

TRINITY WESTERN UNIVERSITY

*Trinity Western University is located on
the traditional ancestral unceded territory of the Stó:lô people*

MA Counselling Psychology

Graduate Course Syllabus

Course Number: CPSY 504A/MFT 582A

Course Name: Evaluating Statistics and Research

Semester and Year: Fall 2019

Instructor: Deepak Mathew, PhD

Contact Info: Deepak.Mathew@twu.ca

Office Hours: By appointment

TA: Sharon Macfarlane

Co-requisites or Pre-requisites: Tutorial is mandatory. Credit will not be granted for CPSY 504 if CPSY 502/517 have already been taken.

Semester Hours: 3

TA Contact: Sharon.Macfarlane@twu.ca

Class Time: Fridays 1:00 pm. – 4:00 pm

Place: RNT 123

Tutorial: Fridays, 12:00 Noon to 1:00 pm

Course Description

Prepares students to evaluate and critique statistics and research methods in counselling psychology, including learning about the use and misuse of basic quantitative and qualitative analytical techniques in counselling-related research and in program evaluation. The course also provides an introduction to ethical issues in research, and conducting critical reviews of literature. [Academic Calendar]

This course prepares student to evaluate and critique statistics and research methods in counselling psychology. This involves learning about the use and misuse of basic quantitative and qualitative analytical techniques in counselling-related research and program evaluation. The course also provides an introduction to ethical issues in research, and conducting critical reviews of the literature.

Course Objectives

Become familiar with current qualitative and quantitative research methods and practices in counselling psychology.

1. Develop skills in assessing and critiquing the quality of research and program evaluation studies in counselling psychology.
2. Apply knowledge of statistics and research methods to conducting critical reviews of the current counselling psychology literature.
3. Be able to critically evaluate the underlying assumptions of different research approaches and ethical obligations of research from a Christian worldview perspective.

Required Texts and Materials

Huck, S.W. (2012). Reading statistics and research (6th ed.). Boston: Pearson.

Locke, L. F., Silverman, S.J., & Spirduso, W.W. (2015). Reading and understanding research (4th ed.). Thousand Oaks, CA: Sage.

Additional required readings may will be posted on Moodle, handed out in class, or can be found online from time to time. A supplemental reading list can be found at the end of this syllabus. Additional readings can be downloaded from TWU library.

Additional Required Readings

- A1 McGrath, J. E. & Johnson, B. A. (2003). Methodology makes meaning: How both qualitative and quantitative paradigms shape evidence and interpretation. In P. M. Camic, J. E. Rhodes, & L. Yardley (Eds.), *Qualitative research in psychology: Expanding perspectives in methodology and design* (pp. 31-48). Washington, DC: American Psychological Association.
- A2 Wacome, D. H. (2003). Ways of knowing in psychological science. In S. W. VanderStoep (Ed.). *Science and the soul: Christian faith and psychological research* (pp. 25-52). Lanham, MD: University Press of America.
- A3 Morrow, S. L. (2005). Quality and trustworthiness in qualitative research in counseling psychology. *Journal of Counseling Psychology, 50*, 250-260.
- A4 [chapter 2 from] Mertens, D.M. (2010). *Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed designs* (3rd ed.). Thousand Oaks, CA: Sage.
- A5 DiClemente, C. C. & Delany, H. D. (2005). Implications of Judeo-Christian views of human nature, motivation, and change for the science and practice of psychology. In W. R. Miller & H. D. Delany (Eds.). *Judeo-Christian perspectives on psychology: Human nature, motivation and change*. Washington, DC: American Psychological Association.
- A6 Tjeltveit, A. C. (2003). Christian ethics and psychological research. In S. W. VanderStoep (Ed.). *Science and the soul: Christian faith and psychological research* (pp. 73-94). Lanham, MD: University Press of America.
- A7 Socholotiuk, K. D., Domene, J. F., & Trenholm, A. (2017). *Understanding Counselling and Psychotherapy Research: A Primer for Practitioners*.

Resources Related to Psychological Research & Christian Worldview Integration

(You may find some of these useful for the paradigm critique paper).

