

國立中正大學心理學系教學大綱
114 學年度第一學期

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Office Hours: By appointment in 419B

編號 (Course Number) : TBA

科目名稱 (Course Title in Chinese) : 獨立研究--臨床衡鑑工具之發展

英文譯名 (Course Title in English) : Independent Study-- Development of Psychological Measures in Clinical Use

學分數 (Credit Hours) : 三學分 **修別 (Required or Elective Courses) :** 必修

上課時間 : Friday, 7:00 pm to 10:00 pm

一、教學目標 (Course Objectives) :

The course is designed to acquaint the student with conceptual and methodological basis for the development of psychological measures in clinical use. Various assessment methods of collecting psychological information will be taught. Emphasis will be given to test construction, reliability, and validity of a developed measure. The course also will provide practical experience in data coding and statistical analyses for the measurement of psychological variables/constructs (e.g., clinical symptoms) assessed by the developed measure as well as communication of research in clinical psychology.

二、建議先修課程 (Prerequisite courses) :

Advanced Research Design and Data Analysis I

Advanced Research Design and Data Analysis II

三、授課方式 (Course format) :

This laboratory course is personalized to the student's research interest and concerns and thus is modifiable so as to create an exceptional learning experience. As you know, the time and energy you put into this course are not trivial. This laboratory course consists of weekly class presentations, discussions, and assignments as well as independent work and consultation. Day-to-day involvement and a continuing commitment are necessary and expected. Communication can be facilitated by e-mail and the course web-page.

四、教學內容 (Class outline including content, sequence, and readings are subject to change) :

Date	Class Content	Readings	Deadlines& Points Earned
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9/12	Introduction to the course		
9/19	Qualitative Research Methods	Kazdin (2016), Chapter 9	Attendance & class participation 1 (10 points)
9/26	A qualitative study (PCIT)	Woodfield & Cartwright (2020)	Attendance & class participation 2 (10 points)
10/3	A Case Study (PCIT)	Agazzi, Tan, & Tan (2013).	Attendance & class participation 3 (10 points) Assignment 1 due (50 points)
10/17	Single-Case Experimental Research	Kazdin (2016), Chapter 8	Attendance & class participation 4 (10 points)
10/31	Single-Case Design Study (SafeCare)	Lutzker, Megson, Webb, & Dachman (1985)	Attendance & class participation 5 (10 points)
11/7	Experimental Research Using Group Designs Sampling distributions and hypothesis	Kazdin (2016), Chapter 5 Howell (2016), Chapter 4	Attendance & class participation 6 (10 points) Assignment 2 due (50 points)
11/14	Multivariate Analysis of Covariance (MANCOVA) (DPICS III)	Abrahamse, M. E., Niec, L. N., Solomon, D. T., Junger, M., & Lindauer, R. J. (2019).	Attendance & class participation 7 (10 points)
11/21	Control and Comparison Groups Working with SPSS charts and output for Windows and Macintosh Creating variables and computing descriptive statistics	Kazdin (2016), Chapters 6 Green & Salkind (2004), Unites 4 to 5	Attendance & class participation 8 (10 points)

11/28	A Randomized Controlled Trial Study (PCIT-ED)	Luby, J. L., Barch, D. M., Whalen, D., Tillman, R., & Freedland, K. E. (2018).	Attendance & class participation 9 (10 points) Assignment 3 due (50 points)
12/5	A Meta-Analysis of Observational Studies	Wilson, S. R., Racka, J. J., Shib, X., & Norris, A. (2008).	Attendance & class participation 10 (10 points)
12/12	Establishing Norms on ECBI	Chen, Fortson, & Tiano (2018).	Attendance & class participation 11 (10 points)
12/19	Case-Control and Cohort Design	Kazdin (2016), Chapter 7	Attendance & class participation 12 (10 points) Assignment 4 due (50 points)
12/26	Internal and external validity Getting started with SPSS Creating and working with data files	Kazdin (2016), Chapter 2 Green & Salkind (2004), Unites 1 to 2	Attendance & class participation 13 (10 points)
1/2	Construct and statistical conclusion validity Describing and exploring data	Kazdin (2016), Chapter 3 Howell (2016), Chapters 2 & 3	Attendance & class participation 14 (10 points)
1/9	Ideas that Begin the Research Process The normal distribution Working with data	Kazdin (2016), Chapter 4 Green & Salkind (2004), Unite 3	Attendance & class participation 15 (10 points) Assignment 5 due (50 points)

五、參考書籍 (Required textbooks and other required materials) :

Required Textbooks:

鈕文英 & 吳裕益。(2015)。單一個案研究法：研究設計與後設分析。台北心理出版社。

American Psychiatric Association. (2010). *Diagnostic and statistical manual of mental disorders* (6th ed., text revision). Author.

