

(APA) for training in Health Service Psychology, (b) meets state regulations on psychological licensure (Nevada Board of Psychology Examiners), and (c) consistent with the specialty of School Psychology (Division 16, APA). Class sessions will consist of direct instruction, whole-class discussion on the concepts and underlying foundations.

The purpose of this course is to provide students with the knowledge and skills needed to design and write their Benchmark 1 Assessment products. Professional and ethical issues in data analysis and research is also integrated. This course is designed to provide school psychology doctoral students with applied skills in all aspects of the research process. Students will be required to access foundational knowledge in research design, context mastery of their topic, and data analysis skills. Professional issues related to applied research in school psychology and its reciprocal influence on practice will be emphasized (i.e., scientist-practitioner model).

Ethical issues will be examined in relation to underlying philosophy and to NASP Principles for Professional Ethics and Standards for the Provision of School Psychological Services and the ethical guidelines set forth by the American Psychological Association (APA).

2) COURSE OBJECTIVES

Objectives for this course correspond to the (a) Nevada Administrative Code for School Psychologist endorsement (NAC 391. 316); (b) National Association of School Psychologists (NASP) Domains of School Psychology Graduate Education and Practice (2010); and, (c) the American Psychological Association’s (APA) Standards of Accreditation for Health Service Psychology (SOA; 2017) Implementing Regulation (IR) for Domain Specific Knowledge (DSK; IR C-7D) and Profession Wide Competencies (PSW; IR C-8D).

| By the end of the course, the student will be able to: | NASP Standard | American Psychological Association (APA) |
|--|---|---|
| <ul style="list-style-type: none"> a. Apply your theoretical and methodological understanding and skills into devising researchable ideas and specific research questions and hypotheses, b. Conduct a focused review of the relevant literature and create appropriate conceptual frameworks c. Develop a realistic research design with specific research strategies d. Think through and articulate an outline of a research study e. Communicate research ideas and their appropriate theoretical and methodological issues effectively and efficiently f. Critique other’s ideas paying particular attention to both theoretical and methodological rigor and reality | 2.9 Research and Program Evaluation 2.10 Legal, Ethical, and Professional Practice | Research Methods. Statistical Analysis. Psychometrics. Research. Ethical & Legal Standards. |

| | | |
|--|--|--|
| g. Gain understanding of the process of research including stress, time, and project management, committee formation, dissertation proposition and defense, and human subjects reviews | | |
|--|--|--|

3) **TEXTS AND INFORMATION SOURCES**

a) **Required Text:**

- a. Flick, U. (2017). *Introducing Research Methodology: A Beginner's Guide to Doing a Research Project*. NY: Sage.

b) Recommended texts:

- a. Cone, J. D., & Foster, S. L. (2006). *Dissertations and theses from start to finish: Psychology and related fields, second edition*. American Psychological Association.
- b. American Psychological Association. (2019). *Publication manual of the American Psychological Association: Seventh edition*. Washington, DC: American Psychological Association.

4. **COURSE EXPECTATIONS FOR SUCCESS**

Teaching philosophy and instructional methods: This course uses a variety of instructional methods, including but not limited to the following:

- a) Collaborative learning activities: discussions, critical thinking activities, role plays, group projects, student presentations, and focus groups.
- b) Instructor-led learning activities: interactive lectures, presentations, videos, case studies, writing assignments, and guest lectures.
- c) Independent Learning: course reading, preparation for class activities and assignments, and written work (online and academic essays).

Course Expectations & Policies:

- This *graduate*-level course is required within a *professional human service* program of study at a state university in Las Vegas. It is expected that students will work within this context, excel in their learning and growth, and earn their grades for this course.
- Deep learning is necessary for graduate coursework. Deep learning occurs from autonomous learners who put forth effort and time to understand course material; critically engage the material; apply it to what they already know and their world; and, make it their own. Activities that require writing, critical discussions, presentations, and collaborative activities promote deep learning.
- Collaboration is a key process in schools and will be infused into this class as appropriate. For example, student input will be integrated into the class whenever possible. Moreover, collaborative learning activities in which students learn together

interdependently are also an important part of this course.

