RPSE 700: Seminar in Rehabilitation Psychology and Special Education Research
Fall 2013 Course Syllabus

Meeting Time and Location
This course meets Wednesdays from 4:30-7:00 in Room L150 Education

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<tr>
<th>Instructor: Bonnie Doren, Ph.D.</th>
<th>T. A. Ashley Kaseroff</th>
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<tr>
<td>Office: Education, Room 421</td>
<td>Office: Education</td>
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<tr>
<td>Phone: 608-263-5750</td>
<td>Phone: 608-843-5015</td>
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<tr>
<td>Email: <a href="mailto:bdoren@wisc.edu">bdoren@wisc.edu</a></td>
<td>Email: <a href="mailto:kaseroff@wisc.edu">kaseroff@wisc.edu</a></td>
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<tr>
<td>Office Hours: By appointment.</td>
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Course Description
This course is a required research course for master’s students in both rehabilitation psychology and special education. The course will provide students with an overview of research methods and approaches typically found in rehabilitation psychology, education, and related fields. The course will provide students with the knowledge and skills to be able to locate, understand, evaluate, synthesize and communicate published research to inform practice.

Course Objectives
Course content, activities, and assignments have been designed so that students will be able to:

- describe and evaluate the utility and limitations of a variety of research designs.
- explain and apply appropriate ethical considerations in interpreting and conducting research.
- use appropriate library and Internet resources to locate current research that is relevant to a research area and question.
- locate, read, understand, evaluate and use research evidence to provide implications for professional practice.
- conduct and write professional literature reviews and propose appropriate research to advance knowledge and improve practice in your field.
- communicate research findings, implications, and your own research-based views to others in an effective manner.

Required Text
Suggested Text

Required Supplemental Readings
During the course, you will be assigned a few supplemental readings that will be used for assignments and/or to facilitate your ability to complete assignments. These readings will be posted on the class Learn@UW course site and identified as required. (https://uwmad.courses.wisconsin.edu).

Course Website
This seminar uses Learn@UW to distribute course materials and to communicate and collaborate online. Students can use their NetID and password to log on the Learn@UW course site (https://uwmad.courses.wisconsin.edu). Students will be responsible for checking the Learn@UW course site regularly for class assignments, materials, and announcements. Support is provided by the UW-Madison Do-It Help Center at 608-264-4357 or http://www.doit.wisc.edu/students. As with all computer systems, there are occasional disruptions to Learn@UW. Scheduled downtimes are not an excuse for late work.

Course Requirements
Plagiarism and Academic Integrity:
It is expected that students will complete their own original work and will demonstrate academic and personal integrity. The Code of Student Conduct which includes the University of Wisconsin-Madison’s Student Conduct Policies can be found at: http://www.wisc.edu/students/sajs/misconduct/misconduct.html. It is expected that all sources will be properly cited and credit given to the appropriate author. The following resource may provide assistance on how to cite accurately or determine whether or not something needs citing: www.wisc.edu/writing/Handbook/Quoting Sources.html. Please see me if you have specific questions regarding academic integrity and plagiarism. While most incidents are unintentional, they can result in severe penalty.

Course Assignments:
Due dates of all assignments and exams are noted in the class schedule. A description of each assignment is located after the class schedule as well as rubrics that will be used to evaluate the quality of assignment you hand in. All written assignments should be word processed, and conform to APA writing and formatting guidelines. Submit your assignments on the course website in the appropriate dropbox folder as a Word file using the following extensions .doc or .docx. Use the following filename convention when submitting all assignment Last name_Assignment #.

Late Work:
In order to make adequate progress and successfully complete the course, the due dates for assignments are not flexible. To be considered on time, assignments must be submitted in the dropbox before class on or before the due date noted in the class schedule. Late assignments are subject to a 10% deduction in possible points each day they are late (i.e., if you turn in an assignment one day late and get 100% on it, 10% will
be deducted resulting in a grade of 90%). After a week past the due date, if the assignment has not been turned in, the instructors are not obligated to accept the assignment and you will not receive points for the assignment.

**Professional Work:**
All assignments must be typed and use APA formatting for text, citations, and reference section. Part of your grade will be based on the professionalism of your written work including organization, grammar, spelling, and punctuation. Students who need assistance with their writing should contact the Writing Center [http://www.writing.wisc.edu](http://www.writing.wisc.edu).

