

Evaluation and Utilization of Research

HSCD 650-01 Fall 2015

Meeting Times

Classroom sessions: Tuesdays, Sep 1, 15, 29, Oct 13, 27, Nov 10, 24, Dec 8, 6:00-9:00pm, FH 301

This is a hybrid course with substantial online assignments and participation between classroom sessions.

Faculty

Therissa Libby, Ph.D.

Office: Saint Paul Campus, St. John's Hall, room 208B

Office hours: see D2L calendar or by appointment

Telephone: 651-793-1501

E-Mail: therissa.libby@metrostate.edu

Social Media: ProfLibbyMetro

Purpose of the Course

Course Description

This course is designed to expand student understanding of formal and informal investigations relevant to substance use disorders counseling (SUDC) and co-occurring disorders counseling (CODC), and to guide students in the evaluation of research and incorporation of research results into counseling practice. Students endeavor to become proficient in searching, evaluating and critiquing scientific literature, particularly that regarding evidence-based practices and clinical outcomes evaluation in SUDC and CODC. Students learn to critically assess research with regard to the populations on which it is performed and on which its evaluation instruments are normed. This course provides the foundation for the Master's Project, as students determine the topic areas of their projects and consider how to implement them with underserved populations.

Prerequisite: Acceptance into the graduate program.

Competence Statement

Students are conversant with research and evaluation methods used to study substance use and co-occurring disorders and their treatment, and are prepared to critique research findings for investigative rigor and cultural appropriateness and inclusion, at an advanced level.

Learning Objectives

During their participation in this course, students:

- analyze research reports for appropriateness of methodology and analysis in answering the questions posed by the investigators;
- appraise research literature with regard to multicultural inclusion in study participation and testing of assessment instruments, as well as cultural appropriateness of specific research methodologies;
- explain the importance of fidelity and outcomes evaluation in implementation of evidence-based practices;
- utilize online resources to perform searches, survey findings and build a library of relevant literature;
- choose an area of interest for the master's project and;
- demonstrate skill in assembling a database of citations, full articles and other resources toward the formulation of the master's project.

Topics Covered

Science, Culture and Privilege
Conducting a Literature Review
Quantitative Research Methods
Qualitative Research Methods
Mixed Research Methods
Cultural Responsiveness in Research
Data Analysis and Interpretation
Implementation of Evidence-Based Practices
Clinical Outcomes Evaluation

Learning Strategies and Activities

Review of Texts and Scholarly Literature
Classroom Discussion
Literature Searches and Development of Search Skills
Critique of Scholarly Literature
Mock HSRB Application and Narrative Interview
Classroom Presentations
Design of Draft Master's Project Proposal

Texts, Materials, Media and Resources

Required Textbooks

Mertens, Donna M. (2014) *Research and Evaluation in Education and Psychology: Integrating Diversity With Quantitative, Qualitative, and Mixed Methods*, 4th ed. Thousand Oaks, CA: Sage Publications, Inc. NOTE: Referred to as **Mertens** in the Course Schedule.

Stringer, Ernest T. (2014) *Action Research*, 4th ed. Thousand Oaks, CA: Sage Publications, Inc. NOTE: Referred to as **Stringer** in the Course Schedule.

Recommended Textbooks

Keller, Dana K. (2016) *The Tao of Statistics: A Path to Understanding (With No Math)*, 2nd ed. Thousand Oaks, CA: Sage Publications, Inc.

American Psychological Association (2010) *Publication Manual of the American Psychological Association*, 6th ed. Washington, DC: The American Psychological Association

Desire2Learn (D2L)

This course includes classroom, library and online elements. You will make extensive use of D2L throughout the course for a variety of purposes. If you are not conversant with D2L, please see me right away. You can obtain help with D2L from Metro State's Center for Online Learning (COL); for more, see <http://www.metrostate.edu/msweb/explore/col/>.

Additional Reading Assignments and Discussions

Book chapters and journal articles that are required or recommended reading will be posted in D2L. You will also use the forums in D2L for online class discussions on assigned topics.

Video Materials

Required and recommended video materials will be posted on or linked to in D2L.

Library

Building skill in performing research online will be important in each of your graduate classes. The Metropolitan State University Library has many resources, including search engines, collections and instructional videos. For more, see <http://www.metrostate.edu/msweb/resources/library/> or contact our library liaison, Christine Larson (christine.larson@metrostate.edu).

Assignments and Evaluation Criteria

Note: All written assignments are to be submitted in APA format.

