

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
- 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 | X |
| 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 relevant to counseling. | 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) |

COURSE SYLLABUS
Lewis & Clark College
Graduate School of Education and Counseling

| | |
|----------------------------|---------------------------------------|
| Course Name | Research Methods in Counseling |
| Course Number | MHC 535 |
| Term | Spring 2020 |
| Department | Counseling Psychology |
| Textbooks/Materials | See attached |
| Faculty Name | Patrick Nagel MS LPC |
| Faculty E-mail | patricknagel@lclark.edu |

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.

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

| | |
|-----------------------------|------------|
| 93% of points possible | A |
| 90 – 92% of points possible | A- |
| 88 – 89% of points possible | B+ |
| 83 - 87% of points possible | B |
| 80 – 82% of points possible | B- |
| 78 – 79% of points possible | C+ |
| 73 - 77% of points possible | C |
| 70 – 72% of points possible | C - |
| Less than 73% | D/F (Fail) |

Assignment submissions: Each assignment will need to be submitted to MOODLE unless directed otherwise. A number of assignments will also require submission to TaskStream, this will be made clear with the assignment prompts. Any assignments turned in late (without previous permission) will automatically receive a 10% reduction in grade.

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Partial Bibliography:

- 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 (2nd ed)*. Thousand Oaks: Sage.
- Creswell (2009) *Research Design: Qualitative & Quantitative, Quantitative, and Mixed Methods Approaches (3rd Ed)*. Thousand Oaks: Sage
- Denzin & Lincoln (2000). *Handbook of Qualitative Research (2nd 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. (1997). *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 (2nd Ed.)*. Thousand Oaks, CA: Sage Publications
- Pyrczak, 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 (2nd Ed.)*. Thousand Oaks, CA: Sage
- Mertens (2005). *Research & Evaluation in Education & Psychology (2nd 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 (3rd 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.

MHC 535
Research Methods in Counseling
Spring Semester 2020
York Graduate Center 107

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*“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

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.

Assignments and Points

| | |
|-----------------------------------|-----|
| Class Participation | 75 |
| Out of class/In class Assignments | 75 |
| Design Games | 25 |
| Article Summary (2) | 40 |
| Program Evaluation | 40 |
| Article Critiques (2) | 120 |
| Group Project | 125 |

Final grades will be based on a 500 point total and will be distributed as follows:

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|---------------|------------------|
| 465 and above | A |
| 450 - 464 | A- |
| 440 - 449 | B+ |
| 415 - 439 | B |
| 400 - 414 | B - |
| 365 - 399 | C/C+ (No Credit) |
| 350 - 364 | C – (No Credit) |
| below 349 | Fail |

Required Texts:

Mertens (2015). *Research & Evaluation in Education & Psychology* (4th Ed). Thousand Oaks, CA: Sage.

American Psychological Association (2010). *Publication manual of the American Psychological Association*. (6th 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>Assignment due</u> | |
|-------------|---|---|--|-------------------------------|--|-----------------------------|
| Jan 7 | <p>Introduction</p> <p>Overview of Research Process Importance for Counselors Research Questions Types of Research</p> <p>Your Goals</p> | <p>Class overview</p> <p>Research Process</p> <p>Overview of differences: Qualitative Quantitative and Evaluation Approaches</p> | <p>Mertens 1 pp. 3 & 6</p> <p>Mertens Chap 1 – Ch 11 318 - 327</p> | Lecture: CACREP 8a,f | In class Assignment | 5 pts |
| Jan 14 | <p>What is my research worldview?</p> <p>What, how and who shall I study?</p> <p>What is the purpose of my research – what problem am I addressing Research questions</p> <p>Reviewing the Literature Format of Proposals/Articles</p> <p>Who will my participants be? Research Ethics</p> | <p>Frameworks/ Paradigms/lenses</p> <p>Connection to design/approach</p> <p>Sampling & Ethics Defining populations and samples</p> | Mertens Ch 1& 3, Ch 11 318-327, 337-347 | Lecture: CACREP 8j | <p>Light Survey Due</p> <p>In class assignment</p> | <p>25 pts</p> <p>10 pts</p> |
| Jan 21 | Research on the Job | Program Evaluation & Needs Assessment | Mertens Ch 2 | Lecture: CACREP 8c,e, g, j | <p>Reference page</p> <p>Bring program evaluation article to class</p> | 8 pts |

