PSY 546 RESEARCH AND PROGRAM EVALUATION  
Reformed Theological Seminary - Orlando  
Aug. 9, 10, 11, 12; 8:00AM-5:00PM, 3 credit hours  
Summer 2005  
Instructor: Steve Bradshaw, PhD  
Office Hours: By appointment before or after class session  
e-mail: bradshst@bryan.edu

PURPOSE
This course will give students an introduction to research methodologies and data analysis techniques commonly employed in the counseling and counseling-related fields. Emphasis will be placed upon learning the scientific method, research ethics, hypothesis testing, research design, measurement, and descriptive and inferential statistics. The process will also enable students to search out and read research literature intelligently and critically – to make informed consumers of research publications. This will include the development of a Christian perspective on and the critique of the assumptions and techniques of empirical research processes.

GENERAL OBJECTIVES
At the end of the course the student should be able to:

1. List and briefly describe the major steps involved in conducting a research study, the importance of research, and the difficulties in conducting research in the counseling profession.
2. Distinguish between the broad categories of research methodology.
3. Accurately operationalize various psychological variables.
4. Define the various terms used in experimental research (i.e., independent variable, hypothesis, confounding variable, etc.)
5. Articulate his/her ethical position regarding the use of deception in experimental research methods.
7. Identify the components of a research paper.
8. Briefly describe basic sampling techniques and possible sources of bias.
9. Accurately identify possible rival hypothesis given a research procedure and outcome.
10. Define and describe the various types of validity and reliability.
11. State the rules or guidelines for test or instrument selection.
12. Outline the purpose of descriptive research and the major steps involved in conducting such a study.
13. Distinguish between the self-report and observational research.
14. State the purposes of correlation and relational studies.
15. State the purpose of experimental research, such as qualitative, single-case designs, action research, and outcome-based research.
16. Understand and apply the use of technology and statistical methods in conducting research and doing a review of literature.
17. Be able to describe ethical and legal parameters in the research process.
18. Critically evaluate the use of research to validate counseling effectiveness.
19. Understand the process and assumptions for empirically validated therapies (EVT).
20. Become an informed and critical evaluator of various informal and formal research claims and studies.
METHODOLOGY
The course will be composed of lectures, videotapes, class discussion, problem solving sessions, exercises, small groups, presentations, and other appropriate procedures. Student participation is encouraged at all times. Students are responsible for material assigned whether or not it is discussed in class. Class time is viewed by the instructor as a chance to embellish the assigned readings with supplementary information and discussion of the various issues raised.

PROFESSOR’S PHILOSOPHY OF TEACHING
1. Learning does not occur in a vacuum but is an integrative experience between the student, teacher, and material being taught. It is a collaborative and shared experience.
2. My role is to be a resource, guide and facilitator in the learning process. Questions are encouraged at all times in the learning process. Dialogue clarifies ideas and learning is best retrieved when it is interactively obtained.
3. My approach to teaching is from a biblical worldview and emphasizes the integration of faith and learning in teaching the discipline of psychology. This Christ-centered approach looks at all learning in light of biblical truth and involves more than educating the mind but also transforming the heart.
4. The learner’s responsibility is to come to each class prepared with material read in advance, to engage with a questioning mind, and to be willing to take risks in the learning process.

REQUIRED TEXTBOOK

REQUIREMENTS
1. Attendance and participation are required at all class session. Since this is an intensive class experience, significant time loss from class could negatively impact a student’s grade. Please block out the advertised times for the course experience to be in class the full time allotted each day. Prompt return after breaks will be appreciated.
2. Each student should validate exploration of the Barna group website for a cumulative total of 2 hours prior to the day of class. This website is an excellent example of descriptive research. Students will hand in a summary of information they explored and obtained during the search time along with a pledged statement verifying the 2 hour requirement. This is due the first day of class August 9th. [www.barna.org](http://www.barna.org)
3. Students will work in small groups to come up with rival hypotheses for various research scenarios given in class – all members of the groups get the same grade for the answer(s).
4. Students will work in small groups to critique a research article selected by the professor and present a short 10-15 minute presentation of the critique to the class. These will be due August 10, 11, 12.
5. Students will explore the website/CD for the required text reading chapter overviews, key terms, and other summary exercises for a minimum of 2 hours prior to the first day of class August 9th. Verification of this is due August 9th.
6. Students will complete an open book/website but closed neighbor or other 3rd party take-home multiple choice comprehensive exam. This exam will be due the end of the last day of class August 12th. A pledged statement that you did not access a 3rd party will be due with the exam.
7. Students will complete various in class exercises relevant to the topic being discussed and receive competency checks for the work generated in those exercises.
8. Reader’s digest review of literature. Each student will select a topic to perform a computer based review of literature concerning that topic. A minimum of 4 sources must be selected to
write a 2 page review of literature on that topic. Papers should be typed, double-spaced, 12 font, and conform to APA style with a separate reference sheet. The cover sheet will include the student’s name, title of the review, and course heading, and running head for the review. This project will be due the beginning of the last day of class August 12th.

