full text) of your oral presentation. Be sure that the outline is properly formatted according to APA 6th edition (see pages 63–64 for formatting outlines). The outline should be contained within an introductory paragraph that explains the purpose of the presentation.

Response Guidelines

Provide a high quality response to at least two of the colleagues in your cohort, offering feedback on any aspect of the outline on which you can comment. Do not provide simple statements such as, "This is great," or, "You have done a fine job," without providing support for the statements. Do provide constructive feedback when it is warranted, either about the content or about the format and APA style.

Unit 8 Updates And Handouts

Periodically, information will be posted in this space for the good of the class.

Ask Your Instructor

This thread was created to provide a convenient space for you to ask questions—questions about particular assignment and discussion activities, questions about the course in general, questions about expectations. If there is something that you feel you could use help with, please post your question here. Most likely, some of your classmates will have the same concern, so your post may help several learners. If you feel your question is private, please use the **Messages** tool found under **Notifications** .

UNIT 9

Unit 9 Preparing For The Weekend Experience
Introduction

Congratulations! You have completed Units 1-8 of the Track 1 courseroom experience and are ready to attend the Weekend Experience. We hope that the materials covered here have helped you to grow as a scholar-practitioner, have sharpened your critical thinking skills, helped you to start thinking as a researcher about your dissertation topic and research problem, and refreshed your awareness of the standards required for genuinely scholarly writing and communicating. Naturally, you will still grow a great deal more in all four of these areas as you move through your doctoral training. But you have made a fine start.

Many learners are somewhat apprehensive when they come to their first Colloquium Weekend Experience. After working through the previous units, we hope that you are feeling more confident and ready for the face-to-face component of the Colloquium. To help bolster that confidence, we have prepared a brief overview of the activities and opportunities you will experience while you are in residence.

The competencies covered in this unit include the following:

- Competency 1 - Recognize the qualities and skills of a scholar practitioner professional within respective disciplines.
- Competency 3 - Plan how to develop the scholar practitioner identity within the discipline.
- Competency 6 - Support ideas and concepts with evidence from the literature.
- Competency 7 - Problem: Assess research problems and questions in scholarly articles.
- Competency 8 - Literature: Evaluate the credibility of scholarly articles.
- Competency 12 - Apply academic communication skills in verbal and written interactions.

We look forward to seeing and working with you at the Weekend Experience.

Objectives

To successfully complete this learning unit, you will be expected to:

1. Evaluate existing literature related to specific topic.
2. Demonstrate the ability to support ideas and concepts with evidence from the literature that supports the problem statement related to one's specialization.
3. Evaluate the credibility and methodology of scholarly research in support of identifying a topic to advance the science in one's specialization.
4. Demonstrate qualities and skills as a scholar practitioner.
5. Demonstrate effective communication in one's discipline and professional practice.

[U09S1] Unit 9 Study 1
Activities and Protocol at the Weekend Experience

It is natural to feel somewhat apprehensive before coming to your first Weekend Experience. This presentation is intended to help alleviate some of that feeling by providing information on what you can expect, what you should prepare for, what is going to be available at the Weekend Experience, what you should bring with you, and what is expected of everyone.

The Weekend Experience ends promptly at noon on Sunday. You may not leave before that time. In order to check out, you will need to have your name badge and a valid photo ID (passport, state driver's license).

Read the following handouts:

- Activities at the Weekend Experience – This handout outlines activities for each of the days that you are at residency.
- Protocol at the Weekend Experience – This handout identifies what you can expect to find at the residency, what is expected of you, and what you should bring with you.

You may also wish to skim the Weekend Experience Learner Guidebook, which will be used extensively through the weekend. The guidebook may be accessed from the iGuide: PhD Track 1 Web page.

[U09A1] Unit 9 Assignment 1
Self-Assessment – Track 1 Courseroom Checklist

If you have not done so already, complete the Track 1 Colloquium Courseroom Checklist, linked in Resources. All of the courseroom activities must be completed to get credit for this assignment. There will be no partial credit given. This is a graded assignment that will be worth 5% of your total numerical grade. Remember this is a Pass/Fail course so the average of the final grades will be converted to an S (Satisfactory) or NS (Nonsatisfactory).

> **Resources**
>
> **Website icon** Self-Assessment – Track 1 Courseroom Checklist Scoring Guide .
>
> **MS Word icon** Track 1 Colloquia Courseroom Checklist .

Go through and check the appropriate box to indicate whether this is complete or not complete.

Post the completed form into the assignment area. It is important that you complete this step to ensure that you have completed all courseroom activities before attending the Weekend Experience.

Review the assignment due date information provided in both the Syllabus and the Faculty Expectations discussion to effectively plan your time.

[U09S2] Unit 9 Study 2
Forms for the Weekend Experience

During the Weekend Experience, you will be expected to provide feedback on the work your peers are doing. Use the following links to access the various feedback forms needed:

- Analysis of Elements of Literature Reviews .
- Structure and Style of Written Presentations .
- Modified Capella Writing Feedback Tool .
- Modified Capella Writing Feedback Tool: Oral Presentations .
- Scholarly Communication Evaluation Rubric: Well-Formed Research Questions and Purpose Statements .

