



PSY/COUN/SPED 595: Research Literature Review and Techniques
Mondays and Wednesdays 12:00PM - 5:00PM
Mesquite- MPLX
Course Syllabus Summer 2014

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Office: Henderson 225/Metroplex 108
Office Hours: Mondays 8:00 A.M. - 12:00 P.M.; by appointment
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COURSE INFORMATION

Textbook(s) Required

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.

Course Description

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 ethical and legal considerations regarding research through the presentation of a formal research proposal and/or presentation of a completed research report.

Student Learning Outcomes

The student will demonstrate 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

COURSE REQUIREMENTS

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

Overview of Assignments

- **Personal Introduction and Statement of Research Interests (10 points)**
Students will craft a 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.
- **Exams (2 x 15 points)**
Students will complete two online examinations. The exams will be cumulative.
- **Counseling or Special Education Intervention Paper (30 points)**
Students will locate eight to ten research articles all employing one methodology (e.g., quantitative group design, single subject, qualitative case study) that focus on an intervention within the counseling or special education field. Articles selected must be research articles published in peer-reviewed journals. Students will code articles and then draft a synthesis of research in an eight to ten page paper. Tables, figures, title page, abstract, and references will not count towards the page limit. Additional details, a rubric and examples will be available in the eCollege DropBox folder.
- **Research Presentation (10 points)**
Students will create a 20 minute presentation for practitioners based on their intervention paper. 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. Completion of the assignment will result in 10 points.

Grading

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
Exams (2 x 15 points)	30
Special Education or Counseling Intervention Paper	30
Practitioner 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.

Grading Scale

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

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 (toll free) to speak with an eCollege Technical Support Representative
4. Email: helpdesk@online.tamuc.org to indicate a support request with an eCollege

ACCESS AND NAVIGATION

Research Literature Review and Techniques is a web-enhanced course that is divided into segments. Our course schedule and eCollege shell is organized by topical areas. The instructor will add materials as we move through the course that align with student and class interests; however, all rubrics and core materials are available for immediate review. The instructor will review the course shell and essential access and navigation tools on the first night of class.

COMMUNICATION AND SUPPORT

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 Mondays between 8:00am and 12:00pm, 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 may 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.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Attendance

Students are expected to attend all face-to-face course sessions, arrive on time, and stay for the duration of the class session. Additionally, students must actively participate in online sessions. Three or more absences will result in an "F" for the course. If a student is unable to attend a class session, it is his/her responsibility to obtain notes, handouts, and lecture details from another student. Students who are absent are held accountable for material covered, assignments provided, and assignments due.

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, Policies 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.
- 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. All acts of plagiarism will be reported to the department chair.

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.

**University Specific Procedures:
ADA Requirements**

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@tamuc.edu**

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

COURSE OUTLINE / CALENDAR

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. Course readings should be completed on or before the last date indicated in the meetings column.

PROPOSED COURSE SCHEDULE

Week	Topics	Readings	Assignments Due
Week 1 07/07 07/09	Introductions; Review of syllabus; Overview of professional organizations and educational research; Human subjects protections	* Creswell 1, 2, 3 * APA guidelines for writing about special populations * Library Media Services 8 Research Tabs (http://tamuc.libguides.com/edci595) * CITI Training Modules	Statement of Research Interests (07/09)
Week 2 07/14 07/16	Identifying research problems, Reviewing the literature, Specifying a purpose, Research questions, APA format; Introduction to Quantitative Research	* Creswell 4, 5, 6, 9 * Instructor Provided Articles	CITI Training Certificate (07/16)

Week 3 07/21 07/23	Quantitative research; Single subject designs	* Creswell 10, 11, 12 * Alberto & Troutman (2013)	Exam 1 (07/23)
Week 4 07/28 07/30	Qualitative research designs; Mixed methods; Program evaluation	* Creswell 6, 7, 8, 13, 14, 15 * Bratlinger et al. (2005)	Exam 2 (07/30)
Week 5 08/04 08/06	Presenting academic research; Translating research to practice		Intervention Research Paper (08/04) Research Presentation (08/04) Course Reflection (08/06)