



Research Project (Psychology 598)



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Semester: **Spring 2024 to Fall 2024**
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Required Text: American Psychological Association (2020). *Publication Manual of the American Psychological Association, 7th Edition*. Washington, D.C.: Author.

Schedule: All deadlines below have a **1-week grace period** during which no points are deducted for late work.

Date	Topics & Due Dates
January 8	Introduction to the Research Project & Selecting a Topic <i>(immediately following Psyc 553)</i>
January 22	Tips for Writing & The New APA Style <i>(immediately following Psyc 553)</i>
February 12	Sidebar due on Blackboard's Turnitin
February 26	Sidebar Revision due on Blackboard's Turnitin
March 11	Topic Selection posted on Blackboard's Discussion Board
March 25	Initial Reference List due on Blackboard's Turnitin
April 1	Share <i>tentative outline</i> with the faculty member that will be the advisor on your thesis. Request feedback by the end of April.
May 6	Revised Outline due on Blackboard's Turnitin
June 10	Email One Third of paper to editing partner (and cc Hupp) <i>*Also submit to Blackboard's</i>
June 17	Email back partner's edited draft (and cc Hupp)
August 19	Email Complete Draft to editing partner (and cc Hupp) <i>*Also submit to Blackboard's Turnitin</i>
August 26	Email back partner's edited draft (and cc Hupp)
October 6	FINAL Draft due on Blackboard's Turnitin. Also, set up a meeting to give a brief in-person verbal update of your thesis to your thesis Chair.
December 1	By this date at the latest, give a brief in-person verbal update of your project to your thesis Chair.

Note: When emailing drafts to partners, use a regular email attachment (i.e., please do NOT use SharePoint or One Drive). Also, save the Word documents using this format:

- **Jane Doe 2024 Sidebar**

Choosing a Research Project Topic

You should choose a topic that:

- aligns with a current research focus of a faculty member
- is publishable
- is meaningful
- will help you learn more about your field
- will be appealing to people interviewing you for internship and jobs one day
- will be an area that you can be passionate about

Thus, these factors largely point in the direction of choosing a topic that is already a research focus of a current Clinical Child and School Psychology faculty member:

Conoyer: academic assessment & intervention (CBM, RTI); learning difficulties; STEM

Everett: math & reading interventions; behavior problems in young children; ADHD

Jewell: conduct & delinquency; relaxation; compassion meditation; family environment

McKenney: autism spectrum disorder; teacher consultation; culturally competent practice

Hupp: dissemination of evidence-based treatments and their components; pseudoscience

You are also encouraged to go to a faculty member and ask them to give you an idea.

If you have a different topic in mind, you can pitch the idea to a faculty member to see whether or not they would be interested in chairing a thesis on that topic. Please be mindful of the likelihood that these different topics will be more challenging to complete and will have a lower possibility of publication.

Grading System (A=92.5%+, B=85%+, C=77.5%+, D=70%+)

1. Sidebar (5%)
2. Topic Selection (5%)
3. Initial Reference List (5%)
4. Revised Outline (5%)
5. One Third of Research Project (20%)
6. Complete Draft of Research Project (20%)
7. Final Draft of Research Project (20%)
8. Editing Partner's Work (20%)

Classroom Format

The majority of this course will include writing a major research project. Students will also help edit each other's writing.

Course Description and Goals

Students in the school psychology track must complete a research project (Psyc 598) for the M.S. degree. Later, they will complete the thesis requirement (Psyc 599) during the Specialist Program. In the event that a student has completed a thesis in another program as part of their master's degree, the student will complete the research project for the SSP degree at SIUE. The goal of the research project is to critically review the psychological literature in a specific area in which the student plans to conduct their thesis research. The paper must include a discussion of three main areas for that specific topic (i.e., theory, research, & application). The paper should begin with a discussion of general theory followed by those theories specifically associated with that topic. Relevant

research studies should be summarized. Application of the topic to applied settings should be discussed in detail.

The final project is a research paper that should be between 23 and 25 pages in length (double spaced), formatted according to the latest APA Publication Manual, and submitted electronically. Major sections of the paper include the following: Cover Page, Table of Contents, Abstract, Review of the Literature, Conclusion, References.

