



DOANE UNIVERSITY

SYLLABUS

COU 675 Research in Counseling

Course Content

<i>Course Number:</i>	COU 675
<i>Course Title:</i>	Research in Counseling
<i>Course Dates:</i>	Spring Term 2020(March 9 th – May 9 th)
<i>Credit Hours:</i>	3 Credits
<i>Instructor:</i>	Staff
<i>Office Phone:</i>	
<i>Office Email:</i>	
<i>Office Hours:</i>	By Appointment
<i>Meeting Times:</i>	Tuesdays, 6:00-10:30 p.m.

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 also 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.

Course Objectives:

1. Ability to be a good consumer of research through critical reading & evaluating research [CACREP 2.F.8.a]
2. Understanding basic statistical and measurement techniques used in research and how they are interpreted and utilized [CACREP 2.F.7g; 2.F.7h; 2.F. 8h; 2.F. 8i]
3. Familiarity with various models of research and program evaluation [CACREP 2.F.8.d; 2.F.8.e; 2F.8.f; 2.F.8.g]
4. Understanding the value of research and the importance of basing counseling practice on solid research foundations [CACREP 2.F.8.a; 2.F.8.b; 2.F.8.c; 2.F.8.d; 2.F.8.j]

REQUIRED TEXTS:

Stanovich, K. E. (2013). *How to Think Straight About Psychology* (10th Ed.) Boston: Allyn & Bacon. ISBN: 9780205914128

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

SUPPLEMENTAL TEXT:

Supplemental readings, including Appendix G, Introducing Qualitative Research, and Appendix H, Program Evaluation and Needs Assessment: A Practical Introduction will be assigned in class and will be posted and available on the class's blackboard page, as will be the articles for critiquing.

CACREP Standards Addressed in this Course

Prog Object	Identifier	Standard	Method of Instruction	Assessment
7	2.F.7.g	statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations	Lecture Class Discussion Exercises	Quizzes 1-2; Statistics & measurement exam
7	2.F.7.h	reliability and validity in the use of assessments	Lecture Class Discussion	Quiz 3; Statistics & measurement exam
7,8	2.F.8.a	the importance of research in advancing the counseling profession, including how to	Lecture Class Discussion	Practice critiques and final critique;

		critique research to inform counseling practice		Chapter reflections; Quizzes 4 & 5; Terms & concepts exam
7	2.F.8.b	identification of evidence-based counseling practices	Lecture Class Discussion	Chapter reflections
7	2.F.8.c	needs assessments	Lecture Class Discussion	Chapter reflections
7	2.F.8.d	development of outcome measures for counseling programs	Lecture Class Discussion	Chapter reflections
8	2.F.8.e	evaluation of counseling interventions and programs	Lecture Class Discussion	Chapter reflections; Quizzes 4 & 5; Terms & concepts exam
7	2.F.8.f	qualitative, quantitative, and mixed research methods	Lecture Class Discussion Project	Chapter reflections; Terms & concepts exam
7	2.F.8.g	designs used in research and program evaluation	Lecture Class discussion Project	Practice critiques; Chapter reflections; Terms & concepts exam
7	2.F.8.h	statistical methods used in conducting research and program evaluation	Lecture Class Discussion Exercises	Quizzes 1-3; Statistics & measurement exam;
7	2.F.8.i	analysis and use of data in counseling	Lecture Class Discussion	Quizzes 1-3; Statistics and measurement exam
7,8	2.F.8.j	ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation	Lecture Class Discussion	Chapter reflections; Terms & concepts exam

Measurement of Outcomes

Assignments (Direct):

- Statistics and Measurement exam (Week 7)
- Research Terms and Concepts exam (Week 9)
- 5 quizzes to assist in preparation for the exams
- Critiques of an assigned article are prepared
- Final project includes a complete article critique and listing and discussion of 20 key concepts from the course

Instructor Evaluations (Indirect):

- Class participation will be evaluated for quality as well as quantity.
- Guided reflections on assigned Stanovich text chapters and supplemental readings are submitted.
- Each student completes a self-evaluation of his or her performance in the course

Instructional Methods

This is an interactive course that includes a high level of pre-class preparation, followed by classroom participation. Reading all of both texts and supplemental readings, 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, strategies are offered for managing test anxiety. Guided reflections are prepared by the student for assigned readings in Stanovich and supplemental readings 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.

Suggestions for getting the most out of this Course

1. Read the content of this syllabus and ask any questions you have.
2. Complete all reading and other assignments prior to class meeting times.
3. Ask questions about anything that you aren't sure about or are confused by (you probably won't be the only one wondering).
4. Participate, participate, participate! The more that you are involved the more you will get out of the class.

Course Requirements

Assignments (Direct):

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 is assessed by three quizzes and an *objective exam*. This exam is 15% of the final course grade.

