

COURSE SYLLABUS COVER SHEET
Lewis & Clark College
Graduate School of Education and Counseling

Course Name	CPSY 530 – Section 2
Course Number	Research Methods & Statistics I
Term	Fall 2011
Department	Counseling Psychology
Textbooks/Materials	See attached
Faculty Name	Carol Doyle
Faculty Phone/E-mail	cdoyle@lclark.edu
Faculty Office	Rogers Hall 317

Catalogue Description (*copy from current catalogue*):

Introduction to research methods with an emphasis on design, sampling, measurement issues, and introductory data analysis. Topics include (1) Research design: elements of the research process, types of designs, program evaluation. (2) Ethical considerations of research: informed consent, research with diverse and vulnerable populations, research with children, human subjects review. (3) Basic measurement concepts: validity, reliability, norms, score interpretation. (4) Basic statistical concepts: frequency distributions, central tendency, measures of variability, correlation. 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. Included in this understanding are models of program evaluation and the use of research findings for program modification. The secondary goal is for students to gain an introductory understanding of measurement issues in research and assessment.

The objectives of this class will be to provide opportunities to learn and apply the skills necessary for evaluating research, including analyzing published instruments, and conducting independent research, including needs assessments and program evaluation. 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, 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 (NASP 2.1, CC: 8b)
- Identify each of the steps involved in the development of a research project (NASP 2.9; CC: 8b, 8c, 8d)
- Write research questions and hypotheses (CC: 8b)
- Understand the ethical issues involved in working with human participants (CC: 8f)
- Identify and describe various types of quantitative research designs (CC: 8b)
- Identify and describe various types of qualitative research designs (CC: 8b)
- Identify the components and models of program evaluations, including needs assessments (NASP 2.9; CC: 8d, B3)

- Identify and describe validity issues inherent in different types of designs (CC: 8b, 8c, 8d)
- Discuss the use of research findings for program change (Cc: 8d, B3)
- Discuss the issues involved in conducting real world research (CC: 8a, 8e)
- Discuss the impact of culture on various aspects of the research process (CC: 8f, 7f, 2c)
- Critically evaluate published research articles (NASP 2.1; CC: 8a, 8b, 8d, 8e)
- Design a proposal for research project (NASP 2.11; CC: 8a, 8b, 8e)
- Write an Introduction to a research plan (thesis students only)

Additionally, the course will cover the objectives and competencies from your professional organizations. These include:

From the NASP standards,

Students will:

- Have knowledge of research, statistics and evaluation methods
- Be able to evaluate research,
- Be able to translate research into practice
- Understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services
- Have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs in understanding problems and in measuring progress and accomplishments
- Have knowledge of information sources and technology relevant to their work
- Access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services

From the Marriage & Family Therapy Core Competencies & MCFT program standards

Students:

- Understand research and program evaluation methodologies, both quantitative and qualitative, relevant to MFT and mental health services.
- Demonstrate an understanding of process and outcome, research design, methodology, basic statistics, with research knowledge in individual and family counseling
- Understand the legal, ethical, and contextual issues involved in the conduct of clinical research and program evaluation.
- Recognize informal research processes involved in therapy, own biases relative to research
- Know the extant MFT literature, research, and evidence-based practice.
- Read current MFT and other professional literature and use the literature to inform clinical practice.
- Critique professional research and assess the quality of research studies and program evaluation in the literature.
- Determine the effectiveness of clinical practice and techniques.
- Utilize research and technology applications in marital, couple, and family counseling
- Recognize opportunities for therapists and clients to participate in clinical research when appropriate

From the CACREP Standards

- The importance of research and opportunities and difficulties in conducting research in the counseling profession,
- Research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research,
- Use of technology and statistical methods in conducting research and program evaluation,
- Principles, models, and applications of needs assessment, program evaluation, and use of findings to effect program modifications
- Use of research to improve counseling effectiveness

- Legal and ethical issues in conducting research

Course Calendar: See attached

Course Requirements: See attached

The graded requirements of the course differ dependent on whether you are an M.S. student in the School Psychology program, an M.A. student in the MFT 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, a critique of a research article.

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.

