

**PSY 650: RESEARCH SEMINAR**  
Summer 2018  
TUESDAY 3:00-6:00pm; Kennedy 204

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**REQUIRED TEXT**

Sheperis, C. J., Young, J. S., & Daniels, M. H. (2010). *Counseling research: Quantitative, qualitative, and mixed methods*. Boston, MA: Pearson.

**COURSE DESCRIPTION**

This course provides students with the conceptual tools necessary to design and critically evaluate research in the areas of psychology and counseling. Problems in methodology are explored through readings, discussion, and involvement in research.

**COURSE OBJECTIVES**

This course is designed to: (a) teach you to be an effective and efficient consumer of the literature so that you can keep abreast of developments in the field and make informed treatment decisions for your clients; (b) give you practice in evaluating the literature to select empirically-supported treatment options before your oral exam; (c) provide you with the research background to prepare for the LMHC exam. You will review basic research methodology and terminology with special attention given to the unique aspects of conducting counseling research and applying experimental results to the clinical setting. Your main goals are to become comfortable reading the research literature, know enough about methodology to critique research, be able to interpret the results section of journal articles, and increase your proficiency at oral and written communication of research methodology and findings. These are all skills that you will need in order to be a successful practicing counselor.

**COURSE EXPECTATIONS**

*Brightspace and email:* Course announcements, assignments, and updates to the syllabus will be provided on Brightspace. This information will also be provided on my personal website: <http://dradamvolungis.com/>. Additional required readings and handouts will also be available on Brightspace and my personal website. Although I will also inform you of any such information in class, it is expected that you utilize Brightspace and check your e-mail to ensure that you are up to date with all class material and information (especially if you are absent). Lastly, you are strongly encouraged to e-mail me with any questions or concerns. I check my e-mail daily and will often get back to you promptly (i.e., less than 24 hours). However, I ask for at least 24-48 hours to provide a timely reply. I also do my best to reply to emails over the weekend, but please note that some weekends I may not be immediately available to reply until Sunday night or Monday morning (e.g., an e-mail at 6pm Friday might not get a reply until 10am Monday on some weekends).

Course Readings: Please refer to the “Projected Course Outline” for the due date and topic of each reading. You are expected to have completed the required readings by the indicated class date. In addition to the readings provided on the course outline, you may be required to read supplemental materials to enhance existing readings.

Lecture Notes: Lecture notes will be posted on my website to help students focus on the content of the lecture. The notes contain blank spaces that need to be filled in according to the information provided in the lecture. Please print out a copy of the notes for each scheduled chapter beforehand and bring it to class. If you are absent for a lecture it is up to you to consult with your classmates for the missing information or look it up in the textbook. **\*\*\*Please note that I will not post the PowerPoints for lectures with ‘lecture notes.’ This is done in the spirit of making sure you complete the readings prior to class and focus on your lecture notes while in class.\*\*\***

Attendance: Due to the topic of this course being primarily in-class lecture and class discussion, it is crucial that you attend class. Much of the value of this course lies in your presence and participation in the classroom. Therefore, your presence is important for the “community within the class.” If you are absent from class, you are still responsible for all information and material covered that day. Also, class will always start and end on time, thus, the expectation is for students to be present for the full duration of class. If you must come late or leave early, please notify me before class.

- Coming late to class is an important issue. Occasionally, events like an accident, flat tire, or similar events can delay your arrival on campus. A pattern of tardiness (even 10 or 15 minutes) is unacceptable, however. You need to allow sufficient time to deal with predictable situations (like finding a parking space on campus, traffic, etc.).
- Even in circumstances where you have an acceptable reason for missing class, you will not receive credit for this class if you are absent for more than 2 classes during the semester. If you do miss more than 2 classes because of personal emergency or similar extenuating circumstances, you may petition the Dean of the Graduate School for an exception to this rule.

## **IMPORTANT NOTES**

Academic Honesty: Representing the work of another as your own is a violation of fundamental principles of truthfulness and an offense against the academic community. Academic dishonesty may result in the student failing the course, at the discretion of the instructor. Academic dishonesty includes cheating on examinations, as well as *plagiarism* (i.e., failure to credit properly the ideas, organization of material or phrasing of another, including the use of term paper or reference paper services). Submitting one’s own work, in part or in whole, to more than one instructor without proper notification is also academically dishonest and subject to appropriate disciplinary action. *I reserve the right to utilize turnitin.com if there are concerns of academic dishonesty.* For more information, please consult Assumption College’s Academic Honesty Police: <http://graduate.assumption.edu/student-resources/graduate-student-policies-handbook> (p. 13).

