

Lewis & Clark College
Professional Mental Health Counseling Program
MHC 535
Research Methods in Counseling
Syllabus Cover Sheet

Required Objectives:

Professional Identity Standards (CACREP 2009 Standards)

- 1j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
- 8a. the importance of research in advancing the counseling profession;
- 8b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;
- 8c. statistical methods used in conducting research and program evaluation;
- 8d. principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications;
- 8e. the use of research to inform evidence-based practice; and
- 8f. ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.
- 7c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
- 7d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);
- 7e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);

Clinical Mental Health Standards (CACREP 2009 Standards)

- B1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.
- I1. Understands how to critically evaluate research relevant to the practice of clinical mental health counseling.
- I2. Knows models of program evaluation for clinical mental health programs.

Additional Objectives

Student will Identify various paradigms for conducting research

Key Required Assignments/Student Learning Outcomes

These assignments are required for the course, but **will not be the only requirements/expectations.** The chart below lists the assignment, method of submission, and benchmark score/grade. These assignments are set up for upload to Taskstream and/or instructor provides rating for assignment. See syllabus for details.

	Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Program Objective
Goal						
Students summarize and critique research relevant to counseling, addictions, and/or clinical mental health	90-100% Assignment scores	80% -89% Assignment scores	70% -79 Assignment scores		MHC 535: Article Summary Discussions/ Article Critique	9. Research and Assessment (2 of 7)

	Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Program Objective
Goal						
Students understand models and methods of program evaluation	90-100% Assignment scores	80% -89% Assignment scores	70% -79 Assignment scores		MHC 535: Program Evaluation Article Summary/ Critique	9. Research and Assessment (3 of 7)

	Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Program Objective
Goal						
Demonstrates an understanding of various types and designs of research relevant to counseling.	90-100% Assignment scores	80% -89% Assignment scores	70% -79 Assignment scores		MHC 535: Group Project: Development of a hypothetical mixed methods research proposal	9. Research and Assessment (4 of 7)

COURSE SYLLABUS

Lewis & Clark College
Graduate School of Education and Counseling

Course Name	Research Methods in Counseling
Course Number	MHC 535
Term	Fall 2015
Department	Counseling Psychology
Textbooks/Materials	See attached
Faculty Name	Carol Doyle
Faculty E-mail	cdoyle@lclark.edu
Faculty Office	Rogers Hall 317

Catalog Description:

Foundations of psychological research. Students are introduced to qualitative and quantitative research processes and basic concepts. Topics include (1) elements of the research process; (2) types of designs, program evaluation; (3) ethical considerations of research: informed consent, research with diverse and vulnerable populations, research with children, human subjects review; (4) basic measurement concepts: validity, reliability, norms, score interpretation; and (5) basic statistical concepts: frequency distributions, central tendency, measures of variability, correlation, normal curve, hypothesis testing, significance tests. Students read and evaluate examples of published research. Reviews Web-based resources for conducting research.

Course Description:

This course covers the essential concepts related to research design and methodology that practitioners need to become critical evaluators of research and prepare for conducting research in their practices. Focus is on understanding each component of the research process, qualitative and quantitative designs, program evaluation, measurement issues, and data analysis,

Course Goals and Objectives:

The primary goal of this class is to have students gain a more complete understanding of the research process which would allow them to critically analyze published research and/or be able to conduct independent research. It is assumed that this knowledge and skill will in turn allow students to evaluate research in their field(s) of expertise from a critical and informed perspective.

The objectives of this class will be to provide opportunities to learn and apply the skills necessary for critiquing and conducting research. Emphasis will be on the following components of the research process: research questions and hypotheses, research design including qualitative research, action research and program evaluation, definition and operationalization of variables, and measurement issues. The impact of culture on research design and analysis will additionally be addressed. By the end of the semester students will be able to:

- Identify various paradigms for conducting research
- Identify each of the steps involved in the development of a research project
- Write research questions and hypotheses
- Understand the ethical issues involved in working with human participants
- Identify and describe various types of quantitative research designs
- Identify and describe various types of qualitative research designs
- Identify the components and models of program evaluations, including needs assessments
- Identify and describe validity issues inherent in different types of designs
- Discuss the use of research findings for program change