American Psychiatric Association (2019). Publication Manual of the American Psychological Association (7th ed.). American Psychiatric Association.

<https://www.scribbr.com/apa-style/apa-seventh-edition-changes/>

<https://goldenwestcollege.libguides.com/apa7>

<https://libguides.regiscollege.edu/c.php?g=977470&p=7067576>

Cooper, J. O., Heron, T. E., & Heward, W. L. (2006). *Applied behavior analysis* (2nd ed). Pearson.

Kazdin, A. E. (2016). *Research design in clinical psychology* (5th ed.). Cambridge University Press.

Kazdin, A. E. (2023). *Research design in clinical psychology* (6th ed.). Cambridge University Press.

<https://www.cambridge.org/highereducation/books/research-design-in-clinical-psychology/7E47EB9B56A93E0BAC99EEE8E04F7C24#overview>

Kazdin, A. E. (1982). *Single-case research designs: Methods for clinical and applied Settings*. Oxford University Press.

Kazdin, A. E. (2010). *Single-case research designs: Methods for clinical and applied settings*. Oxford University Press.

Keppel, G., & Wickens, T. D. (2004). *Design and Analysis: A Researcher's Handbook* (4th ed.). Pearson Prentice Hall.

Green, S. B., & Salkind, N. J. (2004). *Using SPSS for Windows and Macintosh: Analyzing and Understanding Data* (4th ed.). Pearson Prentice Hall.

Grimm, L. G., & Yarnold, P. R. (Eds.). (1995). *Reading and understanding multivariate statistics*. American Psychological Association.

Grimm, L. G., & Yarnold, P. R. (Eds.). (2000). *Reading and understanding more multivariate statistics*. American Psychological Association.

Howell, D. C. (2006). *Statistical Methods for Psychology* (6th ed.). Thomson Wadsworth

Yin, R. K. (2009). *Case study research: Design and methods* (4th ed.). Sage.

Required Articles:

Abrahamse, M. E., Niec, L. N., Solomon, D. T., Junger, M., & Lindauer, R. J. (2019). Psychometric Properties of the Dyadic Parent-Child Interaction Coding System in

- The Netherlands. *Child & Family Behavior Therapy*, 41(3), 141-158.
<https://doi.org/10.1080/07317107.2019.1635378>
- Agazzi, H., Tan, R., & Tan, S. Y. (2013). A case study of parent–child interaction therapy for the treatment of autism spectrum disorder. *Clinical Case Studies*, 12(6), 428-442. <https://doi.org/10.1177/1534650113500067>
- Chen, Y., Fortson, B. L., & Tiano, J. D. (2018). Establishing Norms on the Eyberg Child Behavior Inventory to Identify Disruptive Behaviors in Taiwanese Children. *Child & Family Behavior Therapy*, 40(4), 306-319.
<https://doi.org/10.1080/07317107.2018.1522871>
- Luby, J. L., Barch, D. M., Whalen, D., Tillman, R., & Freedland, K. E. (2018). A randomized controlled trial of parent-child psychotherapy targeting emotion development for early childhood depression. *American Journal of Psychiatry*, 175(11), 1102-1110. <https://doi.org/10.1176/appi.ajp.2018.18030321>
- Lutzker, J. R., Megson, D. A., Webb, M. E., & Dachman, R. S. (1985). Validating and training adult–child interaction skills to professionals and to parents indicated for child abuse and neglect. *Journal of Child & Adolescent Psychotherapy*.
- Wilson, S. R., Racka, J. J., Shib, X., & Norris, A. (2008). Comparing physically abusive neglectful, and non-maltreating parents during interactions with their children: a meta-analysis of observational studies. *Child Abuse & Neglect*, 32, 897-891. <https://doi.org/10.1016/j.chiabu.2008.01.003>
- Woodfield, M. J., & Cartwright, C. (2020). Parent-Child Interaction Therapy from the Parents' Perspective. *Journal of Child and Family Studies*, 29(3), 632-647.
<https://doi.org/10.1007/s10826-019-01611-5>

Additional Reading Materials:

Additional required readings will be distributed at least one week prior to the discussion date in order to supplement/complement textbook materials (see Additional Reading List supplement to this syllabus)

