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, develop a research question, and begin their thesis proposal, including a literature review.

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, evidence based practice, and the use of research findings for program/practice improvement. 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
- Understand the process of developing 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 and practice improvement
• 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
• Write an Introduction and Literature Review for a research project (thesis students only)
• Design a proposal for research project

Additionally, the course will cover the objectives and competencies from your professional organizations. These include:

From the CACREP 2016 Standards

Professional Counseling Identity (CACREP 2016 Standards)

7g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations.
8a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice.
8b. identification of evidence-based counseling practices
8c. needs assessments
8d. development of outcome measures for counseling programs
8e. evaluation of counseling interventions and programs
8f. qualitative, quantitative and mixed research methods
8g. designs used in research and program evaluation
8h. statistical methods used in conducting research and program evaluation
8i. analysis and use of data in counseling
8j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation

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

Course Calendar: See attached

Course Requirements: See attached
The graded requirements of the course differ dependent on whether or a student working toward admission to the M.S. and planning to complete a thesis or you are a student with a strong research background that is not planning to complete a thesis. Overall, the requirements of the course include, out of class assignments, the development of a research article critique guide, a reading journal, class presentations, and summaries and critiques of a research articles, and a group research project (for non-thesis students) and an introduction to a research proposal/literature review.

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 and for the final grade

<table>
<thead>
<tr>
<th>Points Possible</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93%</td>
<td>A</td>
</tr>
<tr>
<td>90 – 92%</td>
<td>A-</td>
</tr>
<tr>
<td>88 – 89%</td>
<td>B+</td>
</tr>
<tr>
<td>83 – 87%</td>
<td>B</td>
</tr>
<tr>
<td>80 – 82%</td>
<td>B-</td>
</tr>
<tr>
<td>78 – 79%</td>
<td>C+</td>
</tr>
<tr>
<td>73 – 77%</td>
<td>C</td>
</tr>
<tr>
<td>Less than 73%</td>
<td>D/F</td>
</tr>
</tbody>
</table>

Additionally, please note that if the basic 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.

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**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: Group Article Summaries</td>
<td>9. Research and Assessment (2 of 7)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students summarize and critique research relevant to counseling, addictions, and/or clinical mental health</td>
<td>93-100% Assignment scores</td>
<td>83% -92% Assignment scores</td>
<td>Below 80% Assignment scores</td>
<td>MHC 535: Qualitative 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>93-100% Assignment scores</td>
<td>83% -92% Assignment scores</td>
<td>Below 80% Assignment scores</td>
<td>MHC 535: Program Evaluation Article Summary/Review</td>
<td>9. Research and Assessment (3 of 7)</td>
<td></td>
</tr>
</tbody>
</table>
### Goal

<table>
<thead>
<tr>
<th>Goal</th>
<th>Proficient (A)</th>
<th>Benchmark (B)</th>
<th>Emerging (C)</th>
<th>Inadequate/Fail</th>
<th>Program Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates an understanding of various types and designs of research relevant to counseling.</td>
<td>93-100% Assignment scores</td>
<td>83%-92% Assignment scores</td>
<td>80-82%</td>
<td>Below 80% Assignment scores</td>
<td>CPSY 538 Research Compilations</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9. Research and Assessment (4 of 7)</td>
</tr>
</tbody>
</table>

### 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:

LeCompte & Schensul (1999). Ethnographer’s Toolkit


“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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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

Class Participation 85
Beginning to Research Assignment 30
Reading Journal 50
Class Presentations 40
Article Summaries/Critiques (3) 135
Critique Questions 25
Introduction/Justification 25
Research Design Compilation 50
Literature Review 100
Thesis Presentation 10

Final grades will be based on a 550 point total and will be distributed as follows:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>511 and above</td>
<td>A</td>
</tr>
<tr>
<td>495 – 510</td>
<td>A-</td>
</tr>
<tr>
<td>484 - 494</td>
<td>B+</td>
</tr>
<tr>
<td>456 – 483</td>
<td>B</td>
</tr>
<tr>
<td>440 – 455</td>
<td>B -</td>
</tr>
<tr>
<td>429 – 439</td>
<td>C+</td>
</tr>
<tr>
<td>below 429</td>
<td>Fail</td>
</tr>
</tbody>
</table>

