

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, and an introduction to inferential and descriptive statistics.

Instructor:

John F. Kennedy, M.A., LMFT, LPC-MHSP, NCC
1000 Cherry Road
Memphis, TN 38117

Semester: Fall 2009 (8/20 – 12/10)

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 226

Office Hours: Mon & Thurs 8-12, Tues 8-5 (please schedule appointments)

Office Phone: (901) 432-7715

Email: jkenned1@harding.edu

Website: <http://www.jfkcpa.com>

Skype ID: jfk1465

Graduate Assistant for Counseling Department: Jennifer Farmer (jalgren@harding.edu)

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, Associate Dean, at (901) 761-1353.

LIBRARY RESOURCES: If you have not taken 5770-Research in Counseling, or took it more than a year ago, go to the HUGSR Web site (www.hugsr.edu) for information concerning library services to students. Under the “Library” tab, you will find a link and instructions for searching the HUGSR online catalog (Quest). There are also instructions for using the following databases available through the library: OCLC FirstSearch, EBSCOhost, Infotrac, PsycINFO, and Religious and Theological Abstracts. Contact the library for passwords to these databases. The research guides distributed in 5770-Research in Counseling are available on site as well. These annotated bibliographies list basic tools you will find helpful in your research.

I. ACADEMIC INTEGRITY

Harding University's Three Principles of Integrity:

1. **Honesty:** Using only authorized collaboration, information, and study aids for assignments and testing. Being completely truthful in all academic endeavors.
2. **Authenticity:** Presenting only ideas and creative expressions that are unique, unless properly cited according to University guidelines. Submitting the work of another constitutes plagiarism.
3. **Accountability:** Holding ourselves to the highest ethical standards, and not allowing academic dishonesty in others to go unchallenged.

II. COURSE OBJECTIVES

1. Students will gain competency as consumers and evaluators of peer-reviewed professional research in the counseling profession (evidenced by successful completion of the research bibliography and the weekly reviews of published research articles).
2. Students will learn basic data analysis, including measures of central tendency, descriptive statistics, and inferential statistics (evidenced by successful completion of weekly quizzes, statistics workbook, and comprehensive final examination).
3. Students will learn how to evaluate research study ethical issues related to conducting research with human subjects (evidenced by successful completion of IRB certification exercise).

III. CONTENT AREAS & CRITICAL COMPETENCIES

(CACREP 2009 Standards can be found at: <http://www.cacrep.org/2009standards.htm>.)

As a result of taking this course, students should be able to 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 2009 Standards Section II K.8)

- a. identifying and discussing the importance of research in advancing the counseling profession,
- b. discussing research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;
- c. using statistical methods in conducting research and program evaluation;
- d. discussing principles, models, and applications of needs assessment, program evaluation, and use of findings to effect program modifications;
- e. using research to improve evidence-based practice; and
- f. identifying and discussing ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

IV. USE OF TECHNOLOGY

Use of technology in counseling is an emerging opportunity in the profession. Assignments in this course offer skill development in the use of technology in the following ways:

- Use of library and electronic databases to do research
- Use of online technology for submissions
- Exploration of the Internet to identify resources (e.g. dialogue groups, professional organizations, professional writings).
- Use of technology platforms for live-chats such as Moodle (text chat) and SKYPE (live text, audio, and visual chat)

Equipment Requirements: Internet access using a graphical web browser such as FireFox 2.0 or higher, Netscape Navigator 4.0 or higher, or Microsoft Internet Explorer 4.01 or higher.

Harding University gives each student an email address that also utilizes your user name. For example, your instructor's email address is jkenned1@harding.edu. Many students use other email addresses as their preferred address. You can set your Harding G-mail account to forward messages to an alternative email address if you want; however, **it is your responsibility to check your Harding email account regularly because this is the official Harding email address to which all Harding-related email will be sent.**

V. METHOD OF EVALUATING STUDENT PERFORMANCE

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 may be made even with permission for late submission.

A. Course Requirements

1. Research Design Project

Students will learn the basics of designing research projects through this hands-on assignment. After choosing an area of research interest, students will use a seven-step research design methodology to create a research prospectus. Students will define the research problem, briefly review what has been published about the problem, define research questions and hypotheses, select a research design, describe sampling, data collection and analysis techniques, statistical methods to be utilized, and provide a discussion on reliability and validity of the research instruments and design.

