

**Lewis & Clark College**  
**Professional Mental Health Counseling & Professional Mental Health Counseling –**  
**Specialization in Addictions**

**MHC 535 Research Methods in Counseling (3 credits)**  
**Spring Semester 2024**  
**York Graduate Center Room 101**

<b>2.F.8 Research and Program Evaluation</b>						
	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)

**Instruction Method**

Lecture
Small Group Discussion
Large Group Discussion
Course Readings
Group Presentation
Supervised Small Group Work

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 Office Hours: Mon 12:30-1 pm, 4:15-5 pm, Tues 4:30-5 pm, and Zoom/Phone by appt.

**Teaching Statement:**

My research, clinical, supervision, and teaching practices and philosophy are grounded in systems and socioculturally-attuned practices. This means I engage in socially responsible practice by infusing diversity, equity, and inclusion throughout theory and clinical practice alongside queer theory that incorporates feminist and critical theories. I abide by the AAMFT (American Association Marriage and Family Therapists) Code of Ethics throughout all above areas. Please be prepared for a critical lens in assignments, lectures, exercises, and discussions. This means being asked to challenge and transform all aspects of research, models of practice, and theoretical assumptions. Please reach out through email or before or after class to schedule a meeting with me. I look forward to making research a relevant and enriching opportunity.

### **Required Text:**

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

Other readings will be posted to moodle (moodle.lclark.edu). If you have any trouble with Moodle, contact the Helpdesk at (503) 768-7225.

### **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.

### **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

**Policies:**

**1. Attendance**

Class attendance is expected and required. If an emergency requires that you miss a class or any portion of a class, you must contact the instructor as soon as possible. You are responsible for the makeup work for the in-class assignment. You will have one week to turn in the assignment. 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).

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.

Please note that exceptions to these policies may be worked out if you have an illness or family situation related to COVID-19. In those cases, Zoom attendance will be used on an urgent basis since class participation is so important to the learning process. Please see current Lewis & Clark policy: [https://www.lclark.edu/news/covid-19-response/?\\_gl=1\\*1gr0cy0\\*\\_ga\\*MTgyMzYwMTcyMy4xNjUzMzQ0ODg4\\*\\_ga\\_6MKT6LMD5S\\*MTY5NTY2NDkyNi4yNC4xLjE2OTU2NjUxNTkuMjEuMC4w](https://www.lclark.edu/news/covid-19-response/?_gl=1*1gr0cy0*_ga*MTgyMzYwMTcyMy4xNjUzMzQ0ODg4*_ga_6MKT6LMD5S*MTY5NTY2NDkyNi4yNC4xLjE2OTU2NjUxNTkuMjEuMC4w)

**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.

**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)

### **Grading Summary**

Class Participation/ In-class Assignments: 13 weeks x 10 each = 130\*

Quantitative Article Critique: 40

Program Evaluation Article Critique: 30

Group Project: 60

Total possible points: 260

\*Class Participation/ In-class Assignments: Each week there will be an assignment to be turned in by the end of class. 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 these learning activities. Assignments can be turned in in-person at end of class or via moodle by 5 pm. If you are turning in as a group be sure to write each person's name on it for credit.

**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](http://www.lclark.edu/graduate/student_life/handbook/registration_policies/index.php#system)

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

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.

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

### **TENTATIVE Weekly Course Schedule**

<b>Week</b>	<b>Class Discussion Topic</b>	<b>CACREP Topic</b>	<b>Readings Due that Week</b>	<b>Assignments Due/In-class Activities</b>
1	<p>Introduction to the research process: What are types of research?</p> <p>Why is it important for counselors to understand?</p> <p>What about the researcher?</p> <p>Research proposals: How are research questions chosen and created?</p> <p>What is the purpose of my research?</p> <p>What is the problem or gap in research?</p> <p>Who am I studying?</p>	8a, 8f	None	In-class activity due end of class: Self-reflection
2	<p>Worldview and paradigms</p> <p>What are typical research designs?</p>	8j	<p>Mertens Chapt. 1</p> <p>Mertens Chapt. 3 p. 63-83</p> <p>Video: A Step By Step Guide for APA Style Student Papers</p>	In-class activity due end of class: Paradigm/ Research Worldview Individual Writing Activity
3	<p>What are research ethics?</p> <p>Program evaluation &amp; needs assessment</p>	8c, 8e, 8g, 8j	<p>Mertens Chapt. 2</p> <p>Mertens Chapt. 11 p. 334-342, 358-360, 366-376</p> <p>Video: A Public Documentary on the History of Research Ethics</p>	In-class activity due end of class: Group Project Brainstorming

			Link: Program Evaluation	
4	<p>Quantitative Research:</p> <p>Designs: Experimental, quasi-experimental, correlational</p> <p>Sampling – probability and non-probability sampling</p> <p>Hypotheses</p>	8a, 8f, 8g	<p>Mertens Chapt. 4–5</p> <p>Mertens Chapt. 11 p. 343-348, 360-361, 362-366</p>	In-class activity due end of class: Sampling
5	<p>How can I understand the instrument used?</p> <p>Reliability and validity: Am I measuring what I think?</p> <p>Designing &amp; operationalizing independent &amp; dependent variables</p> <p>Psychometric issues norms &amp; standardization</p>	8f, 8g	Mertens Chapt. 12 p. 379-393, 417-418, 420- 421, 422-426	In-class activity due end of class: Hypotheses and Variables
6	<p>Descriptive and outcome research</p> <p>Analyzing Data</p> <p>Descriptive statistics: Normal curve, standard scores, structural equation modeling</p>	8f, 8g	<p>Mertens Chapt. 6</p> <p>Mertens Chapt. 13 p. 439- 459</p> <p>Bouchard (2014)</p>	In-class activity due end of class: Descriptive Statistics
7	Quantitative analysis, interpretation, and inferential statistics	7g, 8h, 8i	<p>Link: Type I and II Errors</p> <p>Link: Standard Deviation and Variance</p>	In-class activity: Work on Quantitative Article Critique (due 11:59 pm)
8	<p>Introduction to qualitative methodology</p> <p>What are the qualitative paradigms?</p>	8f, 8g	Mertens Chapt. 8	In-class activity due end of class: Qualitative Article Summary

9	Research methods: What are the Big 5 plus participatory action research	8f, 8g	Mertens Chapt. 9	In-class activity due end of class: Qualitative research methods
10	Qual data collection: Questionnaires, observation, interviews, focus groups, and program evaluation Qualitative sampling	8i, 8f, 8j	Mertens Chapt. 12	In-class activity due end of class: Time with Groups
11	Data Analysis, Interpretation & Use Structuring and interpreting interviews Critiquing the data collection to ensure quality of data	8i, 8f, 8j	Mertens Chapt. 13	In-class activity due end of class: Thematic Analysis
12	Mixed Methods	8f, 8j	Mertens Chapt. 10	In-class activity due end of class: Qualitative Research Article Critique
13	Putting it all together: Critiquing articles and looking at trustworthiness, confirmability, transferability, and transparency	8f, 8g	See Moodle	In-class activity: Work on program evaluation article critique (due 11:59 pm)
14	In-class qual trial study presentations		None	Present group projects (turn in presentations by beginning of class)