

A Dissertation Critique

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Table of Contents

Dissertation Overview 3

 Dissertation Overview 3

 About the Author 4

Introduction 5

 Introduction: Chapter I 6

 Introduction: Chapter III 7

 Introduction: Chapter IV 8

 Introduction: Chapter V 8

Literature Review 9

 Literature Review: Chapter III 9

 Literature Review: Chapter IV 10

 Literature Review: Chapter V 11

Methodology 12

 Identify subsections 12

 Participants Characteristics 12

 Variables 13

 Sample Size and Procedures 13

 Measurement and Covariates 14

 Research Design 15

Results 15

Discussion and Conclusion 19

 Discussion and Conclusion: Quantitative Research 21

 Discussion and Conclusion: Discrimination in Healthcare 22

 Discussion and Conclusion: Racism in Employment 23

 Discussion and Conclusion: Rates of Incarceration 24

Quality of Written Communication 25

 Quality of Written Communication: Chapter 1 25

 Quality of Written Communication: Chapter 2 27

 Quality of Written Communication: Chapter 3 28

 Quality of Written Communication: Chapter 4 29

 Quality of Written Communication: Chapter 5 30

References 32

Dissertation Overview

Dissertation Overview

The dissertation entitled “Disparities and Systematic Racism Policies and Practices Related to Healthcare Reform, Employment, and Incarcerations: A Multi-faceted Analysis of Contemporary Experiences in the United States” was written by Marilyn Chapman-Allison in April 2016. This dissertation partially fulfilled the requirements for the degree of Doctor of Philosophy in Leadership and Policy at Niagara University. This dissertation is a mixed method research design that contains six long titled chapters. The abbreviated titles on the sections included an Introduction to Research Study, A Quantitative Survey Analysis, Discrimination in Healthcare in the United States, Racism in Employment Practices in the United States, Rates of Incarceration in the United States and closing with a Summary, Conclusions, and Recommendations.

The dissertation examined three research questions to understand the current state of affairs of discriminatory practices and policies in the United States. The research questions explored discrimination against African Americans and minorities regarding healthcare reform, employment and incarceration. The following three research questions were posed by Marilyn Chapman-Allison(2016):

1. Does systematic racism exist in the United States and are there policies and practices that promoted disparities?
2. What are the statistical indicators that confirm systematic racism and disparity?
3. What are the long-term effects of discriminatory policies and practices in the United States related to African Americans and other minorities? (p.1)

A Dissertation Critique

Utilizing a mixed method approach Chapman-Allison collected, analyzed and summarized the findings of a quantitative survey of 138 individuals (2016). Chapman-Allison also chose to conduct 12 qualitative interviews from the 138-quantitative questionnaire response to provide a more comprehensive understanding of how African Americans and minorities are affected by the discriminatory practices and principles (Chapman-Allison, 2016). By employing a combination of quantitative and qualitative research methods, statistical analysis of existing datasets, and supporting literature evidence from the three principal fields Chapman-Allison (2016) concluded that institutional and personal discriminatory practices and policies are still customary today in American society.

About the Author

The author of this paper chose to critique Marilyn Chapman-Allison's (2016) dissertation entitled "Disparities and Systematic Racism Policies and Practices Related to Healthcare Reform, Employment, and Incarcerations: A Multi-faceted Analysis of Contemporary Experiences in the United States" because the author is intrigued by the criminal justice system and labor relations within the United States. The author has a Bachelor's of Science Degree in Criminal Justice with a concentration in Intelligence Analysis and a Master's Degree in Public Administration with a concentration in Ethical Leadership. Apart from the author's formal education in criminal justice, the writer also has an extensive career in the field. The author's criminal justice work experience includes an internship with the Erie County District Attorney's Office, four years of employment as a residential and non-Secure detention counselor at juvenile justice detention center and twenty months as a mental healthcare manager providing services to clients with a varying level of involvement in the criminal justice system.

A Dissertation Critique

Currently, this author occupation is a labor service representative at the New York State Department of Labor. As a labor service representative, this author must connect job seekers with employers, enforce state labor laws, and protect workers' rights. This author chose to critique this dissertation to build her literary knowledge of the two fields and in the future, contribute to research that will improve these areas.

Introduction

John Creswell (2014), notes that an introduction is an integral part of a dissertation, scholarly research study or journal article. A strong opening is essential because this is the first chance for the author to grab the attention of the reader. An excellent introductory paragraph has the following components: stating the research question, background material of studies about the problem, identifying deficiencies in these studies, the significance of the study amongst particular audiences and reporting the purpose statement. Other vital elements of an introduction are noting its importance to the field, identifying and defining key terms and concepts and ensuring it well written (Creswell 2014, Huang 2017a).

This dissertation contains four different introductions as it is a mixed method research covering three fields of analysis. The first is an introduction to the entire research study, followed by an introduction to the chapter three titled "Discrimination in Healthcare in the United States, The Affordable Care Act-Access: Racial Disparities," (Chapman-Allison, 2016, p. 41). Chapter four introduction focuses on Racism in Employment Practices and chapter five discuss rates of incarceration. This critique will discuss the strengths and limitations of each introduction separately in the following paragraphs.