Students with Disabilities: Assumption College is committed to ensuring the full participation of all students in its programs. If you have a disability (or think you have a disability) and, as a result, need a reasonable accommodation participate in this class, complete course requirements, or benefit from the College’s programs or services, then you should speak with me and contact Student Accessibility Services. All information regarding disabilities will be treated with confidentiality. Documentation guidelines are available at:

<http://www.assumption.edu/academics/resources/disabilityservices>. *Students with disabilities are encouraged to contact me with any questions.*

*Smart Phones/Cell Phones/Pagers/MP3 Players and the like:* All of these electronic devices should be powered off while class is in session. You are expected to devote your attention to each class for its full duration. A ringing/vibrating phone, texting, listening to music, etc. is not only a distraction to me, but more importantly, to your peers. Use of such devices may result in being asked to leave for the remainder of class. If you are expecting an emergency phone call, please notify me before class, sit near the door, and leave the room quietly and quickly if you receive a call.

*Laptops in Class:* *Students are allowed to use laptops in class only if they consult with the class professor and sign an honesty statement for appropriate class usage.* Thereafter, you are welcome to bring and use your laptop in class to follow along with the presentation material and take notes. However, it should only be used to facilitate your learning of the class material. Engaging in other activities that are not related to your learning of course material (e.g., Facebook, e-mail, games) is not only a distraction to me, but more importantly, to your peers. Inappropriate laptop use may result in no longer being able to use your laptop in class.

## **METHODS of EVALUATION**

1. *Reading Reflections (15%).*
  - a. *Question and Comment Sheets.* Students are required to complete a Question and Comment Sheet each week there is no assigned empirical journal article reading (e.g., textbook chapter, theoretical journal article). This includes three questions or comments (typed) for the assigned readings. Bring these questions or comments with you to class so we can use them to focus our discussion. This assignment will be collected at the end of class.
  - b. *Research Summary Sheet.* One important goal of this course is to give you practice reading and interpreting empirical journal articles so that you leave the course feeling confident in your ability to read and critically evaluate research. Students are required to complete a Research Summary Sheet (typed) each week there is at least one assigned empirical journal article reading (date/readings indicated in 'Projected Course Outline' below) in order to be better prepared for class and ready to engage in discussion and ask questions. If there is more than one journal article for one date, students are only required to complete both. You should come to class able to answer all these questions for all the assigned articles or have questions about them to focus our discussion. This assignment will be collected at the end of class. A copy of the Research Summary Sheet will be provided to students.
2. *Midterm Exam (30%).* Each student will be required to complete an in-class midterm exam covering their knowledge and understanding of the readings and class lectures from class dates 5/22 to 6/26 in the 'Projected Course Outline' below. **The date of the midterm exam is 7/3.** It is reasonable to expect this exam graded and returned to students by 7/17 (2 weeks).

3. *Case Project Report – Evaluating Empirically-Supported Treatment Options (30%).* Each student will select one of the five cases posted on Brightspace (Anorexia Nervosa, Bipolar Disorder, OCD, PTSD). You will then conduct a literature review to determine what the most appropriate course of treatment is for your case. Your Case Project Report will include: (1) a description of the individual and their presenting problem, (2) an overview of the treatment options discussed in the literature, (3) a discussion of which treatment option you would choose, and (4) an evaluation/justification of your choice based on your critical review of the literature. Your Case Project Report should follow APA formatting, including a title page, abstract, thematic literature review (i.e., this is the body of your paper – see points 1-4 above – subheadings are very helpful), and reference list. This paper should be at least 12 pages in length, with a minimum of 10 sources (at least 7 should be peer-reviewed – i.e., journal articles). Following APA guidelines is very important. For APA formatting see: *APA Publication Manual (6<sup>th</sup> ed.)*, <http://www.apastyle.org/index.aspx>, and/or <http://owl.english.purdue.edu/owl/resource/560/01>. Students will work on the case project throughout the semester. To help you stay on track, a detailed ‘progress report outline’ and initial reference list is **due on 6/12** (this will count as part of your final grade for this assignment). **The case project report is due 7/17.** *This assignment will only be accepted through e-mail at [am.volungis@assumption.edu](mailto:am.volungis@assumption.edu).* It is reasonable to expect this assignment graded and returned to students soon after final grades are due for the summer semester.
  - a. *Case Project Report Round-Table Discussion.* All students who select the same case will conduct a panel discussion of the case and their conclusions regarding which treatment option has the most empirical support. It is not necessary for everyone on the panel to have the same conclusion. Each student should be able to justify her choice based on her critical review of the literature. Each case group discussion should last about 15-20 minutes (this will count as part of your final grade for this assignment). **Round-table discussions will be held on 7/24.**
  
