

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

Course Name	CPSY 530 – Section 1
Course Number	Research Methods & Statistics I
Term	Fall 2014
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, 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 and Literature Review for a research project (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,
- The importance of research in advancing the counseling profession;
- Research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research,
- Statistical methods used in conducting research and program evaluation;
- 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 and inform evidence-based practice
- Legal and ethical issues in conducting research
- Ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

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 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	-	Fail

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.

Accommodations for Students with Special Needs and/or Disabilities:

If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle (x7156). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible. Please notify me of any special learning considerations that I should be aware of so that we can work together to make the appropriate accommodations.

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 1
Research Methods & Statistics I
Fall Semester 2014
Thursdays 1:00 – 4:15
York 115

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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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Requirements:

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.

Assignments

Class Participation	80 points
Homework	90 points
Article Summaries (2)	80 points
Test Review Assignment	35 points
Critique Discussions	30 points
Critique Guide/Questions	35 points
Glossaries/Glossary Games	70 points
Group Project	140 points

Final grades will be based on a 530 point total and will be distributed as follows:

477 & above	A
424 - 476	B
371 - 423	C
Below 371	Fail

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

Required Texts:

Mertens (2015). *Research and evaluation in education and psychology. Integrating diversity with quantitative, qualitative and mixed methods.* (3rd Ed). Thousand Oaks, CA: Sage.

American Psychological Association (2015). *Publication manual of the American Psychological Association.* (6th Ed.). Washington, DC: American Psychological Association.
or

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

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. (2006). *Dissertations and theses from start to finish (2nd Ed).*. 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/ Hmwk DUE</u>	<u>Points</u>
Sept 4	Introduction Your Goals What, how and who shall I study? Gathering Information	Class overview Introduction to the Research Process Reviewing the Research Research Timeline	Mertens p. 6	In class Assignment	5 pts
Sept 11	What is my research worldview? Mixed Methods	Frameworks/Paradigms/lenses Connection to design/approach	Mertens Ch 1 & 10 Ch 13 pp. 448 - 464 Appendix	Hmwk 1	15 pts
Sept 18	Research on the Job	Program Evaluation & Needs Assessment	Mertens Ch 2	Hmwk 2	5 pts
Sept 25	What is the purpose of my research – what problem am I addressing What, how and who shall I study? Who will my participants be?	“Problem Sensing/Conceptualization Research questions Defining populations and samples	Mertens Ch 3 & Ch 11 pp. 319 – 347		
Oct 2	Understanding Qualitative Research Qualitative questions What Qualitative Approach to use?	General Methodological Guidelines Developing a Qualitative Question Types of Qualitative Approaches/Designs Qualitative sampling strategies	Ch 8 & 9 review qualitative sampling Ch 11 (pp 331-336)	Hmwk 3	15pts

<u>Date</u>	<u>General Topic</u>	<u>“Official” Topic</u>	<u>Readings for Class</u>	<u>Assign/ Hmwk DUE</u>	<u>Points</u>
Oct 9	Collecting data cont’	Focus groups/Interviews	Mertens 12 pp. 378 – 394; 398-399; 404; 406-415	Hmwk 4	15 pts
Oct 16	How will I analyze and interpret my data? What does good qualitative research look like? Summary of Qualitative	Analyzing & Interpreting Qualitative Data Ensuring Quality of Data Collection Group Article Critique	Mertens 13 437 – 448	Qualitative Article Summary Qualitative Discussion	40 pts 15 pts
Oct 23	Understanding Quantitative Research What design will I use? Hypotheses Sampling in Quantitative	Overview of Quantitative Research Outcome Research Survey Research Single Subject Experimental Causal Comparative Probability Sampling	Mertens 4 – 7 Review Mertens Ch 11 pp 327 – 331; 340 - 347 Mertens Ch 12 pp. 366 - 378	Hmwk 5	15 pts
Oct 30	What will my “intervention” look like? What will my “outcome” look like? What is it an operationalization of RQ How will I analyze my data Brief Overview of Descriptive Statistics including correlation	Designing & Operationalizing Independent & Dependent Variables	Mertens 12 pp 364 - 378 13 pp. 417 - 422	Hmwk 6	10 pts
Nov 6	Am I measuring what I think? Choosing Instruments	Reliability and Validity Psychometric Issues Norms & Standardization	Mertens 12 394 – 398; 399 - 404 Mertens 13 403-421, 436 Reading to be	Test review reaction assignment	35 pts

<u>Date</u>	<u>General Topic</u>	<u>“Official” Topic</u>	<u>Readings for Class</u>	<u>Assign/ Hmwk DUE</u>	<u>Points</u>
				Dates of Assignments Due TBD	
Nov 13	How will I analyze my data How will I interpret the results?	Overview of Statistical Concepts: Normal Curve Standard Scores SEM Analyzing Data Inferential Statistics Conceptual therapy or Quantitative Discussion	Mertens Ch 13 pp 422 - 437		40 pts 15 pts
Nov 20	Treating Participants Ethically Other designs Surveys & Single Subject Designs (Conceptual therapy/ article discussion	Treating Participants Ethically HSRC/IRB standards Group discussion/quiz quantitative design	Mertens Ch 11 pp 347 – 358 HSRC application OHRP website		40 pts 30 pts
Nov 27	<i>Thanksgiving Break</i>	<i>No class</i>			
Dec 4	Group Projects Social Justice in Counseling Critiquing	Group Projects		Critique questions due	120 pts 35 pt
Dec 11	Group Projects Research Game Night	Group Projects		Thesis Proposal Introduction due	