A Dissertation Critique

Introduction: Chapter I

Chapter one, of this dissertation, begins with an abstract which *The Publication Manual of the American Psychological Association* (2010) and Creswell (2014), express can be the single most important paragraph in an article, study or dissertation. This dissertation meets the criteria set forth by both Creswell and the APA manual to illustrate a well written abstract. This dissertation's abstract is accurate and reflects the purpose and content of the document. The language used is clear, concise, coherent and readable. The author identified the problem, noted the study participants, the methodology used in the study, and the primary research findings. Limitations of the abstract included its repetitiveness of terms and phrases including discriminatory, healthcare, incarceration and employment policies and practices.

Early observation by this writer about the introduction section of Chapter 1 is it fails to follow a few of the standards and procedures identified in the APA manual. First, the introduction does not begin on a new page but trails right under the abstract. According to *The Publication Manual of the American Psychological Association*, "In preparing your manuscript, being the introduction on a new page, identifying it with the running header and the page number 3" (American Psychological Association [APA], 2010, p.28). The first page of the introduction ends with two misprints. Other areas of limitation include failure to identify deficiencies in previous research that makes this study necessary to the field and identifying and defining key terms used throughout the analysis.

Strengths of the introduction to chapter 1 include the dissertation author stating the need to address this social issue. The author identifies the extent of the issue with supporting background information including large statistical figures and many examples of racial disparities among the three sectors. The author attempted to portray a balanced argument for

A Dissertation Critique

both sides of the issue up for debate. The introduction identified three relevant research questions that frame the problem. The author also made it clear that the target audience of this research was law and policymakers in hopes that this study will inspire the creation of less discriminatory policies and practices in the future. The overall introduction was understandable to a professional audience but not so intelligible that only specialists in fields of criminal justice, labor, and healthcare could understand the information.

Introduction: Chapter III

The introduction in chapter III is short and concise but contains a majority of the requirements for a robust opening. The strengths of Chapman-Allison's (2016), overview to Chapter III is entitled "Discrimination in Healthcare in the United States, The Affordable Care Act-Access: Racial Disparities" include the identification and clear explanation of the problem of discrimination in the healthcare system (p.41). To increase the credibility of the problem Chapman-Allison cited numerous literature summaries ranging between the years 1989 and 1998. The author was careful not to allow one case study to seem more important than another by ending supporting background paragraphs with in-text citations (Creswell, 2014).

In this introduction, the author included deficiencies in existing research in discrimination and disparities among African Americans and minorities in the United States healthcare system. An example of the gap noted by Chapman-Allison is, "However, there have been very few research studies that have focused on the perceptions of differential treatment due to race when receiving healthcare services" (2016, p.42). The introduction also included the significance of the research to the identified audiences that will bring national light to this issue and allow policymakers to increase regulatory vigilance and create initiatives to address discriminatory areas.

A Dissertation Critique

Although the overall introduction to chapter III was strong, areas of improvement include discussing the qualitative research conducted in this section to understand the perception of participants, a critical area in this paragraph. The author also changed terms in this segment, in the previous chapter the reference ‘African Americans’ was used to refer to the affected population, but in this section, ‘African American’ is replaced with ‘Black American.’ The abstract also fails to mention the methodology or the results.

Introduction: Chapter IV

Chapman-Allison’s (2016) Chapter IV entitled “Racism in Employment Practices in the United States, Employment Systems, and Racial Disparities,” has a long and poorly written introduction failing to meet a number of the criteria’s noted for an excellent opening chapter above (p.68). Areas, where this section was lacking, include the disparities between the length of the abstract verse the length of the preface. The abstract was 550 words long while the opening was 260 words. The APA manual states an abstract should be between 150 and 250 words and should be single paragraph without indentations (American Psychological Association, 2010). Other than the length and indentation errors, the abstract contained many inferences and only had one citation. Despite its length, the abstract failed to mention methodology or participants in the qualitative sections that takes place in this chapter. This chapter abstract did make a slight reference to both sides of the argument regarding racism in employment practices. The introduction itself made a note of statistical figures, comprehensive policies and in-text references to bring credibility and integrity to the problem.

Introduction: Chapter V

Chapter V of Chapman-Allison’s dissertation is entitled “Rates of Incarceration in the United States, The Legal System, and Racial Disparities,” and beginning with an abstract and

A Dissertation Critique

introduction. The abstract starts with a sharp narrative hook to catch the readers attention. The writing contained in the abstract is effortlessly understandable by the general public, it used some in-text citation to support and bring credibility to the research. Although using many in-text references, the author failed to properly cite numerous quotes in the reference section including NAACP, 2016 and United States Bureau of Statistics, 2010.

The introduction visibly stated the problem and the intent of the author for conducting this study. The author used statistical figures, clear examples, and supporting in-text citation to identify the extent of the racial disparities and the large incarceration rates in the United States. To make the introduction stronger, the author needed to include information about the qualitative study, study participants and the outcome of the research. Sentence structure issues, errors in citation and references as noted in the abstract impacted the readability of this section.