**Attendance, preparedness, and participation:**
Everyone will start with 75 points (5 points x 15 class sessions) in the course for class attendance, preparedness, and participation. Students will be allowed ONE unexcused absence without losing points. Further absences may be excused with written documentation or under extraordinary circumstances that are approved by the instructors. We plan to use class time to convey information, answer questions, and engage students in presentations, discussions, and individual and group work that will facilitate completion of assignments and understanding of course content. Instructors expect that you will attend every class and stay for its entirety. Each class session represents approximately 6% of the course. Therefore, attendance will be considered in the final grading. Instructors will take off 5 class attendance, preparation or participation points each time students have one or more of the following issues: (a) unexcused absences, (b) later than ½ hour to class or leaving ½ or earlier from class, (c) being unprepared for presentations that have been identified in prior sessions, and (d) lack of participation in class activities that have been identified in prior class sessions. There will be no “make up” for missed class activities or work. If you miss class, you are responsible for turning in assigned work, obtaining class notes, handouts, and any additional work or assignments that occurred during the missed class from your peers or the Learn@UW course site.

**Readings:**
You must complete the readings to pass the course. The concepts and strategies we discuss and assignments produced will be related to the course readings. In addition, we will use assigned/required articles for class activities. Finally there will be two exams one covering the first part of the course readings and class content and a second exam covering the second part of the course readings and class content.

**Students with Special Needs**
The Department of Rehabilitation Psychology and Special Education is committed to a quality education for all students. This requires that we provide reasonable accommodation to students with disability. Federal law is clear on this matter and applies to all students with disabilities. Students with disabilities or special circumstances who require accommodations (e.g. special seating, interpreter, note-taker, etc.) should inform the instructor as soon as possible so that we can work together to ensure your success in this course. You will need to provide the instructor with a copy of your VISA from the UW-Madison McBurney Disability
Resource Center). Students with disabilities or circumstances requiring special accommodation should register with the UW-Madison McBurney Disability Resource Center to document need for accommodations and obtain necessary support services. The McBurney Disability Resource Center is located at 702 West Johnson, Suite 2104 and can also be reached by telephone or email (608-263-2741, 608-265-2998, fax; voice; 711 Relay; or 608-225-7956, text; email mcburney@wisc.studentlife.edu). See the McBurney Disability Resource Center website below for more information: www.mcburney.wisc.edu.

Course Grades

Your final grade will determined by the number of points earned out of 275 possible points. 
Please note that meeting the basic requirements of an assignment does not equal or guarantee an A. Please refer to UW-Madison grading that defines letter grades as following: 
A (excellent); AB (intermediate grade) B (good); BC (intermediate grade); C (fair); D (poor); F (failure).

