



Hofstra University
Hofstra College of Liberal Arts and Sciences
Department of Psychology

Course: PSY 224: Research Designs for Health Service Programs	Semester: Fall 2009
Instructor: Jeffrey J. Froh, Psy.D.	Hours: 3.0
Office Hrs: Monday: 1:00 p.m. – 2:30 p.m. Wednesday: 2:30 p.m. – 4:00 p.m.	Day/Time: Wednesday: 4:30 p.m. – 6:20 p.m.
Office: Hauser Hall: Room 210	Room: Breslin Hall: Room 0200
Telephone: 516-463-4027	TA: NA
Email: Jeffrey.Froh@hofstra.edu	Email: NA

If you send me an email, please write **PSY 224** in the subject box. This tells me that the email is from a Hofstra student in **PSY 224**. I'll then give your email priority over the many others that I receive daily. All official communication sent to you via email will be through your Hofstra email address. You're responsible for information sent via your official Hofstra email address. CHECK YOUR HOFSTRA EMAIL ADDRESS DAILY.

Course Description

This course offers a survey of some of the research methods and techniques commonly used in psychology and education. Research methods is often “presented by describing idealized conditions of laboratory studies or in abstract discussions removed from investigations within the field” (Kazdin, 2003, p. xiii). In school psychology, however, much of the research conducted is in the “real world.” Therefore, this course focuses on essentials for research design conducted outside of the laboratory. Topics include: key concepts underlying research methodology, the research trinity (i.e., design, measurement, analysis), ethical issues and guidelines for research, internal, external, construct, and statistical conclusion validity, effect sizes, quasi-experimental and randomized experimental designs, control groups, mediators, moderators, single-case designs (e.g., ABAB, multiple-baseline), data screening, statistical methods of data evaluation, interpreting data, presenting, writing, and the publication process.

Psy.D. Program Goals, Objectives, and Competencies

Learning Goal: To produce graduates with a strong foundation in the science of psychology and an appreciation of the role of science in psychological practice.

Objective

1. Students demonstrate facility in the use of research methods prior to designing and initiating research projects.

Competency

1. As with Competency 1a. above, students must successfully complete research design courses: PSY 223 & 224 (Research Designs for Health Service Programs and Research Design II) with a grade of “B” or better. Students who are unable to do so complete an independent studies course. To date all students have successfully navigated these courses.

Objective

1. Students must apply their knowledge of statistics and research methods by designing and implementing research projects.

Competency

1. The pre-dissertation research course (PSY 224) involves designing, running, and writing up a data based research project. Students must not only obtain acceptable grades but also design and implement a research project under supervision of a faculty member. These projects are usually carried out by a team of two graduate students. The research projects serve as a preliminary step to the development of individual, independent research projects, the doctoral dissertations. Many pre-dissertation projects are presented at professional conferences, although this is not a requirement for meeting this competency.

Required Readings

1. Kazdin, A. E. (2003). *Research design in clinical psychology* (4th ed.). Boston: Allyn and Bacon.
2. Kazdin, A. E. (1982). *Single-case research designs: Methods for clinical and applied settings*. New York: Oxford University Press.

Texts 1 and 2 are central for class discussion.

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

This should be on your nightstand!

4. Sternberg, R. J. (Ed.). (2000). *Guide to publishing in psychology journals*. New York: Cambridge University Press.

Chapters 1-6 and 14 will help you write the required parts for 224. Chapters 3 and 7-14 will help you write the required parts for 223. Read this book cover to cover. It's full of gems.

5. Strunk, W., & White, E. B. (2000). *The elements of style* (4th ed.). New York: Longman.
6. Zinsser, W. (2006). *On writing well: The classic guide to writing nonfiction*. New York: HarperCollins Publishers.

***Read these (4, 5, and 6) before writing your papers. Regardless of where you see yourself in the future, effective and efficient communication is priceless. Commit yourself to becoming a better writer.**

NB: See course outline below for additional readings. Please read them prior to the due date.

