

Lewis & Clark College
Professional Mental Health Counseling & Professional Mental Health Counseling –
Specialization in Addictions
MHC 535/ CPSY 538
Research Methods in Counseling / Advanced Research Methods
Syllabus Cover Sheet

Required Objectives:

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

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		Met expectations		Did not meet expectations	MHC 535: Article Summaries	9. Research and Assessment (2 of 7)

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clinical mental health						
	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/Review	9. Research and Assessment (3 of 7)

	Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Program Objective
Goal						
Demonstrate 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)

**MHC 535 Research Methods in Counseling: Spring 2017
Syllabus**

Instructor: J. Thomas Shrewsbury, MSW, LCSW, BCD, MAC

Phone: 503-820-9666 (text is OK)

Email: Shrewsbury@lclark.edu

Course: MHC 535-01 Research Methods in Counseling

Semester: Spring 2017

Credits: 3 semester hours

Meets on: Tuesdays 1:00 p.m.- 4:15 p.m, 1/10/17 to 4/18/17

Office hours and availability:

- The fastest way to reach me is by text.
- I am available by phone Monday through Friday.
- I will answer your emails within 48 hours.
- I will meet with you in person by appointment on Tuesdays (location: private space TBD)

MHC 535 Research Methods in Counseling Content Areas: MHC 535 Research Methods in Counseling Content: 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. Prerequisites: None.

Knowledge and skills outcomes: The learning objectives below will supplement those that are listed in the syllabus cover sheet, course catalogue, and student handbook.

By the end of this course, students will be able to:

Describe:

- The history of research in Counseling
- Program evaluation methods

Apply:

- Applicable ACA Code of Ethical standards

Evaluate and critique:

- Program evaluation research
- Qualitative research articles
- Quantitative research articles

Formulate a research proposal and articulate in writing all of the following:

- Problem statement including:
 - Area of study
 - Definition of constructs
 - Paradigm and assumptions
- Literature review including:
 - History
 - Current literature
 - Research problem

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- Methodology
 - Research question and hypothesis
 - Research design
 - Independent and dependent variables for quantitative research proposals
 - Sampling procedures
 - Measures and their psychometric properties
 - Data collection procedures
 - Pilot testing recommendations
 - Data analysis procedures

Methods of instruction: Reading assignments, didactic lectures, class discussions, small group discussions, small group activities, experiential exercises, lecture by a special guest, student presentations, and/or outside class activities.

Required texts:

1. Mertons, M. D. (2015). *Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods* (4th ed.). Los Angeles, CA: Sage.
2. Schwartz, B. M., Landrum, R. E., & Gurung, R. A. (2017). *An easyguide to APA style* (3rd ed.). Thousand Oaks, CA: Sage.

Required readings: All readings will be made available through a shared DropBox folder.

American Counseling Association. (2005). *ACA code of ethics: As approved by the ACA Governing Council, 2005*. American Counseling Association. Retrieved from: <https://www.counseling.org/resources/aca-code-of-ethics.pdf>

Barkowski, S., Schwartz, D., Strauss, B., Burlingame, G. M., Barth, J., & Rosendahl, J. (2016). Efficacy of group psychotherapy for social anxiety disorder: A meta-analysis of randomized-controlled trials. *Journal of Anxiety Disorders, 39*, 44–64. <https://doi.org/10.1016/j.janxdis.2016.02.005>

Bouso, J. C., Doblin, R., Farré, M., Alcázar, M. Á., & Gómez-Jarabo, G. (2008). MDMA-Assisted Psychotherapy Using Low Doses in a Small Sample of Women with Chronic Posttraumatic Stress Disorder. *J Psychoactive Drugs, 40*(3), 225–236. <https://doi.org/10.1080/02791072.2008.10400637>

Carrere, S., Buehlman, K. T., Gottman, J. M., Coan, J. A., & Ruckstuhl, L. (2000). Predicting marital stability and divorce in newlywed couples. *Journal of Family Psychology, 14*(1), 42–58. <https://doi.org/10.1037//0893-3200.14.1.42>

Clancy, S. a, McNally, R. J., Schacter, D. L., Lenzenweger, M. F., & Pitman, R. K. (2002). Memory distortion in people reporting abduction by aliens. *Journal of Abnormal Psychology, 111*(3), 455–461. <https://doi.org/10.1037/0021-843X.111.3.455>

