Prerequisites: None

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.

Program Learning Outcomes

1. **Human Diversity:** Candidates demonstrate awareness and sensitivity in working professionally with diverse individuals, groups, and communities.
2. **Psychoeducational Foundations:** Candidates must demonstrate appropriate knowledge of historical, political and laws, policies, and procedures that affect the field of psychology and education.
3. **Content Knowledge:** Each candidate must also demonstrate the ability to use knowledge of biological, psychological sociocultural, ethical and legal factors to understand typical and atypical behavior.
4. **Research & Technology:** Candidates must demonstrate the ability to use their knowledge of research, statistics, and evaluation methods to inform all areas of practice, from choosing appropriate methods for collecting information to making recommendations for interventions based on empirical evidence.
5. **Professional Skills and Dispositions:** Candidates will conduct themselves in a manner that reflects the values and attitudes alienated with the American Psychological Association policies and guidelines; The candidate will demonstrate knowledge, skills, and professional work characteristics/ dispositions and effectively apply them in the practice.
6. **Application of Principles and Procedures:** Assessment that demonstrates candidates’ knowledge, skills, and dispositions are applied effectively in the practice of psychology. As part of this assessment, each graduate student must document the ability to use both problem-solving (client-centered) and process-focused (consultee-centered) models of consultation.
7. **Communication:** The candidate will demonstrate proficiency in communication skills relevant to the field of psychology both written and spoken. This may include, but not be limited to, effective writing for different purposes, effective presentation skills for a variety of audiences and purposes, and skills for interacting appropriately with others.
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 interobserver 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)

Texts

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. Lecture Quizzes: (12 at 10 points each) Student will answer fill in the question blanks based on the lecture videos. Students must earn 100% on these quizzes to pass the class.
4. Meta-Analysis*: Students will use PND, PAND, and/or NAP to conduct a meta-analysis on a minimum of 10 single case articles. This will be a research paper including a literature review, search criteria, methods, and results. As well as a table indicating with all the results of the PND, PAND, or NAP.
5. NASP Proposal: Using the sample NASP proposal you will create a proposal using you Meta-Analysis paper. This will need to adhere to NASP formatting. I hope in June you will submit this proposal as a poster presentation to NASP.
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)

**Evaluation and Assessments (Grading):**
Exam 100  
Quizzes 100  
Lecture Quizzes 120  
Meta-Analysis 100  
NASP Proposal 50  
Participation and Attendance 50  
Total Points 620

DUE DATES: All material in assignments due are due Monday the following week before your class time (for example all week 1 assignments are due 6/6 at your class meeting time). 5 points will be deducted from your attendance total each day your weekly assignments are due! In Week 5 all assignments are due on Friday at 5pm.

**Course Calendar**

<table>
<thead>
<tr>
<th>WEEK 1</th>
<th>SUBJECT</th>
<th>READINGS DUE</th>
<th>ASSIGNMENTS DUE</th>
<th>MODALITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/28</td>
<td></td>
<td>Syllabus</td>
<td>Syllabus</td>
<td>Zoom</td>
</tr>
</tbody>
</table>
| WEEK 2 | Introduction and basic concepts | Richards Ch. 1 & 2  
Riley-Tillman Ch. 1, 2, & 9 | Lecture Quiz for each chapter | D2L |
| 9/4    |        |              |                 |          |
| WEEK 3 | Review | Check it out in the books. | Content Quizzes: Richards 1 & 2  
Riley-Tillman Ch. 1, 2, 9 | Zoom |
| 9/11   |        |              |                 |          |
| WEEK 4 | Methods for recording behavior & Issues in single case | Richards Ch 3 & 4  
Riley-Tilman Ch. 5 & 6 | Lecture Quiz for each chapter | D2L |
| 9/18   |        |              |                 |          |
| WEEK 5 | Review (zoom) | Will review PND, PAND, NAP  
PND PAND NAP Activity | Quiz 2  
Content Quizzes: Richards 3 & 4  
Riley-Tillman Ch 5 & 6 |          |
| 9/25   |        |              |                 |          |
| WEEK 6 | Action Research | Richards Ch.5  
Riley-Tillman Ch. 8 | Lecture Quiz for each chapter | D2L |
| 10/2   |        |              |                 |          |
| WEEK 7 | Review | Case study activity | Quiz 3  
Content Quizzes: Riley-Tillman Ch 2 & 8 | Zoom |
| 10/9   |        |              |                 |          |
| WEEK 8 | Withdrawal Designs | Richards Ch. 6  
Riley-Tillman Ch. 3 | Lecture Quiz for each chapter | D2L |
| 10/16  |        |              |                 |          |
WEEK 9
10/23
Review
Reversal design activity

