

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

<b>Course Name</b>	<b>CPSY 538 – Section 1</b>
<b>Course Number</b>	<b>Advanced Research Methods</b>
<b>Term</b>	<b>Fall 2020</b>
<b>Department</b>	<b>Counseling, Therapy and School Psychology</b>
<b>Textbooks/Materials</b>	<b>See attached</b>
<b>Faculty Name</b>	<b>Carol Doyle</b>
<b>Faculty Phone/E-mail</b>	<b>cdoyle@lclark.edu</b>
<b>Faculty Office</b>	<b>Rogers 317</b>

**Course Description/Content**

Advanced Research Methods has been developed for those students who enter their Counseling, Therapy & School Psychology program with a strong research background and/or are considering completing This class will build on student's base of knowledge by providing an opportunity to learn about aspects of the research process in more detail. We will also learn about new and innovative designs and/or methods. Students will design a research project (hypothetical) utilizing a design or method that they have not studied and/or used before. Students planning to complete a thesis will refine their thesis topics, develop a research question, and begin their thesis proposal, including a literature review.

The structure of the class will include some lecture but primarily that of a research colloquium. Each meeting of the colloquium will cover a different broad topic with specifics determined by the class. Class will also provide the opportunity to present "problems" and/or issues that have come up as you design your projects.

**Course Goals and Objectives:**

The primary goal of this class is to further develop students' understanding of the research process specifically related to research related to their professions. Included will be an understanding of program evaluation, evidence based practice, and the use of research findings for program/practice improvement. An additional goal is to have students critically analyze published research and/or be able to conduct independent research.

The objectives of this class will be to provide opportunities to learn and apply the skills necessary for evaluating research, including analyzing published instruments, and conducting independent research, including needs assessments and program evaluation. 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, 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
- Understand the process of developing 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 and practice improvement
- 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
- Write an Introduction and Literature Review for a research project (thesis students only)
- Design a proposal for research project

Additionally, the course will cover the objectives and competencies from the American Counseling Association. These include:

**From the CACREP 2016 Standards**

**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

**Course Calendar: See attached**

**Course Requirements: See attached**

The graded requirements of the course differ dependent on whether or a student working toward admission to the M.S. and planning to complete a thesis or you are a student with a strong research background that is not planning to complete a thesis. Overall, the requirements of the course include, out of class assignments, the development of a research article critique guide, a reading journal, class presentations, and summaries and critiques of a research articles, and a group research project (for non-thesis students) and an introduction to a research proposal/literature review.

**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. Please note that exceptions to these policies may be worked out if you have an illness or family situation related to COVID-19

### **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.

### **Additional Policies**

This course adheres to the general policies outlined in the catalog and student handbook of the Lewis & Clark Graduate School of Education and Counseling. This includes full adherence to the following policies:

- Nondiscrimination: [go.lclark.edu/gsec-nondiscrimination](http://go.lclark.edu/gsec-nondiscrimination);
- Standards for professional student conduct and academic integrity: [go.lclark.edu/gsec-conduct](http://go.lclark.edu/gsec-conduct);
- Sexual misconduct: [go.lclark.edu/titleIX](http://go.lclark.edu/titleIX).

**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

91% of points possible	-	A
90% points possible	-	A-
88 – 89% or points possible	-	B+
83 - 87% of points possible	-	B
80 – 82% points possible	-	B-
78 – 79% or points possible	-	C+
73 - 77% of points possible	-	C
70 – 72% of points possible	-	C-
Less than 70%	-	D/F

**Additionally, please note that if the basic requirements for an assignment are met, the points given will be associated with a B<sup>+</sup>. 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.

**Methods of Instruction for this Course**

<b>Instruction Method</b>	<b>Mark All That Apply</b>
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 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 9.2 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 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	93-100% Assignment scores	83% -92% Assignment scores	80-82%	Below 80% Assignment scores	CPSY 538 Research Presentation/Compilations	9. Research and Assessment (4 of 7)

of various types and designs of research relevant to counseling.						
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**Partial Bibliography of Research Methods Related resources:**

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.

Creswell (2009) *Research Design: Qualitative & Quantitative, Quantitative, and Mixed Methods Approaches* (3<sup>rd</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: Pyczak 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: Pyczak Publishing.

Holcomb, Z.C. (1927). *Interpreting Basic Statistics. A Guide and Workbook Based on Excerpts from Journal Articles*. Los Angeles: Pyczak Publishing.