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|--------|--|--|---|---|---|--------|
| Jan 28 | <p>Understanding Quantitative Research</p> <p>Hypotheses</p> <p>Sampling in Quantitative</p> | <p>Overview of Quantitative Research</p> <p>Experimental</p> <p>Causal Comparative</p> <p>Probability Sampling</p> | <p>Mertens 4 - 7 Review Mertens Ch 11 pp 327 – 331; 344 - 347</p> | <p>Lecture: CACREP, 8a, f, g</p> | <p>Program Evaluation Summary Due</p> <p>Bring Quantitative article(s) to class</p> | 40 pts |
| Feb 4 | <p>What will my “intervention” look like? What will my “outcome” look like?</p> <p>What is it an operationalization of RQ</p> <p>How will I analyze my data</p> <p>Am I measuring what I think?</p> <p>Choosing Instruments</p> | <p>Designing & Operationalizing Independent & Dependent Variables</p> <p>Psychometric Issues Norms & Standardization</p> <p>Reliability and Validity Psychometric Issues Reliability and Validity</p> | <p>Mertens 12 pp. 364 - 378</p> | <p>Assignment: CACREP 8f, 8g</p> | <p>In class assignment</p> | 8 pts |
| Feb 11 | <p>What design will I use?</p> <p>Surveys and other designs</p> <p>Basic Descriptive Statistics</p> | <p>Outcome Research Single Subject</p> <p>Descriptive</p> <p>Overview of Statistical Concepts: Descriptive Statistics Normal Curve Standard Scores SEM</p> | <p>Review Mertens 4-7</p> <p>Mertens 13 pp. 417 – 422; 426-7</p> <p>Add'l reading</p> | <p>Lecture: CACREP 8f, 8g</p> <p>Assignment: CACREP 7g,8f, 8g</p> | <p>Bring Survey Article to Class</p> <p>Assignment</p> | 7 pts |

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|----------|--|--|--|--|---|------------------------|--|
| Feb 18 | <p>How will I analyze my quantitative data</p> <p>How do I interpret my results?</p> | Analyzing Data Inferential Statistics | Mertens 13 422- 437 Add'l reading | Lecture: CACREP 7g, 8h, 8i Assignment: CACREP 8a | <p>Quant article summary -</p> <p>In class assignment</p> | 20 pts | |
| Feb 25 | <p>Qualitative Methods</p> <p>Qualitative Questions</p> <p>Choosing a Qualitative Approach</p> <p>Who will my participants be?</p> | Determining Type of Qualitative Approach Qualitative Sampling | Mertens 8 & 9 Mertens 11 pp.331-339 | Lecture: CACREP 8f, 8g Assignment: CACREP 8a | <p>Quant Critique Due</p> <p>In class Assignment</p> | 35 pts 5 pts | |
| March 3 | Types of Qualitative Data Collection Strategies | | Mertens 12 378 - 394 | Lecture: CACREP 8f, 8g | Assignment | 18 pts | |
| March 10 | <p>Qualitative Data Collection cont'</p> <p>Cultural Artifacts</p> <p>Focus Groups</p> <p>Interviews</p> <p>Ensuring the quality of Qualitative Data collection</p> | | | | Qualitative Article Summary – in class | 20 pts | |
| March 17 | Analyzing and Interpreting Qualitative Data | Qualitative Data Analysis Confirmability Transferability | Mertens 12 pp. 404- 414 Mertens 13 437 – 447 | Lecture: CACREP 8i, 8j Assignment: CACREP 8a | Qualitative Critique Due | 40 pts | |
| March 24 | <i>SPRING BREAK</i> | | | | | | |
| March 31 | <p>What other types of research might I use in my future practice</p> <p>Conceptual Therapy</p> | Review of Mixed Methods Transformational Designs Process Research PAR | Mertens 10; 12 p. 378; 13 pp. 431- 2 | Lecture: CACREP 8f, 8g Assignment: CACREP 8a | <p>Lit review for grp project due</p> <p>Work on Design</p> | | |

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|----------|--|-----------------------|--------------------|---------------------------------|--|--------------------------------|
| | | Group critique | Mertens 8 237-9 | | Games/Research Comp | |
| April 7 | Group Projects Final Pt 1 Putting it all together (Understanding Process) | Group Projects | | Assignment: CACREP 8f, 8g | Design Games & Research Compilation Due In class Critique questions | 25 pts/ 30 pts 8 pts |
| April 14 | Group Projects Final Discussion Research Game Night | Group Projects | | Assignment: CACREP 8f, 8g | | 130 pts |