Writing Resource:

<https://www.siue.edu/graduate-students/theses/writing-resources.shtml>

Sidebar

Choose any book that is related to school psychology (in any way). Write a Sidebar for that book. The topic should be fun for you, and **does NOT need to relate to the topic you ultimately select for your Research Project for this course**. Here are the requirements:

- The Sidebar should include:
 - 200-300 words
 - 2 to 3 paragraphs
 - Include at least 5 citations that are also listed at the end as References (at least 3 of these citations should be from peer-reviewed journals)
- At the top of the page, indicate what book you are writing a Sidebar for. Also, include which chapter of the book your new Sidebar is for and why it needs a Sidebar (Note: this description does NOT count in the 200-300 word requirement, nor does the References section).
- **When you save the document, use your name as part of the file name because this will help when you turn the final copy in electronically (i.e., save it like this: Jane Doe 2024 Sidebar).**

Topic Selection

Students will complete a brief typed paragraph description of a tentative topic for their research project. *Include the **name of the faculty member who has agreed to chair this topic** when it later becomes a study.*

Initial Reference List

Students will complete a beginning reference list for their research project with a minimum of **8 references**. Books, chapters, journal articles, and government reports are generally acceptable; all must be academic in nature.

Revised Outline

Students will complete a tentative, but detailed, outline of their research project. This outline should have various references embedded within. The total number of references at this point should be a minimum of **12 references**. The student will first share their outline with the faculty member that will be chairing their thesis. Then the outline will be revised and turned in to Hupp.

Please note that the literature review should start off broadly (e.g., general definitions, descriptions, and theory).

Tips for Writing

Specificity. For the literature review, the beginning should start off broadly. This typically includes making the case that there is a broad problem (e.g., a lot of kids are diagnosed with autism). Once you start discussing a problem, you'll probably need to start providing some definitions (e.g., what is autism?) and current solutions to the problem (e.g., treatments for autism). Once you start providing solutions, you'll probably want to be critical of those solutions by pointing out their weaknesses. Once you point out their weaknesses you'll probably want to start investigating ways of overcoming their weaknesses. **In a nutshell, the literature review should start off broadly (e.g., describing a problem, providing definitions) and should gradually become more specific, ending with a study that is similar to a study you would like to conduct.**

Reading Before Writing. Before you write, you should **read a lot** of articles on your topic. While reading, start to form what your outline will be. The more you read, the easier it will be to write. You should read paper copies of all of your articles so you can take notes on them. It is easier to manipulate a bunch of hard copies than it is e-copies.

Amount of Citations. The beginning paragraphs of your literature review will have several citations each. About midway through your literature review, you might start spending about a whole paragraph describing one study. By the very end of the review you might find one study that is very close to the study you want to do, and you might spend a few paragraphs describing and critiquing it.

Citations with Multiple Names. If a citation has more than two names, use "et al." every time it is cited – even the first time (Smith et al., 2019). If there are two names, then both names should always be used (Click & Clack, 2012).

Placement of Citation in a Sentence. *It's usually better to cite a source at the end of sentence in parentheses* because the reader can skip over the names with greater ease (Better, 2015). According to Worse (2014), it's distracting when a writer opens a sentence with an author name, especially when the author is relatively unknown or it's not important that the name be remembered. Writers should ask themselves if it's important that the reader remember a name in a citation, and if not, then the citation should go at the end of the sentence to promote reading fluency (Better, 2015).

Placement of a Citation Throughout a Paragraph and Beyond. Contrary to the advice from the previous section, one understandable time a writer might open a sentence with an author's name is when the entire paragraph is a summary of the same article. Wordsmith (2013) describes three reasons this should be done. First, it helps the writer avoid the need to cite the same source after each sentence. Second, it helps the reader avoid having to read repetitive citations. Finally, it removes the need to cite at the end of the paragraph like a lot of people incorrectly choose to do.

If a citation is used in more than one paragraph, the writer should re-cite the source when beginning a new paragraph if they are still pulling from that source (Wordsmith, 2013). In fact, each new paragraph thereafter will need to begin with a new citation as long as the new paragraph is still using the same source. However, writers should try to avoid using too many paragraphs that are based on the same source.

