

CPSY 220 RESEARCH METHODS (FALL 2009)  
DEPARTMENT OF COUNSELING PSYCHOLOGY  
SANTA CLARA UNIVERSITY

Professor: Sean Patrick Hatt, Ph.D  
Contact: [SHatt@scu.edu](mailto:SHatt@scu.edu) or 650.823.8090.  
Office Hours by Appointment

### PROFESSOR'S STATEMENT OF INTENT

The intent of this course is for the graduate student in Counseling Psychology to critically think about the activity and consumption of *research* through the following four lenses:

- (1) What aspects of our world are worthy of study and investigation?
- (2) Given that, how should these aspects of our world be explored—by what *means*?
- (3) If we take the time and spend the money to conduct research, *why*—to what ends?
- (4) Lastly, and this is the one that is frequently neglected, who is it that conducts the research? In other words, what is the quality of relating to the subject matter, to the subjects, and to the world at large? And, does it matter?

In my estimation, if research is to do the most good, it must at least consider *all* of these questions in sufficient depth. My hope is that if we strive to use these lenses as a group, we will all become more educated and critical consumers of scientific research along a spectrum of possibilities—from numerically driven quantitative studies with large numbers of participants and data points to a case study design where  $n = 1$ , and all points of possibility in between.

As more educated and critical consumers of the literature, we will ultimately be able to engage colleagues within the profession in a truly skillful, compassionate, and humane discourse—a discourse that fearlessly calls into question that which is taken for granted to be *True* with a capital *T* just because “science” says it is so. My goal is to foster the emergence of scholar-practitioners who are interested in discovering and advancing the practices that are truly helpful to the precious human beings whom we are privileged to serve, while challenging practices that are less than helpful, or perhaps even harmful.

Rilke wraps my intent in the rich embrace of his poetic imagery:

*Ah, not to be cutoff,  
not through the slightest partition  
shut out from the law of the stars.  
The inner—what is it?  
if not intensified sky,  
hurled through with birds and deep  
with the winds of homecoming.*

So, let us set our course together this quarter toward an effort to *integrate* the intellectual, the emotional, and the spiritual in the field of research. Let us advance the position that the Inner World need not be neglected in favor of a world that appears to exist outside ourselves, or, for that matter, vice versa. Further, let us explore the possibility that *Reality* with a capital *R* may be seen as an endless flowing into and out of one another. In that sort

of integral flow, there is space for limitless exploration, learning, and healing—thus bringing alternative, more hopeful futures within our grasp.

### **COURSE OBJECTIVES**

At the end of this course, the SCU graduate student will be able to:

1. Understand the concept of “the spectrum of research,” and be able to place studies he or she encounters on that spectrum;
2. Intelligently discuss matters of research ethics, particularly with human subjects;
3. Articulate and critically evaluate some of the quantitative and qualitative methodological concepts and research designs that commonly appear in social and psychological scientific literature through the four lenses previously mentioned: *What, How, Why, and by Whom?*
4. Discuss how quantitative data are analyzed and effectively presented, including recognizing common pitfalls in data collection, threats to validity, and overreaching claims or conclusions;
5. Be able to critically evaluate qualitative research with regard to validity claims;
6. Articulate and defend one’s own understanding of the term “Evidence-Based Practice.”

### **REQUIRED TEXTS**

- *Discovering Research Methods in Psychology: A Student’s Guide* by L.D. Sanders. Wiley-Blackwell Publishers. ISBN: 978-1-4051-7530-2. October 2009. (Note: This book is hot off the press, so may not be available for week one of the course. If that happens, I will have pdf copies of required readings, so DON’T PANIC.)
- *Statistics for People Who (think they) Hate Statistics*. Excel 2007—Second Edition by Neil Salkind. SAGE Publishers. ISBN: 978-1412-9710-27. April 2009. Note: This is a very easy-to-read, user-friendly book, so don’t be frightened by the numbers of chapters I have assigned from it.
- Other readings as assigned on ANGEL. Note that you will be required to sign an acknowledgement of our “fair use policy” in reference to these materials.

## COURSE ACTIVITIES FOR EVALUATION

### *Participation and Attendance*

This course is designed for adult learners. Such a statement assumes that the graduate students in this class have freely chosen to undertake this educational endeavor because they have some passion for learning about psychotherapy and eventually doing it well in the service of helping other human beings. This includes understanding research methods! (I know, I know...this is not a popular thing to consider, and this class may be dreaded by some. I hope to change that!) Thus, as professor, I will not be serving in the capacity of *knowledge transfer agent* to a group of passive consumers in a lecture hall. While I will be facilitating the conduct of the course, I see myself more in the role of *preceptor* and *partner* in learning. All will be expected to be fully present, well prepared, and active participants—not only for our own legitimate self-serving reasons, but more importantly for the benefit of one another as valued colleagues, and most critically, for the long-term benefit of the clients we are privileged to serve in this profession.

