

CSD 5500 Syllabus: Research Methods  
Wednesday 2:00-5:30; Thursday 1:00-4:30  
Fall 2018

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Office Hours: Tuesday 2:00-4:00; Wednesday 12:00-2:00 and by appointment

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**Course Description:** This course is designed to introduce students to quantitative and qualitative methods of research in the counseling profession. This course is designed to acquaint students with the language and tools of research and statistics as they serve to inform the counseling practitioner. The course has two purposes: 1) to develop informed consumers of research; and 2) to develop in students an appreciation of research and its application in counseling.

**Course Objectives:** Counselors-in-training will

1. Discuss the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice. (II. F.8.a).
2. Discuss the identification of evidence-based counseling practices. (II. F.8.b).
3. Develop an understanding of principles, models, and applications of needs assessment. (II. F.8.c).
4. Understand the development of outcome measures for counseling programs. (II. F.8.d).
5. Develop an understanding of the evaluation of counseling interventions and programs. (II. F.8.e).
6. Develop an understanding of research methods such as qualitative, quantitative, and mixed research methods. (CACREP Standard II. F.8.f).
7. Develop an understanding of designs used in research and program evaluation. (II. F.8.g).
8. Develop an understanding of statistical methods used in conducting research and program evaluation. (II. F.8.h).
9. Develop an understanding of research analysis and use of data in counseling. (II. F.8.i).
10. Develop an understanding of ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation. (II. F.8.j).

**Required Texts**

Devlin, A. (2017). *The research experience: Planning, conducting, and reporting research*. Los Angeles, CA: SAGE

Field, A. (2016). *Discovering statistics using IBM SPSS statistics*. Los Angeles, CA: Sage.

Sheperis, C. J., Young, J. S., & Daniels, M. H. (2017). *Counseling research: Quantitative, qualitative, and mixed methods*. Upper Saddle River, NJ: Pearson Education, Inc.

American Psychological Association (2010). *Publication manual of the American psychological association* (6<sup>th</sup> ed.). Washington, DC: American Psychological Association.

**Websites on APA style:**

<http://www.psywww.com/resource/apacrib.htm>

<https://owl.english.purdue.edu/owl/resource/560/01/>

**Recommended Journals**

Journal of Counseling & Development (JCD); Journal of Multicultural Counseling and Development (JMCD); Measurement and Evaluation in Counseling and Development (MECD); Professional School Counseling (PSC); Counselor Education and Supervision (CES).

**Teaching Philosophy:** Education is a growth process consisting of two mutually inclusive variables: educating and learning. Students are not regarded as passive recipients of knowledge. Rather, they are encouraged to participate actively and develop the ability to independently problem solve. I am provided opportunities to learn from students, especially regarding effective teaching strategies, theory conceptualization, and progressive intervention application. Learning objectives of all are more effectively accomplished when both roles are actively engaged.

**Method of Instruction:** Students engage in the educational process via class dialogue, websites, papers, consultation (instructor, peers, community members), and experiential activities.

**Due Date Policy:** Written assignments are to be turned in on time. Five points will be deducted per day that the assignment is not submitted. Treat due dates like professional deadlines: be sure to carefully back-up computer work, be certain your printer has ink and is working, etc. so that if technology should fail, you will have time to compensate. All assignments should be in APA style. All assignments must be turned in to receive a passing grade in the course.

**Technological Competence:** Students are expected to enhance their technological competence. Contact via email and D2L is necessary to receive attachments and be updated on course details. Labs are to be treated with professional integrity. Avoid checking e-mail, social media, and other non-academic related activities.

**Academic Integrity:** Students are expected to maintain academic integrity and conduct as defined in EIU's Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations will be reported to the Office of Student Standards. Submitting the work of others as your own or plagiarism in any form will result in an "F" in the course. Eastern Illinois University is committed to the learning process and academic integrity that is defined in the Student Conduct Code (1.1). To encourage original and authentic written work, any written assignment created in this course may be submitted for review to Turnitin.com and will become a searchable document with the Turnitin-protected and restricted use database.

