Required Objectives:

**Professional Identity Standards (CACREP 2009 Standards)**

1. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
2. the importance of research in advancing the counseling profession;
3. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;
4. statistical methods used in conducting research and program evaluation;
5. principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications;
6. the use of research to inform evidence-based practice; and
7. ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

**Clinical Mental Health Standards (CACREP 2009 Standards)**

- B1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.
- I1. Understands how to critically evaluate research relevant to the practice of clinical mental health counseling.
- I2. Knows models of program evaluation for clinical mental health programs.

**Additional Objectives**

Student will Identify various paradigms for conducting research

**Key Required Assignments/Student Learning Outcomes**
These assignments are required for the course, but will not be the only requirements/expectations. The chart below lists the assignment, method of submission, and benchmark score/grade. These assignments are set up for upload to Taskstream and/or instructor provides rating for assignment. See syllabus for details.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Proficient (A)</th>
<th>Benchmark (B)</th>
<th>Emerging (C)</th>
<th>Inadequate/FAIL</th>
<th>As evidenced by:</th>
<th>Program Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students summarize and critique research relevant to counseling, addictions, and/or clinical mental health</td>
<td>Met expectations</td>
<td>Did not meet expectations</td>
<td>MHC 535: Article Summaries</td>
<td>9. Research and Assessment (2 of 7)</td>
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<tr>
<td>Proficient (A)</td>
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<tr>
<td>Goal</td>
<td>90-100% Assignment scores</td>
<td>80% -89% Assignment scores</td>
<td>70% -79 Assignment scores</td>
<td>MHC 535: Qualitative Article Critique</td>
<td>9. Research and Assessment (2 of 7)</td>
<td></td>
</tr>
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<td>Goal</td>
<td>90-100% Assignment scores</td>
<td>80% -89% Assignment scores</td>
<td>70% -79 Assignment scores</td>
<td>MHC 535: Quantitative Article Critique</td>
<td>9. Research and Assessment (2 of 7)</td>
<td></td>
</tr>
<tr>
<td>Students understand models and methods of program evaluation</td>
<td>90-100% Assignment scores</td>
<td>80% -89% Assignment scores</td>
<td>70% -79 Assignment scores</td>
<td>MHC 535: Program Evaluation Article Summary/Review</td>
<td>9. Research and Assessment (3 of 7)</td>
<td></td>
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<tr>
<td>Demonstrates an understanding of various types and designs of research relevant to counseling.</td>
<td>90-100% Assignment scores</td>
<td>80% -89% Assignment scores</td>
<td>70% -79 Assignment scores</td>
<td>MHC 535: Group Project: Development of a hypothetical mixed methods research proposal</td>
<td>9. Research and Assessment (4 of 7)</td>
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</tbody>
</table>
Catalogue Description:
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. Note: Taught during the fall semester only, as the first course of a two-semester sequence. Students who wish to pursue the thesis-option M.S. program are advised to take this sequence as early as possible in their course of study.

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. 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 (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)

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

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.

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.

Partial Bibliography:


LeCompte & Schensul (1999). Ethnographer’s Toolkit


CPSY 530 - Section 1
Research Methods & Statistics I
Fall Semester 2015
Wednesday 5:30-8:45
York 107

Elizabeth Oshrin Parker
Advising Hours by appointment
E-mail: eparker@lclark.edu

“If we knew what it was we were doing, it would not be called research, would it?
Albert Einstein

Course Description

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.

Evaluation course participation and grading

Your course grade will be evaluated based off the following assessments:

1. Completion of all required readings and active participation in class discussions, groups, and role-plays (50 points)
   All assigned readings must be completed in advance of the class in which they are to be discussed. Every student is responsible for coming to class prepared to participate in a meaningful discussion. Classroom group, discussions and role-plays are opportunities to bring up questions about the assigned readings, further your understanding of the concepts under study, and integrate course material into your understanding of research, and integrate material into your clinical practice.

2. Homework (50 points- 10 each)
   A total of five homework’s will be assigned. Homework will be given in class, or posted on moodle the week before it is due. See schedule below for due dates for each assignment. Homework should be double-spaced and in Times New Roman font.

3. Article Critique (150 points- 50 each)
   There will be three article critiques due during the course of the semester. The first will focus on an article about program evaluation. The second will focus on a qualitative article and the third will focus on a quantitative article. This will be a take home assignment. All article critiques should be done in APA format. A more detailed explanation of the assignment will be handed out in class or posted on Moodle.

4. 10 Questions (25 points)
   On November 25th you will turn in 10 questions. The purpose of this assignment is for you to create a reading guide of 10 questions that will help you critically read and critique research in the future.

   While reading each chapter, identify key concepts that will help you when you are reading and critiquing research. At the end of each chapter create two questions, using those key concepts, that you will ask yourself when you read research in the future. For example, a question that
might come out of the introduction chapter is: “What paradigm did the researchers use when conducting this study?”

5. **Glossary Game (25 points)**
   
   This assignment has two components. One component is to be done individually and the other component will be done in your research group.

