P 770 BASIC RESEARCH METHODOLOGY

Christian Theological Seminary

Fall 2012
Wednesdays, 6 – 9 pm
Office hours: By appointment

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Catalogue Course Description
A study of the basic research methodologies in individual and marriage and family therapy.

Purpose of the Course
This course will introduce basic research methods applicable in psychotherapy and marriage and family therapy.

In accordance with the 2009 CACREP course standards (8. Research and Program Evaluation), the course will provide students with an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including the following:

a. the importance of research in advancing the counseling profession
b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research
c. statistical methods used in conducting research and program evaluation
d. principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications
e. the use of research to inform evidence-based practice
f. ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.”

In accordance with AAMFT core competencies, the course will prepare students to

- Know the extant MFT literature, research, and evidence-based practice (6.1.1)
- Understand research and program evaluation methodologies, both quantitative and qualitative, relevant to MFT and mental health services (6.1.2)
- Understand the legal, ethical, and contextual issues involved in the conduct of clinical research and program evaluation (6.1.3)
- Recognize opportunities for therapists and clients to participate in clinical research (6.2.1)
- Read current MFT and other professional literature (6.3.1)
- Use current MFT and other research to inform clinical practice (6.3.2)
- Critique professional research and assess the quality of research studies and program evaluation in the literature (6.3.3)
- Determine the effectiveness of clinical practice and techniques (6.3.4)
- Evaluate knowledge of current clinical literature and its application (6.4.1)
Licensure and Accreditation Standards

In addition to the CACREP Course Standards and AAMFT core competencies indicated in the previous section, this course meets partial requirements for licensure as follows:

Mental Health Counselor Licensure

This course is designed to meet some of the licensure requirements for Licensed Mental Health Counselor in Indiana. In addition, it meets some of the requirements for Licensed Professional Counselor and/or Licensed Professional Clinical Counselor in other states.

Marriage and Family Therapy Licensure

This course meets partial course requirements for marriage and family therapy licensure in Indiana and other states. The multiple choice exams in this class are designed to help prepare the student to take the national licensure exam for marriage and family therapy.

Course Requirements

1. Class attendance is required. Students can earn up to 12 points based on regular class attendance and participation in class discussions and exercises. It is essential that you consistently attend class and fully participate each week during course sessions. An additional note regarding class attendance is warranted:
   - In order to realistically meet course objectives, class attendance is required.
   - Seminary policy is very specific regarding expectations for class attendance. According to Seminary policy, students are required to notify the course instructor in advance of any absences. No student may receive credit for a course if they miss more than ¼ of the class sessions. (That means that if you miss more than three classes, you will automatically fail this course)

In case an absence from a class period is unavoidable due to illness, contact the instructor by e-mail prior to class. In case the absence is due to an emergency, contact the instructor within 24 hours of the absence. If more than two class meetings are missed, the course grade normally received will typically be reduced by one full letter grade for the third absence. Unexcused absences will reduce the final grade.

2. Biweekly quizzes (4 total, see schedule below). Quizzes will focus on the material covered in the course since the previous quiz. All quizzes will consist of multiple choice or true/false questions. Quizzes will contain 28 questions each, drawn randomly from a pool of questions. The goal of the quizzes is twofold: to provide opportunity to practice material continuously throughout the course and to assess student learning on a continuous basis thus facilitating retention of key concepts and ideas of research methods. (28% of final grade [7% for each quiz]). Quiz #1 will cover material from module 1 (Science and Psychology) through module 5 (defining, measuring, and manipulating variables). Quiz #2 will cover material from module 6 (reliability & validity) through module 10 (quasi-experimental design). Quiz #3 will cover material from module 11 (conducting single case research) through module 15 (data organization, central tendency & variance). Quiz #4 will cover material from module 16 (transformation scores & correlation coefficients) through module 20 (analysis of variance)
3. **Midterm Exam**: in-class multiple choice exam assessing grasp of key concepts and ideas of research and required readings to date. (30 % of final grade). *The Midterm exam will cover the material in module 1 (Science and Psychology) through module 10 (Quasi-Experimental Design)*

4. **Final Exam**: (30% of final grade). *The Final exam will cover material from module 11 (Conducting Single Case Research) through module 20 (Analysis of Variance (ANOVA). It will also cover Grounded Theory Research, Task Analysis, Needs Assessment and Program Evaluation.*

**CTS’s Use of Personal Technology in Classrooms Policy/Guideline:**
"It is expected that students will use technology (cell phones, laptop computers, ipads, etc.) during classes only for the purposes of class work. Students should, therefore, turn off or mute cell phones during classes, refrain from texting and using laptop computers during classes except for purposes of taking notes or doing research specifically authorized by the course instructor. Students who have emergency needs not covered by this policy must ask for an exception from the course instructor."

**Class Methods**
The overall teaching methodology of this course integrates didactic lectures, class discussion, exercises, review of exercises, literature research, review of research articles, small groups, readings, quizzes and exams.

