DESCRIPTION OF COURSE

This Research Design in Counseling Psychology course is an introduction to major methodological concepts and a review of basic statistics used in the social sciences. Major topics include: the mechanics of research design, scientific method, causality, validity and threats to validity, measurement psychometrics, sampling & statistical power, and ethical research practice. Graduate training program competencies addressed in this course are listed below in Appendix 2.

COURSE LEARNING OBJECTIVES

1) Demonstrate understanding of major methodological concepts related to research designs, including their strengths and limitations, by defining and explaining these concepts and critiquing published research

2) Demonstrate understanding of basic statistics including covariation, power and effect size

3) Gain experience in applying knowledge of good research design by formulating several different design approaches to answering a research question of interest to you

4) Develop skill in critically evaluating published research with respect to its hypotheses, design, operationalization of constructs, measurement, design, interpretation of results and cultural considerations

5) Demonstrate knowledge of ethical research practice with human subjects and obtain CITI certification
REQUIRED READINGS


RECOMMENDED READINGS FOR PH.D. AND/OR PH.D.-BOUND STUDENTS


EXPECTATIONS

Students enrolled in this introductory graduate course will have different academic and professional backgrounds and vary in their familiarity with the course topics. We will work to build a shared vocabulary and understanding of the material. Students are encouraged to contribute to our collaborative learning environment by asking clarifying questions and sharing insights or alternative explanations of concepts. On those topics where you feel you have considerable expertise, I encourage you to use the reading and class time to think about how you would effectively teach the material at an undergraduate or graduate level.

Advance preparation for class, active engagement, and respect for others are important in this class.

You are expected to attend all classes and arrive on time. Legitimate reasons for missing class would be for such things as illness or professional responsibilities (i.e., out-of-town conference, etc.). Regardless of the reason for an absence, it is your responsibility to arrange with a colleague to borrow notes, obtain class announcements, assignments, etc.

ASSIGNMENTS

In the list of assignments, CFT Program Student Learning Outcomes (SLO) will be listed. For example, “SLO1” may be listed to reflect that the outcome is linked to that assignment. Please refer to the back page of the syllabus for all Educational Outcomes, including a list of SLOs.

In-class and take-home assignments should be turned in on paper in class on the date due. Once per semester, in the case of printing problems or other unexpected issues, they will be accepted by email until 5 pm the same day. Repeated late assignments or longer extensions will be considered for significant challenges; otherwise 10% per day will be deducted. This is based on a principle of fairness to other students.
BASIS FOR GRADING

Students are expected to read all assigned readings carefully before class. Students should take careful notes on readings as well as all in-class material, and should contribute actively to class discussions.

<table>
<thead>
<tr>
<th>Scheduled date</th>
<th>Weight (in %)</th>
<th>Activity (150 total points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All term</td>
<td>15</td>
<td>Class Preparation &amp; Participation</td>
</tr>
<tr>
<td>Week 3</td>
<td>5</td>
<td>CITI Certification (CFT SLO 1)</td>
</tr>
<tr>
<td>Week 5</td>
<td>25</td>
<td>Exam I DUE (CFT SLO 2)</td>
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<tr>
<td>Week 11</td>
<td>30</td>
<td>Exam II DUE (CFT SLO 2)</td>
</tr>
<tr>
<td>All term</td>
<td>25</td>
<td>In-class Activities/Assignments (5 @ 10 pts each) (CFT SLO2, SLO5)</td>
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GRADES

Grades will be assigned in accordance with the College of Education grading requirements. Each student’s total points will be tabulated and percentage scores will be computed for each activity noted above. The following standards will apply to assigned grades:

| A-: 90-92% of the total points | A: 93-97% of the total points | A+: 98-100% of the total points |
| B-: 80-82% of the total points | B: 83-86% of the total points | B+: 87-89% of the total points |
| C-: 70-72% of the total points | C: 73-76% of the total points | C+: 77-79% of the total points |

The instructor reserves the option to make adjustments in grading criteria and evaluation activities based on student performance and content covered.

