

**Course Title** Research and Evaluation

**Course Number** PC6521

**Section & Times** Summer I: 5/8/06 – 8/19/06

**Instructors & Contact Info**

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**Required Reading**

Hubble, M., Duncan, B., and Miller, S. (1999). *The heart and soul of change: what works in therapy*. Washington, D.C.: American Psychological Association ISBN 1-55798-557-X

Pan, M. (2004). *Preparing literature reviews: qualitative and quantitative approaches*. Glendale, CA: Pyczak Publishing ISBN 1-884585-56-6

**Course Description**

This course provides 1) a broad understanding of what works in therapeutic contexts as evidenced by research and 2) skills in accessing, evaluating, and synthesizing research literature as well as documenting sources.

**Course Objectives**

As a result of this course, students will demonstrate the following:

- 1) Ability to identify common factors in change in therapy
- 2) Ability to describe how people change
- 3) Ability to identify controversies in therapeutic evaluation
- 4) Ability to distinguish between qualitative and quantitative reviews
- 5) Ability to search for literature and refine a topic
- 6) Ability to retrieve and evaluate information from the web
- 7) Ability to take notes and avoid unintentional plagiarism
- 8) Ability to evaluate and interpret research literature
- 9) Ability to cite references using APA guidelines
- 10) Ability to access literature on effects of psychotherapy on children and adolescents

## Methods of Instruction

Methods include lecture, discussion, exercises, and library and internet research.

## Content Areas

Content includes empirical research of theoretical frameworks; common factors for therapeutic change including extra-therapeutic change, the therapeutic relationship, expectancy, and therapeutic technique; how change happens as evidenced by research; exploration of contradictions and controversies concerning therapeutic efficacy; discernment between qualitative and quantitative research; searching for literature using the Psych Info database and the onsite library resources; taking notes and avoiding unintentional plagiarism; evaluating and interpreting research literature; writing organized and cohesive research papers; citing sources using American Psychological Association guidelines

## Assignments:

Note: Refer to the ASSIGNMENT SCHEDULE below.

1. Read the Hubble text. Your weekly online assignment consists of 1) a post onto the discussion board of one or two satisfactions, dissatisfactions, surprises, discoveries, or learning (SDSDL) from your experience in reading the Hubble text and 2) an additional post consisting of joining and building upon a post of a student from a previous week. **Online assignments are due Sundays by midnight at the end of each week.** When no chapter has been assigned, join and build on a post of a student from the previous week. For week 15, post one or two SDSDL in reviewing your experience for the entire course. You should be posting one or two times each week at a minimum. See the lecture for Week 1 for a description and example of a) SDSDL and b) joining and building.
2. Read the Pan text. Complete the Pan text exercises according to the ASSIGNMENT SCHEDULE.
3. Complete a Research Paper that summarizes your personal stance or philosophy of what works in therapy with supporting evidence from research in the field. You are encouraged to make use of both the Hubble and Pan texts in writing this paper.

The Research Paper requires you to demonstrate your ability to

- Use professional writing style including organization, grammar, and transitional terms
- Conduct a literature review online
- Access onsite library resources by visiting a library in person (required)
- Synthesize current literature
- Cite sources following American Psychological Association guidelines

Include the following sections:

- Research Paper (4-6 pages, maximum 1500 words, typed, double-spaced, APA style)
- References (minimum of three research articles/books within last 5 years in addition to both course texts)
- Research Notes compiled from each research article/book
- Library Visit Notes (what library you visited; its location; hours of operation; articles or books accessed; what specific resources are available in the library that cannot be accessed online that you used for your report)
- Online Saved Files Search

### ASSIGNMENT SCHEDULE

Week	Date	Hubble Post SDSDL Sun end of week midnight	Pan	Pan exercise	Due by email Sun end of week midnight
1	5/8 – 5/14	Ch 2	Ch 1	Ch 1: p 8/1, 2, 8	
2	5/15 – 5/21	Ch 3	Appendi x B; Mod Lit Review 1		
3	5/22 – 5/28	Ch 3 (cont)	Ch 2	Ch 2: p 19/ 5, 6	
4	5/29 – 6/4	Ch 4	Ch 3	Ch 3: p 32/ 2, 5, 6	
5	6/5 – 6/11	Ch 5	Ch 4	Ch 4: p 42/ 1, 8	
6	6/12 – 6/18	Ch 6	Ch 5	Ch 5: p 57/ 2, 5, 6	
7	6/19 – 6/25	Ch 7	Ch 6	Ch 6: p 63/ 1, 7	
8	6/26 – 7/2	Ch 7 (cont)	Ch 7	Ch 7: p 75/ 2, 3, 7	Pan exercise Ch 1-7 <b>July 2</b>
9	7/3 – 7/9	Ch 8	Ch 8	Ch 8: p 88/ 1, 9	
10	7/10 – 7/16	Ch 8 (cont)	Ch 9	Ch 9: p 100/ 11,12	
11	7/17 – 7/23	Ch 11	Ch 10	Ch 10: p 111/1, 4, 7	
12	7/24 – 7/30	Ch 11 (cont)	Ch 13	Ch 13: p 143/3, 10	
13	7/31 – 8/6	Ch 14	Ch 15	Ch 15: p 154/ 1-11	Pan exercise Ch 8- 10, 13, 15 <b>Aug 6</b>
14	8/7 – 8/13	Post SDSDL entire course			Research Paper <b>Aug13</b>

### Student Performance Evaluation and Criteria

Onsite, online, and email assignments are to be submitted by Sunday due date by **12:00 midnight** for full credit.

