Instructor Information:
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Course Description:
This course involves the application of research skills to a case study student or school-based project. The purpose is to increase student knowledge about research design, data collection techniques, data analysis, and program evaluation methods in an applied, school-based setting. Through completing the Master's Project, students are supported to synthesize and interpret relevant research to determine effective interventions. Projects provide guided practice in the process of data-based decision-making through a focus on individual, group or system level analysis. Single-subject research projects that involve withdrawal, multiple baselines, or changing criterion designs are highly encouraged.

Pre-requisites:
Admission to the school psychology program or instructor permission.

Course Objectives:
Upon completion of this course students will be able to:
1. Appropriately access, review and evaluate relevant empirical research related to the project.
2. Communicate project details and updates with supervising professionals regarding the goals and progress of the project.
3. Apply appropriate data review and analysis techniques and express results in effective ways (visual analysis, statistical analysis) appropriate to the project.
4. Present the project in an oral and written format.
5. Critique project activities and describe the relevance and applicability of the project goals to individual students, schools, and/or educational systems.

Corresponding NASP Domains:
- 2.1: Data-based decision making and accountability
- 2.2: Consultation and collaboration
- 2.9: Research and program evaluation
- Other domains depending on the specific focus of the project

Project Advisor:
Faculty work together to assign initial project advisors to students. However, you may request to work with a different faculty member in the School Psychology program if his/her expertise is more closely aligned with your project topic and both faculty members agree to the change. Project advisors may have additional expectations for students beyond what is outlined below.

These additional expectations may include, but are not limited to having additional meetings or submitting drafts of final products for early review/feedback. Students are recommended to discuss expectations for the project early on with faculty.

Course Requirements/Details- *Due Dates are listed in Appendix:*
- Project Options:
  - o Your project should be developed in conjunction with your project advisor. You also must consider the feasibility of the project given the context of the setting (e.g., practicum site).
  - o Projects conducted in the practicum setting may require approval of the field-based supervisor or another school professional.
  - o If you need to obtain IRB approval for your project, you must begin this process *very* early as it can take *additional* time to obtain approval.
  - o Projects take many different forms, but all require that students use the principles of research and evidence-based inquiry to solve an applied problem. Options include:
    1) A single-subject research project (e.g., withdrawal, multiple baseline, changing criterion, or alternating treatment design)
    2) Involvement in faculty research by taking responsibility for a substantial activity
    3) Other projects with the approval of faculty
  - o A list of previous project titles and potential project ideas will be provided (see end of this document)

- Meetings with Advisor:
  - o You should meet with your project *at least once per month* during the semester. Project advisors may require you to meet more often or provide additional updates via E-mail.

- Proposal
  - o All students will be required to submit a project proposal. This proposal will take the form of a structured outline of key project information including topic, research question(s), design, (anticipated) participants, intervention, procedures, and data analysis plan. See Appendix.

- Final Products:
  - o **Paper** in a brief report format- You will write a brief report style paper (approximately 5-7 double-spaced pages) which includes a *concise* literature review, methods (independent/dependent variables, measures, procedures, etc.) results, and a brief discussion. In many cases, additional information such as reliability, social validity, and treatment integrity should be included. Project advisors may require you to submit multiple drafts of various sections throughout the semester. Sample brief reports from published journals will be posted on Blackboard for you to review
  - o **Oral Presentation**- You will create a 15-20 minute PowerPoint presentation about your project that will be presented to all faculty and other students. This presentation should include a brief introduction, methods, results, and discussion section. You should allow an additional 5 minutes for questions. These presentations are typically scheduled during Finals Week of the winter semester.
  - o **Submission of final products-** Both final products must be submitted two ways. First, final products should be sent to your individual project advisor via e-mail *at least one week* prior to the Blackboard deadline. Second, products must also be submitted to the Blackboard course dropboxes by the deadlines provided by the faculty in the Appendix.
  - o **More information-** See Appendix.

