Texas A&M University- Commerce
College of Education and Human Development
Psychology, Counseling, and Special Education
Syllabus for PSY/COUN/SPED 595: Research Literature and Techniques
(3 credits)

Semester and year:	**Fall 2013**
Course dates:	**August 26, 2013 – December 13, 2013**
Course meetings:	**Thursdays, 4:30 P.M. – 7:10 P.M.**
Professor:	**Brittany Hott, Ph.D.**
Office:	**Henderson 225/Metroplex 108**
Office Hours:	**Wednesdays and Thursdays 1:00 P.M. - 4:00 P.M.; by appointment**
Phone:	**(903) 886-5780**
E-Mail:	**Brittany.Hott@tamuc.edu**

COURSE DESCRIPTION

SPED/COUN 595 University Catalog Description

Emphasizes research in the student's major field, basic statistics, literature review, proposal and report development, research implementation, needs assessment, program development, and ethnical and legal considerations regarding research through the presentation of a formal research proposal and/or presentation of a completed research report.

NATURE OF COURSE DELIVERY AND STUDENT OUTCOMES

Learning activities include the following:

- Analysis and synthesis of course readings
- Application of course content to research projects
- Online discussions
- Review of materials and resources through a variety of mediums, including web-based resources, applicable professional organization materials, and peer-reviewed journal articles

This course is designed to enable students to develop an understanding of:

- the importance of research, opportunities, and difficulties in conducting research in the psychology, counseling, and special education professions
- research methods such as qualitative, quantitative, single-case design, action research, and outcome-based research
- technological competence and computer literacy
- principles, models, and applications of needs assessment, program evaluation, and use of findings to effect to effect program modifications
- use of research to improve program effectiveness
- ethical and legal considerations related to research and program evaluation

MATERIALS

Required Texts

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

Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Upper Saddle River, NJ: Pearson Education.

Supplemental Materials (as needed)

When seeking additional information and/or a research-base for your program, it is essential that you access a variety of professional journals. Some suggestions include:

Beyond Behavior	*Assessment for Effective Intervention*
Journal of Special Education	*Professional School Counseling*
Teaching Exceptional Children	*Journal for Emotional and Behavioral Disorders*
Intervention School and Clinic	*JABA (Journal of Applied Behavioral Analysis)*
Exceptional Children	*Behavior Therapy*
Behavioral Disorders	*Behavior Analyst*

INSTRUCTOR AND TECHNOLOGY SUPPORT

Communication

In addition to traditional face-to-face office hours, the instructor is available virtually by Skype, MeBeam, and email during posted hours. If you would like to schedule an appointment, the best way is to email. We can then set up a time to meet that is convenient for you. On Wednesdays and Thursdays between 1:00 P.M. and 4:00 P.M., the instructor will return emails upon receipt. Outside of these times, please allow 24 hours to receive a response. If you have a question that you think others in the class might have, please post the question in the virtual office section of eCollege, so that everyone can benefit.

Email Guidelines

In an attempt to provide a framework for professional communication, emails must contain the following:

- Subject Line: Course (e.g., SPED 595); additional information if desired (e.g., Statement of Research Interests)
- Address the reader: Open with Dr. Hott
- Adhere to writing mechanics rules; use correct punctuation, capitalization, spelling, and grammar
- If asking for assistance with an issue, please list **at least 3 things** you have done to try and remediate the issue prior to contacting me (these should probably include looking at the syllabus/course rubrics/eCollege, contacting a friend and checking your text, etc.).
- Close with your name

Please send emails from your University accounts. The instructor will not discuss grades over email. If you would like to discuss your grade, please make an appointment during office hours.

Technology Requirements

In addition to face-to-face meetings, materials and online assignments will be posted to eCollege. eCollege works best within a Microsoft Windows environment, and requires a high speed internet connection (dial-up connections will be problematic). Students should use a Windows operating system (XP or newer) and a recent version of Microsoft Explorer (6.0, 7.0, or 8.0). The course will also work

with Macintosh OS X along with a recent version of Safari (2.0 or better). eCollege also support Firefox/Mozilla (3.0 or better) on both Windows and Mac operating systems. It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login in to eCollege click on "myCourses" tab, and then select "Browser Test" link under Support Services. To get started with the course, go to https://leo.tamu-commerce.edu/login.aspx. You will need your CWID and password to login to the course. If you do not know your CWID or have forgotten your login please contact Technology Services at (903) 468-6000.

Contacting eCollege

The following options are available 24 hours/7 days per week:

1. Help: Click on the help button on the toolbar for information regarding working with eCollege (e.g., "How do I submit to dropbox?", "How do I post to the discussion board?")
2. Chat Support: Click on "Live Support" button on the toolbar within your course to chat with an eCollege representative
3. Phone: 1-800-656-5511 (tool free) to speak with an eCollege Technical Support Representative
4. Email: helpdesk@online.tamuc.org to indicate a support request with an eCollege Technical Support Representative

POLICIES AND PROCEDURES

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library, Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu

Student Conduct

Academic Integrity

By accepting this syllabus, the student pledges to uphold the principles of Academic Integrity expressed by the Texas A&M University- Commerce community and the Psychology, Counseling, and Special Education Department. The student agrees to observe these principles and to defend them against abuse by others.