4. *Final Exam (25%).* Each student will be required to complete a take-home final exam covering their knowledge and understanding of the readings and class lectures from the whole semester. **The final exam is due 7/24.** *This assignment will only be accepted through e-mail at [am.volungis@assumption.edu](mailto:am.volungis@assumption.edu).* It is reasonable to expect this exam graded and returned to students soon after final grades are due for the summer semester.

### **GRADING SCALE**

<b>A</b>	<b>93.0-100</b>	<b>B</b>	<b>82.5-87.4</b>	<b>C</b>	<b>72.5-77.4</b>	<b>D</b>	<b>62.5-67.4</b>
<b>A-</b>	<b>90.0-92.9</b>	<b>B-</b>	<b>80.0-82.4</b>	<b>C-</b>	<b>70.0-72.4</b>	<b>D-</b>	<b>60.0-62.4</b>
<b>B+</b>	<b>87.5-89.9</b>	<b>C+</b>	<b>77.5-79.9</b>	<b>D+</b>	<b>67.5-69.9</b>	<b>F</b>	<b>&lt;60</b>

## PROJECTED COURSE OUTLINE

<u>Date</u>	<u>*Topic/Assignment*</u>
<u>5/22/18</u>	<p><b>--Introduction &amp; Review of Syllabus</b> <b>--Scientist-Practitioner Model &amp; Overview of the Research Process</b> <b>--Reviewing the Literature &amp; APA Format</b> <b>--Review of Basic Methodology &amp; Terminology</b> <b>--Deconstructing a Research Article</b></p> <p><u>Required Readings</u></p> <p>(a) Text Chapter 1 – Contemporary Issues in Counseling Research (b) Text Chapter 2 – Getting Started (c) Text Chapter 3 – Reviewing the Literature (d) Text Chapter 4 – Methodological Issues (e) “Research Summary Sheet” {supplemental handout} (f) “Sample Paper in APA Format” {supplemental handout}</p>
<u>5/29</u>	<p><b>--Experimental Validity</b> <b>--What are Empirically-Supported Treatments?</b> <b>--Efficacy and Effectiveness Research</b> <b>*Question &amp; Comment Sheet Due*</b></p> <p><u>Required Readings</u></p> <p>(a) Text Chapter 5 – Experimental Validity (pp. 46-53) (b) Chambless, D., et al. (1998). Update on empirically validated therapies, II. <i>The Clinical Psychologist, 51</i>, 3-16. (c) Herbert, J. D. (2003). The science and practice of empirically supported treatments. <i>Behavior Modification, 27</i>, 412-430. (d) Seligman, M. E. P. (1995). The effectiveness of psychotherapy: The <i>Consumer Reports</i> study. <i>American Psychologist, 50</i>, 965-974. (e) Newman, F. L., &amp; Tejada, M. J. (1996). The need for research that is designed to support decisions in the delivery of mental health services. <i>American Psychologist, 51</i>, 1040-1049.</p>
<u>6/5</u>	<p><b>--Efficacy and Effectiveness Research (cont.)</b> <b>*Question &amp; Comment Sheet Due*</b></p> <p><u>Required Readings</u></p> <p>(a) Goldfried, M. R., &amp; Wolfe, B. E. (1996). Psychotherapy practice and research: Repairing a strained alliance. <i>American Psychologist, 51</i>, 1007-1016. (b) Volungis, A. M. (2008, August). <i>Implementing empirically supported treatments: Keys to promoting success</i>. Paper presented at the 116<sup>th</sup> annual conference of the American Psychological Association, Boston, MA. (c) Lilienfeld, S. O. (2007). Psychological treatments that cause harm. <i>Perspectives on Psychological Science, 2</i>, 53-70. (d) Lilienfeld, S. O. (2014). The dodo bird verdict: Status 2014. <i>The Behavior Therapist, 37</i>, 91-95.</p>

