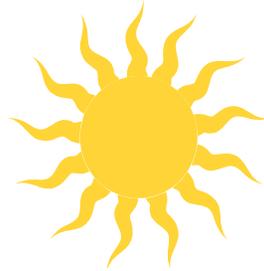


The University of Lethbridge, Faculty of Education

Master of Education (Counselling Program) with a Focus in Mental Health and Addictions, in
collaboration with the Faculty of Health Sciences



ED 5400

Research Methods in Counselling Psychology

Sept – Dec, 2013

Instructor: Brad Hagen, R. Psych., R.N., Ph.D. (Nsg)
Office: Faculty of Health Sciences, Markin Hall, M3055
Office hours: By appointment
Phone: 403-329-2299
E-mail: brad.hagen@uleth.ca



“If we knew what it was we were doing, it would not be called research, would it?”

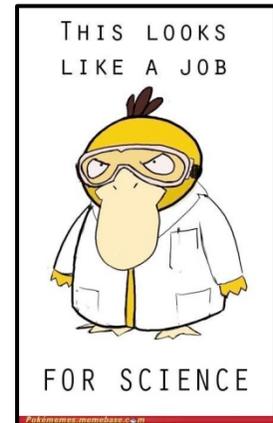
- Albert Einstein

“Statistics: The only science that enables different experts using the same figures to draw different conclusions. “

- Evan Esar.

"The most exciting phrase to hear in science, the one that heralds the most discoveries, is not 'Eureka!', but 'That's funny' ...”

- Isaac Asimov



Course Description:

This course is designed as a graduate-level introduction to scientific research inquiry, particularly as it pertains to counselling psychology in the area of mental health and addictions. Since this is a graduate course in research, the course presumes you have some kind of undergraduate course in research methods, and also assumes that your undergraduate degree has prepared you to use critical thinking skills, access research literature from library databases, and begin to think how to apply research and knowledge into clinical and applied settings. Please be aware that if you have not had an undergraduate course in research methods, you may need to do some extra background reading, particularly when it comes time to writing the last assignment (a research proposal).

Learning Objectives: Students will utilize use a variety of individual and small group learning strategies to achieve the following learning objectives:

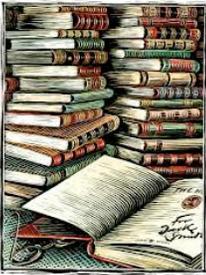
- ☞ To deepen your overall understanding of specific quantitative, qualitative and mixed method research methods
- ☞ To review the basic elements of the research process – including different aspects of research questions, research design, sampling, data collection, and data analysis.
- ☞ To learn (or review) how to conduct a review of research literature; including searching for and retrieving relevant research articles, comparing and contrasting research findings, organizing them into a coherent whole, and writing a smooth-flowing and concise review of research literature on a particular topic in counselling psychology related to mental health and/or addictions.
- ☞ To knowledgeably discuss the term “evidence-based” counselling, and to understand the issues, trends and controversies regarding the use of “clinical practice guidelines” and evidence-based (mental) health care.

- ☞ To learn about the controversies and issues surrounding “research,” “science,” “pseudoscience,” and “junk science” in mental health, addictions, counselling and health care – and how to develop a personal plan for determining which is which!
- ☞ To critically examine trends and issues related to biases and vested interests in research pertaining to mental health, addictions and counselling – and to identify potential ethical problems, conflicts of interest and/or biases in research.
- ☞ To improve your ability to apply research findings to the practice of counselling with clients who are experiencing issues related to mental health and addictions.
- ☞ To improve your ability to identify mental health and/or addiction topics that are in need of additional research, and to begin to learn how to write proposals for such research.

When and Where:

The course is (tentatively) scheduled from 18:00 – 21:00 on Tuesdays, in room TH-241

Required Textbooks:



I've chosen two textbooks for this course, and tried to keep the texts both interesting and cost-effective. The books should be available at the bookstore:

- ☞ *Evidence based counselling and psychological therapies: Research and applications* (Rowland & Goss)
- ☞ *Science and pseudoscience in clinical psychology*. (Lilienfeld, Lynn & Lohr).

☞ *Please note you will also likely need to use a standard (educational) psychology research methods text from one of your previous (research) courses, or loan one out from the library.*

Instructor Availability:

Brad can be reached a number of ways:



- E-mail: brad.hagen@uleth.ca (best way to reach Brad!)
- Phone: 403-329-2299
- Office: Markin Hall, M3055

Rather than regularly scheduled office hours, please contact Brad for an individual appointment should you need to meet with him.

