

COURSE SYLLABUS

Lewis & Clark College

Graduate School of Education and Counseling

Course Name	Research Methods in Counseling
Course Number	MHC 535
Term	Fall 2023
Department	Counseling, Therapy, and School Psychology
Faculty Name	Carmen Calvert
Faculty E-mail	ccalvert@lclark.edu
Office Hours	Available by virtual appointment only; please email for times

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 Requirements: 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 in an 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 accommodation, 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 accommodation 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 accommodation, staff in that office will notify me of the accommodation 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 accommodation.

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 their 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: Lecture, Small Group Discussion, Large Group Discussion, Course Readings, Group Presentation, Other: Data Collection/In-Field Analysis

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 the instructor provides ratings for the assignment. See syllabus for details.

2.F.8 Research and Program Evaluation: PO 9.3 Students understand models and methods of program evaluation

Proficient (A): 93-100% Assignment scores

Benchmark (B): 83% -92% Assignment scores

Emerging (C): 80-82%

Inadequate/Fail: Below 80%

Evidenced by: MHC 535: Program Evaluation Article Summary/Review

Program Objective: 9. Research and Assessment (3 of 7)

Assignments and Points

Class Participation/ In class Assignments	150
Homework/Additional Assignments	30
Group Project	100

Final grades will be based on a 280 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+. If one exceeds the requirements of the assignment their 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* (5th Ed). Thousand Oaks, CA: Sage.

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

Tentative Schedule of Classes and Assignments

Week 1 / September 8:

Topic: Introduction; Overview of Research Process

Reading: Mertens Ch. 1

Week 2 / September 15:

Topic: Framework/ Paradigms/ Lenses; Connection to Design and Approach; Sampling and Ethics

Reading: Mertens Ch. 2

Week 3 / September 22:

Topic: Program Evaluation and Needs Assessment

Reading: Mertens Ch. 3

Week 4 / September 29:

Topic: Overview of Quantitative Research; Causal Comparative; Probability Sampling

Reading: Mertens Ch. 4 and 5; Review Mertens Ch. 11 and pp. 343-348, 360-361, 362-366

Week 5 / October 6:

Topic: Designing and Operationalizing Independent and Dependent Variables; Psychometric Issues Norms and Standardization; Reliability and Validity

Reading: Mertens Ch. 12; pp. 379-393, (393-397 optional), 417-418, 420-421, 422-426

Week 6 / October 13:

Topic: Surveys and Other Designs; Design Validity

Reading: Mertens Ch. 6, (Ch. 7 optional), review Ch. 4 and 5, Ch. 13, pp. 439-459

Week 7 / October 20:

Topic: Analyzing Data and Inferential Statistics

Reading: Mertens Ch. 13

Week 8 / October 27:

Topic: Determining Type of Qualitative Approach; Qualitative Sampling

Reading: Mertens Ch. 8, (Skim 9), Ch. 11, pp. 331-339, 361-362

Week 9 / November 3:

Topic: Types of Qualitative Data Collection Strategies

Reading: None

Week 10 / November 10:

Topic: Qualitative Data Collection Strategies (cont.)

Reading: Mertens Ch. 12, pp. 397-411, (411-414 optional), 417-418, 421-422

Week 11 / November 17:

Topic: Qualitative Data Analysis, Confirmability and Transferability

Reading: Mertens Ch. 10, pp. 427-435, Ch. 13, pp. 481-493

Present articles day 1/2

Week 12 / November 24: Fall break, No class

Week 13 / December 1:

Topic: Review of Mixed Methods

Reading: Mertens Ch. 11, pp. 354-355, Ch. 13, pp. 453-454

Present articles day 2/2

Week 14 / December 8:

Topic: Group Project Presentations; Putting it all together; Final Discussion

Week 15 / December 15:

Topic: Group Project Presentations; Putting it all together; Final Discussion