SCHEDULE OF TOPICS

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>READ BEFORE CLASS</th>
<th>Exercise</th>
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<tbody>
<tr>
<td>1 – 9/30</td>
<td>Introduction &amp; Course Overview Fundamentals of Scientific Exploration</td>
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<tr>
<td>2 – 10/7</td>
<td>Identifying and operationalizing research topics Ethics in human subjects research Good Research Design • MAXMINCON principle • Rules for inferring causality • Replication</td>
<td>RMP 1, 4 Sue, 1999 *HWK 3, 6</td>
<td>Take CITI test In-Class Activity 1</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Readings</td>
<td>Exercises</td>
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| 3 – 10/14  | Threats to Validity<br>• Statistical conclusion<br>• Internal<br>• Construct<br>• External | RMP 3,14 *HWK 4 | CITI exam results due<br>  
In-Class Activity 2 |
| 4 – 10/21  | Research Designs<br>• Non-experimental (ex post facto)<br>• Experimental (RCTs)<br>• Quasi-experimental (compromise designs)<br>• Time-series/repeated measures (longitudinal)<br>Tools for testing 'causal' hypotheses<br>• Randomized-controlled trials<br>  
  o Independent-groups designs<br>  
  o Within-groups designs<br>  
  o Threats to validity | RMP 10-12 *HWK 7 | |
| 5 – 10/28  | EXAM I                                                                |          |           |
| 6 – 11/4   | Measurement, data collection, & sampling<br>• Reliability of measures<br>• Validity of measures<br>• Relationship between R & V<br>• Cultural validity of measures | RMP 5, 7 Quintana et al. 2001 *HWK 12-13 | In-Class Activity 3 |
| 7 – 11/11  | Tools for testing 'association' hypotheses<br>• Correlational (ex post facto) studies<br>• Threats to validity | RMP 8-9 *HWK 10 | In-Class Activity #4 |
| 8 – 11/18  | Compromise designs<br>• Quasi-experiments<br>• Small N designs | RMP 13 Prinz et al., 2009 *HWK 8 | In-Class Activity #5<br>  
(Prinz et al. article review) |
| 9 – 11/25  | THANKSGIVING BREAK—NO CLASS                                          |          |           |
RMP = Research Methods in Psychology text
HWK = Heppner, Wampold, & Kivlighan text;
*denotes an optional reading

COURSE POLICIES

ATTENDANCE POLICY
Attendance is required to succeed in this course and master the course material. If a student does miss class, it is the student’s responsibility to get class notes, and handouts or other distributed materials.

ACADEMIC MISCONDUCT POLICY
All students are subject to the regulations stipulated in the UO Student Conduct Code (http://uodos.uoregon.edu/StudentConductandCommunityStandards/AcademicMisconduct/tabid/248/Default.aspx). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

CONFLICT RESOLUTION
Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnesses bias, unfairness, or other improper treatment. It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, OR contacting the Department Head.

Outside the College, you can contact:

UO Bias Response Team: 346-1139 or http://bias.uoregon.edu/whatbrt.htm
Conflict Resolution Services 346 -0617 or http://uodos.uoregon.edu/SupportandEducation/ConflictResolutionServices/tabid/134/Default.aspx
Affirmative Action and Equal Opportunity: 346-3123 or http://aaeo.uoregon.edu/

DIVERSITY
It is the policy of the University of Oregon to support and value diversity. To do so means that we:

- Respect the dignity and essential worth of all individuals.
- Promote a culture of respect throughout the University community.
- Respect the privacy, property, and freedom of others.
- Reject bigotry, discrimination, violence, or intimidation of any kind.
- Practice personal and academic integrity and expect it from others.
- Promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

DOCUMENTED DISABILITY
Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Disability Services
in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Disability Services, please see http://ds.uoregon.edu/

EXPECTED CLASSROOM BEHAVIOR
Classroom expectations include:
- Participating in class activities
- Respecting the diversity of cultures, opinions, viewpoints in the classroom
- Listening to fellow students, professors, and lecturers with respect
- Arriving on time, prepared for class
- Attending for the duration of class
- Not reading other materials, books, newspapers, or using laptops for other activities
- Turn off cell phones and other electronic devices
- Racist, homophobic, sexist, and other disrespectful comments will not be tolerated

GRIEVANCE
A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow the student grievance procedure, or alternative ways to file a grievance outlined in the Student Grievance Policy (http://education.uoregon.edu/feature.htm?id=399) or enter search: student grievance.

