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Office Hours: Monday 3:00-5:00 PM
Class Days/Time: Monday 9:00 – 11:45am
Classroom: BBC 126

Course Description

From the course catalog: Development and management of applied research programs based on contributions of psychological research and methodology. Criticizing existing and proposed research. Reporting and communicating research results. Prerequisite: PSYC 18 or PSYC 120A; STAT 95 and STAT 115. Notes: MS program priority.

This class is designed to give you an overview of applied psychological research in psychology, and the methods used both in experimental group designs and in single-subject designs in applied settings. An overview of methodology, time-series design, and how to conduct and report clinical findings is provided with an emphasis on the importance of accountability in clinical psychological practice in the modern era.

Course Goals and Student Learning Objectives

Specifically, the goals of this course are for students to gain an understanding of research methods, statistical analysis, the use of research to inform evidence-based practice, the importance of research in advancing the profession of counseling, and statistical methods used in conducting research, needs assessment, and program evaluation.

Course Content Learning Outcomes

Upon successful completion of this course, students will be able to:
Learning Outcomes

Course Learning Outcomes (CLOs)

Upon successful completion of this course, students will:

1. CLO1: Understand the scientist practitioner model
2. CLO2: Develop an applied research project, collect data, and report results
3. CLO3: Understand the use of research in evidence-based practices
4. CLO4: Learn intervention and research planning within the principles of evidence-based practice.

Program Learning Outcomes (PLO)

Upon successful completion of the MS in Clinical Psychology:

PLO1.1 – Students will demonstrate breadth of knowledge of a variety of psychotherapy theories and in-depth knowledge of one chosen theory of intervention.

PLO1.2 – Students will demonstrate knowledge of empirically supported clinical interventions and evidence ability to select treatments for individual clients given this literature.

PL02.1 – Students will demonstrate effective integration and communication of clinical case material.

PL02.2 – Students will demonstrate the ability to synthesize contextual and cultural variables into presentations of client materials.

PL02.3 – Students will effectively respond to queries about clinical material and engage in discussions about their clients with supervisors and peers.

PL02.4 – Students will be able to think and discuss cases other than their own, applying theories, principles, and relevant empirical findings to those cases.

PL03.1 – Student will demonstrate understanding of different assessment devices and strategies for assessing outcome over the course of treatment including standardized nomothetic and idiographic approaches.

PL04.1 – Students will demonstrate depth and breadth of understanding in areas including, but not limited to, psychotherapy theory, service delivery, ethics, assessment, research methods, family therapy, cultural diversity, psychopharmacology, and issues relevant to adult and child clinical populations. Students will be able to apply this knowledge to clinical cases.
PL05.1 – Students will demonstrate fulfillment of coursework and other pre-degree licensing requirements outlined by the Board of Behavioral Sciences

This course meets the following Program Learning Outcomes: 1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 3.1, 4.1.

Licensure Learning Outcomes (LLO)

Licensing requirements for academic coursework toward the MFT and/or LPCC will be met for this course in the following way:

LLO1: For the LPCC requirements, this course is designed to fulfill category: (H) Research and evaluation, including studies that provide an understanding of research methods, statistical analysis, the use of research to inform evidence-based practice, the importance of research in advancing the profession of counseling, and statistical methods used in conducting research, needs assessment, and program evaluation. per BPC Section 4999.12

1. LLO2: For the MFT requirements, this course includes instruction in Diagnosis, assessment, prognosis, and treatment of mental disorders, including severe mental disorders, evidence-based practices, psychological testing, psychopharmacology, and promising mental health practices that are evaluated in peer-reviewed literature (BPC Section 4980.36(d)(2)(A))

This course will also cover aspects of the general MFT requirements that programs:

(1) Integrate all of the following throughout its curriculum: (A) Marriage and family therapy principles, (B) The principles of mental health recovery-oriented care and methods of service delivery in recovery-oriented practice environments, among others, (C) An understanding of various cultures and the social and psychological implications of socioeconomic position, and an understanding of how poverty and social stress impact an individual’s mental health and recovery; (2) Allow for innovation and individuality in the education of marriage and family therapists; (3) Encourage students to develop the personal qualities that are intimately related to effective practice, including, but not limited to, integrity, sensitivity, flexibility, insight, compassion, and personal presence; and (4) Permit an emphasis or specialization that may address any one or more of the unique and complex array of human problems, symptoms, and needs of Californians served by marriage and family therapists.

Required Texts/Readings

Required Texts
(2) Supplementary Journal Articles and Chapters. Supplementary book chapters will be available for download on the course website. These are essential readings and you will be responsible for them during the semester. You will also access journal articles for the
course through the SJSU Library; the full citations for these are listed on the last page of this syllabus.

