

Fall 2012

CE 621 Syllabus: Research Design

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**WINONA STATE UNIVERSITY
COLLEGE OF EDUCATION
COUNSELOR EDUCATION DEPARTMENT
Fall 2012
Research Design
CE 621
(3 semester hours)**

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COURSE DESCRIPTION

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

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. (List of campus resources can be found in [Appendix A](#)).

TEXTS

American Psychological Association. (2009). Publication manual of the American Psychological

Association (6th ed.). Washington, DC: Author.

Heppner, P. P., Wampold, B. E., & Klivlighan, D. M. (2008). Research Design in Counseling.

(3rd ed.). Belmont, CA: Thomson Higher Education.

Course readings and audiovisual materials as assigned on D2L.

COURSE OBJECTIVES

The following specific objectives for this course are the 2009 CACREP standards for these areas:
II.G.8. Research Design and Program Evaluation: Students will develop 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.

COURSE REQUIREMENTS

ATTENDANCE & PARTICIPATION

This online course requires of students discipline and responsibility to complete assignments in a timely manner. Performance in a course like this indicates the level of professional preparedness a student possesses in terms of autonomy, responsibility, and reliability.

LATE ASSIGNMENTS

Assignments are to be turned in via D2L prior to or 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 2-point deduction per day of lateness up to two weeks, after which late assignments will not be accepted. Students will not be allowed to make up quizzes as all quizzes will be closed after the specified date listed in the syllabus. **IMPORTANT:** A grade of Incomplete (I) will not be awarded except under extraordinary circumstances such as prolonged illness. If such circumstances arise, it is the student's responsibility to notify the instructor immediately.

ACADEMIC INTEGRITY

Students are expected to practice professionalism and academic integrity in all assignments and class discussions. This includes but is not limited to treating other students and the professor respectfully, engaging in meaningful class discussions, thinking and writing critically and thoughtfully, creating original works, and citing all resources using APA format. Plagiarism will result in loss of credit for this course, and further consequences may result from the university system.

ASSIGNMENTS

Quizzes (12 quizzes, 10 points each = 120 points)

Twelve quizzes will be given during the semester. The quizzes will consist of multiple choice questions and/or true-false questions. Quizzes will be worth 10 points each and cannot be made up if missed. You will have twenty minutes to complete each quiz. You are not permitted to collaborate with each other. Please see the course syllabus regarding open dates for each respective quiz.

Journal Article Critiques (2 articles, 20 points each = 40 points)

Students are required to locate, read, and critique two research studies presented as journal articles from peer-reviewed journals. These studies should be articles, which you read as part of your literature review. Select one qualitative and one quantitative article. Students will identify relevant sections and provide a brief explanation of each study (1 page), critique the article (2 pages), and provide analysis of if/how the information might be included in evidence-based practice. Critiques should be no longer than FIVE pages in length and must be APA Style. Copies of the article are to be submitted with the critique and may be submitted using the designated D2L Drop Box.

Annotated Bibliography (50 points)

This assignment is to be completed with a minimum of 5 sources (Does not include the articles used for the qualitative and quantitative article critiques) from peer reviewed journals and/or books. The purpose of this assignment is to aid in researching and writing your literature review for your research proposal. It will include a summary of the literature review, methodology and results, limitations and conclusion of each article.

Literature Review Draft (40 points)

The purpose of this assignment is to thoroughly review recent literature related to a topic of interest in counseling. The draft of your literature review is meant to be a synthesis of the literature that you have gathered pertaining to your chosen research topic. It will begin by introducing the problem, providing a rationale for addressing the issue – you do this by citing previous research, or lack of research addressing the problem or issue – and then narrowing in focus, leading naturally to your hypotheses. In addition, you are to incorporate into the literature review diversity and culturally related issues. Do not underestimate the length of time this draft will take.

Topics for the literature review must be selected in consultation with the professor. Do not begin your literature review unless you have received prior approval from the instructor to explore the topic. The literature review must be completed using APA (6th ed.) style.