INCLEMENT WEATHER
In the event the university operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university’s schedule will be posted on the UO main home page (in the “News” section) at http://www.uoregon.edu. Additional information is available at http://hr.uoregon.edu/policy/weather.html.

If an individual class must be canceled due to inclement weather, illness, or other reason, a notice will be posted via email. During periods of inclement weather, please check your email rather than contact department personnel. Due to unsafe travel conditions, departmental staff may be limited and unable to handle the volume of calls from you and others.

Additional Class Considerations and Expectations:

Participation in each class is encouraged in the form of questions, critical comments, and expression of all relevant thoughts. Students should be prepared to participate in all classes, and should have read all assigned readings for a class prior to the class.

All assignments/exams must be submitted on or before the assigned due date.

All written assignments should be prepared in a PROFESSIONAL manner. "Professional" is defined as following guidelines stated in the Publication Manual of the American Psychological Association, 6th Ed. (2010), or guidelines provided in assignment instructions. All course products must be typed, unless otherwise specified.

The assignment of INCOMPLETE OR “I” grades is discouraged and will be used only in cases of extreme emergencies where satisfactory progress has been demonstrated and a passing grade may be earned. However,
should an “I” grade be necessary, students should inform me at the time such circumstances exist and at least one week before the end of the term. Upon notification, a course completion contract between the student and I will be developed before the last week of the term.

Respectful language and behavior is expected of all students during classes and class discussions. Potentially controversial topics or issues, on which class members may disagree, may be covered or discussed within the context of describing and critiquing research studies or procedures. Students in this class should feel safe, and free to discuss topics and issues in an open and professional manner. Disrespectful, harassing, and abusive language have no place in professional discourse.
Appendix 1

Collaborative Institutional Training Initiative (CITI)

Training in Responsible Conduct of Research (RCR)

The University of Oregon offers on-line training through the Collaborative Institutional Training Initiative (CITI) as an option for training in the protection of human subjects in research. This on-line course meets the University of Oregon IRB requirement for training in the protection of human subjects in research.

As part of this course, you will complete a set of required modules on the responsible conduct of research (RCR) in the Social & Behavioral Sciences, focused on the protection of human subjects. Each disciplinary track contains two level options: you will complete the graduate students/post-doctoral researcher option. The minimum aggregate score for satisfactory completion of the RCR modules is 80%.

Note that you must complete this CITI ‘Protection of Human Research Subjects’ course in order to submit a research protocol to the U of O’s Institutional Review Board (IRB) or be listed as part of any research team. For more information, please visit RCS's page on the Human Subjects Education Requirement.

The Instructions for Registering and Completing CITI RCR training are as follows:

- Go to the [CITI website](#)
- **New Users:** Click on the Register” link under Create an Account.
  - Start typing “University of Oregon” as your organization and click the option when it appears.
  - Enter your contact information
  - Create your username, password and security question and answer.
  - The next step involves optional collection of demographic information. Answer as you prefer and continue to the next step.
  - Answer “No” regarding professional continuing education requirements (Not applicable to RCR users)
  - Complete required questions in the next step, regarding institutional e-mail address, gender, etc.
  - Skip the Human Subjects Research question and move on to the Responsible Conduct of Research (RCR) training question
  - Select the RCR course most appropriate to your research discipline (i.e., social and behavioral sciences) and your status at the University (undergraduate student, graduate student, or postdoctoral researcher). If you have any questions regarding which course you should take, please contact me.
  - The remaining courses do not apply to the RCR training. Click the “Complete Registration” button at the end.
- **Returning Users:** If you have previously created a CITI account (e.g. for human subjects research training), log in to your account; click on “University of Oregon Courses”; and select “Add a course or update your learner groups.”
- To complete the CITI course, you must complete all required modules and quizzes, achieving a minimum passing score of 80%. A quiz can be taken more than once to achieve this minimum score. You are not required to complete the course in one sitting. Your progress will be saved if you choose to stop the course and return at a later time.
• When you complete all required modules successfully, please print or download your completion report. A copy will be sent automatically to Research Compliance Services. Send a copy of your completion report to Dr. Skowron, at eskowron@uoregon.edu with the message topic “CITI training completed”. You can return to the CITI site at any time to obtain a copy of your completion report.
Appendix 2

CPSY Program Competencies addressed in this class:

**Competency 2a:** Students demonstrate knowledge of and competence in basic quantitative methods and data analysis, research design, and psychological measurement commonly used in prevention science and in counseling psychology.