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

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

90% of points possible	-	A
80% of points possible	-	B
70% of points possible	-	C
60% of points possible	-	D
less than 60% of points possible	-	F

Additionally, if the requirements for an assignment are met, 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.

Authorization Levels: All levels

Partial Bibliography:

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

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* (2nd ed). Thousand Oaks: Sage.

Creswell (2009) *Research Design: Qualitative & Quantitative, Quantitative, and Mixed Methods Approaches* (3rd Ed). Thousand Oaks: Sage

Denzin & Lincoln (2000). *Handbook of Qualitative Research* (2nd Ed.). Thousand Oaks: Sage

Galvan, J.L. (1999). *Writing Literature Reviews*. Los Angeles: Pyczak 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: Pyczak Publishing.
- Holcomb, Z.C. (1927). *Interpreting Basic Statistics. A Guide and Workbook Based on Excerpts from Journal Articles*. Los Angeles: Pyczak Publishing.
- Holcomb, Z.C. (1997). *Real data. A statistics workbook based on empirical data*. Los Angeles: Pyczak Publishing.
- LeCompte & Schensul (1999). *Ethnographer's Toolkit*
- Leong & Austin (2006). *The psychology research handbook. A guide for graduate students and research assistants (2nd Ed.)*. Thousand Oaks, CA: Sage Publications
- Pryzak, F. *Evaluating Research*. Los Angeles: Pyczak Publishing.
- Patten, M.L. (2000). *Understanding Research Methods. An Overview of the Essentials*. Los Angeles: Pyczak Publishing
- Maxwell, J. (1996). *Qualitative Research Design: An Interactive Approach (2nd Ed.)*. Thousand Oaks, CA: Sage
- Mertens (2005). *Research & Evaluation in Education & Psychology (2nd 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 (3rd Ed.)* Glendale, CA: Pyczak 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.

CPSY 530 - Section 2
Research Methods & Statistics I
 Fall Semester 2011
 Thursdays 1:00 – 4:15
 SCCC 101

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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.)

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School Psychology, MFT, & Non-thesis Students

Thesis Students

Class Participation	60 points	Class Participation	60 points
Homework/Assignments	150 points	Homework/Assignments	150 points
Article Summaries	80 points	Article Summaries	80 points
Article Critique/Discussions	60 points	Article Critique/Discussions	60 points
Glossaries	75 points	Glossaries	75 points
Critique Questions	75 points	Critique Questions	75 points
Group Project	120 points	Lit Review/Presentation	100(20) points
Final	80 points	Final	80 points

Final grades will be based on a 700 point total and will be distributed as follows:

630 & above	A
560 - 629	B
490 - 559	C
420 - 489	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

<u>Date</u>	<u>General Topic</u>	<u>“Official” Topic</u>	<u>Readings for Class</u>	<u>Assign/Hmwrk Due</u>	
Sept 8	Introduction What, how and who shall I study?	Class overview Introduction to the Research Process Overview of differences: Qualitative Quantitative and Evaluation Approaches	Mertens 1 pp. 3 & 6 Mertens 11 309 - 316	In class Assignment 1	10 pts
Sept 15	What is my research worldview? Evaluating programs Review Homework	Frameworks/paradigms Evaluation	Mertens 1 & 2 (Skim Chapter summaries) Review APA manual 1 pp. 9-11, 6 & 7		
Sept 22	Format of Proposals/Articles Reviewing the Research “Problem Sensing” Who will my participants be? Research Ethics Overview of Quantitative Research Sampling	Lit Review and writing Library Research Evaluating Sources Research Timeline Research questions Defining variables Participants & Sampling Research Ethics Probability Sampling	APA manual chapter 2 Mertens 13 pp. 432 – 446 Mertens 3; 11 pp. 309 – 320; 327-349 HSRC application OHRP website	A 2 Articles of Interest	20 pts
Sept 29	Developing a Quantitative Question/hypothesis “Experimental” Designs What will my “intervention” look like? What will my “outcome” look like?	Conceptualization/ Operationalization Experimental Quasi-Experimental Causal Comparative Single Subject Designs Design Validity Designing and Operationalizing Variables	Mertens 4; 5 pp. 151 – 161; & 7	A3	20 pts