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Required Texts:


or


Supplementary Texts & Workbooks


<table>
<thead>
<tr>
<th>Date</th>
<th>General Topic</th>
<th>Readings for Class</th>
<th>Assign/Hmwk DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 7</td>
<td>Intro</td>
<td>Overview of Class</td>
<td>Becoming a Researcher</td>
</tr>
<tr>
<td>Sept 14</td>
<td>Transformative Paradigm in Detail</td>
<td>Mertens 1 – 3</td>
<td>Assignment one Due date moved to Sept 21</td>
</tr>
<tr>
<td>Sept 21</td>
<td>Developing the Focus of Research/Evaluation Studies</td>
<td>Mertens Chap 4</td>
<td>Citations and Light Survey</td>
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<tr>
<td></td>
<td>Developing and Refining a Research Problem</td>
<td>Additional Readings</td>
<td></td>
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<tr>
<td></td>
<td>Reviewing the Literature</td>
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<td></td>
<td>Recognizing Good research</td>
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<td></td>
<td>Critically Reviewing the Literature</td>
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<tr>
<td></td>
<td>Thinking About Critiquing</td>
<td></td>
<td></td>
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<tr>
<td>Sept 28</td>
<td>Transformative model</td>
<td>Mertens TRE Chap 5</td>
<td>Bring article to class</td>
</tr>
<tr>
<td></td>
<td>Program Evaluation Models and Examples</td>
<td>Additional Readings</td>
<td></td>
</tr>
<tr>
<td>Oct 5</td>
<td>Transformative Lens as Foundation for Research</td>
<td>Mertens Ch 6 pp. 164-169</td>
<td>Program Evaluation Summary/Critique</td>
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<tr>
<td></td>
<td>Mixed Methods as Backdrop for Transformative</td>
<td>Ch 7</td>
<td></td>
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<tr>
<td></td>
<td>Selection of Participants</td>
<td>Ch 8 – 233 – 241</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ethics</td>
<td>Ch 9 – 281 – 292; 309-312</td>
<td></td>
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<tr>
<td></td>
<td>Data collection</td>
<td></td>
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<tr>
<td></td>
<td>Data Analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Page Range</td>
<td>Activity/Assignments</td>
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<tr>
<td>Oct 12</td>
<td>Evidence Based Practice <a href="#">Outcome research</a></td>
<td>6 pp. 185 - 194</td>
<td>Bring article(s) to class</td>
</tr>
<tr>
<td></td>
<td>Quant #1 Types of Quant <a href="#">Participant Selection in Quant</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct 19</td>
<td>Methods of Quantitative <a href="#">Defining Independent Variables</a></td>
<td>268-280</td>
<td>In class discussion</td>
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<tr>
<td>Oct 26</td>
<td>Operationalizing Variables <a href="#">Operationalizing Variables</a></td>
<td></td>
<td>Quantitative Article Summary/Critique Due</td>
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<tr>
<td></td>
<td>Reliability/Validity</td>
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<tr>
<td></td>
<td>Quantitative Analysis <a href="#">Descriptive Statistics</a></td>
<td></td>
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<tr>
<td>Nov 2</td>
<td>Quant Analysis con’t <a href="#">Inferential Stats</a></td>
<td>Ch 9 299 - 309</td>
<td></td>
</tr>
<tr>
<td>Nov 9</td>
<td>Qualitative Overview <a href="#">Types of qualitative</a></td>
<td>Ch 6 pp. 169 – 185; 194-198</td>
<td></td>
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<tr>
<td>Nov 16</td>
<td>Qualitative Methods</td>
<td></td>
<td>Qualitative Article Summary Critique due</td>
</tr>
<tr>
<td>Nov 23</td>
<td>Fall Break</td>
<td>No class</td>
<td></td>
</tr>
<tr>
<td>Nov 30</td>
<td>Qualitative Analysis <a href="#">Intro Due Question/Justification</a></td>
<td>Ch 9 – pp 292 – 299</td>
<td></td>
</tr>
<tr>
<td>Dec 7</td>
<td>Reporting &amp; Utilization <a href="#">Critiquing Research</a></td>
<td>Mertens Ch 10</td>
<td>Critique Guides Research Templates Due</td>
</tr>
<tr>
<td>Dec 14</td>
<td>Thesis Presentations <a href="#">Lit Reviews Due</a></td>
<td></td>
<td>Lit Reviews Due</td>
</tr>
</tbody>
</table>