- Brad is generally unavailable all day Thursdays (this is my clinical counselling psychology practice day)
- Brad will make every effort to respond to your emails in a timely manner; typically within 48 hours (not including Saturdays, Sundays and/or Holidays).

Course Process:

It has been well documented that we all learn better when our learning is *active*, and when we *learn in small groups* (as well as individual work). In addition, being able to perform effectively in groups is not only an essential skill required in most employment settings and careers, but learning how to work and relate well with others can be an important factor in our own mental, emotional and physical well-being. **Therefore, this course will require that as well as working as an individual, you will be working throughout the semester in your small cohort during class, in a seminar-style course.** That is, during class, while we don't necessarily expect you to be chatterbox, you will be expected to contribute every class to the seminar-style discussions. A minority of your grade (10% - graded pass/fail) will be assigned for this in-class/seminar participation. Please see the 'assignments' section for more information.



How to Succeed in This Course:

Everyone generally likes to do well in their courses, and I recognize there is a certain degree of pressure on you – internal and external – to get high grades. Therefore, you may find the following tips and pointers helpful for your success in this course:

- 1) Please read the course outline, particularly the sections on assignment marking and grading.
- 2) Be sure to ask your instructor if there is anything you do not understand about the course.
- 3) There are no big mid-terms or finals in this course, so technically speaking, you will not be formally “tested” on whether or not you have done your course readings. However, whether or not you've done the weekly course readings or not will probably become pretty apparent during the in-class seminar discussions. Not only that, but the more you do your readings, the more likely you are to succeed on the course assignments. **Therefore, please come prepared for class by having done your course readings.** I will do my best to make sure the readings are interesting, and not overwhelming in quantity.
- 4) Try to come to as many of the classes as you can. I won't be taking attendance, but you will find you do better in this class if you attend as many of the classes as you can, and too many absences will affect both your participation mark, and your understanding of the material.
- 5) Be sure to fully participate both as an individual learner, and as an important cohort team member. That is, please participate as much as you can / feel comfortable during the in-class seminar discussions. I will ensure that both the extroverts and introverts in the class are given the opportunity to make meaningful contributions during class seminars! ☺
- 6) I'd suggest you aim for budgeting about 4-5 hours of outside class time for this course per week, to allow you time to do the readings, and work on your assignments. Please look ahead for when your assignments are due, and budget in extra time in your calendar/iphone to work on the assignments.

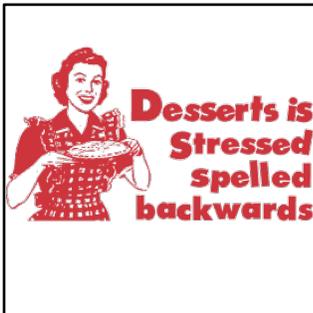
Creating a Positive Learning Environment:

You've invested a lot of time and money in your education, and it's important that everyone helps to contribute to a positive learning environment. Therefore, all students will be expected to display (and encourage in each other) courtesy and respect during class. Therefore, please:

- Please ensure that you have shut off cell phones prior to class.
- Come to class on time, and stay the entire class, unless you have informed the instructor that you will be late or must leave early. If you must come in late for some reason, please make sure you are ready for class (i.e., coat off, laptop turned on, etc.) **before** you enter the class, and please sit at the back of the class until a break, at which point you can re-join your team/group. If the instructor notes that you are consistently late for class, he will have a discussion with you to help develop a plan to arrive on time for class.
- If you miss a class for any reason, you are responsible for the material covered, announcements made in class, materials distributed, etc.
- Please keep your instructor informed of any absences you may have due to illness or other extenuating reasons, so these absences do not negatively influence your participation grade.
- Please stay focused on the class/discussion (e.g., please do not check your e-mail on your laptop during class, read your horoscope, do other un-related work in class, etc.).
- Please demonstrate respect to everyone by helping to ensure that during class discussions only one person at a time in the class is speaking. In particular, side-conversations with people beside you during class discussions – as tempting as they are – are distracting for students and instructors alike, and should not occur in a courteous and respectful learning environment.



What if my life falls apart and I can't get my work done on time?

