



## **COUN 5379.02: METHODS OF RESEARCH**

### **Spring 2018**

*COUN 5379 is a required course for M.A. in Clinical Mental Health Counseling, M.A. in Marriage, Couples, and Family Counseling, and M.Ed. in School Counseling*

#### **College of Education, Department of Counselor Education**

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**Class Format:** Face-to-Face

**Class day and time:** Wednesdays 6:00-8:50

**Class location:** TEC 313

**Course Description: COUN 5379. Methods of Research. 3 Hours.** Study is made of types and methods of educational research, the collecting, analyzing and sharing of data with the public. The student is expected to complete a research project or field study utilizing appropriate methods of educational research.

#### **Required Textbooks:**

Pallant, J. (2010). *SPSS survival manual: A step-by-step guide to data analysis using the SPSS program* (4th ed.). Berkshire, UK: McGraw Hill.

Sheperis, C. J., Young, J. S., & Daniels, M. H. (2017). *Counseling research: Quantitative, qualitative, and mixed methods*. New York, NY: Pearson.

#### **Recommended Textbooks:**

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: American Psychological Association.

Rubin, A., & Bellamy, J. (2012). *Practitioner's guide to using research for evidence-based practice* (2<sup>nd</sup> ed.). Hoboken, NJ: John Wiley & Sons.

IBM SPSS GradPack Version 24.0 **You will either need to purchase SPSS Software or make sure you have access to it. Many campus computers in Huntsville and the Woodlands have SPSS installed, which you may access instead of purchasing the software yourself.**

**2016 KEY PERFORMANCE INDICATOR (KPI):** Students will demonstrate knowledge regarding strategies for using different research methodologies, including qualitative, quantitative, and mixed methods designs, to develop outcome measures for counseling programs in the evaluation of counseling programs and interventions, as assessed by the Program Evaluation Assignment. This KPI will be assessed again on the CPCE.

**Course Objectives:** The following objectives will be met during this course:

**2009 & 2016 CACREP Standards Matrix**

<b>2016 KEY PERFORMANCE INDICATOR (KPI):</b> Students will demonstrate <b>knowledge</b> regarding strategies for using different research methodologies, including qualitative, quantitative, and mixed methods designs, to develop outcome measures for counseling programs in the program evaluation of counseling programs and interventions, as assessed by the Program Evaluation Assignment. This KPI will be assessed again on the CPCE.			
<b>Topic(s)/Objectives</b>  <b>2016: 2016 CACREP Standards</b>  <b>2009: 2009 CACREP Standards</b>	<b>Activities/Assignments</b> <b>(including field based activities)</b>	<b>Measurement</b> <b>(including performance-based)</b>	<b>Standards Alignment</b> <b>S—SPA</b> <b>Standard Alignment</b>  <b>2016: 2016 CACREP Standards</b>  <b>2009: 2009 CACREP Standards</b>
2016: II.F.8.a: The importance of research in advancing the counseling profession, including how to critique research and inform counseling practice  2009: II.G.8.a: The importance of research in advancing the counseling profession	Students will summarize an article that describes the importance of research in the counseling profession	Critical Analysis of Research Assignment	2016: II.F.8.a  2009: II.G.8.a
2016: II.F.8.b: Identification of evidence-based practices  2009: II.G.8.e: The use of research to inform evidence-based practice	Students will complete two research assignments emphasizing qualitative and quantitative research methodologies	Class Discussion & In Class Activities  Critical Evaluation of Research  Quantitative Research Assignment  Program Evaluation Assignment	2016: II.F.8.b  2009: II.G.8.e