[U09A2] Unit 9 Assignment 2
Poster Presentations

At the weekend Experience you will create a poster session to present to your cohort and Instructor. In addition to the actual poster, you will create an outline of your poster presentation and submit it electronically. This will allow your Cohort Instructor to access the scoring guide while you are presenting your poster. This is a graded assignment that will be worth 30% of your total numerical grade. Remember this is a Pass/Fail course so the average of the final grades will be converted to an S (Satisfactory) or NS (Nonsatisfactory).

> **Resources**
>
> **Website icon** Poster Presentations Scoring Guide .

The poster and electronic submission of your poster should include the following:

1. The research topic.
2. Summary of the literature review developed to date:
    - Databases searched.
    - List of all keywords used for searching.
    - Number of articles collected to date relevant to research topic.
3. The problem statement.

4. Your specialization (educational, general, or industrial-organizational) plus any additional specialized doctoral coursework relevant to dissertation topic.
5. How the study will advance the science in your specialization (use bullet points, not full sentences).

Be sure to review the scoring guide to ensure understanding of how the presentation will be assessed.

Review the assignment due date information provided in both the Syllabus and the Faculty Expectations discussion to effectively plan your time.

Unit 9 Updates And Handouts
Periodically, information will be posted in this space for the good of the class.

Ask Your Instructor
This thread was created to provide a convenient space for you to ask questions—questions about particular assignment and discussion activities, questions about the course in general, questions about expectations. If there is something that you feel you could use help with, please post your question here. Most likely, some of your classmates will have the same concern, so your post may help several learners. If you feel your question is private, please use the **Messages** tool found under **Notifications** .

UNIT 10

Unit 10 Track 1 Final Assessments And Preparing For Track 2
Introduction

You have completed the pre-residency courseroom activities and now you have completed the Weekend Experience! Congratulations! It is time now to wrap up the experience by completing the Track 1 final assignments.

Up to this point, you have worked through activities with a broad focus in order to develop your skills as a scholar-practitioner, critical thinker, independent researcher, and professional communicator. You have received valuable feedback from your peers, your instructor, and from self-assessment activities throughout the course. With that feedback and self-assessment insight, you have a clear understanding of your strengths and areas that need continued improvement.

In this unit, you will complete the Track 1 Final Assessment. You will also develop a preparation plan for Track 2. Consider every activity you can engage in between now and your attendance at the Track 2 colloquium that will strengthen your research skills and prepare you for the Track 2 course.

The competencies covered in this unit include the following:

- Competency 1 - Recognize the qualities and skills of a scholar practitioner professional within respective disciplines.
- Competency 2 - Recognize personal attributes of a scholar-practitioner.
- Competency 3 - Plan how to develop the scholar practitioner identity within the discipline.
- Competency 4 - Apply the process and characteristics of critical thinking.
- Competency 6 - Support ideas and concepts with evidence from the literature.
- Competency 7 - Problem: Assess research problems and questions in scholarly articles.
- Competency 8 - Literature: Evaluate the credibility of scholarly articles.
- Competency 10 - Analysis and conclusion: Analyze the various methodologies used by scholars to answer research questions in the literature.
- Competency 12 - Apply academic communication skills in verbal and written interactions.

Objectives

To successfully complete this learning unit, you will be expected to:

1. Demonstrate personal development in basic research skills by completing a paper describing a specific research topic that includes a summary of the literature review developed to date, a well-crafted problem statement, and a description of how the study will advance the science in one's chosen specialization.
2. Demonstrate successful completion of all activities during the Weekend Experience.
3. Create a plan for further development by determining steps for deepening and broadening the literature review on a selected topic, planning for refining the problem statement, and determining resources to be utilized to improve research skills.

[U10A1] Unit 10 Assignment 1
Track 1 Final Assessment

Over the course of your Track 1 experience, you:

- Identified a research topic.
- Developed a problem statement.
- Identified potential theoretical and practical implications for your topic.
- Considered ethical implications for your identified population.

> **Resources**
>
> **Website icon** Track 1 Final Assessment Scoring Guide .
>
> **Website icon** The Writing Center – Graduate Resources .
>
> **MS Word icon** Track 1– Final Assessment Template .

Assignment Instructions

Through an iterative process, you developed and refined early drafts of sections of your research plan. You presented your research plan in the final session of the residency. For this assignment,

please analyze the feedback that you received in the courseroom and the final residency session, integrate relevant recommendations, refine your work, and complete the following sections of your Dissertation Research Plan, using the Track 1 Final Assignment Template, linked in the resources.

1.1 Research Topic.
1.2 Research Problem.
2.1 Research Problem Background.
3.1 Theoretical Foundations.
3.2 Contributions to Theory.
3.3 Theoretical Implications.
3.4 Practical Implications.
4.3 Ethical Considerations.
6. References.

Review the Track 1 Final Assessment Scoring Guide to ensure that you address all grading criteria for this assignment. Your instructor will also use the scoring guide to provide you with feedback that can inform the current development stage of your dissertation and the areas that you should focus on between the Track 1 and Track 2 Dissertation Research Seminars. Review the Faculty Expectations discussion for any changes to due date information. Submit your assignment by Sunday, 11:59 p.m. CST, at the end of Week 5. Late submissions may result in no credit for Track 1.

Important: You must receive a minimum of 85% on this assignment **and** receive a Proficient or Distinguished performance evaluation on all grading criteria in this assignment in order to pass this course.

[U10S1] Unit 10 Study 1
Track 1 Final Assessment Scoring

Once you have received your score for the Final Assessment assignment, please review the following information to determine what this means for your work as an independent researcher and to get some direction on how you should proceed prior to Track 2.