- "All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." (See Student's Guide Handbook, Polices and Procedures, Conduct)
- Plagiarism means using the exact words, opinions, or factual information from another person without giving that person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes; a simple listing of books and articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in an academic setting. Student writers are often confused as to what should be cited. Some think that only direct quotations need to be credited. While direct quotations do need citations, so do

paraphrases and summaries of opinions or factual information formerly unknown to the writers or which the writers did not discover themselves. Exceptions for this include factual information that can be obtained from a variety of sources, the writers' own insights or findings from their own field research, and what has been termed common knowledge. What constitutes common knowledge can sometimes be precarious; what is common knowledge for one audience may not be so for another. In such situations, it is helpful, to keep the reader in mind and to think of citations as being "reader friendly." In other words, writers provide a citation for any piece of information that they think their readers might want to investigate further. Not only is this attitude considerate of readers, it will almost certainly ensure that writers will never be guilty of plagiarism.

- Copyright rules also apply to users of the Internet who cite from Internet sources. Information and graphics accessed electronically must also be cited, giving credit to the sources. This material includes but is not limited to e-mail (don't cite or forward someone else's e-mail without permission), newsgroup material, information from Web sites, including graphics. Even if you give credit, you must get permission from the original source to put any graphic that you did not create on your web page. Shareware graphics are not free. Freeware clipart is available for you to freely use. If the material does not say "free," assume it is not. Putting someone else's Internet material on your web page is stealing intellectual property. Making links to a site is, at this time, okay, but getting permission is strongly advised, since many Web sites have their own requirements for linking to their material.
- Any attempt to circumvent the integrity of the testing process or otherwise evade the fullest demands of class assignments in an unethical manner constitutes cheating. This can mean looking on another student's exam, consulting notes or books during an exam unless specifically permitted by the instructor, stealing an exam and circulating it among other students, text messaging in class during an exam, or lying to an instructor about such activities all constitute forms of academic dishonesty that amount to cheating. Any offense wholly or partially touching the above definition constitutes cheating for the purposes of this class.
- Faculty members take plagiarism very seriously for two main reasons. First, it represents a subversion of the learning process and cheapens the learning experience for other students as well as the offender. Secondly, college faculty themselves must strictly abide by rules governing their scholarly work, including prohibitions against plagiarism. It is a core value of scholarly professionalism to acknowledge the intellectual contributions of others. It is also an element of our civil and criminal law, as well as the ethical standards of the learned professions—i.e. accounting, architecture, engineering, law, medicine, etc.
- Plagiarism and/or cheating will **not** be tolerated. The first offense of either activity will result in a "0" on the assignment, and the second offense will result in a "0" for the entire course.

APA Style and Formatting

All work should be submitted using APA style. If you are unfamiliar with APA, it would benefit you to purchase the Publication Manual of the American Psychological Association (6th ed.) or to access one of the internet sites that provides a summary of this information. All work produced outside of class must be typed unless otherwise noted. http://www.psywww.com/resource/apacrib.htm is offered as a companion to the APA style manual. However, it should not be considered a substitute for directly consulting the APA manual, 6th edition for standard of procedures for applying APA style.

COURSE REQUIREMENTS AND EVALUATION CRITERIA

Below are the basic weights of the various kinds of work required for the course. Assignments should be submitted to eCollege DropBox. Assignments are due at 4:30 p.m. on the dates indicated in the course schedule section of this syllabus. All written assignments should be typed and adhere to the American

Psychological Association, 6th Edition manual, whenever appropriate. **In addition, all written assignments must contain a header with the name of the person submitting the assignment in the actual document itself (not just the file name when it is uploaded).** In fairness to students who make the effort to submit work on time, 5% of the total assignment points will be deducted each day from your grade for late assignments. All assignments should reflect university level spelling, syntax, and grammar.

In order to maximize your learning and success in this course, the instructor is available to review drafts of any assignments prior to the due date for submission. The goal in doing this is to provide guidance in terms of the content of the assignment, not to edit writing mechanics. Drafts must be sent via email at least 3 days prior to the assignment due date to allow sufficient time to provide constructive feedback in a timely manner.

Assignment	Points
Personal Introduction and Statement of Research Interests	10
Human Subjects CITI Training Module Completion	10
Class Assignments, Online Assessments, Quizzes (6 @ 5pts)	30
Special Education or Counseling Intervention Paper	30
Research Presentation	10
Course Reflection	10
Total	100/100%

It is recommended that students retain electronic and hard copies of ALL course products. Products from this class can become part of one's individual professional portfolio.