2016: II.F.8.c: Needs assessments	Students will conceptualize clinical situations to determine best methods for assessing needs	Class Discussion & In Class Activities  Program Evaluation Assignment	2016: II.F.8.c  2009: II.G.8.d
2009: II.G.8.d: Development of outcome measures for counseling programs			
2016: II.F.8.d: Development of outcome measures for counseling programs	Students will propose a program evaluation	Class Discussion & In Class Activities  As part of Final Exam, completing Program Evaluation Critique	2016: II.F.8.d
2016: II.F.8.e: Evaluation of counseling interventions and programs	Students will propose a program evaluation	Class Discussion & In Class Activities  As part of Final Exam, completing Program Evaluation Critique	2016: II.F.8.e  2009: II.G.8.d
2009: II.G.8.d: Development of outcome measures for counseling programs			
2016: II.F.8.f: Qualitative, quantitative, and mixed research methods	Students will use related variables to conduct several quantitative analyses, including chi-square, independent samples t-test, and correlation, and make recommendations based upon their findings that demonstrate knowledge of applying findings to inform evidence-based practice.	Class Discussion & In Class Activities  Critical Evaluation of Research  Quantitative Research Assignment  Program Evaluation Assignment	2016: II.F.8.f  2009: II.G.8.b
2009: II.G.8.b: Research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research			
2016: II.F.8.g: Designs used in program evaluations	Students will discuss and demonstrate understanding of designs used in Program Evaluation	Class Discussion and In-Class Activities  Program Evaluation Assignment	2016: II.F.8.g  2009: II.G.8.d
2009: II.G.8.d: Development of outcome measures for counseling programs			
2016: II.F.8.h: Statistical methods used in conducting research and program evaluation	Students will demonstrate understanding of different statistical methods for comparing groups and exploring relationships within and between variables	Quantitative Research Assignment  In-Class discussion and activities	2016: II.F.8.h  2009: II.G.8.c
2009: II.G.8.c: Statistical methods used in conducting research and program evaluation			

2016: II.F.8.i: Analysis and use of data in counseling	Students will practice qualitative and quantitative data analysis using real-world data sets	Quantitative Research Assignment  In-class activity: Qualitative data thematic analysis	2016: II.F.8.i
2016: II.F.8.j: Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and program evaluation  2009: II.G.8.f: Ethically and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies	Students will complete CITI training as student researchers and explore cultural components of counseling research	CITI Training  In-class discussion and activities	2016: II.F.8.j  2009: II.G.8.f
2009 CMHC I.2. Knows models of program evaluation	Student will compare and contrast models of program evaluation used within the counseling profession.	Program Evaluation Assignment	2009 CMHC I.2.

**IDEA Objectives:** The instruction in this course will address the following major objectives (as assessed by the IDEA course evaluation system):

**Essential:**

- Gaining factual knowledge (terminology, classifications, methods, trends).

**Important:**

- Learning to apply course material (to improve thinking, problem solving, and decisions).

**Course/Instructor Requirements:**

## Course Outline

**Assignments**

1. <u>CITI Training Certificate</u>	Complete/Incomplete*
*If incomplete, final course grade will be reduced by one letter grade	
2. <u>APA Writing Assignment</u>	100 Points
3. <u>Quantitative Analysis Assignment</u>	100 Points
4. <u>Critical Evaluation of Research</u>	100 Points
5. <u>Program Evaluation Proposal</u>	100 Points
6. <u>Participation/Professionalism</u>	50 Points
<b>Total Points Available</b>	<b>450 Points</b>

### Assignment Descriptions (See Appendix A for Scoring Rubric)

- **APA WRITING REFLECTION:** You will use an assigned reading covering a relevant research methods issue related to research in the counseling field. You will write a one-two page summary of the article and follow APA format. Your paper needs to include:
  - **Cover Page**
  - **At least two levels of headings**
  - **At least one appropriate in-text citation**
  - **At least one direct quote from the article with an appropriate in-text citation**
  - **Reference Page**
- **CITI TRAINING:** You will complete the online CITI training for doing research with human participants. You will receive a message of completion when you complete the training, which you will turn in. **You must turn in the certificate and indicate a minimum 80% pass rate on all items to receive credit for this assignment.** This assignment is graded as complete/incomplete, and you must receive a score of complete or your final grade will be reduced by one letter grade. Instructions for registering for CITI Training will be provided on Blackboard.
- **QUANTITATIVE ANALYSIS ASSIGNMENT:** Using a database provided by the instructor, you will run an analysis of particular data using several different statistical procedures. You will include descriptive data and run and interpret the results. Expanded instructions will be provided on Blackboard.
- **CRITICAL EVALUATION OF RESEARCH:** You will critically analyze pre-selected qualitative research articles based upon criteria provided to you in class. Expanded instructions will be provided on Blackboard.
- **PROGRAM EVALUATION PROPOSAL (KPI & 2009 CMHC I.2):**

You will answer a series of questions using a counseling agency/practice/school site of your choice. The agency/practice/school site may be one with which you are familiar or one that you learned about through the Internet. Your overall goal for this assignment will be to imagine yourself as an expert on program evaluation who wants to market your services to your identified agency.

