Instructor: Matthew Capriotti, Ph.D.
Office Location: DMH 318
Telephone: (408) 924-5641
Email: Matthew.capriotti@sjsu.edu
Office Hours: Wednesday 3:00 - 5:00 PM
Class Days/Time: Wednesday 9:00 – 11:45am
Classroom: DMH 308

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 STAT 115. Notes: MS program priority.

This class is designed to give you an overview of applied psychological research, with a 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:
Upon successful completion of this course, students will:

1. Discuss dimensions of reliability and validity in relation to applied psychological research.
2. Critically appraise the strengths and limitations of research on psychotherapeutic interventions.
3. Compose a program evaluation plan for use in a community mental health setting.
4. Describe how standardized training can be used to train clinicians to deliver the kinds of manualized interventions employed in psychotherapeutic intervention research studies.
5. Graph individual-level data consistent with conventions of data presentations for single-case research design.

Program and Licensure Learning Outcomes
See Appendix B

Required Texts/Readings

Required Texts


(3) You will complete free, online PCIT training modules available at: https://pcit.extensiononline.ucdavis.edu/

(4) 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 the on Canvas after class. These materials are not meant to be a substitute for coming to class, and many times they will 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, documented illness or other major life disruption (e.g., death of a family member) 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, and this also counts toward your grade. See the “participation” subheading on page 4 for a detailed description of how participation will be factored into your course grade.

I do accept late work, with a deduction of 20% for each day (i.e., 24-hour period) that it is late. There is one, and only one, possible makeup assignment in this class: You may complete an optional “recycle” assignment (i.e., Synthesis paper 9), and the grade on this optional assignment will replace your lower grade on any other synthesis paper (including a 0 if you did not complete one of these assignments).

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

Grades

Grading is based on a combination of several factors. The components of your grade are

- Synthesis papers (8 @ 20 points each) 160
- Program Evaluation Project 140
- Graphing Project 40
- PCIT Modules 20
- Participation (see below) ----- 360 total points

Participation. You are expected to contribute to class discussion each class period, defined as speaking out loud at least once. This may be asking a question about the material, answering a question posed by the instructors, or posing a comment about the material or another student’s comment. I will track participation throughout each class period. Your first two classes without
participating will result in verbal feedback (or via email if you are not present). After this, 10 points will be deducted from your grade for every class meeting in which you do not participate.

Grades will be determined by the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A plus</td>
<td>97 to 100%</td>
</tr>
<tr>
<td>A</td>
<td>93 to 96.99%</td>
</tr>
<tr>
<td>A minus</td>
<td>90 to 92.99%</td>
</tr>
<tr>
<td>B plus</td>
<td>86 to 89.99%</td>
</tr>
<tr>
<td>B</td>
<td>83 to 85.99%</td>
</tr>
<tr>
<td>B minus</td>
<td>80 to 82.99%</td>
</tr>
<tr>
<td>C plus</td>
<td>76 to 79.99%</td>
</tr>
<tr>
<td>C</td>
<td>73 to 75.99%</td>
</tr>
<tr>
<td>C minus</td>
<td>70 to 72.99%</td>
</tr>
<tr>
<td>D plus</td>
<td>66 to 69.99%</td>
</tr>
<tr>
<td>D</td>
<td>63 to 65.99%</td>
</tr>
<tr>
<td>D minus</td>
<td>60 to 62.99%</td>
</tr>
</tbody>
</table>

Research Critiques (CLOs 1-3)
You will complete synthesis papers over the course of the semester. These assignments will prompt you to critique research articles based on the concepts about research discussed in class and readings. Each will be approximately 500 words long. Your synthesis papers will be evaluated on responsiveness to the assignment’s prompts (40%), accurate application of course concepts to the questions at hand (50%), and writing quality (10%). Most synthesis papers will include the questions and instructions shown in Appendix C of this syllabus. Seven of the eight assigned synthesis papers will be counted toward your final grade.

Graphing Project (CLO 5)
For this project, you will create graphical displays of hypothetical clinical data using Microsoft Excel. You will also submit a brief summary of your decision-making process in creating the graphs, following a format provided by the instructor. I will do a limited amount of in-class demonstration on how to graph in Excel, and also provide extensive resources and tutorials to assist you in building your Excel graph making skills. I will also be happy to assist you with graph-making during office hours.

Program Evaluation Plan (CLO 3)
You will create an evaluation 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. The steps of this project are:

- Draft evaluation plan (40 points). You will submit a written draft of your evaluation plan. Instructions and a sample are available on Canvas as of the first day of class. This attempt will be graded based on the extent to which your plan addresses all prompts (30 points) and writing quality (10 points).
Final evaluation plan (100 points). You will submit a final evaluation plan on Canvas. The goal is for you to refine your evaluation plan based on feedback on the draft, showing the progression of your thinking throughout the semester. This submission will be based on quality of specific aspects outlined in the instructions, completeness, extent to which draft feedback was incorporated, and writing quality.

