

## PSYCHOLOGY 602: RESEARCH METHODOLOGY AND PROGRAM EVALUATION

**INSTRUCTOR:**  
**COURSE DAY/TIME:**  
**COURSE ROOM:**  
**OFFICE HOUR:**  
**OFFICE:**  
**TELEPHONE:**  
**EMAIL:**

### **COURSE DESCRIPTION:**

This course teaches students research methodology and program evaluation and the use of quantitative and qualitative strategies. Strong emphasis will be given to the importance of research and program evaluation in the profession of counseling and the opportunities and challenges encountered when conducting these activities.

### **REQUIRED TEXT:**

Heppner, P. P., Wampold, B. E., Owen, J., Thompson, M. N., & Wang, K. T. (2016). *Research design in counseling* (4th ed.). Boston, MA: Cengage Learning.

### **COURSE PHILOSOPHY:**

This course reflects my commitment to the counseling profession. As professional counselors, we have moral and ethical responsibilities to prepare ourselves to work effectively with clients. An important part of the preparation is to become a good consumer of the research literature that grounds our profession and a useful contributor to this literature.

### **ACADEMIC ACCOMMODATIONS FOR PERSONS WITH UNIQUE NEEDS:**

In compliance with and in the spirit of the Americans with Disabilities Act (ADA), I would like to assist you if you have a disability that is relevant to your work in this course. If you have a documented disability and wish to discuss academic accommodations, please do not hesitate to contact me.

HERE IS A NOTE FROM THE UH-HILO DISABILITY SERVICES OFFICE: "Any student with a documented disability who would like to request accommodations should contact the Disability Services Office - Student Services Center E215, 932-7623 (V), 932-7002 (TTY), [uds@hawaii.edu](mailto:uds@hawaii.edu) - as early in the semester as possible."

### **UH HILO SEXUAL DISCRIMINATION AND VIOLENCE POLICY:**

The University of Hawaii is committed to providing a learning, working and living environment that promotes personal integrity, civility, and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. If you or someone you know is experiencing any of these, the University has staff and resources on your campus to support and assist you. Staff can also direct you to resources that are in the community. Here are some of your options:

If you wish to remain **ANONYMOUS**, speak with someone **CONFIDENTIALLY**, or would like to receive information and support in a **CONFIDENTIAL** setting, contact:

UH Hilo Counseling Services: SSC, room E-203. 932-7465.

UH Hilo Medical Services: Campus Center, room 212. 932-7369

Hawaii Island YWCA, 935-0677

If you wish to **REPORT** an incident of sex discrimination or gender-based violence including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence or stalking as well as receive information and support\*, contact:

Libby Bailey, Title IX Coordinator: 932-7818 [libby.bailey@hawaii.edu](mailto:libby.bailey@hawaii.edu)

Jennifer Stotter, Director of the Office of Equal Opportunity & Deputy Title IX Coordinator: 932-7641 [jstotter@hawaii.edu](mailto:jstotter@hawaii.edu)

Kalei Rapoza, Interim Director of Human Resources, 932-7626 [kaleihii@hawaii.edu](mailto:kaleihii@hawaii.edu)

\* Please note that you do not have to file a report with the University to receive institutional support or

assistance.

As a member of the University faculty, I am **required to immediately report** any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. Although the Title IX Coordinator and I cannot guarantee confidentiality, you will still have options about how your case will be handled. My goal is to make sure you are aware of the range of options available to you and have access to the resources and support you need.

For more information regarding sex discrimination and gender-based violence, the University's Title IX resources and the University's Policy, Interim EP 1.204, go to: <http://www.hawaii.edu/titleix>

**PLEASE ALSO SEE THE SUPPLEMENT TO THIS SYLLABUS THAT DESCRIBES ADDITIONAL SUPPORT SERVICES FOR STUDENTS.**

## **COURSE REQUIREMENTS AND EVALUATION**

1. Research project (Pilot Study) - (30% of course grade):  
Each team will choose a research question to investigate. Research method will be developed and data will be gathered. The data will be analyzed and the results will be presented to the class.
2. Article critique projects – (30% of course grade):  
Each team will select an article from a counseling-related journal and critique the article. The team will prepare a 7-10 page single-spaced critique and re-design of the study. The critique will be presented to the class. A copy of the article should be made available to classmates a week before the presentation date and the critique paper be made available at least a day before the presentation.  
  
