

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

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						
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)

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	X
Individual/Triadic Supervision	
Group Supervision	
Case Study	
Debate	
Class Visitor / Guest Lecturer	
Off-Campus / Field Visit	
Other:	

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

Course Name	<u>Research Methods in Counseling</u>
Course Number	<u>MHC 535-01</u>
Term	<u>Fall 2019</u>
Department	<u>Counseling Psychology</u>
Textbooks/Materials	<u>See attached</u>
Faculty Name	<u>Tom Shrewsbury</u>
Faculty E-mail	<u>shrewsbury@lclark.edu</u>
Faculty Office	<u>Rogers Hall</u>

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

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, and a group research proposal 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.

Computer and Cell Phone Use: Please be respectful of others and use laptops and/or cellphones during class for classroom activities (note taking, using research databases, etc.) only. Use of laptops/cell phones for non-classroom activities during class time will result in a reduction of participation points. Cell phones must be silenced (if necessary vibrate ok) and text messaging is not allowed during class time notwithstanding emergencies. If there is an emergency, you may exit the class to use your cell. Laptops and cells phones may of course be used on breaks. **If alternate learning needs require additional accommodations, please let me know at the beginning of the semester.**

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 at the beginning of the semester of any special learning considerations that I should be aware of so that we can work together to make the appropriate accommodations.**

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 - 100% of points possible	A
90 - 92% of points possible	A-
88 - 89% of points possible	B+
83 - 87% of points possible	B
80 - 82% of points possible	B-
78 - 79% of points possible	C+
73 - 77% of points possible	C
70 - 72% of points possible	C -
Less than 73%	D/F (Fail)

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.*

Syllabus is subject to change: My top priority is to support your success as a student. There may be circumstances that necessitate changes to the syllabus (e.g., reading assignments in addition to those listed in this syllabus, schedule adjustment of reading assignments, adjustment of assignment due dates, etc.). As such, this syllabus is subject to change only when it is in your and the class's best interest to do so. I will announce changes to the syllabus if any are needed and use a consensus approach when assignment due dates are in need of adjustment.

Student feedback throughout the term: As a student and purchaser of graduate-level education, your satisfaction with this course is of upmost importance. I encourage you to set up a meeting with me to express any concerns that you have about the course, to share constructive feedback about how I can improve my instruction, or to express satisfaction with the course. So that I can make immediate improvements as we work together, I request that you immediately share concerns with me privately and share your feedback with me as we go through the course.

Partial Bibliography:

- American Counseling Association (2014). *2014 ACA code of ethics* [PDF file]. Alexandria, VA: American Counseling Association. Retrieved from https://www.counseling.org/docs/default-source/ethics/2014-code-of-ethics.pdf?sfvrsn=2d58522c_4
- American Psychological Association (2010). *Publication manual of the American Psychological Association*. (6th ed.). Washington, DC: Author.
- Astramovich, R. L. (2011). *Needs assessment: A key evaluation tool for professional counselors* [PDF file]. Retrieved from https://www.counseling.org/resources/library/VISTAS/2011-V-Online/Article_41.pdf
- Heppner, P.P., Kivlighan, D. M., & Wampold, B.E. (1999). *Research Design in Counseling* (3rd ed.). Pacific Grove, CA: Brooks/Cole.
- Lewis & Clark College's Human Subject Research Committee (n.d.) [PDF file]. *Manual for research involving human subjects*. Applications and forms. Retrieved from <https://www.lclark.edu/live/files/2882-application-manual--model-consent>
- Mertens (2020). *Research & Evaluation in Education & Psychology* (5th ed.). Thousand Oaks, CA: Sage.
- Meltzoff, J. & Cooper, H. (2018). *Critical thinking about research: Psychology and related fields*. Washington, DC: American Psychological Association.
- National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research (1979) [PDF file]. The Belmont report: Ethical principles and guidelines for the protection of human subjects of research. Retrieved from https://www.hhs.gov/ohrp/sites/default/files/the-belmont-report-508c_FINAL.pdf
- Nijhawan, L. P., Janodia, M. D., Muddukrishna, B. S., Bhat, K. M., Bairy, K. L., Udupa, N., & Musmade, P. B. (2013). Informed consent: Issues and challenges. *Journal of Advanced Pharmaceutical Technology & Research*, 4, 134-140. <https://doi.org/10.4103/2231-4040.116779>
- PennState (n.d.). *Journal Article Critique. Writing rubrics: Assignments*. Retrieved from <https://psu.instructure.com/courses/1810541/assignments/9174459>
- Salkin, N. J. (2010) *Statistics for people who (think they) hate statistics* (2nd Ed.). Thousand Oaks, CA: Sage.
- Scott, M. A. (2015, September 21). *Building the basic APA research proposal* [Video file]. Retrieved from <https://www.youtube.com/watch?v=4QlcSJell40&feature=youtu.be>
- U.S. Department of Health & Human Services (n.d.). Informed consent faqs. Retrieved from <https://www.hhs.gov/ohrp/regulations-and-policy/guidance/faq/informed-consent/index.html>

