

PSY 546 Research & Program Evaluation
Reformed Theological Seminary - Orlando
July 22, 23 & 26-28; 8:00AM-4:00PM, 3 credit hours
Summer 2010

Instructor: Stephen P. Bradshaw, Ph.D.
Office Hours: By appointment before or after class sessions
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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, program evaluation, measurement, descriptive and inferential statistics. The process will also enable students to search out and read research literature intelligently and critically – to make students informed consumers of research publications. This will include the development of a Christian perspective for the critique of assumptions and techniques in the 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 by examination.
2. Distinguish between the broad categories of research methodology by examination.
3. Accurately operationalize various psychological variables by class examples.
4. Define the various terms used in experimental research (i.e., independent variable, hypothesis, confounding variable, etc.) by examination and class exercises.
5. Articulate his/her ethical position regarding the use of deception in experimental research methods by class discussion.
6. List A.P.A. standards governing experimental research guidelines by examination.
7. Identify the components/sections of a research paper by examination.
8. Briefly describe basic sampling techniques and possible sources of bias in the process by examination.
9. Accurately identify possible rival hypothesis given a research procedure and outcome by in class exercises.
10. Identify the use of research in conducting program evaluation by examination and case examples.
11. State the rules or guidelines for test or instrument selection by examination.
12. Outline the purpose of descriptive research and the major steps involved in conducting such a study by examination.
13. Distinguish between the self-report and observational research by class examples.
14. State the purposes of correlation and relational studies by examination.
15. State the purpose of experimental research, such as qualitative, single-case designs, applied research and outcome-based research by examination.
16. Understand and apply the use of technology and statistical methods in conducting research and doing a review of literature by examination and class examples.
17. Be able to describe ethical and legal parameters in the research process by class examples.
18. Critically evaluate the use of research to validate counseling effectiveness by class examples.
19. Understand the process and assumptions for empirically supported treatments (EST) by class examples.
20. Become an informed and critical evaluator of various informal and formal research claims and studies by class exercises and examination.

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 TEXTBOOKS

1. Methods in Behavioral Research by Paul C. Cosby; 9th edition copyright 2007
ISBN - 978-0-07-353181-6
2. Stumbling on Happiness by Daniel Gilbert copyright 2006 ISBN -1-4000-4266-6

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 first 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 July 22nd. www.barna.org
3. Students will work in small groups to present a chapter assigned in the Gilbert book for a 10 minute class presentation. Each group will produce a one page handout on the chapter for each student – all members of the group get the same grade for the critiques. Each group will submit a paper outlining each person's contribution to the group project to avoid social loafing. Due dates: July 26-28.
4. Students will work in small groups to develop a "grace intervention" for enhancing a client's view of grace, produce a one page handout of the procedure, and present a short 5-10 minute presentation of the intervention to the class. Each group will submit a paper outlining each person's contribution to the group project to avoid social loafing. Due dates: July 26-28.
5. Students will complete an open book/website but closed neighbor or other 3rd parties take-home multiple choice comprehensive exam. This exam must be postmarked no later than August 3rd. A pledged statement that you did not access a 3rd party will be due with the exam.
6. Rival Hypotheses: Students will work individually and in dyads or groups to problem solve various experimental designs in order to detect alternative explanations, other than the researcher claims for the experimental outcome. These sessions will include a brief description of the experiment and reported results. Responses will be for the most part in writing. Everyone in the group or dyad gets the same grade.
7. Class Activities: Various in class experiences will be completed to try and practically apply principles of operational definitions, hypothesis testing, ways to control confounding variables, and how to interpret statistical results.

GRADING

Take home comprehensive exam	200 pts.
Barna Website	50 pts.
Gilbert Book Presentation	50 pts.
Grace Intervention	50 pts.
Rival Hypotheses	100 pts.
Attendance/class exercises	50 pts.
Total Possible Points	500 pts.

***NOTE: The use of laptop computers during class sessions needs to revolve around class appropriate functions. They should only be used only for note taking functions and lowered during multimedia or group presentations.

GRADING SCALE

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

ACADEMIC STANDARDS

All assignments must be submitted by the assigned dates. A late penalty of 10 pts will be assigned for each day projects are 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 is APA style 6th edition.

Plagiarism/cheating will results 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 from 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

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 a day from the required Cozby textbook for each intensive experience. The first 4 chapters should be read before the first class session. 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 and then recheck the answers after the class coverage of those chapters. Copies of the comprehensive take home exams will be handed out the first day of class or be available electronically before the first day of class.

The Barna project, www.barna.com is to be completed prior to the start of class, July 22nd, and will be turned in that day.

The first seven chapters of the Gilbert book should be read before the third class period. The first seven chapters will be presented by students on July 26th and 27th, and the last four on the last class period.

Second year students: Please respect the stated time parameters for the course when making up your clinical schedules and times for supervision.

PROFESSOR CONTACT INFORMATION

Work (Wednesdays & Thursdays): This is the mailing address for your test.

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