1. Golishani, M. (2005). Some important questions concerning the relationship between science and religion. *Islam and Science, 1*, 63-78.
2. Hathaway, W. L. (2004). Expanding horizons for Christians in psychology. *Journal of Psychology and Theology, 32*, 210-220.
3. Hill, P. C. (2013). Measurement assessment and Issues in the psychology of religion. In R. F. Paloutzian & C. L. Park (Eds.). *Handbook of the psychology of religion and spirituality, 2nd Ed.* (pp. 48-74). New York: Guilford.
4. Richardson, F. (2006) Psychology and religion: Hermeneutic reflections. *Journal of Psychology and Theology, 34*, 232-245.

5. Slife, B. D., & Melling, B. S. (2006). Psychological method and the activity of God: Clarifications and distinctions. *Journal of Psychology and Theology, 34*, 280-284.
6. Slife, B. D., & Whoolery, M. (2006). Are psychology's main methods biased against the worldview of many religious people? *Journal of Psychology and Theology, 34*, 217-231.
7. Watson, P. J. (2004). After postmodernism: Perspectivism, a Christian Epistemology of love, and the ideological surround. *Journal of Psychology and Theology, 32*, 248-261.
8. Hood, R. W., Jr., & Belzen, J. A. (2013). Research methods in the psychology of religion and spirituality. In R. F. Paloutzian & C. L. Park (Eds.). *Handbook of the psychology of religion and spirituality, 2nd.* (pp. 75-93). New York: Guilford.

Additional Resources Related to Psychological and Educational Research

1. Ponterotto, J. G. (2013). Qualitative research in multicultural psychology: Philosophical underpinnings, popular approaches, and ethical considerations. *Qualitative Psychology, 1*, 19-32.
2. Morgan, D. L. (2007). Paradigms lost and pragmatism regained: Methodological implications of combining qualitative and quantitative methods. *Journal of Mixed Methods Research, 1*, 48-76.
3. Morrow, S. L. (2007). Qualitative research in counseling psychology: Conceptual foundations. *Counseling Psychologist, 35*, 209-235.
4. Wiggins, B. J. (2011). Confronting the dilemma of mixed methods. *Journal of Theoretical and Philosophical Psychology, 31*(1), 44-60. doi: 10.1037/a0022612
5. Haverkamp, B. E. (2005). Ethical perspectives on qualitative research in applied psychology. *Journal of Counseling Psychology, 52*(2), 146-155. 10.1037/0022-0167.52.2.146
6. Haverkamp, B. E. & Young, R. A. (2007). Paradigms, purpose, and the role of the literature: Formulating a rationale for qualitative investigations. *The Counseling Psychologist, 35*, 265-294. doi: 10.1177/0011000006292597
7. Tabachnick, B. G., & Fidell, L. S. (2013). *Using multivariate statistics (6th ed.)*. Boston, MA: Pearson.
8. Kovach, M. (2009). *Indigenous methodologies: Characteristics, conversations, and contexts*. Toronto, ON: University of Toronto Press.
9. Lincoln, Y. S., Lynham, S. A., & Guba, E. G. (2011). Paradigmatic controversies, contradictions, and emerging confluences, revisited. In N. K. Denzin & Y. S. Lincoln (Eds). *The SAGE handbook of qualitative research (4th Ed)*. Thousand Oaks, CA: Sage.
10. Field, A. (2013). *Discovering statistics using IBM SPSS Statistics (4th ed.)*. Los Angeles, CA: Sage.

Course Activities/Requirements

I. General Requirements for Assignments

Required readings are expected to be completed *prior to* the class for which they are assigned - class discussions and activities presume a familiarity with the material in the assigned readings.

Assignments should be submitted electronically in pdf format via *Moodle* by 11:59 p.m. on the day they are due.

Late Assignments Policy: Without prior negotiation or documentation of illness, late assignments will be penalized on a sliding scale: 5% off if submitted after the start of class on the due date, and an additional 2% for every day after that.

Unless otherwise specified, all work will be written in 6th Edition APA style for language and referencing, except that no abstracts are required and title pages do not need to conform to APA manuscript title format.

- A small percentage of your grade for each written assignment is allotted to proper APA style formatting.
- All assignments must be double-spaced, using 12-point font (Times New Roman), with 1 inch (2.54 cm) or larger margins.
- Exceeding page limits will be penalized (I will stop reading after the page limit has been reached. Your submission will be assessed based on content covered up to that point).

Course Evaluation

I. Article Critique (x 2):

Read and critically evaluate the 2 assigned research articles in terms of the authors' research method, the quality of their analysis, whether or not the conclusions are warranted from the results, and ways that the design could be improved.

