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


Texts 1 and 2 are central for class discussion.


This should be on your nightstand!


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.


*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. They are on e-reserve. The password is: 75p98q.

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 21*

*References are due Wednesday, October 12*

*Your research proposal is due Wednesday, November 30*

*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 10 minute PowerPoint presentation to the class based on your proposal. Spend the bulk of your time on the method. 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**

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<thead>
<tr>
<th>Requirement</th>
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<tbody>
<tr>
<td>Research Proposal Topic and Partnership</td>
<td>9/21</td>
</tr>
<tr>
<td>References</td>
<td>10/12</td>
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<tr>
<td>Final Exam</td>
<td>11/9</td>
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<tr>
<td>Research Proposal</td>
<td>11/30</td>
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<tr>
<td>Presentation</td>
<td>12/7</td>
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<td>Presentation</td>
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VI. **Grading Policy**

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<th>Grade</th>
<th>Average</th>
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<tr>
<td>A</td>
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<td>A-</td>
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*NB: I consider an “A” proposal one that is one 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. Please give me the reason to give you an “A.”

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](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/stddis/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.

Week 1 (9/7)

Overview of 224/223 project, writing (Bem [2004], Zinsser [2006], Strunk & White [2000], Sternberg [2000], 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

***Week 2*** (9/14)


Kazdin (2003) C. 3


Week 3 (9/21) - CLASS WILL BE IN RM 108 AXINN LIBRARY

***TOPIC AND PARTNERSHIPS DUE ***

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

Week 4 (9/28) – NO CLASS – IT’S A CONVERSION DAY

***Week 5*** (10/5)

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


Week 6 (10/12)

***REFERENCES DUE***


Kazdin (2003) C. 6 and 7


Froh, J. J., Kashdan, T. B., Ozmikowski, K. M., & Miller, N. (2009). Who benefits the most from a gratitude intervention in children and adolescents? Examining positive affect as a moderator. *The Journal of Positive Psychology, 4*, 408-422. *(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.)*


Week 7 (10/19)

Third variables: Mediators


***Week 8*** (10/26)

***FINAL EXAM DISTRIBUTED***

Third variables: Moderators

**Fan Handout**


Froh, J. J., Kashdan, T. B., Ozminkowski, K. M., & Miller, N. (2009). Who benefits the most from a gratitude intervention in children and adolescents? Examining positive affect as a moderator. *The Journal of Positive Psychology, 4,* 408-422. *(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.)*


Kazdin (2003) C. 5

**Week 9 (11/2)**


**Week 10 (11/9)**

LAB EXPERIENCE WITH MODERATION – BARON & KENNY (1986) AND PLOTTING INTERACTIONS. CLASS WILL BE IN HAUSER ROOM 030

***FINAL EXAM DUE***

**Week 11 (11/16)**

LAB EXPERIENCE WITH MODERATION – HAYES & MATTHES (2009), THE JOHNSONNEYMAN TECHNIQUE, AND PLOTTING. CLASS WILL BE IN HAUSER ROOM 030

***Week 12*** (11/23)

General information about single case designs as well as how to analyze data with visual inspection and statistics

Kazdin (1982) C. 5, 6, 7, 8, 9, 10, 11, Appendix A, Appendix B
Kazdin (2003) C. 10, 11

Barlow (2008) C. 9


**Week 13 (11/30)  LAB EXPERIENCE WITH DATA SCREENING, ANALYSES, ETC. CLASS WILL BE IN HAUSER ROOM 030**

*****PAPERS DUE***

**Week 14 (12/7)**

Research presentations 20 min each

**Week 15 (12/14)**

Research presentations 20 min each

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.*