- Class time is best used to facilitate deep learning and/or to teach and practice skills when applicable, though lecturing may be necessary to develop foundational knowledge. Skills are complex and require multiple methods to learn them: reading, lecture, writing, modeling, practice (role play and real experience), and feedback.
- Depending on the class' learning objective, the role of the instructor will vary. For example, to promote deep learning of key concepts and issues, it may be best for the instructor to facilitate a critical discussion of the issues and remain silent. At the end of it, the instructor might summarize important themes, integrate it into the course content, and answer questions.
- All students may earn an exemplary grade in this course.
- There are no make-up activities or extra credit for missing a class. Due to the nature of the class time activities, it is impossible to make up the learning that would be missed. ***More than 2 class absences (or its equivalence in tardies) may result in a failing grade.***
- Any breach of confidentiality or other ethical guidelines as stated in the code of ethics of the NASP (http://www.nasponline.org/standards/2010standards/1_%20Ethical%20Principles.pdf), or the APA (<http://www.apa.org/ethics/code/>) COULD RESULT IN IMMEDIATE DISMISSAL FROM THE PROGRAM AND/OR FAILURE OF THE COURSE.

5. **COURSE REQUIREMENTS / GRADING**

- a. Attendance, preparation, and participation are expected in class and online (Canvas). That includes having completed all assigned readings.
PARTICIPATION & ENGAGED LEARNING (30%) Some of these activities include these:
 - i. **Engaged Learning Activities:** There will be weekly (sometimes biweekly assignments) to be completed on Canvas (online learning tool). These are meant to engage you in the course material making it relevant to your world and pushing your learning. Some of these may include short assessments of reading materials in course. These assignments should be taken seriously as they account for a large percentage of your course grade. Students should check Canvas twice a week. All assignments will be due Monday EOD 5pm unless otherwise noted on Canvas.
 - ii. **Attendance:** each time a student comes to class, 10 points will be provided that will contribute to participation. Even with a valid excuse, points will not be earned if student does not attend all of class.
- b. **Research Project (50%):** A research project can be Benchmark 1, Preliminary Exam, grant proposal, or research study (phases of one are fine) that is deliverable within one year (fall, spring, summer semesters). The deliverable is a final product of some sort with smaller deliverables per semester mandatory.

These projects are approved by the instructor of the course and the School Psychology Research Mentor. Each student will complete sections of the research project throughout the semester to be finished by the end of the year. A complete proposal or other deliverable relevant to the research projects is the final outcome that will be evaluated by a rubric by both the research mentor and course instructor.

- c. **Evaluation of Research Competence and Professional Development (20%):** Students will work with an approved school psychology faculty research mentor. The research mentor is responsible for guiding the student to complete the research project deliverable. As such, the research mentor will complete an evaluation of the student's progress in this area. See Program Handbook for evaluation tool. **Appendix has research expectations.**

Overall Course grades will be determined as follows:

| | Inadequate | Commendable | Exemplary |
|---|--|---|--------------------------------------|
| Attendance Attended full class period throughout quarter. | More than 1 absence (excused or unexcused) = Course failure (or full letter grade deduction for 2 absences only) | NA | 0 - 1 absence (excused or unexcused) |
| 1. Participation in Mentoring check | 30% | | |
| 2. Research Project | 50% | | |
| 3. Evaluation of Research/Professional | 20% | | |
| | Translation to Traditional Grades | | |
| Overall Percentage % | C + = 77-81 C = 73-76 C - = 70-72 D + = 67-69 D = 63-66 D - = 60-62 F = 59 & below | B - = 82 - 83% B = 84 - 87 % B + = 88 - 91% | A = 100 - 96% A - = 92 - 95% |

CLASS SCHEDULE (Subject to Change)

| Date | Activities |
|-------------------|--|
| Class #1 10/22 | <ul style="list-style-type: none">• Class Introduction Article: Leech, N. L., & Onwuegbuzie, A. J. (2008). Qualitative data analysis: A compendium of techniques and a framework for selection for school psychology research and beyond. <i>School Psychology Quarterly</i> , 23(4), 587. |
| ONLINE | <ul style="list-style-type: none">• Turning interests into research questions• Research Questions in School Psychology: Scientist-Practitioner Model• Literature Review• Theory and hypotheses• Research Methods & Design• Data Analysis• Legal and Ethical Issues in Research and IRB |
| Class #2 11/9 | <ul style="list-style-type: none">• Midterm Check in & Progress Update |
| ONLINE | <ul style="list-style-type: none">• Complete Deliverable |
| Class #3 12/7 | <ul style="list-style-type: none">• Present Deliverable (Can submit by video)• Turn in Deliverable by 12/13! |

