

COURSE SYLLABUS
Professional Mental Health Counseling Program
Graduate School of Education and Counseling
Lewis & Clark College

Course Name	Research Methods in Counseling
Course Number	MHC 535
Term	Spring 2015
Department	Counseling Psychology
Textbooks/Materials	See attached
Faculty Name	Carol Doyle
Faculty E-mail	cdoyle@lclark.edu
Faculty Office	Rogers Hall 317

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 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
- Identify each of the steps involved in the development of a research project
- Write research questions and hypotheses
- Understand the ethical issues involved in working with human participants
- Identify and describe various types of quantitative research designs
- Identify and describe various types of qualitative research designs
- Identify the components and models of program evaluations, including needs assessments

- Identify and describe validity issues inherent in different types of designs
- Discuss the use of research findings for program change
- Discuss the issues involved in conducting real world research
- Discuss the impact of culture on various aspects of the research process
- Critically evaluate published research articles
- Design a proposal for research project

Objectives from the 2009 CACREP Standards:

Professional Identity Standards:

- 1j. Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
- 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; and
- 8f. Ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.
- 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 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.

Course Calendar: See attached

Course Requirements: See attached

Overall, the requirements of the course include, homework and/or in class assignments, summarizing and critiquing research articles, a research methods “glossary”, a group research project, and 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.

Evaluation and Assessment:

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.

	Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Program Objective
Goal						
Students summarize and critique research relevant to counseling, addictions, and/or clinical mental health		Met expectations		Did not meet expectations	MHC 535: Article Summaries	9. Research and Assessment (2 of 7)
	Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Program Objective
Goal						
Students summarize and critique research relevant to counseling, addictions, and/or clinical mental health	90-100% Assignment scores	80% -89% Assignment scores	70% -79 Assignment scores		MHC 535: Qualitative Article Critique	9. Research and Assessment (2 of 7)
	Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Program Objective
Goal						
Students summarize and critique research relevant to counseling, addictions, and/or clinical mental health	90-100% Assignment scores	80% -89% Assignment scores	70% -79 Assignment scores		MHC 535: Quantitative Article Critique	9. Research and Assessment (2 of 7)
	Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Program Objective
Goal						
Students understand models and methods of program evaluation	90-100% Assignment scores	80% -89% Assignment scores	70% -79 Assignment scores		MHC 535: Program Evaluation Article Summary/R eview	9. Research and Assessment (3 of 7)

	Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Program Objective
Goal						
Demonstrates an understanding of various types and designs of research relevant to counseling.	90-100% Assignment scores	80% -89% Assignment scores	70% -79 Assignment scores		MHC 535: Group Project: Development of a hypothetical mixed methods research proposal	9. Research and Assessment (4 of 7)

Additional Evaluation Guidelines: Each assignment will be graded via a point system. Generally speaking, the following grades can be associated with the points for each assignment and for the final grade

93% of points possible	-	A
90 – 92% points possible	-	A-
88 – 89% or points possible	-	B+
83 - 87% of points possible	-	B
80 – 82% points possible	-	B-
78 – 79% or points possible	-	C+
73 - 77% of points possible	-	C
Less than 73%	-	D/F

Please note that if the basic requirements for an assignment 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.

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

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:

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.

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- 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. (1927). *Interpreting Basic Statistics. A Guide and Workbook Based on Excerpts from Journal Articles*. Los Angeles: Pyrczak Publishing.
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- 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
- Pryczak, 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 (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: 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
Spring Semester 2016
York Graduate Center 116

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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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Assignments and Points

Class Participation	55
In Class Assignments	45
Homework/Assignments	85
Glossary Games	40
Program Evaluation Summary	30
Article Summary Discussions	40
Article Critiques (3)	70
Critique Questions	15
Group Project	120

Final grades will be based on a 500 point total and will be distributed as follows:

465 and above	A
450 - 464	A-
440 – 449	B+
415 – 439	B
400 - 414	B -
350 - 400	C (No Credit)
below 350	Fail

Required Texts:

Mertens (2015). *Research & Evaluation in Education & Psychology* (4th Ed). Thousand Oaks, CA: Sage.