Oct 6	<p>Surveys and other designs</p> <p>Am I measuring what I think</p> <p>What is a “Standardized Test”</p>	<p>Descriptive Research</p> <p>Psychometric Issues Reliability and Validity</p> <p>Tests and Testing process</p>	<p>Mertens 5 pp. 161 - 171</p> <p>Mertens 12 pp. 351–366; 379 – 401 (excluding constructivist sections)</p> <p>Add'l reading to be assigned</p>	A 4	20 pts
Oct 13	<p>Beginning Stats</p> <p>“Tests” and scores</p> <p>What do scores mean?</p>	<p>Overview of Statistical Concepts: Descriptive Statistics Normal Curve Standard Scores SEM</p>	<p>Mertens 13 403- 408</p> <p>Add'l reading to be assigned</p>	A 5	20 pts
Oct 20	<p>How will I analyze my quantitative data</p> <p>How do I interpret my results?</p>	<p>Analyzing Data Inferential Statistics</p>	<p>Mertens 13 408- 423</p> <p>Add'l reading to be assigned</p>	A 6	20 pts
Oct 27	<p>Independent Class Article “critique” quantitative</p>	<p>Quantitative Glossaries Quantitative Article Summary Quantitative Critique</p>		<p>Quantitative/ glossaries due</p> <p>Quantitative article summary due</p> <p>Quantitative critique</p>	<p>40 pts</p> <p>40 pts</p> <p>30 pts</p>
Nov 3	<p>Qualitative Methods Choosing a Qualitative Approach</p> <p>Who will my participants be?</p> <p>Data Collection Strategies</p>	<p>Determining Type of Qualitative Approach</p> <p>Qualitative Sampling</p> <p>Observation</p>	<p>Mertens 8 pp. 225-255; & 9</p> <p>Mertens 11 pp. 320 – 327 & 332</p> <p>Mertens 12 366-369</p>	A 7	20 pts
Nov 10	<p>Data Collection</p> <p>Focus Groups</p> <p>Interviews</p>	<p>Focus Groups/Interviews</p>	<p>Mertens 12 370– 378</p>	A 8	20 pts

Nov 17	<p>Ensuring the quality of Qualitative Data collection</p> <p>Analyzing and Interpreting Qualitative Data</p> <p>Conceptual Therapy/ Qualitative Article Critique</p> <p>½ class does each</p>	<p>Qualitative Data Analysis Confirmability Transferability</p> <p>Group critique qualitative approaches</p> <p>OR</p> <p>Lit Review</p>	<p>Mertens 8 pp. 255-265 Mertens 12 pp. 382-383, 388 Mertens 13 pp. 23 – 431, 437 – 442</p>	<p>Qualitative Article summary due/ Qualitative Discussion</p> <p><i>OR</i></p> <p>Lit review Due for grp project due or</p>	<p>40 pts</p> <p>30 pts</p>
Nov 24	<i>Fall Break</i>	<i>No class</i>			
Dec 1	<p>Combining approaches</p> <p>What other types of research might I use in my future practice</p> <p>Conceptual Therapy/ Qualitative Article critique</p> <p>½ class does each</p>	<p>Mixed Methods</p> <p>Transformational Designs Process Research PAR</p> <p>Group critique qualitative approaches</p> <p>OR</p> <p>Lit Review</p>	<p>Mertens 10; 12 p. 378; 13 pp. 431-2</p> <p>Mertens 8 237-9</p>	<p>Qualitative Glossaries Due</p> <p>Qualitative Article summary due/ Qualitative Discussion</p> <p><i>OR</i></p> <p>Lit review Due for grp project due</p>	<p>35 pts</p> <p>40 pts</p> <p>30 pts</p>
Dec 8	<p>Group Projects</p> <p>Final Pt 1 Putting it all together (Understanding Process)</p>	Group Projects		Critique questions due	<p>75pts</p> <p>40 pts</p>
Dec 15	<p>Group Projects</p> <p>Final pt 2 (Understanding Concepts)</p>	<p>Group Projects</p> <p>Final Discussion</p> <p>Thesis Proposal</p> <p>Introduction due</p>			<p>120 pts</p> <p>40 pts</p>