If you received a score between 85 and 100:

- You are meeting expectations in your development as an independent researcher as defined within the outcomes and competencies for your track.
- The content provided within your Topic and Problem Statement is of submission quality to your school for Scientific Merit Review.
- Utilize the feedback from your instructor to improve your research knowledge and skills.
- Apply the information to refine your Topic and Problem Statement.

If you received a score between 75 and 84:

- You are progressing in your development as an independent researcher as defined within the outcomes and competencies for your track.
- Your Topic and Problem Statement are not of submission quality to your school for Scientific Merit Review.
- Utilize the feedback from your instructor to identify the specific skills within the competencies that require your attention.
- Apply the information to address the gaps in your Topic and Problem Statement.

If you received a score between 15 and 74:

- You are not meeting expectations in your development as an independent researcher as defined within the outcomes and competencies for your track.
- Your Topic and Problem Statement is not of submission quality to your school for Scientific Merit Review.
- Utilize the feedback from your instructor to identify the competencies that require development.
- Apply the information to revise and develop your Topic and Problem Statement.

If you received a score between 0 and 14:

- You are demonstrating unsatisfactory progress in your development as an independent researcher as defined within the outcomes and competencies for your track.
- Your Topic and Problem Statement is not of submission quality to your school for Scientific Merit Review.

- Work with your instructor to develop a Track Preparation Plan to facilitate your development within the competencies for your track.
- Apply the information to begin to develop your Topic and Problem Statement.

[U10A2] Unit 10 Assignment 2
Completing the Weekend Experience Checklist

Once you have finished the *Completing the Weekend Experience Checklist* , submit it to the assignment area. Review the assignment due date information provided in both the Syllabus and the Faculty Expectations discussion to effectively plan your time. You must

> **Resources**
>
> **Website icon** Completing the Weekend Experience Checklist Scoring Guide .

participate in all of the Weekend Experience sessions to get credit for this assignment. There will be no partial credit given. This is a graded assignment that will be worth 10% of your total numerical grade. Remember this is a Pass/Fail course so the average of the final grades will be converted to an S (Satisfactory) or NS (Nonsatisfactory).

- For **Business and Technology** , use Completing the Weekend Experience Checklist – Business and Technology .
- For **Counseling** , use Completing the Weekend Experience Checklist – Counseling .
- For **Education** , use Completing the Weekend Experience Checklist – Education.
- For **Psychology** , use Completing the Weekend Experience Checklist – Psychology .
- For **Public Service Leadership** , use Completing the Weekend Experience Checklist – Public Service Leadership .

[U10S2] Unit 10 Study 2
Preparing for Track 2

Your Track 1 Preparation Plan consists of two sections. In Section 1, you will use the feedback from your peers and your instructor to assess your development as an independent researcher and to develop a plan to improve your research skills between Tracks 1 and 2.

In Section 2, you will build upon your Track 1 final assessment to refine the work on your Research Plan and prepare to continue the iterative process in Track 2.

Review the Track 1 Preparation Plan Template .

[U10A3] Unit 10 Assignment 3
Track 1 Preparation Plan

Use the Track 1 Preparation Plan template to prepare for your Track 2 Colloquium. Address each section of the Preparation Plan in the included chart. Make sure to include all recommendations you received from your instructor in the courseroom and at the Weekend

> **Resources**
>
> **Website icon** Track 1 Preparation Plan Scoring Guide .
>
> **MS Word icon** Track 1 Preparation Plan Template .

Experience.For each competency, you will identify the competency, the objective you need to address, and the action(s) you need to take to support your development. You will use as many action steps as you need to meet the identified objective. Remember, you will articulate plans that you will work on between now and the Track 2 Colloquium Course.

You will refer back to this document in Track 2, so be sure to keep a copy for yourself. Once you complete the Preparation Plan, submit the document to the courseroom in the assignments area.

Review the assignment due date information provided in both the Syllabus and the Faculty Expectations discussion to effectively plan your time.

This is a graded assignment that will be worth 5% of your total numerical grade. Remember this is a Pass/Fail course so the average of the final grades will be converted to an S (Satisfactory) or NS (Nonsatisfactory).

Unit 10 Updates And Handouts

Periodically, information will be posted in this space for the good of the class.

Ask Your Instructor

This thread was created to provide a convenient space for you to ask questions—questions about particular assignment and discussion activities, questions about the course in general, questions about expectations. If there is something that you feel you could use help with, please post your question here. Most likely, some of your classmates will have the same concern, so your post may help several learners. If you feel your question is private, please use the **Messages** tool found under **Notifications** .

DISCUSSION PARTICIPATION SCORING GUIDE

Due Date: Weekly.
Percentage of Course Grade: 5%.

