

## 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:** Spring 2011 (1/10/11 - 5/5/11)

**Format:** Blended online/on-campus

**Day(s) Class Meets:** Tuesday

**Time Class Meets:** 1:00 - 3:45 p.m.

**Location:** Ijams Administration Building, Room 226

**Office Hours:** Mon: 1 - 5 p.m./Tues & Thurs: 8 - 11 a.m. (by appointment)

**Office Phone:** (901) 432-7715

**Email:** [jfkennedy@harding.edu](mailto:jfkennedy@harding.edu)

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

**Skype ID:** jfk1465

**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:** Information concerning library resources for students is available the HUGSR Web site ([www.hugsr.edu](http://www.hugsr.edu)). 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.

**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 project 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, research project 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 and research project**).

## 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

This course is supported via **SKYPE** (free download from [www.skype.com](http://www.skype.com)) and **Moodle** (available at <http://elearning.harding.edu/>) to facilitate synchronous class participation with off-campus students. Assignments in this course offer opportunities for students to demonstrate proficiency 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 3.0 or higher, Netscape Navigator 4.0 or higher, or Microsoft Internet Explorer 4.01 or higher.

This course is designed to be completed in a blended face-to-face/online format. The minimum competencies include the use of standard course processes (homework and evaluation) and include the following technological competencies: email, Internet resources, dialogue via SKYPE, and use of Moodle. You may be asked to participate in asynchronous and, synchronous discussion and feedback forums, submit written assignments via attached document files, and utilize electronic databases as well as hard-copy resources for research papers. Moodle can be accessed at <http://elearning.harding.edu/>. If you have problems gaining access to the Moodle system, contact technical support for students by calling (501) 279-4545. You will need your HUGSR username and your password to log into Harding Pipeline. These are the same credentials you use to register for classes via Pipeline.

Harding University gives each student an email address that also utilizes your user name. For example, your instructor's email addresses is [jfkennedy@harding.edu](mailto:jfkennedy@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**

### **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.** In your professional practice as a counselor, you will need to notify your clients and employer should you need to reschedule appointments or meetings. 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; however, a lack of prior notification for missed classes or assignments will increase the point reduction significantly.

**Students are to have read the assigned readings prior to the beginning of class per the course schedule.** You will be asked to evaluate your preparation at the beginning of each class to help determine the participation portion of your grade. ***This course requirement is worth 50 points. Use the following link to access the reading evaluation form for this course:*** <https://www.surveymonkey.com/s/SP11-5770-ResearchReadings>

**Evaluation of your level of participation this semester will be based on the following criteria:**

Level of Participation Rubric	Level
<ul style="list-style-type: none"> <li>• Demonstrates good preparation: knows readings well, has thought through implications of readings.</li> <li>• Offers interpretations and analysis of materials (not just recalling of facts).</li> <li>• Interacts with other students; able to hear other views, and respond professionally</li> </ul>	A-level
<ul style="list-style-type: none"> <li>• Demonstrates adequate participation (reading sheets included): knows basic reading facts, but does not show evidence of higher order skills (Bloom's taxonomy)</li> </ul>	B-level
<ul style="list-style-type: none"> <li>• Present, but not involved in discussions.</li> </ul>	C-level

## 2. Class Research Project

Students will learn the basics of designing research projects through this hands-on assignment. The instructor will describe the research project during the first class meeting. Working as a research team, students will use a seven-step research design methodology to define the research problem, 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 product must follow the APA Publication Manual, 6<sup>th</sup> edition. Students will present the project and facilitate discussion about the research design with fellow students and or faculty. Date for presentation will be negotiated in class (most likely as a brown bag lunch at HUGSR). The finished product will be an article **ready for submission for publication in a peer-reviewed journal**. Students will evaluate each person's participation, including their own, in the project. Students' evaluations will be combined with the instructor's evaluation of each student to determine the grade on this project. *The assignment should be completed by the end of the semester and is worth 200 points.*

## 3. APA Mastery Test (80%)/ Workbook exercises

Students will be required to pass a mastery test on APA writing with a minimum score of 80%. You will need to read the first two chapters of the APA Student's Workbook and Training Guide, complete all of the exercises in Research Report Unit of the guide and schedule an appointment (according to the schedule below) with Rebecca Hooper, counseling department graduate assistant, to take your mastery test(s). She can be reached via email at [rhooper1@harding.edu](mailto:rhooper1@harding.edu). You have **four** opportunities to pass a mastery test. Should you fail to pass the test after **three** attempts, you will need to schedule a conference with me to discuss options for further tutoring in APA writing style. *This assignment is worth 50 points and must be completed no later than 4:00 p.m., Monday, February 11, 2011.*

The four versions of the APA Mastery Test will be administered as follows:

- **Test 1 - Week of Jan 18 – Jan 21**
- **Test 2 - Week of Jan 24 – Jan 28**
- **Test 3 - Week of Jan 31 – Feb 4**
- **Test 4 - Week of Feb 7 – Feb 11**

#### **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 11 articles and take the online course as final part of the assignment. The course can be found at: <http://phrp.nihtraining.com/users/login.php>. **Students should email the course completion certificate to the instructor at [jfkennedy@harding.edu](mailto:jfkennedy@harding.edu) no later than the beginning of class on *January 18, 2011*. Each assignment is worth 10 points, for a total of 100 points (two lowest grades can be dropped, but not the IRB requirement).**

#### **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 100 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 100 points and will be given May 3, 2011 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. Attendance & Participation	50 points
2. Research Design Project	200 points
3. APA Mastery Test	(due any time before Feb 11 <sup>th</sup> ) 50 points
4. Research articles/*IRB	(due weekly/*Jan 18 <sup>th</sup> before class) 100 points
5. Comprehensive Final	(May 3 <sup>rd</sup> ) 100 points

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**Total for course** 100% **500 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 possibly 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.

## VIII. TEXTS/MATERIALS

### A. Required Texts/Readings:

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

American Psychological Association. (July 2009). *Mastering APA Style: Students workbook and student's training guide* (for APA 6<sup>th</sup> ed). Washington, DC: American Psychological Association. ISBN-13: 978-1433805578



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

**\*\*\*Must use 6<sup>th</sup> edition.**

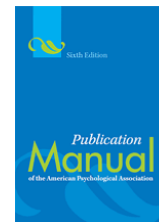
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Hardcover (\$39.95) ISBN: 1-4338-0559-6

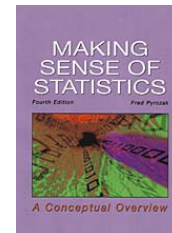
\*Spiral (\$36.95) ISBN: 1-4338-0562-6

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



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

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



### REQUIRED READINGS 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 (3<sup>rd</sup> 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 (subject to modification)

Date/Class	Topics/Assignments Due	Understanding Research Methods (Topic #s)	Making Sense of Stats (Topic #s)	Articles & Other Resources
Jan 11 (1)	Introduction to Research Methods <i>Class research project design</i>	Topics 1-13	Topics 1,2	Heppner & Anderson (1985)
Jan 18 (2)	Reviewing Literature <i>IRB online certificate before start of class Jan 18</i> <i>APA Mastery Test #1</i>	Topics 14-19		<b>IRB online course</b> (see Course Req. 4)
Jan 25 (3)	Sampling <b>Article 1</b> <i>APA Mastery Test #2</i>	Topics 20-26	Topics 17-18	Williams, Patterson, & Miller (2006)
Feb 1 (4)	Instrumentation <b>Article 2</b> <i>APA Mastery Test #3</i>	Topics 27-36	Topics 4-5	Sandberg, Johnson, Robila, & Miller (2002)
Feb 8 (5)	Qualitative Research <b>Article 3</b> <i>APA Mastery Test #4 (Final attempt)</i>	Topics 64-70	Topic 3	Patterson, Miller, Carnes, & Wilson (2004)
Feb 15 (6)	Experimental Designs <b>Article 4</b>	Topics 37-42	Topics 6-11	
Feb 22 (7)	Descriptive Statistics/Correlation <b>Article 5</b>	Topics 43-53	Topics 12-16	
Mar 1 (8)	Descriptive Statistics <b>Article 6</b> <b>TNMFT Conference in Nashville, TN</b>	Topics 43-57		
Mar 8 (9)	<b>Study Week</b>	<b>Catch up</b>		
Mar 15 (10)	<b>Spring Break.</b>	<b>Catch up</b>		
Mar 22 (11)	<b>Midterm Exam</b> <b>ACA Conference in New Orleans</b>			
Mar 29 (12)	Inferential Statistics/Hypothesis Testing <b>Article 7</b> <b>CAPS Conference in Indianapolis, IN</b>	Topics 43-57	Topics 12-16, 19-21	
Apr 5 (13)	<i>t</i> -Tests <b>Article 8</b>	Topic 54	22-23	
Apr 12 (14)	One-way ANOVA <b>Article 9</b>	Topic 55	24	
Apr 19 (15)	Two-way ANOVA <b>Article 10</b>	Topic 56	25	
Apr 26 (16)	Qualitative Research <b>Article 11</b> <b>Final Exam Review</b>	Topics 64-70		
May 3 (17)	<b>Final exam</b>			

## Grading Rubric for Writing Assignments

	The A paper	The B paper	The C paper	The D Paper	The F paper
<b>Ideas</b>	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.
<b>Organization/Coherence</b>	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.
<b>Support</b>	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.
<b>Style</b>	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.
<b>Mechanics</b>	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.