

Argosy University San Francisco Bay Area
Department of Counseling Psychology
MA Counseling Psychology
Syllabus
Course Title
Research and Evaluation
Course Number PC6521
Fall Semester 2010

Instructor: Dr. Russell A. Chapman, Ph.D.

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Office Hours: Mondays 12:00 PM -2:00 PM and Tuesdays 11 AM-12:30 PM. There are also office hours by appointment only

Class Times: Monday 2-5 & Tuesday 2-5

Argosy Communication:

If you choose to use an email address other than the assigned Argosy email, please be advised that you do so at your own risk. Any difficulty receiving Argosy emails will be your responsibility.

Required Texts:

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

American Psychological Association (2009) Publication Manual of the American Psychological Association, 6th ed., American Psychological Association., ISBN # 978-1-4338-0562-2

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. Students may not withdraw from this course after 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 Session I (7.5 week courses): October 11, 2009

Fall Session II (7.5 week courses): December 1, 2009

Fall Full Term (15 week courses): November 14, 2009

Course Requirements:

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

Weekly Textbook Quizzes:

The quizzes in this course will be administered after each week and passed out to the students in class. The quizzes will be 25-50 multiple choice or true/false questions. The answers will be reviewed the following week. Students are allowed to self-grade these quizzes to find their errors. The quizzes will be based on theoretical perspectives presented in the textbooks and class discussion. The quiz due dates are listed below;

September 7th	Course introduction and Chapters 1-3 (<u>Tuesday Section Only</u>)
September 13 th :	Course introduction and Chapters 1-3 (<u>Monday Section Only</u>)
September 14 th :	Chapter 1 & 2 (<u>Tuesday Section Only</u>)
September 20 th and 21 st :	Chapters 2 & 3
September 27 th and 28 th :	Chapters 2 & 3 & Quiz 1 due via E-mail
October 4 th and 5 th :	Chapters 4 & 5
October 11 th and 12 th :	Chapter 5 & Quiz 2 due via E-mail
October 18 th and 19 th :	Chapters 6 & 7
October 25 th and 26 th :	Chapter 7 & Quiz 3 due via E-mail
October 26 th and 27 th :	Chapters 8 & 9
November 1 st and 2 nd :	Chapter 9 & Quiz 4 due via E-mail ** (Mid-term Reflection Paper Due)**
November 8 th and 9 th :	Chapters 10 & 11
November 15 th and 16 th :	Chapter 11 & Quiz 5 due via E-mail
November 22 nd and 23 rd :	<u>Final Paper Discussion</u>
November 29 th and 30 th :	Chapters 12 & 13

December 6th and 7th:
December 13th and 14th:

Chapter 13 & 14 & **Quiz 6 due via E-mail**
Final Presentations & Papers Due

Reflection Paper:

This is an independent assignment based on reflecting on the course material discussed and reviewed. These papers need to be at least 3-4 pages in length. This reflection papers will be due at midterm. The dates are included in the syllabus. 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. It is mandatory that these papers be turned in as an e-mail attachment and you can consider your paper received upon receipt of a reply from your professor that states "I have received it." Please make sure these reflection papers are in either 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. If a paper is not finished in APA style there will be a "one letter grade deduction." 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 and all presentation will last ONLY 20 minutes.

Week Topics & Readings:

- Week 1: Overview of Psychological Research/Explanation in Scientific Psychology
- Week 2: Explanation in Scientific Psychology/Exploring to Literature of Psychology
- Week 3: Exploring to Literature of Psychology
- Week 4: Observation and Psychological Research
- Week 5: Relational Research
- Week 6: Basics of Experimentation
- Week 7: Validity and Reliability in Psychological Research
- Week 8: Experimental Design
- Week 9: Complex Design
- Week 10: Small-n Experimentation
- Week 11: Quasi-Experimentation
- Week 12: Conducting Ethical Research
- Week 13: Interpreting the Results of Research & Presenting Research Results
- Week 14: ????
- Week 15: Group Presentations/Final Papers

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

Current Rubric for Grading Papers

Grade	Requirements
A = 90+	Paper is <ul style="list-style-type: none"> • well thought out with proper grammar/writing skills AND <ul style="list-style-type: none"> • in appropriate APA format AND <ul style="list-style-type: none"> • provides excellent coverage of material
B = 80 – 89	Paper is <ul style="list-style-type: none"> • well thought out with proper grammar/writing skills BUT

	<ul style="list-style-type: none"> • is missing one component of APA format OR <ul style="list-style-type: none"> • coverage of material is adequate
C = 70 – 79	Paper has <ul style="list-style-type: none"> • poor grammar/writing skills present OR (one or more of the following) <ul style="list-style-type: none"> • APA format is inadequate • Insufficient number of references provided • limited coverage of material
F = <70	Paper is (one or more of the following) <ul style="list-style-type: none"> • disorganized • coverage is not adequate • does not conform to APA format • there is evidence of plagiarism • paper not submitted

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 American Psychological Association (2009) Publication Manual of the American Psychological Association, 6th ed., American Psychological Association 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.

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.

MACP APA Style Requirements

Minimum required elements of APA style for written assignments in first year courses include the following:

- Cover page that meets APA style requirements of elements and formatting (i.e., title of paper, name, course number/course name, Argosy University, semester or term and year, running head in left header, and page number in right header)
- Body of paper with critical voice (e.g., synthesis of opinions/ comments) supported by paraphrasing of credible sources using the two styles of APA citing (out-of-text and in-text) with correct punctuation; avoid use of 1st person singular “I” (except personal reflection papers) and 2nd person singular “you;” use of third person plural “we” acceptable to reflect universal human experience
- Quoted passages to include author, year, and page number; emphasis on paraphrasing with minimal use of quotations to support critical voice
- Reference page that meets APA style requirements to include appropriate sources (e.g., no Wikipedia), references that match citations (e.g., no references listed that are not also cited), and correct formatting/punctuation
- APA style formatting to include 1” margins, running head in left header, page number in right header, Times New Roman 12 point font, left justification of all passages, indentation of 5 spaces for new paragraphs, 1 ½ line spacing and double sided pages (modified APA in spirit of promoting “green” for MACP program)
- Grammatical and punctuation errors edited to address incomplete sentences, run-on sentences, awkward sentences, inconsistent verb tense, inconsistent pronoun use, redundancy of ideas/words, use of extremes or superlatives (e.g., “always,” “never,” “very,”) and conversational or idiomatic language