COURSE DESCRIPTION

This course teaches students to use research methods as part of direct practice for the assessment of clients, client situations, or client groups, for monitoring the delivery and implementation of an intervention plan, and for assessing client change throughout the course of intervention and in post-intervention follow-up. In acquiring research tools to assess, monitor, and evaluate their practice, students will learn to use the methods and logic of research, the process of formulating hypotheses, techniques for testing of relationships and patterns among variables, methods of data collection, and methods to improve the validity and reliability of data. The effects of race, ethnicity, and gender will be considered throughout the research and evaluation process.

COURSE OBJECTIVES

1. Design and use of measures for client assessment.
2. Evaluation of measurement procedures in terms of reliability, validity, and clinical impact.
3. Identification of measurable treatment and/or process objectives for a particular client or client system.
4. Monitoring the use of an intervention in interpersonal practice with clients, client systems, or groups.
5. Measuring change during and after intervention.
6. Evaluation of intervention through the analysis of data, and use of statistical procedures for drawing conclusions.
7. Understanding the use of computers for analyzing data.
8. Assessing the internal and external validity of designs used for monitoring and evaluating intervention.
9. Understanding the use of sampling methods, survey techniques, and instrument construction in survey methodology.

10. Locating evaluating relevant research on interpersonal practice methods and/or client characteristics.

**REQUIREMENTS**

1. **Group Project:** Each group must formulate 2-3 hypotheses, operationalize them, conduct appropriate statistical analyses, locate relevant research, and present the findings in class. You will provided with computerized data sets for use in this project. The presentations will be on APRIL 17 (1/3 of grade).

   The BLUE sheet provides target dates for completion of the various parts of the project. It also provides you a broad outline for your presentation.

2. **Examinations:** There will be two exams which will include material presented in lectures and in the assigned readings. The tests will be on April 3 (each 1/3 of grade)

**TEXT**


**READINGS & TOPICS**

All term  **Research Article Roundtable**  
(Read article assigned and join in class roundtable on research methods – Read the assigned article for the day! We always have fun (really) with these discussions! The articles will be assigned at various points throughout the term)


January 8  
**Overview of Class**

**Theory & Research**  
(theory, concept, hypothesis, operational definition, inductive/deductive theories, ethics and politics)

Rubin & Babbie, Chaps. 1, 2 & 3

January 15  
No class - MLK day

January 22  
**Practice & Research**  
(empirical practice, defining outcomes, specifying treatment)

Rubin & Babbie, Chaps. 4 & 5


*Discuss questions for group project and form groups*  
*Develop tentative study questions and hypotheses*

January 29  
**Measurement and Related Issues**  
(Level of measurement, measurement error, reliability/validity, scale construction, measurement strategy)

Rubin & Babbie, Chap. 6.
Examine code book for operational definitions
Develop formal hypotheses
Obtain literature relevant to hypotheses and modify as necessary

February 5  **Samples, Surveys, and Questionnaires**
(Populations, sampling frames, samples, sampling strategies, survey methods, questionnaire construction)

Rubin & Babbie, Chaps. 8 & 11


*Turn in formal hypotheses with operational definitions*

February 12  **Single Subject Designs**
(design options, clinical/statistical significance, data analysis, baseline and measurement issues, qualitative/quantitative issues)


Rubin & Babbie, Chap. 10 & 12

*Turn in a list of key articles. Set up possible analyses. That is, identify independent/dependent variables and be able to verbally explain your analyses.*

February 19  **IN CLASS EXAMINATION**

**Introduction to Statistics**
(introduction to univariate and bivariate analyses, model elaboration selected statistical tests significance issues, issues of interpretation)

Rubin & Babbie, Chaps. 15, 17, 16 (pp. 476-488)

*Set up statistical analyses to test hypotheses*
February 26  No class - Spring Break

March 5  Introduction to Statistics (Continued)

March 12  Computer Statistics Day
Meet in groups. Conduct preliminary statistical analyses.

Work on formalizing your presentation
Have a working draft of your literature review and its relationship to the hypotheses ready.

March 19  Experimental and Quasi-Experimental Designs
(design options, internal/external validity, analysis)

Rubin & Babbie, Chap. 9

Conduct additional statistical analyses as necessary. Make a rough draft of your findings with respect to your hypotheses.

March 26  Evaluating Programs
(politics of evaluation, formative/outcome evaluation, utilization issues, needs assessment, program planning)

Rubin & Babbie, Chap. 18

Review for in class examination

April 2  Research Article Roundable

Review articles and examine for methodological strengths and weaknesses.

April 9  IN CLASS EXAMINATION

April 16  CLASS PRESENTATIONS