

Spring 2015

CE 621 Syllabus: Research Design

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fWinona State University
Department of Counselor Education
CE 621: Research Design
Spring 2015

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Office Hours: M-T; 12-5pm; or by appt.

Course Location: Online

Course Dates, Times, Delivery: Online

Course Description: This course provides the fundamentals of research design and program evaluation. Current methods of research design and evaluation in counseling practice and school settings will be discussed. Prerequisite: basic statistics course (graduate or undergraduate).

Required Texts and/or Materials:

Wright, R. J. (2014). *Research Methods for Counseling*. Thousand Oaks, CA: Sage

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

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:

Research Design and Program Evaluation:

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, 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 evidence-based practice; and

- f. practice ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

Council for Accreditation of Counseling and Related Educational Programs (CACREP) Related Standards:

II. G. 8: RESEARCH AND PROGRAM EVALUATION—studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:

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

Mental Health Counseling:

RESEARCH AND EVALUATION

I. Knowledge

- 1. Understands how to critically evaluate research relevant to the practice of clinical mental health counseling.
- 2. Knows models of program evaluation for clinical mental health programs.
- 3. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling.

J. Skills and Practices

- 1. Applies relevant research findings to inform the practice of clinical mental health counseling.
- 2. Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments.
- 3. Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs.

School Counseling:

RESEARCH AND EVALUATION

I. Knowledge

- 1. Understands how to critically evaluate research relevant to the practice of school counseling.
- 2. Knows models of program evaluation for school counseling programs.

3. Knows basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation).
4. Knows current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card).
5. Understands the outcome research data and best practices identified in the school counseling research literature.

J. Skills and Practices

1. Applies relevant research findings to inform the practice of school counseling.
2. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.
3. Analyzes and uses data to enhance school counseling programs.

Course Expectations:

Attendance and Participation:

The very nature of this course means that attendance is not a factor. That being said, your participation is incredibly important. You cannot, and will not, do well in this course if you are not actively engaged in the work of this course. You should be an active member of this class and it is expected that you will be an active learner, bringing energy and enthusiasm to every assignment. Attendance/Participation will be assessed via Discussion Board Posts/Responses.

Quizzes:

There will be 14 quizzes throughout the semester related to the chapter readings. The quizzes will cover the chapters that you are required to read throughout the semester.

Assignments:

Assignments are to be turned via D2L by 11:30 pm on the day the assignment is due. Only in the event of documentable extenuating circumstances are assignments accepted late. With the exception of documentable emergencies, late assignments will be assessed a full grade for each week they are late, after two weeks late they will not be accepted.

Evaluation:

Grade of "A" (**93%-100%**) means you have done excellent work. Requires a minimum of 90% of total points.

Grade of "B" (**85%-92%**) means you have done good work. Requires a minimum of 80% of total points.

Grade of "C" (**77%-92%**) or lower means you are performing below expectation.

Course Requirements:

- 1. Attendance and participation (30 points)**
As an online course attendance is not a factor but you will be graded on your participation in D2L discussions. You must post a discussion response to a question on D2L each week.
- 2. Quizzes (140 points)**
There will be 14 quizzes throughout the semester related to the chapter readings. Each quiz will consist of 10 questions worth 10 points each for a total of 140 points.
- 3. Article Reflections (70 points)**
There are 7 article reflections due throughout the semester. You will read an article that is posted under 'content' for each uneven week (i.e., 3, 5, 7...etc.) and then write a reflection about your thoughts on the topic. A reflection paper is just that, you are reflecting on what you read and writing your thoughts/responses to what you read.
- 4. Research Paper Outline (25 points)**
Using the sample on page 5 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' parts of the outline. These should be uploaded to the Dropbox on D2L on the day it is due by 11:30pm.
- 5. Paper 1 - Prospectus - Identify the Purpose of Your Study. (50 points)**
Using the Research Paper Outline you created, 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.

6. Paper 2 - Methods - Explain how you will conduct your study. (50 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.

7. Paper 3- Final Research 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 completes 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, Times New Roman font, 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/tests are graded on a percentage system, with a perfect score being 100%. Then, each assignment is weighted to determine your Final grade. The percentage system is below:
 - *Percentage System*
 - A = 100-90%
 - B = 89-80%
 - C = 79% -70%

University Expectations and Resources:

Academic Integrity: The collegiate policy on plagiarism and cheating is outlined in the Student Handbook. It is your responsibility to be aware of this policy. You can also find it online at: <http://www.winona.edu/sld/academicintegrity.asp>.

Accommodations: According to Section 504 of the Rehabilitation Act of 1973, students with disabilities have the right to receive necessary reasonable accommodations and support services to allow equal access at Winona State University. If you have a disability that requires accommodations, you are eligible for support through access services, found at <http://www.winona.edu/accessservices/gettingstarted.asp>.

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 for students: <http://www.winona.edu/diversity/estatement.asp>.

Graduate Student Resources:

General Information: Academic calendar, forms and other procedures for graduate students can be found at <http://www.winona.edu/gradstudies/currentstudents.asp>

WSU-Rochester Student & Campus Services, UCR Room SS128, 285-7100, (www.winona.edu/rochester/):

- RCTC Counseling Center, UCR Room SS133; 285-7260
(www.rctc.edu/counseling_career_center/)
- UCR Learning Center, UCR Room AT306; 285-7182

Counseling Services: Graduate school can be very stressful. Counselors are available in Winona and through partnership with RCTC on the UCR campus to help you with a wide range of difficulties. WSU counselors in Winona are located in the Integrated Wellness Complex 222 and they can be reached at 457-5330. The RCTC Counseling Center is located in SS 133 and can be reached at 285-7260.