Course Requirements**I. Examinations (30%)**

One take-home exam comprising of essays will be given. The material will come directly from the class notes and assigned readings. You'll have 2 weeks to complete it. I'll distribute them during class. Please restrict your answers to the page limit (to be determined). Words beyond the page limit will be ignored. All answers should typed, 12-point font, and double-spaced. Please contact me *prior* to or *on* the date the exam is due if you are unable to submit it on time. **If not, you will receive a zero.**

II. Research Proposal (50%)

You'll select a topic, write a literature review, generate hypotheses, design a sound methodology, and propose statistical analyses. Your proposal should include the following sections of an APA manuscript: Title Page, Abstract, Introduction, Method, Results (*proposed* analyses—a few paragraphs suffices), and References. Spend much time in the design stage. I've had my fair share of "Oh, I wish I did XYZ!" Exercise self-management. Be patient.

This is a group project (2 people per group). It will serve as the basis for your 223 project. All proposals will be coauthored with your partner. Partnerships will remain intact throughout the duration of this class and 223. No exceptions! This is an intimate relationship. Pick your partner wisely.

I blocked out time during the semester for class discussion about your research proposals. These dates are ***'ed in the course outline. Reflection and brainstorming are key ingredients for success. It needs to be made a priority. I've made it a priority. Because time is already scheduled for group discussion, make note of any problems or questions you have along the way and hold onto them for these specified times. Of course you may ask questions about your proposal during other times, but please let's try to restrict this. We have a ton of wonderful material to learn!

I am happy to meet with you as often as needed. I want you to enjoy this process and experience a sense of pride with the final product. Email correspondence is a tool and should not, in my opinion, replace good 'ole fashioned face time. Please help me keep the *human touch* alive and meet with me in person. Human dialogue is priceless!

Guidelines for Writing the Paper*

The proposal must be typed and **about 15 pages long:**

Title page: 1 page

Abstract: 1 page [120 words or less]

Literature review: 5 pages. **I won't read past 5 pages for this, which means I may miss your hypotheses. Write tight. Stay focused.**

Method: 2-3 pages depending on complexity

Results: 1 page (a few paragraphs)

References: probably about 4 pages

Good writing is succinct. Get to the point! After you think your paper is complete, reduce it by another third. Follow Strunk and White's (2000) dictum to *omit needless words*. It should be double-spaced, 12-point font, black ink, 1" margins on all sides, and written following the procedures and guidelines set forth by the *Publication Manual of the American Psychological Association* (6th ed.). Failure to do so will result in a loss of points. I love APA style so much that I hope to name our next child "APA style." When in doubt, refer to the Manual.

Unless there is a seminal article for your topic that you think must be included (e.g., Baumgarten-Tramer, F. [1938]. "Gratefulness" in children and young people. *Journal of Genetic Psychology*, 53, 53 – 66.), please keep references from 2000 – present. Limit your references to scholarly books and articles, emphasizing the latter.

I always encourage students to try and present and publish their work. If you're interested, let's chat ASAP and discuss possible outlets. If publication is your goal, it's important to select a few outlets before putting paper to pen (or fingers to keys) and then writing with this source in mind. Manuscripts accepted for publication have two factors in common: good writing and thoughtful journal selection. Pursuing the traditional school psychology position doesn't mean your writing should be limited to FBA, BIPs, and evaluations. You also, in my view, have a responsibility to advance the field. Join me in this journey.

*NB: All proposal editing will be done with track changes. (You'll email me your thesis.) So if I'm supervising your 223 project please keep all of my comments when submitting your first draft while taking 223. I want to remember what I stated.

Research Proposal Time-Line*

Your research proposal topic and partnership is due Wednesday, September 23

References are due Wednesday, October 14

Your research proposal is due Wednesday, December 2

*NB: Submitting your proposal after the due date is unacceptable and will result in a zero; exceptions are limited to what I deem emergencies. If an emergency arises and you are unable to make class, please email me the paper. But it must be in my inbox *before* 4:30 p.m. on the day it's due to avoid penalties. Thank you.