Elder, A. B. (2015). Experiences of Older Transgender and Gender Nonconforming Adults in Psychotherapy: A Qualitative Study. *Psychology of Sexual Orientation and Gender Diversity, 3*(2), 180–186. <https://doi.org/10.1037/sgd0000154>

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- Fursland, A., & Watson, H. J. (2014). Eating disorders: A hidden phenomenon in outpatient mental health? *International Journal of Eating Disorders*, 47(4), 422–425.
<https://doi.org/10.1002/eat.22205>
- Guba, E. G. and Lincoln, Y. S. (1985). *Naturalistic Inquiry*. (1st ed.) Newbury Park, CA: Sage Publications. Ch. 11, pp. 289–330.
- Hazler, R. J., Carney, J. V., & Granger, D. a. (2006). Integrating Biological Measures Into the Study of Bullying. *Journal of Counseling and Development* : JCD, 84(3), 298-307.
<https://doi.org/10.1002/j.1556-6678.2006.tb00409.x>
- Henretty, J. R., & Levitt, H. M. (2010). The role of therapist self-disclosure in psychotherapy: A qualitative review. *Clinical Psychology Review*, 30(1), 63–77. <https://doi.org/10.1016/j.cpr.2009.09.004>
- Lyons, H. Z., & Bike, D. H. (2013). The use of multiculturally-competent research methods to promote social justice in counseling and psychology. *Journal for Social Action in Counseling and Psychology*, 5(2), 1–9. Retrieved from
<http://web.a.ebscohost.com.ezp.waldenulibrary.org/ehost/pdfviewer/pdfviewer?sid=b35626c9-1f0a-409e-be9c-ea892668be14@sessionmgr4004&vid=0&hid=4212>
- Marks, A. K., Patton, F., & Coll, C. G. (2011). Being bicultural: A mixed-methods study of adolescents' implicitly and explicitly measured multiethnic identities. *Developmental Psychology*, 47(1), 270–288. <https://doi.org/10.1037/a0020730>
- McCarty, D., Gustafson, D. H., Wisdom, J. P., Ford, J., Choi, D., Molfenter, T., ... Cotter, F. (2007). The Network for the Improvement of Addiction Treatment (NIATx): Enhancing access and retention. *Drug and Alcohol Dependence*, 88(2–3), 138–145.
<https://doi.org/10.1016/j.drugalcdep.2006.10.009>
- Morrow, S. L. (2005). Quality and Trustworthiness in Qualitative Research in Counseling Psychology. *Journal of Counseling Psychology*, 52(2), 250–260. <https://doi.org/10.1037/0022-0167.52.2.250>
- Scheel, M. J., Davis, C. K., & Henderson, J. D. (2013). Therapist Use of Client Strengths: A Qualitative Study of Positive Processes. *The Counseling Psychologist*, 41(3), 392–427.
<https://doi.org/10.1177/0011000012439427>
- Wachtel, L. E., Jaffe, R., & Kellner, C. H. (2011). Electroconvulsive therapy for psychotropic-refractory bipolar affective disorder and severe self-injury and aggression in an 11-year-old autistic boy. *European Child and Adolescent Psychiatry*, 20(3), 147–152. <https://doi.org/10.1007/s00787-010-0155-z>
- Weir, K. (2015). A reproducibility crisis?: The headlines were hard to miss: Psychology, they proclaimed, is in crisis. In *American Psychological Association Monitor on Psychology*, 46(9), 39. Retrieved from:
<http://www.apa.org/monitor/2015/10/share-reproducibility.aspx>

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Student performance evaluation criteria and procedures:

Students will be evaluated in the areas of academic performance, professional conduct, and student fitness. The grading procedures will follow those listed in the Lewis & Clark College-Wide Academic Policies. Students are responsible for knowing and adhering to the principles of academic integrity as stated in the Graduate School Catalog and The Navigator.

Right to appeal: If a student believes a final grade in a course or an academic decision affecting continuance in a degree program deviates from established practices, the student has the right of appeal. Students are encouraged to first speak with the instructor. Students may also speak with their academic advisors to initiate an appeal process.

