

Fall 2014

CE 621 Syllabus: Research Design

Dawnette Cigrand
Winona State University

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Winona State University
Department of Counseling Education
CE 621: Research Design
Fall 2014

Assistant Professor: Dawnette Cigrand, Ph.D.
Office: 115 Gildemeister Hall, Winona campus

Phone: (507) 457-5336
E-mail: dcigrand@winona.edu
Office Hours: Monday and Tuesday 11 AM to 4PM, or by appointment

Course Location: East Hall 111

Time: Class meetings are on the following Mondays:
9/15; 9/28; 10/13; 10/27; 11/10; and 11/24

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. *Prerequisite: a basic statistics course (undergraduate or graduate) and CE 601 Foundations of Counseling - 3 S.H. (or concurrent with CE 601) - Grade only.*

The 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.

Required Texts:

McLeod, J. (2003). *Doing Counselling Research, 2nd edition*. Thousand Oaks, CA: Sage Publications.

Patten, M.L. (2012). *Understanding Research Methods: An Overview of the Essentials, 8th edition*. Glendale, CA: Pyrczak Publishing.

Other Readings

** Desire to Learn (D2L) readings can be found at <https://winona.ims.mnscu.edu/> and are required. 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 interviews. I prefer that students use MP3 devices or others that allow you to upload the audio/sound files to the computer so they can be heard through iTunes or similar software.

Zora Neale Hurston said, “Research is formalized curiosity. It is poking and prying with a purpose.”

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.

Course Requirements:

1. Attendance and Participation

Students are *required to attend all class sessions except in the rare case of an emergency**. 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 in engaged learner, one must be active before class by reading assignments and learning 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.

Please note: responsibility and timeliness are professional dispositions expected of counselors.

**Emergency- Please note: the following is the definition of an emergency - a serious, unexpected, and often dangerous situation requiring immediate action.*

If you need to miss a class because of an emergency, you are expected to contact the instructor before the missed class if possible. Classes will be recorded using Tegrity so if an emergency arises and you miss class, you can still view the content of the class session. To earn participation points when absent, you will need to write a two-page summary of what you learned from the assigned readings and the Tegrity recording of the class session. If you need to turn in a late

assignment because of an emergency, please contact the instructor to negotiate a revised due date for your situation.

2. Modules

Since we will be meeting every other week, you will have assignments due to D2L on 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 8PM. Late assignments will not be accepted, except in an emergency*.

3. Research Paper Outline

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.

4. Paper 1 - Prospectus - Identify the Purpose of Your Study.

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 playful 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.

5. Paper 2 - Methods - Explain how you will conduct your study.

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.

Final Research Paper

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.

- ⇒ 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%

D = 69% or below

Final Grades are based on the following Weighted Percentages (parentheses = percentage of the

percentage):

1. Attendance and Participation	5%
2. Modules	25%
3. Research Outline	5%
4. Paper 1 and Paper 2 (12.5% each)	25%
5. Final Research Paper	40%

Please see me if you have any questions about the course.

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, 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.

RESPECT FOR DIVERSITY: It is the intent of the instructor to present material and activities that are respectful of diversity: gender, sexuality, disability, age, socio-economic status, ethnicity (race, nation, or culture), race (physical characteristics transmitted by genes; body of people united by common history or nationality), and culture (beliefs, customs, arts, and institutions of a society). Any suggestions you have are welcomed. Support for issues of diversity can also be found: <http://www.winona.edu/inclusion-diversity/>

ACCOMMODATIONS: If you have a disability, which may require some modification of seating, testing or other course requirements, please feel free to discuss your needs with me so that appropriate arrangements may be made. Please see me after class or during my office hours. If you have questions about your rights as a student or would like support with accommodating your disability, Student Disability Services may be helpful. They can be contacted at: <http://www.winona.edu/accessservices/>

PLAGIARISM AND CHEATING: 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>

SEXUALLY EXPLICIT MATERIAL POLICY: As a part of your course experience, we may discuss work with clients who have concerns about their sexuality or developmental issues regarding sexual orientation. Consistent with the professional ethical codes, you are expected to consider appropriate related interventions/support services and engage in class discussions in a professional manner regarding these matters. If there are sexually related issues you feel that you could not discuss as a future counselor for personal reasons, you need to make those issues known to your instructor and/or adviser.

STUDENT GRIEVANCES: Procedures for filing student complaints are explained in Student Handbook. Student complaint procedures are available online at: <http://www.winona.edu/sld/studentpolicy.asp>

COMPLETION OF ALL ASSIGNED READINGS IS ESSENTIAL:

Resources to support graduate students can be found using the following link:
<http://www.winona.edu/gradstudies/currentstudents.asp>