

PSYC 8999SP09

by Larry Hilgert

Syllabus Cover Page

PSYC 8999

**PSYC 8999
Thesis
3 Semester Hours
Fall 2009**

**Dewar College of Education
Valdosta State University
Department of Psychology and Counseling
Conceptual Framework: Guiding Principles**

(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a life-long process of development and growth.

Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community building, and resource acquisition

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

"Positively Impacting Learning Through Evidence-Based Practices"

Course Information

READINGS AND SOFTWARE/WEB REFERENCES

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

Valdosta State University. (2009). *Valdosta State University graduate school thesis and dissertation guide*. Valdosta, GA: Author.

LiveText, Inc. (2009). *College LiveText edu solutions* [computer software from livetext.com]. La Grange, IL: Author.

Library Research Guide for Education: Theses and Dissertations

COURSE DESCRIPTION

Prerequisite: Admission to Graduate Program in Department, advanced standing, permission of advisor.

COE Conceptual Framework: Standards

COE/NCATE Standards Addressed in this Course

Teacher professional standards:

II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the

intellectual, social, physical, and personal development of all students.

III. LEARNING ENVIRONMENTS: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

NASP Objectives

NASP Standards Addressed

2.1 School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring needs and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically based decisions about service delivery, and evaluate the outcomes of services. Data based decision-making permeates every aspect of professional practice.

2.9 School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

Course Objectives (CO):

M.S. Clinical Counseling Objectives

No. Students will demonstrate:

- | | |
|----|--|
| 10 | articulation of the scientific method and knowledge of research and statistical terminology, and the ability to critically evaluate research based on methodology used and conclusions drawn |
|----|--|

National Association of School Psychology Objectives

No. NASP Objective

- | | |
|-----|--|
| 2.9 | School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services. |
|-----|--|

Other General Course Objectives

1. Students will gain basic research knowledge.
2. Students will follow appropriate professional and institutional guidelines regarding ethical standards and procedures. Purchase of LiveText may be required to complete this process.
3. Students will present a power-point presentation of their in-service or program evaluation projects to fellow students and faculty available in part through WebCT links.

Course Activities/Assignments/Requirements

General Requirements

Production of an original piece of research completed under the direction of a department thesis committee. While the thesis chair need not be a school psychology faculty member, it is recommended that at least one school psychology faculty member be included on the thesis committee for VSU School Psychology major. Specific thesis guidelines and requirements are found in the Thesis and Dissertation Guide. All requirements of the *VSU Graduate Catalog* in effect upon beginning thesis work must also be met. Instructions for registration may be found at:

http://www.valdosta.edu/registrar/spr05/Registration_Guide_Summer_05.pdf

If you have not done so, all students must complete basic certification through the Grants and Contracts Office prior to submitting any protocol to the Institutional Review Board (IRB). This may have been completed as part of the PSYC 7795 course. The link to the certification process is: Effective beginning Fall Semester 2004, all individuals conducting research using human research subjects, whether faculty, staff, or students, must complete the training provided on-line through the VSU Institutional Review Board (IRB). You may access the training program at: www.citiprogram.org

The required training modules are numbered 1 through 6. These are modest in size, usually 4 to 6 questions for each module, and may be completed relatively quickly. You may retake the modules until you have passed them satisfactorily, with at least an 80% correct score. A certificate will be issued, and the VSU Office of Grants and Contracts will be notified of your success in completing the training. No IRB review will be processed without this certificate of satisfactory completion. Contact the IRB Administrator at 333-7837 or the IRB Chair, Dr. Green T. Waggener, at 333-4921 (E-mail: gtwaggen@valdosta.edu) should you have any questions.

Outcome Measures

M.S. CLINICAL COUNSELING OBJECTIVES (Outcome Measures)			
No.	Students will demonstrate:	Activity	Evaluation

10	articulation of the scientific method and knowledge of research and statistical terminology, and the ability to critically evaluate research based on methodology used and conclusions drawn.	Class Meetings Thesis research proposal and writing as well as PowerPoint Presentations for same	IRB approval Thesis committee decisions at both the proposal and final defense stages
ED.S. SCHOOL PSYCHOLOGY OBJECTIVES (Outcome Measures)			
No.	NASP Objective	Activity	Evaluation
2.9	School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.	Class Meetings Thesis research writing, proposal, and PowerPoint presentations for same	IRB approval Thesis committee decisions at both proposal and final defense stages

Course Evaluation

Course Evaluation and Grading Scale

Students must usually first complete a thesis proposal and present the proposal to their committee. An example of a thesis proposal is linked to this statement and represents one student's work. While it is not required that a student formalize their proposal in the form of a PowerPoint presentation, students must have their thesis proposal approved by the Institutional Review Board (IRB) at Valdosta State University. Necessary IRB forms may be found at: <http://www.valdosta.edu/grants/institutional.shtml> All other evaluation related issues are based on a student's departmental thesis committee and the Graduate School.