DISCUSSION PARTICIPATION GRADING RUBRIC

Criteria	Non-performance	Basic	Proficient	Distinguished
Applies relevant course concepts, theories, or materials correctly.	Does not explain relevant course concepts, theories, or materials.	Explains relevant course concepts, theories, or materials.	Applies relevant course concepts, theories, or materials correctly.	Analyzes course concepts, theories, or materials correctly, using examples or supporting evidence.
Collaborates with fellow learners, relating the discussion to relevant course concepts.	Does not collaborate with fellow learners.	Collaborates with fellow learners without relating discussion to the relevant course concepts.	Collaborates with fellow learners, relating the discussion to relevant course concepts.	Collaborates with fellow learners, relating the discussion to relevant course concepts and extending the dialogue.
Applies relevant professional, personal, or other real-world experiences.	Does not contribute professional, personal, or other real-world experiences.	Contributes professional, personal, or other real-world experiences, but lacks relevance.	Applies relevant professional, personal, or other real-world experiences.	Applies relevant professional, personal, or other real-world experiences to extend the dialogue.
Supports position with applicable knowledge.	Does not establish relevant position.	Establishes relevant position.	Supports position with applicable knowledge.	Validates position with applicable knowledge.

Participation Guidelines

Actively participate in discussions. To do this you should create a substantive post for each of the discussion topics. Each post should demonstrate your achievement of the participation criteria. In addition, you should also respond to the posts of at least two of your fellow learners for each discussion question-unless the discussion instructions state otherwise. These responses to other learners should also be substantive posts that contribute to the conversation by asking questions, respectfully debating positions, and presenting supporting information relevant to the topic. Also, respond to any follow-up questions the instructor directs to you in the discussion area.

To allow other learners time to respond, you are encouraged to post your initial responses in the discussion area by midweek. Comment to other learners' posts are due by Sunday at 11:59 p.m. (Central time zone).

THE ACADEMIC INTEGRITY PLEDGE SCORING GUIDE

Due Date: End of Unit 1.
Percentage of Course Grade: 0%.

THE ACADEMIC INTEGRITY PLEDGE SCORING GUIDE GRADING CHECKLIST

Activity	Weighting
Define academic integrity and how it applies to one's work.	50%
Review and discuss Capella University's Academic Honesty Policy.	50%

SELF-ASSESSMENT – WRITING ASSESSMENT TRACK 1 SCORING GUIDE

Due Date: End of Unit 2.
Percentage of Course Grade: 0%.

SELF-ASSESSMENT – WRITING ASSESSMENT TRACK 1 SCORING GUIDE GRADING CHECKLIST

Activity	Weighting
Demonstrate an understanding of academic writing skills.	50%
Demonstrate knowledge of APA style and formatting.	50%

ASSESSMENT – APA STYLE AND FORMAT SCORING GUIDE

Due Date: End of Unit 2.
Percentage of Course Grade: 0%.

ASSESSMENT – APA STYLE AND FORMAT SCORING GUIDE GRADING CHECKLIST

Question	Number of Points Question Is Worth
Question 1	5
Question 2	5
Question 3	5
Question 4	5
Question 5	5
Question 6	5
Question 7	5
Question 8	5
Question 9	5
Question 10	5
Question 11	5
Question 12	5
Question 13	5
Question 14	5
Question 15	5
Question 16	5
Question 17	5
Question 18	5
Question 19	5
Question 20	5
Total possible points:	**100**

WRITING ASSESSMENT TRACK 1 RESULTS SCORING GUIDE

Due Date: End of Unit 2.
Percentage of Course Grade: 0%.

WRITING ASSESSMENT TRACK 1 RESULTS SCORING GUIDE GRADING CHECKLIST

Question	Number of Points Question Is Worth
Question 1	100
Total possible points:	**100**

SELF-ASSESSMENT – RESEARCH TOPICS SCORING GUIDE

Due Date: End of Unit 3.
Percentage of Course Grade: 0%.

SELF-ASSESSMENT – RESEARCH TOPICS SCORING GUIDE GRADING CHECKLIST

Question	Number of Points Question Is Worth
Question 1	25
Question 2	25
Question 3	20
Question 4	10
Question 5	10
Question 6	10
Total possible points:	**100**

Question	Number of Points Question Is Worth

LIBRARY SKILLS SELF-ASSESSMENT SCORING GUIDE

Due Date: End of Unit 4.
Percentage of Course Grade: 0%.

LIBRARY SKILLS SELF-ASSESSMENT SCORING GUIDE GRADING CHECKLIST

Activity	Weighting
Assess personal library research skills needed as a scholar-practitioner through completion of an information skills self-assessment.	50%
Demonstrate effective library research skills.	50%

LIBRARY RESEARCH SKILLS FINAL ASSESSMENT SCORING GUIDE

Due Date: End of Unit 4.

Percentage of Course Grade: 0%.

LIBRARY RESEARCH SKILLS FINAL ASSESSMENT SCORING GUIDE GRADING CHECKLIST

Activity	Weighting
Assess personal library research skills needed as a scholar-practitioner through completion of an information skills self-assessment.	33%
Explore strategies for selecting and focusing a research topic.	34%
Demonstrate effective library research skills.	33%

LITERATURE REVIEW SCORING GUIDE

Due Date: End of Unit 4.
Percentage of Course Grade: 0%.

LITERATURE REVIEW SCORING GUIDE GRADING CHECKLIST

Activity	Weighting
Demonstrate an understanding of the characteristics of a successful research topic.	16%
Demonstrate the ability to narrow and focus the key concepts and population in a research topic.	16%
Assess research problems and questions in scholarly articles.	17%
Identify scholarly articles and evaluate source quality.	17%
Demonstrate effective library research skills.	17%
Demonstrate written communication that is professional and scholarly, with main and supporting points substantiated using APA 6th edition format for citations and references.	17%

LIBRARY RESEARCH SKILLS FINAL ASSESSMENT SCORE SCORING GUIDE

Due Date: End of Unit 4.
Percentage of Course Grade: 0%.

