


PY511 RESEARCH METHODS IN CLINICAL PSYCHOLOGY

Course Format	Face-to-Face (F2F)
Semester	Fall 2024
Virtual Classroom Website	moodle.uog.edu
Enrollment Key	

Instructor Contact Information

Instructor	Marshaley J. Baquiano, PhD
Office Location	HSS 219D
Office Phone	+1 (671) 735-2876
Office Hours	TTh 2:00 – 4:00 pm; F 12:00 – 2:00 pm
Email	marshaleyb@triton.uog.edu

Communication Plan

- Our **course site** is moodle.uog.edu. This site posts announcements and activity guides. You may also use the chat feature to communicate with me. I should be able to answer within 24 hours, except for extraordinary circumstances.
- Our **F2F sessions**, or class meetings on campus, are spaces where you are free to ask questions and contribute ideas through your participation in class discussions and activities.
- You can use **email** for consultations, feedback, and any course-related updates. You may also send emails for questions or clarifications. I will do my best to respond to your email within 24 hours. Please do not wait until the evening before an assignment is due to contact me; I will likely not respond to questions or concerns until the next day.
- Please note my **office hours** stated above. You may see me in my office or schedule a Zoom meeting with me. This space allows you to seek additional assistance in finishing a required task.

University policy states that official communications will be sent using university-assigned (@gotriton or @triton) email addresses. University electronic mail and messaging are to be used to enhance and facilitate teaching, learning, scholarly research, support academic experiences, and facilitate the effective business and administrative processes of the University. (OIT policy manual, 3.10, p. 36).

For Technical Assistance with MOODLE

Email Address (24 hours): moodlehelp@triton.uog.edu

Telephone # (Monday-Friday, 8:00am-5:00pm, G.S.T.): (671) 735-2620/21

Course Description

The Research Methods in Clinical Psychology series prepares students to conduct and evaluate research aimed at investigating clinical phenomena and developing evidence-based clinical practices. The first course in the series focuses on research design. Students also study historical and current trends in the literature addressing issues related to clinical theory and practice.

Course Content

In this course we will discuss:

- research ontological and epistemological positions
- research designs
- research ethics
- how to critically review the literature
- how to craft a research framework
- strategies for data collection and data analyses
- how to conceptualize research proposals

Credits

3 credit hours.

Student Learning Outcomes (SLOs)

Upon the completion of PY511, you are expected to have acquired the following competencies:

- SLO 1 explain the theories or frameworks behind qualitative, quantitative, and mixed methods research;
- SLO 2 recognize the issues involved in the completion of clinical psychology research;
- SLO 3 critically analyze psychological research;
- SLO 4 acquire data gathering skills that manifest respect and sensitivity towards the participants;
- SLO 5 design a clinical research endeavor, applying appropriate methods in the process;
- SLO 6 appreciate the nature and practice of psychological research and scientific thinking; and
- SLO 7 apply analytical and critical thinking to real-life settings.

These outcomes reflect both national and UOG standards: aligning with learning outcomes adopted by the Psychology Program (PY-I through -10) and by the University (UOG Institutional Learning Outcomes 1-7; cf. Undergraduate Catalog), as indicated on the next page.

MSCP Program Learning Outcomes

- MSCP 1** Competence in the application of clinical theories in mental health problems.
- MSCP 2** Competence in the conduct of therapeutic interventions in the treatment of mental health problems.
- MSCP 3** Competence in the conduct of psychological assessments and diagnostic interviews with mental health problems.
- MSCP 4** Competence in the conduct of clinical research examining mental health issues.

Student Learning Outcomes Alignment Matrix

Course Student Learning Outcomes	Program Learning Outcomes	Institutional Learning Outcomes
SLO 1	MDCP 4	UOG 1
SLO 2	MDCP 4	UOG 1
SLO 3	MSCP 4	UOG 1, UOG 2
SLO 4	MSCP 4	UOG 4, UOG 5
SLO 5	MSCP 4	UOG 1, UOG 2
SLO 6	MSCP 4	UOG 1, UOG 5, UOG 6
SLO 7	MSCP 4	UOG 1, UOG 4, UOG 5

Grade Categories and Percentages

Exercises, Attendance, Participation	15%
Long Examination	15%
Draft Introduction	15%
Draft Method	15%
Oral Presentation of Research Proposal	15%
Research Proposal (Manuscript)	25%

Course Requirements

Exercises. The exercises are activities designed to deepen your learning, practice, and apply the concepts discussed in class, as well as identify areas for improvement.