Plagiarism Policy:
As described in Section 223.01 of the Student Code, "any ideas or material taken from another source for either written or oral presentation must be fully acknowledged. Offering the work of someone else as one's own is plagiarism. The language or ideas taken from another may range from isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, speeches or the writings of other students … Any student who fails to give credit in written or oral work for the ideas or materials that have been taken from another is guilty of plagiarism." In sum, copying the work of any other individual, whether that of another student, researcher, author or editor is considered plagiarism. Taking extensive content word-for-word from a journal, book, or website is considered plagiarism. This is not acceptable and will be dealt with according to the policies set forth in the Student Code, which may include receiving a 0 on the assignment, failing the course, and/or other university consequences.

GVSU Policies:
This course is subject to the GVSU policies listed at http://www.gvsu.edu/coursepolicies/

Project Evaluation:
Your project will be evaluated by all faculty members in the School Psychology program. Faculty evaluations will be based on your work with your project advisor throughout the semester and your final products. Faculty will determine whether you will earn a (1) did not pass, (2) passed, or (3) passed with distinction for the course. In order to earn a "pass with distinction," a student must exceed expectations in all or most areas on the rubric including the oral presentation. Students who do not pass must meet with his/her faculty advisor and develop a remediation plan. This remediation plan may require substantial revisions to the project final products, collection of additional data, or the completion of a new project. The faculty's evaluation will be based on the following rubric:

Master's Project Evaluation Rubric			
	Exceeds Expectations*	**Pass**	**Does Not Meet Requirements**
Meeting Deadlines & Organization		Responsible and consistent in meeting deadlines; sets up and attends monthly advisor meetings; prepared and organized for meetings	
Purpose, Literature review, & Research Questions		Purpose is meaningful and reasonable; research questions appropriate for given purpose; purpose and goals clearly stated; purpose and research questions are informed by a sufficient review of the literature	
Research Design		Design demonstrates understanding of research principles; fits given purpose and research questions; data collected appropriate for evaluating outcomes outlined	
Data Interpretation and Discussion		Data presented clearly and accurately (statistically and/or graphically); interpretation and implications reasonable and meaningful given the data collected to examine research questions	
Paper Quality		Well-formulated, organized, and professional; uses APA style correctly; almost entirely free of spelling and mechanical errors	
Presentation Quality		Well-formulated, organized, and professional; communicates clearly and effectively	

*Students who receive a rating of *Exceeds Expectations* across multiple areas may earn the grade of *Pass with Distinction* for PSY 693.

MASTERS PROJECT IDEA LIST

Examples of Past Topics/Titles:

- Dialogic Reading Intervention for Oral Language: Small-Group Versus Whole-Group Delivery
- Improving Multiplication Fact Fluency with a Self-Administered Fold-In Technique
- Distributed Vs. Massed Practice Using Keyword Vocabulary Instruction Masters Project
- The Zones of Regulation Curriculum as an Intervention for Anxiety
- Self-Management with Video Modeling to Address Disruptive Classroom Behaviors
- Syntactic Awareness Intervention with English Language Learner Students
- Just Ask: Incorporating Student Preferences when Identifying Reinforcers
- Cover-Copy-Compare Math Facts with Students with Emotional Impairments
- Program Evaluation: School-Wide Information System (SWIS) and Drill-Down
- Organizational Skills Training to Enhance Executive Functioning Skills in Students
- A Comparison of Two Math Fact Fluency Interventions (Cover-Copy-Compare vs. Taped Problems)
- Using Behavior Skills Training to Teach Classroom Sitting and Listening Behaviors
- Evaluating the Diagnostic Accuracy of the Scholastic Reading Inventory as a Universal Screener for Middle School Students
- Program Evaluation of Check/in-Check/out
- Training Early Childhood Special Education Teachers to Increase Opportunities to Respond Using Video-based Training and Video Modeling

Interventions/Ideas for Future Projects:

Academics

- Incremental rehearsal
- Cover Copy Compare
- Opportunities to Respond
- Taped problems
- SAFI (self-administered folding-in intervention)
- SRSD (self-regulated strategy development)
- Vocabulary instruction
- Technology use with intervention
- Phonics for reading
- Repeated readings
- Read naturally
- Goal setting
- Performance feedback
- REWARDS

Behavior

- First Step to Success
- Clip-up/Clip-down charts
- Class Dojo
- Group contingency (e.g. good behavior game) - http://goodbehaviorgame.org/
- Token systems
- Praise to reprimand ratios
- Function-based interventions
- Mystery motivator
- Self-management
- CICO and/or Check and Connect
- Structural analysis + intervention
- Trial-based FA
- Hanley FA- ISCA
- Technology use with intervention
- Goal setting
- Performance feedback

Skill development
- Study skills (e.g. HOPS)
- Executive function
- Social skill development (e.g. initiation)
- Technology use with intervention
- Behavioral Skills Training
- Shaping

Other/General
- Video modeling
- Peer-assisted learning strategies
- Lane et al (2015)- 1st year textbook
- Fidelity of implementation-self-monitoring
- Training paraprofessional staff to implement interventions
- Multi-component intervention

Journals for Brief Report Examples- Samples from these journals will be posted on Blackboard
Journal of Behavioral Education
Behavioral Disorders
Beyond Behavior
Journal of Applied Behavior Analysis
Behavior Analysis in Practice

Appendix

Plan to start the school psychology master's project in the fall of the second year. Although your data collection may not begin until January, it will be important for you to design and plan your project early, in conjunction with your advisor and your project site, to ensure you can stay on track in the winter. You will submit a project proposal, drafts of the paper in a brief report format, a final paper, and then deliver an oral presentation about the project. Follow the due dates below in order to complete the project by the end of your second year.

DUE DATES
Project proposal due: November 30
Intro section due for feedback: January 14
Methods section due for feedback: February 4
Graph of results due for feedback: March 22 (complete data not required)
Final paper due for final feedback: April 12
Oral presentation due for feedback: April 17
Final paper due on Blackboard: April 19
Oral presentation due on Blackboard: April 19 (presentations are on April 23 & 25)

Project Proposal
The project proposal outline will include all information listed below. The description in each area can be brief but should provide enough information to demonstrate that you have a well-formulated plan.

Topic and research basis for the project with 2-3 key articles identified (one paragraph and full references for articles)
Research question(s)
Independent variable(s)
Dependent variable(s)
Focus population/student(s)
Demographic information for classroom and/or building
Project plan and design
Plan for measuring social validity
Plan for measuring treatment integrity/fidelity
Plan for data analysis
Proposed timeline including project tasks, completion dates, and meetings with project advisor

Final Paper
The final paper will be a brief report format (i.e. approximately 5-7 pages) similar to those published in a journal (see examples). The paper will follow an APA style format with the following sections:

Abstract

Introduction
- Literature review with 6-8 references from research-based articles and chapters
- Purpose/Research Questions

Method
- Participants(s)
- Measures
- Procedures

Results
- Graphs
- Narrative description

Discussion

References

Final Presentation

- PowerPoint presentation design is visually appealing, professional, and readable by the audience
  - Font at least 20-point
  - Minimize the amount of text on slides
  - Avoid unnecessary graphics such as clip art; however it's acceptable to use visual aids to help clarify information for the audience
  - Graphs and tables should be readable by the audience from all areas of the room

- Oral presentation should be 15-20 minutes (plus an additional 5 minutes for questions from the audience).

- Presentation style should be professional and engaging. Avoid reading directly from a paper or note cards, or looking at the screen while talking.

- In a concise, clear manner, cover all areas of the project paper: introduction, method, results, and discussion.

- Your discussion and conclusions should be the most powerful part of the presentation. Talk about the impact of the project, what you learned, and recommendations for the future. You are the expert on the project so be excited and share your experience with the project.

- Bring video or materials to demonstrate the project intervention, if appropriate and available.

- Make the presentation interesting and meaningful. Think about yourself as an audience member and consider what you would want to hear.