6/12

--Statistical Concepts Reviewed

--Statistical Significance, Power, & Effect Size

**\*Case Project Progress Report Outline (& References) Due\***

**\*Question & Comment Sheet Due\***

Required Readings

- (a) Text Chapter 15 – Basic Statistical Concepts and Descriptive Statistics
- (b) ‘Review of Statistics’ \*{supplemental handout for your own use}\*
- (c) ‘Very Brief Description of Common Statistical Techniques’ \*{supplemental handout developed by Dr. V for your own use}\*
- (d) Bangert, A. W., & Baumberger, J. P. (2005). Research and statistical techniques used in the *Journal of Counseling & Development*: 1990-2001. *Journal of Counseling & Development*, 83, 480-488.
- (e) Coe, R. (2002, September). *It's the effect size, stupid: What effect size is and why it is important*. Paper presented at the annual conference of the British Educational Research Association, University of Exeter, England. \*{read up to ‘point 4’ – p. 7}\*

6/19

--Experimental Designs

**\*Research Summary Sheet Due (b)\***

**\*Research Summary Sheet Due (c)\***

Required Readings

- (a) Text Chapter 5 – Experimental Designs (pp. 53-60)
- (b) Rush, A. Beck, A., Kovacs, M., & Hollon, S. (1977). Comparative efficacy of cognitive therapy and pharmacotherapy in the treatment of depressed outpatients. *Cognitive Therapy and Research*, 1, 17-37. \*{pre-test, post-test}\*
- (c) Wright, S. L., Langenecker, S. A., Deldin, P. J., Rapport, L. J., Nielson, K. A., Kade, A. M., & Zubieta, J. (2009). Gender-specific disruptions in emotion processing in younger adults with depression. *Depression and Anxiety*, 26(2), 182-189. \*{factorial design}\*

6/26

**Catch-up Day & Midterm Review**

7/3

**\*Midterm Exam\***

**\*Receive Take-Home Final Exam (due 7/24)\***

7/10

- Correlation/Predictive Research
- Time Series Designs (ABAB Designs)
- Grounded Theory (Qualitative Research)
- \*Research Summary Sheet Due (b)\***
- \*Research Summary Sheet Due (d)\***

Required Readings

- (a) Text Chapter 6 – Predictive Designs
- (b) Slatcher, R. B., & Trentacosta, C. J. (2011). A naturalistic observation study of the links between parental depressive symptoms and preschoolers' behaviors in everyday life. *Journal of Family Psychology*, Advance online publication. Doi: 10.1037/a002372. \*{correlational}\*
- (c) Text Chapter 8 – Time Series Designs
- (d) Dyer, K., Dunlap, G., & Winterling, V. (1990). Effects of choice making on the serious problem behaviors of students with severe handicaps. *Journal of Applied Behavior Analysis*, 23, 515-524. \*{ABAB design}\*
- (e) Text Chapter 9 – Grounded Theory Methodology
- (f) Daniels, J. A., Volungis, A. M., Pshenishny, E., Gandhi, P., Winkler, A., Cramer, D. P., & Bradley, M. C. (2010). A qualitative investigation of averted school shooting rampages. *The Counseling Psychologist*, 38, 69-95.

7/17

- Research with a Single Participant (Case Studies)
- Ethics in the Practice of Research
- Multicultural Issues in Research
- \*Case Project Report Due\***
- \*Research Summary Sheet Due (a)\***
- \*Question & Comment Sheet Due\***

Required Readings

- (a) Palomo, R., Thompson, M., Colombi, C., Cook, I., Goldring, S., Young, G. S., & Ozonoff, S. (2008). A case study of childhood disintegrative disorder using systematic analysis of family home movies. *Journal of Autism and Developmental Disorders*, 38, 1853-1858. \*{case study}\*
- (b) Text Chapter 17 – Ethical Considerations in the Practice of Research
- (c) Oeye, C., Bjelland, A., & Skorpen, A. (2007). Doing participant observation in a psychiatric hospital – Research ethics resumed. *Social Science & Medicine*, 65, 2296-2306.
- (d) Text Chapter 18 – Multicultural Issues in Research
- (e) Sue, S. (1999). Science, ethnicity, and bias: Where have we gone wrong? *American Psychologist*, 54, 1070-1077.

7/24

- \*Final Exam Due\***
- \*Case Report Roundtable Discussions\***

**Right of Revision Statement:** As professor of this course, I reserve the right to make changes to the syllabus as needed. It may be deemed pertinent to modify the syllabus as the class progresses through the semester. You will be informed of any changes as soon as possible, during class or via e-mail and Brightspace.

Revised: 6/5/18