**Questions and Grievances:** Please talk with me directly if there is a problem or misunderstanding, or if you have concerns. Formal grievance procedures are outlined in the Graduate Catalog.

**Accommodations for Students:** If you have a disability (physical, learning, psychiatric) that may require accommodations, please call the Office of Disability Services (581-6583) located on 9<sup>th</sup> Street Hall. As a part of the Americans with Disabilities Act, it is the responsibility of the student to disclose a disability prior to requesting reasonable accommodation.

**The Student Success Center:** Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center ( [www.eiu.edu/~success](http://www.eiu.edu/~success) ) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

**Grading Scale:** The CHE Department uses the university grading scale. Please refer to the current Graduate School Catalog.

<b>Student Evaluation:</b>	<b>CACREP</b>	<b>Points</b>	<b>Due Date</b>
Attendance and Attitude	All	30 points	Each class
APA Training	II.F.8.j	15 points	09/13
IRB Training	II.F.8.j	15 points	09/13
Peer Review of Sections (10 points each)	II. F.8.b, d, e, f, g, h, i, j	30 points	Throughout
Research Proposal	II. F.8.b, d, e, f, g, h, i, j	110 points	
- Section One (30): Intro, Literature Review, Need Assessment/Problem			09/20
- Section Two (30): Methodology/ data collection			10/25
- Section Three (30): Results and Discussion			11/15
- Section Four (20): All components with all edits made, reference page, abstract and informed consent			12/06
Needs Assessment	II. F.8.a, b, c, d, e,	30 points	11/01
Presentation	II. F.8.b, d, e, f, g, h, i, j	40 points	11/29
Learning Assessment (50 points each)	All	100 points	10/18 & 12/13
Lab assignments (6 at 20 points each)	II. F.8.f, g, h, i, j	<u>120 points</u>	Lab Schedule
		Total: 500 points	

**Attendance and attitude (30 points):** Attendance is necessary for co-constructing a deeper meaning for the class. Investing in learning requires, at a minimum, attending class, arriving on time, and being prepared for discussions. Professionalism, knowledgeable conceptualization, and appropriate conduct are expected. If you must be absent, it is your responsibility to acquire material covered and be knowledgeable of any expectations discussed. Excessive absences (more than one) will result in a reduction of grade. Behaviors including but not limited to asking to leave class early, tardiness, extensions for papers, excuses for not being prepared will not be tolerated as they are not professional behaviors. Treat class as you would treat your future career.

### **Trainings:**

- APA Training (15 points):
  - o Students are required to complete this tutorial on APA. Turn in a paragraph describing take-aways (what stood out) and a print out of the completed training.
    - <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>
- IRB Training (15 points):
  - o Students are required to complete EIU's IRB training for research. Turn in the finalized training sheet at the end of the module and a paragraph of take-aways from training.
    - <https://about.citiprogram.org/en/homepage/>
      - Sign up for Basic Course - Human Subjects Research with HIPPA
    - How to set up registration: <https://support.citiprogram.org/customer/en/portal/articles/2736167-login-registration-changes-on-new-citi-program-website#read>

**Research Proposal** (110 points, broken into 4 sections): Students will prepare a research proposal on a topic of their choice, pertinent to concentration (community mental health, school, college student affairs). Proposals may be qualitative or quantitative in design and scope. These may be done individually or in pairs.