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<thead>
<tr>
<th>Initial Research Topic/Questions</th>
<th>10 points</th>
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<tr>
<td>Two Article Evaluations (2 x 15 points)</td>
<td>30 points</td>
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<tr>
<td>Literature Search Summary</td>
<td>30 points</td>
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<tr>
<td>Exams (2 x 25 points)</td>
<td>50 points</td>
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<tr>
<td>Summary of Major Findings</td>
<td>30 points</td>
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<td>Research Proposal</td>
<td>50 points</td>
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<td>Class attendance, preparedness, participation</td>
<td>75 points</td>
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<td><strong>Total possible points:</strong></td>
<td><strong>275 points</strong></td>
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<tr>
<th>Letter Grade</th>
<th>Point Distribution</th>
<th>Percentage</th>
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<tr>
<td>A (excellent)</td>
<td>254-275 points</td>
<td>93-100%</td>
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<td>AB</td>
<td>241-253 points</td>
<td>88-92%</td>
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<td>B (good)</td>
<td>227-240 points</td>
<td>83-87%</td>
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<td>BC</td>
<td>213-226 points</td>
<td>78-82%</td>
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<td>C (fair)</td>
<td>200-212 points</td>
<td>73-77%</td>
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**Incompletes.** The instructor is not obliged to give students an incomplete (I), and the following criteria have to be met: (a) the student has completed the majority of the class sessions and work and the quality of work in class until near end of semester is ≥C-; (b) the student has been prevented from completing some portion of the coursework due to illness or some other documented reason beyond his or her control; (c) in the absence of documentation of such difficulty, the grade will be F. Even with proof, if the instructor is not convinced by the student’s work that the student can pass, the grade will be an F; and (d) the deadline for completion of an incomplete is by the end of the fourth week of the following semester. An arrangement and agreement must be made between the student and instructor before the end of the course for an I to be considered.
<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments Due</th>
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<tr>
<td>Class 1</td>
<td>9/4</td>
<td>- Course goals</td>
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<td>- Purpose, process, and approaches to research</td>
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<td>Class 2</td>
<td>9/11</td>
<td>- Research strategies &amp; Designs</td>
<td>Chapters 1 &amp; Chapter 2 (up to section 2.3) &amp; Chapter 6</td>
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<td>- Evidence-based practice</td>
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<td>- Anatomy of a Research article</td>
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<td>Class 3</td>
<td>9/18</td>
<td>- Ethical consideration in Research;</td>
<td>Chapters 4 &amp; 5</td>
<td>Initial Research Topic(s) &amp; Question(s)</td>
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<td>- Sampling</td>
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<tr>
<td>Class 4</td>
<td>9/25</td>
<td>- Sampling</td>
<td>Chapter 3; Read over two assigned articles for class activity</td>
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<td>- Measurement</td>
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<td>- Summarizing-critiquing article</td>
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<tr>
<td>Class 5</td>
<td>10/2</td>
<td>(NOTE: class is in the Merit Library room 348)</td>
<td>Chapter 2 (sections 2.3 to 2.6); Copper &amp; Hedges (2009)</td>
<td>Article Summary/Critique #1</td>
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<tr>
<td>Class 6</td>
<td>10/9</td>
<td>- APA writing style and formatting</td>
<td>Chapter 16 (section 16.2 - 16.3); Chapter 13</td>
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<td>- Descriptive</td>
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<td>Class 7</td>
<td>10/16</td>
<td>- Correlational Review</td>
<td>Chapter 12</td>
<td>Literature Search Summary</td>
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<td>Class 8</td>
<td>10/23</td>
<td>- Quasi-Experimental</td>
<td>Chapter 10</td>
<td>Exam #1</td>
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<td>Class 9</td>
<td>10/30</td>
<td>- Experimental –</td>
<td>Chapter 7; Read over two articles for class activity</td>
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<td>- Summarizing and critiquing an article</td>
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<tr>
<td>Class 10</td>
<td>11/6</td>
<td>- Experimental</td>
<td>Chapter 8 &amp; 9</td>
<td>Article Summary/Critique #2</td>
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<td>Class 11</td>
<td>11/13</td>
<td>- Experimental</td>
<td>Chapter 11 &amp; 14</td>
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<td>- Single-Subjects</td>
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<td>Class 12</td>
<td>11/20</td>
<td>- Qualitative methods</td>
<td>on site: Chapter 13: Designing qualitative research In</td>
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<tr>
<td>Class 13</td>
<td>11/27</td>
<td>Qualitative methods</td>
<td>on site: Chapter 15: Qualitative Data Analysis and Narrative Structure</td>
<td>Summary of Major Findings</td>
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<td>- Facilitated work on Research Proposal</td>
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<td>Class 14</td>
<td>12/4</td>
<td>Review</td>
<td>Review Research to practice</td>
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<tr>
<td>Class 15</td>
<td>12/11</td>
<td>- Putting it all together</td>
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<td>Exam #2</td>
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<tr>
<td>Finals</td>
<td>12/16</td>
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<td>Research Proposal</td>
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Description of Course Assignments and Evaluation Criteria

I. Initial Research Topic/Questions 10 points

Develop 2 to 3 researchable topic areas you are interested in pursuing during the course. For each topic area, you will develop at least 2 researchable question(s) to which you don’t know the answer to and that you would like to know the answer. Your assignment should include the following elements for each research topic: (a) identification of the research topic /area, (b) at least 2 researchable questions, (c) a brief description of why you are interested in the area and why you believe the questions are important to answer, and (d) how the answer to your questions may inform practice and provide new knowledge to your field.

