

## Research Methods in Counseling 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
- 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

#### Methods of Instruction for this Course

Instruction Method	Mark All That Apply
Lecture	X
Small Group Discussion	X
Large Group Discussion	X
Course Readings	X
Group Presentation	X
Individual Presentation	X
DVD/Video Presentation	
Supervised Small Group Work	
Individual/Triadic Supervision	
Group Supervision	
Case Study	
Debate	
Class Visitor / Guest Lecturer	
Off-Campus / Field Visit	
Other: Data Collection Simulation	X

### 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
2.F.8 Research and Program Evaluation						
PO. 9.2 Students summarize and critique research relevant to counseling, addictions, and/or clinical mental health	93-100% Assignment scores	83% -92% Assignment scores	80-82%	Below 80% Assignment scores	MHC 535: Qualitative Article Summary/Critique	9. Research and Assessment (2 of 7)
PO 9.2 Students summarize and critique research relevant to counseling, addictions, and/or clinical mental health	93-100% Assignment scores	83% -92% Assignment scores	80-82%	Below 80% Assignment scores	MHC 535: Quantitative Article Summary/Critique	9. Research and Assessment (2 of 7)

	Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	As evidenced by:	Program Objective
2.F.8 Research and Program Evaluation						
PO 9.3 Students understand models and methods of program evaluation	93-100% Assignment scores	83% -92% Assignment scores	80-82%	Below 80% 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
2.F.8 Research and Program Evaluation						
PO. 9.4 Demonstrates an understanding of various types and designs of research	93-100% Assignment scores	83% -92% Assignment scores	80-82%	Below 80% Assignment scores	MHC 535: Group Project: Development of a hypothetical mixed methods research proposal	9. Research and Assessment (4 of 7)

relevant to counseling.						
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## COURSE SYLLABUS

Lewis & Clark College  
Graduate School of Education and Counseling

<b>Course Name</b>	<b>Research Methods in Counseling</b>
<b>Course Number</b>	<b>MHC 535</b>
<b>Term</b>	<b>Spring 2020</b>
<b>Department</b>	<b>Counseling Psychology</b>
<b>Adjunct Name</b>	<b>Carol Doyle</b>
<b>Faculty E-mail</b>	<b>cdoyle@lclark.edu</b>

### 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

**Course Calendar: See attached**

**Course Requirements: See attached**

Overall, the requirements of the course include, in class and out of class assignments, article summaries and critiques, a research article critique guide, a research methods glossary, and a group research project.

**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.

**Computer and Cell Phone Use:** Please be respectful of others and use laptops and/or cell phones during class for classroom activities (note taking, etc) only. Use of laptops/cell phones for *non-classroom* activities during class time will result in a reduction of participation points. Cell phones must be silenced (if necessary vibrate ok) and text messaging is not allowed during class time unless emergency. If there is an emergency you may exit the class to use your cell. Laptops and cells phones may of course be used on breaks. If alternate learning needs require additional accommodations please let me know at the beginning of the semester.

**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

**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. Final grade will based off of

93% of points possible	(418 and above)	A
90 – 92% of points possible	(405 – 418)	A-
88 – 89% of points possible	(396 – 404)	B+
83 - 87% of points possible	(373 – 395)	B
80 – 82% of points possible	(360 – 372)	B-
78 – 79% of points possible	(351 – 359)	C+ (No credit)
73 - 77% of points possible	(324 – 350)	C (No credit)
Less than 73%	(below 324)	D/F (Fail)

**Additionally, 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.

**Assignments and Points**

Class Participation/ In class Assignments	100
Homework/Additional Assignments	60
Glossary Games	25
Program Evaluation	40
Article Summary Discussions	40
Article Critiques (2)	60
Group Project	125

**Required Texts:**

Mertens (2015). *Research & Evaluation in Education & Psychology* (5<sup>th</sup> Ed). Thousand Oaks, CA: Sage.

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

**Tentative Schedule of Classes**

<u>Date</u>	<u>General Topic</u>	<u>“Official” Topic</u>	<u>Readings for Class</u>	<u>CACREP Objectives</u>	<u>Assign/Hmwrk Due</u>	
Jan 7	<b>Introduction</b>  -Research Questions  <b>Format of Proposals/Articles</b>	Class overview  Research Process  Overview of differences: Qualitative Quantitative and Evaluation Approaches	Mertens Chap 1 <i>pp. 3 &amp; 6</i>  Mertens <i>Appendix pp 488-493</i> -Research Proposal	Lecture: CACREP 8a,f	In class Assignment	<b>10</b> pts
Jan 14	<b>Research Paradigm</b>  <b>Reviewing the Literature</b>  <b>Evidence Based Practice</b>	<b>Frameworks/ Paradigms/lenses</b>  <b>Connection to design/approach</b>	Mertens Ch 1& 3	Lecture: CACREP 8j	In class Assignment	<b>15</b> pts
Jan 21	<b>Research Ethics</b>	<b>Sampling &amp; Ethics</b> Defining populations and samples	Ch 11 <i>334-342, 354-365</i>	Lecture: CACREP 8c,e, g, j	<b>Light Survey Due</b>	<b>35</b> pts

