

Fall 2015

CE 621 Syllabus: Research Design

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Recommended Citation

Austinson, Julie, "CE 621 Syllabus: Research Design" (2015). *Counselor Education Syllabi*. 180.
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Winona State University
Department of Counseling Education
CE 621: Research Design
Fall 2015

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Phone: None. Email me and I will call you.
E-mail: jaustinson@winona.edu
Office Hours: By appointment

Course Location: 105 Singley Hall

Time: Mondays 5:00-8:00pm

Face-to-Face Days: 9/21, 10/5, 10/19, 11/2, 11/16, and 11/30

Course Description: This course provides an overview of the fundamentals of research design and program evaluation in counseling. Current methods of research design and program evaluation in counseling practice and school settings will be discussed.

This course is taught through a combination of teaching methods, including but not limited to: class lectures, guest speakers small and large group discussions, experiential class activities, videos, and simulations.

Prerequisite: basic statistics course

Required Text:

McLeod, J. (2015). *Doing Counselling Research, 3rd edition*. Thousand Oaks, CA: Sage Publications.

Patten, M.L. (2014). *Understanding Research Methods: An Overview of the Essentials, 9th edition*. Glendale, CA: Pycszak Publishing.

Other supplemental readings will be available on Desire to Learn (D2L) at <https://winona.ims.mnscu.edu/>. You can access D2L with your Warrior ID and password.

Other Materials:

For this course (and other courses), you will need a way to record inter views. I prefer that students use MP3 devices or others which will allow upload of the audio/sound files to the computer so they can be heard through iTunes or similar software.

Course Objectives:

The course objectives encompass one area of critical importance to the practice of professional counseling: research design and program evaluation. The following specific objectives for this course are the 2009 CACREP standards for these areas:

Students will:

- a. articulate the importance of research in advancing the counseling profession;

- b. differentiate research methods such as qualitative, quantitative, single-case design, action research, and outcome-based research;
- c. use qualitative and quantitative methods in conducting research and program evaluation such as interviewing, data coding, data analysis, and statistical interpretation;
- d. demonstrate principles, models, and applications of needs assessment and program evaluation, and use findings to effect program modifications;
- e. use research to inform evidenced-based practice; and
- f. practice ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

Course Requirements:

1. Attendance and Participation (up to 10 points for each face-to-face class = for a total of 60 points)

Students are required to attend all class sessions. You should be an active member of this class, and it is expected that you will be an engaged learner, bringing energy and enthusiasm to every class. To be an engaged learner, one must read assignments and learn key concepts well enough to be able to discuss them in class, and to be able to ask questions about concepts you did not understand in your reading. Class participation is expected and is part of your grade. I will attach a sample rubric to give an idea of the participation expectations. If you feel you did not have an opportunity to contribute as you would have liked, you are welcome to submit your response to the posts made available in D2L under Discussions.

If you need to miss a class because of an illness or emergency, you are expected to contact the instructor before the missed class or as soon as possible.

Inclement weather may interfere with class. Always use your best judgment when determining if it is safe to travel. The instructor will notify students of cancellation by 2pm the day of class. Notification will be made via the D2L announcements, the WSU homepage, and WSU email.

2. Modules, Paper (450 total points)

Text readings, supplemental readings, assignments, projects, etc. will be posted in Modules. Assignments are to be submitted to the Dropbox no later than midnight of the day of the posted deadline. Follow the directions in each Module to demonstrate your understanding of the reading. For some of the modules, you will also be required to complete textbook assignments from the Patten text. If this is the case, type your answers to each question from that text and upload to the D2L Dropbox.

There may be some in class assignments and quizzes which will be used as formative assessments and will not be entered into the grade book.

Assignments are expected on time. If for some reason a student has difficulty meeting the course expectations, the student is responsible for notifying the instructor immediately to work out an alternate plan, if agreed upon by the instructor and the student. Late assignments without instructor permission will result in a reduction in the grade.

Modules (20 points each x 8 modules = 160 points total)

Since we will be meeting every other week, you will have assignments due to D2L on most of the dates we do not meet. These will be listed under Content on D2L in Modules. Follow the directions in each Module to demonstrate your understanding of the reading. For some of the modules, you will also be required to complete textbook assignments from the Patten text. If this is the case, type your answers to each question from that text

and upload to the D2L Dropbox. All assignments are due on the date on the course schedule by midnight. Late assignments will not be accepted, except in an emergency.

Research Paper

A. Research Paper Outline (30 points)

Using the sample on the next page of this syllabus, write an outline of your research proposal. This outline should be in *sentence format*; that is, be sure to write at least one sentence to show your main point for each 'arrowed' part of the outline. These should be uploaded to the Dropbox on D2L on the day it is due.

