DOANE ★ COLLEGE

COU 675
Doane College Master of Arts in Counseling
Research in Counseling

Spring, 2016
Course Syllabus

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Instructor: Ray M. Zeisset, Ph.D**.**   **Class Times**: Monday, 6:00-10:30 p.m.
           402-435-0933   rzeisset@aol.com
Prerequisites: Graduate standing and permission of the Director

Course Description: This course provides students with the skills necessary to critically evaluate counseling and clinical research literature. Students are introduced to the nature of scientific psychology, the process of research inquiry, and the role of the mental health counselor as a knowledgeable research consumer.   Students are introduced to the application of descriptive and inferential statistics, reliability, and validity to the research endeavor.. At the completion of this course, students will be able to read and understand research reports in the literature as well as critically examine literature that is non-empirically based. Students will also understand the process for designing their own research and program evaluation. 3 credit hours.

Prerequisite: Graduate standing and permission of the Dean

Required Textbooks/Readings of this course
 Stanovich, K. E. (2013). *How to Think Straight About Psychology* (10th Ed.) Boston:
      Allyn & Bacon. ISBN: 9780205914128   (Used 9th Ed. not acceptable substitute)

 Zeisset, R. M. (2009), *Statistics & Measurement: An Introduction* (4th Ed.) Gainesville,
       FL: Center for Applications of Psychological Type. ISBN 978-0-935652-90-1

Course Objectives, CACREP Standards, and Assessments: (course objectives are aligned with CACREP 2009 Standards which are posted at the "Introduction to Counseling" Blackboard site):

The Doane MAC program requires students demonstrate competency in knowledge and skills in the eight common core counseling curricular areas, including: professional orientation and ethical practice; social and cultural diversity; human growth and development; career development; helping relationships; group work; assessment; and research and program evaluation (CACREP II G). In addition, competency and accountability are assessed through performance of not only the student, but also of the Doane MAC program by collecting data,

assessing that data, along with a thorough evaluation process which provides for an open, ongoing assessment practice.

Each Doane MAC course calls for 36 hours of in-class room instruction along with an estimated minimum of 50 to 60 hours of out-of classroom preparation.

The following matrix addresses key components of this course and assessment artifacts.

Course Objectives (student learning outcomes)	CACREP Standards Addressed	CACREP Standards Assessed	Direct Assessment Artifacts	Indirect Assessment Artifacts
#1 Ability to be a good consumer of research through critical reading & evaluating research	II.G.8.a, b,d, e, f IV.I.1, 2	II.G.8.a, b,d, e, f IV.I.1, 2	Final critique Key concepts paper Terms & concepts exam	Chapter summaries Practice critiques Quizs 4, 5 Class discussion
#2 Understanding basic statistical & measurement techniques used in research & how they are interpreted	II.G.7.c-e II.G.8.c	II.G.7.c-e II.G.8.c	Statistics & measurement exam	Quizs 1-3 Class discussion
#3 Familiarity with various models of research	II.G.8.b, d, e, f IV.I.1, 2	II.G.8.b, d, e, f IV.I.1	Key concepts paper Terms & concepts exam	Quizes 4, 5 Class discussion
#4 Understanding value of research & importance of basing counseling practice on solid research foundations	II.G.8.a, b,d, e, f IV.I.1, 2	II.G.8.a, b,d, e, f IV.I.1	Key concepts paper Terms & concepts exam	Class discussion

Direct assessment artifact abbreviations are as follow: DLA-direct learning artifact, quizzes, exams, PDP-professional development plan, NLGA-non-graded learning assessments, video/audio taping, SD-skill demonstration SAA-signature assignment artifact, SPA-supervised practical application, RW-reflective writing RU-rubric PPE, PIS-professional identity statement, TO-theoretical orientation, MS-mission statement.

Indirect assessments artifact abbreviations are as follow: SA-self-assessment, PPE-professional performance evaluation by instructor, DB-discussion board.

CACREP Standards
II.G.7 c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
7.d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);
7.e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);

II.G. 8. studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:
8.a. the importance of research in advancing the counseling profession;
8.b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;
8.c. statistical methods used in conducting research and program evaluation;
8.d. principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications;
8.e. the use of research to inform evidence-based practice; and
8.f. ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

IV.I 1. Understands how to critically evaluate research relevant to the practice of clinical mental health counseling.
I.2. Knows models of program evaluation for clinical mental health programs.

Teaching Strategies: This is an interactive course that includes a high level of pre-class preparation, followed by classroom participation. Reading all of both texts, class discussion of topics, lectures, demonstrations, and exercises are utilized. Because many students approach statistics and research with fear and trepidation, the course encourages taking a calm, unflustered approach to these topics, offering relaxation techniques as an aid. In addition, a variety of strategies are offered for managing test anxiety. Comprehensive summaries, with reflections and reactions, are prepared by the student for all assigned readings in the Stanovich text to aid learning and monitor understanding. Critical reading of research is fostered through five sets of critiquing questions, used on four articles during the course, two of which are done independently by the student. A final project requires synthesizing course content.