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

Tentative Schedule of Classes

Date	General Topic	“Official” Topic	Readings for Class	Assign/ Hmwk DUE	Points
Jan 13	Introduction Your Goals Overview of Research Process & Types of Research Search strategies	Class overview Introduction to the Research Process Research Timeline APA overview/ Article Structure	Mertens p. 6 Appendix Ch 13 pp. 448 – 464	In class Assignment	5 pts
Jan 20	What is my research worldview? Overview –Situating Research Reviewing the Literature	Frameworks/ Paradigms/lenses Connection to design/approach	Mertens Chap 1, 3 & 10 Chapter 10?	Hmwok 1 due	20 pts
Jan 27	What is the purpose of my research – what problem am I addressing What, how and who shall I study? Sampling & Ethics Initial problem statement	“Problem Sensing/Conceptu alization Research questions Defining populations and samples	Mertens Ch 3 review pp 115 - 119 Ch 11 318 – 327; 337-347; 347 - 358	Hmwork 2 due In class assignment	15 points
Feb 3	Research on the Job	Program Evaluation & Needs Assessment	Mertens Ch 2	Bring program evaluation article to class	

<p>Feb 10</p>	<p>Understanding Qualitative Research</p> <p>Qualitative questions</p> <p>What Qualitative Approach to use?</p>	<p>General Methodological Guidelines</p> <p>Developing a Qualitative Question</p> <p>Types of Qualitative Approaches/Designs</p> <p>Qualitative sampling strategies</p>	<p>Mertens Ch 8 & 9</p> <p>Qualitative sampling Ch 11 (pp 331-337; 343-344)</p>	<p>Program Evaluation Summary Due</p>	<p>30 points</p>
<p>Feb 17</p>	<p>Collecting data cont'</p>	<p>Focus groups/Interviews</p>	<p>Mertens 12 pp. 378 – 394; 398-399; 404; 406-415</p>	<p>Homework 3 due</p>	<p>20 pts</p>
<p>Feb 24</p>	<p>How will I analyze and interpret my data?</p> <p>What does good qualitative research look like?</p> <p>Summary of Qualitative</p>	<p>Analyzing & Interpreting Qualitative Data</p> <p>Ensuring Quality of Data Collection</p> <p>Group Article Summary in class</p>	<p>Mertens 13 437 – 448</p>	<p>Qualitative games due</p> <p>Qualitative Article Summary Discussion (bring qualitative article to class)</p>	<p>20 pts</p> <p>20 pts</p>
<p>March 2</p>	<p>Understanding Quantitative Research</p> <p>What design will I use?</p> <p>Hypotheses</p> <p>Sampling in Quantitative</p>	<p>Overview of Quantitative Research</p> <p>Quantitative Designs</p> <p>Probability Sampling</p>	<p>Mertens 4 – 7</p> <p>Review Mertens Ch 11 pp 327 – 331; 344 - 347</p> <p>Mertens Ch 12 pp. 366 - 378</p>	<p>Qualitative Critique</p>	<p>35 pts</p>

March 9	<p>What will my “intervention” look like? What will my “outcome” look like?</p> <p>What is it an operationalization of RQ</p> <p>How will I analyze my data</p> <p>Am I measuring what I think?</p> <p>Choosing Instruments</p>	<p>Designing & Operationalizing Independent & Dependent Variables</p> <p>Psychometric Issues Norms & Standardization</p> <p>Reliability and Validity</p>	<p>Mertens 12 pp 364 378</p> <p>13 pp. 417 - 422</p> <p>Test review reaction in class</p>	<p>Homework 4 due</p>	15 pts
March 16	<p>Surveys and Other Designs</p> <p>Basic Descriptive Statistics</p>	<p>Survey and Survey Questions</p>	<p>Mertens 12 394 – 398; 399 - 404</p> <p>Mertens 13 403- 421, 436</p>	<p>Homework 5 due</p>	15 pts
March 23	<p>Spring Break</p>	<p>No Class</p>			
March 30	<p>How will I analyze my data</p> <p>How will I interpret the results?</p> <p>Brief Overview of Descriptive Statistics including correlation</p>	<p>Overview of Statistical Concepts: Normal Curve Standard Scores SEM Analyzing Data Inferential Statistics</p>		<p>Quantitative Games Due</p> <p>Quantitative summary discussion</p>	<p>20 pts</p> <p>20 pts</p>
April 6	<p>How do I interpret more sophisticated analysis?</p> <p>Results sections discussion</p> <p>Conceptual therapy</p>	<p>Inferential Statistics</p> <p>Comparison of means</p> <p>Regression</p> <p>Results sections/ Critiquing Results</p>	<p>Mertens Ch 13 pp 422 - 437</p>	<p>Quantitative Critique Due</p> <p>In class assignment</p>	<p>35 pts</p> <p>10 pts</p>
April 13	<p>Group Projects</p> <p>Social Justice in Counseling</p> <p>Critiquing</p>	<p>Group Projects</p>		<p>Critique question in class assignment</p>	<p>120</p> <p>15 pts</p>
April 20	<p>Group Projects</p> <p>Research Game Night</p>	<p>Group Projects</p>			<p>120 pts</p> <p>10 pts</p>