Grading procedures: The grading procedures will follow those listed in the Lewis & Clark College-Wide Academic Policies. The following grade markings will be used as applicable:

Letter grades include A, A-, B+, B, B-, C+, C, C-, D+, D, or F

Credit/no credit grades (same as pass/fail)

Incomplete grades: A grade of Incomplete (INC) may be given when circumstances beyond the control of the student prevent him/her from completing the course on time. It is the responsibility of the instructor, in consultation with the student, to decide whether the student has a legitimate reason for not completing the work on time. The date by which the Incomplete must be made up is one year following the last day of classes of the semester. Once the Incomplete is made up, the instructor must submit a Supplemental Grade Change form to the Graduate Office of the Registrar. An Incomplete grade that is not made up within the due date becomes a permanent grade of Incomplete.

Deferred grades: A grade of Deferred (DFD) is a temporary designation normally used at the end of a semester for a course continuing for more than one semester. Assigning a DFD grade indicates that the student has been participating in the course at least up to the point the term has ended and the DFD grade is assigned. When the full sequence is completed, a student receives a grade.

Satisfactory Academic Progress and Performance: Students enrolled in degree programs must maintain a B average (3.0) and may not receive any grade lower than a C- in any course and no two grades lower than B- to be considered making satisfactory academic progress. The grade of no credit (NC) counts as a grade below a C- for the purposes of determining satisfactory academic progress. Students in non-degree graduate programs (including license, certificate, and endorsement programs) must maintain a 3.0 GPA to be considered making satisfactory academic progress. Students who do not meet the standards for satisfactory academic progress will be immediately withdrawn from their program and notified of this action.

Lewis & Clark Disability Policy & Accommodation Policy & Procedures

Lewis & Clark College is committed to serving the needs of its students with disabilities. Professional staff in the office of Student Support Services ensure that disabled students receive all of the benefits of a comprehensive selection of services, and a formal Student Disability Grievance Procedure provides

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prompt and equitable resolution of any complaints arising out the College's responsibilities under the ADA Amendments Act, the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and other pertinent federal, state, and local disability anti-discrimination laws. Lewis & Clark recognizes physical and mental disabilities that include mobility, sensory, health, psychological, and learning disabilities, and provides reasonable accommodations once the disability is adequately documented. While Lewis & Clark's legal obligations only extend to disabilities of a substantial and long term nature, it is also the College's practice to honor reasonable requests for accommodations for temporary disabilities such as a physical injury, illness or pregnancy. It is the responsibility of the student to make his or her disability and needs known in a timely fashion and to provide appropriate documentation and evaluations to support the accommodations the student requests. A student with a disability who requires accommodations must notify Student Support Services (in the case of undergraduate and graduate students) or the Associate Dean for Academic Affairs (in the case of Law School students), in writing, of his or her desire for accommodations as soon after admission as possible. Students should not assume that this information is known to either of these offices because the student's application indicated the presence of a disability. Once the College has been notified and specific accommodations are appropriately documented and requested by the student, the College works with the student and relevant campus contacts to set up the approved accommodations. The procedures for obtaining accommodations differ among the Northwestern School of Law, the College of Arts and Sciences and the Graduate School of Education and Counseling. However, the services each offers are quite similar and the procedures are all intended to effectively provide for the appropriate needs of the student with disabilities within the structure and policies of each school. **The full Lewis & Clark Disability Policy is located at:** <http://www.lclark.edu/live/files/6600-disability-policy>

Lewis & Clark Student Support Services

0615 S.W. Palatine Hill Road MSC 112

Portland, OR 97219

Voice: 503-768-7192

Fax: 503-768-7197

Email: access@lclark.edu

Website: https://www.lclark.edu/offices/student_support_services/

Course expectations:

Class Attendance: 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. **Barring urgent situations, please notify the instructor of planned or unplanned absences before class.**

Evaluating Student Fitness and Performance: Students enrolled in all programs in the Department of Counseling Psychology must maintain high scholastic standards and develop skills necessary to work effectively with people with diverse needs. Students are expected to demonstrate emotional and mental fitness in their interactions with others, use skills and approaches that are generally accepted in their professional fields, and comply with the codes of ethics of relevant professional associations and the

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laws of the state of Oregon. A student's admission to any program does not assure that student's fitness to remain in that program. The faculty is responsible for assuring that only those students who continue to meet program standards are allowed to continue in any program.