*Preparation for and participation in every class are mandatory. Missing class must be arranged in advance.*

*Missing more than one class will result in the lowering of one's final mark by half a grade point.*

### *Weekly Quizzies*

I call them *Quizzies* because (1) it rhymes with Dizzy, thus at least sounding more fun than traditionally anxiety-provoking academic torture apparatuses; (2) because they aren't really Quizzes in the traditional sense of the word. They are done between classes as you complete your assigned readings. Think of them as “guides” of a sort, meant to help you to read, study and learn the material each week, as well as to continue to reinforce your learning from prior weeks.

You will be required to prepare *in writing* your responses to each weekly Quizzy in advance of attending class. During class, you will get together with a different learning partner each week for one hour to process your learning: discussing each item, clarifying topics and questions, and helping one another to learn. I will wander through the classroom to help where needed. At the end of each session, you will fill out, as a team, an *InterQuizzy (or IQ) Report* assessing the quality of your team learning session and addressing any issues you would like to see covered by me in more depth during a subsequent mini-lecture session. You will attach copies of your Quizzies to the report so I can take a look at your work too. Quizzies will be returned the following week so you might build a study guide for both the midterm and final exams out of them.

*Quizzies and participation with your partners account for 20% of your final grade (160 points.)*

*No late quizzies.* If you must miss class, you may write a three-page summary of that week's material for a maximum of 16 points (80%)—due the week following your absence. No exceptions. This is meant to serve as an incentive for you to show up 100% of the time given how much this course design relies upon engaged, partner-based learning.

### ***In-Class Midterm Examination***

During the 5<sup>th</sup> week of the quarter, students will take an in-class, closed-notes, cumulative midterm examination. The exam will be given at the beginning of class and last 1 hour. The best source of preparation will be to review your work on the weekly Quizzies. If you should miss class on midterm day, you may arrange to take VERSION X, which will be proctored by a very mean person other than myself, and administered at an alternative, secret, dark, and very scary (possibly even DANGEROUS) location in the middle of a stormy and moonless night (or, at least not during class time, but within the following one-week period).

*The midterm is worth 20% of your grade (160 Points).*

### ***Critique of "Evidence-Based Practice"***

Please write a 4 to 5-page, 12 pt, double-spaced, critical essay to be submitted prior to the final exam during the last week of class addressing the following question:

*Based on your learning this quarter, please critically discuss the increasingly popular concept in our field known as "evidence-based practice." Please be sure to frame your answer around the spectrum of research, including the four lenses (What, How, Why and by Whom?) taking care to support your thoughts by citing readings and films offered during the quarter that helped to shape your thinking. I will be grading your work based upon the quality and lucidity of your argument, the quality of your writing, neatness and attention to detail, including citing your sources appropriately.*

*This essay is worth 10% of your grade (80 points).*

### ***Final Exam***

I will give a closed-book, comprehensive final exam worth 50% of your grade on the last day of class. It will be a combination of multiple choice, fill in the blank, and short essay questions. It will be tricky, totally unfair, massively anxiety provoking, and nearly as unpleasant as root canal...at least that is my goal ☺. In all seriousness, if you do all of your *Quizzies* well, successfully complete your midterm exam, and attend class fully prepared each week, you will do fine on the exam. In any case, when it's all over, we will have a party to make up for having to endure a final examination, so take heart! (400 points)