Initial Topic/Question Evaluation Rubric

Excellent. The topic is researchable. The research question contains all essential elements (i.e., outcome variable, study/independent variables, population). All components of the assignment (i.e., (a) to (d)) are clearly, briefly, and thoughtfully addressed. Assignment is well written and organized, with no grammar and spelling errors. Assignment is done in a professional manner (e.g., typed, APA format).

Above Average. The topic is researchable. The research question contains most essential elements (i.e., outcome variable, study/independent variables, population). Most components of the assignment (i.e., (a) to (d)) are clearly, briefly, and thoughtfully addressed. Assignment is mostly well written and organized, with few grammar and spelling errors. Assignment is done in a professional manner (e.g., typed, APA format).

Average. The topic is vague. The research question contains some essential elements (i.e., outcome variable, study/independent variables, population). Only some components of the assignment (i.e., (a) to (d)) are clearly, briefly, and thoughtfully addressed. Writing and organization need work. Contains some grammar and spelling errors. Assignment is mostly done in a professional manner (e.g., typed, APA format).

Below Average. The topic is not researchable. The research question lacks most essential elements (i.e., outcome variable, study/independent variables, population). The components of the assignment (i.e., (a) to (d)) are largely not addressed or are not addressed clearly, briefly, or thoughtfully. Writing and organization are weak. Grammar and spelling errors distract from work. Assignment is somewhat professional but lacks important elements (e.g., typed, APA format).

Unacceptable. Anything less than below average.
II  **(A & B). Two Article Evaluations (2 x 15 points each = 30 points)**

You will turn in an evaluation of two assigned peer-reviewed journal articles. The evaluation should be in your own words Consider the areas noted in the following two sections in your evaluation (Note: not all areas may be relevant to the study).

A. **Note strengths and weaknesses/limitations in the following areas:**

1) **Introduction**
   a. The study is described within the context prior research
   b. The literature included is relevant and up to date
   c. The importance of the study is made
   d. The purpose (hypothesis, research questions) to be addressed by study is clear

2) **Method**
   a. Research design or type of research is clearly described and is appropriate to the purpose of the study
   b. Participants–critical characteristics of the sample are described and the sample is appropriate for the purpose of the study
   c. Procedures- the measures/variables chosen are well defined and match the purpose of the study (e.g., proposed independent variable(s) and outcomes of interest).
   d. The sources of the measures are identified and reliability and validity information is reported (when appropriate)
   e. The procedures are well described so that you understand what was done to whom and are appropriate for the study
   f. Data collection was described and done appropriately given the design of the study.
   g. **Analysis:** Is the type of analysis used clearly described and appropriate to the purpose of the study (i.e., hypothesis, research questions)?

3) **Results**
   a. The results are organized by the study hypotheses/research questions
   b. The results are clear regarding what critical study variables are significant or not; and the effect size is noted when appropriate
   c. If qualitative, the results clearly identify appropriate outcomes (e.g., themes) that match the purpose of the study. Checks and balances were used in the development of themes (e.g., dual coding, member checks). And themes were supported by appropriate quotes or descriptions of observations

4) **Discussion**
   a. The conclusions are supported by the results
   b. The discussion provides a context for current results within prior research
   c. Weakness and limitations are noted
   d. Implications for practice and/or future research is described and follows from the results of the current study

B. **Note your ideas about the following aspects of the article:**

1) Identify two additional implications for practice (that were not identified in the article)
2) Identify what research questions remain for you (not identified in the study).
Article Evaluation Rubric

Excellent. All relevant evaluation areas are briefly and informatively addressed (e.g., correctly, accurately, and thoughtfully). The weaknesses are noted, thoughtful, and based on readings and presentations. Uses own words. Does not use quotes from article. Well written and organized with no grammar and spelling errors. Assignment is done in a professional manner (e.g., typed, APA format).

Above Average. Most relevant evaluation areas are briefly and informatively addressed (e.g., correctly, accurately, and thoughtfully). The weaknesses are noted, but could be more thoughtful, but are grounded in course readings and presentations. Uses own words. Does not use quotes from article. Mostly well written and organized with few grammar and spelling errors. Assignment is mostly done in a professional manner (e.g., typed, APA format).

Average. Some relevant evaluation areas are briefly and informatively addressed (e.g., correctly, accurately and thoughtfully). The weaknesses may be missing and/or could be more thoughtful, and/or may not be grounded in course readings and presentations. Relies heavily on the words of the article instead using own words. Writing and organization needs work. Some grammar and spelling errors. Assignment is mostly done in a professional manner (e.g., typed, APA format).