Proposals must adhere to the following guidelines:

1. Proposals must be written (typed) using correct spelling, grammar, choice of terms, flow of logic, etc. Papers will be graded in part based on quality of writing.
2. Current APA format (6<sup>th</sup> edition) is required. Emphasis in grading will be on formatting sections of the proposal, writing in APA/scientific style, citations in the body of the paper, and construction of reference list. **Note:** Tables, graphs, etc. are not required but may be included but must also be in APA style
3. Practicality and real-life feasibility: Students should consider feasibility yet will not need to obtain permission from schools to gather data, etc. ***The study is hypothetical.*** No actual data is collected or analyzed for this project.
4. Proposals must have the minimum of 12 academic (library) references.
5. Quantitative proposals must be organized around use of an existing instrument(s).
6. The discussion section should summarize expected findings with support from the literature while assessing potential design threats.
7. Proposal outlines:

### Quantitative

### Qualitative

#### Introduction

- Problem Statement
- Literature Review (thematic, not study by study)
- Statement of Hypothesis

#### Introduction

- Statement of inquiry
- Purpose or significance of study
- Literature review (thematic, not study by study)

#### Method

- Subjects (including IRB Clearance) and sampling procedures
- Instruments, discussing reliability and validity
- Design analysis (indicates proposed data analysis only)
- Procedure

#### Data Collection

- Subjects (including IRB Clearance) and sampling procedures
- Method of inquiry and analysis (ie grounded theory, phenomenology, narrative) including managing and recording data within ethical parameters
- Researcher's role, including ethical issues in data collection

#### Results:

- Indicates expected results in narrative form only; data not actually collected or analyzed!
- Include values would be needed based on the provided hypothesis (Ie mean or F and p)

#### Thematic Results

- Indicates expected thematic results in narrative form only; data not actually collected

#### Discussion

- Summarizes expected findings, their importance and briefly discusses threats to study validity

#### Discussion

- Summarizes expected findings, their importance and briefly discusses threats to trustworthiness

#### References

An appendix with "Letter of Informed Consent"

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**Peer review of sections** (30 points): Students will submit sections of their research proposal at three different points during the semester. As a part of the requirements for submission at these points, students will be required to have a peer review those sections of their proposals. Students will submit a clean copy of the section with edits considered/made, the peer edited version of the section, along with a brief statement about changes made or not made as a result of the peer edit as well as who edited the document. Peers should sign the paper edited. Each student may only edit one paper.

**Needs Assessment** (30 points): In small groups, students will develop needs assessment questions and hypothetical answers. From those answers, the group will develop a plan for a program and the evaluation of that program. Specifically, the group will answer the following questions:

- 1) Who are the participants in your program and what is the rationale to use those individuals?
- 2) Construct a Needs Assessment (Three questions for participants; come up with hypothetical answers).
- 3) Using Needs Assessment answers, develop the purpose of the program.
- 4) Using Needs Assessment answers, develop two *objectives* for the program plan.
- 5) Develop Program *evaluation plan*:
  - Which type of evaluation would be conducted? (Formative? Summative?)
  - Who is the audience?
  - Who will conduct the evaluation?
  - Which approach would be used in the evaluation? (Objectives-oriented? Decision-oriented? Participant-oriented? Combination?)
  - What type of data will be collected to conduct the evaluation?
  - How often will data need to be collected?

**Presentation** (40 Points): Students will explain their research question, design protocol, rationale, their prediction of anticipated results, and meaning for the world of counseling. Students will be required to construct a PowerPoint presentation and provide a constructive, usable, eye catching handout to distribute to their peers. The presentation should be approximately five to seven minutes.

**Lab Assignments** (6 at 20 points each for 120 points) Students will demonstrate their understanding of each statistical and qualitative analysis through completing practice exercises. Students will be asked to arrange data in appropriate tables, describe each steps in the process, and interpret the results according to each lab.

**Learning Assessments** (100 points): There will be an assessment of student learning throughout the course of the semester, one at midterm and one at the conclusion of the course. Both will include multiple choice and short answer formats.

