

## **COURSE SYLLABUS**

Lewis & Clark College  
Graduate School of Education and Counseling

<b>Course Name</b>	<b>Research Methods in Counseling</b>
<b>Course Number</b>	<b>MHC 535</b>
<b>Term</b>	<b>Spring 2023</b>
<b>Department</b>	<b>Counseling, Therapy, and School Psychology</b>
<b>Faculty Name</b>	<b>Mary Roberts</b>
<b>Faculty E-mail</b>	<b>robertsm@lclark.edu</b>

### **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

## 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

**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 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. Please note that exceptions to these policies may be worked out if you have an illness or family situation related to COVID-19

**Computer and Cell Phone Use:** Please be respectful of others and use laptops and/or cell phones during class for classroom activities (note taking, 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 unless emergency. If there is an emergency you may exit the class to use your cell. Laptops and cell 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 (503-768-7192). 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.*

### **Additional Policies**

This course adheres to the general policies outlined in the catalog and student handbook of the Lewis & Clark Graduate School of Education and Counseling. This includes full adherence to the following policies:

- Nondiscrimination: [go.lclark.edu/gsec-nondiscrimination](http://go.lclark.edu/gsec-nondiscrimination);
- Standards for professional student conduct and academic integrity: [go.lclark.edu/gsec-conduct](http://go.lclark.edu/gsec-conduct);
- Sexual misconduct: [go.lclark.edu/titleIX](http://go.lclark.edu/titleIX).

**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. Final grade will be based off of

91% of points possible	-	A
90% 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+ (No credit)
73 - 77% of points possible		C (No credit)
Less than 73%		D/F (Fail)

**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.

**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	
Individual/Triadic Supervision	
Group Supervision	
Case Study	
Debate	X
Class Visitor / Guest Lecturer	X
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 will be 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)

## **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 (2<sup>nd</sup> ed)*. Thousand Oaks: Sage.
- Creswell (2009) *Research Design: Qualitative & Quantitative, Quantitative, and Mixed Methods Approaches (3<sup>rd</sup> Ed)*. Thousand Oaks: Sage
- Denzin & Lincoln (2000). *Handbook of Qualitative Research (2<sup>nd</sup> 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 (2<sup>nd</sup> 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 (2<sup>nd</sup> Ed.)*. Thousand Oaks, CA: Sage
- Mertens (2005). *Research & Evaluation in Education & Psychology (2<sup>nd</sup> 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 (3<sup>rd</sup> 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**  
Spring, 2023  
York 101

**Mary Roberts, LMHC, MA, Ph.D Candidate: Counselor Education and Supervision**

**Office: Video Office**

**E-mail: [robertsm@lclark.edu](mailto:robertsm@lclark.edu)**

**“Office” Hours: By appt Monday 1-3:00 PM**

*“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/ In class Assignments	85
Homework/Additional In-Class Assignments	60
Program Evaluation Summary	35
Article Summaries (2)	40
Article Critique Discussions (2)	50
Group Project	105

Final grades will be based on a 375 point total and will be distributed as follows:

341 and above	A
337 - 340	A-
330 - 336	B+
311 - 329	B
300 - 310	B -
274 - 299	C/C+ (No Credit)
270 - 273	C – (No Credit)
below 270	Fail

The basic requirements for an assignment the points given will be associated with a B<sup>+</sup>. 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.

**Required Texts:**

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

American Psychological Association (2020). *Publication manual of the American Psychological Association*. (7<sup>th</sup> Ed.). Washington, DC: American Psychological Association.

**Tentative Schedule of Classes and Assignments**

<u>Date</u>	<u>General Topic</u>	<u>“Official” Topic</u>	<u>Readings for Class</u>	<u>CACREP Objectives</u>	<u>Assign/Hmwrk Due</u>	<u>Pts</u>
Jan 10	<p><b>Introduction</b></p> <p><b>Overview of Research Process</b> Importance for Counselors Research Questions Types of Research</p> <p>Research and the researcher</p>	<p>Research Process</p> <p>Overview of differences: Qualitative Quantitative and Evaluation Approaches</p> <p>Scholar Advocate Counselor Model</p>	<p>None</p> <p>In class readings Ratts &amp; Greenleaf (1<sup>st</sup> 8 pages)</p> <p>West-Otunji_CT</p>	Lecture: CACREP 8a,f	In class Assignment	5 pts
Jan 17	<p><b>What is my research worldview?</b></p> <p><b>What, how and who shall I study?</b></p> <p><b>What is the purpose of my research – what problem am I addressing</b> Research questions</p> <p><b>Who will my participants be?</b></p> <p><b>Research Ethics</b></p>	<p><b>Frameworks/ Paradigms/lenses</b></p> <p><b>Connection to design/approach</b></p> <p><b>Sampling &amp; Ethics</b> Defining populations and samples</p> <p>Additional Reading</p>	<p>Mertens Ch 1&amp; 3</p> <p>Ch 11 334-342, 358-360;366-376</p>	Lecture: CACREP 8j	<b>Assignment 1: APA manual readings</b>	10 pts