  - **Purpose**
    - The purpose of this assignment is for you to define program evaluation in your own words, analyze similarities and differences in program evaluation designs, and finally pull everything you've learned this semester to create a mock program evaluation of a real counseling service or agency.
  - **Instructions**
    - Write a formal paper formatted based on APA 6 Style requirements. Your paper should be a 5 to 7 page in length **not including** the cover page and references page. The paper should address all of the content listed below, be sure to organize your paper using headings that correspond to the following bullets. (The headings for you to use in your paper are provided.):
  - a. Definition of Program Evaluation
    - i. Define "program evaluation" in your own words.
    - ii. What are the advantages and disadvantages of program evaluation?

- b. Comparing Two Models of Program Evaluation
  - i. What are two different types of program evaluation?
  - ii. What are the similarities and differences between the two models?
  - iii. Advantages and disadvantages?
- c. Program Evaluation Example (the Dass-Brailsford article, found in the WK14 Required Resources, provides an example of a successful program evaluation implementation.)
  - i. Identify a counseling agency/practice/school site of your choice. The agency/practice/school site does not have to be one that you have visited yourself, so it can be one that you are familiar with or one that you learned about through the Internet. However, it does need to be real. You want to know what types of counseling service this site provides, what kinds of outcomes are generated by the counseling service, who are the stakeholders, and how might the stakeholders benefit from the outcomes which you identified. Based on your knowledge of the counseling service or agency or school, address the following areas of program evaluation:
    - Identify the stakeholders
      - Who benefits from this counseling program? Who are the stakeholders?
        - Who are the Clients?
        - Who are the Referral sources?
        - Who are the Funders?
      - Define the program
        - What does your program do?
        - How does it work?
        - What are the needs of the program?
      - Design the Evaluation
        - What questions need to be answered?
        - What type of program evaluation do you need?
        - What type of evidence do you need to gather?
      - Gather the evidence (be sure to connect your research questions to the needs of the program)
        - Provide one *quantitative* research question based upon the needs of your program, discuss how you would collect the data, and what you hope to learn from the data you collect. Be sure to identify if your design is correlational, between-groups, or within groups.
        - Provide one *qualitative* research question based upon the needs of your program, discuss how you would collect the data, and what you hope to learn from the data you collect.
      - Present the findings and use them
        - Which stakeholders will benefit from your program evaluation? Why?
  - Because this assignment is submitted as an APA paper, you will be graded on your adherence to APA 6 rules for grammar, style, and structure. Please include a cover page and use appropriate headings, and remember to include an introductory paragraph before your first heading. The title of your paper will be “Program Evaluation Paper”. In your paper address in order the following points.



- **PARTICIPATION/PROFESSIONALISM:**

- **Participation:** you are expected to complete all assigned readings and activities for this course, and arrive to class prepared to engage appropriately. You are also expected to contribute to the overall class experience through a meaningful contribution and discussion of the topic at hand. Points will be deducted for failure to demonstrate sufficient preparation, participation, and engagement during the semester.
- **Professionalism:** Professionalism concerns your behavior inside or outside of class in situations associated with the counseling program. Behavioral concerns may include one or more of the following: frequent tardiness and/or absences; texting and/or talking in class; engaging in activities not related to course topics during class; unethical actions; lack of involvement in reflection; disrespectful behavior towards faculty, supervisors, practice clients, and/or colleagues that does not improve following direct intervention. Points will be deducted for failure to demonstrate appropriate professionalism during the semester.

### **Grades**

**NOTE:** All Assignments must be completed in order to receive an “A” in this class.

**Course Evaluation:**    **A = 403 - 450**

**B = 358 - 402**

**C = 313 - 357**

**F = Below 313 (There are no “D’s” given in this class)**

**LATE ASSIGNMENT POLICY:** Late assignments are not accepted unless arrangements have been made with the instructor prior to the due date.