Tone. Do your best to make the review interesting for the reader, but don't let it sound too much like a magazine article. **Open-minded skepticism** is a good description of the tone you should shoot for. Don't assume that everything other authors have written is unbiased or true. Provide critiques throughout the review.

Reader-Friendly Writing. Write in a way that is easy for readers. For example, don't use obscure words when **simple words** will do. Also, a few acronyms are okay, but don't overdo it (e.g., avoid 2-word acronyms). Lastly, when your literature review has **multiple subsections**, this really helps your reader out!

NOTE: Before you begin writing you should take a look at the SIUE Thesis Guidelines. You can find them here: <https://www.siue.edu/graduate-students/completing-your-degree/pdf/ThesisGuidelines.pdf>

One Third of Research Project

Write the first third of your research project. Use 12-point Times New Roman font. This should be between 7 to 9 pages in length (including title page, Table of Contents, & references). Do not go over or under in length. Do NOT include a summary Introduction section or an Abstract yet. When you save the document, use **your name** as part of the file name because this will help when you turn the final copy in electronically (i.e., save it like this: Jane Doe 2024 Research Project).

Please remember that the literature review should start off broadly (e.g., general definitions, descriptions, & theory). You should be writing with several sources without spending too much time on any one source. Don't explain the details of any one study just yet; save that for late in the review.

Turn this draft in via **email to your editing partner (and CC Dr. Hupp)**. Also **submit to Turnitin in the Coursework section of BlackBoard**

Peer Editing

Students will be assigned partners and will need to edit their work within time allotted in the schedule. Please edit an electronic copy for your partner using **track changes under the Review tab of Microsoft Word**.

Your extensive edits will help your partner and will not harm their grade in any way. In fact, these drafts are not given a specific grade at all as long as they are done on time, the right length, and with appropriate effort. So please give your partner a lot of feedback! Only the final draft is given an actual grade as long as the student is following the instructions. Also, please point out your favorite parts.

When you save the edited document, leave the title of file the same but add the words "with edits from Jane" to the end of it (using your name instead of "Jane"). Then **email back the document to your partner and CC Dr. Hupp** (who will then add edits to your edits). Please pay particular attention to APA style when writing and editing.

Round 1 of Edits for First Third of paper (one student partner & Hupp):

Emily A. & Karlei
Breanna & Madeline
Taylor & Isabelle
Arabella & Emily M.
Halle edits Kaitie who edits Lauren who edits Halle

Round 2 of Edits for Complete Draft (one student partner & Hupp):

Emily A. & Emily M.
Breanna & Karlei
Taylor & Madeline
Arabella & Isabelle
Lauren edits Kaitie who edits Halle who edits Lauren

Complete Draft of Research Project

Turn in a complete draft of your research project that includes: Cover Page, Table of Contents, Abstract, Review of the Literature, Conclusion, and References. This should be 23 to 25 pages in length (this length includes the work you did for previous draft).

Please note that 22½ pages is not the same as 23 pages even though it ends up on the 23rd page.

Edits made on the previous draft should be incorporated as well. Total number of references for the final draft should generally be between 20-30 references of peer-reviewed works. **Do not turn in a complete draft that is less than 23 pages or that is more than 25 pages (including title page, Table of Contents, references, and freshly written Abstract that is one solid paragraph in length). Also, include a Conclusion section which summarizes the limitations of the literature and points to future research on this topic (this should be at least 2 solid paragraphs).**

When you save the document, use **your name** as part of the file name because this will help when you turn the final copy in electronically (i.e., save it like this: **Jane Doe 2024 Research Project Complete Draft**).

Turn this draft in via **email to your editing partner (and CC Dr. Hupp)**. Also **submit to Turnitin in the Coursework section of BlackBoard**

Peer Editing

See previous “Peer Editing” section for how to handle the peer editing.

