



"We are a community that commits itself to diversity and sustainability as dimensions of a just society" --*Lewis and Clark Mission Statement*

**Lewis & Clark College  
Graduate School of Education and Counseling**

<b>Course Name</b>	<b>Research Methods</b>
<b>Course Number</b>	<b>CPSY 530-01</b>
<b>Term</b>	<b>Fall 2017</b>
<b>Department</b>	<b>Counseling Psychology</b>
<b>Faculty Name</b>	<b>Jessica Thomas, PhD</b>
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**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; (2) ethical considerations of research: informed consent, research with diverse and vulnerable populations, 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.

**MCFT Program Student Learning Outcomes:**

This course is designed to meet the following MCFT program student learning outcomes.

SLO 3.1 Students are able to discern the implications of the sociopolitical context within which research is produced and applied.

SLO 3.2 Students draw on the research literature relevant to family therapy in case planning.

**Course Objectives and learning outcomes:**

Learning outcomes in this course are based on the AAMFT core competencies & COAMFTE standards  
Students:

- Understand research and program evaluation methodologies, both quantitative and qualitative, relevant to MFT and mental health services. (CC 6.1.2)
- Demonstrate an understanding of process and outcome, research design, methodology, basic statistics, with research knowledge in couple and family therapy. (CC 6.1.2)
- Understand the legal, ethical, and contextual issues involved in the conduct of clinical research and program evaluation. (CC 6.1.3)
- Recognize informal research processes involved in therapy, own biases relative to research (6.2.1)
- Know the extant MFT literature, research, and evidence-based practice. (CC 6.1.1, 6.3.1)

- 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. (CC 6.3.3)
- Be able to determine the effectiveness of clinical practice and techniques. (CC 6.4.1)
- Utilize research and technology applications in marital, couple, and family therapy (6.3.2)
- Recognize opportunities for therapists and clients to participate in clinical research when appropriate (CC 6.2.1)

**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.*

**Required Texts:**

Creswell (2009) *Research Design: Qualitative & Quantitative, Quantitative, and Mixed Methods Approaches (3<sup>rd</sup> Ed)*. Thousand Oaks: Sage

Mertens (2010). *Research and evaluation in education and psychology. Integrating diversity with quantitative, qualitative and mixed methods.* (3<sup>rd</sup> Ed). Thousand Oaks, CA: Sage.

American Psychological Association (2015). *Publication manual of the American Psychological Association.* (6<sup>th</sup> Ed.). Washington, DC: American Psychological Association.

**Supplementary Texts & Workbooks**

Leong & Austin (1996). *The psychology research handbook. A guide for graduate students and research assistants.* Thousand Oaks, CA: Sage Publications

Cone, J.D. & Foster, S.L. (2006). *Dissertations and theses from start to finish (2<sup>nd</sup> Ed)*.. Washington, DC: American Psychological Association.

**Partial Bibliography:**

American Psychological Association (2010). *Publication manual of the American Psychological Association.* (6<sup>th</sup> 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 (2<sup>nd</sup> ed)*. Thousand Oaks: Sage.

- Denzin & Lincoln (2000). *Handbook of Qualitative Research* (2<sup>nd</sup> 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.
- Holcomb, Z.C. (1997). *Real data. A statistics workbook based on empirical data*. Los Angeles: Pyrczak Publishing.
- LeCompte & Schensul (1999). *Ethnographer's Toolkit*
- Leong & Austin (2006). *The psychology research handbook. A guide for graduate students and research assistants* (2<sup>nd</sup> Ed.). Thousand Oaks, CA: Sage Publications
- Pryzak, 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* (2<sup>nd</sup> Ed.). Thousand Oaks, CA: Sage
- Mertens (2005). *Research & Evaluation in Education & Psychology* (2<sup>nd</sup> 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* (3<sup>rd</sup> 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.

