

RESEARCH METHODS IN COUNSELING

Instructor: Michelle Maher, Ph.D.

Email: maher@lclark.edu

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Lewis & Clark College

Moodle Password: Research

Thursdays, 5:30 p.m. — 8:45 p.m.

Catalog Description:

In this course students are introduced to the foundations of psychological research. Students investigate 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.

Objectives:

By the conclusion of this course, students will be able to:

1. Identify various paradigms for conducting research (CC: 8b),
2. Identify each of the steps involved in the development of a research project (CC: 8b, 8c, 8d).
3. Able to identify research questions and hypotheses in research protocol (CC: 8b)
4. Able to write a literature review (CC: 8a, 8b, 8c, 8e)
5. Able to critically consider complexities of research methods (CC: 8a, 8b, 8c, 8e)
6. Understand ethical issues involved in working with human participants (CC: 8f)
7. Identify and describe various types of qualitative research designs (CC: 8b)
8. Identify and describe validity issues inherent in different types of research designs (CC: 8b, 8c, 8d)
9. Discuss the issues involved in conducting real world research (CC: 8a, 8e)
10. Discuss the impact of culture on various aspects of the research process (CC: 8f, 7f, 2c)

Overall Goal:

The primary goal of this class is for students gain a more complete understanding of the research process which would allow them to critically analyze published research and engage in research in or related to their own counseling practice.

Required Materials

Weis, L. & Fine, M. (2004). Working Method: Research and Social Justice. New York, N.Y.: Routledge.

Mertens, D.M. (2010). Research and Evaluation in Education and Psychology. L.A., CA.: Sage.

Week	Course Schedule	Assignments Due
Week 1 5/10/12	Welcome, Introduction	
Week 2 5/17/12	Syllabus Mertens: Chapter 1: An Introduction to Research Participatory Action Research Toolkit (by INCITE)	

Week 3 & 4 5/19/12 2.5 classes	Cammarota, J. & Fine, M. (2008). Revolutionizing Education: Youth Participatory Action Research.. Weis & Fine: Ch 3 & 5: Participatory Action Research in the Contact Zone.	
Week 5 5/24/12	Mertens: Ch 3: Literature Review Human Subjects Application (Review of Literature Review Assignment)	
Week 6 5/31/12	Mertens: Ch 4 & 5: Experimental Research / Causal Comparative Correlational Research Intemann, K. (2010). 25 years of feminist empiricism and standpoint theory: Where are we now? <i>Hypatia</i> , 25(4), 778-796.	Literature Review Topic Approval
Week 7 6/7/12	Mertens: Ch 6: Survey Methods Weis & Fine: Ch 2: Civic Lessons	PAR Article Summary and Critique Due. Present to class.
Week 8 & 9 6/9/12 2.5 classes	Mertens: (351-366, 403-422): Quantitative Sampling and Data Collection & Analysis Mertens: (225-264): Qualitative Methods Weis & Fine: Ch 2: Race, Gender & Critique	Mid-term exam
Week 10 & 11 6/21/12	Mertens: (366-378): Qualitative Data Collection, Weis & Fine: Ch 6: Extraordinary Conversations in Public Schools	
Week 12 6/28/12	Mertens: Ch 9: History and Narrative Study of Lives Mertens: Ch 10: Mixed Methods Weis & Fine: Ch 1: Dear Zora	
Week 13 7/5/12	Literature Review Work Session	
Week 14 7/18/12	Literature Review Presentations	Literature Reviews & Presentations
Week 15 7/26/12	Final Exam	Literature Reviews & Presentations

Course Requirements:

Participation in a Learning Community: Students are required to attend and *actively* participate in all scheduled class meetings. This includes being on time, reading all of the assigned material and discussing it, and otherwise engaging with colleagues as fellow professionals.

Grading: All written material is graded according to assignment requirements and applicable course objectives. LATE REPORTS lose 1 pt every day.

PAR Article Summary.....	25
Mid-term quiz	25
Literature Review	25
Final quiz.....	25

Quizzes: There will be a mid-term and final quiz on the *primary* concepts of assigned material due before that date. The final covers material on qualitative research only.

Participatory Action Research Article Summary

Find a Participatory Research Article published in a peer-reviewed journal that interests you and that is relevant to counseling. Please demonstrate your awareness of the role that PAR can play in our profession. In one-two single-spaced pages, summarize your article by answering the following questions. Include citation of article (use APA style). Include: Author, date, article title, source, page numbers.

- What is the mission/purpose of the study? Why is this project important? Does the introduction state a problem and how is it going to be researched? What are the methods of measurement that the authors identify?
- Participants: How does the investigator describe the population? What were the sampling procedures (if they had any)? What are the characteristics of this population?
- Methods: How did this research project proceed? What were the participants required to do? Were instruments of measurement involved and if so, how so? How did the project change? How did the population taking action do that?
- Discussion: Was the research question answered? State the answer in your own words. How has the investigator interpreted his/her findings? Are the results tied the original research question and to other research in the field? Does the investigator suggest a next step? What is it?
- Significance: What is the significant of the project and its "results"? What is the author's interest in offering their findings (e.g. further research, generalizability)? What is your critical appraisal of this research?

Methodological Literature Review

Choose a topic regarding research methods that interests you. This topic should be interesting enough to demonstrate the problems and complexities that researchers face. I will review appropriate topics for investigation in class that will help you ask the question that will guide your literature review. All topics require instructor approval (5 pts). For example, you may be interested in the theoretical and practical concerns of how quantitative and qualitative authors gain credibility (i.e. the location of authorial voice) or the complexity regarding how objective is objectivity.

Here are some topics to consider: the role of knowing or being familiar with your subjects in the research study, critical considerations of empirical theory, epistemology of science, reliability, validity, case study research design, conducting mixed methods research, phenomenological research

methods, objectivity, subjectivity, authorial voice, gaining credibility with subjects, being an insider or outsider, using a socio-political lens to review findings, the role of participants in the research.

Use at least 10 peer-reviewed sources (generally between 2000-2012) and report all of your references in APA format in about 5-6 single-spaces pages. You are required to write your literature review in the following format:

1. Introduction: Describe your question about methodology and why it is relevant/important. Describe how you are going about your exploration of your question. Do this by describing that you are going to first introduce us to the broad topic of research. Next discuss three or four main steps (topics) that you are going to cover in this literature review that help answer your question.
2. Overview: Review the broad area (e.g. qualitative, case study, survey research), its purpose (2-3 paragraphs).
3. Body Sections: Introduce each section topic separately and describe your findings. Review what other authors have said about it. On the way, summarize and evaluate the points from other authors. What are the strengths in the author's methodological points? How does that suit their subject matter or research subject, or the subjects of the study? How might their research question be suited by a particular method? What is the down-side of asking such questions or using such methodologies? How are their points incomplete?
4. Conclusion: Describe briefly how your search answered or began to answer your initial question. Summarize these three sections and reach a conclusion. Note that literature reviews are not neutral; they are an intelligent discussion of the literature in this area.
5. Present to class (3 minutes).