

Lewis & Clark College
Professional Mental Health Counseling & Professional Mental Health Counseling – Specialization in
Addictions
MHC 535/ CPSY 538
Research Methods in Counseling / Advanced Research Methods
Syllabus Cover Sheet
(Updated 2.15.2017)

Required Objectives:

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

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		Met expectations		Did not meet expectations	MHC 535: Article Summaries	9. Research and Assessment (2 of 7)
	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: Qualitative Article Critique	9. Research and Assessment (2 of 7)
	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: Quantitative 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/Review	9. Research and Assessment (3 of 7)

	Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Program Objective
Goal						
Demonstrate an understanding	90-100% Assignment scores	80% -89% Assignment scores	70% -79 Assignment scores		MHC 535: Group Project:	9. Research and

g of various types and designs of research relevant to counseling.					Development of a hypothetical mixed methods research proposal	Assessment (4 of 7)
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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	x
Supervised Small Group Work	x
Individual/Triadic Supervision	
Group Supervision	
Case Study	
Debate	
Class Visitor / Guest Lecturer	x
Off-Campus / Field Visit	
Other:	

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

Course Name	Research Methods in Counseling
Course Number	MHC 535 - 01
Term	Spring 2018
Room	York 116 / 13:00 – 16:15
Department	Counseling Psychology
Textbooks/Materials	See attached
Faculty Name	Eleanor Battison, MS, NCC
Faculty Contact	ebattison@lclark.edu / 503-449-3906
Faculty Office	Office hours by appointment

Catalog Description/Content:

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/Content:

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

Course Calendar: See attached

Course Requirements: See attached

Overall, the requirements of the course include, in class and out of class assignments, article summaries and critiques, a research article critique guide, a research methods glossary, and a group research project.

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.

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.

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

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:

- 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. (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.

Course Description

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Assignments and Points

Class Participation (5 points per class)	70
Article Summary Discussions (2)	40
Article Critiques (3)	120
Critique Questions Part 1	20
Critique Questions Part 2	50
Group Project [Thesis: Introduction and Literature Review]	120
Additional Moodle Assignments	80
TOTAL	500

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

465 and above	A
450 - 464	A-
440 - 449	B+
415 - 439	B
400 - 414	B -
350 - 400	C (No Credit)
below 350	Fail

Required Texts:

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

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

Tentative Schedule of Classes

Date	General Topic	Readings for Class	Assignments Due		
Jan 9	<p>Introduction to class</p> <p>The Research Process - Overview of differences: Qualitative Quantitative and Evaluation Approaches</p> <p>Research/Practitioner Gap</p> <p>Personal goals for research</p>		Class Participation	5 pts	Lecture: CACREP 8a, 8f
Jan 16	<p>Research frameworks/paradigms/lenses - What is my research worldview?</p> <p>Situating Research and connecting it to research design</p> <p>Utilization of Results</p> <p>Reviewing the Literature Format of Proposals/Articles</p>	<p>Mertens Chap 1, 3 & 10</p> <p>Review APA manual 1 pp. 9-11, 6 & 7</p>	<p>Class participation</p> <p>Moodle Assignment</p>	<p>5 pts</p> <p>15 pts</p>	Assignment: CACREP 8a, 8j
Jan 23	<p>What, how and who shall I study? - "Problem Sensing"/Conceptualization</p> <p>Who will my participants be? - Defining populations and samples</p> <p>Research Ethics</p> <p>Introduction to Cultural issues and considerations in research</p> <p>(Lit Review and writing)</p>	<p>Mertens Ch 3 review pp 115 - 119</p> <p>Ch 11 318 – 327; 337-347; 347 – 358</p> <p>Ch 12 361-363</p> <p>APA manual chapter 2</p> <p>HSRC application OHRP website</p>	<p>Class participation</p> <p>Critique questions Part 1 Due</p>	<p>5 pts</p> <p>20 pts</p>	Lecture CACREP 8j
Jan 30	<p>Research on the Job –Connecting research to practice with Program Evaluation & Needs Assessment</p> <p>Cultural issues and considerations in research</p>	<p>Mertens Ch 2</p> <p>Additional readings on Moodle</p>	<p>Class participation</p> <p>Bring program evaluation article to class (in class activity)</p>	5 pts	Lecture CACREP 8c, 8e, 8g, 8j
Feb 6	Quantitative Research Designs	Mertens 4, 5, & 7	Class participation	5 pts	Lecture CACREP 8a, 8b, 8f

	Outcome Research Single Subject Experimental Causal Comparative Hypotheses Sampling in Quantitative	Review Mertens Ch 11 pp 327 – 331; 344 - 347	Program Evaluation Critique Due (upload to Taskstream) Bring Quantitative article(s) to class	40 pts	Assignment – CACREP 8e, 8g Key Assessment – Program Evaluation Summary
Feb 13	Designing & Operationalizing Independent & Dependent Variables Psychometric Issues Norms & Standardization Reliability and Validity Psychometric Issues, Choosing Instruments	Mertens 12 pp. 364 -378 pp. 394-413	Class participation Moodle Assignment	5 pts 20 pts	Lecture: CACREP 7g, 8f, 8h
Feb 20	Surveys and other designs Basic Descriptive Statistics (Normal Curve, Standard Scores, SEM) MID-TERM CLASS REVIEW	Mertens 6 Mertens 13 pp. 417 – 422; 426-7 Additional reading on Moodle	Class participation Bring a Survey Article to Class In-class Moodle assignment	5 pts 25 pts	Lecture: CACREP 7g
Feb 27	Analyzing quantitative data Inferential Statistics How do I interpret my results?	Mertens 13 422- 437 Additional reading on Moodle	Class participation Quantitative article summary (in class)	5 pts 20 pts	Lecture: CACREP 8h, 8i Assignment: CACREP 7g, 8h, 8i
Mar 6	Qualitative Methods Determining Type of Qualitative Approach Qualitative Sampling	Mertens 8 & 9 Mertens 11 pp.331-339	Class participation Quantitative Critique Due (upload to	5 pts 40 pts	Lecture: CACREP 8f Assignment: CACREP 8a, 8i Assignment is a Key Assessment

	Data Collection Strategies		Taskstream)		- Quantitative Critique
Mar 13	Qualitative Data Collection Cultural Artifacts Focus Groups/Interviews	Mertens 12 378 - 394	Class participation In-class Moodle assignment	5 pts 15 pts	Lecture: CACREP: 8f Assignment: CACREP 8j
Mar 20	Qualitative Data Analysis Confirmability Transferability Analyzing and Interpreting Qualitative Data	Mertens 12 pp. 404-414 Mertens 13 437 – 447	Class participation In-class Moodle assignment Lit review for Group Project due	5 pts 25 pts	
Mar 27	Spring Break	NO CLASS			
Apr 3	Combining approaches – Mixed Methods What other types of research might I use in my future practice Use of data in counseling	Mertens 10; 12 p. 378; 13 pp. 431-2 Mertens 8 237-9	Class Participation Qualitative Article Summary and Critique (upload to Taskstream)	5 pts 20 pts 40 pts	Assignment CACREP 8a, 8i assignment – Assignment is a Key Assessment – Qualitative Article Critique
Apr 10	Group Projects Final Discussion		Class Participation Group Project Critique questions Part 2 Due	5 pts 120 pts 50 pts	Assignment: CACREP 8f, 8g – Assignment is a key Assessment Group Project Design a research project
Apr 17	Group Projects Final Discussion		Class Participation Group project	5 pts 120 pts	Assignment: CACREP 8f, 8g – Assignment is a key Assessment Group Project Design a research project