MHC 535
Research Methods in Counseling
Fall Semester 2019
Building #85 YORK 115

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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/ In-Class Assignments	15
Quantitative Article Critique	15
Qualitative Article Critique	15
Program Evaluation Article Critique	15
Group Project – Research Proposal (Paper and Presentation)	40
<hr/> Total	<hr/> 100

Final grades will be based on a 100-point total and will be distributed as follows:

93 - 100% of points possible	A
90 - 92% of points possible	A-
88 - 89% of points possible	B+
83 - 87% of points possible	B
80 - 82% of points possible	B-
78 - 79% of points possible	C+
73 - 77% of points possible	C
70 - 72% of points possible	C -
Less than 73%	D/F (Fail)

All written assignments are expected to demonstrate excellent writing, including proper grammar, spelling, punctuation, and APA 6th Ed. style (both paper format and citations). Up to 10% of your assignment total grade may be deducted for failure to demonstrate excellent writing skills and following formatting guidelines.

Required texts:

American Counseling Association (2014). *2014 ACA code of ethics*. Alexandria, VA: American Counseling Association. Retrieved from https://www.counseling.org/docs/default-source/ethics/2014-code-of-ethics.pdf?sfvrsn=2d58522c_4

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

Mertens (2020). *Research & Evaluation in Education & Psychology* (5th ed.). Thousand Oaks, CA: Sage.

Tentative Schedule of Classes, Topics, and Reading Assignments

Topic	Author	CACREP Standard(s)	Due Date
ACA Code of Ethics - Section G - Research and Publication https://www.counseling.org/docs/default-source/ethics/2014-code-of-ethics.pdf?sfvrsn=2d58522c_4	ACA (2014)	8a. 8j.	9/12/2019
Ch. 1 - An Introduction to Research and Ethical Practice	Mertens (2020)		
Ch. 3 - Literature Review and Focusing the Research	Mertens (2020)		
Ch. 1 - Writing for the Behavioral and Social Sciences	APA (2010)		
Ch. 2 - Manuscript Structure and Content	APA (2010)	8a. 8f.	9/19/2019
Ch. 4 - The Mechanics of Style	APA (2010)		
Ch. 3 - Writing Clearly and Concisely	APA (2010)		
Ch. 4 - Experimental and Quasi-Experimental Research	Mertens (2020)		
Ch. 6 - Crediting Sources	APA (2010)	8f. 8g.	9/26/2019
Ch. 7 - Reference Examples	APA (2010)		

Ch. 5 - Causal Comparative and Correlational Approaches	Mertens (2020)		
Appendix - Journal Article Reporting Standards	APA (2010)	8g. 8h. 8i.	10/3/2019
Lewis & Clark College's HSRC Manual for Research Involving Human Subjects: https://www.lclark.edu/live/files/2882-application-manual--model-consent	Lewis & Clark (n.d.)		
Ch. 6 - Survey Methods Quantitative Article Summary/Critique Paper Due	Mertens (2020)	7g. 8f. 8h.	10/10/2019
Ch. 7 - Single-Case Research	Mertens (2020)		
Ch. 8 - Qualitative Research and Action Research	Mertens (2020)	8a. 8f. 8g.	10/17/2019
Ch. 9 - History, Narrative Study of Lives, and Autoethnography	Mertens (2020)	8i. 8j.	
Ch. 10 - Mixed Methods Research	Mertens (2020)	8a. 8f. 8g. 8j.	10/24/2019
Ch. 11 – Sampling	Mertens (2020)	8g. 8j.	10/31/2019
Ch. 12 - Data Collection Ch. 13 - Data Analysis, Interpretation, and Use Qualitative Article Summary/Critique Paper Due	Mertens (2020) Mertens (2020)	7g. 8b. 8e. 8i.	11/7/2019
Ch. 2 - Evaluation Needs Assessment: A Key Evaluation Tool for Professional Counselors https://www.counseling.org/resources/library/VISTAS/2011-V-Online/Article_41.pdf	Mertens (2020) Astramovich (2011)	8a. 8b. 8c. 8e. 8g. 8i. 8j.	11/14/2019

No readings Program Evaluation Article Summary/Critique Paper Due		11/21/2019
Holiday Break		11/28/2019
Research Proposal Presentations Research Proposal Paper Due		12/5/2019
Research Proposal Presentations UPLOAD ALL DOCUMENTS INTO TASKSTREAM https://login.taskstream.com/signon/		12/12/2019