	<b>Program Evaluation</b>	<b>Research on the Job</b>	Mertens Ch 2		Bring Program article to class	
Jan 28	<b>Understanding Quantitative Research</b>  <b>Research Questions/Hypotheses</b>  <b>Types of Designs</b>  <b>Sampling in Quantitative</b>  <b>Validity</b>	<b>Overview of Quantitative Research</b>  <b>Experimental</b>  <b>Causal Comparative</b>  <b>Probability Sampling</b>	Mertens 4 – 5  Review Mertens Ch 11 pp 343 - 348, 361 - 365	Lecture: CACREP, 8a, f, g	<b>Reference Page Due</b>  <b>Program Evaluation Summary Due</b>  In class Assignment  Bring Quantitative article(s) to class	<b>10</b> pts  <b>40</b> pts  <b>10</b> pts
Feb 4	<b>What will my “intervention” look like?”</b>  <b>What will my “outcome” look like?</b>  <b>Am I measuring what I think?</b>  <b>Choosing Instruments</b>	<b>Designing &amp; Operationalizing</b>  <b>Independent &amp; Dependent Variables</b>  <b>Psychometric Issues</b>  <b>Norms &amp; Standardization</b>  <b>Reliability and Validity</b>	Mertens 12 <i>pp. 382-396</i>	Assignment: CACREP 8f, 8g	Bring articles to class again  In class Assignment	<b>20</b> pts
Feb 11	<b>What design will I use?</b>  <b>Surveys and other designs</b>  Basic Descriptive Statistics  Design Validity	Outcome Research Single Subject  Descriptive  Overview of Statistical Concepts: Descriptive Statistics Normal Curve Standard Scores SEM	Review Mertens 6 & 7  (Review 4 & 5)  Mertens 13 <i>pp 439-446, 449-50</i> Add'l reading	Lecture: CACREP 8f, 8g  Assignment: CACREP 7g,8f, 8g	<b>Bring Survey Article to Class</b>  In class Assignment	<b>5</b> pts
Feb 18	<b>How will I analyze my quantitative data</b>	Analyzing Data	Mertens 13 422 - 437	Lecture:	<b>Quant article summary -</b>	<b>20</b> pts

	<b>How do I interpret my results?</b>	Inferential Statistics	Add'l reading	CACREP 7g, 8h, 8i Assignment: CACREP 8a	<b>In class assignment</b>	<b>10 pts</b>
Feb 25	<b>Qualitative Methods</b> <b>Qualitative Questions</b> <b>Choosing a Qualitative Approach</b> <b>Who will my participants be?</b>	Determining Type of Qualitative Approach  Qualitative Sampling	Mertens 8 & 9  Mertens 11 p.331-339	Lecture: CACREP 8f, 8g  Assignment: CACREP 8a	<b>Quantitative Critique Due</b>  In class Assignment	<b>35 pts</b>
Mar 3	<b>Types of Qualitative Data Collection Strategies</b>  <b>Cultural Artifacts</b>		Mertens 12 397 - 416	Lecture: CACREP 8f, 8g	In class Activity	
Mar 10	<b>Qualitative Data Collection cont'</b>  <b>Ensuring the quality of Qualitative Data collection</b>				<b>Qualitative Article Summary – in class</b>	<b>20 pts</b>
Mar 17	<b>Analyzing and Interpreting Qualitative Data</b>	Qualitative Data Analysis Confirmability Transferability	Mertens 12 pp. 427 - 435  Mertens 13 481 - 493	Lecture: CACREP 8i, 8j  Assignment: CACREP 8a	<b>Qualitative Critique Due</b>	<b>35 pts</b>
Mar 24	<i>Spring Break</i>	<i>No class</i>				
Mar 31	<b>What other types of research might I use in my future practice?</b>  <b>Conceptual Therapy</b>	Review of Mixed Methods Transformational Designs Process Research PAR  Group critique	Mertens 12 pp. 397 13 pp.453 - 4  Mertens 8 244 - 248	Lecture: CACREP 8f, 8g  Assignment: CACREP 8a	<b>Lit review for grp project due</b>	

April 7	<b>Group Projects</b> <b>Critiquing Research</b>	<b>Group Projects</b>		Assignment: CACREP 8f, 8g	<b>In class critique questions</b>	<b>10 pts</b>
April 14	<b>Group Projects</b> <b>Glossary Games</b>	<b>Group Projects</b>		Assignment: CACREP 8f, 8g	<b>Glossary Games Due</b> <b>Group Projects</b>	<b>25 pts</b> <b>125 pts</b>