Course Website/Canvas
All of the material shown on the overheads in lectures will be available on the on Canvas after class. These materials are not meant to be a substitute for coming to class, and many times they will not be available until after the material is discussed in class. In that this a graduate course, my expectation is that you will be very engaged in the material as it is being discussed in class, and will use the notes as reference, either during or after class, and to prepare for examinations and for future reference rather than a way to not be present physically or intellectually in class.

In addition to the notes, the Canvas page will have a copy of the course schedule, which I will try to update as we go along. If you have trouble accessing the webpage or downloading any of the items there, come and talk to me.

Dropping and Adding
Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available at http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html. Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/. Students should be aware of the current deadlines and penalties for adding and dropping classes.

Attendance and Late Work
This is a graduate class, and attendance is crucial. Due to the nature and format of the class, your attendance at, and participation in, each meeting is crucial. You will almost certainly not be successful in this course without coming to class, attending to what is going on, and actively engaging. If you know in advance that you will need to miss class for a University-approved “excused” absence (e.g., religious observance), please let me know at least 2 weeks in advance (ideally during the first week of class). If you experience a significant, documented illness or other major life disruption (e.g., death of a family member) that affects your participation across multiple weeks of the class, I will work with you to come up with a plan for you to make up work and catch up with what you miss.

Outside of these circumstances and other University-approved absences, all absences will be considered “unexcused” for class purposes. If you have an unexcused absence, you will receive zero points for the Reading Questions for that day (even if you email them to me ahead of class). If you miss class when another assignment is due, you will be able to receive credit for that assignment, provided you turn it in on Canvas prior to the start of the class period when it is due. Note that some “unexcused” absences may occur in very understandable situations (e.g., you are in your best friend’s wedding, you are going to see your child’s school play). For this reason, there are a few dropped grades built into the class
(see “Grading Policy”). I suggest you reserve using your drops for any unforeseen circumstances that may lead to unexcused absences.

**Classroom Protocol and Etiquette**

This is a graduate seminar, so I expect you to be attentive in meetings, participate in discussions, and limit other distractions. Most importantly, please be respectful of your classmates’ opinions, as this is a seminar course and we are likely to discuss topics for which students will have differing opinions. Also, if you discuss patient-related content in class, please be sure to protect that person’s confidentiality. Students are asked not to share these discussions outside of class.

In general, my expectation for students in class is that they be respectful and attend to what is going on in class. These issues are not typically a problem; that said, doing any of these will not be tolerated and will be grounds for dismissal from the class.

1. Be polite and respectful to the other people in the class, particularly when engaged in discussion. While I encourage an open discussion of many ideas, please refrain from using language that is prejudicial or hurtful to others.
2. Do not carry on conversations with others during class. (If you have a question or point to make, just say it so we can all hear it!)
3. Please turn off your cell phone for the time you are in class. If you need to receive an emergency call or monitor for an important message, let me know about it in advance. Never take a call and start talking during class.
4. Do not text message during class.
5. If you bring a laptop, please use it only for the purposes of the class (e.g., note-taking, referencing readings).
6. Attend to the class material. Do not work on any other course material during class, including studying for other exams.
7. Do not sleep during class.

**Professional Communication**

Email is NOT a place to get extensive help with exam questions or with papers. If you have questions about a paper or larger assignment, you must come to office hours to discuss them; I will not read drafts of papers over email. If you have specific questions about an upcoming exam with respect to material covered, please tell me the question and then make an attempt to answer the question. I will let you know if you are on track and amend the answer to make it better, if need be. Please do not send more than two questions at a time. If you have more than two questions, office hours are the place to get those answered.

As a graduate student, you are encouraged to engage in professional communication with faculty, staff, and your fellow students. This is especially important over email. Though this seems simple at face, students (and professionals) often fail to communicate professionally via email. Please be sure to follow the following basic guidelines when communicating in a professional capacity:
1. In the Subject line, state what specific issue you are emailing about (e.g., exam 3, quiz 7, absence on 9/12/16).
2. Be clear in your statement about what you are asking for or of what you are informing the reader.
3. Consider your request before you make it. If you believe you can make that request in a professional way and support your reasons for your request, please ask. If you have overslept, are tired, hungover, etc., please do not make requests based on those reasons.
4. Use a polite and respectful tone.
5. Use complete sentences.
6. Do not use abbreviations for words that are often used in text messages.
7. Use upper and lower case letters.
8. Be sure to use correct grammar and spelling in your message.
9. If you need a reply to the email you have sent, please request that clearly. I strongly encourage you to request a response back if you send something that needs to be graded in a timely matter to be certain it was received.
10. If you do not hear back within a reasonable amount of time from the person you sent the email to, politely request a response and resend the original message (you can use the forward function here).

If I notice you struggling to maintain a professional tone in emailing, I may point this out and suggest changes you might make. If this happens, please know that this is intended to further your professional development, and not out of anger, frustration, disdain, etc..

