**COUN 8300**

Research Design in Counseling and Evaluation

***Fall 2017***

**- - - - - - - - - -**

**Department of Special Education, Rehabilitation, & Counseling**

**College of Education**

Instructor Information:

**Marilyn A. Cornish, Ph.D.**

**Assistant Professor**

**2068 Haley Center**

**mac0084@auburn.edu**

**334-844-7601**

Office Hours:

**By Appointment**



**SYLLABUS**

1. **Course Number:** COUN 8300

**Course Title:** Research Design in Counseling

**Credit Hours**: 3 Semester hours (Lecture 3)

**Prerequisites:** Instructor Permission

**Course Meetings:** Tuesdays 1:00-3:50 in Haley 2226

**Instructor:** Marilyn Cornish, PhD (334-844-7601; mac0084@auburn.edu)

**Teaching Assistant:** Kelly Hughes, MA (ksh0015@tigermail.auburn.edu)

2. **Date Syllabus Prepared:** 8/2017

3. **Required Textbook:**

Kazdin, A. E. (2017). Research design in clinical psychology (5th ed.). Boston, MA: Pearson.

**Additional Required Readings:**

Auyeung, K. W., & Alden, L. E. (2016). Social anxiety and empathy for social pain. Cognitive Therapy and Research, 40, 38-45. doi: 10.1007/s10608-015-9718-0

Bauriedl-Schmidt, C., Jobst, A., Gander, M., Seidl, E., Sabaß, L., Sarubin, N., … & Buchheim, A. (2017). Attachment representations, patterns of emotion regulation, and social exclusion in patients with chronic and episodic depression and healthy controls. Journal of Affective Disorders, 210, 130-138. doi: 10.1016/j.jad.2016.12.030

Bernstein, K., Park, S.-Y., Hahm, S., Lee, Y. N., Seo, J. Y., & Nokes, K. M. (2016). Efficacy of a culturally tailored therapeutic intervention program for community dwelling depressed Korean American women: A non-randomized quasi-experimental design study. Archives of Psychiatric Nursing, 30, 19-26. doi: 10.1016/j.apnu.2015.10.011

Budge, S. L. Chin, M. Y., & Minero, L. P. (2017). Trans individuals’ facilitative coping: An analysis of internal and external processes. Journal of Counseling Psychology, 64, 12-25. doi: 10.1037/cou0000178

deRoon-Cassini, T. A., de St. Aubin, E., Valvano, A. K., Hastings, J., & Brasel, K. J. (2013). Meaning-making appraisals relevant to adjustment for veterans with spinal cord injury. Psychological Services, 10, 186-193. doi: 10.1037/a0030963

Friedlander, M. L., Lee, H.-H., Shaffer, K. S., & Cabrera, P. (2014). Negotiating therapeutic alliances with a family at impasse. Psychotherapy, 51, 41-52. doi: 10.1037/a0032524

Hinton, D. E., Hofmann, S. G., Rivera, E., Otto, M. W., & Pollack, M. H. (2011). Culturally adapted CBT (CA-CBT) for Latino women with treatment-resistant PTSD: A pilot study comparing CA-CBT to applied muscle relaxation. Behaviour Research and Therapy, 49, 275-280. doi:10.1016/j.brat.2011.01.005

Katz, A. D., & Hoyt, W. T. (2014). The influence of multicultural counseling competence and anti-black prejudice on therapists’ outcome expectancies. *Journal of Counseling Psychology, 61*, 299-305. doi: 10.1037/a0036134

Robitschek, C., & Hardin, E. E. (2017). The future of counseling psychology research viewed through the Cultural Lens Approach. *Journal of Counseling Psychology, 64*, 359-368. doi: 10.1037/cou0000207

Santos, C. E., & VanDaalen, R. A. (2017, July 6). Associations among psychological distress, high-risk activism, and conflict between ethnic-racial and sexual minority identities in lesbian, gay, bisexual racial/ethnic minority adults. *Journal of Counseling Psychology.* Advance online publication. doi: 10.1037/cou0000241

Sirin, S. R., & Katsiaficas, D. (2011). Religiosity, discrimination, and community engagement: Gendered pathways of Muslim American emerging adults. *Youth & Society, 43*, 1528-1546. doi: 10.1177/0044118X10388218

4. **Course Description:**

Catalog Description: Methods for counseling research design. Studies, experimental, quasi-experimental, non-experimental, survey, between subjects and within subjects.