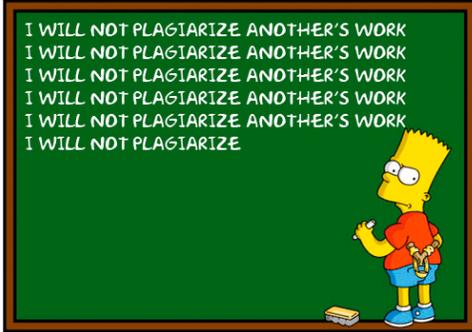


I realize that life can be stressful, and that unforeseen challenges can make it hard to meet deadlines. If you need a little bit of extra time, small extensions can usually be negotiated, ***but only if you contact the instructor ahead of time*** (the sooner, the better). Otherwise, to be fair to everyone in the class, late assignments will be deducted 5% per day of lateness, unless you provide written documentation (e.g., from counsellor, nurse, physician, etc.) as to why you could not get the assignment in on time (e.g., due to illness, emotional difficulties, etc).

Accommodations for Students with a Disability:

Reasonable accommodations are available for students who have a documented disability. If you have been diagnosed with a disability, there is no need to face the challenge of University without support. Please contact the Counselling Services/Students with Disabilities Resource Centre at 403-329-2766 <http://www.uleth.ca/ross/counselling/index.html> to set up an appointment. After registering with the Disabilities Resource Centre, your instructor will be notified by a formal letter of any accommodations you require. In addition, students are responsible for requesting accommodations from the instructor at least ***two weeks*** in advance of the evaluation date. The instructor and student are jointly responsible for arranging the resources needed for the evaluation process.

Plagiarism Statement:



Please be clear on what plagiarism is, and how to avoid it.

Essentially, plagiarism is where a person/student represents the words or ideas of another person as his or her own (please note – I did not draw the Bart Simpson cartoon!). For example, cutting and pasting a section from an article on the internet and putting it into an academic paper without properly citing it is plagiarism. When in doubt, cite other people’s work as theirs, and/or check with your instructor.

Plagiarism is also an academic offense at most Universities, including The University of Lethbridge. Therefore, the prohibition of plagiarism affects all of your assignments in this course, whether the plagiarized material constitutes a part or the entirety of the work submitted. Plagiarism is taken seriously, and if an instructor finds evidence that the student has represented another person’s words or ideas as his or her own, the student shall bear the burden of proving that there was no intent to deceive. Please refer to the University of Lethbridge calendar for the procedures pertaining to academic offenses, and please be aware of the potential consequences (anywhere from a written reprimand, to a grade of “F” in the course).

Please also note that the U of L subscribes to Turnitin.com, a plagiarism detection service. Please be advised that student work submitted for credit in this course may be submitted to this system to verify its originality. Students must be able to submit both electronic and hard copy versions of their work upon request. Best advice: avoid plagiarism to begin with, do your own work, and cite lots! ☺

Overall grades: The determination of final grades for Education Graduate courses is as follows:

Letter Grade	Instructor’s interpretation	GPA	Percent
A+	Outstanding	4.0	97 - 100
A	Excellent	4.0	93 - 96
A-	Commendable	3.7	90 - 92
B+	Very good	3.3	87 - 89
B	Good	3.0	83 - 86
B-	Satisfactory	2.7	80 - 82
Note: Any course grade with a grade of less than B- cannot be considered for credit in a graduate Studies and Research in Education graduate program			
C+		2.3	77 - 79
C		2.00	73 - 76
C-		1.70	70 - 72
D+		1.30	67-69
D		1.00	63 - 66
F		0.00	Less than 63



Assignments:

1) Individual Seminar Participation (10%) Pass (10 / 10) or Fail (0 / 10)

Assigned after last day of class (assessed by instructor throughout course)

This is pretty straightforward. You will receive a pass or fail grade for your participation in the weekly individual seminars. If you would like to get a grade of “fail,” here’s how to do it:

- ☞ Rarely come to class
- ☞ When you do not come to class, try not to notify the instructor of your absence, or why you might not be coming to class (e.g., illness, child care, etc.)
- ☞ Avoid doing any of the weekly readings (“I mean, the instructor will never know anyways, right?”)
- ☞ Don’t say anything in the weekly seminar discussions. Or, if you do say something, make it unrelated to the readings.
- ☞ Dominate the conversation, so others don’t get a chance to talk. Or, if others do say something, change the topic, or belittle their contributions.
- ☞ Don’t ask other people any questions, or try and draw out other classmates’ opinions or viewpoints. Instead, keep the conversation focused on you and what you think is important.
- ☞ Check your smartphone throughout class for emails, text messages, and/or funny you-tube videos. I mean, a person never knows when you might need to update your dating profile, right?