- Blumberg, C. J. (1984). Comments on "Simplified time-series analysis for evaluating treatment interventions." *Journal of Applied Behavior Analysis*, 17, 539-542.
- Jaeschke, R., Guyatt, G. H., & Montori, V. M. (2002). Evidence-based diagnosis in endocrinology. *Endocrinology and Metabolism Clinics of North America*, 31(3), 567-+ PIIS0889-8529(02)00018-X
- Maggin, D. M., O'Keeffe, B. V., & Johnson, A. H. J. E. (2011). A quantitative synthesis of methodology in the meta-analysis of single-subject research for students with disabilities: 1985 – 2009. *Exceptionality*, 19(2), 109-135.
<https://doi.org/10.1080/09362835.2011.565725>
- Provenzale, J. M., & Stanley, R. J. (2006). A systematic guide to reviewing a manuscript. *Journal of Nuclear Medicine Technology*, 34(2), 92-99.
- Shadish, W. R., & Sullivan, K. J. (2011). Characteristics of single-case designs used to assess intervention effects in 2008. *Behavior Research Methods*, 43(4), 971-980.

<https://doi.org/10.3758/s13428-011-0111-y>

Tate, R. L. et al. (2016a). The Single-Case Reporting Guideline In Behavioural Interventions (SCRIBE) 2016 statement. *Archives of Scientific Psychology*, 4, 1-9. <https://doi.org/10.1037/arc0000026>

Tate, R. L. et al. (2016b). The Single-Case Reporting Guideline In Behavioural Interventions (SCRIBE) 2016: Explanation and elaboration. *Archives of Scientific Psychology*, 4, 10-31. <https://doi.org/10.1037/arc0000027>

Tryon, W. W. (1982). A simplified time-series analysis for evaluating treatment interventions. *Journal of Applied Behavior Analysis*, 15, 423-429.

六、評量方式 (Grading) :

Chapter Presentations and Handouts	300 points 50 points x 6
Article Presentations and Handouts	300 points 50 points x 6
Assignments A research project	250 points 50 points x 5
Attendance & Class Participation	150 points 10 points per class x 15 classes

The maximum possible score is 1000 points. Letter grades will be assigned according to the number of points earned at the semester's end: A = 900 or above, B = 800-899, C = 700-799, D= 600-699 and an F = 599 or below. Only in extraordinary circumstances will a grade of "Incomplete" be assigned. Arrangements for such a grade should be made well before the end of the semester.

1. Chapter Presentations and Handouts

You will be assigned 5 to 6 specific chapters in the required textbooks prior to the first day of class. You will review each of the assigned chapters and prepare oral presentations & handouts for the class. Each oral presentation and handout should consist of the overview/outline of the chapter and the appropriate application of the research designs and statistical analyses from the chapter. Presentations will take place during each week of the semester and should be no longer than 60 minutes. Handouts are due the date of the assigned presentation. You should turn in a hard copy and an electronic copy (which should be submitted to psvycc@ccu.edu.tw) of your handouts. Your chapter presentations and handouts will be worth a total of 300 points.

2. Article Presentations and Handouts

You will be assigned 5 to 6 specific articles prior to the first day of class. You will review each of the assigned articles and prepare oral presentations & handouts for the class. Each oral presentation and handout should consist of the overview/outline of the article and the appropriate application of the research designs and statistical analyses from the article. Presentations will take place during each week of the semester and should be no longer than 60 minutes. Handouts are due the date of the assigned

presentation. You should turn in a hard copy and an electronic copy (which should be submitted to psyvcc@ccu.edu.tw) of your handouts. Your article presentations and handouts will be worth a total of 300 points.

3. Assignments (A research project)

To give you practice conceptualizing, implementing, analyzing, and communicating research in clinical psychology, five assignments will be distributed at regular intervals throughout the semester. Each assignment has a due date and the format will vary depending on the material under study; in some cases you may set up a data set, for example, and in other cases you may run statistical analyses. All assignments will be graded on its first submission, but will be rewritten until acceptable. A late assignment will automatically lose one point in each area for each day they are late. You should turn in a hard copy and an electronic copy of your assignments. The written assignments should be submitted by electronic mail to psyvcc@ccu.edu.tw. Please submit your assignments as a format that is prepared with Word; uses the Time New Roman font in size of 12 points; and has 1-inche margins and double space.

4. Attendance & Class Participation

You are expected to attend class regularly and to participate in class discussions/exercises. Each week, your attendance and class participation will be scored on a 10-point scale. At the end of the semester, 15 out of your 17 scores will be added and a maximum of 150 points over the semester will be counted toward your course grade. This procedure allows you to lose 30 points over the semester without penalty.