

COURSE SYLLABUS COVER SHEET
Lewis & Clark College
Graduate School of Education and Counseling

Course Name	CPSY 538 – Section 1
Course Number	Advanced Research Methods
Term	Fall 2017
Department	Counseling Psychology
Textbooks/Materials	See attached
Faculty Name	Carol Doyle
Faculty Phone/E-mail	cdoyle@lclark.edu
Faculty Office	Rogers 317

Course Description/Content

Advanced Research Methods has been developed for those students who enter their Counseling Psychology program with a strong background (2 research methods/statistics courses and/or research assistantship as part of undergraduate degree.) This class will build on student's base of knowledge by providing an opportunity to learn about aspects of the research process in more detail. We will also learn about new and innovative designs and/or methods. Students will design a research project (hypothetical) utilizing a design or method that they have not studied and/or used before. Students planning to complete a thesis will refine their thesis topics, develop a research question, and begin their thesis proposal, including a literature review.

The structure of the class will include some lecture but primarily that of a research colloquium. Each meeting of the colloquium will cover a different broad topic with specifics determined by the class. Class will also provide the opportunity to present "problems" and/or issues that have come up as you design your projects.

Course Goals and Objectives:

The primary goal of this class is to further develop students' understanding of the research process specifically related to research related to their professions. Included will be an understanding of program evaluation, evidence based practice, and the use of research findings for program/practice improvement. An additional goal is to have students critically analyze published research and/or be able to conduct independent research.

The objectives of this class will be to provide opportunities to learn and apply the skills necessary for evaluating research, including analyzing published instruments, and conducting independent research, including needs assessments and program evaluation. 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, 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
- Understand the process of developing 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 and practice improvement
- 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
- Write an Introduction and Literature Review for a research project (thesis students only)
- Design a proposal for research project

Additionally, the course will cover the objectives and competencies from your professional organizations. These include:

From the CACREP 2016 Standards

Professional Counseling Identity (CACREP 2016 Standards)

- 7g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
- 8a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice
- 8b. identification of evidence-based counseling practices
- 8c. needs assessments
- 8e. evaluation of counseling interventions and programs
- 8f. qualitative, quantitative and mixed research methods
- 8g. designs used in research and program evaluation
- 8h. statistical methods used in conducting research and program evaluation
- 8i. analysis and use of data in counseling
- 8j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation

From the Marriage & Family Therapy Core Competencies & MCFT program standards

Students:

- Understand research and program evaluation methodologies, both quantitative and qualitative, relevant to MFT and mental health services.
- Demonstrate an understanding of process and outcome, research design, methodology, basic statistics, with research knowledge in individual and family counseling
- Understand the legal, ethical, and contextual issues involved in the conduct of clinical research and program evaluation.
- Recognize informal research processes involved in therapy, own biases relative to research
- Know the extant MFT literature, research, and evidence-based practice.
- Read current MFT and other professional literature and use the literature to inform clinical practice.
- Critique professional research and assess the quality of research studies and program evaluation in the literature.
- Determine the effectiveness of clinical practice and techniques.
- Utilize research and technology applications in marital, couple, and family counseling
- Recognize opportunities for therapists and clients to participate in clinical research when appropriate

Course Calendar: See attached

Course Requirements: See attached

The graded requirements of the course differ dependent on whether or a student working toward admission to the M.S. and planning to complete a thesis or you are a student with a strong research background that is not planning to complete a thesis. Overall, the requirements of the course include, out of class assignments, the development of a research article critique guide, a reading journal, class presentations, and summaries and critiques of a research articles, and a group research project (for non-thesis students) and an introduction to a research proposal/literature review.

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.

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.

Authorization Levels: All levels

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
70 – 72% of points possible-	-	C-
Less than 70% -	-	D/F

Additionally, please note that if the basic requirements for an assignment are met, 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.

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

Methods of Instruction for this Course

Instruction Method	Mark All That Apply
Lecture	X
Small Group Discussion	X
Large Group Discussion	X
Course Readings	X
Group Presentation	X
Individual Presentation	X
DVD/Video Presentation	
Supervised Small Group Work	
Individual/Triadic Supervision	
Group Supervision	
Case Study	
Debate	
Class Visitor / Guest Lecturer	
Off-Campus / Field Visit	
Other: Data Collection Simulation	X

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
2.F.8 Research and Program Evaluation						
PO 9.2 Students summarize and critique research relevant to counseling, addictions, and/or clinical mental health	93-100% Assignment scores	83% -92% Assignment scores	80-82%	Below 80% Assignment scores	MHC 535: Qualitative Article Critique	9. Research and Assessment (2 of 7)
	Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Program Objective
2.F.8 Research and Program Evaluation						
PO 9.2 Students summarize and critique research relevant to counseling, addictions, and/or clinical mental health	93-100% Assignment scores	83% -92% Assignment scores	80-82%	Below 80% Assignment scores	MHC 535: Quantitative Article Critique	9. Research and Assessment (2 of 7)

	Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Program Objective
2.F.8 Research and Program Evaluation						
PO 9.3 Students understand models and methods of program evaluation	93-100% Assignment scores	83% -92% Assignment scores	80-82%	Below 80% Assignment scores	MHC 535: Program Evaluation Article Summary/Review	9. Research and Assessment (3 of 7)

	Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Program Objective
2.F.8 Research and Program Evaluation						
PO 9.4 Demonstrates an understanding of various types and designs of research relevant to counseling.	93-100% Assignment scores	83% -92% Assignment scores	80-82%	Below 80% Assignment scores	CPSY 538 Research Presentation/Compilations	9. Research and Assessment (4 of 7)

Partial Bibliography of Research Methods Related resources:

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: Pyrczak 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: Pyrczak Publishing.
- Holcomb, Z.C. (1997). *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
- Pyrczak, 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.

