

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

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.

| 2.F.8 Research and Program Evaluation | | | | | | |
|--|------------------------------|-------------------------------|--------------|--------------------------------|---|-------------------------------------|
| | Proficient (A) | Benchmark (B) | Emerging (C) | Inadequate/Fail | Evidenced by: | Program Objective |
| 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) |

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 | |
| 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: | |

Lewis and Clark College
Graduate School of Education and Counseling
Department of Counseling, Therapy & School Psychology
MHC 535
Research Methods in Counseling

COURSE SYLLABUS
MHC 535-*Research Methods in Counseling* (3 credits)
Spring Semester 2023
Tuesday: 1:00-4:15 p.m.
York Graduate Center

Instructor: Alexia de León, Ph.D.
Phone: 503.768.6066 (Office)
Email: alexiadeleon@lclark.edu

Office: Rogers Hall, Office 427
Office Hours: Thursdays & Fridays

Required Text:

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

Other Required and Recommended Readings:

Other readings will be announced throughout the semester and posted to [moodle](#).

Teaching Statement:

I utilize an anti-oppressive pedagogy named *Sentipensante* in all of my classes. This pedagogy incorporates contemplative practices, such as mindfulness meditation, and other practices, as a way to help ground students and liberate them from past experiences of oppression. Mindfulness allows us to be fully present and less guarded, which helps to create connection and work against oppression of all forms within the group setting (Berila, 2016). This pedagogy highlights the mind/body/spirit connection and allows for students to integrate their inner (sensing) and outer (thinking) learning experiences (Rendón, 2009). You can expect to begin every class with a contemplative practice, and to be challenged to think critically about the material we are discussing amongst your peers and myself as the course instructor. If you have further questions about my pedagogy, please reach out via email to schedule a meeting with me. I look forward to this learning journey with you!

[moodle](#)

Other readings will be available on **moodle**, the Lewis & Clark online course program. Log on to moodle.lclark.edu (note there is no www.), sign in using your L & C login (same as email). Use course enrollment code provided in class or by email. If you have ANY trouble with Moodle, contact the Helpdesk at (503) 768-7225.

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 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

Required Additional Objectives from the 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

Class Assignments/Grading:

1. Attendance (20 points)

You **must attend and participate in all classes**. If an emergency requires that you miss a class or any portion of a class, you must contact the instructor as soon as possible and a make up assignment will be required. The instructor will determine the exact content of this makeup assignment. **More than one absence may lead to a failure to complete requirements for credit.**

2. Participation (40 points)

Each week there will be an assignment related to the readings. You may be given questions to consider and be prepared to discuss, you may develop questions, or there may be an activity to complete and share with classmates. The bulk of your evaluation for this class will consist of your in-class participation in experiential learning activities, such as article critiques and a group qualitative trial study. For example, you will work in small groups to create a “trial qual research study” of your interest using a particular qualitative methodology that you will present on the last day of class.

3. Trial Qual Study (20 points)

For most of the remaining weeks of class, you will have time to work in your small groups to create a “Trial qual study” to present in class on the last day of the semester. I will provide more instructions each week as we discuss the different topics and qualitative research methods, as well as a format for you to follow for this assignment. You will present your trial study to the class on **4/18/23** for 20 minutes using a PowerPoint, Prezi, or other online platform. The structure of your slides and format will be provided on **moodle**.

4. Program Evaluation Article Summary/Critique (20 points)

For this assignment, you will select an article involving some sort of program evaluation. Summarize the article by answering the following questions. You may write your summary in

narrative or as bullet points addressing the questions listed below. Follow the format (of your choice) below and cite your article in APA formatting, 7th ed. This assignment will be uploaded to **moodle** on 4/11/23 by 11:59 p.m. PST.

What Lens/Epistemology do you think the authors adopt when conducting their evaluation?*

- * If your article reports on a transformative evaluation, please answer the following question:
Does the evaluation live up to the guidelines identified as a transformative evaluation? How?

Brief Description

Write a short paragraph summarizing the following: the problem being addressed, the evaluation model and people receiving services (targets).

Stakeholders

Are stakeholders identified in the study? Who might they be?

***Bonus Model Format**

What Evaluation Model was used? If not identified, would you identify the evaluation as coming from the Use, Methods, or Values perspective?

Type of Evaluation

- What specific type of evaluation was conducted and reported on in the article (Examples are needs assessment, empowerment assessment, formative, summative, process evaluation, etc.)
- If the article doesn't give a specific name for the evaluation, type of evaluation do you think it might be? If you still aren't sure, **identify which domain (Rossi's broad evaluation questions)** are being assessed in the article?

Evaluation Questions

- Were any **specific evaluation (research) questions** listed in the article?

Context and Participants:

- Provide a short description of the **context** of the evaluation and participants (Where, when, who)
- Include a descriptive description of the final sample, including size and demographic characteristics
- Are multiple perspectives addressed (Did they ask more than one 'type' of person about the program?)
- Whose voice was not included?