B. Prospectus/Purpose of your study (60 points)

Using the Research Paper Outline, you will develop a research prospectus, which is a preliminary plan for conducting a study. This is not a detailed, technical research proposal, but rather, a planful analysis of the issues you are likely to confront in such a study. In essence, it is a preliminary proposal. In completing this 4-page prospectus, you should be sure to include at least the following:

Research Problem. What is the research problem you are trying to solve? [A problem is a situation that, left untreated, produces a negative consequence for some group, institution or individual(s). "Girls score lower on technology attitude scales than boys" isn't necessarily a problem; "girls are less inclined to pursue careers in technology-related fields" is.] What makes it a problem? For whom? Who says so?

Rationale. What is the rationale for your study? Why is it important to the field, clients, etc.?

Literature Review. What, in general, does the literature say about your topic? [This need not be a complete review, but you should cite some of the major theory, research and writers in the field.]

Research Questions. Based on your problem, what are the research questions you are trying to answer? Why and how will answering these questions contribute to solving the research problem? Remember...a research question can be answered ONLY with data or information.

General Research Plan. In general, how would you propose to conduct this research study so that it answers your research questions? What kind of data will you gather (specify type, such as surveys, observations, interviews...or some combination of these types)? From whom will you gather it? Why them? How will you reduce the data - make sense of it? How will you assure that the data are of high quality?

Theoretical Perspective. What theoretical perspective will frame your study? For example, "theoretically," how would you explain this problem and the results you suspect you might get to another scholar? (Do you take a behavioral view? Social systems view?) Are there other theoretical orientations that should be considered in the design of your study?

This should be a well-thought out and written paper. It will be the beginning of your final research paper for the course (and possibly your Capstone). The manuscript may be modified throughout the

duration of the course, but should give clear direction on where you intend to go with your final paper and research study proposal.

C. Methods/How you will conduct your study (60 points)

Developed from the Research Paper Outline, you will formulate the Methods section of a research proposal for this assignment. The Methods section provides the methods and procedures used in a research study or experiment. You should provide detailed information on the research design, participants, equipment, materials, variables, and actions taken by the participants. The methods section should provide enough information to allow other researchers to replicate your experiment or study. The method section should utilize subheadings to identify each subsection. These subsections typically include: Participants, Materials, Design, and Procedure.

D. Final Paper (150 points)

The culmination of this class is the development of the outline, Paper 1 and Paper 2 into a well-developed research manuscript. This final paper should be carefully cited, edited and proofread as if you were going to submit it to a publisher.

Class members will work individually to develop a research paper. Each student complete a comprehensive examination of the literature about that topic/category. This research will be compiled into a paper, which should include an introduction, a literature review, a methods section, and a discussion of the expected findings in relation to the findings in the literature.

Your paper should be no longer than 12 pages (not including title and reference pages), double spaced, using APA format (APA manual, 6th edition). You must include at least 8-10 references. You may find it difficult to stay within the page limit, but it is great practice to work on “cleaning” up your writing so that you are concise and to-the-point, while still using your best writing skills. Your APA manual should be able to help with the process of writing in this manner. A general outline is displayed below.

Note: There is a great example on pages 41-51 of your APA 6th edition of a manuscript. Your paper should look very similar to this sample.

Introduction and Literature Review

- ⇒ States the purpose of the study
- ⇒ Cites earlier work on the problem (review of literature)
- ⇒ States what the study will contribute to understanding the problem

Method

- ⇒ General
 - Another person could replicate your study based only on a reading of your method section
 - A reader could evaluate your study well enough to tell whether your conclusions will be valid
 - Covers the following: participants, measures, design, and procedure
- ⇒ Participants
 - Describes who are the participants and their characteristics
 - Tells how the participants were selected (inclusion and exclusion criteria)
 - States what incentives (if any) were offered for participation
- ⇒ Materials
 - Lists equipment, computer programs, questionnaires, or assessments to be used

- OR Research Questions
 - If apparatus is specialized, refers to articles that describe it
 - Describes custom equipment, programs, training protocol
- ⇒ Design & Procedure
- may include the following as this subsection appears only in an experiment, not in a survey, observational study:
 - Describes the logic of the experiment
 - Lists variables and levels of independent variables
 - Describes steps to be used in carrying out design (Procedure subsection may be incorporated into design).
 - Lists methods of control, such as randomization or counterbalancing
 - Summarizes or reproduces verbatim any specialized instruction to participants

Results

- What did you expect to find?
- What are some anticipated limitations to your results based on your methods and design?

Discussion

- How can your findings be used?
- What are the limitations to your findings?
- What will your findings contribute to future research?

References

- Cite all of your in-text references fully in this section in APA format.

Grades:

All assignments are graded on a point system, with the overall grade calculated on a percentage for the semester based on overall points.

