Department of Human Services
SPSY 5336– Single Case Research Methods

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Office: None
Office Hours: Varies. I am completely open to meet please contact me to set up a time.

Class meeting time and place: 4:30 pm – 7:00 pm Central, Wednesdays, Human Services

Credits: 3

Course Description
Characteristics and implementation of traditional single-subject research designs. This course will provide students with the knowledge to conduct research utilizing single-subject designs, with emphasis on causal inference. Additionally, this course will prepare students to critically evaluate the peer-reviewed literature.

Class meetings will include lectures, discussions, and group activities (i.e. application of techniques discussed). Students are encouraged to actively participate in the class discussion and analysis of the readings. The syllabus/schedule are subject to change.

Diversity Statement
James I. Perkins College of Education Diversity Statement is found at the following link: http://coe.sfasu.edu/about-us/

Program Learning Outcomes
The complete listing of the standards associated with the PLOs, SLOs, assignments, and assessments are located on the PCOE website.

This course reflects the following core values of the College of Education:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior
- Service that enriches the community

The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice, and continued professional and intellectual development in an interconnected global society.

This course also supports the mission of the Human Services Department

Student Learning Outcomes
1. Students will identify and demonstrate the principle methods of measurement and data collection used in single-case research designs. (Empirical and Quantitative Skills) (1, 9)

2. Students will demonstrate knowledge of the methods and formulae to determine inter-observer agreement and the accepted standards required for decision-making. (Empirical and Quantitative Skills) (1, 9)

3. Students will discuss issues in treatment integrity and the strengths and weaknesses of single-case procedures, in terms of internal and external validity. (Communication; Empirical and Quantitative Skills; Professional Responsibility) (9, 10)

4. Given various dependent and independent variables, students will identify the appropriate single-case design for organization and analysis. (Communication; Empirical and Quantitative Skills) (9)

5. Students will identify and discuss the issues in using single subject designs in professional practice. (Communication; Empirical and Quantitative Skills) (9, 10)

6. Students will demonstrate professional competence in developing a socially significant research question and developing a study proposal to answer the question. (Communication; Critical Thinking; Social Responsibility) (9, 10)

7. Students will evaluate peer-reviewed literature according to strength of design and writing. (Critical Thinking, Communication, Empirical and Quantitative Skills) (1, 9, 10)

8. Students will demonstrate professional competence in presenting single-case design research methodology and results. (Communication; Empirical and Quantitative Skills; Professional Responsibility) (1, 9)

**NASP Domains addressed by this course:**

**Domain 1: Data-Based Decision Making and Accountability**

- School psychologists have knowledge of varied models and methods of assessment and data collection 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 direct interventions, psychological services, and programs.

**Domain 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 curricula 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.

**Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills**

- School psychologists have knowledge of biological, cultural, 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 and behavioral 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 and behavioral health.

**Domain 8: Diversity in Development and Learning**

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

**Domain 9: Research and Program Evaluation**

- School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation 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, and analysis to support effective practices at the individual, group, and/or systems levels.

**BCBA-Level Content Area Requirements:**

This course addresses content in the following areas required for BACB 5th edition Task List examination applications:

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measurement, Data Display and Interpretation: Experimental Design</td>
<td>27</td>
</tr>
<tr>
<td>BACB Compliance Code and Disciplinary Systems</td>
<td>9</td>
</tr>
<tr>
<td>Philosophical Underpinnings</td>
<td>9</td>
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</tbody>
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**Text**

Course Requirements

1. **Exam**: One exam will measure the mastery of content. The exam will include a variety of question types, including multiple choice, short answer, and short essays. (Critical Thinking; Communication; Empirical and Quantitative Skills) (1, 9, 10)

2. **Quizzes**: 5 Quizzes will measure mastery of the content. These quizzes will have 20 questions each. (Critical Thinking; Communication) (9)

3. **Research Planning Outline**: Students will design a research project targeting an area of interest, approved by the instructor. The planning outline should include a brief rationale for the study, a description of ideal participants and setting, defined variables, including measurement system, study procedures, and additional considerations/limitations. A template will be provided by the instructor. (Communication; Empirical and Quantitative Skills) (9, 10)

4. **Research Proposal**: The proposal should include the literature review of related single-case research and a rough draft of methods and the research design. This assignment is an extension of the Research Planning Outline assignment. (Communication; Empirical and Quantitative Skills) (9, 10)

5. **Professional Presentation**: Given mock data from their proposed research, students will complete either a poster or powerpoint presentation of their project, including an introduction, methods, results, and discussion. This assignment is an extension of the Research Proposal assignment. (Communication; Empirical and Quantitative Skills) (9, 10)