Research Terms and Concepts Exam. A multiple-choice exam covering non-statistical terms and concepts is given during the last class session. Two quizzes in previous weeks help the student prepare for the exam, which is 15% of the course grade.

Quizzes. The five quizzes that prepare the student for the exams together are 5% of the course grade.

Critiquing Articles. As knowledge is gained about key components of research, application of that knowledge in actual reading and critiquing of research is the focus. 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 of a third article 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 what the student considers the 20 most important concepts covered in the course. The final project is 25% of the course grade.

Instructor Evaluations (Indirect):

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 reflections and exercises. For each assigned chapter in the Stanovich text, the student answers questions on LiveText designed to assure the student has a solid grasp of the material and the implications for professional practice and application. All LiveText

reflections submissions are due the day before the date for which assigned. In addition, there are qualitative research and program evaluation exercises that with the guided Stanovich reflections constitute 15% of the final grade in the course.

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 5% of the final 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.

Evaluation Criteria

Final Grade

The final grade will be based on the following criteria:

Statistics & measurement exam, 15%; Research terms & concepts exam, 15%; 5 quizzes, 5%; Early critique assignments, 5%; Chapter reflections and Qualitative Research and Program Evaluation exercises, 15%; Self-evaluation, 5%; Class participation, 15%; Final project, 25%.

Grading Scale:

A+	100-97	B+	89.9-87	C+	79.9-77	D+	69.9-67	F	Below 60
A	96.9-93	B	86.9-83	C	76.9-73	D	66.9-63		
A-	92.9-90	B-	82.9-80	C-	72.9-70	D-	62.9-60		

Expectations

1. *Attendance and Participation:* It is expected that you will attend every class meeting prepared to participate. Being prepared means that you have completed all assigned readings and any other assignments due that day prior to attending class. Should you miss **MORE THAN TWO CLASSES** you will not receive a passing grade for this class.

2. *Classroom Behavior:* Students are expected to act as adult graduate students. This means that you are to be open to assessing and evaluating all student comments as well as being open to having your own comments assessed and evaluated. Graduate learning is an on-going collaborative process. Therefore, students should be respectful and open to all others in the classroom. Students should be professional at all times: being on time, being respectful, being prepared, being attentive, being open to learning, and so forth.
3. *Late Assignments.* Students will receive a point deduction for all late assignments. This includes all chapter reflections and research critiques, which should be completed prior to class meeting time, or a day ahead in the case of reflections. The instructor will not be available to help with technological issues the day of class, so you are encouraged to complete reading assignments and questions any day prior to class day.
4. *Use of Technology:* Because any use of computers or phones tends to disrupt focus and interaction, use of technology during class time is generally inappropriate. Special needs should be discussed with the instructor. Should you be on call and need to make a call/text please leave the classroom as talking or texting could distract others from learning. Be respectful to the instructor and other students in any use of technology in the classroom.
5. *Plagiarism:* Any work that you turn in during this class must be your own work. Any use of others work (i.e., research papers, journal articles, etc.) must be cited using APA format. Students who do not cite work correctly and give ownership of others' work will at minimum be given a zero for that assignment.

Tentative Schedule

Week	Topics & CACREP Standards Addressed [in brackets]	Readings	Assignments
1	Scientific Method; Reading, Thinking Critically [2.F.8.a] APA Style and Communicating Research [2.F.8.a]	Stanovich Ch. 1 Zeisset Ch. 1	Class discussion
2	Theories and Falsifiability [2.F.8.a] Frequency Distributions, Levels of Measurement, Measures of Central Tendency and Variability [2.F.7.g; 2.F.8.h]	Stanovich ch 2 Zeisset ch 2 (2-27)	Chapter reflections Statistics exercises