**Competency 2b:** Students demonstrate skills in advanced research methods appropriate to conducting their master’s/specialty area projects and dissertation research.

**Competency 2c:** Students demonstrate the ability to initiate, plan, and conduct an independent research project.

**Competency 2d:** Students demonstrate the ability to present research findings and other scholarship via formal academic presentations, professional conferences, peer-reviewed journals, or other scholarly outlets.

**Competency 3d:** Students demonstrate ability to evaluate efficacy of interventions.

**Competency 4a:** Students demonstrate knowledge of evidence-based practices in prevention science, psychology, and counseling psychology.

**Competency 5b:** Students demonstrate incorporation of the ecological model in research conceptualization, design, and critique.

**Competency 6a:** Students demonstrate awareness and understanding of diversity and contextual issues (e.g., culture, identity, gender, sexual orientation, disability, marginalization, poverty, etc.).

**Competency 6c:** Students demonstrate awareness of multicultural and contextual issues in their professional interactions and commitment to relevant guidelines (e.g., APA’s Multicultural Guidelines).

**Competency 6d:** Students recognize connections between injustice, oppression, and mental health, and the responsibility of counseling psychologists to address these issues.

**Competency 7a:** Students competently apply multicultural knowledge, experience, theory and scholarship to their own research.

**Competency 7b:** Students demonstrate commitment to learning and enhancement of multicultural competencies, including continued development of critical self-awareness in areas such as privilege, power, social justice, and identity.

**Competency 8a:** Students perform activities consistent with those identified in professional psychology and counseling psychology in particular.

**Competency 8b:** Students gain didactic and applied experiences that support their career goals within the specialty of counseling psychology.

**Competency 8c:** Students and graduates recognize the central role of prevention science and multicultural competencies in their ongoing work as counseling psychologists.

**Competency 9a:** Students demonstrate knowledge of relevant ethical and legal codes (e.g., APA’s Ethical Standards).

**Competency 10c:** Students affiliate with and/or involve themselves in organizations and/or activities associated with and related to counseling psychology and other applied psychology areas (e.g., health psychology, child clinical psychology).

**Competency 11a:** Students demonstrate the ability to collaborate in training and research.

**Competency 11b:** Students demonstrate facilitative interpersonal skills with others, including supervisors, peers, staff, and supervisees.

**Competency 11c:** Students are responsive to feedback from faculty, supervisors, and peers.

**Competency 12a:** Student attitudes and behaviors indicate a commitment to continuous learning and to their ongoing personal and professional development.

**Competency 12b:** Students demonstrate awareness of their strengths and areas of needed development as they progress through the program, including recognizing how their privilege, identities, and power influence their research and practice activities.

CFT Program Competencies addressed in this class:

1. Research and Program Evaluation
   1.1. Conceptual skills
      1.1.1. Know the extant CFT literature, research, and evidence-based practice.
      1.1.2. Understand research and program evaluation methodologies relevant to CFT and mental health services.
      1.1.3. Understand the application of quantitative and qualitative methods of inquiry in the practice of CFT.
1.1.4. Understand the legal and ethical issues involved in the conduct of clinical research and program evaluation.

1.2. **Perceptual skill**
   1.2.1. Recognize opportunities for therapists and clients to participate in clinical research.

1.3. **Executive skills**
   1.3.1. Read current CFT and other professional literature.
   1.3.2. Use current CFT and other research to inform clinical practice.
   1.3.3. Critique professional research and assess the quality of research studies and program evaluation in the literature.
   1.3.4. Determine the effectiveness of clinical practice and techniques.

1.4. **Evaluative skills**
   1.4.1. Evaluate knowledge of current clinical literature and its application.

