

CHFD 8800 Research Methods in Child and Family Development

Fall 2006

Instructor: Lynda Henley Walters
Contact: lwalters@fcs.uga.edu
Class time: Tuesday 3:30-6:15 pm
Room: Dawson Hall 208

Required Readings

Pedhazur, E. J., & Schmelkin, L. P. (1991). *Measurement, design, and analysis: An integrated approach*. Hillsdale, NJ: Lawrence Erlbaum.

Readings on CD

Objectives

To gain a more theoretical understanding of issues in research methods.

To become flexible in the use of a broad range of research methods.

To gain an introductory understanding of issues associated with analysis of change, methods that are essential to research on human development and research on family processes over time.

Schedule of Classes

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Tues, Aug 22 Introduction, Statistics

BASIC CONCEPTS: RELIABILITY, VALIDITY, MEASUREMENT

Tues, Aug 29 Statistics

Tues, Sept 5 Shadish, Cook, & Campbell (2002)
Chapter 2. Statistical Conclusion Validity and Internal Validity

Pedhazur & Schmelkin, Chapter 5. Reliability

Tues, Sept 12 Shadish, Cook, & Campbell (2002)
Chapter 3. Construct Validity and External Validity

Pedhazur & Schmelkin, Chapter 2. Measurement and Scientific Inquiry

Tues, Sept 19 Messick, S. (1995). Validity of psychological assessment. Validation of inferences from persons' responses and performances as scientific inquiry into score meaning. *American Psychologist*, 30, 741-749.

Zimiles, H. (1996). Rethinking the validity of psychological assessment. *American Psychologist*, 31, 980-981.

Lees-Haley, P. R. (1996). Alice in validityland, or the dangerous consequences of consequential validity. *American Psychologist*, 31, 981-983.

Bornstein, R. F. (1996). Face validity in psychological assessment: Implications for a unified model of validity. *American Psychologist*, 31, 983-984.

Tues, Sept 26 Multi-Trait Multi-Method (MTMM) assessment of validity

RESEARCH DESIGN

Tues, Oct 3 Shadish, Cook, & Campbell (2002)
Chapter 4. Quasi-Experimental Designs That Either Lack a Control Group or Lack Pretest Observations on the Outcome

Tues, Oct 10 *Review of Literature*
Development of a Questionnaire
Development of a Research Proposal

Tues, Oct 17 Shadish, Cook, & Campbell (2002)
Chapter 11. Generalized Causal Inference: A Grounded Theory

Catch-up

Turn in MID-TERM EXAM

Tues, Oct 24 Pedhazur & Schmelkin, Chapter 14. Nonexperimental Designs

Tues, Oct 31 Blalock, H. M., Jr. (1969). *Theory construction: From verbal to mathematical formulations*. Prentice-Hall: Englewood Cliffs, NJ
Chapter 2
Chapter 3

Tues, Nov 7 Baron, R. M., & Kenny, D. A. (1986). The moderator-mediator variable distinction in social psychological research conceptual, strategic, and statistical considerations. *Journal of Personality and Social Psychology*, 51, 1173-1182.

Tues, Nov 14 Rutter, M. (1993). Developmental psychopathology as a research perspective. In D. Magnusson & P. Casaer (Eds.), *Longitudinal research on individual development: Present status and future perspectives* (pp. 127-152). Cambridge, UK: Cambridge University Press.

Bergman, L. S. (1993). Some methodological issues in longitudinal research: Looking ahead. In D. Magnusson & P. Casaer (Eds.), *Longitudinal research*

on individual development: Present status and future perspectives (pp. 217-241). Cambridge, UK: Cambridge University Press.

Tues, Nov 21

Discuss research proposals

Rogosa, D. (1995). Myths and methods: "Myths about longitudinal research" plus supplemental questions. In J. M. Gottman (Ed.), *The analysis of change*, pp. 3-66. Mahwah, NJ: Erlbaum.

Tues, Nov 28

Bryk, A. S., & Raudenbush, S. W. (1992). *Hierarchical linear models: Applications and data analysis methods*. Newbury Park, CA: Sage.

Introduction

Chapter 1

Chapter 2

Prospectus due by 5:00

Tues, Dec 5

Discussion of change

Expectations

This is a doctoral level course. It is expected that you have a master's level understanding of research methods. Our focus will be on both the theory and practice of methods. It is important to keep up with readings and participate in class discussions.

Basis for Grade

Quizzes	20%
Midterm	25%
Final	20%
Prospectus	25%
Class Participation	10%

Quizzes are available on WebCT and must be completed 30 minutes before class on the date they are due. Books and other materials may be used while taking quizzes; however, assistance from another individual is not acceptable. *Quizzes cannot be taken after their due date.*

Academic Honesty

All academic work must meet the standards contained in "A Culture of Honesty." Students are responsible for informing themselves about those standards before performing any academic work.

All work is expected to be your own work. Also, it is important for you to become familiar with methods of citing the resources you use. Improper use of resources constitutes plagiarism.