Examination. There is only one exam in this course, which contains essay questions. It covers topics already discussed in class. As a summative type of assessment, the examination aims to evaluate what you have or have not learned in class.

Class Participation, Attendance. This course requirement engages you in discussions with me and your classmates about the course's content throughout the semester. You are expected to share your ideas, ask questions, and participate in class activities and exercises. Attendance is checked at every meeting.

Draft Introduction. You are to submit a draft of your proposal's introduction section. This will show how you theoretically argue for your study's research question(s). This includes the review of related literature, your proposed conceptual or theoretical framework, and your research question(s).

Draft Method. This requirement is a draft of your proposal's method section. Here you outline your proposed study's sample, data collection strategy, and data analysis.

Research Proposal. You are to submit a short report of the results of your data analysis. I will provide you with more information in class.

Late Submissions

Late submissions will have a 10%-point reduction. Assignments that are more than 7 days late will not receive credit.

Grading System

98 to 100	A+	80 to 82	B-
93 to 97	A	77 to 79	C+
90 to 92	A-	70 to 76	C
87 to 89	B+	60 to 69	D
83 to 86	B	below 60	F

Required Readings

- Appelbaum, M., Cooper, H., Kline, R. B., Mayo-Wilson, E., Nezu, A. M., & Rao, S. M. (2018) Journal article reporting standards for quantitative research in psychology: The APA publications and communications board task force report. *American Psychologist*, 73(1), 3-25.
- Braun, V. and Clarke, V. (2006) Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101.
- Brown, L. S. (1997). Ethics in psychology: Cui boo?. In D. Fox & I. Prilleltensky (Eds.) *Critical Psychology: An Introduction* (pp. 138-169). London: Sage.
- Cooper, H. M. (1988). Organizing knowledge synthesis: A taxonomy of literature reviews. *Knowledge in Society*, 1, 104-126.
- Creswell, J.W. & Creswell, J. D. (2023). The selection of a research approach. In *Research Design: Qualitative, Quantitative, and Mixed Method Approaches* (6th ed.) (pp. 40-61). Thousand Oaks, CA: Sage Publications.
- de Vaus, D. A. (2002). Building scales. In *Surveys in Social Research* (5th Ed.) (pp. 180-199). London: Routledge.
- de Vaus, D. A. (2002). Constructing Questionnaires. In *Surveys in Social Research* (5th Ed.) (pp. 94-121). London: Routledge.
- Denscombe, M. (2010). Documents. The good research guide for small-scale social research projects (4th ed.) (pp. 216-234) Bershire: Open University Press.
- Grant, C. & Osanloo A. (2014). Understanding, selecting, and integrating a theoretical framework in dissertation research: Creating the blueprint for your "house.". *Administrative Issues Journal: Connecting Education, Practice, and Research*, 4(2), 12-26.
- Grix, J. (2002). Introducing students to the generic terminology of social research. *Politics* 23(3), 175-186.
- Hershey, D., Jacobs-Lawson, J., & Wilson, T. (2006). Research as a script. In F. Leong, & J. Austin. The psychology research handbook: A guide for graduate students and research assistants (pp. 3-22). SAGE Publications, Inc., <https://www.doi.org/10.4135/9>
- Legard, R., Keegan, J., & Ward, K. (2003). In-depth interviews. In J. Ritchie & J. Lewis (Eds.) *Qualitative Research Practice: A Guide for Social Science Students and Researchers* (pp. 138-169). London: Sage.
- Levitt, H. M., Bamberg, M., Creswell, J. W., Frost, D. M., Josselson, R., & Suarez-Orozco, C. (2018) Journal article reporting standards for qualitative primary, qualitative meta-analytic, and mixed methods research in psychology: The APA publications and communications board task force report. *American Psychologist*, 73(1), 26-46.
- Mattick, K., Johnston, J., & de la Croix, A. (2018). How to write a good research question. *The Clinical Teacher*, 15(2), 104-108.
- Nyumba, T. O., Wilson, K., Derrick, C. J., & Mukherjee, N. (2017) The use of focus group discussion methodology: Insights from two decades of application in conservation. *Methods in Ecology and Evolution*, 9, 20-32.

Required Readings

Publication Manual of the American Psychological Association (7th Ed.). Washington D.C: APA.

Then, K. L., Rankin, J. A., & Ali, E. (2014) Focus Group Research: What it is and how can it be used. *Canadian Journal of Cardiovascular Nursing*, 24(1), 16-22.