Final Draft of Research Project

Submit a final draft of your research project. **This should be a clean copy (i.e., remove all of the track changes and comments from the editing process).** This final draft should incorporate all changes suggested by the editors. Some students may need to submit more than one complete draft in order to produce a final draft that is acceptable. Given this, students should allot enough time for multiple drafts and seek guidance from the instructor regarding their timeline. The total length should be between 23 to 25 pages (including title page, abstract, table of contents, references). **This final draft should be turned in electronically only to Dr. Hupp’s email address** (it does NOT need to be shared with an editing partner and does NOT need to be uploaded to Blackboard’s Turnitin). **The file label should take this format: Jane Doe 2024 Research Project Final Draft.**

Course Policies

Assignment Due Dates: All deadlines below have a **1-week grace period** during which no points are deducted for late work. If an assignment is turned in after the grace period, the grade for the entire assignment will **drop by an additional 10%** each business day until the completed assignment is turned in.

Accommodations for Disabilities: Notify the instructor of any needed accommodations for documented disabilities as soon as you can. “If you are a student with a disability that requires curricular or co-curricular accommodations, please go to Disability Support Services for coordination of these accommodations. All accommodations are individualized and require documentation of the functional impacts of the disability and severity. DSS is located in the Student Success Center, Room 1270; you may contact them to make an appointment by calling (618) 650-3726 or sending an email to disabilitysupport@siue.edu. Please visit the DSS website located online at www.siue.edu/dss for more information. Also, according to SIUE safety and procedures policies, students with disabilities have the option of developing a written plan for evacuation in the unlikely event of an emergency that requires evacuation. If any student with a disability would like to develop a written evacuation plan for this class, contact the instructor.”

Attendance: In order for you to avoid losing points for attendance, punctuality and participation you must attend on time every day. Any student needing to be absent due to an emergency should contact the instructor as soon as possible. Only in cases of **EXTREME** emergency will you be able to miss class.

Incomplete Grades, Pass-No Credit Option, And Withdrawal (Department Policy)

“All withdrawals must be completed by the end of the 13th week of classes during fall and spring, and by a similarly late date (i.e., before 82% of class meetings have occurred) in any summer term. When students discontinue attending class and do not withdraw from a course they may receive the grade of UW (Unauthorized Withdrawal). The grade of UW will only be given when a student’s grade based on the course requirements is an F. The grade of UW is calculated as an F in a student’s grade average. The granting of a grade of I (Incomplete) is not automatic and is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the work not later than the end of the following semester. An I must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an I, the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student’s records. If the work is not completed by the time specified on the Memorandum, the student’s grade will be changed from I to F.”

Academic Honesty: I trust you will be honest in this course. ***Cheating on exams, plagiarism on class assignments, and other forms of cheating will result in a grade of “F” in the course, a letter to the provost, probable disciplinary probation or expulsion, and other sanctions will be provided to the fullest possible extent.*** Included below are descriptions of plagiarism as outlined by the Department of Psychology and the Undergraduate Catalog.

Plagiarism (Department Policy): ***“Plagiarism includes presenting someone else’s words without quotation marks (even if you cite the source), presenting someone else’s ideas without citing that source, or presenting one’s own previous work as though it were new. When paraphrasing from another source or your own work, at the very least, the student should change the wording, sentence syntax, and order of ideas presented in the paper. Additionally, you should not submit a paper, or parts of a paper, written to fulfill the requirements of one class for the requirements in another class without prior approval of the current instructor and appropriate citation.*** Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (<http://www.siue.edu/policies/3c2.shtml>). University policy states that ***“Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost.”*** (<http://www.siue.edu/policies/1i6.shtml>). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To insure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of Psychology web page at <http://www.siue.edu/education/psychology/plagiarism.shtml>.”

The Undergraduate Catalog provides the following statement on **plagiarism**: “The University gives high priority to matters of academic ethics and abhors all types of cheating, including plagiarism. ***Plagiarism is the act of representing the work of another as one’s own and may consist of copying, paraphrasing, or otherwise using written or oral work of another without proper acknowledgement of the source or presenting oral or written material prepared by another as one’s own.*** Instructors may impose sanctions for academic cheating in accordance with the Student Academic Code. The minimum penalty for academic misconduct beyond failure for an assignment and/or for a course is disciplinary probation.”

Artificial Intelligence. Artificial Intelligence may not be used for any assignment in this course. It will be treated just like plagiarism.