Grades are determined by:

- 1) Online Hubble SDSDL posting: 30%
- 2) Pan exercises: 30%
- 3) Research Paper: 40%

### **Research Paper**

<b>Criteria</b>	<b>Distinguished Category (A)</b>	<b>Commendable Category (B)</b>	<b>Average Category (C)</b>	<b>Failed Category (F)</b>
Introduction	Overview, significance, topic, and organization well identified	Overview, significance, topic, and organization adequately identified.	Overview, significance, topic, and organization somewhat identified.	Overview, significance, topic, organization not identified.
Body	Articulates position in a well-arranged manner with synthesis of research; without writing errors; mostly active rather than passive voice; makes full use of transitional terms	Articulates position with some synthesis of research; little or no editing required; some active voice; some use of transitional terms	Writing not arranged logically. Spelling, punctuation, and grammatical errors; mostly passive voice; little or no use of transitional terms	Writing lacks semblance of logical organization. Spelling, punctuation, grammatical errors distract or impair readability.
References	Correct application of APA guidelines	Mostly correct application of APA guidelines	Mostly incorrect application of APA guidelines	Little or no application of APA guidelines
Research Notes	Notes from 3 research references	Notes from 3 research references	Notes from less than 3 research references	No research reference notes
Library Visit Questions	Complete and detailed notes of library visit	Mostly complete and detailed responses to library visit	Missing details to responses to library visit	Little or no responses to library visit
Online Saved File Search	Online saved file search included			Online saved file search not included

### Online Participation Evaluation Criteria

Criteria	Distinguished Category (A)	Commendable Category (B)	Average Category (C)	Failed Category (F)
Personal goals	Pursues goals with high energy and assertion.	Pursues goals actively and with some assertion.	Pursues goals with low energy and mostly with prompting from others.	Fails to set goals.
Member goals	Works toward shared goals in a highly cooperative manner.	Works toward shared goals in a cooperative manner; at times with compliance and defiance.	Works toward shared goals mostly with compliance and defiance.	Not cooperative in working toward shared goals
Creating climate of trust and openness	Uses active listening and responding skills which are highly facilitative.	Uses active listening and responding skills which are facilitative.	Uses active listening and responding skills which are minimally facilitative.	Uses active listening and responding skills which are destructively facilitative
Displaying sensitivity	Displays consistent sensitivity to similarities and differences with individuals from varied backgrounds.	Displays sensitivity to similarities and differences with individuals from varied backgrounds.	Displays some degree of sensitivity to similarities and differences with individuals from varied backgrounds.	Lacks sensitivity to similarities and differences with individuals from varied backgrounds.

Note: Member goals include timely submission of email assignments, and online posting.

### Criteria for Class Participation

Grade	
A = 90+	Student actively participated in discussions in <b>&gt;80%</b> of class sessions; <b>nearly all</b> comments were <b>thought provoking and incorporated material from the assigned readings</b>
B = 80 – 89	Student actively participated in discussions in <b>&gt;80%</b> of class sessions; <b>most</b> of the comments were thought provoking and incorporated material from the assigned readings

C = 70 – 79	Student participated in discussions in >70% of class sessions; comments/questions demonstrate a surface level understanding of course topics
D = 60 – 69	Student participated in <70% of class sessions; comments/questions did not demonstrate an understanding of course topics
F = <60	Student did not participate in class discussions

**Grading scale:**

98-100	A+
93-97	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
69 below	F

**Academic Dishonesty/Plagiarism**

In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 5<sup>th</sup> Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5<sup>th</sup> Edition* for thesis and paper format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Additionally, Argosy University considers resubmission of a work produced for one course in a subsequent course or the submission of work done partially or entirely by another to be academic dishonesty. It is the student's responsibility to seek clarification from the instructor regarding how much help may be received in completing an assignment, exam or project and what sources may be used.

**Scholarly writing:** The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You are responsible for maintaining an electronic copy of any work submitted, because you may be asked to submit your course assignments through "Turnitin," ([www.turnitin.com](http://www.turnitin.com)), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

### **ADA Policy**

It is AU/San Francisco Bay Area Campus policy not to discriminate against qualified students with a documented disability in its educational programs, activities or services. If you have a disability-related need for accommodations in this class, contact the Campus Director of Student Services who serves as the Disability Services Coordinator.

Once the determination of reasonable accommodations has been made, an approved Letter of Accommodation is given to the student. The student is then responsible for presenting and discussing a copy of the Letter of Accommodation with faculty, when requesting needed services. Accommodations are effective once the instructor has received the approved Letter of Accommodation. Accommodations are not retroactive. Students should promptly notify the Disability Services Coordinator of any problems encountered in receiving the agreed-upon accommodations.

**Your instructor is responsible for delivering this curriculum in a format that will ensure the objectives are met and measured. This can be accomplished in a variety of ways depending upon the experience, orientation, technological acumen, emphasis and preferences of the instructor as well as the resources available. Your instructor is also required to ensure that the course Outline include details regarding assignments and method of instruction. Any adjustment to the syllabus will be clearly delineated in the Outline and available for download prior to registration and on the first day of class.**