

San José State University
Department of Psychology
Psyc 291, Method and Design for Applied Research
Section 001, Spring 2023

Instructor:	Lesther Papa, Ed.S., Ph.D
Office Location:	Dudley Moorhead Hall (DMH) 323
Telephone:	408-924-5671
Email:	Lesther.Papa@sjsu.edu *NOTE: Dr. Papa typically responds to e-mails within 24-48 hours, Monday through Friday from 9AM-5PM.
Office Hours:	Thursdays, 9-11AM in office; Or by appointment via Zoom
Class Days/Time:	Tuesdays, 9-11:45am
Classroom	Dudley Moorhead Hall (DMH) 236 Online: https://sjsu.zoom.us/j/87591076028?pwd=TWhzM0g3ZkJvc3piL05xVUI3WmVYZz09

Course Description

From the course catalog:

Development and management of applied research programs based on contributions of psychological research and methodology. Criticizing existing and proposed research. Reporting and communicating research results.

Prerequisite: PSYC 18 or PSYC 120A; STAT 95 and STAT115. Note: MS program priority.

This class is designed to give you an overview of applied psychological research, with a critical focus on research most directly relevant to the scientific study of psychotherapeutic interventions. We will discuss methods used both in experimental group designs and in single-subject designs in applied settings. An overview of methodology, time-series design, and how to conduct and report clinical findings is provided with an emphasis on the importance of accountability in clinical psychological practice in the modern era.

Course Goals and Student Learning Objectives

Specifically, the goals of this course are for students to gain an understanding of research methods, data analysis, the use of research to inform evidence-based practice, the importance of research in advancing the profession of counseling, and data analytic methods used in conducting research, needs assessment, and program evaluation.

Course Learning Outcomes (CLOs)

Upon successful completion of this course, students will be able to:

CLO1: Discuss dimensions of reliability and validity in relation to applied psychological research.

CLO2: Critically appraise the strengths and limitations of research studies on psychotherapeutic intervention and processes that drive mental health problems.

CLO3: Discuss the strengths and weaknesses of different methodological approaches for evaluating different research questions related to psychotherapeutic interventions.

CLO4: Discuss the role of program evaluation in a community mental health setting.

Program and Licensure Learning Outcomes

See Appendix A

Required Texts/Readings

Kazdin, A. (2022). *Research Design in Clinical Psychology (5th Edition)*. Cambridge University Press. DOI: 10.1017/9781108993647

Supplementary Journal Articles and Chapters. Supplementary book chapters will be available for download on the course website. These are essential readings and you will be responsible for them during the semester. You will also access journal articles for the course through the SJSU Library; the full citations for these are listed on the last page of this syllabus.

Course Website/Canvas

All of the material shown on the slides in lectures will be available on Canvas. These materials are not meant to be a substitute for coming to class, and may not be available until after the material is discussed in class.

Attendance, In-Class Participation, and Late Work

You are expected to attend all class meetings, in accordance with the MS Clinical Psychology program's class attendance policy

(<http://www.sjsu.edu/psych/Graduates/clinicalProgram/Current/Policy%20regarding%20missing%20classes%20in%20MS%20Clinical%20program.pdf>).

If you know in advance that you will need to miss class for a training at your practicum, you must let me know at least 2 weeks in advance (ideally during the first week of class), in order to coordinate a plan for you to keep up with our class. If you experience a significant illness or other major life disruption that affects your participation across multiple weeks of the class, I will work with you to come up with a plan for you to make up work and catch up with what you miss. I expect that you will participate actively in each class meeting.

I generally do not accept late work, but given the context of the COVID-19 pandemic, I will consider brief extensions due to personal and family circumstances beyond students' control. If you need this kind of extension, please do so in advance of the assignment due date. This is meant to provide flexibility for things like illness, family emergencies, etc. I do not give extensions for other reasons (e.g., difficulties balancing placement duties and coursework).

Classroom Protocol and Etiquette

Students are expected to behave with professionalism, respect, and courtesy in all in-class and out-of-class communications with classmates and the instructor. This includes actively participating in class discussions.

Final Examination or Evaluation

The program evaluation project is the culminating experience for this course, as it requires students to integrate concepts from across the semester and apply them to an on-the-ground clinical/systems issue. See description below.

Assignments and Grading Policy

Assignments

Reading Responses (CLOs 1-4)

Each week, you will write a one-page (~250 word) reaction to the readings. You should write about the 2-3 things that stood out to you the most from the readings. If the reading includes more than one chapter, please incorporate material from ALL chapters. Please do reference the specific page(s) in the reading to help clarify to what material you are responding.