Members of the faculty, applying professional standards, evaluate student fitness and performance on a continuous basis. Students usually receive information and advising related to their fitness and performance from faculty members, their advisors, and their supervisors. The criteria used by the faculty to make such judgments, include but are not limited to, instructors' observations of course performance, evaluations of students' performances in simulated practice situations, supervisors' evaluations of students' performances in practice situations, and the disciplines' codes of ethics. Students who are not making satisfactory progress or who are not meeting program standards should consider withdrawing from the program.

Student Review Process: If a faculty member's concern regarding the student's conduct is sufficiently serious to merit more formal review and potential academic or disciplinary action, an Academic Review Panel and/or a Student Conduct Review is completed. Please note that, while the process might be termed a conduct review, the student will be evaluated based on the academic standards indicated on the Professional Qualities Evaluation / Professional Standards form as well as concern about professional conduct. A Student Conduct Review is conducted in cases where significant concern has been expressed by a faculty member regarding a student's conduct or performance in the classroom, at a field site, or in interactions with peers, faculty, staff, or the public in any context. Student Conduct Reviews include the following steps when there is concern about a student's fitness or conduct: (1) Faculty will request a Student Conduct Review in writing; (2) Program Director will schedule at least one Student Conduct Review meeting; (3) Student Conduct review decisions will include a written Plan of Assistance when necessary. Students may appeal the Student Conduct Review Panel's decision. Appeals must be submitted to the CPSY department chair within two weeks of the panel's decision. Please refer to your student handbook for further details.

Lewis & Clark Academic Integrity Policy: Academic integrity finds its genesis in the fundamental values of honesty, tolerance, respect, rigor, fairness, and the pursuit of truth. Scholarship is at the heart of this academic community, and trust between faculty and a student is essential to the achievement of quality scholarship. At times scholarship is collaborative, at times independent. All sources, written, oral, or otherwise, should be properly cited. Acts of academic dishonesty are contrary to the mission of the College and constitute a serious breach of trust among community members. **Students are expected to read the entire policy** which is located at: http://college.lclark.edu/student_life/-our-departments-/student-rights-responsibilities/student-code-of-conduct/college-policies/academic-integrity-policy/

Please refer to your Student Handbook for further details about student rights and responsibilities, conduct guidelines, program completion requirements, etc.

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University support and student development services

Lewis & Clark Student Support Services

0615 S.W. Palatine Hill Road MSC 112
Portland, OR 97219
Phone: 503-768-7192
Fax: 503-768-7197
Email: access@lclark.edu
Website:
https://www.lclark.edu/offices/student_support_service/s/

Lewis & Clark Counseling Services

0615 S.W. Palatine Hill Road MSC 135
Portland, OR 97219
Phone: 503-768-7160
Fax: 503-768-7115
Email: counsel@lclark.edu
Website:
https://www.lclark.edu/offices/counseling_service/

Lewis & Clark Library Services

0615 S.W. Palatine Hill Road
Portland, OR 97219
Email: watzek@lclark.edu
Phone: 503-768-7274
Website: <http://college.lclark.edu/library/>

Lewis & Clark Writing Center

0615 S.W. Palatine Hill Road MSC 70
Portland, OR 97219
Phone: 503-768-7505
Fax: 503-768-7282
Email: writing@lclark.edu
Website:
https://college.lclark.edu/academics/support/writing_center/

Associated Students of Lewis & Clark (ASLC)

Peer-to-Peer Tutoring Services
Email: tutoring@lclark.edu
Website: <https://aslclark.org/saab-tutoring/>

OWL Purdue Online Writing Lab: Great resource to help you with APA formatting!