LIBRARY RESEARCH SKILLS FINAL ASSESSMENT SCORE SCORING GUIDE GRADING CHECKLIST

Question	Number of Points Question Is Worth
Question 1	100
Total possible points:	**100**

SELF-ASSESSMENT – LITERATURE REVIEW SCORING GUIDE

Due Date: End of Unit 4.
Percentage of Course Grade: 0%.

SELF-ASSESSMENT – LITERATURE REVIEW SCORING GUIDE GRADING CHECKLIST

Question	Number of Points Question Is Worth
Question 1	10
Question 2	10
Question 3	10
Question 4	10
Question 5	10
Question 6	10
Question 7	10
Question 8	10
Question 9	10
Question 10	10
Total possible points:	**100**

ASSESSMENT – DISSECTING RESEARCH ARTICLES SCORING GUIDE

Due Date: End of Unit 5.
Percentage of Course Grade: 0%.

ASSESSMENT – DISSECTING RESEARCH ARTICLES SCORING GUIDE GRADING CHECKLIST

Question	Number of Points Question Is Worth
Question 1	5
Question 2	5
Question 3	6
Question 4	6
Question 5	6
Question 6	6
Question 7	6
Question 8	6
Question 9	6
Question 10	6
Question 11	6
Question 12	6
Question 13	6
Question 14	6
Question 15	6
Question 16	6
Question 17	6
Total possible points:	**100**

EVALUATING A DISCUSSION RESPONSE SCORING GUIDE

Due Date: End of Unit 6.
Percentage of Course Grade: 0%.

EVALUATING A DISCUSSION RESPONSE SCORING GUIDE GRADING CHECKLIST

Activity	Weighting
Evaluate the quality of a discussion response.	25%
Explain the quality expectations for all academic or scholarly communications.	25%
Explain quality expectations for posted responses to other learners or faculty.	25%
Compose a scholarly discussion response.	25%

SELF ASSESSMENT – EVALUATION RESULTS SCORING GUIDE

Due Date: End of Unit 6.
Percentage of Course Grade: 0%.

SELF ASSESSMENT – EVALUATION RESULTS SCORING GUIDE GRADING CHECKLIST

Activity	Weighting
Post the results of your "Self Assessment - Evaluating a Literature Review or Course Paper" self-assessment.	100%

Due Date: End of Unit 7.
Percentage of Course Grade: 0%.

SELF-ASSESSMENT - KEY EVENTS IN ETHICAL RESEARCH, IRB SCORING GUIDE GRADING CHECKLIST

Question	Number of Points Question Is Worth
Question 1	20
Question 2	20
Question 3	20
Question 4	20
Question 5	20
Total possible points:	**100**

SELF-ASSESSMENT – RISK ASSESSMENT SCORING GUIDE

Due Date: End of Unit 7.
Percentage of Course Grade: 0%.

SELF-ASSESSMENT – RISK ASSESSMENT SCORING GUIDE GRADING CHECKLIST

Question	Number of Points Question Is Worth
Question 1	7
Question 2	7
Question 3	7
Question 4	7
Question 5	7
Question 6	7
Question 7	7
Question 8	7
Question 9	7
Question 10	7
Question 11	7
Question 12	7
Question 13	8
Question 14	8
Total possible points:	**100**

SELF-ASSESSMENT – CONFLICT OF INTEREST SCORING GUIDE

Due Date: End of Unit 7.
Percentage of Course Grade: 0%.

SELF-ASSESSMENT – CONFLICT OF INTEREST SCORING GUIDE GRADING CHECKLIST

Question	Number of Points Question Is Worth
Question 1	12
Question 2	12
Question 3	12
Question 4	12
Question 5	13
Question 6	13
Question 7	13
Question 8	13
Total possible points:	**100**

RESEARCH PROBLEM STATEMENT SCORING GUIDE

Due Date: End of Unit 8.
Percentage of Course Grade: 10%.

RESEARCH PROBLEM STATEMENT SCORING GUIDE GRADING RUBRIC

Criteria	Non-performance	Basic	Proficient	Distinguished
Create a well-formed research problem with concise statements of what is already known and not known, what needs improvement, and any new questions raised by findings or recommended for further research. 16%	Creates a research problem, but the problem statement does not contain any of the required elements.	Creates a well-formed research problem, but the problem statement lacks either the concise statements of what is already known and unknown or one of the remaining required elements.	The problem statement contains the required elements, though they are not fully clear or developed.	The problem statement contains required elements and they are fully clear and developed.
Create a research problem statement that is supported by citations of supporting evidence from primary sources and peer-reviewed journals. 16%	Creates a problem statement, but does not provide supporting evidence and the citations are not from primary sources or peer reviewed journals.	Creates a problem statement, but either does not provide supporting evidence or the citations are not from primary sources or peer-reviewed journals.	Creates a problem statement and provides supporting evidence from at least five primary sources or peer reviewed journals.	Creates a problem statement and provides supporting evidence from more than five primary sources or peer reviewed journals.
Provide rationale for the preferred research problem that is logical, clear, and persuasive. 17%	Does not provide a rationale for the preferred research problem.	Provides a rationale for the preferred research problem that lacks logical structure, clarity, or persuasiveness.	Provides a rationale for the preferred research problem that has two of the three elements.	Provides a rationale for the preferred research problem that has all three elements.
Write using correct grammar, usage, and mechanics, with fewer than two errors in the document. 17%	Writes using incorrect grammar, usage, and mechanics, with a significant number of errors in the document.	Writes a document that contains more than two errors of grammar, usage, or mechanics.	Writes a document that contains one or two errors of grammar, usage, or mechanics.	Writes a document that contains no errors of grammar, usage, or mechanics.
Write using proper APA 6th edition style and formatting. 17%	Writes a document that contains over three errors in APA formatting.	Writes a document that has two to three errors in APA formatting.	Writes a document that contains one or two errors of APA formatting.	Writes a document that contains no errors of APA formatting.
Include a full APA-formatted reference list. 17%	Fails to include a reference list, some items are missing, or it does not conform to APA format.	Includes a reference list, but it is missing some of the works cited and has more than two errors.	Includes a full reference list that conforms to APA format, with one or two errors.	Includes a full reference list that conforms to APA format with no errors.

