

Argosy University San Francisco Bay Area
Department of Counseling Psychology
MA Counseling Psychology
Syllabus
Course Title
Research and Evaluation
Course Number PC6521
Fall Semester 2007

Instructor: Neil Ross
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Required Texts:

Elmes, D. G., Kantowitz, B. H. & Roediger, H. L. (2006). *Research Methods in Psychology*. 8th ed., Thomson Wadsworth. ISBN 0534609767

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. 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 including statistical analysis; writing organized and cohesive research papers; citing sources using American Psychological Association guidelines.

Final Date to Drop the Class:

To receive a "W" grade a student must officially drop this class by the date listed below that corresponds to this course's term and length (indicated by bold type). Students may not withdraw from this course after the date this date. If a student chooses to discontinue course work after the final drop date, the student may receive an "F" grade for the course.

Fall Full Term (15 week courses): November 12, 2007

Fall First Session (7 ½ week courses): October 8, 2007

Fall Second Session (7 ½ week courses): November 29, 2007

Program Outcomes: Master of Arts in Counseling Psychology

Program Outcome One: Professional Practice

Competency 1: Assessment and Skills

Formulate assessments of psychological functioning and apply therapeutic intervention strategies when working with individuals, couples, families, and groups, toward the development of optimal

mental health.

Competency 2: Theory

Interpret and apply psychological and developmental theories to therapeutic intervention strategies.

Competency 3: Writing

Employ media and technology when presenting counseling information orally and in writing, so that the presentation is concise, organized, well supported, professional, and appropriate to the audience.

Program Outcome Two: Research

Competency 1: Analyze research, and translate research findings for improvement of counseling services using statistics and program evaluation methods.

Program Outcome Three: Interpersonal Effectiveness and Professional Development

Competency 1: Students will develop positive relationship skills that promote personal and professional development via effective communication, encouragement, empathy, respect for others, self-awareness, and other-awareness.

- a. Apply active listening communication skills in interpersonal scenarios to establish empathetic relationships.
- b. Analyze the importance of effective nonverbal communication skills in interpersonal relationships.
- c. Solicit and utilize feedback to build and maintain interpersonal relationships.

Program Outcome Four: Ethics

Competency 1: Using the American Counseling Association's Standards of Practice /or the American Psychological Association's Ethical Code, as well as, and local state law as it applies to the behavior of mental health professionals, identify ethical dilemmas and apply ethical decision-making strategies while engaging in professional activities.

Program Outcome Five: Diversity

Competency 1: Multicultural Skills

Provide assessment, counseling, and consultation services in work with clients by applying psychological and multicultural theories and research to diverse populations, and modifying interventions as needed to work effectively with diverse clients.

Competency 2: Multicultural Awareness

Examine personal values and biases, reflect on beliefs, and understand how they impact work with clients and interpersonal relationships with other students and faculty.

Competency 3: Multicultural Knowledge

Identify and assess the complexity and multidimensionality of cultural/diversity theories and issues in the field of counseling psychology while working with clients and interpersonal relationships with other students and faculty.

Attendance:

All students are required to attend the course site weekly and all fact-to-face meetings. It is the professor's experience that to maximize the student learning she or he needs to attend the class site at least times a week. You will put about five to six hours into the course a week not including weekly reading. I will keep track of student attendance through the course site and if you do not attend each week than you cannot receive an "A" in the course.

Course Requirements:

The course requirements are weekly reflection papers, weekly online quizzes, and a group paper presented/final paper due during the last two or three classes.

Online Text Quiz:

The quizzes in this course will be administered after each week of the course, online. The quizzes will be 25-50 multiple choice or true/false questions. You will be allowed to have multiple attempts in taking these quizzes, because the idea is to "learn" the material, not test you on what you don't know. Your quizzes will be graded online and you are encouraged to "re-take" then as many times as you want to raise your score as much as possible. You may retake these quizzes through week 14 of this course. No quizzes can be retaken week 15. The quizzes will be based on theoretical perspectives presented in the textbooks and class discussion. The dates of the quizzes are stated on the weekly schedule of this document.

Weekly Paper Review:

This is an independent assignment based on reflecting on the course material discussed and reviewed. These papers need to be at least 3 pages in length. These papers should answer the following questions: (1) What did I learn from the textbook or class discussion; (2) What theoretical material proved to have significant value for me and why?; (3) How can I take what I have learned in class discussion and the textbook and use it in my present or future career/life. The papers must be done in APA format. This means at minimum you must have the correct title page, level headings, paraphrasing, headers and footers, and reference page. There will be no need for an abstract page. If you need help with this requirement, please see your instructor. There will be 15 weekly papers complete throughout the semester. It is mandatory that these papers be turned in online in a Microsoft word document or "text-rich" file format.