The paper should include the following:
  - a. A critique of the study
  - b. Reconceptualization or restatement of the problem to better address the empirical issue at hand. This includes a better articulation of the nomological net.
  - c. Sampling modifications (e.g., change in sample size, definition of sample) and rationale
  - d. Measurement modifications and rationale
  - e. Design modification (e.g., different experimental design, selection of different control group, change in independent variable manipulation) and rationale
  - f. Improvements in the procedures
  - g. Possible changes in data analytic strategies and rationale
3. Two quizzes will be given (each is worth 10% of the course grade).  
Each quiz will contain 15 items. As a way to pursue a fruitful learning experience, any items that were incorrect can be re-submitted with a one-paragraph explanation as to why the "incorrect item" was incorrect and the "correct item" is correct. The submission of these paragraphs will allow you to earn 0.5 point for each item (rather than lose the entire 1.0 point).
4. A final exam will be given (20% of course grade).  
The final exam will contain 40 items. As a way to pursue a fruitful learning experience, any items that were incorrect can be re-submitted with a one-paragraph explanation as to why the "incorrect item" was incorrect and the "correct item" is correct. The submission of these paragraphs will allow you to earn 0.5 point for each item (rather than lose the entire 1.0 point).

## **GRADING**

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = BELOW 60

### **EXPECTATIONS FOR PROFESSIONAL, ETHICAL BEHAVIOR BY STUDENTS**

Students are expected to attend class on time. Students having more than one unexcused absence will be dropped from the course and will receive either a W or an F for the course. At the discretion of the instructor and the Director of the Counseling Psychology Program, students who commit serious professional or ethical violations or omissions may be removed from the course and may receive a W or F. Serious ethical/professional violations or mistakes may also lead to dismissal from the Counseling Psychology Program. Serious violations include but are not limited to plagiarism and cheating on exams.

PSYCHOLOGY 602: CALENDAR OF ACTIVITIES

| <u>Date</u> | <u>Topics</u>                                                                                                                                                            | <u>Readings</u>          |
|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
|             | Introduction/review syllabus<br>Scientific method, Definition of terms                                                                                                   |                          |
|             | Research designs, Validity threats                                                                                                                                       | Chapters 1, 2, 5, & 6    |
|             | Validity threats (continued)<br>Critique Robertson and Fitzgerald (1990)<br>Ethical issues in counseling research                                                        | Chapters 3 & 7           |
|             | Ethical issues in counseling research (continued)<br>Between-groups and within-subjects designs<br>Critique Kim, Li, and Liang (2002)                                    | Chapter 11               |
|             | Quasi-experimental designs and Single-subject designs<br><b>Quiz #1</b>                                                                                                  | Chapter 12 & 15          |
|             | Quantitative descriptive designs<br>Power Analysis (Rossi, 1990)                                                                                                         | Chapter 13 & pp. 176-179 |
|             | Qualitative and Mixed-methods designs<br>Kim, Brenner, Liang, & Asay (2003)                                                                                              | Chapter 16 & 17          |
|             | Designing and evaluating independent variables<br><b>Article Critique Presentation:</b> _____<br><b>Article Critique Presentation:</b> _____                             | Chapter 18               |
|             | Designing and evaluating dependent variables<br>Population issues<br><b>Article Critique Presentation:</b> _____<br><b>Article Critique Presentation:</b> _____          | Chapters 8 & 19          |
|             | Multicultural Research<br>Investigator, experimenter, and participant bias<br><b>Article Critique Presentation:</b> _____<br><b>Article Critique Presentation:</b> _____ | Chapters 9 & 23          |
|             | Analogue and outcome research<br>Kim, Ng, & Ahn (2005)<br><b>Quiz #2</b>                                                                                                 | Chapters 14 & 20         |
|             | Counseling process research<br>Kim, Liang, and Li (2003) and Kim, Ng, and Ahn (2009)                                                                                     | Chapter 21               |
|             | Scale construction<br>Kim, Soliz, Orellana, and Alamilla (2009)<br><b>Research Presentation:</b> _____<br><b>Research Presentation:</b> _____                            | Chapter 10               |
|             | Program evaluation<br><b>Research Presentation:</b> _____<br><b>Research Presentation:</b> _____                                                                         | Chapters 4               |
|             | Writing and research training<br><b>Research Presentation:</b> _____<br><b>Research Presentation:</b> _____                                                              | Chapter 22               |
|             | <b>Final Examination (Re-write Due Tuesday, Dec 17)</b>                                                                                                                  |                          |