Below Average. Few relevant evaluation questions are briefly and informatively addressed, (e.g., correctly, accurately and thoughtfully). Missing weaknesses and if noted, lacked thought and grounding in course readings and presentations. Does not use own words (quotes liberally from article). Writing and organization are weak. Grammar and spelling errors distract from work. Assignment is somewhat professional but lacks important elements (e.g., typed, APA format).

Unacceptable. Anything less than below average.

III. Literature Search Summary 30 points

This assignment consists of five (5) parts:

1. Based on your literature search activities, you should be in a position to select a research topic area and question that you will be able use in the research synthesis assignment. First, for this assignment, describe your selected research topic and question that you have decided upon based on your literature search activities. Provide a brief reason why you have selected this topic and question and how it changed or became more focused (if it did) from your first assignment.

2. Choose and obtain the full text of 8 to 10 of the best articles that are: (a) recent—in last 20 years, (b) primary research articles, (c) in peer reviewed journals (d) that fit your research question.

3. Provide a paragraph that summarizes (a) your search process (e.g., search parameters and key terms used, data base(s) searched, reference lists checked, describe what you included and did not include and why) (b) what you found worked well in the process and did not work well and (c) how well the articles address your topic and question.

4. Include a reference list of your articles prepared in APA format.

5. Submit the abstracts of each of your 8-10 best articles and submit with your assignment
**Literature Search Summary Evaluation Rubric**

**Excellent.** All five parts of the assignment are completed. The list of descriptors or search parameters is aligned with the elements of the topic and research question. There is evidence in the summary that various search methods were applied to find the best articles that fit the research topic and question. All articles are within the last 20 years, *primary research articles in peer-reviewed journals*. The article summaries are complete, thorough, accurate, and a strong rationale is provided for why the article/study fits in with the topic/question. The reference list conforms to APA format and references are accurate. The abstracts are included. The assignment is well written and organized with no grammar and spelling errors. Assignment is done in a professional manner (e.g., typed, APA format).

**Above Average.** All five parts of the assignment are completed list. The list of descriptors or search parameters is mostly aligned with the elements of the topic and research question. There is some evidence in the summary that various search methods were applied to find the best articles that fit the research topic and question. Most articles are within the last 20 years, *primary research articles in peer-reviewed journals*. The article summaries are mostly complete, thorough, and accurate. A stronger rationale could be provided for why the article/study fits in with the topic/question. The reference list mostly conforms to APA format and references are mostly accurate. The abstracts are included. The assignment is mostly well written and organized with no grammar and spelling errors. Assignment is done in a professional manner (e.g., typed, APA format).

**Average.** Most parts of the assignment are completed. The list of descriptors or search parameters is somewhat aligned with the elements of the topic and research question. There is some evidence in the summary that various search methods were applied to find the best articles that fit the research topic and question. Some articles are within the last 20 years, *primary research articles in peer-reviewed journals*. The article summaries are somewhat complete, thorough, and accurate. A stronger rationale could be provided for why the article/study fits in with the topic/question. The reference list somewhat conforms to APA format and references are somewhat accurate. Some abstracts are included. Writing and organization need work and there are some grammar and spelling errors. Assignment is somewhat done in a professional manner (e.g., typed, APA format).

**Below Average.** Some parts of the assignment are completed. The list of descriptors or search parameters lack alignment with the elements of the topic and research question. There is little evidence in the summary that various search methods were applied to find the best articles that fit the research topic and question. Some articles are within the last 20 years, *primary research articles in peer-reviewed journals*. The article summaries are not complete, thorough, or accurate. Little rationale is provided for why the article/study fits in with the topic/question. The reference list does not conform to APA format and references are not accurate. Abstracts missing or incomplete. Writing and organization are weak and detract from work. Grammar and spelling errors detract from work. Assignment is somewhat professional but lacks important elements (e.g., typed, APA format).

**Unacceptable.** Anything less than below average.
IV. Exams: 1 & 2: (2 x 25 points each =50 points)

Two exams will be given to evaluate your understanding of the concepts covered in course readings and class presentations. Content covered in Exam 1 will not be covered again in Exam 2. Exam 1 will cover content from course readings and class presentations assigned from Class 1 through Class 7. Exam 2 will cover content from course readings and class presentations from Class 8 through 14. The format of the exams will be multiple choice and short answer.

