



PSYCHOLOGY 715
Research Methods & Program Assessment in School Psychology
University of Wisconsin-Whitewater
Fall 2017

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Office Hours: T 11:00 a.m.–2:00 p.m.; W 12:00-2:00 p.m. or by appointment
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Response Time: In addition to my office hours, the best way to reach me is by email. You can expect a response to your email within 24 hours. Please do not hesitate to contact me with questions or concerns.

Required Textbooks: Leary, M. R. (2012). *Introduction to behavioral research methods* (6th ed.). Boston: Pearson.

Riley-Tillman, T. C., & Burns, M K. (2009). *Evaluating educational interventions: Single-case design for measuring response to intervention*. New York: Guilford.

Cronk, B. C. (2016). *How to use SPSS* (9th ed.). Glendale, CA: Pycszak Publishing.

Textbooks are available for purchase at the University Bookstore.

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

Additional Required Readings: Blankemeyer, M., Flannery, D. J., & Vazsonyi, A. T. (2002). The role of aggression and social competence in children's perceptions of the child-teacher relationship. *Psychology in the Schools*, 39, 293-304. (Regression Analysis)**

Cohen, J. (1994). The Earth is round. *American Psychologist*, 49, 997-1003. (Null Hypothesis Testing)

Graham, S., Harris, K. R., & Chorzempa, B. R. (2002). Contribution of spelling instruction to the spelling, writing, and reading of poor spellers. *Journal of Educational Psychology*, 94, 669-686. (Experimental Research)**

Keith, T. Z. (2008). Best practices in using and conducting research in applied settings. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology* (5th ed., pp. 2165–2175). Washington, DC: National Association of School Psychologists.

Kratochwill, T. R., Hoagwood, K. E., Kazak, A. E., Weisz, J. R., Hood, K., Vargas, L. A., & Banez, G. A. (2012). Practice-based evidence for children and adolescents: Advancing the research agenda in schools. *School Psychology Review, 41*, 215-235.

Lambert, A. M., Tingstrom, D. H., Sterling, H. E., Dufrene, B. A., & Lynne, S. (2015). Effects of tootling on classwide disruptive and appropriate behavior of upper-elementary students. *Behavior Modification, 39*(3), 413-430. (Single Case Design- A-B-A-B Withdrawal Design)

Popkin, J., & Skinner, C. H. (2003). Enhancing academic performance in a classroom serving students with serious emotional disturbance: Interdependent group contingencies with randomly selected components. *School Psychology Review, 32*, 282-295. (Single-Case Design-Multiple Baseline)

Riley-Tillman, T. C., Chafouleas, S. M., Sassu, K.A., Chanese, J. A. M., & Glazer, A. D. (2008). Examining the agreement of direct behavior ratings and systematic direct observation data for on-task and disruptive behavior. *Journal of Positive Behavior Interventions, 10*, 136-143. (Correlational Research)**

Shahidullah, J.D., & Carlson, J.S. (2014). Survey of nationally certified school psychologists' roles in training in psychopharmacology. *Psychology in the Schools, 51*, 705-721. (Survey Research)**

Silberglitt, Appleton, Burns, & Jimerson (2006). Examining the effects of grade retention on student reading performance: A longitudinal study. *Journal of School Psychology, 44*, 255-270. (Longitudinal Research)**

Prerequisites: Admittance to the School Psychology Program.

Course Content: This course is designed to develop your applied research competencies in school psychology. The course is intended to enhance your research-related writing and speaking skills; to assist you in consuming, evaluating, and conducting research; and ultimately, to facilitate the development of a specialist project topic and proposal. The course is student-centered and will consist of lectures, discussions, activities, presentations, and performance tasks, allowing you to be active participants in all phases of the course.

Considering the variations in each of our backgrounds and experiences, topics may be added, deleted, or expanded upon as appropriate. I encourage you to provide feedback to me on a consistent basis regarding the progress of the course.

NASP and UW-W Training Competencies:

Data-Based Decision-Making and Accountability
Research and Program Evaluation
Legal, Ethical, and Professional Practice

LEAP Essential Learning Outcomes:

Knowledge of Human Cultures and the Physical and Natural World
Intellectual and Practical Skills
Personal and Social Responsibility
Integrative Learning

Course Objectives:

Upon completion of this course you will be able to do the following:

1. Apply various (1) research methods, (2) research designs, and (3) statistical procedures used in applied and empirical investigations. (Discussion Leading; Exams 1, 2, and 3; Research Proposal and Presentation; Embedded Assessment)
2. Conceptualize research questions or issues, and design and conduct research to answer research questions. (Research Proposal and Presentation; Embedded Assessment)
3. Design a plan for evaluating the effectiveness of psychological services provided in schools.(Exam 2)
4. Analyze results using SPSS. (Exams 1 and 3)
5. Summarize and communicate results of research in terms that are understandable to educators and parents. (Discussion Leading)
6. Prepare a proposal for a valid, ethical research project written in APA style.(Certification in Research Ethics; Research Proposal; Embedded Assessment)

Course Requirements and Evaluation:

Active Participation. I highly value your attendance and active participation in class discussions and activities. By hearing your understanding of the concepts, I am better able to provide support and clarification. To ensure your success, please read assigned material prior to the class meeting and be prepared to engage in conversation regarding the concepts. I will use the following rubric to determine points earned for participation and attendance. (15 points)

Attendance/ Preparation	Misses 2 or more of 13 class sessions OR frequently late for or leaves early from sessions. Frequently	Misses 1 class session OR late for or leaves early for 2 class sessions. Unprepared to discuss/	Late for class OR leaves early on one occasion. Unprepared to discuss/ contribute to class discussion/	Attends all class sessions from start to finish. Prepared to discuss/ contribute actively to class
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	unprepared for class. 0-1	contribute to class discussion/ conversation. 2-3	conversation. 4	discussion/ conversation. 5
Participation	Often not engaged in activities and/or detracts from group process. 0-3	Often passive in class activities but makes some positive contributions to group process 4-6	Actively contributes to activities and group dynamics 7-8	Strong generator of ideas and/or active facilitator in class activities 9-10

SPSS. Through this class, you will increase your knowledge and comfort level using IBM SPSS to conduct a variety of statistical analyses. SPSS is available in all General Access computer labs on campus. You can also access SPSS as well as other software available on a UWW General Access Lab computer by downloading Citrix Receiver to your personal laptop or home PC. We will review instructions for doing so the first week of class. If you own a laptop, please regularly bring it with you to class as we will use SPSS in class. You will also complete exercises outside of class. I will review or extend upon these exercises in class to support our discussion of concepts. You will need to use SPSS on exams.

Discussion Leading. To demonstrate your ability to summarize and communicate the results of research in terms that are understandable to others, you will have the opportunity to lead the discussion of one article in class. For any of the articles noted with asterisks (**), you will collaborate with one or two of your peers to lead the class discussion of that article. To guide the class discussion, you and your partners will prepare an outline for the class of the article organized by the primary sections and subsections of the research article (e.g., Literature Review, Method, Results, Discussion). You will also prepare eight to ten questions to generate discussion. The questions should ensure conceptual understanding of key concepts, evaluation of the method, assessment of results, and application/implications of findings to practice. I will meet with you and your group to assist you and provide feedback in the development of your handout no later than a week prior to your discussion of the article in class. I will also post your handout on D2L so that your peers have access to your discussion questions at least a week in advance of our discussion. I will provide you with 30 minutes of class time to review the article and lead the class discussion. (15 points)

Certification in Research Ethics. To demonstrate knowledge necessary to conduct research with human participants, you will need to complete the Collaborative Institutional Training Initiative's (CITI) online training for Responsible Conduct of Human Research Training at [Citi Program](#). The training includes eleven modules and requires approximately three to four hours, which you can complete as you have available time. You will need to register and obtain a login and password for the training. Upon successful completion of the training you will be able to print off a certificate. This certificate of successful completion is due to the dropbox by November 15th for the class. Completion of this training is also required every four years by the UWW Institutional Research Board for the Protection of Human Subjects (IRB). (10 points)

Exams. Three take-home exams will be given in the course to assess your understanding of the research methods, designs, and statistical procedures discussed in the course. Each is worth 50

points. Exams will contain essay questions and problems that correspond to the material covered in the assigned readings and in class. You may use textbooks and class notes in completing the exam. (150 points total)

Research Proposal and Presentation. Through the course, you will develop a research proposal for your specialist project. The specialist project is your opportunity to develop expertise in an area of school psychology that interests you! You will be paired with a specialist project advisor to support your successful completion of this project. The proposal will be developed through a series of stages and assignments. At each stage, I will provide you with feedback that can be integrated into the next step to support your successful development of the proposal. Ideally, the development of this proposal will describe your proposed method for completion of your specialist project; however, adjustments may need to be made prior to implementation under the guidance of your specialist project advisor. I strongly encourage you to continually discuss your ideas and your research proposal with your specialist project advisor throughout your development. The assignments leading to the successful completion of your research proposal will consist of the following:

Activity	Due Date	Points
1. Identify 3 potential research areas in which you are interested.	Sept. 13	0
2. Explore potential research ideas with assigned specialist project advisor.	Sept. 20	0
3. Develop a "gap" paper for your chosen topic, identifying where additional research or replication across different populations, settings, grades, etc. is needed.	Oct. 4	10
4. Explore the literature and write a review of the research relating to your gap statement. The literature review will serve as your introduction and should be between 5 and 7 pages.	Nov. 1	35
5. Develop a Method section that describes how you will answer your proposed research question.	Nov. 29	25
6. Present your proposal to your peers.	Dec. 13	10
7. Final proposal due incorporating previous feedback and following the format specified below.	Dec. 30	50
Total		130 point

The final proposal should be written in APA style and contain the following sections:

- Title Page
- Abstract
- Introduction including a literature review of the topic and clear presentation of the research hypotheses to be tested
- Method section including details pertaining to participants, materials, procedures, and design and analyses to be used
- References in APA format

Summary of Credit Options:

1. Participation (15 points)
2. Discussion Leading (15 points)
3. Completion of Online Training in Research Ethics (10 points)

4. Exams (150 points)
5. Proposal and Corresponding Activities (130 points)

Grading:

A maximum of 320 points can be earned in the course. Grades will be assigned on a percentage basis from the total number of points earned and the number of points possible.

A	= 93 – 100%	296 – 320 points
A-	= 90 – 92%	286 – 295 points
B+	= 87 – 89%	277 – 285 points
B	= 83 – 86%	264 – 276 points
B-	= 80 – 82%	255 – 263 points
C+	= 77 – 79%	245 – 254 points
C	= 73 – 76%	232 – 244 points
C-	= 70 – 72%	223 – 231 points
D+	= 67 – 69%	213 – 222 points
D	= 63 – 66%	200 – 212 points
D-	= 60 – 62%	191 – 199 points
F	= below 60%	below 191 points

Course Policies:

1. Attendance. You are expected to attend all classes. If you need to be absent due to religious observation or University sanctioned events please contact me within the first two weeks of class. I realize that emergencies may periodically occur and prevent you from being in class. Please let me know as soon as you can when this happens, so that I can assist you in obtaining the information you missed from class.
2. Due Dates. Due dates for each assignment are listed in the schedule. Adhering to these deadlines will ensure that you will complete all requirements for the class as expected and receive feedback in a timely manner from me that can be incorporated into subsequent assignments. Assignments that are submitted after the due date will be penalized **5 points per day**.
3. Electronic Devices. Please be respectful of our class time together and each other by ensuring that cell phones are turned off or placed in a non-disruptive, silent mode during class. Please also put away lap tops or iPads during class unless we are using them as part of instruction.
4. Academic Integrity. “The university has a responsibility to promote academic honesty and integrity...Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others’ academic endeavors.” (UWS Chapter 14). Students who violate these standards will be penalized as permitted under UWS Chapter 14. *Students in the School Psychology Program are guided by the recognized ethical codes of the profession regarding all assessment and intervention procedures. Violation of these codes, including any falsification of protocol data, will subject the student to dismissal from the certification sequences.*

The student is referred to:

- A. *American Psychological Association Ethical Principles of Psychologists and Code of Conduct*
 1. General Principles
 2. Section 2. Evaluation, Assessment, or Intervention

- B. *National Association of School Psychologists Principles for Professional Ethics*
 1. Section II. Professional Competency
 2. Section IV. Professional Practices

5. *Special Needs*. Please let me know as soon as possible if you have any special needs so that appropriate accommodations in curriculum, instruction, or evaluation can be made. The Center for Students with Disabilities (Andersen Library Building, Room 2002) and Project Assist, among other campus resources, are available to assist students. To make a formal application for assistance, contact the Center for Students with Disabilities at 262-472-4711.

Relevant UW-W Policies:

The University of Wisconsin-Whitewater is dedicated to a safe, supportive, and non-discriminatory learning environment. It is the responsibility of all students to familiarize themselves with University policies regarding Special Accommodations, Misconduct, Religious Beliefs Accommodation, Discrimination, and Absence for University-Sponsored Events. (For details please refer to the Undergraduate & Graduate Timetables; the "Rights and Responsibilities" section of the Undergraduate Bulletin; the "Academic Requirements and Policies" and the "Facilities and Services" sections of the Graduate Bulletin; and the "Student Academic Disciplinary Procedures" [UWS Chapter 14]; and the "Student Nonacademic Disciplinary Procedures" [UWS Chapter 14]; and the "Student Nonacademic Disciplinary Procedures" [UWS Chapter 17]).