Literature Database

Performing effective literature reviews, creating a personal library of scholarly literature and maintaining a citations database are essential skills to develop in becoming a research-informed practitioner. You will use the research aggregating and organizing tool Zotero to perform searches and begin constructing your library. One section of your Zotero database will be devoted to an initial review of the literature relevant to your anticipated Master's Project. You and your instructor (and/or project advisor) will review your database with you twice during the semester, the first time for feedback and the second for grading. Your score will be based on narrowing of topic/search, thoroughness within topic area, and organization. A handout providing more detail on this assignment and a grading rubric will be posted in D2L. Score: 100 points

Journal Club

As you build your library and your proficiency in utilizing research in clinical practice, you will need to distinguish among higher- and lower-quality studies. For this assignment, you will choose one article from your library and present it via D2L. For your presentation, you will utilize presentation software and include key points from each part of the study (background, methods, results and discussion) as well as a critique of the study. Your critique is to include evaluation of the design, implementation, analysis, and validity of conclusions, and is to consider issues of cultural appropriateness and inclusion. Your score will be based on the completeness and scientific accuracy of your presentation and on your presentation skills. A handout providing more detail on this assignment and a grading rubric will be posted in D2L. The handout will include information on making a video recording of a presentation. Score: 100 points

Discussions

This course includes participation in online discussions. Discussions are intended to support greater understanding of course content and application to course assignments and the master's project. Discussion questions will be clarified during and opened in D2L after each classroom session. Initial posts are due by the following Tuesday, with responses due by the following Sunday. There are six discussions in all; the first set of posts and responses will receive feedback but will not be graded. Score: 20 points/discussion x 5 discussions = 100 points

Recovery Narratives Project (RNP)

The RNP is an emerging collaboration with Minnesota Recovery Connection (MRC) that seeks a variety of individual responses to the question, what is recovery? The intention is to interview people who identify themselves as in recovery from a substance use disorder or co-occurring (substance use and psychiatric) disorders. For this assignment, you will prepare to implement a qualitative research project on

individual experiences of the meaning and process of recovery. You will not actually carry out the project, but will take many of the steps needed to do research with human subjects. Activities will include generating search terms, surveying the literature, choosing the study design and analysis method, creating the interview questions, submitting a mock Human Subjects Review Board (HSRB) application, reviewing a classmate's application and doing a mock interview with a classmate. A handout providing more detail on this assignment and a grading rubric will be posted in D2L. Score: 150 points

Portfolio Item: Initial Master's Project Literature Review

One purpose of this course is to get you started on your master's project. One of the initial tasks in developing your project is a review of relevant literature, which you undertook in the literature database assignment (above). For this entry in your master's portfolio, you are expected to draft a written review of the relevant literature. Your review is to include background on your topic and how it informs the questions you hope to answer in your project. This is an initial document; your work on it will continue next semester. You will hand in two drafts, the first for feedback, and the second for grading. You will be scored on the thoroughness and specificity of your review, the relevance of the literature to the questions you wish to investigate, and the quality of your scientific writing. A handout providing more detail on this assignment and a grading rubric will be posted in D2L. Score: 150 points

Portfolio Item: Initial Master's Project Plan

Later in your graduate studies, you will make a formal proposal regarding your master's project. This plan is a first draft of that proposal. Using presentation software, you are expected to create a presentation to be delivered in class at the end of the semester. The presentation will consist of an introduction, an overview of the relevant literature, your research questions, and your initial plan for your investigations. Clarify how your investigations will be culturally inclusive and responsive. Include initial thoughts on the specific underserved community whose needs you hope to address, how you might evaluate those needs, how the assessment instruments you might use have been (or need to be) validated for your study sample, and how your research methods could be responsive to that community. Your score will be based on the completeness and scientific accuracy of your presentation and on your presentation skills. A handout providing more detail on this assignment and a grading rubric will be posted in D2L. Score: 100 points

Attendance: Attendance is expected at every class session. Each missed hour (or part thereof) will result in a deduction of 10 points from your total points earned during the course.

Final Grades

Literature Database	100
Journal Club	100
Discussions	100
Recovery Narratives Project	150
Initial Master's Project Literature Review	150
Initial Master's Project Plan	<u>100</u>
Total	700

Your course grade will be determined by adding all points earned on all assignments, dividing by total possible points, subtracting any attendance penalties and applying the following scale:

630-700 points	A
560-629 points	B
490-559 points	C
420-489 points	D
<419 points	F

Instructor and Institutional Policies

Focus: Both in class and when studying, you learn better when you reduce distractions. Find study places and times that let you bring your full and sustained attention to your work. You improve your own and others' classroom experience when you arrive before class starts, stay until the end, get up and move around during breaks, and silence and put away your mobile device. There is to be no use of mobile devices, including phone calls, texting, emailing, social media posting, etc., during class sessions.