Of course, if you’d like to receive a grade of “pass” on this section, just avoid most (or all) of the above points! 😊

2) Individual Research Literature Reviews on Mental Health / Addictions Topics (35%) **Due Week 7 class** (Oct 22nd) (submit to assignment drop box in Moodle)

This assignment is actually intended to help you ultimately complete your project, capstone project, or thesis – by helping you get going on compiling and understanding the research area in the topic you chose in the area of mental health and/or addictions. Equally or more important, this assignment will help you increase your ability to synthesize and critique a variety of research findings as you become a clinician.

Here are the steps and requirements for writing your literature review:

- With the help of your instructor, identify a specific and not-too-broad topic (in mental health and addictions) that you want to review the literature on. ***You will be asked to start this process the first week of class.***
- Using the literature review searching skills you learned from the librarian the first day of class, you need to start finding research articles on your topic. You are aiming to find at least 20 research articles (i.e., not other literature reviews, not discussion articles) on your topic in the last 10-20 years – the more recent, the better. If you end up finding 100+ research articles, you obviously need to *narrow your topic*; if you end up with only 2 research articles, you need to *broaden your topic*. This is a bit like Goldilocks; it has to be *just right*.
- Then, you are ***strongly encouraged*** to watch this video on conducting a literature review: <http://researchguides.wcu.edu/litreviews> (literature reviews for graduate students).
- Your final product is a 15-20 page literature review paper that reviews and synthesizes at least 20 research articles. The literature review paper should contain (using APA style headings and subheadings to organize your material):
 - ½ page introduction which states your topic, and a general statement about why your topic is an important one for mental health/addictions clinicians. This may include a few statistics (if available) on how common your topic/problem is, and the cost (e.g., economic, human, etc.) of the topic/problem.
 - 13 – 17 pages of summarizing, comparing and contrasting the 20 articles, organizing them into main themes.
 - A 2-3 page conclusion, that summarizes the main themes of your review, any major strengths and weaknesses in the overall research literature available on your topic, and gives a few possible implications for future research (i.e., what are the gaps in understanding) and clinical counselling practice.
- Start taking notes on the articles as you read them, using the method that was shown to you in both the above video and in class (i.e., start taking notes on **concepts**) – remember that you are trying to synthesize, compare and contrast these research articles – ***not*** simply talking about each article one by one (i.e., not an annotated bibliography).
- Once you have taken notes, you are ***strongly*** encouraged to create an outline of your various thoughts, concepts, ideas and notes emerging from your reading – before you start writing your paper. (Google “how to write an outline” if you don’t know how).
- If you are having trouble taking notes and/or organizing your paper, please contact your U of L librarians, and/or google “writing a literature review” for lots of helpful resources.
- Your paper should be written with APA format, latest edition.
- Your assignment will be marked using a marking rubric (see later in this outline).



3) Small team (2-3) presentation on a research controversy in mental health/addictions:

(15%) **Nov 5th, 12, and 19th (you will be assigned to a team, topic and week)**



These presentations are designed to help you and your team-mates (who will be assigned to you at random at the beginning of the course) learn more about some of the research controversies inherent in the fields of counselling, psychology, mental health, and/or addictions. In particular, you'll not only learn about specific controversies in a topic of your choice (e.g., trauma-related "disorders"), but you'll get a chance to apply your new-found knowledge about biases in research, opinions about what constitutes "science" vs. "pseudo-science," and the idea of the "objective" researcher.