Length: 8 pages maximum + references

Due: Article 1 – Oct 11, 2019

Article 2 – Nov 8, 2019

Marks: 30% (15% each)

II. Literature Review Group Presentation:

In groups of 3 or 4, select one of the treatment approaches from the list provided, and conduct a thorough search of the existing empirical literature on that topic. Then, using the skills learned in this course, present an integrative summary of that literature to the class, including (a) an outline of the aspects of the treatment have/have not been studied, (b) critiquing the studies that have been conducted, and (c) evaluating the usefulness of the research for counselling practitioners (e.g., Has it received sufficient empirical support for you to feel comfortable integrating it into your counselling practice?)

Length: 45 minutes (group) + time for questions / discussion

Due: Last 2 weeks of class

Marks: 20%

III. Paradigm Critique Paper (25%):

Part 1: Select two research articles (of your own choosing) that provide empirical findings on **the same** phenomena or subject matter. The two articles must be conducted from different paradigms (post-positivist, constructivist or the critical tradition). Compare and contrast the approach of the two articles on the following issues: (a) the researchers' assumptions about the nature / existence of the social world (ontology); (b) the researchers' assumptions about the way knowledge is accumulated / created / uncovered (epistemology); and (c) the researchers' assumptions about the appropriate role of the researcher in the research process.

Part 2: For **one** of the articles, discuss how the researchers' assumptions (on nature of reality, knowledge creation, and research relationship) align or depart from your Christian worldview stance on each of these three issues. As multiple perspectives exist within Christianity, be sure to clearly state

your stance and specify what doctrines or theological perspectives inform your “Christian worldview”. If you do not adhere to a Christian worldview, identify and describe your world-view perspective, and conduct the critique from that perspective.

Length: 10 pages maximum + references

Due: Dec. 6th, 2019.

Marks: 25%

IV. Class Participation (10%)

Much of this course will follow a seminar format, in which class discussions represent an important vehicle for learning. Students are expected to attend all classes, complete the required readings for each topic prior to the corresponding class meeting, and participate actively in all class and small group discussions. The quality of class discussions depends on the students’ level of preparation, their active engagement, their willingness to share ideas and research resources, and their supportive and respectful attitude towards their classmates. You are expected to attend all the classes.

V. Tutorial (15%)

In addition to offering learning support for students, the purpose of this mandatory tutorial is to provide small-group, interactive instruction in program evaluation. The tutorial will provide express attention to the logic of evaluative thinking, central concepts in evaluation, and exposure to various methods of evaluation. Students will learn the skills needed to be critical consumers of evaluative research, including the standards for evaluation, ethical practices for evaluators, and the social and political nature of evaluation.

You will be provided a separate outline for the Tutorial with the evaluation component and deadlines.

DETERMINATION OF FINAL GRADE

Article Critique (x2)	30 %
Literature Review Group Presentation	20 %
Paradigm Critique Paper	25 %
Class Participation	10 %
Tutorial	15 %
TOTAL	100 %

Grading System

Letter Grade	%	Grade Point Value	Meaning in Graduate Work
A+	95-100	4.3	<ul style="list-style-type: none"> • outstanding work • displays deep understanding, insight • reveals critical analytical ability and the creative ability to synthesize • stylistically superior • makes an original contribution and is potentially publishable
A	89-94	4.0	<ul style="list-style-type: none"> • good work • shows a depth of knowledge and analytical ability • writes clearly and competently

A-	80-88	3.7	<ul style="list-style-type: none"> • average work • shows an average level of knowledge and competence in the area • writes clearly and correctly
B+	77-79	3.3	<ul style="list-style-type: none"> • acceptable work • average knowledge and competence in the area • writes correctly with some minor flaws
B	73-76	3.0	<ul style="list-style-type: none"> • below average graduate work • shows some lack of knowledge, competence in the area. Since the selection process is rigorous, very few of our graduate students work consistently at this level • writes adequately, but lacks clarity and coherence to some extent • <i>two or more course grades at this level result in an automatic referral to the Student Review Committee</i>
B-	70-72	2.7	<ul style="list-style-type: none"> • unacceptable graduate level work • indicates severe lack of knowledge & competence in the area • requires immediate review – may indicate that the student is not suited for graduate work in the field • writing flawed • <i>students must retake courses in which the grade earned is B- or lower</i>
C+	67-69	2.3	<ul style="list-style-type: none"> • unacceptable graduate level work
C	63-66	2.0	<ul style="list-style-type: none"> • unacceptable graduate level work
C-	60-62	1.7	<ul style="list-style-type: none"> • unacceptable graduate level work

