

LEWIS & CLARK COLLEGE

COURSE OUTLINE

DEPARTMENT: Counseling Psychology

COURSE NUMBER: CPSY 535, Fall 2013

CREDITS: 3

COURSE TITLE: Research Methods in Counseling

INSTRUCTOR: Paul Sorenson, LCSW

ROOM: York Graduate Center, Room 115 1:00-4:00pm

PREREQUISITE: None

TO SCHEDULE AN APPOINTMENT: call, text or e-mail

OFFICE PHONE: 541-608-8735 (cell)

E-MAIL:psorenson@lclark.edu

Students needing an accommodation should immediately inform the course instructor. Students are referred to Disability Services to document their disability and to provide support services when appropriate.

COURSE OBJECTIVES -

- Identify various paradigms for conducting research (CC: 8b)
- Identify each of the steps involved in the development of a research project (CC: 8b, 8c, 8d)
- Write research questions and hypotheses (CC: 8b)
- Understand the ethical issues involved in working with human participants (CC:8f)
- Identify and describe various types of quantitative and qualitative research designs (CC: 8b)
- Identify and describe validity issues inherent in different types of designs (CC: 8b, 8c, 8d)
- Discuss the issues involved in conducting real world research (CC: 8a, 8e)
- Discuss the impact of culture on various aspects of the research process (CC:8f, 7f, 2c)
- Critically evaluate published research articles
- Design a proposal for a research project
- Understand program evaluation, including community needs assessment to design and implement community counseling interventions (CC: 8d, B3)

CACREP objectives/student learning outcomes:

- II.K.7.d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);
- II.K.7.e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity;
- II.K.8.a. the importance of research and opportunities and difficulties in conducting research in the counseling profession,
- II.K.8.b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;

- II.K.8.c. use of technology and statistical methods in conducting research and program evaluation, assuming basic computer literacy;
- II.K.8.d. principles, models, and applications of needs assessment, program evaluation, and use of findings to effect program modifications;
- II.K.8.e. use of research to improve counseling effectiveness;
- II.K.8.e. and ethical and legal considerations.
- B3. strategies for community needs assessment to design, implement, and evaluate community counseling interventions, programs, and systems

Program objectives:

- Highly skilled & compassionate mental health professionals
- Excellent counselors/therapists
- Counselors who are effective in providing both individual and group counseling
- Counselors who are effective in diverse settings
- Counselors who emphasize the client-counselor relationship
- Counselors have a thorough understanding of mental health issues
- Counselors who utilize a developmental perspective with clients
- Professionals who are committed to equity and social justice when assisting children, adolescents and adults
- Reflective practitioners
- Ethical practitioners
- Agents of change, advocates for equity and social justice
- Creative leaders

REQUIRED TEXT

Patten, M. L. (2009). *Understanding research methods (7th ed.)*. Glendale, CA: Pyrczak Publishing.

Recommended Text

Pyrczak, F. (2008). *Evaluating research in academic journals (4th ed.)*. Glendale, CA: Pyrczak Publishing.

Whitley, Jr., B., Kite, M. (2013). *Principles of Research in Behavioral Science (3rd ed.)*. New York, NY: Routledge Publishing.

REQUIREMENTS

Real World Article Research (25 points each) (due as assigned)

Papers: Research Article Critique (2) (75 points each) (Due 10/8 & 11/12)

Group Project (100 points) (Due 12/3 & 12/10)

Brief Quizzes (4) - (15 points each)

Consider having small groups lead a discussion of one of the readings

FINAL GRADES

90% and above A

80% - 89% B

70% - 79% C

REFERENCES

Class texts, selected handouts & research articles. A simple calculator needs to be available during most classes.