TENTATIVE SCHEDULE

Date	Topic	Readings/Assignments Due	CACREP	Obj.
8/23	Syllabus and Expectations Introduction to Research Choosing a topic	Sheperis Ch 1	II.F.8.a	1
8/30	Booth Library Presentation Critiquing research/lit review	Sheperis Ch 3 Delvin Ch 2 <b>Choose Topic</b>	II.F.8.a, b, j	1, 2, 10
9/06	Cultural and ethical considerations Preparing/evaluation of research plan Selecting a sample	Sheperis Ch 2 and 4 Devlin Ch 4 and 9	II.F.8.a, g, i, j	1, 7, 9, 10
9/13	Reliability, validity, trustworthiness	Sheperis Ch 5 (p.79-87) Golafshani, 2003 <b>APA &amp; IRB Training Due</b>	II.F.8.a, h, i	1, 8, 9
9/20	Qualitative Design: Phenomenology, Grounded theory, Narrative analysis	<b>Section One Due</b> Sheperis Ch 10, 11, 12	II. F.8.f, g	6, 7
9/27	Descriptive statistics: Measures of Central Tendency, Frequency, Dispersion, Position <i>Midterm info stops here</i>	<a href="https://www.socialresearchmethods.net/kb/statdesc.php">https://www.socialresearchmethods.net/kb/statdesc.php</a> Sheperis Ch 5 (p 76-79; 87-101)	II. F.8.f, g, h	6, 7, 8
10/04	Quantitative design: Experimental, Predictive, Correlational, Survey	Delvin Ch 5, 6, 7 Sheperis Ch 6, 7, 13	II. F.8.f, g	6, 7
10/11	Needs assessment/program evaluation Using outcome measures	Sheperis Chapter 12 Astramovich, 2011	b, c, d, e, g, h	2, 3, 4, 5, 7, 8
10/18	<b>Learning Assessment I</b>			
10/25	Inferential statistics - Hypothesis testing - Tests of significance - Two-tailed, one-tailed tests - Type I and Type II errors	Delvin Chapter 3 <b>Section Two Due</b>	II. F.8.h	8
11/01	Inferential statistics: - Testing means	Delvin Ch 7 <b>Needs assessment due</b>	II. F.8.h	8
11/08	Interpreting research results Discussion section	Delvin Ch 10 and 11	II. F.8.i	9
11/15	Mixed Methods research	Sheperis Ch 13 <b>Section Three Due</b>	II. F.8.f	6
11/22	<b>Thanksgiving Break- No Class</b>			
11/29	Research Proposal Presentation	<b>Research Proposal Presentation due</b>	II. F.8.b, d, e, f, g, h, i, j	2, 4-9
12/06	Research Proposal Presentation Review for final Flex day	<b>Final Paper Due</b>	II. F.8.b, d, e, f, g, h, i, j	2, 4-9
12/13	<b>Learning Assessment II</b>			

### LAB Schedule

Date	Topic	Reading and Labs Due
8/23	Introduction to lab	Field Chapter 1 (p. 2-8: 1.1 – 1.6.1)
8/30	APA Training and lit review	
9/06	IRB training	
9/13	Statistics Package and Using SPSS	Field Chapter 4
9/20	Qualitative design analysis	<b>Assignment 1- Coding and Basics</b>
9/27	Measures of Central Tendency Measures of Frequency	Field Chapter 1, p.18 – 33 <b>Assignment 2- Qualitative</b>
10/04	Measures of Dispersion Measures of Position	Field Chapter 5 <b>Assignment 3- Central Tendency</b>
10/11	Program Evaluation	<b>Assignment 4- Graphs</b>
10/18	Lab time for assignments/midterm	
10/25	Needs assessment	
11/01	Correlation ; Chi Square	Field Chapter 7, 18
11/08	T-test	Field Chapter 9 <b>Assignment 5- Correlation and Chi Square</b>
11/15	ANOVA	Field Chapter 11 <b>Assignment 6- T test</b>
11/22	<b>Thanksgiving Break- No Class</b>	
11/29	Mixed Methods research	Field Chapter 15 <b>Assignment 7- ANOVA</b>
12/06	Work day/Flex day	All labs due for half credit
12/13	<b>Final</b>	