**COUN 5379 Methods of Research  
TENTATIVE COURSE SCHEDULE  
(Additional Readings may be assigned)**

Date	Focus	Readings & Assignments Due
Week 1 1/24	<ul style="list-style-type: none"> <li>• <i>Discuss APA Writing Assignment</i></li> <li>• <i>Discuss CITI Training</i></li> <li>• What is Research?</li> </ul>	
Week 2 1/31	<i>Review APA Writing Assignment</i> <ul style="list-style-type: none"> <li>• Types of Research</li> <li>• Ethics of Research</li> <li>• Developing research questions</li> </ul>	<b>APA Writing Assignment Due</b>  <b>Sheperis: 1, 2</b>
Week 3 2/7	Research Basics <ul style="list-style-type: none"> <li>• Sampling</li> <li>• Internal Validity</li> <li>• External Validity</li> <li>• Threats to Validity</li> <li>• Types of Variables</li> </ul>	<b>Sheperis: 3 &amp; 4</b>  <b>Pallant: 1</b>
Week 4 2/14	<i>Review CITI Training</i> Descriptive Statistics <ul style="list-style-type: none"> <li>• Descriptive Statistics (using SPSS)</li> <li>• Assumptions of Parametric Tests</li> <li>• Histograms, Charts, &amp; Plots</li> </ul>	<b>CITI Training Due</b>  <b>Sheperis: 5</b>  <b>Pallant: 2, 6, &amp; 7</b>
Week 5 2/21	Comparing Groups (1 of 3) <ul style="list-style-type: none"> <li>• Type I and Type II Error</li> <li>• Hypothesis Testing</li> <li>• Research Questions for Exploring Groups</li> <li>• Generalizability</li> <li>• t-Tests</li> <li>• ANOVA</li> <li>• Chi-Square</li> </ul>	<b>Sheperis: 6</b>  <b>Pallant: 17</b>
Week 6 2/28	Comparing Groups (2 of 3) <ul style="list-style-type: none"> <li>• t-Tests</li> <li>• ANOVA</li> <li>• Chi-Square</li> </ul>	<b>Pallant: 18</b>



Week 7 3/7	Comparing Groups (3 of 3) <ul style="list-style-type: none"> <li>• t-Tests</li> <li>• ANOVA</li> <li>• Chi-Square</li> </ul>	<b>Pallent: 19 &amp; 16 (214-222)</b>
Week 8 3/21	Exploring Relationships (1 of 2) <ul style="list-style-type: none"> <li>• Research Questions for Exploring Relationships</li> <li>• Pearson Correlation</li> <li>• Spearman Correlation</li> </ul>	<b>Pallant: 11</b>
Week 9 3/28	Exploring Relationships (2 of 2) <ul style="list-style-type: none"> <li>• Pearson Correlation</li> <li>• Spearman Correlation</li> </ul>	
Week 10 4/4	<i>Review Quantitative Research Assignment</i>  Conducting Survey Research	<b>Quantitative Research Assignment Due</b>
Week 11 4/11	Qualitative Research <ul style="list-style-type: none"> <li>• Types Qualitative Research</li> <li>• Qualitative Research Questions</li> <li>• Sampling in Qualitative Research</li> <li>• Transferability</li> <li>• Qualitative Interviewing</li> <li>• 12 Qualities of good qualitative research</li> </ul>	<b>Sheperis: 11</b>  <b>Articles to have read:</b> <ul style="list-style-type: none"> <li>• Hays &amp; Wood (2011)</li> <li>• Hunt (2006)</li> <li>• Hunt et al. (2006)</li> <li>• Shek et al. (2005, p 180-184)</li> </ul>
Week 12 4/18	Qualitative Research <ul style="list-style-type: none"> <li>• In class activity: Thematic Coding &amp; Qualitative Data Analysis</li> </ul>	
Week 13 4/25	<i>Review Critical Evaluation of Research Assignment</i>	<b>Critical Evaluation of Research Assignment Due</b>  <b>Sheperis 8, 14, 16</b>
Week 14 5/2	Mixed Methods Designs, Single Case, & Program Evaluation	
Week 15 5/9	Finals Week	<b>Program Evaluation Proposal Due</b>