Final Paper/Presentation Guidelines:

The final paper will be a group project. You are encouraged to be in groups of 4 to 5, but I do allow groups with more or less depending on the circumstances. I also allow "groups-of-one." However, any student requesting to be in a group-of-one must realize that she or he will be expected to do the same level of work/performance as a group of five. The purpose of this assignment is for each group to design a research study as if the group was going to research a certain area of interest like, depression, learning disabilities and performance, ADHD, etc. The group should pick a research method or methods (multi-method research) and how they are going to apply, examine, prove their hypothesis, find their correlation, etc. All topics must be instructor approved so not to duplicate a topic presented in class. The paper and or presentations should cover the following areas; (1) Research methodology, (2) participants or population, and (3) test or measurements (including reliability and validity of the test/measurement and report back on

research studies previously performed with this test, the statistical analysis and how the test is best reported and how is that report illustrated). This paper must be 15 to 20 pages, double spaced and in APA format as stated above, with the addition of an abstract page. The due dates are stated in the weekly schedule of this document. It is mandatory that these papers be turned in online in a Microsoft word document or “text-rich” file format. As part of this requirement groups are expected to present their papers in a formal presentation format. This could mean a traditional “black board or overhead” presentation or a presentation by technological means such as power point. The “way” in which the group presents their presentations is up to them. The presentation portion of this requirement is worth 50% of the total requirement.

<u>Week</u>	<u>Topics & Readings</u>
Week 1:	Overview of Psychological Research (Online Weekly Quiz) (Weekly Paper Review)
Week 2:	Explanation in Scientific Psychology (Online Weekly Quiz) (Weekly Paper Review)
Week 3:	Exploring to Literature of Psychology (Online Weekly Quiz) (Weekly Paper Review)
Week 4:	Observation and Psychological Research (Online Weekly Quiz) (Weekly Paper Review)
Week 5:	Relational Research (Online Weekly Quiz) (Weekly Paper Review)
Week 6:	Basics of Experimentation (Online Weekly Quiz) (Weekly Paper Review)
Week 7:	Validity and Reliability in Psychological Research (Online Weekly Quiz) (Weekly Paper Review)
Week 8:	Experimental Design (Online Weekly Quiz) (Weekly Paper Review)
Week 9:	Complex Design (Online Weekly Quiz) (Weekly Paper Review)
Week 10:	Small-n Experimentation (Online Weekly Quiz) (Weekly Paper Review)

- Week 11: Quasi-Experimentation
(Online Weekly Quiz)
(Weekly Paper Review)**
- Week 12: Conducting Ethical Research
(Online Weekly Quiz)
(Weekly Paper Review)**
- Week 13: Interpreting the Results of Research & Presenting Research Results
(Online Weekly Quiz)
(Weekly Paper Review)**
- Week 14: Group Presentations/Final Papers**
- Week 15: Group Presentations/Final Papers**

Student Performance Evaluation Criteria and Procedures

Criteria for Class Participation

Grade	
A = 90+	Student actively participated in discussions in >80% of class sessions; nearly all comments were thought provoking and incorporated material from the assigned readings
B = 80 – 89	Student actively participated in discussions in >80% of class sessions; most 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
F = <70	Student participated in <70% of class sessions; comments/questions did not demonstrate an understanding of course topics, or student did not participate in class discussions.

Criteria for Class Presentation

Grade	
A = 90+	Presentation is well organized and provides excellent coverage of the topic area; informative visual aids provided to the instructor and classmates
B = 80 – 89	Presentation is well organized and provides adequate coverage of the topic area
C = 70 – 79	Coverage of material is marginal; presentation is slightly disorganized
F = <70	Presentation is disorganized and does not provide adequate coverage of the topic area, or presentation was not completed by student.

Criteria for Paper

Grade	
A = 90+	Paper is in appropriate APA format, well thought out and provides excellent coverage of material
B = 80 – 89	Paper is well thought out, but is missing one component of APA format OR coverage of material is adequate
C = 70 – 79	Insufficient number of references provided AND limited coverage
F = <70	Paper is disorganized AND coverage is not adequate AND does not conform to APA format, or there is evidence of plagiarism , or paper not submitted

Course Grading:

Grades are determined on a points scale at the end of the semester. Below is the final point scale which will determine your final grade. However, they will be “weekly” grades recorded in an instructor grade book to allow you to view your performance along the semester. Grading is progressive throughout the semester and final grade posting dates are indicated in the course calendar.

1. 900-1000 Points = A
2. 800-899 Points = B
3. 700-799 Points = C
4. 0-699 Points = F

Library

All resources in Argosy University’s online collection are available through the Internet. The campus librarian will provide students with links, user IDs, and passwords.

Library Resources: Argosy University’s core online collection features nearly 21,000 full-text journals and 23,000 electronic books and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. Many titles are directly accessible through the Online Public Access Catalog at <http://library.argosy.edu>. Detailed descriptions of online resources are located at <http://library.argosy.edu/misc/onlinedblist.html>.

In addition to online resources, Argosy University’s onsite collections contain a wealth of subject-specific research materials searchable in the Online Public Access Catalog. Catalog searching is easily limited to individual campus collections. Alternatively, students can search combined collections of all Argosy University Libraries. Students are encouraged to seek research and reference assistance from campus librarians.

Information Literacy: Argosy University’s Information Literacy Tutorial was developed to teach students fundamental and transferable research skills. The tutorial consists of five modules where

students learn to select sources appropriate for academic-level research, search periodical indexes and search engines, and evaluate and cite information. In the tutorial, students study concepts and practice them through interactions. At the conclusion of each module, they can test their comprehension and receive immediate feedback. Each module takes less than 20 minutes to complete. Please view the tutorial at <http://library.argosy.edu/infolit/>

Academic Policies

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, 5th Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5th 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.

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 may be asked to submit your course assignments through “Turnitin,” (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.

Americans with Disabilities Act Policy

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director of Student Services. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student’s responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

The Argosy University Statement Regarding Diversity

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.