## Course Assessments and Evaluation

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

### 1. Completion of all required readings and active participation in class discussions and groups (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 (120 points- 20 each)

A total of six homework's will be assigned. Homework will be given in class the week before it is due. See schedule below for due dates for each assignment. Homework should be double-spaced, in Times New Roman font and APA.

### 3. Peer Review (50 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:* You will peer review another group's proposal making comments and offering feedback.

*Group task:* During class time you will be given time to meet as a group. As a group you will discuss your comments and feedback.

### 4. Mini Proposal (180 points)

The group project is a miniproposal and power point presentation of the proposal. 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 (ie. 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.

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	120
Peer Review	50
Mini Proposal	180
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.

### Tentative Course Schedule

<u>Date</u>	<u>Topic</u>		<u>Readings for Class</u>	<u>Assign/Hmwk DUE</u>	
5-Sep	Introduction  Goals of the class	Class overview  Introduction to the Research Process  Syllabus review  Miniproposal group & topics  APA overview			
12-Sep	Literature Reviews  World Views	Reading a literature review- what makes a good argument?  Frameworks/ Paradigms/lenses  Research group-explore research questions	Mertens Ch 1  Mertens Ch 3  Creswell Ch 1  Cresswell Ch 7	Individual Homework #1 – Lit review and paradigm	
19-Sep	Library Research  What is the purpose of my research – what problem am I addressing  What, how and who shall I study?	Library research speaker  Research group- Review Homework #1 in groups Define research Problem/ purpose statement	Creswell Ch 1  Creswell Ch 2  Creswell Ch 3  Cresswell Ch 6	Individual Homework #1 DUE  Group Homework #2- Research Problem	
26-Sep	Understanding Qualitative Research	Types of Qualitative Approaches/Designs  Research group-Review Homework #2. Explore what qualitative approach you will use.	Mertons Ch 8  Mertons Ch 9  Creswell Ch 9  Creswell Ch 10	Group Homework #2 DUE  Individual Homework #3 Observation Homework	

<u>Date</u>	<u>Topic</u>		<u>Readings for Class</u>	<u>Assign/Hmwk DUE</u>	
3-Oct	Research Presentation  Collecting data	Research Presentation By Catherine Beckett, PhD  Research group- Review Individual Homework #3. Decide on research method.	Mertons Ch 11  Mertons Ch 12	Individual Homework #3 DUE  Group Homework #4 Qualitative Article Critique	
10-Oct	Analyzing & Interpreting Qualitative Data	How will I analyze and interpret my data? Ensuring Quality of Data Collection  Research group- Review Homework #4. Complete RAIS and discuss the implications to your miniproposal. Work on miniproposal.	Mertons Ch 13	Group Homework #4 DUE	
17-Oct	Ethics in Research	Ethics and IRB Process  Research group- Discussion on the ethical implications in your miniproposal. Work on miniproposal.	Review example IRB		
24-Oct	Overview of Quantitative Research	Research Designs  Designing & Operationalizing Independent & Dependent Variables	Creswell Ch 8	Group Homework #5 Quantitative Article Critique	
31-Oct	Quantitative Research Speaker on Nov 2nd	Research Presentation By Michelle Cameron, MD	Mertens 12  Mertens 13	Group Homework #5 DUE	

<u>Date</u>	<u>Topic</u>		<u>Readings for Class</u>	<u>Assign/ Hmwk DUE</u>	
7-Nov	Hypotheses Sampling in Quantitative	Overview of Statistical Concepts. Analyzing Data Comparison of means Regression  Research group- Group Homework #5.		Group Homework #6 Measurement assignment	
14-Nov	Quantitative Discussion	Quantitative example presentation  Research group- Review Homework #5. Peer review.		Group Homework #6 DUE	
21-Nov	Holiday Break No Class				
28-Nov	Miniproposal Presentations	Presentations	Miniproposal Due	Presentations	
5-Dec	Miniproposal Presentations	Presentations		Presentations	
12-Dec	Miniproposal Presentations	Presentations		Presentations	