Statement on Plagiarism

When you turn in assignments or papers in this course, you are representing the work as your own. As such you should always cite the sources of your information to avoid plagiarism or the attempt to deliberately mislead your readers by passing another person's ideas as your own. Plagiarism includes but is not limited to, the use of more than four words from a source without quoting the source and paraphrasing another person's work or using materials prepared by another person or agency without full acknowledgment of the owner or original source of the information. A plagiarized submission will result to a grade of "F" in this course.

Accommodations for Students with Disability

For individuals covered under the ADA (Americans with Disabilities Act), if you are a student with a disability requiring academic accommodation(s), please contact the Disability Support Services Office to discuss your confidential request. A Faculty Notification letter from the Disability Support Services counselor will be provided to me. To register for academic accommodations, please contact or visit Sallie S. Sablan, DSS counselor in the School of Education, office 110, disabilitysupport@triton.uog.edu or telephone/TDD 671-735-2460.

Student Evaluation of Faculty

Faculty evaluations at the end of the semester will be conducted within CollegeNet. Your participation in this activity is essential and appreciated. Rest assured that your responses are anonymous and cannot be traced back to you. Just log in using your WebAdvisor credentials to answer the evaluation. Any login issues may be referred to OIT staff at 735-2630/40.

Some Classroom Policies

The points you earn from the exercises, examination, drafts, oral presentation, research proposal, attendance, and participation will determine your grade in this course. The passing rate is 60%. *The grade does not assess your worth as a person; rather, it reflects your academic performance in the course.*

Take an active role in this learning journey. Please study the assigned materials and follow specific guidelines for the different aspects of the course to facilitate the teaching-learning process. I strongly encourage you to ask questions and initiate discussions during forums, as class participation is crucial to your learning.

You are expected to treat everyone in the class and on the course site with respect. Also, please be mindful of time, follow the course schedule, and complete the requirements on time.

Please get in touch with me **before** the scheduled examination takes place if you are unable to attend. Make-up will only be based on **legitimate excuses**, with prior notification or written medical excuses.

Reach out when you need help.

*Always bear in mind ACADEMIC INTEGRITY. Please be responsible and accountable for the **full citations** of other people's ideas in your papers. Make sure that you submit your own work (not the work of another author, especially(!) an AI).*

Course Outline and Study Schedule

Topic	Activity, Assessment, Schedule	Learning Resource
Welcome and Introduction	<ul style="list-style-type: none"> • Week 1 • Course Overview 	PY511 syllabus
Foundations of Research	<ul style="list-style-type: none"> • Week 2-4 • Exercise: Research Topic • Assignment: Reflection Paper 	<ul style="list-style-type: none"> • Hershey et al. (2006) • Grix (2002) • Creswell & Creswell (2023) • Brown (1997) • Mattick et al. (2018) • APA Journal Article Reporting Standards • APA Manual
Critical Review of Literature	<ul style="list-style-type: none"> • Week 5-6 • Exercise: RRL • Assignment: Draft RRL • Presentation of RRL 	<ul style="list-style-type: none"> • Cooper (1988)
Crafting the Research Framework	<ul style="list-style-type: none"> • Week 7 • Exercise 3: Research Framework 	<ul style="list-style-type: none"> • Grant & Osanloo (2014)
Presentation	<ul style="list-style-type: none"> • Week 8 • Presentation: Introduction Section • Assignment: Draft Introduction Section (RRL + Framework) 	
<p><i>FANUCHANAN BREAK 2024</i> <i>October 7-12, 2024 (week 9)</i></p>		
Introduction to Research Methodologies	<ul style="list-style-type: none"> • Week 10-11 • EXAMINATION • Exercise 	<ul style="list-style-type: none"> • Creswell & Creswell (2023) • Willig (2022)

table continues

Course Outline and Study Schedule (*continued*)

Topic	Activity, Assessment, Schedule	Learning Resource
Data Collection and Data Analyses, Reflexivity	<ul style="list-style-type: none"> • Week 12-15 • Exercises • Assignment: Draft of Method Section • Assignment: Reflection Paper 	<ul style="list-style-type: none"> • De Vaus (2002) • Leegard et al. (2003) • Nyumba et al. (2017) • Then et al. (2017) • Braun & Clarke (2006)
Presentation	<ul style="list-style-type: none"> • Week 16 • Presentation: Method Section • Assignment: Draft Method Section 	
Presentation	<ul style="list-style-type: none"> • Week 17 • Presentation: Research Proposal 	
Submission of Research Proposal	<ul style="list-style-type: none"> • Week 18 • Research Proposal Due: December 11, 2024 	

* *If due dates change, I will notify you in advance.*

* ***PLEASE CONTINUE TO REFER TO THIS SYLLABUS FOR THE ENTIRE SEMESTER.***