Example of a “Tentative Outline”

Thesis Topic: Homework, Organization, and Planning Skills

- I. The implementation of general supports in schools to aid in homework and organization.
 - A. Looking into specific areas of difficulty students have when completing homework, and developing an intervention for them.
 1. Eilam, B. (2001). Primary Strategies for Promoting Homework Performance. *American Educational Research Journal*, 38, 691-725
 - B. Research looking into how an attention management system can effect student’s self-regulation.
 1. Molenaar, I., Boxtel, C., Slegers, P., & Roda, C. (2011). Attention Management for Self-Regulated Learning. *Human Attention in Digital Environments* (259-280). New York: Cambridge University Press
 - C. Compares the students planning strategies when accompanied by a peer or an adult.
 1. Radziszewska, B., & Rogoff, B. (1988). Influence of Adult and Peer Collaborators on Children’s Planning Skills. *Developmental Psychology*, 24, 840-848.
- II. Different techniques professionals used to promote self-management with students with disabilities in schools
 - A. Comparing using goal-setting, self-evaluation, and organizational skills to aid in self-regulation.
 1. Kitsants, A., Reiser, R. A., & Doster, J. (2004). Developing Self-Regulated Learners: Goal Setting, Self-Evaluation, and Organizational Signals during Acquisition of Procedural Skills. *The Journal of Experimental Education*, 72, 269-287.
 - B. Using self-management skills in general education classrooms with individuals with ADHD
 1. Gureasgo-Moore, S., DuPaul, G. J., & White, G. P. (2006). The Effects of Self-Managment in General Education Classrooms on the Organizational Skills of Adolescents with ADHD. *Behavior Modification*, 30, 159-183.
 - C. Looking at classroom preparation and homework completion skills of middle school students with ADHD.
 1. Gureasgo-Moore, S., DuPaul, G. J., & White, G. P. (2007). Self-Management of Classroom Preparedness and Homework: Effects on School Functioning of Adolescents with Attention Deficit Hyperactivity Disorder. *School Psychology Review*, 36, 647-664.
 - D. Reviewing 20 studies on self-management interventions for individuals with disorders.
 1. Mooney, P., Ryan, J. B., Uhing, B. M., Reid, R., & Epstein, M. H. (2005). A Review of Self-Management Interventions Targeting

Academic Outcomes for Students with Emotional and Behavioral Disorders. *Journal of Behavioral Education*, 14, 203-221.

III. Specifically looking at the HOPS intervention and its findings.

- A. Research showing the initial findings of the HOPS intervention and how it can be improved.
 - 1. Langberg, J. M., Epstein, J. N., Urbanowicz, C. M., Simon, J. O., & Graham, A. J. (2008). Efficacy of an Organizational Skills Intervention to Improve the Academic Functioning of Students with Attention-Deficit/Hyperactivity Disorder. *School Psychology Quarterly*, 23, 407-417
- B. The HOPS intervention as implemented in a middle school setting and the impressive findings of the intervention.
 - 1. Langberg, J. M., Epstein, J. N., Girio-Herrera, E., Becker, S. P., Vaughn, A. J., & Altaye, M. (2011). Materials Organization, Planning, and Homework Completion in Middle-School Students with ADHD: Impact on Academic Performance. *School Mental Health*, 3, 93-101.
- C. The HOPS intervention with revisions to the original implementation and the findings.
 - 1. Langberg, J. M., Vaughn, A. J., Williamson, P., Epstein, J. N., Girio-Herrera, E., & Becker, S. P. (2011). Refinement of an Organizational Skills Intervention for Adolescents with ADHD for Implementation by School Mental Health Providers. *School Mental Health*, 3, 143-155.

IV. Looking at the HOPS intervention overall and broken into subsections to determine the most important aspect of the program.

- A. Research on the HOPS intervention as implemented by school mental health professionals
 - 1. Langberg, J. M., Epstein, J. N., Becker, S. P., Girio-Herrera, E., & Vaughn, A. J. (2012). Evaluation of the Homework, Organization, and Planning Skills (HOPS) Intervention for Middle School Students with Attention Deficit Hyperactivity Disorder as Implemented by School Mental Health Providers. *School Psychology Review*, 41, 342-364.
- B. A thesis previously completed by an SIUE graduate, which looks at the individual subsections of the intervention.
 - 1. Smith's thesis.