



Research: Methods and Procedures

COU/PSY 6504

Total Credit Hours: 3 hours

Instructor

Course Description

This course is designed as an introductory course in educational research. Emphasis is placed on reading basic research methodologies in the social and behavioral sciences and critical analysis of published research. The student is required to develop a research proposal.

Rationale for Course

The rationale for the course is to familiarize the beginning researcher with the techniques and procedures for conducting an original research project. The focus is on the typical and practical problems encountered in research, beginning with the formulation of the question and continuing through the preparation of a final research proposal. The section of this course specialized for counseling program students will emphasize selection and application of research findings in order to pursue “best practices” in the profession. Ideally, the student will identify with the complementary roles of scientist and practitioner.

Learning Objectives

Upon completion of this course, students will be able to identify, utilize, and explain the following areas of the counseling profession based on an understanding of the 2016 CACREP Standards *Clinical Mental Health Counseling (MHC)*, *Marriage & Family Counseling (MFC)*, & *School Counseling*.

1. The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice.
2. Identification of evidence-based counseling practices needs assessments.
3. Development of outcome measures for counseling programs.
4. Evaluation of counseling interventions and programs
5. Qualitative, quantitative, and mixed research methods
6. Designs used in research and program evaluation
7. Statistical methods used in conducting research and program evaluation
8. Analysis and use of data in counseling
9. Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation

Prerequisites

Graduate Standing

Instructional Materials

A. Required Textbook:

Sheperis, C.J., Young, J.S., & Daniels, M.H. (2016), 2nd Ed. *Counseling research: Quantitative, qualitative, and mixed methods*. Upper Saddle River, NJ: Pearson

B. Recommended Textbook:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

C. Other Sources:

Houser, R. (2009). *Counseling and educational research: Evaluation and Application* (2nd ed.). Thousand Oaks, CA: Sage.

Pan, M.L. (2008). *Preparing literature reviews: Qualitative and quantitative Approaches* (3rd ed.). Glendale, CA: Pycszak Publishing.

Methods of Instruction

Instructional methods for this course may include:

- A. Interactive lecture
- B. Discussion
- C. Case study
- D. Demonstration
- E. Audio-visual recording and presentation
- F. Group work
- G. Dyadic work and role play
- H. Student presentation
- I. Computer application
- J. Research and analysis
- K. Written assignment
- L. In-class exercise

Methods of Evaluation and Assignments

I. Student will take three tests.

CACREP 2016 Standards

8.a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice

b. identification of evidence-based counseling practices

f. qualitative, quantitative, and mixed research methods

g. designs used in research and program evaluation

h. statistical methods used in conducting research and program evaluation

i. analysis and use of data in counseling

j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation.

SC G. 3.n. Use of accountability data to inform decision making

SC G. 3.o. Use of data to advocate for programs and students.

Task: Student will understand all areas of research as presented in the text for

the course.

Assignment: Tests will cover each of the chapters listed in the syllabus and will include multiple choice questions, essay questions, and matching questions.

Professional Perspective: Counseling Students will understand all aspects of conducting, analyzing, and reporting a research project.

Assessment: Each test will be worth 100 points.

II. Journal Article Review

CACREP 2016 Standards

8.a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice

b. identification of evidence-based counseling practices

f. qualitative, quantitative, and mixed research methods

g. designs used in research and program evaluation

h. statistical methods used in conducting research and program evaluation

i. analysis and use of data in counseling

j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation.

SC G. 3.n. Use of accountability data to inform decision making

SC G. 3.o. Use of data to advocate for programs and students.

Task: Students will critique a research article to understand quantitative work and be able to analyze data pertaining to the study. The student will have an understanding of the ethical and cultural strategies in conducting this study.

Activity: Find an empirically quantitative (this means there will be numerical data in the article) article in your respective counseling tract (mental health, marriage and family, school, etc.) that deals with a multicultural or vulnerable population, and critique it for ethical considerations. In an APA style paper, answer the following questions:

1. What risks might this population have faced when presented with an informed consent for this study?
2. What precautions do you hope the researcher(s) took when presenting the study to this population and during data collection and analysis?
3. Did the researcher mention any precautions he/she took with this population to ensure beneficence or decrease coercion?
4. Are the research questions and design appropriate for this population?
5. Have the instruments been validated with that population?
6. Is the sample a fair representation of the minority population being researched?
7. Has the researcher submitted his/her research study to the Institutional Review board to ensure protection of his/her sample?
8. Do the results and the methods(s) of dissemination appropriately represent this population?