Basis for Student Assessment: Students will demonstrate the accurate assessment of skills and of knowledge at throughout the course by completing various assessments at a minimum of a "meets expectations level (80 % and above)". In addition, students complete self-assessments as well as an evaluation of the course.

The instructor will utilize various rubrics to assist in assigning final grades, signature

assignments, and in determining the course PPE. Signature assignments are major learning activities. The instructor will complete a Professional Performance Evaluation (PPE) of the student in LiveText.

Evaluation will be based on class participation, projects assigned, student presentations, an exam on statistics and measurement concepts, reflections on assessment text material, and a paper on a relevant topic.

Class Participation. **Attendance at all class sessions is expected.** A student missing a class is requested to let the instructor know in advance, if possible. To partially offset the loss of class participation points for the session, the student may demonstrate grasp of the material from that session in a paper or other format agreed to by the instructor, but will not be reminded to do this. A student missing more than two sessions should not expect to pass the course. Class participation is 15% of the final grade and is based on quality as well as quantity of participation.

Chapter summaries. Students prepare a one-page summary of each assigned chapter in the Stanovich text, approximately 2/3 content summary and 1/3 reflection on the content. An example of a Stanovich chapter summary, for the reading for the first class session, is provided. All other summaries are due at the beginning of class on the date for which assigned. These summaries constitute 5% of the final grade in the course.

Statistics and measurement. Early weeks of the class focus on basic descriptive and inferential statistics and measurement concepts of reliability and validity. Mastery of these areas are assessed by three quizzes and an *objective exam.* This exam is 15% of the final course grade.

Critiquing Articles. As knowledge is gained about key components of research, application of that knowledge in actual critiquing of research is the focus. A list of questions about different aspects of a research study are the basis for five *critiquing assignments.* Two articles are critiqued in class before students attempt the critique on their own completed during the following week. These five critiques constitute 5% of the final grade.

Final project. The final project, due at the last class session, has two parts: A critique of a full published article, using the same questions as the five individual critique assignments, is completed. The second part is a listing and brief description of the 20 most important concepts covered in the course, in the student's judgment. The final project is 30% of the course grade.

Research Terms and Concepts Exam. A multiple-choice exam covering non-statistical terms and concepts is given during the last class session. This exam is 15% of the course grade.

Self-evaluation. Each student completes a self-evaluation of his or her performance in the course, to be completed by the last session. The student awards himself or herself a grade that is 10% of the final grade.

Quizzes. Five quizzes will be given during the course, three covering statistics and measurement and two covering research concepts, to help students prepare for the two exams. These quizzes are 5% of the course grade.

It is preferred that all assignments submitted for this course are typed. To facilitate this process, formats for critiques and self-evaluations are available electronically.

Grading*:* Final letter grades will be assigned based on the following grade equivalents:

A+	98-100	B+	87-89	C+	77-79
A	93-97	B	83-87	C	73-77
A-	90-92	B-	80-82	C-	70-72

Note: This table is given as a general guideline. Course assignments and the exact final letter grade are at the discretion of the instructor. To complete the course satisfactorily, a minimum grade of B- is required.

Remediation of Identified Deficits: The student will be responsible for initiating a collaborative process with the instructor to improve any perceived deficits of performance.

Rubric Descriptions: Participation in the Professional Learning Community (classroom, etc.) is reflected in rubrics for Teamwork, Professional Performance Evaluation, Oral Communication Skills, and Writing which are found at the "Introduction to Counseling" Blackboard site. Rubrics specific to this course are also found at the "Introduction to Counseling" Blackboard site.

LiveText/Blackboard Usage: LiveText and Blackboard will be utilized to collect various artifacts that can represent the student's body of work. For example, signature artifacts are major assessments of knowledge, skill, and practice that are grounded in CACREP and best practice standards and are associated with various assessment rubrics and are integrated in LiveText. The online portfolio is maintained in the student's personal file on the LiveText website. There may be a number of artifacts that are appropriate for inclusion—see the instructor for details.

Website Resources: Will be identified by instructor as needed.

Classroom Conduct, Confidentiality & Ethics: Conduct in the learning environment in the classroom as well as outside the classroom setting is representative of the professional standards and is expected to be of the highest standard.   Further explanation of these standards is found at the "Introduction to Counseling" Blackboard site.

Cell Phone Use*:* Cell phones should be turned off and not visible during class. Disregard for this request may affect your evaluations. If professional and personal reasons necessitates its use, it must be with the instructor's permission, and used discretely.

Accommodating Students with Special Learning Needs*:* Students who believe that they may need accommodations in this class are encouraged to contact the instructor as soon as possible to ensure that accommodations are implemented in a timely fashion.