To complete this assignment, please use the following steps:

- You will be assigned a team, topic and week during the first week of class
- Within a week, arrange a meeting to begin planning your assignment, and dividing up the work.
- During your assigned week, you will be asked to give a short presentation (20 minutes maximum, 15 powerpoint slides maximum) that contains the following information:
 - A brief summary of the main points of the chapter that you have been assigned to read and present on from the 'science & pseudoscience' book.
 - Who the authors of the chapter were, and any obvious professional and/or monetary biases they may hold towards research in the area.
 - The main points and findings of one recent research article that you have found on the topic, explaining why you think this research article typifies some of the research issues described in the book chapter.
 - The main clinical implications for practicing counselors/psychologists, from both the book chapter and the research article you found.
- You also then have another 20-25 minutes to lead the class in a discussion on the topic, using at least two questions (that you have prepared ahead of time) to generate discussion.
- Please submit to the instructor (via the assignment drop box) the day of your presentation (at the latest):
 - A copy of the powerpoint presentation you used
 - A pdf (or other file) of the research article you used/discussed
 - A word document, that has the 2-3 discussion questions you gave your classmates
- The assignment will be marked using a marking rubric, found in this course outline.
- All students in the team will receive the same grade for the assignment.
- All marked assignments and grades will be returned to students within 1-7 days after the last team has presented.

4) Individual Research Proposal (30%) Due Dec 6th, 2013 @ 16:00

This assignment takes off from where your literature review assignment left off. That is, now that you have identified and reviewed what research has been done in your selected topic of choice, this assignment requires that you propose a needed research project that addresses some knowledge gap. *For students who are doing a thesis, this assignment should serve as a first draft of your actual thesis proposal, so you will want to work with your supervisor as you do this assignment.*

To complete this assignment, please use the following steps:

- If you are doing the thesis route, **please make sure** that you have talked with your supervisor at least a month or two before this assignment, so he/she can give you input into what kind of methodology you will likely use for your thesis research project. That way, you can use the final version of this assignment as a good draft for your thesis research proposal. This will save you a lot of time in the end, trust me!
- If you are doing a project or a capstone, you won't need to consult with a supervisor about this assignment. However, you are encouraged to think about what you would like to do for a project or a capstone, and try to make this research proposal as similar as possible. For example, if you are thinking about doing a facilitator manual for a suicide bereavement support group, you might want to make your research proposal closely linked to suicide bereavement support groups.
- If you haven't already gotten one, you will probably need to consult a research textbook from a previous research course, or get a few from the library. You will also need to find a few journal articles that deal specifically with your proposed research (e.g., if you are going to use narrative qualitative data collections, you will need a few articles on this method, to document how and why you are doing what you are proposing).
- Once you have your topic for your proposal narrowed down, please write a 15-20 page research proposal that includes the following sections, using references (APA style) to reference the sources (**at least 15 sources**) you have used to research your proposal, and using APA style headings and subheadings to organize the following material:
 - Brief statement of what your research problem is (e.g., people having trouble coping with the suicide of a loved one), and the background and significance of the problem (2 pages)
 - Statement of the specific purpose of your research problem, the specific research questions, and the significance/importance of your study (1 page)
 - You **do not** need to do a literature review; you've already done that! Move on to....
 - The research framework / theoretical model (if appropriate), and/or any philosophical assumptions your research study/proposal makes (1 page)
 - Definitions of important research terms and/or research variables, if appropriate (e.g., what "hermeneutics" means, how you will operationally define "pain," etc. (1/2 page)
 - The research methods, including:



- Description of the research design you will be using, including the name of the design, and strengths and weaknesses of the design (1.5 pages)
- Identification of the population and sample, including sample size, sampling method, and strengths/weaknesses of your approach (1 – 1.5 pages).
- The data collection methods, including relevant material such as: selection of measurement methods or instruments (if used), reliability & validity of the instruments (if used), collection of qualitative data (if used), management of data, who will collect the data and how, etc. (2-3 pages)
- Plan for data analysis, including a fairly detailed plan for appropriate quantitative or qualitative data analysis methods that are appropriate for your chosen research question and methods. (2-3 pages).
- Ethical considerations for your research proposal (i.e., how will you protect people's rights for informed consent, confidentiality, anonymity, etc.). (2-3 pages)
- Identification of overall strengths and weaknesses of your proposed research and methodology (1-2 pages)
- Discussion of how your proposed research might benefit clinical counselling practice (in mental health and addictions) – (1-2 pages)
- Please follow APA formatting guidelines (latest edition) when completing your assignment
- When done your assignment, please submit on or before the assignment due date on the Moodle assignment drop box.
- Your assignment will be graded according to the grading rubric developed for this assignment (included in this course outline).

5) **Individual Research Proposal Presentation and Discussion Session** (10%)
(Pass /Fail)

This last assignment is a chance for you to present to your classmates what you are doing in your final proposal –so others can learn from what you are doing, but also to get some feedback from your classmates and instructor on how to improve your proposal – and to get any of your questions answered.