You will need to cite a minimum of eight (8) reference sources not more than 10 years old in completing this literature review. These eight sources must include a minimum of 5 peer-reviewed journal articles. Other sources include books and book chapters only. Do not use brochures, videos, websites, etc., in completing this assignment. Internet sources (aside from electronic library databases) may be used only if they are peer-reviewed electronic journals and if they receive prior approval from the instructor.

Be sure to include appropriately formatted title, abstract, and references pages. Also, be sure to include introduction and conclusion sections in your paper. Be sure to use appropriately formatted headings (6th edition) throughout your paper to organize the content of your review.

The body of this paper will be 8 pages long and double-spaced. Please note that while required, title, abstract, and references pages do not count in the page total for this assignment.

Methods and Results Sections Draft (40 points)

For this assignment, you will build on your literature review and develop your project. Who will your participants be? How will they be selected? What will be the design of your study? How will you control for threats to internal and external validity? How will you conduct your study? Finally, how will you analyze your results? You will use basic statistical methods discussed in class to measure your outcomes, and I will be available to consult with you as needed. You are also referred to the following website for valuable and understandable statistical and methodological help: <http://www.socialresearchmethods.net>. The methods and results section should be at least 5-8 pages in length. See the research proposal requirements below to aid you in writing this section.

Partner Critiques (2 critiques x 10 points = 20 points)

You will each serve as a research partner, where you will provide feedback to another classmate during the writing process. Requirements and appropriate forms will be located on D2L.

Research Proposal (100 points)

The research proposal should include final drafts of both the literature review and methods and results sections, as well as a discussion section to your paper. The proposal must be completed using APA (6th ed.) style. There is an example on pages 41-51 of your APA 6th edition of a manuscript. Your paper should look very similar to this, with the exception that yours is a hypothetical experiment, therefore will be in the future tense.

The following include requirements for your proposal:

- I. Introduction and Literature Review
 - a. States the problem the paper will address
 - b. Cites earlier work on the problem (review of literature)
 - c. States what the study will contribute to understanding the problem
 - d. States the hypothesis of the study

- II. Method
 - a. General
 - i. Another person could replicate your study based only on a reading of your method section
 - ii. A reader could evaluate your study well enough to tell whether your conclusions will be valid
 - iii. Covers the following: participants, measures, design, and procedure.
 - b. Participants
 - i. Describes who will be the participants and their characteristics.
 - ii. Tells how the participants will be selected
 - iii. States what incentives were offered for participation
 - c. Materials
 - i. Lists equipment, computer programs, questionnaires to be used
 - ii. If apparatus is specialized, refers to articles that describe it.
 - iii. Describes custom equipment, programs, and the like.
 - d. Design & Procedure
 - i. This subsection appears only in a proposal for an experiment, not in a survey, observational study, or the like.
 - ii. Describes the logic of the experiment
 - iii. Lists variables and levels of independent variables
 - iv. Describes steps to be used in carrying out design. (Procedure subsection may be incorporated into design).
 - v. Lists methods of control, such as randomization or counterbalancing.

- vi. Summarizes or reproduces verbatim any specialized instruction to participants.
- III. Results:
- a. What do you expect to find and how will you go about finding it?
 - b. We will talk about basic statistical concepts in class. These are all you are expected to be familiar with.
- IV. Discussion
- a. What will your findings mean?
 - b. What could go wrong?
 - c. What will your findings contribute to future research?
- V. References
- a. Cite all of your in-text references in full here using APA format.

Statistics Labs (2 labs x 25 points each = 50 points)

For each statistics lab, you will be required to seek out a set of data. You will be required to utilize SPSS, which you can locate on the computers in the library or locate as a download online. Directions and rubrics for each statistics lab will be posted on D2L.

Human Subjects Education Module (20 points)

You will need to complete the Human Subjects Education Module located on D2L.

IRB Protocol Form (20 points)

Following completion of your research proposal, you will need to complete the IRB Protocol Form, which will be located on D2L.