Holcomb, Z.C. (1997). *Real data. A statistics workbook based on empirical data*. Los Angeles: Pyczak 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: Pyczak Publishing.

Patten, M.L. (2000). *Understanding Research Methods. An Overview of the Essentials*. Los Angeles: Pyczak 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: Pyczak 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.

**CPSY 538**  
**Advanced Research Methods**  
Fall Semester 2020  
Wednesdays 5:30 – 8:45  
York 121

Carol Doyle, Ph.D.

Office: Rogers Hall 317    Advising Hours: Mondays 12:00 – 2:00 & Thursdays 11:30 - -1:30

Phone: 768-6067

E-mail: cdoyle@lclark.edu

*“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**

Advanced Research Methods has been developed for those students who enter their Counseling Psychology program with a strong research background (2 research methods/statistics courses and/or research assistantship as part of undergraduate degree.) This class will build on student’s base of knowledge by providing an opportunity to learn about aspects of the research process in more detail. We will also learn about new and innovative designs and/or methods. Students will work towards development of a research proposal for a thesis and/or design a research project (hypothetical) utilizing a design or method that they have not studied and/or used before. Students planning to complete a thesis will refine their thesis topics and begin developing a research question.

The structure of the class will be that of a research colloquium. Class will also provide the opportunity to present “problems” and/or issues that have come up as you design your projects.

### **Requirements:**

The graded requirements of the course differ dependent on whether or a student working toward admission to the M.S. and planning to complete a thesis or you are a student with a strong research background that is not planning to complete a thesis. Overall, the requirements of the course include, out of class assignments, the development of a research article critique guide, a reading journal, class presentations, and summaries and critiques of a research articles, and a group research project (for non-thesis students)

The major requirement for thesis students will be to determine your topic/question and write a literature review that provides the research basis of your thesis. For non-thesis students the major requirement will be a project focusing on the development of a ‘complete’ research proposal for a hypothetical research project.



## Assignments and Points – Fall 2019

Class Participation/In Class Assignments	150
Reading/Writing Log	20
Additional Assignments	65
Design/Method Presentations (2)	50
Article Summaries/Critiques (3)	100
Research Compilations	25
Introduction/Justification	20
Literature Review	100
(or – Project)	130
Bibliography	15
Thesis Presentation/Update (Last Night)	5

Final grades will be based on a 550 point total and will be distributed as follows:

<b>501 and above</b>	<b>A</b>
<b>495 - 501</b>	<b>A-</b>
<b>484 - 494</b>	<b>B+</b>
<b>456 - 483</b>	<b>B</b>
<b>440 - 445</b>	<b>B –</b>
<b>429 - 439</b>	<b>C+</b>
<b>402 - 429</b>	<b>C</b>
<b>below 402</b>	<b>Fail</b>

**Late papers and assignments:** Any assignments turned in late (without previous permission) will automatically receive a 10% reduction in grade.

### **Required Texts:**

Mertens, D. (2009). *Transformative Research and Evaluation*. New York, NY: Guilford Press.

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

*or*

Swartz, B.M., Landrum, R.E., & Gurung, R.A. R. (2014) *An Easy Guide to APA Style (2<sup>nd</sup> Ed)*. Thousand Oaks, CA: Sage

Ridley, D. (2012). *The Literature Review. A Step-by-Step Guide for Students (2<sup>nd</sup> Ed.)*. Thousand Oaks, CA: Sage

### **Supplementary Texts & Workbooks**

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

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.

**Tentative Course Schedule**

**CPSY 538  
Fall 2020**

**Tentative Course Schedule**

<u>Date</u>	<u>General Topic</u>	<u>Readings for Class</u>	<u>CACREP Objectives</u>	<u>Assign/Hmwk DUE</u>	
Sept 9	Intro  Beliefs & Biases  Overview of Class  Overview of Research Process Question/Focus Methodology Participants	Advocate Scholar 1 <sup>st</sup> 8 pages	Lecture: CACREP 8a,f		
Sept 16	Paradigms  Transformative Paradigm in Detail  Using a transformative theory lens to guide study and analysis  Developing and Refining a Research Problem	Mertens 1 2 & 4  Additional Readings (Ponteretto)  Mertens Ch 9 281-292  -----  Lit Review Book Introduction	Lecture: CACREP 8j	Light survey	20 pts
Sept 23	<b>Transformative Lens as Foundation for Research Overview</b>  <b>Transformative – Mixed Methods</b>  Selection of Participants  Data collection steps in transformative	Mertens Chap 3  Mertens 6 pp. 164 - 177  Ch 7 199-218  Ch 8 40	Assignment: CACREP 8e, 8g  Lecture CACREP 8a	Assignment 2	25 pts