To complete this assignment, please follow these steps:

- You will be randomly assigned to present on either Nov 26th or Dec 3rd.
- Please prepare a **10 minute** presentation (maximum)– no more than 8 slides, that includes the following information:
 - Your research question
 - Briefly present the main aspects of your methodology (sample, method, data collection, data analysis, overall strengths/weaknesses, and relevance to counselling).
 - 1-2 questions you would like to ask your classmates/instructor about your proposal – or areas of your proposal you would like some feedback/advice on.
 - (clean) joke in presentation: entirely optional!
- After your 10 minute presentation, there will 10 minutes for questions/discussion.



- Your assignment will be graded pass (10 / 10) or fail (0 / 10), based on whether you have actually given your presentation, and have followed the general format given above.

Education 5400 Course Schedule (tentative)

Class	Date	Topic(s) / Assignments	Required Reading for week
1	Tues., Sept. 10 th	<ul style="list-style-type: none"> Intro. to instructor, students & course, seminar structure, reviewing assignments, review of readings, relationship of course assignments to capstone/projects/thesis, picking of topics for assignments, assignment students to presentation dates. 7:30 – 8:35 Visit from Judy Vogt, Professional Librarian: review of how to begin looking for research articles in library databases. 	N/A
2	Tues., Sept. 17 th	<ul style="list-style-type: none"> Finalization of people's research topics Is counselling an "art" or a "science?" What is evidence? What constitutes a 'research paper?' Evidence based psychotherapy and counselling Pros and cons of 'evidence based' practice 	<ul style="list-style-type: none"> - Rowland and Goss – Chapter 5 - Lilienfeld et al - Chapter 6
3	Tues., Sept. 24 th	<ul style="list-style-type: none"> Systematic reviews of research literature Tips and tricks on how to do a literature review 	<ul style="list-style-type: none"> - Rowland and Goss – Chapter 9 -
4	Tues., Oct 1st	<ul style="list-style-type: none"> Kinds of evidence: review of qualitative methods Phenomenology (visit from Gary Nixon) Presentation of one qualitative article (specific or general area of topic). 	<ul style="list-style-type: none"> - Rowland and Goss – Chapter 7
5	Tues., Oct 8 th	<ul style="list-style-type: none"> Kinds of evidence: review of quantitative methods Presentation of one quantitative article 	<ul style="list-style-type: none"> - Rowland and Goss – Chapter 6
6	Tues., Oct. 15 th	<ul style="list-style-type: none"> Clinical practice guidelines based on research: pros and cons Getting research evidence into practice 	<ul style="list-style-type: none"> - Rowland and Goss – Chapter 10 - Rowland and Goss – Chapter 11
7	Tues., Oct 22nd	<ul style="list-style-type: none"> Research proposals: nuts and bolts. Review of relevant methodologies Research lit. review due – submit to Moodle 	<ul style="list-style-type: none"> - Readings may be posted on class Moodle site
8	Tues., Oct. 29th	<ul style="list-style-type: none"> Introduction to controversies and biases in mental health and addictions research 	<ul style="list-style-type: none"> - Lilienfeld et al – Chapter 1.
9	Tues., Nov 5th	<ul style="list-style-type: none"> Counselling research controversies in mental health/addictions: 1 (new age therapies) & 2 (memory recovery) 	<ul style="list-style-type: none"> - Lilienfeld et al, Chapter 7 - Lilienfeld e al., chapter 8
10	Tues., Nov 12th	<ul style="list-style-type: none"> Counselling research controversies in mental health / addictions: 3 (treatments for trauma) & 4 (alcoholism treatments) 	<ul style="list-style-type: none"> - Lilienfeld et al, Chapter 9 - Lilienfeld e al., chapter 10
11	Tues., Nov 19th	<ul style="list-style-type: none"> Counseling research controversies in mental health / addictions: 5 (herbal treatments & antidepressants) & 6 (commercializing mental health issues) 	<ul style="list-style-type: none"> - Lilienfeld et al, Chapter 11 - Lilienfeld e al., chapter 15
12	Tues., Nov 26th	<ul style="list-style-type: none"> Research proposal presentations: 1 – 7 	N/A
13	Tues., Dec 3rd	<ul style="list-style-type: none"> Research proposal presentations: 8 – 13 Final course evaluation & wrap up 	N/A

Marking Guide for Individual Research Literature Review Assignment (35%)