Writing: Times New Roman 12 point font and APA style for all papers and documents excluding reflective journals or as assigned by the instructor is the required format. Students are

encouraged to access the A Quick Guide to APA Style, 10th edition (March 2014), complied by Ray M. Zeisset, PhD., Doane Master of Arts in Counseling faculty is an invaluable resource guide, and is found on the "Introduction to Counseling" Blackboard site. The Master of Arts in Counseling Writing Rubric is also found on the "Introduction to Counseling" Blackboard site allowing the student to self-assess their written work.

Statement about Diversity: The Master of Arts in Counseling program as a whole is committed to social justice. The Master of Arts in Counseling program cherishes the dignity of each individual regardless of age, culture, faith, ethnicity, race, gender, sexual orientation, language, disability or social class. The department emphasizes the importance of diversity and multicultural influences on development in each course, work and research, as well as throughout the practicum and internship training.

Questions, Concerns, Grievances: Feel free to schedule an appointment to talk with the instructor, if you have follow-up issues to discuss; if you feel there is a problem or misunderstanding; or if you have a question or complaint. In addition, you may contact the Dean regarding any concerns. Formal grievance procedures are outlined in the Doane MAC Student Handbook.

Plagiarism and Collaboration: The Master of Arts in Counseling program recognizes that the open exchange of ideas plays a vital role in the academic endeavor, as often it is only through discussion with others that one is fully able to process information or to crystallize an elusive concept.

Students who, for whatever reason, submit work either not their own or without clear attribution to its sources will be subject to disciplinary action up to and including requirement to withdraw from the Master of Arts in Counseling program.   Further explanation of issues relating to plagiarism is found in the Student Handbook.

Changes in Syllabus: Circumstances may occur which require adjustments to the syllabus. Changes will be made public at the earliest possible time.

Tentative Class Schedule – Research in Counseling
All assignments due at class time for that week

Week	Topics & CACREP Standards Addressed [in brackets]	Readings	Direct & Indirect Artifacts
1	Scientific Method; Reading, Thinking Critically [II.G.8.a] APA Style and Communicating Research [II.G.8.a]	Stanovich Ch. 1 Zeisset Ch. 1	Class discussion
2	Theories and Falsifiability [II.G.8.a] Frequency Distributions & Levels of Measurement [II.G.7.c] Measures of Central Tendency and Variability [II.G.7.c]	Stanovich ch 2 Zeisset ch 2 (2-27)	Chapter summaries Statistics exercises
3	Research Questions & Hypotheses [II.G.8.a, b] Operational Definitions [II.G.8.a] Correlation [II.G.7.c] Critiquing the Introduction [IV.I.1]	Stanovich Ch. 3, 5 Zeisset Ch. 2 (p. 28-36) & Ch. 7	Chapter summaries Statistics exercises
4	Samples and Tests of Significance [II.G.7.c] Hypothesis Testing and Errors [II.G.7.c] Artificiality is a Strength [II.G.8.a, e, f] Critiquing the Sample [IV.I.1]	Stanovich Ch. 7 Zeisset Ch. 3 & 8 (131-139), App. B	Chapter summaries *Quiz 1, Descrip. Statistics* Critique 1 Statistics exercises
5	Connectivity and Convergence [II.G.8.a, e, f] Reliability and Validity [II.G.7.d, e] Independent and Dependent Variables [II.G.8.a, e, f] Critiquing Criteria, Variables, and Measures [IV.I.1]	Stanovich Ch. 8 Zeisset Ch. 4, Ch. 5, & Ch. 8 (p. 139-147)	Chapter summaries *Quiz 2, Inferential Statistics* Critique 2
6	Testimonials and Case Study Evidence [II.G.8.a, e, f] Looking for Confounding Variables [II.G.8.a, e, f] Critiquing the Research Design [IV.I.1] Applying statistics & measurement knowledge [II.G.7.c, d, e]	Stanovich Ch. 4, 6 Zeisset: Ch. 8 (p. 147-155)	Chapter summaries *Quiz 3, Reliability/Validty* *Quiz 4, Research 1* Critique 3
7	Critiquing Results, Discussion and Abstract [IV.I.1]	Zeisset: Ch. 9	*Statistics & Measurement Exam* Critique 4

8	Multiple Causation, Probabilistic Reasoning [II.G.8.a, e, f] Actuarial vs. clinical prediction [II.G.8.a, e, f] Qualitative research [II.G.8.b] Designing research, program evaluation [II.G.8.d; IV.I.2] Discuss Final Projects [II.G.8.a-f; IV.I.1]	Stanovich Ch. 9, 10,11	Chapter summaries *Quiz 5, Research Concepts 2* Critique 5
9	Final Projects due Course wrap-up	Stanovich Ch. 12	*Research Concepts Exam* Discussion of final projects (no chapter summary required)