Literature Review

The characteristics of an outstanding literary review section of any study include clarifying and defining the problem within a broader context, place the area of research, summarizes the investigation of previous studies and provided a comprehensive and accurate representation of the current state of the investigation. It is also essential to identify themes and relationships along with contradictions, inconsistencies, and gaps in recent studies. An outstanding literary review section will establish a theoretical framework for exploring holes and inconsistencies and suggest the next steps in solving the problem (American Psychological Association, 2010, Creswell, 2014).

Literature Review: Chapter III

The literary review for chapter three focuses on healthcare. This section gives a brief one-page summary of two policies; Obamacare and employer-funded health coverage. The one-page

A Dissertation Critique

summary identifies that there is a problem with the healthcare system as Chapman-Allison (2016), notes that “49 million American’s lack health insurance” and government healthcare subsidies only grant coverage to some groups without insurance not everyone (p.43). Chapman-Allison (2016), identified low-income population as the group that does not have access to free-market economy insurance coverage. This section included one citation that discussed the challenges of the first-month rollout for Obamacare healthcare plan, letting the reader know the current situation within the healthcare sector.

This literary review fails to meet almost all the criteria outlined previously as characteristics of an outstanding literature review. First, the author made several statements that are not general knowledge but fail to cite or provide resources to back up this information. Examples of this lack of citation including that “49 million American’s lack health insurance” or that the free-market economy health insurance “is responsible for the high number of uninsured Americans” (Chapman-Allison, 2016, p.43). Based on the introduction to this chapter and the overall study this section needed to provide more information about racial disparities for African Americans and other minority groups when compared to their White American counterparts. The literary review failed to define or develop the research question, or identify gaps in the research that this study can fill.

Literature Review: Chapter IV

The section labeled literary review of chapter IV focus on employment discrimination based on race. Like the previous section, marked literature review section was short and vague, providing less than a page of written material and only two source citations. From the ambiguous chapter, Chapman-Allison identified that there is a gap in reporting the “Specific hurdles faced by Black Americans in the U.S. job market” and quantified the unemployment rate

A Dissertation Critique

at 14 million Americans with a growing discrimination rate, to show the importance of studying and bringing attention to this ever increasing issue. (Chapman-Allison, 2016, p.71). Although defining the problem and current gaps in the research of racial bias and employment is an outstanding start, to improve this literature review Chapman-Allison needed to include more sources along with themes those sources identify. A theoretical or conceptual framework would give this section depth by providing a visual or narrative of the connections amongst critical elements.

Literature Review: Chapter V

Chapter 5 literature review focus on discrimination and incarceration in the United States. Including in this section was a summary of significant themes drawn from other research, including increase tough-on-crime laws, increase prosecution based on race and religion affiliation, economic growth from incarceration and destruction of the family unit. This literature review also covers the need to inform the public about the problem of racial disparities in the criminal justice system as a means of improving the overall system. Identifying the problem, the extent of the problem and ways of fixing the problem give relevance to why this study is essential. Other areas of strength in this literature review include the use of primary sources and examples the audience can comprehend. To improve this section, relevant examples of other studies and a discussion of their finds, including finding that agree, disagree and contradict the outcome of Chapman-Allison's hypostasis. A comparison of this nature, showing the differences between this research and previous research add credibility and reliability.

Methodology

Identify Subsections

The method section of a thesis is an in-depth description of the process of conducting the study. According to the *Publication Manual of American Psychological Association* (2010), the method segment contains five vital elements including conceptual and operational definitions of the study variables, a description of the subjects used, and the procedures taken to complete the study. Other essential components of the method portion encompass an explanation of any experimental interventions including delivery mechanisms, sampling size, precisions, and procedures, measurement approaches, and the research design (American Psychological Association, 2010). An outstanding methodology chapter should include using the new and existing methodology in creative ways, choosing a method that is appropriate for the topic and the study design shows a comprehensive understanding of the methods used according to Dr. Jinyan Huang's (2017a),

The method used by Marilyn Chapman-Allison in this study was a mixed method. A mixed method design comprises of integrating quantitative and qualitative research and data to support a research study. Creswell (2014), describes the quantitative portion of the mixed method research as collecting data using a closed-ended response using instruments such as a questionnaire. The qualitative section of a mixed method study contains open-ended questions such as those found in an interview. Chapman-Allison (2016), used both a survey and interviews in researching for this dissertation.

Participant Characteristics

One of the critical elements of a research method section is the participant's characteristics. Demographic characteristics may include gender, age, level of

A Dissertation Critique

education and ethnic and or racial groups to name a few. Chapman-Allison (2016), appropriately identified research participants in the method section of the research. Chapman-Allison (2016), gathered the following participant's characteristics: Age, race, gender and citizenship status during the analysis. Participants demographics are a significant part of any research as it is an essential component of generalizing finding or replicating the study according to the APA manual (American Psychological Association [APA], 2010).

Variables

Another critical element of the method section is defining variables used in the research. Accounting of the variables includes a detail description and definition of both conceptual and operational variables. In the research method section, Chapman-Allison (2016), failed to define the variables used in the study. The APA manual points out the significance of a complete definition of methods including variable description as, "Enables the reader to evaluate the appropriateness of your methods and the reliability and the validity of your results. It also permits experienced investigators to replicate the study" (American Psychological Association [APA], 2010, p.29).