<https://owl.english.purdue.edu/owl/resource/560/01/>

Lewis & Clark Symbolic and Quantitative Resource Center (SQRC):

This is an excellent peer tutoring service for those taking statistics and research methods courses!
0615 S.W. Palatine Hill Road MSC 110
Portland, OR 97219
Phone: 503-768-7570
Fax: 503-768-7668
Email: margotb@lclark.edu
Website:
https://college.lclark.edu/departments/mathematical_sciences/sqrc/

Lewis & Clark Career Center

0615 S.W. Palatine Hill Road MSC 175
Portland, OR 97219
Phone: 503-768-7114
Email: careers@lclark.edu
Website:
http://college.lclark.edu/student_life/career_development/

Lewis & Clark Student Leadership and Service: Alternative Breaks

In these overnight trips students explore social change strategies through place-based service and learning activities.

Website:
https://college.lclark.edu/student_life/leadership_and_service/for_students/alternative_breaks/

Lewis & Clark Student Leadership and Service: Leadership Education

SLS partners with groups on and off campus for programs that explore the theory and praxis of leadership.

Website:
https://college.lclark.edu/student_life/leadership_and_service/leadership_education.php

Lewis & Clark Pioneer Passport to Leadership

Certificate program through a workshop series; students will earn a cord for graduation.

Website:
https://college.lclark.edu/student_life/passport-to-leadership/

Lewis & Clark Disability procedures for arranging an accommodation plan:

1. Speak with both your academic advisor and instructor(s) early in the term.
2. Contact Student Support Services at 503-768-7156 or access@lclark.edu.
3. Meet with the Student and Support Services' Director or Assistant Director to discuss your learning strengths & challenges.

Students with documentation:

1. Provide Student Services and Supports with documentation of your disability.
2. The Students Services and Supports' Director or Assistant Director will complete the Notice of Disability form.
3. For those needing tutors, note takers, or audio books:
 - a. You fill out the Accommodations Request Form.
 - b. Students and Support Services will contact you when note takers, tutors, and/or audio books are ready.
4. You fill out the request to send the Notice of Disability form.
5. Student Support Services will send your Notice of Disabilities form to the instructors of your choice.

Students without documentation:

Students Support Services will:

1. Help with organization & study skills.
2. Set you up for educational testing.

Lewis & Clark Student Support Services

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Website: https://www.lclark.edu/offices/student_support_services/

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Reading schedule:

Week	Read by	Topic	Readings
#1	1/10/17	Course orientation	<ul style="list-style-type: none"> Syllabus review during class
#2	1/17/17	Introduction to research	<ul style="list-style-type: none"> Mertons: Ch. 1: p. 1-45 American Counseling Association. (2005). <i>ACA code of ethics: As approved by the ACA Governing Council, 2005</i>. American Counseling Association. Retrieved from: https://www.counseling.org/resources/aca-code-of-ethics.pdf Lyons, H. Z., & Bike, D. H. (2013). The use of multiculturally competent research methods to promote social justice in counseling and psychology. <i>Journal for Social Action in Counseling and Psychology</i>, 5(2), 1–9. Retrieved from http://web.a.ebscohost.com.ezp.waldenulibrary.org/ehost/pdfviewer/pdfviewer?sid=b35626c9-1f0a-409e-be9c-ea892668be14@sessionmgr4004&vid=0&hid=4212
#3	1/24/17	Evaluation	<ul style="list-style-type: none"> Mertons: Ch. 2: p. 46-86 McCarty, D., Gustafson, D. H., Wisdom, J. P., Ford, J., Choi, D., Molfenter, T., ... Cotter, F. (2007). The network for the improvement of addiction treatment (NIATx): Enhancing access and retention. <i>Drug and Alcohol Dependence</i>, 88(2–3), 138–145. https://doi.org/10.1016/j.drugalcdep.2006.10.009
#4	1/31/17	Literature review and focusing the research	<ul style="list-style-type: none"> Mertons: Ch. 3: p. 86-125 Clancy, S. a, McNally, R. J., Schacter, D. L., Lenzenweger, M. F., & Pitman, R. K. (2002). Memory distortion in people reporting abduction by aliens. <i>Journal of Abnormal Psychology</i>, 111(3), 455-461. https://doi.org/10.1037/0021-843X.111.3.455 Hazler, R. J., Carney, J. V, & Granger, D. a. (2006). Integrating Biological Measures Into the Study of Bullying. <i>Journal of Counseling and Development : JCD</i>, 84(3), 298-307. https://doi.org/10.1002/j.1556-6678.2006.tb00409.x