CPSY 538
Advanced Research Methods
Fall Semester 2016
Wednesdays 5:30 – 8:45

Carol Doyle, Ph.D.

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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.)

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Requirements:

The graded requirements of the course differ dependent on whether or a student working toward admission to the M.S. and planning to complete a thesis or you are a student with a strong research background that is not planning to complete a thesis. Overall, the requirements of the course include, out of class assignments, the development of a research article critique guide, a reading journal, class presentations, and summaries and critiques of a research articles, and a group research project (for non-thesis students)

The major requirement for thesis students will be to determine your topic/question and write a literature review that provides the research basis of your thesis.

Assignments and Points

Class Participation/In Class Assignments	95
Researching your Topic/Light Survey	30
Reference Page	10
Initial Statement of Problem/Justification	20
Reading Journal	50
Class Presentations & Compilations (2)	80
Article Summaries/Critiques (3)	130
Reading/Interpreting Stats	10
Critique Questions	15
Introduction/Justification	25
Literature Review	100
Thesis Presentation	10

Final grades will be based on a 600 point total and will be distributed as follows:

558 and above	A
540 – 557	A-
528 - 539	B+
498 – 527	B
481 – 497	B –
468 – 480	C+
432 – 467	C
below 420	Fail

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

Required Texts:

Mertens, D. (2009). *Transformative Research and Evaluation*. New York, NY: Guilford Press.

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

Supplementary Texts & Workbooks

Mertens, D. (2015). *Research & Evaluation in Education & Psychology* (4th Ed). Thousand Oaks, CA: Sage.

Leong & Austin (1996). *The psychology research handbook. A guide for graduate students and research assistants*. Thousand Oaks, CA: Sage Publications

Cone, J.D. & Foster, S.L. (2006). *Dissertations and theses from start to finish (2nd Ed)*. Washington, DC: American Psychological Association.

Tentative Course Schedule

<u>Date</u>	<u>General Topic</u>	<u>Readings for Class</u>	<u>CACREP Objectives</u>	<u>Assign/Hmwk DUE</u>	
Sept 6	Intro Overview of Class Becoming a Researcher Overview of Research Process Question/Focus Justification Methodology Participants		Lecture: CACREP 8a,f		5 pts
Sept 13	Reviewing the Literature Developing the Focus of Research/Evaluation Studies Lit Reviews and their Purpose	Mertens Chap 4 Additional Readings	Assignment: CACREP 8g	Citations and Light Survey Due	30 pts
Sept 20	Recognizing Good research (Critiquing) Critically Reviewing the Literature as it pertains to the Literature Review	Readings	Lecture: CACREP 8a	Reference Page Due Statement of Problem/ Justification Assignment Due	
Sept 27	Paradigms Transformative Paradigm in Detail Developing and Refining a Research Problem	Mertens TRE 1-3 Additional Readings (Ponteretto)	Lecture: CACREP 8j		

Oct 4	Transformative model Program Evaluation Models Evaluation Examples Needs Assessments	Mertens TRE Chap 5 Additional Readings	Lecture: CACREP 8c, 8e, 8g, 8j	Bring Evaluation article to class	
Oct 11	Transformative Lens as Foundation for Research Mixed Methods as Backdrop for Transformative Selection of Participants Ethics Data collection Data Analysis	Mertens Ch 6 pp. 164-169 Ch 7 Ch 8 – 233 – 241 Ch 9 – 281 – 292; 309-312	Assignment: CACREP 8a, 8e	Program Evaluation Summary/Critique	35 points
Oct 18	Quantitative Overview Quantitative Designs Evidence Based Practice Outcome Research Participant Selection	6 pp. 185 – 194 EBP article	Lecture: CACREP 8b, 8f, 8g Assignment: CACREP 8f, 8g	Design Presentations (with article)	25 points
Oct 25	Methods of Quantitative Defining Independent Variables Operationalizing Variables Reliability/Validity	268-280	Lecture: CACREP 8g	Bring articles again	
Nov 1	Quantitative Analysis Descriptive Statistics Quant Analysis Inferential Stats Hypothesis Testing	Ch 9 299 - 309	Lecture: CACREP 7g, 8h, 8i Assignment: CACREP 8a	Lecture: CACREP 7g, 8h Quantitative Article Summary/Critique Due (stats review in class?)	40 pts

Nov 8	Qualitative Overview Types of qualitative Qualitative Participant Selection	Ch 6 pp. 169 – 185; 194-198	Lecture: CACREP 8f, 8g Assignment: CACREP 8f, 8g	Qualitative Presentations (bring article to class)	
Nov 15	Qualitative Methods		Lecture: CACREP 8f, 8g	Intro Due Question/Justification Due	
Nov 22	<i>Fall Break</i>	<i>No class</i>			
Nov 29	Qualitative Analysis	Ch 9 – pp 292 – 299	Lecture: CACREP 8i	Qualitative Article Summary Critique due	25 pts
Dec 6	Reporting & Utilization Critiquing Research	Mertens Ch 10	Lecture: CACREP 8a, 8i, 8j Assignment: CACREP 8f, 8g	Research Template/Compilations Due (Upload Presentations) Critique Guide in Class	25 points 50 points
Dec 13	Thesis Presentations Final Discussion			Lit Reviews Due	100 pts