Detailed information concerning the format of the assignment will be provided in class. The final prospectus must follow the APA Publication Manual, 6th edition, and each student is to

make copies of their completed proposal for each classmate. You may use PowerPoint during your presentation; however, it is not a requirement. Students will informally present the project in class and facilitate discussion about the research design with fellow students. You should allow fifteen minutes for your presentation and discussion. *The assignment, due at the start of class **November 12, 2009**, is worth 200 points.*

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 be well prepared for each quiz. Generally, the quizzes will be multiple choice or T/F format, but some will involve short answer, short problems, group exercises, 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 relate to your research design project. The reference list must be prepared in accordance with APA format. Students must include the following minimum resources in the bibliography:

- 10 peer-reviewed journal articles dated after 2000.
- 1 chapter from a book
- 1 book source
- 3 Internet resources

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 as a Word attachment **via email** to the instructor at jkenned1@harding.edu anytime before **11:59 p.m., September 9, 2009.***

4. Research article review/IRB assignments

Each week, for ten weeks, students will be given an excerpt from a published research article. Students will review the article and respond to questions concerning the research study. Students have one week to complete each assignment and bring it to class the following week to be turned in at the beginning of class. Included as one of these assignments is a requirement for students to successfully complete an online course regarding research involving human subjects. In other words, students will review nine articles and take the online course as final part of the assignment. The course can be found at: <http://ohsr.od.nih.gov/IRBCBT/register.php>. Students should email the course completion certificate to the instructor no later than the beginning of class on **September 3, 2009.** *Each assignment is worth 10 points, for a total of 100 points.*

5. Comprehensive final exam

The final exam will be comprehensive. We will 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 and will be given **December 10, 2009** in class.*

B. Grading

1. Scale

<u>Grade</u>	<u>Percentage Needed</u>
A	at least 90 – 100
B	at least 80 – 89
C	at least 70 – 79
D	at least 60 – 69
F	less than 60

2. Overview Criteria for Grading

1. Research Design Project (due anytime before class 11/12)	200 points
2. Weekly Quizzes (12 quizzes, drop 2 lowest scores)	100 points
3. Research bibliography (due anytime before 9/9 by 11:59 pm CST)	50 points
4. Research articles/* IRB (due weekly in class/*9/3 before class)	100 points
5. Comprehensive Final exam- Dec. 10th (review 12/3 in class)	150 points
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Total for course	100% 600 points

VI. NATURE OF COUNSELOR EDUCATION AND TRAINING

Becoming a professional counselor and/or marriage and family therapist requires a lot of hard work and self-examination. Although you will enjoy personal and professional growth opportunities through readings, assignments, projects, experiential activities, and practicum/internship experiences, you may also expect that some of your training may possible invoke strong negative emotional reactions. You may experience a heightened awareness of past and/or present emotionally-charged issues. You are encouraged to make faculty and staff members aware of strong personal reactions related to course materials, assignments, and experiences. Also, as part of your ongoing development in the counseling profession, you may be asked to seek professional counseling for any issues affecting your personal and/or professional development. Should you experience extreme reactions to your training experiences, you should consult with your departmental advisor to discuss appropriate courses of action. These may include entering personal therapy, deferring taking the course, or withdrawal from the program.

VII. CONFIDENTIALITY

Counselors recognize that trust is a cornerstone of the counseling relationship. The ACA Code of Ethics (section B) and the AAMFT Code of Ethics (Principle 2) specify that counselors must

respect their client's right to privacy and avoid illegal or unwarranted disclosures of confidential information. This includes anything that might readily identify a client to others who are not authorized to have this information. Counselors must make every effort to ensure that a client's privacy and confidentiality are maintained by supervisees, students, clerical assistants, and volunteers. Therefore, privacy and confidentiality are requirements regarding the sharing of either a student's or a client's personal information and the sharing of any identifying information should be avoided during class discussions, presentations, and in journals or other course assignments. Any breach of confidentiality will result in disciplinary action.

In addition, I am a Ph.D. candidate 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 used to evaluate my teaching activities, not the activities of students. I may choose to make some recordings available as part of my electronic teaching portfolio. Please review and sign the informed consent document attached to this course syllabus on page 10. I will provide you with copy of the completed form prior to any videotaping.