   **Individual task**: For each reading assignment you complete for the course, you will identify two glossary terms. One term should be a term you were previously unaware of, the other should be a concept that you think all people should be aware of when reading research. Please record the page number you found the term on within the reading as well as the terms definition.

   **Group task**: During class time you will be given time to meet as a group. As a group you will identify 15 concepts that you have learned through the process of working on your group project.

   These glossary terms will be turned into a game later on in the semester. A more detailed description of the glossary game will be provided in class.

6. **Group Project (100 points)**

   The group project is a power point presentation of a research proposal. The research proposal must be a mixed methods project containing both quantitative and qualitative components. Along with your group, you will design a research proposal pertaining to an issue relevant in your field. The proposal must be a systemic problem (i.e. relate to couples or families). The proposal is a detailed description of a study designed to investigate a given problem in your field. The study you design should contain both quantitative and qualitative methods, however it is assumed that it will have one primary focus with additional/supplementary information gathered using the other approach.

   Your grade will be partially determined by your inclusion and discussion of each element of a proposal. Each person in your group is expected to participate equally and fully in the completion of this project. However, that does not mean that each person must participate equally in each aspect of the task. Working out an equitable distribution of work is part of the process for your group.

   A more detailed explanation of the assignment will be handed out in class.
Overview of Assignments:

- Class Participation: 50
- Homework: 50
- Article Critique: (3) 150
- 10 questions: 25
- Glossary Game: 25
- Group Project: 100

Total: 400

Final Grading
- A = 93-100
- A- = 90-92
- B+ = 88-89
- B = 83-87
- B- = 80-82
- C+ = 78-79
- C = 73-77
- C- = 70-72

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

Required Texts:


Supplementary Texts & Workbooks


<table>
<thead>
<tr>
<th>Date</th>
<th>General Topic</th>
<th>“Official” Topic</th>
<th>Readings for Class</th>
<th>Assign/Hmwk DUE</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>9-Sep</td>
<td>Introduction</td>
<td>Class overview</td>
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<tr>
<td></td>
<td>Goals of the class</td>
<td>Introduction to the Research Process</td>
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<td></td>
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<td>Syllabus review</td>
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<td>Researcher/Practitioner gap</td>
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<td>APA overview</td>
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<tr>
<td>16-Sep</td>
<td>Literature Reviews</td>
<td>Reading a literature review- what makes a good argument?</td>
<td>Mertens Ch 1</td>
<td>Homework #1 – Lit review and paradigm</td>
<td>10</td>
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<td></td>
<td>World Views</td>
<td>Research questions</td>
<td>Mertens Ch 3</td>
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<td></td>
<td></td>
<td>Defining populations and samples</td>
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<td>Frameworks/Paradigms/lenses</td>
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<td>23-Sep</td>
<td>What is the purpose of my research – what problem am I addressing</td>
<td>library research/problem purpose statement</td>
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<td>Instructor will be gone, groups should meet to complete Homework #2</td>
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<td></td>
<td>What, how and who shall I study?</td>
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<td>30-Sep</td>
<td>Situating Research</td>
<td>Program Evaluation &amp; Needs Assessment</td>
<td>Mertens Ch 2 &amp; 10</td>
<td>Homework #2- Research Problem</td>
<td>10</td>
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<td></td>
<td>Research on the Job</td>
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<td>Bring program evaluation article to class</td>
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<td>Mixed Methods</td>
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| 7-Oct   | 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 | Mertens ch 8 & 9                    | Program Evaluation Critique | 50 points |
| 14-Oct  | Collecting data                                                               | Focus groups/Interviews                                                          | Mertens 12                  | Homework #3  
Observation Homework | 10 points |
| 21-Oct  | 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 | Mertens 13                    | Bring qualitative article to class |        |
| 28-Oct  | 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 & 5                 | Qualitative Critique               | 50 points |
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<tbody>
<tr>
<td>11-Nov</td>
<td>Surveys and Other Designs Basic Descriptive Statistics</td>
<td>Reliability and Validity</td>
<td>Mertens 12 394 - 404 Mertens 13 403-421</td>
<td>Homework 5 Self care assignment</td>
<td>10 points</td>
</tr>
<tr>
<td>25-Nov</td>
<td></td>
<td>Holiday Break No Class</td>
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<tr>
<td>2-Dec</td>
<td>How do I interpret more sophisticated analysis? Quantitative Discussion</td>
<td>Path Analysis Growth curve modeling</td>
<td>Mertens Ch 13 pp 422 - 437</td>
<td>10 questions Bring quantitative article to class</td>
<td>25 points</td>
</tr>
<tr>
<td>9-Dec</td>
<td>Group Projects</td>
<td>Group Projects</td>
<td></td>
<td>Quantitative Critique</td>
<td></td>
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<tr>
<td>16-Dec</td>
<td>Group Projects, Research Game Night</td>
<td>Group Projects</td>
<td></td>
<td>Quantitative Critique, Group Project</td>
<td>50 points, 100 points</td>
</tr>
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