6. **Participation and Attendance**: Students will be required to participate in discussions. To receive credit for attendance and participation, a minimum of one question or comment will be required for each class session that includes a discussion. For all other class sessions, attendance will be taken within the first 15 minutes of the class beginning. Attendance and participation will count towards 5% of final grades. (Personal Responsibility; Communication; Teamwork)

IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Exam</td>
<td>100</td>
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<tr>
<td>Quizzes</td>
<td>50</td>
</tr>
<tr>
<td>Research Planning Outline</td>
<td>25</td>
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<tr>
<td>Research Proposal</td>
<td>50</td>
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<tr>
<td>Professional Presentation</td>
<td>50</td>
</tr>
<tr>
<td>Participation and Attendance</td>
<td>15</td>
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<tr>
<td><strong>Total Points</strong></td>
<td><strong>290</strong></td>
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</table>

Course Calendar

<table>
<thead>
<tr>
<th>Week</th>
<th>Subject</th>
<th>Readings</th>
<th>Assignments</th>
<th>BACB Area</th>
<th>Modality</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/25 Introduction Syllabus</td>
<td>Syllabus</td>
<td>Measurement/</td>
<td>Zoom</td>
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<tr>
<td>Week 2 9/2</td>
<td>History and Basic Concepts</td>
<td>Richards Ch. 1 &amp; 2</td>
<td>Philosophical Underpinnings (3)</td>
<td>Zoom</td>
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<tr>
<td>Week 3 9/8</td>
<td>Procedures and Measurement</td>
<td>Richards Ch. 3</td>
<td>Philosophical Underpinnings (3)</td>
<td>D2L online</td>
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<tr>
<td>Week 4 9/15</td>
<td>Issues in Single Case</td>
<td>Richards Ch. 4; CHH Ch. 7</td>
<td>Quiz on CHH ch. 7</td>
<td>Ethics (3)</td>
<td>Zoom</td>
</tr>
<tr>
<td>Week 5 9/22</td>
<td>Graphing Data</td>
<td>CHH Ch. 6</td>
<td>Quiz on CHH ch. 6</td>
<td>Measurement/Experimental Design (3)</td>
<td>Zoom</td>
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<tr>
<td>Week 6 9/29</td>
<td>Changing Criterion</td>
<td>Richards Ch. 7 &amp; 8</td>
<td>Measurement/Experimental Design (3)</td>
<td>D2L Online</td>
<td></td>
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<tr>
<td>Week 7 10/6</td>
<td>Withdrawal Designs</td>
<td>Richards Ch. 6;</td>
<td>Measurement/Experimental Design (3)</td>
<td>D2l online</td>
<td></td>
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<tr>
<td>Week 8 10/13</td>
<td>Withdrawal Designs</td>
<td>CHH Ch. 8</td>
<td>Quiz on CHH Ch. 8</td>
<td>Measurement/Experimental Design (3)</td>
<td>zoom</td>
</tr>
<tr>
<td>Week 9 10/20</td>
<td>Multiple Baseline</td>
<td>Richards Ch. 8, 9, 10; Research Planning outline due</td>
<td>Measurement/Experimental Design (3)</td>
<td>Zoom</td>
<td></td>
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<tr>
<td>Week 10 10/27</td>
<td>Multiple Baseline</td>
<td>CHH Ch. 9</td>
<td>Quiz on CCH ch.9</td>
<td>Measurement/Experimental Design (3)</td>
<td>Zoom</td>
</tr>
<tr>
<td>Week 11 11/3</td>
<td>Alternating Treatment Design</td>
<td>Richards Ch. 11 &amp; 12</td>
<td>Research Proposal due</td>
<td>Measurement/Experimental Design (3)</td>
<td>Zoom</td>
</tr>
<tr>
<td>Week 12 11/10</td>
<td>Analyzing Results</td>
<td>Richards Ch. 13</td>
<td>Ethics (3)</td>
<td>D2l Online</td>
<td></td>
</tr>
<tr>
<td>Week 13 11/17</td>
<td>Analyzing Results and SCD ethics</td>
<td>CHH Ch. 10</td>
<td>Peer Review Due Quiz on CHH ch. 10</td>
<td>Ethics (3)</td>
<td>Zoom</td>
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**Thanksgiving Week**

<table>
<thead>
<tr>
<th>Week 15 12/1</th>
<th>Professional Presentations Throughout this week</th>
<th>Meta-analysis Due</th>
<th>Measurement/Experimental Design (3)</th>
<th>Throughout week no class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 16 12/8</td>
<td>Final</td>
<td></td>
<td>Measurement/Experimental Design (3)</td>
<td>Final Exam online during class time</td>
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Attendance Policy
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12-day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Integrity (A-9.1)
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit. Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Withheld Grades Semester Grades Policy (A-54)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Students with Disabilities
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS
will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

Student Code of Conduct: Policy 10.4:
Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This includes fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm.

The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741