Course Outline

Tentative Class Schedule

Date	Topic	Readings
Sept 6	Course Overview The Evidence-Based Practice Debate	
Sept 13	Approaches to Research: Frameworks and Foundations Paradigmatic and Worldview Issues in Research Issue of Reliability & Validity	A2: Ways of knowing in psychological science: Wacome (2003) L5: Types of Research L12: Reading reports of Qual Reserach (pp. 225-229) H4: Reliability & Validity and p.90-94
Sept 20	Qualitative 1: Overview of Qualitative Approaches to Counselling Research	A1: Methodology makes meaning: McGrath & Johnson L10: Paradigms for Qualitative Research A7: Understanding counselling and psychotherapy research: A primer for practitioners
Sept 27	Qualitative 2: Specific methods Rigour & Quality Issues	A3: Quality and trustworthiness in Qualitative Research: Morrow (2005) L11: Staying organized when reading a qualitative report L12: Reading reports of Qualitative Research

Oct 4	Reading & Critiquing Empirical Articles Conducting Comprehensive Literature Reviews Quantitative 1: Inferential statistics & Testing a hypothesis	A4: Chapter 2 (Mertens) L3: How to select and read research reports L4: Use/Misuse of Research L9: Reading reports of quantitative research H7: Hypothesis testing
Oct 11	Quantitative 2: Examining relationships – Correlation & Regression; Multiple & Logistic Regression	H8: Effect size, power, CIs, & Bonferroni H: p.96-103 (types of samples) H9: Statistical inference w/Bivariate Correlations H16 pp. 371-378 (Bivariate) H16: pp. 378-402 (multiple, and logistic regression)
Oct 18	CPSY Research Colloquium – Attendance Required (<i>tentative Oct. 18 for 2019</i>)	
Oct 25	Quantitative 3: Finding differences (Simple ANOVA; Post-hoc tests & Planned Contrasts)	H11: Tests on Three or more Means (one-way ANOVA) H12: Post-hoc & Planned Comparisons
Nov 1	Quantitative 4: Finding differences cont'd (Factorial ANOVA, ANCOVA, MANCOVA) Other topics (if time permits): Meta-analysis, Factor Analysis & Structural Equation Modelling	H13: Two-way ANOVA H14: Repeated Measures ANOVA H20: Factor Analysis H21: Structural Equation Modelling
Nov 8	Reading break	
Nov 15	Mixed Methods Christian critiques of research methods Research ethics	A5: Implications of Judeo-Christian views of human nature, motivation, and change for the science and practice of psychology A6: Christian ethics and psychological research
Nov 22	In-class presentations	
Nov 29	In-class presentations	
Dec 6	Final paper Due	

Course Policies

ACADEMIC INTEGRITY AND AVOIDING PLAGIARISM AT TWU

One of the core values of Trinity Western University is the integration of academic excellence with high standards of personal, moral, and spiritual integrity. The University considers it a serious offence when an individual attempts to gain unearned academic credit. It is the student's responsibility to be informed about what constitutes academic dishonesty. For details on this, and on identifying and avoiding plagiarism go to the [University Homepage > Academics > Academic Calendar > Academic Information > Academic Policies > Academic Dishonesty and Plagiarism](#).

<https://prezi.com/od62fxnkbmxh/plagiarism-how-to-get-it-out-of-your-life/> (Prezi presentation)

<http://bit.ly/1p00KX3> (Google Slide presentation offering more comprehensive information)

STUDENTS WITH DIFFERING ABILITIES

Students with a disability who need assistance are encouraged to contact the Centre for Accessible Learning upon admission to TWU to discuss their specific needs. All social and educational considerations must be recently documented by an appropriately certified professional and include the educational impact along with recommended accommodations. Within the first two weeks of the semester, students must meet with their professors to agree on accommodations appropriate to each class. Students should follow the steps detailed by the Centre for Accessible Learning outlined in on

the Centre for Accessible Learning website. <https://www.twu.ca/academics/learning-commons/centre-accessible-learning>

HOSPITALITY IN THE CLASSROOM POLICY

TWU is committed to an ethic of inclusion centred on the principles of Christian hospitality, reciprocity and reconciliation. We seek to cultivate generous learning spaces that are based on respect for differences and are open to diverse views, opinions, and identities that are thoughtfully expressed in a collegial manner. We welcome and value all voices, including those from under-represented groups or those who have been marginalized.