6) GENERAL POLICIES

PUBLIC HEALTH DIRECTIVES

Face coverings are mandatory for all faculty and students in the classroom. Students must follow all active UNLV public health directives while enrolled in this class. [UNLV public health directives](#) are found at <https://www.unlv.edu/coronavirus/health-requirements>. Students who do not comply with these directives may be asked to leave the classroom. Refusal to follow the guidelines may result in further disciplinary action according to the [UNLV Code of Student Conduct](#), https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf, including being administratively withdrawn from the course.

ACADEMIC MISCONDUCT

Academic integrity is a legitimate concern for every member of the University community. We all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the source(s). See the [Student Conduct Code](#), <https://www.unlv.edu/studentconduct/student-conduct>.

AUDITING CLASSES

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

CLASSROOM CONDUCT

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn, or of instructors to teach. Use of electronic devices such as pagers, cellular phones, or recording devices, or potentially disruptive devices or activities are only permitted with the prior explicit consent of the instructor. The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative withdrawal of the student from the course.

COPYRIGHT

The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional [copyright policy information](https://www.unlv.edu/provost/copyright) is available at <https://www.unlv.edu/provost/copyright>.

DISABILITY RESOURCE CENTER (DRC)

The [UNLV Disability Resource Center](https://www.unlv.edu/drc) (SSC-A, Room 143, <https://www.unlv.edu/drc>, telephone 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to injury, disability, or due to pregnancy should contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours, so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

FINAL EXAMINATIONS

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The Final Exam schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the [Final Exam Schedule](https://www.unlv.edu/registrar/calendars), <https://www.unlv.edu/registrar/calendars>.

IDENTITY VERIFICATION IN ONLINE COURSES

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus-Canvas.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the [Student Academic Misconduct Policy](https://www.unlv.edu/studentconduct/misconduct/policy), <https://www.unlv.edu/studentconduct/misconduct/policy>, which states that “acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment” is a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute, and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the [Acceptable Use of Computing and Information Technology Resources Policy](https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy), <https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy>, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus-Canvas or another UNLV-managed platform that requires ACE login credentials for access.

INCOMPLETE GRADES

The grade of “I” (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student’s control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of “F” will be recorded, and the student’s GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the “I” grade.

LIBRARY RESOURCES

Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the [Libraries’ Research Consultation](https://guides.library.unlv.edu/appointments/librarian) website, <https://guides.library.unlv.edu/appointments/librarian>. You can also [ask the library staff](https://ask.library.unlv.edu/) questions via chat and text message at <https://ask.library.unlv.edu/>.

MISSED CLASSWORK

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the

responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Missed Work policy, under Registration Policies, on the [Academic Policies](https://catalog.unlv.edu/content.php?catoid=29&navoid=7326) webpage, <https://catalog.unlv.edu/content.php?catoid=29&navoid=7326>.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student provides official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a “Drop one” option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate’s policy, and an infringement on the student’s right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could be reasonably avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/School Director,

College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to: academic recruitment activities, competitive intercollegiate athletics, fine arts activities, liberal arts competitions, science and engineering competitions, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

REBELMAIL

Rebelmail is UNLV's official email system for students and by University policy, instructors and staff should only send emails to students' Rebelmail accounts. Rebelmail is one of the primary ways in which students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Emailing within WebCampus-Canvas is also acceptable.

TUTORING AND COACHING

The Academic Success Center (ASC) provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the [ASC website](https://www.unlv.edu/asc), <https://www.unlv.edu/asc>, or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

UNLV WRITING CENTER

One-on-one or small group assistance with writing is available free of charge to UNLV students at the [Writing Center](https://writingcenter.unlv.edu/), <https://writingcenter.unlv.edu/>, located in the Central Desert Complex, Building 3, Room 301 (CDC 3-301). Walk-in consultations are sometimes

available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, telephone 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

Optional statement for inclusion in syllabi.