- Discuss the issues involved in conducting real world research
- Discuss the impact of culture on various aspects of the research process
- Critically evaluate published research articles
- Design a proposal for research project

Objectives from the 2009 CACREP Standards:

Professional Identity Standards:

- 1j. Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
- 8a. The importance of research in advancing the counseling profession;
- 8b. Research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;
- 8c. Statistical methods used in conducting research and program evaluation;
- 8d. Principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications;
- 8e. The use of research to inform evidence-based practice; and
- 8f. Ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.
- 7c. Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
- 7d. Reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);
- 7e. Validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);

Clinical Mental Health Standards

- B1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.
- I1. Understands how to critically evaluate research relevant to the practice of clinical mental health counseling.
- I2. Knows models of program evaluation for clinical mental health programs.

Course Calendar: See attached

Course Requirements: See attached

Overall, the requirements of the course include, weekly homework and/or in class assignments, the development of a research article critique guide, a research methods glossary, a group research project and/or introduction to a research plan, a guide to critique research articles.

Attendance requirements: Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

Late papers and assignments: Any assignments turned in late (without previous permission) will automatically receive a 10% reduction in grade.

Evaluation and Assessment:

Each assignment will be graded via a point system. Generally speaking, the following grades can be associated with the points for each assignment and for the final grade

93% of points possible	-	A
90 – 92% points possible	-	A-
88 – 89% or points possible	-	B+
83 - 87% of points possible	-	B
80 – 82% points possible	-	B-
78 – 79% or points possible	-	C+
73 - 77% of points possible	-	C
Less than 73%	-	D/F

Additionally, please note that if the basic requirements for an assignment the points given will be associated with a B+. If one exceeds the requirements of the assignment there point total will improve accordingly, Similarly, if the assignment does not meet the requirements point total will decrease accordingly. The points associated with each assignment are attached.

Accommodations for Students with Special Needs and/or Disabilities:

If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle (x7156). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible. Please notify me of any special learning considerations that I should be aware of so that we can work together to make the appropriate accommodations.

Partial Bibliography:

American Psychological Association (2010). *Publication manual of the American Psychological Association*. (6th Ed.). Washington, DC: American Psychological Association.

Cone, J.D. & Foster, S.L. (1993). *Dissertations and theses from start to finish*. Washington, DC: American Psychological Association.

Creswell (2007). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (2nd ed). Thousand Oaks: Sage.

Creswell (2009) *Research Design: Qualitative & Quantitative, Quantitative, and Mixed Methods Approaches* (3rd Ed). Thousand Oaks: Sage

Denzin & Lincoln (2000). *Handbook of Qualitative Research* (2nd Ed.). Thousand Oaks: Sage

Galvan, J.L. (1999). *Writing Literature Reviews*. Los Angeles: Pyczak Publishing.

Heppner, P.P., Kivlighan, D. M., & Wampold, B.E. (1999). *Research Design in Counseling*. Pacific Grove, CA: Brooks/Cole.

Holcomb, Z.C. (1997). *Real data. A statistics workbook based on empirical data*. Los Angeles: Pyczak Publishing.

- Holcomb, Z.C. (1927). *Interpreting Basic Statistics. A Guide and Workbook Based on Excerpts from Journal Articles*. Los Angeles: Pyrczak Publishing.
- Holcomb, Z.C. (1997). *Real data. A statistics workbook based on empirical data*. Los Angeles: Pyrczak Publishing.
- LeCompte & Schensul (1999). *Ethnographer's Toolkit*
- Leong & Austin (2006). *The psychology research handbook. A guide for graduate students and research assistants (2nd Ed.)*. Thousand Oaks, CA: Sage Publications
- Pryzak, F. *Evaluating Research*. Los Angeles: Pyrczak Publishing.
- Patten, M.L. (2000). *Understanding Research Methods. An Overview of the Essentials*. Los Angeles: Pyrczak Publishing
- Maxwell, J. (1996). *Qualitative Research Design: An Interactive Approach (2nd Ed.)*. Thousand Oaks, CA: Sage
- Mertens (2005). *Research & Evaluation in Education & Psychology (2nd Ed)*. Thousand Oaks, CA: Sage.
- Moustakas, C. (1994). *Phenomenological Research Methods*. Thousand Oaks, CA: Sage.
- Mertler, C.A. & Vannatta, R. A. (2005). *Advanced and Multivariate Statistical Methods. Practical Application and Interpretation (3rd Ed.)* Glendale, CA: Pyrczak Publishing
- Rosenthal, J.A.(2001). *Statistics and Data Interpretation for the Helping Professions*. Belmont, CA: Wadsworth/Thompson Learning
- Weis, L. & Fine, M. (2000). *Speed bumps: A student-friendly guide to qualitative research*. New York: Columbia University, Teacher College Record.

