

5770 Research Methods in Counseling

CATALOG DESCRIPTION: Examination of library resources and research tools in social sciences. Course includes research methodology, project design, data analysis, inferential and descriptive statistics, literature reviews, and APA writing style. Must be taken in the first 18 hours of course work at the Graduate School.

Instructor:

John F. Kennedy, M.A.
1000 Cherry Road
Memphis, TN 38117

Semester: Fall 2007 (8/23 – 12/13)

Format: Lecture (On-campus)

Day(s) Class Meets: Thursdays

Time Class Meets: 1:00 P.M. – 3:45 P.M.

Office Location: Ijams Administration Building, Room 205

Office Hours: M/W/F - 8 to 4 (please schedule appointments)

Office Phone: (901) 432-7715

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STUDENTS WITH DISABILITIES: It is the policy of Harding University to accommodate students with disabilities, pursuant to federal and state law. Any student with a disability who needs accommodation should inform the instructor at the beginning of the course. Students with disabilities are also encouraged to contact Dr. Steve McLeod, the Registrar, at (901) 761-1353.

I. COURSE DESCRIPTION

This course provides a foundational framework for evaluating research methods and data analysis in the counseling profession. Students will become acquainted with the use of the library resources (print and electronic), and will develop competence as consumers of professional research through practice in drafting research designs, conducting and writing literature reviews, and evaluating professional research reports. Instructional methods include lectures, class discussion of readings, library research (printed and electronic), group projects, and experiential learning.

II. COURSE OBJECTIVES

1. Students will gain competency as consumers and evaluators of peer-reviewed professional research in the counseling profession.
2. Students will learn basic data analysis, including measures of central tendency, descriptive statistics, and inferential statistics.
3. Students will learn how to design a research study, prepare a research proposal, and evaluate ethical issues related to conducting research with human subjects.
4. Students will develop a personal rationale for using and conducting research as professional counselors and marriage and family therapists.
5. Students will explore the interaction of professional research and Christian values/principles.

6. Students will become familiar with the APA Manual of Style 5th edition as they build proficiency in academic writing, specifically through the preparation of a literature review.

III. CONTENT AREAS & CRITICAL COMPETENCIES

(CACREP 2001 Standards can be found at: <http://www.cacrep.org/2001Standards.html>)

As a result of taking this course, students should be able to:

1. Demonstrate an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following, by: (Fulfills CACREP common core curricular experiences 2001 Standards Section II K.8)
 - a. identifying and discussing the importance of research and opportunities and difficulties in conducting research in the counseling profession,
 - b. discussing research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;
 - c. using technology and statistical methods in conducting research and program evaluation, assuming basic computer literacy;
 - d. discussing principles, models, and applications of needs assessment, program evaluation, and use of findings to effect program modifications;
 - e. identifying how the use of research can improve counseling effectiveness; and
 - f. identifying and discussing ethical and legal considerations.
2. Demonstrate an understanding of research and technology applications in marital, couple, and family counseling/therapy (Fulfills CACREP 2001 Standards for Marital, Couple, and Family Counseling/Therapy Programs C.5).

IV. METHOD OF EVALUATING STUDENT PERFORMANCE

A. Course Requirements

1. Attendance, preparation, and participation

Students are expected to attend all scheduled classes for which they are enrolled. Your professor should be notified in advance regarding any absence or missed deadline for an assignment. The expectation is that you will regularly meet the deadlines listed in the syllabus as adult learners and responsible counseling professionals. A reduction in points per assignment will be made even with permission for late submission. *(5 points/day for the first three days, and one letter grade per day thereafter).*

Self and peer ratings may be used to help determine the participation portion of your grade. You will be asked to evaluate your preparation for each class period at the beginning of class. *Make copies of the form on page 8 of this syllabus for your evaluation. A total of 50 points can be earned in this area.*

Weekly evaluation of attendance and participation will be based on the following criteria:

Attendance and Participation Grading Rubric	Points
<ul style="list-style-type: none"> • Absent 	0
<ul style="list-style-type: none"> • Present, but not involved in discussions. 	1
<ul style="list-style-type: none"> • Demonstrates adequate participation: knows basic reading facts, but does not show evidence of higher order skills (Bloom’s taxonomy) 	2
<ul style="list-style-type: none"> • Demonstrates good preparation: knows readings well, has thought through implications of readings. • Offers interpretations and analysis of materials (not just recalling of facts). • Interacts with other students; able to hear other views, and respond professionally. <p style="text-align: center;"><i>15 class periods x 3 points per class = 45 points.</i></p> <p style="text-align: center;"><i>The additional 5 points will be given based on peer assessment during final exam.</i></p>	3

2. Weekly quizzes

The knowledge gained in this course is cumulative in nature; that is, a certain mastery of each week’s material is required as a foundation for the next week. A 10-point quiz will be given at the start of class each week over the assigned readings. If you keep current with the assigned readings, you should excel on each quiz. Generally, the quizzes will be multiple choice or T/F format, but some will involve short answer and/or fill-in-the-blank questions. Quizzes are not “open book.” Twelve quizzes will be given, and you may drop the two lowest quiz grades. No make-up quizzes will be administered.