Assignment Grading Rubrics:

Article Summaries/Critiques:

Grading Category	Exceptional	Good	Needs Improvement	Inadequate	Missing
1. Summary of article's major points	Presents a thorough summary of the article that is succinct and correct in both major points and supporting details.	Demonstrates complete understanding of the article and has highlighted most major points.	Shows an understanding of the information in the article, but has not included some major points and/or supporting details.	Understanding of the article major points is incomplete or many misconceptions are demonstrated.	Article summary is not present.
2. Critique of the literature review and theoretical framework	Addresses all elements and offers a complete and clear critique of weak or missing elements.	Constructs a valid judgment about the article and explains the basis of the judgment. Some elements are omitted when they should be addressed.	Constructs a judgment about the article; however, important elements are omitted or not supported.	Judgments are not constructed or are not supported by the facts contained within the article.	Critique of the literature review and theoretical framework is not present.
3. Critique of the study design and methods	Addresses all elements and offers a complete and clear critique of weak or missing elements.	Constructs a valid judgment about the article and explains the basis of the judgment. Some elements are omitted when they should be addressed.	Constructs a judgment about the article; however, important elements are omitted or not supported.	Judgments are not constructed or are not supported by the facts contained within the article.	Critique of the study design and methods is not present.
4. Critique of the results and discussion	Addresses all elements and offers a complete and clear critique of weak or missing elements.	Constructs a valid judgment about the article and explains the basis of the judgment. Some elements are omitted when they should be addressed.	Constructs a judgment about the article; however, important elements are omitted or not supported.	Judgments are not constructed or are not supported by the facts contained within the article.	Critique of the results and discussion is not present.
5. Evidence of critical thinking		A few accurate judgments about the article are made, based on research principles; some omissions or inconsistencies. Critique relates to course content, but is	Judgments about the article and relation to course content are not clear, lack specificity, or are only partially correct.	Incorrect judgments are made that are not based on course content or misrepresent the article content.	Judgments regarding the article or study design are not present.

		incomplete or inconsistent.			
6. Conclusion	Strengths and limitations are clearly and thoroughly summarized with appropriate supporting details.	Strengths and limitations are discussed, but not appropriately supported with supporting details.	Strengths and limitations are not clearly or thoroughly discussed. Supporting details are not provided. Weak or inconclusive conclusions regarding the clinical relevance of the article.	Strengths and limitations of the article and study are not discussed, or are too limited to provide a conclusion regarding the evidence.	Conclusion paragraph is not present.
	Clinical relevance of the article is clearly addressed and convincing rationale presented.	Clinical relevance is addressed, but a convincing rationale for clinical practice implications is omitted.		No or very limited reflection on the clinical relevance of the article.	

Rubric*

Journal Article Critiques

Criteria	Ratings					Pts
This criterion is linked to a Learning Outcome Summary of article's major points	2.5 points Exceptional	2 points Good	1.5 point Needs improvement	1.0 point Inadequate	0 points Missing	2.5
This criterion is linked to a Learning Outcome Critique of the literature review and theoretical framework	2.5 points Exceptional	2 points Good	1.5 point Needs improvement	1.0 point Inadequate	0 points Missing	2.5
This criterion is linked to a Learning Outcome Critique of the study design and methods	2.5 points Exceptional	2 points Good	1.5 point Needs improvement	1.0 point Inadequate	0 points Missing	2.5
This criterion is linked to a Learning Outcome Critique of the results and discussion	2.5 points Exceptional	2 points Good	1.5 point Needs improvement	1.0 point Inadequate	0 points Missing	2.5

This criterion is linked to a Learning Outcome Evidence of critical thinking	2.5 points Exceptional	2 points Good	1.5 point Needs improvement	1.0 point Inadequate	0 points Missing	2.5
This criterion is linked to a Learning Outcome Conclusion	2.5 points Exceptional	2 points Good	1.5 point Needs improvement	1.0 point Inadequate	0 points Missing	2.5

Total points possible 15

**Adapted from PennState (n.d.). Journal Article Critique. Writing rubrics: Assignments. Retrieved from <https://psu.instructure.com/courses/1810541/assignments/9174459>*

Group Research Proposal Paper and Presentation Rubrics*:

Final Research Proposal (Written Assignment) Rubric will be adapted from

<http://sites.psu.edu/personality/wp-content/uploads/sites/29060/2015/07/Final-Research-Proposal-Rubric.pdf>

Final Research Proposal (Group Presentation) Rubric will be adapted from <http://sites.psu.edu/personality/wp-content/uploads/sites/29060/2015/07/Research-Proposal-Presentation.pdf>

**Rubrics will be reviewed in class.*