*NB: If your 223 project remains incomplete by the end of the spring semester in your third year, you'll be unable to process the paperwork for your **Certificate of Advanced Standing (CAS)** during the summer in between your third and fourth year.

III. Research Presentation (20%)

You and your partner will give a 20 minute PowerPoint presentation to the class based on your proposal. Spend the bulk of your time on the method, but also briefly discuss the literature and proposed analyses. A grading rubric will be used. I'll provide handouts on strategies for giving successful presentations. Using them will increase your chances of nailing your presentation. Q and A will be for 10 minutes.

IV. What to Expect from me (100% of the time)

I have tremendous expectations for you. High standards, in my view, lead to excellent performance and an enhanced academic experience for you and me. Please know, however, that as a teacher and mentor, I have equally tremendous standards for myself. Thus, you can expect that: (a) I will be accessible and available to you (e.g., I check email regularly Monday – Friday and encourage face-to-face scheduled meetings), (b) I will be punctual and prepared for meetings, (c) I will respect you and treat you as a colleague, (d) I will mentor and train you to excel as a school and community psychologist, and (e) above all, I will do my best to ensure that you have an excellent learning experience that is valuable and worth your time and effort.

V. Requirements, Deadlines, and Dates of Exams

Research Proposal Topic and Partnership	9/23
References	10/14
Final Exam	11/18
Research Proposal	12/2
Presentation	12/2
Presentation	12/9

VI. Grading Policy*

For a grade of **A**, a student needs to accumulate an average of 95%-100%.
For a grade of **A-**, a student needs to accumulate an average of 90%-94%.

For a grade of **B+**, a student needs to accumulate an average of 87%-89%.
For a grade of **B**, a student needs to accumulate an average of 84%-86%.
For a grade of **B-**, a student needs to accumulate an average of 80%-83%.

For a grade of **C+**, a student needs to accumulate an average of 77%-79%.
For a grade of **C**, a student needs to accumulate an average of 74%-76%.
For a grade of **C-**, a student needs to accumulate an average of 70%-73%.

For a grade of **D+**, a student needs to accumulate an average of 67%-69%.
For a grade of **D**, a student needs to accumulate an average of 64%-66%.

For a grade of **F**, a student needs to accumulate an average of 0%-63%.

*NB: I consider an “A” proposal one that is on its way to being ready for submission to a peer-reviewed outlet after the data are collected. This is a lofty goal because I know you can do it.

VII. Attendance Policy*

There are four keys to success: 1. Do everything you say, 2. Finish everything you start, 3. Say please and thank you, and 4. Be prompt. I take attendance at the beginning of every class—please be prompt! You’re responsible for information discussed and additional assignments given in class. If absent, please get this information from another student—not me. If you have any questions after speaking with this student, however, I’m happy to help.

*NB: My availability is limited during January. Please keep this in mind when planning our meetings and creating your time line for project completion (PSY 223).

VIII. Academic Honesty

Plagiarism is a serious ethical and professional infraction. Hofstra’s policy on academic honesty reads: “The academic community assumes that work of any kind [...] is done, entirely, and without assistance, by and only for the individual(s) whose name(s) it bears.” Please refer to the “Procedure for Handling Violations of Academic Honesty by Undergraduate Students at Hofstra University” to be found at http://www.hofstra.edu/PDF/Senate_FPS_11g.pdf, for details about what constitutes plagiarism, and Hofstra’s procedures for handling violations.

IX. Students with Disabilities

If you have any concerns regarding a physical, psychological and/or learning disability that may have an impact upon your performance in this course, appropriate accommodations can be made on an individualized, as-needed basis after the needs, circumstances and documentation have been evaluated by the appropriate office on campus.

The Office of Services for Students with Disabilities is located in 212 Memorial Hall. Telephone: 516-463-7074. Please see the Hofstra Guide to Pride, or see their site: <http://www.hofstra.edu/StudentAffairs/stdadis/index.html>.

All disability-related information will be kept confidential.