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#5	2/7/17	Qualitative methods	<ul style="list-style-type: none"> • Mertons: Ch. 8: p. 235-277 • Scheel, M. J., Davis, C. K., & Henderson, J. D. (2013). Therapist Use of Client Strengths: A Qualitative Study of Positive Processes. <i>The Counseling Psychologist, 41</i>(3), 392–427. https://doi.org/10.1177/0011000012439427
#6	2/14/17	Quality, credibility, and trustworthiness in qualitative research	<ul style="list-style-type: none"> • Morrow, S. L. (2005). Quality and trustworthiness in qualitative research in counseling psychology. <i>Journal of counseling psychology, 52</i>(2), 250. • Guba, E. G. and Lincoln, Y. S. (1985). <i>Naturalistic Inquiry</i>. (1st ed.) Newbury Park, CA: Sage Publications. Ch. 11, pp. 289–330. • Elder, A. B. (2015). Experiences of Older Transgender and Gender Nonconforming Adults in Psychotherapy: A Qualitative Study. <i>Psychology of Sexual Orientation and Gender Diversity, 3</i>(2), 180-186. https://doi.org/10.1037/sgd0000154
#7	2/21/17	Experimental and quasi-experimental research	<ul style="list-style-type: none"> • Mertons: Ch. 4: p. 126-155 • Fursland, A., & Watson, H. J. (2014). Eating disorders: A hidden phenomenon in outpatient mental health? <i>International Journal of Eating Disorders, 47</i>(4), 422–425. https://doi.org/10.1002/eat.22205 • Mertons: Appendix: Writing the research proposal: p. 465-469
#8	2/28/17	SPRING BREAK	
#9	3/7/17	Causal comparative and correlational approaches	<ul style="list-style-type: none"> • Mertons: Ch. 5: p. 156-180 • Carrere, S., Buehlman, K. T., Gottman, J. M., Coan, J. A., & Ruckstuhl, L. (2000). Predicting marital stability and divorce in newlywed couples. <i>Journal of Family Psychology, 14</i>(1), 42–58. https://doi.org/10.1037//0893-3200.14.1.42

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#10	3/14/17	Single-case research	<ul style="list-style-type: none"> • Mertons: Ch. 7: p. 216-234 • Wachtel, L. E., Jaffe, R., & Kellner, C. H. (2011). Electroconvulsive therapy for psychotropic-refractory bipolar affective disorder and severe self-injury and aggression in an 11-year-old autistic boy. <i>European Child and Adolescent Psychiatry, 20</i>(3), 147–152. https://doi.org/10.1007/s00787-010-0155-z
#11	3/21/17	Mixed methods research	<ul style="list-style-type: none"> • Mertons: Ch. 10: p. 303-317 • Marks, A. K., Patton, F., & Coll, C. G. (2011). Being bicultural: A mixed methods study of adolescents' implicitly and explicitly measured multiethnic identities. <i>Developmental Psychology, 47</i>(1), 270–288. https://doi.org/10.1037/a0020730
#12	3/28/17	Sampling	<ul style="list-style-type: none"> • Mertons: Ch. 11: p. 318-360 • Bouso, J. C., Doblin, R., Farré, M., Alcázar, M. Á., & Gómez-Jarabo, G. (2008). MDMA-Assisted Psychotherapy Using Low Doses in a Small Sample of Women with Chronic Posttraumatic Stress Disorder. <i>Journal of Psychoactive Drugs, 40</i>(3), 225–236. https://doi.org/10.1080/02791072.2008.10400637
#13	4/4/17	Data collection and reproducibility	<ul style="list-style-type: none"> • Mertons: Ch. 12: p. 361-416 • Weir, K. (2015). A reproducibility crisis?: The headlines were hard to miss: Psychology, they proclaimed, is in crisis. In <i>American Psychological Association Monitor on Psychology, 46</i>(9), 39. Retrieved from: http://www.apa.org/monitor/2015/10/share-reproducibility.aspx
#14	4/11/17	Data analysis, interpretation, and use	<ul style="list-style-type: none"> • Mertons: Ch. 13: p. 417-464 • Barkowski, S., Schwartz, D., Strauss, B., Burlingame, G. M., Barth, J., & Rosendahl, J. (2016). Efficacy of group psychotherapy for social anxiety disorder: A meta-analysis of randomized-controlled trials. <i>Journal of Anxiety Disorders, 39</i>, 44–64. https://doi.org/10.1016/j.janxdis.2016.02.005
#15	4/18/17	FINAL GROUP PRESENTATIONS	