V. Summary of Major Findings 30 points

This assignment has three (5) parts:
1. First, you will develop and submit a summary table of your selected articles. The summary table should provide a brief description of the critical features of each of your selected articles that will be used in the research synthesis in a matrix (table) form to facilitate an efficient and quick method to understand the critical similarities and differences across your articles. This should help you to develop your research synthesis. Include the authors, date, independent variables, (characteristics of the intervention/practice), dependent variables, samples, empirical results, the authors and your own implications for practice, and any other summary fields that you believe will assist you in examining the similarities and differences across your articles.
2. Describe the methods you used to find the articles that you reviewed for this summary. These may be different than the one’s used in the literature search summary. You should report key terms and electronic databases searched as well as report the criteria for inclusion and exclusion. If you used any other search strategies (e.g., searching reference section of articles), you should report here.
3. Second, you will use your summary table to develop a narrative of the major findings on your research topic/question. You should organize your narrative around useful categories. An example might be grouping articles by those that show positive, negative, or mixed results on a topic/question. Or another might be organizing the narrative based on the type of intervention/practice used (if different practices/interventions were used on a common outcome).
4. From your summary, describe and discuss at least two different research topics that are need of future research that you would like to pursue in your research proposal. Provide a rationale for why this future research is needed. Develop at least two specific research questions from these topics.
5. Include a Reference List of your articles in APA format

Summary of Major Findings Evaluation Rubric

Excellent. All five parts of the assignment are completed. The cross-article summary table(s) contains an accurate and brief summary of all of the following components: (a) authors and publication years of the articles, (b) accurate and clear summary of the names and definitions of the outcome/dependent variable(s) and independent/predictor variable(s) (including critical characteristics of any interventions or practices studied), (c) accurate summary of the samples, measures, and empirical results across articles, and (d) summary of other critical features that will facilitate the examination of the similarities and differences across articles. The summary is completed in a professional manner (e.g., typed, neat, use of row headers, table(s) has descriptive title). The summary narrative is thoughtful, thorough, and accurate and based on the critical
features summarized in the table. The narrative organizes studies/findings etc. around conceptual categories that clearly relate to the research topic and question and align with the similarities and differences across studies/articles. The narrative does NOT overuse quotes to make points. The topics proposed for future research are described clearly and are appropriate based on the summary of findings. The rationale is grounded in the findings summarized, and the questions are well specified (i.e., assignment 1). The assignment is well written and organized with no grammar and spelling errors. Assignment is done in a professional manner (e.g., typed, APA format).

Above Average. All five parts of the assignment are completed. The cross-article summary table(s) contains an accurate and brief summary of most of the following components: (a) authors and publication years of the articles, (b) accurate and clear summary of the names and definitions of the outcome/dependent variable(s) and independent/predictor variable(s) (including critical characteristics of any interventions or practices studied), (c) accurate summary of the samples, measures, and empirical results across articles, and (d) summary of other critical features that will facilitate the examination of the similarities and differences across articles. The summary is mostly completed in a professional manner (e.g., typed, neat, use of row headers, table(s) has descriptive title). The summary narrative is mostly thoughtful, thorough, and accurate and mostly based on the critical features summarized in the table. The narrative mostly organizes studies/findings etc. around conceptual categories that mostly relate to the research topic and question and mostly align with the similarities and differences across studies/articles. The narrative does NOT overuse quotes to make points. The topics proposed for future research are mostly described clearly and are mostly appropriate based on the summary of findings. The rationale is mostly grounded in the findings summarized, but may be missing some key points, and the questions are mostly well specified (i.e., assignment 1). The assignment is mostly well written and organized with a few grammar and spelling errors. Assignment is done in a professional manner (e.g., typed, APA format).

