

Syllabus

Foundations of Research Methods and
Outcome Assessment PSYC 5200
Summer 2019

Contact Information

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Course Meets Online

Goals

The purpose of this course is to provide students with the knowledge and skills associated with empirically based practice.

- a. Learning why and how to measure client outcomes
- b. Choosing appropriate outcomes measures
- c. Organizing collected data
- d. Using data to evaluate and improve services

Text: Clement, P. W. (1999). *Outcomes & incomes: How to evaluate, improve, and market your psychotherapy practice by measuring outcomes*. New York, NY: The Guilford Press.

Course Requirements

This course is set up as an independent study to accompany Internship I PSYC 6203. Students will read "Outcomes & Incomes: How to Evaluate, Improve, and Market Your Psychotherapy Practice by Measuring Outcomes" (Clement, 1999).

1. (total 30 points) Upon completing each section of the readings, an enrolled student should write a brief response paper addressing the readings. In completing this assignment, students should identify the main points of the reading and discuss how these reading relate to their clinical work.

2. (total 30 points) Students in Internship I PSYC 6203 are responsible for writing a midterm and final case conceptualization paper. Each paper needs to demonstrate the application of the text.

a. For the midterm paper (15 points), students will read Chapters 1 & 2 and identify measure in Chapter 5 & 6 to be used. The short-term goals section shall contain data collection via the instrument(s) chosen.

i. During the case presentation in class, students will present and defend their choice of measures.

b. For the final paper (15 points): Students will have a section in their client write-up that includes data collected. Students will prepare an evaluation based upon their ongoing use of the chosen instrument(s).

3. All hours accrued while planning, scoring, and writing data are indirect. All hours accrued while administering the measures count as assessment.

Note: Since some clients prematurely end services, students should work with their individual supervisor on identifying measures for all clients.

a. Remember, a different client is to be presented in the midterm and final paper.

b. All instruments used should remain in the client file.

Papers Due: Monday March 9th (midterm) and April 27th (final).

Grades: 60-54 = A; 53-48 = B; 47-42 = C; 41 and lower = F

Note Students with disability must be registered with Disability Support Services before accommodations can be provided. Individuals requiring special accommodation should contact me and must provide documentation by Disability Support Services. The Director of Disability Support Services serves as the ADA Coordinator and may be contacted at (940) 397-4140, TDD (940) 397-4515, or 3410 Taft Blvd., Clark Student Center 168.

Americans with Disabilities Act

Midwestern State University does not discriminate on the basis of an individual's disability and complies with Section 504 and Public Law 101-336 (Americans with Disabilities Act) in its admissions, accessibility, treatment and employment of individuals in its programs and activities.

A copy of "A Guide for Faculty and Staff Working with Students with Disabilities" is available online at [Faculty Guide](#). It is the responsibility of the

student to inform the instructor of any disabling condition that will require modifications. Students who require special accommodations must register with Disability Support Services before these accommodations can be provided. An Accommodation Request Form can be obtained at [Accommodation Request](#).

Midwestern State University Student Honor Creed

"As an MSU Student, I pledge not to lie, cheat, steal, or help anyone else do so."

As students at MSU, we recognize that any great society must be composed of empowered, responsible citizens. We also recognize universities play an important role in helping mold these responsible citizens. We believe students themselves play an important part in developing responsible citizenship by maintaining a community where integrity and honorable character are the norm, not the exception.

Thus, We, the Students of Midwestern State University, resolve to uphold the honor of the University by affirming our commitment to complete academic honesty. We resolve not only to be honest but also to hold our peers accountable for complete honesty in all university matters.

We consider it dishonest to ask for, give, or receive help in examinations or quizzes, to use any unauthorized material in examinations, or to present, as one's own, work or ideas which are not entirely one's own. We recognize that any instructor has the right to expect that all student work is honest, original work. We accept and acknowledge that responsibility for lying, cheating, stealing, plagiarism, and other forms of academic dishonesty fundamentally rests within each individual student.

We expect of ourselves academic integrity, personal professionalism, and ethical character. We appreciate steps taken by University officials to protect the honor of the University against any who would disgrace the MSU student body by violating the spirit of this creed.

Written and adopted by the 2002-2003 MSU Student Senate.

College Policies and Procedures

Can be found at the bottom of the MSU home page or at [Human Resources Policy](#).

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct. Any evidence of cheating will result in a grade of "F" and being reported to the [Dean of Students](#).

Tentative Reading and Exam Schedule

Notice: Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Readings 1: 1/20-3/13

Chapter 1: Why Measure Outcomes in Private Practice

Chapter 2: How to Measure Outcomes in Private Practice

Read through and begin choosing outcomes measures (with supervisor's help).

Chapter 5: Outcome Measures for Children and Adolescents

Chapter 6: Outcome Measures for Adults and Couples

Readings 2: 3/16-5/4

Chapter 3: How to Organize Your Data into a Highly Useful Database

Chapter 4: How to Use Your Data to Evaluate, Improve, and Market Your Practice.

Be familiar with and able to choose outcomes measures (with supervisor's help).

- a. In Internship II, you should be able to consult with your peers in group supervision and aid them during their case conceptualizations.

Chapter 5: Outcome Measures for Children and Adolescents

Chapter 6: Outcome Measures for Adults and Couples