Course Syllabus
Research in Counseling and Educational Settings
COUN FXXX
Day 4:10-7:10 PM – Room Location

Instructor:
E-mail address:
Telephone:
Office:
Office hours:
Audio Call In:
Video Conferencing:

**Course Description:** This course will provide an in depth understanding of various types of research occurring in educational and behavioral health care settings. Basic knowledge of how to utilize a needs assessment and program evaluation to guide program planning and evaluate effectiveness will be provided. Furthermore, the course will address basic qualitative, quantitative, and mixed-methods research designs with an expectation of this information being used to produce a research proposal. This course addresses the knowledge and skills for becoming critical consumers of research in education and behavioral health care settings.

**Course 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 following 2016 CACREP Standards (f.8):

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

**Student Learning Outcomes:**
Students will demonstrate the ability to:

- Analyze the application of the scientist-practitioner-advocate model in counseling and educational research, needs assessment, and program evaluation studies;
- Understand, interpret, and apply results of research, needs assessment, and program evaluation studies to his/her professional pursuits;
- Undertake the design, conduct, and interpretation of a research, needs assessment, and program evaluation study;
- Understand the ethical issues and practices important in the conduct of research, particularly with human subjects and in light of human diversity;
- Communicate effectively both orally and in writing about research-related issues.
**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.
  - Know where to obtain psychometric information.
  - Understand why reliability and validity are essential properties of measurement tools.
- Write a research proposal.
  - Utilize APA manuscript style (6th ed.)
  - Review the literature and write a literature review.
  - Propose a research design.
  - Articulate strengths and limitations of the research design.

**Please note:** All topics in this course are taught from a multicultural perspective, which emphasizes the differing experiences, cultures, histories, and perspectives of peoples from a variety of ethnic, gender, racial, and social class backgrounds.

**Required Texts:**


*or*

Required Software:

IBM SPSS Grad Student Pack Version 23 (or equivalent)

Required Readings:


(All required readings are in the dated file folders under the Session Resources section of Blackboard or available from the Rasmuson Library.)

**Optional Readings/Texts:**


**Course Evaluation:** Students will be evaluated on the following (list of assignments and grading criteria):

1. **Class Attendance and Participation (60 points):** Students are expected to come to class prepared, with assignments turned in prior to arrival. Be ready to begin promptly at 4:10 PM. Five points are lost every time a student does not attend class and does not make it up and 2.5 points for every time a student is late and I am not notified ahead of time. If missing class is unavoidable, I must be notified before the class session. Absence does not relieve a student’s responsibility of completing all assignments before the due date, or for comprehending the material presented during the class session. Excessive absences may result in the student receiving a grade of “Incomplete” for the course.

Reading assignments and participating in class discussions expected. Your attendance and the quality of your involvement in class are worth a maximum of 100 points toward your final grade. A rubric located at the end of the syllabus further delineates how you will be evaluated. *Speak out and share your perspectives; it enriches the class experience for all of us!*

- **Blackboard Discussion Introduction:** Post a one paragraph introduction of yourself on the introduction blackboard discussion board **no later than ____ at 11:59pm Alaska time.** This introduction should share your counseling track, what interests you about this course, a fact about you, and a picture of yourself.

2. **CITI Training (10 points):** Complete required CITI training for UAF’s Institutional Review Board. **Due no later than the first day of class.**

3. **Quizzes (75 points):** A total of 15 weekly quizzes (5 pts each) will be required and completed on Blackboard. These quizzes will be utilized as learning tools to ensure that students gain familiarity and competency surrounding key concepts and terms as related to quantitative analysis and research methods. The quizzes will require student to
analyze, synthesize, and explain how various types of quantitative research designs, methods, and statistical analyses are being applied in the clinical mental health and educational research.

4. **Data Set Assignments (100 points):** Using the assigned data set provided, students will perform required statistics on SPSS to answer research prompts. Students will post results and explanation on Blackboard for **four** key assignments (25 points each). Students will provide a critique of their classmates data analysis and explanation of results.