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Key questions to consider when evaluating / critiquing the research articles:

1. Who is the intended audience?
2. What are the main construct(s)? Does the introduction include adequate evidence of definitions from other research (i.e., are they clearly defined and measurable)? This is related to construct validity.
3. What theoretical category does the study fit into (e.g., interpersonal, cognitive-behavioral, psychosocial, developmental, social learning, critical, feminism, etc.)? What are the basic theoretical assumptions?
4. Have the authors defined the social problem that the research intends to address? Does it fill a gap in the research or add to the nomothetic net? Is the rationale clear?
5. What is the research question?
6. What type of design methods are used? Qualitative? Quantitative? Mixed? This will determine how you evaluate the research.
7. If qualitative:
 - a. What is the IV?
 - b. What is the DV?
 - i. What instrument is used?
 - ii. What are the psychometric properties? This is related to reliability.
 - c. Which category? Experimental (with random assignment) or quasi-experimental?
 - d. Norming sample characteristics?
 - e. Null/alternative hypotheses?
 - f. Is the treatment condition clearly described?
 - g. What treatment fidelity procedure was used?
 - h. Was the design for replication? This is related to reliability.
 - i. Do the data analysis and evaluation procedures match the design? Hint: See "c" in this section.
 - j. Is effect size measured and reported?
 - k. Do the results make sense from a common sense perspective?
 - l. External validity – Can the results be applied more generally?
 - m. Limitations? What constructs or ideas were left out of the study?
 - n. What ethical standards come into play?
 - o. Recommended improvements?
8. If quantitative:
 - a. Is the research credible? What ethical standards come into play?
 - b. Do the authors disclose their bias'?
 - c. Is there an appropriate selection of methodology (e.g., phenomenology inquiry, grounded theory, case study, etc.)?
 - d. What methods are used to ensure trustworthiness rigor (e.g., prolonged engagement, audit trail, peer debriefing, member checks, reflective journals, triangulation, etc.)
 - e. Do the data analysis results make sense?
9. How are research participants recruited? What is the eligibility? Who was turned away and why? What are the strengths and limitations of the sampling method? Are there ethical problems (e.g., informed consent, withholding/removing treatment, misleading participants about the nature of the study, coercive environment, etc.)?
10. Is data collection appropriate to the design? What are the benefits and limitations of the data collection procedures?

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Graded assignments/activities and due dates

The following assignments and activities will be graded as described below. TaskStream uploads are required for the four written assignments below.

Assignment / Activity	Points possible	Due dates
Attendance*	10	Jan. 10, 2017 thru Apr. 18, 2017
Summary/critique paper about a program evaluation article	20	Feb. 14, 2017
Summary/critique paper about a qualitative research article	20	Mar. 7, 2017
Summary/critique paper about a quantitative research article	20	Apr. 4, 2017
Final group assignment: Research proposal and class presentation	50	Apr. 18, 2017

**Students may not miss more than 4.5 hours of this 3-credit class per the attendance policy above. Attendance points will be deducted if a make-up assignment is not completed. Speak to the instructor prior to missing any part of a class. Make-up assignments will most likely involve the submission of an academic paper in APA Style. Please speak to the instructor for details.*

Assignments

Summary/critique papers (20 points each): For each of the three summary/critique papers: Students will select a research article in a self-identified topic of interest. Summary/critique papers will be **5-6 pages long excluding the reference, title, and abstract pages. Please do not go above or below this length range.** These must address each of the pertinent content areas in the “Key questions to consider when evaluating / critiquing the research articles” section above. **APA Format is required** for all written assignments.