We will grade and review the quizzes in class. I will collect the quizzes, and record the grades. When we review for the final exam, I will return your quizzes for that class period for your review; however, I will need to collect them from you again at the end of that review class.

3. Research bibliography

Students will prepare a reference bibliography of 15 to 20 current scholarly resources on a topic chosen with the instructor. The topic will be the same as the topic of your literature review assignment (see 4 & 5 below). The reference list must be prepared in accordance with APA format. This assignment offers students an opportunity to demonstrate competency in research skills and presentation of research references in APA format. *The assignment is worth 50 points, and is due anytime prior to the start of class on September 13, 2007.*

4 & 5. Literature review paper (draft and final paper)

One of the most important steps in preparing a research study is the review of the literature published on the topic (mainly in peer-reviewed journals). A literature review is a paper in which the author examines research studies on a certain topic. Students will introduce readers to the importance of the topic, and proceed to summarize and synthesize the research before stating a conclusion. One of the main purposes of the literature review is to present published research in a manner that allows the reader to easily identify the relationship between the studies and the benefit of research in the topic.

As part of this course, you will prepare a literature review that demonstrates your competency in researching, reviewing, and synthesizing current literature on a topic to be determined with your instructor. Your paper will review **at least six (6) current** articles (published since 2001) on an assigned topic, and the body of the paper should be **four (4) pages or less**. This paper must follow APA 5th edition style and format. Notice that the points possible vary between the first draft and final paper. *The first draft is worth 50 points, and is due as a Word attachment via email to the instructor at jkenned1@harding.edu before 11:59 p.m., October 4, 2007. The student must receive a reply notification from the instructor as acknowledgment of the timely submission of the assignment. The final paper is worth 100 points, and is due in **printed** format at the start of class on November 15, 2007.*

Literature Review Grading Rubric	Points 1st/Final
Clear, concise, and accurate presentation and assessment of research articles.	15/30
Paper structure is clear and narrative flows easily and makes sense to the reader. Writer demonstrates higher order thinking through analysis, evaluation and creation (Bloom’s Taxonomy)	25/50
Paper length correct and appropriate use of APA formatting throughout paper and references, correct spelling, grammar, and punctuation.	10/20
Total Points for 1st Draft/Total Points for Final Paper	50/100

6. Research design-group project

Students will work together in groups of three to prepare a research design prospectus using a 7-step approach which will be discussed in class. The nature and format of the assignment will be provided in detail. The final prospectus must follow the APA Publication Manual, 5th edition, and each group is to make copies for the class. You may use PowerPoint during your presentation; however, it is not a requirement. The group will present the prospectus in class and facilitate discussion about the research design with fellow students. You are allowed thirty (30) minutes for your group’s presentation. The presentations are scheduled for two class periods: 11/29 & 12/6. *The assignment, due at the start of class on the day of your group’s presentation, is worth 100 points.*

7. Comprehensive final exam

The final exam will be comprehensive. Approximately one-third (50) of the questions will come directly from quizzes taken. We will complete a thorough review for the exam the week before it is scheduled. The exam will consist of no more than 150 questions in multiple choice, T/F, short answer, and fill-in-the-blank format. There will be one comprehensive short essay question on the 7-step research design. The final is not “open book.” *The exam is worth 150 points.*

B. Grading

1. Scale

<u>Grade</u>	<u>Percentage Needed</u>	<u>Points Needed</u>
A	at least 90 – 100	537 – 670
B	at least 80 – 89	477 – 536
C	at least 70 – 79	417 – 476
D	at least 60 – 69	357 – 416
F	less than 60	Below 357

2. Overview Criteria for Grading

1. Attendance/Participation	50 points
2. Weekly Quizzes (12 quizzes, drop 2 lowest scores)	100 points
3. Research bibliography (due anytime before 9/13 in class)	50 points
4. Literature Review Paper-E-mail 1 st draft (due by 10/4)	50 points
5. Literature Review Paper-Final printed version (due 11/15 in class)	100 points
6. Research design-group project (due 11/29 or 12/6 in class)	100 points
7. Comprehensive Final exam-Dec. 13 th (review 12/6 in class)	150 points

Total for course	100% 600 points
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V. CONFIDENTIALITY AND ETHICS INFORMATION

Active participation in group activities and discussions is a course expectation. In conducting research, it is paramount that participants are informed and provide consent, and that proper safeguards are implemented to protect the confidentiality of their identity and information. It is expected that students and instructors observe the confidential nature of sensitive or personally identifiable information shared during the course.

