Instructor: Matthew Capriotti, Ph.D.
Office Location: Not on campus Spring 2021
Telephone: N/A Spring 2021
Email: Matthew.capriotti@sjsu.edu
Office Hours: Tues 10:30-11:45
Class Days/Time: Wednesday 9:00 – 10:30 am (synchronous portion)
Classroom: Zoom

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 studies on psychotherapeutic intervention and processes that drive mental health problems.
3. Discuss the strengths and weaknesses of different methodological approaches for evaluating different research questions related to psychotherapeutic interventions.
4. Discuss the role of program evaluation in a community mental health setting.

Program and Licensure Learning Outcomes
See Appendix B

Required Texts/Readings


(3) 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 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, 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 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 to request 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 attend to give extensions for most other reasons (e.g., student is struggling to balance 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. Given that this is a graduate class, and one that relies on your active participation, I expect you to have your camera and audio on during live class meetings. If you anticipate any issues with this based on your personal situation, please discuss this with me in advance.

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

This class uses a grading contract. You will receive a B+ if you pass the below Core Course Requirements

- Complete CITI Research Ethics Training (Social Behavioral Educational- Basic)
- 7 of 8 Article Review Notes (due before weekly class meetings)
- 13 of 14 Reading Responses (due before weekly class meetings)
- Literature Review Project
- Unequal Childhoods Book Review Project

For each of the 4 core requirements that you do not complete, your grade will decrease 1/2 of a letter grade (e.g., if you do not do the literature review project, but do complete the other 3 requirements, you’d earn a B- as your course grade).
How do I earn an A? You can earn a grade higher than a B+ by completing the Program Evaluation project, in addition to the above core requirements. Your specific grade would then be as follows, assuming you also complete the 4 required elements:

- “Satisfactory” on the Program Eval project = A- in the course
- “Above Expectations” on the Program Evaluation project = A in the course
- “Outstanding” on the Program Evaluation project = A+ in the course

Participation is also a part of your class grade. You are expected to participate actively in all class meetings. This means that you are actively, constructively, and collegially engaging in small-group and whole-class discussions for the duration of each class. If you are not in attendance, then you cannot participate. Students will get one warning if they do not participate; after that, each session in which they do not participate will decrease their letter grade by 1/3. (e.g., from B+ to B).

Assignments

Article Review Notes (CLOs 1, 3, & 4)
On 8 different occasions, you will read a research article, analyze it in detail before class. Then, you will come to class and discuss the article with a small group of classmates. For these articles, you will take notes on the Clinical Research Review Guide. To earn credit, you must answer at least 18 of the 21 questions in your own words. You may also include copy-pasted content from the article to help guide your thinking and small-group discussion, but you must also include some response in your own words. Your responses to many questions may be brief and do not to be written in a highly formal style.

Reading Responses (CLOs 1-4)
Each week, you will write a one-page (~250 word) reaction to the readings. On weeks where article review notes are due, your Reading Response should focus on the other readings assigned. You should write about the 2-3 things that stood out to you the most from the readings. In weeks where multiple chapters or readings are assigned, you need to discuss content from more than one chapter or reading. Please do reference the specific page(s) in the reading to help clarify what you are responding to.

Literature Review Project
In the first half of the semester, you will conduct a critical analysis of 5 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 writeup. This will take the form of an 8-10 page paper where you summarize each study and critically evaluate its methodological strengths and weaknesses. Specific instructions will be posted on Canvas.

Unequal Childhoods Book Review (CLOs 1-3)
In the second half of the semester, we will read and discuss Unequal Childhoods by Dr. Annette Lareau. This book discusses a large-scale in-depth qualitative research project on how parenting practices vary across socioeconomic and racial groups. You will write an 8-10 page book review that discusses (a) your main takeaways from the book, (b) your assessment of the methodological strengths and weaknesses of her study, (c) the integration of her conclusions with what you have learned about evidence-based child-and family therapies, and (d) your ideas about future research studies that are needed to expand on this work.

Program Evaluation Plan (CLO 4)
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. Detailed instructions and examples are available on Canvas.

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, Spring 2021

## 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>In Class Activity</th>
<th>Before Class</th>
<th>Assignment(s) Due</th>
<th>Project Timeline</th>
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<tbody>
<tr>
<td>2/2</td>
<td>1</td>
<td>Overview of Clinical Research and Ethics</td>
<td>Learning Goals</td>
<td>Syllabus Kazdin Chs 1, 17</td>
<td>RR 1</td>
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<td>2/16</td>
<td>3</td>
<td>Reliability</td>
<td>Discuss OSC; Finish Program Evaluation Plan</td>
<td>OSC (2015), Gilbert et al’s reply, Anderson et al’s response</td>
<td>RR 3</td>
<td>Identify recent review, push target studies</td>
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<td>3/9</td>
<td>6</td>
<td>About the people: Participant Selection, Therapist Effects, and Investigator Allegiance</td>
<td>Arch et al., 2012 (CBT vs ACT)</td>
<td>Arch et al. (2012) Participant selection reading TBD Therapist effects reading TBD Allegiance reading TBD</td>
<td>ARN 3 (Arch et al., 2012) RR 6</td>
<td>Analyze Target Study 5, etc paper</td>
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<td>Date</td>
<td>Class</td>
<td>Topic</td>
<td>Reading</td>
<td>Assignments</td>
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<td>3/23</td>
<td>8</td>
<td>Putting it all together: analyzing EMDR studies</td>
<td>Discuss Shapiro, Devilly et al., &amp; Cahill et al articles</td>
<td>Shapiro (1989) &amp; Devilly (1998), Cahill et al., 1999</td>
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<td>Review sample adherence rating sheets (CBIT)</td>
<td>ARN 5 (Shapiro &amp; Devilly, submit a set of notes for each)</td>
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<td>*this also counts as RR8, no separate assignment</td>
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<td>WOO SPRING BREAK! - no class 3/30</td>
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<td>4/6</td>
<td>9</td>
<td>Qualitative Research</td>
<td>Discuss UC</td>
<td>Kazdin Ch 12., articles, tanning study, MHC Article; ADHD meds/help-seeking studies</td>
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<td>RR9</td>
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<td>4/13</td>
<td>10</td>
<td>Moderators and Mediators</td>
<td>Discuss Gaynor &amp; Harris</td>
<td>Baron &amp; Kenney 1986, ACT example of mediation, project MATCH summary, Gaynor &amp; Harris</td>
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<td>ARN 6 (Gaynor &amp; Harris 2015)</td>
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<td>RR10</td>
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<td>Donaldson Wiskow &amp; Soto (2015)</td>
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<td>Woods et al. 1996</td>
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<td>ARN 7 (Donaldson et al, 2015)</td>
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<td>RR11</td>
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<td>Implementation:</td>
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<td><a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5899075/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5899075/</a></td>
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<td>Pfiffner et al (2016; CLS)</td>
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<td>Lyon et al (2011; school-based CBT implementation)</td>
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<td>ARN 8 (Pfiffner et al., 2018)</td>
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<td>RR 12</td>
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<td>UC: Part III</td>
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<td>5/11</td>
<td>14</td>
<td>Special Topics: Patient Centered Research, Funding Systems</td>
<td>Funding Exercise</td>
<td>PCORI Website and mission statement, Diabetes, TTT, PRIDE</td>
<td>RR 14</td>
<td>Submit UC paper</td>
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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.
References