Student: _____

10	<p>APA format for references and use of headings</p> <ul style="list-style-type: none"> • Referencing in text and reference list are in proper APA format – latest edition. (5 marks) • Headings and sub-headings are in proper APA format - latest edition, (5 marks)
20	<p>Writing style, grammar, spelling, and overall written expression of ideas</p> <ul style="list-style-type: none"> • Minimal (or no) spelling, punctuation and grammatical errors (10 marks) • Overall written expression (e.g., sentence and paragraph structure, good transitions between paragraphs, use of topic sentences, overall flow of writing, etc). (10 marks)
20	<p>Introduction and Conclusion</p> <ul style="list-style-type: none"> • Introduction clearly states topic, gives rationale for why this is an important topic for mental health/addictions clinicians, and gives a sense of the economic/human cost of the problem (10 marks) • Conclusion clearly summarizes the main themes of the literature review, comments on the major strengths and weaknesses in the research evidence available on your topic, and gives implications for both future research (gaps in understanding) as well as clinical counselling practice. (10 marks)
40	<p>Main Body of Research Literature Review</p> <ul style="list-style-type: none"> • Clear evidence of using appropriate and logical research themes to organize your literature review, as opposed to merely reviewing articles one by one (10 marks) • Ability to compare and contrast the various articles (finding commonalities and differences (20 marks) • Ability to pick a topic that that is neither too broad or too narrow – and the ability to broaden and narrow your discussion of the research literature as appropriate (i.e., finding and speaking to research studies that are very closely related to your topic, as well as being able to find some other studies that might be a bit more broadly related to your topic, but still very relevant). (10 marks)
10	<p>Overall Quality of Research Articles Used in Review</p> <ul style="list-style-type: none"> • Includes at least 20 research articles that are relevant to topic, includes both qualitative and quantitative research articles (where possible), references are as recent as possible.
100	<p>Total mark (_____ out of 100) X .35 = _____ / 35</p>

Comments:

Marking Guide for Team Presentation on Research Controversy in Mental Health / Addictions (15%)

Students: _____

20 *Research Article and Rationale*

- *Article clearly typifies the research issues described in the book chapter, and rationale for choosing article is clear (20 marks)*

40 *Generation of Questions and Discussion*

- *Team is able to generate and facilitate engaging discussion on issues that have been raised in presentation (20 marks)*
- *Two questions are relevant, open ended, and thoughtful – forming a good basis for starting group discussion (20 marks)*

40 *Summary of Research Issues and Implications for Counselling Practice*

- *Students are able to succinctly and accurately summarize the main points of the book chapter, and identify potential author biases that may be present (20 marks)*
- *Students are able to make thoughtful and relevant points regarding clinical implications (i.e., for mental health/addictions counselors) of the research issues being discussed. (20 marks)*

_____ *Comments*

Total Mark (_____ / 100) X .15 = _____ / 15

Marking Guide for Individual Research Proposal**(30%)**

Student: _____

10***APA format for references and use of headings***

- Referencing in text and reference list are in proper APA format – latest edition. (5 marks)
- Headings and sub-headings are in proper APA format - latest edition, (5 marks)

20***Writing style, grammar, spelling, and overall written expression of ideas***

- Minimal (or no) spelling, punctuation and grammatical errors (10 marks)
- Overall written expression (e.g., sentence and paragraph structure, good transitions between paragraphs, use of topic sentences, overall flow of writing, etc). (10 marks)

20***Organization and development of research proposal***

- An introduction clearly states the research problem, the background and significance of the problem, the research question(s), and the significance/importance of your study. (10 marks)
- Excellent organization and use of headings and subheadings; materials flows smoothly from one section to another (10 marks)

40***Main body of research proposal***

- All required components are included in the proposal; assignment is comprehensive. (10 marks)
- Evidence of solid and in-depth understanding of the specific research design, how to implement it, and clear rationale provided as to the choice of the design, based on your research question (20)
- Clear ability to discuss the strengths and weaknesses of the research design chosen, and why this design would be more appropriate than other research designs. (20 marks)

10***Overall quality of sources and articles used for proposal***

- Includes at least 15 scholarly sources that are relevant to the research proposal, including general references (e.g., research methods textbooks) and specific methodological journal articles. References are as recent as possible. (10 marks)

100**Total mark (----- out of 100) X .30 = _____ / 30****Comments:**