In addition, I am enrolled in a doctoral program in Counseling Education and Supervision at Regent University in Virginia. As part of my coursework, my teaching is being supervised by professors at Harding University Graduate School of Religion and Regent University. I may be required to provide video recordings of my teaching for supervision purposes, and/or report on my teaching experience. The recordings will be held in strictest confidence, and any recordings will be used to evaluate my teaching activities, not the activities of students. Please review and sign the informed consent document for Regent University attached to this course syllabus on page 9. I will provide you with copy of the completed form prior to any video taping.

VI. TEXTS/MATERIALS

Required Texts/Readings:

American Psychological Association. (2001). *Publication manual of the American Psychological Association*. Washington, DC: American Psychological Association.

*****Must use 5th edition.** Paperback ISBN: 1-55798-791-2
Hardcover ISBN: 1-55798-790-4
Spiral ISBN: 1-55798-810-2

Jackson, S. L. (2006). *Research methods and statistics: a critical thinking approach*. Belmont, CA: Thomson Wadsworth. ISBN: 0-534-55660-4

LaFountain, R. M., & Bartos, R. B. (2002). *Research and statistics made meaningful in counseling and student affairs*. Pacific Grove, CA: Brooks/Cole Thomson Learning. ISBN: 0-534-58167-6

Szuchman, L. T., & Thomlison, B. (2008). *Writing with style: APA style for social work*. Pacific Grove, CA: Brooks/Cole Thomson Learning. ISBN: 0-495-09883-6

Williams, L., Patterson, J., & Miller, R. B. *Panning for gold: a clinician's guide to using research.* *Journal of Marital and Family Therapy* 32 no. 1 (January 2006): 17-32.
*** **ON RESERVE IN LIBRARY**

Recommended as additional resources:

Heppner, P. P., & Anderson, W. P. (1985). On the perceived non-utility of research in counseling. *Journal of Counseling Development*, 63, 545-547.

Jackson, S. L. (2006). *Study guide for research methods and statistics: a critical thinking approach*. Belmont, CA: Thomson Wadsworth. ISBN: 0-495-00338-7

Patterson, J., Miller, R. B., Carnes, S., & Wilson, S. (2004). Evidence-based practice for marriage and family therapists. *Journal of Marital and Family Therapy*. 30, 183-195.

Sandberg, J. G., Johnson, L. N. Robila, M., & Miller, R. B. (2002). Clinician identified barriers to clinical research. *Journal of Marital and Family Therapy*, 28, 61-67.

Sprenkle, D. H. (Ed.). (2002). *Effectiveness research in marriage and family therapy*. Alexandria, VA: American Association for Marriage and Family Therapy. ISBN: 1-931846-08-1

Sprenkle, D. H. (2003). Effectiveness research in marriage and family therapy: Introduction. *Journal of Marital and Family Therapy*, 29, 85-96.

Wampler, K. S., & Serovich, J. M. (1996). Meta-analysis in family therapy research. In D. H. Sprenkle & S. M. Moon (Eds.), *Research methods in family therapy* (pp. 286-303). New York: Guilford Press.