Sampling Size and Procedures

The next essential element of the method section is sampling size and procedures. Chapman-Allison (2016), identified the sample size as 153 participants whom 100 percent completed the survey. In person questionnaire distribution and collection took place at a historically African American religious organization and several professional and cultural institutions in Buffalo, NY. Chapman-Allison (2016), also identified that participants selection

A Dissertation Critique

was voluntary. According to the APA manual, all the procedures for selecting participants were achieved by Chapman-Allison (2016) as described by the method section.

Measures and Covariates

As noted above, providing descriptions of outcome measures including primary and secondary covariates and measures are another essential part of the methodology section of a study. The APA manual points out that this segment should contain measurement collected but not used in the report, along with information on the collection methods and instruments used. Chapman-Allison (2016), identified the tools used as 138 completed quantitative survey and 12 qualitative interviews. In the subject and method section of the dissertation, Chapman-Allison specified the collection of 153 questionnaire response at a 100 percent response rate (Chapman-Allison, 2016). No discussing took place as to the reasoning for removing 15 respondents from the final result.

The validity of the instrument used is also an essential component of the method section. A discussion of the validity of the tools used was missing from the document, but since the writer used both questionnaires and interviews to corroborate findings, this is a means of internal validity called triangulation (Creswell, 2014; Zohrabi, 2013). The validity of the instruments and results ensure the survey and interviews measure what it intended to evaluate and allow the replication and generalizability of the study. The method section of this dissertation is not clear about content, internal, external validity or criterion-related validity. The measure does appear to contain face validity, which Dr. Jimyan Huang (2017a), describes as the perception that the evaluation or procedure seems reasonable in gaining the information the researcher set out to collect. Discussion of any means taken to strengthening measurement should take place in the

A Dissertation Critique

method section including multiple observation, training, and reliability of the examiner, which are missing from this study.

Research Design

The research design is a substantial section of the method chapter as it offers an adequate description of the procedure used in the study, allowing the reader to understand the study complexity fully (American Psychological Association [APA], 2010). A detailed research design is pertinent to the replication of the study. Chapman-Allison (2016), offered readers detail description of the research design including a section entitled survey design and details about the interviewing process for the qualitative data collection. Chapman-Allison (2016), research design section fails to plainly identify which primary social science model of a mixed method design it utilizes in the study. The fundamental models are a convergent parallel mixed method, explanatory sequential mixed methods, and exploratory subsequent mixed methods. This writer can infer that the principal mixed methods designed used was an explanatory sequential mixed method as the quantitative research was first, starting in January 2016. After analyzing the quantitative research result, Chapman-Allison (2016), conducted a qualitative study by interviewing 12 survey participants in February 2016. The outcome of the interviews built on the result of the quantitative research result and further explain the findings.

Results

The result section of the dissertation is designed to summarize, analyze, and report relevant data gathered from the study. An outstanding result section according to Dr. Jimyan Huang and the APA manual consist of the presentation of collected data in an objective manner. Results should be unbiased, accurate, and complete; sophisticated data analysis result reported in a robust, insightful, fascinating, and meaningful style. Space should be left for the speculation of

A Dissertation Critique

relationships both new and hidden during result interpretation (Huang, 2017a; American Psychological Association [APA], 2010).

During the result section, it is essential to discuss all relevant results, including result that may oppose the hypothesis or theory. The APA manual declares it is improper to omit uncomfortable outcomes (American Psychological Association [APA], 2010). Other information not to include in the result section is raw data or individual scores. The appendix is an appropriate location to share raw data, to help with study duplication or reproduction. The researcher should also assume that the dissertation reader has professional knowledge of statistics. Therefore there is no need to review simple statistical concepts and methods or provide a citation for commonly used formulas or use analytical procedures.

Chapman-Allison (2016), reported the results of the quantitative section of the study in a brief one-and-a-half-page written summary followed by 16 tables. Best practices for writing the result section of research states its essential to use different presentation methods such as tables, graphs and written description to provide clear and concise information to the audience. Although a variety of presentation platforms are significant, researchers should be aware that many dense graphs and tables are hard to understand and may cause the reader to lose track of the message (American Psychological Association [APA], 2010; SkillsYouNeed, 2015). As noted above, Chapman-Allison (2016), includes 16 tables in the research, this material was impenetrable and not easily understood as the written section that corresponded with each table was brief and non-descriptive.

Regarding the design and formatting of the tables and figures used by Chapman-Allison (2016), they followed the rules of APA table formatting as outlined by Dr. Jimyan Huang during Niagara University's ADS 805 Research and Statistic course. Some of the instructions regarding

A Dissertation Critique

creating APA formatted tables and figures include using a word processing program such as Microsoft Word for design; there are no vertical lines used in APA illustrations, the numbering graphics in order as they appear in the written text are essential (Huang, personal communication, November 18, 2017). All the illustration in Chapman-Allison (2016), in the result section of the dissertation, were numbered, created without vertical lined and made with a word processor. The APA manual instructs writers to refer to each figure, table, and graphs and let the reader know what they should discover. In this written result section, all illustrations were numbered and labeled, but a description of what the reader is looking for was missing. Chapman-Allison (2016) did not mention figure one in the written material. The tables and figures in this section lack clear and explanatory titles that infer the content of the table.