**Grading Rubric**
Grades will be determined by the number of points accumulated out of a total of 100 possible points.

- **A**: 93 - 100 points
- **A-**: 90 - 92 points
- **B+**: 87 - 89 points
- **B**: 83 – 86 points
- **B-**: 80 – 82 points
- **C+**: 76 – 79 points
- **C**: 72 – 75 points
- **C-**: 68 – 71 points
- **B+**: 64 – 67 points
- **B**: 60 – 63 points
- **B-**: 56 – 59 points
- **D**: below 55 points

**Class Schedule**

**INTRODUCTION**

Week 1 Sep. 5 Introduction and Overview

*Required Reading (16pp.):* Jackson, Ch 1 Mod 1: Science & Psychology

*Further Recommended Reading:*

**Week 2  Sep. 12**  No Class Meeting - Instructor at AAMFT Conference

Review Getting Started: Research Methods, Ideas & Ethics

**Required Reading** (64pp.): Jackson, Ch 1 Mod 2: An Introduction to Research Methods
Ch2  Mod 3: Research ideas
Mod 4: Ethical Research

Further Recommended Reading:
Sprenkle et al., Ch 1 Pluralism, Diversity & Sophistication in FT Research

**QUANTITATIVE RESEARCH METHODS**

**Week 3  Sep. 19**  Variables & Culture

**Required Reading** (41pp.): Jackson, Ch 3 Mod 5: Defining, Measuring & Manipulating Variables
Mod 6: Reliability & Validity
Matsumoto Ch 1-2  Intro to Cross-Cultural Issues in Research Methods

Further Recommended Reading:
Sprenkle et al., Ch 2 Graduate Student Guide to MFT Research
Beier, M., pp. 10-13, 33-130, 131-135: biological, psychosocial, existential-philosophical and theological dimensions of human experience; the symbolic process; searching for criteria for the health or sickness of religion: for example, the dynamic of fear vs. trust

**Week 4  Sep. 26**  Descriptive Methods

**QUIZ #1**

**Required Reading** (33pp.): Jackson, Ch 4 Mod 7: Observational & Qualitative Methods
Mod 8: Survey Methods

Further Recommended Reading:
Week 5  Oct. 3  Predictive (Relational) Methods
Required Reading (42pp.):  Jackson,  Ch 5  Mod 9: Conducting Correlational Research
Mod 10: Quasi-Experimental Designs
Mod 11: Conducting Single-Case Research

Further Recommended Reading:

Week 6  Oct. 10  Explanatory Methods
QUIZ #2
Required Reading (44pp.):  Jackson,  Ch 6  Mod 12: Between-Participants Experimental Designs
Mod 13: Correlated-Groups and Developmental Designs
Mod 14: Advanced Experimental Designs

Further Recommended Reading: TBA

Oct. 17  READING WEEK – NO CLASS

Week 7  Oct. 24  Descriptive Statistics
Required Reading (45pp.):  Jackson,  Ch 7  Mod 15: Data Organization, Central Tendency, & Variance
Mod 16: Transformation Scores & Correlation Coefficients

Further Recommended Reading: TBA

Week 8  Oct. 31  MIDTERM EXAM
Inferential Statistics I
Required Reading (39pp.):  Jackson,  Ch 8  Mod 17: Hypothesis Testing
Mod 18: The t Test for Independent Groups
Matsumoto Ch 3 Cultural Influences on Research Methods

Further Recommended Reading: TBA

Week 9  Nov. 7  Inferential Statistics II
Required Reading (55pp.):  Jackson,  Ch 9  Mod 19: t Test for Correlated Groups (Samples)
Mod 20: Analysis of Variance (ANOVA)
Matsumoto  Ch 4-5 Cultural Influences on Data Analysis & Tips for Research

Further Recommended Reading: TBA
Week 10  Nov. 14  Review Examples of Quantitative Research & its Value for Clinical Practice

QUIZ #3

Required Reading (45pp.):

Further Recommended Reading:

Nov. 21  THANKSGIVING RECESS – NO CLASS

QUALITATIVE & MIXED RESEARCH METHODS

Week 11  Nov. 28  Grounded Theory

Required Reading (22pp.):

Further Recommended Reading:
Sprenkle et al., pp. 63-84: Ch. 4, Dahl & Boss, “The Use of Phenomenology for Family Therapy Research: The Search for Meaning.”
Week 12  Dec. 5   Process Research: Task Analysis

QUIZ #4


Further Recommended Reading:

Week 13  Dec. 12 Needs Assessment & Program Evaluation Studies


Further Recommended Reading:

Week 14  Dec. 19  FINAL EXAM

READING LIST

Required books are available for purchase at the CTS bookstore. Articles and book chapters will be posted on the course web page on InsideCTS in the section Course Documents.

Required Readings:

Books

⇒ Access Free STUDENT COMPANION SITE online at:
1. Go to: http://www.cengagebrain.com/shop/isbn/9780495811190
2. Then choose “Access now” for companion site with flashcards, glossary, tutorial quizzes, sample exams, and research methods workshops


**Book Chapters:**


**Journal Articles**


**Online**


**Key Research Literature Resources:**

Full Text Electronic library resources at CTS Library: [http://www.cts.edu/Library](http://www.cts.edu/Library)

**Journals** (some are available full text electronically through the CTS library):

- American Journal of Pastoral Counseling
- Journal of Consulting and Clinical Psychology
- Journal of Marital and Family Therapy
- Journal of Religion and Health
- Pastoral Psychology
- Research in the Social Scientific Study of Religion
- The Qualitative Report
- Journal for the Scientific Study of Religion
- Journal of Counseling Psychology
- Journal of Pastoral Counseling
- Journal of Pastoral Care and Counseling
- Pastoral Sciences

**Further Recommended Readings, incl. examples of research studies (to be supplemented):**

**Books**


Book Chapters:


Jones, E. E. (2000). Therapeutic Action: A Guide to Psychoanalytic Therapy. Northvale, NJ: Jason Aronson. Ch. 1, Modes of Therapeutic Action (pp. 1-35); Ch. 5, Interaction Structures in the Transference-Countertransference (pp. 157-208); Ch. 7, Studying Psychoanalytic Therapy (pp. 251-270); Ch. 8, Case Studies (pp. 271-313); Appendix: The Psychotherapy Process Q-set (PQS) Coding Manual (pp. 315-361).


Journal Articles