SELF-ASSESSMENT – TRACK 1 COURSEROOM CHECKLIST SCORING GUIDE

Due Date: End of Unit 9.
Percentage of Course Grade: 5%.

SELF-ASSESSMENT – TRACK 1 COURSEROOM CHECKLIST SCORING GUIDE GRADING CHECKLIST

Activity	Weighting
Complete all activities in the Track 1 Courseroom satisfactorily.	100%

POSTER PRESENTATIONS SCORING GUIDE

Due Date: End of Unit 9.
Percentage of Course Grade: 30%.

POSTER PRESENTATIONS SCORING GUIDE GRADING RUBRIC

Criteria	Non-performance	Basic	Proficient	Distinguished
Evaluate existing literature related to specific topic. **20%**	Does not evaluate existing literature related to a specific topic.	Partially analyzes existing literature, but does not sufficiently analyze relation to the topic nor demonstrates a gap in the literature.	Evaluate existing literature related to specific topic.	Thoroughly evaluates existing literature and its relationship to specific topic and clearly demonstrates a gap in the literature.
Demonstrate the ability to support ideas and concepts with evidence from the literature that supports the problem statement related to one's specialization. **20%**	Does not demonstrate the ability to support ideas and concepts with evidence from the literature that supports the problem statement related to one's specialization.	Demonstrates some ability to support ideas and concepts with evidence from the literature that partially supports the problem statement related to one's specialization.	Demonstrates the ability to support ideas and concepts with evidence from the literature that supports the problem statement related to one's specialization.	Demonstrates the ability to thoroughly support ideas and concepts with well documented evidence from the literature that fully supports the problem statement related to one's specialization.
Evaluate the credibility and methodology of scholarly research in support of identifying a topic to advance the science in one's specialization. **20%**	Does not evaluate the credibility and methodology of scholarly research in support of identifying a topic to advance the science in one's specialization.	Evaluates the credibility, or the methodology, of scholarly research in support of identifying a topic to advance the science in one's specialization, but does not evaluate both.	Evaluates the credibility and methodology of scholarly research in support of identifying a topic to advance the science in one's specialization.	Thoroughly evaluates the credibility and methodology of scholarly research in support of identifying a topic to advance the science in one's specialization, in a well-documented and fully supported manner.
Demonstrate qualities and skills as a scholar practitioner. **20%**	Does not demonstrate qualities and skills as a scholar practitioner.	Demonstrates some qualities and skills as a scholar practitioner, but not consistently.	Demonstrate qualities and skills as a scholar practitioner.	Demonstrate excellent and consistent qualities and skills as a scholar practitioner.
Demonstrate effective communication in one's discipline and professional practice. **20%**	Does not demonstrate communication in one's discipline and professional practice.	Partially demonstrates communication in one's discipline and professional practice but not effectively or consistently.	Demonstrates effective communication in one's discipline and professional practice.	Demonstrates highly effective and eloquent communication in one's discipline and professional practice.

TRACK 1 FINAL ASSESSMENT SCORING GUIDE

Due Date: End of Unit 10.
Percentage of Course Grade: 35%.