The information in the tables represents a descriptive study as it reports a summary of data including the central tendency: mean, mode, median, and sum, dispersion: variation, the correlation between variables, and deviance of the mean to name a few. The software named Statistical Package for the Social Sciences or SPSS was used to identify the descriptive statistics needed to report the outcome of the quantitative research. This written summary of the result section focused on the Analysis of Variance or ANOVA statistical model to predict questionnaire respondents perceptions of racism in the United States was used for all factor analysis as explicitly noted by Chapman-Allison (2016). Three different three-way ANOVA's were performed to determine if there was a three-way interaction between the dependent variables of citizenship status, race, and gender to the independent variables of healthcare, employment, and incarceration.

Briefly described in the written result section are the outcomes of the Analysis of Variance. When compared to other scholarly quantitative articles such as "Chinese Teacher

A Dissertation Critique

Perceptions of the Impact of Classroom Seating Arrangements on Student Participation” or other dissertations, this segment is vague and could benefit from further development. Chapman-Allison (2016), used one line to describe the outcome of tables 6 through 11, while in most research result sections, an explanation of results take place, so the reader understands why they are essential. Another missing component of this article was the three research questions did not wholly relate back to the finding. Remember the three research questions posed by Chapman-Allison (2016) are:

1. Does systematic racism exist in the United States and are there policies and practices that promoted disparities?
2. What are the statistical indicators that confirm systematic racism and disparity?
3. What are the long-term effects of discriminatory policies and practices in the United States related to African Americans and other minorities? (p.1)

The result states the relationships between citizenship, race, or gender and how survey participants perceive racism when it comes to healthcare, employment, and incarceration.

The long-term effect of discriminatory policies was missing or not addressed by the results.

The scale used by Chapman-Allison (2016), in the result section to depict coefficient of correlation does not follow the scale denoted by other researchers. Dr. Huang pointed that out in class that the relationship scale is as follows: 0.7 or higher represents a strong correlation. A weak correlation is less than 0.3, and associations between 0.3 and 0.7 is a moderate relationship (Huang, personal communication, November 4, 2017). Chapman-Allison’s dissertation scale consists of a weak bond being represented by 0.2 and 0.5; a moderate relationship is between 0.5 and 0.08, while

A Dissertation Critique

Chapman-Allison states a strong relationship is between 0.5 and 0.9 (Chapman-Allison, 2016).

Since this research is a mixed method study, there should be a discussion of results for both the quantitative and qualitative sections. Chapman-Allison (2016) did not have a designation section for the qualitative outcome in either segment donated for research on employment, healthcare or incarceration. Tables 17, 20 and 21 were the only result portion of the qualitative sections. These tables depict demographic of interview participants for each of the three areas: employment, healthcare, and incarceration. No other real explanations of any results took place regarding qualitative outcomes.

Discussion and Conclusion

The final step of the dissertation process as outlined in the APA manual, Research Design by John Creswell and Dr. Jimyan Huang is the discussion and conclusion (American Psychological Association [APA], 2010; Creswell, 2014; Huang, 2017a). Based on these three resources, an excellent discussion and conclusion consist of some factors discussed below. The first step in writing this section is opening with an unequivocal statement of support or nonsupport of the original research question. This chapter will evaluate, interpret, qualify, draw inferences, and conclude how the outcome relates to the original hypotheses. After making the definite announcement of support or nonsupport, a discussion of the significance of the finding takes place. This forum is not meant to reformulate or repeat points previously made but to clarify interpretation with new statements to ensure readers understand the problem.

To better understand the problem, researchers can draw on literature previously discussed in the literature review to compare and contrast the outcome of the research to past studies. Using other studies to confirm, contextualized, and clarify the conclusion and inferences the

A Dissertation Critique

author made. In the case where the research question differs from study results and lacks supporting literature, time should be taken to discuss why this occurred. Other areas of discussion include threats to internal validity such as type I or type II errors. The researcher should answer the question did the outcome occur as a result of inadequate experimental procedures. Potential bias or researcher's influence is another threat to internal validity that the researcher should take into account while writing this section (American Psychological Association [APA], 2010; Creswell, 2014; Huang, 2017a).

The discussion and conclusion section should also include the external validity of the findings. Are the results of this study generalizable to the general public? Regarding generalizability, does the outcome differences between the accessed sample population and the target population. The implications of the results on the studied population are worth addressing. Are there any practical, academic, professional consequences, or implications of the result. What are the implications for this population and future research (American Psychological Association [APA], 2010; Creswell, 2014; Huang, 2017a)?