MHC 535
Research Methods in Counseling
Fall Semester 2015
York Graduate Center 101

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*“Research is always carried out by an individual with a life and a lifeworld ..., a personality, a social context, and various personal and practical challenges and conflicts, all of which affect the research, from the choice of a research question or topic, through the method used, to the reporting of the project’s outcome. Most research textbooks do not bring the living reality of you, the researcher, into the discussion of research. We believe that the person is always at the center of the process in inquiry – that you will always be at the center of your own research, which in turn will always be a part of you” (Bentz, V. M. & Shapiro, J. J. (1998). *Mindful Inquiry in Social Research*, p 4.)*

Course Description

Foundations of psychological research. Students are introduced to qualitative and quantitative research processes and basic concepts. Topics include (1) elements of the research process; (2) types of designs, program evaluation; (3) ethical considerations of research: informed consent, research with diverse and vulnerable populations, research with children, human subjects review; (4) basic measurement concepts: validity, reliability, norms, score interpretation; and (5) basic statistical concepts: frequency distributions, central tendency, measures of variability, correlation, normal curve, hypothesis testing, significance tests. Students read and evaluate examples of published research. Reviews Web-based resources for conducting research.

Assignments and Points

Class Participation	60
Homework/Assignments	75
Initial Problem Statement/Assignment	30
Glossary Games	50
Article Summary Discussions	20
Article Critiques (3)	120
Critique Questions	25
Group Project	120

Final grades will be based on a 500 point total and will be distributed as follows:

450 & above	A or A-
400 - 449	B+, B or B -
350 - 400	C
below 350	Fail

Required Texts:

Mertens (2010). *Research & Evaluation in Education & Psychology* (3rd Ed). Thousand Oaks, CA: Sage.

American Psychological Association (2010). *Publication manual of the American Psychological Association*. (6th Ed.). Washington, DC: American Psychological Association.

or

Swartz, B.M., Landrum, R.E., & Gurung, R.A. R. (2014) *An Easy Guide to APA Style* (2nd Ed). Thousand Oaks, CA: Sage

Tentative Schedule of Classes

<u>Date</u>	<u>General Topic</u>	<u>“Official” Topic</u>	<u>Readings for Class</u>	<u>Assign/Hmwk DUE</u>	<u>Points</u>
10-Sep	<p>Introduction Your Goals What, how and who shall I study?</p> <p>Gathering Information</p> <p>Why research is important to counselors.</p>	<p>Class overview</p> <p>Introduction to the Research Process</p> <p>Reviewing the Research</p> <p>Research Timeline</p> <p>APA overview</p>	Mertens Chap 1 – Ch 11 318 - 327	In class Assignme nt	5 pts
17-Sep	<p>What is the purpose of my research – what problem am I addressing</p> <p>What, how and who shall I study?</p>	library research/problem purpose statement	Mertens Ch 3 Ch 13 pp. 448 – 464 Appendix	Hmwk 1 Due Library survey	15 points
24-Sep	<p>What is my research worldview?</p> <p>Sampling & Ethics</p>	<p>Frameworks/ Paradigms/lenses</p> <p>Connection to design/approach</p> <p>“Problem Sensing/Conceptualization</p> <p>Research questions</p> <p>Defining populations and samples</p> <p>Reading a literature review- what makes a good argument?</p>	<p>Mertens Ch 1 (review) end of Ch 11</p> <p>Mertens Ch 3 & Ch 11 pp. 319 – 347</p>	Research Problem Assignme nt	30 pts

