



PCP 625 Research Methods for Helping Professionals

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Fall 2010

COURSE SYLLABUS

COURSE DESCRIPTION

This course is a review of behavioral science research designs and methods appropriate for counselors and marriage/family therapists. Course topics include: philosophy of science, ethical issues in social research, hypothesis formulation, experimental and quasi-experimental research designs, data capture, measurement, analysis of data, interpretation and presentation of data. The application of these research concepts to professional counseling praxis will be emphasized.

COURSE OBJECTIVES

Upon successful completion of this course, the student should:

1. Become an informed consumer of social science research by being able to evaluate published research on issues of validity, reliability, sampling, data collection and analysis.
2. Conduct social science literature reviews.
3. Describe methods of sampling from human populations.
4. Identify ethical issues in conducting research.
5. Describe different types of research designs.
6. Explain basic statistical concepts.
7. Perform statistical procedures on data.
8. Create a research proposal by developing research hypotheses, identifying appropriate research designs, choosing appropriate measurement instruments, planning the sampling and data collection strategy and identifying how you would analyze the data.
9. Integrate the philosophical and ethical issues in social science research into counseling and marriage and family consulting praxis.
10. Identify potential research problems related to counseling practice in research.
11. Successfully complete the research and program evaluation sections of the National Counselor Examination and the State Counseling Exams.

TEXTBOOKS

American Psychological Association. (2001). Publication Manual of the American Psychological Association, 5th Edition. Washington, DC: Author.

Neuman, W. L. (2006). Social Research Methods: Qualitative and Quantitative Approaches 6th Edition. Boston: Allyn & Bacon

Pyrczak, F. (2006). Making sense of statistics (4th Edition). Pyrczak Publishing: Glendale, California.

RECOMMENDED TEXTBOOKS

Gravetter, F. J. & Wallnau, L. B. (2002). Essentials of Statistics for the Behavior Sciences, 4th, ed. St. Paul, MN: West Publishing Company.

METHODOLOGY

The format of the course will consist of lectures, class discussions, case studies, presentations, assignments, internet research using various programs, participation in an ongoing research project, a midterm examination and a final comprehensive examination.

COURSE REQUIREMENTS

The following will be used to determine course grades:

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|----------------------------------|-----|
| Quizzes and homework assignments | 10% |
| Article review | 10% |
| Presentation | 20% |
| Research proposal (12-15 pages) | 30% |
| Final exam (comprehensive) | 30% |

*Attendance is required. Unexcused absences will result in a "0" for any assignments missed. Chapel service schedule for this class will be announced later.

GRADE BREAKDOWN

The following grade breakdown will be used in the course:

A+= Work is publishable
A = 94-100% (Excellent Work)

A- = 90-93% (Excellent, but...)
 B+ = 87-89% (Very good work)
 B = 84-86% (Good work)
 B- = 80-83% (Good work, but...)
 C+ = 77-79% (Fair, but almost good enough)
 C = 74-76% (Fair work)
 C- = 70-73% (Just passable)
 D+ = 67-69% (Poor but almost made it)
 D = 64% -66% (Poor)
 D- = 60%-63% (Highly questionable)

SPECIFIC DATA

Syllabus prepared by Jim Anderson, M.A., May 5, 2010.

This document is intended to provide a general orientation to the course. The instructor reserves the right to make modifications to the schedule and specific assignments during the semester.

SELECTED BIBLIOGRAPHY

- American Psychological Association. (2001). *Publication Manual of the American Psychological Association*, 5th Edition. Washington, DC: Author.
- Christensen, Larry B and Charles M. Stoup. (1996). *Introduction to statistics for the social and behavioral sciences*. Belmont, CA: Brooks/Cole Publishing Company.
- Davitz, J.R., & Davitz, L.L. (1996). *Evaluating Research Proposals*. Upper Saddle River, NJ: Prentice-Hall.
- Drew, Clifford J. (1996). *Introduction to designing and conducting research (2nd Edition)*. St. Louis, MO: The C.V. Mosby Company.
- Elmes, D.G., Kantowitz, B.H. & Roediger, H.L. *Research Methods in Psychology (6th Edition)*. Pacific Grove: Brooks/Cole Publishing Company.
- Goodwin, C. J. (2005). *Research in psychology: methods and design*. New York: Wiley.
- Gravetter, F. J. & Wallnau, L. B. (2000). *Essentials of Statistics for the Behavior Sciences, 5th, ed.* St. Paul, MN: West Publishing Company. (Highly recommended for help with understanding statistics.)

See web site www.gravetter for sample quizzes to take that accompany this text.

Howell, D. C. (2006). *Statistical methods for psychology*. (6th ed.) Duxbury: Belmont, CA.

- Isaac, S., & Michael, W. B. (1997) *Handbook in Research and Evaluation*. San Diego, CA: Educational and Industrial Testing Services.
- Kerlinger, F.N. & Lee, B.L. (2000). *Foundations of Behavioral Research (4th Edition)*. Fort Worth: Harcourt College Publishers.
- Mason, E.J., & Bramble, W.J. (1997). *Research in Education and the Behavioral Sciences: Concepts and Methods*. Madison, WI: Brown and Benchmark.
- Nelson, J.C. (1996). Teaching students to evaluate practice outcomes by monitoring clients' responses to opportunities. *Journal of Social Work Education, 32*, 181-189.
- McTavish, D. G .& Loether, H. J. (2002). *Social Research: An Evolving Process*. Boston: Allyn and Bacon
- Olejnik, S. & Algina, J. (2000). Measures of Effect Size for Comparative Studies: Applications, Interpretations, and Limitations. *Contemporary Educational Psychology 25*, 241–286
- Posavac, E.J. & Carey, R.G. (2003). *Program evaluation: Methods and case studies*. Upper Saddle River, NJ: Prentice Hall.
- Rosnow, R. L. & Rosenthal, R. (1995). "Some things you learn aren't so": Cohen's Paradox, Asch's Paradigm, and the Interpretation of Interaction. *Psychological Science, 6 (1)*, 3-9
- Stevens, J. (1999) *Intermediate statistics: A modern approach*, (2nd ed.). Mahwah, NJ: Lawrence Erlbaum Associates.
- Tracey, T.J.G., & Glidden-Tracey, C.E. (1999). Integration of theory, research design, measurement, and analysis: Toward a reasoned argument. *The Counseling Psychologist, 27*, 299-324.
- Wholey, J.S., Hatry, H.P., & Newcomer, K.E. (Eds.) (1994). *Handbook of practical program evaluation*. San Francisco: Jossey-Bass.