

**8999SP12**

by Larry Hilgert

**Syllabus Cover Page****PSYC 8999**

**PSYC 8999  
Thesis  
3 Semester Hours  
Spring 2012**

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**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"*

Last Modified August 15, 2011

## Course Information

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### READINGS AND SOFTWARE/WEB REFERENCES

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

Valdosta State University. (2010). *Valdosta State University graduate school thesis and dissertation guide*. Valdosta, GA: Author.

LiveText, Inc. (2011). *College LiveText edu solutions* [computer software from livetext.com]. La Grange, IL: Author.

Library Research Guide for Education: Theses and Dissertations

### COURSE DESCRIPTION

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

## COE Conceptual Framework: Standards

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### COE/NCATE Standards Addressed in this Course

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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**

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### **NASP Standards**

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#### 2.1 Data-Based Decision Making and Accountability

School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.

#### 2.2 Consultation and Collaboration

School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

#### 2.3 Interventions and Instructional Support to Develop Academic Skills

School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence based curriculum and instructional strategies. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

#### 2.4 Interventions and Mental Health Services to Develop Social and Life Skills

School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

#### 2.5 School-Wide Practices to Promote Learning

School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices

and strategies to create and maintain effective and supportive learning environments for children and others.

2.6 Preventive and Responsive Services School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

### 2.7 Family–School Collaboration Services

School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership / interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.

### 2.8 Diversity in Development and Learning

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.

### 2.9 Research and Program Evaluation

School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings. School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.

### 2.10 Legal, Ethical, and Professional Practice

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

## Course Objectives (CO):

## **M.S. Clinical Counseling Objectives**

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| 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**

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| No. | NASP Objective   |
| 2.1 | School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs. |
| 2.9 | School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings. School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.             |

## **Other General Course Objectives**

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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](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](http://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](mailto: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
<b>ED.S. SCHOOL PSYCHOLOGY OBJECTIVES (Outcome Measures)</b>			
No.	NASP Objective	Activity	Evaluation
2.1	School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.	Class Meetings	Discussion and Proposal Presentation
2.9	School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings. School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels	Thesis research writing, proposal, and PowerPoint presentations for same	IRB approval Thesis committee decisions at both proposal and final defense stages

## Course Evaluation

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## Course Evaluation and Grading Scale

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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.

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## Attendance Policy

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### Attendance Requirements

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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.

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## Course Withdrawal Policy

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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.**

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## Policy Statement on Plagiarism and Cheating

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### Use of Plagerism Software: SafeAssign

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SafeAssign software is used in this course. The following information is taken from a more complete document that is posted in BlazeVIEW where more detail is added to this introduction to SafeAssign. SafeAssign compares submitted assignments against a set of academic papers to identify areas of overlap between the submitted assignment and existing works. SafeAssign can be used to prevent plagiarism and to create opportunities to help students identify how to properly attribute sources rather than paraphrase. SafeAssign is effective as both a deterrent and an educational tool.

### What BlackBoard tells us about SafeAssign

#### Internet

Comprehensive index of documents available for public access on the Internet; ProQuest ABI/Inform database with over 1,100 publication titles and about 2.6 million articles from 1990s to present time, updated weekly (exclusive access); Institutional document archives containing all papers submitted to SafeAssign by users in their respective institutions; Global Reference Database containing papers that were volunteered by students from Blackboard client institutions to help prevent cross-institutional plagiarism.

### **Global Reference Database**

**SafeAssign is based on a unique text matching algorithm capable of detecting exact and inexact matching between a paper and source material. SafeAssignments are compared against several different databases.**

Blackboard's Global Reference Database is a separate database where students voluntarily donate copies of their papers to help prevent plagiarism. It is separated from each institution's internal database, where all papers are stored by each corresponding institution, and students are free to select the option to check their papers without submitting them to the Global Reference Database. Students submit their papers to the database voluntarily and agree not to remove papers in the future. Submissions to the Global Reference Database are extra copies that are given voluntarily for the purpose of helping with plagiarism prevention. Blackboard does not claim ownership of submitted papers.

### **SafeAssign Originality Reports**

Once a paper has been processed, a report is available that details the percentage of the submitted paper that matches existing sources. It also shows the suspected sources of each section of the submitted paper that returns a match. Instructors can remove matching sources from the report and process it again. This may be useful if the paper is a continuation of a previously submitted work by the same student.

Because SafeAssign identifies all matching blocks of text, it is important to read the report carefully and investigate whether or not the block of text is properly attributed.

## **Plagiarism and Cheating**

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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

### Special Needs Statement

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 Information

<b>INSTRUCTOR:</b>
Larry Hilgert, Ph.D., Associate Professor,
Department of Psychology and Counseling
Office Location : Psychology Building, Room 2215, Voice: 333-5616 or 5930
Office Hours: <b>Monday, 2 - 5:30 pm; Tuesday &amp; Thursday from 7:50 – 10:50am</b>
E-MAIL: <a href="mailto:lhilgert@valdosta.edu">lhilgert@valdosta.edu</a>

## Course Schedule

**Spring Semester 2012 - Submit to the Graduate School by APRIL 20th, 3:00 PM deadline:**

**One copy of thesis or dissertation on regular paper (it will be marked during the review)**

**All signed signature pages signed by your committee (on paper used for binding)**

**A copy of the binding fee form marked paid or a copy of receipt (not the original)**

**DPA and EDD students must also submit Final Dissertation Approval Forms (found in their program handbooks)**

**Include name, student ID number, email address and phone numbers where you can be reached when dropping off your thesis or dissertation at the Graduate School**

PLEASE NOTE: The defense should be scheduled sometime in the month of April, no later than April 19, 2012.

Summer Deadline is July 13, 2012, at 3 pm.

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