VII. COURSE SCHEDULE (*subject to modification*)

Date/Class <i>Est. #pages</i>	Topics/Assignments Due	Readings: APA	Readings: Research
Aug 23 (1) 52	Reasons for research/7-step research method/APA style	APA Manual: Szuchman: 1-14	LaFountain: Ch. 1 Jackson: Ch. 1
Aug 30 (2) 54	Library Research (meet in Library lab) Quiz 1	APA Manual: Szuchman: 15-44, 180	LaFountain: Ch. 1 Jackson: Ch. 2
Sep 6 (3) 78	Hypotheses/Variables/Reliability/Validity Quiz 2	APA Manual: Szuchman: 45-54	LaFountain: Ch. 4, 5, 9 Jackson: Ch. 2, 3
Sep 13 (4) 47	Research Methods/Design Quiz 3 <i>Research bibliography due (start of class)</i>	APA Manual: Szuchman: 55-68	LaFountain: Ch. 2 Jackson: Ch. 3
Sep 20 (5) 113	Descriptive Methods/Descriptive Statistics Quiz 4	APA Manual: Szuchman: 71-87	LaFountain: Ch. 7, 8 Jackson: Ch. 4, 5
Sep 27 (6) 56	Correlational Methods & Stats/Sampling & Research Design Quiz 5	APA Manual: Szuchman: 89-104	LaFountain: Ch. 6 Jackson: Ch. 6
Oct 4 (7) 64	Hypothesis Testing/Inferential Statistics <i>E-mail draft of Lit Review Paper due</i> Quiz 6	APA Manual: Szuchman: 109-120	LaFountain: Ch. 10 Jackson: Ch. 7
Oct 11	HUGSR Fall Break	Nothing	Nothing
Oct 18 (8) 30	Experimental Methods & Statistics <i>Rough drafts returned to students</i> Quiz 7	APA Manual: Szuchman: 123-132	Jackson: Ch. 8
Oct 25 (9) 34	2-group Designs Quiz 8	APA Manual: Szuchman: 133-144	Jackson: Ch. 9
Nov 1 (10) 32	2 levels of an independent variable Quiz 9	APA Manual: Szuchman: 147-154	Jackson: Ch. 10
Nov 8 (11) 42	Complex experimental designs Quiz 10	APA Manual: Szuchman: 155-173	Jackson: Ch. 11
Nov 15 (12) 26	Quasi-experimental methods/Qualitative/Mixed designs <i>Final Lit Review (printed) due in class</i> Quiz 11	APA Manual: Szuchman: 176-184	Jackson: Ch. 12
Nov 22	Thanksgiving Week – Nothing	Nothing	Nothing
Nov 29 (13)	Nonparametric procedures <i>Research design presentations in class</i> Quiz 12		Jackson: Ch. 13
Dec 6 (14) 52	<i>Research design presentations in class</i> Final Exam Review		
Dec 13 (15)	Final exam		

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Self-evaluation of **required** text readings. Evaluate your effort in completing the required assignments of each text. Use the following number scale and **circle** the appropriate number below that most closely describes your reading . .

Publication manual of the American Psychological Association

- 5. I read this thoroughly with appropriate time for reflection and understanding.
- 4. I read this well but without time for reflection.
- 3. I read this in its entirety, but hurriedly to get it done.
- 2. I read/skimmed to pick up the high points of this reading assignment.
- 1. I looked over this material before class discussion.
- 0. I didn't read this . . .

**Estimated minutes spent on this reading assignment: _____ Number of pages read: _____

Jackson- Research methods and statistics: a critical thinking approach.

- 5. I read this thoroughly with appropriate time for reflection and understanding.
- 4. I read this well but without time for reflection.
- 3. I read this in its entirety, but hurriedly to get it done.
- 2. I read/skimmed to pick up the high points of this reading assignment.
- 1. I looked over this material before class discussion.
- 0. I didn't read this . . .

**Estimated minutes spent on this reading assignment: _____ Number of pages read: _____

LaFountain/Bartos- Research and statistics made meaningful

- 5. I read this thoroughly with appropriate time for reflection and understanding.
- 4. I read this well but without time for reflection.
- 3. I read this in its entirety, but hurriedly to get it done.
- 2. I read/skimmed to pick up the high points of this reading assignment.
- 1. I looked over this material before class discussion.
- 0. I didn't read this . . .

**Estimated minutes spent on this reading assignment: _____ Number of pages read: _____

Szuchman/Thomlison-Writing with style: APA style for social work.

- 5. I read this thoroughly with appropriate time for reflection and understanding.
- 4. I read this well but without time for reflection.
- 3. I read this in its entirety, but hurriedly to get it done.
- 2. I read/skimmed to pick up the high points of this reading assignment.
- 1. I looked over this material before class discussion.
- 0. I didn't read this . . .

**Estimated minutes spent on this reading assignment: _____ Number of pages read: _____



School of Psychology and Counseling
AUDIOVISUAL RECORDING CONSENT FORM
Doctoral Program in Counselor Education and Supervision

I _____, a student enrolled at Harding University Graduate School of Religion in the course 5770 – Research Methods in Counseling agree to be videotaped by my instructor (John F. Kennedy), a student enrolled in the School of Psychology and Counseling at Regent University. I understand that the purpose of the videotape is to assist professors at Regent University and Harding University Graduate School of Religion as part of the learning/feedback process and professional development of my instructor. I further understand that all materials/information will be kept in the strictest of confidence with respect to privacy. I also understand that tape recordings will be erased after viewing by supervisors, unless special permission has been obtained from me.

I fully understand the information regarding audiovisual recording and its use, and my signature indicates my consent.

Participant's Signature

Date

John F. Kennedy

Date