PCIT Modules (CLO 4)
During the first portion of the class, you will complete a training in Parent-Child Interaction Therapy (PCIT), in order to become familiar with the procedures involved in teaching clinicians the kinds of intervention protocols often studied in psychotherapy research. To earn credit for assignment modules, you must view them before the start of the class for which they are assigned, from an account connected to your SJSU email address. The administrator of the training site will provide me a list of which students completed which modules at what time/date. You will earn full credit for all modules you complete before the assigned class, and zero credit for modules you did not view in their entirety before the assigned class.

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 at http://www.sjsu.edu/gup/syllabusinfo/
Appendix A: PSYC 291/Research Methods, Fall 2019

Course Schedule

This tentative schedule and reading list is subject to change with one week’s notice at any time.

<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Topic</th>
<th>Reading/ Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/21</td>
<td>1</td>
<td>Overview; Evidence-Based Practice; Getting to know a manualized treatment (PCIT), Coping Cat practice</td>
<td>Syllabus, G&amp;L 1-2</td>
</tr>
<tr>
<td>8/28</td>
<td>2</td>
<td>PCIT: CDI</td>
<td>PCIT Modules 1-6</td>
</tr>
<tr>
<td>9/4</td>
<td>3</td>
<td>PCIT: PDI</td>
<td>PCIT Modules 7-11</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Synthesis 1 (PCIT) due T 9/3 9 AM</td>
</tr>
<tr>
<td>9/18</td>
<td>5</td>
<td>Program Evaluation</td>
<td>Hayes et al., Ch. 10, sample eval plan Synthesis 3: Sample eval plan : Due M 9/23 9AM</td>
</tr>
<tr>
<td>9/25</td>
<td>6</td>
<td>Discuss Synthesis 3 and Program Eval questions</td>
<td>GL 14; Kazdin Ch. 6, , Shibata &amp; Coughlin, 2010; Lane et al., 2016; Joranson et al., 2016; Petersen et al., 2017; Moyle et al., 2017; Synthesis 4: Paro due M 9/30 9 AM</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/2</td>
<td>7</td>
<td>Control and Comparison Groups, Independent Variable Integrity/Fidelity</td>
<td>Kazdin Ch 7, 8, 14,</td>
</tr>
<tr>
<td>10/16</td>
<td>9</td>
<td>Class Workshop time: Program Evaluations</td>
<td>POTS main outcomes paper Draft evaluation plans due M 10/21 9 AM Synthesis 6: POTS main outcomes paper due F 10/25 9 AM</td>
</tr>
<tr>
<td>10/23</td>
<td>10</td>
<td>Methods of Single-case Behavioral Research: Selecting DVs, Interobserver Agreement, and Graphing (graphing tutorial)</td>
<td>G&amp;L Ch 7 + 8; Nelson &amp; Hayes (1981), Graphing Project Due M 10/28 9 AM</td>
</tr>
</tbody>
</table>

11/27 NO CLASS, THANKSGIVING BREAK

<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Topic</th>
<th>Reading/ Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/4</td>
<td>15</td>
<td>Funding Systems, Catch up and Course Debrief</td>
<td>Program Evaluations due M 12/2</td>
</tr>
<tr>
<td>F</td>
<td>12/3</td>
<td>Final Exam</td>
<td>Program Eval Fair</td>
</tr>
<tr>
<td>12/13, 0715-0930</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix B: Program and Licensure Learning Outcomes

Upon successful completion of the MS in Clinical Psychology:

PLO1.1 – Students will demonstrate breadth of knowledge of a variety of psychotherapy theories and in-depth knowledge of one chosen theory of intervention.

PLO1.2 – 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.
Appendix C Research Critique Instructions and Questions/Prompts

Please use the number and header to denote where your answers to each question begin and end.

Each critique is worth 20 points, divided as follows (2 points/question):

1. What was the clinical problem being addressed?
2. Is it a relevant/important clinical problem in your opinion? Why or why not?
3. Briefly describe the intervention, if present
4. What is the proposed process variable or mechanism of change? How is it measured, if it is?
5. What is the outcome of interest? How is it measured?
6. Briefly describe the methods
7. Briefly describe the main findings.
8. Briefly describe the way outcomes are reported. What, in your opinion, are the strengths and weaknesses of the ways outcomes were reported (e.g., graphed)?
9. What, in your opinion, was helpful about this study?
10. What are criticisms/limitations of the study (at least 3)?

Note that minor modifications to questions may be made to best suit some research articles. Modifications will be discussed in class at least 1 week prior to assignment due dates.
References