1.5. **Professional skills**
   1.5.1. Contribute to the development of new knowledge.

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**University of Oregon CFT Educational Outcomes**

**Student Learning Outcomes:** As reflected in the CFT program’s mission statement and overall goal, students are expected to demonstrate the following knowledge and skills:

- **SLO1.** Students will develop an understanding of professional conduct and ethical standards and will demonstrate an ability to effectively apply their knowledge in clinical practice.

- **SLO2.** Students will develop an ability to critically evaluate the research literature and demonstrate an understanding of the relationship between research results and clinical decision making.

- **SLO3.** Students will gain an understanding of the core theoretical assertions of couples and family therapy and will critically assess their own systems-oriented theory of change.

- **SLO4.** Students will develop attitudes that value human diversity, will practice culturally-sensitive analysis and critical self-awareness when counseling diverse populations, and will demonstrate cultural competence in all professional activities.

- **SLO5.** Students will develop an understanding of the unique systemically-oriented assessment and intervention competencies, will apply them effectively in practice, and will critically evaluate their own practice.

**Faculty Outcomes:** Based on the mission of the University of Oregon and the CFT program, in teaching, supervision, and interactions with students and community members, faculty are expected to:

- **FO1.** CFT faculty will consistently receive high ratings for effective and culturally competent course instruction and clinical supervision.

- **FO2.** CFT core faculty will meet high standards of scholarship including professional presentations, peer-reviewed publications, and the generation of knowledge through research.

- **FO3.** CFT faculty will foster a rich learning environment that demonstrates inclusion, critical consciousness, self-exploration, sensitivity to diverse populations, and commitment to social justice.

**Program Outcomes:** The overall goal of the University of Oregon CFT program is to graduate systemically-minded, competent couples and family therapists. We value the creation of an inclusive learning environment that fosters socially-aware practitioners who, in partnership with their communities, promote social justice, systems change, and enhancement of individual well-being and community life. At the time of graduation and beyond, our program outcomes will be demonstrated in these ways:
PO1. Employers will report that CFT alumni are highly competent and well prepared for clinical practice.

PO2. Students will demonstrate critical analysis of culturally-competent, systemic practice.

PO3. Students will report high satisfaction with the CFT program, including cultural competency, high quality instruction, and career preparation.

**PrevSci Program Competencies addressed in this class:**

**Competency 4:** Students demonstrate skill in developing & evaluating interventions designed to address malleable risk and protective factors in ways that are theorized to reduce negative and promote positive health outcomes.

**Competency 5:** Students demonstrate understanding of developmental and ecological perspectives and models in research conceptualization, design, and critique.

**Competency 6:** Students demonstrate awareness and understanding of contextual issues such as culture, identity, ethnicity, gender, sexual orientation, disability, marginalization, poverty, inequality, religion and spirituality, in prevention research and practice.

**Competency 7:** Students apply multicultural knowledge, theory, scholarship, and self-awareness to their research activities.

**Competency 8:** Students recognize the central role of prevention science and multicultural competencies in their ongoing research and program evaluation work.

**Competency 10:** Students demonstrate competence in basic research design, quantitative methods, data analysis, and multi-method, multi-agent assessment methods commonly used in prevention science.

**Competency 11:** Students demonstrate skills in research methods appropriate to conducting their master’s capstone projects.

**Competency 13:** Students perform activities consistent with those identified as best standards of professional practice in prevention (i.e., the Society for Prevention Research Standards of Knowledge for the Science of Prevention).

**Competency 14:** Students demonstrate knowledge of relevant ethical and legal codes related to prevention science (e.g., APA Ethical Standards).

**Competency 17:** Students demonstrate facilitative interpersonal skills with others, including faculty, research supervisors, peers, and staff.

**Competency 18:** Students demonstrate the ability to collaborate in the activities of research and scholarship.

**Competency 19:** Student attitudes and behaviors indicate a commitment to continuous learning and to their ongoing professional development.

**Competency 20:** Students demonstrate awareness of their strengths and areas of needed development as they progress through the program, including recognizing how their privilege, identities, and power influence their prevention research and practice activities.

**Competency 21:** Students are responsive to feedback from faculty, supervisors, and peers.