# Sam Houston<sup>TM</sup>

## STATE UNIVERSITY

### Student Guidelines

#### University Policies

- SHSU Academic Policy Manual-Students
  - [Procedures in Cases of Academic Dishonesty #810213](#)
  - [Students with Disabilities #811006](#)
  - [Student Absences on Religious Holy Days #861001](#)
  - [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction
  - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
  - Technology during instruction: Use of technology is not allowed unless it is being used to contribute to academic learning as it relates to the objectives of this course.
  - Technology during exams: There are no exams for this course.
  - Technology in emergencies: Students may receive phone calls and text messages in cases of emergency. It is expected that emergency phone calls and text messages be conducted in a manner that is not disruptive to the objectives of the class. Should students anticipate an emergency situation during scheduled class time, it is expected that they notify the instructor in advance, such as at the beginning of class or during a scheduled break.
- Visitors in the Classroom- Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

#### Attendance

- Students are permitted to miss one class (3 hours) with no penalty, but a call or email to the professor of the class is expected.
- With a second absence (3 hours), a drop of one letter grade will occur unless the student writes a letter to the Counseling Faculty explaining the extenuating circumstances for **both** absences. The faculty will decide both the first and second absences are excusable. If one or both are disallowed, the letter grade drop will occur.
- A drop of a letter grade will occur for each subsequent absence.
- Tardiness for client sessions is not tolerated. Total time of tardiness will be tallied and may be added up to equal an absence.

#### Course Expectations

##### Deductions for Lack of Professionalism

If concerns arise regarding your lack of professionalism, the instructor will first address such concerns with you directly. If concerns regarding lack of professionalism persist beyond this point, the instructor may take one or more of the following actions:

- Point deduction from 50 points allocated to Participation/Professionalism
- Reduced final grade beyond 50 points allocated to Participation/Professionalism
- Bringing concerns to counseling faculty to discuss further appropriate action

## **Bibliography**

CACREP 2009 Standards: <http://www.cacrep.org/wp-content/uploads/2017/07/2009-Standards.pdf>

CACREP 2016 Standards: <http://www.cacrep.org/wp-content/uploads/2017/07/2016-Standards-with-Glossary-7.2017.pdf>

## **College of Education Information**

### **Accreditation**

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

### **Course and Program Evaluation**

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.

**Appendix A**

Scoring Rubric for Assignments

(Points awarded will be adjusted to fit within points allotted to each assignment)

Score	Completion	Accuracy	Comprehension	Organization	Conventions
<b>5</b>	The answer is complete.	All information provided is accurate.	Content demonstrates a deep understanding of, and engagement with, the text(s).	Content is well-organized and easy to read. Points follow a logical progression.	No major grammatical or spelling errors. No more than two minor errors.
<b>4</b>	The answer is missing slight details	All information provided is accurate.	Content demonstrates understanding of, and engagement with, the text(s),	Content is well-organized and easy to read. Points follow a logical progression.	No major grammatical or spelling errors. No more than five minor errors.
<b>3</b>	The answer is missing multiple details.	Most information provided is accurate.	Content demonstrates basic understanding of the text(s).	Content is organized and easy to read. Points follow a mostly logical progression.	Some major and minor errors that don't necessarily impair communication.
<b>2</b>	Content suggests lack of preparation or comprehension.	Some information provided is accurate.	Content demonstrates less than basic understanding of the text(s).	Content may be unorganized and difficult to read. Points do not follow a solidly logical progression.	Major and minor errors significantly weaken quality of communication, although still comprehensible.
<b>1</b>	Content only marginally related to the question/prompt.	A small amount of the information is accurate.	Content demonstrates a lack of understanding of the text(s).	Content is unorganized, illogical, and difficult to read.	Communication seriously impaired by multitude of spelling/grammatical errors.
<b>0</b>	Content fails to meet the basic requirements of the task.	None of the information provided is accurate.	Content demonstrates a complete lack of understanding of the text(s).	Content is very poorly organized, illogical, and difficult to read.	Multitude of major and minor errors make answer incomprehensible.

**Scoring:**

Novice (70%)

Student demonstrates minimal understanding for the material and minimal ability to apply information. Student is unable to clearly articulate the ability to demonstrate an adequate understanding of the material and is unable to apply the information to either a specific assignment or case study. Additional learning is required.

Proficient (80%)

Student demonstrates a clear understanding of material and a confident ability in its application. Student clearly demonstrates both the knowledge of and application of the knowledge to specific assignments or case studies. This level must be achieved for the student to demonstrate competency for the standard or standards assessed.

Master (90%)

Student demonstrates an exceptional understanding of the material and its application and is able to produce valid and appropriate conclusions to assignments and case studies.