

College of Education
Department of Counselor Education

COUN 7363 Application of Counselor Education Research

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Course Description and Overview:

This course is an in depth study of the fundamental concepts and tools of research applied to counseling problems. Each student will prepare a dissertation outline and a dissertation proposal. Prerequisites: COUN 7362, 7372, and 7373.

CACREP Doctoral Objectives:

The student are to demonstrate the following competencies:

1. Design, implementation, and analysis of quantitative and qualitative research. (II.C.5)
2. Formulate research questions appropriate for professional research and & publication. (IV.F.1)
3. Create research designs appropriate to quantitative and qualitative research questions. (IV.F.2)

Requirements

1. Class attendance and participation.

Attendance Policy:

Regular and punctual attendance is expected. The policy established by the Counseling Faculty is as follows: “(1) Students are permitted to miss one class (3 hours) with no penalty, *but a call to the professor of the class is expected.* (2) With a second absence, 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 discuss the letter in a meeting and decide if the letter grade drop will occur or if the student is excused from that action. (3) A drop of a letter grade will occur for each subsequent absence.”

2. Read required texts and necessary ancillary readings.
3. Review chapters 1-3 from example dissertations.
4. Develop a detailed outline for each chapter of your proposal.
5. Write a research proposal and provide an in-class mock proposal presentation.

Activities

In addition to regular class discussion, class activities include:

1. Read chapters 1-3 from several completed dissertations. These dissertations will be useful exemplars for writing the initial drafts of your proposal.
2. Proposals are to be double-spaced and adhere strictly to APA style. Each student will select a problem that he or she **may** wish to use for a doctoral dissertation later. You will write the proposal in the following order:

Chapter II, a review of related literature;

Chapter I, an introduction including overview, statement of the problem, theoretical framework, significance of the study, purpose of study statement, definition of terms, hypotheses or research questions, limitations and delimitations, assumptions, and a short review of the organization of the complete proposal; and

Chapter III, including methods and procedures (in specific detail), and suggested statistical analyses.

- Students will present their detailed outline of each chapter (PPT) and receive feedback.
 - Students will submit each *carefully proofread* chapter (in correct and current APA style form and writing) one-at-a-time over the course of the semester (see calendar). **Students will find the “Checklist for Dissertation Quality” (Appendix J) a useful summary for understanding each chapter’s content.**
3. Mock dissertation proposal: Students will present proposal in class using Power Point. Due to the number of students in the class, the presentation will be limited to 20 minutes.

Required Texts:

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association. (You should already have this one)

Lunenburg, F. C., & Irby, B. J. (2008). *Writing a successful thesis or dissertation: Tips and strategies for students in the social and behavioral sciences*. Thousand Oaks, CA: Corwin Press. ISBN#: 978-14129-4225-6

Additional Recommended Reading (not required):

American Counseling Association (2014). *ACA code of ethics*. Alexandria, VA: Author.

Bolker, J. (1998). *Writing your dissertation in fifteen minutes a day: A guide to starting, revising, and finishing your doctoral thesis*. New York, NY: Holt.

Cone, J. D., & Foster, S. L. (2006). *Dissertations and theses from start to finish: Psychology and related fields* (2nd ed.). Washington, D.C.: American Psychological Association. ISBN: 1-59147-362-4

Heppner, P., & Heppner, M. (2004). *Writing and publishing your thesis, dissertation & research: A guide for students in the helping professions*. Belmont, CA: Thomson.

Joyner, R. L., Rouse, W. A., & Glatthorn, A. A. (2013). *Writing the winning thesis or dissertation: A step-by-step guide* (3rd ed.). Thousand Oaks, CA: Corwin Press.

Other Materials:

The students will be expected to use a variety of referred journals, research studies, data bases, dissertations, and the APA publication manual.

Grading:

1.	Chapter 2 (with checklist)	150 points
2.	Chapter 1 (with checklist)	150 points
3.	Chapter 3 (with checklist)	150 points
4.	Mock Proposal Presentation (with submitted PowerPoint)	150 points

Total Points:

600 points

* Any student who engages in illegal, unethical or unprofessional behavior, and/or plagiarism or cheating while enrolled in this course may receive a failing grade. This behavior is also grounds for dismissal from the doctoral program.

****Turn in all assignments electronically and on time.**

A = 600 – 540 points

B = 539 – 480 points

C = 479 – 420 points

F = below 420 points

NOTE 1: There will be a letter grade reduction for each week an assignment is late beginning the day after the assignment is due.

NOTE 2: Except for very rare exceptions, there will be no IPs offered for this course.

Disability Statement:

It is the policy of Sam Houston State University that no otherwise qualified disabled individual shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Disabled students may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720. Any student with a disability that affects their academic performance is expected to arrange for a conference with the instructor in order that appropriate strategies can be considered to insure that participation and achievement opportunities are not impaired. The physically impaired may contact the Director of the Counseling Center as Chair of the Committee for Continuing Assistance for Disabled Students by phone, extension (936-294-1720).

Student Absences on Religious Holy Days Policy

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable time frame in which the missed assignments and/or examinations are to be completed.

CALENDAR

January

- 22 **Dissertation Template Training**
Class Overview
- 29 Discussion of Book Chapter 7 (Literature Review)

February

- 05 Comps week-No Class
- 12 Discussion of Chapter 2 from example dissertations; Chapter 7: Literature Review
- 191 Continue discussion of Literature Review: (Outline Presentations and Feedback)
- 26 *** Work on Literature Review (I will be available at The Woodlands by appointment)

March

- 05 **Literature Review (Ch. 2) due**
Overview of Book Chapter 6 (Introduction); Discussion of Chapter 1 from example dissertations: Introduction

- 12 **SPRING BREAK**
- 19 Continue discussion of Introduction (**Outline Presentations and Feedback**)
- 26 ***Work on Introduction (I will be available at The Woodlands by appointment)
- April
- 02 **Introduction (Ch. 1) due**
 Review Chapter 8 (Methodology); Read Chapters 3-5
 Discussion of Chapter 3 from example dissertations: Methodology
- 09 Continue discussion of Methodology (**Outline Presentations and Feedback**)
- 16 ***Work on Methodology (I will be available at The Woodlands by appointment)
- 23 **Methodology (Ch. 3) due**
 [Discuss Mock Proposal PowerPoint]
- 30 Group 1: Mock Proposals [Every class member is to attend]
- May
- 07 Group 2: Mock Proposals [Every class member is to attend]