TRACK 1 FINAL ASSESSMENT SCORING GUIDE GRADING RUBRIC

Criteria	Non-performance	Basic	Proficient	Distinguished
Describe the specific topic to be studied, the significance of this topic to your program/ field (e.g., Psychology, Counseling, Business, Technology, Public Service Leadership, Education, etc.) and specialization within the program. The research topic should be appropriate for your specialization, use appropriate language for key concepts/phenomena, name the target population, and the concepts should be appropriately focused. **11%**	Does not describe the specific topic to be studied and/or the significance of this topic to the program/field (e.g., Psychology, Counseling, Business, Technology, Public Service Leadership, Education, etc.) and specialization within the program.	Describes the specific topic to be studied, the significance of this topic to the program/field (e.g., Psychology, Counseling, Business, Technology, Public Service Leadership, Education, etc.) and specialization within the program. The research topic is appropriate for the specialization, but one or more of the items is not clearly articulated: the research topic does not use appropriate language for key concepts/phenomena, the target population is not named, and/or the concepts are not appropriately focused.	Clearly articulates the specific topic to be studied, the significance of this topic to the program/field (e.g., Psychology, Counseling, Business, Technology, Public Service Leadership, Education, etc.) and specialization within the program. The research topic is correctly formed: the research topic is appropriate for the specialization and uses appropriate language for key concepts/ phenomena, the target population is named, and the concepts are appropriately focused.	Clearly and skillfully articulates the topic to be studied with accuracy, efficiency, and effectiveness. The significance of the topic to the program/field and specialization has potential to make a significant contribution to the literature. The research topic is correctly formatted: the research topic is appropriate for the specialization, the research topic uses appropriate language for key concepts/ phenomena, the target population is named, and the concepts are appropriately focused.
Summarize existing literature and key findings; clearly formulate gaps or problems in the existing literature; and explicitly state, not imply, the research problem. **11%**	Does not summarize existing literature and key findings. Gaps or problems in the existing literature are not identified and/or the research problem is not identified.	Summarizes existing literature and key findings. Gaps or problems in the existing literature are identified, but not clearly formulated, and/or the research problem is implied, but not explicitly stated.	Clearly articulates the summary of the existing literature and key findings, gaps or problems in the existing literature are clearly formulated, and the research problem is explicitly stated, not implied.	Clearly articulates the summary of the existing literature and key findings; gaps or problems in the existing literature and the research problem are highly sophisticated and tightly organized.
Summarize a review of the research literature on the topic demonstrated by a statement about the body of existing literature on the topic, a summary of recent research findings on the topic, the highlighting of findings relevant to the proposed study, and an explanation of how the proposed research will add to the existing literature on the topic. **11%**	Does not summarize a review of the research literature on the topic demonstrated by a statement about the body of existing literature on the topic, a summary of recent research findings on the topic, the highlighting of findings relevant to the proposed study, and an explanation of how the proposed research will add to the existing literature on the topic.	Summarizes a review of the reseach literature on the topic, but one or more of the following is not clearly articulated: a statement about the body of existing literature on the topic, a summary of recent research findings on the topic, highlighted findings relevant to the proposed study, and/or an explanation of how the proposed research will add to the existing literature on the topic.	Clearly articulates a summary of the review of the research literature on the topic demonstrated by a statement about the body of existing literature on the topic, a summary of recent research findings on the topic, the highlighting of findings relevant to the proposed study, and an explanation of how the proposed research will add to the existing literature on the topic.	Clearly articulates a summary of the review of the research literature on the topic that is highly sophisticated and organized, demonstrated by statements about the body of existing literature on the topic, summaries of recent research findings on the topic, and the highlighting of findings providing compelling and accurate evidence that convinces the reader to agree with the supporting argument in the presentation of the background and with how the proposed research will make a significant contribution to the existing literature on the topic.

Criteria	Non-performance	Basic	Proficient	Distinguished
Describe the primary theoretical basis for the proposed study and the major theory (or theories) that will serve as the framework for identifying the research problem and developing research questions. 11%	Does not describe the primary theoretical basis for the proposed study and/or the major theory (or theories) that will serve as the framework for identifying the research problem.	Describes the primary theoretical basis for the proposed study and the major theory (or theories) that will serve as the framework for identifying the research problem.	Clearly articulates the primary theoretical basis for the proposed study and the major theory (or theories) that will serve as the framework for identifying the research problem.	Critically argues the theoretical basis for the proposed study and the major theory or theories that will serve as the framework for identifying the research problem and includes evaluations of competing theories and why the primary theory emerged as most relevant.
Describe how the proposed study will contribute to theory in the field by meeting one or more of the following criteria: the study should generate new theory, the study should refine or add to an existing theory, the study should test to confirm or refute a theory, and the study should expand theory by telling us something new about application or processes. 11%	Does not describe how the proposed study will contribute to theory in the field by meeting at least one of the following criteria: the study should generate new theory, the study should refine or add to an existing theory, the study should test to confirm or refute a theory, and the study should expand theory by telling us something new about application or processes.	Describes how the proposed study will contribute to theory in the field by meeting at least one of the following criteria: the study should generate new theory, the study should refine or add to an existing theory, the study should test to confirm or refute a theory, and the study should expand theory by telling us something new about application or processes.	Clearly articulates how the proposed study will contribute to theory in the field by meeting at least one of the following criteria: the study should generate new theory, the study should refine or add to an existing theory, the study should test to confirm or refute a theory, and the study should expand theory by telling us something new about application or processes.	Critically evaluates and clearly articulates the degree to which one or more of the following criteria will contribute to theory in the field: the study should generate new theory, the study should refine or add to an existing theory, the study should test to confirm or refute a theory, and the study should expand theory by telling us something new about application or processes.
Describe the theoretical implications the proposed study could have to your field and your specialization area. 11%	Does not describe the theoretical implications the proposed study could have to the field or specialization area.	Describes the theoretical implications the proposed study could have to the field or specialization area.	Clearly articulates the theoretical implications the proposed study could have to the field or specialization area.	Critically evaluates and clearly articulates the theoretical implications the proposed study could have to the field and specialization.
Describe the specific practical implications that may result from this research that can be used by any or all of the following stakeholders: the population being studied, professionals for whom this topic pertains, and the wider community itself. 11%	Does not describe the specific practical implications that may result from this research that can be used by any or all of the following stakeholders: the population being studied, professionals for whom this topic pertains, and the wider community itself.	Describes the specific, practical implications that may result from this research that can be used by any of the following stakeholders: the population being studied, professionals for whom this topic pertains, and the wider community itself.	Clearly articulates the specific, practical implications that may result from this research that can be used by any of the following stakeholders: the population being studied, professionals for whom this topic pertains, and the wider community itself.	Critically evaluates and clearly articulates the specific, practical implications that may result from this research that can be used by any of the following stakeholders: the population being studied, professionals for whom this topic pertains, and/or the wider community itself.
Describe the ethical considerations of the study given the sample, population, and topic. 11%	Does not describe the ethical considerations given the sample, population, and topic.	Describes the ethical considerations of the study given the sample, population, and topic.	Clearly articulates an understanding of ethical considerations of the study given the sample, population, and topic.	Clearly articulates a sophisticated understanding of ethical considerations of the study given the sample, population, and topic.

