

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

Course Name	MHC 538 – Section 1
Course Number	Advanced Research Methods
Term	Fall 2022
Department	Counseling, Therapy and School Psychology
Textbooks/Materials	See attached
Faculty Name	Carol Doyle
Faculty Phone/E-mail	cdoyle@lclark.edu
Faculty Office	Rogers 317

Catalog Description

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 planning to complete a thesis will refine their thesis topics, develop a research question, and begin their thesis proposal, including a literature review. Students not planning a thesis will design a hypothetical mixed methods research project hypothetical utilizing a design or method that they have not studied and/or used before. 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;
- Standards for professional student conduct and academic integrity: go.lclark.edu/gsec-conduct;
- Sexual misconduct: go.lclark.edu/titleIX.

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% of points possible	-	B+
83 - 87% of points possible	-	B
80 – 82% points possible	-	B-
78 – 79% of 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⁺. 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

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	X

Supervised Small Group Work	X
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 9.3 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

Partial Bibliography of Research Methods Related resources:

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

Cone, J.D. & Foster, S.L. (2006). *Dissertations and theses from start to finish* (2nd Ed). 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: 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: 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 (2nd 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 (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.

CPSY 538
Advanced Research Methods
Fall Semester 2021
Wednesdays 5:30 – 8:45
York 101

Carol Doyle, Ph.D.

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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

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 2021

Class Participation/In Class Assignments	85
Additional Assignments	95
Design/Method Presentations (2)	50
Program Evaluation Summary	35
Introduction/Justification	20
Literature Review	100
Final Reading Log/Bibliography	15
Thesis Presentation/Update (Last Night)	5

Final grades will be based on a 400 point total and will be distributed as follows:

364 and above	A
360-363	A-
352 - 359	B+
332 - 351	B
320 - 331	B –
312 - 319	C+
292 - 311	C
below 292	Fail

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*. (6th Ed.). Washington, DC: American Psychological Association.

Machi, L.A. & McEvoy (2022) *The Literature Review: Six Steps to Success* (4th Ed). Sage:

Supplementary Texts & Workbooks

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

Leong & Austin (2006). *The psychology research handbook. A guide for graduate students and research assistants* 2nd Ed. Thousand Oaks, CA: Sage Publications

Ridley, D. (2012). *The Literature Review* (2nd Ed.). Thousand Oaks, CA: Sage

Cone, J.D. & Foster, S.L. (2006). *Dissertations and theses from start to finish* (2nd Ed). Washington, DC: American Psychological Association.

MHC 538
Fall 2022

Tentative Course Schedule and Assignments

<u>Date</u>	<u>General Topic</u>	<u>Readings for Class</u>	<u>CACREP Objectives</u>	<u>Assign/Hmwk DUE</u>	Pts
Sept 7	Overview of Research Process Question/Focus Methodology Participants Research & the Researcher CAS Model Beliefs & Biases	Ratts & Greenleaf In class reading)	Lecture: CACREP 8a,f		
Sept 14	Paradigms Transformative Paradigm in Detail Transformative Lens as Foundation for Research	Mertens Transformative Research and Evaluation (TRE) Intro, Ch 1 & 2 Additional Readings Ponteretto	Lecture: CACREP 8j	Assignment 1: Light survey due	25 pts
Sept 21	Transformative model of Research and Evaluation: Connections Methods: Mixed Methods & Case Studies Selection of Participants Data Collection Planning Theory driven Data Analysis Thesis: Topic Update -	TRE Ch 5 Ch 3 pp 86 – 107 Ch 7 199-216 Ch 8 240 Ch 9 281-292	Assignment: CACREP 8e, 8g Lecture CACREP 8a	Assignment 2:	10 pts
Sept 28	Evaluation Models Evaluation Examples Needs Assessment	Additional Readings: Mertens Research and Evaluation Ch 2 Review TRE Ch 5 pp 158 – 162	Lecture: CACREP 8c, 8e, 8g, 8j	Assignment 3: <i>Bring Evaluation Article to class</i>	10 pts

Oct 5	<p>Understanding Yourself as a researcher</p> <p>Developing and Refining a Research Problem</p> <p>Purposes of a Lit review: Critiquing and synthesizing research,</p> <p>APA review</p>	<p>TRE Ch 3 pp 70-85</p> <p>Ch 4</p> <p>The Literature Review (Lit Rev) Ch 1 & 2</p>		Program Evaluation Summary Due	35 pts
Oct 12	<p>Qualitative Overview: Traditions Methods</p> <p>General Guidelines Recruitment Sampling Rationale Sampling Strategies</p>	<p>TRE Ch 6 177 – 185</p> <p>Ch 7 213 – 219</p>	Lecture: CACREP 8f, 8g	<p>Assignment 4</p> <p><i>Bring Qualitative Article to class</i></p>	25 pts
Oct 19	<p>Qualitative Presentations</p> <p>Qualitative Data Collection</p>	<p>TRE Ch 8 241- 267</p> <p>Additional Reading</p>	Assignment: CACREP 8f, 8g	<p>Quantitative Presentations with article summary</p> <p><i>Bring Cultural Artifact to class</i></p>	25 pts
Oct 26	<p>Qualitative Analysis</p> <p>Review: Transformative & Perspectives on Data Analysis</p> <p>Rigor in Qualitative Trustworthiness</p>	<p>TRE Ch 9 292 - 299</p> <p>Ch 9: 281 – 292;</p> <p>Ch 6 194-198</p>		Assignment 5	15 pts
Nov 2	<p>Quantitative Overview Defining Independent Variables</p> <p>Operationalizing Dependent Variables Reliability/Validity</p> <p>Participant Selection Quantitative sampling strategies</p>	<p>TRE Ch 6 185 – 194</p> <p>Ch 8 pp. 233-237</p> <p>Ch 7 p 215</p>	Lecture: CACREP 7g, 8b, 8f, 8g, 8h, 8i	<p>Lit Review and Research Log update</p> <p><i>Bring quantitative article to class</i></p>	5 pts

Nov 9	Quantitative Design Presentations Add'l Quantitative Designs Evidence Based Practice Outcome Research Methods & Analysis	TRE Ch 8:268 - 278 Additional Reading	Assignment: CACREP 8f, 8g, 8h, 8i	Design Presentations (with article)	25 pts
Nov 16	Quantitative Analysis Hypothesis Testing Descriptive and Inferential Stats	TRE Ch 9: 299–309;	Assignment: CACREP 7g, 8f, 8g 8h, 8i Assignment: CACREP 8e	Lit Review & Research Log Update	5 pts
Nov 23	<i>Fall Break</i>	<i>No class</i>			
Nov 30	Quantitative Analysis continued Descriptive & Inferential Stats Interpreting results Design Validity	Review readings Additional reading (s)	Lecture: CACREP 8a, 8e	Introduction due	25 pts
Dec 8	Research Ethics Mixed Methods Integrating Mixed Methods Results Reporting & Utilization Thesis: Check In	TRE Ch 7 219 - 232 TRE Ch 6 164 – 177 Ch 9 309-312 TRE Ch 10 Additional readings	Lecture: CACREP 8a, 8i, 8j	Final Research Log Due Outline of Lit Review due	10 pts
Dec 14	Thesis Presentations Final Discussion			Thesis Presentation <i>Submit Intro/Lit review if completed</i>	5 pts
Dec 16	Intro/Lit review final day to turn in				100 pts