<i>Letter Grade</i>	<i>Percentage System</i>	<i>Point System</i>
A	100-90%	520-468
B	89-80%	467-416
C	79-70%	415-364

D or below will result in remediation

**Please note:* There will be additional readings either uploaded in D2L or provided in class.

*** Quiz dates are tentative and will be discussed in class*

DATE	TOPIC	READINGS *	ASSIGNMENTS **
8/24	Counseling Research and Research Ethics	M = Ch. 1 and 5 P = Topic 12	None, just read.
8/31	Research in Context: Literature Review	M = Ch. 2 P = 1, 13, 14, 15, 17, 18 Appendix A and C	Module 1
9/7	Intro to Research Methods	M = Ch. 3 and 4 P = Topic 2, 3, 4, 5, 6	Module 2
9/14	The Research Process	M = Ch. 6 P = Topic 4, 7, 8	Module 3
9/21	Using Quantitative Methods	M = Ch. 7 P = =Topic 9, 10	Breathe 😊
9/28	Sampling in Research	M = Ch. 9 P = Part D, Table 2	Module 4

10/5	Research Design and Instrumentation	P = Part E, F	Research Paper Part A Due
10/12	Experimental Design	P = Topic 2, 3, Part G, Appendix B and D	Module 5
10/19	Understanding Statistics, Effect Size, and Meta-Analysis	M = Review Ch. 9 P = Part H	Keep Working on Part B of Research Paper
10/26	Qualitative Research Methods (Develop Purpose of Study, Research Questions)	M = Ch. 8 P = Part I	Module 6
11/2	Case Study Research	M = Ch. 13 and Ch. 11	Research Paper Part B Due
11/9	Coding Data	M = Ch. 13 and Ch. 14	Module 7
11/16	Writing about Research	M = Ch. 10 P = Topic 16, 19, 22, 23, Part J	Research Paper Part C Due
11/23	Evaluation of Counselor Effectiveness	M = Ch. 12 P = Topic 11	Module 8
11/30	Editing and Proofreading; Small group meetings as scheduled	M = Ch. 15	Research Paper Final Paper Due
Note: Face-to-face classes are shaded in peach		M = McLeod text P = Patton text *Reading on D2L	

Commitment to Inclusive Excellence

WSU recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from WSU's community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community.

Campus Resources

- [Winona] Student Support Services, Krueger Library 219, 457-5465 www.winona.edu/studentsupportservices/
- [Rochester] Student & Campus Services, UCR Room SS 128, 285-7100, rochss@winona.edu, www.winona.edu/rochester
- Inclusion and Diversity Office, Kryzsko Commons Room 236, 457-5595 www.winona.edu/inclusion-diversity/
- Access Services, Maxwell 314, 457-5878 www.winona.edu/accessservices/
- [Winona] Counseling and Wellness Services, Integrated Wellness Complex 222, 457-5330 www.winona.edu/counselingcenter/

- [Rochester] RCTC Counseling Center, UCR Room SS 133, 285-7260, www.rctc.edu/counseling_career_center
- GLBTA Advocate, Prof. Dan Lintin, PAC 207, 457-5531
- Advising Services, Maxwell 314, 457-5878 www.winona.edu/advising/
- [Rochester] UCR Learning Center, UCR Room AT 306, 285-7182
- [Winona] Tutoring Services, Krueger Library 220, 457-5680 <http://www.winona.edu/tutoring/>
- [Winona] Writing Center, Minné Hall 348, 457-5505 www.winona.edu/writingcenter/
- [Winona] Math Achievement Center, Tau 313, 457-5370 <http://www.winona.edu/mathematics/mac/>

Details about Campus Resources

- Two good places to help you find resources of all kinds on campus are *Student Support/Campus Services* and the *Inclusion and Diversity Office*. Both offices are dedicated to helping students of all races, ethnicities, economic backgrounds, nationalities, and sexual orientations. They can facilitate tutoring and point you to a wide range of resources.
- If you have a disability, the *Access Services* office can document it for your professors and facilitate accommodations. If you have a documented disability that requires accommodation, please contact Access Services as soon as possible.
- College can be very stressful. *Counseling* offices on both campuses are here to help you with a wide range of difficulties, ranging from sexual assault, depression, and grief after the loss of a loved one to stress management, anxiety, general adjustment to college, and many others.
- The *GLBTA Advocate* can direct people to GLBT resources on and off campus. In addition, the advocate is responsible for documenting homophobic and transphobic incidents on campus and working with the appropriate channels to get these incidents resolved.
- To find out about web registration, placement tests, program requirements and support tools to help students succeed, visit the *Advising Services* office and website for answers to all your questions!
- On the Rochester campus, the *UCR Learning Center* provides help with both the development and the writing of papers.
- On the Winona campus, for help with understanding the concepts of a particular class or understanding the requirements of an assignment, *Tutoring Services* offers three types of tutoring: drop-in appointments, 1-on-1 tutoring, and group sessions. You can visit them in the Library (220) or go on-line and use TutorTrac to schedule a session.
 - For help specifically with writing and the development of papers, the English department has a *Writing Center* that is staffed by trained graduate students pursuing their Master's degree in English. The Writing Center is located in Minné Hall 348. You can make an appointment on the sign-up sheet on the door or call 457-5505.
 - For help specifically with understanding math concepts and solving math problems, the *Math Achievement Center* (MAC) is staffed with friendly undergraduate tutors who will help you work through difficult material. The MAC is located in Tau 313 and provides free tutoring for all students in math, statistics, or math education courses. The center is open Mon-Fri, and Sunday evening.