Criteria	Non-performance	Basic	Proficient	Distinguished
Provide a reference list for all of the articles cited, following APA 6th edition formatting and using current (within 5–7 years), scholarly, and primary resources to support statements. **4%**	Does not provide a reference list for all of the articles cited, follow APA 6th edition formatting, and/or use current (within 5-7 years), scholarly, and primary resources to support statements, or more than five errors are present.	Provides a reference list for all of the articles cited, follows APA 6th edition formatting, uses current (within 5–7 years), scholarly, and primary resources to support statements. No more than five errors are present.	Provides a reference list for all of the articles cited, follows APA 6th edition formatting, uses current (within 5–7 years), scholarly, and primary resources to support statements. No more than three errors are present.	Provides a reference list that is accurate by both forward and backward comparisons, citations are formatted correctly, current (5–7 years) scholarly, peer-reviewed literature from leading journals in the professional literature (e.g. APA, Academy of Management). No errors are present.
Write in a sufficiently scholarly tone and make few editorial or mechanical (grammar, usage, typography, etc.) errors. (ALL) **4%**	Writes in an insufficiently scholarly tone and makes more than two editorial or mechanical errors per page.	Writes in a sufficiently scholarly tone and makes no more than ten editorial or mechanical errors per five pages.	Writes in a sufficiently scholarly tone and makes no more than five editorial or mechanical (grammar, usage, typography, etc.) errors. (ALL)	Writes in a sufficiently scholarly tone and makes no editorial or mechanical (grammar, usage, typography, etc.) errors.
Adhere to APA 6th edition style and formatting rules. **4%**	Provides a document that contains more than five errors in APA formatting.	Provides a document that contains no more than ten errors in APA formatting.	Provides a document that contains no more than five errors in APA formatting.	Provides a document that contains no APA formatting errors.

COMPLETING THE WEEKEND EXPERIENCE CHECKLIST SCORING GUIDE

Due Date: End of Unit 10.
Percentage of Course Grade: 10%.

COMPLETING THE WEEKEND EXPERIENCE CHECKLIST SCORING GUIDE GRADING CHECKLIST

Activity	Weighting
Demonstrate successful completion of all activities during the Weekend Experience.	100%

TRACK 1 PREPARATION PLAN SCORING GUIDE

Due Date: End of Unit 10.
Percentage of Course Grade: 5%.

TRACK 1 PREPARATION PLAN SCORING GUIDE GRADING CHECKLIST

Activity	Weighting
Create a plan for deepening and broadening the literature review on the chosen research topic.	25%
Create a plan for refining the problem statement.	25%
Create a personal development plan to improving research skills.	25%
Identify the time frame for attending Track 2 residency.	25%

PHD COLLOQUIA INSTRUCTOR RESOURCES

Courseroom and Gradebook Setup

The PhD Colloquia courserooms for Tracks 1, 2, and 3 use a unique group discussion structure. Carefully review the PhD Colloquia Courseroom Setup Tutorial for detailed instructions on using this tool.

Note : Be careful not to delete a group, as this will delete all associated discussions.

The PhD Colloquia courserooms for Tracks 1, 2 and 3 use a custom gradebook setup. Please review the Gradebook Setup for Tracks 1, 2, and 3 for details on how to correctly use and interpret this customized grading setup.

Faculty Expectations

The following documents provide standard text for the Faculty Expectations discussion in the courseroom. Pay special attention to highlighted sections that require personalized input from the instructor.

- Track 1 Faculty Expectations .
- Track 2 Faculty Expectations .
- Track 3 Faculty Expectations .

Checklists

The tracking sheets below are provided for your convenience. You may want to create your own tracking form or courseroom checklist. It does not matter which you choose as long as you have some means of keeping track of each learner's completion (or non-completion) of the activities within each unit of each track.

These Word checklists are designed to be used as templates to get you started:

- Track 1 Colloquium Courseroom Faculty Tracking Sheet .
- Track 2 Colloquium Courseroom Faculty Tracking Sheet .
- Track 3 Colloquium Courseroom Faculty Tracking Sheet .

Faculty Handbooks

The Faculty handbooks contain important information for instructors in all three tracks.

- Faculty Handbook – PSL .
- Faculty Handbook – HASOBS .
- Faculty Handbook – SOBT .
- Faculty handbook – SOE .

Working With Consultants

As an instructor, you may need to refer your learners to various consultants within Capella to help further develop their skills as scholar-practitioners and independent researchers, or to help them fine-tune specific aspects of their Research Plan. This may include Writing Program Consultants, Library Consultants, IRB Consultants, or Research Consultants.

You will use the following forms for this process:

- Colloquium Consultant Referral Form .
- Colloquium Consultant Feedback Form .

Doc. reference: ir_phd_instructor_resources.html