The final step in writing the dissertation discussion and conclusion chapter is to address limitations of the study. Examples of limitations include sample size, the reliability of data or lack of data, limited research on the topic, self-reporting of data. The researcher may also have limitations such as cultural experiences and bias, access to the population need to be studied, and time restraints to complete the study. After the identification of limitations, an explanation of why these limitations were not overcome by the research design and methodology, followed by an evaluation of the impact of the limitation on the results. Discussion of limitation will lead to identifying changes to designs for future studies (American Psychological Association [APA], 2010; Creswell, 2014; Huang, 2017a).

A Dissertation Critique

Discussion and Conclusion: Quantitative Research

Following the outline of the other sections of Chapman-Allison (2016), dissertation there was also four discussions or conclusion section. The first section discusses and concludes the results of the quantitative study. Chapman-Allison (2016), noted there was a sound perception amongst survey participants especially African Americans between the role of race in the correlation of equitable treatment in the sectors of healthcare access, legal system and incarceration and employment discrimination. African Americans represented a majority of the survey contributors which does not represent the population makeup of Buffalo, New York. African Americans were the target population of the research with an overwhelming perception of racial bias in access to service and treatment in the three research areas of healthcare, incarceration, and employment. White respondents made up 27 percent of survey participants and believed race affected research areas at a rate significantly less than African American responders (Chapman-Allison, 2016). Chapman-Allison (2016), concluded that the racism found in the 1940's thru 1960's is not different from the racism of present day as systems are in place that cultivates racism and the perception of it.

This discussion section provides an unequivocal statement of support for two of the three following original research questions of "Does systematic racism exist in the United States and are there policies and practices that promoted disparities? What are the statistical indicators that confirm systematic racism and disparity" (Chapman-Allison, 2016, p.1)? This section shedding light to bias being part of the decision-making process and in the long term may continue to negatively affect African Americans and other minorities in healthcare, incarceration, and employment. Bring in the outcome of other

A Dissertation Critique

studies or refer finding to the literature review would improve the overall strength of this section.

Another area that was lacking in this discussion and conclusion section was conversations regarding research validity internal or external. Chapman-Allison (2016), survey population were majority African American despite the majority of Buffalo, New York population are White. Chapman-Allison also stated 153 participants complete the survey at 100 percent, but only 150 participants responses were in the results, no information regarding the three additional response was mention in the discussion or conclusion (Chapman-Allison, 2016). This section also lacks discussion or information regarding study limitations. Limitations could affect the outcome of the research including the self-reporting of survey data. One of the survey questions inquired about relative or friend who has an incarceration history.

Discussion and Conclusion: Discrimination in Healthcare

This section opens with a discussion labeled study limitation. Upon reading and rereading this section, the role this section played in the qualitative research interviews is unclear. This section focused only on Obamacare, explaining the winners and losers of the policy. At no time were the limitations of the interviews discussed. The researchers focused on the limitations of Obamacare and offered the solutions to the policy limitations as a converting Medicaid into a refundable credit system. Information that would have been beneficial in improving this section includes discussion about the appropriateness of the sample size used in the interview process. The interview was with four individuals. Was this sample size large enough and will the results be generalizable to the broader population?

Chapman-Allison (2016), concluded the discussion on discrimination in healthcare with a wrap up of the discussion in the chapter. Chapman-Allison supports the first research question

A Dissertation Critique

asked in this dissertation, that racism still exists and there are policies in place to promote this issue. This section concluded that racism in healthcare existed and was a society-wide social problem. Although the racism is not as visual as in the Jim Crow era, it still occurs in policy practices such as funding and priority scores for minorities. Chapman-Allison (2016), answered the final research question of the long-term effect of discriminatory practices as follows: creating unconscious or automatic bias in society and leaving discrimination prevention and intervention policies and program ineffective. This section could have been more beneficial from a discussion on the statistical indicators of racism as asked by research question number two. There was also no discussion of the result or finding of the qualitative study in this conclusion. The interviews section include the interview questions and responses, but, no conclusion was drawn based on what was said.

Discussion and Conclusion: Racism in Employment

Similar to the previous section of discrimination in healthcare, subchapter started out with a section labeled study limitations. The segment is a short paragraph that does not cover any limitations of this study but focuses on outside literature on the change in employment rates amongst African Americans and their White counterparts. Chapman-Allison (2016), makes a brief reference to limitations in research for the role “Black joblessness, discrimination, higher rates of criminal convictions, and incarceration” plays in the fluctuations of employment rates for African Americans (Chapman-Allison, 2016, p.90). To improve this section, Chapman-Allison could have provided more information on the limitation found in other research and how this research bridges the gap between those limitations. Pointing out how this qualitative research section was able to conclude despite limitations and how that drawback could affect the outcome were significant steps ignored.

A Dissertation Critique

The conclusion section of this subchapter opens with supporting the first research question that systematic racism in employment still exists in the United States. Chapman-Allison (2016), wraps up the chapter by pointing out that racism is found in the hiring practices although policies such as Title VII of the 1964 Civil Rights Act are in place to eliminate and reduce discrimination. Chapman-Allison (2016), used supporting references to strengthen the conclusion of this chapter but again failed to mention results of the qualitative research or future implications of the study. This section also did not reference the other two research questions.