5. **Group Projects Assignments:** Students will be paired into groups of 2-3 and assigned a research topic for the semester. Students will work on throughout the semester on a mixed-methods assignment that will follow a pilot study design. The following components will be included:
   
   a. **Project Proposal (30 points):** Group members will turn in a two (2) page project proposal that identifies the problem, research question, research design, and methods for data collection and analysis for the pilot study.

   b. **Quantitative Article Review (30 points):** Students will each select one peer-reviewed quantitative research article based on their group’s research project topic. A two to three (2-3) page written summary of the article will be provided that describes the research question, research design, data and statistical analysis utilized, key findings, and strengths and limitations of the study using quantitative language. This summary will be posted on Blackboard for classmate review and critique.

   c. **Bad Qualitative Article Review (30 points):** Students will choose one peer-reviewed journal article that demonstrates poor use of qualitative research. A two to three (2-3) page written summary of the article will be provided that describes the research question, research design, data analysis, key findings, weakness of the study using qualitative language, and suggestions for improving its research design. This summary will be posted on Blackboard for classmate review and critique.

   d. **Data Collection/Analysis (30 points):** As a group, students will develop and implement a mixed-method pilot study on the topic they are assigned. Groups will work together to determine method and analysis, and will complete the data collection and analysis as a group.

   e. **Student Prospectus (final paper, 135 points):** Students will individually turn in a final prospectus (APA 6th ed. style) on the group work from the semester. Included in this prospectus is the following components:
      
      i. **Literature Review** - A literature review relating to the topic must be individually completed, amounting to ten (10) pages and 15-20 sources.

      ii. **Method** - This section will be completed as a group and added into the final prospectus.

      iii. **Results** - This section will be completed as a group and added into the final prospectus.

      iv. **Discussion** - A discussion section, individually completed, that is two (2) pages in length and summarizes the findings of the pilot study in relation to previous literature.

      v. **Appendix** - Including audit trail and other necessary documents.
## Grading:

Your course grade will be determined by the following point system:

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
<th>Grading Scale</th>
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<tbody>
<tr>
<td>Class Attendance/Participation</td>
<td>60</td>
<td>465 points and up (93%)</td>
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<tr>
<td>CITI Training</td>
<td>10</td>
<td>450-464.9 points (90-92.9%)</td>
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<tr>
<td>Quizzes (15 @ 5 points)</td>
<td>75</td>
<td>440-449.9 points (88-89.8%)</td>
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<tr>
<td>Data set assignment (4 @ 25 points)</td>
<td>100</td>
<td>415-439.9 points (83-87.9%)</td>
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<tr>
<td>Project Proposal</td>
<td>30</td>
<td>400-414.9 points (80-82.9%)</td>
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<tr>
<td>Quantitative Article Review</td>
<td>30</td>
<td>390-399.9 points (78-79.9%)</td>
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<tr>
<td>Bad Qualitative Article Review</td>
<td>30</td>
<td>365-389.9 points (73-77.9%)</td>
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<tr>
<td>Data Collection/Analysis</td>
<td>30</td>
<td>340-359.9 points (68-69.9%)</td>
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<tr>
<td>Student Prospectus</td>
<td>135</td>
<td>315-339.9 points (63-67.9%)</td>
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<td><strong>Total</strong></td>
<td><strong>500</strong></td>
<td>300-314.4 points (60-62.9%)</td>
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<td>Less than 300 points</td>
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### Disability Services:

Students with a physical or learning disability, who may need academic accommodations, should contact the Disability Services office. UAF Disability Services is located within the Center for Health and Counseling in the Whitaker Building on the corner of Yukon Drive and North Chandalar (Room 208). The accessible entrance is located on North Chandalar Drive. UAF Disability Services can be contacted by telephone (474-5655) or e-mail (uaf-disabilityservices@alaska.edu). Once documentation of your disability is received, Disability Services will contact me regarding the necessary accommodations.

### Support Services:

Writing support services are available on the UAF Campus in the Writing Center, located in 801 Gruening, UAF, 907-474-5314, and on the UAA Campus at the Reading/Writing Center, located in 118 Sally Monserud Hall, UAA, 907-786-4355. Note: to access this Center at UAA, students must register in the English Department (907-786-4355) at a rate of $12 per semester. Students who are not on the UAA or UAF campus should contact the Center for Distance Education for details regarding support services that are available by distance.

### Plagiarism:

Plagiarism is representing someone else's ideas and work as your own. Plagiarism includes not only copying verbatim, but also rephrasing the ideas of another without properly acknowledging the source. As you prepare and submit work to meet course requirements, whether a draft or a final version of a paper or project, you must take great care to distinguish your own ideas and language from information derived from sources. Sources include published primary and secondary materials, electronic media, and information and opinions gained directly from other people.

