



# 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>	Winter II, 2017
<i>Credit Hours:</i>	3 Credits
<i>Instructor:</i>	Ray M. Zeisset, Ph.D.
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<i>Office Email:</i>	ray.zeisset@doane.edu
<i>Office Hours:</i>	By Appointment
<i>Meeting Times:</i>	Mondays, 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; 2.F.8.f; 2.F.8.g]

#4 Understanding value of research and 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 TEXT:**

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* (4<sup>th</sup> Ed.) Gainesville, FL: Center for Applications of Psychological Type. ISBN 978-0-935652-90-1

CACREP Standards Addressed in this Course
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Identifier	Standard	Assessment
2.F.7.g	statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations	Quizzes 1-2; Statistics & measurement exam; Class discussion
2.F.7.h	reliability and validity in the use of assessments	Quiz 3; Statistics & measurement exam; Class discussion
2.F.8.a	the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice	Practice critiques and final critique; Chapter summaries; Quizzes 4 & 5; Terms & concepts exam
2.F.8.b	identification of evidence-based counseling practices	Chapter summaries; Class discussion
2.F.8.c	needs assessments	Chapter summaries; Class discussion
2.F.8.d	development of outcome measures for counseling programs	Chapter summaries; Class discussion
2.F.8.e	evaluation of counseling interventions and programs	Chapter summaries; Class discussion; Quizzes 4 & 5; Terms & concepts exam

2.F.8.f	qualitative, quantitative, and mixed research methods	Class discussion
2.F.8.g	designs used in research and program evaluation	Practice critiques; Class discussion
2.F.8.h	statistical methods used in conducting research and program evaluation	Quizzes 1-3; Statistics & measurement exam; Class discussion
2.F.8.i	analysis and use of data in counseling	Quizzes 1-3; Statistics and measurement exam; Class discussion
2.F.8.j	ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation	Chapter summaries; Class discussion

### Measurement of Outcomes

**Assignments (Direct):**

- A Statistics and Measurement exam (Week 7)
- A 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 of 20 key concepts

**Instructor Evaluations (Indirect):**

- Class participation will be evaluated for quality as well as quantity.
- Summaries and reflections on assigned Stanovich text chapters 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, 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. 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.

### 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 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 are 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. The five quizzes together are 5% of the 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.

## 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 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.

*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.

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
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### 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 summaries, 5%; Self-evaluation, 10%; Class participation, 15%; Final project, 30%.

### Grading Scale:

<b>A+</b>	100-97	<b>B+</b>	89.9-87	<b>C+</b>	79.9-77	<b>D+</b>	69.9-67	<b>F</b>	Below 60
<b>A</b>	96.9-93	<b>B</b>	86.9-83	<b>C</b>	76.9-73	<b>D</b>	66.9-63		
<b>A-</b>	92.9-90	<b>B-</b>	82.9-80	<b>C-</b>	72.9-70	<b>D-</b>	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 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. *Use of Technology:* Students are asked to behave as graduate students. 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.
  
4. *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 [2.F.7.g; 2.F.8.h] Measures of Central Tendency and Variability [2.F.7.g; 2.F.8.h]	Stanovich ch 2 Zeisset ch 2 (2-27)	Chapter summaries Statistics exercises

3	<p>Research Questions, Hypotheses, &amp; 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) &amp; Ch. 7</p>	<p>Chapter summaries  Statistics exercises</p>
4	<p>Samples, Tests of Significance, Hypothesis Testing and Errors [2.F.7.g; 2.F.8.h]  Artificiality is a Strength [2.F.8.a]  Critiquing the Sample [2.F.8.a; 2.F.8.j]</p>	<p>Stanovich  Ch. 7  Zeisset Ch. 3 &amp; 8 (131-139), App. B</p>	<p>Chapter summaries  <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]  Critiquing Criteria, Variables, and Measures [2.F.8.a]</p>	<p>Stanovich  Ch. 8  Zeisset Ch. 4, 5, &amp; 8 (p. 139-147)</p>	<p>Chapter summaries  <i>Quiz 2, Inferential Statistics</i>  Critique 2</p>
6	<p>Testimonials and Case Study Evidence [2.F.8.b]  Looking for Confounding Variables [2.F.8.a]  Critiquing the Research Design [2.F.8.g]  Applying statistics &amp; measurement knowledge [2.F.7.g; 2.F.7.h; 2.F.8.h; 2.F.8.i]</p>	<p>Stanovich  Ch. 4, 6  Zeisset: Ch. 8 (p. 147-155)</p>	<p>Chapter summaries  <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]</p>	<p>Zeisset: Ch. 9</p>	<p><i>Statistics &amp; Measurement Exam</i>  Critique 4</p>
8	<p>Multiple Causation, Probabilistic Reasoning, Actuarial vs. clinical prediction [2.F.8.a]  Qualitative research [2.F.8.f]  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. 9, 10,11</p>	<p>Chapter summaries  <i>Quiz 5, Research Concepts 2</i>  Critique 5</p>
9	<p>Final Projects due  Course wrap-up</p>	<p>Stanovich  Ch. 12</p>	<p><i>Research Concepts Exam</i>  Discussion of final projects  (no chapter summary required)</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.

**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.