COURSE SCHEDULE:

The schedule below shows the reading assigned for each exam. You are expected to read these assignments **before** the class when they are discussed. In class, we will highlight, expand, and clarify the important concepts in the readings. We will not, however, have time in class to cover everything mentioned in the readings. If you have questions about anything contained in the readings, please ask in class or contact me. The schedule may change, and changes will be announced in class.

- **“Methods” refers to chapters in the textbook entitled “Introduction to Behavioral Research Methods.”**
- **“SPSS” refers to chapters or page ranges in the book entitled “How to Use SPSS.”**
- **“Single Case” refers to chapters in the textbook entitled “Evaluating Educational Interventions”**
- **Articles are noted by author and year and are available on D2L.**

Date	Activity	Readings
9/6	Introduction to the Class and Overview of Research	Methods 1 Keith (2008) Kratochwill et al. (2012)
<i>Descriptive Research and Identifying Relationships</i>		
9/13	Variability and Research Writing in the Discipline <i>Due: Specialist Project Topic Preferences</i>	Methods 2, SPSS 1, 2
9/20	Measurement	Methods 3, 4 SPSS 8
9/27	Descriptive Research and Selection of Participants	Methods 5, 6 Shahidullah, & Carlson (2014)** SPSS 3, 4
10/4	Correlational Research <i>Due: Gap Paper</i>	Methods 7 SPSS pp 45-49 Riley-Tillman et al. (2008)**
<i>Single-Case Designs and Program Evaluation</i>		
10/11	Single-Case Design <i>Due: Exam 1</i>	Single Case 2, 3, 4 Lambert et al. (2015)
10/18	Single-Case Design Analysis	Single Case 5, 6 Popkin & Skinner (2003)

10/25 No Class. WSPA Conference

11/1 Quasi-Experimental Design and Program Evaluation
Due: Literature Review

Methods 13
Silbergliitt et al.
(2006)**

Making Predictions and Using Experimental Designs

11/8 Advanced Correlational Research
Due: Exam 2

Methods 8
SPSS pp. 50-56
Blankemeyer et al.
(2002)**

11/15 Experimental Research and Design
Due: Online Training in Research Ethics Certificate

Methods 9, 10

11/22 Thanksgiving Recess. No class.

11/29 Analyzing Experimental Data
Due: Method Section

Methods 11
SPSS pp. 57-68
Cohen (1994)

12/6 Analyzing Complex Experimental Designs

Methods 12
SPSS pp. 69-91
Graham et al. (2002)**

12/13 Proposal Presentations
Due: Exam 3

12/20 **Due: Proposal by 5:00 p.m.**

PSYCH 715 Research Proposal

Embedded Assessment

Assessed Areas	Developing	Competent	Highly Competent
Topic or Research Question	The topic or research questions may not be especially relevant to the practice of school psychology or practical to address in a single study. The research questions and hypotheses are not specific enough to be tested using outlined methods.	The topic and research question(s) are relevant to the practice of school psychology and may be practical to address in a single study. The research questions and hypotheses are specific and testable using outlined methods.	The topic and research questions are especially relevant to the practice of school psychology and can be practically addressed in a single study. The research questions and hypotheses are specific and testable using particularly thoughtful and creative outlined methods.
Literature Review	Background literature cites less than five, current journal articles as references from the school psychology research literature on the topic. Literature cited provides a somewhat unclear basis for stated research questions and hypotheses. Methodological principles of cited studies are described with some inaccuracies.	Background literature is clear, citing a minimum of five, current journal articles as references from the school psychology research literature on the topic, and flows well into the research questions and hypotheses. Methodological principles of cited studies are described clearly and accurately.	Background literature is especially clear, citing more than five, current journal articles as references from the school psychology research literature on the topic, and flows especially well into the research questions and hypotheses. Methodological principles of cited studies are described with strong detail and demonstrate strong understanding of methodological principles.
Scholarship and Methodology	The method section provides minimal but sufficient details with regard to the participants, the materials, the measures, and the procedures. This section is organized and indicates a sufficient use but not necessarily the best use of research methodology to answer the research question. Strengths and weaknesses of the methodology are identified.	The method section gives proper details with regard to the participants, the materials, the measures, and the procedures. This section is organized effectively, and indicates proper and use of research methodology. Strengths and weaknesses of the methodology are identified and discussed as well as how the design will affect the results/conclusions that can be made.	The method section gives thorough details with regard to the participants, the materials, the measures, and the procedures. The research plan is organized especially well, and is more professional and sophisticated than expected for this level of training. Strengths and weaknesses of the methodology are especially well identified and discussed as well as how the design will affect the results/conclusions that can be made.