Discussion and Conclusion: Rates of Incarceration

The discussion and conclusion section on incarceration, like the other discussion and conclusion subchapter, was very brief and could be better developed. This section mainly focused on the incarceration population by racial and ethnic makeup. Chapman-Allison (2016), however, did include a few sentences about the limitation of available data when completing the study. Chapman-Allison (2016), noted state-level statistics were not up to date, in fact, they were outdated by eight years. Chapman-Allison (2016), stated that, by using existing data from the year 2010 to 2015, his study overcame this limitation. Further development of this section should include the impact of the data restriction on the outcomes.

Similar to the other conclusion sections, this segment does not represent a robust ending to the research. This conclusion does not re-state and answer the three research questions as advised by the APA Manual, Dr. Huang or Creswell. Chapman-Allison (2016), has met the goal of producing a brief conclusion but fails to include the results of the qualitative research for incarceration. It is unclear what the interview section brought to the research without a result section tying it to the overall research. This portion of the research also does not provide a hook for why this research is essential to the reader or the professional arena. A discussion of the

A Dissertation Critique

practical, professional and academic implications of the findings would also benefit this conclusion. The area where the conclusion flourishes are the linking of existing literature to the critical concepts analyzed by the research.

Quality of Written Communication

The final section of this critique is to discuss the quality of the dissertation. Dr. Huang gave the following guideline for a well-rounded research document. The first is ensuring the document has no spelling errors. Spelling errors or the miss use of a word makes the document unreadable and confuses the audience. Correct spelling will assist with the clearness of the writing. Dr. Huang points out that clear and direct writing is an essential component of a robust dissertation, including ensuring the sentence structure follows the rules of proper grammar. The proper grammar consists of complete sentences, written in the correct tense, and are to the point (Huang, 2017a).

A part of a well-written dissertation is ensuring the document complies with the APA format outlined by the American Psychological Association Manual. Essential components of APA formatting that should be clear in the dissertation included the labeling and configuring of all tables, graphs, and charts. Citation of references should be accurate and consistent to support the research while meeting the terms dictated by the APA manual according to Dr. Huang (2017a). This section will discuss in detail this dissertation compliance with these guidelines and the 2010 APA manual.

Quality of Written Communication: Chapter 1

Chapter 1 of this dissertation has many grammatical errors that take away from the overall quality of the document. Some of the errors found in this section include the three research questions not being adequately punctuated. Despite the research inquiries being

A Dissertation Critique

questions, the punctuation used are periods, this error is on page 1 of the research paper. The dissertation author did correct this error throughout the document as noted on pages 10, 57, 87 and 111. In the list of keywords identified in the abstract, the word ‘healthcare’ spelling was incorrect; this error is on page two. Another word that is incorrect in this section was confusing the word ‘quality’ when the writer meant ‘equality’ in the closing sentence of page 2. The direct quote which follows constitutes plagiarism as it is found on the web directly as written in this dissertation and does not contain the proper citation or reference. “While individual prejudice may result in a person experiencing a racial slur or a hate crime, institutional racism is responsible for many of the inequalities between racial groups, such as poverty and segregation”(Ending Racism & Discrimination in The U.S. Research Paper, n.d.).

On page three, three statements are not properly cited in the dissertation but appear on the internet in a research paper from Ball State University entitled Institutional Racism is Manifested in the Policies. The three statements are as follow:

1. “Both individual prejudice and institutional racism can lead to discrimination. Discrimination is what the group experiencing the prejudice or institutional racism encounters. For instance, if an individual who is prejudiced against” (Institutional Racism Is Manifested in The Policies, n.d.).
2. “but they are not permitted to make hiring decisions” (Institutional Racism Is Manifested in The Policies, n.d.).
3. “This legal prohibition does not, however, mean that discrimination has ended” (Institutional Racism Is Manifested in The Policies, n.d.).

It is possible that the paper Institutional Racism is Manifested in the Policies was also written by the dissertation author Chapman-Allison. If this is the case, this is still an example of plagiarism.

A Dissertation Critique

The APA Manual define self-plagiarism as, “The practice of presenting one's own previously published work as though it were new” American Psychological Association [APA], p. 170).

Chapman-Allison continued to struggle with proper citation, quoting and paraphrasing as many other referencing errors continue through the chapter including failure to cite the following statement, “Peoples. The more extreme forms of discriminatory practices include genocide, slavery.” (van den Hoonaard, 1993). The first ten words in the statement are directly taken from William van den Hoonaard’s article but do not include a quote, the remainder of the sentence was paraphrased and cited from a secondary source.

Quality of Written Communication: Chapter 2

The quality of written communication in chapter two is substantially better than the previous chapter. All citations and references appear to be correct and align with the APA manual. Chapman-Allison (2016), reduced the numerous spelling errors found in the previous section. The missed spelled word founded in this section was ‘linear’ on page 17, and the following missed hyphenated words ‘make-up’ on page 18, ‘decision-making’ and ‘long-term’ on page 39.

