

## COURSE SYLLABUS

Lewis & Clark College  
Graduate School of Education and Counseling

<b>Course Name</b>	<b>Research Methods in Counseling</b>
<b>Course Number</b>	<b>MHC 535</b>
<b>Term</b>	<b>Summer 2014</b>
<b>Department</b>	<b>Counseling Psychology</b>
<b>Textbooks/Materials</b>	<b>See attached</b>
<b>Faculty Name</b>	<b>Carol Doyle</b>
<b>Faculty Phone/E-mail</b>	<b>cdoyle@lclark.edu</b>
<b>Faculty Office</b>	<b>Rogers Hall 317</b>

### **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 Goals & 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 (CC: 8b)
- Identify each of the steps involved in the development of a research project (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 (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 (CC: 8a, 8b, 8d, 8e)
- Design a proposal for research project (CC: 8a, 8b, 8e)
- Write an Introduction and Literature Review for a research project (thesis students only)

### **CACREP objectives/student learning outcomes:**

#### **Research and Evaluation Objectives (Section II.G.8)**

- 8a. the importance of research in advancing the counseling profession;
- 8b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;

- 8c. statistical methods used in conducting research and program evaluation;
- 8d. principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications;
- 8e. the use of research to inform evidence-based practice
- 8f. ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

**Assessment Objectives (Section II.G.7)**

- 7c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
- 7d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);
- 7e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);

**Clinical Mental Health Counseling Objectives**

**I. Knowledge**

- 1. Understands how to critically evaluate research relevant to the practice of clinical mental health counseling.
- 2. Knows models of program evaluation for clinical mental health programs.

**Course Calendar: See attached**

**Course Requirements: See attached**

Overall, the requirements of the course include, weekly homework and/or in class assignments, the development of a research article critique guide, a research methods glossary, a group research project and/or introduction to a research plan, a guide to critique research articles.

**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	-	Fail

**Additionally, if the requirements for an assignment are met, the points given will be associated with a B<sup>+</sup>. 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.**

### **Partial Bibliography:**

- American Psychological Association (2010). *Publication manual of the American Psychological Association*. (6<sup>th</sup> 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 (2<sup>nd</sup> ed)*. Thousand Oaks: Sage.
- Creswell (2009) *Research Design: Qualitative & Quantitative, Quantitative, and Mixed Methods Approaches (3<sup>rd</sup> Ed)*. Thousand Oaks: Sage
- Denzin & Lincoln (2000). *Handbook of Qualitative Research (2<sup>nd</sup> Ed.)*. Thousand Oaks: Sage
- Galvan, J.L. (1999). *Writing Literature Reviews*. Los Angeles: Pyrczak 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: Pyrczak Publishing.
- Holcomb, Z.C. (1927). *Interpreting Basic Statistics. A Guide and Workbook Based on Excerpts from Journal Articles*. Los Angeles: Pyrczak Publishing.
- Holcomb, Z.C. (1997). *Real data. A statistics workbook based on empirical data*. Los Angeles: Pyrczak Publishing.
- LeCompte & Schensul (1999). *Ethnographer's Toolkit*
- Leong & Austin (2006). *The psychology research handbook. A guide for graduate students and research assistants (2<sup>nd</sup> Ed.)*. Thousand Oaks, CA: Sage Publications
- Pryzak, F. *Evaluating Research*. Los Angeles: Pyrczak Publishing.
- Patten, M.L. (2000). *Understanding Research Methods. An Overview of the Essentials*. Los Angeles: Pyrczak Publishing
- Maxwell, J. (1996). *Qualitative Research Design: An Interactive Approach (2nd Ed.)*. Thousand Oaks, CA: Sage
- Mertens (2005). *Research & Evaluation in Education & Psychology (2<sup>nd</sup> 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 (3<sup>rd</sup> Ed.)* Glendale, CA: Pyrczak 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.

**MHC 535**  
**Research Methods in Counseling**  
Summer Semester 2014  
May 6 - July 29  
Rogers Hall 219

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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**

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### **Requirements**

Homework/Assignments	100 points
Class Participation/In class assignments	105 points
Article Summaries	80 points
Critique Discussions	30 points
Glossaries/Glossary Games	110 points
Group Project	140 points
Critique Questions/Guide	35 points
Final Discussion	50 points

Final grades will be based on a 600 point total and will be distributed as follows:

540 and above	A
480 - 539	B
420 - 479	C
below 420	Fail

### **Required Texts:**

Mertens (2010). *Research & Evaluation in Education & Psychology* (2<sup>rd</sup> Ed). Thousand Oaks, CA: Sage.