X. Course Outline

Please complete all readings before the date set for class discussion. You're responsible to read Kazdin (1982, 2003) and all other assigned readings except for those from Kline (2009) and Shadish, Cook, and Campbell (2002). I'm using the latter two as additional resources for class lectures.

NB: Topics and readings are subject to change.

9/2 week 1

Overview of 224/223 project, writing (Bem [2004], Zinsser [2006], Strunk & White [2000], Sternberg [2000, 2005 C. 16], random small papers), presenting (Sternberg [2005, C. 15], Silvia, Delaney, & Marcovitch [2009, C. 10], Kline [2009, C. 10]), ethics (difference between consent and assent and examples, Hofstra's review process), the research trinity (Kline [2009, C. 3 and focus on measurement from C. 7]).

Kazdin (2003) C. 17

9/9 week 2 CLASS WILL BE IN BDC ROOM 245

Mrs. Deborah Dolan will speak about how to find out about existing tests, accessing them, getting appropriate permissions (if necessary), and finding reliability and validity data. Finish measurement from Kline (2009, C.7), and review my handout on the ELYS (emphasize scale sensitivity, reviewing the actual scale items before adopting a scale, and issues surrounding factor names).

Kazdin (2003) C. 8

Baumeister, R. F., Vohs, K. D., & Funder, D. C. (2007). Psychology as the science of self-reports and finger movements: Whatever happened to actual behavior? *Psychological Science*, 2, 396-403.

9/16 week 3

Statistical conclusion validity and effect sizes (Shadish, Cook, & Campbell [2002, C. 2] and Kline [2009, C. 3 for conclusion validity and C. 6 for effect sizes]).

Kazdin (2003) C. 3

Parker, R. I., Brossart, D. F., Vannest, K. J., Long, J. R., De-Alba, R. G., Baugh, F. G., & Sullivan, J. R. (2005). Effect sizes in single case research: How large is large? *School Psychology Review*, 34, 116-132.

9/23 week 4

*****TOPIC AND PARTNERSHIPS DUE *****

Internal validity, construct validity, and external validity (Shadish, Cook, & Campbell [2002, C. 2

and 3] and Kline [2009, C. 3]).

Kazdin (2003) C. 2 and 3

Mook, D. G. (1983). In defense of external validity. *American Psychologist*, 38, 379-387.

*****9/30 week 5*****

Internal validity, construct validity, and external validity (Shadish, Cook, & Campbell [2002, C. 2 and 3] and Kline [2009, C. 3]).

Kazdin (2003) C. 2 and 3

Mook, D. G. (1983). In defense of external validity. *American Psychologist*, 38, 379-387.

10/7 week 6

Quasi-experimental designs and control groups (ANOVA, ANCOVA, regression with dummy coding) (Shadish, Cook, & Campbell [2002, C. 4 and 5] Kline [2009, C. 4], and Fan's handout on dummy coding).

Kazdin (2003) C. 6 and 7

Froh, J. J., Sefick, W. J., & Emmons, R. A. (2008). Counting blessings in early adolescents: An experimental study of gratitude and subjective well-being. *Journal of School Psychology*, 46, 213-233. **(This is an example of a quasi-experiment. Focus on the method and results. Here we used ANCOVAs and tested for mediation using the Baron and Kenny [1986] step-wise approach.)**

10/14 week 7

*****REFERENCES DUE*****

Randomized experimental designs and control groups (ANOVA, ANCOVA, regression with dummy coding). (Shadish, Cook, & Campbell [2002, C. 8, 9, 10] Kline [2009, C. 4], and Fan's handout on dummy coding).

Kazdin (2003) C. 6 and 7

Froh, J. J., Kashdan, T. B., Ozimkowski, K. M., & Miller, N. (in press). Who benefits the most from a gratitude intervention in children and adolescents? Examining positive affect as a moderator. *The Journal of Positive Psychology*. **(This is an example of a randomized experimental design. Focus on the method and results. A reviewer stated, "This is a model paper for how moderation should be tested." I therefore suggest you carefully study our analyses.)**

*****10/21 week 8*****

Third variables: Mediators and moderators

Baron, R. M., & Kenny, D. A. (1986). The moderator-mediator distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of Personality and Social Psychology*, 51, 1173-1182.