#	Assignment	Points Possible	Points Received
1	Quizzes	12 quizzes x 10 points each = 120 total points	
2	Journal Article	2 articles x 20 points = 40 points	
3	Annotated Bibliography	50 points	
3	Partner Critiques	2 critiques x 10 points = 20 points	
4	Literature Review Draft	40 points	
5	Methods/Results Draft	40 points	
6	Proposal Paper	100 points	
7	Statistics Labs	2 labs x 25 points = 50 points	
8	Human Subjects Education Module	20 points	
9	Human Subjects Protocol	20 points	
<i>Total</i>			

See Appendix B for all scoring rubrics

GRADE SCALE

- 100-93%: A
- 92-86%: B
- 85-79%: C
- 78-72%: D

TENTATIVE COURSE SCHEDULE

Week 1: August 27 – 31

Topic: Introductions; Science & Counseling

Readings:

- Chapter 1 (Heppner, Wampold, & Kivlighan)

Assignments:

- Review syllabus
- Post an introduction of yourself on D2L in the discussion section (Instructions will be posted)
 - **Due August 31**
- Quiz 1 over Chapter 1
 - **Open August 27 @ 8:00 a.m. – August 31 @ 8:00 p.m.**

Week 2: September 3 – 7

Topic: Research Training; Identifying and Operationalizing Research Topics

Readings:

- Chapters 2 & 3 (Heppner, Wampold, & Kivlighan)

Assignments:

- Quiz 2 over Chapter 2
 - **Open September 3 @ 8:00 a.m. – September 7 @ 8:00 p.m.**
- Quiz 3 over Chapter 3
 - **Open September 3 @ 8:00 a.m. – September 7 @ 8:00 p.m.**
- Submit description of research topic related to school counseling or community counseling to dropbox for approval
 - **Due September 7 @ 8:00 p.m.**

Week 3: September 10 – 14

Topic: Literature Review; Professional Writing

Readings:

- Chapter 22 (Heppner, Wampold, & Kivlighan)

Assignments:

- Quiz 4 over Chapter 22
 - **Open September 10 @ 8:00 a.m. – September 14 @ 8:00 p.m.**
- Work on literature review

Week 4: September 17 – 21

Topic: Writing Week

Readings:

Assignments:

- Rough draft of literature review due to research partner for feedback
 - **Due September 21 @ 8:00 p.m.**
- Submit Annotated Bibliography to dropbox
 - **Due September 21 @ 8:00 p.m.**

Week 5: September 24 – 28

Topic: Choosing Research Design

Readings: Chapter 4 (Heppner, Wampold, & Kivlighan)

Assignments:

- Quiz 5 over Chapter 4
 - **Open September 24 @ 8:00 a.m. – September 28 @ 8:00 p.m.**

- Return rough draft of literature review back to research partner
 - **Due September 28 @ 8:00 p.m. to partner**
- Submit critique of partner's research to professor in dropbox
 - **Due September 28 @ 8:00 p.m. to professor**
- Continue working/revising your own literature review

Week 6: October 1 – 5

Topic: Statistical Concepts

Readings:

Assignments:

- Submit literature review to professor in dropbox
 - **Due October 5 @ 8:00 p.m. to professor**
- Submit Statistics Lab 1 to dropbox
 - **Due October 5 @ 8:00 p.m. to professor**

Week 7: October 8 – 12

Topic: Quantitative Descriptive Design

Readings: Chapter 10 (Heppner, Wampold, & Kivlighan)

Assignments:

- Quiz 6 over Chapter 10
 - **Open October 8 @ 8:00 a.m. – October 12 @ 8:00 p.m.**
- Submit Journal Article Critique #1 to dropbox
 - **Due October 12 @ 8:00 p.m.**
- Begin working on writing methods section (sampling techniques; proposed methodology)

Week 8: October 15 – 19

Topic: Qualitative Research Design

Readings: Chapter 11 (Heppner, Wampold, & Kivlighan)