Swartz, B.M., Landrum, R.E., & Gurung, R.A. R. (2014) *An Easy Guide to APA Style* (2<sup>nd</sup> Ed). Thousand Oaks, CA: Sage

### Supplementary Text

American Psychological Association (2001). *Publication manual of the American Psychological Association*. (5<sup>th</sup> Ed.). Washington, DC: American Psychological Association.

## Tentative Schedule of Classes

<u>Date</u>	<u>General Topic</u>	<u>“Official” Topic</u>	<u>Readings for Class</u>	<u>Assign/Hmwk DUE</u>	
May 6	<b>Introduction/Goals</b>  <b>Why study Counseling Research</b>	Class overview  Introduction to the Research Process  Research Timeline	Mertens p. 6		5 pts
May 13	Reading/Glossary Check In  <b>What is my research worldview?</b>  <b>What is the purpose of my research – what problem am I addressing</b>  <b>Lit Review and writing</b>	Frameworks/paradigms Similarities and differences  Problem Sensing/ Conceptualization	Mertens 1, 3 & 10; Ch 13-432 – 448 and the Appendix	Jeopardy 10 questions	10 pts
May 20	<b>Reading/Glossary Check In</b>  <b>What, how and who shall I study?</b>  <b>Who will my participants be?</b>  <b>You want to do what?!!!!</b>	Overview of types and differences: comparisons  Participants & Sampling Defining populations and samples  Treating Participants Ethically HSRC/IRB standards	Ch 11  HSRC application  OHRP website	Hmwk 1  Jeopardy 5 questions (general sampling)	20 pts  5 pts
May 27	Reading/Glossary Check In  <b>Research on the Job – Program Evaluation &amp; Needs Assessment</b>	Program Evaluation & Needs Assessment	Ch 2	Hmwk 2  Jeopardy 5 questions	20 pts  10 pts
June 3	<b>Understanding Qualitative Research</b>  <b>Qualitative questions</b>  What Qualitative Design to use?  Sampling  Data Collection	General Methodological Guidelines Developing a Qualitative Question Types of Qualitative Approaches/Designs  Qualitative sampling strategies	Ch 8 & 9 review qualitative sampling Ch 11 (pp 320-325)	Hmwk 3	20 pts

<u>Date</u>	<u>General Topic</u>	<u>“Official” Topic</u>	<u>Readings for Class</u>	<u>Assign/Hmwk DUE</u>	
June 10	How will I collect my data	Focus groups/Interviews  Quality of Data Collection	Ch 12 (pp. 379, 382-383, 388, 389-98)	Hmwk 4 –  <b>Qualitative – Glossary Games due</b>	20 pts  35 pts
June 17	How will I analyze and interpret my data?  What does good qualitative research look like?  <b>Transformational Designs</b>	Analyzing & Interpreting Qualitative Data  <b>Group Article Critique qualitative designs</b>	Ch 13 423 – 432, 437 – 442	<b>Qualitative Article summary due</b>  <b>Qualitative Critique Discussion</b>	40 pts  15 pts
				<b>Assignments &amp; Points TBA</b>	
June 24	<b>Understanding Quantitative Research</b>  <b>Hypotheses</b>  What design will I use?	Overview of Quantitative Research  Outcome Research Survey Research Single Subject Experimental Causal Comparative	Mertens 4 – 7		
July 1	What will my “intervention” look like? What will my “outcome” look like?  Sampling in Quantitative	Designing & Operationalizing Independent & Dependent Variables  Review of Sampling Participants	Mertens 12 351 – 366  review Ch 11 pp. 316-320	Hmwk 5	20 pts
July 8	Am I measuring what I think?  What is a score and what does it mean?  How do I summarize my data	Operationalization/ Tests & Instruments Reliability and Validity  Understanding Normal Curve and measures of relative position  Overview of Statistical Concepts: Descriptive Statistics	Mertens 12 379 –383, 388-389, 398-401  Ch 13 403-421, 436  Reading to be assigned		

<u>Date</u>	<u>General Topic</u>	<u>“Official” Topic</u>	<u>Readings for Class</u>	<u>Assign/Hmwk DUE</u>	
July 15	How will I analyze my data  How will I interpret the results?	Analyzing Data Inferential Statistics	Review Mertens 13 408- 423		
July 22	What other types of research might I use in my future practice  <b>Final Pt 1 Putting it all together</b>	Transformational Designs PAR			
July 29 Last class	<b>Group Projects</b>  <b>Glossary Games Night</b>	<b>Group Projects</b>  <b>Final Discussion</b>			20 pts