Professional Perspective: Due to the need for use of the Scientific-Practitioner Model and the focus on evidence-based practice, the counseling profession promotes knowledge of the importance of advancing and understanding research.

Assessment: Students will be scored on an 80-Point scale and will use a one to

ten-point measure for each of the eight questions.

III. Work Study Sheet

CACREP 2016 Standards

8.g. qualitative, quantitative, and mixed research methods

h. statistical methods used in conducting research and program evaluation.

i. analysis and use of data in counseling

Task: Students will understand basic descriptive and inferential statistics.

Activity: Students will receive a take-home worksheet covering items in Chapter 5, Basic Statistics. The worksheet contains twenty questions and will be due the following week after receiving the assignment. Each student should work alone on this assignment.

Professional Perspective: When counselors use analytical data to treat people, they can become more effective in their field. Research makes it easier for counselors to diagnose common condition and helps counselors improve the quality of their treatment.

Assessment: The assignment is worth forty points (2 points for each problem).

IV. Case Study Analysis

CACREP 2016 Standards

8.a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice

b. identification of evidence-based counseling practices

f. qualitative, quantitative, and mixed research methods

g. designs used in research and program evaluation

h. statistical methods used in conducting research and program evaluation

i. analysis and use of data in counseling

j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation.

Task: Students will be able to read, analyze, and apply research studies found on data basis.

Activity: Two qualitative case studies will be analyzed by the students using the following questions:

- How well designed is the study?
- What are some flaws in the research that are not mentioned in the discussion?
- How reliable is the data and discussed outcomes?
- What are the ethical, legal, and cultural considerations?
- If you were to replicate this study, what would you do the same and what would you do differently?

Studies are:

Dillman Taylor, Dalena L.; Blount, Ashley J.; Bloom, Zachary.(2017), Examination of Student Outcomes in Play Therapy: A

Qualitative Case Study Design. *International Journal of Scholarship and Teaching*, 11(1), 7pp.

Hayes, G., Curry, J., Freeman, & Kuch, T. (2010). An alternative counseling model for alcohol abuse in college: A case study. *Journal of College Counseling*, 13, 87-96.

(These studies can be found in the web data bases for the library.)

Professional Perspective: Data serves as quantitative support to show client and student improvement during the course of the intervention, allowing more effective advocacy for clinical mental health, marriage and family, and school counseling.

Assessment: Using APA style, answer each of the questions above for both studies and be prepared to discuss in class.

The assignment is worth 100 points.

V. Survey Assignment

CACREP 2016 Standards

8.c. needs assessments

Task: Students will find an assessment questionnaire or survey and share with the class to understand the importance of using assessments in all fields.

Activity: Chose a survey or questionnaire about a topic, which is applicable to your field of interest and study. This class will be zoomed so be prepared to share with the class the aspects of your instrument.

Professional Perspective: An assessment helps one determine what needs to be accomplished to reach your projected goals. This type of instrument also helps you identify targeted strategies and prioritized resources.

Assessment: This assignment is worth 50 points.

VI. Research Proposal

CACREP 2016 Standards

8.a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice

b. identification of evidence-based counseling practices

c. needs assessments

d. development of outcome measures for counseling programs

e. evaluation of counseling interventions and programs

f. qualitative, quantitative, and mixed research methods

g. designs used in research and program evaluation

h. statistical methods used in conducting research and program evaluation

i. analysis and use of data in counseling

j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation.

SC 5. G. 3.n. use of accountability data to inform decision making

SC 5. G. 3.o. Use of data to advocate for programs and students

MCF 5. F. 3.a. assessment, evaluation, and case management for working with individuals, couples, and families from a systems perspective

Task: Students will gain knowledge of organizing, planning, and conducting a research proposal. The student will discuss all aspects of conducting this assignment. This is a capstone assignment, which will cover all objectives and standards.

Assignment: Students will be given a Research Proposal Guide, which will lead the students in developing this proposal. There are seven sections in the guide and the paper will be approximately twelve pages.

Professional Perspective: By prioritizing counseling research, we move forward

as a discipline to our next developmental step—from conceptual to the empirical. There is a need for more empirical articles that reflect our pedagogical perspective.

Assessment: This assignment is worth 200 points and a rubric will be shared to quantify how the points will be distributed.

