I. **Course Title:** Seminar in the Analysis of Research in School Psychology
   
   **Course Number:** PSY 796
   
   **Credits:** 3
   
   **Date of Revision:** August 2005

II. **Course Prerequisites:**
   - PSY 766: Psychological Statistics
   - PSY 767: Research Methods in Psychology

III. **Catalogue Description:**

   This course consists of an examination of current research in School Psychology. Critical study and evaluation of empirical research findings applicable to selected topics from current editions of *Best Practices in School Psychology* are undertaken. The student develops skills in using current data bases to access empirically based research reports, as well as the abilities to critically analyze and synthesize the content of these reports as it relates to situations and issues faced by the practitioner school psychologist. Students develop an understanding of the importance of using empirical data in making sound educational decisions.

IV. **Competencies Addressed:**

   **Research** – systematic problem-finding and problem-solving skills in both applied and formal research settings. This would include hypothesis testing, data analysis, drawing conclusions, and the ability to evaluate and critique existing professional research.

V. **Course Objectives:**

   A. The student will conduct electronic searches of on-line databases including *Psych Info, Social Science Index* and *ERIC*.

   B. The student will apply his knowledge of the principles of research design and statistical analysis in orally presented summaries/critiques of published research reports.

   C. The student will demonstrate comprehension of contemporary issues/models/concepts in the literature of School Psychology by:
      - participating in seminar discussions;
      - describing these issues/models/programs on weekly quizzes; and
      - analyzing and evaluating these issues/models/programs in written essays.

   D. The student will summarize in writing the National Association of School Psychologists’ *Principles for Professional Ethics* (Research, Publication and Presentation section).
VI. Course Outline:

A. Readings/Lecture/Instructor-led Discussion of:
   • Various types of research design
   • The National Association of School Psychologist’s Principles for Professional Ethics – Research, Publication and Presentation section

NOTE: These “core” articles are a sample of those examined from Best Practices. Depending on class size and time availability, some listed articles may not be used and others may be added.

System Level Interventions
   • Best practices in substance abuse prevention programs
   • Best practices in school discipline
   • Best practices in suicide intervention
   • Best practices in preventing problems in unstructured situations

Problem Solving Approaches
   • Best practices in curriculum-based measurement

Student Interventions
   • Best practices in gifted education
   • Best practices in working with students with autism
   • Best practices in preschool social skills training
   • Best practices in social skills training

Effective Instruction
   • Best practices in evaluating interventions
   • Best practices in defining student goals and outcomes

Student Diversity
   • Best practices in working with culturally diverse children and families
   • Best practices in considering gender differences in providing psychological services to children and adolescents in the schools
   • Best assessment and intervention practices with second language learners

Prevention, Crisis Intervention and Mental Health
   • Best practices in school discipline
   • Best practices in crisis prevention and management
   • Best practices in school violence prevention

VI. Course Outline (continued):
Home/School/Community Collaboration
• Best practices in building partnership with families
• Best practices in behavioral parent teaching

B. Library Activity
   Student conducted electronic literature search to locate empirical research reports assessing the practices suggested in Best Practices IV core articles

C. Student Presentations: Oral and written Summary/Critiques of empirical research reports

VII. Teaching Methodology:

A. Lecture/instructor led discussion for Outline item A

B. Library research by students

C. Oral and written student presentations

VIII. Evaluation of Student:

A. Three – four student oral presentations (with written outlines) with each including a summary and critical analysis of two empirical (data-based) research articles that support or refute one of more “best practices” described in an assigned Best Practices IV core article (See Attached Scoring Rubric).

B. Participation in discussion of core articles.

C. Two essay exams (See Attached Scoring Rubric).

D. Weekly multiple-choice quizzes on assigned readings.

IX. Bibliography:


IX. Bibliography (continued)


Current journals, for example:
Developmental Psychology
Journal of Applied Behavior Analysis
Journal of Educational Psychology
School Psychology Quarterly
School Psychology Review