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Group Research Proposal paper and class presentation (30 points): Students will form small groups and complete a Research Proposal in a research area of their choice. The research proposal will be **12-15 pages long excluding the reference, title, and abstract pages. Please do not go above or below this length range.** Papers must **include at least than 10 peer-reviewed journal articles.** The research proposal **must follow the guidelines that are spelled out in the Merton text appendix, "Writing the Research Proposal."** **APA Format is required** for all written assignments. The research proposal must include the following:

- Problem statement including:
 - Area of study
 - Definition of constructs
 - Paradigm and assumptions
- Literature review including:
 - History
 - Current literature
 - Research problem
- Methodology
 - Research question and hypothesis
 - Research design
 - Independent and dependent variables for quantitative research proposals
 - Sampling procedures
 - Measures and their psychometric properties
 - Data collection procedures
 - Pilot testing recommendations
 - Data analysis procedures
- References

Group presentation of the Research Proposal: The group will present to the class a summary of their paper using PowerPoint slides on the last day of class. Presentations should last for 20-25 minutes followed by 10-minutes for questions and class discussion.

Nota bene: This syllabus is subject to change by the instructor throughout the term. Such adjustments will be made in instances of university closures due to inclement weather, need for more in-depth discussion, adjustments for group activities, etc. The instructor will provide written notice to students of any changes to the syllabus.

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Academic paper evaluation rubrics

	Excellent (Exceeds Standards)	Good (Occasionally Exceeds)	Acceptable (Meets Standards)	Unacceptable (Below Standards)
INTEGRATION OF KNOWLEDGE	The paper demonstrates that the author fully understands and has applied concepts learned in the course. Concepts are integrated into the writer's own insights. The writer provides concluding remarks that show analysis and synthesis of ideas.	The paper demonstrates that the author, for the most part, understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the paper.	The paper demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course.	The paper does not demonstrate that the author has fully understood and applied concepts learned in the course.
TOPIC FOCUS	The topic is focused narrowly enough for the scope of this assignment. A thesis statement provides direction for the paper, either by statement of a position or hypothesis.	The topic is focused but lacks direction. The paper is about a specific topic but the writer has not established a position.	The topic is too broad for the scope of this assignment.	The topic is not clearly defined.
DEPTH OF DISCUSSION	In-depth discussion & elaboration in all sections of the paper.	In-depth discussion & elaboration in most sections of the paper.	The writer has omitted pertinent content or content runs-on excessively. Quotations from others outweigh	Cursory discussion in all the sections of the paper or brief discussion in only a few sections.

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			the writer's own ideas excessively.	
COHESIVENESS	Ties together information from all sources. Paper flows from one issue to the next without the need for headings. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	For the most part, ties together information from all sources. Paper flows with only some disjointedness. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	Sometimes ties together information from all sources. Paper does not flow - disjointedness is apparent. Author's writing does not demonstrate an understanding of the relationship among material obtained from all sources.	Does not tie together information. Paper does not flow and appears to be created from disparate issues. Headings are necessary to link concepts. Writing does not demonstrate understanding any relationships
SPELLING & GRAMMAR	No spelling &/or grammar mistakes.	Minimal spelling &/or grammar mistakes.	Noticeable spelling & grammar mistakes.	Unacceptable number of spelling and/or grammar mistakes.
SOURCES	There is consistent use of properly selected sources. More than the minimum number of required sources are used, the majority of which are from peer-review journal articles or scholarly books. Sources include both general background sources and specialized sources. Special-	The majority of required sources include those of proper selection. More than the minimum number of sources are used, most of which are from peer-review journal articles or scholarly books. All web sites utilized are authoritative. The addition of more sources would strengthen the paper.	The minimum number of required sources are used, most of which are from peer-reviewed scholarship. The addition of more sources would strengthen the written discussion or add depth to the paper.	Fewer than the minimum number of required sources are used, the sources are not based in scholarship. Not all web sites utilized are credible, and/or sources are not current.

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	<p>interest sources and popular literature are acknowledged as such if they are cited. All web sites utilized are authoritative.</p>			
APA Format	<p>The paper is free or nearly free of APA formatting errors.</p>	<p>The paper has few APA formatting errors.</p>	<p>There are no serious APA errors. APA format is inconsistent or incorrect.</p>	<p>The paper contains serious APA formatting errors. Examples: Reference errors, punctuation and capitalization errors, citation errors, verb problems: (verb tense, verb-subject-article agreement), pronoun errors (which, that, who, whom), format errors (incorrect line, letter, word spacing, pagination), non-professional writing/ tone, lack of empirical evidence for points made</p>