LATE PAPERS AND ASSIGNMENTS WILL RECEIVE A 5 POINT A DAY REDUCTION IN GRADE.

Students will also be evaluated on their presentation to the class. The student should be organized and discussed each of the seven areas in their proposal. Students will be graded on a 50-point scale.

MC Syllabus Statement

The MC Syllabus contains all policies and procedures that are applicable to every course offered by Mississippi College, both on campus and online. The policies in the MC Syllabus describe the official policies of the University as they relate to instruction and will take precedence over those found elsewhere. It is the student's responsibility to read and be familiar with every policy. The MC Syllabus may be accessed at any time on the MC website at the following: <https://www.mc.edu/provost/mcsyllabus>.

Grading Policy

Assignments are listed in Methods of Evaluation

Tests (3)	300 Points
Journal Article Review	80 Points
Work Sheet	40 Points
Case Study Analysis	100 Points
Survey Assignment	50 Points
Research Proposal	200 Points
Research Proposal Presentation	50 Points

Possible Points 820 Points

My goals are to (1) meet the course objectives and (2) ensure fairness. Accordingly, please do not contact the instructor at the end of the course to request an extra assignment, bonus opportunity, or grade change for any reason except an error in the calculation of the final grade. Grade appeals should follow the process outlined in MC Policy 4.20.]

Additional Course Policies

A. Attendance Policy

Class attendance is an essential part of your education at Mississippi College. The *Graduate Catalogue* provides guidelines for tardiness, and absences. Each student should familiarize himself/herself with the institution's policy on attendance. The catalog may be viewed on line at the Mississippi College web site. Two unexcused absences will result in the student's grade being dropped by a half letter grade. Three unexcused

absences will result in the student's grade being dropped by a full letter grade. Four absences will result in a failure grade for the class.

Best Practices

Student Learning Tasks:

- Identify and describe different types of research approaches and designs.
 - Distinguish between experimental and descriptive approaches to research.
 - Distinguish between quantitative and qualitative research approaches.
 - Generate examples illustrating various types of approaches and designs.
- Read, summarize, and critique research reports.
 - Recognize different types of research reports.
 - Discriminate between primary and secondary sources.
 - Identify and summarize different sections of a research report.
- Understand and generate research questions and hypotheses.
 - Operationally define variables and constructs.
 - Distinguish between manipulated and measured variables.
- Identify and understand sampling and assignment techniques.
 - Distinguish between populations and samples.
 - Distinguish between random sampling and random assignment.
 - Recognize different sampling and group assignment procedures.
 - Describe purposive sampling techniques.
- Identify and describe logical fallacies in scientific thinking.
 - Define internal validity and identify threats to internal validity.
 - Define external validity and identify threats to external validity.
 - Define trustworthiness and identify threats to validity in qualitative research.
- Analyze and interpret simple statistics.
 - Practice analysis and interpretation of descriptive and simple inferential statistics.
 - Generate tables and graphs.
 - Propose data analysis plans for research proposal.
- Describe the reliability and validity of measurement instruments.

Course Outline / Schedule

CLASS	CONTENT	READING	ASSIGNMENTS DUE
Week 1	Contemporary Issues in Counseling Research	Ch. 1	
Week 2	Ethical Consideration in the Practice of Research Sample Research Proposal	Ch. 2	
Week 3	Reviewing the Literature Methodological Issues	Ch. 3 - 4	Journal Article Review Assignment
Week 4	TEST	Ch.1 - 4	
Week 5	Basic Statistical Concepts and Descriptive Statistic	Ch. 5	
Week 6	Experimental Designs	Ch. 6	Work Sheet 1
Week 7	Predictive Designs	Ch. 7	
Week 8	TEST	Ch. 5 - 7	
Week 9	Single Case and Case Study	Ch. 8 -9	
Week 10	Single Case and Case Study	Ch. 8 -9	
Week 11	Grounded Theory	Ch. 10	Case Study Analysis and Class Discussion
Week 12	TEST	Ch. 8 - 10	
Week 13	Phenomenological Designs Narrative Research	Ch. 11 - 12	
Week 14	Survey and Mixed Methods	Ch. 13 - 14	Survey Assignment and Presentation
Week 15	Presentations in Class - Research Proposals		Research Proposals

Disclaimer

The instructor reserves the right to modify the schedule proposed in the syllabus as necessary. Modifications will be provided in writing.