Jan 24	<b>Research on the Job</b>  <b>Ethics continued</b>	<b>Program Evaluation &amp; Needs Assessment</b>	Mertens Ch 2	Lecture: CACREP 8c,e, g, j	<b>Assignment 2: Light Survey Due</b>  <i>Bring Program Evaluation article to class</i>	25 pts
Jan 31	<b>Understanding Quantitative Research</b>  <b>Hypotheses</b>  <b>Sampling in Quantitative</b>	<b>Overview of Quantitative Research</b>  <b>Experimental</b>  <b>Causal Comparative</b>  <b>Probability Sampling</b>	Mertens 4 – 5  Review Mertens Ch 11 pp 343 - 348, 360 – 361;362-366	Lecture: CACREP, 8a, f, g	<b>Program Evaluation Summary Due</b>  <i>Bring Quantitative article(s) (not survey) to class</i>	35 pts
Feb 7	<b>What will my “intervention” look like?</b> <b>What will my “outcome” look like?</b>  <b>What is it an operationalization of RQ</b>  <b>Am I measuring what I think?</b>  <b>Choosing Instruments</b>	<b>Designing &amp; Operationalizing Independent &amp; Dependent Variables</b>  <b>Psychometric Issues</b> <b>Norms &amp; Standardization</b>  <b>Reliability and Validity</b> Psychometric Issues Reliability and Validity	Mertens 12 pp. 379-393 (393-397 optional)      417-18; 420-421;422-426	Assignment: CACREP 8f, 8g	<i>Bring articles to class again</i>	
Feb 14	<b>Surveys and other designs</b>  <b>Design Validity</b>  <b>How will I analyze my data</b>	Descriptive  Outcome Research      Overview of Statistical Concepts:	Mertens 6 (7 optional)  (Review 4,5)  Mertens 13 pp 439- 459,	Lecture: CACREP 8f, 8g  Assignment: CACREP 7g,8f, 8g	<b>Quant article summary In class</b>  <i>Bring Survey Article to Class</i>	20 pts

	Basic Descriptive Statistics	Descriptive Statistics Normal Curve Standard Scores SEM				
Feb 21*	<b>How will I analyze my quantitative data</b>  <b>How do I interpret my results?</b>	Analyzing Data Inferential Statistics	Add'l reading	Lecture: CACREP 7g, 8h, 8i  Assignment: CACREP 8a	<b>Quantitative Critique Due</b>	25 pts
Feb 28	<b>Qualitative Methods</b>  <b>Qualitative Questions Choosing a Qualitative Approach</b>  <b>Who will my participants be?</b>	Determining Type of Qualitative Approach  Qualitative Sampling	Mertens 8 <i>(Skim 9)</i>  Mertens 11 <i>p.331-339</i> 361-2	Lecture: CACREP 8f, 8g  Assignment: CACREP 8a	<b>Assignment 3 - TBD</b>	15 pts
Mar 7	<b>Types of Qualitative Data Collection Strategies</b>  <b>Cultural Artifacts</b>				<b>Assignment 4 - TBD</b>	10 pts
Mar 14	<b>Qualitative Data Collection Strategies</b>  <b>Focus Groups Interviews</b>		Mertens 12 397 – 411 (411-414 optional)  417-18; 421-22	Lecture: CACREP 8f, 8g	<b>Qualitative Article Summary In class</b>	20 pts
Mar 21	<b>Ensuring the quality of</b>	<b>Qualitative Data Analysis</b>	Chapter 10	Lecture: CACREP 8i, 8j	<b>Qualitative Critique Due</b>	25 pts



	<b>Qualitative Data collection</b>  <b>Analyzing and Interpreting Qualitative Data</b>	<b>Confirmability Transferability</b>	Mertens 12 pp. 427 - 435  Mertens 13 481 - 493	Assignment: CACREP 8a		
<b>Mar 28</b>	<b>Spring Break</b>	<b>No class</b>				
<b>Apr 4</b>	<b>What other types of research might I use in my future practice</b>  <b>Ethics: Risks and Benefits</b>  <b>Conceptual Therapy/</b>	<b>Review of Mixed Methods</b>  <b>11 366-376</b>	Mertens 11 p 354-355  Mertens 12 414-415  Mertens 13 pp.453 - 4	Lecture: CACREP 8f, 8g  Assignment: CACREP 8a	<b>Lit review/Outline for grp project reviewed in class</b>	
<b>Apr 11</b>	<b>Group Projects</b>	<b>Group Projects</b>	Mertens 12 pp. 397 13 pp.453 - 4  Mertens 8 244 – 248	Assignment: CACREP 8f, 8g	<b>Group Projects</b>	105pts
<b>Apr 18</b>	<b>Putting it all together (Understanding Process) Final Discussion &amp; In class activities</b>			Assignment: CACREP 8f, 8g	<b>Group Projects</b>	105 pts

**NOTE: February 21 I will be out at a CACREP training. Class will be held asynchronously on Moodle.**