DIVERSITY STATEMENT

As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff, and students, and is committed to aspiring to maintain a Campus environment that values that diversity. Accordingly, the University supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status, pregnancy, genetic information, veteran status, or political affiliation. Please see [University Statements and Compliance](https://www.unlv.edu/about/statements-compliance), <https://www.unlv.edu/about/statements-compliance>.

A successful learning experience requires mutual respect and trust between the students and the instructor. Accordingly, the instructor asks that students be willing to listen to one another's points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives.

Appendix A: Scientific and Research Competence

Professional Expectations when working with your advisor:

- Students will come to meetings with an agenda and any documents for review.
- Students will take notes during advising meetings and follow through with identified tasks in a timely manner.
- Students will cancel meetings in a timely manner when unprepared to meet (e.g., when failing to make progress on previously agreed upon tasks).
- Students will engage in proactive problem solving, attempting to find answers and solutions. That said, students will ask questions and request assistance when needed.
- Students will let the advisor know when additional supports are needed (e.g., identification of social supports, disability accommodations, referral for mental health services, writing consultation, study skills training).
- Students will consult their advisors before deviating from the recommended course and milestone sequence for the SC or PhD tracks. Students are ultimately responsible for their own decisions and meeting all degree and program requirements, but advisors assist them in understanding alternatives.
- Students will complete several drafts of a manuscript before advancing to exam/defense, and often several drafts of each element of a project (i.e., section of MA manuscript, chapter of dissertation). We expect students to welcome and use feedback provided in a process of continuous improvement.
- Students will obtain advisor approval for presentations, publications, and any extracurricular, volunteer, or paid activities that are psychological in nature while enrolled in the Program.
- Students will meet regularly with their advisors (at least once per semester), taking responsibility for scheduling meetings as needed. Students should query advisors about their preference for minimum meeting frequency. Failure to maintain regularly scheduled meetings with one's advisor typically results in delayed completion of milestones and insufficient scholarly development. As such, ongoing, regular engagement with one's advisor is considered essential to professional development.
- PhD students will familiarize themselves with faculty research, particularly their advisor's, by reading fully advisor's articles and other published works, and other readings as directed. Students will engage in intensive self-study of the empirical, theoretical, and conceptual literature, particularly peer-reviewed publications, related to their identified areas of interest before initiating a research project.
- Students will take primary intellectual leadership on required research projects. This means students should identify project topics, research questions, methods, and analyses. While advisors supervise and provide feedback, students will engage in the necessary self-study to plan and carryout research plans. Students should not rely on advisors to plan their studies.
- Students will plan for advisor review time when preparing thesis, oral preliminary paper, and dissertation documents. Unless otherwise noted, students should allow 2 weeks for each draft review, and should incorporate allowance for 8 to 15 iterations in timelines.
- PhD students will actively engage in collaborative projects with their advisors throughout their time in the program to gain substantive and methodological experience in school psychological research. Student participation in their advisor's research activities are considered an essential element of scholarly development in our program.

Research Group. In addition to the one-on-one mentorship provided by the student's advisor, students will participate in Research Group until internship. Students are expected to engage in

Research Group as an opportunity to learn about various research areas and subtopics, apply what they've learned elsewhere in their preparation, help others improve their work, and create accountability. Failure to consistently attend, actively participate, or complete tasks/assignments in a timely manner is one basis for a determination of poor standing within the program and may result in remediation.

Professional Behaviors in Research:

Students will commit themselves to making timely progress in their required research activities. Students will schedule regular meetings with their advisor. When unavoidable obstacles are expected, the student will consult with the advisor to plan accordingly. Progress in required research activities (i.e., MA Plan B project, prelim oral, dissertation) should take priority over other research activities.

Students will learn and master APA style. All required research manuscripts, and, unless otherwise specified, class papers, should be written in APA style. This applies to all manuscript elements, organization and headings, writing style, grammar and usage, nonbiased language, mechanics, tables and figures, and citations and references. We expect students will read thoroughly the current edition of the APA Publication Manual and refer to it regularly when preparing papers.

Students will obtain advisor approval for all research activities including presentation and publications, even when the advisor is not a coauthor since the student completes such professional activities as an affiliate of the University and Program.