Class Schedule – Fall 2012

Sept 03

Class Intro, Syllabus
Text Review, Groups, real-world
article signup

Sept 10

Patton - Topics 1-4, 9-10, 12-13
APA Formatting
Ethics
Frequency Distribution & %
Article

Sept 17

Patton - Topics 5-8
APA Formatting
Real world article presentations
Stats: Visually representing data

Quiz #1

Article

Sept 24

Patton - Topics 7-8, 44-46, 50-52,
Appendix D
Quartiles
Real world article research
Present: Hypothesis & Variables
Stats: Measures of central tendency
Article

Oct 1

Patton - 20-26
Real world article research
Present: Sampling
Stats: Measures of dispersion
Article

Oct 8

Patton - 43
Stats: Standardized scores
Research Article Critique 1 Due
Article

Oct 15

Patton - 54
Real world article research 17
Stats: *t* Test, Significance tests
Article

Quiz #2

Oct 22

Patton - 58-60, 27-30, 38-39

Real world article research
Present: Validity/Qualitative
Research
Stats: Effect Size

Article

Oct 29

Patton - 11
Real world article research
Present: Program Evaluation Rsch
Stats: Scattergram & Regression
Article

Quiz #3

Nov 5

Patton - 53, 61-63
Real world article research 11&12
Stats: Correlation Coefficient, Meta-
Analysis
Article

Nov 12

Real world article research 13 & 14
Stats: Correlation Coefficient,
Determination, Reliability
Present: Reliability
Research Article Critique 2 Due
Article

Nov 19

Pyrzczak - 11
Patton - 31-36
Real world article research 15 & 16
Significance tests continued
Article

Quiz #4

Nov 26

Patten-TBA
Stats: ANOVA
Article Evaluation
Article

Dec 3

Logistic Regression
Intro to Advanced Statistical tests
Group Project Presentations

Dec 10

Miscellaneous wrap-up
Group Project Presentations

CPSY 535: Research Article Critique

The purpose of this task is for you to use skills you have acquired over the course of the term to review and evaluate the strength of a peer reviewed article. The first article will be assigned to you (everyone will use the same one), the second article will be an article of your choice (you may use the article from your real-world research presentation if you'd like). Your critique should be around five pages long (but I'm flexible and am more concerned with your ability to demonstrate that you can incorporate the ideas we've discussed into a critique of a scientific article).

Points to be covered in the critique:

Introduction & Lit Review

What question is the study trying to answer?

What is the significance of the problem and the research?

What are the hypotheses/questions and are they clearly presented?

How well does the review demonstrate the importance of this study?

Does the review provide you with enough background to understand the problem being investigated?

Are the citations used adequate?

Methods: Subjects and Sampling

What is the population being studied?

What sampling technique was used?

What are the specific characteristics of the sample presented?

To whom can the results be generalized?

In what ways might results or conclusions be biased due to the sample?

Design

Describe the design of the study.

How does the design of the study impact the interpretation of the findings?

Discuss ethical considerations.

Internal Validity

Random assignment? Control groups?

What are some rival hypotheses that might have affected the results?

Procedures

How were data collected? Could you replicate the study if given the procedures as described?

Instruments

What are the variables under investigation?

How are the variables operationally defined/measured?

Are they appropriate for the sample being studied?

If reliability and validity data are provided report them.

Results

What were the findings?

What statistical tests (if any) were used? How well did the authors explain statistical tests used and the rationale for their use?

Might the sample size have effect the results (i.e.; too small to detect a result or too large for result to have practical significance)?

How well are the findings tied to the hypotheses and/or research questions?

Discussion

Discuss the conclusions drawn by the authors (do you agree, are they valid?).

How do the findings support or contradict prior research?

Is each finding discussed in relation to the original hypotheses being tested?
Are the results consistent or inconsistent with previous research? Do the authors discuss this?
Do the authors generalize their results beyond the sample? Are the generalizations appropriate?
What are the implications of the results?

CPSY 535 – Group Project

Your group project will consist of a group oral presentation of a research plan, a description of a proposed study designed to investigate a particular problem. The problem to be investigated is to be of the group's choosing. Your presentation should include significant visual aides (i.e. PowerPoint/Keynote or use of the white board)

The *written requirement* for the project is a bibliography of sources used to investigate the problem and design the study.

Your grade will be partially determined by your inclusion and discussion of the following elements of the plan:

I. Introduction

Statement of the Problem

Review of Related Literature

Statement of Hypotheses

II. Method

Subjects

Instruments

Design

Procedure

III. Data Analysis

What particular statistical techniques are planned to be used?

IV. Time Schedule

V. Budget

Real World Article Research

Each member of the class will be responsible to find a report in the news (newspaper, internet, TV) and track down the original research study and compare the report to the study. Keep in mind sample size, methodology, claims, who the researchers are, etc. Draw your own conclusions based on the original research report in relation to what was reported in the news.