Average. The assignment is missing some parts. The cross-article summary table(s) contains an accurate and brief summary of some of the following components: (a) authors and publication years of the articles, (b) accurate and clear summary of the names and definitions of the outcome/dependent variable(s) and independent/predictor variable(s) (including critical characteristics of any interventions or practices studied), (c) accurate summary of the samples, measures, and empirical results across articles, and (d) summary of other critical features that will facilitate the examination of the similarities and differences across articles. The summary is somewhat completed in a professional manner (e.g., typed, neat, use of row headers, table(s) has descriptive title). The summary narrative is somewhat thoughtful, thorough, and accurate and somewhat based on the critical features summarized in the table. The summary narrative somewhat organizes studies/articles around conceptual categories that relate to the research topic and question and align with the similarities and differences across studies/articles. The narrative uses too many quotes to make points. The topics proposed for future research are somewhat described clearly and are there is a weak basis on the summary of findings. The rationale is somewhat grounded in the findings summarized, but is missing more than few key points, and the questions are somewhat well specified (i.e., assignment 1). The assignment is somewhat well written and organized with some grammar and spelling errors. Assignment is done in somewhat professional manner (e.g., typed, APA format).

Below Average. The assignment is missing many of the parts. The cross-article summary table(s)
contains an accurate and brief summary of few of the following components: (a) authors and publication years of the articles, (b) accurate and clear summary of the names and definitions of the outcome/dependent variable(s) and independent/predictor variable(s) (including critical characteristics of any interventions or practices studied), (c) accurate summary of the samples, measures, and empirical results across articles, and (d) summary of other critical features that will facilitate the examination of the similarities and differences across articles. The summary is somewhat completed in a professional manner but lacking important elements (e.g., typed, neat, use of row headers, table(s) has descriptive title). The summary narrative lacks a thoughtful, thorough, and accurate summary and is somewhat based on the critical features summarized in the table. The narrative lacks organization of studies/findings etc. around conceptual categories that relate to the research topic and question and align with the similarities and differences across studies/articles. The narrative uses too many quotes to make points. The topics proposed for future research are lack clarity and lacks a basis on the summary of findings. The rationale is lacks grounding in the findings summarized, and the questions are not well specified (i.e., assignment 1). The assignment is not well written and organized with some grammar and spelling errors. Assignment lacks professional quality (e.g., typed, APA format).

Unacceptable. Anything less than below average.

VI. Research Proposal 50 points

You will develop a research proposal from your articles/studies that addresses your research/topic question you have chosen based on your summary of major findings. A proposal typically contains the following parts that you will address in this assignment. Some sections are similar to the previous assignment; however, you will likely have revisions due to the iterative nature of the review, summary, and proposal process and due to additional insights you might have gained from course readings and class presentations.

Introduction (Literature Review). The purpose of the introduction is to introduce your proposed research topic/question on which you wish to conduct research. If you have a specific hypothesis vs. a research question, then identify what that is. It should be clear by the end of the introduction that your question/hypothesis of your study are based on your review and findings of your literature. Your introduction should describe the context of where proposed study fits within the current or prior research completed in the area. For example, what might be limitations of prior research? What changes may have occurred in practice or research that has not been addressed based on your review? This section should provide a rationale for how your study has the potential to produce findings that will add to the research and knowledge base in your area. Use the article you reviewed and your summary of major findings to facilitate completion of this section.

Method. In this section, you will need to select and describe your proposed research method (e.g., true experimental, quasi-experimental). The type of research question, purpose, or hypothesis should drive your research method. Another factor to consider may be feasibility of using a certain method (e.g., Can you really assign participants randomly?).

A. Proposed Participants. Describe the major demographic characteristics of your proposed research participants including any exclusion/inclusion criteria used for eligibility of participating in the study.

B. Proposed Sampling Procedures: Describe how you intend to select participants
(e.g., random, systematic sampling, convenience?). Describe the settings within which participants reside and where you intend to collect data.

C. **Proposed sample size.** Describe the number of participants you need in your study including how many may be in different groups. Consider if this will be enough for the purposes of your study (e.g., if you want to generalize or have enough participants to do appropriate analyses).

D. **Proposed Measures.** Describe /define your proposed for independent (predictor) and dependent (outcome-criteria) variables on which you will collect data and the measures you will use to collect the information. Describe the methods you will use to collect the data (e.g., observations, interviews). If using known instruments, name them and provide their psychometric properties (e.g., reliability).