Content Quizzes:
Richards 6
Riley-Tillman Ch 3

WEEK 10
10/30
Changing Criterion Design
Richards Ch. 7

Lecture Quiz for each chapter

D2L

WEEK 11
11/6
Review CC activity

Quiz 5
Content Quizzes:

Zoom

WEEK 12
11/13
Multiple Baseline design
Richards Ch. 8
Riley-Tilman Ch. 4

Lecture Quiz for each chapter
DB 6
Content Quizzes (take home):
Richards 7& 8
Riley-Tillman Ch 4

D2L

WEEK 13
11/20
Thanksgiving Week Break

WEEK 14
11/27
Alternative Treatment design and looking at Results
Richards Ch. 9 & 10
Riley-Tilman 7

Lecture Quiz for each chapter

D2L

WEEK 15
12/4
Review MB case study activity

Content Quizzes:
Richards 9, 10
Riley-Tillman Ch 7

Zoom

WEEK 16
12/11 (FINALS WEEK)
Take home Final Exam

D2L

VIII. Student Ethics and Other Policy Information: Found at http://www.sfasu.edu/policies/

Class Attendance and Excused Absence: Policy 6.7
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of 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 Accommodation for Students with Disabilities: Policy 6.1 and 6.6
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, 936-468-3004 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/

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and
students. Faculty members must promote the components of academic integrity in their instruction,
and course syllabi are required to provide information about penalties for cheating and plagiarism, as
well as the appeal process.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- 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 one’s own. Examples
of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another
  person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another
  source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the
  author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-
submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures
outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5
Upon the request from student to the instructor of record and at the discretion of the instructor of
record with the approval of the academic unit head, a grade of WH may be assigned only if the student
cannot complete the course work because of unavoidable circumstances. Students must complete the
work by the deadline set by the instructor of record, not to exceed one calendar year from the end of
the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed
through policy [i.e., Military Service Activation (6.14)]. If students register for the same course in future
semesters, the WH will automatically become an F and will be counted as a repeated course for the
purpose of computing the grade point average.

If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed
to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course
will not count towards the six course drop limit since the student is incurring an academic penalty.
**Student Code of Conduct: Policy 10.4**

Disorderly conduct including but not limited to: (a) disruption or interference of students, faculty, administration, staff, the educational mission, or routine operations of the university. (b) Commercial solicitation on campus or with university resources without prior approval from university officials. (c) Failure to comply with a reasonable and lawful request or directive of university officials. (d) Facilitation of student misconduct including but not limited to assisting, conspiring, soliciting, or encouraging others to engage in conduct which violates the Student Code of Conduct. More information on student Code of Conduct can be found at [https://www.sfasu.edu/policies/student-code-of-conduct-10.4.pdf](https://www.sfasu.edu/policies/student-code-of-conduct-10.4.pdf)

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.

SFA 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](http://www.sfasu.edu/counselingservices)  
3rd Floor Rusk Building  
936-468-2401

SFASU Human Services Counseling Clinic  
[https://www.sfasu.edu/humanservices/clinics-labs/counseling-clinic](https://www.sfasu.edu/humanservices/clinics-labs/counseling-clinic)  
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

**IX: ZOOM Policy**

Attending class via ZOOM is reserved for students who have been admitted to the program under “ZOOM Admission”. These students have stated this in their initial application materials and have been approved by the SPPF.

For this course:

- Students must attend courses in real-time, with face-to-face video conferencing via Zoom.
- Some courses and meetings may be required on campus. Students will be notified at the start of each semester dates they will be required to be on the Nacogdoches campus.
- Students will be responsible for all course assignments.
- In the event of a technology issue of the instructor’s/university’s fault, the instructor will work with the student to ensure appropriate instruction is provided. If a technology issue of the student’s fault occurs, the course policy for class absences will be followed, according to the syllabus.
• In the event a non-approved student attends a class meeting via ZOOM, he or she will be counted absent and the attendance policy for this course, found on page 4 of this syllabus, will apply.

Recommended Reading for the Case Study


