

## 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>Fall 2020</b>
<b>Department</b>	<b>Counseling, Therapy, and School Psychology</b>
<b>Faculty 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

## **Required Additional Objectives 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**

Overall, the requirements of the course include, in class and out of class assignments, article summaries and critiques, 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. Please note that exceptions to these policies may be worked out if you have an illness or family situation related to COVID-19

**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 cell 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 (503-768-7192). 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. Final grade will be based off of

91% of points possible	-	A
90% 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+ (No credit)
73 - 77% of points possible		C (No credit)
Less than 73%		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 their 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

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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**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 (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: 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.

**MHC 535**  
**Research Methods in Counseling**  
Fall Semester 2020  
York 115

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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/ In class Assignments	100
Homework/Additional Assignments	65
Glossaries & Glossary Games	40
Program Evaluation Summary	40
Article Summary Discussions (2)	40
Article Critiques (2)	65
Group Project	105

Final grades will be based on a 450 point total and will be distributed as follows:

409 and above	A
405 - 408	A-
396 - 404	B+
473 - 495	B
360 - 472	B -
351 - 359	C/C+ (No Credit)
24 - 350	C – (No Credit)
below 324	Fail

The basic requirements for an assignment 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.

**Required Texts:**

Mertens (2020). *Research & Evaluation in Education & Psychology* (5<sup>th</sup> Ed). Thousand Oaks, CA: Sage.

American Psychological Association (2020). *Publication manual of the American Psychological Association*. (7<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>	<u>Pts</u>
Sept 10	<p><b>Introduction</b></p> <p><b>Overview of Research Process</b> Importance for Counselors Research Questions Types of Research</p> <p><b>Your Goals</b></p>	<p>Class overview</p> <p>Research Process</p> <p>Overview of differences: Qualitative Quantitative and Evaluation Approaches</p>	<p>In class readings</p> <p>Mertens Chap 1 <i>pp. 3 &amp; 6</i></p> <p>Mertens <i>Appendix pp 488-493</i> -Research Proposal</p>	Lecture: CACREP 8a,f	In class Assignment	5 pts
Sept 17	<p><b>What is my research worldview?</b></p> <p><b>What, how and who shall I study?</b></p> <p><b>What is the purpose of my research – what problem am I addressing</b> Research questions</p> <p><b>Who will my participants be?</b> <b>Research Ethics</b></p>	<p><b>Frameworks/ Paradigms/lenses</b></p> <p><b>Connection to design/approach</b></p> <p><b>Sampling &amp; Ethics</b> Defining populations and samples</p>	<p>Mertens Ch 1&amp; 3</p> <p>Ch 11 <i>334-342, 354-365</i></p>	Lecture: CACREP 8j	<p>Assignment 1 APA manual</p> <p>In class Assignment</p>	<p>10 pts</p> <p>5 pts</p>
Sept 24	<p><b>Research on the Job</b></p> <p><b>Ethics continued</b></p>	<p><b>Program Evaluation &amp; Needs Assessment</b></p>	Mertens Ch 2	Lecture: CACREP 8c,e, g, j	<p><b>Light Survey Due</b></p> <p>Bring Program article to class</p>	20 pts
Oct 1	<p><b>Understanding Quantitative Research</b></p> <p><b>Hypotheses</b></p> <p><b>Sampling in Quantitative</b></p>	<p><b>Overview of Quantitative Research</b></p> <p><b>Experimental</b></p> <p><b>Causal Comparative</b></p> <p><b>Probability Sampling</b></p>	<p>Mertens 4 – 5</p> <p>Review Mertens Ch 11 pp <i>343 - 348, 361 - 365</i></p>	Lecture: CACREP, 8a, f, g	<p><b>Program Evaluation Summary Due</b></p> <p>In class Assignment</p> <p>Bring Quantitative article(s) (not survey) to class</p>	35 pts



Oct 8	<p><b>What will my “intervention” look like?</b>  <b>What will my “outcome” look like?</b></p> <p><b>What is it an operationalization of RQ</b></p> <p><b>Am I measuring what I think?</b></p> <p><b>Choosing Instruments</b></p> <p><b>How will I analyze my data</b></p>	<p><b>Designing &amp; Operationalizing Independent &amp; Dependent Variables</b></p> <p><b>Psychometric Issues Norms &amp; Standardization</b></p> <p><b>Reliability and Validity</b>  Psychometric Issues  Reliability and Validity</p>	<p>Mertens 12  <i>pp. 382-396</i></p>	<p>Assignment: CACREP 8f, 8g</p>	<p>Bring articles to class again</p> <p>In class Assignment</p>	10 pts
Oct 15	<p><b>What design will I use?</b></p> <p><b>Surveys and other designs</b></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 6 &amp; 7</p> <p>(Review 4 &amp; 5)</p> <p>Mertens 13  <i>pp 439-446, 449-50</i>  Add'l reading</p> <p><b>Evidence Based Practice</b></p>	<p>Lecture: CACREP 8f, 8g</p> <p>Assignment: CACREP 7g, 8f, 8g</p>	<p><b>Bring Survey Article to Class</b></p>	s
Oct 22	<p><b>How will I analyze my quantitative data</b></p> <p><b>How do I interpret my results?</b></p>	<p>Analyzing Data Inferential Statistics</p>	<p>Mertens 13 422 - 437</p> <p>Add'l reading</p>	<p>Lecture: CACREP 7g, 8h, 8i</p> <p>Assignment: CACREP 8a</p>	<p><b>Quant article summary -</b></p> <p>In class Assignment</p>	20 pts  10 pts

Oct 29	<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 <i>p.331-339</i>	Lecture: CACREP 8f, 8g  Assignment: CACREP 8a	<b>Quantitative Critique Due</b>	30 pts
Nov 5					<b>Assignment 3</b> <b>In class Activity</b>	10 pts
Nov 12	<b>Qualitative Data Collection Strategies</b>  <b>Cultural Artifacts</b>  <b>Focus Groups</b> <b>Interviews</b>		Mertens 12 397 - 416	Lecture: CACREP 8f, 8g	<b>Assignment 4</b> <b>Cultural artifacts</b>	10 pts
Nov 19	<b>Ensuring the quality of Qualitative Data collection</b>  <b>Analyzing and Interpreting Qualitative Data</b>	<b>Qualitative Data Analysis</b> <b>Confirmability</b> <b>Transferability</b>	Chapter 10 Mertens 12 pp. 427 - 435  Mertens 13 481 - 493	Lecture: CACREP 8i, 8j  Assignment: CACREP 8a	<b>Qualitative Article Summary</b> <b>- in class</b>	20 pts
Nov 26	<b>Fall Break</b>	<b>No class</b>				
Dec 3	<b>What other types of research might I use in my future practice</b>  <b>Conceptual Therapy/</b>	<b>Review of Mixed Methods</b>	Mertens 12 pp. 397 13 pp.453 - 4  Mertens 8 244 - 248	Lecture: CACREP 8f, 8g  Assignment: CACREP 8a	<b>Lit review/Outline for grp project reviewed in class</b>	
Dec 10	<b>Group Projects</b>	<b>Group Projects</b>	Mertens 12 pp. 397 13 pp.453 - 4  Mertens 8 244 - 248	Assignment: CACREP 8f, 8g	<b>Group Projects</b>	105 pts
Dec 17	<b>Putting it all together (Understanding Process)</b>			Assignment: CACREP 8f, 8g	<b>Qualitative Critique Due</b>	35 pts

	<b>Final Discussion &amp; In class activities</b>					
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**Research Game  
Night**