TWU Writing Centre (Graduate)

The Writing Centre is available to assist all students with their academic writing assignments in any subject at any stage of the writing process, from brainstorming to editing. This is a free service. In person one-on-one coaching sessions are available Monday to Thursday. To make an appointment, visit www1.twu.ca/writingcentre. Fridays are Studio Days: students can drop in to work on papers and ask questions between 9am-4pm. Online Writing Sessions are also available with video conferencing and document sharing. For more information, visit create.twu.ca/learningcommons or contact writingcentre@twu.ca.

CLASS FORMAT

Classes will involve a mixture of lecture, discussion and group activities. There is a lot of material that needs to be covered in the course, so the pace of learning will be quite rapid. As a result, it is important for students to attend all classes. Students who miss class (and fail to catch up by obtaining copies of notes and consulting with the instructor for make up arrangements) may struggle to catch up in subsequent classes.

ATTENDANCE POLICY

“Students are expected to attend all of their classes on a regular basis. Students who are absent for the first two classes of a semester may be removed from the class list. Instructors may establish attendance requirements in their classes and will indicate any penalties for non-attendance in their course syllabus. Instructors have the right to bar students from writing the final examination in a course when students have missed 25 per cent or more of the sessions in the course, provided this potential consequence is indicated in the course syllabus.” *2019-20 Academic Calendar*

LATE ASSIGNMENTS POLICY

Without prior negotiation or documentation of illness, late assignments will be penalized on a sliding scale: 5% off if submitted after the start of class on the due date, and an additional 2% for every day after that.

PROGRAM GRADE SUBMISSION POLICY

CPSY Program Policy dictates that students can expect their final grade for this course to be posted (accessed online via the Student Portal) within four (4) weeks of the stated **Course End Date**.

USE OF TECHNOLOGY IN THE CLASSROOM

This is a professional training program that requires you to be present and focussed when working with your clients. It is becoming increasingly rare to be fully present, without ones phone or computer for communication or social networking. CPSY continues to uphold the value of being fully present with others and without the distraction of technology; this training program aims to cultivate your use of self and awareness of self in meaningful interactions. In order to continue to cultivate and protect this capacity, it is expected you suspend the use of your phone and computer

for communication (texts, emails) and social networking (facebook, twitter, Instagram, etc) not just while in your clinical training but in class. To that end, we understand that technology in the classroom is part of today's educational environment. As CPSY faculty, we are happy to support the appropriate use of computers for note-taking. However, the use of various forms of technology (computers, phones, etc.) in the classroom should be limited to activities that are directly related to the classroom activities. Checking email, unrelated websites and the use of social media is not only unrelated to the class but also disrespectful to the presenter. Please refrain from such practices during this class. In some instances, faculty will discuss appropriate uses on the first day of class to develop guidelines that will honour our work together.

PERSON FIRST LANGUAGE

Please incorporate and use *person first language* in your oral and written language. Disabilities and differences are not persons and they do not define persons, so do not replace person-nouns with disability-nouns. Avoid using: the depressive, the schizophrenic, stutterers, the anorexic. Also avoid using: the anxious client, the dyslexic kid, the developmentally disabled adult. Instead, emphasize the person, not the disability, by putting the person-noun first: the adult woman who struggles with anxiety, the boy who has dyslexia, etc.

GENDER INCLUSIVE LANGUAGE

Please incorporate and use *non-sexist language* [also called gender inclusive language] in your oral and written language. This language positions women and men equally, it does not exclude one gender or the other, nor does it demean the status of one gender or another. It does not stereotype genders [assuming all childcare workers are female and all police officers are male], nor does it use false generics [using mankind instead of human kind, or using man-made instead of hand crafted]. In addition, this language requires an attention to gender balance in personal pronouns, for example, use "he and she" rather than "he" or balance gendered examples in a paper, referring to both male and female examples. You may also recast subjects into the plural form, e.g., when a student raises his hand ... when students raise their hands.

CAMPUS CLOSURE AND CLASS CANCELLATION POLICY

In the event of extreme weather conditions or other emergency situations go to:
<https://www.twu.ca/campus-notification>.