Program Evaluation Proposal & Plan (CLO 4)

You will create an evaluation proposal and plan to evaluate a program or initiative at the agency where you are completing your practicum. This may be an initiative or program that is in place (e.g., a training you participated in), or an initiative or program you would like to see implemented at your agency (e.g., classroom wide mindfulness intervention, anti-bullying protocol, emotion-regulation group). Detailed instructions and examples are available on Canvas.

Literature Review Project (CLOs 1-3)

In the first half of the semester, you will conduct a critical analysis of 3 psychotherapy outcomes studies on a specific treatment for a specific mental health problem (e.g., Seeking Safety for adult PTSD, PCIT for child conduct problems, behavioral activation for major depression in adults). If you wish, you may choose the topic so that it will help you prepare for your 2nd year comprehensive exam write-up. This will take the form of an 6-8 page paper where you summarize each study and critically evaluate its methodological strengths and weaknesses. Specific instructions will be posted on Canvas.

Qualitative Book/Study Review (CLOs 1-3)

In the second half of the semester, you will choose a qualitative study presented as an ethnography, book, or 3 articles to scrutinize using your knowledge of qualitative methods and design. You will write a 6-8 page review that discusses (a) your rationale for picking the book/articles (b) your main takeaways from the book/articles (clinically, personally professionally, etc.), (c) your assessment of the methodological strengths and weaknesses of the study(ies), and (d) your ideas about future (quantitative or qualitative) research studies that could expand on this work or a proposed program that would address challenges depicted in the book/articles.

Below are a list of acceptable titles, typically available in the SJSU library. The list is not exhaustive and you are free to choose a book that is not on this list with prior approval from the instructor. In general, ethnographic or qualitative studies focused on children and families fit well with the purpose of this project.

Book List:

Unequal Childhoods by Annette Lareau

<https://www.amazon.com/Unequal-Childhoods-Family-Update-Decade/dp/0520271424>

Invisible Child by Andrea Elliott

https://www.amazon.com/Invisible-Child-Poverty-Survival-American/dp/0812986946/ref=sr_1_5?crid=IVKI52JRXPOP&keywords=child+ethnography&qid=1643054355&s=books&sprefix=child+ethnography%2Cstripbooks%2C94&sr=1-5

Parents of Children with Autism

https://www.amazon.com/Parents-Children-Autism-Juliette-Wolfe/dp/1137436220/ref=sr_1_1?crid=IVKI52JRXPOP&keywords=child+ethnography&qid=1643054355&s=books&sprefix=child+ethnography%2Cstripbooks%2C94&sr=1-1

Communicating Hope

https://www.amazon.com/Communicating-Hope-Ethnography-Childrens-Mental/dp/1611321239/ref=sr_1_2?crid=IVKI52JRXPOP&keywords=child+ethnography&qid=1643054355&s=books&sprefix=child+ethnography%2Cstripbooks%2C94&sr=1-2

Grading Policy

Assignment	Points Each	% of Final Grade
Reading Responses	10 X 10 = 100	20%
Program Evaluation Draft	50	10%
Literature Review Project	100	20%
Qualitative Book Review	100	20%
Program Evaluation Plan	150	30%
	Total	500

Grading Scale

Grade	Points	Percentage
A plus	480 to 500	96 to 100%
A	465 to 479	93 to 95%
A minus	450-464	90 to 92%
B plus	430	86 to 89 %
B	415	83 to 85%
B minus	400	80 to 82%
C plus - F	399-0	79 to 0%

University Policies

Office of Graduate and Undergraduate Programs maintains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc.” You may find all syllabus related University Policies and resources information listed on GUP’s [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/ST) at <http://www.sjsu.edu/gup/syllabusinfo/ST>

Psych 291, Method and Design for Applied Research, Spring 2022
Course Schedule

Week	Date	Topics, Readings	Assignments Due	Projects Timeline
1	01/31	Class Introduction Overview of Clinical Research and Ethics Kazdin Ch. 16 & 17 OR Completion of CITI Certification Training	RR0 or Upload CITI Certificate	Review all Needed Projects
2	02/07	Internal and External Validity Kazdin Ch. 2	RR1	
3	02/14	Program Evaluation CDC Evaluation Manual for Public Health programs Sample eval plans	RR2	Program Evaluation Assigned
4	02/21	Construct and Data-Evaluation Validity (Online) Kazdin Ch. 3	RR3	
5	02/28	Starting the Research Process Kazdin Ch. 4	RR4	Literature Review Assigned
6	03/07	Experimental Research Using Group Designs Control and Comparison Groups Kazdin Ch. 5 & 6	RR5	
7	03/14	Case-Control and Cohort Designs	RR6	