Attendance Policy

Attendance Requirements

VSU policy requires class attendance. Class attendance is important in doing well. Changes to the schedule topics may be announced in class, and students will be expected to be aware of them.

Course Withdrawal Policy

Students withdrawing from the course BEFORE mid-term will be assigned a nonpunitive W. After midterm, a W or punitive WF, based on course performance, is assigned by the instructor and forwarded to the Registrar's Office for processing. **Please note that if you stop attending class, this does not constitute withdrawing from the course.**

Policy Statement on Plagiarism and Cheating

Plagiarism and Cheating

Students are required to be familiar with Valdosta State University's Policy on plagiarism and cheating (see *VSU 2005-06 Student Handbook*, Appendix A, p. 39). Excerpts from this policy follow:

1. No student shall receive or give or attempt to receive or give assistance not authorized by the instructor in the preparation of any essay, laboratory report, examination, or other assignment included in any academic course.
2. No student shall take or attempt to take, steal, or otherwise procure in an unauthorized manner any material pertaining to the conduct of a class, including but not limited to tests, examinations, laboratory equipment, and roll books.
3. No student shall sell, give, lend, or otherwise furnish to any unauthorized person material which can be shown to contain the questions or answers to any examinations scheduled to be given at any subsequent date in any course of study offered by the University, without authorization from the University.
4. Plagiarism is prohibited. Themes, essays, term papers, tests, and other similar requirements must be the work of the student submitting them. When direct quotations are used, they must be indicated, and when the ideas of another are incorporated in the paper they must be appropriately acknowledged.

Academic dishonesty is taken very seriously and the range of academic actions that can be taken range from a much lower letter grade to expulsion. The full text of this policy is also available in the College of Education Dean's Office, EC room 227. The following penalties will be enforced, as stated in the Policy:

- FIRST OFFENSE:** The student will earn a "0" on the assignment, test, project, etc.
- SECOND OFFENSE:** The student will earn the letter grade "F" for the course.
- THIRD OFFENSE:** The student will earn the letter grade "F" for the course, and further action involving referral of the matter (with documentation) to the appropriate college (university) officials within the administrative structure will be taken. (Please see page 39 of the VSU Student

Handbook.)

Special Needs Statement

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Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin, handicap, veteran status, or sexual orientation of the individual. It is the intent of the institution to comply with Title VI of the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX and Section 504 of the Rehabilitation Act of 1973.

<http://www.valdosta.edu/catalog/0809/ugrad/index.shtml>

Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in the Farber Hall; phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).

Instructor Information

Instructor Name

Larry D. Hilgert, Ph.D., Associate Professor

Office Address

Psychology Building (Next to the Continuing Education Building on Patterson Street)
Office #1

Office Telephone Number

Direct Line: (229) 333-5616

Secretary: (229) 333-5930

Fax: (229) 259 -5576

E-mail Address

lhilgert@valdosta.edu

Office Hours

Office Hours: Monday, Tuesday, and Thursday 1:30 until 5:00, or by appointment

Course Schedule

Fall Semester 2009

FALL SEMESTER 2009		Thesis Schedule
Class	Date	Topic
1	820	Established Committees
2	8/27	Committee Forms and Other Paperwork Completed
3	9/3	Rough Draft of IRB
4	9/10	Review Proposals (10 - 30+ References)
5	9/17	IRB's Filed (tentatively - last Thursday Class - Moved to Mondays)
6	9/21	Powerpoint - Proposals
7	9/8	Powerpoint - Proposals (completed)
8	10/5	Proposal Meetings in Place
9	10/12	Fall Break - No meetings
10	10/19	Meetings with Distance Learning Students Only - Data Analysis
11	10/26	Meetings with Local Students Only - Data Analysis
12	11/2	Final Data REVIEW (All Meet)
13	11/9	All Rough Drafts Completed
14	11/16	Final Drafts Due
11/24 to 12/4		Defense – Arrange scheduling beyond the end of the semester
*Web-links provided by instructor		

 Created with LiveText - [livetext.com](https://www.livetext.com)