Assignments and Grading Policy

Grades

Grading is based on a combination of several factors. The components of your grade are
- Research Critiques (10 @ 20 points each) 200
- Reading Questions (14 @ 10 points each, 2 drops) 120
- Research Presentation 100
- Mid-term Graphing Project 50

470 total points

Grades will be determined by the following scale:
- 100-93%=A, 92-90%=A-
- 89-87%=B+, 86-83%=B, 82-80%=B-
- 79-77%=C+, 76-73%=C, 72-70%=C-
- 69-67%=D+, 66-63%=D, 62-60%=D-
- and 59.9% and less = F.

Research Critiques
Over the course of the semester, you will be asked to consider several research articles to build your ability to examine such articles and use them thoughtfully. In response to these
research articles, you will answer specific questions designed to assess your understanding of the studies and the research methodology utilized.

This process is to develop your skills with this task. You must write out your answers. Please use the number and header to denote where your answers to each question begin and end.

Each critique is worth 20 points, divided as follows:
1. What was the clinical problem being addressed?
2. Is it a relevant/important clinical problem in your opinion? Why or why not?
3. Briefly describe the intervention, if present
4. What is the proposed process variable or mechanism of change? How is it measured, if it is?
5. What is the outcome of interest? How is it measured?
6. Briefly describe the methods
7. Briefly describe the main findings.
8. Briefly describe the way outcomes are reported. What, in your opinion, are the strengths and weaknesses of the ways outcomes were reported (e.g., graphed)?
9. What, in your opinion, was helpful about this study?
10. What are criticisms/limitations of the study (at least 3)?

Reading Questions
These are weekly assignments that provide a mechanism for you to let me know which concepts from the readings are unclear. Each week, you will submit on Canvas three questions about the readings by noon the day before class. Late questions will not be accepted. Your questions can be informational or applied. At least one of your questions per week must be applied (i.e., briefly set up a hypothetical clinical situation and ask about how to proceed, in light of material from the readings). Each question should contain a specific reference to the author and page number to which it refers. If it refers to a specific paragraph or sentence, please provide the paragraph number or full quote, respectively. Your questions should also cover multiple readings when more than one reading is assigned.

Graphing Project
For this mid-term project, you will create graphical displays of hypothetical clinical data using Microsoft Excel. You will also submit a brief summary of your decision-making process in creating the graphs, following a format provided by the instructor. I will do a limited amount of in-class demonstration on how to graph in Excel, and also provide extensive resources and tutorials to assist you in building your Excel graph making skills. I will also be happy to assist you with graph-making during office hours.

Research Presentation
Over the course of the semester you will engage in some kind of intervention and data collection project, and at the end of the semester you will present your research findings to the class. Examples data collection topics are:
• A self-improvement project on yourself
• An other-improvement project on somebody in your life (with written consent)
• Data collection on a client at your practicum site
• Data collection on a new procedure or policy at your practicum site

You will collect data all semester and then do a presentation to the class of your findings. Each of the following categories will be covered in your presentation:

• The problem
• The relevance of the problem
• The intervention
• The proposed mechanism of change
• The outcome
• The method you employed
• The results
• The limitations of your intervention/evaluation
• Future research you propose on the topic
**Paper Policy**

The Research Critiques that are completed out of class are due in class on the day specified in the syllabus at the beginning of class. I will not accept late papers.

Your writing quality is graded in this class, and if I cannot understand your writing, you will be reduced points. If your grammar is difficult to understand you will be asked to seek additional assistance with your writing.

I expect you to reference at least your text or one additional reading for this assignment. Whenever you reference something you have read, provide a complete, **APA-style** reference. **Never** reference a web site or web source, ever. If you find a good article referred to on the web, get it, read it, and use that original source.

You must conform to the following points to have your paper graded:

- Only use abbreviations for the disorder (e.g., PTSD) once you have written it out completely.
- Do not use abbreviations such as etc. or contractions in your paper.
- Only typed double-spaced papers will be accepted
- **You must use a font size of 12** using a standard font such as Arial, Times New Roman, or Helvetica.
- **Margins must be 1 inch all the way around.**
- Type your name (last name first), the semester of the course, and the course name in the upper right corner of the first page like this:
  
  Student, Sue  
  Fall 2016  
  Psychology 291

- Sequentially number all pages in the lower footer of each page

**A Note on Using other Resources**

Please note, if you work together to develop ideas, be certain that your writing is always your own. If you turn in writing that another student has turned in, I will assume you plagiarized (copied) each other’s work (see academic integrity policy). In this case, you will both fail the assignment and the course. Your immediate dismissal from the graduate program will be carefully considered.