		Kazdin Ch. 7		
8	03/21	Single-case Experimental Research Design Kazdin Ch. 8	RR7 Program Evaluation Draft Due @ 11:59pm	
9	03/28	SPRING RECESS		
10	04/04	Qualitative Research Methods Kazdin Ch. 9	RR8	Qualitative Project Assigned
11	04/11	Selecting Measures for Research Kazdin Ch. 10	RR9	
12	04/18	Assessments Kazdin Ch. 11 & 12	RR10	
13	04/25	Null Hypothesis Significance Testing Kazdin Ch. 13	RR11 Literature Review Due @ 11:59pm	
14	05/02	Presenting and Analyzing Research Findings Kazdin Ch. 14	RR12	
15	05/09	Cautions, Negative Effects, and Replication Kazdin Ch. 15	RR13 Qualitative Project Due @ 11:59pm	
Final Exam	05/17	Final Exam	Due Wednesday @ 9:30am Program Evaluation Project Due	

*****Course schedule is subject to change and will updated to reflect any necessary changes.*****

Appendix A: Program and Licensure Learning Outcomes

Upon successful completion of the MS in Clinical Psychology:

PL01.1 – Students will demonstrate breadth of knowledge of a variety of psychotherapy theories and in-depth knowledge of one chosen theory of intervention.

PL01.2 – Students will demonstrate knowledge of empirically supported clinical interventions and evidence ability to select treatments for individual clients given this literature.

PL02.1 – Students will demonstrate effective integration and communication of clinical case material.

PL02.2 – Students will demonstrate the ability to synthesize contextual and cultural variables into presentations of client materials.

PL02.3 – Students will effectively respond to queries about clinical material and engage in discussions about their clients with supervisors and peers.

PL02.4 – Students will be able to think and discuss cases other than their own, applying theories, principles, and relevant empirical findings to those cases.

PL03.1 – Student will demonstrate understanding of different assessment devices and strategies for assessing outcome over the course of treatment including standardized nomothetic and idiographic approaches.

PL04.1 – Students will demonstrate depth and breadth of understanding in areas including, but not limited to, psychotherapy theory, service delivery, ethics, assessment, research methods, family therapy, cultural diversity, psychopharmacology, and issues relevant to adult and child clinical populations. Students will be able to apply this knowledge to clinical cases.

PL05.1 – Students will demonstrate fulfillment of coursework and other pre-degree licensing requirements

outlined by the Board of Behavioral Sciences

This course meets the following Program Learning Outcomes: 1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 3.1, 4.1.

Licensure Learning Outcomes (LLO)

Licensing requirements for academic coursework toward the MFT and/or LPCC will be met for this course in the following way:

LLO1: For the LPCC requirements, this course is designed to fulfill category: (H) Research and evaluation, including studies that provide an understanding of research methods, statistical analysis, the use of research to inform evidence-based practice, the importance of research in advancing the profession of counseling, and statistical methods used in conducting research, needs assessment, and program evaluation. per BPC Section 4999.12

1. LLO2: For the MFT requirements, this course includes instruction in Diagnosis, assessment, prognosis, and treatment of mental disorders, including severe mental disorders, evidence-based practices, psychological testing, psychopharmacology, and promising mental health practices that are evaluated in peer-reviewed literature (*BPC Section 4980.36(d)(2)(A)*)

This course will also cover aspects of the general MFT requirements that programs:

- (1) Integrate all of the following throughout its curriculum: (A) Marriage and family therapy principles, (B) The principles of mental health recovery-oriented care and methods of service delivery in recovery-oriented practice environments, among others,
- (C) An understanding of various cultures and the social and psychological implications of socioeconomic position, and an understanding of how poverty and social stress impact an individual's mental health and recovery;
- (2) Allow for innovation and individuality in the education of marriage and family therapists;
- (3) Encourage students to develop the personal qualities that are intimately related to effective practice, including, but not limited to, integrity, sensitivity, flexibility, insight, compassion, and personal presence; and
- (4) Permit an emphasis or specialization that may address any one or more of the unique and complex array of human problems, symptoms, and needs of Californians served by marriage and family therapists.