Lewis & Clark College
Graduate School of Education and Counseling

Course Name: Research Methods
Course Number: CPSY 530-01
Term: Fall 2017
Department: Counseling Psychology
Faculty Name: Jessica Thomas, PhD
Faculty E-mail: JessicaThomas@lclark.edu

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:


Supplementary Texts & Workbooks


Partial Bibliography:


Course Assessments and Evaluation

Your course grade will be evaluated based on 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.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings for Class</th>
<th>Assign/ Hmwk DUE</th>
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<tbody>
<tr>
<td>7-Sep</td>
<td>Introduction Goals of the class</td>
<td>Class overview</td>
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<td>Introduction to the Research Process</td>
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<td>Syllabus review</td>
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<td>Miniproposal group &amp; topics</td>
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<td>APA overview</td>
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<td>14-Sep</td>
<td>Literature Reviews World Views</td>
<td>Reading a literature review- what makes a good argument?</td>
<td>Mertens Ch 1</td>
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<td>Frameworks/ Paradigms/lenses</td>
<td>Mertens Ch 3</td>
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<td>Research group-explore research questions</td>
<td>Creswell Ch 1</td>
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<td>Creswell Ch 7</td>
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<td>21-Sep</td>
<td>Library Research</td>
<td>Library research speaker</td>
<td>Creswell Ch 1</td>
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<td>What is the purpose of my research – what problem am I addressing</td>
<td>Research group- Review Homework #1 in groups</td>
<td>Individual Homework #1 DUE</td>
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<td>What, how and who shall I study?</td>
<td>Define research</td>
<td>Group Homework #2- Research Problem</td>
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<td>Problem/ purpose statement</td>
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<td>28-Sep</td>
<td>Understanding Qualitative Research</td>
<td>Types of Qualitative Approaches/Designs</td>
<td>Mertons Ch 8</td>
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<td>Research group-Review Homework #2. Explore what qualitative approach you will use.</td>
<td>Mertons Ch 9</td>
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<td>Creswell Ch 9</td>
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<td>Creswell Ch 10</td>
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<td>Group Homework #2 DUE</td>
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<td>Individual Homework #3 Observation Homework</td>
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<td>3-Oct</td>
<td>Research Presentation</td>
<td>Research Presentation By Dr. Beckett</td>
<td>Mertons Ch 11 Mertons Ch 12 Individual Homework #3 DUE</td>
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<td><strong>TUESDAY MORNING 9:30am</strong></td>
<td>Collecting data</td>
<td>Research group- Review Individual Homework #3. Decide on research method.</td>
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<td>12-Oct</td>
<td>Analyzing &amp; Interpreting Qualitative Data</td>
<td>How will I analyze and interpret my data? Ensuring Quality of Data Collection</td>
<td>Mertons Ch 13 Group Homework #4 Qualitative Article Critique</td>
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<td>19-Oct</td>
<td>Ethics in Research</td>
<td>Ethics and IRB Process</td>
<td>Review example IRB</td>
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<td>26-Oct</td>
<td>Overview of Quantitative Research</td>
<td>Research Designs Designing &amp; Operationalizing Independent &amp; Dependent Variables</td>
<td>Creswell Ch 8 Group Homework #5 Quantitative Article Critique</td>
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<tr>
<td>2-Nov</td>
<td>Quantitative Research Speaker on Nov 2nd</td>
<td>Mertons 12 Mertens 13</td>
<td>Group Homework #5 DUE</td>
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**Assignments:**
- Individual Homework #3 DUE
- Group Homework #4 Qualitative Article Critique
- Group Homework #4 DUE
- Group Homework #5 Quantitative Article Critique
- Group Homework #5 DUE
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<td>Research group- Group Homework #5.</td>
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<td>16-Nov</td>
<td>Quantitative Discussion</td>
<td>Quantitative example presentation</td>
<td>Group Homework #6 DUE</td>
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<td>Research group- Review Homework #5. Peer review.</td>
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<td>23-Nov</td>
<td>Holiday Break No Class</td>
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<td>30-Nov</td>
<td>Miniproposal Presentations</td>
<td>Presentations</td>
<td>Miniproposal Due</td>
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<td>7-Dec</td>
<td>Miniproposal Presentations</td>
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