4. VIII. TEXTS/MATERIALS

Textbooks are available through our book services on campus. You can order them by email (bdavid@hugsr.edu), phone (901-432-7735 or 800-366-7481), or fax (901-761-1358).

A. Required Texts/Readings:

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed). Washington, DC: American Psychological Association.

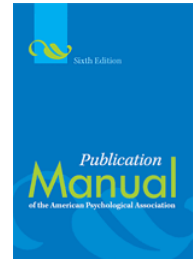
*****Must use 6th edition.**

Paperback (\$28.95) ISBN: 1-4338-0561-8

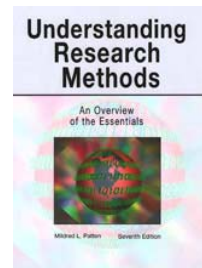
Hardcover (\$39.95) ISBN: 1-4338-0559-6

*Spiral (\$36.95) ISBN: 1-4338-0562-6

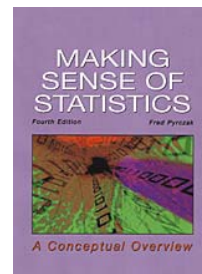
*Available at: <http://books.apa.org/books.cfm?id=4200068>



Patten, M. L. (2009). *Understanding research methods: An overview of the essentials* (7th ed.). Glendale, CA: Pycrzak Publishing.
ISBN: 1-884585-83-3



Pycrzak, F. (2006). *Making sense of statistics* (4th ed.). Glendale, CA: Pycrzak Publishing.
ISBN: 1-884585-70-1



ON RESERVE IN LIBRARY

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

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.

Williams, L., Patterson, J., & Miller, R. B. (2006). Panning for gold: a clinician's guide to using research. *Journal of Marital and Family Therapy* (32)1, 17-32.

B. Recommended as additional resources:

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

Jackson, S. L. (2008). *Research methods and statistics: a critical thinking approach (3rd ed.)*. Belmont, CA: Thomson Wadsworth. ISBN: 978-0-495-51001-7

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

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

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

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.

IX. COURSE SCHEDULE

Date/Class	Topics/ <i>Assignments Due</i>	Understanding Research Methods (Topic #s)	Preparing Literature Reviews (Topic #s)	Making Sense of Stats (Topic #s)	Articles & Other Resources
Aug 20 (1)	Review syllabus/Beginnings	Topics 1-6	Topics 1-5, 11	Topics 1,2	Heppner & Anderson (1985)
Aug 27 (2)	Library Research/Basic APA writing <i>IRB online certificate before start of class 9/3</i>	7-13	6, 13-14		IRB online course (see Course Req. 4)
Sep 3 (3)	Finding & Reviewing Literature Quiz 1/Article 2	14-19	7-9		Williams, Patterson, & Miller (2006)
Sep 10 (4)	Introduction to Research Methods Quiz 2/Article 3 <i>Research bibliography due 9/9 by 11:59 p.m. via email</i>		12		Sandberg, Johnson, Robila, & Miller (2002)
Sep 17 (5)	Sampling Quiz 3/Article 4	20-26		3	Patterson, Miller, Carnes, & Wilson (2004)
Sep 24 (6)	Instrumentation Quiz 4/Article 5	27-36		4	
Oct 1 (7)	Experimental Designs Quiz 5/Article 6	37-42		5	
Oct 8	HUGSR Fall Break.	Catch up			
Oct 15 (8)	Hypothesis Testing Quiz 6/Article 7	43-46		27	
Oct 22 (9)	Descriptive Statistics Quiz 7/Article 8	49-52		6-11	
Oct 29 (10)	Correlational Statistics Quiz 8/Article 9	53		12-16	
Nov 5 (11)	<i>t</i> -Tests Quiz 9/Article 10	54		17-23	
Nov 12 (12)	One-way ANOVA Quiz 10 <i>Research design projects due before start of class</i>	55		24	
Nov 19 (13)	Two-way ANOVA Quiz 11	56		25	
Nov 26	Thanksgiving Break	Catch up			
Dec 3 (14)	Chi-square Quiz 12 Final Exam Review	47, 48		26	
Dec 10 (15)	Final exam				