Expanded Description: Advanced study of methods for planning, developing, conducting, and evaluating research in counseling psychology. Primary emphasis on research design of quantitative studies, with some attention given to qualitative and mixed-methods designs. Use of published research with diverse populations to critique research design and examine culturally-sensitive research practices. Practice linking research design, hypothesis generation, and statistical analyses.

1. **Course Objectives:**

Upon successful completion of this course, students will be able to:

1. Identify the ethical and legal issues in counseling and psychological research;
2. Demonstrate knowledge of counseling and psychology research methods, concepts, and terms;
3. Articulate the advantages and limitations of various research designs;
4. Design research studies using appropriate research designs in a manner that limits threats to validity and answers the research questions of interest;
5. Match research hypotheses to appropriate statistical analyses;
6. Consider cultural factors in the design, implementation, and interpretation of research studies;
7. **Course Content and Schedule:**

An overview of the course content and schedule is included below. Class periods will consist of lecture, discussions, and experiential activities. Exams are also scheduled during class periods. The schedule may change based on the learning needs of the class or other unforeseen circumstances.

|  |  |  |  |
| --- | --- | --- | --- |
| DATE | CLASS TOPIC | READINGS | ACTIVITIES/ ASSIGNMENTS DUE |
| Aug 22 | Course Introduction  Non-Graded Pre-Test  Intro to Research Design Activity | Chapter 1 |  |
| Aug 29 | Internal and External Validity  Cultural Lens Approach to Theory Validation | Chapter 2  Robitschek & Hardin (2017) |  |
| Sept 5 | Construct and Data-Evaluation Validity  Selecting Measures for Research | Chapter 3  Chapter 10  Katz & Hoyt (2014) |  |
| Sept 12 | Selection of the Research Problem and Design  Types of Assessments | Chapter 4  Chapter 11 |  |
| Sept 19 | Experimental Designs | Chapter 5  Auyeung & Alden (2016) | Article Critique 1 due (Auyeung & Alden) |
| Sept 26 | Experimental Designs, cont. – Control and Comparison Groups | Chapter 6  Hinton et al (2011) | Article Critique 2 due (Hinton et al)  Experimental Design due |
| Oct 3 | Exam 1 |  |  |
| Oct 10 | Observational Research (Case Control and Cohort Designs)  Advanced Correlational Designs | Chapter 7  Bauriedl-Schmidt et al (2017) | Article Critique 3 due (Bauriedl-Schmidt et al) |
| Oct 17 | Non-experimental Research Designs, cont.  Quasi-Experimental Designs | Bernstein et al (2016) | Article Critique 4 due (Bernstein et al)  Non-Experimental Design due |
| Oct 24 | Linking Design and Statistics  Presenting and Analyzing the Data | Chapter 13  Chapter 14 |  |
| Oct 31 | Moderation and Mediation | Santos & Van Daalen (2017)  Sirin & Katsiaficas (2011) | Statistical Analyses 1 due |
| Nov 7 | Negative Effects and Replication  Ethics in Research | Chapter 15  Chapter 16 | Statistical Analyses 2 due |
| Nov 14 | Qualitative Research Methods  Mixed-Methods Designs | Chapter 9  Budge et al (2017)  deRoon-Cassini et al (2013) |  |
| Nov 21 | NO CLASS: THANKSGIVING BREAK |  |  |
| Nov 28 | Single-Case Designs  Practice Based Research | Chapter 8  Friedlander et al (2014) |  |
| Dec 5 | Exam 2 |  |  |
| Dec 12 | NO CLASS: FINALS WEEK |  |  |

**7. Course Requirements/Evaluation:**

Course Requirements:

*A. Article Critiques (15 points each, 60 points total):* Students will complete four article critiques, as listed in the course schedule. The selected articles represent both experimental and non-experimental designs. After reading the assigned article, students will answer the questions below. A Word document with these questions is available on Canvas, which students are welcome to use in writing each critique. The critique should be answered question by question. Critiques are due on Canvas by the start of class each week listed in the syllabus.

* What are the research questions and/or hypotheses? To what extent are the questions/hypotheses clearly specified?
* What is the research design?
* How are the variables operationalized and measured?
* To what extent are the measures/manipulations reliable and valid? Justify your assessment.
* In considering the cultural lens approach, do you see any issues with cultural validity of the underlying theory, operationalized variables, and/or manipulations? Explain.
* How well are threats to validity minimized? What threats to validity remain? Give specific examples.
* How representative is the sample of the population of interest?
* What are the statistical analyses used to answer the research questions/test the hypotheses? Do the analyses match the research questions? (Note: only analyses connected to the research questions need to be addressed).
* What are the results?
* Are the conclusions/implications covered in the discussion warranted by the results? Explain.