Late assignments: Turning in a paper or other assignment past the due date will result in a loss of 10% of your score per day. For example, if an assignment is turned in three days late, I will score it, then subtract 30% of my score.

Integrity: You don't succeed in this course unless you are doing your own work (regardless of what grade you receive). You're expected to maintain academic integrity in fulfilling all course requirements. Cheating, plagiarizing and other violations of academic integrity are dishonest and unacceptable practices, and consequences for them may include failing an assignment, failing the course, probation, suspension or expulsion. See D2L for the document entitled, "AIP_Student_Guide." It is Metro State policy that faculty report violations of the academic integrity policy.

Disability accommodations: Students requesting accommodations for disabilities must register with Disability Services (651-793-1540 or Disability.Services@metrostate.edu) as early as possible. If you have a documented physical, psychiatric, sensory, systemic or learning disability, or if you suspect you have a learning disability which may influence your opportunity to succeed in this course, call Disability Services right away so that you can explore possible ways to obtain documentation of your disability and determine accommodations.

Changes to course content: This syllabus and the content of the course are subject to change by the instructor. Changes will be announced in class and via email.

Incompletes: An Incomplete will be granted only in cases of extreme hardship (medical or family emergencies) and only if you have already completed most (75-80%) of the coursework. If you are granted an incomplete, all coursework must be completed within an agreed-upon time. In any event, all coursework must be completed by the end of the following semester.

Email: All outgoing email from Metro State, including D2L updates, course announcements, program announcements, reminders, etc., goes to your Metro State email account. For a variety of security reasons, it is Metro State policy that all incoming email from students be sent from Metro State email accounts. Students bear sole responsibility for any email communication that does not get delivered or read because it is sent from an outside account.

HSCD 650 Ethics and Professionalism Course Schedule Fall 2015

Session 1 9/1/15	Course Introduction The Research Endeavor	<p><i>For Session 2</i></p> <p>Readings:</p> <ul style="list-style-type: none"> • Mertens, chs 1, 3 and 11 • assigned article(s) • Zotero tutorials <p>Discussion:</p> <ul style="list-style-type: none"> • initial post due 9/4 • responses due 9/11
Session 2 9/15/15	Literature Review Zotero Sampling	<p><i>For Session 3</i></p> <p>Readings:</p> <ul style="list-style-type: none"> • Mertens, chs 4 & 5 • assigned article(s) • CITI training <p>Discussion:</p> <ul style="list-style-type: none"> • initial post due 9/18 • responses due 9/25
Session 3 9/29/15	Experimentation, Causality and Correlation	<p><i>For Session 4</i></p> <p>Readings:</p> <ul style="list-style-type: none"> • Mertens, chs 6 & 7 • assigned article(s) • HSRB application <p>Discussion:</p> <ul style="list-style-type: none"> • initial post due 10/2 • responses due 10/9 <p>Literature Database for initial review due 10/4 Literature Database for grade due 10/11</p>
Session 4 10/13/15	Survey Methods Single-Case Methods	<p><i>For Session 5</i></p> <p>Readings:</p> <ul style="list-style-type: none"> • Mertens, chs 8 & 9 • assigned article(s) <p>Discussion:</p> <ul style="list-style-type: none"> • initial post due 10/16 • responses due 10/23 <p>Journal Club presentation due in D2L Discussion 10/25</p>

<p>Session 5 10/27/15</p>	<p>Qualitative Methods Historical and Narrative Methods</p>	<p><i>For Session 6</i> Readings: <ul style="list-style-type: none"> • Stringer, chs 1, 4, 5 & 6 • assigned article(s) Discussion: <ul style="list-style-type: none"> • initial post due 10/30 • responses due 11/6 <p>Initial Master's Project Literature Review due in D2L Dropbox 11/8</p> </p>
<p>Session 6 11/10/15</p>	<p>Action Research</p>	<p><i>For Session 7</i> Readings: <ul style="list-style-type: none"> • Mertens, chs 12 & 13 • assigned article(s) Discussion: <ul style="list-style-type: none"> • initial post due 11/13 • responses due 11/20 <p>Recovery Narratives Project due in D2L Dropbox 11/22</p> </p>
<p>Session 7 11/24/15</p>	<p>Data Collection, Analysis and Interpretation</p>	
<p>Session 8 12/8/15</p>	<p>Presentations Course Completion</p>	<p>Initial Master's Project Plans due in class 12/8</p>