**CLASS SCHEDULE AND READINGS**

**Note:** All assigned readings are meant to prepare one for that week’s lecture, in class discussions and exercises.

Week/Date/Lecture Topic/Deliverables	Assigned Readings.
<p><b>One: September 22</b></p> <p>Topics: Introduction and Ethics</p> <p>In Class: Mock Milgram IRB Project</p> <p>Film—<i>Milgram Obedience Project</i></p>	<p>Chapter 2 (Sanders)—Note: If book is not yet in bookstore, chapter will be available as pdf on ANGEL);</p> <p>Milgram articles on ANGEL.</p>
<p><b>Two: September 29</b></p> <p>Topics: descriptive stats, measures of central tendency, variability, correlations, reliability and validity</p> <p>In Class: Quizzzy 1; Discuss <i>Cognitive Maps</i> study</p>	<p>Chapters 2, 3, 5, 6 and 14 (Salkind);</p> <p>Chapter 11 (Sanders): <i>Cognitive Maps</i> (a correlational study).</p>
<p><b>Three: October 6</b></p> <p>Topics: hypotheses, probability, inferential stats, significance, t-tests, chi-square</p> <p>In Class: Quizzzy 2; Discuss <i>Acoustic Preferences</i> study</p>	<p>Chapters 7-11 and 16 (Salkind);</p> <p>Chapter 7 (Sanders): <i>Acoustic Preferences</i> (an example of testing the statistical significance of differences in an animal study);</p> <p><u>plus</u> <i>Key Topics</i> in Sanders pp. 246-253.</p>
<p><b>Four: October 13</b></p> <p>Topics: ANOVA, factorial ANOVA, correlations revisited, MANOVA, ANCOVA</p> <p>In Class: Quizzzy 3; Discuss <i>OCD</i> study</p> <p>Film: <i>My Mother’s Garden</i></p>	<p>Chapters 12-14 and 17 (Salkind);</p> <p>Chapter 3 (Sanders): <i>Obsessive Compulsive Disorder: A Randomized Controlled Trial</i> (an example of using Analysis of Variance in the “gold standard” of experimental designs.</p>

<p><b>Five: October 20</b></p> <p>Topics: No new topics this week.</p> <p>In Class: Midterm Exam (Ethics and Quantitative Methods); Quizzzy 4 substitute—In-Class Partner work imagining possible Experimental or Quasi-Experimental Designs to study Poetry and Medicine.</p> <p>Film: <i>Poetry and Medicine</i></p> <p>Mid-quarter Feedback.</p>	<p>No reading assignments. Study for Midterm this week.</p>
<p><b>Six: October 27</b></p> <p>Topics: Intro to Qualitative Research; Return and Review Midterm</p> <p>In Class: Quizzzy 5; Discussion: differing approaches to studying Eating Disorders</p> <p>Film: <i>Dying to be Thin</i></p>	<p>Chapters from Camic, Rhodes and Yardley on ANGEL;</p> <p>Chapter 12 and 13 (Sanders): <i>Eating Disorders and the Media</i> (Quantitative Content Analysis) and <i>Eating Disorders—the Experience</i> (Qualitative Content Analysis).</p>
<p><b>Seven: November 3</b></p> <p>Topics: Assessing validity in Qualitative Research; Effective interviewing.</p> <p>In class: Quizzzy 6; Discussion of Clinical Case Study and Interview study; Interviewing exercise in pairs.</p>	<p>Qualitative Validity from Milinki book on ANGEL;</p> <p>Chapter 14 (Sanders): <i>Face Recognition</i> (Clinical Case Study);</p> <p>Chapter 17 (Sanders): <i>Paranoia</i> (Interview);</p> <p>Kvale article on ANGEL;</p> <p>Fontana article from <i>Postmodern Interviewing</i>.</p> <p><i>Note: There will be no class on 11/10 as I will be attending a wedding in Hawaii. Please write your papers during the off week.</i></p>

<p><b>Eight: November 17</b></p> <p>Topics: Descriptive Methods with a focus upon the Phenomenological Method (Giorgi).</p> <p>In Class: <i>ADHD in Black and White</i> as an example of a really cool, creative, soon to be famous descriptive study 😊 Quizzzy 7.</p>	<p>Articles by Giorgi, Ziller and Findlay on ANGEL;</p> <p>Article: <i>Experience of Being Criminally Victimized</i> by Wertz on ANGEL.</p> <p><b>Note: There will be no class during Thanksgiving Week 11/24.</b></p>
<p><b>Nine: December 1</b></p> <p>Topics: Mixed Methods Studies</p> <p>Quizzzy 8: a Cumulative Review!</p> <p>Final Exam REVIEW Q&amp;A</p>	<p>Chapter 18 (Sanders): <i>Understanding Heavy Drinking</i> (Mixed Qualitative and Quantitative Methods).</p>
<p><b>Ten: December 8</b></p> <p>Finals Week!</p>	<p><b>Final Exam and Celebration</b></p>

**DISABILITY ACCOMMODATION POLICY**

To request academic accommodations for a disability, students must contact Disability Resources located in The Drahnann Center in Benson, room 214, (408) 554-4111; TTY (408) 554-5445. Students must provide documentation of a disability to Disability Resources prior to receiving accommodations.