This chapter contains 16 tables and one figure, tables and figures also have to meet the guidelines set forth by the APA Manual. Chapman-Allison (2016), numbered all tables and figure, labeling them Table 1-16 and Figure 1. Each table was individually titled, each title is flushed to the right, italicized and each word capitalized. Table formatting in APA format requires the use of only horizontal lines to separate information for clarity, but disallow the use of vertical lines. There were only horizontal lines used in the tables in this chapter of the dissertation. The tables had consistent spacing; Tables 2-16 contains columns that were clearly labeled, and each table is similar in format. Chapman-Allison fails to follow APA Manual

A Dissertation Critique

formatting of only one table per page, Tables 6-12 and Figure 1 each share a page with another illustration. Table 1 columns are not labeled, and the titles of each table are too brief in this writers opinion.

Quality of Written Communication: Chapter 3

Chapter three of this dissertation commences with a plagiarized introduction from two different sources. The first paragraph contains 161 words, and 132 of these 161 words are identical to an introductory paragraph of a special report by William Hobson (2001). Paragraph two of this chapter follows a very similar pattern as discussed above. The second paragraph contains 95 words, and 93 of these words are identical to an abstract written by David William (2000). There are no quotes around the paragraph indicating that it is a direct quote. Chapman-Allison (2016), cited the two paragraph using the three following sources: Blendon, Aiken, Freeman, & Corey, 1989; Smith, 1998; Devine, 1995 but when this writer cross-reference the paragraphs with the body of the cited text the information was not present.

The remainder of the chapter is free from blatant grammatical errors; there are some style errors such as wordiness of sentences, use of the passive voice instead of the active voice and using contractions instead of spelling out the full words for a more formal writing style. This section also encompasses Figures 2-7, each figure have labels and number according to the APA manual. Both the text, figure and the numbers for each illustration are in the italics font, contains a legend and each figure axis have labels. The conclusion of this chapter is plagiarism of David Williams and Toni Rucker (2000) article Understanding and Addressing Racial Disparities in Healthcare. Chapter three conclusion of Chapman-Allison (2016), dissertation contains 489 words while 482 of those words are identical to a chapter of Williams and Rucker (2000) article.

A Dissertation Critique

The conclusion contains citations that appear to be the primary source of information, but the words used in conclusion are not initially Chapman-Allison.

Quality of Written Communication: Chapter 4

Chapter 4 opens similar to the way chapter three opened and closed with a plagiarized abstract. The abstract contained 388 words and 366 of those words were the same words found in the abstract of the article African American Workplace Discrimination by Lilly Fernandes and Nora Hadi Q Alsaeed (2014). The 22 different words in this plagiarized section were mostly Chapman-Allison (2016) changing the word African American to Black American. Like the other sections, the citation in this section is bogus. Chapman-Allison (2016), wrote the following statement without quotes, "Government data indicate recent job creation has been less beneficial to Black American workers when compared with Whites, Asians, and Hispanics. Basically, Blacks had more ground to make up and their labor force representation was skewed toward lower-wage industries in which there are higher turnover rates (U.S. Commission on Civil Rights, 2014)." In 2015, Arron Marrison published the following statement in a article, "Government data indicates recent job creation has been less beneficial to African-American workers when compared with whites, Asians and Hispanics: Basically, blacks had more ground to make up and their labor-force representation is skewed toward lower-wage industries in which there are higher turnover rates, one study found." The similarities are uncanny between the two statements. Chapman-Allison (2016), goes on to copy another written section of Marrison (2015) article without the proper citation. The figures used in this section are copied from Lilly Fernandes and Nora Hadi Q Alsaeed (2014), and the sourcing manipulated

A Dissertation Critique

and changed. Finding so many sections of this document to be the work of others, leaves this writer to question the validity and legitimacy of the entire research.

Quality of Written Communication: Chapter 5

Chapter five of Chapman-Allison (2016) dissertation again contains quite a bit of plagiarism. The areas where this writer identified plagiarism includes the most of the abstract, the entire literature review, parts of the section labeled Gaps between Whites and Blacks, the entire study limitation subchapter and a majority of the conclusion. This writer is not 100% sure that there are not more sections that contain plagiarism in this chapter. Chapman-Allison (2016), continues to miss-cite sources throughout the chapter to mislead readers into thinking the information is original. Examples of this misdirection are in the abstract. Chapman-Allison (2016), stated the information in the first two sentences of the abstract came from Ronnie Tucker's 2016 article *The Color of Mass Incarceration* and the following paragraph in the abstract is from NAACP, 2016. In actuality, the second paragraph is a duplication of Tucker's 2015 article *The Color of Mass Incarceration*. Also, the reference section does not contain the citation for NAACP (2016).

This chapter also contains figures and tables. Each figure and table in the section is also mentioned in the text as required by the APA manual. Figure 13 lacks source citation, its common knowledge that when a figure does not include a source section in the description, it implies that it is the creation of the author of the document. Figure 13 does not include a source and is not the original work of Chapman-Allison. Table 22 is a reproduction of a table from Leah Sakala (2014), article *Breaking Down Mass Incarceration in the 2010 Census: State-by-State Incarceration Rates by Race/Ethnic*. Chapman-Allison (2016) does not give credit to Sakala for the information used in Table 22. The areas of this dissertation which are not plagiarized appear

A Dissertation Critique

to be free of grammatical errors but do contain a number style issues such as wordiness and redundancy.

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