Other Support Services: WSU-Rochester Student & Campus Services Office and the WSU Inclusion and Diversity Office are dedicated to helping students of all races, ethnicities, economic backgrounds, nationalities, and sexual orientations. They offer tutoring and a wide range of other resources. The WSU-R Student & Campus Services Office is located in Room SS128 on the UCR campus and can be reached at 285-7100. The WSU Inclusion and Diversity Office is in Kryzsko Commons Room 122, and they can be reached at 457-5595. Information about the *KEAP Center*, dedicated to supporting diversity on campus, can be found here: <http://www.winona.edu/diversity/22.asp>.

- *UCR Learning Center - Rochester* - For help with writing and the development of papers on the WSU-Rochester campus, contact personnel in AT306 or call 285-7182.
- *Writing Center - Winona*: The Writing Center offers free, individualized instruction in all forms and disciplines during any stage of writing, reading, or research. Call 507.457.5505 for an appointment. Walk-ins also welcome.

Student Grievances: Students are encouraged to speak directly with instructors when concerns arise. When issues cannot be resolved between the student and the instructor, students have the right to due process. Such complaint procedures are available online at: <http://www.winona.edu/sld/studentgrievance.asp>

Semester Schedule

| WEEK | TOPIC | READINGS/ASSIGNMENTS |
|---------------------------|--|---|
| 1/12/15 ONE | 1- The Research Consumer | <ul style="list-style-type: none"> • Read Chapter 1 • Choose/Read Article • DUE: Write Article Reflection Paper • DUE: Discussion Board Post Week One |
| 1/19/15 TWO | 17- Writing Research Proposals and Reports | <ul style="list-style-type: none"> • Read Chapter 17 • DUE: Chapter 17 Quiz • DUE: Discussion Board Post Week Two |
| 1/26/15 THREE | 2- Ethical Research Practices | <ul style="list-style-type: none"> • Read Chapter 2 • Read Racism & Research (D2L) • DUE: Chapter 2 Quiz • DUE: Write Article Reflection Paper • DUE: Discussion Board Post Week Three |
| 2/2/15 FOUR | 3- Using the Literature | <ul style="list-style-type: none"> • Read Chapter 3 • DUE: Chapter 3 Quiz • DUE: Discussion Board Post Week Four • DUE: Research Paper Outline |
| 2/9/15 FIVE | 4- Qualitative Research I | <ul style="list-style-type: none"> • Read Chapter 4 • Choose/Read Article • DUE: Chapter 4 Quiz • DUE: Write Article Reflection Paper • DUE: Discussion Board Post Week Five |
| 2/16/15 SIX | 5- Qualitative Research II | <ul style="list-style-type: none"> • Read Chapter 5 • DUE: Chapter 5 Quiz • DUE: Discussion Board Post Week Six |
| 2/23/15 SEVEN | 6- Action Research Methods | <ul style="list-style-type: none"> • Read Chapter 6 • Read What is Action Research • DUE: Chapter 6 Quiz • DUE: Write Article Reflection Paper • DUE: Discussion Board Post Week Seven • DUE: Paper 1- Prospectus |
| 3/2/15 EIGHT | 16- Approaches for Evaluation | <ul style="list-style-type: none"> • Read Chapter 16 • DUE: Chapter 16 Quiz • DUE: Discussion Board Post Week Eight |
| 3/9/15 NINE | SPRING BREAK | |
| 3/16/15 TEN | 10- Scientific Method and Hypothesis Testing | <ul style="list-style-type: none"> • Read Chapter 10 • DUE: Chapter 10 Quiz • DUE: Discussion Board Post Week Ten |
| 3/23/15 ELEVEN | 9- Sampling and Sampling Error | <ul style="list-style-type: none"> • Read Chapter 9 • Read: Choosing the Type of Sampling • DUE: Chapter 9 Quiz • DUE: Write Article Reflection Paper |

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|-----------------------------|--|---|
| | | <ul style="list-style-type: none"> • DUE: Discussion Board Post Week Eleven • DUE: Paper 2- Methods |
| 3/30/15 TWELVE | 7- Nature of Variables and Data | <ul style="list-style-type: none"> • Read Chapter 7 • DUE: Chapter 7 Quiz • DUE: Discussion Board Post Week Twelve |
| 4/6/15 THIRTEEN | 8- Concordance and Correlation | <ul style="list-style-type: none"> • Read Chapter 8 • Read: Correlation vs Causation • DUE: Chapter 8 Quiz • DUE: Write Article Reflection Paper • DUE: Discussion Board Post Week Thirteen |
| 4/13/15 FOURTEEN | 11- Inferences Using Categorical and Nominal Information | <ul style="list-style-type: none"> • Read Chapter 11 • DUE: Chapter 11 Quiz • DUE: Discussion Board Post Week Fourteen |
| 4/20/15 FIFTEEN | 12- Understanding and Evaluating Tests and Scores | <ul style="list-style-type: none"> • Read Chapter 12 • Choose/Read Article • DUE: Chapter 12 Quiz • DUE: Write Article Reflection Paper • DUE: Discussion Board Post Week Fifteen |
| 4/27/15 SIXTEEN | 13- Instrument Development and Survey Research | <ul style="list-style-type: none"> • Read Chapter 13 • DUE: Chapter 13 Quiz • DUE: Paper 3- Final Research Paper |
| 5/4/15 SEVENTEEN | FINALS | |