3	<p>Research Questions, Hypotheses, & Operational Definitions [2.F.8.a] Correlation [2.F.7.g; 2.F.8.h] Critiquing the Introduction [2.F.8.a]</p>	<p>Stanovich Ch. 3, 5 Zeisset Ch. 2 (p. 28-36) & Ch. 7</p>	<p>Chapter reflections Statistics exercises</p>
4	<p>Samples, Tests of Significance, Hypothesis Testing and Type I & II Errors [2.F.7.g; 2.F.8.h] Testimonials and Case Study Evidence [2.F.8.b] Artificiality is a Strength [2.F.8.a] Critiquing the Sample [2.F.8.a; 2.F.8.j]</p>	<p>Stanovich Ch. 4, 7 Zeisset Ch. 3 & 8 (131-139), App. B</p>	<p>Chapter reflections <i>Quiz 1, Descrip. Statistics</i> Critique 1 Statistics exercises</p>
5	<p>Connectivity and Convergence [2.F.8.a] Reliability and Validity [2.F.7.h] Independent and Dependent Variables [2.F.8.a] Multiple Causation [2.F.8.a] Critiquing Criteria, Variables, and Measures [2.F.8.a]</p>	<p>Stanovich Ch. 8, 9 Zeisset Ch. 4, 5, & 8 (p. 139-147)</p>	<p>Chapter reflections <i>Quiz 2, Inferential Statistics</i> Critique 2</p>
6	<p>Looking for Confounding Variables [2.F.8.a] Critiquing the Research Design [2.F.8.g] Qualitative Research introduction[2.f.8.f] Applying statistics & measurement knowledge [2.F.7.g; 2.F.7.h; 2.F.8.h; 2.F.8.i]</p>	<p>Stanovich Ch. 6 Zeisset: Ch. 8 (p. 147-155), Ap. G</p>	<p>Chapter reflections <i>Quiz 3, Reliability/ Validity</i> <i>Quiz 4, Research 1,</i> Critique 3</p>
7	<p>Critiquing Results, Discussion and Abstract [2.F.8.a; 2.F.8.j] Qualitative Research continued[2.F.8.f; 2.F.8.g] Program Evaluation and Needs Assessment [2.F.8.c; 2.F.8.3]</p>	<p>Zeisset: Ch. 9, Ap. H</p>	<p><i>Statistics & Measurement Exam</i> Critique 4</p>
8	<p>Probabilistic Reasoning, Actuarial vs. clinical prediction [2.F.8.a] Designing research, program evaluation [2.F.8.c; 2.F.8.d; 2.F.8.e; 2.F.8.g] Discuss Final Projects [2.F.8.a]</p>	<p>Stanovich Ch. 10,11</p>	<p>Chapter and reading reflections <i>Quiz 5, Research Concepts 2</i> Critique 5 Qualitative Research, Program evaluation exercise</p>
9	<p>Final Projects due Course wrap-up Program evaluation application [2.F.8.c; 2.F.8.e]</p>	<p>Stanovich Ch. 12 (no chap. reflections required)</p>	<p><i>Research Concepts Exam</i> Discussion of final projects</p>

Course Declarations

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.

Academic Support Center: The Academic Support Center (ASC) is located in room 204 of the Fred Brown Building on the Lincoln campus. ASC offers academic support in the areas of time management, study strategies, note taking, test taking, math, reading, and writing for students enrolled at all three campus settings. Free tutoring and free one-on-one meetings are available to provide assistance in these areas. Additionally, free proofreading of final drafts of papers is available 24/7. To sign up for the proofreading service or to make a tutor or one-on-one appointment, email the director at: terese.francis@doane.edu.

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.

Non-Discrimination Policy

Applicants for admission and employment or professional agreements with the University are hereby notified that this institution does not discriminate on the basis of race, color, religion, sex, genetic information, national origin, disability, age, marital status, sexual orientation or any other protected class recognized by state or federal law in admission or access to, or treatment, or employment in its programs and activities. Sexual Harassment and sexual violence are prohibited forms of sex discrimination.

Title IX Policy Statement

It is the policy of Doane University not to discriminate on the basis of gender in its educational programs, activities or employment policies as required by Title IX of the 1972 Education Amendments.

Inquiries regarding compliance with Title IX may be directed to the Director of Human Resources, Doane University, 1014 Boswell Avenue, Crete, NE 68333 or to the *Director of the Office for Civil Rights*, Department of Health, Education, and Welfare, Washington, D.C., 20202.

Academic Integrity

The faculty expect students to pursue their work with academic integrity. A copy of the policies concerning academic honesty may be obtained from the office of the Vice

President for Academic Affairs in Crete or from the Dean of each program. Any breach of academic integrity may result in immediate suspension from the program.

Access/Services for Students with Disabilities

The Rehabilitation Act of 1973 (section 504) and the Americans with Disabilities Act (ADA) provide that "no otherwise qualified disabled individual in the United States shall, solely on the basis of disability, be denied access to, or the benefits of, or be subjected to discrimination under any program or activity provided by any institution receiving federal financial assistance." This regulation requires that Doane programs be accessible to the disabled, but it does not require that every building or part of a building be accessible. Thus, it may be necessary to reschedule classes to accessible classrooms or to take other steps to open one of the programs to students with mobility impairments.

1. Students interested in services related to a disability should notify the university of any special circumstances that would affect their ability to compete equally in the college environment. To assist the university in providing services, documentation of such disabilities must be provided by qualified professionals upon request.
2. While students are encouraged to self-identify at the earliest possible time, they can access services at any time by initiating the process described in number one above.
3. To initiate this process, students are encouraged to contact the Office of Graduate Studies before beginning classes so their needs can be anticipated, reviewed, and accommodated.

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