*B. Research Designs (20 points each, 40 points total):* Students will conceptualize an experimental design and a non-experimental design for a research topic of interest to the student. The research designs must be developed by the student, not taken from another source. Discussion boards will be created on Canvas for each of the design assignments—students are expected to read and respond to one another’s designs. The experimental design is due on Canvas by the start of class on **September 26**. The specific aspects that must be addressed in the experimental design will be listed in the Canvas Discussion instructions. The non-experimental design is due on Canvas by the start of class on **October 17**. The specific aspects that must be addressed in the non-experimental design will be listed in the Canvas Discussion instructions.

*C. Statistical Analyses (10 points each, 20 points total):* Research design, study hypotheses, and statistical analyses are intertwined components of the research process. To apply knowledge gained in previous statistics courses, students will complete two Statistical Analyses assignments. The instructor will provide a dataset and description of variables for each assignment, along with a set of hypotheses to be tested. In-class time will be utilized to identify the appropriate analyses for the given hypotheses and research design. Students will then conduct the appropriate analyses in SPSS and write out the results of the statistical tests using format recommended by the APA. A worksheet for each assignment will be provided on Canvas. Students will turn in the worksheet and SPSS printout for each assignment. Statistical Analyses 1 is due by the start of class on **October 31** and Statistical Analyses 2 is due by the start of class on **November 7.**

*D. Exams (50 points each, 100 points total):* This course includes two exams that occur during class time. Exam 1 is held on **October 3** and is worth 50 points. Exam 2 is held on **December 5** and is worth 50 points. Because research design knowledge is cumulative, Exam 2 can be considered a cumulative exam. Exams will consist primarily of short answer and essay questions, but may also include some matching questions.

Course Evaluation:

As described above, course requirements total to 220 points. Letter grades will be assigned on the following scale according to percentage of total points earned (proportions of a percentage will be rounded to the nearest whole percentage):

A 90-100% D 60-69%

B 80-89% F 0-59%

C 70-79%

**8. Class Policy Statements:**

Late Work Policy: It is expected that you have completed all assignments by the due date and time. All late assignments will receive a 10% grade reduction per day (a “day” constitutes each 24-hour period starting at the date and time the assignment was due). Assignments that are not submitted within one week of the due date and time will not be accepted and will thus receive a score of 0. I reserve the right to make exceptions to my late work policy, for example, in the event of an emergency.

Attendance and Participation: Weekly class attendance is expected. Active, cooperative, and collaborative learning are strongly emphasized in this class. Students are granted excused absences for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who will be absent for excused or unexcused reasons should notify the instructor of the absence; in almost all cases, students should initiate such communication prior to the absence.

Respect: Active attention to your instructor and peers is expected in this class, as is respectful communication. Your use of technology during class for non-educational purposes is disrespectful to your peers, your instructor, and the learning process. Cell phones should be turned off or silenced during class and supervision sessions. Please do not engage in texting or other messaging during class. In addition, laptops and other devices should only be used for note-taking. Laptops should be closed during supervision-of-supervision portions of class unless needed for a reason approved by the instructor.

Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting with me during the first week of classes, or as soon as possible if accommodations are needed immediately. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

Honesty Code: All portions of the Auburn University student academic honesty code (Title XII) found in the *Student Policy eHandbook*: http://www.auburn.edu/student\_info/student\_policies/ will apply to this class. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* + - Engage in responsible and ethical professional practices
    - Contribute to collaborative learning communities
    - Demonstrate a commitment to diversity
    - Model and nurture intellectual vitality

Office Hours: Rather than having an established office hour, I will meet with students by appointment. I encourage you to make an appointment with me if you have any questions or concerns about the course or your performance in it.

Course Contingency: If normal class activities are disrupted due to serious illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

**9. Justification for Graduate Credit:**

This course includes advanced content in graduate psychology education and is designed to partially meet standards for accreditation by the American Psychological Association (APA). This includes rigorous evaluation standards of students completing the student learning outcomes specified in this syllabus. Only students enrolled in approved counseling-related doctoral programs are eligible to take this course.