E. **Proposed Research Design.** Describe your method with sufficient detail that one can understand the specific methods that will be used (e.g., don’t simply state Qualitative). For example, was the study a between or within subjects design? A pre-post control group quasi-experimental design? Describe your approach using your proposed area/topic and study as the context. For example, how will you place or assign participants into different groups (conditions). Depending on the type of design describe how you will address threats to internal and external validity. If appropriate. Describe

F. **Proposed Intervention** (if appropriate). Provide a description the intervention that you are proposing (IF you are including one). Describe any new manipulations that you may be proposing if the intervention is based on an existing one.

G. **Procedures.** Describe what you will do and what participants will do in the study. Including, the where and the how and how long these procedures are expected.

**Anticipated Results.** Describe what data you will summarize and what you will compare in order to answer your research question or to test your hypothesis. You do not have to get into detail on statistical analysis. Describe the anticipated results you expect.

**Discussion.** Identify and describe at least 2 limitations you foresee in your study or research methodology, procedures, participant recruitment etc. that might limit study and possibly the conclusions you can make. Discuss some strategies for how you might overcome these limitations or how other researcher could overcome these limitations. Describe at least 2 implications for practice or policy that you believe will be an outcome of the study.

**References.** All references cited in the body of the proposal should be included on separate page entitled References and these should be in APA format.

**Research Proposal Evaluation Rubric**

*Excellent.* All parts of the research proposal are included and addressed (as appropriate). The purpose and topics to be included within each section are thoroughly addressed and discussed. The topics to be included in each section are completed in a thoughtful, organized and clear manner. The overall proposal uses appropriate headings to facilitate organization, identifies and defines key terms, and flows logically from one topic to the next. The writing
is evaluative, interpretive and demonstrates an understanding of the research literature reviewed and the proposed research method. The limitations implications are thoughtful and follow from the study. Does not overuse quotes. The writing is free from grammatical and spelling errors and it is easy to understand what the writer is trying to say. The paper is written in APA style and format. All needed citations were included in the body of the paper and matched the references in the Reference section and all were in APA format.

**Above Average.** All parts of the research proposal are included and addressed (as appropriate). The purpose and topics to be included within each section are thoroughly addressed and discussed. The topics to be included in each section are mostly completed in a thoughtful, organized and clear manner. The overall proposal mostly uses appropriate headings to facilitate organization, mostly identifies and defines key terms, and mostly flows logically from one topic to the next. The writing is mostly evaluative, interpretive and demonstrates an understanding of the research literature reviewed and/or the propose research method. The limitations and implications are mostly thoughtful and follow from the study. Does not overuse quotes. The writing is mostly free from grammatical and spelling errors and is easy to understand what the writer is trying to say. The paper is mostly written in APA style and format. Most needed citations were included in the body of the paper and mostly matched the references in the Reference section and all were mostly in APA format.

**Average.** All parts of the research proposal are included and addressed. The purpose and topics to be included within each section are somewhat thoroughly addressed and discussed. The topics to be included in each section are somewhat completed in a thoughtful, organized and clear manner. The overall proposal does not always use appropriate headings to facilitate organization or identify and define key terms, or flow logically from one topic to the next. The writing is somewhat evaluative, interpretive and demonstrates an understanding of the research literature reviewed and/or proposed research method. The limitations and implications are somewhat thoughtful and follow from the study. Quotes may be overused. Grammatical and spelling errors detract from the work and the writing is such that it is hard to understand what the writer is trying to say. The paper is somewhat written in APA style and format. Some needed citations were included in the review and there is some match with the references in the reference section and each were somewhat in APA format.

**Below Average.** All parts of the research proposal may not be included and addressed. The purpose and topics to be included within each section are not thoroughly addressed and discussed. The topics to be included in each section are addressed in a less than thoughtful, organized and clear manner. The overall proposal lacks use of appropriate headings to facilitate organization or lacks identification and definition of key terms, or lacks a logical flow from one topic to the next. The writing is weak in being evaluative, interpretive and demonstrating an understanding of the research literature reviewed and/or proposed research method. The limitations and implications are not thoughtful or do not follow from the study. Quotes are overused. The writing contains numerous grammatical and spelling errors and it is hard to understand what the writer is trying to say. The paper is lacks numerous APA style and formatting rules. Needed citations are largely lacking in the review and there is little or no match with the references in the reference section and each lacked many APA formatting rules.

**Unacceptable.** Anything less than below average.