Methods/Design

Was a qualitative, quantitative, or mixed methods approach used? If a specific design was identified, list it below

Data Collection/Tasks

What methods/strategies of data collection were used to collect data?

Data Analysis

- IF **Qualitative**: Was the type of analysis identified? (e.g. open coding, significant statements).
- IF **Quantitative**: Name one statistical analyses that was conducted?

Findings/Results

- Describe what the evaluator discovered by Stating overall findings and author's interpretations of the findings in your own words

Discussion/Conclusions

- Were the evaluation questions answered
- Was a decision and/or action described that happened as a result of the evaluation. If not, explicitly described, what do you think could/should be an action or decision?

Your Synopsis/Conclusion

After reading the article, do you believe the program has merit and/or worth? Why or why not?

Write a short paragraph of your final conclusions/synopsis of the article.

Grading Summary:

| | |
|------------------------------|------------|
| Attendance | 20 |
| In-Class Participation | 40 |
| Program Evaluation Summary | 20 |
| Qualitative Trial Study | 20 |
| Total Possible Points | 100 |

Grading: This course is graded in accordance with the grading policy of the Graduate School of Education and Counseling, available for viewing in the Navigator Student Handbook (http://www.lclark.edu/graduate/student_life/handbook/registration_policies/index.php#system) and is

the point equivalent of that grading scale (A = 4.0 A- = 3.7 B+ = 3.3 B = 3.0 B- = 2.7 C+ = 2.3 C = 2.0 C- = 1.7 D+ = 1.3 D = 1.0 F = 0.0).

Thus, grades for the course are determined by the following percentages:

A = 94-100 A- = 90-93 B+ = 87-89

B = 84-86 B- = 80-83 C+ = 77-79

C = 74-76 C- = 70-73

F = Below

ASSIGNMENTS TURNED IN LATE WILL HAVE 5 POINTS A DAY SUBTRACTED FROM THE TOTAL SCORE

Below 80%: As graduate students, you are expected to do the work as assigned and described. If you are unable to complete the work at an acceptable level of performance you will be asked to

complete the work again or to complete alternative tasks. A grade of B or above is considered acceptable performance for the class.

Students with Disabilities:

The Office of Accessibility Services, located in the Templeton Student Center, is a resource for students with disabilities. A variety of services are available through this office according to the particular needs of each student. Students interested in such services may contact Student Support Services at 503-768-7191. This contact is the necessary first step for receiving appropriate accommodations and support services. Please inform me if you need accommodations in class.

TENTATIVE Weekly Course Schedule

| Week | Class Discussion Topic | Date | Readings Due | Assignments Due/In-class Activities |
|-------------|---|-------------|---|---|
| 1 | Qualitative Methodology -What is it? -How do we conduct qual research? -Pick up where you left off -Gather data on what is important for you as a class | 3/7/23 | Ch. 8-<i>Qualitative Research & Action Research</i> Ch.9-<i>History, Narrative, Study of Lives and Autoethnography</i> | -In-Class Experiential Qual Research Design in small groups |
| 2 | Types of Qual Data Collection -Participant Selection- Sampling & Questionnaires -What types of questions to ask | 3/14/23 | Ch.11-<i>Sampling</i> Ch. 12-<i>Data Collection</i> | -In-Class Experiential Qual Research Design in small groups |
| 3 | Data Analysis, Interpretation & Use -Structuring interviews -Rounds of interviews -Member checks/hermeneutic circles, etc. -Where method meets art (Creative data collection) | 3/21/23 | Ch. 13-<i>Data Analysis, Interpretation & Use</i> *Articles on moodle | -In-Class Qual trial study in small groups -Critique articles in class |
| 4 | <u>SPRING BREAK</u> <u>NO CLASS!</u> | 3/28/23 | | |

| | | | | |
|---|---|---------|--|---|
| 5 | <ul style="list-style-type: none"> -Mixed Methods -Other Qual questions/wonderments -More in-depth qual methodologies -Trying creative data collection | 4/4/23 | <p>Ch. 10-Mixed Methods</p> <p><i>*Articles on moodle</i></p> | <ul style="list-style-type: none"> -In-Class Qual trial study in small groups -Critique articles in class |
| 6 | <ul style="list-style-type: none"> -Trustworthiness of qual research -More in-depth qual methodologies -Trying creative data collection | 4/11/23 | <p><i>*Articles on moodle</i></p> | <p>Program Evaluation Summary/Critique-Upload to moodle by 11:59 p.m. PST today!!</p> |
| 7 | <ul style="list-style-type: none"> -Putting it all together -Questions/Reflections -In-class qual trial study presentations -Course Wrap-up & Evals | 4/18/23 | | <p>Present Qual trial study in class today!!</p> |