**University Policies**

**Academic integrity**

Students should know that the University’s [Academic Integrity Policy is available at](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf). Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student
Conduct and Ethical Development. The website for Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University and likely dismissal from the graduate program. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy F06-1 requires approval of instructors.

**Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the AEC (Accessible Educatio Center) to establish a record of their disability.

**Learning Assistance Resource Center**

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The LARC website is located at http://www.sjsu.edu/larc/.

**SJSU Writing Center**

Although writing comprises most of your grade in this course, it is not expressly a course instructing better writing skills. I am happy to look at drafts of your paper with you (in person), but I cannot teach you grammar or other essentials. You are better off seeking assistance from me for content in your paper and going elsewhere for help with basic writing skills. I strongly encourage you seek assistance with your writing at the San Jose State University Writing Center in Clark Hall, Suite 126. It is a free service to students and will typically result in a much better paper for this course. Given that a portion of the paper grade is based on writing, grammar, and spelling, you should consider utilizing this service. Their contact information is 408-924-2308. The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff.
<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Topic</th>
<th>Reading/ Critique due</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/29</td>
<td>1</td>
<td>Overview; Evidence-Based Practice and a Scientist-Practitioner Model</td>
<td>GL Ch 1-2; Hayes et al (Ch. 1); Baer, Wolf, Risley (1968)</td>
</tr>
<tr>
<td>9/5</td>
<td>-</td>
<td>NO CLASS LABOR DAY</td>
<td>NONE</td>
</tr>
<tr>
<td>9/12</td>
<td>2</td>
<td>Reliability+ Replication</td>
<td>GL Ch. 5 (p. 85-94) and 6 (all); Baer (1977); OSC (2015); Gilbert et al., (2015)</td>
</tr>
<tr>
<td>9/19</td>
<td>3</td>
<td>General Factors: Validity + Threats to it</td>
<td>GL Ch. 5 (95-end), Kadin Ch. 2; Goldin et al (2013)</td>
</tr>
<tr>
<td>9/26</td>
<td>4</td>
<td>Selecting a Dependent Variable, Interobserver Agreement, and Graphing</td>
<td>GL Ch 7 + 8; Nelson &amp; Hayes (1981)</td>
</tr>
<tr>
<td>10/3</td>
<td>5</td>
<td>Withdrawal and Reversal Designs</td>
<td>GL Ch. 10</td>
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<tr>
<td>10/10</td>
<td>6</td>
<td>Multiple Baseline Designs</td>
<td>GL Ch. 11, Ervin et al (1996)</td>
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<tr>
<td>10/17</td>
<td>7</td>
<td>Comparison and Alternating treatments designs</td>
<td>GL Ch. 12 Slattery et al. (2015); Graphing Project due</td>
</tr>
<tr>
<td>10/24</td>
<td>8</td>
<td>Group Designs: Subjects, Assignment, and Designs</td>
<td>GL 14; Kazdin Ch 6; Iwata et al. (1984)</td>
</tr>
<tr>
<td>10/31</td>
<td>9</td>
<td>Control and Comparison Groups</td>
<td>Kazdin Ch 7, Shapiro (1989)</td>
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<tr>
<td>11/7</td>
<td>10</td>
<td>Assessing the Experimental Manipulation and Subsequent Outcomes</td>
<td>Kazdin Chs 8 &amp; 14; Devilly et al. (1998)</td>
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<tr>
<td>11/14</td>
<td>11</td>
<td>Interpreting and Reporting Outcomes</td>
<td>Kazdin Ch. 16; Gerdes et al. (2012)</td>
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<tr>
<td>11/21</td>
<td>12</td>
<td>Tying it together: Clinical Trial Quality and Ethics</td>
<td>Kazdin Ch. 17; Newman et al. (1996).</td>
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<tr>
<td>11/28</td>
<td>13</td>
<td>Clinical Research of the Future: Implementation Science, SMART designs</td>
<td>Sholomskas et al. (2005); Proctor et al., (2011); POTS Team, 2004</td>
</tr>
<tr>
<td>12/5</td>
<td>14</td>
<td>Program Evaluation</td>
<td>Hayes et al., Ch. 10; Pelham et al. (2016)</td>
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<tr>
<td>12/12</td>
<td>15</td>
<td>Final projects I</td>
<td>None Weems et al. (2014)</td>
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<tr>
<td>12/15, 0715</td>
<td>F.Ex.</td>
<td>Final Projects II</td>
<td>None</td>
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References


Iwata, B. A., Dorsey, M. F., Slifer, K. J., Bauman, K. E., Richman, G. S. (1984). Toward a functional analysis of self injury. *Analysis and Intervention in Developmental Disabilities, 2*, 3-20. **note. This article was reprinted in the Journal of Applied Behavior Analysis in 1994. If you access this version online, please know that it is identical and, therefore, fine to use for class purposes.**