Froh, J. J., Emmons, R. A., & Bono, G. (in press). Saying “thank you” is beyond manners: Linking gratitude to social integration. *The Journal of Positive Psychology*. **(Focus on the method and results. Here we analyzed two mediators simultaneously with a covariate using bootstrapping following the guidelines of Preacher and Hayes [2008].)**

Froh, J. J., Kashdan, T. B., Ozimkowski, K. M., & Miller, N. (in press). Who benefits the most from a gratitude intervention in children and adolescents? Examining positive affect as a moderator. *The Journal of Positive Psychology*. **(This is an example of a randomized experimental design. Focus on the method and results. A reviewer stated, “This is a model paper for how moderation should be tested.” I therefore suggest you carefully study our analyses.)**

MacKinnon, D. P., & Fairchild, A. J. (2009). Current directions in mediation analysis. *Current Directions in Psychological Science*, 18, 16-20.

Preacher, K. J., & Hayes, A. F. (2004). SPSS and SAS procedures for estimating indirect effects in simple mediation models. *Behavior Research Methods, Instruments, and Computers*, 36, 717-731.

Preacher, K. J., & Hayes, A. F. (2008). Asymptotic and resampling strategies for assessing and comparing indirect effects in multiple mediator models. *Behavior Research Methods*, 40, 879-891.

10/28 week 9 CLASS WILL BE IN A COMPUTER ROOM. ROOM # TBD.

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Preacher, K. J., & Hayes, A. F. (2008). Asymptotic and resampling strategies for assessing and comparing indirect effects in multiple mediator models. *Behavior Research Methods*, 40, 879-891.

11/4 week 10

*****FINAL EXAM DISTRIBUTED*****

Single case designs

Kazdin (1982) C. 5, 6, 7, 8, 9

Kazdin (2003) C. 10

Peck, H. L., Kehle, T. J., Bray, M. A., & Theodore, L. A. (2005). Yoga as an intervention for children with attention problems. *School Psychology Review, 34*, 415-424. **(This is an example of a multiple baseline across participants.)**

11/11 week 11

Analyzing data for single case designs: Visual inspection and statistics

Barlow (2008) C. 9

Kazdin (1982) C. 10, 11, Appendix A, Appendix B

Kazdin (2003) C. 11

11/18 week 12 CLASS WILL BE IN A COMPUTER ROOM. ROOM # TBD.

*****FINAL EXAM DUE*****

Preparing for your thesis, dissertation, and independent research projects: creating/organizing a data set and practical data analysis (e.g., screening data, calculating alpha, reverse scoring items, dummy coding, and creating composites) (My screening handout, email from Linda Fidell regarding the change about screening data from their 4th and 5th edition, Kline [2009, C. 8]).

Cohen, J. (1992). A power primer. *Psychological Bulletin, 112*, 155-159.

Wilkinson, L., & The Task Force on Statistical Inference (1999). Statistical methods in psychology journals: Guidelines and explanations. *American Psychologist, 54*, 594-604.

11/25 week 13

HAPPY THANKSGIVING! REMEMBER TO GIVE THANKS. GIFTS ABOUND!

My Favorite Book Quote

G.K. Chesterton (1908): Orthodoxy

“Children are grateful when Santa Claus puts in their stockings gifts of toys or sweets. Could I not be grateful to Santa Claus when he put in my stockings the gift of two miraculous legs? We thank people for birthday presents of cigars and slippers. Can I thank no one for the birthday present of birth?” (p. 60)

12/2 week 14

*****PAPERS DUE*****

Research presentations 30 min each

12/9 week 15

Research presentations 30 min each

I'll give you advice about planning your 223 projects. The law of the harvest prevails!



***I reserve the right to modify the syllabus during the semester. I'll tell you about any changes via your official Hofstra email address, in class, or both.**