Students will not make unreasonable requests of faculty, instructors, or staff, such as requesting modifications to assignments or requirements, or requesting exceptions if not related to legitimate absences. For exceptions to timelines for research requirements, the student must experience protracted legitimate absences or delays attributable to unavoidable external factors (e.g., delays in site approval for research, participant attrition, faculty absences/travel).

The university requires that all research involving human subjects be cleared through proper channels. The student and student's advisor must submit research proposals to the University Institutional Review Board (IRB) which must approve all proposals for research, even those using existing data. Students must receive approval for any independent research, including master's papers and doctoral dissertations. Students are responsible for ensuring sufficient time to process this paperwork (1 to 2 months depending on exempt, expedited, or full review). Students are strongly encouraged to review IRB guidance materials.

Research Expectations

How to evaluate student performance:

0 - Inadequate: Rarely performs the skill or lacks the knowledge. Well below expectations of a student at this point in their professional training development. In need of remediation.

1 - Novice: Performs the skill with strong dependence on direct supervision. Limited knowledge and understanding. Does not differentiate between important and relevant details. Requires close supervision, observation, and feedback.

2 - Advanced Beginner: Marginally acceptable performance of skills. Beginning to understand and differentiate between important and relevant details. Supervisor needs to ensure that important aspects of cases do not go unattended.

3 - Approaching Internship Readiness: Demonstrates increasing independence. Student still needs support to guide performance but is generalizing skills to new situations and tying old learning to new learning. Supervisor trusts that supervisees competence is taking hold. Supervisor is relinquishing directive control and taking more of a nondirective role and focusing

more on advanced topics.

4 - Internship Ready: Student demonstrates the competency as written. Exhibits integrated knowledge and skills; more fluent in ability to recognize and anticipate important recurring domain features and to select appropriate strategies to address them. Feeling of mastery and ability to cope with and manage professional work at the internship level. Supervisor is confident that student is prepared for internship.

Not observable: Not applicable or no opportunity to observe and evaluate.

Performance Expectations:

a) First-year and second-year practicum students (intro or intermediate level) are expected to receive between 1-2. Ratings of zero or 1 would be understandable, as well as not observable or no opportunity.

b) Advanced Practicum students (3rd) are expected to receive 2-3 in fall and 3-4 in spring.

c) Fourth year advanced practicum students are expected to receive 3-4 in both semesters, as they are going on internship the following year.

Skills to Demonstrate:

1. SCIENTIFIC APPROACH: Demonstration of knowledge, skills, and competence sufficient to produce new knowledge, to critically evaluate and use existing knowledge to solve problems, and to disseminate research.

1A. Scientific Mindedness: Values and applies scientific methods to professional practice; uses evidence to support assertions.

1B. Scientific Foundation of Psychology Demonstrates knowledge of core science (i.e., scientific bases of behavior) and demonstrates understanding of psychology as a science.

1C. Scientific Foundation of Professional Practice Demonstrates knowledge, understanding, and application of evidence- based practice concepts.

1D. Scientific Approach to Knowledge Generation: Demonstrates skills and habits in seeking, applying, and evaluating theoretical and research knowledge relevant to the practice of psychology (e.g. consults the literature).

10. RESEARCH: Demonstration of knowledge, skills, and competence sufficient to produce new knowledge, to critically evaluate and use existing knowledge to solve problems, and to disseminate research.

10A. Literature Selection: Uses scholarly search tools to conduct thorough, systematic searches of literature. Correctly identifies relevant and irrelevant studies pertaining to a research topic.

10B. Literature Integration: Creates a coherent narrative from disparate research articles. Articulates how previous work leads to current study.

10C. Methodological Acumen: Demonstrates technical competence in conducting daily research activities. Understands benefits and pitfalls of chosen methods.

10D. Data Preparation: Accurately prepares and manages data for analysis. Plans for dealing with data transformations, outliers, missing values, and artifacts before analyses start.

10E. Data Analysis: Understands why specific analytic techniques are chosen and the assumptions behind those techniques. Conducts analyses accurately in a replicable fashion. Summarizes results in both prose and figures or tables.

10F. Contextualization of Research: Places own findings into the broader literature. Describes limitations of own work accurately and succinctly. Highlights future directions for research that follow logically from own work.

10G. Dissemination: Effectively disseminates research or other scholarly activity via professional publication and presentation at the local, regional, or national level.