

CPSY 590 - Section
Advanced Research Methods
Fall Semester 2013
Wednesday 5:30 – 8:45

Carol Doyle, Ph.D.

Office: Rogers Hall 317 Advising Hours: Friday 10:00 – 1:00; Thursday 4:30 – 5:30 (by apt)

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*“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

Advanced Research Methods has been developed for those students who enter their Counseling Psychology program with a strong background (2 research methods/statistics courses and/or research assistantship as part of undergraduate degree.) This class will build on student’s base of knowledge by providing an opportunity to learn about aspects of the research process in more detail. We will also learn about new and innovative designs and/or methods. Students will design a research project (hypothetical) utilizing a design or method that they have not studied and/or used before. Students planning to complete a thesis will refine their thesis topics and begin developing a research question.

The structure of the class will be that of a research colloquium. Each meeting of the colloquium will cover a different broad topic with specifics determined by the class. Class will also provide the opportunity to present “problems” and/or issues that have come up as you design your projects.

Requirements:

The graded requirements of the course differ dependent on whether you are an a student in the School Psychology program, an M.A. student in the MCFT or other program not planning to complete a thesis, or a student working toward admission to the M.S. and planning to complete a thesis. Overall, the requirements of the course include, weekly homework and/or in class assignments, quizzes, the development of a research article critique manual, a journal of questions from the reading, a research methods glossary, a group research project and/or introduction to a research plan, and summaries and critiques of a research articles.

The major requirement for thesis students will be to determine your topic/question and write a literature review that provides the research basis of your thesis.

School Psychology, MFT, & Non-thesis Students

Class Participation	125 points
Homework	90 points
Article Summaries (3)	150 points
Article Summaries (2)	100 points
Critique Guide	35 points
Article Critique	75 points
Group Project	150 points

Thesis Students

Class Participation	125 points
Homework	90 points
Article Summaries (3)	150 points
Article Summaries (2)	100 points
Critique Questions	35 points
Article Critique	75 points
Lit Review/Presentation	130(20) points

Final grades will be based on a 615 point total and will be distributed as follows:

554 & above	A
492 - 553	B
431 - 491	C
below 431	D

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

Required Texts:

Mertens (2010). *Research and evaluation in education and psychology. Integrating diversity with quantitative, qualitative and mixed methods.* (3rd Ed). Thousand Oaks, CA: Sage.

American Psychological Association (2010). *Publication manual of the American Psychological Association.* (6th Ed.). Washington, DC: American Psychological Association.

Supplementary Texts & Workbooks

Leong & Austin (1996). *The psychology research handbook. A guide for graduate students and research assistants.* Thousand Oaks, CA: Sage Publications

Cone, J.D. & Foster, S.L. (1993). *Dissertations and theses from start to finish.* Washington, DC: American Psychological Association.

Tentative Course Schedule

Date	General Topic	Readings for Class	Assign/Hmwk DUE
Sept 4	Introduction Your Goals		5pts
Sept 11	What is my research worldview?	Ponterotto, J. G. (2005). Qualitative research in counseling psychology: A primer on research paradigms and philosophy of science. <i>Journal of Counseling Psychology</i> , 52(2) 126-136. doi: 10.1037/0022-0167.52.2.126	H1 15 pts
Sept 18	Paradigms/lenses/ epistemologies Ethics and the IRB		H 2 15pts
Sept 25	Qualitative		H 3 15 pts
Oct 2			
Oct 9			Qualitative Article summary 50 points
Oct 16	Quantitative		H 4 15pts
Oct 23	Quasi-Experimental Design		H 5 15 pts
Oct 30	Longitudinal Designs Using Standardized Instruments Reliability/Validity Norms and Standardization		Surveys ch 6 Data collection reliability validity Chapter 12 pp 362-366; 380 - 400 H 6 15 pts
Nov 6	Quantitative Data Analysis/Meta Analysis		Mertens 13 403- 423 ; 432 to 449
Nov 13	Community Mapping Event		Quantitative summary 50 pts
Nov 20	Mixed Methods/		Critique guide due 35 pts
Nov 27	Thanksgiving Break	No class	
Dec 4	Research on the Job – Program Evaluation & Needs Assessment	Article critiques Due/Group project lit review due..	75 pts
Dec 11	Group Projects	Group Projects	

	Final (Discussion)	Thesis Proposal Introduction/Literature Review due		150 pts
		Final Discussion		75 pts