Assignments:

- Quiz 7 over Chapter 11
 - **Open October 15 @ 8:00 a.m. – October 19 @ 8:00 p.m.**
- Submit Journal Article Critique #2 to dropbox
 - **Due October 19 @ 8:00 p.m.**
- Continue working on writing methods section

Week 9: October 22 – 26

Topic: Writing Week

Readings:

Assignments:

- Rough draft of methods/results section to research partner
 - **Due October 26 @ 8:00 p.m.**

Week 10: October 29 – November 2

Topic: Designing and Evaluating the Independent Variable

Readings: Chapter 12 (Heppner, Wampold, & Kivlighan)

Assignments:

- Quiz 8 over Chapter 12
 - **Open October 29 @ 8:00 a.m. - November 2 @ 8:00 p.m.**
- Return rough draft of methods/results section back to research partner
 - **Due November 2 @ 8:00 p.m.**

- Submit critique of partner's methods/results section to professor in dropbox
 - **Due November 2 @ 8:00 p.m.**
- Continue working/revising your methods/results sections

Week 11: November 5 – 9

Topic: Designing or Choosing the Dependent Variable; Survey Research

Readings: Chapter 13 (Heppner, Wampold, & Kivlighan)

Assignments:

- Quiz 9 over Chapter 13
 - **Open November 5 @ 8:00 a.m. – November 9 @ 8:00 p.m.**
- Submit draft of methods/results sections to professor in dropbox
 - **Due November 9 @ 8:00 p.m.**
- Statistics Lab #2 to dropbox
 - **Due November 9 @ 8:00 p.m.**

Week 12: November 12 – 16

Topic: Ethical Issues in Counseling Research

Readings: Chapter 6 (Heppner, Wampold, & Kivlighan)

Assignments: Quiz 10 over Chapter 6

- Complete Human Subjects Ethics Quiz (submit results to professor in dropbox)
 - **Due November 16 @ 8:00 p.m.**
- Submit draft of methods/results section to professor in dropbox
 - **Due November 16 @ 8:00 p.m.**
- Work on discussion section of paper

Week 13: November 19 – 23

Topic: Population Issues ; Investigator, Experimenter, and Participant Bias

Readings: Chapter 14; Chapter 16 (Heppner, Wampold, & Kivlighan)

Assignments:

- Quiz 11 over Chapter 14
 - **Open November 19 @ 8:00 a.m. – November 23 @ 8:00 p.m.**
- Quiz 12 over Chapter 16
 - **Open November 19 @ 8:00 a.m. – November 23 @ 8:00 p.m.**
- Work on discussion section of paper

Week 14: November 26 – 30

Assignments:

- Finalize research proposals

Week 15: December 3 – 7

Assignments:

- Submit complete research proposal paper in dropbox
 - **Due December 7 @ 8:00 p.m.**
- Submit Human Subjects Protocol to professor in dropbox
 - **Due December 7 @ 8:00 p.m.**

APPENDIX A: STUDENT NOTICES

Diversity Statement:

This is meant to be a safe, welcoming, and inclusive classroom environment for students of all races, ethnicities, sexual orientations, gender identities/variances, ages, religions, economic classes, and ability statuses. As such, you will be encouraged and challenged to use language and basic counseling techniques that are respectful, inclusive, representative and culturally appropriate.

Students with Disabilities Notice:

Students with documented disabilities who may need accommodations, who have any medical emergency information the instructor should know of, or who need special arrangements in the event of an evacuation, should make an appointment with the instructor as soon as possible, no later than the 1st week of the term.

Confidentiality Notice:

As a reminder, all information concerning clients, supervisees, and classmates must be kept confidential. Confidentiality is a crucial element in the counseling profession and should also be upheld with clients, supervisees, and peers. Any discussion should be conducted in such a manner that persons are protected by the limits of confidentiality. Confidentiality will be broken if there is evidence that you have been or pose a potential danger to others or if you break ethical or legal standards as established by the Counseling Profession. Be sure to respect confidentiality outside the class. Do not discuss classmates in public places where your conversation could be overheard. Do not discuss your classmates with persons outside the class such as spouses, family members, etc.