**GRADING**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Take home comprehensive exam</td>
<td>200 pts.</td>
</tr>
<tr>
<td>Barna Website</td>
<td>50 pts.</td>
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<tr>
<td>Book Website/CD</td>
<td>50 pts.</td>
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<tr>
<td>Rival Hypotheses</td>
<td>50 pts.</td>
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<tr>
<td>Research article critique</td>
<td>50 pts.</td>
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<tr>
<td>Review of literature</td>
<td>75 pts.</td>
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<tr>
<td>Attendance/class exercises</td>
<td>25 pts.</td>
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<tr>
<td>Total Possible Points</td>
<td>500 pts.</td>
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***NOTE: Extra credit of 15 pts. can be obtained by doubling the sources and length of the review of literature project, provided the quality is outstanding.***

**GRADING SCALE**

- A  500-475
- A- 475-460
- B+ 460-440
- B  440-420
- B- 420-400
- C+ 400-390
- C  390-375
- C- 375-360
- D+ 360-350
- D  350-335
- D- 335-320
- F  Below 320

**ACADEMIC STANDARDS**

All assignments must be submitted by the deadlines. A late penalty of 10 pts. will be assigned for projects not turned in on time.

All work must be typed, letter quality, 12 font and double-spaced. No electronic submissions will be accepted.

Writing format for the review of literature is APA style 5th edition.

Plagiarism/cheating will result in a failing grade for the course.

Any missing assignments will result in receiving an “F” for the course.

**ETHICS COMPONENT**

A. Goals and Objectives
   1. To inform the student of the APA Ethical Guidelines in conducting research.
   2. To provide a forum for consciousness-raising and sensitizing for ethical issues in research.
   3. To encourage ethical decision-making regarding various research dilemmas.
   4. To require the student to articulate his or her own ethical guidelines in conducting research.

B. Ethical Issues
   1. Withholding of treatment form control group
   2. Case study generalization
   3. ABA withdrawal of treatment
4. Consent / Freedom to withdraw  
5. Use of deception Active / Passive  
6. Lying with statistics / overgeneralization  
7. Selective review of literature / primary sources  
8. Experimental bias  
9. Responsibility for client / subject welfare  
10. Use of confederates  
11. Demand characteristics  
12. Long term effects of research  
13. Operational definition of subjective variables  
14. Survey limitations  
15. “god” of research

**MISCELLANEOUS**
The instructor has a very sincere interest in helping each student in this course learn more about themselves and the subject matter. I hope you will not view me as merely a dispenser of information but as a facilitator, challenging you to think with a Christian worldview about the world you live in and your personal responsibilities. If you are in need of personal attention beyond the class time, I will be glad to make an appointment with you either before or after the intensive class sessions.

**NOTE**
The instructor reserves the right to consider the contents of this syllabus subject to modification with prior notification, based on student needs and time limitations.

**COURSE SCHEDULE**
We will cover about 4 chapters from the required textbook a day for the 4 day intensive experience. We will intersperse class activities and student presentations around the content of the book.

It is strongly recommended that students complete the take-home comprehensive exam as they are reading the assigned reading in the text then recheck the answers after the class coverage of those chapters. Copies of the comprehensive take home exams will be available in Jan Brubaker’s office prior to the start of the first class day. You will be notified when they are ready.

The Barna project and book website/CD exploration are to be completed prior to the start of class August 9th and will be turned in that day.

Chapters covered in the Babbie text are as follows: 1-11, 16, 17, Appendices A & G. Questions on the comprehensive exam will only come from these assigned chapters.

**PROFESSOR CONTACT INFORMATION**

*Work (Wednesdays & Thursdays):*  
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