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 Ph.D. Candidate 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. Should any part of the recording be used otherwise, written consent will be obtained prior to such use. 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

Grading Rubric for Writing Assignments

	The A paper	The B paper	The C paper	The D Paper	The F paper
Ideas	Excels in responding to assignment. Interesting, demonstrates sophistication of thought. Central idea/thesis clearly communicated, worth developing; limited enough to be manageable. Paper recognizes some complexity of its thesis: may acknowledge its contradictions, qualifications, or limits and follow out their logical implications. Understands and critically evaluates its sources, appropriately limits and defines terms.	A solid paper, responding appropriately to assignment. Clearly states a thesis/central idea, but may have minor lapses in development. Begins to acknowledge the complexity of the central idea and the possibility of other points of view. Shows careful reading if sources, but may not evaluate them critically. Attempts to define terms, not always successful.	Adequate but weaker and less effective, possible responding less well to assignment. Presents central idea in general terms, often depending on platitudes or clichés. Usually does not acknowledge other views. Shows basic comprehension of sources, perhaps with lapses in understanding. If it defines terms, often depends on dictionary definitions.	Does not have a clear central idea or does not respond appropriately to the assignment. Thesis may be too vague or obvious to be developed effectively. Paper may misunderstand sources.	Does not respond to the assignment, lacks a thesis or central idea, and may neglect to use sources where necessary.
Organization/Coherence	Uses a logical structure appropriate to the paper's subject, purpose, audience, thesis, and disciplinary field. Sophisticated transitional sentences often develop one idea from the previous one or identify their logical relations. It guides the reader through the chain of reasoning or progression of ideas.	Shows a logical progression of ideas and uses fairly sophisticated transitional devices; e.g., may move from least to more important idea. Some logical links may be faulty, but each paragraph clearly relates to the paper's central idea.	May list ideas or arrange them randomly rather than using any evident logical structure. May use transitions, but they are likely to be sequential (first, second, third) rather than logic based. While each paragraph may relate to central idea, logic is not always clear. Paragraphs have topic sentences but may be overly general, and arrangement of sentences within paragraphs may lack coherence.	May have random organization, lacking internal paragraph coherence and using few or inappropriate transitions. Paragraphs may lack topic sentences or main ideas, or may be too general or too specific to be effective. Paragraphs may not all relate to paper's thesis.	No appreciable organization; lacks transitions and coherence.
Support	Uses evidence appropriately and effectively, providing sufficient evidence and explanation to convince.	Begins to offer reasons to support its points, perhaps using varied kinds of evidence. Begins to interpret the evidence and explain connections between evidence and main ideas. Its examples bear some relevance.	Often uses generalizations to support points. May use examples, but they may be obvious or not relevant. Often depends on unsupported opinion or personal experience, or assumes that evidence speaks for itself and needs no application to the point being discussed. Often has lapses in logic.	Depends on clichés or overgeneralizations for support, or offers little evidence of any kind. May be personal narrative rather than essay, or summary rather than analysis.	Uses irrelevant details or lacks supporting evidence entirely. May be unduly brief.
Style	Chooses words for their precise meaning and uses an appropriate level of specificity. Sentence style fits paper's audience and purpose. Sentences are varied, yet clearly structured and carefully focused, not long and rambling.	Generally uses words accurately and effectively, but may sometimes be too general. Sentences generally clear, well-structured, and focused, though some may be awkward or ineffective.	Uses relatively vague and general words, may use some inappropriate language. Sentence structure generally correct, but sentences may be wordy, unfocused, repetitive, or confusing.	May be too vague and abstract, or very personal and specific. Usually contains several awkward or ungrammatical sentences; sentence structure is simple or monotonous.	Usually contains many awkward sentences, misuses words, employs inappropriate language.
Mechanics	Almost entirely free of spelling, punctuation, and grammatical errors.	May contain a few errors, which may annoy the reader but not impede understanding.	Usually contains several mechanical errors, which may temporarily confuse the reader but not impede the overall understanding.	Usually contains either many mechanical errors or a few important errors that block the reader's understanding and ability to see connections between thoughts.	Usually contains so many mechanical errors that it is impossible for the reader to follow the thinking from sentence to sentence.