Recording Policy:

Excluding students with a documented disability, the use of electronic recording devices in class are prohibited without prior permission of the instructor. Also, the recording of clinical material is prohibited to all students.

Academic Dishonesty Policy:

Academic dishonesty is a basis for disciplinary action. Academic dishonesty includes, but is not limited to, activities such as cheating, using or purchasing “ghost-written” papers, and plagiarism (presenting as one’s own the intellectual or creative accomplishments of another without giving credit to the source[s]). The faculty member, in whose course or under whose tutelage an act of academic dishonesty occurs, has the option of failing the students for the academic hours in question and may refer the case to other academic personnel for further action. Penalties for academic dishonesty may include expulsion from the university.

Winona Campus Resources

- Student Support Services, Krueger Library 219, 457-5465
(www.winona.edu/studentsupportservices/)
- Inclusion and Diversity Office, Kryzsko Commons Room 236, 457-5595
(www.winona.edu/inclusion-diversity/)
- Access Services (formerly Disability Services), Maxwell 314, 457-5878
(www.winona.edu/disabilityservices/)
- Counseling and Wellness Services, Integrated Wellness Complex 222, 457-5330
(www.winona.edu/counselingcenter/)

- GLBTA Advocate, contact Counseling and Wellness Services for name and number of the current Advocate
- Tutoring Services, Krueger Library 220, 457-5680 (<http://www.winona.edu/tutoring/>)
- Writing Center, Minné Hall 348, 457-5505 (www.winona.edu/writingcenter/)
- Math Achievement Center, Tau 313, 457-5370 (<http://www.winona.edu/mathematics/mac/>)
- Advising Services – Warrior Success Center, Maxwell 314, 457-5878 (www.winona.edu/advising/)

Details about Winona Campus Resources

- Two good places to help you find resources of all kinds on campus are *Student Support 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 let me know as soon as possible. If you suspect you may have a disability, please visit Access Services as soon as possible.
- College can be very stressful. The *Counseling and Wellness Services* office is 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.
- 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.
- 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.

Rochester Campus Resources

- WSU-Rochester Student & Campus Services, UCR Room SS128, 285-7100, rochsss@winona.edu (www.winona.edu/rochester/)
- WSU Inclusion and Diversity Office, Kryzsko Commons Room 236, Winona Campus, 507-457-5595 (www.winona.edu/inclusion-diversity/)
- WSU Access Services, Maxwell 314, 457-5878 (www.winona.edu/disabilityservices/)
- RCTC Counseling Center, UCR Room SS 133, 285-7260 (www.rctc.edu/counseling_career_center/)

- UCR Learning Center, UCR Room AT306, 285-7182
- GLBTA Advocate, contact Counseling and Wellness Services in the Integrated Wellness Center on Winona's campus (457-5330) for the name and number of the current Advocate
- Advising Services – Warrior Success Center, Maxwell 314, 507-457-5878 (www.winona.edu/advising/)

Details about Rochester Campus Resources

- Two good places to help you find resources of all kinds are the *WSU-Rochester Student & Campus Services Office* and the *WSU 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. 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 Winona in Kryzsko Commons Room 236, and they can be reached at 457-5595.
- If you have a disability, WSU Access Services can document it for your professors and facilitate accommodation. Their office is on the Winona campus in Maxwell Hall and they can be reached at 457-5878. If you have a documented disability that requires accommodation, please let me know as soon as possible. If you suspect you may have a disability, you are encouraged to contact the Access Services as soon as possible.
- College 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, 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. WSU counselors in Winona are located in the Integrated Wellness Complex (room 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.
- For help with writing and the development of papers on the WSU-Rochester campus, contact the UCR Learning Center in AT306 or call 285-7182.

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.