OVERVIEW OF ASSIGNMENTS

- **Personal Introduction and Statement of Research Interests (10 points)**
  Students will craft an introduction and statement of research interests and post it to the student lounge located within our eCollege course shell. The statement will include information about your program, current employment/career goals, and areas of interest. Additional details and examples will be provided. Completion of the assignment will result in a score of 10 points.

- **Human Subjects CITI Training Module Completion (10 points)**
  Students will complete the CITI Basic Training Course. The course includes Human Subject Research, Information Privacy, and Responsible Research modules. Modules can be downloaded and completed at https://www.citiprogram.org/. Please submit a copy of your CITI completion certificates to the eCollege DropBox on or before the assigned due date. Successful completion will result in a score of 10 points.

- **In Class Assignments, Online Assessments, Quizzes (6 activities @ 5 points each, 30 points)**
  In order to encourage class attendance and active participation, a variety of learning opportunities will occur throughout the semester. These assignments may include online modules, case studies, and quizzes presented throughout the semester. Additional details and assessment criteria will be provided.

- **Literature Review, Synthesis, or Meta-analysis (30 points)**
  Students will complete a comprehensive review of an intervention. A literature review, synthesis,

or meta-analysis will be developed adhering to applicable standards. Students have the option to work in research teams of two to four students to explore a topic of common interest. If students choose to work in teams, they must agree upon author order and complete documentation of individual contributions to the work. While there is no required page limit, a 20 to 25 page paper is typical. Additional details, a rubric and examples will be provided.

- **Research Presentation (10 points)**
  Students will create a presentation based on their literature review, synthesis, or meta-analysis. Some presentation options include power point, poster format, or youtube video. A rubric and examples will be provided.

- **Course Reflection (10 points)**
  Students will complete a one-page reflection summarizing their experiences through the semester. Specifically, students will think about their perceptions regarding research and the link between research and their practice. Topics of interest might include research collaborations (working in groups), why there is a research to practice gap in your field, the importance of both qualitative, quantitative, and mixed method research, or any other areas of interest. Students should document their learning and growth as a result of participating in this course and completing the research projects. A rubric will be provided.

Grading Scale

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = 59 and below

PROPOSED COURSE SCHEDULE

Meetings	Topics	Readings	Assignments Due
08/29/13 09/05/13 09/12/13* 09/19/13	***Introduction to Scientific Inquiry*** Class Introductions Review of syllabus Role of research in practice Human subjects protections Identifying research problems Reviewing the literature Specifying a research purpose Research questions APA format	* Creswell 1, 2, 3, 4 * APA guidelines for writing about special populations * Library Media Services 8 Research Tabs (http://tamuc.libguides.com/edci595) * CITI Training Modules * Instructor Provided Readings	* Statement of Research Interests (09/05/13) * CITI Training Modules (09/12/13) * Activity I: Quiz (09/19/2013)
09/26/13* 10/03/13 10/10/13*	***Evidenced-based Practice*** The Role of Research in Practice Research Project Proposals Literature Review Meta-Analysis Meta-Synthesis Qualitative Research Synthesis	* Odem et al. (2005) * IRIS Module * Instructor Provided Readings	* Activity II: Literature Review, Synthesis, or Meta-Analysis Proposal (10/10/13) * Activity III: IRIS Assessment (10/10/13)

10/17/13 10/24/13*	***Quantitative Research Designs*** Experimental Designs Correlational Designs Survey Designs Collecting Quantitative Data Analyzing and Interpreting Data Introduction to Software Packages	* Creswell 5, 6, 10, 11, 12 * Gersten et al. (2005) * Instructor Provided Readings	* Activity IV: Literature Review, Synthesis, or Meta Analysis Search Terms and Procedures (10/24/13)
10/31/13 11/07/13*	***Single Subject Research Designs*** Single Subject Designs Analyzing and Interpreting Data Introduction to Software Packages	* Alberto & Troutman (2013) * Horner et al. (2005) * Instructor Provided Readings	Activity V: Quiz (11/07/13)
11/14/13 11/21/13*	**Qualitative Research Designs** Ethnographic Designs Narrative Research Designs Collecting Qualitative Data Analyzing and Interpreting Data	* Creswell 7, 8, 14, 15 * Bratlinger et al. (2005) * Instructor Provided Readings	Activity VI: In Class Activity (11/14/13)
12/05/13	***Program Evaluation*** Mixed Methods Designs Action Research Program Evaluation Methods	* Creswell 16, 17 * Instructor Supplied Readings	* Literature Review, Synthesis, or Meta-Analysis (12/05/2013) * Presentation (12/05/2013)
12/12/13	***Research Dissemination*** Professional Organizations Conferences Peer Review Process	* Instructor Provided Readings	* Course Reflection (12/05/2013)

IMPORTANT NOTE: Please note that this syllabus serves as a guideline for the course and is subject to change as necessary. It is the student's responsibility to check eCollege and email for updates regularly.