
Research Methods

Counseling Psychology 220
Santa Clara University
Winter Quarter 2019

Professor: Jasmín Llamas, Ph.D.
Office: Guadalupe Hall 116
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Class Location: Guadalupe Hall 150
Class Time: Thursday 5:30-8:30pm

Course Objectives:

This course aims to provide students with the critical thinking skills necessary to become a better consumer of information—both in psychology and in the real world. You will learn how to systematically evaluate the validity of different claims that you may encounter in textbooks, research articles, or even popular media. This course is designed to achieve the following goals:

1. Describe basic statistical procedures
2. Compare and contrast research methods designs
3. Evaluate the scientific merit of research findings
4. Apply basic ethical guidelines to research in counseling psychology

Required Texts:

1. Morling, B. (2017). *Research methods in psychology: Evaluation a world of information*. (3rd). New York, NY: W. W. Norton & Company.

Other Required Readings: In Camino

Student Evaluation:

1. Weekly Quizzes (20%)
2. Midterm (20%)
3. Final (20%)
4. Research Critique (20%)
5. Participation (20%)

Course Requirements:

Weekly Quizzes – Weekly quizzes based on the readings assigned for the week will be posted on CAMINO. Quizzes are open-book however you will have limited time to complete the quizzes, so it is important that you read all the material *prior* to taking the quiz. These quizzes are intended to be brief and serve as a gauge as to how well you are integrating the material. Quizzes cannot be completed late or rescheduled.

Exams – There will be a midterm and final exam covering material from the readings and lecture. Both exams will be multiple choice. The final exam is not cumulative, rather focuses on material from the second half of the class. There will be no make-up exams.

Research Critique – The goal of this assignment is to demonstrate your ability to analyze the scientific quality and merit of a published study. You will join 3-4 of your classmates in selecting a peer-reviewed publication. I recommend choosing a paper that has some clinical relevance and is of interest to you, as it will help you increase your expertise in the field, but that is not a requirement. This assignment consists of three main parts: a group presentation, a handout, and a personal reflection. The group presentation and handout are to be completed collectively as a group and the personal reflection will be submitted individually (under a separate Camino assignment). In the weeks leading up to the group discussions, we will have practice in-class critiques where I will lead the discussion. You will submit brief critiques of assigned articles for those classes and will receive credit/ no credit for your submission. More detailed information about the assignment and grading will be provided in lecture and posted on CAMINO.

Class participation - Students are expected to participate by coming to class on time, prepared, and respectfully contributing to class discussions. Participation includes your presence and active engagement in class (this includes listening). Two missed classes will result in a loss of all participation points. Three or more missed classes will result in failure of the course.

Personal Technology. It is allowable to use a laptop, tablet, or other device for taking notes or otherwise participating in class. However, please do not use personal devices for any purpose unrelated to class, as it interferes with your ability to actively participate in class and is a distraction to your fellow students. Students are prohibited from recording course lectures without prior approval from the instructor. Inappropriate use of personal devices may result in grade reductions. It is noteworthy that [research](#) has highlighted the learning benefits of taking notes by hand!

Grading:

Late Policy- Papers submitted late will be reduced by the equivalent of one letter grade for each day late. Group presentations and exams cannot be rescheduled.

Grading Policy- Grades are final and will not be changed. You are encouraged and welcome to meet with the professor to discuss ways to improve your grade on future assignments, however past assignments will not be re-graded or available for negotiation.

Course Guidelines:

Respectful Behavior- To create a constructive learning environment students are expected to demonstrate respect for others. Discussions should occur within the context of academic inquiry and in the spirit of understanding diverse perspectives and experiences. Any personal information shared by students in class should be considered confidential. Failure to act in a respectful manner to your peers or the instructor in class will result in a loss of all participation points.

Academic Integrity- You are expected to uphold our university policy on academic integrity and subscribe to the ideals of academic integrity. Any act of academic dishonesty, such as cheating or plagiarism, will subject a person to University disciplinary action. Any work (written or otherwise) submitted to fulfill an academic requirement must represent a student's original work. Representing the words, ideas, or concepts of another person without appropriate attribution is plagiarism and will result in failure of the course. Please make sure that you appropriately cite your sources.

Individual Difference- If you experience difficulty in this course for any reason, please do not hesitate to consult with me. If you have a disability that may prevent you from fully demonstrating your abilities, please contact me so we can discuss accommodations necessary to ensure your full participation. A wide range of university services are available to support you:

Peer Writing Tutor: CPSY has hired a fellow CPSY student to serve as a writing tutor who can assist you with your writing. Contact Andres Laso (alaso@scu.edu) to set up an appointment.

HUB Writing Center: HUB helps students understand assignments and aids in all stages of the writing process (www.scu.edu/provost/writingcenter).

Counseling Resources: CAPS offers counseling for personal concerns, self-help information, and connections to off-campus mental health resources (www.scu.edu/cowell/caps).

Disability Resources: To request academic accommodations for disability please contact Disability Resources located in Benson, room 216, (408) 554-1111; TTY (408) 554-5445. Students must provide documentation of a disability to Disability Resources to receive accommodations. For more information about disability resources available refer to: www.scu.edu/studentlife/disabilities/.

	Class Schedule	Readings
1	January 10 th	
	Introduction, Research & Practice	Review Morling pgs. 457-465
2	January 17 th	
	Three Claims, Four Validities <i>Statistics Review</i>	Morling, Ch. 3 Review Morling pgs. 466-478 Sackett & Wennberg (1997) Wilson et al. (2014)
3	January 24 th	
	Research Ethics	Morling, Ch. 4 & pgs. 479-504
4	January 31 st	
	Measurement & Surveys Design	Morling, Ch. 5 & 6
5	February 7 th	
	Sampling Midterm	Morling, Ch. 7
6	February 14 th	
	Correlational Research	Morling, Ch. 8 & 9
7	February 21 st	
	Experimental Research	Morling, Ch. 10 & 12
8	February 28 th	
	Quasi-Experiments & Qualitative Research	Morling, Ch. 13 Morrow (2007)
9	March 7 th	
	Real World Applications	Morling, Ch. 14
10	March 14 th	
	Final Research Critique Due (3/15)	

Course Schedule:

This syllabus is a working document provided for informational purposes only. Changes may be necessary due to factors such as class needs, student feedback, unexpected occurrences, and so forth.