	Theory driven Data Analysis	re-read 281-292			
		Lit review book Chapter 1			
Sept 30	<b>Transformative lens continued</b> Recruitment Ethics  <b>Evaluation</b> Program Evaluation Models  Evaluation Examples  Needs Assessment	Mertens Chap 7 218 - 232  Additional Reading  Mertens Research and Evaluation Book:Chap 2	Lecture: CACREP 8c, 8e, 8g, 8j	<b>Bring Evaluation Article to class black focused</b>	
Oct 7	<b>Quantitative Overview</b>  Defining Independent Variables  Operationalizing Dependent Variables Reliability/Validity  Participant Selection Quantitative sampling strategies	Ch 6 185-194  Ch 7 p 215  Ch 8 238-40; 268 - 278  Additional Reading	Lecture: CACREP 8f, 8g  Lecture: CACREP 7g, 8b, 8f, 8g, 8h, 8i	<b>Program Evaluation Summary Due</b>  <i>Bring quantitative article to class</i>	<b>40 pts</b>
Oct 14	<b>Methods of Quantitative</b>  Quantitative Designs, Methods & Analysis  Evidence Based Practice Outcome Research Surveys	Mertens 6 pp. 185 – 194  Mertens Ch 8:268 - 278  Additional Reading  EPB article	Assignment: CACREP 8f, 8g, 8h, 8i	Design Presentations (with article)  Work on Compilation	<b>30 points</b>

Oct 21	Quantitative Designs, Methods & Analysis  Design Validity  <b>Quantitative Analysis</b> Hypothesis Testing Descriptive and Inferential Stats	Ch 9: Reread 281 – 292; 299 – 309;	Assignment: CACREP 7g, 8f, 8g 8h, 8i  Assignment: CACREP 8e	Design Presentations (with article)  Work on Compilation	
Oct 28	<b>Quantitative Analysis Con't</b> Hypothesis Testing Descriptive and Inferential Stats  Interpreting a result	Additional reading  types of significance	Lecture: CACREP 8a, 8e	<b>Quantitative Summary/Critique Due</b>	30 pts
Nov 4	<b>Qualitative Overview</b>  Qualitative Participant Selection	<b>Ch 6 pp. 169 – 185</b> Ch 7 213 – 219	Lecture: CACREP 8f, 8g	<b>Assignment 3</b>	<b>15pts</b>
Nov 11	<b>Qualitative Methods</b>  <b>Data Collection</b>  <b>Qualitative Analysis</b>	<b>Ch 8 241- 267</b>  Ch 9 292 – 299  Additional Reading Qual from soc justice	Assignment: CACREP 8f, 8g	<b>Qualitative Presentations</b>  Progress Update on thesis	
Nov 18	<b>Types of qualitative</b>  <b>Rigor in Qualitative</b>	<b>Ch 6 194-198</b>	Assignment: CACREP 8f, 8g	<b>Qualitative Presentations</b>	<b>30 pts</b>
Nov 25	<i>Fall Break</i>	<i>No class</i>			
Dec 2	<b>Qualitative/transformativ</b>  <b>Mixed Methods</b>  Mixed Methods  Mixed Methods examples	Chapter 5  Mertens Ch 6 pp. 164 – 169  Chapter 9 pp 309-312		<b>Qualitative Article Summary Critique Due</b>	<b>30 pts</b>

	Integrating results in mixed methods	Additional readings Mixed Methods social justice			
Dec 9	<b>Reporting &amp; Utilization</b>  <b>Complete/Review Compilations</b>	Mertens Ch 10	Lecture: CACREP 8a, 8i, 8j	<b>Outline of Lit Review</b> <b>Outline of Group Project (conceptual therapy)</b>	
Dec 16	<b>Thesis Presentations</b> <b>Final Discussion</b>  <b>Compilations Due</b> <b>Submit Intro/Lit review if completed</b>			<b>Projects</b> <b>Thesis Presentation</b>	<b>130 pts</b>  5 pts
Dec 18	<b>Intro/Lit review final day to turn in</b>			<b>Intro/Question/Justification Lit Reviews Due</b>	125 pts