The University of Alaska Board of Regents has clearly stated in BOR Policy that discrimination, harassment and violence will not be tolerated on any campus of the University of Alaska. If you believe you are experiencing discrimination or any form of harassment including sexual harassment/misconduct/assault, you are encouraged to report that behavior. If you report to a faculty member or any university employee, they must notify the UAF Title IX Coordinator about the basic facts of the incident. Your choices for reporting include: 1) You may access confidential counseling by contacting the UAF Health & Counseling Center at 474-7043; 2) You may access support and file a Title IX report by contacting the UAF Title IX Coordinator at 474-6600; 3) You may file a criminal complaint by contacting the University Police Department at 474-7721.
<table>
<thead>
<tr>
<th>Class Date</th>
<th>Class Content</th>
<th>Readings</th>
<th>Assignments</th>
<th>CACREP 2016 Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Overview: Introductions Ethics in Research Research Protocol with AN/AI communities Introduction to Quantitative Research</td>
<td>Barnhardt &amp; Kawagley (2005) Rovai et al. (2013) Ch 1, 3 Sahota (2007)</td>
<td>CITI Training Due Quiz 1 Due</td>
<td>f.8.a; f.8.e; f.8.g; f.8.h; f.8.i; f.8.j</td>
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<td>2</td>
<td>Quantitative Research: Descriptive &amp; Inferential Statistics</td>
<td>Rovai et al. (2013) Ch 5-6 Thebane et al., (2008)</td>
<td>Data Set Assignment 1 &amp; Quiz 2 Due</td>
<td>f.8.a; f.8.e; f.8.g; f.8.h; f.8.i; f.8.j</td>
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<td>3</td>
<td>Quantitative Research: Goodness of Fit Tests (Nonparametric and Parametric)</td>
<td>Rovai et al. (2013) Ch 7</td>
<td>Data Set Assignment 2 &amp; Quiz 3 Due</td>
<td>f.8.a; f.8.e; f.8.g; f.8.h; f.8.i; f.8.j</td>
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<td>4</td>
<td>Quantitative Research: Difference Tests (Multivariate, Factor Analysis, Post Hoc Comparisons, Parametric &amp; Nonparametric tests for difference)</td>
<td>Rovai et al. (2013) Ch 8 Carey et al. (2008) Shiele et al. (2014)</td>
<td>Data Set Assignment 3 &amp; Quiz 4 Due</td>
<td>f.8.a; f.8.e; f.8.g; f.8.h; f.8.i</td>
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<td>5</td>
<td>Quantitative Research: Correlation and Prediction Tests</td>
<td>Rovai et al. (2013) Ch 9</td>
<td>Data Set Assignment 4 &amp; Quiz 5 Due</td>
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<td>6</td>
<td>Qualitative Research: Foundations of Qualitative Inquiry</td>
<td>Hays &amp; Singh (2012) Ch. 1-3</td>
<td>Quantitative Article Review Due Quiz 6 Due</td>
<td>f.8.a; f.8.e; f.8.h; f.8.i</td>
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<td>7</td>
<td>Qualitative Research: Research Design CBPR</td>
<td>Hays &amp; Singh (2012) Ch. 4-6 Hergenrather et al. (2010) How to Write a Literature Review</td>
<td>Quiz 7 Due</td>
<td>f.8.a; f.8.e; f.8.h; f.8.i; f.8.j</td>
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<td>8</td>
<td>Qualitative Research: Data Collection</td>
<td>Hays &amp; Singh (2012) Ch. 8-9</td>
<td>Bad Qualitative Article Review Due Quiz 8 Due</td>
<td>f.8.a; f.8.e; f.8.h; f.8.i</td>
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<td>10</td>
<td>Qualitative Research: Data Analysis</td>
<td>Hays &amp; Singh (2012) Ch. 10-11 Hays, Wood, Dahl, &amp; Kirk-Jenkins (2016)</td>
<td>Project Proposal Due Quiz 10 Due</td>
<td>f.8.a; f.8.e; f.8.h; f.8.i; f.8.j</td>
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<td>11</td>
<td>Program Evaluation Foundations</td>
<td>Royse et al. (2016) Ch. 1-2 Lusky &amp; Hayes (2001)</td>
<td>Quiz 11 Due</td>
<td>f.8.a; f.8.h; f.8.c; f.8.f; f.8.j</td>
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<td>12</td>
<td>Needs Assessment</td>
<td>Royse et al. (2016) Ch. 3, 11 Rowell (2008)</td>
<td>Data Collection/Analysis Assignment Due Quiz 12 Due</td>
<td>f.8.a; f.8.b; f.8.c; f.8.f</td>
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<td>13</td>
<td>Program Evaluation: Types of Evaluation</td>
<td>Royse et al. (2016) Ch. 5, 12, 13 Astramovich, Coker, &amp; Hoskins (2005) Kopp et al. (2011)</td>
<td>Quiz 13 Due</td>
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<td>14</td>
<td>Program Evaluation: Writing Reports</td>
<td>Royse et al. (2016) Ch. 14 Auger et al. (2013)</td>
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