<u>Date</u>	<u>General Topic</u>	<u>“Official” Topic</u>	<u>Readings for Class</u>	<u>Assign/Hmwk DUE</u>	<u>Points</u>
1-Oct	Situating Research Research on the Job Mixed Methods	Program Evaluation & Needs Assessment	Mertens Ch 2 & 10	H 2 -	15 pts
8-Oct	Understanding Qualitative Research Qualitative questions What Qualitative Approach to use?	General Methodological Guidelines Developing a Qualitative Question Types of Qualitative Approaches/Desi gns Qualitative sampling strategies	Ch 8 & 9 review qualitative sampling Ch 11 (pp 331- 336)	Evaluatio n Summary Due	40 points
15-Oct	Collecting data cont’	Focus groups/Interviews	Mertens 12 pp. 378 – 394; 398- 399; 404; 406- 415	H 3	15 pts
22-Oct	How will I analyze and interpret my data? What does good qualitative research look like? Summary of Qualitative	Analyzing & Interpreting Qualitative Data Ensuring Quality of Data Collection Group Article Summary in class	Mertens 13 437 – 448	Qualitativ e games due Qualitativ e Article Summary Discussio n	20 pts 10 pts
29-Oct	Understanding Quantitative Research	Overview of Quantitative Research	Mertens 4 – 7 Review Mertens	Qualitativ e Critique	40 pts

<u>Date</u>	<u>General Topic</u>	<u>“Official” Topic</u>	<u>Readings for Class</u>	<u>Assign/Hmwk DUE</u>	<u>Points</u>
	<p>What design will I use?</p> <p>Hypotheses</p> <p>Sampling in Quantitative</p>	<p>Outcome Research</p> <p>Survey Research</p> <p>Single Subject</p> <p>Experimental</p> <p>Causal</p> <p>Comparative</p> <p>Probability Sampling</p>	<p>Ch 11 pp 327 – 331; 340 - 347</p> <p>Mertens Ch 12 pp. 366 - 378</p>		
5-Nov	<p>What will my “intervention” look like?</p> <p>What will my “outcome” look like?</p> <p>What is it an operationalization of RQ</p> <p>How will I analyze my data</p> <p>Am I measuring what I think?</p> <p>Choosing Instruments</p>	<p>Designing & Operationalizing Independent & Dependent Variables</p> <p>Psychometric Issues</p> <p>Norms & Standardization</p> <p>Reliability and Validity</p>	<p>Mertens 12 pp 364 378</p> <p>13 pp. 417 - 422</p>	H 4	15 pts
12-Nov	<p>Surveys and Other Designs</p> <p>Basic Descriptive Statistics</p>		<p>Mertens 12 394 – 398; 399 - 404</p> <p>Mertens 13 403-421, 436</p>	H 5	15
19-Nov	<p>How will I analyze my data</p> <p>How will I interpret the results?</p>	<p>Overview of Statistical Concepts:</p> <p>Normal Curve</p> <p>Standard Scores</p> <p>SEM</p>		<p>Quantitative Games Due</p> <p>Quantitative</p>	<p>20 pts</p> <p>10 pts</p>

<u>Date</u>	<u>General Topic</u>	<u>“Official” Topic</u>	<u>Readings for Class</u>	<u>Assign/Hmwk DUE</u>	<u>Points</u>
	Brief Overview of Descriptive Statistics including correlation	Analyzing Data Inferential Statistics Comparison of means Regression		summary discussion	
26-Nov	<i>Fall Break</i>	No Class			
3-Dec	How do I interpret more sophisticated analysis? Quantitative Discussion	Path Analysis Growth curve modeling Conceptual therapy or Quantitative Discussion	Mertens Ch 13 pp 422 - 437	Critique guides Due	25 pts
10-Dec	Group Projects Social Justice in Counseling Critiquing	Group Projects		Quanti Critique	40 pts 120
17-Dec	Group Projects Research Game Night	Group Projects		Quant Critique	40 pts 120 pts 10 pts