

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

Course Name	CPSY 538 – Section 1
Course Number	Advanced Research Methods
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

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 include some lecture but primarily 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.

Course Goals and Objectives:

The primary goal of this class is to further develop students' understanding of the research process specifically related to research related to their professions. Included will be an understanding of program evaluation and the use of research findings for program improvement. Also included will be evidence based practice and utilizing research to improve practice. An additional goal is to have students critically analyze published research and/or be able to conduct independent research.

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)
- Understand the process of developing 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

Students will understand

- The importance of research in advancing the counseling profession;
- 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;
- Statistical methods used in conducting research and program evaluation;
- Principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications;
- The use of research to inform evidence-based practice; and
- Ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.
- 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 a School Psychology, MCFT, PMHC or PMHC-A 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, homework and in class assignments/class participation, article summaries and critiques, the development of a research article critique guide, an, a group research project and/or introduction to a research plan.

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.

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 of Research Methods Related resources:

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: 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. (1997). *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* (2nd Ed.). Thousand Oaks, CA: Sage Publications

Pyrczak, F. *Evaluating Research*. Los Angeles: Pyrczak Publishing.

Patten, M.L. (2000). *Understanding Research Methods. An Overview of the Essentials*. Los Angeles: Pycszak 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: Pycszak 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 538
Advanced Research Methods
Fall Semester 2014
Wednesdays 5:30 – 8:45

Carol Doyle, Ph.D.

Office: Rogers Hall 317 Advising Hours: Friday 1:00 – 4:00; T/Th (by appt)

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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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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.

Assignments and Points

Non-thesis Students

Class Participation	100 points
Homework	90 points
Reading Journal	30 points
Article Summaries (2)	80 points
Test Review Assignment	35 points
Critique Guide	35 points
Concept paper	30 points
Glossaries/Glossary Games	50 points
Group Project	120 points

Thesis Students

Class Participation	100 points
Homework	90 points
Reading Journal	30 points
Article Summaries (2)	80 points
Test Review Assignment	35 points
Critique Questions	35 points
Introduction	30 points
Glossary Games	50 points
Lit Review/ Presentation	110(10) points

Final grades will be based on a 570 point total and will be distributed as follows:

513 & above	A
456 - 512	B
399 - 455	C
below 399	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.* (4th Ed). Thousand Oaks, CA: Sage.

American Psychological Association (2010). *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

Date	General Topic	Readings for Class	Assign/Hmwk DUE
Sept 3	Introduction Your Goals		5pts
Sept 10	What is my research worldview? Paradigms/lenses/ epistemologies	Mertens chapter 1 Ponterotto, J. G. (2005).	
Sept 17	Research on the Job – Program Evaluation & Needs Assessment	Mertens Ch 2	H1 15 pts
Sept 24	Focusing the Research? Overview of Sampling	Mertens Ch 3 & 11	H 2 15pts
Oct 1	Qualitative Methods Topics to Be Covered/Reviewed <ul style="list-style-type: none"> • Methodological Considerations • Approaches • Sampling • Data Collection • Analysis • Recognizing Good research 	Mertens Ch 8& 9 Mertens Chapter qualitative aspects Mertens Chapter 13 qualitative aspects	H 3 15pts
Oct 8	Participatory Approaches	review pp 238 - 240 (participatory action research) J of Social Action article Ch 12 participatory data collection Ch 13 ..	H 4 15 pts
Oct 15	Qualitative Data Collection Qualitative Analysis		H 5 15 pts
Oct 22	30th Anniversary Dinner		Qualitative Article summary 40 points

	Critiquing Qualitative research		Critique time Qualitative Glossary Game Due	
Oct 29	Overview of Quantitative Topics to Be Covered/Reviewed <ul style="list-style-type: none"> • Designs • Design Validity/Threats • Sampling • Operationalizations • Analysis • Recognizing Good research 	Mertens Chapter 4 – 7		H 6 15 pts
Nov 5	Special Assignment and Meeting Using Standardized Instruments Reliability/Validity	Data collection reliability validity Chapter 12 post-positivist aspects Ch 13 - quantitative analysis	Test review Assignment	35 points
Nov 12	Mixed Methods	Mertens Chapter 10	Quantitative Glossary games due	
Nov 19	Ethics First person scenario Risks and Benefits Informed consent	Mertens Chapter 13 pp 403 - 423; 432-449	Concept Paper Due	30 points
Nov 26	<i>Thanksgiving Break</i>	<i>No class</i>		
Dec 3	Stats review Critiquing Research	Mertens 13 403- 423 ; 432 to 449	Quantitative Article Summary Critique guide due	40 pts 35 pts
Dec 10	Group Projects Thesis Presentations Thesis Lit Review Final (Discussion) Game Night			120 10